ADVISORY COMMITTEE ON EQUITY

Thursday, April 29, 2021, 6:00 pm

Zoom Meeting

			Pages
1.	Welcome	2 mins	
2.	Approval of the Agenda	1 mins	
3.	Community Discussion - Open Space		
3.1.	Newcomers to Canada Navigating the Public School System (M. Garcia and N. Javanfar)	30 mins	
4.	Reports		
4.1.	Superintendent's Report	10 mins	
	a. Valuing Voices: Identity Matters Survey Reporting		
4.2.	ACE Report, 25 February 2021	2 mins	2
4.3.	Committee of the Whole Report	5 mins	
	a. Update on the Equitable Hiring and Recruitment Policy (S. Lamba)		
5.	Presentations		
5.1.	The OCDSB Budget Process Overview and Equity Funding (M. Carson)	70 mins	16
6.	Standing Items		
6.1.	Update from Steering Committee Representatives on Police Involvement in Schools	5 mins	
6.2.	Safe Schools Policy and Code of Conduct Policy Phase II Consultation (M.J. Farrish)	20 mins	30
7.	New Business and Event Announcements	5 mins	
7.1.	Proposed Advisory Committee on Equity Meeting Schedule 2021-2022		58
8.	Adjournment	1 mins	

ADVISORY COMMITTEE ON EQUITY REPORT

February 25, 2021
6:00 pm
Zoom Meeting

Voting Members:	Deepika Grover, Ayan Karshe, Nasrin Javanfar, Seema Lamba, Elizabeth Sweeney, Bronwyn Funiciello, Carrie-Lynn Barkley, Ryan Doucette (Young Leaders Advisory Council), Maria Teresa Garcia (Ottawa Community Immigrant Services), Kahmaria Pingue (Parents for Diversity)
Non-Voting Members:	Elaine Hayles, Bob Dawson, Said Mohamed, Yazhuo Zhang, Inini McHugh (Indigenous Education Advisory Committee), Ruth Sword, Rob Campbell (Trustee), Justine Bell (Trustee), Breanna Pizzuto (Spiritual Care in Secondary Schools), David Wildman (Ottawa Carleton Elementary Occasional Teacher's Association), Edil Adan Ahmed
Staff and Guests:	Donna Blackburn (Trustee), Masoud Karimi (Student Senator), Dorothy Baker (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction, Innovation & Adolescent Learning), Melissa Collins (System Principal, Equity), Reg Lavergne (System Principal of Instruction and Innovation), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Sue Rice (Equity Instructional Coach), David Wildman (Ottawa Carleton Elementary Occasional Teacher's Association), Riaz Mostaghim (Spiritual Care in Secondary Schools), Leigh Fenton (Board Coordinator)

1. Welcome

1.1 Land Acknowledgement

Chair Karshe called the meeting to order at 6:04 p.m. She acknowledged that the committee is presently meeting on the unceded, unsurrendered Territory of the Anishinaabeg Algonquin Nation whose presence in Canada reaches back to time immemorial. She extended deep gratitude and sought to support and affirm their rights as the land's stewards and keepers.

1.2 Approval of the Agenda

Chair Grover welcomed Student Senator Masoud Karimi to participate in the meeting.

Ms. Sword introduced Brenna Pizzuto, the new representative for their organization, Spiritual Care in Secondary Schools. Ms. Pizzuto is experienced in the fields of health care, social services, mental health and suicide prevention.

Moved by Kahmaria Pingue,

THAT the agenda be approved.

Carried

2. Community Discussion - Open Space

2.1 Indigenous, Equity and Human Rights Roadmap: Ways to Align ACE's Activities to the Roadmap

Co-chairs Ms. Karshe and Ms. Grover led an open forum focusing on ways to align ACE's activities to the Indigenous, Equity and Human Rights Roadmap 2020-2023 (Roadmap). The concept was to use the Roadmap as a guideline to plan committee work. The Co-chairs emphasized the importance of being intentional with the committee's work and of utilizing the life experience and expertise presented by the membership.

In response to discussions centered on the Roadmap's strategic action tracker document, the following points were noted:

- The committee consensus was to partner with the goals of the Roadmap to steer the ACE agendas;
- Prioritize the sentiment that all children matter, regardless of their identity, and ensure equitable concern for all demographics;
- To ensure that the goals of the Roadmap are realized, use an intersectionality approach to tackling gaps in equity. Design interventions that may address the complex layering of race, class, gender and disability;
- Take a directive approach in some actions listed on the tracker, where possible, rather than receiving information after the action had been realized, outside of a consultation with ACE (i.e., the annual equity accountability report and school improvement plans);
- There is an absence of people with disabilities represented in strategic goals, aside from the legally-required compliance with the *Accessibility for Ontarians with Disabilities Act* (AODA);
- The word 'minority' is not a specific identification and this is problematic when efforts are being made to enact systemic change;

- There are other advisory committees of the board which represent the interest of marginalized groups, such as the Special Education Advisory Committee (SEAC) and The Indigenous Education Advisory Council (IEAC). Co-chairs Karshe and Grover intend on connecting with the committee leads to discuss sharing upcoming committee workplans;
- Consider how to assure the long term achievement of the Roadmap;
- A District advisory community organized for the advocacy of families who live in poverty has not been established; therefore it is critical that ACE bring forward the concerns of socio economic status (SES) to the forefront of discussions;
- Develop a message that focuses on what all students and families share. Delve into the barriers that affect everyone in the school community; and
- For more information about the issue of experiencing poverty, contact a representative from The Social Planning Committee of Ottawa or ACORN Ottawa/Gatineau.

Chair Karshe suggested that ACE may want to re-evaluate the goals of the committee and create a mandate based on the premises outlined within the Roadmap.

Superintendent Baker commended ACE for its role in co-creating the Roadmap. She was pleased to hear the membership express an interest in contributing to the work that is being done on an administrative level. She noted that relevant District initiatives are intended for future ACE agendas, and reflected on some of the important presentations that ACE has consulted upon during the 2020-2021 school year, such as the review on Police Involvement in Schools and the development of the Human Rights Policy.

3. Reports

3.1 Superintendent's Report

a. Indigenous Education, Human Rights and Equity Organization Structure

Superintendent Baker reported that the Indigenous, Equity and Human Rights Division was officially launched in September 2020. She reviewed the organizational chart, noting that recruitment has begun for additional staff support members, such as a community engagement coordinator and a second equity coach with a focus on anti-racism initiatives. She focused on the interconnectivity between

the work of the entire team and the partnership with the ACE and IEAC advisory bodies.

During the discussion period, the following points were noted:

- The District offers a broad range of special education programs, designed to enhance the educational success and the welfare of students accessing special needs. The Learning Support Services (LSS) Department works with parents, caregivers and school personnel to ensure that the learning needs of the child are met;
- The Special Education Advisory Committee (SEAC) is a statutory committee of the board as required by t*he Education Act* and *Ontario Regulation 464/97;*
- The Roadmap discusses the overrepresentation of special education students in disciplinary data and the representation of special education in various District programs;
- The Roadmap includes support and programs for students with exceptional needs. Detailed information can be found in the OCSDB's annual Special Education Plan, published on the website; and
- Mental health resourcing is typically a subject examined by SEAC through the work of the LSS professional services staff, however with ACE's interest in additional mental health support for Black male students, there is a common cause between the two advisory committees.

Ms. Sweeney shared that special education students are seeking cultural support within the school community. Disabled students search for moments of empowerment to meet with other students who have disabilities. She suggested creating forums for students with disabilities to encourage them to find their own defined community. She noted that these opportunities were not available when she was in school and as an adult those communities are vital towards supporting her well-being. She added that oftentimes shame and stigma grow around the disabled identity, as though being disabled is a feature to overcome, rather than one to embrace and build a community around.

Trustee Campbell supported the concept that special education extends beyond the Individual Education Plan (IEPs), formalized testing and the 12 recognized exceptionalities in Ontario. He noted that disability can be understood as a human rights issue,

recognizing the need for enhanced community participation and involvement.

Co-chair Grover expressed the view that it would be prudent to appoint representation to the Equity Steering Committee from ACE, IEAC and SEAC. Superintendent Baker noted that there is an opportunity to re-envision the structure of an expanded committee to assess which voices are missing and include students and families. She highlighted that the existing organizational chart is a colonial diagram and plans to work with the team on an improved graphic depicting the relationships between the staffing roles.

3.2 ACE Report, 28 January 2021

Moved by Carrie-Lynn Barkley,

THAT the Advisory Committee on Equity Report of 28 January 2021 be received.

Carried

3.3 Committee of the Whole Report

Ms. Lamba reported on the following topics from the Committee of the Whole (COW) meetings on 2 February 2021 and 9 February 2021. Chair Karshe noted that the COW meetings are accessible to the public via the YouTube live stream on the District's events calendar website.

Topics reviewed on February 2, 2021 (Special Committee of the Whole)

- The purchase of new portables;
- Potential changes to the school electoral zone boundary to align with the changes to the City of Ottawa's revised ward boundaries. The last comprehensive electoral zone boundary review by the school board was in 2006;
- Four principles will be used to review the school zone boundaries: communities of interest, present and future population trends, physical/geographic features as natural boundaries, and representation by population;
- A discussion on the Ottawa Neighbourhood Equity Index should be considered when examining the changes in the school zones, especially any impact on under-served communities;
- Next steps include background research, data collection and modelling, creating options for a new trustee zone system and finalizing models, public consultations and approval by the Board;and

- Public consultations will take place in September and October 2021. Changes will be in place prior to the next municipal elections in 2022.

