



Board Meeting Agenda

February 22, 2022 — 7:00 p.m.



Back to School this Winter!

With a slight delay to in-person learning due to the Omicron variant and heavy snowfall last month across Durham Region, Durham District School Board (DDSBS) staff and students found creative ways to use the snow as a canvas for connection, collaboration and creation while learning virtually until they could return to in-person learning.

We thank parents/guardians, students and staff for working together as we distributed technology to elementary students, and provided guidance on digital learning and awareness of mental health supports.

Members of the public can participate in the board meeting by watching the live-stream on [YouTube](#).

Durham District School Board

calendar.ddsbc.ca/meetings

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Carolyn Morton
Chair of the Board
Townships of Brock,
Scugog & Uxbridge

Christine Thatcher
Vice Chair of the Board
Town of Whitby

Patrice Barnes
Vice Chair, Standing
Committee
Town of Ajax
Wards 1 & 2

Michael Barrett
City of Oshawa

Chris Braney
City of Pickering

Paul Crawford
City of Pickering

Donna Edwards
Chair, Education Finance
Town of Ajax, Ward 3

Darlene Forbes
City of Oshawa

Niki Lundquist
Town of Whitby

Linda Stone
City of Oshawa

Scott Templeton
Town of Whitby

Kayla Malcolm
Student Trustee

James Kay
Student Trustee

De-Mario Knowles
Student Trustee

DURHAM DISTRICT SCHOOL

BOARD MEETING

Tuesday, February 22, 2022 - 7:00 p.m.

	PAGE
1. <u>Call to Order</u>	
2. <u>Moment of Silence/Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>O Canada</u>	
4. <u>Declarations of Interest</u>	Verbal
5. <u>Adoption of Agenda</u>	Verbal
6. <u>Minutes</u>	
(a) APPROVED Minutes of the Regular Board Meeting of December 6, 2021	1-12
(b) APPROVED Minutes of the Special Board Meeting of January 5, 2022	13-15
(c) DRAFT Minutes of the Regular Board Meeting of January 17, 2022	16-33
7. <u>Community Presentations</u>	
8. <u>Ministry Memorandums-Information Update</u> (Director Norah Marsh)	Verbal
9. <u>Public Question Period</u>	Verbal

10.	<u>DDSB Presentations</u>	
11.	<u>Report from the Committee of the Whole in Camera</u>	Verbal
12.	<u>Good News from the System</u> (Director Norah Marsh)	Verbal
13.	<u>Recommended Actions</u>	
	(a) Report: Standing Committee Meeting February 7, 2022 (Trustee Christine Thatcher)	34-42
	(b) Preliminary Budget Planning (Associate Director David Wright)	43-46
	(c) School Year Calendar 2022-2023 (Associate Director Jim Markovski)	47-56
14.	<u>Information Items</u>	
	(a) Notice of Motion: Revised Draft Consolidated By-Laws and Code of Conduct (Trustee Michael Barrett)	55-203
	(b) Capital Priorities (Trustee Michael Barrett)	Verbal
	(c) Elementary Enrolment and Staffing Update (Superintendent Heather Mundy)	204-207
	(d) Donald A. Wilson SS Program and Boundary Consultation Process, Town of Whitby (Associate Director David Wright)	208-221
	(e) Human Trafficking - PPM 166 Implementation Update (Superintendent Gary Crossdale)	222-280
	(f) Report: SEAC Meeting, December 16, 2021 (Trustee Donna Edwards)	281-287
	(g) OPSBA Report (Trustee Patrice Barnes)	

15. Correspondence

16. Other Business

17. Adjournment

Ad Hoc Committees

(a) Equity and Diversity Ad Hoc Steering Committee

APPROVED

MINUTES

The Organizational Board Meeting Monday December 6, 2021

A Regular Meeting of the Durham District School Board was held on this date, virtually.

1. Call to Order:

The Chief Executive Officer/Secretary of the Board Norah Marsh called the meeting to order at 7:00 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees James Kay, De-Mario Knowles, Kayla Malcolm

Officials Present: Director Norah Marsh, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Executive System Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

Director Norah Marsh also acknowledged that December 6 is the National Day of Remembrance and Action on Violence Against Women.

4. O Canada

5. Uxbridge Secondary School Musical Performance

Trustee Carolyn Morton introduced the Uxbridge Secondary School Grade 12 instrumental class of 2021 and Music Director Amy Peck who recorded the music performance Everlast (The Legacy Project). The song was created in response to the question: How do we, the graduating music class of 2021 continue to contribute to the Uxbridge Secondary School’s music legacy in the absence of concerts and live performances? Their idea exceeded all expectations. They decided to "band together" and write a concert band piece to represent their experience with music through the pandemic.

6. Adoption of Agenda

2021:RB110

THERE BEING NO OBJECTIONS OR ADDITIONS TO THE DRAFT AGENDA, IT WAS APPROVED AS PRESENTED.

CARRIED

7. Minutes

2021:RB111

THERE BEING NO OBJECTION, THE FOLLOWING APPROVED MINUTES WERE RECEIVED:

(a) REGULAR BOARD MEETING MINUTES OF OCTOBER 18, 2021

THERE BEING NO OBJECTION, THE FOLLOWING DRAFT MINUTES WERE APPROVED:

(b) REGULAR BOARD MEETING MINUTES OF NOVEMBER 15, 2021

CARRIED

8. Report from the Committee of the Whole In Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole In Camera meeting and confirmed that the following matters were discussed: The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian, administrative transfers and placement, a personnel issue and a property matter update.

2021:RB112
MOVED by Trustee Christine Thatcher

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN CAMERA BE RECEIVED.

CARRIED

9. Election of Board Chair

Director Norah Marsh informed trustees of the process for the election of the Board's Chair under the Board's By-Laws. Nominations were called for the position of Chair of the Durham District School Board.

2021:RB113

TRUSTEE CAROLYN MORTON SELF-NOMINATED FOR THE POSITION OF CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

2021:114

TRUSTEE DONNA EDWARDS SELF-NOMINATED FOR THE POSITION OF CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Director Norah Marsh, and there being none, nominations for the position of Chair were closed.

Trustee Carolyn Morton was elected to the position of Chair of the Durham District School Board. Trustee Carolyn Morton as the newly elected Chair assumed the chair and conducted the remainder of the meeting.

Chair Carolyn Morton thanked trustees for electing her to the position of Chair of the Board.

10. Election of Vice Chair

Chair Carolyn Morton explained that the process for electing the Vice Chair was the same under Board By-laws as it was for the position of Chair. Nominations were called for the position of Vice Chair of the Board.

2021:115

TRUSTEE PATRICE BARNES NOMINATED TRUSTEE CHRISTINE THATCHER FOR THE POSITION OF VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD. TRUSTEE CHRISTINE THATCHER ACCEPTED THE NOMINATION.

2021:116

TRUSTEE DARLENE FORBES SELF-NOMINATED FOR THE POSITION OF VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Vice Chair were closed.

Trustee Christine Thatcher was elected to the position of Vice Chair of the Durham District School Board.

11. Election of Standing Committee Vice Chair

Chair Carolyn Morton called for nominations to the position of Standing Committee Vice Chair.

2021:117

TRUSTEE CHRIS BRANEY NOMINATED TRUSTEE SCOTT TEMPLETON FOR THE POSITION OF VICE CHAIR OF THE STANDING COMMITTEE. TRUSTEE SCOTT TEMPLETON ACCEPTED THE NOMINATION.

2021:118

TRUSTEE PATRICE BARNES SELF-NOMINATED FOR THE POSITION OF VICE CHAIR OF THE STANDING COMMITTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Vice Chair of the Standing Committee were closed.

Trustee Patrice Barnes was elected Vice Chair of the Standing Committee.

12. Election of Education Finance Chair

Chair Carolyn Morton called for nominations to the position of Chair of the Education Finance Committee.

2021:119

TRUSTEE CHRIS BRANEY NOMINATED TRUSTEE PAUL CRAWFORD FOR THE POSITION OF CHAIR OF EDUCATION FINANCE. TRUSTEE PAUL CRAWFORD ACCEPTED THE NOMINATION.

TRUSTEE DONNA EDWARDS SELF-NOMINATED FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE.

2021:121

MOVED by Trustee Niki Lundquist

TRUSTEE NIKI LUNDQUIST NOMINATED TRUSTEE SCOTT TEMPLETON FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE. TRUSTEE SCOTT TEMPLETON ACCEPTED THE NOMINATION.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Chair of Education Finance Committee were closed.

Trustee Donna Edwards was elected Chair of Education Finance Committee.

13. Committee Elections

Chair Carolyn Morton called for nominations and/or volunteers for the following committees:

- (a) Ontario Public School Boards' Association (OPSBA) Liaison Trustees

2021:RB122

TRUSTEE PATRICE BARNES SELF-NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of the OPSBA Liaison Trustee were closed.

Trustee Patrice Barnes was acclaimed as OPSBA Liaison Trustee. Trustee Patrice Barnes will exercise the Board's voting right.

2021:RB123

MOVED by Trustee Christine Thatcher

TRUSTEE CHRISTINE THATCHER SELF-NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of the OPSBA Liaison Trustee were closed.

Trustee Christine Thatcher was acclaimed as the non-voting OPSBA Liaison Trustee.

2021:RB124

TRUSTEE LINDA STONE SELF-NOMINATED FOR THE POSITION OF ALTERNATE OPSBA TRUSTEE.

2021:RB125

CHAIR CAROLYN MORTON SELF-NOMINATED FOR THE POSITION OF ALTERNATE OPSBA TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of alternate OPSBA Liaison Trustee were closed.

Trustee Linda Stone and Chair Carolyn Morton were acclaimed as alternate OPSBA Trustees.

(b) Audit Committee Liaison Trustees

Chair Carolyn Morton shared that at the October 18, 2021, Board meeting, two motions were carried and adopted by the Board of Trustees to extend the term of appointment of Trustees on the Audit Committee to a two-year term to provide consistency to the Committee, and to extend the term of appointment of Trustees currently on the Audit committee by one additional year to provide consistency to the Committee and align to provincial elected terms, effective December 2022.

The following Trustees will continue as the Audit Committee Liaisons Trustees for 2022:

Trustee Michael Barrett
Trustee Paul Crawford
Trustee Linda Stone

(c) Special Education Advisory Committee (SEAC) Liaison Trustees

2021:RB126

TRUSTEE DONNA EDWARDS SELF-NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE.

2021:RB127

MOVED by Trustee Darlene Forbes

TRUSTEE DARLENE FORBES SELF-NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of SEAC Liaison Trustee were closed.

Trustees Donna Edwards and Darlene Forbes were acclaimed to the position of SEAC Liaison Trustee.

2021:RB128

TRUSTEE LINDA STONE SELF-NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

2021:RB129

TRUSTEE PATRICE BARNES SELF-NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE.

Trustees Linda Stone and Patrice Barnes were acclaimed to the position of alternate SEAC Liaison Trustee.

(d) Supervised Alternative Learning (SAL) Liaison Trustees

2021:RB130

TRUSTEE SCOTT TEMPLETON SELF-NOMINATED FOR THE POSITION OF SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE.

2021:RB131

TRUSTEE CAROLYN MORTON SELF-NOMINATED FOR THE POSITION OF SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Supervised Alternative Learning Liaison Trustee were closed.

Trustees Scott Templeton and Chair Carolyn Morton were acclaimed to the position of Supervised Alternative Learning Liaison Trustee.

2021:RB132

TRUSTEE DARLENE FORBES SELF-NOMINATED FOR THE POSITION OF ALTERNATE SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

2021:RB133

TRUSTEE CHRISTINE THATCHER SELF-NOMINATED FOR THE POSITION OF ALTERNATE SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of alternate Supervised Alternative Learning Liaison Trustee were closed.

Trustees Darlene Forbes and Christine Thatcher were acclaimed to the position of alternate Supervised Alternative Learning Liaison Trustee.

(e) Parent Involvement Committee (PIC)

2021:RB134

TRUSTEE SCOTT TEMPLETON SELF-NOMINATED FOR THE POSITION OF PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Parent Involvement Committee Liaison trustee were closed.

Trustee Scott Templeton was acclaimed as Parent Involvement Committee Liaison Trustees.

2021:RB135

TRUSTEE LINDA STONE SELF-NOMINATED FOR THE POSITION OF ALTERNATE PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of alternate Parent Involvement Committee Liaison trustee were closed.

Trustee Linda Stone was acclaimed as alternate Parent Involvement Committee Liaison Trustee.

(f) Code of Conduct Alternate Liaison Trustee

2021:RB136

TRUSTEE NIKI LUNDQUIST SELF-NOMINATED FOR THE POSITION OF ALTERNATE CODE OF CONDUCT LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Alternate Code of Conduct Liaison Trustee were closed.

Trustee Niki Lundquist was acclaimed as alternate Code of Conduct Liaison Trustee.

(g) Indigenous Education Advisory Circle

2021:RB137

TRUSTEE NIKI LUNDQUIST SELF-NOMINATED FOR THE POSITION OF LIAISON TRUSTEE FOR THE INDIGENOUS EDUCATION ADVISORY CIRCLE OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Indigenous Education Advisory Circle Liaison Trustee were closed.

Trustee Niki Lundquist was acclaimed as Liaison Trustee for the Indigenous Education Advisory Circle.

14. Draft Board and Committee Meeting Dates 2022

Chair Carolyn Morton presented the Draft Committee Meeting Dates for 2022. There being no objections to the meeting dates, it was approved as presented.

2021:RB138

MOVED by Chair Carolyn Morton

CARRIED

Recommended Actions

(a) Motion: Cancellation of December 20, 2021 Board Meeting

2021:RB139

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Niki Lundquist

THAT THE BOARD OF TRUSTEES APPROVE THE CANCELLATION OF THE DECEMBER 20, 2021 BOARD MEETING AS THE MEETING DATE FALLS DURING THE WINTER BREAK.

