

# Facilitator Guide

## Fostering Safe, Inclusive and Accepting Schools Professional Learning for all School Board Employee Groups, School Leaders and System Leaders

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## I. Facilitator Guide: Executive Summary

Welcome to the Facilitator Guide for the Ontario Education Service Corporation's (OESC's) professional learning modules to support safe, inclusive and accepting schools across Ontario!

The modules are intended to support effective implementation of amendments to the *Education Act* made through the Accepting Schools Act (Bill 13, 2012) and related provincial initiatives including Ontario's Equity and Inclusive Education and Safe Schools Strategies. The modules are based on the recognition, as stated by the Government of Ontario, that:

“All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.”

Source: *Preamble, Accepting Schools Act, Bill 13, 2012, Legislative Assembly of Ontario*  
[http://ontla.on.ca/web/bills/bills\\_detail.do?locale=en&BillID=2549](http://ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=2549)

The modules are also intended to support the goals outlined in *Achieving Excellence: A Renewed Vision for Education in Ontario (2014)*. The renewed vision states that:

“Ontario's diversity is one of the province's greatest assets. Embracing this diversity and moving beyond tolerance and celebration to inclusivity and respect will help us reach our goal of making Ontario's education system the most equitable in the world. Everyone in our publicly funded education system – regardless of background or personal circumstances – must feel engaged and included.”

Source: *Achieving Excellence: A Renewed Vision for Education in Ontario*, Ministry of Education, 2014, p. 8.  
<http://www.edu.gov.on.ca/eng/about/excellent.html>

A positive learning and teaching environment is essential for student achievement and well-being. Research shows a direct link between students' success and the school environment in which learning takes place. Students are more motivated in schools that have a positive school climate, where they feel safe, included and supported (Safe Schools Action Team, 2008).<sup>1</sup>

In accordance with the *Education Act*, school boards are required to provide annual professional development for teachers and other staff on bullying prevention and strategies for promoting positive school climate. The modules are intended to assist boards in meeting this

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<sup>1</sup> Safe Schools Action Team, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*. Toronto, ON: Queen's Printer for Ontario, 2008.

requirement. The modules, resources and related activities are based on adult learning principles, the principles of equity and inclusive education, current research, and effective practices to support professional development for all school board employee groups, school leaders and system leaders. The modules are not intended for use with students.

While the modules focus on providing safe, inclusive and accepting schools for all students, they include a particular focus on supporting lesbian, gay, bisexual, or transgender (LGBT) students. The modules are intended to help increase awareness and understanding of LGBT students, address the need for safe, inclusive and accepting environments for LGBT students, and to prevent and address homophobic, biphobic and transphobic bullying, discrimination and harassment. Research shows that LGBT students are at higher risk of bullying, harassment and discrimination in schools. Dr. Gerald Walton from the Faculty of Education at Lakehead University states that:

“Issues concerning gender and sexuality are rich fodder for bullying. For students who identify or are perceived as lesbian, gay, bisexual or transgender (LGBT), school can be especially harrowing, as these students are frequently targeted for bullying. But all students are adversely affected.... As one might expect, suicidal ideation, depression, anxiety, drug abuse, truancy, drop-out and homelessness rates all tend to be higher among LGBT youth than among their straight counterparts.”

Source: *Forging Safer Learning Environments: Addressing Homophobic Bullying in Schools*, Research Monograph # 30, Ministry of Education, September 2010,  
[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW\\_safe\\_learning\\_environments.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_safe_learning_environments.pdf)

There are six modules in total, each of which addresses a specific area of focus related to fostering safe, inclusive and accepting schools. The modules include current research, supportive strategies, and highlight the roles and responsibilities of all school and board staff and leaders in creating safe, inclusive and accepting schools for all students. The content of the modules supports a whole-school approach with active involvement of diverse staff, students, parents/guardians and community members.

Four versions of the modules have been developed for use in Ontario’s four publicly-funded school systems including English Public, French Public, English Catholic and French Catholic. They represent the best thinking of educational professionals from all four sectors. The modules are based on a common framework that was collaboratively developed by a work team and approved by a project Steering Committee led by the OESC. Student trustees played a key role in the development of the modules. A representative from the Ontario Human Rights Commission (OHRC) also participated as a member of the Steering Committee.

The modules for use in Catholic boards are informed by documents including: *Ontario Catholic School Graduate Expectations*, *Catholic Social and Moral Teachings*, *Cadre de référence de l'élève catholique*, *Mission-L'école catholique de langue française en Ontario*, and *Il est le bon que toute personne soit!*

The modules for use in French boards are informed by documents including: the *Politique d'aménagement linguistique*, *Une approche culturelle de l'enseignement pour l'appropriation de la culture dans les écoles de langue française de l'Ontario*, and *Un personnel qui se distingue: Profil d'enseignement et de leadership pour le personnel des écoles de langue française de l'Ontario*.

## II. Introduction and Quick Tips for Facilitators

This facilitator guide is intended to support you in your role as a facilitator of the OESC's Fostering Safe, Inclusive and Accepting Schools modules. It contains speaking points, facilitator tools and templates, and a glossary of terms for your reference.

The modules are intended to be both comprehensive and dynamic! They include slide presentations, activities/handouts, and case studies. They are designed to give you options for creating professional learning sessions that best respond to the needs of your audience and to reflect local school/board contexts. They can be used as a whole set, over a series of sessions. They can be used independently for sessions focused on specific concepts (e.g. a session focused on positive school climate). You can also create your own session using the slides and handouts/activities to combine inter-related concepts (e.g. a session on parent, community and student engagement). If you use the modules as a whole set with the same audience, you may want to remove some of the slides that are repeated from one module to the next. However, if the sessions span over a long period of time, the slides may help to reinforce key concepts.

The slides, activities and handouts may be adapted or augmented to meet the needs of your audience and reflect local school and school board priorities, directions, policies and procedures. It is important for you to be familiar with local school and/or board policies and procedures in order to reflect local approaches and contexts. It is also important to know your audience in advance and to work closely with your local school and/or school board to understand their expectations and the needs of your audience (e.g. to be able to customize content based on knowledge, experience and local school/board contexts).

Definitions, quotes, research and effective practice links, as well as links to Ministry of Education strategies, guidelines, policies, and legislation are provided to deepen your knowledge and understanding of legal requirements and policy/program directions, and for you to draw upon as a facilitator. A resource list and a link to the OESC's online equity and inclusive education resource data base are provided for further reference.

Videos have not been embedded in the slide decks for the modules. Film clips and videos have been listed as resources to be used at the discretion of facilitators.

Below are a few quick tips to help you get started:

- ✓ Read through the slides before you plan your professional learning session.
- ✓ Familiarize yourself with the speaking notes, activities, and related resources.

- ✓ Meet with your school and/or board lead to understand their expectations for the session and to learn about local school and/or board policies and approaches for you to address.
- ✓ Tailor the content of the modules to meet the needs of your audiences in the context of local school and school board priorities, directions, policies and procedures.
- ✓ Take the time to clarify your understanding of provincial law, policies and guidelines related to safe, inclusive and accepting schools (e.g. Ministry of Education, Ontario Human Rights Commission) as well as board-specific policies, procedures, programs and approaches.
- ✓ Plan your session according to the time you have to present. Activities may be expanded, shortened or even eliminated as time permits.
- ✓ The timing for some of the activities has been estimated. Presenters are encouraged to allow time for important discussions when/where possible.
- ✓ It is helpful to find out who will be in your audience in advance (e.g. support staff, teachers, early childhood educators, school leaders, system leaders) so that you can plan your content and activities accordingly.
- ✓ It is also helpful to get a sense of the experience and knowledge level of your audience in advance. In some cases, the information may be new and more time will need to be spent on basic facts and concepts. In other cases, members may have in-depth experience related to safe schools and/or equity and inclusive education. Be aware of possible misconceptions or misunderstandings.
- ✓ Know what technology you will have available in advance so you can choose videos and other resources accordingly. If you intend to use video clips, be sure the files are readily accessible and working properly. Test it before you present it!
- ✓ Depending on the size of your space, you may need to provide handouts of key slides.
- ✓ Be aware of any special needs (e.g. deaf/hard of hearing, visually impaired) among your audience members in order to make the session accessible to all.
- ✓ Consider the need for quiet space and any physical accommodation needs when planning your session space.
- ✓ Gather the necessary materials (photocopies, paper, markers, chart paper, masking tape, etc.) for participants and activities.
- ✓ Make sufficient copies of any handouts that you wish to use. The number of copies for specific activities is indicated in the facilitator guide (one for each participant, one per group, etc.). Modify based on your planned approach.
- ✓ Take time at the beginning of the session to get to know your audience (even if you have the information in advance), to set norms and protocols for a safe, positive and respectful learning space (the slides contain points for facilitators to use), and to let the audience get to know each other.

Note: the initialism LGBT is used in the slides and facilitator's guide to refer to people who are lesbian, gay, bisexual, and transgender. The initialism LGBTQ is used to refer to people who are lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer and questioning when research that uses this initialism is cited.

### **III. Master Content List of All Modules and Handouts**

#### **MODULE 1: FOSTERING SAFE, INCLUSIVE AND ACCEPTING CATHOLIC SCHOOLS**

Part I: Overview of Amendments to the Education Act – Slide Presentation

Part II: Developing an Equity Lens – Slide Presentation

Participant Handouts:

- Reflecting on our Biases
- Seven Gifts of the Grandfathers

#### **MODULE 2: ROLES AND RESPONSIBILITIES: PREVENTING AND ADDRESSING INAPPROPRIATE STUDENT BEHAVIOUR**

Part I: Catholic School and System Leaders – Slide presentation

Part II: Catholic Teachers, Occasional Teachers, and Student Support Staff – Slide Presentation

Part III: Early Childhood Educators, Office Staff, Lunch staff, Bus Drivers, Custodians, Other Non-Classroom Staff and Service Providers – Slide Presentation

Participant Handouts:

- Responding in the Moment
- Considerations in Addressing Inappropriate Behaviour for Part I
- Case Studies for Part I
- Case Studies for Part II
- Case Studies for Part III

#### **MODULE 3: FOSTERING POSITIVE CATHOLIC SCHOOL CLIMATES**

Slide Presentation

Participant Handouts

- School Leader’s Checklist
- Questions to Consider
- Self-Assessment Tool
- How Inclusive is Your School?

#### **MODULE 4: CREATING A CULTURE OF BELONGING: LGBT PERSPECTIVES**

Part I: Building Understanding and Developing System-Level Strategies – Slide Presentation



## Part II: Developing School, Classroom and Individual Strategies – Slide Presentation

### Participant Handouts

- Circle of Ourselves – Exploring our Identities
- Activity Cards: Words and Definitions
- Heterosexual Privilege Checklist
- The Gender Box
- How Anti-LGBT Bias Hurts All of Us

## MODULE 5: STUDENT VOICE AND ENGAGEMENT

### Slide Presentation

### Participant Handouts

- Tips and Strategies for Student Engagement
- Promoting a Positive School Climate: A Resource for Schools(Worksheet)  
([http://www.edu.gov.on.ca/eng/parents/Worksheet\\_fillableEng.pdf](http://www.edu.gov.on.ca/eng/parents/Worksheet_fillableEng.pdf))
- Fostering Safe, Inclusive and Accepting Schools: Guide for Supporting Students

## MODULE 6: PARENT AND COMMUNITY ENGAGEMENT, A WHOLE SCHOOL APPROACH

### Slide Presentation

### Participant Handouts

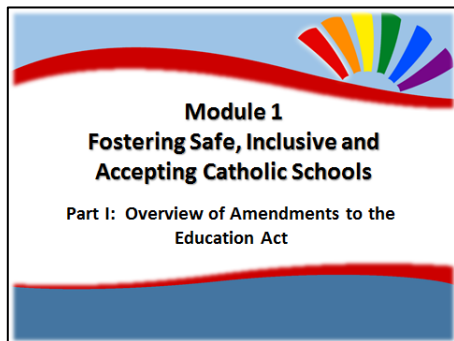
- Parent Guide to Code of Conduct
- Case Studies
- Parent Guide to Bill 13

## IV: Six Modules: Speaking Points, Activity Instructions and Debrief Notes

### Module 1: Fostering Safe, Inclusive and Accepting Catholic Schools

#### Part I: Overview of Amendments to the Education Act

##### Slide 1



This module is intended for Catholic school district employees as an overview to provisions of the *Education Act* that pertain to safe, inclusive and accepting schools as amended by the Accepting Schools Act (Bill 13, 2012) and to consider next steps for moving forward. Notes have been created to support you as you explain and lead discussions about these provisions of the Act and related policies, guidelines and practices. It is important to be familiar with the requirements in advance of your session presentation.

In our Catholic/Christian tradition, there has always been care and concern for persons who are most vulnerable. In biblical terms, this was in most often in reference to widows and orphans (those deemed most in need of support in their cultural context), but in contemporary terms, this refers to anyone whose voice is not heard or whose fundamental human dignity is not honoured and respected.

Refer to the following documents for more details:

PPM 119 - Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (April 2013)

PPM 144 - Bullying Prevention and Intervention (December 2012)

PPM 145 - Progressive Discipline and Promoting Positive Student Behaviour (December 2012)

Ontario Regulation 472/07 - Behaviour, Discipline and Safety of Pupils

The following guidelines and resources will also help provide context:

Ontario's Equity and Inclusive Education Strategy and Implementation Guidelines (2014)

Creating Positive School Climates Resource (2013)

Supporting Bias-free Progressive Discipline in Schools (2013)

Caring and Safe Schools in Ontario (2010)

Bullying: We Can All Help Stop It, A Guide for Parents (2013)

Information for Parents about the Accepting Schools Act (2012)

The following websites provide more information:

Ministry of Education – Safe and Accepting Schools  
<http://www.edu.gov.on.ca/eng/parents/safeschools.html>

Ministry of Education – Equity and Inclusive Education  
<http://www.edu.gov.on.ca/eng/policyfunding/equity.html>

Notes have been created to support you as you introduce, explain and discuss these provisions of the Act and related policies and guidelines. These notes can be used as a script for the presenter or as supplementary speaking notes if the presenter feels comfortable adjusting the presentation for the intended audience. The facilitator note provides background information and often refers the presenter to the Facilitator Guide.

It's important to have some familiarity with the relevant legal and policy requirements as you address your participants/audience. URLs for pertinent policy and program memorabilia can be found in the Facilitator Guide, and there many sources of information listed in the Compendium of Resources.

It is equally important that you are mindful of the Catholic Context within which this presentation is offered.

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## Slide 2

**Fostering Safe, Inclusive and Accepting Schools**  
**Ontario Education Service Corporation (OESC)**

These Fostering Safe, Inclusive and Accepting Schools Professional Learning Modules are intended to assist school boards in meeting their obligation to provide professional learning for teachers and other board staff on bullying prevention and strategies for promoting a positive school climate.  
*The modules are not intended for use with students.*

Boards are encouraged to select, adapt and augment the module in a manner that best addresses their local needs. Processes and resources for professional learning and training will be determined by each school board.

While the modules are focused on providing safe, inclusive and accepting schools for all students, they include a particular focus on supporting students who identify as lesbian, gay, bisexual, or transgender (LGBT).

The modules align with amendments made to the Education Act as a result of the Accepting Schools Act (Bill 13, 2012) and should be used in conjunction with local board policies and procedures related to Equity and Inclusive Education and Safe and Accepting Schools to support student achievement and well-being.

Four versions of the modules have been developed for use in English Public, French Public, English Catholic and French Catholic District School Boards. They are based on one common professional learning framework developed through a steering committee and working group led by the Ontario Education Services Corporation (OESC) with representation from all four school board sectors.

The modules for use in Catholic boards are informed by documents including: Ontario Catholic School Graduate Expectations, Catholic Social and Moral Teachings, Cadre de référence de l'école catholique, Mission-Lévelé catholique de langue française en Ontario, and Il est le bon que toute personne soit!

The modules for use in French boards are informed by documents including: la Politique d'aménagement linguistique, Une approche culturelle de l'enseignement pour l'appropriation de la culture dans les écoles de langue française de l'Ontario, and Un personnel qui se distingue: Profil d'enseignement et de leadership pour le personnel des écoles de langue française de l'Ontario.

This slide explains that the Ontario Education Service Corporation (OESC) has created these modules to assist school boards in meet their requirements of the *Education Act* as amended by the Accepting Schools Act (2012) to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use the modules in ways that are meaningful at local levels as they move forward with implementation

### Slide 3

In this module, you will have opportunities to:

- Make the connection between the Ministry of Education goals and our Catholic/Christian ethos
- Review highlights of Education Act amendments made through the Accepting Schools Act (2012)
- Reflect on the guiding principles and key policy components of safe, inclusive and accepting schools

The goals of this presentation are outlined in this slide. New information will assist administrators in making critical connections between existing policies and legislation and amendments to the *Education Act* brought about by the proclamation of the Accepting Schools Act (2012).

The following link provides a concise overview of the *Fundamental Principles of Catholic Social Teaching*:

<http://www.acbo.on.ca/englishdocs/Principles%20of%20Catholic%20Social%20Teaching%20Jan%202013.pdf>

By living and applying these principles we discover what St. Iraneus said, “The glory of God is the human person fully alive.”

The principles of human dignity, the common good, solidarity, subsidiarity are integral to our Catholic faith and fundamental to living a Christian life.

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### Slide 4

Our Catholic Context

A Eucharistic community



- Gather the Folks
- Tell the Story
- Break the Bread
- Change the World

All Catholic communities, whether in a school context or not, strive to be Eucharistic communities. Eucharist is a Greek word that means thanksgiving. Catholics by their faith and world-view are people of the gospel (recipients of good news!) who recognize that God is for us, both promise-maker and promise-keeper, a loving parent who loves each of us more than we could ever long for or even imagine.

In gratitude or thanksgiving for the bountiful concern or care that God has shown to the human family -- to each one of us -- especially in gifting to us his own son, Jesus, to bring us to wholeness and holiness, we respond freely in love.

This free loving response to God’s goodness is expressed in our celebrations of the Eucharist, or Mass. Since the Second Vatican Council and in the Catechism of the Catholic Church, Eucharist is referred to as the source and summit of Christian life.

John Shea, a storyteller and theologian, frames the Eucharist in four parts: gather the folks, tell the story, break the bread, change the world.

## Slide 5

**Our Catholic Context**

**A Eucharistic community**

- Gathering
- Sharing of Stories
- Breaking Bread
- Change the World
- Welcoming
- Listening with the heart
- Learning is nourishment
- Encouraged to grow

The experience of Eucharist can and does extend beyond the liturgy Catholics know as the Mass., and can serve as an image to understand and describe an educational faith community.

Catholic schools by their nature and organization are also Eucharistic in that the pattern of school life follows the four movements of the Eucharistic liturgy.

Every day in schools, staff and students gather; they share stories with each other; they break bread together in staff rooms or lunchrooms or cafeterias; and at the end of the day when they part the hope is that they leave the school somehow more whole, more learned, more confident than when they arrived.

In this way, school in a Canadian Catholic context is a celebration of gratitude for the space and the place to learn, to grow, to thrive.

When the government of Ontario introduced Bill 13, the Accepting Schools Act, the Catholic school community understood the new legislation as congruent with our Eucharistic sensibility that calls us to welcome each person as they are, to listen with the heart to the stories they tell, to nourish each child with love and learning, and to encourage the growth and transformation of each person.

## Slide 6

**Background**

- On September 1, 2012, The Accepting Schools Act came into force and resulted in amendments to the Education Act.
- The Act strengthens requirements for school boards to take preventative measures against bullying, to consider tougher consequences for repeated bullying and incidents motivated by bias, prejudice or hate, and to support for all students who have been involved. The Act also requires boards to support students who want to lead activities that promote safe and inclusive environments.
- Much of the Act legislates many components that previously existed in Ministry Policy/Program Memoranda 119, 144, 145 and 128.

As part of what happens in schools, we are encouraged to focus on preventative and supportive measures, along with appropriate consequences. The intent is to promote positive, respectful behaviour in the context of a positive school climate that supports the achievement and well-being of all students, regardless of their background or circumstances.

In our Catholic schools, every morning when the community gathers to begin the day, we welcome each child as a precious gift created in the image of God.

In this way we promote positive, respectful behaviour in the context of a nurturing school climate that supports the achievement and well-being of all students, regardless of their background or circumstances.

For this portion of the presentation, presenters should refer to the following policy and program memoranda legislation:

-PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (April 2013)

-PPM 144 Bullying Prevention and Intervention (December 2012)

-PPM 145 Progressive Discipline and Promoting Positive Student Behaviour (December 2012)

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### Slide 7

**Fostering Safe, Inclusive and Accepting Schools**

The Accepting Schools Act (Bill 13) recognizes that:

"All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity\*, gender expression\*, age, marital status, family status or disability."

- Accepting Schools Act (Bill 13) preamble

\*Newly added grounds to Ontario Human Rights Code

These legislative changes reflect strategic alignment between safe schools and equity and inclusive education.

This slide outlines the intent of the *Accepting Schools Act* when it was passed by the Ontario government in 2012.

The Act intentionally strengthened the alignment between safe schools and equity and inclusive education strategies and initiatives.

What connections do you see between the Accepting School Act and how we create welcoming Christian communities in our schools?

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### Slide 8

**Fostering Safe, Inclusive and Accepting Schools**

The legislation builds on Ontario's Equity and Inclusive Education and Safe Schools Strategies. It is part of a comprehensive action plan which includes:

- An Accepting Schools Expert Panel to provide advice on evidence-informed resources and practices;
- Mental health workers in schools, as part of Ontario's 10-year Mental Health and Addictions Strategy; and
- Strengthening equity and inclusive education principles, and bullying prevention strategies across the curriculum based on advice from Ontario's Curriculum Council.

The Act was introduced as part of a Comprehensive Action Plan for Accepting Schools that draws on the advice of thought leaders, experts and practitioners and recognizes the multiple factors involved in creating safe, inclusive and accepting schools.

## Slide 9



All members of the community need to work together in order to maintain and nurture a safe, inclusive and welcoming school climate for everyone.

Saint Paul's image of the body of Christ (1 Cor. 12) begins with giftedness; a variety of gifts. This calls us to consider the gift giver (always the same Spirit) and invites us to a response of gratitude. The image also considers the importance of diversity (if we were all toes and we had no nose, how would we know if we are stinky!; conversely, if we were all noses and no one wanted to be toes – we would walk with our noses in the air)... We can also reflect on the importance of diversity and the need for inclusivity that Paul's image offers.

Paul's image of the body, (vs. 22 – 25) challenges us to consider how we treat others. He invites us to consider the important role of those members we may perceive as weaker . . . In fact, they are indispensable; we should clothe them with greater honour; and we should treat them with great respect. A Eucharistic community listens with the heart to each person's story.

Note to facilitator: [Optional Quote] "On the contrary, the members of the body that seem to be weaker are indispensable, (23) and those members of the body that we think less honourable we clothe with greater honour, and our less respectable members are treated with greater respect; (24) whereas our more respectable members do not need this. But God has so arranged the body, giving the greater honour to the inferior member, (25) that there may be no dissension within the body, but the members may have the same care for one another".

Note to facilitator: *A Place of Honour. Reaching Out to Students at Risk in Ontario Catholic Schools* can be found at: <http://www.carfleo.org/documents/aplaceofhonour.pdf>

This document is intended as a resource to help Ontario's Catholic educators understand how their outreach to students at risk can be a powerful reflection of Catholic education's distinctive values. As such, it highlights the why of our approach to students at risk, rather than how programs for these students are concretely delivered. There is no single program for meeting the needs of all students at risk. However, our Catholic heritage provides the vision to approach this task in a distinctive way. Catholic educators creatively continue to develop distinctive programs for students at risk, in accordance with guidelines and recommendations set out by the Ontario Ministry of Education and others.

## Slide 10

**Aligning and Building On ...**

**Ontario's Safe Schools Strategy**

- The Strategy:
  - Promotes a positive school climate, positive student behaviour and healthy relationships;
  - Focuses on prevention and intervention of inappropriate student behaviour, including bullying, harassment and discrimination;
  - Requires the use of progressive discipline and mitigating and other factors to address inappropriate student behaviour with appropriate consequences and supports; and
  - Clarifies standards of behaviour for the school community and supporting student, parent and community engagement in schools.

The Safe Schools Strategy and related requirements are already well underway across Ontario schools. The legislation builds upon what is already in place in order to strengthen and deepen implementation to support all students.

## Slide 11

**Aligning and Building On ...**

**Ontario's Equity and Inclusive Education (EIE) Strategy**

- The Strategy:
  - Establishes a framework to help the education community identify and address discriminatory biases and systemic barriers to student achievement and well-being;
  - Outlines eight areas of focus for school board implementation;
  - Identifies guiding principles of equity and inclusive education (EIE); and
  - Encourages and supports schools and boards to embed the principles of EIE in all aspects of board and school operations, planning processes and learning environments.

Ontario's Equity and Inclusive Education (EIE) Strategy and related requirements are also already well underway across Ontario schools. Again, the legislation builds upon what is already in place in order to strengthen and deepen implementation to support all students

## Slide 12

**Guiding Principles**

**Equity and Inclusive Education:**

- is a foundation of excellence
- meets individual needs
- identifies and eliminates barriers
- promotes a sense of belonging
- involves the broad community
- builds on and enhances previous and existing initiatives
- is demonstrated throughout the system

— Ontario's Equity and Inclusive Education Strategy, Guidelines for Policy Development and Implementation, 2014

Let's take a moment to review and reflect on the guiding principles of equity and inclusive education as outlined in Ontario's Equity and Inclusive Education (EIE) Strategy. These principles guide all of the work we do to provide safe, inclusive and welcoming schools so that every student, regardless of their background or circumstance, feels that they belong and that they are supported to reach their full potential in our schools. A description of each guiding principle is provided below for reference.

### Equity and Inclusive Education:

- is a foundation of excellence - equity is a fundamental requirement for educational excellence and high standards of student achievement and well-being.
- meets individual needs - equity means responding to the individual needs of each student and providing the conditions and interventions needed to help him or her succeed.



- identifies and eliminates barriers - all students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve to their full potential.
- promotes a sense of belonging - equity and inclusive education contribute to every student's sense of well-being.
- involves the broad community - effective and meaningful school–community partnerships are an essential component of an equitable and inclusive education system.
- builds on and enhances previous and existing initiatives - sound research and analysis of successful policies and practices form the basis for the development and sharing of resources.
- is demonstrated throughout the system - the ministry, school boards, and schools will incorporate principles of equity and inclusive education throughout their policies, programs, and practices.

Note to facilitator: For consideration when presenting – Equity and inclusion reflects the gospel themes of justice and hospitality. (See Genesis 18 – Abram welcomes three strangers; Hebrews 13.2 – “Do not neglect hospitality; for through it some have unknowingly entertained angels.”

### Slide 13

**Whole School Approach**

An effective legislative and policy framework, coupled with a whole school approach are important.

"Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole school approach, which involves all members of the school community, is important in supporting efforts to help ensure schools are safe, inclusive, and accepting."

- A whole school approach involves the development of respectful and caring relationships among all members of the school community.
- All aspects of school life are included.

— PPM 145, Progressive Discipline and Promoting Positive Student Behaviour

It is important to recognize that effective legal and policy frameworks are one key component of a broader approach to supporting safe, inclusive and welcoming schools. They provide a framework for local policy development and effective implementation as part of a broader set of strategies, initiatives and approaches.

Note to facilitator: Modules 3 and 6 focus on positive school climate and a whole school approach.

Sources:

Ontario Ministry of Education. (2012). Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour. <http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf>

Ontario Ministry of Education. (2012). Promoting a Positive and Inclusive School Climate: Whole School Approach. Issue 1: February. <http://www.edu.gov.on.ca/eng/policyfunding/memos/feb2012/Issue1Feb2012.pdf>

## Slide 14



This diagram provides a framework that may be of assistance in considering the key elements of your local school or board approach to fostering safe, inclusive and welcoming schools.

There are several important aspects to the amendments to the *Education Act*. All aspects are interwoven in schools.

As we move into the presentation, consider how each aspect supports implementation of the new legislation.

The image of the student at the centre emphasizes our student-centered approach that recognizes and serves the dignity of each person.

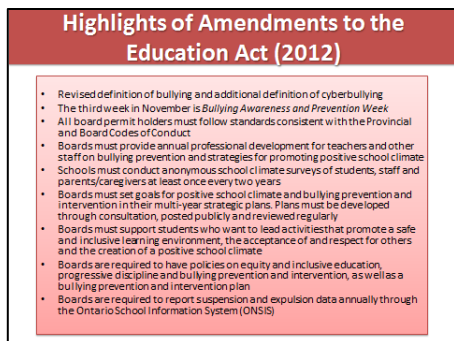
Boards and schools are encouraged to focus on a whole school approach to prevention and early intervention. Creating a culture of belonging and promoting the common good are essential to maintaining a welcoming school environment that supports student learning and well-being.

Every school must have a safe and accepting schools team responsible for fostering a safe, inclusive and accepting school climate. The team should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner and the principal. An existing school committee (e.g. healthy schools committee) can assume this role. The chair of the team must be a staff member.

Note to facilitator: See PPM 144, p. 12 for more information:

<http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf>

## Slide 15



These points highlight some of the key amendments to the *Education Act* made through the Accepting Schools Act (Bill 13, 2012).

The intent of the Act echoes the tradition that has always been present in our Catholic schools: the call to promote justice and address injustice.

Note to facilitator: You may want to give your audience time to read this slide to ensure that each participant is clear on all points. There are other highlights listed in the Facilitator Guide for this module.

## Slide 16

School Climate Surveys

School climate surveys can help identify what students, staff and parent(s)/guardian(s) see as areas of concern and positive practices.

- Must be administered by schools at least once every 2 years to students, staff and parent(s)/guardian(s)
- Boards may develop their own school climate survey or use Ministry of Education examples ([www.edu.gov.on.ca/eng/teachers/climate.html](http://www.edu.gov.on.ca/eng/teachers/climate.html))
- Surveys must focus on equity and safety and must include questions about bullying and harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment
- Results must be shared with the Safe and Accepting Schools team and used to develop strategies to improve school climate

Climate surveys offer our staff, students, and families the opportunity to share their stories.

The Ministry has developed sample school climate surveys available in 22 languages that boards can use and modify to reflect their local contexts and priorities.

## Slide 17

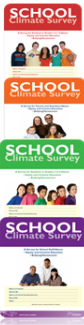
School Climate Surveys

**A Survey for Students in Grades 7 to 12 About:**  
**Equity and Inclusive Education**  
**Bullying/Harassment**

**Section 1: Equity and Inclusive Education**

6. How do you feel about our school?

	Always	Often	Sometimes	Never
a) I enjoy being at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) All students at my school are welcomed and welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) All students at my school are given the same opportunities to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel accepted by students in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I feel accepted by adults in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I use help available at my school when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



This is an example of questions included in sample surveys.

What are some of the stories that your safe school team have heard?

How will these stories inform and direct our faith-based response?

## Slide 18

**Positive School Climate:**  
**How do we know?**


When I see...

When I hear...

When I feel...

... I know my school has a positive school climate.

What does my School Climate Survey data tell me?



Each of us has a unique understanding and belief about positive school climates and there are a number of ways that we can assess the climate and culture of our schools, ranging from school climate survey data to what we see, hear and feel in our schools and classrooms every day.

What are some other indicators of a positive school climate?

What are the practices that your school promotes to ensure a welcoming, nurturing, Christ-centred, inclusive community?

Slide 19

Every school board now has an Equity and Inclusive Education Policy in place. Board policies must focus on eight areas of implementation, as outlined in PPM 119

Slide 20

Every school board must also have a Bullying Prevention and Intervention plan in place. It must include key elements as outlined in PPM 144.

This slide explains the requirement to create a clear plan for prevention and intervention. Note that this plan must be regularly reviewed and monitored to ensure that it meets the need of students and the faith community.

The idea of modeling is coherent with the OCT ethical standards.

Slide 21

While the focus is on prevention and promoting positive behaviour, the consequences for inappropriate behavior that can lead to suspension or expulsion have been strengthened.

The supports for students who engage in these behaviours have also been strengthened.

As members of a Christian community, Pope Francis calls us to create a “culture of encounter.” The emphasis is on compassion first, rather than judgement. You start with the person and a relationship.

## Slide 22

**Definition of Bullying**

**Bullying is defined in the Education Act as:**

- Aggressive and typically repeated behaviour by a pupil, where:
- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation, or harm to the individual's property, or
  - creating a negative environment at a school for another individual, and
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education, and where the intimidation includes the use of any physical, verbal, electronic, written, or other means.

This slide reflects the definition of bullying as outlined in the *Education Act*.

## Slide 23

**The Education Act – Supports for Students**

- Boards must put in place procedures to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal. These procedures should also define roles and responsibilities of the principal, teachers, other school staff, parents, and students.
- School boards are required to provide programs for students who have been expelled or who are on a long-term suspension, so they can continue their education.
- Boards must also provide supports for students who are affected by serious student incidents and all inappropriate behaviour to assist them in developing healthy relationships, and making choices that support their learning and achieving success.
- Boards must provide programs, interventions or other supports for students who have been bullied, who witness incidents of bullying, and who have engaged in bullying.

These programs, interventions or supports may be provided by social workers, psychologists, chaplains, or other professionals who have training in similar fields.

Some examples of supports might include:

- Counselling
- Assemblies
- Speakers
- Peer Mediation
- Family Meetings
- Bullying Intervention Programs
- Restorative Justice Sessions
- Bias Free Progressive Discipline

What other interventions and supports have been offered at your school? How have they been helpful? What more might be needed?

## Slide 24

**Fostering Safe, Inclusive and Accepting Schools**

“Research shows a direct link between success in school and the school environment where learning takes place. Students are motivated to do well and aspire to reach their full potential in schools that have a positive school climate where they feel safe and supported.”

- Supporting Bias-Free Progressive Discipline in Schools, A Resource Guide for School and System Leaders, the Ontario Ministry of Education and the Ontario Human Rights Commission, 2013.

What does this quote mean to you? How does it relate to the work you are doing to create a safe and supportive environment in your local school and/or board context?

[After hearing from the participants]

Schools are places where we gather together as community to learn, to share our stories, to be nourished and to nourish one another.

A safe, welcoming school is a place where students learn best and realize their God-given potential: academically, socially, spiritually, emotionally, and physically.

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### Slide 25

**Support for LGBT Students**

Research shows that "[s]tudents who identify or are perceived as lesbian, gay, bisexual or transgender (LGBT), students are frequently targeted for bullying...

As one might expect, suicidal ideation, depression, anxiety, drug abuse, truancy, drop-out and homelessness rates all tend to be higher among LGBT youth than among their straight counterparts."

- Dr. Gerald Walton, Faculty of Education, Lakehead University

While the Accepting Schools Act focused on supporting all students to reach their full potential in school, it also recognized that students who identify as LGBT are at greater risk of bullying, harassment and discrimination.

Note to facilitator: Module 4, Parts I and II focus on the impact of bullying, harassment, and discrimination based on gender identity, gender expression and sexual orientation.

Note to facilitator: In respecting the dignity of each person we endeavor to use “people first” language. For example, in this slide note the difference between “LGBT students” and “students who identify or are perceived as LGBT?” Is there a difference in tone or nuance? We need to be sensitive to the language we use.

Source: Walton, Dr. G. (2010). “Forging Safer Learning Environments: Addressing Homophobic Bullying in Schools.” In The Literacy and Numeracy Secretariat, *What Works? Research into Practice*. Research Monograph no. 30.

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### Slide 26

**Support for Students**

A number of supportive strategies have been found to be helpful in contributing to a positive school climate for students who identify as LGBT, their peers and members of the whole school community, such as:

- School environments that value and embrace diversity;
- Positive interactions with teachers, parents and other caregivers;
- Policies and guidelines that protect students from discrimination based on sexual orientation and gender identity;
- Visible allies and role models; and
- The establishment and support of student-led activities such as Gay-Straight Alliances (GSAs) or groups of a similar name.

Research shows there are a number of factors that can help to create a positive school environment for LGBT students. These factors have also shown to be beneficial for members of the school community as a whole.

For example, students who identify as LGBTQ from schools with Gay Straight Alliances (GSAs) are more likely to agree that their school communities are supportive of LGBTQ people (53%) compared to participants without GSAs (26%).

Source: Final Report on the First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools, 2011.

The role of the staff advisor as one who works with the students and nourishes their well-being, is integral to the success of student-led clubs. Students are provided a safe and welcoming environment where they can find their voice, tell their stories, and emerge as agents of change in their school and in their larger community.

**Slide 27**



Student engagement is a significant factor in fostering safe, inclusive and accepting schools.

The following quote is taken directly from legislation:  
“Every board shall support pupils who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance or and respect for others and the creation of a positive school climate, including...activities or organizations that promote

the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including ... (those) with the name gay-straight alliance or another name.”

**Slide 28**

Student-led activities build respect and understanding among all students to help create a safe, inclusive and accepting school environment that is centered on the inherent dignity of the person and the common good of the school.

Student-Led Activities Identified in the Act	
All names for student-led activities must be consistent with the promotion of a positive school climate.	Activities to promote gender equity
Boards cannot refuse the use of the name gay-straight alliance if that is the name chosen by one or more students.	Activities to promote anti-racism
	Activities to raise awareness of persons with disabilities
	Activities to raise awareness of people of all sexual orientations and gender identities

This slide focuses on the importance of student involvement. The four examples noted here are clubs that are known to be supportive of students who wish to contribute to safe, caring, inclusive and Christ-centered school environment.

The Act is amended by adding the following section:  
Board support for certain pupil activities and organizations

**303.1 (1)** Every board shall support pupils who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including,  
(a) activities or organizations that promote gender equity;  
(b) activities or organizations that promote anti-racism;  
(c) activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or  
(d) activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance *or another name*.

Same, gay-straight alliance

(2) For greater certainty, neither the board nor the principal shall refuse to allow a pupil to use the name gay-straight alliance or a similar name for an organization described in clause (1) (d).  
Same, interpretation

(3) Nothing in this section shall be interpreted to require a board to support the establishment of an activity or organization in a school unless there is at least one pupil who wants to establish and lead it.

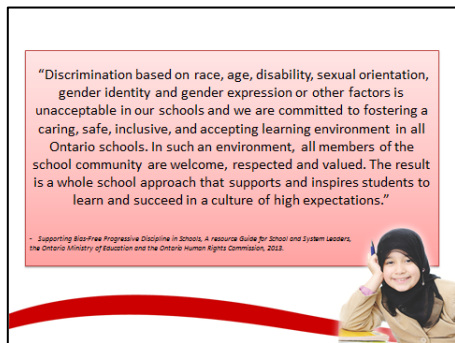
## Inclusive and accepting name

(4) The name of an activity or organization described in subsection (1) must be consistent with the promotion of a positive school climate that is inclusive and accepting of all pupils.

Consider what is happening in your school. How does your school reflect the examples noted above?

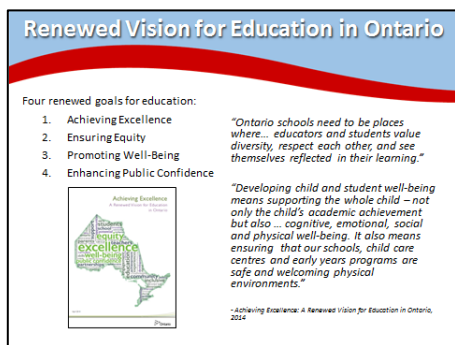
One of the roles of the staff advisor is to guide students in the process to develop the scope of the club's activities, mandate, etc. The Ontario Catholic School Trustees' *Association Administrative Guidelines for Student Groups in Catholic Schools*, may be a useful resource to staff in supporting the establishment of such student-led activities.

### Slide 29



What stands out in this quote for you? How does it connect with your local Catholic school and/or Catholic board environment?

### Slide 30

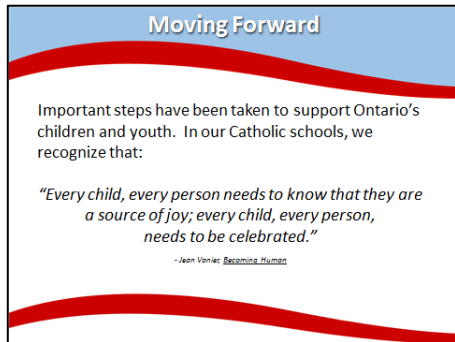


Building on these important initiatives, the government recently released *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) based on input from parents, students, teachers, support staff and school and system leaders, as well as input from individuals and groups from outside the education sector including businesses, non-profit organizations and representatives from research and innovation, municipal, multicultural, French language and Aboriginal communities.

Each of the four goals interrelate and in one way or another support positive school climates and safe, inclusive and accepting schools that reach deeper and broader, raising expectations both for the system and for the potential of our children.



### Slide 31



**Moving Forward**

Important steps have been taken to support Ontario's children and youth. In our Catholic schools, we recognize that:

*"Every child, every person needs to know that they are a source of joy; every child, every person, needs to be celebrated."*

- Jean Vanier, *Becoming Human*

The Accepting Schools Act is legislation that seeks to protect the dignity and value of each person who is served by publically-funded education in Ontario.

Every day in Catholic schools, staff and students gather; they share stories with each other; they break bread together in staff rooms or lunchrooms or cafeterias; and at the end of the day when they part the hope is that they leave the school somehow more whole, more learned, more confident than when they arrived.

Our mission in Catholic education is to celebrate every child so that they know that they are beloved sons and daughters of God. We are called to honour the fundamental dignity of each person we encounter.

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### Slide 32



**In this module, you have had opportunities to:**

- Make the connection between the Ministry of Education goals and our Catholic/Christian ethos
- Review highlights of Education Act amendments made through the Accepting Schools Act (2012)
- Reflect on the guiding principles and key policy components of safe, inclusive and accepting schools

Throughout this presentation, we have shared the opportunity to explore how our Eucharistic sensibility moves us to build up the Kingdom of God (or change the world!) by embracing and nurturing all who come to us for education.

By increasing our understanding of the Bill 13 amendments to the Education Act, we more clearly understand that these changes are entirely compatible with what we have always accepted as our duty and our mission to welcome and nurture each child in our publically-funded Catholic schools.