In response to Ms.Lamba's query about potential equity considerations in the divisions, Trustee Campbell responded that the City of Ottawa ward boundaries must be adhered to and the process is citizen and voter oriented. It was noted that the review is not a revision to the school attendance boundaries. In alignment with the City of Ottawa initiative to review the boundary wards, the District is proposing a review to provide a comprehensive approach to examining ward boundaries. When examining school attendance boundaries, the District can focus on neighbourhoods on a smaller scale, in more detail, to include considerations for communities that are marginalized and with lower socio economic data; however, electoral zones examine areas by comparative size calculated by the electoral population for the zone.

Ms. Hayles expressed the view that the school attendance boundaries present an inequity, limiting where students may attend classes. She noted the desire to discuss a student's right to choose their designated school at another time.

Lastly, Ms. Lamba noted that the following two recommendations brought forward from Indigenous Education Advisory Council that were passed by the COW on 9 February 2021:

1. THAT the Board allow the Indigenous Education Advisory Council to appoint representatives to the Committee of the Whole and Committee of the Whole, Budget, respectively.

2. THAT the Board of Trustees write a letter to the Minister of Education to allow the Ottawa-Carleton District School Board to have an Indigenous Trustee.

3.4 Committee of the Whole, Budget

Ms. Funciello reported on the following highlights from the COW Budget meeting on 2 February 2021:

- Staff provided an overview of the 2020-2021 revised estimates and budget process;

- Academic staffing discussions and approval take place in March 2021 at COW and Board;

- It is expected that the government will announce the Grants for Student Needs (GSNs) in the month of April 2021; and

- A draft budget will be presented on 26 May 2021 with an opportunity for public delegations on 1 June 2021.Based on the current schedule,

the budget will be debated on the 9 and 15 June 2021 with Board approval on 21 June 2021.

Ms. Funciello highlighted that there will be opportunities for community consultation and input into budget priorities. She announced that Financial Services staff have been invited to present at ACE on 29 April 2021.

In response to a question of clarification, Trustee Campbell explained that the GSNs are grants that provide the bulk of funding to the District from the province of Ontario. These grants are heavily dependent on student enrolment figures. Regardless of the general socioeconomic status of the population within a designated municipality, the schools will receive the identical grants for each enrolled student.

Ms. Hayles reminded the committee that in the ACE meeting of January 28 2021, it was disclosed that the Human Rights and Equity Advisor position is a Ministry-funded position subject to renewal annually. She expressed the view that in order to ensure that the Indigenous, Equity and Human Rights Division is adequately staffed to serve its 72,000 students, the Human Rights and Equity Advisor position must be deemed a permanent position within the OCDSB.

Chair Karshe suggested that the permanent position for the Human Rights and Equity Advisor role may be presented as one of the main recommendations for the ACE budget priorities or a formal letter may be written to the Board of Trustees with the recommendation.

Co-chair Grover reported that in correspondence with Chief Financial Officer Mike Carson, the Financial Services team was asked to present on the budget from an equity perspective and to examine the funding that is specifically allocated to championing equity.

Chair Karshe noted that she and Co-chair Grover are soliciting to strike a sub-committee of ACE, by the will of the committee. The subcommittee will examine topics and ideas with a targeted focus, such as the budget. Ms. Funciello contributed that a budgetary sub-committee would assist her in the role of the COW Budget representative to speak on behalf of the ACE membership. She noted that there will be opportunities for ACE to provide input into the budget and comment on staff recommendations therefore, she recommended not limiting the feedback to one specific request in regards to a hiring practice at this early stage in budget planning.

3.5 Advisory Committee on Extended Day and Child Care Programs

Ms. Javanfar reported on the Advisory Committee on Extended Day and Child Care Programs of 27 January 2021, updating the ACE members on pertinent discussions that may inform considerations of equity. She noted that due to COVID-19 there are many staffing challenges and enrolment is

low. She mentioned that the District was making an effort to connect with parents to assess their requirements for service. From an equity standpoint, she shared that there was a notable reduction of the number of families who are on the waiting list for subsidies.

4. Presentations

4.1 Report 21-014, Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation (M. Giroux)

Your Committee had before it Report 21-014 on the Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation.

Superintendent Baker explained that the information collected on grade 10 credit accumulation is the second report on the identity-based data collection in a series of four to be delivered in the calendar year 2021. Subsequent reports will focus upon student achievement and program streaming, in addition to a sense of belonging at school. Over the years the voices from the school community and the advisory committees have illuminated the disproportionality and disparity in achievement. The students and families who completed the *Valuing Voices: Identity Matters* Survey in January 2020 provided the District with quantitative data to enable the Research, Evaluation, Analytics Division (READ) to triangulate sources and enable a research-based report on the validity of the deficit in similar achievement levels for all students. She affirmed that the District's response to addressing the disproportionality-disparity continuum is embedded in the District's 2019-2023 Strategic Plan and The Roadmap.

Manager Oracheski reported that the review of credit accumulation data is integral to the District’s commitment to creating a culture of innovation and a culture of caring, and has served as a key indicator of the Ministry’s Student Success/Learning to 18 initiative since its inception in 2003. Research has repeatedly demonstrated that students who attain a minimum of 16 credits by the end of grade 10 are “on track” to graduate within five years of starting high school, whereas those who do not are at an increased risk of becoming disengaged from learning. She noted that credit accumulation attained by a certain grade has served as a key metric, not only in the annual student achievement report to inform the Board Improvement Plan for Student Achievement and Well-being (BIPSAW) and School Improvement Plan for Student Achievement and Well-being (SIPSAW) process, but in a recent context, the marker was designated on The Roadmap to monitor progress towards eliminating systemic barriers and biases.

Manager Oracheski highlighted the framework for analysis, the definition of disproportionality and disparity, measuring equity and an overview of credit accumulation from 2015, onward. She placed prominence on the

following sets of data, as this report marked the first time credit accumulation data was disaggregated by identity:

- Grade 10 students who self-identified as Indigenous on the *Valuing Voices* Survey were 0.77 times less likely to earn 16 credits by the end of grade 10 compared to their peers. Students from First Nation, Métis, and Inuit communities were all underrepresented in the data relative to their representation in the population of grade 10 students;
- Grade 10 Indigenous, Black, Middle Eastern, and Latino students were underrepresented in the credit accumulation data given their relative size in the overall grade 10 student population. They were less likely than other students to earn 16 credits by the end of grade 10;
- Compared to their representation in the grade 10 student population, students who identified as trans girl/woman, not sure, gender fluid, non-binary, and gender non-conforming were less likely to attain 16 credits by the end of grade 10; and
- Students who self-identified as having a disability(ies) are slightly under-represented in the credit accumulation data with a disproportionality rate of 0.97 compared to students who did not identify as having any form of disability.

Manager Oracheski noted that governance priorities on the use of identity-based data include the development of an Open Data policy for the District and the establishment of data sharing protocols and agreements with First Nations communities in support of their right to have ownership, control, access, and possession of their data. She shared that representatives from across the community formed a Technical Advisory Group (TAG) to support ongoing work on reporting with identity-based data to ensure alignment with the *Data Standards for the Identification and Monitoring of System Racism*. Qualitative follow-up on the data continues to unfold in dialogues at the school-level and in student success initiatives.

System Principal Lavergne reported on the specific initiatives in Student Success and Innovation and Adolescent Learning.

Some of the key initiatives planned, or being undertaken, include:

- Indigenous and Black Students graduation coaches supporting students through targeted funding by the Ministry of Education;
- The Summer Learning Program was introduced in 2020 to support Indigenous students in the attainment of credits. The success of this program has led to an expanded focus to support Black students, an initiative to be implemented in the summer of 2021;

- The Annual Equity Accountability report to support monitoring of the Indigenous, Equity and Human Rights Roadmap;
- In the schools with more underserved students, where credit attainment has been below average, additional resources have been allocated, such as more professional development on using experiential learning to build equity. Progress is being made: In a comparative analysis between the first semesters of 2019 and 2020 school years, there has been a 5% reduction in term failures within the eight secondary schools serving a large percentage of at risk populations;
- The Authentic Student Learning Experience Tool (ASLE), an OCDSB innovation, moves beyond completing missing assignments but focuses on student voice and recovery plans that take into account the student interests; and
- School-Within-A-College (SWAC) re-engages high school students by inviting them to participate in a collaborative learning experience at Algonquin College.

System Principal Lavergne noted that while significant improvements in engagement are evident with some of these changes, locally developed and applied pathway courses have been failed at higher levels than academic courses. Underserved students are more likely to end up in these pathways. Communications staff is drafting a multi-lingual letter which will provide parental support on how to make decisions regarding grade 9 pathways, recommending the academic pathway if families are unsure, and how to connect pathways to student interest.

Superintendent Hardie highlighted the “Project True North" being piloted in ten schools, which is an example of experiential learning to enhance equity. Using primary document research, such as personnel files, students are contributing to a historical database, which will be the first soldier-by-solider database ever created on the No. 2 Constructions Battalion, a predominately Black battalion. He hopes to expand the True North pilot to include more schools, to build more capacity for authentic student learning. Mr Dawson expressed his interest in the project and Superintendent Hardie was receptive to connecting with him on the subject.

Superintendent Hardie drew attention to the data in the report which provides information on the achievement for specific students with certain identities, thereby assigning human faces to the data points. He maintained that the discussion must remain about supporting specific students, who have had specific experiences. The next steps to address inequities require truly understanding the degree to which these students

have been underserved in the educational system which was designed fifty years ago. To be innovative in education includes using experiential learning to redesign courses. Collaborations between the Indigenous Education, Equity, Learning Support Services and Student Success Teams are ongoing to attempt to understand perspectives on learning from an identity-based point of view.