CARRIED

15. Information Items

(a) Student Trustee Report

Student Trustee James Kay shared that at the Student Senate meeting on November 15, 2021, elections for Student Senate positions, which included:

- Working Group Co-Chairs
- Regional Directors
- Mental Health Symposium lead
- Student Senate Open House lead
- Elementary Leadership Conference lead
- Social Affairs Coordinators

Student trustees are eager to work alongside these individuals and begin the planning stages of the initiatives and events for this year.

Student Trustee Kayla Malcolm shared that student trustees had the privilege of a group discussion with Superintendent Stephen Nevills at the last Senate meeting and the Senators brought forward some well thought out questions. Superintendent Stephen Nevills provided insight on the definition of a superintendent and their role. He also helped Student Senators to understand his portfolio, specifically, Equitable Education and Youth and Adult Student Engagement and Success.

At the last Committee meeting student trustees mentioned the Student Trustees Introduction Video, which was created with the help of the DDSB media team. Last month student trustees sent out the video to DDSB secondary schools. Each school is sharing the video with their student body. The next step is sharing the video with our elementary schools and having it shown to grade 7 and 8 classes, for students to gain a better understanding of what the Student Senate is. This is one of our engagement tools, to prepare them for our Elementary Leadership Conference that is taking place early next year.

Working Group Updates:

Student Trustee De-Mario Knowles shared that after the election of the working group co-chairs, they proceeded with project planning for the year.

Student Trustees provided regional updates.

(b) 2021 Director's Annual Report

Director Norah Marsh provided Trustees with an overview of the the 2021 Director's Annual Report which gives the opportunity to reflect on the challenges, opportunities and successes the District has experienced in 2021. This year followed an unprecedented year of challenges in 2020, including an extended shut-down, delayed March break and then closure from April to August. It has been a challenging year for families, students and staff. This report is a testament to the collaborative efforts of the Durham District School Board (DDSB) community to

come together in service of student learning and well-being. The annual report is submitted to the Board in accordance with the provisions of section 283(3) of the Education Act. Trustees thanked staff for the report and the work reflected within it.

(c) Report: SEAC Meeting of October 21, 2021

Trustee Donna Edwards presented the SEAC meeting minutes of October 21, 2021.

OPSBA Report

Trustee Patrice Barnes shared with trustees that OPSBA and the Ministry of Education have added a new Specialist High Skills Major (SHSM) program around education/teachers and a separate SHSM for French language teachers. The proposal is designed to encourage students with different lived experiences and students that reside in the northern/rural communities to consider teaching as a career option to ensure our future teachers will affect communities. The program will also develop partnerships with colleges and universities to develop direct pathways into post-secondary education.

15. Correspondence

(a) Other:

- i. Bluewater District School Board (2 Letters)
- ii. Durham Catholic District School Board
- iii. Halton District School Board (2 Letters)
- iv. Hamilton-Wentworth District School Board
- v. Ministry of Education, Memorandum No.144
- vi. Toronto District School Board
- vii. Upper Grand District School Board

The above correspondence was presented to trustees for information.

16. Other Business

17. Adjournment

2021:RB140

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:30 p.m.

Carolyn Morton

Chair

Noreah Haul

Secretary

APPROVED

MINUTES

The Special Meeting of the Board

Monday, January 5, 2022

7:00 p.m.

A Special Meeting of the Durham District School Board was held on this date, virtually.

1. Call to Order:

Roll Call: Trustee Carolyn Morton, Chair of the Board

The Chair called the meeting to order at 7:06 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Scott Templeton, Christine Thatcher, Student Trustees De-Mario Knowles, Kayla Malcolm

Regrets: Trustee Paul Crawford, Linda Stone, Student Trustee James Kay

Officials Present: Director Norah Marsh, Associate Director David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Executive System Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Moment of Silence/Acknowledgement

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. Declarations of Interest

There were no declarations of interest at this time.

Special Meeting of the Board Minutes
January 5, 2022

4. Adoption of Agenda

2022:SB01
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Niki Lundquist

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Actions

(a) Approval of Resolutions: January 3, 2022 Standing Committee

2022:SB02
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Scott Templeton

- a) That the Director of Education, and/or her designates, take all reasonable steps to publicly report data, to the extent it is available, on confirmed and presumed cases in DDSB schools;
- b) That the DDSB ensure families and staff have a mechanism for self-reporting for those who have access to tests;
- c) That the Board provide information on school and class closures and unusual rates of absenteeism in school communities; and
- d) Should the government alter its direction on the collection of this data, the Board will revisit its position.

CARRIED

2022:SB03
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Chris Braney

That masking for all students, including those in kindergarten and junior kindergarten, be made mandatory during in-person learning (subject to credible human rights exceptions only).

CARRIED

2022:SB04
MOVED by Trustee Niki Lundquist

Special Meeting of the Board Minutes
January 5, 2022

SECONDED by Trustee Scott Templeton

That the DDSB, through its Director of Education, liaise with regional public health authorities and seek a commitment to hold accessible and equitable vaccination clinics for staff and students of the DDSB in high needs areas, and/or in areas where vaccination rates remain lower than average so as to facilitate ease of access prior to the scheduled return to school on January 17th, 2022.

CARRIED

Trustee Michael Barrett sought to bring forward an amendment to the foregoing motion. After discussion, it was agreed that Trustee Barrett would bring the matter forward as a motion at the January 17, 2022, Board meeting.

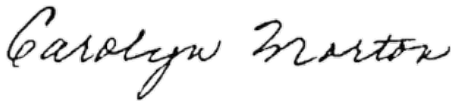
6. Adjournment

2021:SB05

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately: 7:50 p.m.



Chair



Secretary

DRAFT

MINUTES

The Regular Meeting of the Board Monday January 17, 2022

A Regular Meeting of the Durham District School Board was held on this date, virtually.

1. Call to Order:

Chair Carolyn Morton called the meeting to order at 7:14 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees James Kay, De-Mario Knowles, Kayla Malcolm

Regrets: Trustee Darlene Forbes

Officials Present: Director Norah Marsh, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Executive System Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

4. O Canada

5. Adoption of Agenda

2022:RB01
MOVED by Trustee Scott Templeton
SECONDED by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED.

CARRIED

6. Minutes

2022:RB02
MOVED by Trustee Michael Barrett
SECONDED by Trustee Donna Edwards.

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

- (a) REGULAR BOARD MEETING MINUTES OF NOVEMBER 15, 2021

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

- (b) ORGANIZATIONAL BOARD MEETING MINUTES OF DECEMBER 6, 2021
- (c) SPECIAL BOARD MEETING MINUTES OF JANUARY 5, 2022

CARRIED

7. Community Presentations

There were no community presentations at this time.

8. Ministry Memorandums-Information Update

Director Norah Marsh provided trustees with the following update with regards to the communication with Durham Region Public Health, based on the resolution that was passed at the Special Board meeting on January 5, 2022:

Masking

Medical Officer of Health, Dr. Robert Kyle shared that to get through the Omicron surge they are willing to support masking for junior and senior kindergarten students as a risk mitigation strategy.

Data Reporting

Associate Director David Wright met with the epidemiology staff and will provide an update in terms of the outcome of the meetings and what will be shared publicly on school and District websites.

Vaccinations Appointments for Education Staff and Students

During the first meeting with the Medical Officer of Health, Dr. Robert Kyle in relation to the trustee motion, indicated that there were approximately 11,000 available appointments between January 10 and January 20 and approximately the same amount between January 20 and January 31. Availability of appointments within the Durham Region does not seem to have the same challenges that other regions within Ontario are experiencing.

After the motion was passed and recommended, the Ministry of Education followed suit in terms of communicating the reporting out of data with regards to absences and about prioritizing vaccinations for the education sector staff.

The Ministry of Education and the Ministry of Health have sent a memo directing the District to partner with the local public health unit in terms of offering school-based vaccination clinics. These clinics can happen during school or after hours. Staff intend to work with the Durham Region Health Department and following the direction from the Ministry of Education and the Ministry of Health to focus on those schools where Durham Region Health is aware of low vaccination rates. Staff are starting to work with Durham Region Health in terms of the vaccination clinic locations.

For clinics that are being held during the school day, parents/guardians will need to provide consent. Many parents will want to be with their children during the vaccination and for that reason Durham Region Health is offering clinics after school hours. Permission forms will not be required for after-hours vaccination clinics.

Superintendent Heather Mundy provided trustees with the following update:

Vaccination Status

The following data is the current vaccination status of DDSB staff:

- 95% of permanent staff are fully vaccinated.
- 78% of occasional staff are fully vaccinated noting that 16% have to complete online attestation and this is due to the new hiring of staff.

Staff are currently working with DDSB's vendor to update the vaccination attestation application so that staff can submit their 3rd booster information.

Staff Shortages and Mitigation Strategies

Staff continue to hire occasional certified teachers, Early Childhood Educators and Educational Assistants as well as uncertified teachers. Uncertified teachers have either completed a degree program or are in the process of completing a degree program and have experience supervising and working with children. The People and Culture department has a fulsome process for hiring new staff which includes: an application, and interview process, reference and background checks and onboarding.

As of January 14, 2022, the following staff have been hired:

- 592 Occasional Staff
- 255 Occasional Certified Teachers
- 94 Occasional Educational Assistants
- 34 Occasional Early Childhood Educators
- 209 Uncertified Occasional Teachers

The numbers above do not include the 100 emergency Educational Assistants that have been recommended by school administrators.

Staff have created a Dedicated Occasional Staff position. This is a long-term position where the individual is placed at one school but may be re-assigned daily to support vacancies within the system. Staff are monitoring vacancies and re-assigning Dedicated Occasional staff as necessary.

The following Dedicated Occasional staff have been placed:

- 37 Dedicated Occasional Teachers
- 40 Dedicated Occasional Education Assistants
- 8 Dedicated Occasional Early Childhood applications

Since September, 100 Occasional Clerical staff have been hired. There has not been a significant number of unfilled vacancies for this position in schools.

Additional casual custodial staff have been added to the pool and staff continue to be hired for this position.

Staff are monitoring Smart Find Express each day for unfilled positions. Administrators have been provided with a process to support their schools when there is an unfilled position and can connect with their Family of School Superintendents if they have concerns.

Associate Director David Wright provided trustees with the following update:

HEPA Units

Staff have purchased 1,870 portable HEPA air filtration units and have received approximately 300 units directly from the Ministry. About 1,500 of these units have now been installed or placed in schools and the remainder are being installed as quickly as possible, as they arrive from being on backorder. Staff anticipate placing another order for 150 units this month as funding becomes available and are waiting for delivery of an additional 75 units. This is part of the Ministry's recent announcement of 3,000 units available provincially. When all of the HEPA filter units have been received, it will bring the total units in DDSB teaching and learning spaces to just over 2,400.

All teaching and learning spaces across the District that fall within the parameters set by the Ministry, have had a HEPA unit installed. This includes spaces that are not fully mechanically ventilated, and kindergarten classrooms. Staff have installed units in all childcare spaces and in small classrooms. Additional units have been

installed above the Ministry parameters and requirements; staff have provided each school with 5 units to be placed at the discretion of the administrator. In early January, staff initialized the work order system application so that schools could request up to an additional 5 units. Staff plan to provide another opportunity to schools at the end of the week to order from the remaining inventory. As more HEPA units become available, staff will continue to distribute the units equitably throughout the system.

Staff Masks

Upon the return to working in-person, all staff will have access to their choice of either procedural or non-fit-tested N95 masks. The Ministry of Labour has indicated that they consider both masks to provide similar levels of protection and are treating them the same. Based on availability, staff will be allocated one N95 mask per day and will be provided with instructions on how to don and doff these new masks and what to be aware of when the masks need to be replaced.

Availability of Testing Kits

Before the winter break, staff received several Rapid Antigen Testing (RAT) kits to be distributed to in-person learners. DDSB did not receive enough kits for all staff but received sufficient supply of kits for several staff that are working in-person. All kits remaining after the winter break were distributed to staff that have been working in-person over the last two weeks.

Staff received several PCR test kits before the winter break, that have now been distributed to schools. The intended use of these tests is for students and staff to receive them if they become symptomatic while at school. The tests can be dropped off at an assessment centre on a voluntary basis.

When the Ministry of Education confirmed that students would be returning to in-person learning this week, it was announced that all students and all staff would be receiving Rapid Antigen Testing kits to take home and use if they became symptomatic as an added effort to keep schools open. The initial allocation of tests was received on Friday. The tests received were prepared in packages of 5, and staff spent the weekend repackaging into packages of two and transferring the required information/instructions into the new package.

Boards were provided with the priority order of distribution of the tests, as sufficient supply was not available to provide them to everyone across the District. Beginning tomorrow, kits will be distributed to childcare centres, students in kindergarten to grade two, and all school based in-person staff. Staff have communicated with the Ministry to let them know that an adequate supply of tests have not been received and are hopeful that more tests will be available for distribution.

Durham Student Transportation Services (DSTS) Open Routes

Staff have only been notified of one cancellation this week, which impacts a very small number of students. DSTS and partner operators are doing all they can to ensure routes are fully serviced but as situations arise where drivers are not

available for routes, communication will be sent to impacted families as far in advance as possible.

Absenteeism Reporting Model, Self-Reporting Positive Tests

Based on the trustee motion passed at the Special Board meeting on January 5, 2022, and to be as transparent as possible with COVID-19 related reporting, staff have worked to implement a system of tracking and reporting absences and positive test results.

Staff have discussed DDSB absence reporting with the Durham Regional Health Department (DRHD), and both organizations have an understanding of what will be reporting going forward. DRHD will continue to publish student absences in their flu season tracker, based on information we share with them daily.

DDSB will publish student and staff absence data, as well as self-reported positive PCR and Rapid Antigen Test results, based on information provided by families and staff members. Staff will track absences by school and include this information in the tracker if and/or when we reach a 15% total absence threshold by school. Staff will report to DRHD if and/or when we reach a 30% total absence threshold by school and seek guidance from DRHD.

