DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

**STANDING COMMITTEE
PUBLIC SESSION**

Monday, May 1, 2023

Chairperson: Christine Thatcher

Vice-Chairperson: Emma Cunningham

Director of Education and Secretary to the Board: Camille Williams-Taylor

Recording Secretary: Kathy Fitzpatrick

DATE:	Monday, May 1, 2023
TIME:	7:00 p.m.
LOCATION:	Boardroom
ATTACHMENTS:	Agenda

Copies to:
All Trustees
Director of Education
All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Monday, May 1, 2023
7:00 p.m.

7.   <u>Recommended Actions</u>

    (a)   Motion: Establishment of Ad Hoc Committee   77-79
              (Trustees Deb Oldfield, Shailene Panylo)

8.   <u>Information Items</u>

    (a)   Student Trustee Report   Verbal
              (Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt)

    (b)   Opioid Poisoning and Naloxone   80-85
              (Associate Director Jim Markovski)

    (c)   OPSBA Report   Verbal
              (Trustee Emma Cunningham)

9.   <u>Memos</u>

    (a)   No. 2023:18 Children's Mental Health Week- May 1-5, 2023   86-87

    (b)   No. 2023:19 Learning Resource Selection Policy and Process   88-91

10. <u>Adjournment</u>   Verbal

DDSB
Ignite Learning

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board　　　　**DATE:** May 1, 2023

SUBJECT: Graduation Coach for Black Students　　　　**PAGE:** 1 of 5

ORIGIN: Camille Williams Taylor, Director of Education and Secretary to the Board
Margaret Lazarus, Superintendent of Equitable Education

1.0　Purpose

The purpose of this report is to provide the Board of Trustees with an overview of Durham District School Board's (DDSB) Graduation Coach for Black Students Program and evidence of the impact on students accessing the program.

2.0　Ignite Learning Strategic Priority/Operational Goals

Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

- Provide intensive, culturally responsive support to Black students to improve their achievement and well-being.
- Achieving credits, graduating, and successfully transitioning into a chosen post-secondary pathway.

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

- Create a welcoming and culturally responsive space to build a sense of community and belonging for Black students that will enable them to voice their experiences.
- Increase awareness on the factors that contribute to their positive well-being.

Leadership – *Identify future leaders, actively develop new leaders and responsively support current leaders.*

- Graduation Coach for Black Students provides students with culturally responsive leadership opportunities through the creation of Black Student Unions.

Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

- Direct support from the Graduation Coach and Circle of Adults to identify, address, and remove systemic barriers and increase access to post-secondary education.

Engagement – *Engage students, parents, and community members to improve student outcomes and build public confidence.*

- The Graduation Coach for Black Students, is a trusted mentor and advisor which builds positive relationships with students;
- Building positive and trusting relationships with Black students through a strength-based approach; and
- Increase the engagement of Black students in their academic program planning.

3.0 Background

In April 2017 the Towards Race Equity in Education: The Schooling of Black Students in the Greater Toronto Area project revealed that "the poor educational performance of Black students was the result of the historical and systemic nature of anti-Black racism embedded in Canadian society,"(p.39). With the release of Ontario's Education Equity Action Plan, 2017, Ontario made strides in addressing the graduation rates of Black students. However, the Equity Strategy did not address issues related to the systemic ways Black students are disenfranchised and disadvantaged.

In 2020, the Ministry of Education invested approximately $1.57 million to address anti-Black racism asoutlined in the York University Report by creating the Graduation Coach Program. The Graduation Coach for Black Students Program is based on a similar program for Indigenous students.; the Four Directions Program which was launched at Dryden High School in Dryden, Ontario, in June 2014. The program noted that Indigenous graduation rates almost doubled over four years of implementation. The Graduation Coach for Black Students Program intends to work with students, school teams, central administration, and the community to identify and eliminate systemic inequities and school-based barriers that negatively impact Black students' experience. The Graduation Coach Program is a progressive project across the province of Ontario that now includes the DDSB.

In September 2023, the DDSB Indigenous Education department has implementing a specialized Secondary Engagement Coach for Indigenous Students. Similarly, to the Graduation Coach for Black Students, the Indigenous Engagement Coach supports youth and families in engagement and re-engagement with their home schools and liaises with community support agencies to advocate and to make recommendations on behalf of the youth and their caregivers.

4.0 Analysis

The DDSB data from the 2019 Student Census indicated that the current system imposes barriers that disproportionately and negatively impact students who identify as Black. Black students are experiencing school differently: they are struggling academically more than white and South Asian students, they endure a higher proportion of suspensions, and fewer Black students graduate from high school in four years compared with White and South Asian students.

In September 2021, the DDSB received funding over four years to implement the Graduation Coach for Black Students Program. In February 2022, the Ministry of Education provided funding for one additional Graduation Coach to the DDSB. This additional funding has been extended to June 2025. In February 2023, the DDSB Student Success Department committed to funding a third Graduation Coach for Black Students until June 2024.

The goal of the Graduation Coach for Black Student Program is to build on evidence that indicates that providing direct and targeted specialized services and programs to underserved student populations will help to address systemic education barriers and support these students to stay in school, graduate, and succeed. The program builds on the achievements made through the *DDSB Increasing Equitable Access to Post-Secondary Education* Program that was implemented between 2017-2019 and funded by the Ministry of Education.

When considering placement of Graduation Coaches, the Ministry of Education requires school boards/communities to select communities with a high Black population. Pine Ridge SS, located in Pickering, Ontario, was selected as the first school to centrally assign a Graduation Coach for Black Students. With the additional Ministry funding in February 2022, the second Graduation coach was placed at G.L Roberts CVI and Sinclair SS to provide direct support and identify, address and remove systemic barriers in collaboration with the Circle of Adults.A fourth school, Donald A. Wilson SS, was added to the program. The third coach supports students at Eastdale CVI and Ajax HS.

The success of the Graduation Coach for Black Students Program is based on a two-tier structure: (1) Tier 1, Relationship Building and (2) Tier 2, Circle of Adults. The Circle of Caring Adults includes teachers, school staff, parent/guardian/caregivers, as well as community supports.

Tier 1 Relationship Building
- Identify systemic barriers by creating a welcoming and positive school learning environment and intervention points and facilitate access and referrals to academic supports and community and school resources.
- Establish trusting relationships with Black students, families & communities.
- Mentoring and advising Black students.

Tier 2 Circle of Adults
- Address and remove systemic barriers and inequities that Black students face in the education system.
- Transform school culture through educators with the collective knowledge, skills, and dispositions to understand and respond effectively to the learning needs of all students.

5.0   Financial Implications

The DDSB has three Graduation Coaches for Black Students. The first and second Graduation Coaches are Ministry funded until August 2025. The third Graduation Coach is DDSB funded through the Student Success Grant and is funded until August 2024. Additional funding will be required for the program after the current funding has expired.

6.0   Evidence of Impact

There were 121 students at three school sites,who worked with the Graduation Coach for Black Students in the 2021-2022 school year. In the current 2022-2023 school year, the Graduation Coaches are supporting 273 students.

When considering the impact on post-secondary outcomes of students who participated in the program in 2021-2022, 26 students are now in university or college.. Five students did not consider post-secondary pathways until connecting with a Graduation Coach for Black Students.

The Graduation Coach prioritized relationship building and partnering with Black students, families, and community members. Partnering with small businesses led to employment opportunities for Black students. Hosting family engagement sessions provided opportunities to collaborate with multiple DDSB departments to deliver necessary information regarding programs, services, and support that assisted families and students with decisions around future pathways. In addition to the partnerships, the DDSB Graduation Coach Program was recognized by [Metroland Newspaper](#) and CBC Radio.

Spaces were created in the participating high schools that were inviting and culturally fitting, which created a sense of belonging and community for Black students. Students at Pine Ridge SS reported that they felt safe to engage in conversation, connect with the Coach and to acquire knowledge and support. The Black students at Pine Ridge SS created their first Black Student Union (BSU), four months after the implementation of the Graduation Coach. The BSU started with 11 members and currently they have 29 active members. The BSU members making connections with the community were asked to participate in Carea's Black Community Health Strategy initiative in partnership with the Black Education Fund.

Student participation in the Summer Post-Secondary Campus Tour Program increased over the summer. The first tour to Centennial College started with four students attending the tour, and the last tour took place at McMaster University in Hamilton with 18 people attending the tour, including three parents. The University of Toronto and York University were also included in the summer tour schedule. Each tour was intentionally designed to increase access and awareness to post-secondary education for Black students and their caregivers.

After graduation, graduates and parents continued to reach out to the Graduation Coaches for post-secondary and gap year support. This support is needed and is servicing DDSB graduates from the previous year by providing a post-secondary application information session.

The following is what students and parents/guardian shared regarding the success of the Graduation Coach Program:

- *"A safe and understanding environment where Black students can go when they have problems or meet more Black students that attend the school."*

- *"My child applying to university and getting accepted when it wasn't something she considered before the program."*

- *"A success of the program is that Black high school students have a resource they can go to with questions and get assistance with planning for graduation who will understand them. They will also feel more accepted since racial stereotypes about them are less likely to play a role."*

- *"The workshop held in May was a success as it clearly showed the role of the program in assisting Black students. Also, the Black Student Union, where Black students have a space to be leaders and to grow in their confidence, is positive for other areas such as academics and extracurricular activities."*

- *"The 'open' space at Guidance for Black students to meet with their Black coach—a place to be safe is awesome."*

- *"Positive atmosphere allowed students to connect with other individuals from a similar POV."*

- *"I found a sense of community in this program that I had not found in any classroom or club before this."*

7.0   **Conclusion**

This report has been provided to the DDSB Board of Trustees for information.

The report reviewed and submitted by:

_____
Camille Williams-Taylor, Director of Education and Secretary to the Board

_____
Margaret Lazarus, Superintendent of Equity Education

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DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board   **DATE:** May 1, 2023

SUBJECT: Board Climate, Well-Being and Safety   **PAGE:** 1 of 23

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Gary Crossdale, Superintendent of Equitable Education: Positive School Climates
Andrea McAuley, Superintendent of Equitable Education: Inclusive Student Services
Heather Mundy, Superintendent of Equitable Education: People and Culture

1.0   Purpose

The purpose of this report is to provide the Board of Trustees with information on actions taken that reflect our commitment to ensuring that schools are safe, welcoming, inclusive, and provide respectful working and learning spaces that promote well-being for all students and staff.

This report also provides information to meet legislative requirements for reporting data and to support transparency and accountability related to:

1. Employee Violent Incident Reporting;
2. School Climate and Well-Being; and
3. The Board of Trustee's Motion, October 17, 2022.

2.0   Ignite Learning Strategic Priority/Operational Goals

Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

- Increase Student Achievement and Well-Being.
- Use the data and research to develop programs to support learning.

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff*.

- Schools work collaboratively to establish and support learning and working environments that foster well-being.

Leadership – *Identify future leaders, actively develop new leaders and responsively support current leaders.*

- Support our school teams to create and sustain positive school climates.

Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement*.

- Ensure Indigenous rights, human rights and equity are at the center of the work.
- Ensure equitable access, and practices are reflected in programs to create an inclusive environment where all stakeholders have a sense of belonging and feel that they matter.

Engagement – *Engage students, parents and community members to improve student outcomes and build public confidence.*

- Responsively meet the needs of all families by valuing their expertise and voice.

3.0 Background

The Durham District School Board (DDSB) recognizes that Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The DDSB is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

3.1 The DDSB has a responsibility to provide a safe environment for all students and staff, ensure Indigenous rights and human rights (including centering dignity and the duty to accommodate) are at the centre of the work and it is the legal responsibility of the DDSB to provide education to students.

The DDSB strives to meet its responsibilities through:
- Legislative compliance.
- Policies and procedures.
- Proactive/preventative, mitigating and responsive strategies, initiatives, structures, services, supports and actions.

The purpose of the DDSB Indigenous Education and Human Rights, Anti-Discrimination, Anti-Racism policies is to centre the dignity of all students and staff.

As duty bearers, we all have a shared responsibility to create and maintain learning and working environments that centre Indigenous rights, human rights and equity, and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm. The research shows that these are the preconditions for successful learning.

The policies and related procedures give guidance and set out principles, responsibilities and actions that set the foundation for several system and school-based strategies and initiatives to support positive school climate and well-being.

3.2 At the DDSB, students are at the centre of all that staff do to create the conditions for students to thrive and succeed. The DDSB recognizes that a high degree of learning and well-being happens within the context of positive school and classroom environments. A positive school climate exists when:

- All members of the school community feel safe, included, and belong, where they know they are valued, have a voice, and that they matter.
- Authentic caring and supportive relationships and interactions guide instructional practices.
- Opportunities for meaningful student engagement and participation are present in all spaces.

- Every interaction is grounded in human rights and the principles of equity and inclusion.
- A culture of care and mutual respect is cultivated.

Schools can be a protective factor for students' mental health and well-being by creating and sustaining the conditions that help students to thrive and succeed. School as a protective factor can also buffer students against stress and potentially challenging situations and events. School becomes a protective factor when students feel supported and cared for; are given clear and achievable expectations; have opportunities to participate in and contribute to their own learning; and attend schools that are identity affirming, respectful, and welcoming.

> *("Bolstering Resilience in Students: Teachers as Protective Factors", Hurlington, 2010; "Student-Teacher Relationships As a Protective Factor for School Adjustment during the Transition from Middle to High School", Longobardi, et al, 2016; "School Connectedness - Strategies For Increasing Protective Factors Among Youth", U.S. Department of Health and Human Services, 2009)*

While our schools may be safe and affirming for many students, and therefore can be experienced as a protective factor, we acknowledge that this is not the case for all students.

3.3   To ensure schools are a protective factor for all students, our practices must be guided by an understanding of who our students are, how they experience their learning environments, and the practices of our District and schools that contribute to a positive school environment and experience for students and the staff who provide support.

3.4   Safe and Respectful Workplaces

The DDSB is committed to providing working and learning environments in which all individuals are treated with respect and dignity. Every individual has an equal right to learn, work and feel safe in an environment that is free from discrimination and harassment under the Ontario Human Rights Code (Code) and the Ontario Occupational Health and Safety Act (OHSA). The Safe and Respectful Workplace and Harassment Prevention Policy is adopted to foster and promote healthy, inclusive and supportive working and learning environments. All employees are expected to engage in courteous and respectful conduct, interactions, communications and relationships in Board learning and working environments. The obligation to address potential violations of this Policy is with the employer once it learns of an issue, regardless of how the issue comes forward.

As stated on the Ministry of Education website, "in Ontario, various laws, including the Education Act, the Occupational Health and Safety Act (OHSA), Ryan's Law (Ensuring Asthma Friendly Schools), 2015, and Sabrina's Law, collectively ensure that school boards provide a safe and productive learning and work environment for both students and employees. Under the Education Act, teachers are required to ensure that all reasonable safety procedures are carried out in courses and activities for which they are responsible. Teachers should model safe practices at all times; communicate safety requirements to students in accordance with school board policies, Ministry of Education policies, and any

applicable laws; and encourage students to assume responsibility for their own safety and the safety of others." All employees can expect to work in a healthy, respectful, and supportive environment that is free from violence, harassment and disrespectful conduct.

Under Ontario's Occupational Health and Safety Act (OHSA), workplace health and safety is a joint responsibility between employers, workers, and supervisors. The responsibility is shared for ongoing preventative health and safety strategies and mechanisms for responsiveness where risk is identified. Employers have responsibilities which include communication of potential risk, provide health and safety related training and support. Employees have responsibilities which include ensuring that all reasonable safety procedures are carried out in the courses and activities for which they are responsible.

3.5   Violent Incidents

When a violent incident occurs within a school board, two separate pieces of legislation need to be considered – the Occupational Health and Safety Act (OHSA) and the Education Act.

When examining violent incident data, it is important to distinguish between the criteria set out for workplace violent incidents as defined by the Occupational Health and Safety Act, and violent incidents as defined by PPM 120 under the Education Act.

3.5.1   Workplace Violent Incidents (OHSA)

The Occupational Health and Safety Act is provincial legislation that mandates the implementation of a process for all employees to be able to report incidents of workplace violence. This reporting process provides staff with an accessible means for reporting on workplace violence that is either witnessed as being directed toward staff, or personally experienced by staff. Consistent with the legislative definitions of workplace violence in Section 1(1) of the OHSA, each form voluntarily submitted by staff indicates whether the incident was:

- The exercise of physical force by a person against a worker, in a workplace;
- An attempt to exercise physical force against a worker, in a workplace; and
- A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker in a workplace.

In addition to gathering information about the nature of an incident, the form includes additional requests for information to help understand the context of the incidents. Since a single incident can result in the submission of multiple forms (i.e., submission by staff who experience and by staff who witness the same incident), an additional process was implemented where administrators could indicate whether a submitted form is the first report or an additional report about an incident.

It is important to note that when the forms (created for and completed by staff) report on workplace violent incidents involving students, no identifying student information is collected in the submissions and/or resulting data set.

However, while the student information does not appear in the report, as part of the reporting process the principal is expected to connect with the employee who submitted the report to conduct a thorough debrief of the incident. Through this debrief, the experience of the employee is heard, the needs of the student are reviewed, and next steps are devised to better support the student, thus reducing the likelihood of the incident happening again.

3.5.2   Violent Incidents (Education Act - PPM 120)

Within Policy Program Memorandum (PPM) 120, the term violent incident is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following:

- Possessing a weapon, including possessing a firearm;
- Physical assault causing bodily harm requiring medical attention;
- Sexual assault;
- Robbery;
- Using a weapon to cause or to threaten bodily harm to another person;
- extortion; and
- Hate and/or bias-motivated occurrences.

4.0   Analysis

4.1   Action Plans and Frameworks: Setting Supportive Everyday Conditions

When students feel safe at school, know that they are valued, cared for, and respected – just as they are – and are not just heard but truly listened to by the adults in the building, they will thrive and succeed.

A key component of the Mental Health and Well-Being plan is to learn how we can support the everyday mental health and well-being of students and staff. As duty bearers, one of our responsibilities is to identify, prevent and address barriers and harm in schools and classrooms.

Towards our schools being protective factors for students, we have a number of plans in place which work to create identity-affirming, equity-centred positive school and classroom environments. Work in these areas is focussed on ensuring that schools are experienced as safe, welcoming, inclusive, and respectful environments. Our proactive planning supports the creation of positive experiences. When dysregulation occurs, we have plans in place to support safety for both students and staff.

The following sections outline Action Plans that are undertaken to strengthen schools as protective factors that support student learning, well-being and mental health.

4.1.1   2022-2025 Mental Health and Well-being Action Plan.

Embedded in the DDSB Mental Health and Well-Being Action Plan (Appendix A) is our collective commitment to support the everyday mental health and well-being of students and staff, to provide for our students and staff inclusive, identity affirming, and culturally relevant supports, and to strive to connect all students and staff to, from, and through access to those supports.

Examples include the development of a District-wide staff community of practice with a focus on sharing best practices and creating new knowledge to advance our work, the provision of tier one mental health promotion specifically tailored for support-staff professional development, as well as focused social and emotional learning skills for classroom implementation.

- 2022-2023 Plan Focus: Capacity building specific to positive mental health literacy and creating the everyday conditions that support mental health and well-being and cultivate safe, welcoming, inclusive, and respectful learning and working spaces for students and staff.

4.1.2   Bullying Prevention and Intervention Plan and Accompanying Guide

The Bullying Prevention and Intervention Plan (BPIP) is a living document that supports the safety of students through the creation of a positive school climate. While the document is designed and intended to address bullying, the BPIP can also support many other areas connected to a positive school climate.

The BPIP addresses healthy relationships, a protective factor that reduces bullying behaviour as well as the harms of bullying. It also addresses mental health and well-being, substance use, digital citizenship, relationship violence (including sex trafficking), equity and inclusion, Indigenous rights and human rights.

4.1.3   Equitable Framework for Progressive Discipline

This guide was created through an equity perspective to support staff as they use Bias-Aware Progressive Discipline to develop and sustain positive learning environments that are safe, equitable and inclusive. Positive school climates are created when staff, students and parents work together to establish positive, respectful relationships.

This guide can be used to ensure that Bias-Aware Progressive Discipline is implemented in a manner that allows staff to help students understand when their behaviour is not in alignment with the Code of Conduct and provide them with the supports and interventions that minimize the chances for a repeat incident.