Chair Karshe encouraged the members of the committee to speak and requested that staff listen and hold space for the member's response to the information being presented. The membership contributed the following points in discussion:

- Identify learning shortcomings in elementary school rather than in secondary school;
- Educate youth to become successful citizens after graduation as opposed a concentrated effort to successfully graduate high school;
- Broaden the notion of success to extend beyond a voting member of society who has employment;
- Implement ASLE across the District, with a primary focus on the schools containing the three Community Indigenous Learning Centres (Lodges): Gloucester High School, Sir Guy Carleton Secondary School, and the Ottawa Technical Secondary School;
- Study and report on the intersectionality of the data;
- Remove the barrier of student mobility between schools within specified geographical boundaries. Develop a school-boundary transfer policy that permits enrolment in any school offering programs that best suit the needs of the student;
- Improve access to the District website to enable simplified navigation to a webpage which explains options for students and families who are experiencing credit deficiencies; and
- Assign a graduation coach to English Language Learners (ELL).

Superintendent Baker clarified that there are two graduation coaches for Black students assigned to Woodruff and Ridgemont High Schools. The embedding of those coaches is important to the success of the students and the intention is to acquire further funding from the Ministry to expand coaching programs. There is a large population of ELL in those two high schools. There are 18 instructional coaches for ELL working with students and families. She concurred that, in general, more improvements can be produced from the District in areas of translation and interpretation for newcomer families.

In response to a query by Trustee Campbell question, Manager Oracheski stated that the disproportionality values on page 7 of Appendix A reflect calculations based on: (i) the full population of students and information from the student information system where students can only identify from one Indigenous community and reporting is based on combined numbers of students who self-identify as First Nations, Metis, or Inuit; and (ii) the subset of students who responded to the Valuing Voices survey which allowed students to select multiple identities. Differences in values will be impacted by both the sample (i.e., full population and subset) and the way in which students identify and are categorized.

Ms. Pingue shared that though she earned a master's degree in education, she expressed anguish that as a mother of two secondary students, she is unable to assist her children through their educational journey; they have disengaged from learning due to teaching practices. She underscored the importance of the provision of mental health services in the Black student community. She commended the ways of Reach Inspire Soar Empower (R.I.S.E.) Academy, an alternative private high school, which uses inquiry-based motivations to create personalized programs for their students. She reflected that though the strategies for success seemed like an adequate plan for change in the future, supporting students who are currently in school is vital to the lives of young people. A lack of empathy on the part of administration and teachers is an area that requires scrutiny. Consider that each family possesses a different set of needs; therefore one group email does not satisfy the role of proper communication with the entire school community.

Ms. Pingue raised the concern that the two graduation coaches who are supporting the Black students are likely overwhelmed with their workload. She suggested enlisting the help of volunteers and tutors in the Black community or through universities to come together to provide additional support to secondary students. She noted that it was only after 30 years of following a path of education that she experienced a course taught by a Black professor. Seeing themselves represented in educational role models affects students greatly. Children's early experiences shape what they imagine to be possible.

Other members of the committee provided emotional testimonies of their lives as students inside the public school system where they were guided by the words of teachers who discouraged them from following an academic pathway. The same discouraging advice was given to their children many years later. Limitations were placed upon them through teacher bias.

Ms. Hayles identified that in the presentation of the raw data there lacks an acknowledgement that the children themselves are intelligent. She

noted that the educational system requires repair; brilliance is found within every student.

Chair Karshe summarized the complexity of an “overarching divide” between the school system and the needs of a student. Families who have experienced a breakdown in communication or system support will show reluctance to seek guidance from the same point of contact. She proposed a future opportunity for ACE to discuss how to traverse a complex school structure. She presented a possible opportunity, outside of a formal meeting context, to join together in a peaceful meditation for transformational healing with the intention to ensure that the next generation of students are benefiting from their lived experiences inside schools.

Co-chair Grover stated that she and Chair Karshe have requested the email addresses from Board Services to enable connection around the formation of certain subcommittees. She noted that if any person wishes to remain apart from these communications, to connect with Coordinator Fenton notifying her of a preference to withdraw from additional communications from the ACE Co-chairs.

5. Standing Items

5.1 Update from Steering Committee Representatives on Police Involvement in Schools

The item was deferred until 29 April 2021.

5.2 Equitable Hiring and Recruitment Policy and Procedure

The item was deferred until 29 April 2021.

5.3 Valuing Voices: Identity Matters Student Survey Data

The item was deferred until 29 April 2021.

6. New Business and Event Announcements

6.1 Future Breakout Rooms for Discussions

The item was deferred until 29 April 2021.

6.2 Speakers Lists

The item was deferred until 29 April 2021.

6.3 ACE Subcommittees

The item was deferred until 29 April 2021.

6.4 Other Announcements from Members

The item was deferred until 29 April 2021.

7. Adjournment

The meeting adjourned at 9:11 p.m.

Advisory Committee on Equity

2020-2021 Revised Estimates and 2021-2022 Budget Process

29 April 2021

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Revised Estimates

Comparative Summary of Revenues and Expenses Projected for the year ended 31 August 2021

($ in millions)

	Projected $	Budget $	Change $	Change %
Revenues	992.8	996.5	(3.7)	(0.4)
Expenses	1,020.9	1,014.2	6.7	0.7
Deficit	(28.1)	(17.7)	(10.4)	

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Revised Estimates

Comparative Summary of Net Results and Accumulated Surplus

($ in millions)

School Year	Net Actual $	Net Budget $	Change $	Accumulated Surplus (YE) $
2015-16	(12.3)	(11.9)	(0.4)	4.5
2016-17	15.2	-	15.2	19.7
2017-18*	15.1	-	15.1	34.9
2018-19	7.5	-	7.5	42.4
2019-20	(2.6)	(8.4)	5.8	39.8
2020-21**	(28.1)	(17.7)	(10.4)	11.7

*Does not add due to rounding

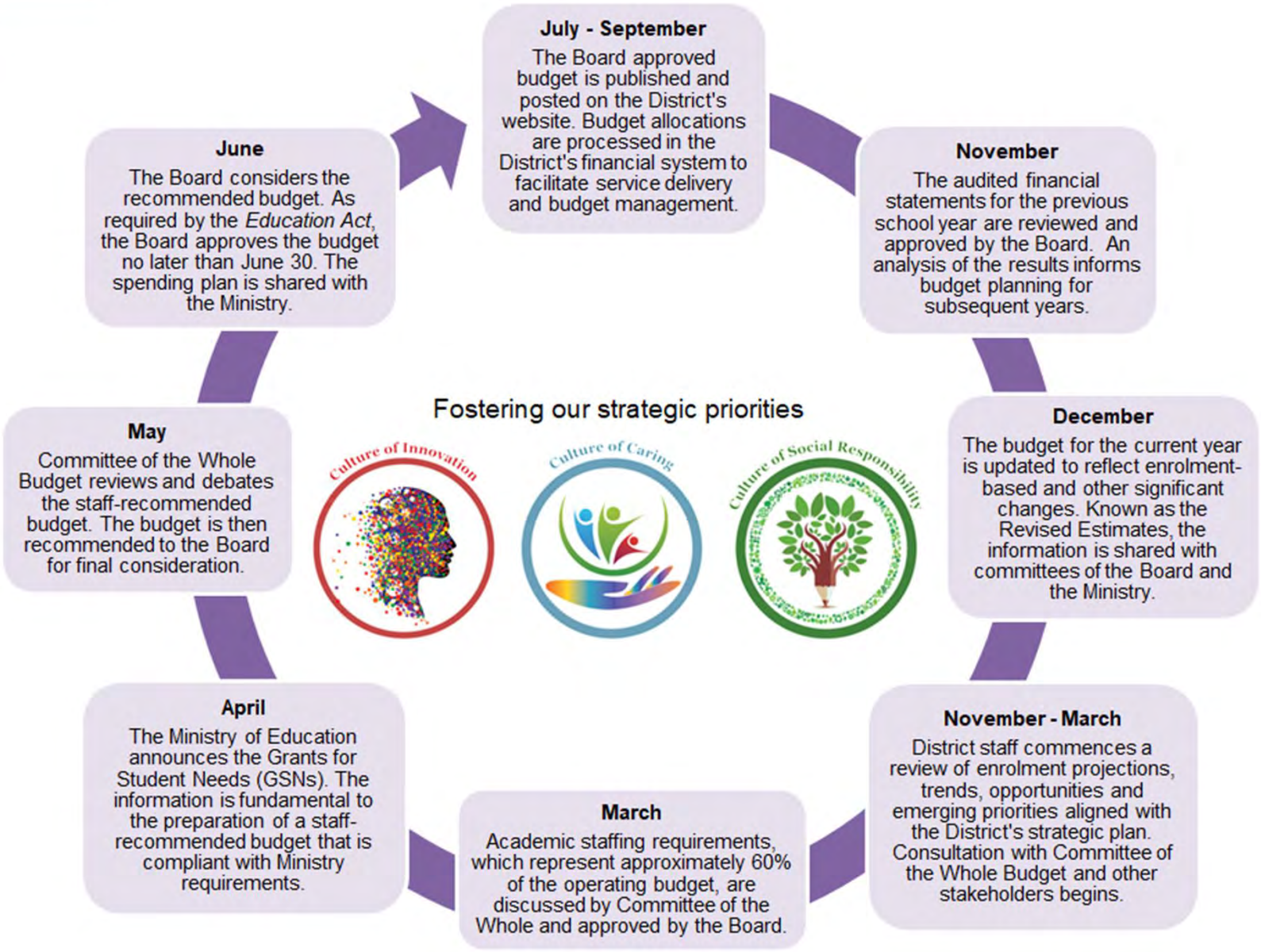
** Projected

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

COVID-Related Funding Update!