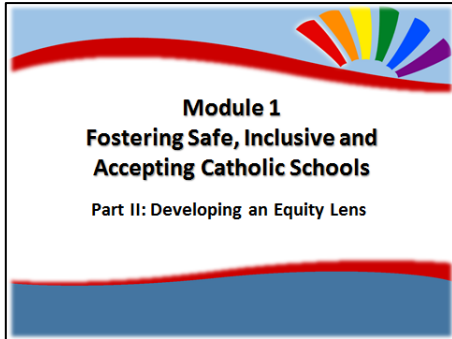
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Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>

# Module 1: Fostering Safe, Inclusive and Accepting Catholic Schools

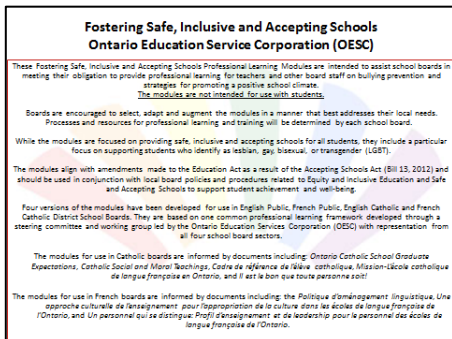
## Part II: Developing an Equity Lens

### Slide 1



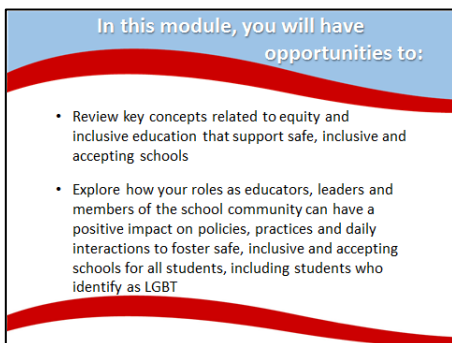
Part II of Module 1 is intended for school board employees with a focus on understanding key concepts related to equity and inclusive education and how educators and leaders, as members of their school communities, can assist in supporting safe, inclusive and accepting schools for all students.

### Slide 2



This slide explains that the Ontario Education Service Corporation (OESC) has created these modules to assist school boards in meeting their requirements of the *Education Act* as amended by the *Accepting Schools Act (2012)* to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use the modules in ways that are meaningful at local levels as they move forward with implementation.

### Slide 3



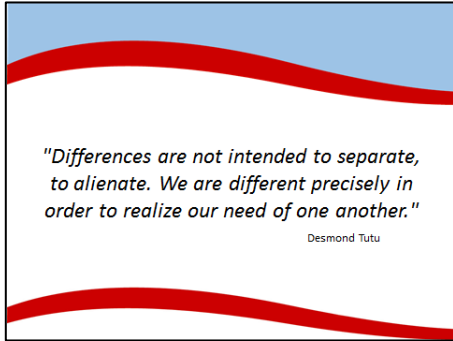
The goals of this presentation are outlined in this slide. To accomplish this goal we have to have the tools needed to build positive and accepting schools. With respect to gender and sexuality we need to be knowledgeable about and comfortable with topics like:

- Sexual Identity
- Gender Identity and Expression
- Gender Stereotypes

It is acknowledged that those of us working in schools will be at different stages of implementation. These tools will support our collective work with respect to the requirements of *The Act* within the context of publicly-funded Catholic schools.

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#### Slide 4

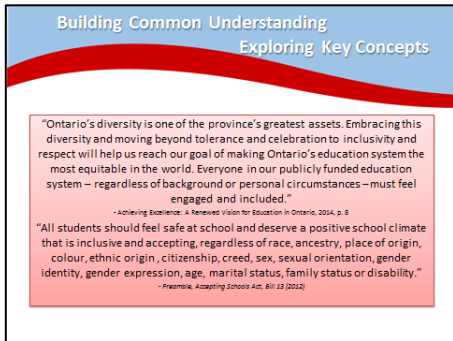


Do you agree with Desmond Tutu? Why or why not? How is this statement relevant for working towards greater equity in our Catholic schools?

Alternatively, see 1 Corinthians 12:12-27.

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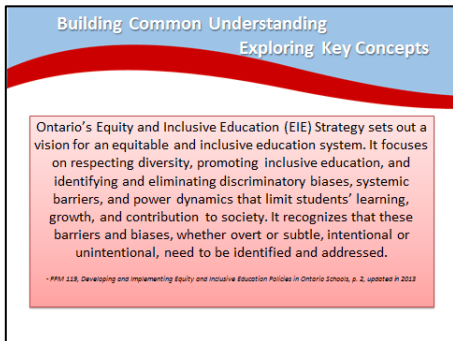
#### Slide 5



There is a clear provincial commitment to guide our work in fostering safe, inclusive and accepting schools for all students, including students who identify as LGBT.

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#### Slide 6



While much has been done, and is being done, to support equity and inclusive education in our schools, we know there is more to do.

Consider some of the concepts outlined in this statement e.g. promoting inclusive education, identifying and eliminating discriminatory biases.

What stands out for you?

## Slide 7

**Foundational Concepts**

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

**Diversity:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status (EIE Guidelines).

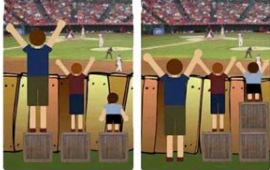
**Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences (EIE Guidelines).

You may already be familiar with these terms. They are important as they continue to serve as a foundation of our work in creating safe, inclusive and accepting schools. Let's take a moment to review and reflect.

Source: Ontario Ministry of Education. (2014). *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Toronto, ON: Queen's Printer for Ontario.

## Slide 8

**Equity ≠ Treating Everyone the Same**



**Equality** means treating people the same, without regard to individual differences.

**Equity** means that we take into consideration individual differences in order to achieve equality.

**Equality** means treating people the same, without regard to individual differences.

**Equity** means that we take into consideration individual differences in order to achieve equality.

## Slide 9

**Foundational Concepts**

**Bias:** An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair objective, or accurate judgements (EIE Guidelines).

**Stereotype:** A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other factors (EIE Guidelines).

You may already be familiar with these terms. Let's take a moment to review and reflect.

Source: Ontario Ministry of Education. (2014). *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Toronto, ON: Queen's Printer for Ontario.

**Slide 10**

**Foundational Concepts**

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

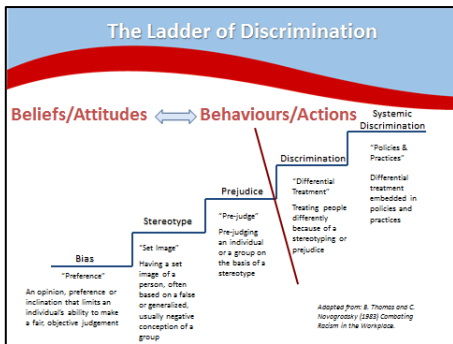
**Discrimination:** Unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code or other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals (EIE Guidelines).

**Harassment:** A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile (EIE Guidelines).

Again, you may already be familiar with these terms. Let's take a moment to review and reflect.

Source: Ontario Ministry of Education. (2014). *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Toronto, ON: Queen's Printer for Ontario.

**Slide 11**



The Ladder of Discrimination illustrates how the underlying factors of bias, prejudice, and stereotype can give rise to discriminatory behaviours, as well as to broader forms of systemic discrimination in schools and/or boards.

Our biases and stereotypes, left unchecked, can lead to discriminatory behaviours and actions. Systemic barriers typically arise not as much from individual biases as from

institutional policies and practices.

We need to be aware of our own biases and how they might impact our actions, interactions, decisions and practices. We also need to be aware of the systemic barriers that may exist and how we can influence improvements in the environments that we work in.

We will spend more time on that in a moment.

**Slide 12**

**Let's start with ourselves ...**

*As educators, leaders and members of our school communities, we can have a positive impact on policies, practices and relationships within our schools and classrooms to support the achievement and well-being of all students, including students who identify as LGBT.*

With this in mind, let's take some time to explore:

- Our own biases and how they may impact our actions, interactions, decisions and practices
- The power dynamics, power imbalances and/or privilege that may be present in your schools and school communities
- What it means to be role models and allies as educators, leaders and members of the school community

As school and board employees, you are important members of the school community.

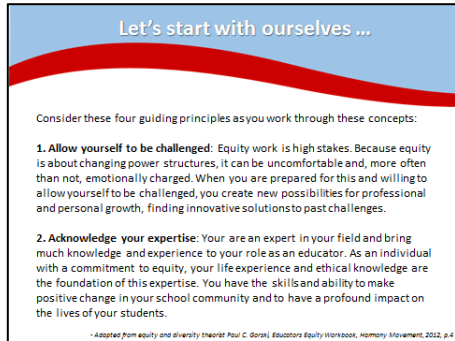
Let's shift focus from the theoretical to the practical, and consider the positive influence and impact you can have.

As members of a Catholic/Christian community, we are called to honour the fundamental dignity of each person we encounter.

To do this effectively, we must be aware of the “log” in our own eye!

Note to facilitator: Scripture Reference – (Matthew 7.1, 5) “Do not judge, so that you may not be judged . . . Why do you see the speck in your neighbour’s eye, but do not notice the log in your own eye?”

### Slide 13



Let's start with ourselves ...

Consider these four guiding principles as you work through these concepts:

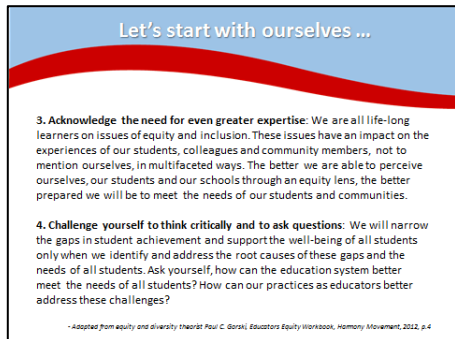
- 1. Allow yourself to be challenged:** Equity work is high stakes. Because equity is about changing power structures, it can be uncomfortable and, more often than not, emotionally charged. When you are prepared for this and willing to allow yourself to be challenged, you create new possibilities for professional and personal growth, finding innovative solutions to past challenges.
- 2. Acknowledge your expertise:** You are an expert in your field and bring much knowledge and experience to your role as an educator. As an individual with a commitment to equity, your life experience and ethical knowledge are the foundation of this expertise. You have the skills and ability to make positive change in your school community and to have a profound impact on the lives of your students.

- Adapted from equity and diversity theorist Paul C. Gorski, Educators Equity Workbook, Homophily Movement, 2012, p.4

This work can be challenging and at times uncomfortable. Let's take a minute to review these four guiding principles.

Are there any that particularly resonate with you? Are there any you would add?

### Slide 14



Let's start with ourselves ...

- 3. Acknowledge the need for even greater expertise:** We are all life-long learners on issues of equity and inclusion. These issues have an impact on the experiences of our students, colleagues and community members, not to mention ourselves, in multifaceted ways. The better we are able to perceive ourselves, our students and our schools through an equity lens, the better prepared we will be to meet the needs of our students and communities.
- 4. Challenge yourself to think critically and to ask questions:** We will narrow the gaps in student achievement and support the well-being of all students only when we identify and address the root causes of these gaps and the needs of all students. Ask yourself, how can the education system better meet the needs of all students? How can our practices as educators better address these challenges?

- Adapted from equity and diversity theorist Paul C. Gorski, Educators Equity Workbook, Homophily Movement, 2012, p.4

This work can be challenging and at times uncomfortable. Let's take a minute to review these guiding principles.

Are there any that particularly resonate with you? Are there any that you would add?

### Slide 15



Let's start with ourselves ...

- We all have biases and assumptions, either intentional or unintentional. Our biases can be shaped by our life experiences, as well as family, friends, communities, and the media.
- It is important to be aware of our biases and how they might influence our actions, interactions, decisions and practices.
- While it is natural to have biases and to make initial assumptions about others, it is important for us to challenge ourselves to think about those assumptions and biases, and how they might impact our actions.
- By reflecting on these moments, we begin to develop an "equity lens" as a way to inform our actions, interactions, decisions and practices.

- Adapted from Educators Equity Workbook, Homophily Movement, 2012, p.4

Note to facilitator: Review the points on this slide as a set up to the activity that follows.

### Slide 16

Let's start with ourselves ...

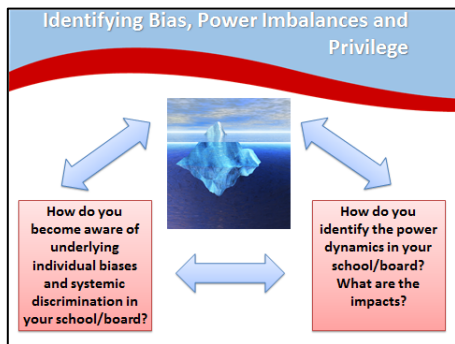
Reflective Activity:  
Understanding our Biases and  
Related Behaviours

Refer to Handout 1: Reflecting on our Biases

Ask people to work individually or in pairs. Invite people to move around the room and find someone to debrief and share their reflections with. Invite large group debrief.

---

### Slide 17



This diagram is based on the concept of a power triangle. It is a way of visualizing the inter-connectedness of ideas, behaviour and power dynamics in our systems.

It allows us to see how more often than not, we focus on individual behaviour. We don't always see how underlying ideas, beliefs and institutional practices can give rise to, maintain, and perpetuate various forms of discrimination.

It is akin to an iceberg, where we only see the tip and not what lies beneath.

This is why we need to reflect on our own personal biases, and recognize the importance of modelling positive, non-discriminatory language and behaviour, as well as to consider how we can influence the systems within which we work.

---

### Slide 18

Power and Privilege

Key concepts:  
Power Imbalance  
Power Dynamics  
Privilege

## Slide 19

**Power dynamics:** The process by which one group defines and subordinates other groups and subjects them to differential and unequal treatment (EIE Guidelines).

**Power imbalance:** A situation in which an individual or group is able to influence others and impose its beliefs, subjecting other individuals and/or groups to differential and unequal treatment (Supporting Bias-Free Progressive Discipline).

**Privilege:** The experience of freedoms, rights, benefits, advantages, access, and/or opportunities on the basis of group membership or social context, which is denied or not extended to members of all groups (Supporting Bias-Free Progressive Discipline).

## Slide 20

What power dynamics, power imbalances and/or privilege do you notice in your schools and school communities – at the individual and/or system level?

What impact might these have on students who are marginalized, vulnerable and/or disadvantaged?

What steps might we be able to take within our roles to help address these issues?

## Slide 21

**Let's start with ourselves ...**

The Ontario Leadership Framework (OLF, 2013) defines leadership as:  
"the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals."

The OLF recognizes that while formal authority in a school rests with leaders including principals and vice-principals, many people in the school can and do provide leadership, including teachers, parents and students.

Leadership is considered to be successful when it makes significant and positive contributions to the organization.

- Adapted from The Ontario Leadership Framework: A School and System Leaders' Guide to Putting Ontario's Leadership Framework into Action, 2013

The important point here is that you are all leaders in your schools and board. In what ways do you see yourselves as leaders in supporting safe, inclusive and accepting schools for all students?

Possible additional questions:

Do you have any specific examples to share?  
What do you notice in the leaders around you?



## Slide 22

Let's start with ourselves ...

"Children mature into adulthood in large part by observing and emulating the adults around them. It is through caring relationships and positive role models that children come to feel safe, supported, respected and hopeful."  
- Understanding the Whole Child and Youth: A Key to Learning, in Connections, 2016, p.1

"An ally is a member of a dominant group who acts in solidarity with people who are targets of discrimination."  
- Educator's Equity Companion Guide, Harmony Movement, 2014, p.88

An example of an ally may include a man who challenges sexism or a white person who opposes racism. An ally may also be an individual, usually straight, who is supportive of the LGBT community.

"Allies are important because they often can deliver a message in a way that the person who is affected cannot."  
- Reasoning Every Student, Participant Workbook, OECTS, p.28

How can we be role models and allies in our roles as educators, leaders and members of the school community?

Invite discussion among the group about how to be positive role models and allies as educators, leaders and members of the school community.


Possible additional questions:

Do you have any specific examples to share?  
What do you notice in those around you?

## Slide 23

Let's start with ourselves ...

The Anishinaabe teachings of the Seven Gifts of the Grandfathers can serve as a framework for self-reflection as outlined in the *Educator's Equity Companion Guide*, Harmony Movement, 2014.



Refer to Handout #2: Seven Gifts of the Grandfathers

Using the Seven Gifts of the Grandfathers handout, invite a few moments for personal reflection and discussion among the group about the seven gifts and how they might help us be positive role models and allies as educators, leaders and members of the school community?

## Slide 24

Let's start with ourselves ...



When Pope Francis talks about a culture of encounter, he means meeting each person where they are on the journey. When Jesus encounters people in the gospels, he always responds to them according to their individual need: sometimes a teaching, sometimes a challenge, sometimes a healing.

As Catholic leaders in your community your role as change agents is deeply necessary and holds enormous impact. It is a responsibility but it is also an opportunity to stand on the side of justice. In a Catholic context, one important dimension of leadership is the call to be prophetic – to speak and act for those who live on the margins or whose story or voice is not being heard.

## Slide 25

**Our Roles as Educators, Leaders and Members of the School Community**

Boards are expected to demonstrate continuous improvement towards embedding the principles of equity and inclusive education into all plans, policies, practices, and operations in order to address the discriminatory biases and systemic barriers that may exist within the board and its schools.  
\*Based on PPE 122, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

What are some of the ways in which your board's Equity and Inclusive Education (EIE) Policy supports this goal?

What connections are being made across your school and board? (e.g. School Improvement Planning, Board Improvement Plan for Student Achievement)

What role can you play as a leader, role model and ally in supporting this goal?

Every school board has an Equity and Inclusive Education (EIE) Policy in place. Let's spend a few minutes considering the questions asked on this slide.

## Slide 26

**Supporting Resources**

**CODE EQUITY AND INCLUSIVE EDUCATION: GOING DEEPER**  
A TOOL TO SUPPORT ONTARIO SCHOOL BOARDS IN THE IMPLEMENTATION OF EQUITY AND INCLUSIVE EDUCATION  
Equity and Inclusive Education: Going Deeper (2014) includes a set of policy outcomes and performance indicators to support board reflection and planning for next steps.

**How Do We Know We Are Making a Difference? (2014)** provides a series of questions to support board reflection and planning for next steps.

**HOW DO WE KNOW WE ARE MAKING A DIFFERENCE?**  
A Toolkit for School Boards and Trustees  
Implementation Process  
Equity and Inclusive Education in Ontario Schools  
Resources for All  
2014

A number of resources were launched in the fall of 2014 to support deeper implementation of board EIE Policies.

In addition, Ontario's Equity and Inclusive Education (EIE) Strategy Implementation Guidelines were updated in 2014 to reflect amendments made to the Education Act through the Accepting Schools Act, Ontario's Renewed Vision for Education, and the Ministry of Education's expanded mandate for early learning and child care.

Ministry of Education Resources:

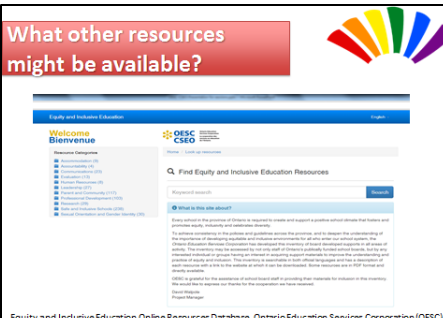
<http://www.edu.gov.on.ca/eng/policyfunding/equity.html>

CODE Resource:

[http://www.ontariodirectors.ca/downloads/EIE-2014/Equity and Inclusive Education Eng Final.pdf](http://www.ontariodirectors.ca/downloads/EIE-2014/Equity%20and%20Inclusive%20Education%20Eng%20Final.pdf)

## Slide 27

**What other resources might be available?**



Equity and Inclusive Education Online Resources Database, Ontario Education Services Corporation (OESC)  
<http://equity.oesc-cseo.org/>

To further support implementation of equity and inclusive education across Ontario the OESC has developed an online inventory of resources - primarily resources developed by boards - that can be accessed by all boards through the OESC website. The inventory is searchable in English and French and includes a description of each resource with a link to the website where it can be found.

## Slide 28

In this module, you have had opportunities to:

- Review key concepts related to equity and inclusive education that support safe, inclusive and accepting schools
- Explore how your roles as Catholic educators, leaders and members of the school community can have a positive impact on policies, practices and daily interactions to foster safe, inclusive and accepting schools for **all** students, including LGBT students

Any further questions or thoughts?

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Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>

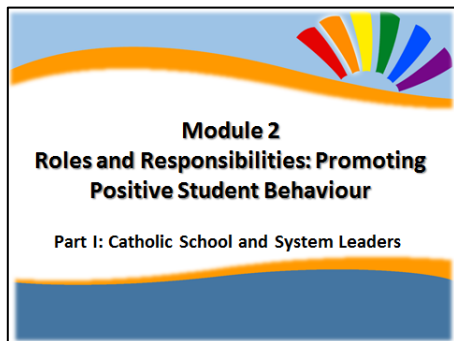
## Module 2: Roles and Responsibilities: Promoting Positive Student Behaviour

This module consists of three parts, each part customized to reflect the roles and responsibilities of specific employee groups. Facilitators are encouraged to modify the presentation to meet the needs of their group. Collaboration and reflection are encouraged throughout each part of the module. There are case studies in each part to encourage conversation and deepen understanding of the issues.

### Part I: Catholic School and System Leaders

This module is intended for catholic school and system leaders. It focuses primarily on the school leader's roles and responsibilities in preventing and addressing inappropriate student behaviour, such as bullying and cyber-bullying, and promoting positive student behaviours to support a safe, inclusive and accepting school environment. It is beneficial for system leaders to make the connection with how boards are supporting school leaders in their role and to consider the system-level supports required for preventing and addressing inappropriate student behaviour, and promoting positive behaviour. The module focuses on the progressive discipline approach and makes linkages to a bias-free approach to progressive discipline.

#### Slide 1



With the passing of The Accepting Schools Act (Bill 13) on June 15, 2012, amendments were made to the *Education Act*. The amendments strengthen the requirements for school boards to take preventative measures against bullying, the requirements related to suspensions and possible expulsion for inappropriate behaviour such as bullying, and the requirements to provide support for all students who have been involved.

Note to facilitator: The Accepting Schools Act brought into legislation many of the requirements that previously existed in Ministry of Education Policy/Program Memoranda 119, 144, 145 and 128. Related regulations, such as Regulation 472/07 have remained in place.

## Slide 2

**Fostering Safe, Inclusive and Accepting Schools  
Ontario Education Service Corporation (OESC)**

These Fostering Safe, Inclusive and Accepting Schools Professional Learning Modules are intended to assist school boards in meeting their obligation to provide professional learning for teachers and other board staff on bullying prevention and strategies for promoting a positive school climate.  
*The modules are not intended for use with students.*

Boards are encouraged to select, adapt and augment the modules in a manner that best addresses their local needs. Processes and resources for professional learning and training will be determined by each school board.

While the modules are focused on providing safe, inclusive and accepting schools for all students, they include a particular focus on supporting students who identify as lesbian, gay, bisexual, or transgender (LGBT).

The modules align with amendments made to the Education Act as a result of the Accepting Schools Act (Bill 13, 2012) and should be used in conjunction with local board policies and procedures related to Equity and Inclusive Education and Safe and Accepting Schools to support student achievement and well-being.

Four versions of the modules have been developed for use in English Public, French Public, English Catholic and French Catholic District School Boards. They are based on one common professional learning framework, developed through a steering committee and working group led by the Ontario Education Services Corporation (OESC) with representation from all four school board sectors.

The modules for use in Catholic boards are informed by documents including: Ontario Catholic School Graduate Expectations, Catholic Social and Moral Teachings, Code de référence de l'école catholique, Mission-Vision catholique de langue française en Ontario, and *Il est le bon que toute personne soit!*

The modules for use in French boards are informed by documents including: *Politique d'aménagement linguistique: Une approche culturelle de l'enseignement pour l'appropriation de la culture dans les écoles de langue française de l'Ontario*, and *Un personnel qui se distingue: Profil d'enseignement et de leadership pour le personnel des écoles de langue française de l'Ontario*.

This slide explains that the Ontario Education Service Corporation (OESC) has created these modules to assist school boards in meet their requirements of the *Education Act* as amended by the *Accepting Schools Act (2012)* to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use the modules in ways that are meaningful at local levels as they move forward with implementation.

## Slide 3

In this module, you will have opportunities to:

- Reflect on the Catholic context in which we are called to serve
- Review, discuss and reflect on your roles and responsibilities as school leaders to promote positive student behaviour and address inappropriate behaviour
- Collaboratively work through case studies to deepen your knowledge and understanding of the Act
- Reflect on what changes you can make immediately to improve your practices and continue to foster a safe, inclusive and accepting school environment

There is moral imperative that emerges from our Catholic Christian tradition that finds its source in the dignity of the human person, community in the common good, and Catholic social teaching. The *Education Act*, viewed through a Catholic lens, is an invitation to act on the values that we hold most dear.

Ask participants for their ideas about what school climate means in a Catholic school and/or Catholic school community.

School climate may be defined as the learning environment and relationships found within a school and school community. (PPM145)

To affect a positive impact on school climate, all board employees must be involved.

All employees of the Board who work directly with students (or non-employees who also have regular contact with students such as parent volunteers or coaches from the community) must respond (unless they feel unsafe to do so) if they observe a pupil behaving in a way that is likely to have a negative impact on school climate (Education Act: Section 300.2 & 300.4)

Employees of the board must take all allegations of bullying behaviour seriously and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents. (PPM 145)

## Slide 4

**Our Catholic Context**

A Eucharistic community



- Gather the Folks
- Tell the Story
- Break the Bread
- Change the World

All Catholic communities, whether in a school context or not, are Eucharistic communities. Eucharist is a Greek word that means thanksgiving. Catholics by their faith and world-view are people of the gospel (recipients of good news!) who recognize that God is for us, both promise-maker and promise-keeper, a loving parent who loves each of us more than we could ever long for or even imagine.

In gratitude or thanksgiving for the bountiful concern or care that God has shown to the human family -- to each one of us -- especially in gifting to us his own son, Jesus, to bring us to wholeness and holiness, we respond freely in love.

This free loving response to God's goodness is expressed in our celebrations of the Eucharist, or Mass. Since the Second Vatican Council and in the Catechism of the Catholic Church, Eucharist is referred to as the source and summit of Christian life.

John Shea, a storyteller and theologian, frames the Eucharist in four parts: gather the folks, tell the story, break the bread, change the world.

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## Slide 5

**Our Catholic Context**

A Eucharistic community

- Gathering
- Sharing of Stories
- Breaking Bread
- Change the World
- Welcoming
- Listening with the heart
- Learning is nourishment
- Encouraged to grow

The experience of Eucharist can and does extend beyond the liturgy Catholics know as the Mass.

Catholic schools by their nature and organization are also Eucharistic in that the pattern of school life follows the four movements of the Eucharistic liturgy.

Every day in schools, staff and students gather; they share stories with each other; they break bread together in staff rooms or lunchrooms or cafeterias; and at the end of the day when they part the hope is that they leave the school somehow more whole, more learned, more confident than when they arrived.

In this way, school, in the context of Catholic education is a celebration of both the community and the place to learn, to grow, to thrive.

When the government of Ontario introduced Bill 13, the Accepting Schools Act, the Catholic school community received the new legislation as congruent with our Eucharistic sensibility that calls us to welcome each person as they are, to listen with the heart to the stories they tell, to nourish each child with love and learning, and to encourage the growth and transformation of each person.

## Slide 6

**Progressive Discipline and Promoting Positive Student Behaviour: A Whole School Approach**

"The Ministry of Education is committed to supporting boards in building and sustaining a positive school climate that is safe, inclusive, and accepting so that all students can reach their full potential!"  
-PPST 242, *Progressive Discipline and Promoting Positive Student Behaviour* 2012, p. 2

- Progressive discipline is 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.
- A whole-school approach, which involves all members of the school community, is important in promoting positive behaviour, addressing inappropriate behaviour and fostering positive school climates.

It is important to consider the role of the Catholic school leader in supporting positive student behaviour and addressing inappropriate behaviour through a progressive discipline approach that shifts the focus from one that is solely punitive to one that is both corrective and supportive. For Catholics, reconciliation is sacramental, a concrete experience of God's care and concern and discipline is understood as a mechanism to restore or sustain right relationships.

For this reason, schools are encouraged to use a wide range of interventions, supports and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour.

Note to facilitator: Modules 3 and 6 focus on fostering positive school climates and a whole school approach.

## Slide 7

**Progressive Discipline and Promoting Positive Student Behaviour: A Whole School Approach**

*Bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large.*

- A positive learning and teaching environment is essential for student achievement and well-being. Research shows a direct link between students' success and the school environment in which learning takes place. Students are more motivated in schools that have a positive school climate, where they feel safe, included and supported (Safe Schools Action Team, 2008).
- Almost one in four (25%) grade 7 to 12 Ontario students have been bullied in school and one in six (16%) report bullying others (Boak et al., 2014).
- 64% of LGBTQ students and 61% of students with LGBTQ parents feel unsafe at school and 70.4% of all students hear homophobic expressions every day. Students are often verbally harassed about their perceived gender or sexual orientation (Taylor et al., 2011).

The next two slides provide an important context and research base to support the work of fostering safe, inclusive and accepting schools.

Sources:

Safe Schools Action Team, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*. Toronto, ON: Queen's Printer for Ontario, 2008.

Boak, A., Hamilton, H. A., Adlaf, E. M., Beitchman, J. H., Wolfe, D., & Mann, R. E. (2014). *The Mental Health and Well-Being of Ontario Students, 1991-2013: Detailed OSDUHS findings (CAMH Research Document Series No. 38)*. Toronto, ON: Centre for Addiction and Mental Health.

Taylor, C. & Peter, T., with McMin, T. L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & Schachter, K. (2011). *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report*. Toronto, ON: Egale Canada Human Rights Trust.

## Slide 8

**Progressive Discipline and Promoting Positive Student Behaviour: A Whole School Approach**

- The impact of bullying can be severe, and can include anxiety, physical ailments, absenteeism, diminished academic performance, and depression (Auditor General, Ontario, 2010).
- Early intervention for the child who is a victim and the child who bullies can have a positive impact. Without support, children who bully appear to learn how to use power and aggression to dominate others (Craig et al., 2010).
- The effectiveness of a school involves more than students' achievement of academic success; it involves the development of relationships among and between staff and students to promote a safe environment and a positive school climate (Jaffe et al., 2010).

*If students who are bullied, who bully others, or who witness bullying receive the necessary support, they can learn strategies for interacting positively with others and for promoting positive peer dynamics.*

Sources:

Office of the Auditor General, Ontario. (2010). *Annual Report*. Toronto: Queen's Printer for Ontario, pp. 272-87.

Craig, W. M., Pepler, D. J., Murphy, A., & Mcaig-Edge, H. (2010). "What Works in Bullying Prevention?" in E. M. Vernberg and B. K. Biggs, eds., *Preventing and Treating Bullying and Victimization*. USA: Oxford University Press, pp. 215-42.

Jaffe, P. G., Watson, L. C., & Crooks, C. V. (2010). *Creating Safe School Environments: From Small Steps to Sustainable Change*. London, ON: The Althouse Press.

## Slide 9

**Renewed Vision for Education in Ontario**

Four renewed goals for education:

1. Achieving Excellence
2. Ensuring Equity
3. Promoting Well-Being
4. Enhancing Public Confidence

*"Ontario schools need to be places where... educators and students value diversity, respect each other, and see themselves reflected in their learning."*

*"Developing child and student well-being means supporting the whole child – not only the child's academic achievement but also ... cognitive, emotional, social and physical well-being. It also means ensuring that our schools, child care centres and early years programs are safe and welcoming physical environments."*

Achieving Excellence: A Renewed Vision for Education in Ontario, 2014

The government recently released *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) based on input from parents, students, teachers, support staff and school and system leaders, as well as input from individuals and groups from outside the education sector including businesses, non-profit organizations and representatives from research and innovation, municipal, multicultural, French language and Aboriginal communities.

Each of the four goals interrelate and in one way or another support positive school climates and safe, inclusive and accepting schools that reach deeper and broader, raising expectations both for the system and for the potential of our children.

## Slide 10

**What is Bullying?**



Bullying: We Can All Help Stop It. Ministry of Education. <http://www.edu.gov.on.ca/eng/mlearning/Bullying01.pdf>

Let's start by reflecting on the concept of bullying.

What does bullying mean to you? How would you define it?



## Slide 11

**What is Bullying?**

Bullying is defined in the Education Act as:

Aggressive and typically repeated behaviour by a pupil, where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of
  - > causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation, or harm to the individual's property; or
  - > creating a negative environment at a school for another individual; and
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education, and where the intimidation includes the use of any physical, verbal, electronic, written, or other means.

This slide reflects the definition of bullying as outlined in the *Education Act*.

---

## Slide 12



A definition of cyber-bullying is now also included in the *Education Act*.

What does cyber-bullying mean to you? How would you define it?

---

## Slide 13

**What is Cyber-Bullying?**

Cyber-Bullying is defined in the Education Act as:

Bullying by electronic means including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

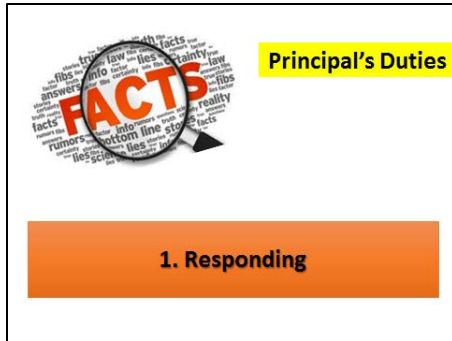
This slide reflects the definition of cyber-bullying as outlined in the *Education Act*.

## Slide 14



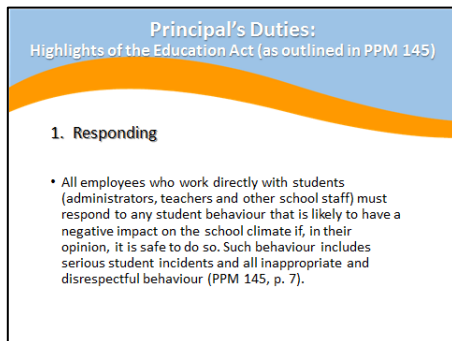
The requirements of school leaders are clearly outlined in the *Education Act* and in PPM 145, which are both available on the Ministry of Education website. We will spend some time going through the highlights in this presentation. You are also strongly encouraged to have a look at PPM 145 for further details in relation to your roles and responsibilities as school leaders.

## Slide 15



In this section we will explore your duties as a school leader, and the duties of your staff who work directly with students, to respond to inappropriate student behaviour.

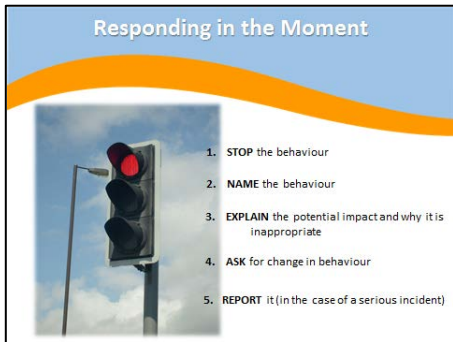
## Slide 16



This slide provides an overview of the requirements.

Let's now turn to an approach that may assist you and your staff in responding appropriately.

## Slide 17



**Responding in the Moment**

1. **STOP** the behaviour
2. **NAME** the behaviour
3. **EXPLAIN** the potential impact and why it is inappropriate
4. **ASK** for change in behaviour
5. **REPORT** it (in the case of a serious incident)

Refer to Handout: Responding in the Moment

Sometimes it can be hard to know how to address inappropriate behaviour. This process provides guidance.

Responding in the moment is important for changing the behaviour of individual students. The benefits also extend to all members of the school community and help to foster a positive school climate.

Note regarding Step #5 that incidents must be reported if they are considered to be a serious student incident (an incident for which suspension or expulsion may need to be considered in accordance with Section 300.2 or Part XIII of the *Education Act*).

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## Slide 18

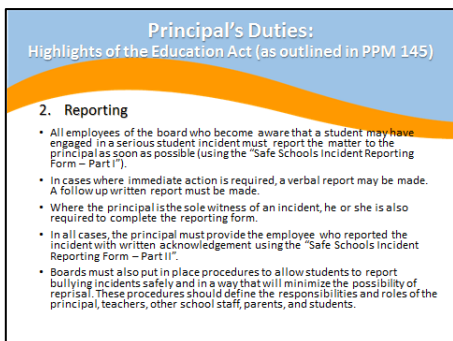


**Principal's Duties**

**2. Reporting**

In this section we will explore your duties as a school leader, and the duties of all school board employees, to report serious student incidents.

## Slide 19



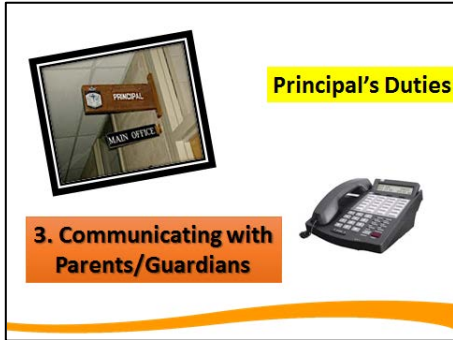
**Principal's Duties:**  
Highlights of the Education Act (as outlined in PPM 145)

**2. Reporting**

- All employees of the board who become aware that a student may have engaged in a serious student incident must report the matter to the principal as soon as possible (using the "Safe Schools Incident Reporting Form - Part I").
- In cases where immediate action is required, a verbal report may be made. A follow up written report must be made.
- Where the principal is the sole witness of an incident, he or she is also required to complete the reporting form.
- In all cases, the principal must provide the employee who reported the incident with written acknowledgement using the "Safe Schools Incident Reporting Form - Part II".
- Boards must also put in place procedures to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal. These procedures should define the responsibilities and roles of the principal, teachers, other school staff, parents, and students.

This slide outlines the requirements. Does anyone have any questions?

## Slide 20



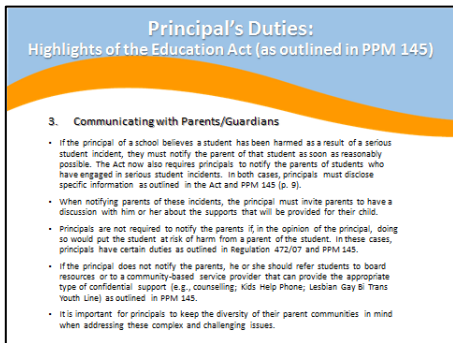
Principal's Duties

3. Communicating with Parents/Guardians

The slide features a yellow header with the text 'Principal's Duties'. Below the header is a photograph of a school hallway with signs for 'PRINCIPAL' and 'MAIN OFFICE'. To the right of the photograph is a black office telephone. At the bottom of the slide is an orange banner with the text '3. Communicating with Parents/Guardians'.

In this section we will explore your duties as a school leader to communicate with parents and guardians regarding serious student incidents.

## Slide 21



Principal's Duties:  
Highlights of the Education Act (as outlined in PPM 145)

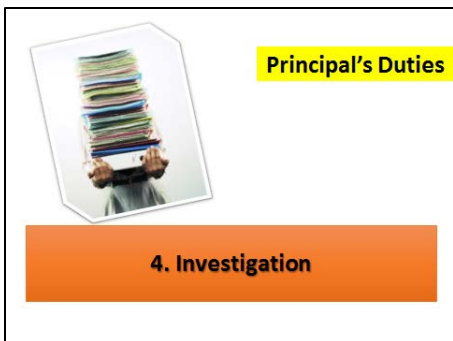
3. Communicating with Parents/Guardians

- If the principal of a school believes a student has been harmed as a result of a serious student incident, they must notify the parent of that student as soon as reasonably possible. The Act now also requires principals to notify the parents of students who have engaged in serious student incidents: in both cases, principals must disclose specific information as outlined in the Act and PPM 145 (p. 9).
- When notifying parents of these incidents, the principal must invite parents to have a discussion with him or her about the supports that will be provided for their child.
- Principals are not required to notify the parents if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student. In these cases, principals have certain duties as outlined in Regulation 472/07 and PPM 145.
- If the principal does not notify the parents, he or she should refer students to board resources or to a community-based service provider that can provide the appropriate type of confidential support (e.g., counseling, Kids Help Phone, Lesbian Gay Bi Trans Youth Line) as outlined in PPM 145.
- It is important for principals to keep the diversity of their parent communities in mind when addressing these complex and challenging issues.

The slide has a blue header with the text 'Principal's Duties: Highlights of the Education Act (as outlined in PPM 145)'. Below the header is an orange banner with the text '3. Communicating with Parents/Guardians'. The main body of the slide contains a bulleted list of points.

What are some strategies for communicating effectively with parents/guardians in these situations? What does it mean to keep the diversity of your parent communities in mind when addressing these issues? When might it not be appropriate to contact a parent/guardian? What other supports might students in your school community be referred to?

## Slide 22



Principal's Duties

4. Investigation

The slide features a yellow header with the text 'Principal's Duties'. Below the header is a photograph of a person holding a very tall stack of papers. At the bottom of the slide is an orange banner with the text '4. Investigation'.

In this section we will explore your duties as a school leader to investigate serious student incidents.

## Slide 23

**Principal's Duties:**  
Highlights of the Education Act (as outlined in PPM 145)

**4. Investigation**

- The principal must investigate all reports of serious student incidents submitted by board employees
- Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate.
- The principal must not disclose more personal information than necessary for the purpose of communicating the results of the investigation.
- The information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.

How does sharing the results of investigations with staff members foster a culture of collaboration in the school?

## Slide 24

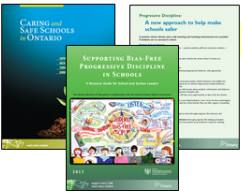
**Principal's Duties – Record Retention**



Proper record keeping is a key accountability measure and should be considered from the beginning of the process when addressing inappropriate student behaviour. PPM 145 provides clear direction on the duties of the principal to keep records related to inappropriate student behaviour, including serious student incidents.

## Slide 25

**Principal's Duties**



**5. Using a Progressive Discipline Approach**

These are the requirements set out in PPM 145. As you can see, the requirements emphasize a whole school approach that supports the success and well-being of the whole child with the appropriate supports, interventions and consequences in place along a continuum of progressive discipline.