If positive cases have been confirmed by either a PCR or Rapid Antigen Testing that has been reported to the board, communication will be sent home with students from that school. Families will be able to provide this information through the student absence reporting portal. Staff will be able to report this information through their absence reporting application for illness and can either inform their supervisor or the People and Culture (Human Resources) department of a positive test result.

Staff recognize that all COVID-19 related reporting is voluntary. Staff will share information/direction as it is received as staff are not able to vet any of this information through DRHD.

Associate Director Jim Markovski provided trustees with the following update:

Vaccination Rates & Vaccination Clinics

The following data is the current vaccination rates within Durham Region based on the Durham Region COVID-19 Data Tracker:

- 47.9% of 5 to 11 years old in Durham Region have received one dose since late November. Considering there is a recommended 8-week period between the first and second dose, presently 3.3% are fully vaccinated.
- 12 to 17 years in the Durham Region, 84.9% are fully vaccinated and 89.3% have received at least one dose. These stats are in alignment to the regional data for those aged 12+, where 86.3% are fully vaccinated and 88.2% have received at least one dose.

New Screening Tool

The Chief Medical Officer of Health has reinstated a more sensitive COVID-19 symptom list for daily active screening of all students and staff in schools and childcare centres. All students and parents/guardians MUST perform a self-screening before leaving home for school. The Ministry School Screening Tool has been updated to reflect the revised symptom criteria and the new isolation requirements. Information related to these changes has been communicated to school families.

As an added measure, schools will be undertaking daily on-site confirmation that the screening has been done with all students. Anyone who has COVID-19 symptoms or has tested positive must self-isolate, regardless of vaccination status, and follow the instructions of the self-screener.

Household members, including siblings, must stay home until the household member experiencing symptoms is cleared from their isolation. If a student attending school is exhibiting any symptoms, they will be sent home along with the student's siblings until they are cleared from the isolation requirements.

Masking in Kindergarten

In response to the Board resolution from the Special Board meeting on January 5, 2022, staff have updated the masks/PPE section within the COVID-19 Pandemic Procedure/Protocols to reflect that all students, including those in kindergarten and junior kindergarten, are required to wear a mask while inside the school. Prior to the resolution, DDSB schools across the District were experiencing a high level of compliance with mask-wearing among kindergarten-aged children.

Kindergarten educators and support staff will continue to model and reinforce mask-wearing in the kindergarten program. Regular reminders will also be provided to students on the importance of wearing a mask and on the proper ways to put on and remove a mask. We also recognize that mask breaks may be needed more often for our kindergarten students and when such opportunities are facilitated, unmasked students will be physically distanced and supervised.

In situations where a kindergarten student may require an accommodation as to the wearing of a mask or the type of mask to be worn because of a disability or any other protected human rights ground, a request for an accommodation can be submitted to the principal for consideration. In those cases where the principal is satisfied that a protected human rights ground is preventing, or will prevent, the student from fully complying with the mandatory masking requirements, the student shall be accommodated to the point of undue hardship. In making such a determination, and in considering accommodation options, the principal will consult with their Family of Schools Superintendent, who may consult with specific board departments and the Durham Region Health Department, as appropriate. The principal will also consult with the family to explore accommodation options to meet any Human Rights Code related needs, maximize dignity, integration and independence and that mitigate health and safety risk.

Registration for Virtual Learning

Elementary families received communication on Friday, which provided instructions, if they want to switch their child's learning preference for the remainder of the school year. The deadline to inform staff of the change in learning options is Friday, January 21, 2022 with the transfer to take effect the week of February 14, 2022.

While families wait for the opportunity to transition between learning platforms or are isolating due to COVID-19-related concerns, some families may wish to access the Temporary Broadcast Learning Program.

Superintendent Stephen Nevills provided trustees with the following update:

Temporary Broadcast Learning

Staff are implementing the elementary DDSB Temporary Broadcast Learning Program in response to the fact that over the course of the next few weeks there may be students who are absent day-to-day, others may have short-term absences related to COVID-19 symptoms and self-isolations, some elementary families may choose to keep their child home until the pandemic improves, and others may be waiting for the transition to full-time virtual learning. The program will be implemented starting on Wednesday, January 19, 2022. Teachers are also continuing to update their digital classrooms with asynchronous materials.

Broadcast learning will be available in 1-hour blocks each day for elementary students at 9:30 a.m. and at 1:00 p.m. Information on how to access Temporary Broadcast Learning via a weblink has been communicated directly from schools to families.

Each day students will have access to a grade appropriate broadcast and learning activities as well as any materials available in their in-person google classrooms. The videos and resources are provided through TV Ontario. Materials provided through the broadcast will not be a part of a student's overall assessment.

Temporary Broadcast Learning is in no way a replacement for the two-way interactive nature of either synchronous virtual learning or in-person classroom connections. It has been created, at this time, as a short-term measure to support students and families with the continuation of learning based on the Ministry of Education curriculum.

Broadcast learning will continue from January 19, 2022 until the week of February 14, 2022 when students may transfer to virtual learning. At that time, any students not transitioning to DDSB@Home that may be absent from in-person learning may stay connected to learning through their in-person google classroom or through the TV Ontario website.

We recognize that this type of learning is only temporary and will never replace the benefits derived from learning with, and from, other classmates and educators.

We know that the activities and opportunities provided through the Temporary Broadcast Learning Program will support families at this challenging time as they continue to guide their children at home to stay connected to learning.

Director Norah Marsh thanked staff as they have been incredibly busy preparing for the switch from remote learning to in person learning. Director Norah Marsh acknowledged that some staff have been working in person to serve students that can't access remote learning because of their very specific individualized special education needs and that staff have been working through the weekend to prepare the testing kits for distribution to schools. Director Norah Marsh noted that she appreciates all that staff are doing within the District, especially in the ever-changing requirements needed in education. She shared that the vaccination rates are high for 12-17-year-old students who are fully vaccinated. These students are starting to come upon their timing in terms of the booster shot. Staff will continue to engage and advocate for these students to have quick access to the vaccination/booster.

9. Public Question Period

Dylan R., a student of DDSB presented a question virtually with regards to bell time reviews. Staff responded to the question.

Akua Frempong presented a question virtually with regards to the reporting of COVID-19 case reporting.

Tara Painchaud provided a written question regarding the Renaming of Schools Process. Staff responded to the question.

Dilveen Barzinjy provided a written question regarding the renaming of Julie Payette Public School. Staff responded to the question.

Bree Phillips provided a written question regarding Temporary Broadcast Learning Program and student attendance. Staff responded to the question.

Lucy Desroches provided a written question regarding student marks for Quadmester 2. Staff responded to the question.

10. DDSB Presentations

(a) Student Trustee-Introductory Video

Student trustees James Kay, De-Mario Knowles, Kayla Malcolm provided trustees with information regarding remote and virtual learning for DDSB students.

Student trustees introduced and presented the Student Trustee Introductory video for trustees.

11. Report from the Committee of the Whole In Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole In Camera meeting and confirmed that the following matters were discussed: the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian, decisions in respect of negotiations with employees of the board, administrative transfers and placement, a personnel issue and a property matter update.

2022:RB03

MOVED by Trustee Christine Thatcher

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN CAMERA BE RECEIVED.

CARRIED

12. Good News from the System

Kymani and Doreen, students from Ajax High School, shared good news from across the system on behalf of DDSB students.

Mr. Nick Ashmore, a Teacher at Port Perry High School, has found a new way to engage students in history class. Mr. Ashmore has created a Grade 11 game studies course that encompasses 20th century world history, English media studies, and sociology. Students will improve critical thinking skills and gain insights into social aspects of the video games examined.

Five secondary schools hosted the full-day '*Tools in the Trades Bootcamps*', led by Support Ontario Youth. By the end of the week, over 100 students elevated their skills by reading plans and assembling pumps, changing tires on a race car, building a deck from design plans, installing residential electrical hookups, and learning resume and interview tips from industry professionals.

O'Neill CVI's senior instrumental and vocal groups made the top ten in the CBC Canadian Music Class Challenge. The senior instrumental group was crowned a finalist with a performance of "*Knocking at the Door*" while the school's senior vocal group was also a finalist with a rendition of "*Strawberry Moon (Ode'min Giizis)*."

We would like to congratulate Nottingham Public School teacher Ms. Karen Ingold on the publication of her first book, "*Laci and Harrison Book One: Friends Fur-Ever*," written in both English and French. Her students helped by critiquing the story and even helping with the title. Ms. Ingold says sharing her writing experience with her students helps them understand the process.

Congratulations to teachers Mr. Shawn Beddows from Quaker Village Public School and Mr. Don Laita from Queen Elizabeth Public School on receiving the prestige Durham Elementary Athletic Association *Jon Patte Coaching Award*. Both winners have always encouraged excellence in their athletes and students and have dedicated countless hours to athletics at their schools.

The Ontario Teachers Insurance Plan (OTIP) and the Ontario Teachers' Federation (OTF) recognize outstanding teachers with the 2021 OTIP Teaching Award for Teaching Excellence. The DDSB is proud to have Ms. Lauren Chapple, Teacher at Whitby Shores Public School selected as a recipient of the 2021 Award. As an equity-minded teacher who values inclusive education, Ms. Chapple has been a leader and facilitator in equity teams for her school, created Google platforms for educators to share resources and lesson plans on equity topics, and been an advisor and mentor for Student Gay Straight Alliance and Gender Empowerment Groups.

Ms. Anjali Joshi is a DDSB science teacher who is passionate about bringing diversity to children's books. After noticing a gap in children's literature, she began writing stories with the goal that all children would be able to pick up books and see characters that represent them, and that they can relate to. Her stories have been inspired by India's culture and history. Keep an eye out for Ms. Joshi's next book "*Little Jagdish and the Great Experiment*," to be released later this year.

GL Roberts CVI is proud to have two of their senior students represent OSAID, the Ontario Students Against Impaired Driving Provincial Youth Advisory Team. Students Misba and Cherish both express a strong desire for students and schools to recognize the safety and education around the impacts of impaired driving.

Kindergarten classes at Gandatsetiagon Public School are excited to be involved in a hands-on project to help care for local birds in the Pickering community. With funding from the Environmental Schools Grant through the City of Pickering, classes have purchased window feeders and seed for each of the four Kindergarten rooms. Students are learning to demonstrate an understanding of the natural world and the need to care for and respect the environment.

The DDSB Staff Association supported 17 adults and 43 children this holiday season through the annual Adopt-A-Family fundraiser.

A class at Kedron Public School collected 182 stuffed animals for the Durham Region Police Service to provide to children who have experienced traumatic life events.

Avery is a student at Donald A. Wilson Secondary School and the founder of a local organization helping homeless youth, called Selfless Act. Before the holidays, Avery put together 50 self-care packages for teens in need and donated them to the Make a Difference Depot. The kits included hygiene essentials like hand sanitizer, feminine products, toothpaste, deodorant, and more. Since May 2021, Avery has donated more than 200 self-care packages to local organizations in support of teens or individuals who may not have access to self-care resources.

Local organizations and community members pooled together to donate food, nearly 100 bags of new and gently used clothing, gifts and toys for families, and over \$6,000 in cash donations for Durham Alternative Secondary School students. Students were then able to browse items and choose gifts and resources for the holidays. The donations helped to provide 250 packages for students, complete with grocery gift cards, winter clothing, and treats.

A holiday tradition at E.B. Phin Public School is to set up a "Tree of Hope" in the front foyer where staff and students collect donations for different organizations and groups. This year they focused on helping Joanne's House - a homeless shelter for youth. The school community collected and donated hygiene and cleaning products, baby necessities, and warm winter apparel. The school also brought in their spare change to participate in '*Winter Wear Dress Up Day*' and '*Pajama Day*', collecting more than \$830 to support Joanne's House.

Through various Make a Difference initiatives, 56 DDSB families received a turkey dinner. 250 grocery hampers were distributed along with 130 hygiene kits, and 150 toys. This was made possible through the incredible contributions from staff at the Education Centre, staff and students in schools, and community donors.

Dates of Significance:

Jan. 17	Martin Luther King Jr. Day
Jan. 20	Special Education Advisory Committee (SEAC) Meeting
Jan. 21	PA Day - elementary schools only
Jan. 21	Lincoln Alexander Day
Jan. 24	Governance and Policy Committee Meeting
Jan. 24	International Day of Education
Jan. 27	International Day of Commemoration in Memory of Victims of the Holocaust
Jan. 27	Family Literacy Day
February	Psychology Month / Black History Month
Feb. 1	Lunar New Year / Chinese New Year
Feb. 2	Imbolc (Wicca)
Feb. 5	Basant Panchami/Saraswati Puja (Hinduism)
Feb. 7	Standing Committee Meeting
Feb. 9	Parent Involvement Committee (PIC) Meeting
Feb. 11	International Day for Women and Girls in Science
Feb. 14	Valentine's Day
Feb. 15	National Flag of Canada Day
Feb. 17	Random Act of Kindness Day
Feb. 17	Ash Wednesday (Christianity)
Feb. 17	Special Education Advisory Committee (SEAC) Meeting
Feb. 20	World Day of Social Justice
Feb. 21	Family Day
Feb. 21	International Mother Language Day (UN)
Feb. 22	Board Meeting
Feb. 23	Pink Shirt Day

13. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of January 3, 2022

Trustee Christine Thatcher shared with trustees that the resolutions of the Standing Committee meeting on January 3, 2022 were adopted at a Special Board Meeting on January 5, 2022.

2022:RB03

MOVED by Trustee Christine Thatcher
SECONDED by Trustee Niki Lundquist

THAT THE BOARD NOW RECEIVE THE MINUTES OF THE JANUARY 3, 2022
STANDING COMMITTEE.

