



## **DURHAM DISTRICT SCHOOL BOARD**

### **NOTICE OF MEETING**

#### **VIOLENCE IN SCHOOLS AD HOC COMMITTEE PUBLIC SESSION**

Chair: Deb Oldfield

Vice Chair: Shailene Panylo

**DATE:** Tuesday, April 2, 2024

**TIME:** 7:45 p.m.

**LOCATION:** Hybrid

**ATTACHMENTS:** Agenda

#### **Copies to:**

All Trustees and Student Trustees

Director of Education

All Superintendents

## **Code of Conduct for Public Meetings 2023-2024**



The Durham District School Board is committed to public participation at board and committee meetings, and to ensuring a safe and respectful environment for students, parents/guardians, trustees, staff, and community members in attendance.

All meetings of the Board of Trustees follow formal parliamentary procedures in accordance with DDSB by-laws, policies, procedures, and protocols that must be adhered to by all participants.

All participants attending public meetings must be courteous and respectful at all times.

Disruptions of the meeting will not be tolerated and may result in a request to leave the meeting.

Abusive, discourteous, and/or aggressive behaviour will not be tolerated.

Threats, intimidating language and/or behaviour and any attempt to assault any person is prohibited and may result in criminal charges.

Possessing any form of a weapon while in attendance at a public meeting is prohibited. Security personnel are authorized to exercise discretion to request the inspection of any bag, briefcase, backpack, purse or any other item brought onto DDSB property to ensure a safe and respectful environment.

All individuals attending in-person will be asked to sign-in and show photo identification for the purposes of verifying their identity. Individuals that do not wish to sign in may choose to participate in the meeting virtually through the livestream.

Meetings are recorded by the DDSB for the purposes of the livestream and for security purposes. Those in attendance at meetings are prohibited from using their own recording devices.

Violations of this Code of Conduct will not be tolerated under any circumstances and may result in a person being directed to leave, restricting/prohibiting attendance at future meetings and/or all DDSB properties, or being subject to criminal charges depending on the nature of the conduct.

# VIOLENCE IN SCHOOLS AD HOC COMMITTEE MEETING

Tuesday, April 2, 2024

7:45 p.m.

	PAGE
1. <u>Call to Order</u>	Verbal
2. <u>Land Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>Declarations of Interest</u>	Verbal
4. <u>Motion to Approve Agenda</u>	Verbal
5. <u>Minutes</u>	
(a) Draft Minutes of the November 6, 2023 Violence in Schools Ad Hoc Committee Meeting	1 - 2
6. <u>Information Items</u>	
(a) Report from the Violence in Schools Working Group (Superintendent Heather Mundy)	3 - 13
7. <u>Other Business</u>	Verbal
8. <u>Adjournment</u>	Verbal



**DRAFT Minutes – Violence in Schools Ad Hoc Committee Meeting**  
**Monday, November 6, 2023, 8:30 p.m., Hybrid**

**1. Call to Order**

Deb Oldfield, Committee Chair, called the meeting to order at 9:44 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Christine Thatcher, Student Trustees Ben Cameron, Kayla Hoare, Neha Kasoju

Regrets: Trustee Jill Thompson

Not in Attendance: Trustees Linda Stone

Staff Present: Director of Education Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, General Counsel Patrick Cotter, Executive Lead Robert Cerjanec, Superintendents Andrea McAuley, Gary Crossdale, Heather Mundy

Recording Secretary: Gillian Venning

**2. Land Acknowledgment**

Committee Chair Deb Oldfield gave the Land Acknowledgement: The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

**3. Declarations of Interest**

There were no declarations of interest.

**4. Approval of Agenda**

MOVED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

**5. Approval of Minutes**

MOVED by Trustee Kelly Miller

THAT THE DRAFT MINUTES OF THE SEPTEMBER 12, 2023 MEETING OF THE VIOLENCE IN SCHOOLS AD HOC COMMITTEE BE APPROVED.

CARRIED

**6. Recommended Actions**

**(a) Next Steps for Committee**

Executive Lead Robert Cerjanec introduced the report, noting that it outlines the purpose of the Violence in Schools Ad Hoc Committee as noted in the Terms of Reference appended to the report. It also includes a recommendation for a path forward through establishment of a Violence in Schools Working Group under the purview of the Director of Education that is proposed to include up to 4 trustees as members.

Trustee questions were answered.

MOVED by Trustee Christine Thatcher

THAT THE VIOLENCE IN SCHOOLS AD HOC COMMITTEE RECOMMEND THAT THE DIRECTOR OF EDUCATION STRIKE A VIOLENCE IN SCHOOLS WORKING GROUP.

CARRIED

**7. Other Business**

**(a) Next Meeting Date**

To be determined based on the actions of the Violence in Schools Working Group.