4.2   School and Classroom Program Foundations

   4.2.1   Universal Design for Learning

   Inclusive Student Services (ISS) through a focus on supporting Universal Design for Learning for all students, continues to support schools and school teams and focus on the preventative and proactive systems, structures, and supports that often act as mitigating factors. We know that for some students, behaviour may be a form of communication and/or related to diverse abilities/disabilities. District wide professional development that preceded the current school year focussed on having school teams engage in conversations around the systems, structures, and practices that affect student's well-being and their feelings of connection, belonging, as well as the supportive structures that support a positive academic and behavioural trajectory. Key considerations must be given to how behaviour is interpreted, and it is important that staff examine the social climate, ableist and discriminatory practices, responses to student behaviour, and processes around discipline and school/classroom climate.

   4.2.2   Critically Conscious Practitioner Inquiry

   School-driven teams, with guidance from staff, have developed a learning inquiry intended to facilitate the disruption of anti-Black racism. Teams of educators collaboratively engage in an inquiry with a specific focus that addresses the need for actions to be taken, within a structured approach to data collection and analysis.

   The Critically Conscious Practitioner Inquiry (CCPI) is a collaborative and responsive approach to school planning. As the CCPI work continues across the District, the CCPI will evolve and look to incorporate the work of integrative anti-racism practices that examine the intersections of all forms of oppression.

   The CCPI has had an impact on various levels of the system. 46 schools participated in two cohorts in 2020-2021. 50 schools are scheduled to participate during the 2023-2024 school year. Staff have reported the efficacy of this inquiry with regard to their own professional practice. Staff believe that by creating learning spaces that honour the intersecting identities and lived experiences of students, they are supporting the creation of positive school climates.

   4.2.3   School-Based Learning Plans

   The system focus on Indigenous and human rights centres the dignity of each individual. School teams work collaboratively to identify school priorities, research-based strategies, and professional learning in ways that are responsive to individual school data points and local needs. Superintendents and board staff support school learning teams as they endeavour to understand what the data is telling them about student success in their schools and to set goals for areas requiring attention and improvement.

4.2.4   Positive School Climates Building Capacity Series for Education Staff

The Positive School Climates series was designed to support the ongoing development of evidence-based knowledge and skills that prioritize relationship and community-building in schools, support effective problem-solving and conflict resolution, promote the development of critical thinking and other global competencies, address the imperatives of the age of social media and complex world events, and center student rights and needs in all aspects of practice. These are all essential features of humanized learning spaces with embedded best practice.

- Sessions have covered topics such as building healthy relationships, the power of words and living, teaching and parenting in the age of social media.

4.3   Structures to Respond When Violence is Reported

While student-centred approaches are in place to mitigate behaviour that is defined as violent, staff recognize that these behaviours do occur, based on the data from the violent incident reports.

We have several structures that provide opportunities for discussion and problem solving. Within each structure, different and diverse participants review the data, discuss trends, and work collaboratively to find solutions.

4.3.1   Joint Health and Safety Committee

The Joint Health and Safety Committee (JHSC), comprised of worker and management representation, meets on a scheduled basis throughout the school year. The management representatives include Superintendent of Education, Secondary Principal, Elementary Principal, Manager of Custodial Services, Senior Manager of Facilities Services, Manager of Health and Safety, and System Lead of Inclusive Student Services. The worker representatives include two members of Ontario Secondary School Teacher Federation (OSSTF), three members of Elementary Teacher Federation of Ontario (ETFO), three members of Canadian Union of Public Employees (CUPE) and one from Managers, Professionals and Administrative (MPA).

The JHSC committee has met five times during the current school year.

The JHSC moved the Violent Incident Report Unfinished Business agenda item to a standing item: Violent Incidents Proactive and Responsive Measures. The Committee will review incident statistics and provide recommendations. Employee Violent Incident reports, as well as any lost-time or health-care related injury stemming from a workplace violence incident, are shared with the applicable union representative on the JHSC. This process provides the JHSC worker representatives with an opportunity for further follow up with their union member

and/or with DDSB departments, such as Health and Safety, Positive School Climates, People and Culture, and Inclusive Student Services.
Based on recommendations from the JHSC, changes to the Violent Incident Reporting form have been made to improve how data is gathered. The JHSC had a presentation from Positive Schools on the Safe School Incident Reporting process which was beneficial in clarifying the difference between the two reporting tools.

In April, the ISS department provided a full day professional learning opportunity for the JHSC, with the delivery of Behaviour Management Systems certification. The goal of providing this training to the JHSC members was to help enrich the workplace violence discussions at the committee meetings and to provide an awareness of the preventive measures that are the focus of this training.

4.3.2   Incident Working Group

An emerging collaborative group with representation from CUPE, ETFO, OSSTF and board personnel has come together to examine a system framework for reviewing critical "incidents." The focus of the group is to examine safe and thriving learning environments for students, discuss the students we serve, and determine what can be done proactively to make learning environments successful for students and staff.

The first meeting took place on April 25, 2023 and Tina Lopes served as an external facilitator. Tina is an organizational development consultant, facilitator, and mediator. Her expertise is in the area of coaching managers on integrating equity into core policies and practices in ways that provide for deep organizational change.

The direction we take with this work will be entirely organic and will be led by the group. This process is intended to facilitate genuine engagement in focussed and authentic discussions about how best to support students and staff.

4.3.3   The Educational Assistant Support Team

The Educational Assistant Support Team is comprised of representatives from CUPE, Abilities Management, Health and Safety, and Inclusive Student Services. The team meets regularly throughout the school year to focus on supporting Educational Assistants in the District by consulting on professional learning planning and reviewing health and safety related statistics.

Within the current school year, the team has met five times on topics such as the review of abilities management related staff support data, input into professional learning, health and safety updates and the review of concern to collaboratively support improved experiences for students and staff.

4.3.4   School-based Positive School Climate Teams

School-based Positive School Climate Teams examine multiple sources of data (i.e., School Climate and Well-being Survey data, Student Census data, Suspension data). The data is used to create and regularly review and revise Bullying Prevention and Intervention Plans and School-Based Learning Plans (SBLP).

Each Positive School Climates Schools Team includes at least one representative from the following groups:

- Teacher
- Student(s) (mandatory for secondary schools)
- Parent(s)/Guardian(s)
- School Staff Member (non-teaching, ideally have all workgroups represented)
- School Equity Representative
- School Administrator (Principal, Vice-Principal or both)
- Community Partner(s)

The team examines the multiple sources of data and uses the following questions and considerations to help shape their BPIP and SBLP:

Strengths and Areas to Address:

- What is the data telling us?

Proactive Approaches:

- What strategies are being used in our classrooms and in our school that promote a positive school climate?
- How is student voice present in our school?
- How are we creating conditions whereby students feel safe to report bullying and other harmful interactions at their school?
- How are we building the capacity for promoting healthy relationships as part of a positive school climate in our school?

Responsive Approaches:

- How do we respond to bullying and other harmful interactions in our school?
- How do we provide ongoing support to those impacted by bullying in our school?

Communication:

- How are we communicating with students, staff, parents/guardians and the community?

Suspension/Expulsion Working Committee

Schools can be a protective factor for students' mental health and well-being by creating and sustaining the conditions that help students to thrive and succeed. Staff have many tools which we can use to support pro-social behaviour and cultivate disciplined, safe and orderly school environments without being punitive. Suspension and expulsion are one of several tools available to intervene when staff need to program differently or support students in a different way to ensure they are safe and are engaged.

There are times when after careful consideration, suspension and expulsion are undertaken; however, staff are careful with this consideration and have a Committee that is reviewing the contexts.

This principal-led Committee was formed last year with the goal of reflecting upon practices in the use of suspension/expulsion data as well as understanding the impact on students and their families regarding related procedures and practices. This is done with a view to understanding how staff engage in establishing positive school climates necessitated by the importance of fostering schools that are welcoming, inclusive, and free from discriminatory practices. Such deep reflection upon practice leads to informed changes in practice. A key part of this work is understanding how to proactively de-escalate situations, thus eliminating some violent incidents.

Policies and procedures drive our practices. The Committee is currently reviewing and revising the Code of Conduct and Discipline for Students Policy and related procedures to reflect our commitment and responsibility to protect, uphold and promote Indigenous and human rights and to prevent discrimination and discriminatory barriers in all DDSB learning and working environments, while also ensuring that staff create and sustain a culture of care, where students and employees can thrive and have a sense of safety, well-being, engagement and belonging.

Administrator and Senior Team Liaison Committees

As part of the commitment to collaborative leadership, DDSB Administrator groups, Durham Elementary Administrators Association (DESA) and Durham Secondary Administrators Association (DSAA), have liaison committees with Superintendents based on portfolios. Discussion notes and response to administrator inquiries are shared with all Principals and Vice-Principals. Two liaison committees are shared which have strong connection to developing schools as protective environments in which student learning and well-being is the focus.

Inclusive Student Services Administrator Liaison Committee (DESA/DSAA)

This committee provides opportunities for regular connection and collaboration between the Administrator Association representatives and portfolio leads to share information and seek solutions as challenges emerge that potentially impact schools and service delivery. This Committee, comprised of both elementary and secondary administrators meeting with Superintendent Andrea McAuley, monthly. Actions from the Committee this year have included clarification of supports for educational assistance during busing supervision, optimization of classroom support staff scheduling, service to students and supporting professional support services integration.

Positive School Climates Administrator Liaison Committee (DESA/DSAA)

Regular connection and collaboration between Administrator Association representatives and portfolio leads for the purpose of sharing information and to look at solutions, where challenges emerge in schools. This Committee, comprised of Superintendent Gary Crossdale and System Lead Mike Menheere, meets every other month. Actions from the Committee this year have included clarifications of process for submitting Safe School Reporting Forms and the management of the forms, as well as the submission of Violent Incident Reporting Forms and the important subsequent actions that must follow to ensure supports and safety for students and staff.

4.3.5   Violent Threat Risk Assessment (VTRA) Protocol

The Violence Threat Risk Assessment (VTRA) Protocol is another structure that is in place to create safe, secure, and supportive learning environments. The VTRA Protocol is intended to ensure the safety of students, staff, parents and community members in the school community; ensure an effective and timely response to any situation during which there is a threat of violence; mitigate immediate risk of harm; understand the factors that contribute to a situation during which an individual makes threats to harm others; assist in the development of an appropriate intervention plan; and support the physical and mental well-being of everyone involved.

The VTRA Protocol is the process of deliberately trying to "connect the dots" or data that paints the picture that someone is moving on a pathway towards serious violence before the violent act occurs.

Stage 1 VTRA - School Threat Assessment and Intervention Team (STAIT)

When there is a report of a possible threat:

All threatening behaviours must be reported to school administration. The administrator may then activate the protocol. A team is formed and must meet within 72 hours to gather data and determine supports. This team, known as the School Threat Assessment and Intervention Team (STAIT), includes members from the school, support personnel and community agencies. The team will include

a combination of the following: Administrators, Special Education Resource Teacher (SERT), School Board Psychologist, Guidance Counselors, Social Workers, and the School Liaison Officer. Information may be obtained from multiple sources including:

- Teachers, students, targets, threat-makers, parents/caregivers
- Current and previous school records
- Support groups and agencies
- Online sites and/or social media
- Locker and backpack searches

Data collected is shared and a determination is made as to whether the threat is a low, medium, or high level of concern. If the level of threat risk is determined to be low or medium, an Intervention Plan is then developed to reduce the risk of violence.

Stage 2 VTRA – Community Threat Assessment and Intervention Team (C-TAIT)

When a School TAIT has determined that a student poses a moderate or high level of concern to student/staff safety, the principal will notify the system lead for Positive School Climates. The system lead will then notify the superintendent responsible for Positive School Climates to request that the C-TAIT be activated.

The C-TAIT will consist of the STAIT members as well as the system lead for Positive School Climates and appropriate community partners who will be determined based on the incident and the needs of the student. When this stage has been activated, the Durham Regional Police Service or Ontario Provincial Police Threat Assessment Units may also be consulted. The goal of this stage is to develop a comprehensive plan to support the student going forward and ensure safety for all involved. This often leverages our community partners to actively engage in long term solutions.

During the 2022-2023 school year, we have conducted 13 VTRA's. 4 of these have progressed to a Stage 2 VTRA. In past years, we have completed as many as 50 in one year. We are doing fewer VTRA's because we are taking great care to ensure that we use this high-level protocol in a careful and prudent manner. We are trying to promote proactive measures, such as care conferences, to keep students connected to schools in cases where the concerns reported might be worrisome behaviours as opposed to clear, direct and plausible threats.

4.3.6 Potential Work Refusal: Role of the Ministry of Labour, Immigration, Training and Skills Development (MLITSD)

The Internal Responsibility System (IRS) is a workplace party partnership, where the employer, supervisors and workers share joint responsibility for identifying and correcting health and safety issues. It is the foundation of a well-functioning and supportive health and safety system. Workplace parties work together and utilize the Internal Responsibility System (IRS) to resolve concerns regarding health and safety as they arise.

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If workers continue to believe that concerns have not been addressed through a complaint resolution process, they have the legal right (Occupational Health and Safety Act) to refuse work or refuse to do particular work that they believe endangers them, such as situations of workplace violence.

The first stage of the work refusal process is a collaborative discussion with a focus on jointly resolving the health and safety concern that has been brought forward. This process is facilitated by the Health and Safety Department and involves the refusing worker, a JHSC worker representative and the supervisor. Additional support from the Inclusive Student Services or Positive School Climates Department may be involved, when needed.

On occasion, where not resolved, the employee may continue to engage in the work refusal process through contact with the Ministry of Labour, Labour, Immigration, Training and Skills Development (MLITSD). This is the second stage of the work refusal process. The MLITSD Inspector will investigate and provide a decision back to the workplace parties.

The mandate of the MLITSD is to advance safe, fair and harmonious workplace practices which are essential to the social and economic well-being of the people of Ontario. Within their role, they work to eliminate workplace fatalities, injuries and illness through prevention and enforcement.

Under Section 54 of the OHSA, MLITSD health and safety inspectors have broad powers to:

- Enter any workplace without appointment and inspect for compliance with the OHSA and its regulations;
- To investigate any potentially hazardous situation or work refusal, complaint, injury, illness or fatality;
- Handle or use any equipment/machinery and take away samples;
- Look at documents and records and take photographs;
- Interview workplace parties; and
- Issue orders (e.g., immediate, or time-based compliance; stop-work) and use other enforcement tools (i.e., Part I tickets, Part III prosecution).

4.4 Strategies

In order to shape the experiences of students, the following proactive, preventative and responsive commitments reflect the various ways the District is working to improve the experience and well-being of all students and the staff.

4.4.1 Behaviour Management Systems (BMS) Training

Behaviour Management Systems (BMS) Training is provided for Educators to support a framework for safe and respectful learning spaces.

This training focuses on understanding the factors within and across the spaces where students live and learn that may increase or decrease the likelihood of a

behavioural outcome. The emphasis is on building caring and responsive relationships with students and engaging strategies that lead to a return to learning and positive behavioural trajectory. During the full day basic training and the half-day refresher training, District staff encourage discussions about the impacts of oppression and social climate on how student behaviour is interpreted and supported.

4.4.2   School-Based Safety Planning

Mitigation Management of Risk of Injury Behaviours and Support Strategies for Safety is premised on the understanding that risk of injurious behaviours stem from the interaction between a student and the environment, rather than from simply 'within the student.' This requires an understanding of the context of the behaviour and the factors which may influence it. Risk of injurious behaviours can be mitigated. Safety supports can be put in place to address the relationship between a student and their environment. This is an ongoing process that includes strategic information gathering, specific and practiced actions, critical incident debriefing and ongoing planning. Mitigation Management of Risk of Injury Behaviours and Supporting Strategies for Safety takes into careful consideration all of the respective legislation that guides the actions of professionals working within an educational setting. The goal of risk of injury management mitigation and strategies for support is the ongoing safety of students and staff, with respect to the physical, emotional and educational integrity of those involved. This language is drawn from the draft revision to the DDSB procedure: "Risk-Of-Injury (Ri) Behaviours and Safety Support Strategies".

Coordinated and Collaborative Process: Ministry of Education Policy and Procedure Memorandum (PPM) 140 provides an overview of the coordination and collaboration that is applicable to the management mitigation of risk of injurious behaviours and supports for safety:

- Educators and service providers collaborate to support students and deliver services in a coordinated way;
- All staff involved in mitigation management of risk of injurious behaviour contribute to achieving common outcomes and are clear in the objectives of student programming service delivery;
- Effective linkages are established to meet the needs of students with risk of injurious behaviour;
- A team approach is valued and involves parents/caregivers, educators, professional support staff and community partners; and
- Ongoing regular communication, such as planning and debriefings, is key to supporting student and staff safety.

Consultation and pre-transitioning with parents/guardians will help staff ensure that the classroom is a safe learning environment. It reassures parents that their child's needs are recognized and understood, and that the interventions, intensive supports, and resources available to the school are in place. Finally, developing a comprehensive transition plan with school staff and parents/guardians will ensure that everyone is aware of the steps that will be taken if serious behaviours threaten the safety of students and /or staff.

4.4.3   Care Conferences in Support of Student Programming

Care Conferences are an interdisciplinary structure used throughout the District to support discussions around complex topics that impact student success and learning outcomes. The discussions focus on the student, beginning with their strengths and abilities, and then look at challenges within the current context, with a view to a solution-focused approach. A Plan of Care is collaboratively developed with a view to helping the student move forward. The plan's efficacy is monitored, and any necessary program adjustments are put in place.

4.4.4   Mental Health Supports Across the Tiers

Child and Youth Support Workers who focus on tier one strategies and the implementation of social emotional learning, targeting positive mental health promotion and early identification.

Social Work and Psychological Services Staff provide individual and group-based identify-affirming mental health interventions, school-level consultation, and crisis/traumatic event responses that centre student, caregiver, and community needs.

4.4.5   Autism Resource Team (ART)

The Autism Resource team (ART) serves Autistic students/students with Autism who possess a wide range of abilities, strengths, talents, and intersecting identities. The team consists of Psychological Services staff who are Board Certified Behaviour Analysts, Special Education Facilitators and Speech and Language Pathologists. The team helps create programming for students, supports professional learning for staff, and is involved with incident debriefing and programming updates for students.

4.4.6   Short Term Assistance and Response Team

The Short-Term Assistance and Response Team (START) is comprised of up to 10 Educational Assistants (EA) and 2 Psychometrists from Psychological Services. The team is supervised and supported by the System Lead Principal, Inclusive Student Services and the Senior Manager/Clinical Lead, Psychological Services. The team works in a coaching-mentorship role to assist schools to develop strategies, resources, abilities, and capacities within the school team which supports the programming for students. There are approximately eight teams placed across the District during the school year.

4.4.7   Notification of Risk of Injury Behaviours

Under the Occupational Health and Safety Act (OHSA), the District is required to take every reasonable precaution for the protection of workers. In addition to the requirements under the OHSA, it is a DDSB practice that Principals ensure that all employees who have regular contact with a student who has special needs with a current history of risk of injurious behaviour in school are informed of the risk of injury when interacting with these students. Employees include teachers, early

childhood educators, educational assistants, lunchroom supervisors, custodial and clerical staff, bus drivers and monitors, and anyone else who has regular contact with the student. This may include professional services support staff working with the student on a one-to-one basis from time to time or those who are occasional workers (teachers and educational assistants) who will encounter the student when called in to replace the regular staff. This precautionary notification is necessary for all staff and is important for staff members who have regular contact with the small number of students with special needs who may not be able to regulate their behaviour and/or understand the consequences of their behaviour. Staff members involved who provide instruction and support to the student have the right to know what behaviour can be expected and through experience, qualifications, and training, be informed as to how to apply the appropriate strategies to attend to the student in an anti-ableist and non-discriminatory manner.

4.4.8   Employee, Family Assistance Program

Our permanent DDSB employees and their families have access to a 24/7, confidential Employee and Family Assistance Plan. Permanent employees and their families can access counselling support and resources on several topics to support employee safety and well-being.

4.4.9   Workplace Violence Risk Assessment

A workplace violence risk assessment is required to be completed at each school at a minimum of once per year, or as often as necessary, whenever there are changes or events that may warrant reassessing the risks. The workplace violence risk assessment has a number of components that will produce a snapshot of immediate risks to workers in the workplace. The components include building characteristics, nature of the workplace, type of work and conditions of work.

The principal is responsible for completing the risk assessment with a team consisting of representatives from all educational workgroups in the building (collaborative professional input re: PPM159). The results of the assessment are shared with all workers in the building.

Upon completion of the assessment the results are shared with the Joint Health and Safety Committee and electronic copies of the risk assessments are reviewed by the Positive School Climates and Health and Safety departments.