CARRIED

(b) Potential Renaming of Sir John A. Macdonald Public School

Superintendent Erin Elmhurst provided trustees with an overview of the report with regards to the potential renaming of Sir John A. Macdonald Public School. The Board of trustees passed a motion at the May 17, 2021, Board meeting that one or more of the renaming criteria contained in Section 5.4 of the Naming of Schools Policy has been engaged and that a School Naming Committee will be established to consider a potential renaming for Sir John A. Macdonald Public School in accordance with DDSB's Naming of Schools Procedure.

2022:RB04

MOVED by Trustee Chris Braney
SECONDED by Trustee Niki Lundquist

BASED ON THE RECOMMENDATION OF THE SCHOOL NAMING COMMITTEE,
IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES SELECT THE FIRST
CHOICE, BIIDASSIGE MANDAMIN PUBLIC SCHOOL, AS THE OFFICIAL NAME
OF THE CURRENTLY NAMED SIR JOHN A. MACDONALD PUBLIC SCHOOL IN
PICKERING, ONTARIO.

CARRIED

(c) Potential Renaming of Julie Payette Public School

Superintendent Margaret Lazarus provided trustees with an overview of the report with regards to the potential renaming of Julie Payette Public School. The Board of trustees passed a motion at the May 17, 2021, Board meeting that one or more of the renaming criteria contained in Section 5.4 of the Naming of Schools Policy has been engaged and that a School Naming Committee will be established to consider a potential renaming for Julie Payette Public School in accordance with DDSB's Naming of Schools Procedure.

2022:RB05
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Christine Thatcher

BASED ON THE RECOMMENDATION OF THE SCHOOL NAMING COMMITTEE, IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES SELECT THE FIRST CHOICE, MICH SAAGIIG PUBLIC SCHOOL, AS THE OFFICIAL NAME OF THE CURRENTLY NAMED JULIE PAYETTE PUBLIC SCHOOL IN WHITBY, ONTARIO, SUBJECT TO APPROVAL FROM THE CHIEFS OF MISSISSAUGA NATIONS.

DEFEATED

(d) Motion: Commitment to COVID-19 Recovery

Trustee Michael Barrett provided trustees with an overview of the motions with regards to COVID-19 recovery.

2022:RB06
MOVED by Trustee Michael Barrett
SECONDED by Trustee Christine Thatcher

1. THAT THE DURHAM DISTRICT SCHOOL BOARD SUPPORT THE ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION'S (OPSBA) JANUARY 2, 2022 STATEMENT WHICH EMPHASIZES THE IMPORTANCE OF GETTING STUDENTS BACK TO IN-PERSON LEARNING SAFELY BY PROVIDING:
 - i) PRIORITY ACCESS TO VACCINATIONS FOR STUDENTS AND SCHOOL STAFF;
 - ii) CONTINUED ACCESS TO PCR TESTING; AND
 - iii) N95 MASKING PROVIDED TO SCHOOL STAFF AS SOON AS POSSIBLE.

2. THAT THE PROVINCE OF ONTARIO:
 - i) PROVIDES FUNDING AND SUPPLIES OF MEDICAL MASKS AND RESPIRATORS FOR STUDENTS IN THE SAME WAY THEY ARE NOW PROVIDING THEM FOR EDUCATION STAFF; AND
 - ii) REIMBURSES IN FULL ALL SCHOOL BOARD PANDEMIC RELATED COSTS AND PROVIDES ENHANCED FUNDING WHERE NECESSARY AND PRESCRIBED.

CARRIED

(e) Bell Time Review

Durham Student Transportation Services (DSTS) Chief Administrative Officer, Kelly Mechoulan provided trustees with an update on the bell time review for the 2021-2022 school year and to seek trustee direction on how to proceed with the consultation for student transportation planning.

Trustee questions were answered.

2022:RB07

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Niki Lundquist

THAT THE BOARD OF TRUSTEES PROVIDES DSTS WITH DIRECTION ON HOW TO PROCEED WITH TRANSPORTATION PLANNING. SCENARIO 1 IS THE OPTION BEING RECOMMENDED BY DSTS FOR FURTHER STAKEHOLDER CONSULTATION TO PROVIDE THE GREATEST CERTAINTY IN BEING ABLE TO COVER ALL ROUTES.

CARRIED

2022:RB08

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Michael Barrett

That the foregoing motion 2022:RB07 be amended.

THAT DSTS GO FORWARD WITH THE CONSULTATIONS WITH THE COMMUNITY IN REGARD TO THE OPTIONS THAT ARE PRESENTED AND BRING THE RESULTS BACK TO THE BOARD OF TRUSTEES.

DEFEATED

That the foregoing motion 2022:RB08 be amended.

2022:RB9

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Michael Barrett

I MOVE THAT THE BOARD PUT THE PROPOSED BELL TIME CHANGES OUT FOR COMMUNITY CONSULTATION AND SOLICIT INPUT ON OTHER OPTIONS AS PRESENTED IN THE STAFF REPORT, UNDERSTANDING THAT FINANCES AND AVAILABILITY OF STAFF MAY IMPACT OPTIONS GOING FORWARD.

CARRIED

2022:RB10
MOVED by Trustee Michael Barrett
SECONDED by Trustee Niki Lundquist

THAT THE BOARD MEETING BE EXTENDED BEYOND 10:00 p.m.

CARRIED

(f) School Year Calendars 2022-2023

Associate Director Jim Markovski provided trustees with an overview on the proposed consultative process for stakeholder input of the draft 2022-2023 School Year Calendars:

- Elementary Regular
- Secondary Regular
- Elementary Modified (C.E. Broughton Public School, Winchester Public School)
- Secondary Modified (Brock High School, Henry Street High School, Maxwell Heights Secondary School)

2022:RB11
MOVED by Trustee Michael Barrett
SECONDED by Trustee Niki Lundquist

THAT THE BOARD OF TRUSTEES APPROVE THE DRAFT SCHOOL YEAR CALENDARS FOR 2022-2023 TO BE DISTRIBUTED FOR STAKEHOLDER FEEDBACK. A BOARD REPORT, THAT WILL INCLUDE THE RESULTS OF THE CONSULTATION PROCESS WILL BE PRESENTED TO TRUSTEES FOR APPROVAL OF THE FINAL SCHOOL YEAR CALENDARS FOR 2022-2023 PRIOR TO SUBMISSION TO THE MINISTRY OF EDUCATION.

CARRIED

(g) Motion: Treatment of By-Laws

(h) Motion: Classroom Safety

As the potential mover of the motion was no longer present, Trustee Michael Barrett suggested that items 13.(g) and (h) not be discussed and that the Chair and Vice Chair determine whether or not these items would come back on the next agenda. There was no objection to this approach and the Chair moved to item 14.(a) on the agenda.

14. Information Items

(a) 2021-2022 Interim Financial Report

Associate Director David Wright introduced Senior Manager of Finance Jennifer Machin who provided trustees with an update on enrolment information and budget changes as part of the 2021-2022 Revised Estimates, and operating expenditures, as of November 30, 2021 (Quarter 1).

Trustee questions were answered.

(b) 2021-2022 Supplementary Funds Summary

Senior Manager of Finance Jennifer Machin provided trustees with an update on the Supplementary Funding that has been announced or received to date for 2021-2022.

Trustee questions were answered.

(c) Trustee Expenses

Associate Director David Wright provided trustees with a summary of the annual reporting of Trustees Expenses, in accordance with Board Policy and Regulation for the period of December 1, 2020 to November 30, 2021. This report is provided annually for information to the Board of Trustees at the January In-Camera Standing Committee meeting, as well as at the January Public Board meeting

Trustee questions were answered.

(d) Quarterly Construction and Major Projects Report

Associate Director David Wright introduced Head of Facilities Services Lisa Bianca who provided trustees with an update on the status of construction and major projects as of December 31, 2021. Updates to this report will be provided to trustees on a quarterly basis (September, January, March, and June), and will be posted on the Board's website.

Trustee questions were answered.

(e) Durham Student Transportation Services (DSTS): DDSB Delegation Update

Chair Carolyn Morton and Associate Director David Wright provided trustees with an update on DDSB Delegation at the Durham Region Transit Executive Committee meeting on December 8, 2021.

Trustee questions were answered.

(f) Report: SEAC Meeting of November 18, 2021

Trustee Donna Edwards presented the SEAC meeting minutes of November 18, 2021.

OPSBA Report

Trustee Patrice Barnes provided a brief update for trustees on the OPSBA ratification of the Principal and Vice Principal agreement.

15. Correspondence

(a) Other:

- i. ETFO and CUPE
- ii. Greater Essex County District School Board
- iii. Halton District School Board (2 Letters)
- iv. Hamilton-Wentworth District School Board
- v. Ministry of Education
- vi. Municipal Property Assessment Corporation (MPAC)
- vii. Waterloo Region District School Board (2 Letters)

The above correspondence was presented to trustees for information.

16. Other Business

17. Adjournment

2022:RB12

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 10:27 p.m.

Chair

Secretary

**Report of the Durham District School Board
Standing Committee Public Session
February 7, 2022**

The regular meeting of the Standing Committee of the Durham District School Board was held virtually.

1. Call to Order:

The Chair, Christine Thatcher called the meeting to order at 7:03 p.m.

Members Present: Trustees Michael Barrett, Patrice Barnes, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Scott Templeton, Student Trustees James Kay, Kayla Malcolm

Regrets: Trustees Chris Braney, Linda Stone, Student Trustee De-Mario Knowles

Officials Present: Director Norah Marsh, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Executive System Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. Declarations of Interest

There were no declarations of interest at this time.

4. Motion to Approve the Agenda

That the agenda be amended to move item 8.(b) Draft Timelines for Approval of the Draft Human Rights, Anti-Discrimination and Anti-Racism Policy to item 9.(f) under Information items.

2022:SC08

MOVED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

5. Community Presentations

There were no community presentations at this time.

6. DDSB Presentations

- (a) Student Presentation, Grade 11 Entrepreneurship Course, J. Clarke Richardson Collegiate

Superintendent Mohamed Hamid introduced Principal Jeff Maharaj and Vice Principal Susanna Neblett who provided trustees with an overview of the Entrepreneurship course that was designed in partnership with Tech Spark Canada. Principal Maharaj introduced the student video that was shared with trustees.

Trustee questions were answered.

7. Director’s Update

Director Norah Marsh provided the following update for trustees:

Broadcast Learning Program

The program is continuing within the District for elementary students until February 15, 2022 after which time the transitions for students switching to DDSB@home will take place. Staff are currently working through the registration and transfer process. The Broadcast Learning Program numbers have gone from 1450 students at the start of the program to approximately 700-800 a day. It is expected that most of the families who are now tuning into Broadcast Learning are those who are going to be moving over to virtual learning. Staff have seen a bit of a return to in person learning from some families that chose to keep their children home for the first few weeks following the winter break and so these students are not accessing the Broadcast Learning Program. Director Norah Marsh thanked central staff for quickly organizing the engaging sessions to assist with the return to school for all students.

Move to Virtual Learning

Staff committed to providing one opportunity for students to transfer to virtual learning that will take place in mid-February. Registration has closed and there are currently 1000 students moving into to virtual learning and 500 students

returning to in person learning at the elementary level. Staff will work to support the transition with the commitment to minimize disruption to in-person classes.

Semester Two

Semester two has started at the secondary level. This will increase the amount of instructional time for students with their classroom teachers, which will be positive for their learning. Moving to the semester system will extend student opportunities for consolidating learning as they will now have the whole semester instead of the accelerated quadmester model.

Return to Extra-Curricular Activity

Staff are waiting for direction from the Ministry of Education with regards to the return of extra-curricular opportunities. Staff have not only been advocating for the return to extra-curriculars but other programming as well, such as music. Knowing that community athletics has returned, we have indicated to the Ministry of Education that parents are keen to start seeing extra-curriculars being offered once again in elementary and secondary schools.

September Planning, Virtual Learning

Staff have been reaching out to the Ministry of Education, as previously, they had directed school boards to offer a choice of virtual or in-person learning in fall 2022 as a response to the pandemic. Staff are seeking insight from the Ministry with regards to the direction for the next school year. There are funding considerations if the Ministry is going to commit to the virtual learning option. At secondary, we are already beyond the usual timeframe for course selection activities, and some boards are going ahead and planning for the virtual learning option. Last year the DDSB went ahead with the virtual option as staff were confident that there would be a need, but at this point staff do not have direction from the Ministry so they may have to go ahead and provide the registration option.

eLearning

The Ministry of Education released a memo last week confirming that for students to graduate they will still need two eLearning course credits. The Ministry has confirmed that current grade ten students will only need one eLearning course, as the time spent in virtual learning last year will count as an equivalent to one eLearning course. Grade nine students will have to take the two eLearning courses. Parent can apply for an exemption for their child. Staff are working on what that will look like for families in terms of applying for the exception.

EQAO

The Ministry of Education released a memo last week confirming the expectation that all school boards will participate in EQAO assessments. There was recent media attention in terms of some school boards not participating in the grade nine Assessment for Mathematics. Once the Minister of Education confirmed the expectation to complete the assessment, staff were aware that the EQAO Act required the board legally to apply to administer the assessments. Staff did not suggest to schools that they not participate in the assessment. Because the new EQAO Assessment has greater flexibility in terms of when students can access assessments, staff worked with schools to determine when the best time was to administer the Grade Nine EQAO assessment. During both quadesters, schools have participated in the EQAO assessment with the exception of students in virtual learning because there is no virtual platform for EQAO. The assessment has to be administered in-person. When the OSSLT was administered in the fall of 2021, a significant amount of planning by staff was required to organize DDSB@home secondary students attending an in-person location and being supervised while completing the assessment.

The Ministry of Education memo has also directed school boards to participate in national and international assessments this year. Staff continue to work with the Council of Ontario Directors of Education (CODE) to ensure that staff will be following through with the Ministry of Education expectation.

Director Norah Marsh shared two positive announcements.