## Slide 26

**Personal Leadership Resources**

The Ontario Leadership Framework (OLF, 2013) identifies "maintaining a safe and healthy environment" as one of the key leadership practices. The OLF also includes personal leadership resources that leaders can draw on to enact effective leadership practices. These include:

<b>Cognitive Resources</b> <ul style="list-style-type: none"><li>&gt; Problem-solving expertise</li><li>&gt; Knowledge of effective school and classroom practices that directly affect student learning</li><li>&gt; Systems thinking</li></ul>	<b>Social Resources</b> <ul style="list-style-type: none"><li>&gt; Perceiving emotions</li><li>&gt; Managing emotions</li><li>&gt; Acting in emotionally appropriate ways</li></ul>
	<b>Psychological Resources</b> <ul style="list-style-type: none"><li>&gt; Optimism</li><li>&gt; Self-efficacy</li><li>&gt; Resilience Proactivity</li></ul>

Based on the Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action, 2013

Before we begin it is important to be aware of our mindset as leaders, and to acknowledge the personal leadership resources that may assist in addressing challenging and complex situations related to student discipline.

Note to facilitator: Module 1, Part II focuses on the roles of educators and leaders as role models and allies in supporting a positive school climate.

## Slide 27

**Principal's Duties:**  
Highlights of the Education Act (as outlined in PPM 145)

**5. Progressive Discipline**

- Progressive discipline is 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 behaviour.
- 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.
- Schools should utilize a range of interventions, supports and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.
- In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.
- For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths and needs, as well as program goals and learning expectations documented in his or her Individual Education Plan (IEP).

These are the requirements set out in PPM 145. As you can see, the requirements emphasize a whole school approach that supports the success and well-being of the whole child with the appropriate supports, interventions and consequences in place along a continuum of progressive discipline.

## Slide 28

**Principal's Duties:**  
Highlights of the Education Act (as outlined in PPM 145)

**5. Progressive Discipline**

- Progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account mitigating and other factors (O. Reg. 472/07)
- Under recent amendments to the Education Act, administrators are required to suspend a student for bullying and consider referring the student for expulsion if:
  - > The student has previously been suspended for engaging in bullying; **and**
  - > The student's continuing presence in the school creates (in the principal's opinion) an unacceptable risk to the safety of another person
  - > When both of these conditions are met the principal must suspend the student and consider referring the student for an expulsion hearing
- Administrators are also required to suspend a student, and consider referring the student for expulsion, for any incident under subsection 306 (1) of the Education Act including bullying that is motivated by bias, prejudice or hate based on factors such as race, religion, sex, sexual orientation, gender identity, gender expression, mental or physical ability, or any similar factor.

Note: Refer to PPM 145, Progressive Discipline and Promoting Positive Student Behaviour for more information and details.

The provisions related to suspension and possible expulsion in response to inappropriate student behaviour, such as bullying and cyber-bullying, have been strengthened. They are coupled with strengthened provisions for supporting students who engage in these behaviours, and a continued focus on prevention and early intervention along a continuum of progressive discipline.

## Slide 29

**Need to Consider Root Causes of Behaviours**

- Behaviour occurs in a context and is learned. It serves a function for the individual and can be changed over time.
- Inappropriate behaviour is often a student's way of responding to something in the environment.
- It may be an attempt to communicate a need, rather than a deliberately aggressive or purposefully negative act.
- Behaviour can be understood differently when viewed from different perspectives and when the context in which it occurs is taken into account.

- Survey Place Centre (2008) In Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12, Ministry of Education, 2010.

This slide outlines key points for reflection about why it is so important to consider the behaviour in the context of the root causes that might be causing that behaviour.

How does this relate to experiences you have had in your school community?

## Slide 30

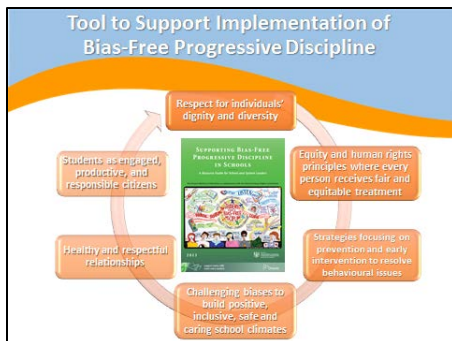
**At a Glance: Mitigating Factors and Other Factors**

<p><b>Mitigating Factors:</b></p> <ul style="list-style-type: none"> <li>The student does not have the ability to control his or her behaviour.</li> <li>The student does not have the ability to understand the foreseeable consequences of his or her behaviour.</li> <li>The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.</li> </ul> <p><small>(Reg. 472/07, PPS 145 Appendix)</small></p>	<p><b>Other Factors to be Taken into Account:</b></p> <ul style="list-style-type: none"> <li>The student's history.</li> <li>Whether a progressive discipline approach has been used with the student.</li> <li>Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender, or sexual orientation or any other harassment.</li> <li>How the suspension or expulsion would affect the student's ongoing education.</li> <li>The age of the student.</li> </ul>	<p><b>In the case of a student for whom an Individual Education Plan (IEP) has been developed:</b></p> <ul style="list-style-type: none"> <li>Whether the behaviour was a manifestation of a disability identified in the student's individual education plan.</li> <li>Whether appropriate individual accommodation has been provided; and</li> <li>Whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.</li> </ul>
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Refer to Handout: Considerations in Addressing Inappropriate Behaviour.

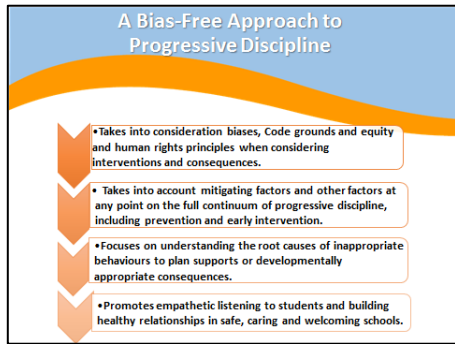
The handout outlines the mitigating circumstances and other factors that must be taken into account when considering the suspension or expulsion of a student as part of a progressive discipline approach.

## Slide 31



The Ministry of Education collaborated with the Ontario Human Rights Commission (OHRC) to develop a resource guide to support a bias-free approach to progressive discipline, prevention, and early intervention practices to support positive student behaviour among all students. Educators, stakeholders and students were consulted in the development of the resource.

### Slide 32

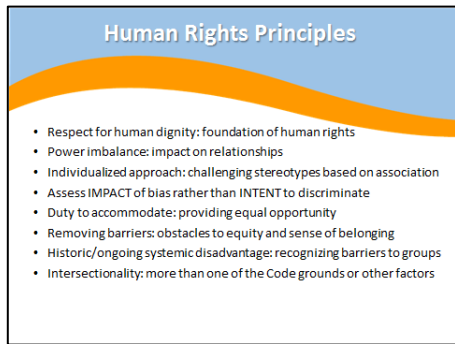


**A Bias-Free Approach to Progressive Discipline**

- Takes into consideration biases, Code grounds and equity and human rights principles when considering interventions and consequences.
- Takes into account mitigating factors and other factors at any point on the full continuum of progressive discipline, including prevention and early intervention.
- Focuses on understanding the root causes of inappropriate behaviours to plan supports or developmentally appropriate consequences.
- Promotes empathetic listening to students and building healthy relationships in safe, caring and welcoming schools.

This slide highlights key points related to a bias-free approach to progressive discipline, capturing many of the concepts that we have discussed in the past few slides.

### Slide 33



**Human Rights Principles**

- Respect for human dignity: foundation of human rights
- Power imbalance: impact on relationships
- Individualized approach: challenging stereotypes based on association
- Assess IMPACT of bias rather than INTENT to discriminate
- Duty to accommodate: providing equal opportunity
- Removing barriers: obstacles to equity and sense of belonging
- Historic/ongoing systemic disadvantage: recognizing barriers to groups
- Intersectionality: more than one of the Code grounds or other factors

It is important to understand core human rights principles in the context of a bias-free approach to progressive discipline. These are based on principles outlined by the Ontario Human Rights Commission (OHRC).

For Catholic educators, at the center of our Tradition is a Christian anthropology that sees every person as an image of God's very self.

Our Eucharistic sensibility compels us to welcome each person, to listen compassionately to their story, and to nourish them with what they need to thrive.

### Slide 34



**intent**

**IMPACT** →

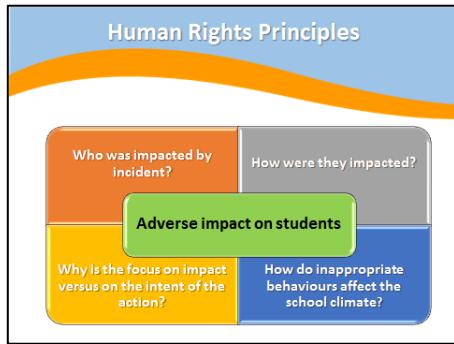
VERSUS

At times people incorrectly believe that the intent of their actions are more important than the impact those actions may have on others.

However, in accordance with recent human rights law and policy, it is important to take into account the impact of an action rather than whether there was an intent to discriminate. In this way we protect the vulnerable by maintaining our focus on what they need.



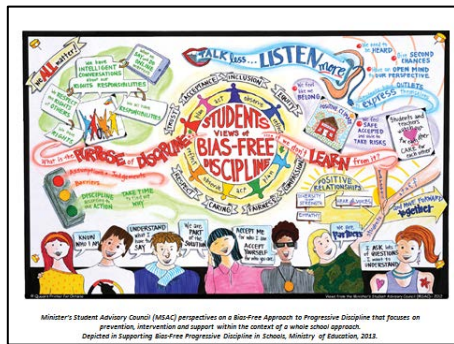
Slide 35



These are some of the human rights questions to consider in the investigation of inappropriate student behaviour.

As an administrator, you cannot lose sight of the human rights factors that may be involved. As noted, Catholic leaders see human rights within the gospel imperative to love, forgive, teach and heal.

Slide 36



This graphic captures the perspectives of students, as represented on the Minister's Student Advisory Council (MSAC) in relation to a bias-free approach to student discipline. Schools have used the graphic for posters, and in some cases t-shirts, in their schools. It is available on the Ministry's website.

What key concepts stand out for you?

Slide 37

**Students tell us to ...**

- **Be supportive.** Guide, don't dictate. Youth want information so they can make their own decisions.
- **Be patient and available.** Don't be discouraged if your first offer of support is turned down as youth will often come around when they feel up to it and the time is right.
- **Be open.** When they come to you, listen, listen, listen!
- **Be understanding.** Youth learn and grow through failure and mistakes—the important issue is how youth and their support systems respond to setbacks.
- **Be empathetic.** Don't belittle the feelings of youth or be patronizing—"my feelings are real and important, even if whatever I'm going through doesn't seem like a big deal to you, it is to me right now."

- Stepping Stones: A resource on Youth Development, Ontario Ministry of Children and Youth Services, 2012

*Stepping Stones: a Resource on Youth Development (Ministry of Children and Youth Services)* is a supporting resource for organizations and individuals who either directly or indirectly support and influence the well-being and development of youth. It provides up to date research and information to help guide supports and services provided to youth.

### Slide 38

**Pedagogy of Listening**

Ideas to keep in mind ...

- ❖ Tune into the diverse ways students are expressing their thinking;
- ❖ Listen to students, deeply and authentically; and
- ❖ Gain an awareness of biases and preconceptions which affect what one hears.

- Gosselin, L. & Kaminsky, 2004; Kinsal, 2004; referenced in Student Voice, Transforming Relationships, Ministry of Education 2013

This slide includes points to keep in mind when working with students.

### Slide 39

Schools and boards can use the *Supporting bias-free progressive discipline in schools* resource guide in their process to:

Review current student discipline practices	Identify bias and discriminatory barriers	Assess understanding of human rights principles and provide learning opportunities	Enhance practices or develop progressive discipline approaches that are equitable and bias-free
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<http://www.edu.gov.on.ca/eng/policyfunding/discipline.html>

The *Supporting Bias-Free Progressive Discipline in Schools* resource can be used in schools and boards to support a bias-free approach to progressive discipline by:

- reviewing current student discipline practices;
- identifying bias and discriminatory barriers;
- assessing their own and other school community members’ understanding of human rights principles;
- identifying which practices are working well and areas that may need further development and improvement.

Source: Ontario Ministry of Education and Ontario Human Rights Commission. (2013). *Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders*. Toronto, ON: Queen’s Printer for Ontario, p.7.

### Slide 40

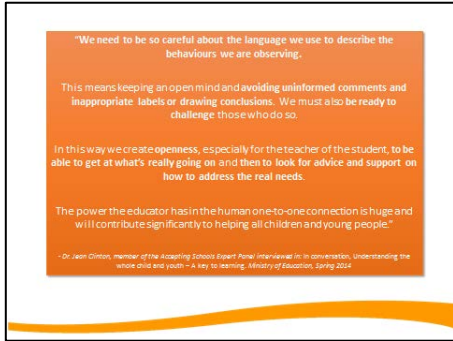


**Principal's Duties**

**6. Providing Support**

In this section we will explore your duties as a school leader, and the duties of your school board, to provide appropriate supports to students.

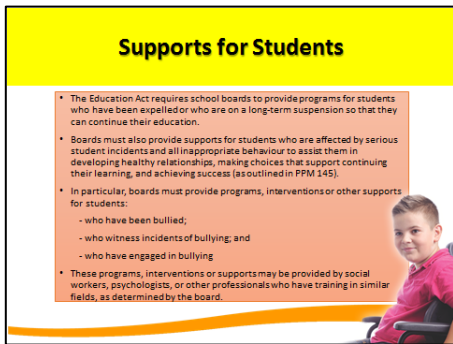
### Slide 41



Let's take a moment to reflect on this perspective from Dr. Jean Clinton, who is also a member of the Ministry of Education's Accepting Schools Expert Panel.

What stands out for you? Why is this important?

### Slide 42



There is an obligation to provide support for all students involved. Supports might include counselling, family meetings, bullying intervention programs, speakers, restorative practice, and/or peer mediation.

What interventions and supports are offered at your Catholic school? How have they been helpful? What more might be needed?

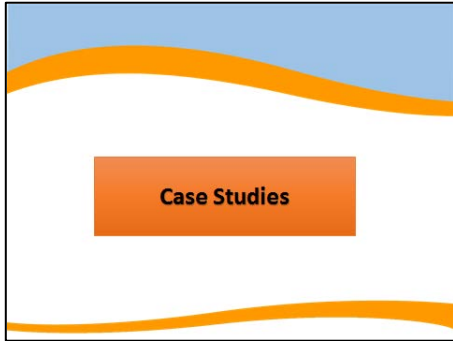
### Slide 43



This is a quick recap of what we have gone over.

Are there any further questions about the roles and responsibilities of the principal or how the board and system leaders can assist and support school leaders?

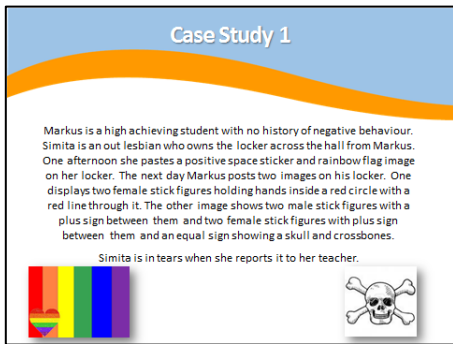
**Slide 44**



Let's look at a few case studies so you can try out some of the points we have been learning and talking about.

Note to facilitator: The following slides include two case studies for consideration. Five additional case studies are provided as handouts for this part of Module 2 for school principals. Please choose the case studies you will use based on your time and audience

**Slide 45**



As we work through the case studies we want you to see them not only through the amendments to the Education Act but also in light of Gospel values. In unpacking the case studies, we hope you enter into a deeper discussion about the interplay that exists between what the law requires and the Gospel demands (pastoral approach).

Please read over the case and think about the issues. There will be some guiding questions on the next two slides.

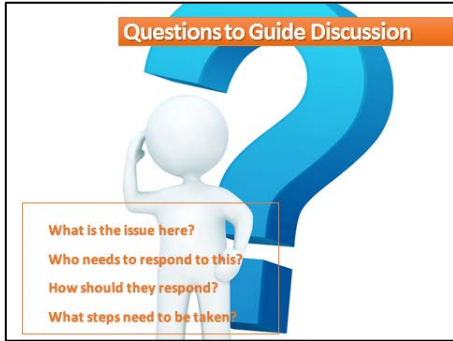
**Slide 46**



Ask participants to discuss Case Study #1 with an elbow partner or their group.

Go to next slide for additional questions for discussion.

**Slide 47**



Let's look at these questions to probe more deeply.

Invite large-group debrief.

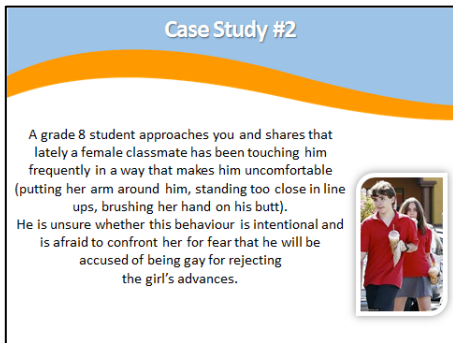
Note to facilitator: You could ask the larger group some of the following questions to further engage in the dialogue.

What might be the motivation for this incident? What are the mitigating factors to consider? How should the

principal proceed in terms of support for both students? How could the principal reinforce behaviour expectations for the entire school?

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**Slide 48**



Ask participants to read the case and think about the issues.

There are guiding questions on the next two slides.

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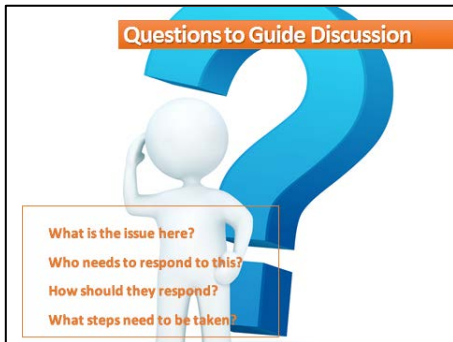
**Slide 49**



Ask participants to discuss Case Study #2 with an elbow partner or their group.

Go to next slide for additional questions for discussion.

### Slide 50



Let's look at these questions to probe more deeply.

Invite large-group debrief.

Note to facilitator: You could ask the larger group some of the following questions to further engage in the dialogue.

What might be the motivation for this incident? What are the mitigating factors to consider? How should the

principal proceed in terms of support for both students? How could the principal reinforce behaviour expectations for the entire school?

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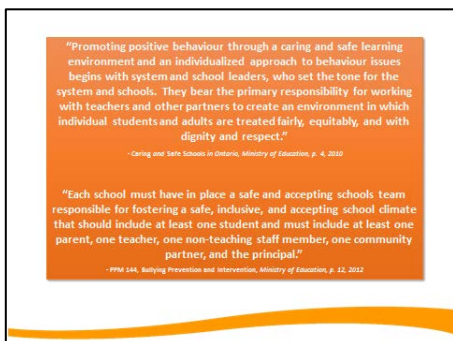
### Slide 51



Any further questions or clarifications on the case studies or related roles and responsibilities?

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### Slide 52




Let's close off with a call to action. How can we as school leaders have a positive impact on our school policies, programs and approaches to promoting positive student behaviour and addressing inappropriate behaviour in effective and positive ways? How can we engage our safe and accepting schools team in helping with this work?

Note to facilitator: Module 1, Part II focuses on leaders as role models and allies in creating positive school climate.

### Slide 53

Reflection

What **one** thing can you do in the next week to improve your practice?



Write down one thing you can do in the next week to improve your practice with regard to addressing inappropriate student behaviour and promoting positive behaviour.

---

### Slide 54

In this module, you have had opportunities to:

- Reflect on the Catholic context in which we are called to serve
- Review, discuss and reflect on your roles and responsibilities as school leaders to promote positive student behaviour and address inappropriate behaviour
- Collaboratively work through case studies to deepen your knowledge and understanding of the Act
- Reflect on what changes you can make immediately to improve your practices and continue to foster a safe, inclusive and accepting school environment

Any last thoughts or reflections?

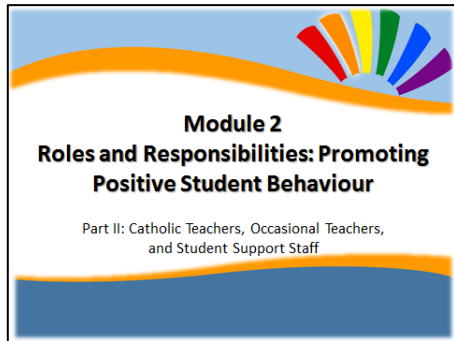
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Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>

## Module 2: Roles and Responsibilities: Promoting Positive Student Behaviour

### Part II: Catholic Teachers, Occasional Teachers, and Student Support Staff

#### Slide 1



This module is intended for catholic teachers, occasional teachers and student support staff. It focuses on their roles and responsibilities in preventing and addressing inappropriate student behaviour, such as bullying and cyber-bullying, and promoting positive student behaviours to support a safe, inclusive and accepting school environment. With the passing of The Accepting Schools Act (Bill 13) on June 15, 2012, amendments were made to the *Education Act*. The amendments strengthen the

requirements for school boards to take preventative measures against bullying, the requirements related to suspensions and possible expulsion for inappropriate behaviour such as bullying, and the requirements to provide support for all students who have been involved.

Note to facilitator: The Accepting Schools Act brought into legislation many of the requirements that previously existed in Ministry of Education Policy/Program Memoranda 119, 144, 145 and 128. Related regulations, such as Regulation 472/07 have remained in place.

#### Slide 2



This slide explains that the Ontario Education Service Corporation (OESC) has created these modules to assist school boards in meet their requirements of the *Education Act* as amended by the Accepting Schools Act (2012) to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use the modules in ways that are meaningful at local levels as they move forward with implementation.



### Slide 3

In this module, you will have opportunities to:

- Reflect on the Catholic context in which we are called to serve
- Review, discuss and reflect on your roles and responsibilities as school board staff to promote positive student behaviour and address inappropriate behaviour
- Collaboratively work through two case studies to deepen your knowledge and understanding of the Act and your related roles and responsibilities
- Reflect on what changes you can make immediately to improve your practices and continue to foster a safe, inclusive and accepting school environment within your school

There is moral imperative that emerges from our Catholic Christian tradition that finds its source in the dignity of the human person, community in the common good, and Catholic social teaching. The *Education Act*, viewed through a Catholic lens, is an invitation to act on the values that we hold most dear.

Ask participants for their ideas about what school climate means in a Catholic school and/or Catholic school community.

School climate may be defined as the learning environment and relationships found within a school and school community. (PPM145)

To effect a positive impact on school climate, all board employees must be involved. All employees of the Board who work directly with students (or non-employees who also have regular contact with students such as parent volunteers or coaches from the community) must respond (unless they feel unsafe to do so) if they observe a pupil behaving in a way that is likely to have a negative impact on school climate. (Education Act: Section 300.2 & 300.4)

Employees of the board must take all allegations of bullying behaviour seriously and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents. (PPM 145)

Note to facilitator: Take a few minutes to ask people to introduce themselves, their role and their interest in this session if you have not yet had the chance to do so.

Are there any questions up front or anything anyone else is hoping to get from the session today?

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### Slide 4

Our Catholic Context

A Eucharistic community



- Gather the Folks
- Tell the Story
- Break the Bread
- Change the World

All Catholic communities, whether in a school context or not, are Eucharistic communities. Eucharist is a Greek word that means thanksgiving. Catholics by their faith and world-view are people of the gospel (recipients of good news!) who recognize that God is for us, both promise-maker and promise-keeper, a loving parent who loves each of us more than we could ever long for or even imagine. In gratitude or thanksgiving for the bountiful concern or care that God has shown to the human family -- to each

one of us -- especially in gifting to us his own son, Jesus, to bring us to wholeness and holiness, we respond freely in love.

This free loving response to God's goodness is expressed in our celebrations of the Eucharist, or Mass. Since the Second Vatican Council and in the Catechism of the Catholic Church, Eucharist is referred to as the source and summit of Christian life.

John Shea, a storyteller and theologian, frames the Eucharist in four parts: gather the folks, tell the story, break the bread, change the world.

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### Slide 5

**Our Catholic Context**

A Eucharistic community

- Gathering
- Sharing of Stories
- Breaking Bread
- Changing the World
- Welcoming
- Listening with the heart
- Learning is nourishment
- Encouraged to grow

The experience of Eucharist can and does extend beyond the liturgy Catholics know as the Mass.

Catholic schools by their nature and organization are also Eucharistic in that the pattern of school life follows the four movements of the Eucharistic liturgy.

Every day in schools, staff and students gather; they share stories with each other; they break bread together in staff rooms or lunchrooms or cafeterias; and at the end of the day when they part the hope is that they leave the school somehow more whole, more learned, more confident than when they arrived.

In this way, school, in the context of Catholic education is a celebration of both the community and the place to learn, to grow, to thrive.

When the government of Ontario introduced Bill 13, the Accepting Schools Act, the Catholic school community received the new legislation as congruent with our Eucharistic sensibility that calls us to welcome each person as they are, to listen with the heart to the stories they tell, to nourish each child with love and learning, and to encourage the growth and transformation of each person.

## Slide 6

**Progressive Discipline and Promoting Positive Student Behaviour: A Whole School Approach**

*Bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large.*

- A positive learning and teaching environment is essential for student achievement and well-being. Research shows a direct link between students' success and the school environment in which learning takes place. Students are more motivated in schools that have a positive school climate, where they feel safe, included and supported (Safe Schools Action Team, 2008).
- Almost one in four (25%) grade 7 to 12 Ontario students have been bullied in school and one in six (16%) report bullying others (Boak et al., 2014).
- 64% of LGBTQ students and 61% of students with LGBTQ parents feel unsafe at school and 70.4% of all students hear homophobic expressions every day. Students are often verbally harassed about their perceived gender or sexual orientation (Taylor et al., 2011).

The next two slides provide an important context and research base to support the work of fostering safe, inclusive and accepting schools.

Sources:

Safe Schools Action Team, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*. Toronto, ON: Queen's Printer for Ontario, 2008.

Boak, A., Hamilton, H. A., Adlaf, E. M., Beitchman, J. H., Wolfe, D., & Mann, R. E. (2014). *The Mental Health and Well-Being of Ontario Students, 1991-2013: Detailed OSDUHS findings* (CAMH Research Document Series No. 38). Toronto, ON: Centre for Addiction and Mental Health.

Taylor, C. & Peter, T., with McMinn, T. L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & Schachter, K. (2011). *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report*. Toronto, ON: Egale Canada Human Rights Trust.

## Slide 7

**Progressive Discipline and Promoting Positive Student Behaviour: A Whole School Approach**

- The impact of bullying can be severe, and can include anxiety, physical ailments, absenteeism, diminished academic performance, and depression (Auditor General, Ontario, 2010).
- Early intervention for the child who is a victim and the child who bullies can have a positive impact. Without support, children who bully appear to learn how to use power and aggression to dominate others (Craig et al., 2010).
- The effectiveness of a school involves more than students' achievement of academic success; it involves the development of relationships among and between staff and students to promote a safe environment and a positive school climate (Jaffe et al., 2010).

*If students who are bullied, who bully others, or who witness bullying receive the necessary support, they can learn strategies for interacting positively with others and for promoting positive peer dynamics.*

Sources:

Office of the Auditor General, Ontario. (2010). *Annual Report*. Toronto: Queen's Printer for Ontario, pp. 272-87.

Craig, W. M., Pepler, D. J., Murphy, A., & Mcauig-Edge, H. (2010). "What Works in Bullying Prevention?" in E. M. Vernberg and B. K. Biggs, eds., *Preventing and Treating Bullying and Victimization*. USA: Oxford University Press, pp. 215-42.

Jaffe, P. G., Watson, L. C., & Crooks, C. V. (2010). *Creating Safe School Environments: From Small Steps to Sustainable Change*. London, ON: The Althouse Press.

## Slide 8

**Renewed Vision for Education in Ontario**

Four renewed goals for education:

1. Achieving Excellence
2. Ensuring Equity
3. Promoting Well-Being
4. Enhancing Public Confidence

*"Ontario schools need to be places where... educators and students value diversity, respect each other, and see themselves reflected in their learning."*

*"Developing child and student well-being means supporting the whole child – not only the child's academic achievement but also ... cognitive, emotional, social and physical well-being. It also means ensuring that our schools, child care centres and early years programs are safe and welcoming physical environments."*

Leading Excellence: A Renewed Vision for Education in Ontario, 2014

The government recently released *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) based on input from parents, students, teachers, support staff and school and system leaders, as well as input from individuals and groups from outside the education sector including businesses, non-profit organizations and representatives from research and innovation, municipal, multicultural, French language and Aboriginal communities.

Each of the four goals interrelate and in one way or another support positive school climates and safe, inclusive and accepting schools that reach deeper and broader, raising expectations both for the system and for the potential of our children.

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### Slide 9

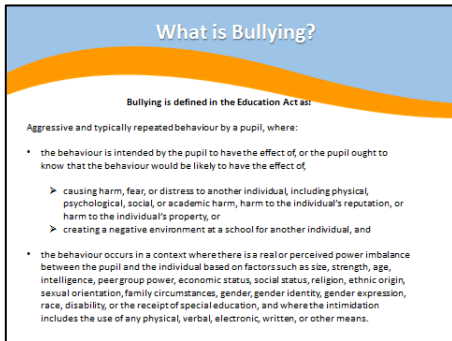


Let's start by reflecting on the concept of bullying.

What does bullying mean to you? How would you define it?

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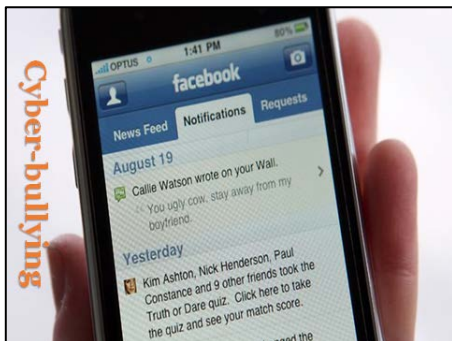
### Slide 10



This reflects the definition of bullying as outlined in the *Education Act*.

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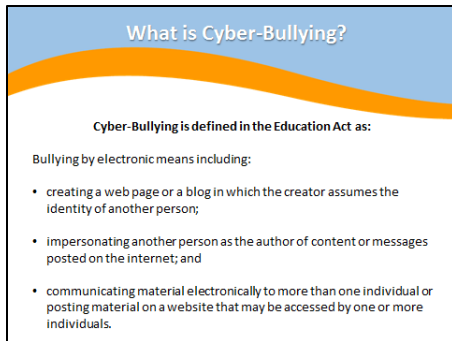
### Slide 11



A definition of cyber-bullying is now included in the *Education Act*.

What does cyber-bullying mean to you? How would you define it?

## Slide 12



What is Cyber-Bullying?

Cyber-Bullying is defined in the Education Act as:

Bullying by electronic means including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

This reflects the definition of cyber-bullying as outlined in the *Education Act*.

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## Slide 13



What are the key roles and responsibilities of staff members?

1. Responding
2. Reporting
3. Contributing to Positive School Climates

These are the key highlights of your roles and responsibilities to help promote positive student behaviour and respond to inappropriate student behaviour. We will review each one in more detail through the presentation.

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## Slide 14



Staff Roles and Responsibilities

1. Responding

In this section we will explore your requirements as employees of the board – if you work directly with students - to respond to inappropriate student behaviour.

## Slide 15

**Staff Roles and Responsibilities:**  
Highlights of the Education Act (as outlined in PPM 145)

**1. Responding**

- All employees who work directly with students (administrators, teachers and other school staff) must respond to any student behaviour that is likely to have a negative impact on the school climate if, in their opinion, it is safe to do so.
- Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at any school-related event.
- By responding to inappropriate student behaviour (e.g. racist or homophobic comments) teachers and all staff can model and establish acceptable behaviour.

What are some examples of inappropriate student behaviour that you may be required to respond to? PPM 145 identifies bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism as examples. Let's now going to turn to an approach that may assist you in responding appropriately.

## Slide 16

**Responding in the Moment**



1. **STOP** the behaviour
2. **NAME** the behaviour
3. **EXPLAIN** the potential impact and why it is inappropriate
4. **ASK** for change in behaviour
5. **REPORT** it (in the case of a serious incident)

Refer to Handout: Responding in the Moment  
Sometimes it can be hard to know how to address inappropriate behaviour. This process provides guidance. Responding in the moment is important for changing the behaviour of individual students. The benefits also extend to all members of the school community and help to foster a positive school climate.

Note regarding Step #5 that incidents must be reported if they are considered to be a serious student incident (an incident for which suspension or expulsion may need to be considered in accordance with Section 300.2 or Part XIII of the *Education Act*).

## Slide 17

**Staff Roles and Responsibilities**



**2. Reporting**

In this section we will explore your roles and responsibilities as board staff to report incidents of serious student behaviour. This requirement applies to all board staff.

## Slide 18

**Staff Roles and Responsibilities:**  
Highlights of the Education Act (as outlined in PPM 145)

### 2. Reporting

- All employees of the board who become aware that a student may have engaged in a serious student incident shall report the matter to the principal as soon as possible (using the "Safe Schools Incident Reporting Form – Part I").
- In cases where immediate action is required, a verbal report may be made. A follow up written report must be made when safe to do so.
- In all cases, the principal must provide the employee who reported the incident with written acknowledgement using the "Safe Schools Incident Reporting Form – Part II".

What are some examples of serious student behaviour that you are required to report?

## Slide 19

**Staff Roles and Responsibilities:**  
Highlights of the Education Act (as outlined in PPM 145)

### 2. Reporting

Serious student incidents that must be reported include any incidents for which suspension or expulsion must be considered as described in subsection 306 (1) or 310 (1) of the Education Act. Some examples include, but are not limited to, the following:

Examples of activities that may lead to suspension:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Swearing at a teacher or at another person in a position of authority.
- Bullying.


Examples of activities that may lead to a referral for expulsion:

- Possessing a weapon, including possessing a firearm.
- Committing sexual assault.
- Bullying, if the pupil has previously been suspended for engaging in bullying and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any activity that may lead to suspension that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

These are some examples of incidents that may lead to suspension or expulsion that staff are required to report. Please note this is not a complete list. The complete list can be found in subsections 306 (1) and 310 (1) of the *Education Act* or in Appendix 1 of PPM 145.

Seek advice from your school principal, vice-principal or school board contact if you are not sure whether to report an incident.

## Slide 20



**Staff Roles and Responsibilities**

### 3. Contributing to Positive School Climates

In this section we will explore the important role you play in contributing to a positive school climate that supports the success and well-being of all students through a whole school approach

**Slide 21**

**Fostering Safe, Inclusive and Accepting School Environments**

"The ministry acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential."  
OHRC Act: Progressive Discipline and Promoting Positive Student Behaviour, 2012, p. 7

- A whole-school approach, which involves all members of the school community, is important in supporting efforts to foster safe, inclusive, and accepting schools.
- The commitment to safe schools is a shared responsibility of government, school board trustees and administrators, principals, teachers, support staff, students, parents, police, and other community partners (Safe Schools Action Team, 2006, p.5)
- Progressive discipline promotes positive student behaviour and helps address inappropriate behaviour with appropriate interventions, consequences and supports.
- It is important for teachers and all board staff to be aware of the principles and procedures related to progressive discipline, and the human rights principles that serve as a foundation for a bias-free approach to progressive discipline that addresses inappropriate student behaviour and supports positive student behaviour and relationships within the school community.

Teachers and all school staff play key roles in fostering positive school climates through a whole school approach. A whole-school approach is also valuable in addressing such issues as racism, intolerance based on religion or disability, bullying, homophobia, and gender-based violence. Keep this idea in mind as we continue through the rest of this module and work through the case studies. You will also have time at the end to share your thoughts.

Note to facilitator: Modules 3 and 6 focus on fostering positive school climates and a whole school approach.

**Slide 22**

The Ministry of Education collaborated with the Ontario Human Rights Commission (OHRC) to develop a resource guide to support a bias-free approach to progressive discipline, prevention, and early intervention practices to support positive student behaviour among all students. Educators, stakeholders and students were consulted in the development of the resource.

The graphic on this slide depicts the student perspective on a bias-free approach to progressive discipline as articulated by members of the Minister’s Student Advisory Committee (MSAC).

What key concepts stand out for you?

**Slide 23**

**What are the key roles and responsibilities of staff members?**

1. Responding
2. Reporting
3. Contributing to Positive School Climates

This is a quick recap of what we have gone over. Are there any further questions about your roles and responsibilities?



## Slide 24





Let's look at a few case studies so you can try out some of the points we have been learning and talking about.

## Slide 25

**Case Study 1**

Markus is a high achieving student with no history of negative behaviour. Simita is an out lesbian who owns the locker across the hall from Markus. One afternoon she pastes a positive space sticker and rainbow flag image on her locker. The next day Markus posts two images on his locker. One displays two female stick figures holding hands inside a red circle with a red line through it. The other image shows two male stick figures with a plus sign between them and two female stick figures with plus sign between them and an equal sign showing a skull and crossbones.

Simita is in tears when she reports it to her teacher.



As we work through the case studies we want you to see them not only through the amendments to the Education Act but also in light of Gospel values. In unpacking the case studies, we hope you enter into a deeper discussion about the interplay that exists between what the law requires and the Gospel demands (pastoral approach). Please read over the case and think about the issues. There will be some guiding questions on the next two slides.

## Slide 26

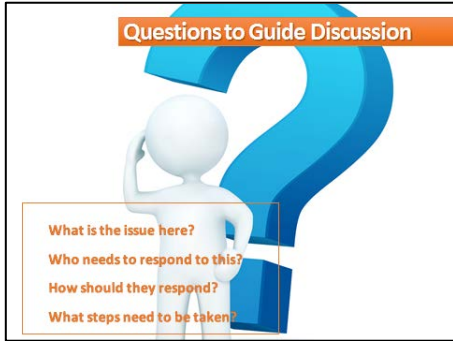
What steps need to be taken to address this example of inappropriate student behaviour?



**Case Study #1**

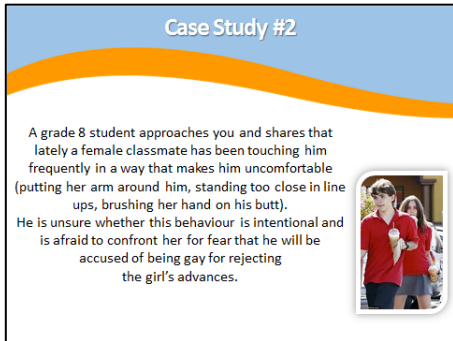
Ask participants to discuss Case Study #1 with an elbow partner or their group. Go to next slide for additional questions for discussion.

**Slide 27**



Let's look at these questions to probe more deeply. Invite large-group debrief.

**Slide 28**



Ask participants to read the case and think about the issues.

There are guiding questions on the next two slides.

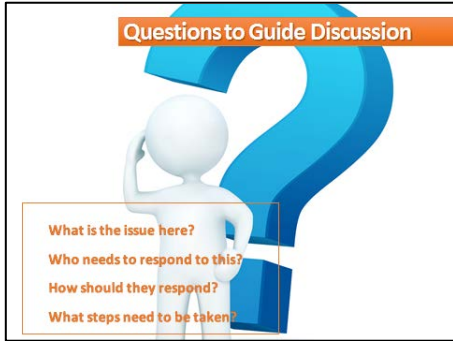
**Slide 29**



Ask participants to discuss Case Study #2 with an elbow partner or their group.

Go to next slide for additional questions for discussion.

**Slide 30**



Let's look at these questions to probe more deeply. Invite large-group debrief.

**Slide 31**



Any further questions or clarifications on the case studies or related roles and responsibilities?

**Slide 32**



Let's close off with a call to action. How can we as teachers, occasional teachers and student support staff have a positive impact on our school policies, programs and approaches to promoting positive student behaviour and addressing inappropriate behaviour in effective and positive ways? How can we engage our safe and accepting schools team in helping with this work?

Note to facilitator: Module 1, Part II focuses on leaders as role models and allies in creating positive school climate.

### Slide 33

Reflection

What **one** thing can you do in the next week to improve your practice?

Write down one thing you can do in the next week to improve your practice with regard to addressing inappropriate student behaviour and promoting positive behaviour.

### Slide 34

In this module, you have had opportunities to:

- Reflect on the Catholic context in which we are called to serve
- Review, discuss and reflect on your roles and responsibilities as school board staff to promote positive student behaviour and address inappropriate student behaviour
- Collaboratively work through two case studies to deepen your knowledge and understanding of the Act and your related roles and responsibilities
- Reflect on what changes you can make immediately to improve your practices and continue to foster a safe, inclusive and accepting school environment within your school

Any final thoughts or reflections?

Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>

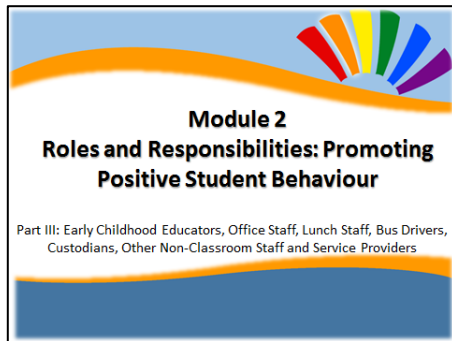
## Module 2: Roles and Responsibilities: Promoting Positive Student Behaviour

### Part III: Early Childhood Educators, Office Staff, Lunch Staff, Bus Drivers, Custodians, Other Non-Classroom Staff and Service Providers

This module is intended for early childhood educators, office staff, lunch staff, bus drivers, custodians, other non-classroom staff and service providers. It focuses on their roles and responsibilities in preventing and addressing inappropriate student behaviour, such as bullying and cyber-bullying, and promoting positive student behaviours to support a safe, inclusive and accepting school environment.

It is particularly important for this section of Module 2 that you as a facilitator are familiar with local school and/or school board policies, practices and contractual arrangements with individuals in these roles, as well as an understanding of your audience in order to make the session meaningful and relevant to local contexts.