**8. Adjournment**

The meeting adjourned at 9:50 p.m.

## **DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT**

**REPORT TO:** Violence in Schools Ad Hoc Committee      **DATE:** April 2, 2024  
**SUBJECT:** Violence in Schools Working Group Report      **PAGE:** 1 of 11  
**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary of the Board  
Heather Mundy, Superintendent of People and Culture

### **1.0 Purpose**

This report provides the Violence in Schools Ad Hoc Committee with an update from the Violence in Schools Working Group.

### **2.0 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 providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

As per the Terms of Reference for the Violence in Schools Committee, a Violence in Schools Working Group was established by the Director of Education. The working group is composed of four trustees, four management staff and one representative from each of the Canadian Union of Public Employees (CUPE), the Elementary Teachers' Federation of Ontario (ETFO) and the Ontario Secondary School Teachers' Federation (OSSTF). The membership consists of:

1. Donna Edwards, Trustee
2. Stephen Linton, Trustee
3. Deb Oldfield, Trustee
4. Christine Thatcher, Trustee
5. Heather Mundy, Superintendent of People and Culture
6. Lisa Coppins, Senior Manager of People and Culture
7. Michael Menheere, System Lead of Positive School Climates
8. Kerri Stewart, Manager of Health and Safety
9. Stephanie Dezsi, CUPE Representative
10. Pam Downward, ETFO Representative
11. Stephanie Pritchard, OSSTF Representative

The working group has met four times: Friday, December 8, 2023; Monday, January 15, 2024; Wednesday, January 31, 2024 and Friday, March 1, 2024.

### 3.0 **Analysis**

In the 2020/2021 and 2021/2022 school years, the Board of Trustees passed the DDSB's new [Indigenous Education Policy](#), [Human Rights, Anti-Discrimination and Anti-Racism Policy](#) (the "Human Rights Policy"), and the [Safe and Respectful Workplace and Harassment Prevention Policy](#) (the "Safe and Respectful Workplace Policy").

Together, these policies provide direction, outline responsibilities, and set expectations to:

- Uphold the distinct rights of Indigenous Peoples and human rights for students and staff.
- Foster and maintain safe, inclusive, and respectful learning and working environments for students and staff.

In addition, the related procedures include (among other things) additional operational requirements to support these policies, including and not limited to:

- Inclusive design, universal design for learning and other proactive, preventative actions to support safe learning and working environments for students and staff.
- Guidance to support decision making that considers Indigenous rights and Human Rights Code-related needs, accommodations and circumstances, and challenging assumptions and stereotypes based on Human Rights Code-related grounds (for example, addressing ableism)
- Complaints procedures to address issues and concerns related to student and staff allegations of discrimination, harassment, and unsafe working environments (including safe options for raising complaints, early resolution, restorative practices, investigations, and corrective/disciplinary action, where appropriate)
- Collecting and analyzing data to identify and address potential trends.
- Accountability mechanisms to support these requirements.

During the first couple of meetings, the working group focused on creating a common understanding of the issues and relevant ministry/board resources. The following documents were shared with the working group to support the discussions:

- [Workplace Violence in School Boards, A Guide to the Law](#)
- [DDSB Board Climate, Well-Being, and Safety Report – May 1, 2023](#)
- [Code of Conduct and Discipline of Students – Policy, Regulation](#) and [Procedure](#)
- [DDSB - An Equitable Framework for Progressive Discipline](#)
- [DDSB Violence Incident Form](#) and [DDSB Safe Schools Reporting Form](#)

The working group engaged in discussions about the issues of violence and identified issues, contexts, and potential areas for action. The following themes emerged:

Students	Staff	Community
<ul style="list-style-type: none"> <li>• Forms of bullying</li> <li>• Reaction to bullying</li> <li>• Impact on students</li> <li>• School environment</li> <li>• Parent context</li> </ul>	<ul style="list-style-type: none"> <li>• School environment</li> <li>• Planning</li> <li>• PD and supports</li> <li>• Relationships and communication</li> <li>• Interactions and collaborations</li> <li>• Impact</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and community relations</li> <li>• Bias and discrimination</li> <li>• Mental health and well being</li> <li>• Trauma exposure</li> <li>• Discipline and school support</li> <li>• Resources and tools</li> <li>• Community engagement and perception</li> </ul>

The Manager of Research and Strategic Analytics attended the working group on January 15, 2024, to assist the group in finding areas of focus.

The working group established a purpose to direct their discussion and next steps.

Purpose: Violence prevention to create a safe, welcoming, and inclusive school environment. With the purpose in mind, the working group narrowed down topics to five areas:

1. Bias-Aware Progressive Discipline
2. Communication – Internal and External
3. Professional Learning and Knowledge
4. School Community Factors
5. Resources

Using these five areas, management staff reviewed what information we already know about these topics. At the March 1, 2024 meeting, the working group developed questions related to the five areas, specifically focused on “What do we need more information on? What information is missing?” The gathering of this additional information from a variety of sources and methods is seen as critical to the working group.