4.4.10   Data Collection

Collecting and analyzing data enables and provides the tools so that schools and system leaders can evaluate the precise work required, so staff can then commit and engage in the practices that create and sustain the conditions that enable students to be successful. The following data is provided for reference in Appendix B:

- School Climate and Well-Being Survey (2022-23)
- Employee Violent Incident Reporting Data
- Suspension/Expulsion Data

4.4.11   School Climate and Well-Being Survey

From January 9 to February 28, 2023, students, families, and staff were invited to participate in this year's School Climate and Well-being survey. The surveys are anonymous and are open to staff, students in Grades 4-12 and families of students in Kindergarten to Grade 12,The data collected through the School Climate and Well-Being surveys, which are administered every two years, are used by schools to support the creation, sustainment, and promotion of safe, equitable and inclusive learning environments for students and staff. In addition to the valuable feedback that this survey provides to our schools in their planning, the data collected is also used by Positive School Climates, Inclusive Student Services, and other departments for system assessment and operational planning.

All of the questions in the School Climate Survey have been designed to align with the seven themes of:

- Belonging and Connectedness;
- Meaningful/Engaged Learning;
- Student Attitude;
- Supportive Relationships;
- Feelings of Safety at School;
- Have NOT Been Bullied; and
- Have NOT Bullied Others.

The following findings are the areas of need and focus for the District as determined the 2022-2023 survey:

- There were limited survey responses from parents/guardians as well as secondary students.

- In the theme of Belonging and Connectedness, the lowest rate of agreement was among students in the following identity groups:
  ➢ Two Spirit, Gay
  ➢ Transgender
  ➢ Developmental Disability, Learning Disabilities
  ➢ Indigenous Spirituality
  ➢ Indigenous
  ➢ Latino/Latina/Latinx

- In the theme of Meaningful/Engaged learning, the lowest rate of agreement was among students in the following identity groups:
  ➢ Two Spirit, Queer, Lesbian
  ➢ Latino/Latina/Latinx, Indigenous
  ➢ Indigenous Spirituality, Judaism
  ➢ Developmental disability, Mental Health, Deaf/Hard of Hearing

- In the theme of Supportive Relationships, the lowest rate of agreement was among students in the following identity groups:
  - ➢ Developmental Disability
  - ➢ Transgender, Non-Binary
  - ➢ Two Spirit, Queer
  - ➢ Indigenous Spirituality, Judaism, Buddhism
  - ➢ Latino/Latina/Latinx

- In the theme of Feelings of Safety, the lowest rate of agreement was among students in the following identity groups:
  - ➢ Indigenous
  - ➢ Indigenous Spirituality, Judaism
  - ➢ Two Spirit, Gay
  - ➢ Transgender
  - ➢ Developmental Disability

The feedback from this survey affirms our commitment to continue to support Positive School Climates for all students and staff, and that this work is ongoing.

A key component of the Mental Health and Well-Being plan is to learn how we can support the everyday mental health and well-being of students and staff. As duty bearers, one of our responsibilities is to identify, prevent and address barriers and harm in schools/classrooms. Learning how to create and sustain the everyday conditions that support mental health and well-being in our schools impacts the level of safety and works to proactively prevent barriers such as bullying, conflict, negative interactions, feelings of isolation and challenges to mental health.

While we only move our work ahead by recognizing the areas of need and committing to the system work necessary to address these areas of need, it is also important to recognize where we are doing well as a District. The proactive and responsive work of the system serves to enhance and bolster these strengths.

The following key findings suggest areas of strength as a District:

- The majority of our students were able to report that they experience a positive school climate as evidenced by the percentage of students who agreed that they felt they belonged and were connected to their schools, were surrounded by supportive relationships and engaged in meaningful learning and experienced feelings of safety and were not being bullied;
- The inclusion of sexual orientation, which was an additional data collection point, provided students and their caregivers an opportunity to highlight their experiences; and
- Where there were reports of experiences with bullying, students were reporting their experiences directly to caring adults which can be seen as reflective of the positive influence of established caring relationships. This is significant as it is a key feature of schools acting as a protective factor where members of the school community feel safe and included, and where they know they are valued, have a voice, and matter.

4.4.12   Violent Incident Reports

A summary of the total number of reports that staff have submitted through the Employee Violent Incident Reporting Form over the past four years can be found in the "Employee Violent Incident Reporting Data" section of Appendix B.

The largest percentage of incidents tend to be reported in the elementary panel, specifically in the early years and primary grades.

Perceptions of safety and mitigating violent incidents are premised on the understanding that violent incidents stem from the interaction between a student and the environment, rather than from 'within the student.' Such understanding requires an understanding of the context of the behaviour and what influences it.

Most Reported	Struck
	Other (e.g. pinched, hair pull, spitting)
↓	Scratched
	Verbal Threat
	Bite
Least Reported	Head Injury
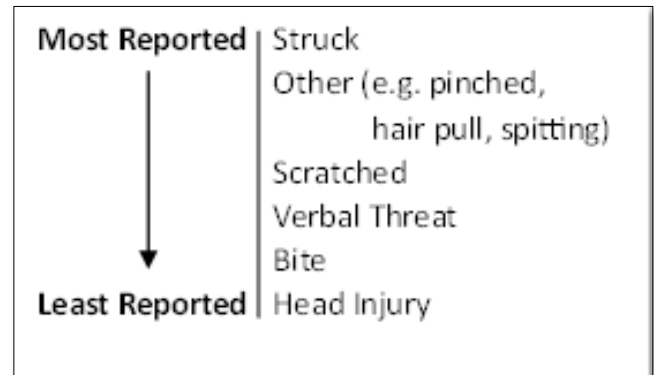
This also includes understanding how biases, assumptions, and stereotypes based on, and not limited to, ableism and racism, for example, may affect perceptions of safety and violent incidents. These behaviours can be mitigated and supported safely by reinforcing and addressing the relationship between a student and their environment. This is an ongoing process that includes strategic information and data gathering, specific practiced actions, strategies and ongoing planning.

4.4.13   Suspension/Expulsion

Each year the Ministry of Education calculates suspension rates for the province, regions, and individual school boards.

Over the past 8 years, the suspension rates for the DDSB have declined. As a system, we need to acknowledge that we are still disproportionally suspending students that identify as Black. While this disproportionality has decreased since 2018-2019, we need to do better.

4.4.14   Ministry of Labour – Inspections

Background

Workplace violence in the education sector is an ongoing issue that affects teachers, educational assistants, and other staff. The Ministry of Labour, Immigration, Training and Skills Development (MLITSD) has engaged in a health and safety initiative focusing on workplace violence in publicly-funded elementary and secondary schools from February 1 to March 31, 2023. In advance of the initiative the MLITSD arranged a launch meeting with DDSB and representatives from the JHSC. The MLITSD selected 10 DDSB schools (3 secondary and 7 elementary).

The initiative focused on measures and procedures for preventing workplace violence between transitions, such as:

- Moving between classrooms;
- Returning to school after prolonged absences;
- Non-routine activities (field trips, emergency drills); and
- Provisions of information, instruction, and supervision (including occasional workers) on:

  ➢ The use of personal protective equipment;
  ➢ Means of summoning immediate assistance;
  ➢ Measures and procedures for preventing workplace violence;
  ➢ The work refusal process; and
  ➢ Workplace violence assessments and reassessments.

No contraventions under the Occupational Health and Safety Act (orders) resulted from any of the school inspections.

Summary of Visits

Ten schools (7 elementary and 3 secondary) were selected by the MLITSD as part of the initiative. Representatives from the Joint Health and Safety Committee participated in the inspections.

The Ministry of Labour Reports, provided as a summary of each visit, are posted publicly within the school on the Health and Safety board and are included in Appendix C). School administrators had a very solid understanding of the DDSB policies and procedures related to workplace violence and worked to help support staff and students. From the discussions and input from the union/federation representatives, key considerations were identified and will be reviewed:

- Provide additional information on the care and use of Personal Protective Equipment (PPE);
- Update of the board procedure, Management Process for Risk of Injury Behaviours;
- Review the process of summoning immediate assistance while on the bus and field trips;
- Importance of sharing information between schools (in district and out of district) concerning students with risk of injurious behaviour; and
- Timely completion of the Violent Incident Report following debriefings with staff.

5.0 Financial Implications

The administration, analysis and reporting of the School Climate Surveys, Employee Violent Incident Reports and Suspension Data did not have any financial implication.

6.0 Evidence of Impact

When examining the data for evidence of impact it presented challenges due to the pandemic, as staff did not have the comparables from the last couple of years. Violent Incidents

Staff have determined that the most significant concerns involves Educational Assistants, and are often in the Early Years and primary classrooms, where many young children experience self-regulation challenges as part of their developmental growth.

The Ministry of Labour visits provided key considerations but also highlighted, that overall, school administrators had a <u>solid</u> understanding of the DDSB policies and procedures related to workplace violence and provided support to staff and students.

Staff are currently moving towards the creation of a proactive framework when dealing with incidents. Historical experiences have provided staff with valuable insights and the ability to determine safe learning environments for students which will ensure success for both students and staff.

Learning how to create and sustain the everyday conditions that support mental health and well-being in our schools impacts the level of safety, and works to proactively prevent barriers such as bullying, conflict, negative interactions, feelings of isolation and challenges to mental health.

The data from the School Climate and Well-Being survey, determined that the majority of students were able to report that they do experience a positive school climate.

This is illustrated below:

- Students felt they belonged and were connected to their schools; were surrounded by supportive relationships and engaged in meaningful learning; and felt safe and were not bullied; and
- Students shared that they reported their experiences directly to caring adults, when they experienced bullying.

This data is significant as it is evident that schools are a protective factor where members of the school community feel safe and included, and where they know they are valued, have a voice, and matter.

7.0 Communication Plan

7.1   Individual school results are shared with the Positive School Climate Teams, School Community Councils, and staff. Bullying Prevention and Intervention Plans, as well as School Learning Plans, are shared on the DDSB websites and in school newsletters.

7.2   Access to data is shared with principals through the Power BI Dashboard Tool which provides comprehensive data on School Climate and Well-being survey results, suspension data, and employee violent incident reporting summaries.

7.3   Employee violent incident reports, as well as any lost-time or health-care related injury from workplace violence incidents are shared with applicable union representatives on JHSC.

8.0 Conclusion

The DDSB recognizes that a high degree of learning and well-being happens within positive school and classroom environments. This ensures that schools can be a protective factor for students' mental health and well-being by creating and sustaining the conditions that help students to thrive and succeed.

The DDSB also recognizes that the experience of violent incidents can be disruptive and impact engagement in learning and working environments for students and staff.

Addressing the challenges of complex incidents involves the collective efforts of all education partners. As staff continue to review and refine DDSB practices and support services, attention will be placed on a student-centred approach where the dignity of each child is the foundation of the work. Focus will be placed on determining what can be done proactively to continue to make learning environments places for success for all students and staff.

This report is provided to Trustees for information.

9.0   Appendices

Appendix A – Mental Health and Well-Being Action Plan
Appendix B – Data Sources
Appendix C – Ministry of Labour Inspection Sample
Appendix D – The Board of Trustee's Motion, October 17, 2022
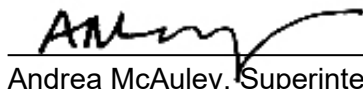
Report reviewed and submitted by:
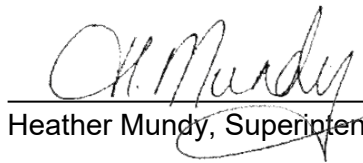
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Camille Williams-Taylor, Director of Education and Secretary to the Board

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Gary Crossdale, Superintendent of Equitable Education: Positive School Climates

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Andrea McAuley, Superintendent of Equitable Education: Inclusive Student Services

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Heather Mundy, Superintendent of Equitable Education: People and Culture

Mental Health and Well-Being Action Plan 2022-2025

| Learn | Support | Connect |

We believe it is important to **learn** how we can support the everyday mental health and well-being of students and staff. We commit to provide for our students and staff inclusive, identity affirming, and culturally relevant **supports** as needed. We strive to **connect** all students and staff to, from, and through the pathways for those supports.
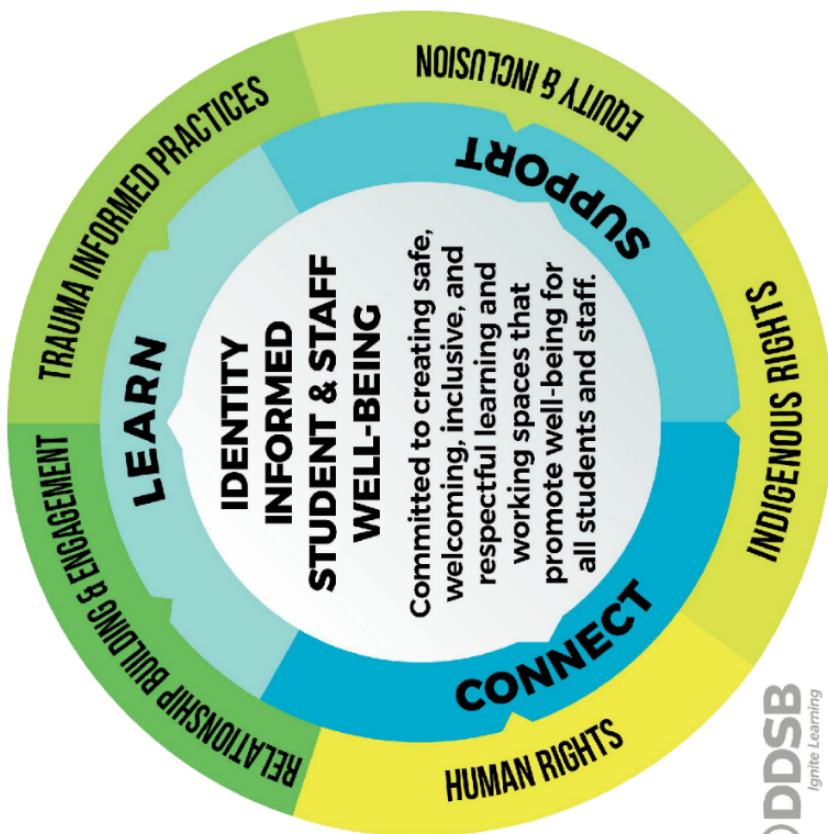
LEARN TO UNDERSTAND

1. Mental health literacy
2. Everyday conditions that support mental health and well-being

SUPPORT TO STRENGTHEN

1. Focused staff skills building for student support
2. Mental health supports and services

CONNECT TO PATHWAYS

1. Strong pathways to, from and through mental health supports

Mental Health and Well-Being Action Plan 2022-2025

WELL-BEING EVERYONE EVERY DAY

IDENTITY INFORMED STUDENT & STAFF WELL-BEING

Committed to creating safe, welcoming, inclusive, and respectful learning and working spaces that promote well-being for all students and staff.

LEARN

TRAUMA INFORMED PRACTICES

RELATIONSHIP BUILDING & ENGAGEMENT

EQUITY & INCLUSION

SUPPORT

INDIGENOUS RIGHTS

HUMAN RIGHTS

CONNECT

DDSB
Ignite Learning
OCTOBER 2022

School Climate and Well-being Survey (2022-2023)

Summary of Participation and Key Findings

Participation

- All students in Grades 4 to 12 were eligible to participate in the survey.

  ➢ 65% of all elementary students participated (up 30% from 2020-21)
  ➢ 28% of all secondary students participated (down 8% from 2020-21)

- All staff and parents/guardians were eligible to participate.

  ➢ 3% of elementary parents participated (down 6% from 2020-21)
  ➢ 3% of secondary parents participated (down 2% from 2020-21)

When reflecting on the response rates, and changes from the previous administration in 2021-2022, it is important to consider the following:

- This survey is both anonymous and voluntary. Although the goal of every survey is to have as many people as possible participate, a voluntary survey means that a response rate cannot be mandated. With every administration of a survey, the effectiveness of the communication, design and process is reviewed with the purpose of identifying and removing obstacles to participation and finding ways to better promote and engage people to achieve the best response rates possible in the next administration of the survey.

- This survey was administered when most students had returned to in person learning. The differences within the data should be considered with respect to in-person learning vs. online learning.

All of the questions in the School Climate Survey have been designed to align with the seven themes of:

- Belonging and Connectedness;
- Meaningful/Engaged Learning;
- Student Attitude;
- Supportive Relationships;
- Feelings of Safety at School;
- NOT Being/Seeing Bullying; and
- NOT Seeing Others Being Bullied.

A summary of the overall results across all grades and themes for each participant group (student, staff and parents/guardians) is available in this Appendix.

Key Findings

The following highlights are provided below:

- Students who identify their racial identity as non-white have increased 5% from 2020-2021.

- Overall, 2022-2023 student results are in-line with the pre-pandemic results from 2018-2019 in all areas. There has been an overall decrease in all areas from the 2021-2022 survey results. The smallest decreases were found in the areas of "Student Attitude" (-2%), "NOT Seeing Others Being Bullied" (-2.6%) and "Supportive Relationships" (-2.3%);

  ➢ In the area of "Student Attitude", although there was a decrease overall, there were increases in agreement of "Culture is represented" (+2.7%), as well as increases in agreement of "Digital devices improves my learning" (+4%), "Participate in school clubs" (+4.9%), "Like digital devices for learning" (+2.2%), and "Volunteer time" (+4.3%).

- Overall, the parent results were consistent with the student results. All areas saw a decrease from the 2021-2022 survey results. The areas with the smallest decreases were found to be "NOT Seeing Others Being Bullied" (-1.2%), "Supportive Relationships" (-2.1%), and "Feelings of Safety at School" (-4.2%);

  ➢ In the area of "NOT Seeing Others Being Bullied", although there was a small decrease, there were only small variations for parents who have NOT seen others bullied based on family, gender, disability, homophobia, Indigenous Identity, or religion (<1%).

- Similarly, staff agreement decreased in most areas apart from "Meaningful/Engaged Learning" which had a positive increase (+2%). Additionally, "Supportive Relationships" had only a slight decline (-1%).

  ➢ In the area of "Meaningful/Engaged Learning", staff felt they were "Encouraged to make decisions" (+2.1%) and feel they "Have a say" (+4.3%).

- Overall, although there were decreases across the panels for most areas compared to the 2020-2021 results, it is still important to note areas where students, parents and staff have high levels of agreement.

  ➢ Over 87% of all respondents; students (86.6%), parents (89.5%) and staff (88.9%), have "Feelings of Safety at School".

  ➢ Over 91% of all respondents; students (91.5%), parents (95.3%) and staff (75.3%), have NOT been or seen "Others being bullied".

- In 2022-2023 there were 549 more students who shared a "single" racial identity (single response on the survey) and an increase of 364 students who shared more complex racial identities (multiple choice responses on the survey).

Differences of Experience

The different experiences of students are most notable in terms of the overall themes.

Belonging and Connectedness – the lowest percentage of agreement was among students who identified as:

- Two Spirit (45%), Gay (49%)
- Transgender (46%)
- Developmental disability (48%), Learning disabilities (48%)
- Indigenous Spirituality (60%)
- Indigenous (60%), Latino/Latina/Latinx (62%)

Meaningful/Engaged learning– the lowest percentage of agreement was among students who identified as:

- Two Spirit (37%), Transgender (46%), Gender Fluid (46%), Non-Binary (46%)
- Queer (40%), Lesbian (43%)
- Latino/Latina/Latinx (50%), Indigenous (51%)
- Indigenous Spirituality (47%), Judaism (51%)
- Developmental disability (44%), Mental Health (45%), Deaf/Hard of Hearing (45%)

Supportive Relationships – the lowest percentage of agreement was among students who identified as:

- Developmental disability (52%)
- Transgender (55%), Non-Binary (56%)
- Two Spirit (44%), Queer (56%)
- Indigenous Spirituality (61%), Judaism (65%), Buddhism (65%)
- Latino/Latina/Latinx (63%)

Feelings of Safety – the lowest percentage of agreement was among students who identified as:

- Indigenous (79%)
- Indigenous Spirituality (72%), Judaism (76%)
- Two Spirit (55%), Gay (66%)
- Transgender (66%)
- Developmental disability (61%)

DDSB Board Summary - Background

The School Climate survey is a data collection process that is mandated by the Ontario Ministry of Education. *The Accepting Schools Act, 2012, S.O. 2012, c. 5 - Bill 13* was introduced June 19,2012 with amendments to the Education Act with respect to bullying and called for the following:

Ontario Laws and Statutes

The **purpose** of this is described in section 300.0.1:

- To create schools in Ontario that are safe, inclusive and accepting of all pupils.
- To encourage a positive school climate and prevent inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia.
- To address inappropriate pupil behaviour and promote early intervention.
- To provide support to pupils who are impacted by inappropriate behaviour of other pupils.
- To establish disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
- To provide pupils with a safe learning environment.