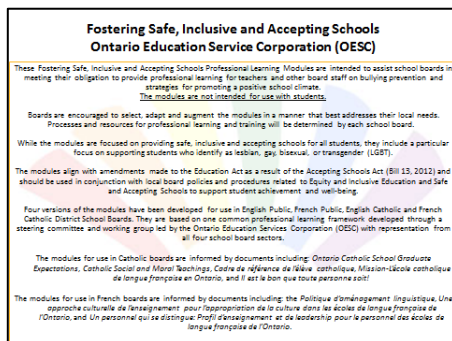
#### Slide 1



With the passing of The Accepting Schools Act (Bill 13) on June 15, 2012, amendments were made to the *Education Act*. The amendments strengthen the requirements for school boards to take preventative measures against bullying, the requirements related to suspensions and possible expulsion for inappropriate behaviour such as bullying, and the requirements to provide support for all students who have been involved.

Note to facilitator: The Accepting Schools Act brought into legislation many of the requirements that previously existed in Ministry of Education Policy/Program Memoranda 119, 144, 145 and 128. Related regulations, such as Regulation 472/07 have remained in place

#### Slide 2



This slide explains that the Ontario Education Service Corporation (OESC) has created modules and support materials to help school boards meet the requirements of the *Education Act* as amended by the Accepting Schools Act (2012) to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use materials in ways that are meaningful at local levels as they move forward with implementation.

### Slide 3

In this module, you will have opportunities to:

- Reflect on the Catholic context in which we work
- Review, discuss and reflect on your roles and responsibilities to promote positive student behaviour and address inappropriate behaviour
- Collaboratively work through case studies to deepen your knowledge and understanding of your roles and responsibilities
- Reflect on what contributions you can make to continue to foster a safe, inclusive and welcoming school environment within your school

Note to facilitator: Take a few minutes to ask people to introduce themselves, their role and their interest in this session if you have not yet had the chance to do so.

Are there any questions up front or anything anyone else is hoping to get from the session today?

### Slide 4

Our Catholic Context

A Eucharistic community



- Gather the Folks
- Tell the Story
- Break the Bread
- Change the World

All Catholic communities, whether in a school context or not, strive to be Eucharistic communities. Eucharist is a Greek word that means thanksgiving. Catholics by their faith and world-view are people of the gospel (recipients of good news!) who recognize that God is for us, both promise-maker and promise-keeper, a loving parent who loves each of us more than we could ever long for or even imagine.

In gratitude or thanksgiving for the bountiful concern or care that God has shown to the human family -- to each one of us -- especially in gifting to us his son, Jesus, to bring us to wholeness and holiness, we respond freely in love.

This free loving response to God's goodness is expressed in our celebrations of the Eucharist, or Mass. Since the Second Vatican Council and in the Catechism of the Catholic Church, Eucharist is referred to as the source and summit of Christian life.

John Shea, a storyteller and theologian, frames the Eucharist in four parts: gather the folks, tell the story, break the bread, change the world.

## Slide 5

**Our Catholic Context**

A Eucharistic community

- Gathering
- Welcoming
- Sharing of Stories
- Listening with the heart
- Breaking Bread
- Learning is nourishment
- Changing the World
- Encouraged to grow

The experience of Eucharist can and does extend beyond the liturgy Catholics know as the Mass, and can serve as an image to understand and describe an educational faith community. Catholic schools by their nature and organization are also Eucharistic in that the pattern of school life follows the four movements of the Eucharistic liturgy.

Every day in schools, staff and students gather; they share stories with each other; they break bread together in staff rooms or lunchrooms or cafeterias; and at the end of the day when they part the hope is that they leave the school somehow more whole, more learned, more confident than when they arrived.

In this way, school, in the context of Catholic education is a celebration of both the community and the place to learn, to grow, to thrive.

When the government of Ontario introduced Bill 13, the Accepting Schools Act, the Catholic school community received the new legislation as congruent with our Eucharistic sensibility that calls us to welcome each person as they are, to listen with the heart to the stories they tell, to nourish each child with love and learning, and to encourage the growth and transformation of each person.

## Slide 6

**Progressive Discipline and Promoting Positive Student Behaviour: A Whole School Approach**

*Bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large.*

- A positive learning and teaching environment is essential for student achievement and well-being. Research shows a direct link between students' success and the school environment in which learning takes place. Students are more motivated in schools that have a positive school climate, where they feel safe, included and supported (Safe Schools Action Team, 2008).
- Almost one in four (25%) grade 7 to 12 Ontario students have been bullied in school and one in six (16%) report bullying others (Boak et al., 2014).
- 64% of LGBTQ students and 61% of students with LGBTQ parents feel unsafe at school and 70.4% of all students hear homophobic expressions every day. Students are often verbally harassed about their perceived gender or sexual orientation (Taylor et al., 2011).

The next two slides provide an important context and research base to support the work of fostering safe, inclusive and accepting schools.

Sources:

Safe Schools Action Team, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*. Toronto, ON: Queen's Printer for Ontario, 2008.

Boak, A., Hamilton, H. A., Adlaf, E. M., Beitchman, J. H., Wolfe, D., & Mann, R. E. (2014). *The Mental Health and Well-Being of Ontario Students, 1991-2013: Detailed OSDUHS findings* (CAMH Research Document Series No. 38). Toronto, ON: Centre for Addiction and Mental Health.

Taylor, C. & Peter, T., with McMinn, T. L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & Schachter, K. (2011). *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report*. Toronto, ON: Egale Canada Human Rights Trust.

## Slide 7

**Progressive Discipline and Promoting Positive Student Behaviour: A Whole School Approach**

- The impact of bullying can be severe, and can include anxiety, physical ailments, absenteeism, diminished academic performance, and depression (Auditor General, Ontario, 2010).
- Early intervention for the child who is a victim and the child who bullies can have a positive impact. Without support, children who bully appear to learn how to use power and aggression to dominate others (Craig et al., 2010).
- The effectiveness of a school involves more than students' achievement of academic success; it involves the development of relationships among and between staff and students to promote a safe environment and a positive school climate (Jaffe et al., 2010).

*If students who are bullied, who bully others, or who witness bullying receive the necessary support, they can learn strategies for interacting positively with others and for promoting positive peer dynamics.*

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## Slide 8

**Renewed Vision for Education in Ontario**

Four renewed goals for education:

1. Achieving Excellence
2. Ensuring Equity
3. Promoting Well-Being
4. Enhancing Public Confidence

*"Ontario schools need to be places where... educators and students value diversity, respect each other, and see themselves reflected in their learning."*

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Achieving Excellence: A Renewed Vision for Education in Ontario, 2014

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Each of the four goals interrelate and in one way or another support positive school climates and safe, inclusive and accepting schools that reach deeper and broader, raising expectations both for the system and for the potential of our children.

## Slide 9

**What is Bullying?**



Bullying: We Can All Help Stop It. Ministry of Education. <http://www.edu.gov.on.ca/eng/mlearning/bullying06.pdf>

Let's start by reflecting on the concept of bullying.

What does bullying mean to you? How would you define it?



## Slide 10

**What is Bullying?**

**Bullying is defined in the Education Act as:**

Aggressive and typically repeated behaviour by a pupil, where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - > causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation, or harm to the individual's property; or
  - > creating a negative environment at a school for another individual; and
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education, and where the intimidation includes the use of any physical, verbal, electronic, written, or other means.

This slide reflects the definition of bullying as outlined in the *Education Act*.

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## Slide 11



A definition of cyber-bullying is also now included in the *Education Act*.

What does cyber-bullying mean to you? How would you define it?

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## Slide 12

**What is Cyber-Bullying?**

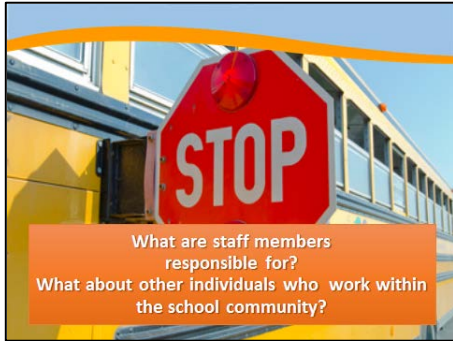
**Cyber-Bullying is defined in the Education Act as:**

Bullying by electronic means including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

This slide reflects the definition of cyber-bullying as outlined in the *Education Act*.

### Slide 13



Let's take a closer look at your roles and responsibilities.

### Slide 14

**Roles and Responsibilities: Reporting**  
(as outlined in PPM 145)

Employees of the board who work directly with students must respond (unless they feel unsafe to do so) if they observe a pupil behaving in a way that is likely to have a negative impact on school climate. All employees must report serious student incidents to the principal as soon as reasonably possible. In addition:

- Third parties, specified below, who are under contractor agreement with the board are required to report serious student incidents to the principal. Boards must include:
  - > reporting requirements for school bus drivers in their transportation policies and contracts.
  - > reporting requirements for employees and contractors in agreements with third-party operators who provide before- and/or after-school programs for Full-Day Kindergarten on the school site.
- Early childhood educators in board-operated extended-day programs, as well as employees and contractors of third-party operators as described above, must report.
- Boards may also put policies in place to require individuals who are not board employees but who come into direct contact with students on a regular basis, to report serious incidents to the principal (e.g., outdoor education instructors).

Are you aware of your requirements within the school and board that you work?

### Slide 15

**Roles and Responsibilities: Reporting**  
(as outlined in PPM 145)

- In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers engaged in a clinical relationship with a student shall report as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship.
- All individuals who are required to report that a student may have engaged in a serious student incident shall report the matter to the principal as soon as possible (using the "Safe Schools Incident Reporting Form - Part I").
- In cases where immediate action is required, a verbal report may be made. A follow up written report must be made when safe to do so. Where the principal is the sole witness of an incident, he or she is also required to complete the reporting form.
- In all cases, the principal must provide the employee who reported the incident with written acknowledgement, using the "Safe Schools Incident Reporting Form - Part II".

What are some examples of serious student behaviour that you may be required to report?

## Slide 16

**Roles and Responsibilities: Reporting**  
(as outlined in PPM 145)

Serious student incidents that must be reported include any incidents for which suspension or expulsion must be considered as described in subsection 306 (1) or 310 (1) of the *Education Act*. Some examples include, but are not limited to, the following:

- Examples of activities that may lead to suspension:
  - Uttering a threat to inflict serious bodily harm on another person.
  - Possessing alcohol or illegal drugs.
  - Swearing at a teacher or at another person in a position of authority.
  - Bullying.
- Examples of activities that may lead to a referral for expulsion:
  - Possessing a weapon, including possessing a firearm.
  - Committing sexual assault.
  - Bullying, if the pupil has previously been suspended for engaging in bullying and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
  - Any activity that may lead to suspension that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

These are some examples of incidents that may lead to suspension or expulsion that staff are required to report. Please note this is not a complete list. The complete list can be found in subsections 306 (1) and 310 (1) of the *Education Act* or in Appendix 1 of PPM 145.

Seek advice from your school principal, vice-principal or school board contact if you are not sure whether to report an incident.

## Slide 17

**Responding in the Moment**



1. **STOP** the behaviour
2. **NAME** the behaviour
3. **EXPLAIN** the potential impact and why it is inappropriate
4. **ASK** for change in behaviour
5. **REPORT** it (in the case of a serious incident)

Refer to Handout: Responding in the Moment

Sometimes it can be hard to know how to address inappropriate behaviour. This process provides guidance.

Responding in the moment is important for changing the behaviour of individual students. The benefits also extend to all members of the school community and help to foster a positive school climate.

Note regarding Step #5 that incidents must be reported if they are considered to be a serious student incident (an incident for which suspension or expulsion may need to be considered in accordance with Section 300.2 or Part XIII of the *Education Act*).

## Slide 18

**Fostering Safe, Inclusive and Accepting School Environments**

"The ministry acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential."  
PPM 145, *Progressive Discipline and Promoting Positive Student Behaviour*, 2022, p. 2

- A whole-school approach, which involves all members of the school community, is important in supporting efforts to foster safe, inclusive, and accepting schools.
- The commitment to safe schools is a shared responsibility of government, school board trustees and administrators, principals, teachers, support staff, students, parents, police, and other community partners (Safe Schools Action Team, 2006, p.5).
- Progressive discipline promotes positive student behaviour and helps address inappropriate behaviour with appropriate interventions, consequences and supports.
- It is important for all members of the school community to be aware of the principles and procedures related to progressive discipline, and the human rights principles that serve as a foundation for a bias-free approach to progressive discipline that addresses inappropriate student behaviour and supports positive student behaviour and relationships within the school community.

All members of the school community have a role to play in fostering positive school climates through a whole school approach. A whole-school approach is also valuable in addressing such issues as racism, intolerance based on religion or disability, bullying, homophobia, and gender-based violence.

Keep this idea in mind as we continue through the rest of this module. You will also have time at the end to share your thoughts.

Note to facilitator: Modules 3 and 6 focus on fostering positive school climates and a whole school approach.

**Slide 19**



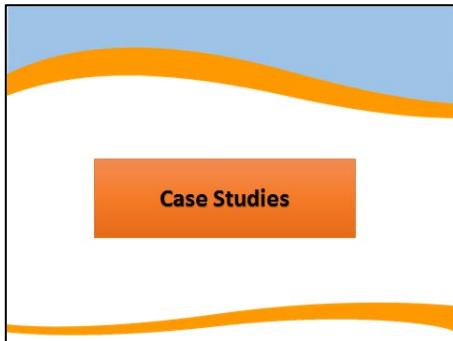
The Ministry of Education collaborated with the Ontario Human Rights Commission (OHRC) to develop a resource guide to support a bias-free approach to progressive discipline, prevention, and early intervention practices to support positive student behaviour among all students. Educators, stakeholders and students were consulted in the development of the resource.

The graphic on this slide depicts the student perspective on a bias-free approach to progressive discipline as articulated by members of the Minister’s Student Advisory Committee (MSAC).

What key concepts stand out for you?

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**Slide 20**



Refer to Handout: Case Studies

In your handout package, you will find case studies for individuals in a variety of roles within the school community. Find your role and discuss your case study with peers who are in the same role.

Note to facilitator: It is important that you know the roles that your participants play for this case study exercise so that the case studies can be made relevant to their roles.

The case study exercise can be done in a number of ways depending on your group size and time. For example, participants could review independently then share with a partner, in small groups, or with the larger group.

You may also wish to have individuals in various roles working together as they may be able to provide additional ideas and reflections.

### Slide 21



Any further questions or clarifications on the case studies or related roles and responsibilities?

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### Slide 22

Fostering Safe, Inclusive and Accepting School Environments

"Each school must have in place a safe and accepting schools team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal."

- PPM 244, Bullying Prevention and Intervention, Ministry of Education, p. 22, 2012

With the contents of this presentation in mind, take a moment to reflect on your role in supporting a safe, inclusive and welcoming school environment to support the success and well-being of all students in your school or board.

Let's close off with a call to action and keep in mind our role as role models and allies in the context of a whole school approach.

Note to facilitator: Module 1, Part II focuses on leaders as role models and allies in creating positive school climate.

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### Slide 23

Reflection

What **one** thing can you do in the next week to improve your practice?

Write down one thing you can do in the next week to improve your practice with regard to addressing inappropriate student behaviour and promoting positive behaviour.

## Slide 24

In this module, you have had opportunities to:

- Reflect on the Catholic context in which we are called to serve
- Review, discuss and reflect on your roles and responsibilities to promote positive student behaviour and address inappropriate behaviour
- Collaboratively work through case studies to deepen your knowledge and understanding of your roles and responsibilities
- Reflect on what contributions you can make to continue to foster a safe, inclusive and welcoming school environment within your school

As people of gratitude (a Eucharistic community) we celebrate the opportunity of Catholic education to welcome and celebrate the diversity of students we encounter every day. Mindful of our Catholic context, and are blessed with the opportunity to celebrate every child so that they know they are beloved sons and daughters of God. Working together, we are called to honour the fundamental dignity of each person we encounter, and most especially to protect and nurture those who are most

vulnerable. In this way, we can help make the school experience of all of our students one that helps them to learn and to thrive.

Any last thoughts or reflections?

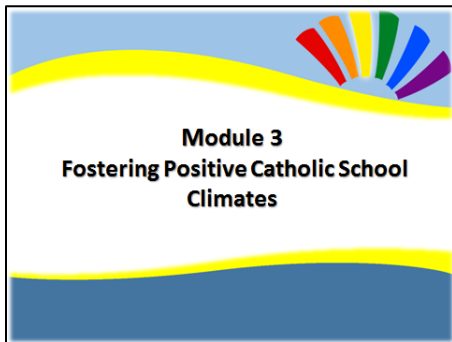
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Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>

## Module 3: Fostering Positive Catholic School Climates

This module consists of one slide presentation. There are opportunities for discussion and collaboration built into the presentation. Some of the handouts provide information in keeping with the theme of the module. Others are planning templates.

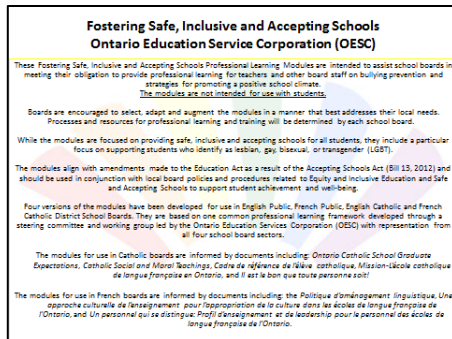
### Slide 1



This module consists of one slide presentation. There are opportunities for discussion and collaboration built into the presentation. Some of the handouts provide information in keeping with the theme of the module. Others are planning templates.

This module is intended for school board employees to focus on considering the elements of a positive school climate for all students, including those students who identify as LGBT, strategies for fostering a positive school climate, and how they as educators and leaders can contribute in all aspects of school life.

### Slide 2



This slide explains that the Ontario Education Service Corporation (OESC) has created modules and support materials to help school boards meet the requirements of the *Education Act* as amended by the *Accepting Schools Act (2012)* to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use materials in ways that are meaningful at local levels as they move forward with implementation.

### Slide 3

In this module, you will have opportunities to:

Work with colleagues to:

- Review and discuss the attributes of positive Catholic school climate and culture
- Consider your role in fostering a positive school climate
- Make connections with various parts of your work to support the achievement and well-being of all students through a positive school climate

Note to facilitator: Take a few minutes to ask people to introduce themselves, their role and their interest in this session if you have not yet had the chance to do so.

Are there any questions up front or anything anyone else is hoping to get from the session today?

### Slide 4

Our Catholic Context

A Eucharistic community



- Gather the Folks
- Tell the Story
- Break the Bread
- Change the World

All Catholic communities, whether in a school context or not, strive to be Eucharistic communities. Eucharist is a Greek word that means thanksgiving. Catholics by their faith and world-view are people of the gospel (recipients of good news!) who recognize that God is for us, both promise-maker and promise-keeper, a loving parent who loves each of us more than we could ever long for or even imagine.

In gratitude or thanksgiving for the bountiful concern and care that God has shown to the human family -- to each one of us -- especially in gifting to us his own son, Jesus, to bring us to wholeness and holiness, we are invited to respond freely in love.

This free loving response to God's goodness is expressed in our celebrations of the Eucharist, or Mass. Since the Second Vatican Council and in the Catechism of the Catholic Church, Eucharist is referred to as the source and summit of Christian life.

John Shea, a storyteller and theologian, frames the Eucharist in four parts: gather the folks, tell the story, break the bread, change the world.



## Slide 5

**Our Catholic Context**

**A Eucharistic community**

- Gathering
- Sharing of Stories
- Breaking Bread
- Change the World
- Welcoming
- Listening with the heart
- Learning is nourishment
- Encouraged to grow

The experience of Eucharist can and does extend beyond the liturgy Catholics know as the Mass and helps inform a positive Catholic school climate and culture.

Our schools by their nature and organization are also Eucharistic in that the pattern of school life follows the four movements of the Eucharistic liturgy.

Every day in schools, staff and students gather; they share stories with each other; they break bread together in staff rooms or lunchrooms or cafeterias; and at the end of the day when they part the hope is that they leave the school somehow more whole, more learned, more confident than when they arrived.

In this way, school in our Catholic context is a celebration of gratitude for the space and the place to learn, to grow, to thrive.

When the government of Ontario introduced Bill 13, the Accepting Schools Act, the Catholic school community accepted the new legislation as congruent with our Eucharistic sensibility that calls us to welcome each person as they are, to listen with the heart to the stories they tell, to nourish each child with love and learning, and to encourage the growth and transformation of each person.

## Slide 6

**Renewed Vision for Education in Ontario**

Four renewed goals for education:

1. Achieving Excellence
2. Ensuring Equity
3. Promoting Well-Being
4. Enhancing Public Confidence

*"Ontario schools need to be places where... educators and students value diversity, respect each other, and see themselves reflected in their learning."*

*"Developing child and student well-being means supporting the whole child – not only the child's academic achievement but also ... cognitive, emotional, social and physical well-being. It also means ensuring that our schools, child care centres and early years programs are safe and welcoming physical environments."*

Achieving Excellence  
Promoting Well-Being  
Ensuring Equity  
Enhancing Public Confidence

Achieving Excellence: A Renewed Vision for Education in Ontario, 2014

The government recently released *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) based on input from parents, students, teachers, support staff and school and system leaders, as well as input from individuals and groups from outside the education sector including businesses, non-profit organizations and representatives from research and innovation, municipal, multicultural, French language and Aboriginal communities.

Each of the four goals interrelate and in one way or another support positive school climates and safe, inclusive and welcoming schools that reach deeper and broader, raising expectations both for the system and for the potential of our children.

## Slide 7

**Renewed Vision for Education**

“Ontario’s diversity is one of the province’s greatest assets. Embracing this diversity and moving beyond tolerance and celebration to inclusivity and respect will help us reach our goal of making Ontario’s education system the most equitable in the world. Everyone in our publicly funded education system – regardless of background or personal circumstances – must feel engaged and included.”

- Achieving Excellence: A Renewed Vision for Education in Ontario, 2014, p. 8

There is a clear provincial commitment to supporting the success of all students in our publicly funded education systems, which provides a framework to support our work in schools and boards.

In our Catholic schools we believe that all students and staff should feel welcomed and loved. A sense of belonging is the condition in which engagement and inclusion can be made manifest.

## Slide 8

**What's the Link to Positive School Climates?**

On September 1 2012, *The Accepting Schools Act* came into force and resulted in amendments to the *Education Act*, recognizing that:

“All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity\*, gender expression\*, age, marital status, family status or disability”


\* Accepting Schools Act (Bill 12) preamble  
\* New grounds added to Ontario Human Rights Code

One of the explicit purposes, now stated in the *Education Act* is to:

“Encourage a positive school climate and prevent in appropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia.”

- Education Act, Part XII, subsection 300.0.1

These legislative changes reflect strategic alignment between safe schools and equity and inclusive education.



As indicated in this slide, the amendments to the *Education Act* describe a requirement for boards to take preventative measures to promote positive behaviour and relationships in the context of a positive school climate.

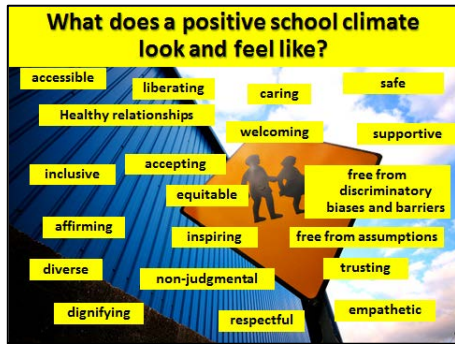
The Act sets the minimum requirements for all schools. Catholic schools, as Eucharistic communities, invite all students to tell their stories and to have their stories heard. In being heard, the dignity of every human being, made in the image and likeness of God, is honoured and respected.

## Slide 9

**What is a Positive Catholic School Climate?**

Let’s start by looking closer at what a positive Catholic school climate is all about and how we know when we have one.

**Slide 10**

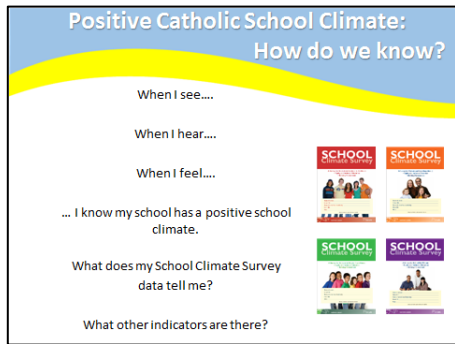


Take a few minutes to read the descriptors on this slide.

Are any of these words particularly impactful to you? Are any missing for you?

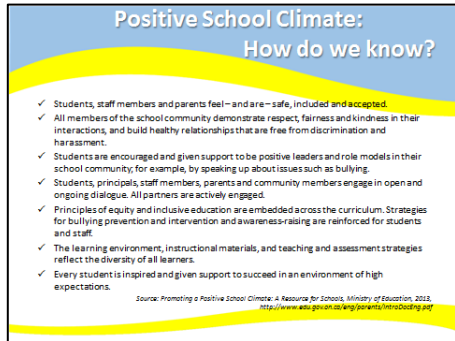
Note to facilitator: [forgiving, just, hospitable, loving, . . . ]

**Slide 11**



How do you know when your school has a positive school climate?

**Slide 12**



This slide highlights identifiable behaviours or indicators in schools where we see positive school climates.


What is a positive role model? Define. What is a Catholic role model?

What ideas did you have that are not in this list?

Invite people to share a few ideas with the whole group.

### Slide 13

What might contribute to an unwelcoming or negative school climate?



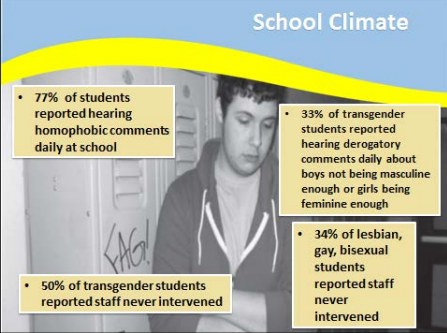
- An unwelcoming or negative school climate is created when comments or actions based on assumptions about a person's identity make them feel unwelcome or uncomfortable at school.
- Sometimes all it takes is one comment to poison the environment.

While it is good to focus on what a positive school climate looks and feels like, we also need to recognize that, unfortunately, there are factors within our schools that can contribute to an unwelcoming or negative school climate.

Are there aspects of your school climate that may be unwelcoming or negative for some students, parent(s)/guardian(s) or community members?

### Slide 14

School Climate



- 77% of students reported hearing homophobic comments daily at school
- 50% of transgender students reported staff never intervened
- 33% of transgender students reported hearing derogatory comments daily about boys not being masculine enough or girls being feminine enough
- 34% of lesbian, gay, bisexual students reported staff never intervened

A positive school climate is an important protective factor. It is a key factor in the prevention of inappropriate behaviour. This is particularly important for some groups of students who may be at greater risk. Let's take a moment to reflect on this.

Note to facilitator: Refer to Module 4, Parts I and II for more information and statistics related to students identifying as LGBT in school. Module 2 provides further

information on requirements for responding and reporting in relation to inappropriate student behaviour.


Source: Taylor, C. & Peter, T., with McMinn, T. L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & Schachter, K. (2011). *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report.* Toronto, ON: Egale Canada Human Rights Trust.

### Slide 15

School Climate may be defined as ...

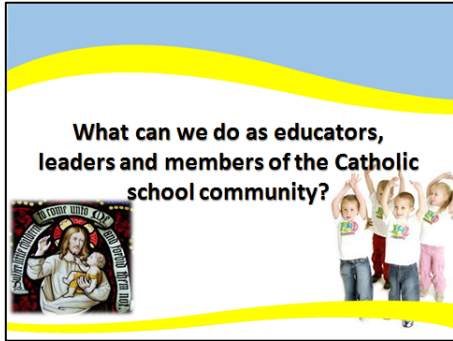
"The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour."

• PAV 125, Progressive Discipline and Promoting Positive Student Behaviour, Ministry of Education, p. 2



In light of the conversations we have had so far, what aspects of this definition stand out most for you?

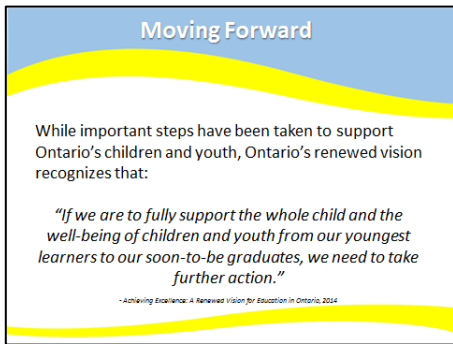
**Slide 16**



Let’s spend a bit of time considering the role that we can play in supporting a positive school climate.

Note to facilitator: Refer to Module 1, Part II for further information about roles that educators and leaders as members of the school community can play as role models and allies.

**Slide 17**



Ontario’s renewed vision for education recognizes the important work that has taken place across Ontario and challenges to look at what more needs to be done.

**Slide 18**



When we begin to look at the many factors that contribute to a positive school climate, we realize that healthy relationships serve as a foundation. This means healthy relationships among and between all members of the school community including students, staff, parents, and community members.

Think back to our earlier discussion about aspects of a positive school climate. One of the indicators we learned

about is that, in a positive school climate, all members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment.

Let’s spend a bit of time now thinking about how we can support the development of healthy relationships in our school communities.

In this diagram, you'll notice a number of linkages to other key initiatives and aspects and school life. We will come back to those linkages a bit later in the module. The diagram comes from a resource developed by the Ministry of Education called *Promoting a Positive School Climate: A Resource for Schools*. The web links are provided at the end of the module.

Source: *Promoting a Positive School Climate: A Resource for Schools*, Ministry of Education, 2013.  
<http://www.edu.gov.on.ca/eng/parents/IntroDocEng.pdf>

An additional resource for schools is “*Auditing our Catholic Schools*”, by John Kostoff.

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## Slide 19

**Healthy Relationships: A Foundation**

Positive, strengths-based approaches to fostering positive school climates that are built on foundations of trust, empathy and healthy relationships among members of the school community are shown to have a significant impact.

“We've seen measurable growth, in some instances a whole standard deviation improvement in school climate over a two-year period, just because we shifted toward strengths. So building dialogue and relationships around that strength-based focus is a very powerful strategy that I believe will move us forward.”

What are the strengths in your school community that can be built upon to support healthy relationships and a positive school climate?

Catholic school communities who receive all members as gifts (imbued with fundamental human dignity) recognize that every person and every school has strengths.

Take a moment to jot down three to five strengths in your school community that are positive and can be built upon to support the development of healthy relationships and further foster a positive school climate.

Optional additional quote: “Significant research underscores the importance of safe schools in promoting achievement and well-being and more generally, in promoting healthy development in every capacity. Youth need to feel safe and accepted in their schools, families and communities to be able to learn and develop to their full potential.” - *Comprehensive Toolkit for Safe, Inclusive and Accepting Schools: Strategies from the Thames Valley District School Board, 2012, p.1*

Sources:

Comprehensive Toolkit for Safe, Inclusive and Accepting Schools: Strategies from the Thames Valley District School Board, Ontario Institute for Education Leadership (IEL), 2012.  
<http://live.iel.immix.ca/safeandacceptingschools/toolkit>

In Conversation – Healthy Relationships: The Foundation of a Positive School Climate. An interview with Dr. Megan Tschannen-Moran. Fall 2013, Volume IV, Issue I.  
<http://www.edu.gov.on.ca/eng/policyfunding/leadership/fall2013.pdf>

## Slide 20



*Stepping Stones: A Resource on Youth Development* was created by the Ontario Government in broad consultation with researchers, youth, community leaders and service providers. It is designed to support those who work with youth aged 12 to 25 by providing:

An overview of youth development: A detailed look at the predictable developmental stages of youth aged 12 to 25, and the ways in which we can identify and respond to the

needs of youth at each stage of their development.

Developmental maps: Chart-based summaries of key developmental events for early adolescents, adolescents and young adults, and suggested supports aligned with each developmental stage.

Tips for implementation: Examples of how to adapt, specialize and apply this information in a way that is relevant and meaningful in communities across Ontario.

This resource is for organizations and individuals who, either directly or indirectly, support and influence the well-being and development of youth:

- communities and community organizations
- youth organizations
- parents, families and caregivers
- physicians and health care organizations
- educators and education and training institutions
- policy makers and decision makers

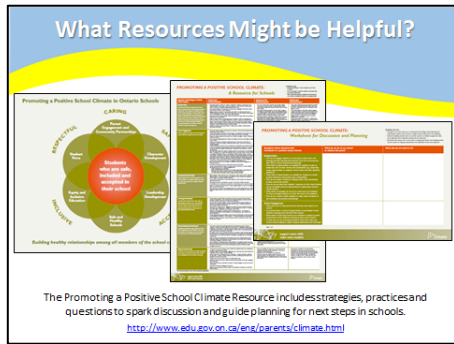
Stepping Up is a first-of-its-kind framework developed by the Government of Ontario to help guide, focus and maximize our collaborative actions to support young people.

For the purposes of this framework, “youth” refers to young people between 12 and 25 years.

Stepping Up articulates the government’s sustained commitment to supporting the well-being of Ontario’s youth. Stepping Up’s vision, guiding principles and priority outcomes will influence how the government develops policies and designs programs relating to youth.

Stepping Up is also a call to action for those that look out for the well-being of young people in Ontario. It has been developed so that young people themselves, families, governments, foundations, philanthropic organizations, public agencies, charities, community organizations and private businesses can identify ways to help youth succeed.

## Slide 21

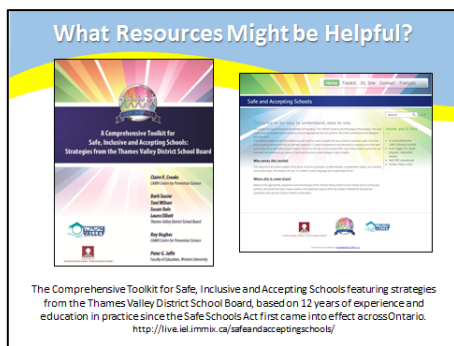


There are a number of excellent resources available as we move from the foundation of healthy relationships to a broader look at strategies and approaches for promoting a positive Catholic school climate.

We had a brief look earlier at the Positive School Climate resource developed by the Ministry of Education. The resource includes a placemat and a worksheet that schools can use for reflection and to plan next steps for action.

Source: *Promoting a Positive School Climate: A Resource for Schools*, Ontario Ministry of Education, 2013, <http://www.edu.gov.on.ca/eng/parents/IntroDocEng.pdf>

## Slide 22



The Ontario Institute for Education Leadership (IEL) is leading a Safe and Accepting Schools project featuring a data base of resources to support safe and accepting schools. A link to the data base is provided at the end of module.

It also included the development of a Comprehensive Toolkit for Safe, Inclusive and Accepting Schools featuring Strategies from the Thames Valley District School Board.

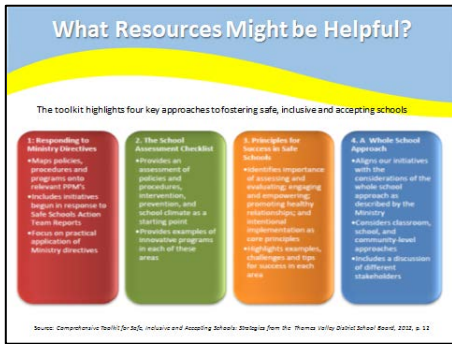
The toolkit provides strategies, programs and procedures based on Thames Valley DSB's approach to fostering safe, inclusive and accepting schools. It features practical tips, strategies and examples of protocols and programs. It also includes reflections on successes, challenges, lessons learned, and areas for further growth.

Points of alignment between safe schools, mental health, First Nations Métis and Inuit initiatives, equity and inclusive education, and leadership development are made. Linkages are also made with teaching and curriculum implementation strategies, school and board planning processes (e.g. Board Improvement Plan for Student Achievement), and sustainable professional learning approaches.

Source: *Comprehensive Toolkit for Safe, Inclusive and Accepting Schools featuring Strategies from the Thames Valley District School Board*, Ontario Institute for Education Leadership (IEL), 2012. <http://live.iel.immix.ca/safeandacceptingschools/toolkit>



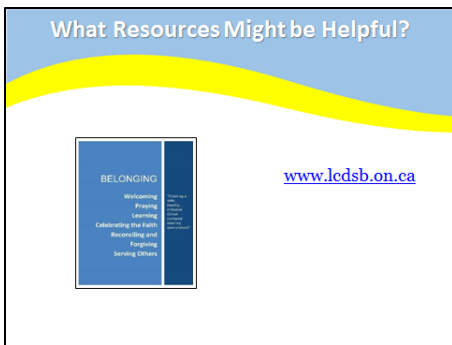
**Slide 23**



In the online toolkit, users can click on a key area in the graphic to find information.

Source: Comprehensive Toolkit for Safe, Inclusive and Accepting Schools featuring Strategies from the Thames Valley District School Board, Ontario Institute for Education Leadership (IEL), 2012. <http://live.iel.immix.ca/safeandacceptingschools/toolkit>

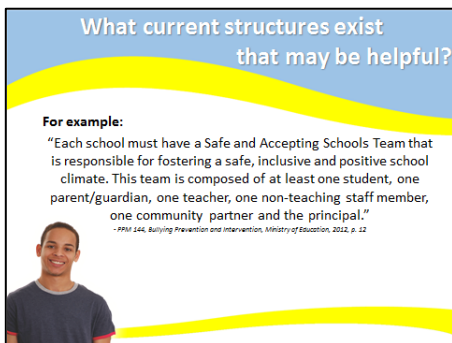
**Slide 24**



Resources have been developed by many of Catholic School Boards to assist Catholic educators in the implementation of the Bill 13. One such resource that provides practical suggestions, grounded in the faith tradition of the Catholic church, is:

“Belonging” -- London District Catholic School Board

**Slide 25**




With these resources in mind, let’s turn to taking a closer look at some school specific strategies that you may already have in place and want to strengthen, or that might be helpful in your school context.

Remember back to your 3-5 reflections on what strengths exist in your school community that you can build upon.

For example, your school should have a Safe and Accepting Schools Team to support ongoing safe, inclusive and accepting schools initiatives. PPM 144 clarifies that it is a requirement to have such a team and that this team must include teaching and non-teaching staff, a community member and, very importantly, at least one student.

## Slide 26

**Suggestions for Prevention, Planning and Positive Climate Building**



The third week in November is Bullying Awareness and Prevention Week (Education Act, Part XIII, 200.0.2 (1)).

What takes place in your school during that week?

How else does – and can – your school foster a positive school climate all through the year?

We will go over a few more suggestions in the next few slides. Keep in mind that these strategies are most effective when implemented in the context of a comprehensive strategy for fostering a positive school climate.

The Accepting Schools Act resulted in an amendment to the *Education Act* that proclaims the third week in November as Bullying Prevention and Awareness Week.

What takes place in your school during that week? How else does – and can – your school foster a positive school climate all through the year?

Sample activities and events might include:

**Pink Day** <http://www.dayofpink.org>

**Transgender Day of Remembrance** <http://www.transgenderdor.org>

**International Day Against Homophobia and Transphobia** <http://dayagainsthomophobia.org>

**LGBTQ Pride (month of June, specific dates vary locally)**

**No Name Calling Week** <http://www.nonamecallingweek.org/cgi-bin/iowa/home.html>

**Day of Silence** <http://www.dayofsilence.org/>

**Spirit Day** <http://www.glaad.org/spiritday>


Let's turn to the next slide for some ideas.

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## Slide 27

**Suggestions for Prevention, Planning and Positive Climate Building**

- Be a positive rolemodel and an ally – be aware of your **influence**
- Pay attention to information from school climate surveys and use this for dialogue and planning to guide next steps for action
- Take part in school improvement planning and evaluation processes, provide an equity perspective
- Support and participate in your Safe and Accepting Schools Team
- Plan and attend professional learning opportunities
- Actively outreach and engage parent(s)/guardian(s) and members of the school community




Here are a few examples. Let's turn to the next slide for some more.

**Slide 28**

**Suggestions for Prevention, Planning and Positive Climate Building**

- Actively reach out and engage students as part of the planning and throughout the activities that take place in your school
- Support student-led groups (human rights and social justice clubs, young women, young men's clubs, GSAs, diversity and equity ... etc.)
- Provide supports and resources for students in crisis
- Implement student leadership training (peer educators)
- Plan events and awareness campaigns (assemblies, retreats, conferences, announcements, positive spaces campaigns, etc.)



What are some examples taking place in your school or board? What more could be done?

Here are a few examples of work that has taken place in boards across Ontario:

Using an Equity Lens – A Guide to Creating Equitable School Environments and Assessing Learning Materials for Bias, a resource developed by the Hamilton-Wentworth District School Board.

“Belonging” a resource developed by the London District Catholic School Board.

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**Slide 29**

**What Else Might be in Place?**

- Active Safe and Accepting Schools team
- Playground supervision
- Caring staff members
- School assemblies, newsletters that address bullying
- On-going staff training
- Posting of class and school rules
- Implementation of progressive discipline strategies
- Guest Speakers
- Peer-led interventions
- Information for parent(s)/guardian(s)
- Reorganizing space of classrooms & playgrounds for better supervision
- Anti-bullying curriculum materials available
- Anti-bullying assemblies, presentations and activities
- Peace Circles and Restorative Practice Circles for students and training for staff

Here are a few more examples to think about. Take a few minutes to make note of any new ideas you have from this section of the presentation.

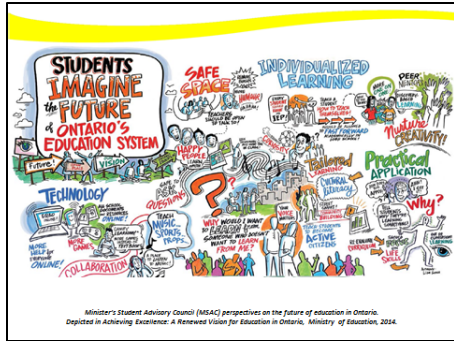
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**Slide 30**

**What connections can we make across all aspects of our work to foster a positive school climate?**

Keeping in mind what we have discussed about the elements of a positive school climate and specific strategies to help foster a positive school climate, let's broaden our thinking to explore how we can support a positive climate in everything we do in our Catholic schools and districts.