	Budget	Changes	Revised Funding
	$	$	$
Priorities and Partnerships Fund - COVID Grants			
GSN 2 - Mental Health Supports (COVID)	198,891	(198,891)	-
GSN 1 - Allocation for Technology-Related Costs (COVID)	528,561	(528,561)	-
TPA 1 - Schedule C -Enhanced Cleaning Supplies	140,798	-	140,798
TPA 2 - Schedule B-Additional Mental Health Supports	198,891	144,876	343,767
TPA 2 - Schedule C-Special Education	265,217	144,875	410,092
TPA 3 - Project B1-Additional Custodial Staff	1,816,446	-	1,816,446
TPA 3 - Project B2-Health & Safety Training	369,988	-	369,988
TPA 3 - Project B3 (i)-Additional Teachers	1,301,325	-	1,301,325
TPA 3 - Project B4-Remote Learning	552,323	-	552,323
TPA 3 - Project B5-Additional Non-Permanent Teachers	-	2,147,532	2,147,532
TPA 3 - Project B6-Additional Funding for Remote Learning	-	1,089,445	1,089,445
TPA 3 - Project B7-School Reopening Emerging Issues	-	3,242,261	3,242,261
TPA 3 - Project B8-Funding for High Priority Areas	-	2,801,382	2,801,382
TPA 4 - Project B1-Ventilation	-	1,681,500	1,681,500
TPA 4 - Projects B2 and B3-Transportation	-	1,877,130	1,877,130
	5,372,440	12,401,549	17,773,989
Memo 2020: B01 - Air Quality and Ventilation	-	1,681,500	1,681,500
Memo 2020: B01 - Health and Safety	-	2,346,306	2,346,306
Memo 2020: B01 - Student Transportation	-	207,055	207,055
Memo 2020: B01 - Technological Devices	-	2,856,375	2,856,375
	-	7,091,236	7,091,236
GSN Stabilization Funding	-	15,314,728	15,314,728
	5,372,440	41,898,749	47,271,189
COVID-Related Funding Provided by GSN			
GSN 2 - Mental Health Supports (COVID)	198,891	(2,595)	196,296
GSN 1 - Allocation for technology-related costs (COVID)	528,561	(13,774)	514,787
	727,452	(16,369)	711,083

Typical Budget Development Cycle



Education Funding in Ontario

- For 2020-21, the Grants for Student Needs (GSN) represents 88% of District revenues.
- GSN funding falls into three broad categories- Foundation, Special Purpose, Capital.
- Grants are generally formula-driven based on student enrolment, student needs and school attributes.
- The formula is subject to ongoing refinement.
- Additional funding sources include other provincial and federal grants and user fees (e.g., extended day, international students).

OCDSB Budget

- The District's budget must be balanced. The accumulated surplus can be used to offset a small deficit (up to 1% of GSN allocation). An in-year deficit elimination plan is now required.
- Trustees allocate resources based on local priorities and in accordance with Ministry legislation, regulations and guidelines.
- Allocation is formalized with the approval of the District's annual budget. Spending is not expected to fully align with funding.
- Budget is aligned with the District's strategic objectives.

OCDSB Budget

- The budget provides for payment of expenses such as staffing, textbooks, curriculum materials, school operating costs, technology needs, property and equipment.
- Expenses are reported in accordance with Ministry requirements, that they be functionalized by program area and also by cost type.
- The expenses may be budgeted and reported based on estimates (e.g., actuarial valuations) and internal cost allocation models.

OCDSB Budget

- **Provincial guidance is to develop the budget with the underlying assumption that the COVID supports received in 2020-21 will not continue.**
- **This support for operating costs exceeds $18.0M and additional supports of at least $7.2M were recently announced.**
- **The pandemic will continue to influence expectations and needs well into 2021-22. It is quite possible that additional funding will be announced as budget planning progresses.**
- **The District has shared with the Ministry that funding should be announced as early as possible to assist with planning activities.**

OCDSB Budget Assumptions

- **Use of accumulated surplus for one-time needs and within the 1% compliance limit, although this may be limited by available balance.**
- **The projection assumes $11.7M will be available, but only $2.4M would be available because $9.3M is restricted by the Ministry to support capital asset amortization expenses.**
- **It is important to identify in-year savings and funding supports to improve the projected position at the end of the year.**
- **Staff is preparing an updated forecast based on spending to the end of January 2021.**

OCDSB Budget Assumptions

- **COVID-19 has resulted in lower enrolment growth due to:**
  - **Lower rates of immigration;**
  - **Decisions to home school/private school; and**
  - **Deferred enrolment in kindergarten programs.**
- **Early projections show 1,600 fewer students, but enrolment is being monitored and the most current information will be used.**
- **Uncertainty in enrolment levels will require a conservative approach to budget planning.**

OCDSB Budget Assumptions

- **Inflationary cost pressures for supplies and services, particularly for carbon tax effects.**
- **Incremental costs resulting from negotiated wage increases to be supported by Ministry funding.**
- **Reduced fee revenues particularly in Community Use of Schools, Extended Day and Child Care programs, and international students.**
- **Reallocation of resources to respond to emerging needs and opportunities.**
- **Spending aligned with the objectives presented in the 2019-2023 Strategic Plan.**

2020-21 Budget Development Key Dates

	Tentative dates, to be confirmed:
02 Feb	Budget process discussion
03 Mar	Academic staffing discussion
24 Mar	Academic staffing approval
?? Apr	Grants for Student Needs announced
04 May	Update, including GSN information
26 May	Presentation of staff-recommended budget
01 Jun	Public delegations, budget debate commences
09 Jun	Budget debate continues
15 Jun	Budget debate, recommendation to Board
21 Jun	Board approval *

* A special Board meeting may be held following COW Budget's recommendation

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 21-038

TO: Trustees
Student Trustees

FROM: Mary Jane Farrish, Superintendent of Instruction
Camille Williams-Taylor, Director of Education

DATE: 26 March 2021

RE: **Distribution of Revised Safe School Policies: Phase 2 Consultation activities**

This memo accompanies copies of the revised Safe Schools policies for distribution to trustees. In addition, this memo communicates our updated actions for Phase II of Safe Schools policy consultations.

The revised policies, specifically School District Code of Conduct and Safe Schools (now divided into 2 policies) present a clearer delineation between the multiple policies within the safe schools area and improve coherence with the related Board procedures. We have worked to achieve clarity in the guiding principles in each of the revised policies and specific direction for execution through the related procedures.

Stakeholder feedback through Phase I of the consultation process has been incorporated in the revised policies and reflect community interest. With a goal of narrowing the objectives of our safe schools policies and making the contents easier to access for all, the current safe schools policy was divided into two main component areas 1) Managing Student Behaviour and 2) Emergency Preparedness and Response. In addition, six safe schools related policies were amalgamated into the two Safe Schools policies and the School District Code of Conduct.

Changes:

<u>P.125.SCO School District Code of Conduct (Appendix A)</u>
The following policies, bulleted below, have been amalgamated into the School District Code of Conduct. Both the Substance Abuse and Smoking and Vaping on Board Premises policies set conditions for safe schools and therefore they are merged with the School District Code of Conduct. In terms of Student Dress Code, feedback from stakeholders communicated the desire to craft the associated language in a positive way that focuses on respect and dignity for students and the School District Code of Conduct sets expectations to support a positive and respectful learning environment for students.

- P.034.SCO Substance Abuse;
- P.033.SCO - Smoking and Vaping on Board Premises; and
- P.104.SCO - Student Dress Code.

P.032.SCO Safe Schools (Managing Student Behaviour) (Appendix B)

Managing Student Behaviour (formerly Safe Schools) has been drafted to focus on student behaviours, from the promotion of positive student behaviours to non-disciplinary responses and disciplinary responses. This policy includes references to other safe schools policies in this category including a reference to a new exclusion and modified day policy, which is being finalized and will be distributed to you as soon as it is complete.

The following policy has been amalgamated into the Safe Schools Managing Student Behaviour Policy due to its natural fit within this policy's context:

- P.040.SCO Withdrawal of Transport Privileges

P.145.SCO Safe Schools (Emergency Preparedness and Response) (Appendix C)
A new policy P.145.SCO Safe Schools (Emergency Preparedness and Response) has been developed that will address some aspects formerly included in P.032.SCO Safe Schools. This new policy amalgamates the following two safe schools policies into this policy:

- P.011.SCO Emergency School Evacuations/School Closings; and
- P.092.SCO - Crisis Prevention Intervention and Response.

Next Steps:

Phase II consultations include modified timelines and delivery platforms recognizing the volume of priority consultation activities inviting engagement with many similar stakeholder groups. Two of the current consultations (Human Rights and Police Involvement in Schools policy consultations) may have some effect on the content of the revised safe schools policies and we will be able to make amendments to our revised policies where appropriate.

Continuation with Phase II of the consultation plan (see chart below) involves the sharing of draft policies to elicit feedback from community members in general and from selected stakeholder groups. The target date for presenting the revised policies for Board approval is June 2021.

Phase II Activities	**When will the activity take place?**	**Via what forum?**	**Who will be facilitating the Phase II activity?**

Public Distribution/ Access to Draft Policies	March, April, May 2021	OCDSB Website - Consultation Page and other electronic communications including newsletters and social media	Policy Development Team will reach out to OCDSB Communications Department
Direct Distribution of Draft Policies to selected stakeholder groups including those engaged in Phase 1 consultation activities	March, April, May 2021	Email	Policy Development Team will reach out to all groups listed in revised consultation plan
Facilitated Discussion Sessions with selected stakeholder groups who were not engaged in Phase 1 consultation activities	April, May 2021	Zoom/Google Meets	Policy Development Team will lead discussion sessions with stakeholders listed in revised consultation plan
On-going promotion for providing policy revision feedback Online	March, April, May 2021	Safe Schools Consultation Email: safeschools. consultation @ocdsb.ca	Policy Development Team will continue to monitor email account to receive feedback from the public

Attached:
Appendix A: Policy P.125.SCO
Appendix B: Policy P.145.SCO
Appendix C: Policy P.032.SCO

cc Director's Executive Council
Board Services

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.125.SCO

TITLE: SCHOOL DISTRICT CODE OF CONDUCT

Date issued: XX Month 20XX
Last revised: XX Month 20XX
Authorization: Board: (XX Month 20XX) (same as Date Issued)

1.0 OBJECTIVE

To set out the expected standards of behaviour for all people in the OCDSB community in support of positive and respectful learning and working environments that enable students reach their full potential.