The Durham District School Board (DDSB) received the Canadian Association of Communicators in Education (CACE) Bravo Award for excellence in communications for development and implementation of the communication plan with regards to the return to school from the pandemic. This is an annual national award available across the public education sector, and all school boards from across Canada are considered for this award. Director Norah Marsh acknowledged staff for their exemplary communication work and in particular, Executive System Lead Robert Cerjanec and his team.

Forbes Canada has listed the DDSB as 30th on the top employer list from across Canada and the top school board. Staff were not aware that DDSB was being considered for the award. DDSB is very fortunate to have so many staff that make DDSB a great place to work and appreciate the support from staff. Senior Team acknowledges the need to continue to do more to ensure that DDSB is a positive place for staff to work.

Trustee questions were answered.

8. Recommended Actions

(a) Draft Amended Consolidated Bylaws

Trustee Michael Barrett provided an overview of the Revised Draft Consolidated Bylaws and the Code of Conduct and reviewed each section of the document with trustees.

2022:SC09
MOVED by Trustee Scott Templeton
SECONDED by Trustee Michael Barrett

THAT THE STANDING COMMITTEE APPROVE THE REVISED DRAFT CONSOLIDATED BYLAWS AND CODE OF CONDUCT SO THAT THEY MOVE TO THE FEBRUARY 22, 2022 BOARD MEETING AS A NOTICE OF MOTION.

CARRIED

The following are amendments to the Revised Draft Consolidated Bylaws and the Code of Conduct and to the foregoing motion (2022:SC09).

Revised Draft Consolidated Bylaws

Section 2: Roles and Responsibilities

2022:SC10
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Darlene Forbes

THAT SECTION 2.4.12 BE AMENDED BY ADDING AS LONG AS THEY ARE ELIGIBLE TO THE END OF THE SENTENCE.

CARRIED

Section 3: Organizational Meeting

General Counsel Patrick Cotter to provide clarification of the language under 3.2.2

Section 5: Board and Committee Meetings-Rules and Procedures

2022:SC11
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Scott Templeton

THAT SECTION 5.12.21 BE AMENDED BY REMOVING UNLESS WITHDRAWN FROM THE SENTENCE.

CARRIED

2022:SC12
MOVED by Trustee Niki Lundquist
SECONDED by Chair Carolyn Morton

THAT SECTION 5.13.5 BE AMENDED BY ADDING GOOD FAITH BEFORE DISCRETION OF THE CHAIR OF THE COMMITTEE OF WHOLE.

CARRIED

2022:SC013
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Patrice Barnes

THAT SECTION 5.13.15 BE AMENDED BY MOVING ITEM (c) UP AS PART OF ITEM (b) AND ADJUST THE SEQUENCE.

CARRIED

Draft Revised Bylaw: School Board Member (Trustee) Code of Conduct

Section 5.0

2022:SC014
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Donna Edwards

UNDER THE THIRD PARAGRAPH AFTER POLICIES REMOVE AND, ADD A COMMA. AFTER ONTARIO ADD A COMMA. ADD TO THE END OF THE PARAGRAPH, AND IS RECOGNIZED IN THE ONTARIO HUMAN RIGHTS CODE.

CARRIED

2022:SC015
MOVED by Trustee Scott Templeton
SECONDED by Trustee Michael Barrett

THAT THE STANDING COMMITTEE APPROVE THE REVISED DRAFT CONSOLIDATED BYLAWS AND CODE OF CONDUCT AS AMENDED SO THAT THEY MOVE TO THE FEBRUARY 22, 2022 BOARD MEETING AS A NOTICE OF MOTION.

CARRIED

9. Information Items

(a) Student Trustee Report

Student trustee James Kay provided an overview of the Student Senate meeting that took place on January 17, 2022. Superintendent Andrea McAuley and Superintendent Gary Crossdale joined the meeting as panelists. Student Senators enjoyed the meaningful panel discussion regarding student leadership and appreciated the detailed answers to their questions.

Student trustee James Kay provided an update from the Northern Region and shared that the group has been working diligently towards the completion of the North Durham Introductory Video. The video will be sent to the three secondary schools in the north. The region has also started planning for a spirit week which will be taking place in the spring and will connect the North Durham students and schools.

Student trustee Kayla Malcolm provided an update from the Western Region Student Senators and shared that the Senators have been working on an initiative that will be launched soon. During the breakout session the Senators spoke about ways that they are helping their peers adjust to the semester system and ways to help with student mental health.

Student trustee James Kay shared that the Student Senate Project Coordinators, who are responsible for planning and organizing events, have been working to ensure the success of the Student Senate's Mental Health Symposium and Elementary Leadership Conference.

The Mental Health Symposium is set to take place during Children's Mental Health week at the beginning of May. Working with the guest speakers and the DDSB Mental Health and Well-Being Team, we will explore the importance of 'Hope During Difficult Times'.

Student trustee Kayla Malcolm shared that the Elementary Leadership Conference is taking place on Monday, February 28, 2022. The purpose of this conference is to promote student leadership within DDSB elementary schools.

(b) Redesignation of Growth Update Report

Associate Director David Wright introduced Head of Facilities Services Lisa Bianca and Manager of Property and Planning Carey Trombino who provided trustees with an overview on the redesignation of growth from future developments to schools that have capacity to accommodate growth.

(c) Mental Health and Well-Being Update

Superintendent Andrea McAuley shared with trustees an overview of the implementation of a tiered approach to Mental Health and Well-Being supports for students across the Durham District School Board (DDSB) as implemented by the Mental Health Lead and the teams from Positive School Climates, Psychological Services, and Social Work.

The report also includes information about DDSB community partnerships supporting child & youth mental health and highlights leadership collaborations within the community.

Trustee questions were answered.

(d) Supporting Employee Well-Being

Director of Education Norah Marsh and Superintendent Heather Mundy provided trustee with information on the new strategies being considered to support staff well-being and operations during the pandemic and shared that some strategies will become permanent while others will be as a direct result of pandemic management.

(e) OPSPA Report

Trustee Patrice Barnes provided an update on the OPSPA Symposium that trustees attended on January 28, 2022. The next Annual General Meeting will take place on June 9, 2022.

(f) Draft Timelines for Approval of the Draft Human Rights, Anti-Discrimination and Anti-Racism Policy

Director Norah Marsh provided trustees with the draft timeline for the approval of the draft Human Rights, Anti-Discrimination and Anti-Racism Policy which will be discussed further at the February 24, 2022 Governance and Policy Committee meeting.

10. Committee Reports

(a) Equity and Diversity Ad Hoc Steering Committee, November 11, 2021

Patrice Barnes provided trustees with the November 11, 2021 Equity and Diversity Ad Hoc Steering Committee meeting.

(b) Governance and Policy Committee, November 9 and 23, 2021 and January 24, 2022

Standing Committee Meeting Minutes
February 7, 2022

Trustee Michael Barnes provided trustees with the Governance and Policy Committee meeting minutes from November 9, and 23, 2021 and January 24, 2022.

12. Correspondence

- i. Greater Essex County District School Board
- ii. Lakehead District School Board
- iii. Thames Valley District School Board
- iv. Upper Canada District School Board (2 Letters)
- v. York Region District School Board

The above correspondence was shared with trustees for information.

13. Other Business

There was no other business at this time.

14. Adjournment

2022:SC16
MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:00 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 22, 2022

SUBJECT: Preliminary Budget Planning **PAGE:** 1 of 3

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services
 Jennifer Machin, Senior Manager of Finance

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees on the Education Finance Committee meeting dates for the development of the 2022-2023 Board budget, with integration of the Multi-Year Strategic Plan to enhance organizational direction.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

Innovation – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

3.0 Background

Creating an organized plan that identifies the guiding principles (attached as Appendix A), that will be followed when making budget decisions, is critical to ensure Ministry directed timelines are adhered to by the District. The budget process ensures support for the Strategic Plan and allocates resources to support quality implementation of the Board's operational priorities.

A strong plan not only points the way forward, it provides a framework for how to get there by:

- Detailing the allocation of the Board's resources among its strategic priorities and operational goals;
- Functioning as a guide for the Board of Trustees and Senior Administrators when they are making difficult choices;
- Illustrating to stakeholders how decisions are made;
- Focusing the Board's attention when it is dealing with unexpected challenges, and thus preventing reactive or short-sighted decision making;
- Creating a shared vision for diverse internal and external stakeholders;

- Motivating the District's staff and giving employees at every level of the organization a sense of purpose;
- Evaluating data to inform decision making;
- Reviewing and revising the Ignite Learning Operational Goals to ensure they are responsive and reflect student, staff and system needs; and
- Ensuring responsible allocation of fiscal responsibilities.

4.0 Analysis

Below is the contemplated budget schedule, which factors in the approximate timing of the release of the required information and materials. Depending upon the Ministry of Education's timing, it is possible that adjustments may be required. Staff will facilitate consultation on the draft budget and provide Trustees with key themes that emerge from the consultation.

Date	Meeting Type	Time	Purpose
Wednesday, March 9, 2022	TBD	TBD	<ul style="list-style-type: none"> • Supplemental Budget Report
Wednesday, March 30, 2022	Public	6:00 p.m.	<ul style="list-style-type: none"> • 2022-2023 Preliminary Budget Analysis • Public Deputations
Wednesday, May 4, 2022	In Camera	6:00 p.m.	<ul style="list-style-type: none"> • Overview of the 2022-2023 GSN
Wednesday, May 18, 2022	In Camera	6:00 p.m.	<ul style="list-style-type: none"> • Presentation of draft budget
Wednesday, May 18, 2022	Public	7:00 p.m.	<ul style="list-style-type: none"> • Overview of the 2022-2023 GSN
Wednesday, June 1, 2022	In Camera	6:00 p.m.	<ul style="list-style-type: none"> • Presentation of updated draft budget from May 18, 2022 meeting.
Wednesday, June 1, 2022	Public	7:00 p.m.	<ul style="list-style-type: none"> • Presentation of draft budget • Budget Consideration and Recommendation to Board for June 20, 2022 Board meeting.
Wednesday, June 8, 2022 (if required)	In Camera	6:00 p.m.	<ul style="list-style-type: none"> • Presentation of updated draft budget from June 1, 2022 meeting, if required.
Wednesday, June 8, 2022 (if required)	Public	7:00 p.m.	<ul style="list-style-type: none"> • Budget Consideration and Recommendation to Board for June 20, 2022 Board meeting, if required.

5.0 Financial Implications

As stated in the Education Act, 2021, s.232, school boards are required to have balanced budgets, which require total spending to be equal to, or less than, total revenue.

6.0 Evidence of Impact

The budget process is integrated and connected to both the vision and strategic priorities to ensure resources are allocated to support the Multi-Year Strategic Plan.

7.0 Communication Plan

All public meetings are posted on the board's online calendar, and public deputations are advertised in the following manner:

- Durham Region's Municipal Newspapers;
- DDSB Website;
- Social Media Campaign; and
- An email will be sent to all Affinity groups.

8.0 Recommendation

It is recommended that the Board of Trustees approve the 2022-2023 meeting schedule for the Education Finance Committee.


9.0 Appendices

Appendix A – Guiding Principles

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

Guiding Principles

Durham District School Board should follow a set of guiding principles that will be referenced when developing the annual Board budget. These guiding principles will help define key criteria for making budget decisions.

- That the focus will be student-centred.
- The allocation of financial resources will be aligned to match system and operational goals and priorities identified in the Multi-Year Strategic Plan.
- We will invest in the future of the organization by focusing on leadership, equity, engagement, and innovation that supports student success and well-being.
- Budget decisions will support student and staff equity and human rights.
- Engaging in a collaborative budget process will assist in setting priorities.
- Budget decisions will ensure strong fiscal responsibility into the future.

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 22, 2022

SUBJECT: School Year Calendars 2022-2023 **PAGE:** 1 of 4

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 David Wright, Associate Director, Corporate Services
 Jim Markovski, Associate Director, Equitable Education
 Michael Bowman, System Lead, Equitable Education and School Operations

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees on the draft 2022-2023 School Year Calendars:

- Elementary Regular
- Secondary Regular
- Elementary Modified (C.E. Broughton Public School, Winchester Public School)
- Secondary Modified (Brock High School, Henry Street High School, Maxwell Heights Secondary School)

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

3.0 Background

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

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

For 2022-2023, Regulation 304 of the Education Act requires school boards to submit proposed school year calendars to the Ministry for approval on or before March 1st, 2022.

According to Regulation 304, a regular school year is the period between September 1 and June 30. The school year shall include a minimum of 194 school days of which three days must be designated as professional development/activity (PA) days that are devoted to specific provincial education priorities. School boards may designate up to four days as board-designated PA days. The remaining school days shall be instructional days. A school board may designate up to 10 instructional days as examination days for secondary schools.

In the Ministry of Education Memo dated November 10, 2021, school boards have also been advised to consider scheduling a PA Day to coincide with the Municipal elections to be held on October 24, 2022.

4.0 **Analysis**

Proposed School Year Calendars 2022-2023 (See Appendices)

Elementary Regular

- Two PA Days prior to the Labour Day weekend (August 31, 2022 and September 1, 2022)
- Friday September 2, 2022 is a Board Holiday
- Students begin classes on Tuesday September 6, 2022
- One PA Day on October 24, 2022, for Municipal Elections
- Friday before Winter Break is a Board Holiday (Friday, December 23, 2022)
- Friday before March Break is a Board Holiday (Friday March 10, 2023)

Elementary Modified

- One PA Day prior to the first day of classes (August 5, 2022)
- Students begin classes on Monday, August 8, 2022
- One PA Day prior to the Labour Day weekend (September 1, 2022)
- Friday September 2, 2022 is a Board Holiday
- One PA Day on October 24, 2022, for Municipal Elections
- Friday before Winter Break is a Board Holiday (Friday, December 23, 2022)

Secondary Regular

- Two PA Days prior to the Labour Day weekend (August 31, 2022, and September 1, 2022)
- Friday September 2, 2022 is a Board Holiday
- Students begin classes on Tuesday September 6, 2022
- One PA Day on October 24, 2022 for Municipal Elections
- Friday before Winter Break is a Board Holiday (Friday, December 23, 2022)
- Friday before March Break is a Board Holiday (Friday, March 10, 2023)

Secondary Modified

- One PA Day prior to the first day of classes (August 24, 2022)
- Students begin classes on Thursday August 25, 2022
- One PA Day prior to the Labour Day weekend (September 1, 2022)
- Friday September 2, 2022 is a Board Holiday
- One PA Day on October 24, 2022, for Municipal Elections
- Friday before Winter Break is a Board Holiday (Friday, December 23, 2022)
- Friday before March Break is a Board Holiday (Friday, March 10, 2023)

The calendars are being proposed based on the draft 2022-2023 calendar that is provided on the Ministry of Education website as well as on the Ministry guidance provided in their memo dated November 10, 2021.