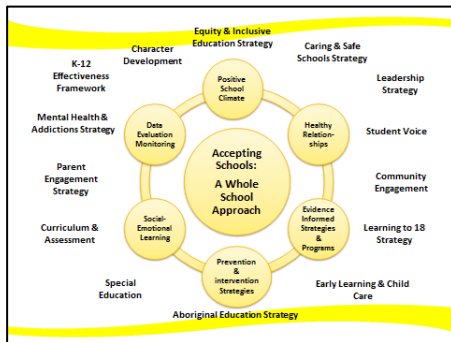
Slide 31



These are the perspectives about the future of Ontario's Education System from the Minister of Education's Student Advisory Council (MSAC).

What connections do you see between the school environment and other aspects of school life in this image?

Slide 32



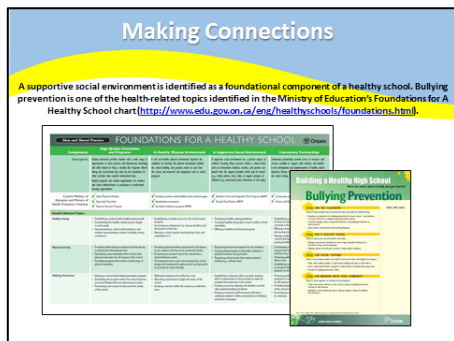
This visual helps us to see how various aspects of school a school culture relate when we work toward the goal a positive, safe and inclusive school climate for all.

Let's think about how we can foster a positive school climate through the various policies, programs, activities and practices that exist in our schools and classrooms.

We will take time in the next few slides to go through some examples.

Can you share a few ideas that come to mind before we begin?

Slide 33



This is an example in relation to healthy schools.

Slide 34

**Making Connections**

"Just as good physical health is more than the absence of disease, good mental health is much more than the absence of mental illness. Mental health exists on a continuum and can be enhanced through positive relationships with supportive friends, congenial social opportunities, involvement in meaningful activities, and the effective management of stress and conflict ...

Since children and youth spend more than six hours a day and more than 150 days a year in school, what happens at school can have a significant influence on a student's well-being. Schools can be key players in promoting the mental health, resilience, and overall healthy development of students." - p. 16.

<http://www.edu.gov.on.ca/eng/literacy/curriculum/supportingminds.pdf>

Here is an example in relation to supporting mental health.

Slide 35

**Making Connections**

"As part of Ontario's curriculum review process, final reviews for bias, anti-discrimination, aboriginal perspectives, environmental education, and alignment are conducted to ensure that the documents are inclusive."

<http://www.edu.gov.on.ca/eng/teachers/curriculum.html>

Mathematics curriculum recognizes diversity among students who study mathematics. It is based on the belief that all students can learn mathematics and deserve the opportunity to do so. It recognizes that all students do not necessarily learn mathematics in the same way, using the same resources, and within the same time frames (p. 3).

In Canadian and World Studies, students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures ... and respect and responsibility towards the environment. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship (p. 34).

Supporting a positive school climate through the implementation of provincial curriculum (e.g. resources, classroom strategies) is so important because that is what all students are exposed to every day in school. Of course this includes our religious education curriculum.

Slide 36

**Making Connections**

The School Effectiveness Framework (SEF, 2013) recognizes that, in order to sustain a culture where student learning, well-being and achievement are realized, all staff have a role in contributing to a safe, accepting and inclusive learning environment.

<http://www.edu.gov.on.ca/eng/literacy/numeracy/SEF2013.pdf>

The School Effectiveness Framework (SEF) is another key connection as it informs the plans and priorities for school improvement to support student achievement and well-being.

Slide 37


**Making Connections**

The Ontario Leadership Framework (OLF, 2013) identifies "Maintaining a safe and healthy environment" as one of the key leadership practices. It also recognizes that many people in the school can and do provide leadership, including teachers, parents, and students.

**Maintaining a safe and healthy environment**

**School Leaders:**

- Take measures to secure the school's physical facilities against incidents
- Ensure that the physical facility is maintained in a safe, healthy and attractive condition
- Communicate standards for non-violent behaviour and uphold those standards in an equitable manner
- Empower staff in the school to play a leadership role in promoting a positive school climate and modeling appropriate behaviour
- Implement and monitor the use of appropriate disciplinary practices in classrooms and throughout the school
- Develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively
- Provide opportunities for staff and students to learn about effective conflict resolution strategies



[http://e1.mimhs.ca/storage/6/1308080840/OLF\\_User\\_Guide\\_FINAL.pdf](http://e1.mimhs.ca/storage/6/1308080840/OLF_User_Guide_FINAL.pdf)

The Ontario Leadership Framework (OLF) recognizes that while formal authority in a school rests with Catholic leaders including principals and vice-principals. Many people in the school can and do provide leadership, including teachers, parents and students. Leadership is considered to be successful when it makes significant and positive contributions to the organization.


Slide 38

**Making Connections**

**How can a positive school climate support the unique needs of our diverse students?**

Let's consider English language learners, some of who may have limited schooling prior to coming to Ontario schools. These students come from a variety of life situations but may not have had the opportunity to attend school on a consistent basis or may have had no schooling at all.

What connections are we making between our teaching strategies and our overall school climate to support the success of these students in a culture of high expectations? What other identities might these students bring to our schools? How might that impact their experience in our schools?



**Capacity to Build Schools**

Senge, P. M. (2000). *Capacity to Build Schools: Closing the Learning Gap*. Boston, MA: Harvard Business School Press.

"Esila, 10, was born in Chechnya. Her first language is Chechen. Her family fled the conflict and spent two years in Europe seeking asylum. She attended school sporadically in her home country but had no formal school in transit. Esila is in Grade 4 but her reading and writing skills are limited."

→ R. Supporting English Language Learners with Limited Prior Learning, a Practical Guide for Ontario Educators Grades 1 to 12, Ministry of Education, 2006. [http://www.edu.gov.on.ca/eng/document/mrnyr0606a\\_r\\_06.pdf](http://www.edu.gov.on.ca/eng/document/mrnyr0606a_r_06.pdf)

Additional strategies and ideas can be found in: English Literacy Development: Supporting English Language Learners with Limited Prior Learning, 2014. [http://www.edu.gov.on.ca/eng/literacydevelopment/englitwresearch/CEL\\_LiteracyDevelopment.pdf](http://www.edu.gov.on.ca/eng/literacydevelopment/englitwresearch/CEL_LiteracyDevelopment.pdf)


How might a positive school climate impact the achievement and well-being a student such as Esila?

Slide 39

**Making Connections...**

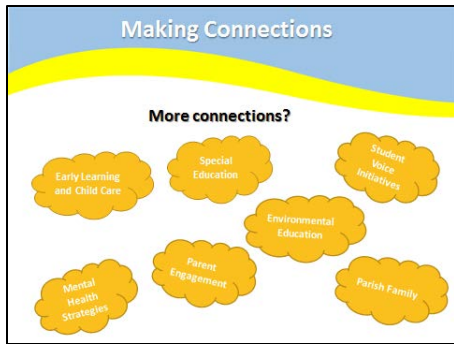
"First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will have the traditional and contemporary knowledge, skills and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures and perspectives."

→ First Nation, Métis, and Inuit Education Policy Framework, January 2007. <http://www.edu.gov.on.ca/eng/aboriginal/>



Aboriginal youth represent the largest and fastest growing population of youth across Canada. It is important that we provide positive school climates in which our Aboriginal youth are respected and valued.

**Slide 40**



Ask participants to briefly consider what other connections come to mind.

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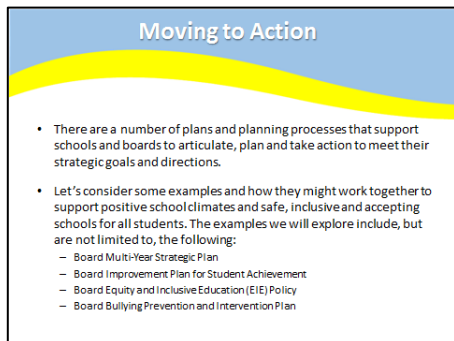
**Slide 41**



Let's look at moving to action, how our school and board plans and planning processes support positive school climates, and what roles we can play in making these connections to support deep and meaningful implementation across our schools.

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**Slide 42**



How do these examples relate to your local school and/or board contexts?

**Slide 43**

**Moving to Action**

School boards are required to develop a multi-year strategic plan aimed at meeting the needs of all students. As a result of amendments to the Education Act made through the Accepting Schools Act (Bill 13, 2012) these plans must include goals related to:

- Promoting a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability; and
- Promoting the prevention of bullying.

- Education Act, Part VI, Subsection 282.1 (2)

To guide their work in supporting the achievement and well-being of all students, school boards also have a Board Improvement Plan for Student Achievement (BIPSA) in place. At the school level, schools have School Improvement Plans (SIP) in place.

These requirements strengthen the commitment at a system-level for supporting a positive school climate.

**Slide 44**

**Moving to Action**

Every school board is required to have an Equity and Inclusive Education (EIE) Policy in place that includes eight areas of focus. One area is "school climate and the prevention of discrimination and harassment."

PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013

*"How do we know we are making a difference?" (2014) is available to support boards in deepening implementation of their EIE policies in the eight areas of focus through a series of reflective questions.*

Every school board now has an Equity and Inclusive Education Policy in place. Board policies must focus on eight areas of implementation, as outlined in PPM 119, one of which directly relates to a positive school climate.

**Slide 45**

**Moving to Action**

- Every board must have a bullying prevention and intervention plan for the schools of the board, established in consultation with students, teachers/staff, parents, school councils, volunteers and community members.
- Each school is required to implement their board's plan.
- Boards and schools must make their plans available publicly (e.g. on board and school websites).
- Plans must be reviewed periodically (e.g. once every two years) with student, staff, parent and community input.
- A model plan has been developed to assist boards with their plans.

Working Draft: Safe and Accepting Schools Model Bullying Prevention & Intervention Plan

This document is a working draft and is not intended for public release. It is subject to change without notice. It is not to be distributed outside of the Ministry of Education.

The purpose of this document is to provide a model for school boards to use in developing their own bullying prevention and intervention plans. The model plan is based on the best practices identified in the research and consultation process. It is intended to be a starting point for discussion and development of a plan that is tailored to the needs of the board and its schools.

The model plan is organized into three main sections: **1. Purpose and Scope**, **2. Roles and Responsibilities**, and **3. Key Elements of the Plan**. Each section provides detailed guidance on the content and structure of the plan, as well as examples of language that can be used in the plan.

The model plan is intended to be used as a starting point for discussion and development of a plan that is tailored to the needs of the board and its schools. It is not intended to be a one-size-fits-all solution. Each board should adapt the model plan to its own context and needs.

For more information, please contact the Ministry of Education at [bullying@ed.gov.on.ca](mailto:bullying@ed.gov.on.ca) or 1-800-387-0000.

Source: Model Bullying Prevention and Intervention Plan  
<http://www.edu.gov.on.ca/eng/document/curricul/BullyingPreventPlan.pdf>


Every school board must also have a Bullying Prevention and Intervention plan in place. This plan is a key support for fostering a positive school climate.



**Slide 46**

**Moving to Action**

- In accordance with PPM 144, School Board bullying prevention and intervention plans must include the following components:
  - Policy Statement
  - The Definition of Bullying
  - Prevention and Awareness Raising
  - Programs, Interventions and other Supports
  - Notifying Parents
  - Reporting to the Principal
  - Professional Development Strategies for Administrators, Teachers and Other School Staff
  - Communication and Outreach Strategies
  - Monitoring and Review



Source: PPM 144, <http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf>

Board plans must include key elements as outlined in PPM 144.

**Slide 47**

**Moving to Action**

What connections do you see between the plans and planning processes within your local Catholic context that can support positive school climates for all students?

What are some ways you can implement your board bullying prevention and intervention plan to support a positive school climate?

What are some ways you are developing your own school level strategies and plans for action?

What further actions are you going to take for those who have identified issues through school climate surveys or other means?

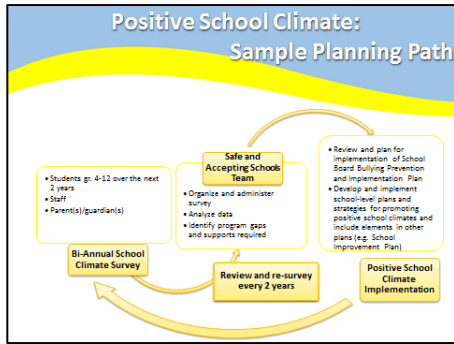
Allow a few minutes for participants to consider these questions and the many possible connections that can be made to foster a positive school climate through the various Catholic school and board plans and planning processes.

Note to facilitator: There are five handouts that could be used at this point to facilitate a reflective discussion and inform planning for next steps, depending on your audience.

You may also wish to use them earlier in the module.

- The handouts include:
- School Leader’s Checklist
  - Questions to Consider
  - Self-Assessment Tool
  - How inclusive is your school?

Slide 48



A clear and realistic plan is critical to successfully build a positive school climate. Engaging the Safe and Accepting Schools Team is an integral part of this plan.

What kinds of planning processes do you have in your schools and/or boards? What else might you want to do?

Slide 49

This slide directs us to some valuable resource links to help us at the school level.

Slide 50

To further support implementation of equity and inclusive education across Ontario and deepen the understanding of the importance of developing equitable and inclusive environments for all who enter our school system, the OESC has developed an inventory of resources - primarily resources developed by boards – that can be accessed by all boards through the OESC website. The inventory is searchable in English and French and includes a description of each resource with a link to the website where it can be found.

### Slide 51

Reflection

What next steps do I want to take?

How can I work with all of my colleagues to foster a positive climate in the school?

What connections can I make with other areas of my work and my faith?

How can I reach out and include diverse students in building a positive climate for our school? Are there students whose voices are not being heard?

How can I work with parents and members of my school community to nurture a positive learning environment for everyone who enters the school? Are there parents and/or community partners who I could reach out to?

What resources might be helpful to inform my work?

Take a moment to read the questions on this slide.

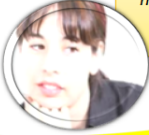
Note to facilitator: Remind the participants that as a Eucharistic community we are called to be welcoming, to be educators who listen with the heart to the voices and the stories that we hear from our students and our staff; we are called to nourish or “break bread with” others so that every day when they leave the school they are somehow more whole, more learned, more confident than when they arrived.

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### Slide 52

Reflection

*What one thing can you do in the next week to make a positive difference?*



Write down one thing you can do in the next week to make a positive difference within your local school and/or board context.

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### Slide 53

In this module, you have had opportunities to:

Work with colleagues to:

- Review and discuss the attributes of positive Catholic school climate and culture
- Consider your role in fostering a positive school climate
- Make connections with various parts of your work to support the achievement and well-being of all students through a positive school climate

Any last questions or comments?

## Slide 54

A Closing Thought ...

“In our culture, we believe that every child is born with gifts ...  
What will our schools do to uncover and develop the gifts  
of our children?”

—An Aboriginal consultation participant  
*Achieving Excellence: A Renewed Vision for Education in Ontario, 2014, p. 8*

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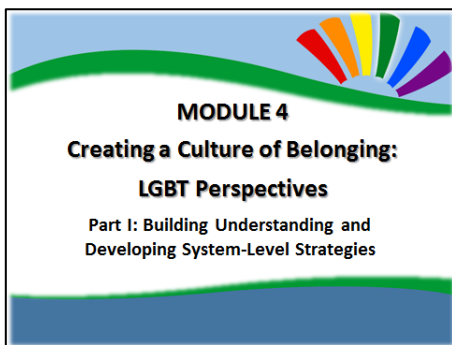
Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>

## Module 4: Creating a Culture of Belonging: LGBT Perspectives

This module is designed to encourage discussion and deepen understanding of issues of bias based on gender identity, gender expression and sexual orientation, and consider the impact these issues are having on individuals and schools. It is also designed to facilitate dialogue and inform next steps for action in supporting LGBT students in our schools. Throughout both parts of this module, collaboration and reflection are encouraged.

### Part I: Building Understanding and Developing System-Level Strategies

#### Slide 1

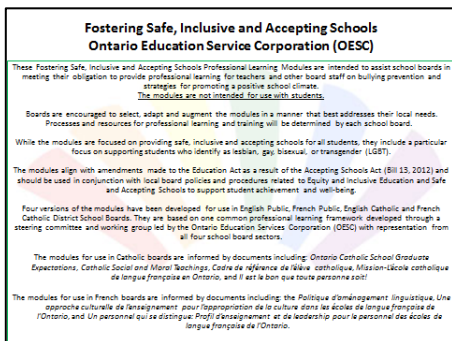


This portion of Module 4 is intended for school board employees to focus on key concepts, recent research and system-level strategies to foster safe, inclusive and accepting schools for students who identify as LGBT and for all members of the school community. The module includes key terms and concepts, as well as statistics from various sources to illustrate the impact of bullying, harassment and discrimination at school. It provides participants with information about what is being done,

and ideas about what more can be done at a system level to foster safe, inclusive and accepting schools for all students. Part of II of the module is intended for school board employees to take a closer look at school, system and individual level strategies.

Note to facilitator: Module 1, Part II provides more information and focuses on the roles that educators and leaders can play as role models and allies to support safe, inclusive and accepting schools. Module 3 and Module 6 focus on fostering a positive school climate, and a whole school approach to supporting the success and well-being of all students.

#### Slide 2



This slide explains that the Ontario Education Service Corporation (OESC) has created these modules to assist school boards in meet their requirements of the *Education Act* as amended by the *Accepting Schools Act (2012)* to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use the modules in ways that are meaningful at local levels as they move forward with implementation.

### Slide 3

In this module, you will have opportunities to:

- Reflect on the concept of identity with a particular focus on gender identity, gender expression and sexual orientation through the lens of faith
- Deepen your understanding of students within our Catholic school communities, including those who identify as LGBT
- Examine important data about the experiences of students identifying as LGBT in our schools and supportive system-level strategies that can have a positive impact for all students and all members of the school community

Note to facilitator: You will be doing introductions in a few moments (as part of the exercise about identity).

You can ask at this point whether there are any questions up front or anything anyone else is hoping to get from the session today?

### Slide 4

Our Catholic Context

A Eucharistic community



- Gather the Folks
- Tell the Story
- Break the Bread
- Change the World

All Catholic communities, whether in a school context or not, are Eucharistic communities. Eucharist is a Greek word that means thanksgiving. Catholics by their faith and world-view are people of the gospel (recipients of good news!) who recognize that God is for us, both promise-maker and promise-keeper, a loving parent who loves each of us more than we could ever long for or even imagine.

In gratitude or thanksgiving for the bountiful concern or care that God has shown to the human family -- to each one of us -- especially in gifting to us his son, Jesus, to bring us to wholeness and holiness, we are called to respond freely in love.

This free loving response to God's goodness is expressed in our celebrations of the Eucharist, or Mass. Since the Second Vatican Council and in the Catechism of the Catholic Church, Eucharist is referred to as the source and summit of Christian life.

John Shea, a storyteller and theologian, frames the Eucharist in four parts: gather the folks, tell the story, break the bread, change the world.

## Slide 5

**Our Catholic Context**

**A Eucharistic community**

- Gathering
- Welcoming
- Sharing of Stories
- Listening with the heart
- Breaking Bread
- Learning is nourishment
- Change the World
- Encouraged to grow

The experience of Eucharist can and does extend beyond the liturgy Catholics know as the Mass and helps inform how we welcome all of our students, including students who identify as LGBT.

Our schools by their nature and organization are also Eucharistic in that the pattern of school life follows the four movements of the Eucharistic liturgy.

Every day in schools, staff and students gather; they share stories with each other; they break bread together in staff rooms or lunchrooms or cafeterias; and at the end of the day when they part the hope is that they leave the school somehow more whole, more learned, more confident than when they arrived.

In this way, school in a Canadian Catholic context is a celebration of gratitude for the space and the place to learn, to grow, to thrive – for **all** of our students.

When the government of Ontario introduced Bill 13, the Accepting Schools Act, the Catholic school community understood the new legislation as congruent with our Eucharistic sensibility that calls us to welcome each person as they are, to listen with the heart to the stories they tell, to nourish each child with love and learning, and to encourage the growth and transformation of each person.

## Slide 6

**Progressive Discipline and Promoting Positive Student Behaviour: A Whole School Approach**

*Bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large.*

- A positive learning and teaching environment is essential for student achievement and well-being. Research shows a direct link between students' success and the school environment in which learning takes place. Students are more motivated in schools that have a positive school climate, where they feel safe, included and supported (Safe Schools Action Team, 2008).
- Almost one in four (25%) grade 7 to 12 Ontario students have been bullied in school and one in six (16%) report bullying others (Boak et al., 2014).
- 64% of LGBTQ students and 61% of students with LGBTQ parents feel unsafe at school and 70.4% of all students hear homophobic expressions every day. Students are often verbally harassed about their perceived gender or sexual orientation (Taylor et al., 2011).

The next two slides provide an important context and research base to support the work of fostering safe, inclusive and accepting schools.

Sources:

Safe Schools Action Team, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*. Toronto, ON: Queen's Printer for Ontario, 2008.

Boak, A., Hamilton, H. A., Adlaf, E. M., Beitchman, J. H., Wolfe, D., & Mann, R. E. (2014). *The Mental Health and Well-Being of Ontario Students, 1991-2013: Detailed OSDUHS findings* (CAMH Research Document Series No. 38). Toronto, ON: Centre for Addiction and Mental Health.

Taylor, C. & Peter, T., with McMinn, T. L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & Schachter, K. (2011). *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report*. Toronto, ON: Egale Canada Human Rights Trust.

## Slide 7

**Progressive Discipline and Promoting Positive Student Behaviour: A Whole School Approach**

- The impact of bullying can be severe, and can include anxiety, physical ailments, absenteeism, diminished academic performance, and depression (Auditor General, Ontario, 2010).
- Early intervention for the child who is a victim and the child who bullies can have a positive impact. Without support, children who bully appear to learn how to use power and aggression to dominate others (Craig et al., 2010).
- The effectiveness of a school involves more than students' achievement of academic success; it involves the development of relationships among and between staff and students to promote a safe environment and a positive school climate (Jaffe et al., 2010).

*If students who are bullied, who bully others, or who witness bullying receive the necessary support, they can learn strategies for interacting positively with others and for promoting positive peer dynamics.*

Sources:

Office of the Auditor General, Ontario. (2010). *Annual Report*. Toronto: Queen's Printer for Ontario, pp. 272-87.

Craig, W. M., Pepler, D. J., Murphy, A., & Mcuaig-Edge, H. (2010). "What Works in Bullying Prevention?" in E. M. Vernberg and B. K. Biggs, eds., *Preventing and Treating Bullying and Victimization*. USA: Oxford University Press, pp. 215-42.

Jaffe, P. G., Watson, L. C., & Crooks, C. V. (2010). *Creating Safe School Environments: From Small Steps to Sustainable Change*. London, ON: The Althouse Press

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## Slide 8

**Catholic School Climate**

"Catholic schools provide educational opportunity within the context of a faith community which recognizes each individual is made in the image and likeness of God, affirms the essential dignity, value and rights of the human person, and models the gospel values of faith, hope and love to each and every student.... the mission of the Catholic school is to create the lived experience of what it is like to be welcomed, cared for, loved without conditions, included, and to teach values that students can commit to and draw sustenance from throughout their adult lives."

(Assembly of Catholic Bishops of Ontario)

Embedded in a Eucharistic sensibility is a freely loving response to the gift of the other, in whom a Christian seeks to find the face of Christ. The climate of a Catholic school is one of welcome, where all who enter have their stories heard by open hearts and whose voices ring out as beloved sons and daughters.


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## Slide 9

**School Climate may be defined as ...**

"The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour."

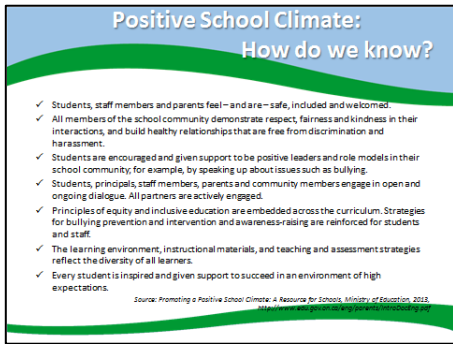
- PPM 142, Progressive Discipline and Promoting Positive Student Behaviour, Ministry of Education, p. 2



What aspects of this definition stand out most for you?



Slide 10

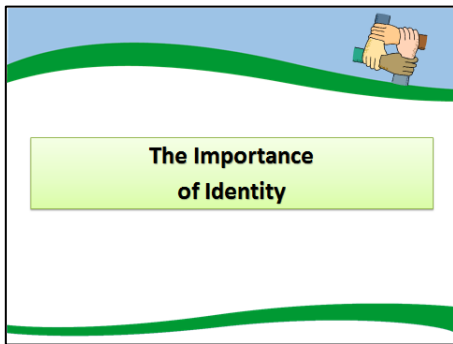


This slide highlights identifiable behaviours or indicators in schools where we see positive school climates.

How many of these do you see in your local school and/or board? Are there any others you would add to the list?

Invite people to share a few ideas with the whole group.

Slide 11



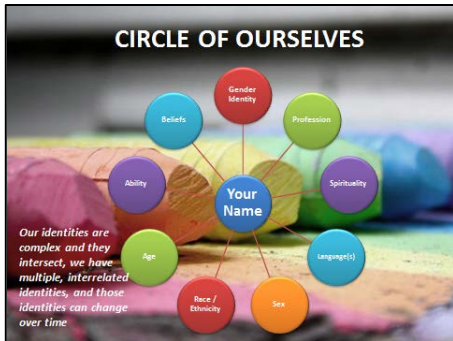
Let's start by talking about our own personal identities.

Within a Catholic anthropology of the person, our identity is rooted in being made in the image and likeness of God, filled with an inherent dignity, fulfilled by being in community with others, and always held in the embrace of God's love as a daughter or son.

The Catholic perspective would hold our inherent dignity and identity is given to us by God and we are on a journey to discover it. Identity is revealed rather than chosen.

Our identity is found in light of who God is – the God of mercy, justice, love and compassion. Our lives are lived in light of God's creation that is inherently good and interdependent.

Slide 12



Refer to Handout: Circle of Ourselves – Exploring our Identities

We are complex human beings, our identities are complex, they intersect and they are revealed over time – we have more than one identity. Our identities come with us every day, and everywhere that we learn, work and live. They can shape how we view and experience the world around us. For example, foundational for a Christian is that we

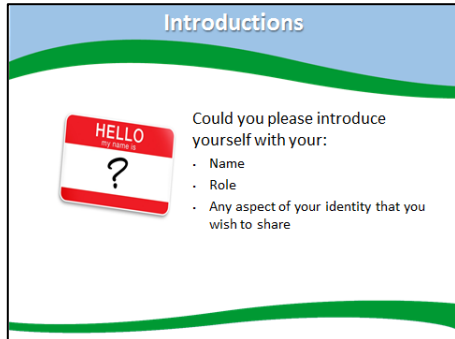
would understand ourselves as sons and daughters of God, who loves each of us unconditionally. Yet admittedly, this self-identification is often clouded by our perception that

we are unlovable because we fail to measure up to a societal standard or norm that is contrary to the bountiful and welcoming heart of God.

Note to facilitator: For this activity, every participant will need a copy of the handout. The instructions for the activity are on the page but should also be explained aloud.

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### Slide 13



**Introductions**

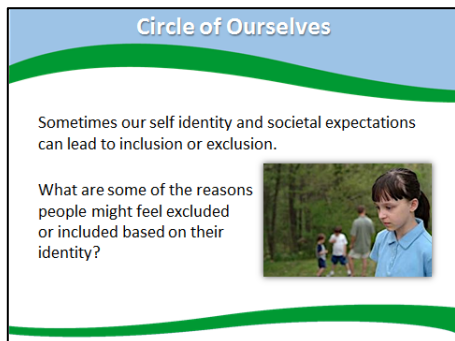
Could you please introduce yourself with your:

- Name
- Role
- Any aspect of your identity that you wish to share

Take a few minutes to go around the room and invite people to share this information.

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### Slide 14



**Circle of Ourselves**

Sometimes our self identity and societal expectations can lead to inclusion or exclusion.

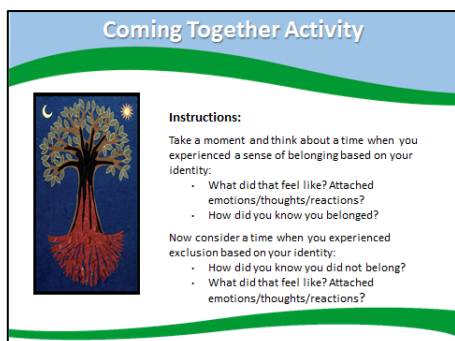
What are some of the reasons people might feel excluded or included based on their identity?



Ask people to discuss these questions with their elbow partner or with their group. Once people have had time to talk, ask for some ideas for each question.

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### Slide 15



**Coming Together Activity**

**Instructions:**

Take a moment and think about a time when you experienced a sense of belonging based on your identity:

- What did that feel like? Attached emotions/thoughts/reactions?
- How did you know you belonged?

Now consider a time when you experienced exclusion based on your identity:

- How did you know you did not belong?
- What did that feel like? Attached emotions/thoughts/reactions?

Refer to handout: Coming Together – Inclusion/Exclusion Activity

Allow time for participants to discuss their own experiences of inclusion and exclusion.

Provide an example from your own life if possible, making the link to identity.

Ask them to share their examples in their groups. Have a few volunteer participants share their answers for all to hear.

What do we remember most—feelings of inclusion or feelings of exclusion?

Which is more conducive to a positive work or learning environment?

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### Slide 16

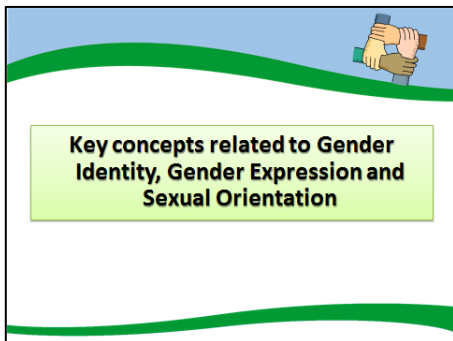


While all of these aspects of identity and experiences of inclusion and exclusion contribute to our understanding of ourselves, our starting point is always the acknowledgement that we are each a beloved child of God, created in God's image and therefore imbued with our inherent dignity and worth.

Within Catholic teaching this is not simply a matter of respect or tolerance, it is moving beyond these and loving the person for who they are.

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### Slide 17



Let's take a closer look at key concepts related to gender identity, gender expression and sexual orientation. We need to approach our learning about these concepts in a way that builds understanding to support all students as part of a whole school approach.

The concepts and definitions in this section of the module are from the following sources:

Ontario Ministry of Education. (2014). *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Toronto, ON: Queen's Printer for Ontario.

Ontario Human Rights Commission. (2014). *Policy on preventing discrimination because of Gender Identity and Gender Expression*. Toronto, ON.

## Slide 18

**Key Concepts**

**Sex:** The category of male or female based on characteristics that are biologically determined.

**Gender:** A term that refers to those characteristics of women and men that are socially constructed.

**Gender identity:** Each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex.

**Gender expression:** How a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.

**Cisgender:** When a person's gender identity is in line with or matches the sex they were assigned at birth.

Give participants time to read the slides and talk to each other about the concepts.

What distinctions do you notice between the concepts?

Pope Francis uses the term, 'A culture of encounter' in many contexts, typically suggesting the idea of reaching out, fostering dialogue and friendship, even outside of the usual circles, and making a special point of encountering

those people who may feel neglected, misunderstood, or ignored by the wider world. If our endeavour to create a culture of encounter in our Catholic schools is authentic, then, as we work at engaging with students and staff, we will meet them where they find themselves.

The terms on this slide and the next all contain the word "gender" and relate to the issue of gender identity. The terms, and the definitions are ones that have been determined jointly, and provided by the Ontario Ministry of Education, in conjunction with the Ontario Human Rights Commission.

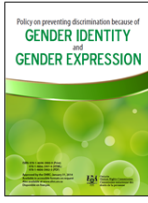
Why is it helpful to know, and understand these terms? In a culture of encounter it is important for us to understand who is before us and to receive them where they are, so that we might better walk with them, and accompany them on their life's journey. A common vocabulary is the starting point for meaningful conversation, and dialogue – the underpinnings of a culture of belonging and engagement.

Within church documents, and material written to explain a Catholic understanding of the human person, and identity, different working definitions would be used for some of these terms. For a complete understanding of identity, from a distinctively Catholic perspective, please refer to the Religion and Family Life curriculum.

Note to facilitator: In 2012, the Ontario Human Rights Code was amended to include gender identity and gender expression as prohibited grounds of discrimination under the Code. See the Ontario Human Rights Commission *Policy on preventing discrimination because of Gender Identity and Gender Expression* (2014) for further information.

Slide 19

**Key Concepts**



The OHRC Policy on Preventing Discrimination because of Gender Identity and Gender Expression (2014) differentiates between the concepts of sex and gender. It states that:

“whereas sex is a person’s physical characteristics, gender is about what it means to be a man or a woman in society.”

- OHRC, Policy on preventing discrimination because of Gender Identity and Gender Expression, 2014, p. 24.  
<http://www.ohrc.on.ca/en/book/49697/0001/11481>

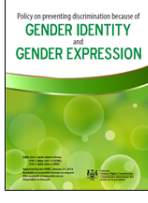
This is the explanation provided by the Ontario Human Rights Commission in their Policy on Preventing Discrimination based on Gender Identity and Gender Expression, released in January 2014.

Slide 20

**Key Concepts**

The OHRC Policy also differentiates between the concepts of sexual orientation and gender identity and gender. It states that:

“Sexual orientation describes human sexuality, from a gay and lesbian to bisexual and heterosexual orientations. A person’s gender identity is fundamentally different from and not related to their sexual orientation. For example, because a person identifies as trans does not predict or reveal anything about their sexual orientation.”



- OHRC, Policy on preventing discrimination because of Gender Identity and Gender Expression, 2014, p. 27.  
<http://www.ohrc.on.ca/en/book/49697/0001/11481>

This is the explanation provided by the Ontario Human Rights Commission in their Policy on Preventing Discrimination based on Gender Identity and Gender Expression, released in January 2014.

Slide 21

**Key Concepts**

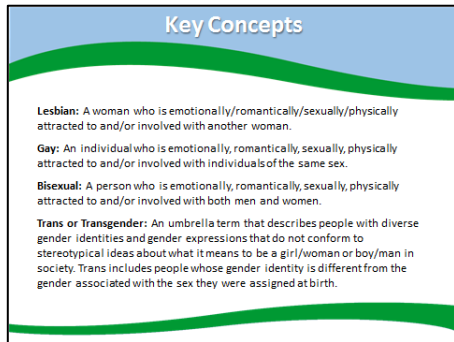
**Sexual orientation:** A person’s sense of sexual attraction to people of the same sex, the opposite sex, or both sexes.

**LGBT:** The initialism used to refer to lesbian, gay, bisexual, and transgender people. A broader range of identities is also sometimes implied, or may be represented more explicitly by the initialism LGBTQ2SIQ, which stands for lesbian, gay, bisexual, transgender, transsexual, or two-spirited, intersex, and questioning. The initialism LGBTQ is also often used.

**Heterosexual:** A person who is physically and emotionally attracted to people of the opposite sex. The term straight is sometimes used.

Give participants time to read the slides and talk to each other about the concepts.

## Slide 22



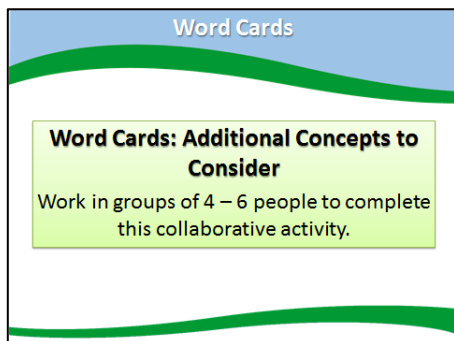
Give participants time to read the slides and talk to each other about the concepts.

As we think about these concepts, let's keep in mind that they apply to students who identify as LGBT as well as families and friends of students who may or may not identify as LGBT. They may also apply to school and board staff and/or leaders at the school and/or board level.

Part of creating a safe, inclusive and accepting school environment is recognizing individual students as well as their families and friends, school and board staff and leaders, and members of the school community, as part of a whole school approach.

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## Slide 23



Refer to Handout: Activity Cards – Words and Definitions

This card game was developed to raise awareness and build understanding of terms that may be used in relation to concepts of gender identity, gender expression and sexual orientation. Bias and stereotypes can sometimes arise from a lack of awareness or understanding.

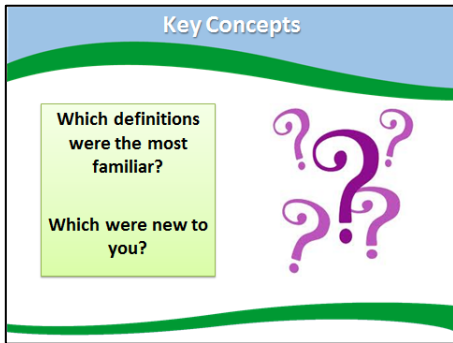
Before explaining this game, you will have to make enough copies of the cards so that every group has a deck of cards.

Ask participants to work in groups of 4 – 6 people. Distribute a deck of word and definition cards to each group. The cards must be cut up before the workshop. If possible, copy the cards onto card stock so they are more durable.

Ask participants to mix up the cards. Allow them time to talk about the terms and the definitions as they match them up. Then ask for reactions or comments. What words did you already know? What words were new for you?

Note to facilitator: It is important to recognize that various terms might be used by various individuals and organizations. The language and terms may also change over time. This gives participants a sense of what they might hear in their schools or communities, and what they mean.

## Slide 24



Key Concepts

Which definitions were the most familiar?

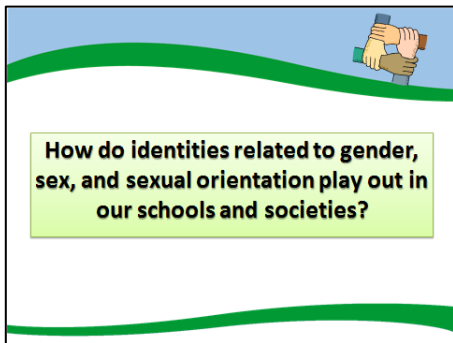
Which were new to you?

Review the answers to both these questions with the participants.

Solicit any questions they might still have before moving on in the module.

There is a glossary of key terms included as part of the module materials but is by no means a definitive list.

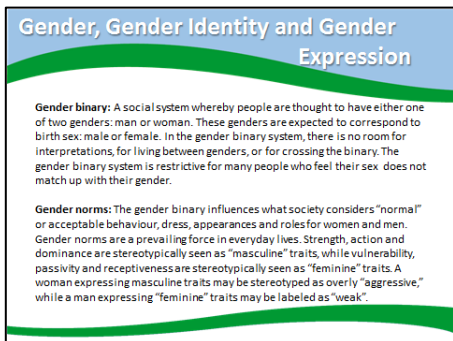
## Slide 25



How do identities related to gender, sex, and sexual orientation play out in our schools and societies?

Let's take a closer look at how these concepts play out in our schools and societies.

## Slide 26



Gender, Gender Identity and Gender Expression

**Gender binary:** A social system whereby people are thought to have either one of two genders: man or woman. These genders are expected to correspond to birth sex: male or female. In the gender binary system, there is no room for interpretations, for living between genders, or for crossing the binary. The gender binary system is restrictive for many people who feel their sex does not match up with their gender.

**Gender norms:** The gender binary influences what society considers "normal" or acceptable behaviour, dress, appearances and roles for women and men. Gender norms are a prevailing force in everyday lives. Strength, action and dominance are stereotypically seen as "masculine" traits, while vulnerability, passivity and receptiveness are stereotypically seen as "feminine" traits. A woman expressing masculine traits may be stereotyped as overly "aggressive," while a man expressing "feminine" traits may be labeled as "weak."

Give participants time to read the slides and talk to each other about the concepts.

## Slide 27

**Key Concepts**

**Cisnormativity:** refers to the commonplace assumption that all people are cisgender (their gender identity matches the sex they were assigned at birth) and that everyone accepts this as the norm.

- I can use public restrooms without fear of verbal abuse, physical intimidation, or arrest.
- I can use public facilities such as gym locker rooms and store changing rooms without stares, fear, or anxiety.
- I can move through the world and generally blend-in, without being constantly stared or gawked at, whispered about, pointed at, or laughed at because of my gender expression.
- I easily find my gender as an option on a form.
- Strangers call me by the name I provide, and don't ask what my "real name" [birth name] is and then assume that they have a right to call you by that name.
- Strangers checking my IDs never insult or glare at me because my name or sex marker does not match the sex they believed me to be based on my gender expression.

Define cisnormativity to the group.

Understanding how cisnormativity functions and materializes is important. Connect participants back to the “coming together activity” and the external factors that communicated to them whether or not they belonged.

## Slide 28

**Key Concepts**

**Heteronormativity:** refers to the commonplace assumption that all people are heterosexual (they are attracted to people of the opposite sex) and that everyone accepts this as the norm.

- I do not have to explain how or why I am heterosexual or when I realized that I was.
- I can walk hand-in-hand in public with my partner and not have people stare at us, talk about us, or harass us.
- I am not identified by my sexuality at school (e.g. “the gay teacher”).
- When I watch movies or TV, I can be certain that my sexual orientation will be represented often and accurately.
- I can easily find a community that won't exclude me for being heterosexual.
- I will never have my heterosexuality used as a reason not to feel comfortable being on an athletic team, or being assigned to the same group project for a class assignment.

Introduce and define heteronormativity before inviting participants through the reflections.

Understanding how heteronormativity functions and materializes is important. Connect participants back to the “coming together activity” and the external factors that communicated to them whether or not they belonged.

Refer to Handout: Heterosexual Privilege List

This list designed to help participants recognize their own bias and status of privilege. Ask people to read the list individually and then discuss their reactions with other members of their groups.

What was a new idea for you? What did you realize about yourself or your preconceived notions? How did items on the list make you feel about your own identity? Did you see yourself in the list?