Historically, the School Climate survey explored questions around *safety* and *bullying*. In **2018-2019**, the School Climate Survey was expanded to also include questions regarding *belonging and connectedness*, *meaningful and engaged learning*, and *supportive relationships*. In **2020-2021**, new additions included an expanded list of *gender identities* as well as a new section to identify one's *race*. In **2022-2023**, identity-based questions of sexual orientation, disability, and religion were introduced.

This information, along with other data sources such as Safety Audit and the School Assessment Checklist, is used by the Safe and Accepting Schools Team to develop a plan that includes a Bullying Prevention and Intervention Plan. The results are also shared with students, staff and parents/guardians as a prompt for discussion, input and voice.

Additional information and support are also outlined in the following:

- Procedure #4255 - Security and Safety
- Resources for Safe and Accepting Schools Teams on the Safe Schools Portal
- PPM 145 - Progressive Discipline and Promoting Positive Student Behaviour
- PPM 144 - Bullying Prevention and Intervention

Full 2022-2023 survey questions (PDF):

Click here for grades 4-6 student survey and click here for grades 7-12 student survey
Click here for parent/guardian
Click here for staff survey

Summary results with 10 or fewer students are suppressed and will not appear in the graphs or tables.

DDSB – Historical Overview by Topic

Percentage of Agreement:

Belonging and Connectedness

Parent	2018-2019	81.9	2020-2021	85.6	2022-2023	80.6
Staff	2018-2019	88.2	2020-2021	90.8	2022-2023	86
Student	2018-2019	73.5	2020-2021	76	2022-2023	70.5

Supportive Relationships

Parent	2018-2019	79	2020-2021	79.9	2022-2023	77.8
Staff	2018-2019	91.9	2020-2021	92	2022-2023	91
Student	2018-2019	73.9	2020-2021	73.8	2022-2023	71.3

Student Attitude

| Student | 2018-2019 | 75 | 2020-2021 | 75 | 2022-2023 | 72.9 |

Meaningful/Engaged Learning

Parent	2018-2019	48.7	2020-2021	55.7	2022-2023	48.2
Staff	2018-2019	73.4	2020-2021	71.8	2022-2023	73.8
Student	2018-2019	58.5	2020-2021	62.3	2022-2023	57.6

Percentage That Feel Safe or Very Safe:

Feelings of Safety at School

Parent	2018-2019	90.5	2020-2021	93.7	2022-2023	89.5
Staff	2018-2019	90	2020-2021	94.4	2022-2023	88.9
Student	2018-2019	86.3	2020-2021	90.3	2022-2023	86.6

Percentage That Have NOT Been Bullied or Bullied Others:

Have NOT Bullied Others

Parent	2018-2019	95.2	2020-2021	96.5	2022-2023	95.3
Staff	2018-2019	75.4	2020-2021	85.2	2022-2023	75.3
Student	2018-2019	91.8	2020-2021	94.1	2022-2023	91.7

Have NOT Been Bullied

Parent	2018-2019	84.2	2020-2021	89.4	2022-2023	83.9
Staff	2018-2019	65.1	2020-2021	76.9	2022-2023	64.2
Student	2018-2019	85.1	2020-2021	89.5	2022-2023	85.9

DDSB – Belonging and Connectedness

Percentage of Agreement:

Greeted by Name

Parent	2018-2019	90	2020-2021	90.7	2022-2023	88.8
Staff	2018-2019	97	2020-2021	96.2	2022-2023	96.3
Student	2018-2019	83.8	2020-2021	85.7	2022-2023	82.9

Feel Accepted by Staff

Parent	2018-2019	88.7	2020-2021	90.6	2022-2023	87.5
Staff	2018-2019	94.4	2020-2021	93.8	2022-2023	90.8
Student	2018-2019	84.7	2020-2021	88.6	2022-2023	84.6

Welcoming School

Parent	2018-2019	89.1	2020-2021	91.9	2022-2023	86.9
Staff	2018-2019	94.4	2020-2021	95.9	2022-2023	94.4
Student	2018-2019	79.3	2020-2021	86.3	2022-2023	75.9

Feel Safe

Parent	2018-2019	85.3	2020-2021	90.3	2022-2023	82.2
Staff	2018-2019	83.6	2020-2021	92.6	2022-2023	80.1
Student	2018-2019	77.9	2020-2021	83.6	2022-2023	73.4

Feel Like They Belong

Parent	2018-2019	82.2	2020-2021	85.9	2022-2023	81.3
Staff	2018-2019	88.6	2020-2021	90.3	2022-2023	85.9
Student	2018-2019	73.3	2020-2021	77.8	2022-2023	70.6

Feel Like They Matter

Parent	2018-2019	78	2020-2021	82.3	2022-2023	76.7
Staff	2018-2019	89.7	2020-2021	90.5	2022-2023	86.2
Student	2018-2019	66.3				

Feel Accepted by Students

Parent	2018-2019	80	2020-2021	85.8	2022-2023	79.1
Staff	2018-2019	82.1	2020-2021	88	2022-2023	79.1
Student	2018-2019	71.9	2020-2021	75	2022-2023	68.5

Feel Like They Matter to Teachers/Staff

Student	2020-2021	74	2022-2023	68.3

Feel They Would be Missed

Parent	2018-2019	61.6	2020-2021	67.3	2022-2023	62
Staff	2018-2019	76.1	2020-2021	79.2	2022-2023	75.2
Student	2018-2019	50.6	2020-2021	48.4	2022-2023	49.9

Feel Like They Matter To Classmates

Student	2020-2021	64.7	2022-2023	60

DDSB – Meaningful/Engaged Learning

Percentage of Agreement:

Encouraged to Make Decisions

Parent	2018-2019	56	2020-2021	62	2022-2023	54.3
Staff	2018-2019	78.3	2020-2021	75.6	2022-2023	77.7
Student	2018-2019	68	2020-2021	71.5	2022-2023	67.7

Feel They Have Input

Parent	2018-2019	48.7	2020-2021	57	2022-2023	48.7
Staff	2018-2019	71.7	2020-2021	72	2022-2023	71.6
Student	2018-2019	52.2	2020-2021	57.3	2022-2023	51.4

Have a Say

Parent	2018-2019	41.4	2020-2021	48.1	2022-2023	41.5
Staff	2018-2019	70	2020-2021	67.9	2022-2023	72.2
Student	2018-2019	55.3	2020-2021	58.2	2022-2023	53.6

DDSB – Supportive Relationships

Percentage of Agreement:

Staff Help Treat Students With Respect

Parent	2018-2019	93	2020-2021	92.2	2022-2023	92.1
Staff	2018-2019	99.3	2020-2021	99.5	2022-2023	99.2
Student	2018-2019	88	2020-2021	88	2022-2023	87

Staff Accept Students

Parent	2018-2019	91.6	2020-2021	93.2	2022-2023	90.7
Staff	2018-2019	96.8	2020-2021	97.5	2022-2023	97.1
Student	2018-2019	85.2	2020-2021	87.6	2022-2023	83.1

Staff Encourages Students to Get Better

Parent	2018-2019	90	2020-2021	89.3	2022-2023	88.2
Staff	2018-2019	99.2	2020-2021	99.6	2022-2023	99.1
Student	2018-2019	86.5	2020-2021	85.6	2022-2023	83.9

Staff Encourages Students to Expand Their Thinking

Parent	2018-2019	85.7	2020-2021	86	2022-2023	83.4
Staff	2018-2019	98.8	2020-2021	98.8	2022-2023	98.8
Student	2018-2019	83.2	2020-2021	83.2	2022-2023	80.1

Staff Believe Students Can Succeed

Parent	2018-2019	87.4	2020-2021	89.3	2022-2023	86
Staff	2018-2019	95.5	2020-2021	96.7	2022-2023	95.5
Student	2018-2019	82.6	2020-2021	83.9	2022-2023	79.2

Staff Help Students Achieve Goals

Parent	2018-2019	87.2	2020-2021	86	2022-2023	85.8
Staff	2018-2019	98.8	2020-2021	98.5	2022-2023	98.4
Student	2018-2019	80.8	2020-2021	79.3	2022-2023	79.8

Students Support Each Other

Parent	2018-2019	88.2	2020-2021	84.7	2022-2023	85.8
Staff	2018-2019	83.2	2020-2021	85.6	2022-2023	83.7
Student	2018-2019	86.9	2020-2021	86.4	2022-2023	83.6

Students Can Count On Staff

Parent	2018-2019	78.2	2020-2021	79.7	2022-2023	77.3
Staff	2018-2019	97	2020-2021	96.9	2022-2023	97.1
Student	2018-2019	69.4	2020-2021	71.6	2022-2023	68

Staff are Proud of Students

Parent	2018-2019	80.4	2020-2021	83.1	2022-2023	78.9
Staff	2018-2019	96.6	2020-2021	98	2022-2023	96
Student	2018-2019	66.4	2020-2021	67.9	2022-2023	63.3

Staff Get to Know Students

Parent	2018-2019	77.8	2020-2021	80.6	2022-2023	77.5
Staff	2018-2019	94.8	2020-2021	93.8	2022-2023	95.2
Student	2018-2019	62.1	2020-2021	67.7	2022-2023	65.1

Students Know Where to Ask for Help

Parent	2018-2019	69.9	2020-2021	72	2022-2023	69.6
Staff	2018-2019	84.5	2020-2021	82.5	2022-2023	81.7
Student	2018-2019	70.7	2020-2021	70.6	2022-2023	67.6

Students Feel Important

Parent	2018-2019	71.2	2020-2021	74.2	2022-2023	70.6
Staff	2018-2019	86.7	2020-2021	88.1	2022-2023	84.3
Student	2018-2019	59.6	2020-2021	58.2	2022-2023	56.5

Students Feel There is Someone to Talk With

Parent	2018-2019	60.4	2020-2021	62.4	2022-2023	60.2
Staff	2018-2019	82.6	2020-2021	81.3	2022-2023	80.4
Student	2018-2019	70.7	2020-2021	67.7	2022-2023	67.2

Students Recognize Needs of Others

Parent	2018-2019	62	2020-2021	61.2	2022-2023	60.1
Staff	2018-2019	83.2	2020-2021	82.3	2022-2023	81.1
Student	2018-2019	59.2	2020-2021	52.7	2022-2023	53.3

Students Feel Supported

Parent	2018-2019	62.1	2020-2021	64.7	2022-2023	61
Staff	2018-2019	81.6	2020-2021	81.2	2022-2023	78.1
Student	2018-2019	57.3	2020-2021	56.3	2022-2023	52.1

DDSB – Feelings of Safety

Percentage of agreement that students feel safe in the following locations:

Safe in Classrooms, (Online)

Parent	2022-2023	96.7		
Staff	2022-2023	98.3		
Student	2020-2021	97.8	2022-2023	96

Safe on Trips/Events

Parent	2022-2023	97.2
Staff	2022-2023	99.2
Student	2022-2023	93.8

Safe in Classrooms (In-person)

Parent	2022-2023	93.8		
Staff	2022-2023	97.4		
Student	2020-2021	95	2022-2023	94.3

Safe in Gym

Parent	2018-2019	94.2	2020-2021	95.9	2022-2023	93.8
Staff	2018-2019	96.1	2020-2021	97.9	2022-2023	96.6
Student	2018-2019	91.6	2020-2021	92.7	2022-2023	90.3

Safe in Entrances/Exits

Parent	2018-2019	92.5	2020-2021	95.7	2022-2023	91.8
Staff	2018-2019	93.4	2020-2021	97.8	2022-2023	92.9
Student	2018-2019	89.2	2020-2021	92	2022-2023	89.1

Safe in Neighbourhood

Parent	2018-2019	93.6	2020-2021	97	2022-2023	93.8
Staff	2018-2019	91.3	2020-2021	92.3	2022-2023	89.8
Student	2018-2019	85.6	2020-2021	91	2022-2023	88.1

Safe in Hallways

Parent	2018-2019	90.4	2020-2021	94.4	2022-2023	89.7
Staff	2018-2019	90.6	2020-2021	97.4	2022-2023	89.5
Student	2018-2019	87.2	2020-2021	91	2022-2023	85.7

Safe in Locker Area

Parent	2018-2019	91.1	2020-2021	94.6	2022-2023	88.5
Staff	2018-2019	91	2020-2021	95.9	2022-2023	87.9
Student	2018-2019	86	2020-2021	90.6	2022-2023	85.9

Safe in Lunchroom

Parent	2018-2019	89.5	2020-2021	92.1	2022-2023	87.5
Staff	2018-2019	89.2	2020-2021	93.3	2022-2023	87.3
Student	2018-2019	90.4	2020-2021	92.4	2022-2023	89

Safe on Buses

Parent	2018-2019	90.4	2020-2021	91.2	2022-2023	87.9
Staff	2018-2019	89.4	2020-2021	90.8	2022-2023	85.2
Student	2018-2019	82.6	2020-2021	84.8	2022-2023	81.9

Safe on School Grounds

Parent	2018-2019	82.2	2020-2021	89.9	2022-2023	82
Staff	2018-2019	88.4	2020-2021	94.9	2022-2023	88.2
Student	2018-2019	83.8	2020-2021	89.7	2022-2023	83.7

Safe in Change Rooms

Parent	2018-2019	89.3	2020-2021	91.3	2022-2023	86
Staff	2018-2019	81.7	2020-2021	82.8	2022-2023	73.1
Student	2018-2019	79.2	2020-2021	78.9	2022-2023	76.5

Safe in Washrooms

Parent	2018-2019	87.3	2020-2021	89.4	2022-2023	78.4
Staff	2018-2019	83.5	2020-2021	89.7	2022-2023	68.9
Student	2018-2019	79.1	2020-2021	82.2	2022-2023	68.5

DDSB – Student Attitude

Percentage of Agreement:

School Fitness Opportunities

2018-2019	90.6	2020-2021	92	2022-2023	92.6

Participate in School Clubs

2018-2019	90.9	2020-2021	88.1	2022-2023	93.1

Like Digital Devices for Learning

2018-2019	86.8	2020-2021	85.6	2022-2023	87.8

Cultures Respected

2018-2019	84.3	2020-2021	90.5	2022-2023	82.4

Like Physical Education

2018-2019	84	2020-2021	85.5	2022-2023	83.7

Like Skill-based Courses

2018-2019	82.6	2020-2021	83.9	2022-2023	83.3

Feedback is Helpful

2018-2019	82.4	2020-2021	84.6	2022-2023	80.4

Good Reader

2018-2019	82.3	2020-2021	82.7	2022-2023	80.8

Students Cooperate

2018-2019	79.6	2020-2021	86	2022-2023	80

Digital Devices Improve my Learning

2018-2019	81.4	2020-2021	76.4	2022-2023	80.5

Like Arts

2018-2019	78.8	2020-2021	78.6	2022-2023	77.7

There is Help at Home

2018-2019	75.9	2020-2021	76.8	2022-2023	72.9

Interested in Topics Taught

2018-2019	76.8	2020-2021	76.3	2022-2023	72.3

Culture is Represented

2018-2019	70.7	2020-2021	75.5	2022-2023	77.9

Like Health Education

2018-2019	75.8	2020-2021	76.2	2022-2023	71.7

Like Science

2018-2019	75.6	2020-2021	75	2022-2023	71.6

Participate in Clubs Outside School

2018-2019	73.3	2020-2021	72.8	2022-2023	73

Like to Read

2018-2019	72.6	2020-2021	72.2	2022-2023	70.3

Good at Math

2018-2019	70.6	2020-2021	71.2	2022-2023	68.8

Classroom Lessons Useful Outside School

2018-2019	72	2020-2021	70.3	2022-2023	65.6

Like Math

2018-2019	71.1	2020-2021	70	2022-2023	66.2

Family Likes to Read

2018-2019	69.3	2020-2021	71.2	2022-2023	66.7

Enjoy School

2018-2019	66.9	2020-2021	73.1	2022-2023	64.9

Like to Write

2018-2019	68.1	2020-2021	68.4	2022-2023	63.6

Good Writer

2018-2019	67.4	2020-2021	67.6	2022-2023	65.1

Volunteer Time

2018-2019	68.4	2020-2021	60.2	2022-2023	64.3

Use Math Outside of School

2018-2019	67	2020-2021	64	2022-2023	59.8

Like Social Studies

| 2018-2019 | 63.8 | 2020-2021 | 61.4 | 2022-2023 | 57.9 |

Discuss Writing

| 2018-2019 | 46.4 | 2020-2021 | 44.9 | 2022-2023 | 41.4 |

DDSB – NOT Being Bullied

Percentage that have NOT been bullied due to:

Have NOT Been Bullied Because of Indigenous Identity

Parent	2018-2019	99.2	2020-2021	99.5	2022-2023	99.1
Staff	2018-2019	95.8	2020-2021	97.2	2022-2023	94.7
Student	2018-2019	96.2	2020-2021	98.2	2022-2023	98.1

Have NOT Been Bullied Because of Religion

Parent	2018-2019	96.9	2020-2021	98	2022-2023	97.1
Staff	2018-2019	88.3	2020-2021	93.7	2022-2023	87
Student	2018-2019	92.4	2020-2021	95.4	2022-2023	93.3

Have NOT Been Bullied Because of Family Income

Parent	2018-2019	96.5	2020-2021	98	2022-2023	97
Staff	2018-2019	84.7	2020-2021	91.5	2022-2023	86.6
Student	2018-2019	92.4	2020-2021	95.6	2022-2023	93.8

Have NOT Been Bullied Because of Disability

Parent	2018-2019	92.9	2020-2021	95.6	2022-2023	93
Staff	2018-2019	81.2	2020-2021	88	2022-2023	81.5
Student	2018-2019	93	2020-2021	95.9	2022-2023	94.1

Have NOT Been Bullied Because of Sex.

