

SUDBURY CATHOLIC SCHOOLS

DIRECTOR'S ANNUAL REPORT 2009



Seven Grandfather Teachings

- 1) To Cherish Knowledge is to Know Wisdom - *Mkwakwain.*
- 2) To Know love - *Zaagidiwin* is to Know Peace.
- 3) To honour all creation is to have respect - *Mnaadendimov'in.*
- 4) Bravery - *Aakwadewin* - is to face the foe with integrity.
- 5) Honesty - *Gwetwaadiziwin* - facing a situation is not to be Brave.
- 6) Humility - *Dbaadendiziwin* - is to (not) Know Yourself as sacred part of creation.
- 7) Truth - *Belwain* - is to know all of these things.

DIRECTOR'S ANNUAL REPORT 2009

MINISTRY OF EDUCATION

In the 2008 school year, the Ministry of Education requested that all School Boards in the province of Ontario move to a new format with respect to providing information for the *Director's Annual Report*. This new reporting template would encourage the sharing of consistent information across the system regarding the important work that all schools and all boards are engaged in.

The Ministry of Education has once again requested that all boards follow the prescribed template when submitting their *Director's Annual Report* for 2009.

The information contained in this year's *Director's Annual Report* directly answers all ten questions asked by the Ministry of Education.

BOARD ENROLLMENT AND DEMOGRAPHICS (Item #1)

The following indicates the enrollment numbers (FTE and Head Count) and demographics of the Sudbury Catholic District School Board including number of learners whose first language (the language first spoken at home other than English or French) is not the language of instruction and the number of self-identified First Nation, Métis and Inuit Students.

As of October 31, 2009

4389 Elementary Students (Head Count), 4216 Elementary Students (FTE) 587 are Identified through an IPRC (including gifted) 542 not including gifted 28 students first language (language spoken at home) is not the language of instruction 261 have voluntarily identified themselves as Aboriginal of which 114 are First Nation 146 are Métis 1 Inuit
2206 Secondary Students (Head Count), 2199.50 Secondary Students (FTE) 482 are Identified through an IPRC (including gifted) 437 not including gifted 18 students first language (language spoken at home) is not the language of instruction 74 have voluntarily identified themselves as Aboriginal of which 23 are First Nation 51 are Métis

PERCENTAGE OF PRIMARY CLASSES at 20 STUDENTS or FEWER (Item #2)

The Sudbury Catholic District School Board is proud to report that 90.3 percent of our Primary classes have 20 or fewer students, 100 percent of our Primary classes have 23 or fewer students and 100 percent of our Combined 3/4 classes have 23 or fewer students.

Provincial Target	Sudbury Catholic DSB Achieved
90% Primary Classes(JK-3) 20 and under	90.3 %
Primary (JK-3) Statistics Number of Students	% of Primary Classes
20 and under	90.3 %
21	1.6 %
22	5.6 %
23	2.4 %
Average Junior/Intermediate (Grade 4-8) Class Size 24.4	

EQAO ASSESSMENT RESULTS (Item #3)

Latest results for SCDSB, provincial result, highest board result, lowest board result for the last six years.

The Education Quality and Accountability Office (EQAO) released the school-and board-level results for three of its assessments, as well as Ontario Student Achievement: EQAO's Provincial Report on the Results of the 2008-2009 Assessments of Reading, Writing and Mathematics, Primary Division, (Grades 1-3) and Junior Division (Grades 4 -6), and the Grade 9 Assessment of Mathematics in September 2009.

Officials at the Sudbury Catholic District School Board are pleased with the results of their Grade 3 and 6 students with both grades demonstrating gains across the grid or maintaining close to the previous year's scores. With respect to Grade 3, student scores improved in reading (from 57 percent to 58 percent), writing (from 58 percent to 69 percent) and in mathematics (from 61 percent to 63 percent). The Board's Grade 6 students performed almost on par to the previous year scoring 69 percent in writing, 74 percent in reading and 59 percent in mathematics.

A close examination of the Board's secondary school scores, (Grade 9 math component) reveals slight gains in the academic component (from 74 to 75 percent) with huge gains in the applied program (moving from 29 to 44 percent).