2.0 DEFINITIONS

In this policy,

2.1 **Alcohol** means all substances defined as liquor in the *Liquor License Act* as well as low-alcohol products.

2.2 **Board** means the Board of Trustees.

2.3 **Bullying** means aggressive and typically repeated behaviour by an individual where the behaviour is intended to cause harm, fear or distress to another individual, including physical, psychological, social harm, harm to the individual's reputation or harm to the individual's property, or to creating a negative environment for another individual. This behaviour occurs in a context where there is a real or perceived power imbalance between the bully and the victimized individual based on factors such as size, strength, age, intelligence, peer group power, economic, social or employment status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or special needs. Bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

2.4 **Cannabis** carries the definition used in the *Cannabis Act*, 2017.

2.5 **Credible Threat** means a threat that is real and immediate, not conjectural or hypothetical.

2.6 **Cyber Bullying** means Bullying specifically by electronic means and may include, but is not limited to, sending or posting harmful or malicious messages or images through email, instant messages, cell phones, websites, and other technology.

2.7 **Discrimination** means treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their

age, ancestry, race, colour, citizenship, ethnic origin, place of origin, creed (religion), disability, marital status, family status, gender identity, gender expression, sex, or sexual orientation and record of offences.

2.8 **Educator** means teachers regulated under the *Ontario College of Teachers Act*, 1996, and early childhood educators regulated under the *Early Childhood Educators Act*, 2007.

2.9 **Fighting** means mutual, intentional participation in a physical altercation occurring between two or more persons with no one main offender. Fighting does not include verbal confrontation, unintentional contact that does not cause serious bodily harm, or self-defense.

2.10 **Harassment** means engaging in offensive behaviour or conduct against another person that is known, or ought reasonably to be known, to be unwelcome, including, but not limited to, exercise of power, authority or control over others based on protected grounds under the Human Rights Code. Harassment could be verbal, written, physical or enviornmental and may include: (i) unwelcome remarks, jokes, slurs; (ii) overt or covert ridiculing; (iii) shunning or exclusion; (iv) degrading or derogatory pictures, materials or behaviour; (v) the expression of hatred, or the production and/or dissemination of hate literature; (vi) discrimination, bullying or intimidation; and (vii) offensive gestures or threatening physical behaviour.

Harassment may be:

a) sexual, including advances, requests for sexual favours, actual sexual contact, or other conduct of a sexual nature which might reasonably be expected to cause insecurity, discomfort, offence or humiliation to another person or group and interferes with a student's safe learning environment;

b) racial and ethnocultural based on race, ethnic origin, skin colour, language, dress, citizenship, or religion.

c) sexist, homophobic or transphobic on the basis of sex, sexual orientation, gender identity and gender expression; and/or

d) personal, on the basis of an individual's intellectual or physical capacities or appearance or family status;

2.11 **Illegal Drugs** means drugs which have legal limitations on their ownership or use. They are often chemical products or other substances that when ingested, produce a mind altering effect. This includes prescription drugs that are used for purposes other than as prescribed by the medical professional issuing the prescription.

2.12 **Medical Cannabis User** means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with the applicable federal law.

2.13 **Misconduct** means conduct by any member of the OCDSB community that contravenes this policy or other related Board policies and/or procedures.

2.14 **OCDSB Community** means students, parents/guardians and caregivers, trustees, staff, contractors and service providers, volunteers, visitors and community members.

2.15 **Personal Mobile Device** means any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone or a tablet.

2.16 **Prohibited Grounds of Discrimination** means grounds identified by the Ontario *Human Rights Code* and include age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed (religion), disability, family status, marital status, gender identity, gender expression; sex, sexual orientation, record of offences and socio-economic status.

2.17 **Prohibited Weapons** mean weapons such as switch blades, stun guns, pepper spray etc., for which it is a criminal offence to have in one's possession.

2.18 **Restricted Weapons** means any weapon that requires a permit to own and/or operate, such as firearms.

2.19 **Serious Bodily Harm** means bodily injury that will occur without significant delay which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

2.20 **Smoking** means smoking and/or the holding of lighted tobacco, cannabis, or the use of other tobacco-type products, for example, chewing tobacco. Smoking does not include the holding of lighted tobacco of the use of other tobacco-type products in Indigenous cultural practices.

2.21 **Use/Abuse of Drugs** means the non-medical use/abuse of controlled or restricted drugs, including the following:

a) all substances that are listed in the *Controlled Drugs and Substances Act*,

b) all "controlled drugs" and "restricted drugs" as defined and listed in the *Food and Drugs Act*, Schedule G (Sections 33 to 38) and Schedule H (Section 40);

c) all non-prescribed use/abuse of prescription medication; and

d) any other substance, when used to induce a mind- or body-altering effect (such as solvents, correction fluids, gasoline and cleaning fluids).

2.22 **Vaping** means using a vaporizer or inhalant-type device, whether called an electronic cigarette or any other name, that contains a power source and heating element designed to heat a substance and inhaling the vapor of the device directly through the mouth, whether or not the vapor contains nicotine.

2.23 **Weapons** are defined in the Criminal Code as follows:

a) as anything used or intended for use in causing death or injury to persons whether designed for such purpose or not; or

b) anything used or intended for use for the purpose of threatening or intimidating any person.

3.0 GUIDING PRINCIPLES

3.1 The Board believes a school should be a place that promotes wellbeing, responsibility, respect, civility, accountability and academic excellence ultimately developing responsible members of a diverse, democratic and inclusive society.

3.2 The Board believes that the ten attributes of the "Community of Character" are the foundation for excellence and equity in education against which all individuals in the OCDSB hold themselves accountable.

3.3 Character development is a responsibility shared between home, school and community. Students need to be exposed to good character and have the importance of it reinforced by everyone around them.

3.4 A positive school climate exists when all members of the OCDSB community feel safe, accepted and valued upholding social justice and the human rights and dignity of each person.

3.5 Responsible citizenship involves appropriate participation in the civic life of the OCDSB community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

3.6 The Board believes that bullying, harassment, and discrimination are serious issues that have far reaching consequences for both the entire OCDSB community and the community at large as it:

a) adversely affects a person's ability to learn and function as a well-adjusted individual;

b) adversely affects healthy relationships and the school climate;

c) adversely affects a school's ability to educate its students; and

d) can have long-term effects on individuals.

3.7 The Board believes that children who suffer prolonged victimization through bullying, harassment or discrimination, as well as children who use power and aggression through bullying, harassing or dicriminating behaviour, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

4.0 SPECIFIC DIRECTIVES

4.1 At all times, this policy shall be interpreted to be consistent with other Board policies related to human rights and equity and with the Ontario *Human Rights Code*.

4.2 The School District Code of Conduct applies to all schools. Schools shall establish a process that clearly communicates the School District Code of Conduct to all parents/guardians, students, principals, teachers, other school staff, and members of the OCDSB community at the start of each school year in order to obtain their commitment and support.

4.3 The District shall provide opportunities for all of the staff to acquire the knowledge,

skills, and attitudes necessary to promote a safe, inclusive, and accepting working and learning environment.

Scope of Application

4.4 The School District Code of Conduct applies to all members of the OCDSB community.

4.5 The School District Code of Conduct applies on Board property, school buses, in a virtual learning environment, on electronic media (cyber-bullying), at school-authorized events or activities, in before- and after-school programs including co-curricular activities and field trips, and may be applied to any other circumstances that may have a negative impact on the school climate.

5.0 STANDARDS OF CONDUCT - OCDSB COMMUNITY

5.1 All members of the OCDSB community must:

a) respect and comply with all applicable federal, provincial, and municipal laws*;*

b) demonstrate age and developmentally appropriate behaviour while upholding the principles enshrined in this policy;

c) act with honesty and integrity including copyright and academic acknowledgement;

d) respect differences in people, their ideas, and their opinions and treat one another with respect and dignity at all times, and especially where there is disagreement;

e) contribute to creating a positive school climate that is inclusive, accepting and respectful of all people and free from discrimination based on prohibited grounds by the Human Rights Code;

f) show proper care and regard for school property in compliance with Policy P.060.FIN Vandalism, Theft, Damage, or Loss Affecting Board Property, and for the property of others;

g) take appropriate measures to help those in need;

h) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;

i) respect all members of the OCDSB community, especially persons in positions of authority;

j) not swear at a teacher or at another person in a position of authority;

k) refrain from any violent actions, including causing injury to any person with an object and/or inflicting or encouraging others to inflict bodily harm on another person;

l) not engage in physical, verbal, oral or written sexual or psychological abuse, threatening, intimidation, extortion, gang-related activities, or vandalism;

m) uphold the appropriate and responsible use of technology in accordance with Policy P.100.IT Appropriate Use of Technology; and

n) take responsibility for their own actions.

Discrimination, Harassment and Hate-related Behaviour

5.2 Harassment or discrimination shall not be accepted. Schools must take action to prevent, stop and address harassment and discrimination.

5.3 Behaviour that is biased, prejudiced or hate-related on the basis of a prohibited ground of discrimination, shall not be accepted. This includes the wearing of hate or racist symbols, distributing hate information, producing hate-related vandalism including graffiti, and uttering derogatory remarks or slurs (e.g. the N-word and other racist phrases, homophobic insults, Islamophobic comments, ability-based slurs, etc.).

5.4 Harassment of students is addressed under Board Policy P.103.HR and Procedure PR.542.HR Alleged Employee Misconduct Towards a Student.