Parent	2018-2019	97.3	2020-2021	97.6	2022-2023	94.1
Staff	2018-2019	80.4	2020-2021	85.1	2022-2023	78.3
Student	2018-2019	94.2	2020-2021	94.8	2022-2023	93.2

Have NOT Been Bullied Because of Sexual Orientation

Parent	2022-2023	96.9
Staff	2022-2023	78.8
Student	2022-2023	94.7

Have NOT Been Bullied Because of Gender

Parent	2018-2019	93.9	2020-2021	96	2022-2023	95.7
Staff	2018-2019	80	2020-2021	87.3	2022-2023	72
Student	2018-2019	92.1	2020-2021	93.2	2022-2023	93.8

Have NOT Been Bullied Because of Race, Culture or Skin Colour

Parent	2018-2019	90.9	2020-2021	93.3	2022-2023	89
Staff	2018-2019	68.5	2020-2021	77.8	2022-2023	62.9
Student	2018-2019	86.7	2020-2021	91.6	2022-2023	87.2

Have NOT Been Bullied on Way To or From School

Parent	2018-2019	87.7	2020-2021	92	2022-2023	87.6
Staff	2018-2019	65.6	2020-2021	77.4	2022-2023	67.3
Student	2018-2019	86.9	2020-2021	91	2022-2023	88.1

Have NOT Experienced Electronic Bullying

Parent	2018-2019	90.7	2020-2021	90.5	2022-2023	89.4
Staff	2018-2019	62.3	2020-2021	73.2	2022-2023	63.3
Student	2018-2019	84.3	2020-2021	86.5	2022-2023	84.1

Have NOT Avoided School Because of Bullying

Parent	2018-2019	85	2020-2021	90.7	2022-2023	82.6
Staff	2018-2019	53.6	2020-2021	72.1	2022-2023	53.4
Student	2018-2019	84.3	2020-2021	89.6	2022-2023	84.8

Have NOT Experienced Physical Bullying

Parent	2018-2019	66.6	2020-2021	79.6	2022-2023	69.2
Staff	2018-2019	43.4	2020-2021	68.3	2022-2023	49.2
Student	2018-2019	78	2020-2021	85.4	2022-2023	80.7

Have NOT Experienced Social Bullying

Parent	2018-2019	59.1	2020-2021	71.9	2022-2023	63.7
Staff	2018-2019	30.2	2020-2021	51.9	2022-2023	36.1
Student	2018-2019	73.1	2020-2021	79.8	2022-2023	75

Have NOT Been Bullied at School

Parent	2018-2019	49	2020-2021	66	2022-2023	52.4
Staff	2018-2019	1.1	2020-2021	43.5	2022-2023	25.5
Student	2018-2019	60.9	2020-2021	72.5	2022-2023	65.5

Have NOT Experienced Verbal Bullying

Parent	2018-2019	48.1	2020-2021	65.7	2022-2023	53.8
Staff	2018-2019	21	2020-2021	44.9	2022-2023	27.9
Student	2018-2019	59.1	2020-2021	70.8	2022-2023	62.7

DDSB – Others Being Bullied

Percentage that have NOT seen others bullied due to:

Have NOT Bullied Others Because of Indigenous identity

Parent	2018-2019	99.8	2020-2021	99.9	2022-2023	99.8
Staff	2018-2019	96.7	2020-2021	98.7	2022-2023	95.9
Student	2018-2019	98.6	2020-2021	99.4	2022-2023	99

Have NOT Bullied Others Because of Religion

Parent	2018-2019	99.6	2020-2021	99.7	2022-2023	99.5
Staff	2018-2019	91.7	2020-2021	96	2022-2023	90.7
Student	2018-2019	98.2	2020-2021	99.1	2022-2023	98.3

Have NOT Bullied Others Because of Family Income

Parent	2018-2019	99.3	2020-2021	99.5	2022-2023	99.6
Staff	2018-2019	88.6	2020-2021	94.3	2022-2023	90.4
Student	2018-2019	97.8	2020-2021	99	2022-2023	98.2

Have NOT Bullied Others Because of Sex

Parent	2018-2019	99.4	2020-2021	99.5	2022-2023	99.4
Staff	2018-2019	87.2	2020-2021	92	2022-2023	86.5
Student	2018-2019	97.9	2020-2021	98.7	2022-2023	97.9

Have NOT Bullied Others Because of Disability

Parent	2018-2019	99.1	2020-2021	99.3	2022-2023	99.4
Staff	2018-2019	85	2020-2021	91.1	2022-2023	86.7
Student	2018-2019	97.5	2020-2021	98.7	2022-2023	97.8

Have NOT Bullied Others Because of Gender

Parent	2018-2019	99.2	2020-2021	99.3	2022-2023	99.4
Staff	2018-2019	85.3	2020-2021	92	2022-2023	82
Student	2018-2019	97.7	2020-2021	98.8	2022-2023	97.5

Have NOT Bullied Others Because of Sexual Orientation

Parent	2022-2023	99.6
Staff	2022-2023	84.2
Student	2022-2023	98.1

Have NOT Bullied Others Because of Race, Culture or Skin Colour

Parent	2018-2019	99.1	2020-2021	99.4	2022-2023	98.8
Staff	2018-2019	76.8	2020-2021	87.4	2022-2023	75.5
Student	2018-2019	97.2	2020-2021	98.8	2022-2023	97.3

Have NOT Bullied Others Electronically

Parent	2018-2019	98.2	2020-2021	98.3	2022-2023	97.6
Staff	2018-2019	80.6	2020-2021	87.1	2022-2023	79.5
Student	2018-2019	95.7	2020-2021	96.4	2022-2023	94.1

Have NOT Bullied Others (Individually)

Parent	2018-2019	89.9	2020-2021	92.3	2022-2023	90.7
Student	2018-2019	85.4	2020-2021	90.8	2022-2023	86.6

Have NOT Bullied Others Physically

Parent	2018-2019	95.6	2020-2021	97	2022-2023	96.3
Staff	2018-2019	61.5	2020-2021	80.1	2022-2023	66.3
Student	2018-2019	94.4	2020-2021	96.7	2022-2023	94.5

Have NOT Bullied Others Socially

Parent	2018-2019	93	2020-2021	95.4	2022-2023	93.8
Staff	2018-2019	53.6	2020-2021	71.2	2022-2023	57.7
Student	2018-2019	93.2	2020-2021	95.6	2022-2023	92.8

Have NOT Bullied Others Verbally

Parent	2018-2019	89.6	2020-2021	93.1	2022-2023	91.2
Staff	2018-2019	42.4	2020-2021	63.6	2022-2023	48.7
Student	2018-2019	86	2020-2021	90.5	2022-2023	86.7

Have NOT Bullied Others (As a Group)

Parent	2018-2019	85.2	2020-2021	88.4	2022-2023	86.9
Staff	2018-2019	49.9	2020-2021	67.1	2022-2023	51.8
Student	2018-2019	69	2020-2021	74.9	2022-2023	71.7

DDSB – Reporting Bullying

Percentage that know how to report:

Students Know How to Report

Parent	2018-2019	84.2	2020-2021	83.2	2022-2023	79.8
Staff	2018-2019	91.8	2020-2021	90.1	2022-2023	87.6
Student	2018-2019	85	2020-2021	84.1	2022-2023	80.3

Staff/Parents Know How to Report

Parent	2018-2019	83.5	2020-2021	83.1	2022-2023	78.7
Staff	2018-2019	68.1	2020-2021	70.5	2022-2023	71

DDSB – Reporting Bullying

Number of people that have reported bullying to:

Have Not Been Bullied

Parent	2018-2019	2,644	2020-2021	2,370	2022-2023	1,373
Staff	2018-2019	450	2020-2021	560	2022-2023	581
Student	2018-2019	15,726	2020-2021	16,145	2022-2023	13,169

Told Parent

Parent	2018-2019	3,636	2020-2021	1,621	2022-2023	1,667
Staff	2018-2019	1,052	2020-2021	789	2022-2023	1,244
Student	2018-2019	7,115	2020-2021	4,210	2022-2023	4,266

Told Teacher/Educational Assistant

Parent	2018-2019	2,832	2020-2021	1,084	2022-2023	1,172
Staff	2018-2019	1,451	2020-2021	1,133	2022-2023	1,588
Student	2018-2019	4,845	2020-2021	2,986	2022-2023	3,009

Told Another Child

Parent	2018-2019	1,156	2020-2021	400	2022-2023	483
Staff	2018-2019	771	2020-2021	454	2022-2023	729
Student	2018-2019	5,167	2020-2021	2,821	2022-2023	3,089

Told Principal/Vice-Principal

Parent	2018-2019	1,152	2020-2021	397	2022-2023	540
Staff	2018-2019	1,081	2020-2021	721	2022-2023	1,215
Student	2018-2019	3,686	2020-2021	2,131	2022-2023	2,282

Told No One

Parent	2018-2019	455	2020-2021	361	2022-2023	274
Staff	2018-2019	217	2020-2021	182	2022-2023	243
Student	2018-2019	3,874	2020-2021	2,787	2022-2023	3,230

Told Another Adult

Parent	2018-2019	658	2020-2021	206	2022-2023	268
Staff	2018-2019	406	2020-2021	251	2022-2023	409
Student	2018-2019	2,624	2020-2021	1,267	2022-2023	1,363

Told Lunchroom Supervisor

Parent	2018-2019	762	2020-2021	245	2022-2023	279
Staff	2018-2019	453	2020-2021	325	2022-2023	457
Student	2018-2019	1,983	2020-2021	1,175	2022-2023	1,089

Told No One: Didn't Think Anything Would Happen

Parent	2018-2019	127	2020-2021	88	2022-2023	62
Staff	2018-2019	11	2020-2021	15	2022-2023	18
Student	2018-2019	1,115	2020-2021	903	2022-2023	956

Told No One: Didn't Want to be Seen as Someone Who Tells

Parent	2018-2019	128	2020-2021	83	2022-2023	61
Staff	2018-2019	8	2020-2021	22	2022-2023	14
Student	2018-2019	937	2020-2021	761	2022-2023	844

Told No One: Didn't Know How to Report

Parent	2022-2023	45
Staff	2022-2023	14
Student	2022-2023	431

Used "Report Bullying Now" Website

Parent	2018-2019	44	2020-2021	23	2022-2023	24
Staff	2018-2019	60	2020-2021	60	2022-2023	89
Student	2018-2019	569	2020-2021	212	2022-2023	211

Used Kids Help Phone

Parent	2018-2019	26	2020-2021	18	2022-2023	27
Staff	2018-2019	29	2020-2021	32	2022-2023	31
Student	2018-2019	573	2020-2021	204	2022-2023	225

Told No one: Afraid of Being Bullied

Parent	2018-2019	42	2020-2021	29	2022-2023	18
Staff	2018-2019	6	2020-2021	12	2022-2023	15
Student	2018-2019	367	2020-2021	243	2022-2023	360

DDSB Students – Gender Identity Summaries by Topic

Belonging and Connectedness

Boy/Man	2020-2021	78.3	2022-2023	73.6
Girl/Woman	2020-2021	76.1	2022-2023	69.6
Two-Spirit	2020-2021	74.5	2022-2023	43.9
Gender, Do Not Understand	2020-2021	69.5	2022-2023	58.8
Gender, Choose Not to Answer	2020-2021	59.7	2022-2023	53.2
Gender Fluid	2020-2021	55.7	2022-2023	48.5
Gender Nonconforming	2020-2021	57	2022-2023	53
Questioning	2020-2021	56.3	2022-2023	50.3
Non Binary	2020-2021	50.9	2022-2023	47.7
Transgender	2020-2021	50.6	2022-2023	46.2

Meaningful/Engaged Learning

Boy/Man	2020-2021	62.2	2022-2023	57.8
Girl/Woman	2020-2021	63.9	2022-2023	58.4
Two-Spirit	2020-2021	76	2022-2023	35.1
Gender, Do Not Understand	2020-2021	51.8	2022-2023	48
Gender, Choose Not to Answer	2020-2021	50.8	2022-2023	47.3
Gender Fluid	2020-2021	54.8	2022-2023	46
Gender Nonconforming	2020-2021	45.2	2022-2023	49.6
Questioning	2020-2021	47.9	2022-2023	47.1
Non-Binary	2020-2021	51.9	2022-2023	45.9
Transgender	2020-2021	48.7	2022-2023	45.7

Student Attitude

Boy/Man	2020-2021	75.4	2022-2023	73.2
Girl/Woman	2020-2021	75.7	2022-2023	73.5
Gender, Do Not Understand	2020-2021	76.4	2022-2023	65.7
Gender, Choose Not to Answer	2020-2021	68.8	2022-2023	67.6
Gender Nonconforming	2020-2021	66.9	2022-2023	63.6
Gender Fluid	2020-2021	65.9	2022-2023	64
Two-Spirit	2020-2021	74.4	2022-2023	56.4
Questioning	2020-2021	65.3	2022-2023	65.2
Non-Binary	2020-2021	65.3	2022-2023	62.3
Transgender	2020-2021	62.1	2022-2023	59.9

Supportive Relationships

Boy/Man	2020-2021	75.1	2022-2023	72.3
Girl/Woman	2020-2021	74.3	2022-2023	72
Gender, Do Not Understand	2020-2021	68.6	2022-2023	59.8
Gender, Choose Not to Answer	2020-2021	61.5	2022-2023	58.4
Gender Nonconforming	2020-2021	60	2022-2023	58.8
Gender Fluid	2020-2021	59.9	2022-2023	58.7
Two-Spirit	2020-2021	68.7	2022-2023	47.1
Questioning	2020-2021	56.7	2022-2023	58.2
Non-Binary	2020-2021	57.6	2022-2023	55.8
Transgender	2020-2021	60	2022-2023	55.2

Have NOT Been Bullied

Boy/Man	2020-2021	91.1	2022-2023	87.5
Girl/Woman	2020-2021	89.4	2022-2023	85.8
Gender, Choose Not to Answer	2020-2021	83.4	2022-2023	79.3
Gender, Do Not Understand	2020-2021	86.2	2022-2023	75.7
Questioning	2020-2021	80.6	2022-2023	72.7
Non-Binary	2020-2021	74.5	2022-2023	68.2

Gender Nonconforming	2020-2021	76.3	2022-2023	68.9
Transgender	2020-2021	72.7	2022-2023	63
Gender Fluid	2020-2021	69.7	2022-2023	65
Two-Spirit	2020-2021	80.6	2022-2023	59.7

Have NOT Bullied Others

Boy/Man	2020-2021	94.1	2022-2023	91.4
Girl/Woman	2020-2021	94.7	2022-2023	92.4
Gender, Choose Not to Answer	2020-2021	92.4	2022-2023	89
Gender, Do Not Understand	2020-2021	92.6	2022-2023	81.2
Questioning	2020-2021	93.4	2022-2023	86.2
Non-Binary	2020-2021	92.3	2022-2023	88.3
Gender Nonconforming	2020-2021	88.7	2022-2023	84.7
Transgender	2020-2021	92.7	2022-2023	85.3
Gender Fluid	2020-2021	89.3	2022-2023	85.5
Two-Spirit	2020-2021	88.7	2022-2023	76.6

Feelings of Safety at School

Boy/Man	2020-2021	91.6	2022-2023	76.3
Girl/Woman	2020-2021	90.4	2022-2023	75.5
Gender, Do Not Understand	2020-2021	85.4	2022-2023	64.4
Two-Spirit	2020-2021	92	2022-2023	53.3
Gender, Choose Not to Answer	2020-2021	81	2022-2023	63
Questioning	2020-2021	81.6	2022-2023	60.6
Gender Nonconforming	2020-2021	83.9	2022-2023	58.2
Non-Binary	2020-2021	76.7	2022-2023	59.1
Gender Fluid	2020-2021	73.6	2022-2023	59.1
Transgender	2020-2021	71.3	2022-2023	55.4

Suppression rules are applied to exclude summaries involving 10 or fewer students (indicated with <=10).

DDSB Student – Racial Identity Summaries by Topic

Belonging and Connectedness

South Asian	2020-2021	79.4	2022-2023	73.7
East Asian	2020-2021	74.9	2022-2023	69.2
Middle Eastern	2020-2021	74.2	2022-2023	67.3
Southeast Asian	2020-2021	73.3	2022-2023	68
White	2020-2021	76.8	2022-2023	71
Black	2020-2021	73.2	2022-2023	66.6
Race, I do not understand this question	2020-2021	73.3	2022-2023	66.1
Race, Choose Not to Answer	2020-2021	70.7	2022-2023	65
Latino/Latina/Latinx	2020-2021	69.6	2022-2023	61.5
Indigenous	2020-2021	68.3	2022-2023	59.7

Meaningful/Engaged Learning

South Asian	2020-2021	70.4	2022-2023	64.4
East Asian	2020-2021	64.6	2022-2023	58
Middle Eastern	2020-2021	63.7	2022-2023	57.9
Southeast Asian	2020-2021	65.1	2022-2023	56.6
White	2020-2021	59.9	2022-2023	54.4
Black	2020-2021	61.4	2022-2023	54.7
Race, I do not understand this question	2020-2021	56.7	2022-2023	53
Race, Choose Not to Answer	2020-2021	59.2	2022-2023	53.1
Latino/Latina/Latinx	2020-2021	59.2	2022-2023	49.2
Indigenous	2020-2021	56.6	2022-2023	51.6

Student Attitude

South Asian	2020-2021	79.2	2022-2023	77
White	2020-2021	74.1	2022-2023	71.3
Race, I do not understand this question	2020-2021	75.4	2022-2023	70.6
Middle Eastern	2020-2021	74.2	2022-2023	71.6
East Asian	2020-2021	73.8	2022-2023	71.9

Race, Choose Not to Answer	2020-2021	74.3	2022-2023	71.7
Southeast Asian	2020-2021	72.2	2022-2023	71.2
Black	2020-2021	73	2022-2023	70.5
Latino/Latina/Latinx	2020-2021	72	2022-2023	68.7
Indigenous	2020-2021	70	2022-2023	66.9

Supportive Relationships

South Asian	2020-2021	75.8	2022-2023	73.8
White	2020-2021	75.2	2022-2023	72.4
Race, I do not understand this question	2020-2021	71.1	2022-2023	68.4
Middle Eastern	2020-2021	71.2	2022-2023	67.6
East Asian	2020-2021	70.1	2022-2023	67.9
Race, Choose w	2020-2021	70.4	2022-2023	67.1
Southeast Asian	2020-2021	70.7	2022-2023	67.6
Black	2020-2021	69.6	2022-2023	67
Latino/Latina/Latinx	2020-2021	69.5	2022-2023	62.5
Indigenous	2020-2021	69.3	2022-2023	65.1

Have NOT Been Bullied

South Asian	2020-2021	91.3	2022-2023	87.5
East Asian	2020-2021	90.7	2022-2023	86.7
White	2020-2021	89.8	2022-2023	86.2
Southeast Asian	2020-2021	89.6	2022-2023	84
Race, Choose Not to Answer	2020-2021	87.1	2022-2023	83.4
Black	2020-2021	88.4	2022-2023	84.2
Middle Eastern	2020-2021	87.1	2022-2023	83.8
Race, I do not understand this question	2020-2021	88.1	2022-2023	81.6
Latino/Latina/Latinx	2020-2021	86	2022-2023	82.7
Indigenous	2020-2021	82.3	2022-2023	74.7

Have NOT Bullied Others

South Asian	2020-2021	94.5	2022-2023	92.4
East Asian	2020-2021	94.4	2022-2023	91.7
White	2020-2021	94.5	2022-2023	92.2
Southeast Asian	2020-2021	93.5	2022-2023	89.7
Race, Choose Not to Answer	2020-2021	93.7	2022-2023	91.6
Black	2020-2021	92.3	2022-2023	88.7
Middle Eastern	2020-2021	92.7	2022-2023	89.7
Race, I do not understand this question	2020-2021	93.5	2022-2023	89.5
Latino/Latina/Latinx	2020-2021	92.1	2022-2023	88.7
Indigenous	2020-2021	91.1	2022-2023	87.9

Feelings of Safety at School

South Asian	2020-2021	91.2	2022-2023	87.9
White	2020-2021	91.3	2022-2023	87
East Asian	2020-2021	89.8	2022-2023	85.2
Black	2020-2021	89.2	2022-2023	84.7
Middle Eastern	2020-2021	88.8	2022-2023	84.9
Southeast Asian	2020-2021	88.3	2022-2023	84.3
Latino/Latina/Latinx	2020-2021	87.9	2022-2023	83
Race, I do not understand this question	2020-2021	87.3	2022-2023	83.1
Race, Choose Not to Answer	2020-2021	86.6	2022-2023	83.3
Indigenous	2020-2021	84.6	2022-2023	79.3

Suppression rules are applied to exclude summaries involving 10 or fewer students (indicated with <=10).

DDSB Students – Religion Identity Summaries by Topic Added in the 2022-2023 Survey Year

Belonging and Connectedness

Hinduism	76
Islam	70.3
Christianity	71.4
Sikhism	68.5
Religion, Do Not Understand	71.1
Catholic	69.9
No Religious Or Spiritual Affiliation	69.7
Religion, Choose Not to Answer	66
Buddhism	64.1
Judaism	59.9
Indigenous Spirituality (North American)	54.4

Meaningful/Engaged Learning

Hinduism	68.5
Islam	60.7
Christianity	57.7
Sikhism	58.7
Religion, Do Not Understand	54.5
Catholic	54.8
No Religious Or Spiritual Affiliation	54.3
Religion, Choose Not to Answer	53.2
Buddhism	52.8
Judaism	50.1
Indigenous Spirituality (North American)	46.8

Student Attitude

Hinduism	80.6
Christianity	73.5

Islam	73.8
Religion, Do Not Understand	71.7
Catholic	70.7
No Religious Or Spiritual Affiliation	70.5
Sikhism	73.2
Religion, Choose Not to Answer	71.2
Buddhism	68.4
Judaism	67
Indigenous Spirituality (North American)	64.2

Supportive Relationships

Hinduism	77.1
Christianity	71.4
Islam	70.2
Religion, Do Not Understand	72.1
Catholic	71.1
No Religious Or Spiritual Affiliation	71.1
Sikhism	68.1
Religion, Choose Not to Answer	67.8
Buddhism	64.1
Judaism	63.8
Indigenous Spirituality (North American)	60.8

Have NOT Been Bullied

Hinduism	87.5
No Religious Or Spiritual Affiliation	86.8
Islam	85.8
Catholic	85.2
Christianity	85.3
Religion, Choose Not to Answer	84.4
Religion, Do Not Understand	82.2

Buddhism	79.5
Sikhism	78.2
Judaism	73.4
Indigenous Spirituality (North American)	63.7

Have NOT Bullied Others

Hinduism	92.9
No Religious Or Spiritual Affiliation	92.6
Islam	91.1
Catholic	91.5
Christianity	90.6
Religion, Choose Not to Answer	91.2
Religion, Do Not Understand	89.8
Buddhism	86.1
Sikhism	86.3
Judaism	82.6
Indigenous Spirituality (North American)	79.6

Feelings of Safety at School

Hinduism	77.4
Catholic	77.1
Christianity	75.6
Islam	75.2
No Religious Or Spiritual Affiliation	75.1
Sikhism	72.1
Religion, Do Not Understand	71.5
Religion, Choose Not to Answer	71.4
Buddhism	68.5
Judaism	66.7
Indigenous Spirituality (North American)	57.1

Suppression rules are applied to exclude summaries involving 10 or fewer students (indicated with <=10).