All proposed School Year Calendars for 2022-2023 meet the requirements of 187 instructional days, 4 school-designated PA Days, and 3 Provincial Priority Days.

Placement of PA Days

Elementary Regular	Secondary Regular	Elementary Modified	Secondary Modified	Type of PA Day
Aug. 31, 2022	Aug. 31, 2022	Aug. 5, 2022	Aug. 24, 2022	Provincial PA Day
Sep. 1, 2022	Sep. 1, 2022	Sep. 1, 2022	Sep. 1, 2022	Provincial PA Day
Oct. 24, 2022	Oct. 24, 2022	Oct. 24, 2022	Oct. 24, 2022	Provincial PA Day
Nov. 18, 2022	Nov. 18, 2022	Nov. 18, 2022	Nov. 18, 2022	Board Designated PA Day
Jan. 20, 2023	Feb. 17, 2023	Jan. 20, 2023	Feb. 17, 2023	Board Designated PA Day
Jun. 2, 2023	Jun. 29, 2023	Jun. 2, 2023	Jun. 29, 2023	Board Designated PA Day
Jun. 30, 2023	Jun. 30, 2023	Jun. 30, 2023	Jun. 30, 2023	Board Designated PA Day

Regular School Calendar – August 31, September 1 and October 24, 2022 as Provincial Priority Days

We are proposing two Provincial Priority days on August 31, 2022 and September 1, 2022, with the official start of school for students in the regular calendar on Tuesday September 6, 2022. By establishing these dates, we are endeavouring to ensure that our school opening plans unfold smoothly and are responsive to the needs of the system. We are proposing one Provincial Priority Day on Monday October 24, 2022 to support the Ministry of Education recommendation to schedule a PA Day on the day of the Municipal Elections in Ontario.

Start of the Elementary Modified School Year

The administration, staff, and School Community Council (SCC) of both C.E. Broughton Public School and Winchester Public School recommend that the modified school year start the week after the August 2022 holiday.

Placement of the Midterm Break for the Modified Secondary Calendar

There is support from the administration, staff, and School Community Council (SCC) of all three modified secondary schools (Brock High School, Henry Street High School and Maxwell Heights Secondary School) to place the midterm break from October 31 to November 4, 2022.

5.0 Financial Implications

The Durham District School Board works in partnership with the Durham Catholic District School Board to align PA Days to minimize transportation costs where there are possible financial implications.

6.0 Evidence of Impact

The 2022-2023 School Year Calendar is developed through a comprehensive and collaborative process which maximizes the efficacy of the 2022-2023 school year for students and stakeholders.

7.0 Communication Plan

Following Board approval, the 2022-2023 School Year Calendars are submitted electronically to the Ministry of Education through the Ontario School Year Calendar website. Upon approval by the Ministry of Education, the calendars are posted to the DDSB website and shared with schools and the system for planning purposes.

8.0 Conclusion and/or Recommendations

It is recommended that the proposed 2022-2023 School Year Calendars be approved (Appendices A-D). The 2022-2023 School Year Calendars will then be forwarded to the Ministry of Education ensuring that the Durham District School Board is compliant with the respective deadlines as outlined in Regulation 304.

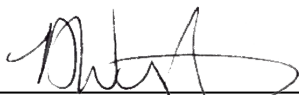
9.0 Appendices

- Appendix A: Proposed Regular School Year Calendar for Elementary Schools
- Appendix B: Proposed Regular School Year Calendar for Secondary Schools
- Appendix C: Proposed Modified School Year Calendar for C.E. Broughton Public School and Winchester Public School
- Appendix D: Proposed Modified School Year Calendar for Brock High School, Henry Street High School and Maxwell Heights Secondary School

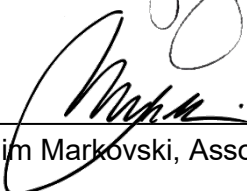
Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director, Corporate Services and Treasurer of the Board



Jim Markovski, Associate Director, Equitable Education

DURHAM DISTRICT SCHOOL BOARD
ELEMENTARY SCHOOLS - REGULAR SCHOOL YEAR CALENDAR, 2022-23
 First Day of Classes – Tuesday, September 6, 2022

Legend: B – Board Designated Holiday H – Statutory School Holiday P – Professional Activity Day P* -- Prov Priority Day

	Number of Pro & Provincial Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week						
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
August	1		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31				
			H																						P*				
September	1	19				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30		
						P*	B	H																					
October	1	19	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31						
								H											P*										
November	1	21		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30				
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December		16				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30		
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January	1	16	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31					
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February		19			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28					
March		17			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31		
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April		18	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28							
								H	H																				
May		22	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31				
June	2	20				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30		
							P																						P
Total	7	187																											

DURHAM DISTRICT SCHOOL BOARD
SECONDARY SCHOOLS - REGULAR SCHOOL YEAR CALENDAR, 2022-23
 First Day of Classes – Tuesday, September 6, 2022

Legend: B – Board Designated Holiday H – Statutory School Holiday P – Professional Activity Day P* -- Prov Priority Day

	Number of Pro & Provincial Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	1		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
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October	1	19	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
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January		17	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
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February	1	18			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
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March		17			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
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April		18	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
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May		22	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
																		H									
June	2	20				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																										P	P
Total	7	187																									

DURHAM DISTRICT SCHOOL BOARD
SECONDARY SCHOOLS – MODIFIED SCHOOL YEAR CALENDAR, 2022-23
 First Day of Classes – Thursday, August 25, 2022

Legend: **B** – Board Designated Holiday **H** – Statutory School Holiday **P** – Professional Activity Day **P*** – Prov Priority Day

	Number of Pro & Provincial Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	1	5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
			H																	P*							
September	1	19				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
						P*	B	H																			
October	1	18	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
								H												P*			B				
November	1	17		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
				B	B	B	B										P										
December		16				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																							B	B	B	B	B
January		17	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
			B	B	B	B	B																				
February	1	18			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
																	P	H									
March		17			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
													B	B	B	B	B										
April		18	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
							H	H																			
May		22	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
																		H									
June	2	20				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
																										P	P
Total	7	187																									

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 22, 2022

SUBJECT: Notice of Motion: Revised Draft Consolidated Bylaws **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Patrick Cotter, General Counsel

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with the Revised Draft Consolidated Bylaws and Code of Conduct as a Notice of Motion.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

Innovation – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

3.0 Background

The Governance and Policy Committee undertook a detailed review of, and revision to, the Board's Bylaws and the Trustee Code of Conduct.

At the January 24, 2022, Governance and Policy Committee meeting, the Committee passed a resolution to move the Revised Draft Consolidated Bylaws and the Code of Conduct to the February 7, 2022 Standing Committee meeting. The Standing Committee resolved that the draft documents proceed to the Board of Trustees for approval. The draft documents attached to this report are as approved by the Standing Committee, there were minor revisions to the clean copies to address, formatting, duplication, spelling and grammar.

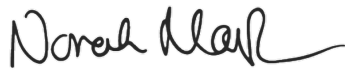
4.0 Conclusion and/or Recommendations

That the Board of Trustee receive the Notice of Motion for the Revised Draft Consolidated Bylaws and Code of Conduct so that they move to the March 21, 2022 Board meeting for consideration.

5.0 Appendices

Appendix A - Draft Revised Consolidated Bylaw and Code of Conduct, February 7, 2022 Version

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Patrick Cotter, General Counsel

Revised Draft Consolidated Bylaws and Code of Conduct

1.0 Purpose and Application

- 1.1 These Bylaws are enacted by the Board of Trustees (the “Board” or the “Board of Trustees”) of the Durham District School Board (the “DDSB”) to govern the Board and Committees of the Board and to advance good governance practices at the Board in accordance with the governance structure for school boards established under the *Education Act*. These Bylaws advance democratic decision making with rules that facilitate fair and respectful debate.
- 1.2 Committees of the Board are Committees with only trustees as voting members. Advisory Committees are not Committees of the Board and they are not governed by these Bylaws (except that certain Advisory Committees are established by the Bylaws and except that the Board is bound by these Bylaws in establishing or dissolving any such committee).
- 1.3 Subject to any applicable legislation or regulation, any procedural rule(s) in these Bylaws may be suspended by a two-thirds majority vote of the members present and voting.
- 1.4 The rules contained in the latest edition of Robert’s Rules of Order (“RONR” or “Robert’s Rules of Order”), shall govern all matters of procedure provided they are not inconsistent with these Bylaws or any special rules of order that the Board may adopt, or with any applicable statutes or regulations.
- 1.5 Subject to any applicable legislation or regulations, these Bylaws may be amended by a two-thirds majority vote of the members present and voting, provided that the matter is listed on the agenda prior to the commencement of a Board meeting and provided that written notice of any proposed amendment(s), and any supporting materials, shall have been delivered at the previous meeting of the Board.

SECTION 2: ROLES AND RESPONSIBILITIES

2.1 Board of Trustees

- 2.1.1 The Board of Trustees is the governing body of the DDSB. Decision-making authority for matters before the Board of Trustees rests with the Board, as a whole, and not with individual trustees.
- 2.1.2 The Board of Trustees is required to carry out its mandate as stipulated in the *Education Act*, and in particular, as set out in Section 169.1(1).
- 2.1.3 Board members shall each comply with the provisions of section 218.1 of the *Education Act* and the DDSB's Member Code of Conduct.
- 2.1.4 The DDSB's Member Code of Conduct is attached to these Bylaws as Appendix "A".

2.2 Chair/Vice-Chair

- 2.2.1 The Chair of the Board of Trustees, as an individual member, has no greater rights or powers than any other member of the Board but does have a unique role as expressly set out in the *Education Act*.
- 2.2.2 Consistent with the terms of s.218.4 of the *Education Act*, the role of the Chair of the Board of Trustees (or Vice-Chair in the Chair's absences) is as set out in the *Education Act* and is to:
 - (a) Preside over meetings of the Board in an impartial and fair manner;
 - (b) Conduct meetings in accordance with these Bylaws;
 - (c) Establish draft agendas for Board meetings in consultation with the Director;
 - (d) Ensure the members of the Board have the information needed for informed discussion of the agenda items;
 - (e) Act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board;
 - (f) Convey the decisions of the Board to the Director;
 - (g) Provide leadership to the Board in maintaining the Board's focus on the Multi-Year Strategic Plan and the Board's mission and vision; and
 - (h) Assume such other responsibilities as may be assigned by the Board of Trustees.

2.3 Committee Chair or Vice-Chair

- 2.3.1 The role of the Committee Chair (or Vice-Chair in the Chair's absence) is to:
 - (a) Preside over meetings of the Committee in an impartial and fair manner;
 - (b) Establish agendas for Committee meetings, in consultation with the Director;
 - (c) Conduct meetings in accordance with these Bylaws;
 - (d) Ensure that members of the Committee have the information needed for

informed discussion of the agenda items;

- (e) Liaise with the Director to bring forward Committee recommendations to the Board, or to the Committee of the Whole – Standing, through a staff report delivered on behalf of the Committee.

2.4 Student Trustees

2.4.1 Student Trustees are not elected members of the Board but play an important role in representing the interests of secondary school students through their participation in meetings of Student Senate, the Board and its Committees. As outlined in section 55 of the *Education Act* and the regulations thereunder, including Ontario Regulation 7/07, Student Trustees:

- (a) May attend Board and Committee meetings but are not considered members of the Board and may not exercise a binding vote on a matter;
- (b) May request that a matter before the Board be put to a recorded vote;
- (c) Must disclose any conflict of interest to the Board or Committee. During the discussion of the matter that gives rise to conflict, the Student Trustee cannot participate in the discussion, attempt to influence the vote of Board members, cannot suggest a motion or exercise a non-binding recorded vote;
- (d) May not move or second motions but are entitled to suggest a motion to be moved by a member;
- (e) May attend closed session of a Committee unless the matters under consideration include the disclosure of intimate, personal or financial information with respect to a member of the Board or Committee, an employee or prospective employee of the DDSB, a pupil or their parent or guardian; and
- (f) Must not disclose to any member of the public, confidential information acquired by virtue of their office or during closed session.

2.4.2 The Durham District School Board shall have three Student Trustees on the Board. If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process outlined in these Bylaws.

2.4.3 A person is qualified to act as a Student Trustee if he or she is a full-time pupil of the DDSB in the senior division. In addition, the Student Trustee must be a Canadian citizen and a resident in the jurisdiction of the Durham District School Board.

2.4.4 A Student Trustee shall be disqualified from serving if the student is suspended or expelled or is otherwise not a student in good standing according to his or her principal from the date of his or her nomination until the last day of his or her term. A Student Trustee who, in the opinion of the Director of Education and the Chair, has engaged in any conduct, either at school, in Board meeting or otherwise, including on social media, which is incompatible with the responsibilities of the position shall be disqualified from serving as a Student Trustee on the Board.

2.4.5 A Student Trustee who ceases to be a student in the DDSB shall be disqualified from serving as a Student Trustee on the Board.