GRADE 3	READING						WRITING						MATH					
	03-04	04-05	05-06	06-07	07-08	08-09	03-04	04-05	05-06	06-07	07-08	08-09	03-04	04-05	05-06	06-07	07-08	08-09
Sudbury Catholic DSB	52	55	51	56	57	58	53	51	49	53	58	69	64	55	56	59	61	63
Provincial Average	54	59	62	62	61	61	58	61	64	64	66	68	64	66	68	69	68	70
Highest Board Average	67	79	79	73	73	75	68	73	78	79	79	82	79	81	80	81	80	84
Lowest Board Average	40	47	49	45	49	41	42	44	41	46	44	40	51	53	55	50	51	46

GRADE 6	READING						WRITING						MATH					
	03-04	04-05	05-06	06-07	07-08	08-09	03-04	04-05	05-06	06-07	07-08	08-09	03-04	04-05	05-06	06-07	07-08	08-09
Sudbury Catholic DSB	58	65	66	68	75	74	52	58	58	58	69	69	59	62	54	59	60	59
Provincial Average	58	63	64	64	66	69	54	59	61	61	67	67	57	60	61	59	61	63
Highest Board Average	70	74	77	74	77	79	68	71	76	76	79	78	71	72	80	71	76	76
Lowest Board Average	46	52	46	54	53	53	42	42	44	44	52	50	45	50	45	46	41	47

EQAO ASSESSMENT RESULTS (Item #3, continued)

Latest results for SCDSB, provincial result, highest board result, lowest board result for the last six years.

GRADE 9 ACADEMIC MATH	03-04	04-05	05-06	06-07	07-08	08-09
Sudbury Catholic DSB	75	75	78	76	74	75
Provincial Average	68	68	71	71	75	77
Highest Board Average	83	95	81	83	88	86
Lowest Board Average	43	49	46	32	50	31
GRADE 9 APPLIED MATH	03-04	04-05	05-06	06-07	07-08	08-09
Sudbury Catholic DSB	26	28	45	56	29	44
Provincial Average	26	27	35	35	34	38
Highest Board Average	64	53	58	64	53	67
Lowest Board Average	6	15	18	7	15	23
GRADE 10 OSSLT (First Time Eligible)	03-04	04-05	05-06	06-07	07-08	08-09
Sudbury Catholic DSB	75	88	90	89	90	87
Provincial Average	77	82	84	84	84	85
Highest Board Average	91	90	92	91	92	92
Lowest Board Average	63	69	74	73	75	72

EQAO ASSESSMENT RESULTS (Item #4)

Results are for male and female students, special needs and English Learners for each of the last six years.

GRADE 3	READING						WRITING						MATH					
	03-04	04-05	05-06	06-07	07-08	08-09	03-04	04-05	05-06	06-07	07-08	08-09	03-04	04-05	05-06	06-07	07-08	08-09
Sudbury Catholic DSB	52	55	51	56	57	58	53	51	49	53	58	69	64	55	56	59	61	63
Results for Boys %	49	47	40	52	51	54	51	39	37	44	52	64	62	54	54	58	59	63
Results for Girls %	55	63	62	61	63	62	56	62	62	62	64	74	66	57	58	60	63	63
Results for Special Needs #	64	45	71	95	143	107	64	45	71	95	143	107	64	45	71	95	143	107
Results for Special Needs %	28	27	21	35	36	31	19	22	15	19	50	59	44	36	32	38	45	33
ELL#	2	1	1	7	1	2	2	1	1	7	1	2	2	1	1	7	1	2
ELL %	0	0	100	43	0	50	0	0	0	57	0	100	50	0	100	29	0	100

GRADE 6	READING						WRITING						MATH					
	03-04	04-05	05-06	06-07	07-08	08-09	03-04	04-05	05-06	06-07	07-08	08-09	03-04	04-05	05-06	06-07	07-08	08-09
Sudbury Catholic DSB	58	65	66	68	75	74	52	58	58	58	69	69	59	62	54	59	60	59
Results for Boys %	54	61	60	63	73	67	45	52	44	47	60	56	60	65	55	57	65	55
Results for Girls %	61	69	72	75	78	82	58	64	72	71	77	82	58	58	54	63	56	63
Results for Special Needs #	74	68	80	106	101	130	74	68	80	106	101	130	74	68	80	106	101	130
Results for Special Needs %	31	34	29	44	50	39	11	21	21	24	56	38	36	38	22	38	41	23
ELL#	4	ND	ND	2	ND	ND	4	ND	ND	2	ND	ND	4	ND	ND	2	ND	ND
ELL %	25	ND	ND	100	ND	ND	25	ND	ND	50	ND	ND	25	ND	ND	50	ND	ND

EQAO ASSESSMENT RESULTS (Item #4, continued)

Results are for male and female students, special needs and English Language Learners for each of the last six years.