DDSB Students – Sexual Orientation Summaries by Topic Added in the 2022-2023 Survey Year

Belonging and Connectedness

Straight	71.9
Orientation, Choose Not to Answer	64
Orientation, Do Not Understand	61.9
Asexual	58.5
Bisexual	57
Orientation, Questioning	55.9
Gay	49.6
Pansexual	50.6
Lesbian	51
Queer	52.1
Two Spirit	42.6

Meaningful/Engaged Learning

Straight	55.7
Orientation, Choose Not to Answer	54.8
Orientation, Do Not Understand	55
Asexual	54.4
Bisexual	47.6
Orientation, Questioning	47.8
Gay	46.9
Pansexual	45.7
Lesbian	44
Queer	40.4
Two Spirit	34.8

Student Attitude

Straight	70.5
Orientation, Choose Not to Answer	70.6

Orientation, Do Not Understand	66.8
Asexual	66.6
Bisexual	65.3
Orientation, Questioning	66.7
Pansexual	64
Lesbian	61.3
Gay	59.9
Queer	61.1
Two Spirit	50.6

Supportive Relationships

Straight	70.4
Orientation, Choose Not to Answer	65.5
Orientation, Do Not Understand	61.7
Asexual	61.9
Bisexual	63.1
Orientation, Questioning	61.5
Pansexual	58
Lesbian	59.3
Gay	58.4
Queer	56.2
Two Spirit	42.4

Have NOT Been Bullied

Straight	89.8
Orientation, Choose Not to Answer	85.7
Asexual	83
Orientation, Questioning	81.9
Orientation, Do Not Understand	83.2
Bisexual	78
Pansexual	75.4

Lesbian	74.9
Queer	73.9
Gay	66
Two Spirit	51.4

Have NOT Bullied Others

Straight	92.5
Orientation, Choose Not to Answer	92.7
Asexual	91.2
Orientation, Questioning	90.1
Orientation, Do Not Understand	86.1
Bisexual	91.1
Pansexual	89.5
Lesbian	87.8
Queer	87.1
Gay	82.9
Two Spirit	69

Feelings of Safety at School

Straight	79.5
Orientation, Choose Not to Answer	73
Orientation, Do Not Understand	71.1
Orientation, Questioning	70.2
Bisexual	69.5
Asexual	67.5
Lesbian	66
Pansexual	64.9
Queer	60.5
Gay	56.4
Two Spirit	48.5

Suppression rules are applied to exclude summaries involving 10 or fewer students (indicated with <=10).

DDSB Student – Disability Summaries by Topic Added in the 2022-2023 Survey Year

Belonging and Connectedness

Speech	61.5
Autism	60.5
Learning	60
Blind/Low Vision	55.3
Behaviour	52.8
Physical	53.7
Deaf/Hard of Hearing	50.2
Mental Health	48
Developmental	46

Meaningful/Engaged Learning

Speech	55.4
Autism	52.2
Learning	51.1
Blind/Low Vision	52
Behaviour	49
Physical	46.6
Deaf/Hard of Hearing	44.5
Mental Health	44.3
Developmental	42.9

Student Attitude

Speech	65.3
Autism	64.4
Learning	64.4
Blind/Low Vision	66.1
Behaviour	64.1
Physical	61.8

Mental Health	61.4
Deaf/Hard of Hearing	62
Developmental	56.8

Supportive Relationships

Speech	65.4
Autism	64.6
Learning	64.4
Blind/Low Vision	61.2
Behaviour	59.9
Physical	58.1
Mental Health	57.6
Deaf/Hard of Hearing	56
Developmental	50.9

Have NOT Been Bullied

Learning	76.2
Autism	72
Mental Health	68.9
Speech	71.5
Blind/Low Vision	71.3
Physical	66.1
Behaviour	65.7
Deaf/Hard of Hearing	67.5
Developmental	58.6

Have NOT Bullied Others

Learning	87.7
Autism	86.6
Mental Health	87
Speech	83
Blind/Low Vision	82.9

Physical	81.2
Behaviour	79.9
Deaf/Hard of Hearing	77.6
Developmental	73.5

Feelings of Safety at School

Learning	67.7
Autism	64.4
Blind/Low Vision	63.9
Speech	63.4
Mental Health	61.7
Deaf/Hard of Hearing	61.4
Behaviour	61
Physical	58.2
Developmental	49.8

Suppression rules are applied to exclude summaries involving 10 or fewer students (indicated with <=10).

Employee Violent Incident Reporting Data

When a violent incident occurs within a school board, two separate pieces of legislation need to be considered – the Occupational Health and Safety Act (OHSA) and the Education Act.

When examining violent incident data, it is important to distinguish between the criteria set out for workplace violent incidents as defined by the Occupational Health and Safety Act, and violent incidents as defined by PPM 120 under the Education Act.

Workplace Violent Incidents (OHSA)

The Occupational Health and Safety Act is provincial legislation that mandates the implementation of a process for all employees to be able to report incidents of workplace violence. This reporting process provides staff with an accessible means for reporting on workplace violence that is either witnessed as being directed toward staff, or personally experienced by staff. Consistent with the legislative definitions of workplace violence in Section 1(1), each form voluntarily submitted by staff indicates whether the incident was:

1. The exercise of physical force by a person against a worker, in a workplace;

2. An attempt to exercise physical force against a worker, in a workplace; and

3. A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker in a workplace.

In addition to gathering information about the nature of an incident, the form includes additional requests for information to help understand the context of the incidents. Since a single incident can result in the submission of multiple forms (i.e., submission by staff who experience and by staff who witness the same incident), an additional process was implemented where administrators could indicate whether a submitted form is the first report or an additional report about an incident. It is important to note that when the forms (created for and completed by staff) report on incidents of student violence against staff, no identifying student information is collected.

Violent incidents (PPM 120 – Education Act)

For the purposes of reporting back to the Ministry of Education, the term "violent incident" is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following:

1. possessing a weapon, including possessing a firearm;

2. physical assault causing bodily harm requiring medical attention;

3. sexual assault;

4. robbery;

5. using a weapon to cause or to threaten bodily harm to another person;

6. extortion; and

7. hate and/or bias-motivated occurrences.

Boards are required to report the total number of violent incidents on an annual basis to the Ministry of Education through the Ontario School Information System (OnSIS). All violent incidents that occur on school premises during school-run programs must be reported to the ministry, whether the violent incident was committed by a student of the school or whether it was committed by any other person.

Administrators must complete the appropriate incident reporting in PowerSchool to meet this requirement.

Reporting Summary

The following table presents a summary of the total number of reports that staff have submitted through the Employee Violent Incident Reporting Form. In 2019-2020 a new process of review was introduced which involved administrators reviewing each report submission and determining whether the report was the first submission for an incident or was an additional report on an incident that had already been reported by staff. The purpose of this was to accurately reflect the total number of incidents versus the total number of reports. In the following table, the number of single reports is presented as a measure for the number of incidents that year. As this review process is built into the workflow it is expected that the number of reports "to be reviewed" will decrease.

Table 1: 4 Year Summary of the Number of Employee Violent Incident Report Submissions

Year	# of Incidents (Single Report submitted)	# of Additional Reports Submitted for an Incident	# of Reports to be Reviewed	Total number of Forms Submitted
2018-2019	NA	NA	NA	4,939
2019-2020	2,672	392	486	3,550
2020-2021	2,054	341	110	2,505
2021-2022	3,507	411	109	4,027

As can be seen in the following graph, the largest percentage of incidents tend to be reported in the elementary panel, specifically in the early years and primary grades. It is important to note that due to the impact of the pandemic on in-person learning, many of the youngest students have never been to school in person, and as a result have had very limited social opportunities.

Graph A: 4 Year Summary of the Percentage of Violent Incident Reporting by Grade
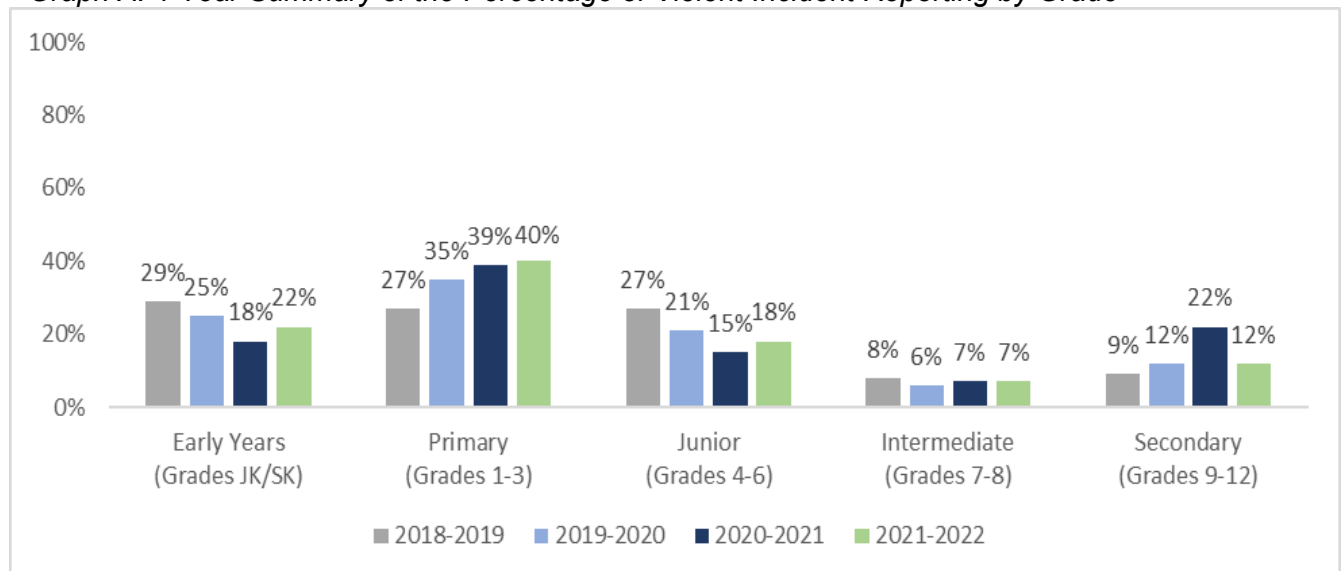
In the following graph, the largest number of staff who submit reports, most frequently submit a single report.

Graph B: Year Summary of Employee Violent Incident Report Submission by Number of Staff and Frequency of Submission
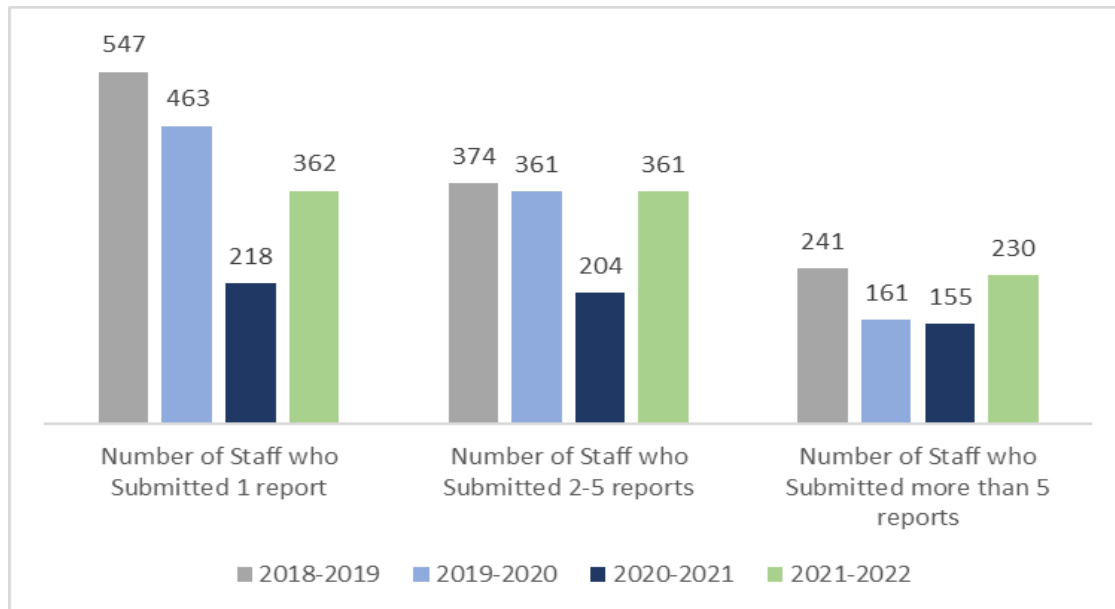
The following table presents the percentage of staff that have submitted reports over the course of a year. The following percentages have been calculated using a denominator of 12,000 which is the approximate number of people employed across all FTE positions and who are eligible to submit an Employee Violent Incident Report if required.

Table 2: 4 Year Summary of Employee Violent Incident Report Submissions by Percentage of Staff and Frequency of Submission

Year	% of Staff who Submitted 1 report	% of Staff who Submitted 2-5 reports	% of Staff who Submitted more than 5 reports	Total % of Staff who Submitted a Report
2018-2019	5.0%	3.4%	2.2%	10.6%
2019-2020	4.2%	3.3%	1.5%	9.0%
2020-2021	2.0%	1.9%	1.4%	5.2%
2021-2022	3.0%	3.0%	1.9%	7.9%

100 Forms: Exploring Trends Info Graphic

100 Forms: Exploring Trends

100 Forms from
68 Staff at
42 Schools

By Staff

- 2 forms: Principals
- 7 forms: ECEs
- 26 forms: Teachers (4 Supply)
- 65 forms: EAs (14 Supply/Temp)
- * Supply, Occasional, Temporary

By Grades

- 7 forms: Grades 9-12
- 15 forms: Grades 4-8
- 78 forms: JK - Grade 3
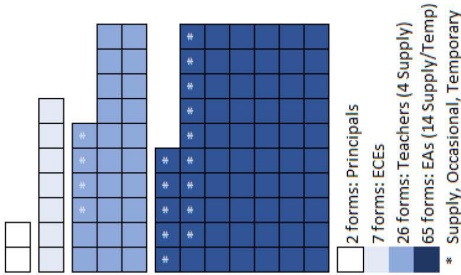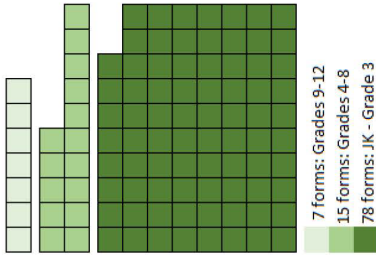
By Individual Education Plan

- 33 forms: No IEP noted
- 67 forms: IEP noted
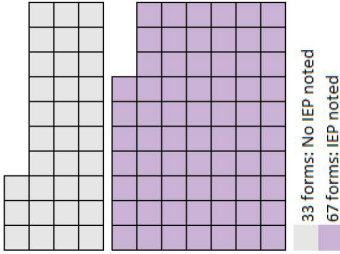
By Behavioural Safety Plan

- 32 forms: No BSP noted
- 68 forms: BSP noted
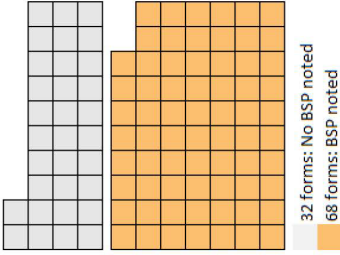
Kinds of Incidents

53 forms specified a single kind of incident:
- **36** forms noted being struck
- **7** forms noted a verbal threat
- **7** forms noted being scratched
- **3** forms noted being bitten

36 forms specific multiple types of incidents:
- **26** forms noted physical kinds of incidents
- **10** forms noted incidents involved physical and verbal threats

11 forms did not specify the kind of incident

Weapons

0 forms indicated the use of weapons.

15 forms indicated weaponizing objects:
- **11** forms referenced throwing an object at someone
- **4** forms referenced throwing an object in a direction

The forms included in this summary were submitted between April 11 and April 14, 2023.

Follow-up Reporting and Protocols

16 forms indicated a Behaviour Safety Plan review

1 form indicated a Parklane incident report

0 forms indicated a Containment report

0 forms indicated a PPM 120 VI report

0 forms indicated Violence Threat Risk Assessment was initiated

0 forms indicated Concussion protocol

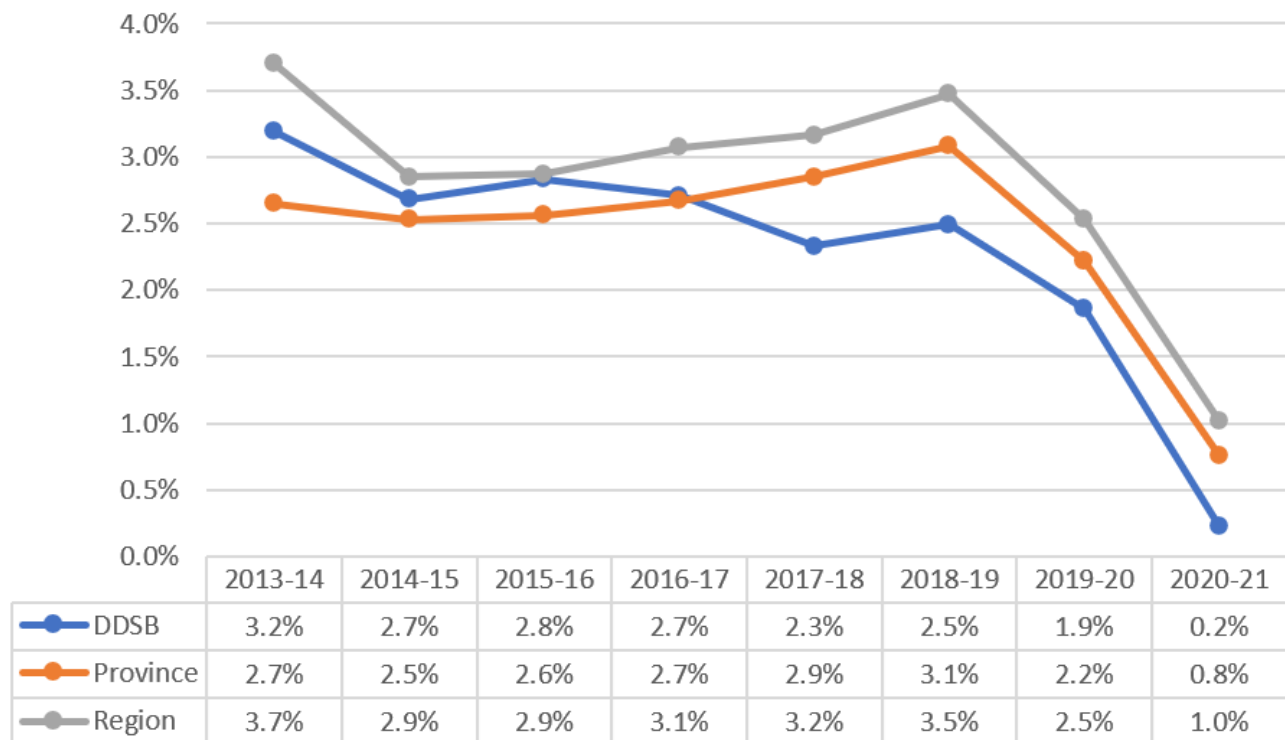**0** forms indicated Police / School Board Protocol

Suspension/Expulsion Data

Suspensions Summary

Each year the Ministry of Education calculates suspension rates for the province, regions and individual school boards. Given the scope of the data, the time required for the Ministry of Education to collect, collate, and analyse the data results in a multi-year delay in reporting.

The following graph presents the Ministry suspension rates for the Durham District School Board, the Ottawa Region (which the DDSB is a part of), and the Province. Over the past 8 years, the suspension rates for the DDSB have declined.