The tables below summarize the available information related to each of the five focus areas, as well as information that is still to be determined.

**Purpose: Violence Prevention to create a safe, welcoming, and inclusive school environment**

Areas of Focus	What do we already know?	What do we need more information on? What is missing?	Who will have this information?	How can we gather this information?
<b>Bias-Aware Progressive Discipline</b>	<ul style="list-style-type: none"> <li><a href="#">DDSB Equitable Framework of Progressive Discipline June 2020</a></li> <li><a href="#">PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour</a></li> <li><a href="#">PPM 128 Ontario Provincial Code of Conduct</a></li> <li><a href="#">DDSB Policy, Regulation and Procedure – Code of Conduct</a></li> <li><a href="#">Board Climate, Well-Being, and Safety Report – May 2023</a></li> <li><a href="#">Violent Incident Reporting</a></li> <li><a href="#">Safe Schools Reporting</a></li> </ul>	Is the school code of conduct reviewed each year?	Administrators	
		How is the school code of conduct shared with staff?	Administrators	
		How is school code of conduct shared with students?	Administrators	
		How is school code of conduct shared with families/caregivers?	Administrators	
		What professional development is provided to administrators on the Framework? Does this include “when” to contemplate progressive discipline?	Positive Schools	
		What information is provided to staff on the Framework?	Administrators/ Positive Schools	
		How is the Framework shared with families/caregivers? Are families aware of the Framework?	Administrators/ Families/Caregivers	
		Are schools following the Framework? If not, why?	Administrators/ Staff/ Students/ Families/Caregivers	
		What is communicated after an incident to staff around progressive discipline?	Administrators/ Staff	

Areas of Focus	What do we already know?	What do we need more information on? What is missing?	Who will have this information?	How can we gather this information?
<b>Bias-Aware Progressive Discipline</b>		How do schools work with families/caregivers of students who demonstrate risk of injury behaviour?	Administrators/ Families/ Caregivers	
		How do schools work with students/families/caregivers impacted by risk of injury behaviour?	Administrators/ ISS/Staff/ Families/ Caregivers	
		How do schools support staff impacted by risk of injury behaviour?	Administrators/ Staff	
		How are Individual Education Plan and Student Safety Support Plan monitored in schools?	Administrators/ Staff/ Families/ Caregivers	
<b>Communication-Internal and External</b>	<ul style="list-style-type: none"> <li>School Websites – Positive School Climate Tab – Bully Prevention and Intervention Plan/ Bias Aware Progressive Discipline</li> <li>Emergency Response Procedures/ Health and Safety Protocols shared each September</li> </ul>	How do we make information available to families/caregivers?	Administrators/ Staff/ Families/ Caregivers	
		How do we share information with staff?	Administrators/ Staff	
		How do we share information with students?	Administrators/ Students	
		What is best method of communication to reach staff?	Staff	
		What is best method of communication to reach students?	Students	
		What is best method of communication to reach families/caregivers?	Families/ Caregivers	

Areas of Focus	What do we already know?	What do we need more information on? What is missing?	Who will have this information?	How can we gather this information?
<b>Professional Development and Knowledge</b>	August PD Day  <b>Topic:</b> Expectations for Safe, Secure. and Inclusive Schools Length of Time: 30 min. Staff: ECE, Teachers, Classroom Support staff, School Based Clerical  Resources to read and support discussions, links: · Principal-led with resource Expectations for Safe, Secure and Inclusive Schools  <b>Topic:</b> Workplace Violence Awareness (module) Length of Time: 45 min. Staff: ECE, Teachers, Classroom Support staff, School Based Clerical. Self-directed module Violence in the	What is mandatory or required training for administrators related to Violence Prevention?	Positive Schools/ Inclusive Student Services/ Family of Schools Superintendents and System Leads	
		What professional learning is provided to new administrators?	Leadership/ People and Culture/ Administrators	
		How do we monitor the completion of mandatory training?	Superintendents	
		What is the current process to ensure administrators have necessary knowledge to implement Individual Education Plan, Transition plans and Student Safety Support Plan?	Inclusive Student Services/ Superintendents/ Administrators	
		What information is provided to School Community Council around progressive discipline?	Parent and Community Partnership	
		Are all classroom support staff aware of the <a href="#">Classroom support staff Go To Guide?</a>	Parent and Community Partnership	
		Should the <a href="#">Classroom support staff Go To Guide?</a> be shared more broadly with all staff?	Positive Schools/ Health and Safety	