Note there is an inherent flaw in this list in that it presumes that everyone who participates in is heterosexual. This is worth pointing out and discussing from the point of view of assumptions.



## Slide 29



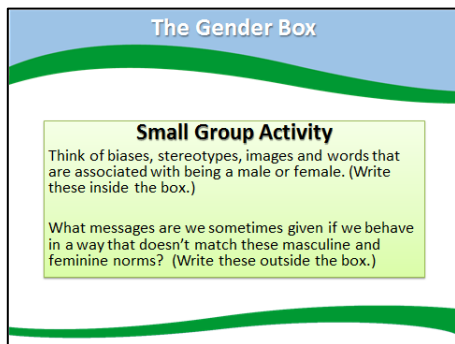
What impact do stereotypes, expectations and assumptions about sex, sexual orientation, gender and gender identity have on our students, schools and school communities?

How do these influences make us feel comfortable or uncomfortable?

The slide features two photographs: one of a young girl sitting on a red scooter, and another of a young boy holding a flag.

Let's take a few minutes to consider the questions on these slides.

## Slide 30



**The Gender Box**

**Small Group Activity**

Think of biases, stereotypes, images and words that are associated with being a male or female. (Write these inside the box.)

What messages are we sometimes given if we behave in a way that doesn't match these masculine and feminine norms? (Write these outside the box.)

Refer to Handout: The Gender Box

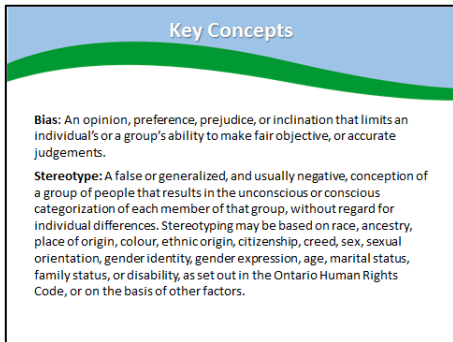
For this activity, you will need enough copies of the worksheet so that each pair or group of participants will have one.

Let's think back to our initial conversation about identity and the concepts we have considered so far in this module. Take a moment to reflect on your own (using the gender box handout) then share your thoughts with someone else in the room.

Ask people to think of stereotypical words and images that one might apply to girls/women (pretty, feminine) and boys/men (strong, macho). These go inside the box. Non-stereotypical words and images go outside the box. Ask the participants to talk about where the stereotypical names and images come from and how people who are "outside the box" may sometimes be treated.

- Think of stereotypes, images and words that are associated with being a male or female. (Write these inside the box)
- What messages are we sometimes given if we behave a way that doesn't match these masculine and feminine norms? (Write these outside the box)

### Slide 31



**Key Concepts**

**Bias:** An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

**Stereotype:** A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other factors.

Refer to Handout: How Anti-LGBT Bias Hurts All of Us

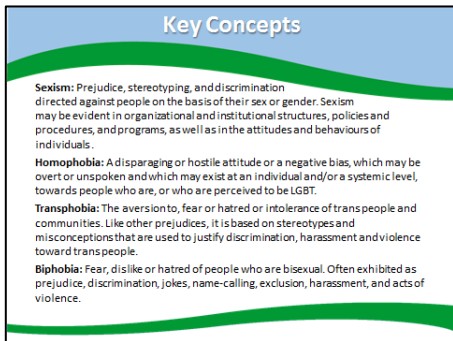
Allow time for participants to review the key points with an elbow partner. Invite large-group discussion and ask participants to share examples that come to mind for them.

Following the discussion spend a few minutes on the definitions. Participants may already be familiar with these

concepts. However, they continue to serve as a foundation of our work in creating safe, inclusive and accepting schools. Take a moment to review and reflect.

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### Slide 32



**Key Concepts**

**Sexism:** Prejudice, stereotyping, and discrimination directed against people on the basis of their sex or gender. Sexism may be evident in organizational and institutional structures, policies and procedures, and programs, as well as in the attitudes and behaviours of individuals.

**Homophobia:** A disparaging or hostile attitude or a negative bias, which may be overt or unspoken and which may exist at an individual and/or a systemic level, towards people who are, or who are perceived to be LGBT.

**Transphobia:** The aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people.

**Biphobia:** Fear, dislike or hatred of people who are bisexual. Often exhibited as prejudice, discrimination, jokes, name-calling, exclusion, harassment, and acts of violence.

Negative or discriminatory biases, stereotypes, assumptions, and fears – whether they are intentional or unintentional (sometimes due to lack of understanding or awareness) – can have a significant negative impact on students in our schools and school communities, in particular students who identify as LGBT. They can also have a negative impact on the school climate overall.

These biases, stereotypes, assumptions, and fears, if left unchecked, can also have a negative impact on the way in which members of a school community (staff, students, parents, community members) behave towards one another.

They can serve as the root of bullying, harassment, discrimination, or even hateful behaviours.

Note to facilitator: For more information on how discriminatory bias and stereotypes can impact behaviour and action refer to Module 1, Part II.

### Slide 33

**Key Concepts**

**Discrimination:** Unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident at the organizational or individual level.

**Harassment:** A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

**Hate propaganda:** Ideas, beliefs, and ideologies transmitted in written, oral, or electronic form for the purpose of creating, promoting, perpetuating, or exacerbating antagonistic, hateful, and belligerent attitudes or actions against a particular group or groups of people.

Participants may already be familiar with these concepts. However, they continue to serve as a foundation of our work in creating safe, inclusive and accepting schools. Take a moment to review and reflect.

### Slide 34

**What is Bullying?**

**Bullying is defined in the Education Act as:**

Aggressive and typically repeated behaviour by a pupil, where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of
  - > causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation, or harm to the individual's property, or
  - > creating a negative environment at a school for another individual, and
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education, and where the intimidation includes the use of any physical, verbal, electronic, written, or other means.

This slide reflects the definition of bullying as outlined in the *Education Act*.

### Slide 35

**What is Cyber-Bullying?**

**Cyber-Bullying is defined in the Education Act as:**

Bullying by electronic means including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

This slide reflects the definition of cyber-bullying as outlined in the *Education Act*.

### Slide 36

**Key Concepts**

- Two or more of the prohibited grounds of discrimination under the *Ontario Human Rights Code* and other factors (e.g. socioeconomic status) can intersect in one individual or group and can create additional biases or barriers.
- The concept of intersectional discrimination recognizes that people's lives involve multiple interrelated identities, and that discrimination based on Code grounds may take place as a result of how these identities intersect.

**Let's consider an example:**

What might be the impact of discriminatory biases or systemic barriers on a person's racial identity, gender identity, sexual orientation, family status or other grounds?

Give participants time to read the slides and talk to each other about the concepts.

What other examples of intersectionalities come to mind?

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### Slide 37

**Don't make assumptions about a person based on their appearance or behaviour.**



What assumptions might someone make about these images? Ask participants to share responses. Both are images of Swedish model Erica Linder.

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### Slide 38

**Don't make assumptions about a person based on their appearance or behaviour.**



What are your first impressions of these people, who they are, what they do, and what might they be capable of doing? What kind of expectations might we have?

**Slide 39**



We have a responsibility to respect everyone’s right to self-identify and to have their identity respected. Respecting someone’s identity as they’ve identified it is fundamental to human dignity.

For Christians, this is the call and the challenge: to love the other as the other in the context of their concrete situation.

As Jesus said, “I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another.” (John 13:34-35)

Think back to how you felt in the activity that we did at the beginning of this module, about feeling excluded or included based on your identity or perceived identity.

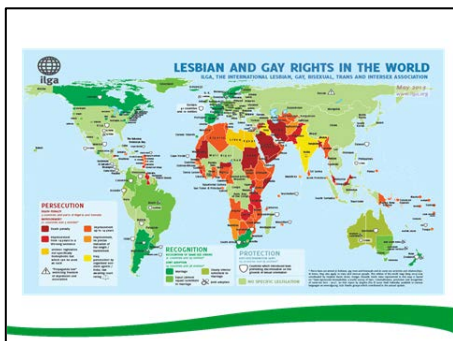
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**Slide 40**



In recent years there has been considerable research to raise awareness and build understanding about the experiences of students in our school who identify as LGBT.

**Slide 41**



In some places in the world, it can be dangerous to identify as LGBT. Note the red, yellow and orange sections in comparison to other colours.

Source: International Lesbian, Gay, Bisexual, Trans and Intersex Association

#### Slide 42



This slide and the next few slides help us see the reality in schools, faced by many LGBT students.

This statistics on this slide and the following slides are taken from:

Taylor, C. & Peter, T., with McMinn, T. L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & Schachter, K. (2011). *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report.* Toronto, ON: Egale Canada Human Rights Trust.

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#### Slide 43



Consider a situation in which you did not feel welcome, accepted or respected. What if that situation endured for six hours a day, five days per week?

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#### Slide 44



Think back to our “coming together” activity and the feelings of inclusion and exclusion.

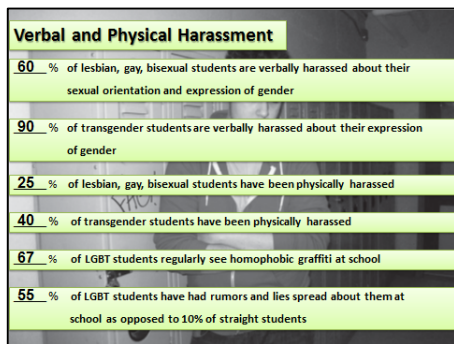
### Slide 45



Let's take a moment to unpack each of these statistics. What are they telling us?

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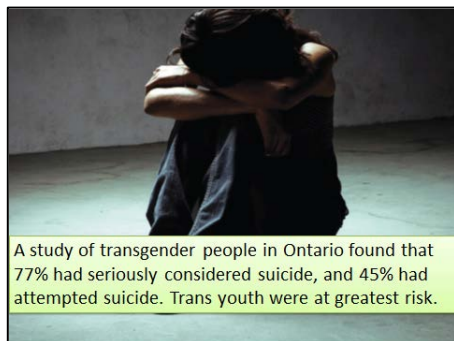
### Slide 46



Let's take a moment to unpack each of these statistics. What are they telling us?

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### Slide 47



What does this statistic tell us? How might this be impacting our students and school communities?

Source: Rainbow Health Ontario. (2012). RHO Fact Sheet: LGBT Mental Health. Centre for Addiction and Mental Health and Research LGBTQ Health.

[http://www.rainbowhealthontario.ca/admin/contentengine/contentdocuments/lgbt\\_mental\\_health.pdf](http://www.rainbowhealthontario.ca/admin/contentengine/contentdocuments/lgbt_mental_health.pdf)

### Slide 48

**Additional Research**

- 98% of transgender Ontarians reported at least one experience of transphobia; over 25% have experienced physical violence because they were trans (Longman et al., 2013).
- A study conducted by psychologist Michael Benibgui (2011) found that:
  - Suicide is the second leading cause of death among youth in Canada.
  - In 2008, 458 Canadians between the ages of 10 and 24 took their own lives.
  - LGBTQ youth are 14 times more likely to commit suicide than heterosexual youth.

This slide provides examples of additional research that has been conducted.

Sources:

Longman, R., et al. (2013). *Experiences of Transphobia among Trans Ontarians*. Trans PULSE e-Bulletin, 7 March. 3 (2), online: Trans PULSE [www.transpulseproject.ca](http://www.transpulseproject.ca).

Harmony Movement. (2014). *Educator’s Equity Companion Guide*. Harmony Education Series. Canada.

### Slide 49

**Additional Research**

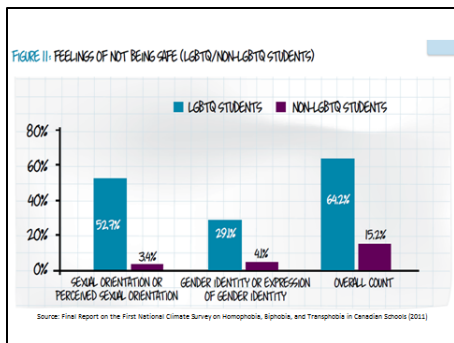
The 2011 Canadian Centre for Justice Statistics, Incident-based Uniform Crime Reporting Survey (Allen & Boyce, 2013) reported that:

- The most likely hate crimes to involve violent offences were those motivated by sexual orientation (65%) or race/ethnicity (41%);
- Victims of sexual orientation-related hate crimes were the most likely to report physical injuries (49%); and,
- Hate crimes motivated by sexual orientation had the highest proportion of accused who were male (92%) as well as the highest proportion of accused who were under age 25 (70%).

These numbers are based on a Statistics Canada report.

Source: Allen, M., & Boyce, J. (2013). “Police-reported hate crime in Canada, 2011.” *Juristat*. Statistics Canada catalogue no. 85-002-X. <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11822-eng.pdf>

### Slide 50



These numbers show us that LGBT students, or students who are perceived as LGBT, are much more likely to feel unsafe.



**Slide 51**

**Most** LGBTQ students who were harassed or assaulted in school did not report the incident to school staff.

**The most common reason:** They believe staff would not do anything about it.

**And,** many LGBTQ students would not be comfortable talking to their teachers (40%), their principal (60%), or their coach (70%) about LGBTQ issues in general.



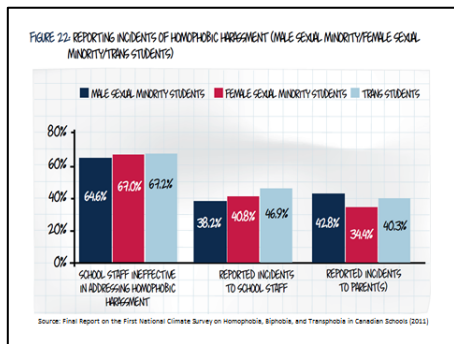
What, in your opinion, might be the impact on LGBT students if they believe that staff would not do anything about bullying if they reported it? What might be the impact on other students?

How do you think LGBT might students feel if their teachers and other staff appear to do nothing when they report harassment or bullying?

Source:

Taylor, C. & Peter, T., with McMinn, T. L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & Schachter, K. (2011). *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report.* Toronto, ON: Egale Canada Human Rights Trust.

**Slide 52**



Research shows a significant variance between the percentage of students who report incidents of homophobic harassment to school staff and the level of staff effectiveness in addressing these incidents.

Why, in your opinion, might staff be reluctant to respond, or not respond? How can schools and boards better support and prepare staff to respond?

Note to facilitator: Refer to Module 2, Part I, II and III for legal requirements related to responding and reporting, along with a handout that can be used to provide guidance on responding.


**Slide 53**

**What's the impact?**

"[S]tudents who identify or are perceived as lesbian, gay, bisexual or transgender (LGBT), students are frequently targeted for bullying...

As one might expect, suicidal ideation, depression, anxiety, drug abuse, truancy, drop-out and homelessness rates all tend to be higher among LGBT youth than among their straight counterparts."

- Dr. Gerald Walton, Faculty of Education, Lakehead University



Let's spend a bit more time now looking at the impact that bullying, harassment, and discrimination can have for all members of the school community, including those who identify as, or are perceived as, LGBT.

Source: Walton, Dr. G. (2010). "Forging Safer Learning Environments: Addressing Homophobic Bullying in Schools." In The Literacy and Numeracy Secretariat, *What Works? Research into Practice*. Research Monograph no. 30.

### Slide 54

**What's the impact?**

What other impacts might there be for students who identify as LGBT?


How might this impact their learning and ability to reach their full potential in our schools?

What might other members of the school community feel or experience as a result of these attitudes and behaviours?

Take a few minutes for participants to share their thoughts.

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### Slide 55




**Positive Supporting Strategies  
System Level**

In this section, we will explore a number of positive supporting conditions that exist and that we can draw upon to support all members of our school community, including those who identify as LGBT, in the context of a safe, positive, inclusive and welcoming school environment.

We will focus here primarily on system-level supports. Part two of this module focuses more on individual and school level supports.

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### Slide 56



To belong. It is important that we support each other, that we pray for each other, that we come together as people who have the same face. We need to love each other and then, as we learn to work together in a place of belonging and togetherness, we begin to see that it is important to listen to each other.  
Jean Vanier

As educators and leaders in your community your role as change agents is deeply necessary and holds enormous impact.

There is urgency to this work; all students, including those who identify as LGBT need to be able to heal, to belong and to thrive.

It is a responsibility but it is also an opportunity to stand on the side of justice.

Slide 57

**Positive Supporting Strategies**

Schools and boards across Ontario have taken many positive steps towards supporting students who identify as LGBT and all members of their school community.

**What are some examples that you have seen or heard about?**

Take a few minutes for participants to share their thoughts.

Slide 58

**Positive Supporting Strategies**

On September 1 2012, *The Accepting Schools Act* came into force and resulted in amendments to the *Education Act*, recognizing that:

"All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity", gender expression", age, marital status, family status or disability."

- Accepting Schools Act (Bill 123) preamble  
- \*Newly added grounds to Ontario Human Rights Code

One of the explicit purposes, now stated in the *Education Act* is to:

"Encourage a positive school climate and prevent inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia."

- Education Act, Part VIII, subsection 300.0.1

*These legislative changes reflect strategic alignment between safe schools and equity and inclusive education.*

This slide outlines for us the intent of the Accepting Schools Act. The Act intentionally strengthened the alignment between safe schools and equity and inclusive education strategies and initiatives to further support the success and well-being of all students, including LGBT students.

It is a powerful message that the purpose of the "Behaviour, Discipline, and Safety" section of the

*Education Act* is explicitly stated as supporting positive school climates and preventing inappropriate behaviour.

What comes to mind when you read these quotes?

Note to facilitator: Refer to Module 1, Part I for more information on highlights of the Accepting Schools Act. Refer to Module 1, Part II for further explanation/exploration of key concepts and definitions of terms used in the quotes.

Slide 59

**Positive Supporting Strategies**

Every school board is required to have an Equity and Inclusive Education (EIE) Policy in place that includes eight areas of focus.

- PPM 119: Developing and implementing Equity and Inclusive Education Policies in Ontario Schools, 2013

"How do we know we are making a difference?" (2014) is available to support boards in deepening implementation of their EIE policies in the eight areas of focus through a series of reflective questions.

This slide explains the requirement for boards to have an Equity and Inclusive Education Policy in place that focuses on eight areas of implementation, as outlined in PPM 119.

**Slide 60**

**School Board EIE Policies**

School board EIE policies must be comprehensive and must cover the prohibited grounds of discrimination set out in the *Ontario Human Rights Code*.

The code prohibits discrimination on any of the following grounds: race, colour, ancestry, place of origin, citizenship, ethnic origin, disability, creed (e.g., religion), sex, sexual orientation, gender identity, gender expression, age, family status, and marital status.

Boards may also address related issues resulting from the intersection of the dimensions of diversity that can also act as a systemic barrier to student learning. This may include factors not included in the Code, such as socioeconomic status.

-Policy/Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2014)

The requirements for board EIE policies are comprehensive and intended to identify and remove discriminatory biases and systemic barriers for all students, including LGBT students. Refer to Ontario's EIE Policy Implementation Guidelines and PPM 119 for more information.

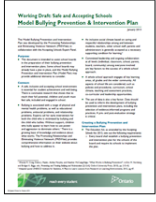
School boards are expected to demonstrate continuous improvement, so that progress is evident on an annual basis towards the goal of embedding the equity and

inclusive education policy into all aspects of their school board operations, planning processes and learning environments.

**Slide 61**

**Positive Supporting Strategies**

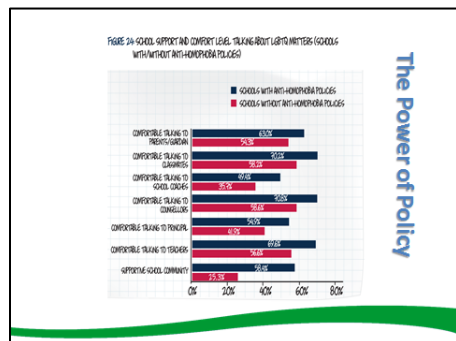
- Every board must have a bullying prevention and intervention plan for the schools of the board, established in consultation with students, teachers/staff, parents, school councils, volunteers and community members.
- Each school is required to implement their board's plan.
- Boards and schools must make their plans available publicly (e.g. on board and school websites).
- Plans must be reviewed periodically (e.g. once every two years) with student, staff, parent and community input.
- A model plan has been developed to assist boards with their plans.



The Accepting Schools Act (Bill 13, 2012) also amended the Education Act to require every school board to have a Bullying Prevention and Intervention Plan in place. The plan must include key elements as outlined in PPM 144.

This slide explains the requirement to create a clear plan for prevention and intervention. Note that this plan must be regularly reviewed and monitored to ensure that it meets the need of students and the community.

**Slide 62**



A 2007 study showed that LGBTQ students in schools with safe schools policies that explicitly address homophobia report lower levels of harassment, fewer homophobic comments, more staff intervention, and more willingness to report harassment and assault to school staff members.

The study also showed that students from schools with generic policies (no specific mention of homophobia) reported experiencing levels of homophobic harassment similar to those reported by students from schools with no policies at all.

The chart on this slide and the next shows the positive impact of school policies as identified by students through the 2011 National Climate Survey

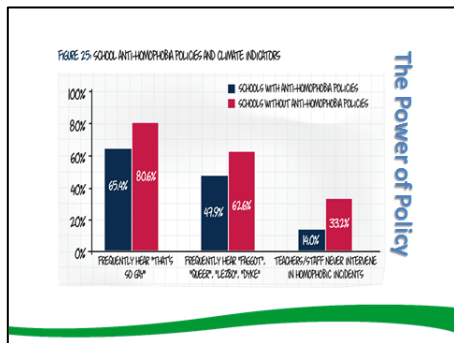
Sources:

Kosciw, J.G., Diaz, E.M., & Greytak, E.A. (2008).

The 2007 national school climate survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools. New York: GLSEN. Retrieved 15 December, 2009 from <http://www.glsen.org>

Taylor, C. & Peter, T., with McMinn, T. L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & Schachter, K. (2011). *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Final report.* Toronto, ON: Egale Canada Human Rights Trust.

### Slide 63



This chart shows the impact of policies in relation to homophobic comments and staff intervention.

### Slide 64

**Renewed Vision for Education in Ontario**

Four renewed goals for education:

1. Achieving Excellence
2. Ensuring Equity
3. Promoting Well-Being
4. Enhancing Public Confidence

"Ontario schools need to be places where... educators and students value diversity, respect each other, and see themselves reflected in their learning."

"Developing child and student well-being means supporting the whole child – not only the child's academic achievement but also... cognitive, emotional, social and physical well-being. It also means ensuring that our schools, child care centres and early years programs are safe and welcoming physical environments."

...Achieving Excellence: A Renewed Vision for Education in Ontario, 2014

The government recently released *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) based on input from parents, students, teachers, support staff and school and system leaders, as well as input from individuals and groups from outside the education sector including businesses, non-profit organizations and representatives from research and innovation, municipal, multicultural, French language and Aboriginal communities.

Each of the four goals interrelate and in one way or another support positive school climates and safe, inclusive and accepting schools that reach deeper and broader, raising expectations both for the system and for the potential of our children.

### Slide 65

**Moving Forward**

While important steps have been taken to support Ontario's children and youth, Ontario's renewed vision recognizes that:

**"if we are to fully support the whole child and the well-being of children and youth from our youngest learners to our soon-to-be graduates, we need to take further action."**

- Achieving Excellence: A Renewed Vision for Education in Ontario, 2014

Let's take a moment to think about what action has taken place, and what further action you might see being taken in the context of your local school and board?

Note to facilitator: Part II of Module 4 takes a closer look at school and individual level practices.

### Slide 66

**Taking Stock: Reflection**

- How do we identify and address systemic barriers and discriminatory biases within system and school structures and organization policies, programs, and practices?
- Are we incorporating the needs of our LGBT students into our larger board equity strategies? How? Has student voice been included?
- Do staff have an understanding and awareness about LGBT topics? How do I know?
- In what ways are the voices, stories, cultures, and histories of our students, families, and communities included in our classrooms, curriculum, learning materials, groupings, displays, and other resources? Are we including the LGBT community?
- Do the physical environments of my schools communicate safe and inclusive access for LGBT students?
- What kind of experiences are my schools having with creating and sustaining student-led groups, such as Gay-Straight Alliances?
- How is my board communicating that homophobic, biphobic and transphobic bullying are unacceptable? What actions are being taken to address and prevent this?

Note to facilitator: these are the same self-reflection questions as in Module 4, Part 2. As a facilitator, if you are delivering both presentations to the same audience, you may wish to split the questions or use them in one of the two models as you see fit. They could also be made into a handout to guide discussion.

### Slide 67

**Reflection**

*What one thing can you do in the next week to make a positive difference?*

Write down one thing you can do in the next week to make a positive difference within your local school and/or board context.

Note to Facilitator: Remind the participants that as a Eucharistic community we are called to be welcoming, to be educators who listen with the heart to the voices and the stories that we hear from our students and our staff; we are called to nourish or "break bread" with others so

that every day when they leave the school they are somehow more whole, more learned, more confident than when they arrived.

Discrimination of any kind is contrary to the spirit of the gospel, and incongruous with the Christian understanding of the person of Jesus.

## Slide 68

In this module, you have had opportunities to:

- Reflect on the concept of identity with a particular focus on gender identity, gender expression and sexual orientation through the lens of faith
- Deepen your understanding of students who identify as LGBT within our Catholic school communities
- Examine important data about the experiences of students identifying as LGBT in our schools and supportive system-level strategies that can have a positive impact for all students and all members of the school community

Any last thoughts or comments?

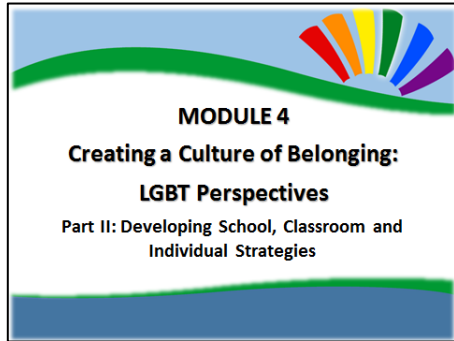
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Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>

## Module 4: Creating a Culture of Belonging: LGBT Perspectives

### Part II: Developing School, Classroom and Individual Strategies

#### Slide 1

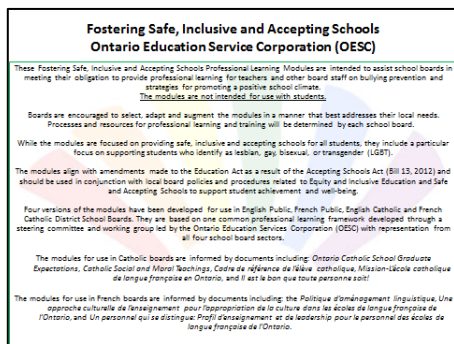


This portion of Module 4 is intended for school board employees to focus on strategies and actions at the school, classroom and individual levels to foster safe, inclusive and welcoming schools for students who identify as LGBT and for all members of the school community. This portion of Module 4 will look at a whole school approach to creating safe space and building positive, inclusive, Christ-centered school climates that reflect a Eucharistic sensibility (see Catholic context in Module 4, Part I).

It builds on Part I of this module, which sets the context for school board employees about the importance of supporting students who identify as LGBT and highlights a range of system-level supports and strategies.

Note to facilitator: Module 1, Part II provides more information and focuses on the roles that educators and leaders can play to support safe, inclusive and accepting schools. Module 3 and Module 6 focus on fostering a positive school climate, and a whole school approach to supporting the success and well-being of all students.

#### Slide 2



This slide explains that the Ontario Education Service Corporation (OESC) has created these modules to assist school boards in meet their requirements of the *Education Act* as amended by the *Accepting Schools Act (2012)* to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use the modules in ways that are meaningful at local levels as they move forward with implementation.



### Slide 3

In this module, you will have opportunities to:

- Work with colleagues to take a deeper look at biases and stereotypes related to gender identity, gender expression and sexual orientation
- Examine the Principles of Catholic social teaching: God-given, inherent dignity and value of each person; The Common Good and Building Positive School Climates
- Identify a range of school, system and individual level strategies to support students who identify as LGBT, which can also have a positive impact on all students and members of the school community
- Apply our faith teachings and tradition in addressing bias, discrimination, hate and violence
- Consider strengths, barriers, gaps and opportunities within your local school and board context
- Learn about a range of resources that are available and may be of assistance

Note to facilitator: Take a few minutes to ask people to introduce themselves, their role and their interest in this session if you have not yet had the chance to do so.

Are there any questions up front or anything anyone else is hoping to get from the session today?

In secular society, the Ontario Human Rights Code and the law protect individuals against oppression, persecution, and the abusive exercise of power or privilege. These laws apply in all contexts and so are applicable in Catholic Schools. The OHRC defines the minimum requirements that individuals and organizations must comply with.

As Catholics, we understand that we have a particular responsibility to be with one another, to care for one another in community and in love.

Catholic social and moral teachings are the guides that help us to understand and articulate those responsibilities.

During this workshop we might ask ourselves:

- How does the law inform how we respond to our students and the staff?
- How does our faith call us to respond to our students and staff?
- How do I contribute to creating a safe, inclusive, Christ-centered school?
- How do I contribute to a whole school approach?

### Slide 4

Supporting Human Rights

"Discrimination based on race, age, disability, sexual orientation, gender identity and gender expression or other factors is unacceptable in our schools and we are committed to fostering a caring, safe, inclusive, and accepting learning environment in all Ontario schools. In such an environment, all members of the school community are welcome, respected and valued. The result is a whole-school approach that supports and inspires students to learn and succeed in a culture of high expectations."

-Liz Jordan, Minister of Education and Barbara Hall, Chief Commissioner, Ontario Human Rights Commission Supporting Safe and Inclusive Schools in Ontario: A Resource Guide for School and System Leaders Ontario Ministry of Education in collaboration with the Ontario Human Rights Commission, 2018.

There is a clear provincial commitment to guide our work in fostering safe, inclusive and accepting schools for all students, including students who identify as LGBT.

## Slide 5

Goals of the Amendments to the *Education Act*

**In Law:**  
All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity\*, gender expression\*, age, marital status, family status or disability.  
(Education Act: Subsection 169.1) \*newly added grounds to OHRC.

The Accepting Schools Act is an amendment to the Education Act - compliance is required.

As we work through this module we will see that what is required by the amendments to the *Education Act* and encouraged by our professional organizations. This echoes what we are called to model, by our faith and in love, in our words and deeds.

## Slide 6

Goals of the Amendments to the *Education Act*

**In Faith:**  
"As the people of God, the Church envisions a society of inclusion and hope, for all people. In particular, inclusion and hope are essential for those who are marginalized in our society. At its best, the Church community provides a place where those who are excluded, bullied, or struggling with their sense of belonging can gather in support of one another. This principle of belonging is integral to the message of the Gospel, as well as the beliefs and traditions of our Catholic faith.  
(Assembly of Catholic Bishops of Ontario)

## Slide 7

Catholic Schools: Faith in Action

**Catholic Schools: Faith in Action**  
"Catholic schools provide educational opportunity within the context of a faith community which recognizes that each individual is made in the image and likeness of God, affirms the essential dignity, value and rights of the human person, and models the Gospel values of faith, hope and love to each and every student. In part, the mission of the Catholic school is to create the lived experience of what it is like to be welcomed, cared for, loved without conditions, included, and to teach values that students can commit to and draw sustenance from throughout their adult lives."  
(Assembly of Catholic Bishops of Ontario)

Creating a positive school climate means:

- Welcoming others as (if they were) Christ;
- Treating each person with love and respect; and
- Cultivating a whole school community approach that is rooted in Gospel values.

## Slide 8

Theological Reflection: Connecting Faith and Life

“When there is no room for dialogue with the Christian Tradition, we use the term *fundamentalism*. When only our own Experience has validity, we use the term *narcissism*. When only the Culture has the final and ultimate say, we use the term *secularism*. True theological reflection requires the truth and wisdom of each pole (Experience, Faith Tradition and Culture) and the discipline to suspend judgment until all three have a hearing – a deeply interactive hearing.”

Joye Gros: Theological Reflection: Connecting Faith and Life, p. 20

Our discussions today, and all our faith-learning opportunities, invite us to bring the faith tradition to our experience. In other words, we will be asking:

- What Scripture stories and Catholic faith teachings shed light on our experience and our culture?
- How do we respond, in faith and love, to loving God and loving neighbour?
- How do we work together in faith to create a safe space for every member of our school and district communities?

## Slide 9

Gender Identity, Gender Expression and Sexual Orientation in Schools

- Raising awareness to challenge sexism, homophobia, transphobia and biphobia is as important as raising awareness to combat harassment and discrimination related to race, religion, disability, or class.
- Much of sexism, homophobia, transphobia and biphobia is based on perceptions of what it is to be “masculine” or “feminine” in our society.
- Students who do not adopt stereotypical gender or sex-based patterns of behaviour are often the targets of sexist, homophobic, transphobic, and/or biphobic bullying, harassment, and/or discrimination.

In this slide, we have an opportunity to reflect on some key concepts related to raising awareness about gender identity, gender expression and sexual orientation in our schools.

## Slide 10

Gender Identity, Gender Expression and Sexual Orientation in Schools

The Accepting Schools Act (Bill 13, 2012) states that:

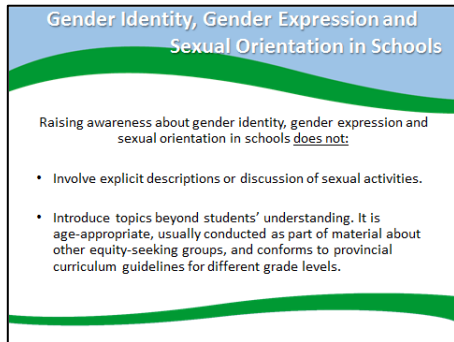
“students need to be equipped with the knowledge, skills, attitude and values to engage the world and others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all people, including LGBTTIQ (lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer and questioning) people”

- preamble, Accepting Schools Act (Bill 13, 2012)

Engaging leaders, colleagues, students and all members of the school community to help challenge sexism, homophobia, transphobia and biphobia and all forms of harassment and discrimination supports a positive school climate and the development of our students as active, responsible global citizens.

Note to facilitator: Refer to Module 1, Part I, Module 3 and Module 4, Part I for further information on provincial directions and strategies.

## Slide 11

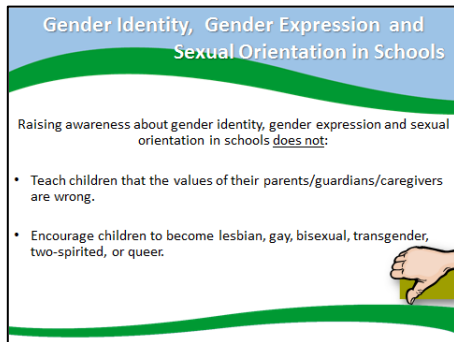
A rectangular box with a blue header and green wavy borders. The header text is "Gender Identity, Gender Expression and Sexual Orientation in Schools". The main text reads "Raising awareness about gender identity, gender expression and sexual orientation in schools does not:" followed by two bullet points.

Gender Identity, Gender Expression and Sexual Orientation in Schools

Raising awareness about gender identity, gender expression and sexual orientation in schools does not:

- Involve explicit descriptions or discussion of sexual activities.
- Introduce topics beyond students' understanding. It is age-appropriate, usually conducted as part of material about other equity-seeking groups, and conforms to provincial curriculum guidelines for different grade levels.

## Slide 12

A rectangular box with a blue header and green wavy borders. The header text is "Gender Identity, Gender Expression and Sexual Orientation in Schools". The main text reads "Raising awareness about gender identity, gender expression and sexual orientation in schools does not:" followed by two bullet points and a small illustration of a hand holding a book.

Gender Identity, Gender Expression and Sexual Orientation in Schools

Raising awareness about gender identity, gender expression and sexual orientation in schools does not:

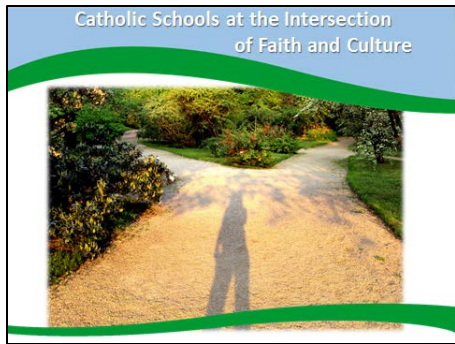
- Teach children that the values of their parents/guardians/caregivers are wrong.
- Encourage children to become lesbian, gay, bisexual, transgender, two-spirited, or queer.

At times we hear a range of myths and misconceptions about what it means to be raising awareness and building understanding about gender identity, gender expression and sexual orientation in our schools. It is important, as part of a whole school approach, to address and help clarify these misconceptions.

Sexual orientation (whether one is or will be attracted to people of the same or opposite sex) is deep-seated and personal, and cannot be changed or influenced by reading a book or hearing a presentation.

In our Catholic schools the Religion and Family Life Program, *Fully Alive*, approved by the Assembly of Catholic Bishops is scaffolded and developmentally appropriate. Family Life Education, as it is represented in *Fully Alive*, is intended to pass on a distinctively Catholic view of human life, sexuality, marriage, and family. Its goal is to complement the efforts of families and to support what parents are doing at home. The entire program, from Grades 1 through Grade 8, is designed to encourage children to become the people God wants them to be -- to be fully alive.

### Slide 13



Our Catholic schools are places where we need to engage in the exploration and integration of a modern culture, which at times may seem anti-religious while, at the same time, be faithful to the Gospel.

The Catholic school has as its aim the critical communication of human culture and the total formation of the individual and it works towards this goal guided by its Christian vision of reality.

In our present context this requires two things:

Outwardly our Catholic Schools have to become an increasingly powerful sign of the constructive and positive role that religion can play in our modern secular society.

Inwardly, our Catholic schools must become places in which faith learns to talk to today's culture and be centres that are committed to what is now being called the "new evangelization".

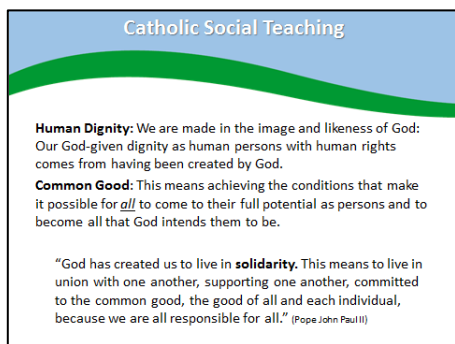
Saint Paul said:

"To the Jews I became like a Jew ...; to those under the law I became like one under the law ...; to those outside the law I became like one outside the law ...; to the weak I became weak. I have become all things to all, to save at least some. All this I do for the sake of the gospel, so that I too may have a share in it. " (I Corinthians 9,19-23)

Saint Paul adapted himself to the various cultures of his diverse audiences, not out of a need to be fashionable, but so that the Gospel might have a chance of speaking to his listeners' hearts. Today's Catholic school faces the same challenge: to learn the language of contemporary culture so that the Gospel might echo in society itself as well as in the hearts of the children and youth who are entrusted to it.

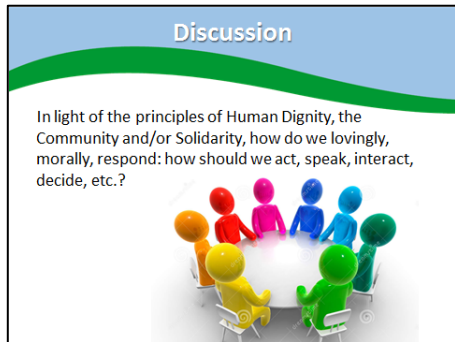
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### Slide 14



Our Faith Tradition calls us to respect the dignity of all, to work for the common good and to understand that we are responsible for each other.

## Slide 15



**Small Group Activity** – Examination of Catholic Social Teaching.

Participants will review the 3 of 4 Principles of Catholic Social Teaching: Human Dignity, Common Good, Solidarity

Each group could examine one (of the three - Human Dignity, Common Good, Solidarity) of the Principles using ACBO *Fundamental Principles of Catholic Social Teaching*

(<http://www.acbo.on.ca/englishdocs/Principles%20of%20Catholic%20Social%20Teaching%20Jan%202013.pdf>) and reflect on the question(s) for that Principle.

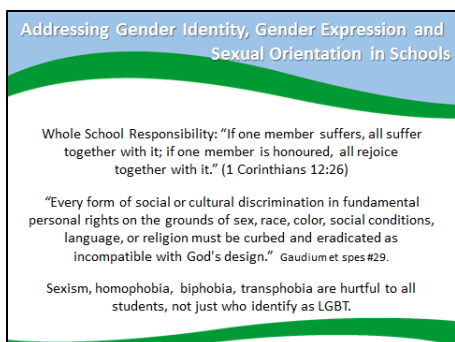
Discussion:

In light of the principle: how do I lovingly (morally) respond to this principle? (How should I act, speak, interact, decide, etc. in light of this principle)?

Some examples might include:

- Act: respecting the God-given gifts of self and others; with love
- Speaking: with kindness and compassion; using people first language, etc.
- Interact: with hospitality, welcoming the other as we would welcome Christ
- Decide: in light of faith, with the common good, in service

## Slide 16



Sexism, homophobia, biphobia, transphobia hurt all students, all members of the community, whether they are heterosexual or identify as LGBT. Diversity Education in schools is a critical step.

The Ontario Human Rights Code, the Equity and Inclusive Education Strategy of the Ministry of Education PPM 119, and Bill 157, (*Keeping Our Kids Safe At School Act*) 2009, and the Education Act seek to ensure that all students,

including students who identify as LGBT, find a safe, accepting, and inclusive environment in our schools, are welcomed and treated with respect, and do not have to fear harassment or discrimination.

Catholic Moral/Social Teaching supports this fundamental expectation: e.g.: Catechism of the Catholic Church. The number of men and women who have deep-seated homosexual tendencies is not negligible... They must be accepted with respect, compassion, and sensitivity. Every sign of unjust discrimination in their regard should be avoided. (CCC 2358)

Every board of education is required to have an inclusive education policy, promote and educate for a positive school climate accepting of all students and ensure a safe school code of conduct with serious consequences for any behaviors related to bias, prejudice and hate.