Graph C: 8 Year Summary of Suspension Rates for DDSB, Region and Province

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
DDSB	3.2%	2.7%	2.8%	2.7%	2.3%	2.5%	1.9%	0.2%
Province	2.7%	2.5%	2.6%	2.7%	2.9%	3.1%	2.2%	0.8%
Region	3.7%	2.9%	2.9%	3.1%	3.2%	3.5%	2.5%	1.0%

Additional Equity Context

The following are suspension summaries with the additional contexts of socioeconomics, and racial identity. Included in the summaries is a "Disproportionality Index" which, as outlined and required by the Anti-Racism Data Standard 29, helps describe and understand a group of students' representation (over, under or equivalent representation) in a program, service or outcome relative to the larger student population.

Disproportionality is "a measure of an identity group's overrepresentation or underrepresentation in a program, service, or function relative to the group's representation in the reference population" (Anti-Racism Data Standard). Disproportionality index is a reliable and valid measure that is widely used to quantify inequalities within a program, service, or function. When reviewing suspension data at the DDSB, the intention is to examine the overrepresentation or underrepresentation of students within certain identity groups (e.g., SES Quintile) by calculating the disproportionality index.

Using the statistics outlined in Anti-Racism Data Standard 29, the calculation of the disproportionality index with suspension data produces a score that describes the relative representation of each group with:

- A score of 1 indicating equal representation, the likelihood for students to receive a suspension is the same as the overall likelihood to receive a suspension in the DDSB;

- Scores greater than 1 indicating over-representation, students are more likely to receive a suspension than the overall likelihood to receive a suspension in the DDSB; and

- Scores less than 1 indicating under-representation, students are less likely to receive a suspension than the overall likelihood to receive a suspension in DDSB.

Socioeconomics

The socioeconomic data model used in this analysis is constructed from 2016 Statistics Canada Census Data (the model for 2021 is not currently available at the time of this analysis) and divided into five groups called quintiles. Each quintile describes a level of socioeconomic stress with quintile 1 representing the lowest socioeconomic stress and quintile 5 representing the highest socioeconomic stress. To understand the differences in experience from the lens of socioeconomics, the percentage of students enrolled in the 2021-2022 school year was reviewed across neighbourhood quintiles.

Of all students enrolled in 2021-2022 (see Table 3):

- 22% of students lived in neighbourhoods described as having low socioeconomic stress (quintile 1); and

- almost 12% of students lived in neighbourhoods described as having high socioeconomic stress (quintile 5).

Considering suspensions in terms of the socioeconomics of the neighbourhoods students live in (see Table 3):

- 16% of students lived in neighbourhoods included in quintile 1; and

- 22% of students lived in neighbourhoods included in quintile 5.

In terms of socioeconomics and student suspensions, students who live in communities with greater socioeconomic stress (quintiles 4 and 5) are over-represented and students who live in communities with lesser socioeconomic stress (quintiles 1 and 2) are under- represented.

Table 3: Percentage of students by Socioeconomics and Suspension for 2021-2022

SES Quintile	% of all Students (n=74,202)	% of Students who have been Suspended (n=1,301)	Disproportionality
1 (Lowest SES Stress)	21.9	16.4	0.75
2	29.2	22.1	0.76
3	24.2	23.2	0.96
4	13.0	16.7	1.28
5 (Highest SES Stress)	11.6	21.6	1.86

Year (number of all students enrolled)	% of all Students living in communities with the highest socioeconomic stress	% of Students who have been Suspended living in communities with the highest socioeconomic stress	Disproportionality
2018-2019	11.72	28.26	2.41
2019-2020 and 2020-2021*	11.66 (8528/73137)	27.94 (418/1498)	2.40
2021-2022	11.64 (8642/74202)	21.60 (281/1301)	1.86

*The enrollment for 2020-2021 school year was used as the denominator for calculations of the aggregated 2019-2020 and 2020-2021 suspensions.

Racial Identity

Using this same approach, disproportionalities of students by racial identity were explored. In 2021-2022, 394 of the students who were suspended also shared their racial identity (single racial identity) on the 2018-2019 student census:

- Over-representation: Students who were suspended in 2021-2022 and had "another identity" (disproportionality score of 2.31) or identified as Black (disproportionality score of 1.71) were over-represented. While the disproportionality score has increased for students who identified with "another identity" increased from 2018-2019 (from 1.56 to 2.31), the disproportionality score for students who identified as Black decreased (from 2.32 to 1.71).

- Proportional representation: Students who identified as White (change from 0.99 to 1.01) or Middle Eastern (change from 0.91 to 0.93) continue to have proportional representation.

- Under-representation: Although the disproportionality score for students who identified as South Asian increased from 2018-2019 to 2021-2022 (from 0.33 to 0.54), students who identify as South Asian continue to be under-represented.

Table 4: Percentage of Students by Racial identity and Suspension in 2021-2022

Racial Identity of Students	% of All Students who Shared a Racial Identity on the Student Census (single response) (n=25503)	% Students Suspended and Shared their Racial Identity on the Student Census (n= 394)	Disproportionality
Another	4.06	9.4	2.31
Black	9.64	16.5	1.71
East Asian	3.73	<15	<15
Latino	1.01	<15	<15
Middle Eastern	4.93	4.5	0.91
South Asian	19.36	10.4	0.54
South East Asian	1.37	<15	<15
White	55.42	54.8	0.99

Ministry of Labour, Immigration, Training and Skills Development

Safe At Work Ontario
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Operations Division	Occupational Health and Safety	**Field Visit Report**

OHS Case ID:	**04628SDZT381**				
Field Visit no:	**04628SDZT382**	Visit Date:	**2023-FEB-28**	Field Visit Type:	**INITIAL**

Workplace Identification: ███████████ **PUBLIC SCHOOL** ███████████, **WHITBY, ON, CANADA** ████   Notice ID:

Telephone:	JHSC Status:	Work Force #:	Completed %:
-	**Active**	**50**	

Persons Contacted: ████████ - H&S OFFICER, ████████ - CUPE 218 H&S REP.; ████████ - ETFO H&S REP.; ████████ - ETFO H&S REP.; ████████ - PRINCIPAL.

Visit Purpose: **TO MONITOR COMPLIANCE WITH THE OCCUPATIONAL HEALTH AND SAFETY ACT AND ITS ASSOCIATED REGULATIONS.**

Visit Location: **THE HUB, CLASSROOMS.**

Visit Summary: **NO ORDERS ISSUED, SEE DETAILED NARRATIVE.**

Detailed Narrative:

An inspection was completed at the workplace to monitor compliance with the Occupational Health and Safety Act (OHSA) and its associated Regulations. The inspection was completed as part of the 'Workplace Violence in Education Initiative 2023'.

At the time of the inspection, the undersigned Inspector was accompanied by MLITSD Inspector S. Thompson.

WORKPLACE VIOLENCE IN EDUCATION INITATIVE

Workplace violence in the education sector is an ongoing issue that affects teachers, educational assistants, and other workers. The Ministry of Labour, Immigration, Training, and Skills Development (MLITSD) will be engaging in a health and safety initiative focusing on workplace violence in publicly funded elementary and secondary schools from February 1, 2023, to March 31, 2023.

The Initiative will focus on:

1. Measures and procedures for preventing workplace violence during transitions, such as:
- Moving between classrooms
- Returning to school after prolonged absences
- Non-routine activities (for example fire drills, lockdowns, school assemblies and field trips)

2. Provisions of information, instruction, and supervision (including occasional workers) on:
- The use of personal protective equipment for workers
- Means of summoning immediate assistance
- Measures and procedures for preventing workplace violence
- The work refusal process

3. Workplace violence risk assessments and re-assessments

Recipient	Inspector Data	Worker Representative
	Jason Hammond	
Name ████████	O.H.S.A. & B.O.S.T.A. INSPECTOR	Name ████████
	PROVINCIAL OFFENCES OFFICER	
	1-2275 Midland Ave, Scarborough ON M1P 3E7	
Title **Principal**	MOLCOMPLIANCEIHSTORE@ontario.ca	Title ETFO ECE JHSC Worker
	Tel: (289) 200-3746	
	Fax: (416) 314-5405	
Signature ████████	Signature *Jason Hammond*	Signature ████████

Operations Division — Occupational Health and Safety

Field Visit Report

OHS Case ID:	**04628SDZT381**			
Field Visit no:	**04628SDZT382**	Visit Date: **2023-FEB-28**	Field Visit Type: **INITIAL**	Notice ID:

Workplace Identification: ▮▮▮▮ **PUBLIC SCHOOL** ▮▮▮▮ **, WHITBY, ON, CANADA** ▮▮▮▮

INSPECTION FINDINGS

The workplace is a public school within the Durham District School Board, consisting of approximately 493 students.

1. Measures and Procedures for Preventing Workplace Violence

1.1 Behaviour Safety Plans (BSP)

Employer stated that Behaviour Safety Plans (BSP) are developed and maintained for students as required. Workers are provided access to BSP's as appropriate: teachers are directly provided copies of BSP's as necessary and copies of BSP's are also available to workers in a folder stored in the office, teachers also have access to BSP's stored on an electronic database. BSP locations are communicated to workers that are new to the workplace. Workers are provided information and instruction to review BSP's as appropriate and follow the instructions included within. BSPs are updated as required and workers are notified of updates. BSP's stay with students and are reviewed when the student is transferred to another location or returning from a prolonged absence. Workplace parties stated that BSP's contain specific crisis response plans outlining what controls, and personal protective equipment, workers are required to use when dealing with specific scenarios involving the student or specific student behaviours.

1.2 Non-routine Activities

Employer advised that there are measures and procedures in place with respect to non-routine activities such as fire drills, lockdowns, and assemblies.

2. Provision of Information, Instruction, and Supervision

2.1. Personal Protective Equipment (PPE)

Employer stated that personal protective equipment (PPE) is provided to workers at the workplace as required. PPE required for use by workers is identified in individual BSP's. PPE can include forearm sleeves, as well as puncture-resistant jackets (these are referred to as Active Aid Kits). There is a process for workers to obtain PPE fitted to them. At the time of the visit, observed a copy of the DDSB Classroom Support Staff Go-To Guide for Health and Safety containing information on Active Aid Kits.

Recipient	Inspector Data	Worker Representative
	Jason Hammond	
Name ▮▮▮▮	O.H.S.A. & B.O.S.T.A. INSPECTOR	Name ▮▮▮▮
	PROVINCIAL OFFENCES OFFICER	
Title **Principal**	1-2275 Midland Ave, Scarborough ON M1P 3E7	Title **ETFO ECE JHSC Worker**
	MOLCOMPLIANCEIHSTORE@ontario.ca	
	Tel: (289) 200-3746	
	Fax: (416) 314-5405	
Signature ▮▮▮▮	Signature *Jason Hammond*	Signature ▮▮▮▮

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Safe At Work Ontario

Ontario

Operations Division

Occupational Health and Safety

OHS Case ID:	**04628SDZT381**		
Field Visit no:	**04628SDZT382**	Visit Date: **2023-FEB-28**	Field Visit Type: **INITIAL**

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Notice ID:

Worker representative discussed concerns with respect to the amount of time it can take for a worker to receive fitted PPE. Employer advised that in the interim, spare PPE at the workplace can be made available or alternative workers can be assigned to tasks requiring PPE per BSP's as appropriate.

2.2 Summoning Immediate Assistance

Employer stated that two-way radios are provided to workers that may interact with students with BSP's. Workers are provided with information and instruction on how to use the radios and how to summon assistance.

Worker representative discussed concerns for workers that are required to assist during transportation of students. Employer advised that transportation operators have direct contact with the school, as well as access to personal cell phones if required.

2.3 Violent Incident Reporting

Employer stated that there is a process in place for workers to report incidents of workplace violence. Information and instruction is provided to workers on how to report incidents involving workplace violence, and reports of workplace violence are investigated. Occasional workers are also provided with this information and instruction.

Employer is reminded of the requirement per OHSA S. 52 stating that any incident involving workplace violence that results in lost-time, or an injury requiring medical attention, is reported to the JHSC within 4 days.

2.4 Work Refusal Process

At the time of the visit, discussed work refusal process with workplace parties. Workplace parties are reminded that, per OHSA section 43(3)(b.1), a worker may refuse to work where they have reason to believe that workplace violence is likely to endanger them. Limitations of the application of OHSA S. 43 with respect to teachers, as set out in OHSA Reg. 857, were also discussed.

Teaching assistants, education assistants, office workers, custodial workers, and other workers in school boards, who are not teachers as defined in the Education Act, have the right to refuse work where it is reasonable to believe that workplace violence is likely to endanger them.

Recipient	Inspector Data	Worker Representative
	Jason Hammond	
Name ██████████	O.H.S.A. & B.O.S.T.A. INSPECTOR	Name ██████████
	PROVINCIAL OFFENCES OFFICER	
Title **Principal**	1-2275 Midland Ave, Scarborough ON M1P 3E7	Title ETFO ECE JHSC Worker
	MOLCOMPLIANCEIHSTORE@ontario.ca	
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	Fax: (416) 314-5405	
Signature ██████████	Signature *Jason Hammond*	Signature ██████████

**Ministry of Labour, Immigration,
Training and Skills Development**

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Safe At Work Ontario

Ontario ⬩

Field Visit Report

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Operations   Occupational
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OHS Case ID: **04628SDZT381**
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Workplace Identification: ████████████ **PUBLIC SCHOOL**   Notice ID:
                                    ██████ **, WHITBY, ON, CANADA** ████

At the time of the visit, observed copy of the 'Tip Sheet for Supervisors' outlining the work refusal process available to supervisors.

3. Workplace Violence Risk Assessment

Employer representative stated that a workplace violence risk assessment is completed annually at the workplace. Reassessments are completed as needed, such as, for example, following an incident of workplace violence or a change in school population. At the time of the visit, observed copy of Violence Risk Assessment Tool completed for the workplace dated Oct. 14, 2022

RESOURCES

Workplace violence in school boards: A guide to the law | ontario.ca
<https://www.ontario.ca/document/workplace-violence-school-boards-guide-law>

Part V: Right to refuse or to stop work where health and safety in danger | Guide to the Occupational Health and Safety Act | ontario.ca
<https://www.ontario.ca/document/guide-occupational-health-and-safety-act/part-v-right-refuse-or-stop-work-where-health-and-safety-danger>

Part VII: Notices | Guide to the Occupational Health and Safety Act | ontario.ca
<https://www.ontario.ca/document/guide-occupational-health-and-safety-act/part-vii-notices>

Public Services Health and Safety Association | MLITSD: Workplace Violence in Education Compliance Initiative Webinar (pshsa.ca)
<https://www.pshsa.ca/training/free-training/mlitsd-workplace-violence-in-education-compliance-initiative-webinar>

Public Services Health and Safety Association | Workplace Violence Risk Assessment Toolkit for the Education Sector (pshsa.ca)
<https://www.pshsa.ca/resources/workplace-violence-risk-assessment-toolkit-for-the-education-sector>

Recipient	Inspector Data	Worker Representative
	Jason Hammond	
Name ████████	O.H.S.A. & B.O.S.T.A. INSPECTOR	Name ████████
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Signature ████	Signature *Jason Hammond*	Signature ████

![DDSB Ignite Learning logo]

DURHAM DISTRICT SCHOOL BOARD

Board Meeting

October 17, 2022

THAT TRUSTEES BE PROVIDED WITH A REPORT, NO LATER THAN MARCH 2023 ON AN URGENT BASIS, THAT ADDRESSES TRENDS IN VIOLENT INCIDENTS, OUTLINES STRATEGIES ADOPTED TO ADDRESS THE INCIDENTS AND ASSESSES WHETHER THE INTERVENTIONS ARE EFFECTIVE;

THAT THE REPORT SPEAKS TO THE IMPACT OF VIOLENT INCIDENTS ON THOSE EXPERIENCING VIOLENCE, THE CHILD ENGAGED IN VIOLENT BEHAVIOUR, AND THOSE WITNESSING THE VIOLENCE AND ADDRESSES VIOLENCE PREVENTION STRATEGIES;

AND THAT THE REPORT MUST INCLUDE DETAILS ON THE PROCEDURES EMPLOYED WHEN INCIDENTS OCCUR, INCLUDING, BUT NOT LIMITED TO, THE SHARING OF INFORMATION WITH PARENTS/GUARDIANS WHEN THEIR CHILD IS DIRECTLY INVOLVED OR A WITNESS TO ANY SERIOUS VIOLENT INCIDENT/ASSAULT; AND

THAT THE REPORT INCLUDE AN ASSESSMENT OF WHETHER THE BOARD HAS ADOPTED A TRAUMA-INFORMED APPROACH TO VIOLENT INCIDENTS AS THEY IMPACT STUDENTS AND STAFF AND WHETHER IMPROVEMENTS NEED TO BE MADE IN ANY OR ALL OF THESE AREAS.

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Durham District School Board
Standing Committee Meeting
May 1, 2023

MOTION: ESTABLISHMENT OF AD HOC COMMITTEE

Moved by: Trustees Deb Oldfield, Shailene Panylo

BACKGROUND

On March 16, 2023 Trustee Panylo and Trustee Oldfield were invited to meet with MPP Jennifer French, the MPP for Oshawa. At that meeting the issue of staffing shortages in Ontario, and specifically at the DDSB were raised by MPP French and included concerns about the challenge of recruiting and retaining qualified Educational Assistants and Certified Teachers. Discussion turned to the possibility of creating pathways for those unqualified and/or uncertified staff to obtain qualifications or certification, and MPP French raised the concern that union leadership might be opposed to processes that would continue to allow unqualified and uncertified staff in the classrooms.

After the meeting with MPP French, Trustee Panylo and Trustee Oldfield met with a number of union leaders representing employees at the DDSB to ascertain their views on creating pathways to obtaining required qualifications/certification.

As a result of the meeting with union leaders it became clear to Trustee Panylo and Trustee Oldfield that difficulties with recruitment and retention of qualified and/or certified staff are not a result of a lack of qualified or certified workers, but rather a result of a number of interrelated issues such as violence and harassment, mental health and well being and existing staff shortages and absences to name a few. There are in fact qualified educational assistants and certified teachers that are choosing not to work either in their field and/or not at the DDSB.

A number of the issues raised by the union leaders echo those that have been raised by Trustees over the past several months including concerns about the mental health of staff and students and the rise in violent incidents experienced by both staff and students.

Trustee Panylo and Trustee Oldfield felt that in order to be able to accurately assess the effectiveness of current policies and procedures, develop any new policies and procedures and proactively find solutions, Trustees must first be able to fully understand the complex issues related to violent incidents in the workplace, classrooms and school communities as experienced by staff, students and their families. This resulted in the Motion moved by Trustee Panylo at the Standing Committee of April 3, 2023 which was deferred by the Board of Trustees to the Standing Committee of May 1, 2023.

A number of questions were raised by Trustees at the April 3, 2023 Standing Committee including:

1. The reporting process for the Ad Hoc committee. As per section 4.7.7 of the by-laws, Ad Hoc Committees report to the Committee of Whole – Standing.
2. Whether there should be an end date for the Ad Hoc committee. As per section 4.7.6 of the by-laws the Board may dissolve any Standing or Ad Hoc Committee at the Organizational Meeting or by resolution at any time as the Board may deem necessary or appropriate.

Below you will find the bylaws related to Ad Hoc Committees for ease of reference.

Having considered the concerns raised by Trustees, below you will find a revised Motion that attempts to capture those concerns.

BY-LAWS

4.6 Additional Committees

4.6.1 In addition to any committees established under these Bylaws, the Board may by resolution, establish any Standing Committee, Ad Hoc Committee or Advisory Committee as it may deem appropriate at any time, subject to these Bylaws and any applicable legislation. The Board shall stipulate, by resolution, the terms of reference for any such Standing Committee or Ad Hoc Committee stipulating the mandate and membership of the Committee. The Board may, by resolution, seek the recommendation from a Standing Committee or Ad Hoc Committee on the appropriate terms of reference for the committee.

4.7 Committee Structure

4.7.1 The members of Standing Committees and Ad Hoc Committees shall be Trustees. The members of a Statutory Committee are as stipulated by legislation or regulation.

4.7.2 The members of an Advisory Committee may include Trustees, Student Trustees, staff members and members of the community, but shall include at least one trustee or staff member.

4.7.3 The Chair of an Ad Hoc Committee or Standing Committee may be determined by the Chair of the Board, the Board or, failing which, by the committee. The Chair of an advisory committee shall be determined by the committee.

4.7.4 The Director shall assign one (non-member/non-voting) senior staff person to every Ad Hoc and Standing Committee and any other (non-member/non-voting) staff person(s) that the Director, in consultations with the Chair of committee, may deem appropriate.