- 2.4.6 A Student Trustee who is absent from three consecutive regular meetings of the Board shall be disqualified from serving as a Student Trustee on the DDSB, unless the absence is authorized by resolution of the Board entered in the minutes.
- 2.4.7 Student Trustees shall be reimbursed for their routine expenses reasonably incurred in connection with carrying out the responsibilities of Student Trustees. Such reimbursement of expenses shall be according to the same rules that govern the reimbursement of Board members' expenses. All other expenses are to be pre-approved by the Chair of the Board and the Director. Examples of other expenses that may be approved would be conference fees, accommodation and travel expenses.
- 2.4.8 The Director shall hold a meeting with the Student Trustees by the end of the first month of their term to outline and clarify all matters and questions relating to these Bylaws, reimbursement of expenses and budget for Student Trustees and for Student Senate. The Durham District School Board shall appoint a mentor/advisor to the Student Trustees.
- 2.4.9 A Student Trustee may apply to the co-operative education teacher at their school before the beginning of the term to use the experience of being a Student Trustee to fulfill the requirements of a co-operative education credit(s).
- 2.4.10 Student Trustees shall be expected to:
- (a) attend regular Board meetings;
 - (b) notify the Secretary of the Board when unable to attend a meeting;
 - (c) participate in the Student Senate and report student matters to the Board;
 - (d) provide a Student Trustee report at meetings of the Committee of the Whole – Standing;
 - (e) with approval of the Chair and the Director of Education, Student Trustees may become members of the Ontario Student Trustees' Association - l'Association des élèves conseillers et conseillères de l'Ontario (OSTA - AECO) and attend OSTA-AECO conferences, including the FGM and the AMG, to further develop their skills as Student Trustees and to be kept informed of issues across the province;
 - (f) ensure that a Student Senate is organized for their term, with each sharing duties as Chair;
 - (g) model the conduct expected of Board members as set out in the DDSB's Member Code of Conduct at Appendix "A".
- 2.4.11 The amount of the honorarium for Student Trustees as referenced-in subsection 5.5 (8) of the Education Act is:
- (a) \$2,500, if the Student Trustee holds office for a complete term of office;
 - (b) \$2,500 prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.
- 2.4.12 The term of office of a Student Trustee starts on August 1 of the year in which he or she is elected, and ends on July 31 of the following year as long as they remain eligible.

SECTION 3: ORGANIZATIONAL MEETING

3.1 Purpose of Organizational Meeting

3.1.1. An inaugural meeting of the Board shall take place at the first meeting of the Board in December of each year (the “Organizational Meeting”) during which the Board shall:

- (a) Elect the Chair and Vice-Chair of the Board;
- (b) Establish and review Committees of the Board;
- (c) Appoint members to Committees of the Board;
- (d) Elect the Chair and Vice-Chair of the Committee of Whole – Standing;
- (e) Appoint members to represent the Board on external organizations; and
- (f) Adopt an annual schedule of meetings for Board and Committee of Whole - Standing meetings.

3.2 Scheduling of Organizational Meeting

- 3.2.1. The Board will hold the Organizational Meeting at the first meeting in December.
- 3.2.2. In an election year, the Organizational Meeting will be held no later than seven (7) days after the start of the term of the Board.

3.3 Presiding Officer

3.3.1. At the Organizational Meeting, the Chief Executive Officer shall preside until the election of the Chair or, in the absence of the Chief Executive Officer, the members present shall designate the person to preside until the election of the Chair and if a member of the Board is so designated, they may vote on the election of the Chair.

3.4 Election of Chair and Vice-Chair

- 3.4.1 Written or oral nominations, including any self-nominations, shall be received by the presiding officer. When two or more members are nominated and have agreed to stand, voting shall be by secret ballot.
- 3.4.2 Nominees for the position of Chair and Vice-Chair shall be present at the Organizational Meeting or, if absent, shall have declared in writing to the Secretary of the Board their intention to stand as candidates for the position(s).
- 3.4.3 The presiding officer or designate and other scrutineers so designated by the presiding officer shall count the ballots.
- 3.4.4 The member receiving a majority vote of the members present and voting shall be declared the Chair.

- 3.4.5 Should no member receive such a majority, the name of the member receiving the smallest number of votes shall be dropped and the members shall proceed to vote anew and so continue until the Chair is elected.
- 3.4.6 In the event of an equality of votes, there shall be another ballot and, should there be another equality of votes, the candidates shall draw lots to fill the position.
- 3.4.7 The presiding officer shall announce the result by declaring the name of the member who has been elected Chair.
- 3.4.8 Once elected, the Chair shall then assume the role of chair/presiding officer.
- 3.4.9 This same procedure in this section (3.4) shall apply to the election of the Vice-Chair of the Board.
- 3.4.10 The Chair and Vice-Chair serve in these roles until the next Organizational Meeting but may resign from that role upon one week's written notice delivered to the Secretary of the Board. The Chair and/or Vice-Chair may be removed from the role on a two-thirds majority vote of the members present and voting.
- 3.4.11 If the Chair of the Board resigns the office or is removed from office, the Vice-Chair of the Board shall assume the role of Chair until the next regularly scheduled Board meeting. At that meeting, the election of a new Chair shall be held and, if the Vice-Chair is elected as the Chair, the election of a new Vice-Chair shall also be held.
- 3.4.12 If Chair and Vice-Chair of any Committees have not been elected at the Organizational Meeting, the Committee will elect a Chair and Vice-Chair from amongst themselves.
- 3.4.13 The term of office of a Committee Chair and Vice-Chair shall be one year, or until the next Organizational Meeting, whichever comes first.
- 3.4.14 A Committee Chair and Vice-Chair may be re-elected to a subsequent term(s) of office by the Committee, subject to any appointments made at the Organizational Meeting each year.

SECTION 4: COMMITTEE STRUCTURE AND COMPOSITION**4.1 Approval of Committees**

- 4.1.1 The Board shall consider and approve the Board's Committee structure and composition on an annual basis at the Organizational Meeting and as otherwise may be deemed appropriate by the Board.

4.2 Committee of the Whole and Committee of the Whole - Standing

- 4.2.1 The Committee of the Whole will be composed of all Trustees with full participation and voting privileges.
- 4.2.2 The term of the Committee of the Whole will coincide with the term of the Board.
- 4.2.3 During a Board meeting, the Board may convene into Committee of the Whole by majority vote of members present and voting to consider matters in closed session, as permitted under section 207 of the *Education Act*, or for any other reason the Board may deem appropriate. In any such case, the presiding officer for the Committee of the Whole will be the Vice-Chair of the Board.
- 4.2.4 The Committee of the Whole shall also meet regularly on the first (1st) Monday of the month (which shall be referred as "The Committee of Whole – Standing"). Should the date of such a meeting fall on a statutory, civic, or school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week.
- 4.2.5 A Chair and Vice-Chair of the Committee of the Whole – Standing shall be elected at the Organizational Meeting of the Board. The presiding officer for any closed session of the Committee of the Whole - Standing shall be the Vice-Chair of the Committee.
- 4.2.6 There will be a quorum for Committee of the Whole – Standing. A Trustee who cannot attend a meeting should so notify the Trustee Services Co-Ordinator as soon as possible.
- 4.2.7 It is the function of the Committee of Whole – Standing to consider and debate matters in a more informal way than may available at Board meetings and provide to the Board, in concise form, relevant information and recommendations. Except for matters considered in closed sessions, any and all resolutions of the Committee of Whole – Standing shall be set out in a numbered list as an appendix to the minutes and shall be referenced by the Board when it moves to adopt any such resolution.
- 4.2.8 Public presentations to the Committee of Whole - Standing are welcomed. The individual or group seeking to make a presentation shall follow the process and rules set out in these Bylaws.

4.2.9 The terms of reference of the Committee of the Whole – Standing are as follows:

- (a) Evaluate and promote the educational programs of the Board and make recommendations to the Board with respect to the operation, amendment, addition or deletion of, or to, the same;
- (b) Conduct, from time to time, studies of existing or proposed educational programs of this or other Boards and report to the Board;
- (c) Receive and seek representations and opinions from staff, area residents, and others, with respect to Board policy, including proposed new policy or a proposed amendment to an existing policy;
- (d) Receive reports regarding curriculum development, implementation, and assessment projects;
- (e) Receive and consider communications regarding curriculum issues from agencies, councils, commissions, associations, and societies;
- (f) Consider other matters involving the Board, including, but not limited to, curriculum, facilities and Employee Relations, and make recommendations to the Board as required.

4.3 Statutory Committees

4.3.1. The Board shall establish Statutory Committees as called for in the *Education Act* and the Regulations made thereunder including:

- (a) Audit Committee;
- (b) Parent Involvement Committee;
- (c) Special Education Advisory Committee;
- (d) Supervised Alternative Learning Committee(s);
- (e) Accommodation Review Committees.

4.3.2. The mandate, membership composition and terms of reference for Statutory Committees shall be governed by applicable legislation and regulations.

4.3.3. The term of appointment of Trustees on the Audit Committee shall be for a two-year term, effective December 2022.

4.4 Additional Standing Committees

4.4.1 There shall be an Education Finance Standing Committee, a Governance and Policy Standing Committee, and a Director's Performance Review Standing Committee, the membership and terms of reference of which are as follows:

Education Finance Standing Committee:

- (a) Develop and maintain the procedures by which the Board establishes budget objectives and audits the budget expenditures;
- (b) When deemed necessary by the Board, study and recommend to the Board desirable changes in the Board's financial system;

- (c) Recommend to the Board expenditures other than those within the Budget;
- (d) Consider and recommend to the Board the annual Budget;
- (e) Review the annual financial statement and all expenditures, revenues, trust, capital account reserves, and investment reports;
- (f) Consider the annual transportation budget;
- (g) All trustees are eligible to sit on the committee; the Chair and Vice-Chair shall be elected annually at the Organizational Meeting.

Governance and Policy Standing Committee:

- (a) To ensure all of the Board's policies are up-to-date, accurate and consistent with the current legislation and government requirements;
- (b) To ensure that the Board of Trustees reviews policies at least once every five years or when required by a new legislative act or regulation, new government policy, resolution of the Board or as recommended by staff;
- (c) To develop policies that are developed with evidence-based data, equitable and reflect the Board's vision, values and strategic plan;
- (d) Monitor the effectiveness of Board policies through consultation and evidence based data;
- (e) Monitor the effectiveness of Board policies in addressing human rights and equity in consultation with the Human Rights and Equity Advisor, through the Director of Education;
- (f) Report and make recommendations to the Board of Trustees on governance and Board policies;
- (g) Review bylaws/policies for ad-hoc committees and develop/review/document procedures (document mandate, clearly identify quorum, membership);
- (h) The committee shall meet at least twice annually;
- (i) All trustees are eligible to sit on the committee. The Chair and Vice-Chair shall be elected annually at the Organizational Meeting.

Director's Performance Review Standing Committee:

- (a) As set out in the Director's Performance Review Policy.

4.5 Advisory Committees

- 4.5.1 There shall be an Equity and Diversity Advisory Committee and an Indigenous Advisory Committee (which shall be referred to as the Indigenous Advisory Circle).
- 4.5.2 The purpose of these Advisory Committees is to consider any matter within the jurisdiction of the Board that the committee may deem appropriate and to make policy recommendations to the Board. The membership and composition of these committees, as well as the election of a Chair, shall be left to the committee but members shall include at least one Trustee and/or staff member, at the discretion of the Advisory Committee.

4.6 Additional Committees

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

4.7 Committee Structure

- 4.7.1 The members of Standing Committees and Ad Hoc Committees shall be Trustees. The members of a Statutory Committee are as stipulated by legislation or regulation.
- 4.7.2 The members of an Advisory Committee may include Trustees, Student Trustees, staff members and members of the community, but shall include at least one trustee or staff member.
- 4.7.3 The chair of an ad hoc committee or standing committee may be determined by the Chair of the Board, the Board or, failing which, by the committee. The chair of an advisory committee shall be determined by the committee.
- 4.7.4 The Director shall assign one (non-member/non-voting) senior staff person to every Ad Hoc and Standing Committee and any other (non-member/non-voting) staff person(s) that the Director, in consultations with the Chair of committee, may deem appropriate.
- 4.7.5 If there is no staff person on an Advisory Committee, the Director shall assign one (non-member/non-voting) senior staff person and any other (non-member/non-voting) staff person(s) that the Director, in consultation with the Chair of the Advisory Committee, may deem appropriate.
- 4.7.6 Except for any committee established under these Bylaws or Board policy, the Board may dissolve any Standing or Ad Hoc Committee at the Organizational Meeting or by resolution at any time as the Board may deem necessary or appropriate, subject to applicable legislation. Committees constituted under these Bylaws or Board policy may only be dissolved by an amendment or revocation of the applicable provisions in these Bylaws or Board policy, as the case may be. The terms of reference of any Standing Committee or Ad Hoc committee not established in these Bylaws or in a Board policy may be amended by ordinary resolution.
- 4.7.7 Committees are not decision-making bodies and may only make recommendations. Ad Hoc Committees report to the Committee of Whole - Standing. Standing Committees report to the Board of Trustees.
- 4.7.8 A Trustee who is not a member of a Statutory Committee, Standing Committee or

Ad Hoc committee cannot move a motion, vote or be counted towards quorum, but may attend any such committee meeting.

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

SECTION 5: BOARD AND COMMITTEE MEETINGS - RULES AND PROCEDURES

5.1 Purpose

- 5.1.1 The purpose of these rules and procedures, as supplemented by RONR, is to facilitate meaningful, respectful, and orderly debate to advance the interest of the Board. All Trustees will endeavor to comply with these rules and procedures, but it is recognized that, in many circumstances, good judgment, co-operation and good faith will do more to advance the interests of the Board than strict adherence to procedural technicalities.