Areas of Focus	What do we already know?	What do we need more information on? What is missing?	Who will have this information?	How can we gather this information?
<b>Professional Development and Knowledge</b>	<p>Workplace-Awareness Training (also provided through new hire onboarding)</p> <p><b>Topic:</b> Systems and Structures to Support Student Engagement            Length of Time: 90 min. Staff: ECE, Teachers, Classroom Support staff, School Based Clerical Resources to read and support discussions, links:            - Principal/Leader Led - PowerPoint presentation – Speaker notes, background, and prompts are in the notes section of the slide deck.</p> <ul style="list-style-type: none"> <li>Assessment of Risk to Others (ARTO) Training - formerly Violent Threat Risk Assessment (VTRA)</li> </ul>			

Areas of Focus	What do we already know?	What do we need more information on? What is missing?	Who will have this information?	How can we gather this information?
<b>Professional Development and Knowledge</b>	<ul style="list-style-type: none"> <li>• Behaviour Management Systems Training (All Educational Assistants/ Administrators and available for other staff)</li> <li>• Workplace Violent Risk Assessment – Completed minimum once annually for all schools.</li> <li>• Critical Conscious Practitioner Inquiry</li> <li>• Suspension/ Expulsion Data</li> <li>• <a href="#">Classroom Support Staff Go To Guide</a> for Health and Safety – Resource and PD sessions available for Classroom Support Staff participation</li> </ul>			

Areas of Focus	What do we already know?	What do we need more information on? What is missing?	Who will have this information?	How can we gather this information?
<b>School Community Factors</b>	<ul style="list-style-type: none"> <li>• School Climate and Well-Being Survey</li> <li>• Ontario Marginalization Index</li> <li>• Durham Health</li> <li>• Neighborhoods</li> <li>• Priority Schools</li> </ul>	Do we utilize information from the Durham Workforce Data? If not, how could we use this information to support our work?	Research and Strategic Analytics	
<b>Resources- e.g. Staff, community</b>	<ul style="list-style-type: none"> <li>• School Based – Administrators, Teachers, Special Education Class Teachers, Special Education Resource Teachers, Multi-Lingual Teachers, Student Success Teachers, Guidance Teachers</li> <li>• Graduation Coaches</li> </ul>	How is information shared with families around community resources and partnerships (New to DDSB or new Kindergarten etc.)	Administrators/ Early Years/ Families/ Caregivers	
		What information do we currently request and how do we ensure families provide all information to support students' success through Kindergarten Registration?	Administrators/ Early Years/ Families/ Caregivers	

Areas of Focus	What do we already know?	What do we need more information on? What is missing?	Who will have this information?	How can we gather this information?
Resources- e.g. Staff, community	<ul style="list-style-type: none"> <li>• <a href="#">Inclusive Student Services Impact Update Classroom Support Staff</a></li> <li>• <a href="#">Inclusive Student Services – Psychological Services, Social Work, Speech, and Language Pathologists</a></li> <li>• Joint Health and Safety Committee</li> <li>• School Positive School Climate Teams</li> <li>• Autism Resource Team</li> <li>• Educational Assistant Support Team</li> <li>• Short Term Assistance and Response Team</li> <li>• <a href="#">Education Community Partnership Program – Grove School</a></li> <li>• <a href="#">Employee Family Assistance Program</a> (TELUS Health)</li> <li>• DDSB Special Education Advisory Committee</li> <li>• <a href="#">Community Partners</a></li> </ul>	Are all voices (staff roles/ SCC or students as appropriate) involved in school committees and plans? (Positive School Climate Team, Bully Prevention and Intervention Plan, School Learning Plan)	Administrators/ Staff/ School Community Council/ Students	
		How are meetings scheduled to support diverse participation?	Administrators/ Staff/ School Community Council/ Students	
		How is participation is elicited?	Administrators/ Staff/ School Community Council/ Students	

As a result, the working group conferred with the Director about the foregoing and the working group:

1. Suggested to the Director that options might be considered to gather information as noted in the chart under the “What do we need more information on? What is missing?”
2. Noting the timing of the release of the Equitable Framework for Progressive Discipline (June 2020), suggested to the Director that a communication plan might be developed to share this valuable resource.
3. Noted that the Ministry of Education has announced a review of the Provincial Code of Conduct and information will be provided to the working group as available.

#### **4.0 Financial Implications**

N/A

#### **5.0 Evidence of impact**

The working group has engaged in open discussions valuing the voice of all members. This has supported the development of the next steps as outlined above.

#### **6.0 Communication Plan**

The working group will report back to the Violence in Schools Ad Hoc Committee once the information gathering is completed.

#### **7.0 Conclusion**

This report is provided to the Violence in Schools Ad Hoc Committee for information.

Report reviewed and submitted by:



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



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Heather Mundy, Superintendent of People and Culture