GRADE 9 ACADEMIC MATH	03-04	04-05	05-06	06-07	07-08	08-09
Sudbury Catholic DSB	75	75	78	76	74	75
Results for Boys % at Level 3/4	80	83	82	77	74	79
Results for Girls % at Level 3/4	72	71	74	76	75	72
Results Special Needs Students #	15	7	8	12	15	16
Results Special Needs Students %	87	43	75	57	60	81
ELL #	ND	ND	ND	ND	ND	ND
ELL %	ND	ND	ND	ND	ND	ND
GRADE 9 APPLIED MATH						
03-04	04-05	05-06	06-07	07-08	08-09	
Sudbury Catholic DSB	26	28	45	56	29	44
Results for Boys % at Level 3/4	23	33	44	64	33	51
Results for Girls % at Level 3/4	31	23	46	47	24	36
Results Special Needs Students #	54	32	47	40	50	62
Results Special Needs Students %	24	25	32	65	20	42
ELL #	ND	ND	ND	ND	ND	ND
ELL %	ND	ND	ND	ND	ND	ND
GRADE 10 (First Time Eligible)						
03-04	04-05	05-06	06-07	07-08	08-09	
Sudbury Catholic DSB	75	88	90	89	90	87
Results for Boys % at Level 3/4	71	85	85	83	86	85
Results for Girls % at Level 3/4	79	90	93	94	93	89
Results Special Needs Students #	65	67	30	39	36	54
Results Special Needs Students %	58	66	70	85	69	69
ELL #	2	1	ND	2	1	1
ELL %	50	100	ND	50	0	100

EQAO ASSESSMENT RESULTS (Item #5)

The percentage of students who have completed 16 credits as of June 30 of their second year in high school (including all students at the end of their second year and also students taking K Courses.)

CREDIT ACCUMULATION AFTER GRADE 10

****Includes all students at the end of their second year and students taking K courses****

	2008-2009
Sudbury Catholic DSB % of students achieving 16 credits or more	64.61
% of Males achieving 16 credits or more	60.43
% of Females achieving 16 credits or more	69.78

	2008-2009
Sudbury Catholic DSB % of students achieving 15 credits or more	77.73
% of Males achieving 15 credits or more	74.46
% of Females achieving 15 credits or more	81.78

	2008-2009
Sudbury Catholic DSB % of students achieving 14 credits or more	84.10
% of Males achieving 14 credits or more	83.09
% of Females achieving 14 credits or more	85.33

COHORT CREDIT ACCUMULATION (8 credits for Grade 9 and 16 credits for Grade 10)

	Total		Male		Female	
	# Students	% Students	# Students	% Students	# Students	% Students
2008-2009 Cohort						
Grade 9	466	81.18	224	77.24	242	85.21
Grade 10	325	64.61	168	60.43	157	69.78

(Item #6)

Specific measures pursued in the past year to improve student outcomes for students with low levels of achievement and for low performing schools.

The Sudbury Catholic District School Board provided support in a multitude of areas to address improved outcomes for its students. It was critical that the system work together to align its priorities and initiatives as to not overwhelm staff but to demonstrate a connection on a multi-level approach. The following represents the work undertaken by Sudbury Catholic District School Board's senior administration, principals, vice principals, teachers and support staff with support from the curriculum, special education and technology teams.

Improving Principal/Vice Principal Professional Learning

- ↪ Development of System Priorities for 2008-2009 - providing clear direction and expectations for the system
- ↪ New Principal/Vice Principal Mentoring for seven of the Sudbury Catholic District School Board's newly appointed administrators
- ↪ Leading Student Achievement Project – the Board had four schools involved in sharing their understandings and learnings at the principal Community of Schools and Literacy Coach sessions. All schools embarked on Teaching Learning Critical Pathways in the spring.
- ↪ Provincial Numeracy Project – four of the Board's schools were involved with principals sharing and building their own capacity in Numeracy at their Community of Schools.
- ↪ Paradigm A+ Rolled out to Principals and Vice Principals in December
- ↪ Hiring of a Data Analyst
- ↪ Monthly Vice Principal Meetings were held to provide Vice-Principals with updates from the Principal Meeting's and also to provide professional development
- ↪ Administration of the Leadership Survey to all administrators in January 2009