4.7.5 If there is no staff person on an Advisory Committee, the Director shall assign one (non member/non-voting) senior staff person and any other (non-member/non-voting) staff person(s) that the Director, in consultation with the Chair of the Advisory Committee, may deem appropriate.

4.7.6 Except for any committee established under these Bylaws or Board policy, the Board may dissolve any Standing or Ad Hoc Committee at the Organizational Meeting or by resolution at any time as the Board may deem necessary or appropriate, subject to applicable legislation. Committees constituted under these Bylaws or Board policy may only be dissolved by an amendment or revocation of the applicable provisions in these Bylaws or Board policy, as the case may be. The terms of reference of any Standing Committee or Ad Hoc committee not established in these Bylaws or in a Board policy may be amended by ordinary resolution.

4.7.7 Committees are not decision-making bodies and may only make recommendations. Ad Hoc Committees report to the Committee of Whole - Standing. Standing Committees report to the Board of Trustees.

4.7.8 A Trustee who is not a member of a Statutory Committee, Standing Committee or Ad Hoc committee cannot move a motion, vote or be counted towards quorum, but may attend any such committee meeting.

4.7.9 Once an Ad Hoc Committee has satisfied the terms of reference, it shall report to the Committee of Whole – Standing confirming that it has satisfied the terms of reference at which point it shall be automatically dissolved.

REVISED MOTION

THAT THE BOARD OF TRUSTEES STRIKE AN AD HOC COMMITTEE COMPRISED OF ALL TRUSTEES, WITH INPUT FROM STUDENT TRUSTEES, SCHOOL ADMINISTRATORS, UNION REPRESENTATIVES, AND SENIOR STAFF WITH THE PURPOSE OF INFORMATION GATHERING, MONITORING AND EVALUATING ISSUES RELATED, BUT NOT LIMITED TO, INCIDENTS OF VIOLENCE AND HARASSMENT INCLUDING ANY AND ALL INTERRELATED ISSUES THAT MAY ARISE OR BE PRESENTED TO THE COMMITTEE. THE COMMITTEE SHALL COLLABORATIVELY BUILD POLICY, STRATEGIES AND STANDARDS FOR SAFETY AND SUSTAINABILITY, AND MEASURE THE IMPLEMENTATION OF THE COLLABORATIVE PLANS.

![DDSB Ignite Learning logo]

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board   **DATE:** May 1, 2023

SUBJECT: Opioid Poisoning and Naloxone   **PAGE:** 1 of 4

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Jim Markovski, Associate Director, Equitable Education
Gary Crossdale, Superintendent of Education
Kerri Stewart, Manager of Health and Safety
Dan Hogan, Substance Abuse/Violence Prevention Co-ordinator, Positive School Climates

1.0   Purpose

The purpose of this report is to provide the Board of Trustees with information related to opioid poisoning and a proactive emergency naloxone program that would support students, staff, and community members within Durham District School Board (DDSB) schools and sites.

2.0   Ignite Learning Strategic Priority/Operational Goals

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

3.0   Background

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

Opioids are drugs that are prescribed by medical practitioners to treat pain. However, opioids are also used recreationally. Some commonly used opioids include morphine, heroin, oxycodone, fentanyl, codeine, and hydromorphone.

The opioid crisis in Canada has been on the rise since 2000 with an increasing number of opioid poisoning deaths. The total number of opioid-related deaths in Canada reached 4,000 in 2019, more than double the number of related fatalities in 2018. Opioid use among students, both elementary and secondary, has been consistent during the opioid crisis, neither rising nor dropping significantly. According to the Ontario Student Drug Use and Health Survey (OSDUHS), approximately 6% of Grade 7-12 students in Ontario have used opioids for non-medical purposes. Among those who report using opioids, most were obtained from friends or family members, although some were bought as street drugs. OSDUHS also found that non-medical opioid use increased significantly with age. 14% of Grade 12 students reported they had used opioids at least once.

3.1   Naloxone

Naloxone is a drug that can temporarily reverse the effects of an opioid overdose.

Naloxone will only reverse an overdose from opioids. It will not reverse an overdose from other kinds of drugs, such as benzodiazepines or stimulants like cocaine and amphetamines. Naloxone rapidly reverses the symptoms of an opioid overdose and can be injected intramuscularly (in a muscle) or given as a nasal spray. Naloxone is generally considered safe for everyone unless the individual has an allergy to naloxone.

3.2   Durham Region – Opioid Response

The Durham Region Health Department (DRHD) monitors local and provincial surveillance data, evidence-based practice recommendations and routinely re-evaluates strategies directed toward preventing opioid overdoses in Durham Region.

DRHD follows the Ministry of Health's direction and does not provide naloxone to Ontario school boards. Public Health statistics indicate that the risk of an opioid-related poisoning in a secondary school is low. Programs aimed at prevention strategies and the improvement of mental health and well-being among students continues to be a focus.

DRHD works in collaboration with schools to provide education on the risks of opioid use.

3.3   Occupational Health and Safety Act – Bill 88

Recent amendments to Occupational Health & Safety Act (OHSA), Bill 88, require employers to have naloxone kits in certain workplaces, for workers who may be at risk of having an opioid overdose in the workplace. For example, naloxone kits are required in workplaces where a worker opioid overdose has already occurred or where a worker who has recreationally used opioids voluntarily discloses information. These workplaces are required to have a naloxone kit onsite as well as a program in place with staff training on how to safely administer the naloxone.

The DDSB People and Culture department supports employees with substance use disabilities and addictions. Currently, there are no known cases within DDSB staff who have disclosed that they are using opioids. This means that under Bill 88 we are not currently obligated to provide naloxone kits.

4.0   <u>Analysis</u>

Within DDSB Schools, there have been no reported opioid poisonings of students or staff while attending a DDSB school or facility. However, persons who use illegal drugs or improperly use prescription drugs are always at risk.

Although not currently applicable to DDSB worksites, the requirements outlined in Bill 88 can be applied as a best practice and a proactive measure to enhance the DDSB's Emergency Response and First Aid program.

Protection from liability available under the Good Samaritan Act, 2001 would generally apply to a worker who voluntarily administers naloxone at the workplace in an emergency, in response to an opioid overdose. OSBIE has also confirmed coverage under the comprehensive liability for employees and volunteers in relation to the administration of naloxone.

5.0   Financial Implications

It is estimated that the cost of the initial naloxone kit purchase is $22,500. This would provide one kit per worksite, which includes all DDSB buildings. Naloxone kits expire 3 years from the date of manufacture. The replacement of the naloxone kits would need to be included in annual budget planning going forward.

Staff training on the use of these kits would be incorporated into the current First-Aid Training program. No additional training costs would be involved.

6.0   Evidence of Impact

Naloxone kits within DDSB worksites will serve as a proactive measure to enable school staff, volunteers, and community members to respond appropriately in the event of a student, staff, or community member opioid poisoning.

7.0   Communication Plan

The revised Emergency Response Procedures will be communicated to staff. Training will be provided to school administrators and on-site first-aid trained responders in preparation for a September 2023 implementation.

8.0   Conclusion and/or Recommendations

As a proactive measure, and to decrease the potential risk to student, staff, or community members within the DDSB, the naloxone spray kits will be provided to each school and worksite. These kits will become part of the emergency response and first-aid program and training will be provided for administrators and first-aid trained responders. Through consultation with key education partners, a new draft Board Procedure is currently in development, which will outline the program and support implementation for the 2023-2024 school year.

9.0   Appendices

Appendix A – Canadian Red Cross, Signs of Opioid Poisoning
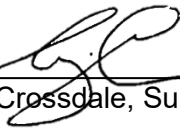Appendix B – Canadian Red Cross, Fact Sheet, Opioid Poisoning and Naloxone

Report reviewed and submitted by:

Camille Williams-Taylor, Director of Education and Secretary to the Board

Jim Markovski, Associate Director, Equitable Education

Gary Crossdale, Superintendent of Education

SIGNS OF
OPIOID POISONING

Learn to recognize signs and symptoms that may indicate an opioid poisoning. Not all of these symptoms may be present.

ABNORMAL, SLOW, OR NO BREATHING
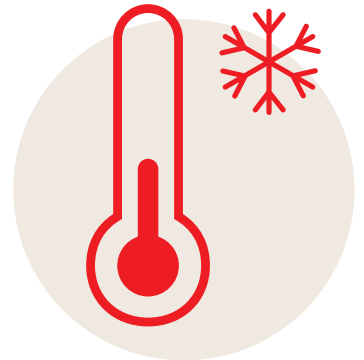
EXTREME DROWSINESS OR UNRESPONSIVENESS

PALE OR BLUE/GREY SKIN OR LIPS

SMALL OR PINPOINT PUPILS

SEIZURES

CLAMMY SKIN

If you see these signs, **call EMS/911** and **stay with the person until help arrives**.

Visit **redcross.ca/OHR** for information on training and opioid harm reduction initiatives.

CANADIAN RED CROSS
CROIX-ROUGE CANADIENNE

FACT SHEET
Opioid Poisoning & Naloxone

What is Naloxone?

Naloxone is a lifesaving medication that rapidly reverses the effects of opioid poisoning until the person can receive professional medical care. It is commonly available as an easy-to-use nasal spray.

When to Give Naloxone

Naloxone should be provided to any person who is not breathing normally and/or who is unresponsive if you suspect they are suffering from opioid poisoning.

You will not hurt a person by giving them naloxone, even if they are not actually suffering from opioid poisoning, and naloxone can easily save someone's life. For these reasons, naloxone is an exception to the usual rule about administering medication: You can give naloxone to any person who might need it, even if they are not able to ask for your help in administering it.

Care for Opioid Poisoning

If you suspect opioid poisoning, call EMS/9-1-1 and get an AED and naloxone if available.

Check the person and proceed based on what you see. Naloxone can cause rapid changes in the person's condition so re-check them frequently. Additional naloxone may be required.

> If person is **UNRESPONSIVE** but **BREATHING NORMALLY**, administer naloxone and monitor the person closely until EMS personnel arrive.

> If the person is **UNRESPONSIVE** and **NOT BREATHING NORMALLY**, start CPR and administer naloxone (as soon as possible). Continue CPR until EMS personnel arrive or the person's condition improves.

How to Give Naloxone

Always call EMS/9-1-1 and get an AED (if available) before providing naloxone.

1. Remove the nasal spray device from the packaging.
2. Place your thumb on the plunger and hold the nasal spray tip between your middle and index fingers.
3. Gently tilt the person's head back slightly and support it in this position.
4. Insert the tip of the device into one of the person's nostrils until your fingers come into contact with the bottom of the person's nose.
5. Administer the entire dose of medication by pressing firmly on the plunger, and then remove the device from the person's nostril immediately.

For more information on this and many other first aid topics, refer to www.redcross.ca/comprehensivefa, or download the Canadian Red Cross First Aid App.

This initiative was funded by a contribution from Health Canada's Substance Use and Addictions Program (SUAP). The views expressed herein do not necessarily represent the views of Health Canada.

DDSB
Ignite Learning

MEMORANDUM

To: Trustees   **Memo: No. 2023:18**

From: Camille Williams Taylor, Director of Education and Secretary to the Board
   Andrea McAuley, Superintendent of Equitable Education
   Steffanie Pelleboer, Mental Health Lead

Date: April 27, 2023

RE: Children's Mental Health Week – May 1-5, 2023

Each year, schools across Ontario mark the first full week of May as Children's Mental Health Week.

This important week is about:
- Increasing awareness of child and youth mental health:
- Decreasing stigma; and
- Understanding that supports are available.

At the DDSB, staff acknowledge that mental health and well-being are key to learning and achievement. As highlighted in our 2022-2025 DDSB Mental Health and Well-Being Action Plan , staff believe that by intentionally creating the everyday conditions that support mentally healthy schools they can collectively enhance and bolster student mental health and well-being.

Resources have been developed for schools to acknowledge this week.

A sample of the resources include:
- **Week of Events Calendar** embedded with mental health and wellness activities organized around themes for each day, which are;

- Focused Activities formatted in a "Bingo" game e.g.: Elementary Card
- Mindful of Me: An Approach to Mental Health developed in collaboration with Student Senate and intended for intermediate and secondary students. **Mindful of Me** includes a series of short videos focused on themes such as an Introduction to Children's Mental Health Week, Stress management and coping skills, sleep, and social media use.
    - Take a moment to view Student Senate's Introduction to Children's Mental Health Week
- Wednesday May 3, staff are inviting all DDSB to **"Shine Green"** for Children's Mental Health Week! This is an opportunity for the entire DDSB community to wear green, the colour for mental health, as a collective way to all stand up for mental health.
- Staff are reminded that their mental health matters and will be provided links to resources for their own well-being.

Communication Plan:

Over the last several weeks, the above information was shared with administrators. A professional development session was offered to support interested staff in implementing the resources provided. Social Media posts have been developed and will be shared throughout the mental health week on a variety of platforms.

DDSB
Ignite Learning

MEMORANDUM

To: Trustees   **Memo: No. 2023:19**

From: Camille Williams Taylor, Director of Education and Secretary to the Board
           Jim Markovski, Associate Director of Equitable Education
           Georgette Davis, Superintendent of Equitable Education

Date: April 28, 2023

RE: Learning Resource Selection Policy and Process

The purpose of this memo is to provide the Board of Trustees with information related to the *Learning Resource Selection Policy and Process* that informs the curation of library collections and other learning resources in Durham District School Board (DDSB) Schools.

School libraries in the DDSB serve the purpose of enabling students to easily access and self-select resources at an age-appropriate level for independent, recreational reading or for personal and educational research purposes. In alignment with the inherent Indigenous Rights and Human Rights Policies, it is critical that students from all walks of life are reflected and represented in the learning resources that are available in schools and school libraries.

Procurement of Resources from a Collection:

In the DDSB, learning resources are selected, obtained, and curated in accordance with the Learning Resource Selection policy and the Learning Resource Selections Procedure. A student-centered, data-driven approach is at the heart of the curation of resources in DDSB schools and libraries. Throughout the resource-curation process, staff in various roles (e.g., teacher-librarians, administrators, centrally-assigned staff) consider a wide variety of data sources regarding these resources. Specifically, school-level data, school climate surveys, student census data, and student voice are given particular consideration when resources are being chosen for school libraries or classroom use.

In addition to the identified data sources, DDSB staff also consult with colleagues, publishers, and vendors to determine the age-appropriateness of a given resource, per section 3.2.4 of the Learning Resource Selection procedure. External entities that may be consulted include, but are not limited to, The Canadian School Libraries Association, the Ontario Library Association, the Ontario School Libraries Association, Common Sense Media, Book List, and School Library Journal.

Removal of Resources from Circulation:

In an effort to ensure relevance and to keep learning resources current with changing school communities, resources may be added or removed from our collections. This can happen in a number of ways: a publisher may reach out and recall publications directly, staff members weed their collections annually, or a student/parent/guardian or staff member may challenge the appropriateness of a resource through an informal, or formal, review process.

School-Based Weeding:

The policy outlines expectations for the annual review of School Learning Resources. In the course of this process, school staff may make decisions to remove resources on the basis of numerous factors, as described below. Decisions to remove resources may occur immediately and without notice if staff deem it advisable in the situation.

The annual review is a complex process that takes into consideration a variety of factors, including, but not limited to: physical condition (e.g., damage); content (e.g., not in alignment with DDSB policies, out of date / no longer relevant, containing misleading information); or usage factors (e.g., surplus copies, poor circulation rates). Teacher librarians have received training on the weeding process as part of their Additional Qualification training and in alignment with board policies and Canadian School Libraries Equity-Informed Weeding guidelines.

Challenged Resources:

Concerns surrounding resources within a school library's collection can be raised by stakeholders from within a school community. In the context of the updated Learning Resource Selection policy and this document, "stakeholder" refers to parents or guardians of currently enrolled DDSB students, DDSB staff, or the students themselves.

If a stakeholder would like to challenge a book, there is a process that is followed as outlined in our Resource Selection Procedure, section 2.3.

Informal Review Process:

The first step is an Informal Review, which takes place at the school level. The stakeholder contacts the school to share their concern. The Teacher-Librarian and Administrator determine, in consultation with central support teams (if needed), whether a book is appropriate for circulation in the school library. The results of this review are communicated to the stakeholder who raised the concern.

Formal Review Process:

If the stakeholder is not satisfied with the outcome of the informal review, they can proceed to the Request for Formal Reconsideration. The stakeholder would then be required to complete Appendix B of the Resource Selection Policy which will initiate a formal review of the book by committee, as described in the Resource Selection Procedure.

Case Study: Formal Review of *Gender Queer – A Memoir* (Maia Kobabe)
In response to concerns regarding the book *Gender Queer – A Memoir* by Maia Kobabe (a book that was in the library of two DDSB Secondary Schools) a committee was formed to conduct a formal review in Spring 2022.

The committee consisted of:
- a Teacher from another school;
- the media Library Facilitator;
- a Trustee;
- a Chair of a School Council not from the school involved;
- a senior pupil;
- a Principal not from the school involved;
- a member of the Student Senate;
- the Curriculum System Lead.

A summary of the committee's activities is provided below.

Meeting #1:
The committee met, reviewed the Learning Resource Selection policy, and defined the roles and responsibilities of each member of the committee. The committee received an overview of the book, including awards, background research, publisher information, recommendations on age appropriateness, etc.

Follow-up Email:
A summary email was sent as a follow-up to members reminding them that all books are to be read in their entirety before the next meeting.

Meeting #2:
In advance of this meeting members read the book to understand the story, the context, the purpose of the story being told and potential value to the reader.

Committee members then met as a group to discuss *Gender Queer – a Memoir* and other texts, share their thoughts, and ask any questions they had about the books or the process. Following discussion, members voted to determine what follow-up action was needed.

Several options for follow-up action were provided in the voting process. Committee members were permitted to rank between one and three choices of the 6 possible action options that were provided. Options were scored to determine the final outcome.

Committee members decided upon recommended actions from the following list of options:

- Leave book in circulation
- Return the book to circulation, but with restrictions by grade. (e.g., secondary only; grade 7-12 only);
- Put book in a thematic shelf or section of the library (e.g., youth/adult (YA) etc.);
- Put book into back room for teacher librarian to use at school's discretion for specific teaching and learning purposes;
- Provide resources to highlight the concerns about the book (in consultation with board specialist);
- Mark book as "*discard*" and remove from the school collection.

All committee members except one voted to "leave the book in circulation". The remaining committee members voted to "put the book in a thematic shelf or section of the library". As a result, schools were directed to leave the book in the classroom and on school library shelves with no further action required.

The final recommendation was communicated to Administrative Council, the Board of Trustees, and the community member who initiated the formal review. Subsequent communication was also shared to the Committee members, Secondary Administrators, Superintendents, System Leads, and Teacher-Librarians.

The process as described above took place during the spring of 2022. In the fall of 2022, the new *Learning Resource Selection Policy and Procedure* was updated and approved. Updates to the policy include, but are not limited to: a directive that staff conduct an annual review of their collection to ensure alignment with board policies, increased flexibility in the composition of the review committee, language ensuring consultation with Indigenous Education when the review concerns Indigenous content, and clear identification of the stakeholders that can initiate a formal or informal review.

Training for DDSB Staff

Resources and training to build capacity regarding the *Learning Resource Selection Policy & Procedure* are available to DDSB staff.

School-level professional development occurs at the discretion of the Teacher-Librarian and the school's administrative team and can include staff meetings, 1:1, and collaborative small group sessions in conjunction with the curriculum support team.

Professional development at the central level is also available. Recently, the Innovative Education department offered PD titled *Sora and Marketplace,* discussing the ways in which the purchase of digital resources is impacted by the Resource Selection Policy, as well as a workshop titled *The Resource Selection Policy and Tool*, which focused specifically on training staff to better navigate the policy. Sessions will continue to be offered on an ongoing basis.

In conclusion, student well-being, engagement, and equity are central components of the DDSB's Operational Goals. To advance these goals within the system, a robust policy on Resource Selection has been created that upholds inherent Indigenous rights and the human rights of all students, and guides DDSB through a procedure whereby age-appropriate materials can be obtained and made available to students. Selection is based on school and board level data, as well as peer consultation and consultation with various external entities.

A challenge to a learning resource is outlined by the Resource Selection Procedure, section 2.3, which outlines the recommended steps for addressing the challenge. Challenges shall be addressed informally at the school level before moving to a formal, central-level process.

The DDSB's *Learning Resource Selection Policy and Process* supports our mandate to create safe, welcoming, and inclusive learning spaces that promote well-being for all students and staff.