5.5 Harassment of employees is addressed under Board Policy P.009.HR and Procedure PR.652.HR Respectful Workplace (Harassment Prevention).

Bullying Prevention

5.6 Bullying shall not be tolerated and schools shall try to eliminate the incidences of bullying through prevention and early intervention.

5.7 Each school shall develop and implement a school-wide bullying prevention and intervention plan consistent with a restorative practice and progressive discipline approach that includes:

a) appropriate and timely responses to address incidents of bullying;

b) safe reporting processes that minimize the possibility of reprisal; and

c) strategies and support for students who have been bullied, students who bullied others, bystanders, and others who have been affected by observing bullying.

5.8 Each school shall establish a safe and accepting schools team responsible for school safety that is composed of at least one student, one parent, one teacher, one support staff member, one community partner, and the principal or a designate. The team must have a staff chair. The school will make efforts to ensure that membership of the safe schools team is representative of the school's diverse population and includes racialized and minoritized members.

5.9 When someone experiences or observes bullying behaviour, they are expected to report it to a teacher, teaching assistant or school administrator immediately and they will take action.

5.10 In developing and implementing bullying prevention and intervention in schools, principals shall consult Procedure PR.659.SCO Bullying Prevention and Intervention.

Vaping and Smoking

5.11 Smoking and vaping are prohibited at all times in all buildings, including schools, offices, administrative buildings, warehouses, and other facilities, as well as contracted school buses. This also applies to Board-owned vehicles and private vehicles parked on Board property and during any school related activities off school premises.

5.12 Leases to organizations renting Board property shall include a provision banning smoking/vaping in alignment with this policy and Procedure PR.522.SCO Smoking and Vaping on Board Premises.

Substance Use and Abuse

5.13 The use and possession of alcohol, cannabis, narcotics, and illegal drugs, other than those medically prescribed, are prohibited at all times in all buildings, including schools, offices, administrative buildings, warehouses, and other facilities, as well as contracted school buses, except as prescribed in Policy P.135.CON: Community Use of School Facilities. This also applies to Board-owned vehicles and private vehicles parked on Board property and during any school related activities off school premises.

5.14 No one shall be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), or illegal drugs.

5.15 No one shall provide others with alcohol, illegal drugs or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes).

5.16 The misuse of solvents, gasoline and cleaning fluids, and low-alcohol products is not permitted.

5.17 The District shall take all feasible measures to eliminate the use of alcohol, cannabis, and illegal drugs by students within its jurisdiction by applying both public health measures, and corrective and supportive progressive discipline.

5.18 Schools shall foster an anti-drug/alcohol/cannabis culture in schools by supporting programs that will help students develop the skills needed to make healthy lifestyle choices.

5.19 Schools shall endeavor to identify and understand the factors that influence substance use/abuse, and focus on prevention and early intervention for students with alcohol, cannabis, and/or drug problems.

5.20 The District shall support professional development opportunities to ensure educators and other staff are competent and confident in recognizing and handling substance abuse.

Weapons

5.21 The Board is seriously concerned about issues of assault, threat and intimidation and thus it strictly prohibits the use, possession, display and/or trafficking in restricted weapons, replicas of restricted weapons, ammunition, or attachments.

5.22 Except for restricted and prohibited weapons which are always considered weapons, the principal/designate will determine in the circumstances whether an object meets the definition of a weapon.

5.23 In situations where weapons are involved, staff shall act in accordance with Procedure PR.525.SCO Weapons.

Response to Misconduct

5.24 The Board is committed to building, sustaining and continually improving relationships with members of the OCDSB community with the ultimate goal as the provision of student safety and well-being.

5.25 Infractions by students and staff of this policy are addressed under sections 6.0 and 8.0, respectively.

5.26 Infractions by Trustees are addressed under Board Policy P.073.GOV Board Member Code of Conduct and Policy P.141.GOV Integrity Commissioner.

5.27 Where the presence of a member of the OCDSB community who is contravening this policy is deemed detrimental by an authorized person to the safety or well being of a person on the premises, they shall not be permitted to remain on school premises. Failure to leave the premises when asked will result in the visitor being considered a trespasser and will be dealt with in accordance with Procedure PR 524 SCO - Access To School & Board Premises.

6.0 STANDARDS OF CONDUCT - STUDENTS

6.1 Students shall abide by the expectations in this section (6.0) in addition to the behavioural expectations of all OCDSB community members stated in section 5.0.

6.2 Students shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. These standards are demonstrated when students:

a) come to school with regular attendance, prepared, on time, and ready to learn;

b) practice honesty and integrity including but not limited to: not participating in or encouraging plagiarism, misrepresentation of original work, lying, cheating, theft of evaluation instruments, use of unauthorized aids or false representation of identity;

c) show respect for themselves, for others, for those in authority;

d) refrain from bringing anything to school that may compromise the safety of others; and

e) demonstrate appropriate online conduct/manners and refrain from improper/unethical use of technology, including computer hacking and cyber-bullying. Internet use for any purpose which is contrary to the intent of this policy is strictly prohibited. This includes all forms of violence, threats and harassment directed at staff members, students or any member of the OCDSB community. This applies to school, work and personal Internet use.

Use of Technology During Instructional Time

6.3 The use of personal mobile devices during instructional time is permitted under the following circumstances:

a) for educational purposes, as directed by an educator;

b) for health and medical purposes; and

c) to support special education needs.

6.4 If a student or other person employed by the Board requires the use of a personal mobile device as an accommodation under the Ontario *Human Rights Code*, the Board shall allow such an accommodation to the point of undue hardship.

Fighting

6.5 Fighting is an unacceptable response to conflict.

6.6 The District shall ensure that the school discipline response to fighting is administered in such a way as to keep students within their traditional learning environment, and avoid suspension, and expulsion to the greatest extent practicable.

Dress Code

6.7 The Board recognizes that all students have the right to express themselves fully in school through choosing clothing, hair styles, jewelry and accessories that appropriately represent and affirm their varied identities.

6.8 Clothing may not depict, advertise or advocate the use of alcohol, tobacco, cannabis or other controlled substances.

6.9 Clothing may not depict pornography, nudity or sexual acts, or feature profanity.

6.10 Clothing or personal possessions may not use or depict bias, prejudice or hate speech targeting individuals or groups based on prohibited grounds of discrimination.

6.11 Inappropriate dress includes any clothing or personal possession that has representations and/or language that depict violence, profanity, discriminatory, hateful, or sexually explicit images or sentiments is prohibited.

6.12 Schools shall not suspend for uniform or dress code violations without consultation with SOI and/or System Principal for Safe Schools.

Response to Student Misconduct

6.13 When students breach the code of conduct, schools shall consider implementing measures along the progressive discipline continuum in alignment with OCDSB Policy P.032.SCO Safe Schools (Managing Student Behaviour).

6.14 Schools will follow the Protocol to Accompany Safe Schools Policies in the City of Ottawa to guide their decisions to involve police as a response to student misconduct, which shall be considered as a last resort.

7.0 STANDARDS OF CONDUCT - PARENTS, GUARDIANS, AND CAREGIVERS

7.1 Parents, guardians, and caregivers play an important role in the education of their children, and should support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents, guardians, and caregivers fulfill their role with respect to the School District Code of Conduct when they:

a) show an active interest in their child's school work and progress;

b) communicate regularly and meaningfully with the school;

c) help their child be neat, appropriately dressed, organized, and prepared for school;

d) ensure that their child attends school regularly and on time;

e) promptly report to the school their child's absence or late arrival;

f) demonstrate conduct in keeping with the School District Code of Conduct and school rules;

g) encourage and assist their child in following the School District Code of Conduct;

h) assist school staff in identifying root causes of inappropriate behaviour and deal with disciplinary issues involving their child;

i) alert the school to any accommodations required by their child on the basis of a prohibited ground of discrimination, to fully access education and work with the administration to collectively determine an appropriate accommodation to the point of undue hardship;

j) demonstrate respect for all students, staff, other parents, volunteers, and all other members of the OCDSB community; and

k) are engaged in the initiatives that foster a positive, safe school environment.

8.0 STANDARDS OF CONDUCT - EMPLOYEES

8.1 Principals take a leadership role in the daily operation of a school by:

a) demonstrating care for the OCDSB community and a commitment to student achievement and well-being in a safe, inclusive, accepting and respectful learning environment;

b) ensuring that the best interests and dignity of the child guide all decision-making about that child;

c) holding everyone under their authority accountable for their own behaviour and actions;

d) taking proactive steps to prevent, stop and sensitively address bullying; biased, prejudiced, hate-based behaviour; and discrimination and harassment on prohibited grounds. This includes communicating to their staff and students that this behaviour is not acceptable, will be taken seriously and providing information on how to report it;

e) ensuring that appropriate accommodations are provided, to the point of undue hardship, to ensure individuals or groups are not subject to a prohibited ground

of discrimination;

f) empowering students to be positive leaders in their school and community;

g) communicating regularly and meaningfully with all members of their school community;

h) maintaining proper order and discipline within the school; and

i) providing an example of respect and civility for all members of the OCDSB community.

8.2 Under the leadership of their principals, teachers and other school staff members are to maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and support staff will uphold these high standards when they:

a) use respectful, inclusive terminology, including a person's chosen name and pronouns when engaging with a person, and not use slurs;

b) help students work to their full potential and develop their sense of self-worth to become positive leaders in their classroom, school, and community;

c) communicate regularly and meaningfully with parents;

d) maintain consistent standards of behaviour with all students;

e) demonstrate respect for one another, all students, staff, parents, volunteers, and other members of the OCDSB community;

f) prepare students for the full responsibilities of citizenship;

g) establish a range of clear, fair, consistent, and developmentally appropriate interventions, supports, direct skill instruction and learning consequences in response to student misconduct;

h) appropriately respond to and report behaviours which may have a negative impact on school climate;

i) intervene sensitively and immediately to stop and address behaviour that is bullying, biased, prejudiced or hate-related, harassing or discriminatory on prohibited grounds; and

j) demonstrate conduct in keeping with this policy, and Board policies and procedures.