Improving Teacher Professional Learning

- ↪ moved to DRA2 twice a year
- ↪ Comprehensive Numeracy Chart - introducing at the January 30th PA Day
- ↪ ½ day Numeracy PA day for all K-8 teachers focussing on the 3 part math lesson, the SCDSB's Numeracy Chart and the administration of PRIME
- ↪ Kindergarten Guide - four in-service sessions for all JK and SK teachers
- ↪ Aboriginal Awareness for grade 8, grade 9, LSTs, Resource Teachers
- ↪ Teaching Learning Critical Pathways occurred in all elementary schools in the spring of 2009
- ↪ French Immersion training on the new literacy program for Gr. 4 teachers
- ↪ release of Learning Strategies Teachers and the classroom teachers to work together to develop the IEP
- ↪ a follow-up numeracy ½ day CPLC for every school to reinforce the 3 part math lesson and ensure the consistency of scoring PRIME
- ↪ two sets of releases for selected grade 3 teachers on non-fiction writing (schools who have not received CODE/OFIP support in the past)
- ↪ All grade 6 teachers received support in non-fiction writing
- ↪ NTIP – New Teacher Induction Program
- ↪ TRIBES
- ↪ Associate Teachers for Nipissing/Laurentian/Lakehead and other
- ↪ Two Teaching Learning Leadership Programs (TLLP) one at St. Raphael and the other at St. Paul

(Item #6, continued)

Specific measures pursued in the past year to improve student outcomes for students with low levels of achievement and for low performing schools.

Technology and the Technology Integration Mentors (TIM Teachers)

- ↪ support intermediate teachers in their efforts to effectively integrate technology into the delivery of the curriculum
- ↪ support students with special needs in grade 6
- ↪ provide SMART Board training
- ↪ support the LNS Provincial Numeracy Project

Literacy Coaches

- ↪ 3 sessions during the year
- ↪ first session in the fall on mentor texts and anchor charts to consolidate understanding as per Board Improvement Plan
- ↪ second session - Learning the Teaching Learning Critical Pathway in order to support Principals for the second round of Catholic Professional Learning Communities
- ↪ third session was the formulation of a network where everyone came together to share

Special Education

- ↪ former multigrade students and Learning Strategies Teachers received laptops
- ↪ all identified grade 6 Communications students received laptops
- ↪ Learning Strategies Teachers and Resource Teachers received three ½ day assistive technology training sessions
- ↪ all Educational Assistants and Special Education Teachers (elementary and secondary) received a full day PA Day on assistive technology
- ↪ every school received 1 license of Board Maker Plus and Training

Alternative Programming

- St. Albert's over 21, under 21, LBS, ESL, Correspondence and e-Learning
- expanded co-op
- dual credits
- 2 Specialist High Skills Majors
- PEACE Program

High-Yield Strategies

- de-semestered Math (Grade 9 Applied)
- gradual release of responsibilities
- research projects – CIL-M co-teaching and math manipulatives

Aboriginal Programming and the Killarney Outdoor Education Centre

PARENT ENGAGEMENT (Item # 7)

Sudbury Catholic Board Hosts Third Annual RPIC Commissioning Ceremony

The Sudbury Catholic District School Board hosted its third annual Regional Parent Involvement Committee (RPIC) commissioning ceremony at the Board's Catholic Education Centre. Sudbury Catholic Schools' trustees joined senior administration, principals, teachers, parents and board staff in a celebration of prayer, music and song.

Jody Cameron, Chair of the Sudbury Catholic District School Board thanked the parents for their involvement and highlighted the fact that these are exciting times in Catholic Education. "Our Board will be undertaking some very challenging initiatives over the next several months," stated Cameron. "The building of the new state-of-the-art school on the St. Benedict Catholic Secondary School site, renovations to our Killarney-Shebanoning Outdoor Environmental Education Centre and our St. David and St. Francis Schools, as well as the Accommodation Review process for the East Planning Area are just a few of the items that we will be looking to you as parents for your input and your direction," concluded Cameron.



Representatives of the Sudbury Catholic District School Board's Catholic School Councils are joined by Board Chair, Jody Cameron, and Director of Education, Catherine McCullough at a Candle Lighting Ceremony symbolizing their ongoing commitment to Catholic Education. "Take this candle back to your school communities and let the light renew your faith and shine as a symbol of strength and hope," was the message delivered by Clara Steele, RPIC Chair.