Ensuring safe and inclusive schools means everyone must have an understanding of the experiences of groups that have been underserved, misrepresented, and discriminated against. All this requires education, which in the context of addressing homophobia and heterosexism means gender and sexual diversity education.

Acts of exclusion are ultimately hurtful to ALL students, since if they are not addressed, the environment becomes one that tolerates discrimination.

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### Slide 17

What Does Whole School, Inclusive Education Look Like?

**A Whole School Responsibility:**

- Challenges all forms of oppression and prejudice
- Equips staff and students with:
  - critical, inclusive and respectful knowledge, skills, and attitudes that are informed by Gospel values
- Witnesses to the faith-filled behaviour to which we are called

It is important that any initiative includes the whole school community – led by the modelling of adults. All initiatives should be done in a way that respects the needs of the community.

1. A whole school responsibility means that we challenge all forms of oppression, prejudice and discrimination (including homophobia/transphobic and heterosexism).

This means we should:

- Model the behaviour and attitudes that we want for our students;
- Be faith directed (In Catholic Education, we are agents of the Church); and,
- Help students to develop critical thinking skills in light of faith/gospel.

2. Students must be equipped with the knowledge, skills, attitudes, and Gospel values to engage the world and others, in faith and reason, which means developing a critical consciousness and informed conscience that allows them to take action on making their schools and communities more equitable and inclusive for all peoples.

At the same time, in our Catholic Schools we emphasize chastity:

*“Chastity is normally defined as something to do with sex, namely, a certain innocence, purity, discipline, or even celibacy regarding sex. This however is too narrow. Chastity... has to do with the limits and appropriateness of all experiencing, the sexual included. To be chaste means to experience things, all things, respectfully and to drink them in only when we are ready for them. We break chastity when we experience anything irreverently or prematurely” (Ron Rolheiser, The Shattered Lantern: Rediscovering a Felt Presence of God, 1995).*

Like all moral virtues, chastity is not merely about controlling or containing desires, but about bringing them into harmony with God’s plan for our good. Chastity, in the broadest sense, is a positive orientation to life; a discipline of the heart, the eye, of language and all the senses, which frees us to embrace goodness. Teaching chastity begins from a spiritual intuition that helps us to grasp the obligation inherent in the fact that our body belongs to God.

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### Slide 18

**What Does A Whole School Approach to Gender and Sexual Diversity Education Look Like?**

Jesus modelled for us a way that calls us to love our neighbour, to welcome others and to treat others with respect, compassion and sensitivity.

- Gender and sexual diversity education is no different from education to combat harassment and discrimination related to race, religion, gender, disability, or class.
- Students who do not adopt gender-typical patterns of behaviour are often the targets of bullying, harassment and discrimination.

When asked what is the greatest commandment, Jesus responded” ‘You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.’ This is the greatest and first commandment. And a second is like it: ‘You shall love your neighbour as yourself.’ On these two commandments hang all the law and the prophets.” (Matthew 22:36-40)

The commandment calls us to lovingly respond, in word and action, to all.

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### Slide 19

**Gender and Sexual Diversity Education**

Whole School, inclusive education should be:

- Rooted in a Catholic Christian understanding of the human person made in the *image of God*
- Respectful of the innate dignity of each person
- Age appropriate and mindful of the students’ needs
- A clear and unambiguous presentation of Catholic Moral and Social Teaching (official teachings of the Catholic Faith)

1. Addressing all biases starts with the development of a Catholic Christian Anthropology that sees the other person as an image of God.

2. What is human dignity? What social conditions affirm dignity or deny it? What experiences of justice and injustice come to mind when you think of people created in God’s own image and likeness? All issues are to be dealt with from an understanding that *all humans are beloved*

*children of God*, that we are called to live in authentic relationships with family and with peers, and a growing understanding of the gift of sexuality as an expression of life and love.

3. Our curriculum should be based on our students’ needs: We must know our students and be aware of their age (maturity) and their unique and individual needs.

4. Students should be taught clearly and unambiguously, the official Church Teachings on matters of faith and morals. Teachers should avoid projecting their own adult ‘difficulties’. We need to be aware of our words and body language.

Remember our job is to teach and live the teachings of the Church (the curriculum).

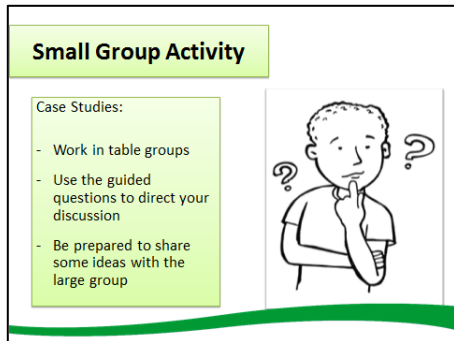


\*(cf. Fr. James J. DiGiacomo, Teaching Religion in a Catholic Secondary School.)

Helpful tips:

- Don't be afraid to say "I don't know" and to confer with colleagues
  - Presenting the correct answer may take careful research
  - Differences and dissent should be handled with Christian charity
  - See things through a faith lens – see the whole person
- 

### Slide 20



**Small Group Activity**

Case Studies:

- Work in table groups
- Use the guided questions to direct your discussion
- Be prepared to share some ideas with the large group

The slide features a green header with the title 'Small Group Activity'. Below it, a white box contains the text 'Case Studies:' followed by three bullet points. To the right of the text is a cartoon illustration of a man with a hand on his chin, looking thoughtful, with question marks above his head. The slide has a green wavy border at the bottom.

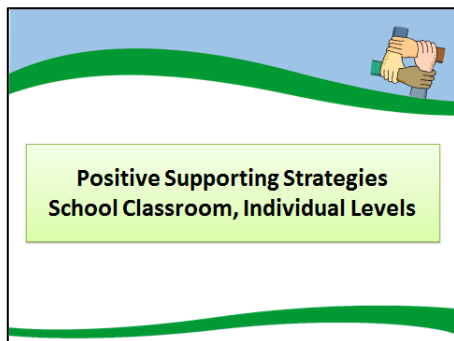
Refer to handout: Case Studies

In your handout package, you will find case studies for individuals in a variety of roles within the school community. The case studies ask you, as school and board staff, to put yourself in the roles of these community members and think about what they might experience, as well as what supports could be provided to assist them in contributing to a safe, inclusive and accepting school.

The case study exercise can be done in a number of ways depending on your group size and time. For example, participants could review independently then share with a partner, in small groups, or with the larger group.

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### Slide 21



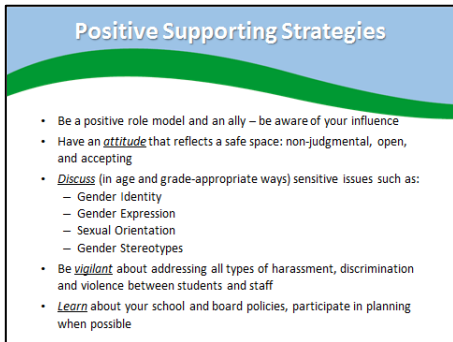
**Positive Supporting Strategies  
School Classroom, Individual Levels**

The slide features a green header with the title 'Positive Supporting Strategies School Classroom, Individual Levels'. In the top right corner, there is a small illustration of two hands holding a book. The slide has a green wavy border at the bottom.

In this section, we will begin to explore a number of positive supporting conditions that exist and that we can draw upon to support students who identify as LGBT and all members of our school community in the context of a safe, positive, inclusive and accepting school environment.

Part I of this module provided an overview of supporting system-level strategies that help to provide a context for school, classroom and system-level strategies.

## Slide 22



**Positive Supporting Strategies**

- Be a positive role model and an ally – be aware of your influence
- Have an *attitude* that reflects a safe space: non-judgmental, open, and accepting
- *Discuss* (in age and grade-appropriate ways) sensitive issues such as:
  - Gender Identity
  - Gender Expression
  - Sexual Orientation
  - Gender Stereotypes
- Be *vigilant* about addressing all types of harassment, discrimination and violence between students and staff
- *Learn* about your school and board policies, participate in planning when possible

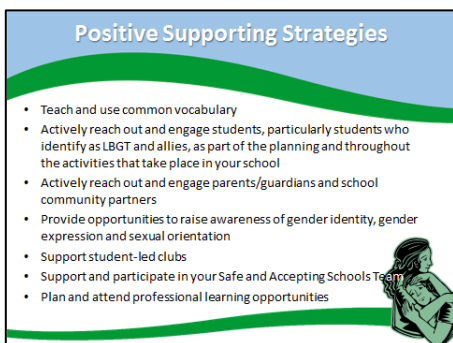
Concepts like sexism, homophobia, transphobia and biphobia refer to complex social phenomena. They can be challenging to grasp. It is important to consider grade, age, and subject-appropriate ways to help students develop the critical thinking skills necessary to decode and resist biased messages. It is important to think about the language that you are using to introduce concepts at various age and grade levels. What are some examples that come to mind?

How would this look in your school and/or board situation?

What resources are available and what would you still need to make it happen? Note we will spend a bit of time at the end of this module going through online resources that might be helpful.


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## Slide 23



**Positive Supporting Strategies**

- Teach and use common vocabulary
- Actively reach out and engage students, particularly students who identify as LGBT and allies, as part of the planning and throughout the activities that take place in your school
- Actively reach out and engage parents/guardians and school community partners
- Provide opportunities to raise awareness of gender identity, gender expression and sexual orientation
- Support student-led clubs
- Support and participate in your Safe and Accepting Schools Team
- Plan and attend professional learning opportunities



How would this look in your school and/or board situation?

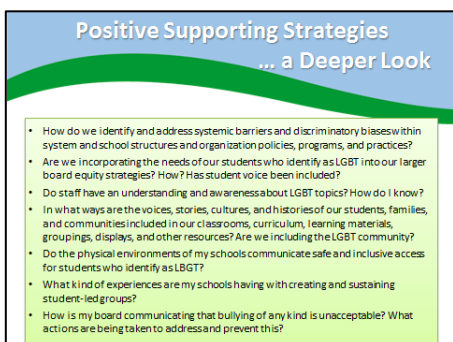
What resources are available and what would you still need to make it happen?

What other strategies might there be?

Note we will spend a bit of time at the end of this module going through online resources that might be helpful.

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## Slide 24



**Positive Supporting Strategies**  
**... a Deeper Look**

- How do we identify and address systemic barriers and discriminatory biases within system and school structures and organization policies, programs, and practices?
- Are we incorporating the needs of our students who identify as LGBT into our larger board equity strategies? How? Has student voice been included?
- Do staff have an understanding and awareness about LGBT topics? How do I know?
- In what ways are the voices, stories, cultures, and histories of our students, families, and communities included in our classrooms, curriculum, learning materials, groupings, displays, and other resources? Are we including the LGBT community?
- Do the physical environments of my schools communicate safe and inclusive access for students who identify as LGBT?
- What kind of experiences are my schools having with creating and sustaining student-led groups?
- How is my board communicating that bullying of any kind is unacceptable? What actions are being taken to address and prevent this?

Let's spend a bit of time reflecting and sharing our responses to these questions.

**Slide 25**

**Positive Supporting Strategies  
... a Deeper Look**

Working individually or with colleagues from your school and/or board your task is to reflect on and record:

- **Strengths**—what have been the key successes in relation to equity for students who identify as LGBT in your school and/or board?
- **Barriers**—what can you identify as the obstacles or barriers to equity and inclusion for students who identify as LGBT in your school and/or board? Consider your different stakeholder groups (e.g. Board leadership, administrators, teachers, parents, students)?
- **Gaps**—can you identify information gaps when it comes to LGBT equity in your school and/or board? How can you plan to fill these gaps?
- **Opportunities**—can you identify opportunities to strengthen, expand or innovate LGBT equity in your school and/or board? Are there opportunities that also align with larger board equity strategies/plans?

**Debrief questions**

How can school and board leadership, and all members of the school community support initiatives on the ground?

How can school and board leadership, and all members of the school community LEAD in navigating through barriers?

Building on that discussion, let’s have a look at these questions. You may wish to take notes that you can bring back to your local school and/or board teams.

**Slide 26**

**SAFE@SCHOOL**

**Sample Supportive Resources:**  
<http://safeatschool.ca>

**Bullying Prevention**

SAFE@SCHOOL provides the materials and toolkits for educators, illustrating the factors addressed, reflection and discussion activities that have been provided in several sections. These can be accessed by clicking on the “Bullying Prevention” tab.

OSF and COPA recognize teachers and school staff members for their dedication, compassion, and care and for their efforts to deal with the difficult and complex problem of bullying. Through this homepage, we hope to provide assistance to the work you do at our schools, making children and teens become healthy, dynamic, and caring individuals.

SAFE@SCHOOL includes:

- PLAN: Safety
- PREVENT: Bullying Prevention
- RESPOND: Bullying Prevention
- RECOVER: Bullying Prevention
- SUPPORT: Bullying Prevention
- EVALUATE: Bullying Prevention

This online resource was developed by the Ontario Teacher’s Federation in partnership with COPA (le centre ontarien de preventions des agressions). It includes a number of resources, including video resources, and links to additional resources. It also includes professional learning modules related to safe and accepting schools, and equity and inclusive education.

**Slide 27**

**BELONGING**

Welcoming  
Praying  
Learning  
Celebrating the Faith  
Reconciling and Forgiving  
Serving Others

“Creating a safe, healthy, caring, Christ-centered learning environment”

**Sample Supportive Resources:**  
<http://www.ldcsb.on.ca>

This resource was developed by the London District Catholic School Board, and provides practical guidance and suggestions to encourage, develop, and sustain a culture of belonging that is experienced as welcoming and inclusive for all students.

Slide 28



These are some of the resources available through the Ontario English Catholic Teachers' Association (OECTA) to support school and classroom level practices and strategies. The Canadian Teacher's Federation (CTF) has also developed a resource that can be ordered online.

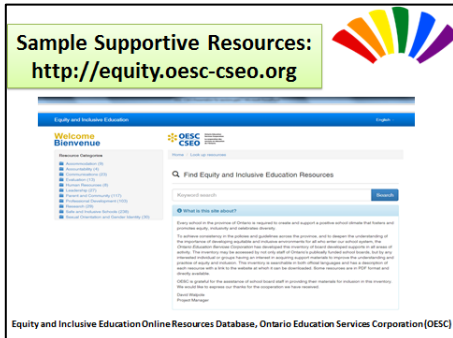
Slide 29



The Ontario Human Rights Commission (OHRC) has produced this resource to support human rights in schools, as well as a number of articles, research studies and policies related to human rights in Ontario.

<http://www.ohrc.on.ca/en/teaching-human-rights-ontario-guide-ontario-schools>

Slide 30



To further support implementation of equity and inclusive education across Ontario and deepen the understanding of the importance of developing equitable and inclusive environments for all who enter our school system, the OESC has developed an inventory of resources - primarily resources developed by boards – that can be accessed by all boards through the OESC website. The inventory is searchable in English and French and includes a description of each resource with a link to the website where it can be found.

### Slide 31

In this module, you have had opportunities to:

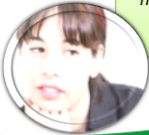
- Work with colleagues to take a deeper look at biases and stereotypes related to gender identity, gender expression and sexual orientation.
- Examine the Principles of Catholic Social Teachings: God-given, inherent dignity and value of each person; The Common Good and Building Positive School Climates
- Identify a range of school, system and individual level strategies to support students who identify as LGBT, which can also have a positive impact on all students and members of the school community
- Apply our faith teachings and tradition in addressing bias, discrimination, hate and violence
- Consider strengths, barriers, gaps and opportunities within your local school and board context
- Learn about a range of resources that are available and may be of assistance

Any last thoughts or comments?

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### Slide 32

Reflection



*What one thing can you do in the next week to make a positive difference?*

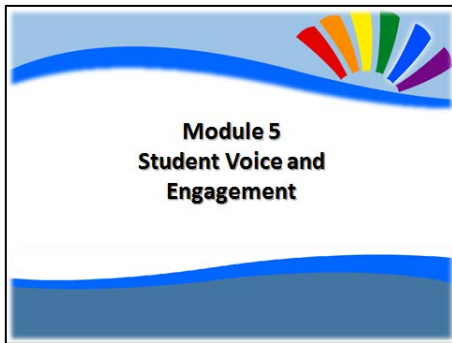
Let's close off with a call to action. Write down one thing you can do in the next week to make a positive difference within your local school and/or board context.

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Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>

## Module 5: Student Voice and Engagement

### Slide 1



This module is designed for school board employees to focus on engaging students as part of a whole school approach to fostering safe, inclusive and welcoming schools.

### Slide 2

**Fostering Safe, Inclusive and Accepting Schools  
Ontario Education Service Corporation (OESC)**

These Fostering Safe, Inclusive and Accepting Schools Professional Learning Modules are intended to assist school boards in meeting their obligation to provide professional learning for teachers and other board staff on bullying prevention and strategies for promoting a positive school climate. The modules are not intended for use with students.

Boards are encouraged to select, adapt and augment the modules in a manner that best addresses their local needs. Processes and resources for professional learning and training will be determined by each school board. While the modules are focused on providing safe, inclusive and accepting schools for all students, they include a particular focus on supporting students who identify as lesbian, gay, bisexual, or transgender (LGBT).

The modules align with amendments made to the Education Act as a result of the Accepting Schools Act (Bill 13, 2012) and should be used in conjunction with local board policies and procedures related to Equity and Inclusive Education and Safe and Accepting Schools to support student achievement and well-being.

Four versions of the modules have been developed for use in English Public, French Public, English Catholic and French Catholic District School Boards. They are based on one common professional learning framework developed through a steering committee and working group led by the Ontario Education Services Corporation (OESC) with representation from all four school board sectors.

The modules for use in Catholic boards are informed by documents including: Ontario Catholic School Graduate Expectations; Catholic Social and Moral Teachings; Code de référence de l'élève catholique; Mission-École catholique de langue française en Ontario, and Il est le bon que toute personne soit!

The modules for use in French boards are informed by documents including: Politique d'aménagement linguistique, une approche culturelle de l'enseignement pour l'appropriation de la culture dans les écoles de langue française de l'Ontario, and Un personnel qui se distingue: Profil d'enseignement et de leadership pour le personnel des écoles de langue française de l'Ontario.

This slide explains that the Ontario Education Service Corporation (OESC) has created these modules to assist school boards in meet their requirements of the *Education Act* as amended by the Accepting Schools Act (2012) to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use the modules in ways that are meaningful at local levels as they move forward with implementation.

### Slide 3

In this module, you will have opportunities to:

- Reflect on the Catholic context in which student voice and engagement are encouraged
- Work with colleagues to reflect, discuss ideas, and explore strategies for engaging students as active participants in fostering safe, inclusive and accepting school environments
- Consider next steps for engaging students within your local school and board contexts

Note to facilitator: Take a few minutes to ask people to introduce themselves, their role and their interest in this session if you have not yet had the chance to do so.

Are there any questions up front or anything anyone else is hoping to get from the session today?

## Slide 4

**Our Catholic Context**

**A Eucharistic community**



- Gather the Folks
- Tell the Story
- Break the Bread
- Change the World

All Catholic communities, whether in a school context or not, strive to be Eucharistic communities. Eucharist is a Greek word that means thanksgiving. Catholics by their faith and world-view are people of the gospel (recipients of good news!) who recognize that God is for us, both promise-maker and promise-keeper, a loving parent who loves each of us more than we could ever long for or even imagine.

In gratitude or thanksgiving for the bountiful concern and care that God has shown to the human family -- to each one of us -- especially in gifting to us his son, Jesus, to bring us to wholeness and holiness, we respond freely in love.

This free loving response to God's goodness is expressed in our celebrations of the Eucharist, or Mass. Since the Second Vatican Council and in the Catechism of the Catholic Church, Eucharist is referred to as the source and summit of Christian life.

John Shea, a storyteller and theologian, frames the Eucharist in four parts: gather the folks, tell the story, break the bread, change the world.

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## Slide 5

**Our Catholic Context**

**A Eucharistic community**

- Gathering
- Sharing of Stories
- Breaking Bread
- Change the World
- Welcoming
- Listening with the heart
- Learning is nourishment
- Encouraged to grow

The experience of Eucharist can and does extend beyond the liturgy Catholics know as the Mass and helps inform a positive Catholic school climate and culture.

Our schools by their nature and organization are also Eucharistic in that the pattern of school life follows the four movements of the Eucharistic liturgy.

Every day in schools, staff and students gather; they share stories with each other; they break bread together in staff rooms or lunchrooms or cafeterias; and at the end of the day when they part the hope is that they leave the school somehow more whole, more learned, more confident than when they arrived.

In this way, school in a Canadian Catholic context is a celebration of gratitude for the space and the place to learn, to grow, to thrive.

When the government of Ontario introduced Bill 13, the Accepting Schools Act, the Catholic school community received the new legislation as congruent with our Eucharistic sensibility that calls us to welcome each person as they are, to listen with the heart to the stories they tell, to


nourish each child with love and learning, and to encourage the growth and transformation of each person.

### Slide 6

**Student Engagement: Setting the Provincial Context**

"Ontario's diversity is one of the province's greatest assets. Embracing this diversity and moving beyond tolerance and celebration to inclusivity and respect will help us reach our goal of making Ontario's education system the most equitable in the world.

Everyone in our publicly funded education system – regardless of background or personal circumstances – **must feel engaged and included**"



• Achieving Excellence: A Renewed Vision for Education in Ontario, 2014, p. 8

There is a clear provincial commitment to guide our work in fostering safe, inclusive and welcoming schools for all students.

### Slide 7

**Student Engagement: Setting the Context**


"Students themselves play a key role in working for positive change on issues that affect their schools. Students want to be empowered to play a role in creating a positive school climate. The engagement of students as leaders is critical to the success of efforts to create a positive and inclusive school environment that is free of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour."

• Safe Schools Action Team, Sharing a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships and Positive Climate in Ontario Schools, 2008, p. 24  
<http://www.edu.gov.on.ca/eng/teachers/RespectCulture.pdf>

What stands out most for you in this quote?

### Slide 8

**Student Engagement: Setting the Context**



"An equitable, inclusive education system is one in which all students, parents, and other members of the school community are welcomed and respected, and every student is supported and inspired to succeed in a culture of high expectations for learning..."

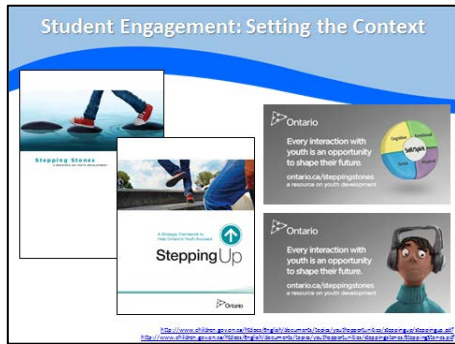
The important role that student leaders play in influencing their peers and the school culture must be acknowledged, and their efforts encouraged."

• Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation, 2016, p. 28  
<http://www.edu.gov.on.ca/eng/edu/funding/indanov16a.pdf>

Every school board now has an Equity and Inclusive Education Policy in place. Board policies must focus on eight areas of implementation, as outlined in PPM 119.



## Slide 9



*Stepping Stones: A Resource on Youth Development* was created by the Ontario Government in broad consultation with researchers, youth, community leaders and service providers. It is designed to support those who work with youth aged 12 to 25 by providing:

An overview of youth development: A detailed look at the predictable developmental stages of youth aged 12 to 25, and the ways in which we can identify and respond to the

needs of youth at each stage of their development.

Developmental maps: Chart-based summaries of key developmental events for early adolescents, adolescents and young adults, and suggested supports aligned with each developmental stage.

Tips for implementation: Examples of how to adapt, specialize and apply this information in a way that is relevant and meaningful in communities across Ontario.

This resource is for organizations and individuals who, either directly or indirectly, support and influence the well-being and development of youth:

- communities and community organizations
- youth organizations
- parents, families and caregivers
- physicians and health care organizations
- educators and education and training institutions
- policy makers and decision makers

Stepping Up is a first-of-its-kind framework developed by the Government of Ontario to help guide, focus and maximize our collaborative actions to support young people.

For the purposes of this framework, “youth” refers to young people between 12 and 25 years.

Stepping Up articulates the government’s sustained commitment to supporting the well-being of Ontario’s youth. Stepping Up’s vision, guiding principles and priority outcomes will influence how the government develops policies and designs programs relating to youth.

Stepping Up is also a call to action for those that look out for the well-being of young people in Ontario. It has been developed so that young people themselves, families, governments, foundations, philanthropic organizations, public agencies, charities, community organizations and private businesses can identify ways to help youth succeed.



### Slide 13

Ontario Catholic School Graduate Expectations



- A Discerning Believer
- An Effective Communicator
- A Reflective, Creative and Holistic Thinker
- A Self-Directed, Responsible, Lifelong Learner
- A Collaborative Contributor
- A Caring Family Member
- A Responsible Citizen

Within the context of Catholic schools, the process of self-reflection, discernment and planning for students is also informed by the context of our Faith tradition. For example, the language and imagery of the Catholic Graduate Expectations is a natural complement for reflective questions which encourage student engagement and value student voice.

### Slide 14

Student Engagement: Positive Supporting Strategies

*Promoting a Positive School Climate: A Resource for Schools identifies student voice as an element that contributes to a positive school climate, along with practices for consideration.*

**Student Voice**  
Schools give students the opportunity to provide input on matters related to their learning and school environment. They recognize and respond to their diverse student populations. Schools consider whose voices, among the students, are being heard and whose are not being heard. They give students various opportunities to lead and/or contribute to school activities. Schools take diverse student perspectives into account in decision-making processes, and encourage students to be involved at all levels, as part of a whole-school approach.

- ← School-Level Practices
- ← Classroom-Level Practices
- ← Individual-Level Practices

<http://www.edu.gov.on.ca/eng/spec/voice/voice.htm>

Refer to Handouts: Positive School Climate Strategies and Worksheet

Student voice is first encountered when the space is created in a welcoming community that listens with the heart to the stories that young people tell.

Provide time for participants to reflect on current practices within their own school community, and to plan for next

steps to further engage students as part of a whole school approach. This can be done individually, in pairs, or in small groups depending on your audience.

### Slide 15

Student Engagement: Positive Supporting Strategies

"Recognizing student leaders who are actively promoting safe and inclusive schools is as important as recognizing students for outstanding academic achievement or excellence in athletics or other extra-curricular activities"

As the primary stakeholder group, students need to be meaningfully engaged in the process and formally recognized for their important and creative contributions."

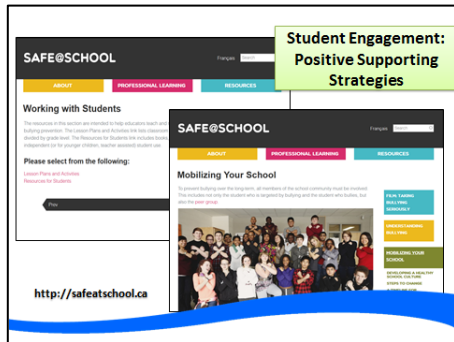


\* Key Message: Part 7 (2018) Safe, Inclusive and Accepting Schools in A Comprehensive Toolkit for Safe, Inclusive and Accepting Schools, Volume for Education Leadership and Member Units, District School Boards (2018), 2018, p. 107  
<http://live.iel.immix.ca/live/index.php/books/0407026822comprehensive2018>  
3626422618v0407026822.pdf

The IEL Toolkit provides a whole section on Engaging and empowering students as part of a whole school approach, including specific approaches and strategies, as well as a tip sheet on engaging students.

The toolkit is available online at:  
<http://live.iel.immix.ca/safeandacceptingschools/>

## Slide 16



This online resource was developed by the Ontario Teacher's Federation (OTF) in partnership with COPA (le centre ontarien de preventions des aggressions). It includes a number of resources, including video resources, and links to additional resources. It also includes professional learning modules related to safe and accepting schools, and equity and inclusive education.

## Slide 17

Student Engagement: Positive Supporting Strategies

Student Voice is a Ministry of Education initiative that supports Ontario students to have a voice in their learning and learning environments. It enables students to connect what's happening in the classroom to real-life experiences outside school, supports students to achieve their goals and supports the development of students as active, engaged citizens.

There are three ways for students to get involved:

1. **Minister's Student Advisory Council (MSAC):** Approximately sixty students in grades 7-12 meet with the Minister of Education to share ideas and perspectives.
2. **Student Forums:** Provide an opportunity for students to share ideas on topics that matter to them.
3. **SpeakUp Projects:** Application-based projects that help students engage academically and socially by leading projects that they design and implement with the support of their learning community.

YOU ARE THE STUDENT VOICE | ONTARIO CA SPEAKUP

Have any participants had students engage in any of the Ministry of Education's Student Voice initiatives? If so, please share what you heard and saw from the students. If not, it is worth encouraging students to participate.

## Slide 18

Student Engagement: Positive Supporting Strategies

- **Be supportive.** Guide, don't dictate. Youth want information so they can make their own decisions.
- **Be patient and available.** Don't be discouraged if your first offer of support is turned down as youth will often come around when they feel up to it and the time is right.
- **Be open.** When they come to you, listen, listen, listen!
- **Be understanding.** Youth learn and grow through failure and mistakes—the important issue is how youth and their support systems respond to setbacks.
- **Be empathetic.** Don't belittle the feelings of youth or be patronizing—"my feelings are real and important, even if whatever I'm going through doesn't seem like a big deal to you, it is to me right now."

-Stepping Stones: A Resource on Youth Development, Ontario Ministry of Children and Youth Services, 2012, p. 31

These are the five key themes that youth identified as being important to them, that can help guide our interactions.

It is a good reminder that it is important to be deliberate and purposeful in your interactions with youth. Every interaction provides an opportunity to support their development. It doesn't necessarily require its own program or agenda. It's about what we do every day. This

is the nourishment that accompanies the experience of being welcomed and heard. Nourishment comes from feeling both loved or accepted, and then having the space to learn about one's gifts and the larger world.

### Slide 19

**Student Engagement: Positive Supporting Strategies**

"[s]tudents who identify or are perceived as lesbian, gay, bisexual or transgender (LGBT), students are frequently targeted for bullying..."

As one might expect, suicidal ideation, depression, anxiety, drug abuse, truancy, drop-out and homelessness rates all tend to be higher among LGBT youth than among their straight counterparts."

-Dr. Gerald Walton, Faculty of Education, Lakehead University

64% of LGBTQ students and 61% of students with LGBTQ parents feel unsafe at school and 70.4% of all students hear homophobic expressions every day.

Students are often verbally harassed about their perceived gender or sexual orientation.

-Neilson et al., 2013

Let's spend a bit of time reflecting on the experiences of students who identify as LGBT, or who are perceived to be LGBT, in our schools.

Note to facilitator: Module 4, Parts I and II focus on the impact of bullying, harassment, and discrimination based on gender identity, gender expression and sexual orientation.

Source: Walton, Dr. G. (2010). "Forging Safer Learning Environments: Addressing Homophobic Bullying in Schools." In The Literacy and Numeracy Secretariat, *What Works? Research into Practice*. Research Monograph no. 30.

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### Slide 20

**Student Engagement: Positive Supporting Strategies**

A number of supportive strategies have been found to be helpful in contributing to a positive school climate for students identifying as LGBT, their peers, and members of the whole school community, such as:

- School environments that value and embrace diversity;
- Positive interactions with teachers, parents and other caregivers;
- Policies and guidelines that protect students from discrimination based on sexual orientation and gender identity;
- Visible allies and role models; and
- The establishment and support of student-led activities such as Gay-Straight Alliances (GSAs) or groups of a similar name.

While we know that students identifying as LGBT are at greater risk, we also know there are some key supportive strategies that can have a positive impact. These factors have also shown to be beneficial for members of the school community as a whole.

For example, LGBTQ students from schools with Gay Straight Alliances (GSAs) are more likely to agree that their school communities are supportive of LGBTQ people (53%)

compared to participants without GSAs (26%).

Source: Final Report on the First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools, 2011.

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### Slide 21

**Student Engagement: Positive Supporting Strategies**

Student-led activities build respect and understanding among all students to help create a safe, inclusive and accepting school environment.

**Student-Led Activities Identified in the Act**

All names for student-led activities must be consistent with the promotion of a positive school climate.

Boards cannot refuse the use of the name gay-straight alliance (GSA) if that is the name chosen by one or more students.

Activities to promote gender equity

Activities to promote anti-racism

Activities to raise awareness of persons with disabilities

Activities to raise awareness of people of all sexual orientations and gender identities

School boards are required to support students who want to lead activities and organizations that promote gender equity, anti-racism, awareness, understanding and respect for people with disabilities and people of all sexual orientations and gender identities, including groups with the name Gay-Straight Alliance (GSA) or another name.

Slide 22

**Ontario Catholic School Graduate Expectations**



- A Discerning Believer
- An Effective Communicator
- A Reflective, Creative and Holistic Thinker
- A Self-Directed, Responsible, Lifelong Learner
- A Collaborative Contributor
- A Caring Family Member
- A Responsible Citizen


The Graduate Expectations provide language that is both rich and familiar to students, and is useful to provide context. It may be helpful, for example, to review the CGEs with students and explain that the distinctive expectations for students of Catholic schools are determined and shaped by this vision and the destiny of the human person emerging from our faith tradition. Our journey together as human beings is one in which we are called to cherish the dignity and value of each person and this journey is best understood within the context of relationship. This can serve as a useful point of departure for student engagement strategies and initiatives.

Slide 23

**Student Engagement: Positive Supporting Strategies**

Relating to Others – Self-Reflective Activity

Ontario Catholic Graduate Expectations	Discerning Believer	Effective Communicator	Reflective, Creative, and Holistic Thinker	Self-Directed, Responsible, Lifelong Learner	Collaborative Contributor	Caring Family Member	Responsible Citizen
<b>Relationship Building</b> Self-reflect about how you demonstrate the gift of wisdom in your relationships with...	<b>Responsibility</b> Describe ways in which you demonstrate the gift of wisdom in your relationships with...	<b>Listening</b> Describe how you listen with empathy to...	<b>Problem Solver</b> Describe a situation where you helped to solve with a unique result.	<b>Respecting</b> Describe a situation where you included someone who was different from you.	<b>Team Player</b> Describe a recent team experience where you shared your own talents and helped in the help.	<b>Compassion</b> Describe an experience where you showed compassion to another.	<b>Helping</b> Describe a situation where you were helped and how that changed you as a person.
<b>At Home</b>							
<b>Classroom Group</b>							
<b>School</b>							
<b>Home</b>							
<b>Community</b>							
<b>Wisdom</b> Wisdom – the gift of the Holy Spirit, which helps us to order our relationships with the created world, loving creation for the sake of God.							



Students should be encouraged to be reflective, both as individuals, and as community members, with initiatives that engage student voice. Concretely, self-reflection activities which focus on relationships as reflected in our Catholic Graduate Expectations invite students to understand and discern, appropriate to their age and development, their responsibilities to one another. Our faith tradition reminds us of the Holy Spirit’s gift of Wisdom – the gift which helps us to live in relationship with everyone and everything within the created world, loving all creation for the sake of God.

Slide 24

**Student Engagement: Positive Supporting Strategies**



What is happening in your school and/or across your Catholic school district that encourages student voice?

What have been some of the successes and challenges? What further action do you think might help?

## Slide 25

**Positive School Climate: How do we know?**

- ✓ Students, staff members and parents feel—and are—safe, included and respected.
- ✓ All members of the Catholic school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment.
- ✓ Students are encouraged and given support to be positive leaders and role models in their school community; for example, by speaking up about issues such as bullying.
- ✓ Students, principals, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged.
- ✓ Principles of equity and inclusive education are embedded across the curriculum. Strategies for bullying prevention and intervention and awareness-raising are reinforced for students and staff.
- ✓ The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- ✓ Every student is inspired and given support to succeed in an environment of high expectations.

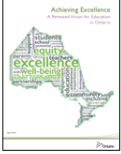
Source: Promoting a Positive School Climate: A Resource for Schools, Ministry of Education, 2012. <http://www.edu.gov.on.ca/eng/parents/intro0409.pdf>

How many of these indicators would you say you have in place in your school? How might you go about increasing that number? What have you seen or heard about in other Catholic schools that might be of interest to others in the room?

## Slide 26

**Student Engagement: A Closing Thought**

**“We want schools ... where students will feel free to dream about their futures, where they are able to connect their passions with possible career options, and where the opportunities and resources needed to support these decisions are provided.”**




Ministry Student Advisory Council Representatives Meet in Advancing Excellence: A Renewed Vision for Education in Ontario, 2014

Let’s have a look at one last word from MSAC students for us to take with us.

## Slide 27

**Reflection**



*What one thing can you do in the next week to make a positive difference?*

Let’s close off with a call to action. Write down one thing you can do in the next week to make a positive difference within your local school and/or board context that increases and encourages student voice.

Note to facilitator: Remind the participants that a Eucharistic community we are called to be welcoming, to be educators who listen with the heart to the voices and the stories that we hear from our students and our staff;

we are called to nourish or “break bread” with others so that every day when they leave the school they are somehow more whole, more learned, more confident than when they arrived.

## Slide 28

In this module, you will have had opportunities to:

- Reflect on the Catholic context in which student voice and engagement are encouraged
- Work with colleagues to reflect, discuss ideas, and explore strategies for engaging students as active participants in fostering safe, inclusive and accepting school environments
- Consider next steps for engaging students within your local school and board contexts

Any last questions or thoughts?

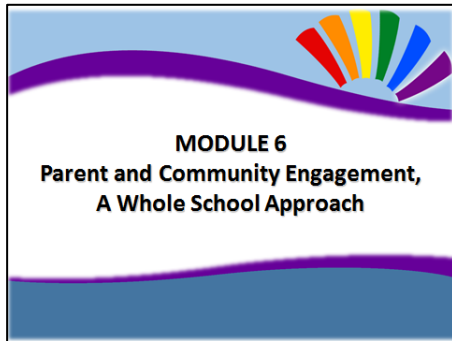
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Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>



## Module 6: Parent and Community Engagement, A Whole School Approach

### Slide 1



This module is designed for Catholic school district employees to focus on engaging parents/guardians, parent councils, parent volunteers, members of the community who use the school (i.e. church groups, sports teams, community organizations) and other community partners through a whole school approach to safe, inclusive and accepting schools for all students.

### Slide 2

**Fostering Safe, Inclusive and Accepting Schools**  
**Ontario Education Service Corporation (OESC)**

These Fostering Safe, Inclusive and Accepting Schools Professional Learning Modules are intended to assist school boards in meeting their obligation to provide professional learning for teachers and other board staff on bullying prevention and strategies for promoting a positive school climate.  
The modules are not intended for use with students.

Boards are encouraged to select, adapt and augment the modules in a manner that best addresses their local needs. Processes and resources for professional learning and training will be determined by each school board.

While the modules are focused on providing safe, inclusive and accepting schools for all students, they include a particular focus on supporting students who identify as lesbian, gay, bisexual, or transgender (LGBT).

The modules align with amendments made to the Education Act as a result of the Accepting Schools Act (Bill 13, 2012) and should be used in conjunction with local board policies and procedures related to Equity and Inclusive Education and Safe and Accepting Schools to support student achievement and well-being.

Four versions of the modules have been developed for use in English Public, French Public, English Catholic and French Catholic District School Boards. They are based on one common professional learning framework developed through a steering committee and working group led by the Ontario Education Services Corporation (OESC) with representation from all four school board sectors.

The modules for use in Catholic boards are informed by documents including: Ontario Catholic School Graduate Expectations, Catholic Social and Moral Teachings, Cadre de référence de l'école catholique, Mission-école catholique de langue française en Ontario, and *Écoute le bon que toute personne a en soi!*

The modules for use in French boards are informed by documents including: the Politique d'engagement linguistique, Une approche culturelle de l'enseignement pour l'appropriation de la culture dans les écoles de langue française de l'Ontario, and *Un personnel qui se distingue: Profil d'enseignement et de leadership pour le personnel des écoles de langue française de l'Ontario.*

This slide explains that the Ontario Education Service Corporation (OESC) has created these modules to assist school boards in meet their requirements of the *Education Act* as amended by the *Accepting Schools Act (2012)* to provide safe, inclusive and accepting schools for all students. Boards are encouraged to use the modules in ways that are meaningful at local levels as they move forward with implementation.

### Slide 3

**In this module, you will have opportunities to:**

- Reflect on the Catholic culture of our schools
- Consider the importance of a whole school approach in supporting safe, inclusive and accepting school environments for all students, including students identifying as LGBT
- Take a closer look at the role of the whole school community in bullying prevention and intervention
- Learn about some supportive strategies and explore ideas for moving forward


Note to facilitator: Take a few minutes to ask people to introduce themselves, their role and their interest in this session if you have not yet had the chance to do so.

Are there any questions up front or anything anyone else is hoping to get from the session today?

## Slide 4

**Our Catholic Context**

**A Eucharistic community**



- Gather the Folks
- Tell the Story
- Break the Bread
- Change the World

All Catholic communities, whether in a school context or not, strive to be Eucharistic communities. Eucharist is a Greek word that means thanksgiving. Catholics by their faith and world-view are people of the gospel (recipients of good news!) who recognize that God is for us, both promise-maker and promise-keeper, a loving parent who loves each of us more than we could ever long for or even imagine.

In gratitude or thanksgiving for the bountiful concern or care that God has shown to the human family -- to each one of us -- especially in gifting to us his own son, Jesus, to bring us to wholeness and holiness, we are called to respond freely in love.

This free loving response to God's goodness is expressed in our celebrations of the Eucharist, or Mass. Since the Second Vatican Council and in the Catechism of the Catholic Church, Eucharist is referred to as the source and summit of Christian life.

John Shea, a storyteller and theologian, frames the Eucharist in four parts: gather the folks, tell the story, break the bread, change the world.

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## Slide 5

**Our Catholic Context**

**A Eucharistic community**

- Gathering
- Sharing of Stories
- Breaking Bread
- Change the World
- Welcoming
- Listening with the heart
- Learning is nourishment
- Encouraged to grow

The experience of Eucharist can and does extend beyond the liturgy Catholics know as the Mass and helps inform a positive Catholic school climate and culture.

Our schools by their nature and organization are also Eucharistic in that the pattern of school life follows the four movements of the Eucharistic liturgy.

Every day in schools, staff and students gather; they share stories with each other; they break bread together in staff rooms or lunchrooms or cafeterias; and at the end of the day when they part the hope is that they leave the school somehow more whole, more learned, more confident than when they arrived.