<u>District Response to Employee Misconduct</u>

8.3 The District shall ensure that noncompliance with this policy by employees will lead to timely appropriate corrective and/or disciplinary action.

Implementation

8.4 When a school enters into an agreement with a third party with respect to rental of school space or for the provision of before- and after-school programs, the District must include in the agreement a requirement that the other party follow standards that are consistent with this Code of Conduct.

8.5 The Director of Education/Secretary of the Board is authorized to issue such procedures, guidelines and other materials as may be necessary to implement this policy.

9.0 REFERENCE DOCUMENTS

Education Act, 2000
OCDSB Policy P.009.HR Respectful Workplace (Harassment Prevention)
OCDSB Policy P.026.SCO Student Suspension and Expulsion
OCDSB Policy P.032.SCO Caring and Safe Schools
OCDSB Policy P.060.FIN Vandalism, Theft, Damage, or Loss Affecting Board Property
OCDSB Policy P.073.GOV Board Member Code of Conduct
OCDSB Policy P.100.IT Appropriate Use of Technology
OCDSB Policy P.103.HR Alleged Employee Misconduct Towards a Student
OCDSB Policy P.129.GOV Complaints Resolution Policy
OCDSB Policy P.135.CON Community Use of School Facilities
OCDSB Policy P.141.GOV Integrity Commissioner
OCDSB Procedure PR.515.SCO Student Suspension and Expulsion
OCDSB Procedure PR.521.SCO Safe Schools
OCDSB Procedure PR.522.SCO Smoking and vaping on Board Premises
OCDSB Procedure PR.523.SCO Substance Abuse
OCDSB Procedure PR.524.SCO Access To School & Board Premises
OCDSB Procedure PR.525.SCO Weapons
OCDSB Procedure PR.528.SCO Critical Incident Review Process
OCDSB Procedure PR.533.SCO Police Involvement In Schools
OCDSB Procedure PR.534.SCO Investigation, Search, and/or Seizure (Students)
OCDSB Procedure PR 541 HS Alleged Harassment Of An Employee
OCDSB Procedure PR.542.HR Alleged Employee Misconduct Toward A Student
OCDSB Procedure PR.543.HR Alleged Harassment Of A Student
OCDSB Procedure PR.618.CUR Antiracism and Ethnocultural Equity
OCDSB Procedure PR.628.SCO Student Dress Code
OCDSB Procedure PR.659.SCO Bullying Prevention and Intervention

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.145.SCO

TITLE: SAFE SCHOOLS (EMERGENCY PREPAREDNESS AND RESPONSE)

Date issued: XX Month 2021
Last revised: XX Month 20XX
Authorization: Board: (XX Month 20XX)

1.0 OBJECTIVE

To protect the physical safety of students, staff and volunteers in schools in response to emergencies and tragic events while fulfilling both the education and law enforcement systems requirements.

2.0 DEFINITIONS

In this policy,

2.1 **Board** means the Board of Trustees.

2.2 **District** means Ottawa-Carleton District School Board.

2.3 **Lockdown** means an emergency course of action to secure persons in a school, out of sight, in a safe location in the event of an active threat where serious injury or death is imminent or occurring.

2.4 **School Climate** refers to the learning environment and relationships found within a school and school community.

2.5 **School Community** refers to students, parents/guardians, trustees, staff, contractors and service providers, volunteers, visitors and community members.

2.6 **Secure School** means a course of action taken by the principal or designate to restrict the movement of persons within the school. Secure school can be called for a variety of reasons. Staff and students can continue with their regular routine but must remain within the designated safe area.

2.7 **Shelter in Place** means a course of action taken by the principal or designate to contain the movement of persons to within the school. Typically called in response to a hazard or threat outside of the building, exterior doors may be locked and people will not be permitted to leave the building. Regular routines may continue within the school.

2.8 **Violence/Threat Risk Assessment (VTRA) protocol** means a document that outlines how a school responds immediately to threatening incidents while providing the best supports to the students so their behaviour does not become violent or self-injurious.

3.0 GUIDING PRINCIPLES

3.1 The Board believes that being and feeling physically safe is a precondition for student learning, achievement and well-being.

3.2 The Board strives to ensure the continuation of quality education delivery to our students during emergencies through the careful planning and preparedness for emergencies and tragic events.

3.3 The Board recognizes its vital role, along with community health and social services partners, including the Ottawa Police Services, in preparing for and dealing with emergencies and/or tragic events.

3.4 The Board believes an effective implementation of a community violence/threat risk assessment (VTRA) protocol requires collaborative planning and timely sharing of relevant information with relevant partners in order to prevent school-based violence.

3.5 The Board recognizes there will be occasions when schools will have to be evacuated or closed for a temporary period in response to emergency situations.

3.6 The Board believes that there should be a collaborative response to incidents addressed in this policy where the students' rights to privacy is respected and the safety of all students and staff is prioritized.

4.0 SPECIFIC DIRECTIVES

Application and Scope

4.1 When dealing with emergencies addressed in this policy, schools will ensure compliance with the Provincial Model for a Local Police/School Board Protocol, the Regional Safe Schools Committee's Protocol to Accompany Safe Schools Policies in the City of Ottawa; the Youth Criminal Justice Act and, for students under the age of 12, the Child and Family Services Act.

4.2 Nothing in the Protocol to Accompany Safe Schools Policies in the City of Ottawa is to be applied so as to contravene the *Criminal Code*, the *Education Act*, or the *Municipal Freedom of Information and Protection of Privacy Act*.

4.3 This policy applies to schools premises and school related activities, and other activities where an event may have a negative impact on students' safety and well-being.

Planning for External Safety Concerns

4.4 Schools shall annually prepare the following emergency plans:

a) Fire Safety Plan in compliance with PR 575 HS - Emergency Planning - Fire Drills and Fire Safety Plan;

b) Emergency Evacuation Plan in response to emergencies in compliance with PR 506 SCO - Emergency School Evacuations & School Closings.

4.5 Additionally, schools shall be prepared to respond to the following emergency scenarios:

a) bomb threat, suspicious package or device in accordance with Procedure PR 604 SCO - Bomb Threats;

b) active threats in alignment with lockdown procedures covered in the Protocol to Accompany Safe Schools in the City of Ottawa; and

c) intruders not authorized to be present in a Board property in compliance with the *Trespass to Property Act 1990* following OCDSB PR.524.SCO: Access to School/Board Premises;

d) serious or critical injury; and

e) fires, hazardous materials or explosive incidents.

Emergency School Evacuations

4.6 Based on the nature of the emergency, schools may be evacuated/closed for a temporary period on an individual, group, or system-wide basis.

4.7 Decisions regarding the emergency evacuation/closing of a school or schools shall be made in the best interests of student safety.

4.8 Emergency evacuation/closing plans shall include plans to inform parents/ guardians/caregivers of the emergency evacuation/closing insofar as may be feasible in the circumstances.

Emergency Response Drills

4.9 Schools shall annually conduct lockdown drills in collaboration with Ottawa Police Services and in accordance with the Protocol to Accompany Safe School Policies in the City of Ottawa.

4.10 Schools shall annually conduct fire drills in accordance with PR 575 HS - Emergency Planning - Fire Drills and Fire Safety Plan.

Lockdowns, Secure Schools, Shelter in Place

4.11 Schools will train staff and students on the deployment of lockdown, secure school, shelter in place procedures.

Planning for Student-related Safety Concerns

4.12 In collaboration with community partners, the District will develop multi-disciplinary Violence Threat Risk Assessments (VTRAs) for schools as a highly effective means of preventing and managing situations that could otherwise negatively impact the safety of students and/or school staff.

4.13 Schools, in consultation with concerned students and their families, will collect information, analyze data and consult with local partners and service providers to determine an appropriate response and support plan.

4.14 While prioritizing students' safety, schools shall respect students' right to privacy when their personal information is shared throughout this process.

4.15 Schools shall form VTRA teams along with relevant stakeholders and train member staff on their protocol.

4.16 Where a criminal investigation results from the actions of a student(s) that brings about a violence/threat risk assessment, the District will ensure an open line of communication with other investigating parties, whenever possible and allowable. This will ensure that any resulting criminal investigation is not jeopardized by the District's investigations or other community partners'.

4.17 The District shall review its community-based VTRA Protocol biannually together with police and community partners.

Suicidal/Life Threatening Behaviour

4.18 The District shall provide a range of prevention strategies including curriculum approaches that stress the development of positive self-esteem, responsible problem solving, and good mental health practices and social skills.

4.19 Through collaboration with community partners, such as CHEO, the Board shall support schools' proactive response to indicators of suicidal behaviours in a student.

4.20 The District shall provide resource materials to schools on awareness of suicidal behaviours and associated responses for dealing with trauma, tragedy and loss of life within the Board, its schools and the community.

Tragic Events

4.21 Schools shall establish Tragic Events Response Teams in compliance with PR.607.SCO Crisis Prevention, Intervention and Postvention.

Caring for Students with Life-threatening Medical Conditions

4.22 Parents must provide the school with enough back-up medication as a precautionary measure for emergency situations.

4.23 Daily care for students with life-threatening medical conditions is performed in compliance with Board Policy P.108.SCO Care for Students with Severe or Life-threatening Medical Conditions.

Communications

4.24 The District shall provide administrators, teachers, occasional teachers and support staff with procedures and guidelines that support the implementation of this policy.

4.25 Subject to legislation governing disclosure of personal information, as appropriate and on an ongoing basis, trustees and school council chairs shall be made aware of emergencies and/or tragic events that have occurred in schools.