BOARD'S TARGET on GOVERNMENT BENCHMARKS (Item #8)

GRADE 3 TRENDS

Based on the trends observed over time, our Grade 3 data indicates small but solid improvements in Reading and Math and a significant improvement in Writing during the last three years.

Percent of Grade 3 Students Achieving the Provincial Standard						
Subject Area	2004 486 students	2005 462 students	2006 506 students	2007 485 students	2008 467 students	2009 455 students
Reading	52	55	51	56	57	58
Writing	53	51	49	53	58	69
Math	64	55	56	59	61	63

GRADE 6 TRENDS

Based on the trends observed over time, our Grade 6 data indicates solid improvements in Reading and Writing over the last three years while our Math scores remained relatively unchanged.

Percent of Grade 6 Students Achieving the Provincial Standard						
Subject Area	2004 561 students	2005 486 students	2006 507 students	2007 518 students	2008 472 students	2009 522 students
Reading	58	65	66	68	75	74
Writing	52	58	58	58	69	69
Math	59	62	54	59	60	59

COMPARING ACHIEVEMENT BY SAME COHORT 2006-2009

Students in Grade 6 achieving the Provincial Standard in 2008-2009 demonstrated marked improvement over their cohort's achievement when in Grade 3 (2005-2006)

Subject Area	Grade 3 2005-2006	Grade 6 2008-2009	% of Additional Students Demonstrating Achievement at Provincial Standard
Reading	51%	74%	+25%
Writing	49%	69%	+20%
Math	56%	59%	+3%

The Sudbury Catholic District School Board is on track with respect to achieving the Provincial target of 75% of the Board's Grade 6 students demonstrating learning at the Provincial standard by 2011

BOARD'S TARGET on GOVERNMENT BENCHMARKS (Item #8, continued)

MEETING GRADE 6 PROVINCIAL TARGET by 2011

An aggregate of 34% of our 467 of the Board's Grade 3 students demonstrated an overall achievement at Level 2 in 2007-2008. This is the cohort that will be assessed in 2010-2011.

Subject Area	Grade 3 (07-08) Achieving	Grade 3 (07-08) Achieving	Grade 6 2011 Target	How many students need to move from Level 2 to 3?
	Target	Level 2	Target	Level 2 to 3?
Reading	57%	30%	75%	85 students
Writing	58%	39%	75%	80 students
Math	61%	33%	75%	66 students

In language, the Board's focus will be on ten identified schools and moving grade 3 students in each school from Level 2 to 3. These ten schools will be provided in-service on developing the higher-order strategy of synthesizing. As well, the grade 3 teachers and principals from the identified schools will be provided additional in-service on strategies for predicting the meaning of and solve unfamiliar words using different types of cues including: semantic cues, syntactic cues, and graphophonic cues. They will also be looking at the "Stages of Reading" to identify the appropriate reading intervention for those students in Level 2. Teachers in all schools will be working on TLCP to improve higher order thinking strategies.

In mathematics, the Board's focus will be on grade 6 students and improving problem solving skills. Teachers will receive support in planning and developing the three part problem solving lesson. Through modeling and the three part math lesson, students and teachers will experience problem solving using manipulatives. Prime data will be analyzed and training will be provided around the differentiated instruction strategies and the use of manipulatives that can be used to move students to the next phase.

The Sudbury Catholic District School Board is on track with respect to achieving the Provincial target of 75% of the Board's Grade 6 students demonstrating learning at the Provincial target by 2011

SUDBURY CATHOLIC DISTRICT SCHOOL BOARD'S PEACE PROGRAM

The success of the Sudbury Catholic District School Board's Peace Program as an alternative to serving students unable to attend regular school is based on the mission statement, which believes that "all individuals that take part in the program come to gain trust in the world around them." Members involved in this unique secondary school initiative learn to take measured risks which help them to build self-confidence, motivation and the capacity for positive change. Students become empowered in their own holistic learning process, participants, family members, staff and community are woven together to enrich and foster the development of one another creating strong individuals in a vital community.

The Peace acronym can be broken down into the following components:

P=Personalized, whereby students commit to engage in an alternative and experiential learning process which provides them with an opportunity to learn in a small group setting. Students not only benefit from an individualized learning plan but also grow in self awareness and self advocacy, accept responsibility for their behaviour and develop leadership skills which allows them to mature as individuals.