In this way, school, in our Catholic context, is a celebration of gratitude for the space and the place to learn, to grow, to thrive.

When the government of Ontario introduced Bill 13, the Accepting Schools Act, the Catholic school community understood the new legislation as congruent with our Eucharistic sensibility that calls us to welcome each person as they are, to listen with the heart to the stories they tell,

to nourish each child with love and learning, and to encourage the growth and transformation of each person.

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### Slide 6

**Renewed Vision for Education in Ontario**

Four renewed goals for education:

1. Achieving Excellence
2. Ensuring Equity
3. Promoting Well-Being
4. Enhancing Public Confidence

"Ontario schools need to be places where... educators and students value diversity, respect each other, and see themselves reflected in their learning."

"Developing child and student well-being means supporting the whole child – not only the child's academic achievement but also ... cognitive, emotional, social and physical well-being. It also means ensuring that our schools, child care centres and early years programs are safe and welcoming physical environments."

\*Achieving Excellence: A Renewed Vision for Education in Ontario, 2014

The government recently released *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) based on input from parents, students, teachers, support staff and school and system leaders, as well as input from individuals and groups from outside the education sector including businesses, non-profit organizations and representatives from research and innovation, municipal, multicultural, French language and Aboriginal communities.

The renewed vision emphasizes the importance of parent and community engagement to support all children and youth, regardless of background or personal circumstance, to reach their full potential from child care through to graduation and beyond.

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### Slide 7

**How Do We Get there?**

Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach, which involves all members of the school community, is important in supporting efforts to help ensure that schools are safe, inclusive, and welcoming.

A whole-school approach is valuable in addressing such issues as racism, intolerance, bullying, homophobia, and gender-based violence.

It is an effective approach to making systemic changes that benefit all students and the broader community. It involves the development of respectful and caring relationships between staff, between students, and between staff and students. All aspects of school life are included in a whole-school approach.

\* 9907 143, Progressive Discipline and Promoting Positive Student Behaviour <http://www.edu.gov.on.ca/eng/95/psdm/143.pdf>

It is important to recognize that effective legal and policy frameworks are a key component of a broader approach to supporting safe, inclusive and welcoming schools.

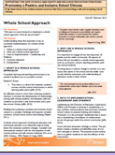
A whole school approach through which all members of the school community are informed, engaged and play an active role, is a key success factor for the realization of these goals at the local level.

The amendments to the *Education Act* made through the Accepting Schools Act require and support schools and boards to foster safe, inclusive and accepting school environments.

Slide 8

**Key Concepts: A Whole-School Approach**

- An effective whole school approach takes place in the context of supportive system-level strategies, policies and practices.
- Implementation of the whole school approach occurs at school, class, individual and community levels (Olweus & Limber, 2010; Steinberg, Allensworth & Johnson, 2011).
- Overlapping success factors at each level include, but are not limited to:
  - clear roles and responsibilities;
  - active leader, staff, student, parent and community engagement;
  - healthy, respectful relationships among all members of the school community;
  - supportive board and school level policies and planning processes;
  - common language, understanding and consistent approaches and practices; and
  - a pre and post evaluation strategy to identify gaps and next steps (e.g. review of school climate data and other measures)




What do you see taking place in your local contexts? What is working well? What are some areas for growth or improvement?

Source: Ontario Ministry of Education. (2012). Promoting a Positive and Inclusive School Climate: Whole School Approach. Issue 1: February.

<http://www.edu.gov.on.ca/eng/policyfunding/memos/feb2012/Issue1Feb2012.pdf>

Slide 9

**Positive Supporting Strategies**



Every school board is required to have an Equity and Inclusive Education (EIE) Policy in place that includes eight areas of focus. (PPM 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013)

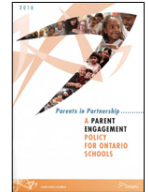
*"How do we know we are making a difference?" (2014) is available to support boards in deepening implementation of their EIE policies in the eight areas of focus through a series of reflective questions.*

Every school board has an Equity and Inclusive Education (EIE) Policy in place to support student achievement and well-being.

School and community relationships is one of the eight areas of focus that boards are required to include in their policies, as outlined in PPM 119.

Slide 10

**Positive Supporting Strategies**



*Parents in Partnership: A Parent Engagement Policy for Ontario Schools (2010) formally recognizes and supports a vision of parents as both valued partners and active participants in their children's education.*


Ontario's Parent Engagement Policy can be found online on the Ministry of Education's website:

[http://www.edu.gov.on.ca/eng/parents/involvement/PE\\_Policy2010.pdf](http://www.edu.gov.on.ca/eng/parents/involvement/PE_Policy2010.pdf)

**Slide 11**

**Positive Supporting Strategies**

- Every board must have a bullying prevention and intervention plan for the schools of the board, established in consultation with students, teachers/staff, parents, school councils, volunteers and community members.
- Each school is required to implement their board's plan.
- Boards and schools must make their plans available publicly (e.g. on board and school websites).
- Plans must be reviewed periodically (e.g. once every two years) with student, staff, parent and community input.
- A model plan has been developed to assist boards with their plans.




Every school board must also have a Bullying Prevention and Intervention plan in place. It must include key elements as outlined in PPM 144.

**Slide 12**

**Positive Supporting Strategies**

- School climate surveys must be administered by schools at least once every 2 years to students, staff and parent(s)/guardian(s)
- Boards may develop their own school climate survey or use Ministry of Education examples ([www.edu.gov.on.ca/eng/teachers/climate.html](http://www.edu.gov.on.ca/eng/teachers/climate.html))
- Surveys must focus on equity and safety and must include questions about bullying & harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment
- Results must be shared with the Safe and Accepting Schools team and used to develop strategies to improve school climate

School climate surveys can help identify what students, staff and parent(s)/guardian(s) see as exemplary practices, and evidence of safe and inclusive communities; they also function as a useful tool to identify areas of exclusion, unacceptable behaviors and discriminatory systemic practices.



Boards must conduct anonymous school climate surveys of their students, staff and parents/caregivers at least once every two years, and use this data to inform progress related to goals in their board multi-year plans on positive Catholic school climate and bullying prevention. The ministry has developed sample school climate surveys available in 22 languages that boards can use and modify to reflect their local contexts and priorities.

**Slide 13**

**Positive Supporting Strategies**

*A variety of formal and informal mechanisms for engaging members of the whole school community, including:*

- Safe and accepting schools teams
- Student councils
- School councils
- Parent Involvement Committees (PIC)
- Special Education Advisory Committees (SEAC)
- Ongoing parent, teacher, student communication (e.g. parent-teacher-student meetings, report cards, etc.)
- Ongoing school, parent, student communication (e.g. School newsletters, assemblies, events)

**What others are there in your local school and/or board context?**


What kind of mechanisms are in place in your local school and/or board context? Are you reaching diverse members of your community? What have been some of the challenges and successes? Are there further actions or outreach that could be taken?

Slide 14

**Positive Supporting Strategies**

"If a board enters into an agreement with another person or entity, other than a board, respecting the use of a school operated by the board, the board shall include in the agreement a requirement that the person or entity follow standards that are consistent with the code of conduct."

- Education Act, S.O. 93, also outlined in R.R.O. 228, The Provincial Code of Conduct and School Board Codes of Conduct



The Provincial Code of Conduct and related School Board Codes of Conduct are yet another mechanism to support a whole school approach to safe, inclusive and accepting schools.

Slide 15

**Positive Supporting Strategies**

Ontario's Provincial Code of Conduct sets clear standards of behaviour for school boards to follow so that they can develop their own codes of conduct. The standards of behaviour in school board codes of conduct must be consistent with the requirements outlined in the provincial code of conduct.


The code of conduct applies to students and everyone involved in the publicly funded school system, including parents or guardians, volunteers, teachers and other staff members.

It applies whether on school property, on school buses, at school-authorized events or activities, or in other circumstances that could have an impact on the school climate.

The Code of Conduct is based on the beliefs that:

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights, as active and engaged citizens. More importantly, everyone should also accept responsibility for protecting their rights and the rights of others.
- All members of the school community are to be treated with respect and dignity, especially those in positions of authority.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful, insightful, helpful and a lack of respect for others disrupt learning and teaching in a school community.
- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person, or even threaten to use an object to injure another person. This is unacceptable and puts everyone's safety at risk.

http://www.edu.gov.on.ca/eng/safeschools/code.pdf



Refer to Handout: *A Parent's Guide to the Ontario Code of Conduct*. This is available on the Ministry of Education website at:

<http://www.edu.gov.on.ca/eng/safeschools/code.pdf>

Slide 16

**Positive Supporting Strategies**


**Moving Forward**

WHY ACT?

WHAT MUST WE DO?

HOW?

WHO IS RESPONSIBLE?



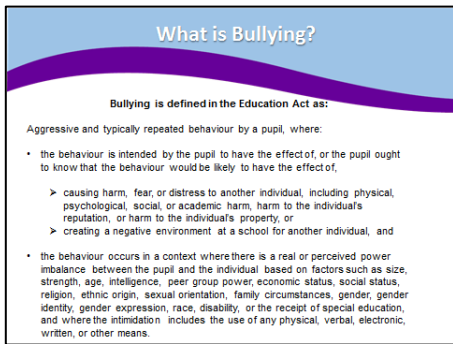
The next few slides will provide information and direction with respect to a whole school approach to supporting safe, inclusive and welcoming schools.

**Slide 17**



What does bullying mean to you? How would you define it?

**Slide 18**



This slide reflects the definition of bullying as outlined in the *Education Act*.

**Slide 19**



A definition of cyber-bullying is now also included in the *Education Act*.

What does cyber-bullying mean to you? How would you define it?

## Slide 20

**What is Cyber-Bullying?**

Cyber-Bullying is defined in the Education Act as:

Bullying by electronic means including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

This slide reflects the definition of cyber-bullying as outlined in the *Education Act*.

## Slide 21

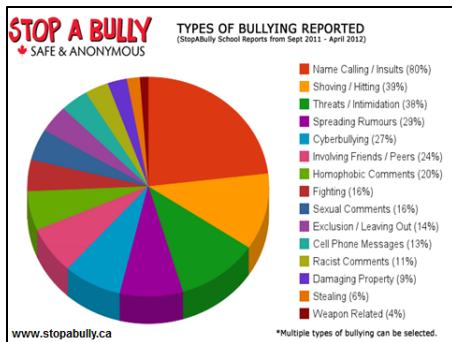
**Is Conflict the Same as Bullying?**

- People may sometimes confuse conflict with bullying, but they are different.
- Conflict occurs between two or more people who have a disagreement, a difference of opinion or different views.
- In conflict, each person feels comfortable expressing his or her views, and there is no power imbalance.
- Conflict becomes negative when an individual behaves aggressively by saying or doing hurtful things. Then the conflict is an aggressive interaction.
- Conflict becomes bullying when it is repeated and there is a power imbalance.
- Over time, a pattern of behaviour may emerge where the person who behaves aggressively may continue or even make it worse. The person who is the recipient may feel less able to express his or her point of view and feel more and more powerless. That is when negative conflict may turn into bullying.

It is important to recognize the difference between bullying and conflict. It is also important to understand that school will respond to bullying differently than they will respond to conflict. For example, in the case of a conflict, a staff member may try to have the students come together to tell their side of the story and help them resolve the situation together. In the case of bullying, a principal will consider progressive discipline, which may include suspension or expulsion.

Source: Ontario Ministry of Education. (2013). *Bullying, We Can All Help Stop It*.  
<http://www.edu.gov.on.ca/eng/multi/english/BullyingEN.pdf>

## Slide 22

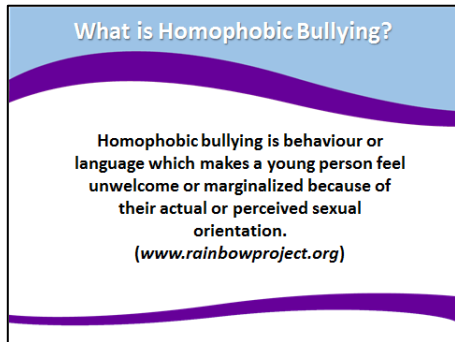


What kinds of behaviours have you witnessed in schools or in the community?

Source: [www.stopabully.ca](http://www.stopabully.ca)



## Slide 23



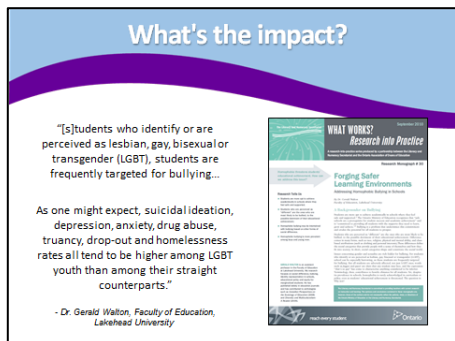
Use this slide to discuss the following concepts with participants, and be ready to discuss:

- Verbal bullying (being teased or called names)
- Being compared to LGBT celebrities/caricatures/characters that portray stereotypes of LGBT people
- Being 'outed' (the threat of being exposed to your friends and family)
- Indirect bullying/social exclusion: (being ignored or left out)
- Physical bullying
- Sexual harassment (inappropriate sexual gestures)
- Cyber-bullying (being teased, called names and/or threatened through electronic means)

Note to facilitator: Module 4, Parts I and II focus on the impact of bullying, harassment, and discrimination based on gender identity, gender expression and sexual orientation.

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## Slide 24



Because in the act of creation God loves us first, there is an inherent promise (or covenant) woven into our relationship with God.

God embraces all of us as beloved sons and daughters and nothing we can ever do can separate us from the love of God (found in Christ Jesus, as St. Paul says in his letter to the Romans). And as God loves each of us, we are called to love one another.

All human beings, regardless of race, gender, or sexual orientation possess innate human characteristics that identify us as human and distinguish us from the rest of God's creation. It is this common nature that bonds us together as a universal race – the human race. The Roman Catholic faith views all people as children of God.

Source: Walton, Dr. G. (2010). "Forging Safer Learning Environments: Addressing Homophobic Bullying in Schools." In The Literacy and Numeracy Secretariat, *What Works? Research into Practice*. Research Monograph no. 30.

## Slide 25

**Roles and Responsibilities: Reporting**  
(As outlined in PPM 145)

- All employees who work directly with students (administrators, teachers and other school staff) must respond to any student behaviour that is likely to have a negative impact on the school climate if, in their opinion, it is safe to do so.
- Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event.
- All employees must report serious student incidents to the principal as soon as reasonably possible.
- In addition, third parties (specified in PPM 145) who are under contract or agreement with the board are required to report serious student incidents to the principal.
- Boards may also put policies in place to require individuals who are not board employees but who come into direct contact with students on a regular basis, to report serious incidents to the principal (e.g., outdoor education instructors).
- Boards must also put in place procedures to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal.

The Ministry of Education's resource *Keeping Our Kids Safe at School: Reporting and Responding to Incidents (2009)* is provides more information on reporting and responding: <http://www.edu.gov.on.ca/eng/safeschools/KeepKidSafeSchool.pdf>

Note to facilitator: More information on requirements for responding and reporting is provided in Module 2, Parts I to III.

## Slide 26

**Responding in the Moment**



1. **STOP** the behaviour
2. **NAME** the behaviour
3. **EXPLAIN** the potential impact and why it is inappropriate
4. **ASK** for change in behaviour
5. **REPORT** it (in the case of a serious incident)

While responding to student incidents is a legal requirement for board employees who work directly with students, it may be helpful to know how to address inappropriate behaviour if you choose to do so. This five-step process can be helpful in providing guidance.


This type of encounter is important for changing the behaviour of individual students. The positive benefits can also extend to other students and colleagues.

Incidents must be reported if they are considered to be a serious student incident (an incident for which suspension or expulsion may need to be considered in accordance with Section 300.2 or Part XIII of the *Education Act*).

## Slide 27

**Case Study – Collaborative Activity**

Read the case study with your group and discuss the questions that are asked on the handout.



Refer to handout: Case Studies

Discuss the scenarios you have been given with your elbow partner or the people at your table.


Invite large group dialogue.

## Slide 28

**Positive Supporting Strategies –  
Moving to Action**

What are some local Catholic school and/or district practices that you have found to be helpful? Some examples may include:

- Post policies on progressive discipline, bullying prevention and intervention, and equity and inclusive education on school and/or board websites.
- Host school-wide events to raise awareness and build common understanding to help address issues such as racism, bullying, and homophobia.
- Invite parents/guardians and/or members of the community to sit on the school's Safe and Accepting Schools Team.




What other ideas come to mind?

## Slide 29

**What Resources Might be Helpful?**

A number of resources have been developed to support the engagement of parents in fostering safe, inclusive and accepting schools. Some examples are highlighted below.



Refer to Handout: *Creating Safe and Accepting Schools: Information for Parents about the Accepting Schools Act (Bill 13)*.

These resources can be found online at:

<http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

<http://www.changeourworld.ca/resources>

## Slide 30

**What Resources Might be Helpful?**

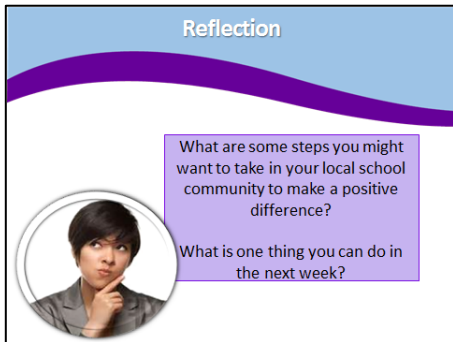
A number of resources have been developed to support the engagement of parents in fostering safe, inclusive and accepting schools. Some examples are highlighted below.



The Council of Ontario Directors of Education (CODE) These resources can be found here:

[http://www.ontariodirectors.ca/parent\\_engagement.html](http://www.ontariodirectors.ca/parent_engagement.html)

### Slide 31



Reflection

What are some steps you might want to take in your local school community to make a positive difference?

What is one thing you can do in the next week?

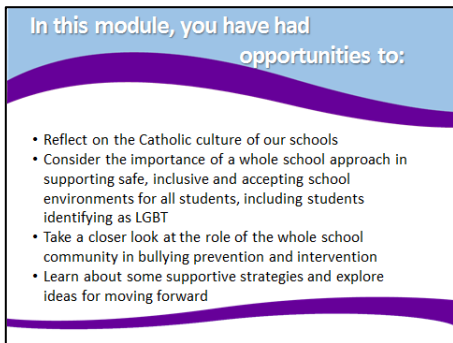
Let's close off with a call to action. With the contents of this presentation in mind, take a moment to reflect on your role in supporting a safe, inclusive and accepting school environment to support the success and well-being of all students in your school or board?

Take a moment to read the questions on this slide.

Note to Facilitator: Remind the participants that a Eucharistic community we are called to be welcoming, to be educators who listen with the heart to the voices and the stories that we hear from our students and our staff; we are called to nourish or "break bread" with others so that every day when they leave the school they are somehow more whole, more learned, more confident than when they arrived.

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### Slide 32



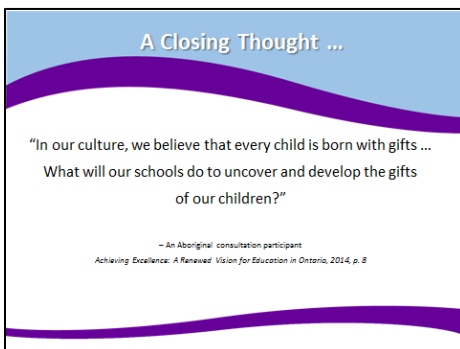
In this module, you have had opportunities to:

- Reflect on the Catholic culture of our schools
- Consider the importance of a whole school approach in supporting safe, inclusive and accepting school environments for all students, including students identifying as LGBT
- Take a closer look at the role of the whole school community in bullying prevention and intervention
- Learn about some supportive strategies and explore ideas for moving forward

Any last thoughts or questions?

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### Slide 33



A Closing Thought ...

"In our culture, we believe that every child is born with gifts ...  
What will our schools do to uncover and develop the gifts  
of our children?"

— An Aboriginal consultation participant  
*Achieving Excellence: A Renewed Vision for Education in Ontario, 2014, p. 8*

Please check the **OESC Equity and Inclusive Education Resources Data Base** for additional materials to support this module: <http://equity.oesc-cseo.org>

# Facilitation Tools and Templates

## a) Seven Norms of Collaboration

- 1) **Promoting a Spirit of Inquiry:** Exploring perceptions, assumptions, beliefs and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.
- 2) **Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
- 3) **Paraphrasing:** Using a paraphrase start that is comfortable for you – “So...” or “As you are...” or “You’re thinking ...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.
- 4) **Probing:** Using gentle open-ended probes or inquiries – “Please say more about...” or “I’m interested in...” or “I’d like to hear more about...” or “Then you are saying...” increases the clarity and precision of the group’s thinking.
- 5) **Putting ideas on the Table:** Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “one thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.
- 6) **Paying Attention to Self and Others:** Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.
- 7) **Presuming Positive Intentions:** Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Review the Seven Norms of Collaboration and their descriptions.

Decide which of the Seven Norms you feel the most comfortable using.

Decide which of the Seven Norms you struggle with the most.

Discuss with your elbow partner the two norms you have identified.

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## **b) The Step by Step Guide to Brainstorming**

Brainstorming can be an effective way to generate ideas on a specific issue and then determine which idea – or ideas – is the best solution. Brainstorming is most effective with groups of 8-12 people and should be performed in a relaxed environment. If participants feel free to relax and joke around, they'll stretch their minds further and produce more creative ideas.

A brainstorming session requires a facilitator, a brainstorming space and something on which to write ideas, such as a white-board a flip chart or software tool. The facilitator's responsibilities include guiding the session, encouraging participation and writing ideas down.

Brainstorming works best with a varied group of people. Participants should come from various areas from across the organisation and have different backgrounds. Even in specialist areas, outsiders can bring fresh ideas that can inspire the experts.

There are numerous approaches to brainstorming, but the traditional approach is generally the most effective because it is the most energetic and openly collaborative, allowing participants to build on each other's ideas.

Creativity exercises, relaxation exercises or other fun activities before the session can help participants relax their minds and be more creative during the brainstorming session.

1. Define your issue as a creative challenge. This is extremely important. A well designed creative challenge generates the best ideas to solve your problem. Creative challenges typically start with: "In what ways might we...?" or "How could we...?" Your creative challenge should be concise, to the point and exclude any information other than the challenge itself. For example: "In what ways might we improve X?" or "How could we encourage more students to become involved in X?"
2. Give yourselves a time limit. We recommend around 25 minutes, but experience will show how much time is required. Larger groups may need more time to get everyone's ideas out. Alternatively, give yourself an idea limit (i.e. identify a number such as 50).
3. Once the brainstorming starts, participants shout out solutions while the facilitator writes them down – usually on a white board or flip-chart for all to see. There must be absolutely no criticizing of ideas. No matter how daft, how impossible or how silly an idea is, it must be written down. Laughing is to be encouraged. Criticism is not.
4. Once your time is up, select the five ideas which you like best. Make sure everyone involved in the brainstorming session is in agreement.
5. Write down about five criteria for determining which ideas best address your issue. Criteria should start with the word "should", for example, "it should be possible to finish before July 15", etc.
6. Give each idea a score of 0 to 5 points depending on how well it meets each criterion. Once all of the ideas have been scored for each criterion, add up the scores.

7. The idea with the highest score will best solve your problem. But you should keep a record of all of your best ideas and their scores in case your best idea turns out not to be workable.

Adapted from: <http://www.ipb.com/creative/brainstorming.php> *Jeffrey Baumgartner*  
© 1997, 2002, 2003, 2005, 2006 *Bwiti BVBA Erps-Kwerps, Belgium*

### **c) Why Use SBL (Scenario Based Learning)?**

#### **Scenarios help integrate subject theory with professional practice.**

Scenario-based learning is often used as a teaching strategy to deliver and then assess the practical application and integration of participants' acquired knowledge (Harden & Cairncross, 1980). For example, would-be nurses are given medical details of a fictitious patient and are required to act on this information in a professional manner, and solve one or more dilemmas, demonstrate 'appropriate' (professional/vocational) skills, and/or explore issues that have an impact on their work (Gammer 2003; Van Wissen 2003).

#### **Scenarios can be cognitively motivating.**

Scenarios contain similar ingredients to 'good' stories (Miller, 1980; Parkin, 1998). However, unlike stories, scenarios are usually offered incomplete. The pursuit of 'missing knowledge' can prove motivating, provided there is an appropriate degree of ambiguity to render the task interesting.

#### **Scenarios can be socially motivating, making learning a team event.**

Participants have an opportunity to work in pairs or groups to explore an issue, practice a skill, or speculate on knowledge. Teaching for group learning and team spirit, is more likely to be successful within the quasi professional settings of chosen work roles, e.g. working as part of a project team (Errington 1997).

#### **Scenarios provide a vehicle for deep level learning tasks.**

Adult learning is made relevant through real-world, deep level learning tasks, designed to promote skills specific to their chosen profession. These require more than the regurgitation of information and facts (Marton 1984).

#### **Scenarios can facilitate reflective learning.**

Reflective opportunities are built into the scenario-based learning process – before, during and after scenario engagement (Errington 2003; 2010). Scenarios can facilitate these opportunities.

#### **Scenarios may encompass an emotional dimension to learning.**

Participants naturally experience thoughts and feelings within scenarios – helping make scenario-based learning a holistic experience. Scenarios are often designed to focus on particular feelings, held beliefs, attitudes and values.

#### **Scenarios replicate professional workplaces and complex relationships.**

Scenarios can be used to replicate, as faithfully as possible, the kinds of professional contexts, descriptive circumstances and (often) complex tasks present in the workplace, (Harden & Cairncross, 1980). The focus of the scenario is highly selective, and unlike real-life situations, can



be explored and understood step-by-step.

It is clear in the literature that practitioners need to know why they are using simulation and communicate these purposes to participants so the latter might gain most from the experience. However, there appears to be a lack of clarity/ understanding between the use of simulation and the formation of participants' professional identity – what it might contribute, how and why. What is the relationship between participants' simulated experiences and the growth of their professional identity? What kinds of processes and outcomes might indicate a genuine progression in understanding/professional knowledge?

*Adapted from: [http://www.jcu.edu.au/learnandteach/projects/jcu\\_125472.html](http://www.jcu.edu.au/learnandteach/projects/jcu_125472.html) James Cook University, Australia.*

### d) Action Planning Template

The next page is a copy of the Action Plan template that can be photocopied for use participants to help them set goals and plan for improvements in their own setting. Ask participants to work with other people from their own workplace if possible. Encourage participants to continue their planning using this template or another similar tool as a way to support implementation of the requirements of the Accepting Schools Act and to collectively build a positive school climate. Invite participants to share the ideas and insights that arose from completing the Action Plan collaboratively.

<b>Objectives</b> (What are our goals?)	<b>Tasks</b> (What do we need to do to accomplish them?)	<b>Success Criteria</b> (How will we know we have met our goals?)	<b>Time Frame</b> (By when will we meet these goals? )	<b>Resources Needed</b> (people, materials, training)	<b>Accountability</b> (Who will be responsible for these goals?)
Reduce incidents of bullying on the school bus.	Student-created videos about bus etiquette. Daily announcements. Support bus drivers. Continue to implement progressive discipline policies.	We will track reported incidents of bullying and watch for a decline in frequency.	By the end of the term.	Bus driver training and support. Poster making materials. Support of Student Council. Support of parent(s)/guardian(s).	Students, staff, bus driver, parents.

[Placeholder – needs a source, ask Melanie or remove]

## **e) Using a Gap Analysis Planning Tool to Support Change and Improvement**

To carry out a Gap Analysis, first identify your project's objectives – this is your "future state." Then analyze your current situation, making sure that you gather information from the right sources. Finally, identify how you'll bridge the gap between your current situation and the desired future state. To conduct a Gap Analysis to assist you in your planning, follow these three steps:

### **1. Identify Your Desired Future State**

This gives you your future state – the "place" where you want to be once you've completed your plan.

Work collaboratively to envision your desired future state to ensure “buy in” and commitment from staff, students and community members. Use survey data, your School Improvement Plan or other information to help you develop an image of your future state. Be sure to provide an appropriate amount of detail in your description of your desired future state.

### **2. Analyze the Current Situation**

Use collaborative teamwork, reflective activities, formal or informal information and/or opinion gathering tools, checklists, the Mini-School Audit (see Suggested Resources section) to help you analyse your current situation and identify your objectives for change and improvement. Be as specific as possible. Remember that your assessment of the current situation and the desired future state can be both quantitative and qualitative.

Consider the following questions:

Who has the knowledge that you need?

Who will you need to speak with to get a good picture of your current situation?

Is the information in people's heads, or is it documented somewhere?

What's the best way to get this information? Survey or questionnaire? By using brainstorming workshops? Through one-to-one interviews? By reviewing documents?

### **3. Identify How You'll Bridge the Gap**

Once you have a vision for your future state and a clear understanding of your current situation, think about the steps you need to take to bridge the gap between the two and reach your objectives for improvement. Try to break down large steps into small ones so the amount of change doesn't seem daunting and so that progress can be seen and measured. Establish accountability and a timeline for ensuring that steps are taken within a

certain timeframe. Decide when you are going to revisit the gap analysis to measure progress or alter the objectives. You can use Gap Analysis at any stage of a project to create a plan or analyze your progress.

A completed Gap Analysis Planning Tool follows as an example of how the tool could be used to guide planning. Use the blank Gap Analysis Tool included in this section to help you with your own work.

*Adapted from: MindTools <http://www.mindtools.com/pages/article/gap-analysis.htm>*

## VI. Glossary of Terms and Concepts

This glossary has been compiled to support the learning of school board employees and others who use schools on a regular basis. It contains terminology related to LGBT issues and matters related to sexual orientation, gender, gender identity, gender expression, equity and inclusive education. To promote safe and inclusive learning environments for all students, it is important to share understanding of concepts and language and to learn to use terminology correctly and respectfully. It is by no means intended to represent a complete list. Language is continually changing and growing.

As a reference tool, the glossary will assist employees in understanding various terms used in the professional learning and training modules and resources as well as terms they may encounter in the context of discussions about safe, inclusive, and accepting schools or the implementation of amendments to the *Education Act*. School and system leaders may find it helpful in their work with teachers, staff, students, parents, and members of the community in various contexts.

The glossary is adapted from definitions and explanations of terms and concepts taken from the websites listed below:

Advocates for Youth	<a href="http://www.advocatesforyouth.org">www.advocatesforyouth.org</a>
Canadian Teachers' Federation	Gay-Straight Student Alliance Handbook
Harmony Movement	Educator's Equity Companion Guide
LGBTQ OutLoud	<a href="http://www.ok2bme.ca/">www.ok2bme.ca/</a>
Ontario Human Rights Commission	<a href="http://www.ohrc.on.ca">www.ohrc.on.ca</a>
(*Includes link to Policy on Preventing Discrimination because of Gender Identity and Gender Expression)	
Ontario Ministry of Education	<a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a>
(*Includes links to Supporting Bias-Free Progressive Discipline in Schools, Positive School Climate resources, Ontario's Equity and Inclusive Education Strategy, PPMs 119, 144, 145, Education Act)	
Ontario Public Health Association (OPHA)	<a href="http://www.opha.on.ca">www.opha.on.ca</a>

In the glossary, definitions have been identified with the acronyms - Education Act (Ed. Act); Equity and Inclusive Education Guidelines (EIE Guidelines); Ontario Human Rights Commission *Policy on Preventing Discrimination because of Gender Identity and Gender Expression (OHRC Policy)*. These definitions are for explanatory purposes only. Readers should consult the Education Act or the Ontario Human Rights Code for legal definitions if necessary.

## **A**

### **Ally**

- An ally is a member of a dominant group who acts in solidarity with people who are targets of discrimination. An example of an ally may include a man who challenges sexism or a white person who opposes racism. An ally may also be an individual, usually straight, who is supportive of the LGBT community (Harmony Movement).

### **Asexual**

- In usage, may refer to a person who is not sexually attracted to other people or who has little or no interest in sexual activity (adapted from LGBTQ OutLoud).

## **B**

### **Barrier**

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

### **Bias**

- An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements (EIE Guidelines).

### **Biphobia**

- Fear, dislike or hatred of people who are bisexual. Often exhibited as prejudice, discrimination, jokes, name-calling, exclusion, harassment, and acts of violence. (OPHA).

### **Bisexual / Bisexuality**

- A person who is emotionally/romantically/sexually/physically attracted to and/or involved with both men and women (EIE Guidelines).

### **Bullying**

- Under the Education Act (s.1(1), "aggressive and typically repeated behaviour by a pupil where (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (ii) creating a negative environment at a school for another individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation"). It includes the use of any physical, verbal, electronic, written or other means (Ed. Act).

## C

### **Cisgender and cisnormativity**

- When a person's gender identity is in line with or matches the sex they were assigned at birth. Cisnormativity refers to the commonplace assumption that all people are cisgender (their gender identity matches the sex they were assigned at birth) and that everyone accepts this as the norm (OHRC Policy).

## D

### **Discrimination**

- Unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident at the organizational or individual level (EIE Guidelines).

### **Diversity**

- The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status (EIE Guidelines).

## E

### **Equity**

- A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences (EIE Guidelines).

## G

### **Gay**

- An individual who is emotionally/romantically/sexually/physically attracted to and/or involved with individuals of the same sex (EIE Guidelines).

### **Gay-Bashing (sometimes Bashing or Queer-Bashing)**

- A physical or verbal attack directed LGBT people, motivated by hatred for their sexual orientation, gender identity, and/or sexual behavior (Advocates for Youth).

### **Gay-Straight Alliance (GSA)**

- Gay-Straight Alliances (GSAs) are typically student-run and teacher-supported school-based groups that work to create safe, caring and inclusive spaces for LGBT students and their allies in schools. Typically, GSAs are designed to provide a safe space for students to meet, socialize and support one another as they discuss their feelings and

experiences related to sexual orientation and gender identity issues.

GSA's are considered to be a confidential space in which no assumptions are made about a student's or teacher's sexual orientation or gender identity. Some members of a GSA may be LGBT students or teachers, while other may have LGBT friends or family members and want to learn how to become a supportive ally. As a result, assumptions about a person's sexual orientation or gender identity (whether the person is perceived as heterosexual, bisexual, homosexual or trans-identified) should not be made. All GSA's should strive to be welcoming spaces for all students and teachers who are interested in addressing homophobia, transphobia, heterosexism and other forms of related discrimination and prejudice (Canadian Teachers' Federation).

### **Gender**

- A term that refers to those characteristics of women and men that are socially constructed (EIE Guidelines).

### **Gender Binary**

- A social system whereby people are thought to have either one of two genders: man or woman. These genders are expected to correspond to birth sex: male or female. In the gender binary system, there is no room for interpretations, for living between genders, or for crossing the binary. The gender binary system is rigid and restrictive for many people who feel that their natal sex (sex they were labelled with at birth) does not match up with their gender or that their gender is fluid and not fixed (OHRC Policy).

### **Gender Expression**

- How a person publicly presents or expresses their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways people express their gender. Others perceive a person's gender through these attributes.

All people, regardless of their gender identity, have a gender expression and they may express it in any number of ways. For trans people, their chosen name, preferred pronoun and apparel are common ways they express their gender. People who are trans may also take medically supportive steps to align their body with their gender identity (OHRC Policy).

### **Gender Identity**

- Each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex.

For most people, their sex and gender identity align. For some, it does not. A person may be born male but identify as a woman, or born female but identify as a man. Other people may identify outside the categories of woman/man, or may see their gender



identity as fluid and moving between different genders at different times in their life (OHRC Policy).

### **Gender non-conforming/gender variant/gender queer:**

- Individuals who do not follow gender stereotypes based on the sex they were assigned at birth. They may identify and express themselves as “feminine men” or “masculine women” or as androgynous, outside of the categories “boy/man” and “girl/woman.” People who are gender non-conforming may or may not identify as trans (OHRC Policy).

### **Gender norms**

- The gender binary influences what society considers “normal” or acceptable behaviour, dress, appearances and roles for women and men. Gender norms are a prevailing force in everyday lives. Strength, action and dominance are stereotypically seen as “masculine” traits, while vulnerability, passivity and receptiveness are stereotypically seen as “feminine” traits. A woman expressing masculine traits may be stereotyped as overly “aggressive,” while a man expressing “feminine” traits may be labeled as “weak.” Gender norms can contribute to power imbalances and gender inequality in the home, at work and in communities (OHRC Policy).

## **H**

### **Harassment**

- A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile (EIE Guidelines).

### **Hate crime**

- A criminal offence, perpetrated on a person or property, that is motivated by bias or prejudice based on actual or perceived race, ancestry, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, gender identity, sexual orientation, or other, similar factors. Hate crimes can involve intimidation, harassment, physical force, or threats of physical force against a person or an entire group to which the person belongs. (Any act, including an act of omission, that is not a criminal offence but otherwise shares the characteristics of a hate crime is referred to as a hate incident) (EIE Guidelines).

### **Hate Propaganda**

- Ideas, beliefs, and ideologies transmitted in written, oral, or electronic form for the purpose of creating, promoting, perpetuating, or exacerbating antagonistic, hateful, and belligerent attitudes or actions against a particular group or groups of people (EIE Guidelines).

**Heteronormativity**

- Refers to the commonplace assumption that all people are heterosexual (they are attracted to people of the opposite sex) and that everyone accepts this as the norm (adapted from OHRC policy).

**Heterosexual/Heterosexuality**

- A person who is physically and emotionally attracted to people of the opposite sex. The term straight is sometimes used (OPHA).

**Homophobia**

- A disparaging or hostile attitude or a negative bias, which may be overt or unspoken and which may exist at an individual and/or a systemic level, towards people who are, or who are perceived to be, lesbian, gay, bisexual, or transgender (LGBT) (EIE Guidelines).

**I****Identity**

- What, how and who one perceives oneself to be; a multi-faceted self-concept that evolves throughout life (Advocates for Youth).

**In the Closet**

- The intentional concealment of an individual's own gender identity or sexual orientation, usually due to fear of discrimination and/or violence; can cause isolation and psychological pain (LGBTQ OutLoud).

**Inclusive Education**

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

**Intersectionality**

- The overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the Ontario Human Rights Code, or other factors, which may result in additional biases or barriers to equity for that individual or group (EIE Guidelines).

**Intersex**

- A term used to describe a person born with reproductive systems, chromosomes and/or hormones that are not easily characterized as male or female. This might include a woman with XY chromosomes or a man with ovaries instead of testes. Intersex characteristics occur in one out of every 1,500 births. Typically intersex people are assigned one sex, male or female, at birth. Some intersex people identify with their

assigned sex, while others do not. Some choose to identify as intersex. Intersex people do not typically identify as transgender or transsexual (OHRC Policy).

## **L**

### **Lesbian**

- A woman who is emotionally/romantically/sexually/physically attracted to and/or involved with another woman (EIE Guidelines).

## **LGBT**

- The initialism used to refer to lesbian, gay, bisexual, and transgender people. A broader range of identities is also sometimes implied, or may be represented more explicitly by the initialism LGBTTT2SIQ, which stands for lesbian, gay, bisexual, transgender, transsexual, or two-spirited, intersex, and questioning. The initialism LGBTQ is also often used (EIE Guidelines).

## **O**

### **Out**

- Openly acknowledging one's sexual orientation or gender identity; may be partial (that is, out to some people and in the closet to others) (LGBTQ OutLoud).

## **P**

### **Power Dynamics**

- The process by which one group defines and subordinates other groups and subjects them to differential and unequal treatment (EIE Guidelines).

### **Power Imbalance**

- A situation in which an individual or group is able to influence others and impose its beliefs, subjecting other individuals and/or groups to differential and unequal treatment (EIE Guidelines).

### **Prejudice**

- The pre-judgement (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias, or stereotypes (EIE Guidelines).

### **Privilege**

- The experience of freedoms, rights, benefits, advantages, access, and/or opportunities on the basis of group membership or social context, which is denied or not extended to members of all groups (EIE Guidelines).

## **Q**

## **Queer**

- A term for homosexuality that was once a pejorative but that has more recently been reclaimed by some or many of the LGBT movement to be used for self-identification in a positive way (EIE Guidelines).

## **S**

### **Safe Space**

- A place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, or physical or mental ability (LGBTQ OutLoud).

### **Sex**

- The category of male or female based on characteristics that are biologically determined (EIE Guidelines).

### **Sexism**

- Prejudice, stereotyping, and discrimination directed against people on the basis of their sex or gender. Sexism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals (EIE Guidelines).

### **Sexual Orientation**

- A person's sense of sexual attraction to people of the same sex, the opposite sex, or both sexes (EIE Guidelines).

### **Sexual Orientation and Gender Identity are different**

- Sexual orientation describes human sexuality, from gay and lesbian to bisexual and heterosexual orientations. A person's gender identity is fundamentally different from and not related to their sexual orientation. Because a person identifies as trans does not predict or reveal anything about their sexual orientation. A trans person may identify as gay, lesbian, queer, straight or bisexual, just as people who do not identify as trans (OHRC Policy).

### **Stereotype**

- A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other factors (EIE Guidelines).

## **T**

**Trans/Transgender**

- An umbrella term that describes people with diverse gender identities and gender expressions that do not conform to stereotypical ideas about what it means to be a girl/woman or boy/man in society. Trans includes people whose gender identity is different from the gender associated with the sex they were assigned at birth (OHRC Policy).

**Transsexual**

- A person whose gender identity differs from their sex assigned at birth. They may or may not undergo medically supportive treatments to align their bodies with their gender identity, such as hormone therapy, sex reassignment surgery or other procedures. They may also undertake other changes to align their external attributes and appearance with their gender identity (OHRC Policy).

**Transphobia**

- The aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people (OHRC Policy).

**Two-Spirit**

- A term used by Aboriginal people to describe from a cultural perspective people who are gay, lesbian, bisexual, trans or intersex. It is used to capture a concept that exists in many different Indigenous cultures and languages. For some, the term Two-Spirit describes a societal and spiritual role that people played within traditional societies, such as: mediators, keepers of certain ceremonies, transcending accepted roles of men and women, and filling a role as an established middle gender (OHRC Policy).