4.26 The District shall limit the sharing of personal information related to emergencies and/or tragic events without appropriate consent. Wherever possible and reasonable, informed consent should be obtained.

Implementation

4.27 Following drills and emergencies or tragic events, involved staff shall engage in a debrief making recommendations for corrective actions where opportunities for improvement exist.

4.28 The District shall regularly review its emergency preparedness and response procedures and revise them as necessary.

4.29 The Director of Education shall, on behalf of the Board, participate with other Ottawa area school boards and the Ottawa Police Service, in the revision of a Protocol to Accompany Safe Schools Policies in the City of Ottawa.

4.30 The Director of Education is authorized to issue OCDSB procedures as may be necessary to support the implementation of this policy.

5.0 REFERENCE DOCUMENTS

Education Act, Ontario Regulations 472/07 and 474
Provincial Model for a Local Police/ School Board Protocol, 2015
Ministry of Education Policy/Program Memoranda (PPM) 119
Ministry of Education Policy/Program Memoranda (PPM) 120
Ministry of Education Policy/Program Memoranda (PPM) 128
Ministry of Education Policy/Program Memoranda (PPM) 141
Ministry of Education Policy/Program Memoranda (PPM) 142
Ministry of Education Policy/Program Memoranda (PPM) 144
Ministry of Education Policy/Program Memoranda (PPM) 145
OCDSB Policy P.108.SCO Care for Students with Severe or Life-threatening Medical Conditions
OCDSB Procedure PR 506 SCO - Emergency School Evacuations & School Closings.
OCDSB Procedure PR.524.SCO: Access to School/Board Premises
OCDSB Procedure PR 575 HS - Emergency Planning - Fire Drills and Fire Safety Plan
OCDSB Procedure PR 604 SCO - Bomb Threats
OCDSB Procedure PR.607.SCO Crisis Prevention, Intervention and Postvention.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.032.SCO

TITLE: SAFE SCHOOLS (MANAGING STUDENT BEHAVIOUR)

Date issued: 13 May 2008
Last revised: XX Month 20XX
Authorization: Board: (XX Month 20XX)

1.0 OBJECTIVE

To create a caring and safe learning environment to promote positive behaviour to empower all students to reach their full potential through bias-aware prevention and intervention strategies.

2.0 DEFINITIONS

In this policy,

2.1 **Board** means the Board of Trustees.

2.2 **Bias** means an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgments.

2.3 **Discrimination** means is treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their age, ancestry, race, colour, citizenship, ethnic origin, place of origin, creed (religion), disability, marital status, family status, gender identity, gender expression, sex, or sexual orientation.

2.4 **District** means Ottawa-Carleton District School Board.

2.5 **Student Exclusion** means the principal's authority, in section 265 (1)(m) of the *Education Act*, that permits a principal to temporarily refuse to admit, to the school or to a class, someone whose presence in the school or classroom would, in the principal's judgment, be detrimental to the physical or mental well-being of others.

2.6 **Expulsion** means a disciplinary action which results in the removal of a student from school and school related activities for a period of time as specified by the Board. Expulsion is used to address activities typically seen as more severe than those addressed by suspension.

2.7 **Progressive Discipline** means a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures

should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

2.8 **Restorative approaches** are based on respect, compassion and inclusivity. Restorative approaches encourage meaningful engagement and accountability and provide an opportunity for healing, reparation and reintegration. Sometimes the process replaces suspensions and sometimes it runs alongside.

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

2.10 **School Community** means students, parents/guardians, trustees, staff, contractors and service providers, volunteers, visitors and community members.

2.11 **Suspension** means the temporary removal of students from school and related activities for a specific period of time where it has been determined that the student has engaged in any activity for which a suspension must be considered and would have a negative impact on the school climate.

3.0 GUIDING PRINCIPLES

3.1 The Board believes that being and feeling socially, emotionally and physically safe is a precondition for student learning, achievement and well-being. A caring and safe school culture is the responsibility of all members of the OCDSB community.

3.2 In recognition of the disparity of experiences and outcomes for some identity groups in progressive discipline, this policy is grounded in respect for each person's dignity, rights and responsibilities, free from oppression and racism, and is bias-aware.

3.3 Open and ongoing culturally-sensitive and trauma-sensitive ongoing communication between school and home, which is culturally and trauma-sensitive, is essential to building relationships of trust which supports student learning and well-being.

3.4 A safe learning environment begins in the classroom through restorative approaches and progressive discipline that promotes healthy relationships and community building, and prioritizes prevention and early intervention.

3.5 The Board recognizes the rights of its students to be consistent with the Universal Declaration of Human Rights, the United Nations Convention on the Rights of the Child, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code.

4.0 SPECIFIC DIRECTIVES

Application and Scope

4.1 OCDSB policies shall conform to international regulations pertaining to the rights of the child and where there is inconsistency in the operation of this policy with any of the principles enshrined in Board policy P.XXX.GOV Human Rights, the latter shall prevail.

4.2 Student behaviour inconsistent with the expectations stipulated in Policy P.125.SCO School District Code of Conduct shall be addressed under this policy and associated procedures.

4.3 Student behaviour addressed in this policy is not limited to conduct on school property but also includes:

a) conduct at a school-related activity, on school buses, during field trips, or at other school-related activities off school premises; and

b) conduct in other circumstances where engaging in the conduct is likely to have a negative impact on the school climate.

4.4 This policy does not govern modifications to the school day or temporary exclusion of a student from school, in accordance of section 265(1)(m) of the Education Act. Please refer to Board Policy P.144.SCO Modified Days and Exclusions and the accompanying procedure.

Response to Inappropriate Student Behaviour

4.5 School staff who work directly with students shall respond to breaches to the School District Code of Conduct in a timely, supportive, and sensitive manner prioritizing the students' safety.

4.6 Responses shall be clear, fair, and consistent, prioritizing the best interest of the student, and shall minimize disruptions to the child's learning process.

4.7 Restorative approaches shall be considered in conjunction with all measures along the progressive discipline continuum, in alignment with Procedure PR.660.SCO Progressive Discipline and Promoting Positive Student Behaviour.

4.8 Implementing bias-aware progressive discipline requires an understanding of key human rights principles enshrined in the Human Rights Code and articulated in Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders, MOE and OHRC, 2013, and shall be used to limit disparities in the use of disciplinary referrals, in the severity of punishments, or in the impact of disciplinary action on students based on any protected ground for discrimination under the Human Rights Code.

4.9 When making decisions about interventions, supports, and progressive discipline, the student, or student's parent/guardian should be provided the opportunity to be heard and the views of the student shall be given due weight according to their stage of development.

4.10 Schools shall connect the student and their parents/guardians or caregivers to school and/or community partner supports to help address the underlying causes and help the student deal with the factors causing the behaviour.

4.11 When considering a suspension or an expulsion in response to a student's inappropriate behaviour, the District shall consider mitigating and other factors listed in Board Policy P.026.SCO Student Suspension and Expulsion and the accompanying procedure.

4.12 Principals may temporarily withdraw a student's transportation privileges, where the student's presence would, in the principal's judgment, be detrimental to the physical or

mental well-being of others on the transportation, in accordance with PR.530.SCO Withdrawal of Transportation Privileges.

Communications

4.13 The District and schools shall engage in open communication and consultation with the members of its community to foster a caring, inclusive, accepting and safe school environment and to fulfill the guiding principles and objectives of the policy.

4.14 The District shall establish protocols with community agencies to support prevention and intervention programs.

4.15 The District shall conduct anonymous school climate surveys around perceptions on the fair and effective application of discipline and perceptions of safety and belonging.

4.16 The District shall provide training to all administrators, teachers, occasional teachers and support staff to support the implementation of this policy.

4.17 The District shall ensure that students, school bus drivers and operators, support staff, parents/guardians, members of community agencies, and volunteers are made aware of the policy.

4.18 Subject to legislation governing disclosure of personal information, as appropriate and on an ongoing basis, trustees and school council chairs shall be made aware of major violent events that have occurred.

4.19 The Board shall be provided with a disaggregated report annually on suspension and expulsions to monitor safety and help to inform and assist in the prevention of bias and elimination of barriers which result from the discriminatory application of the policy.

4.20 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

United Nations Convention on the Rights of the Child
Canadian Charter of Rights and Freedom
Ontario Human Rights Code
Education Act, Ontario Regulations 472/07 and 474
Provincial Model for a Local Police/ School Board Protocol, 2015
Ministry of Education Policy/Program Memoranda (PPM) 119
Ministry of Education Policy/Program Memoranda (PPM) 120
Ministry of Education Policy/Program Memoranda (PPM) 128
Ministry of Education Policy/Program Memoranda (PPM) 141
Ministry of Education Policy/Program Memoranda (PPM) 142
Ministry of Education Policy/Program Memoranda (PPM) 144
Ministry of Education Policy/Program Memoranda (PPM) 145
Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12
Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders, MOE and OHRC, 2013

OCDSB P.022.SCO Appeals Hearing Panel (Student Suspension)
OCDSB P.023.SCO Expulsion Hearing Panel (Students)
OCDSB P.125.SCO School District Code of Conduct
OCDSB PR.512.SCO Appeals Hearing Panel (Student Suspension)
OCDSB PR.513.SCO Expulsion Hearing Panel (Students)

2021-2022 Advisory Committee on Equity Meeting Schedule

Date	Location	Time
Thursday, September 23, 2021	Zoom Meeting	6 - 8:30 pm
Thursday, October 28, 2021	Zoom Meeting	6 - 8:30 pm
Thursday, November 25, 2021	Zoom Meeting	6 - 8:30 pm
Thursday, January 27, 2022	TBD	6 - 8:30 pm
Thursday, March 24, 2022	TBD	6 - 8:30 pm
Thursday, May 26, 2022	TBD	6 - 8:30 pm