E=Experiential, which is based on the premise that the student is an active participant and the reflections of the student's individual experiences is the key to success. The program is directed by the student's interest and community partners offer mentorship and provide resources. There is also an opportunity for the student to acquire community service hours.

A=Alternative, since poor attendance is a common element for at-risk students, an alternative learning setting is a key component of the Peace Program. Academic success leads to improvement in a number of areas such as; attendance, attitude, maturity, literacy and numeracy, and work ethic.

C=Caring and Catholic-students have a number of crucial needs - emotional, spiritual and social. These needs can be nurtured in a caring and positive manner as students are partnered with peers and staff on their journey which includes the four basic principles of the TRIBES approach; mutual respect, attentive listening, the right to participate and pass, and the appreciation of one's self and others.

E=Education, the educational objectives for the students in the program reflect the demands of the Ministry of Education and the World of Work. Students must attend the program until the age of 18. The courses outlined in the Peace Program place a major emphasis on mandatory credits in English, Math and Science, which includes a successful completion of the Grade 10 Ontario Secondary School Literacy Test. Differentiated learning and integrated technology are key components of the program and IEP's and IPRC's are vital in tracking and maintaining student success.



DAY TREATMENT PROGRAM AND CHILD AND FAMILY CENTRE (Item #9, continued)



The Day Treatment Program at St. Raphael Catholic School located at 1096 Dublin in the City of Greater Sudbury offers a variety of clinical services to students and their families who are experiencing serious learning, social, emotional and behavioural difficulties. The Program is governed by an annual service contract agreement between the Child and Family Centre (CFC) and the Sudbury Catholic District School Board.

The Day Treatment Centre at St. Raphael Catholic School allows each student involved with the program the opportunity to spend a good portion of their week at the school. Specially trained personnel review, develop and implement the strategies that support student success in the classroom and allow them to be integrated into the regular home school routines of gym, lunch and recess.

The goal of the Day Treatment Program focuses on incorporating multi-disciplinary teams that include the parent/guardian, child/adolescent, clinician, youth workers and teachers and other professionals who are involved with the Special Needs students and their families. Depending on the students' needs this may involve one or all of the following components; individual therapeutic sessions, pre and post-admission clinical consultations with school, psycho-educational groups in the regular classroom setting, social integration activities, referrals to appropriate evaluations services, crisis intervention, case management and treatment planning. The interaction with the students' parents or guardians is critical to the success of the program with respect to daily communication books, in-and-out of class activities, regular team meetings and problem solving telephone calls.

The Day Treatment Program at St. Raphael Catholic School is a specialized mental health program which is fully integrated in the regular school setting. The program offers intervention or treatment to children (ages 5 to 8) who display conduct or behavioural disorders. The special needs of the children can best be met through the collective efforts of the students, the program, the school and the family who act as partners in the intervention. The Day Treatment Centre's multidisciplinary team consists of a clinician, a Child and Youth Worker and a Special Education Teacher. The teacher provides the academic planning, implementation and evaluation of the child's educational program, consults with the community school teacher in developing the child's education, completes the report cards and participates in the development, implementation and review of the treatment plan and conference reports.

Ontario's Equity and Inclusive Education Strategy (Item #10)

Review and Development of the Sudbury Catholic District School Board's Safe Schools and Equity and Inclusive Education

Safe Schools and Equity Inclusive Education:

In October 2009, the Sudbury Catholic District School Board's *Safe Schools and Equity Inclusive Education* (EIE) team was in place and had received Ministry training. On November 30 and December 1, 2009 the Board provided Safe Schools and EIE training for all school teams comprised of: one Principal, one Vice-Principal, one Teacher and one Non-Union Representative.

The Sudbury Catholic District School Board will be developing a policy by February 2010 with respect to Bill 157 (keeping our Kids Safe at School Act) which requires that all Board employees report to the principal if they become aware that a student may have engaged in an activity for which the student must be considered for suspension or expulsion.

The Board Team will also undertake a series of meetings to revise and/or develop policies on equity and inclusive education for implementation by September 2010. Procedures will also be put into place that will enable students and staff to report incidents of discrimination and harassment safely. The Board will respond to these incidents in a timely manner.

By September 2010, the Sudbury Catholic District School Board will be developing a policy on Equity and Inclusive Education (PPM 119) that focuses on respecting discriminatory biases and barriers that limit students' learning growth and contribution to society. The Board also recognizes that students perform better academically when they feel connected to teachers, other students and the school itself.