5.2 Quorum

- 5.2.1 Quorum of the Board shall consist of a majority of the Board members elected or appointed to the Board under the statutes of Ontario.
- 5.2.2 Quorum of a Board Committee shall consist of a majority of the members of the Committee.
- 5.2.3 Should there be no quorum present at a meeting within fifteen minutes after the time appointed for the commencement of the meeting, the names of those present shall be recorded and the meeting shall stand adjourned until the next regular or special meeting unless there is unanimous consent of those present to delay adjournment for an additional fifteen minutes, in which event, unless a quorum then be present, the meeting shall be so adjourned.

5.3 Public Sessions

- 5.3.1 Except as permitted under section 207 of *the Education Act*, and the regulations thereunder, all meetings of the Board and Committees of the Board shall be open to the public.
- 5.3.2 No member of the public or staff will engage in conduct that is negative, critical, or derogatory towards any other person, or engage in any behaviour that is disruptive to the meeting. Any such conduct may result in exclusion from a meeting.

5.4 Closed Sessions

- 5.4.1 Resolutions passed in closed session of a Committee are of no force or effect unless and until approved at a meeting of the Board. Any such approval will be done by adopting the resolution(s) of the Committee in a manner that maintains the confidentiality of the matter unless the Committee has pre-authorized making the resolution(s) public.
- 5.4.2 Minutes of all Committee closed sessions shall be provided to the Committee of Whole – Standing for consideration, except for Committee of the Whole – Standing whose minutes shall be provided to the Board for consideration,

and shall remain confidential, unless the Committee has pre-authorized the release of all or part of the information.

- 5.4.3 A staff recording secretary should be present for all closed session Committee meetings. In the absence of the recording secretary during a closed session, the presiding officer shall appoint any member or other staff person to act as secretary for that meeting.
- 5.4.4 Committee sessions closed to the public may have staff in attendance as may be determined appropriate by the Chair of the committee in consultation with the Director. The Chair of a Committee may require that the Director not attend all or part of a closed session when the Director's performance, employment contract or related matters are under consideration by the Committee.
- 5.4.5 Matters discussed in closed session of a Committee must not be communicated to any person not present at the closed session, unless: the person is a Trustee; or the disclosure is pre-approved by the Committee; or the disclosure is to the Integrity Commissioner in relation to the Code of Conduct.
- 5.4.6 Trustees are expected to maintain strict confidentiality of any matter dealt with in closed session and are bound by the confidentiality and protection of privacy provisions under the *Education Act*, the DDSB's Member Code of Conduct and the *Municipal Freedom of Information and Protection of Privacy Act*.

5.5 Scheduling and Agendas

- 5.5.1 Regular Meetings of the Board will be held on the third (3rd) Monday of each month, commencing at 7:00 p.m. or, in any case where that Monday is a statutory holiday or other school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week. As may be deemed appropriate by the Chair in consultation with the Director, the Board will convene into Committee of Whole, closed session, prior to the commencement of the public Board meeting, typically commencing at 6:00 p.m. and again, if necessary, following public session, in which case the meeting shall not extend past 11:00 p.m.
- 5.5.2 The Board may vary the schedule for regular Board meetings at any time during the year on resolution of a two-thirds majority of the members present and voting.
- 5.5.3 Subject to the procedures described below, draft agendas for Board meetings shall be determined by the Chair in consultation with the Director; while agendas for Committee meetings shall be determined by the Committee Chair in consultation with the Director.
- 5.5.4 The Chair and the Vice-Chair of the Board and the Chair and Vice-Chair of the Committee of Whole – Standing together with the Director of Education and such other staff as the Director may engage from time to time, shall hold at least one session per month (either in-person or electronically) to consider and

discuss the agendas for upcoming Board and Committee of the Whole – Standing meetings. An additional Trustee shall be entitled to attend at each meeting. Attendance shall be scheduled annually following the Organizational Meeting with Trustees being scheduled in reverse alphabetical order.

- 5.5.5 All Trustees shall be provided with advance notice of the date of the meeting referenced in the preceding paragraph and may email the Chair and Vice-Chair of the Board and/or the Chair and Vice-Chair of the Committee of the Whole-Standing to request that an item of business be added to the draft agenda for an upcoming meeting. The email shall disclose the rationale for the proposed addition to the agenda and any factors as to the appropriate timing for the matter to be addressed. If the matter is not added to the draft agenda, the Chair of the Board or the Chair of Committee of the Whole – Standing, as the case may be, shall advise by email of the reason it was not added to the draft agenda and shall copy all Trustees.
- 5.5.6 The Director or designate shall deliver an e-mail notice of each regular Board meeting and Committee of the Whole – Standing accompanied by the agenda and any supporting materials for the meeting, to each Trustee no later than 3 days prior to the meeting (not counting the day of the meeting but counting the day of delivery). At the discretion of the Chair of the Board or Chair of the Committee of the Whole-Standing, as the case may be, supporting materials may be delivered within the 3-day notice period based on urgency or exceptional circumstances.
- 5.5.7 A matter not on the agenda or directly related to matters on the agenda cannot be introduced at a Board or Committee meeting unless approved by the presiding officer prior to the start of the meeting based on urgency or exceptional circumstances or if a majority of the Committee or Board amends the agenda prior to approval. If a member seeks to introduce a matter not on the agenda or directly related to matters on the agenda during the meeting following the approval of the agenda, it may only be introduced by a 2/3 majority of the members present and voting. Notice of any change to a draft agenda made prior to the meeting shall be provided to Trustees as soon as possible.
- 5.5.8 The introduction of a new Board policy or an amendment to an existing Board policy shall not be considered unless written notice is provided to Trustees no later than 5 days prior to the meeting (not counting the day of the meeting but counting the day of delivery) together with any supporting materials and provided that notice of the intention to introduce the new board policy or amendment, as the case may be, was given at the prior meeting of the Board. The initial notice to the Board of an intention to bring forward a new Policy or proposed amendment is only proper if the matter, together with any supporting material, was first brought to the Committee of Whole – Standing.
- 5.5.9 In addition to regularly scheduled meetings, a special meeting of the Board may be called by the Chair or by a majority of the members. In either case, email notice of the call for a special meeting shall be sent to the Secretary of the Board or designate. Reasonable efforts should be made to schedule any such meeting to avoid a scheduling conflict with other scheduled Committee

meetings. A special meeting is not a “regular meeting” under the *Education Act* or the regulations thereunder.

- 5.5.10 The Director or designate shall deliver an e-mail notice of a special meeting to the members, accompanied by the agenda and any supporting materials for the meeting no later than 24 hours prior to the meeting. At the discretion of the Chair, the 24-hour notice period may be waived based on urgency or exceptional circumstances but notice, the agenda and any supporting materials should be delivered as early as possible prior to the commencement of the meeting.
- 5.5.11 A matter that is not on the agenda for a special meeting cannot be considered at the special meeting, unless all members are present and consent to amend the agenda to consider the matter.

5.6 Record of Decisions

- 5.6.1 At all Board and Committee meetings, the Director or designate (typically the recording secretary) shall maintain the minutes of the meeting to make a record of resolutions passed by the Board or Committee, as the case may be, including any recorded votes and any declarations of a conflict of interest.
- 5.6.2 At each regular Board meeting, draft minutes from the prior regular Board meeting, together with any special Board meeting that may have occurred since the prior Board meeting, shall be presented to the Board for approval.

5.7 Attendance at Meetings

- 5.7.1 Trustee attendance at regular Board meetings is governed by the *Education Act* and the regulations thereunder.
- 5.7.2 A Trustee who cannot attend a Board Meeting should notify the Secretary of the Board or designate as early as possible. If it appears that there will be no quorum for a meeting, the Secretary shall notify the Chair and, at the Chair’s discretion, the meeting may be postponed or cancelled and notice thereof shall be delivered to the Trustees as soon as possible.
- 5.7.3 In accordance with section 228(1) of the *Education Act*, a Trustee vacates their seat if they are absent (electronically or physically), as recorded in the minutes, from three (3) consecutive regular Board meetings, unless authorized by resolution of the Board or if one of the exemptions in the *Education Act* is engaged.
- 5.7.4 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, and subject to any accommodation as to attendance provided under the Board’s Attendance Accommodation Policy, Trustees must be physically present for at least three (3) regular Board meeting annually.
- 5.7.5 When a seat becomes vacant, the provisions of the *Education Act*, and any relevant provision(s) of these Bylaws, shall govern the filling of the vacancy.

- 5.7.6 At the Organization Meeting each year, the Chair will deliver to the Board an annual report of Trustee attendance at meetings of the Board and Committee of the Whole - Standing since the last Organizational Meeting.

5.8 Electronic Participation

- 5.8.1 Members attending a meeting electronically must advise the Chair when they join the meeting to be deemed present at the meeting.
- 5.8.2 Members who leave the meeting before adjournment, whether temporarily or permanently, shall advise the Chair.
- 5.8.3 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, no more than half of Board or Committee meetings in a twelve (12) month period can be chaired electronically in accordance with Ontario Regulation 463/97.
- 5.8.4 All members participating via audio or video conference who are not speaking must use the mute function on their device. Members will make every effort to avoid disrupting a meeting by turning personal and electronic devices to a non-audible function, reducing all background noise (including audible sounds transmitted from placing a call on hold), and refraining from private conversations.

5.9 Presiding Officer

- 5.9.1 Unless specified otherwise in these Bylaws, the Chair of the Board (or Vice-Chair in the Chair's absence) and the Chair of a Committee (or Vice-Chair in the Chair's absence) will be the presiding officer for meetings of the respective Board or Committee. If a meeting of a Committee moves into closed session, the Vice-Chair will be the presiding officer.
- 5.9.2 If the Chair does not attend within five minutes after the time appointed for the meeting, the Vice-Chair shall preside during the meeting or until the arrival of the Chair. In the absence of both, the members shall come to order and a presiding officer shall be chosen by a majority of the members present and voting who shall preside during the meeting or until the arrival of the Chair or the Vice-Chair.
- 5.9.3 No member of the Board or Committee will preside at a meeting during the consideration of a motion when that member has declared a conflict of interest.
- 5.9.4 In the absence of the Director of Education, the presiding officer shall appoint a person to act as a secretary of the meeting.

5.10 Quorum

- 5.10.1 A quorum is the minimum number of members necessary to conduct a meeting which represents a majority of the members.
- 5.10.2 Where a member is participating electronically, their attendance will be included for quorum as long as they remain electronically connected to the meeting.
- 5.10.3 If a quorum is present, a meeting shall commence within fifteen (15) minutes of the meeting start time as shown in the agenda.
- 5.10.4 If a quorum is not present within fifteen (15) minutes after the scheduled start time shown in the meeting agenda, the names of the members present will be recorded and the meeting will be cancelled.
- 5.10.5 At a Board meeting, if a quorum is lost during the course of the meeting, the Board will stand in recess. If quorum cannot be re-established within fifteen (15) minutes of the Board recessing due to a loss of quorum, the Board will stand adjourned.
- 5.10.6 At a Committee meeting, if a quorum is lost during the course of the meeting, and the remaining members of the Committee determine that quorum cannot be re-established, the Committee will stand adjourned.

5.11 Acknowledgement of Traditional Lands

- 5.11.1 All Board and Committee meetings will include an acknowledgement of the Traditional Territories/Ancestral Lands of Indigenous peoples recited by presiding officer or as the presiding officer may suggest.

5.12 Debate/Voting

- 5.12.1 Members and participants in a meeting will address their comments through the Chair of the meeting.
- 5.12.2 Members shall not interrupt another member who has the floor, except as permitted hereunder or under Robert's Rules of Order (for example, to raise a point of order or question of personal privilege).
- 5.12.3 Members shall confine their comments to the merits of the motion being considered.
- 5.12.4 The Chair is entitled to move or second a motion, but only once they have passed the role of presiding officer to another member for the duration of the matter under consideration. The Chair will resume the role of presiding officer

once the motion has been dealt with.

- 5.12.5 The mover of a motion shall be given first opportunity to speak. A member who has not spoken in debate has preference in recognition to speak over a member who has already spoken. At Board meetings, each member may speak twice, up to four minutes on the first occasion, two minutes on the second occasion, on each debatable motion. The Board may consider extending or limiting the time for debate at the commencement of the Board meeting or on any given motion, in accordance with the provisions of Robert's Rules of Order.
- 5.12.6 At a Board meeting, a member who has not spoken to a motion may move that debate on the motion be closed and that the pending motion be put to a vote. Such a motion is not debatable. Before putting a motion to end debate to a vote, the Chair shall provide any member who has not spoken to the main motion with an opportunity to do so.
- 5.12.7 A motion to end debate at a Board meeting will only pass on two-thirds (2/3) majority of the members present and voting. If the motion to end debate carries, no further debate can take place on the main motion and the Chair shall put the pending motion to a vote.
- 5.12.8 Trustees who are not members of a Committee may attend any Committee meetings but are not entitled to debate or vote. Only Committee members may debate and vote at Committee meetings.
- 5.12.9 A member, who is present and fails to vote on a motion, will be deemed to have abstained from voting.
- 5.12.10 It is for members to declare their own conflict of interest and no other member may declare a conflict of another member. A member who declares a conflict of interest must abstain from voting and will be recorded as abstaining due to a conflict of interest. When a member abstains due to a conflict of interest, their vote will be recorded neither for nor against the motion, and the number of members required to pass a vote will be reduced by the number of members with a declared conflict because the results of a motion are determined on the basis of the members present and voting.
- 5.12.11 Before a motion is voted on, a member may request that a motion containing divisible parts be voted on separately.
- 5.12.12 At any time before a motion is put to a vote, the Chair shall read the motion aloud.
- 5.12.13 When a motion is put to a vote, the Chair will first call votes in favour and then votes against. The Chair is entitled to vote on any motion, but it is expected that the Chair will typically abstain and only vote on a motion once all other votes have been counted and only if the Chair's vote would be determinative of

the result of the motion. This is particularly applicable for the Board Chair and the Chair of the Committee of the Whole – Standing. It is expected that other Committee Chairs may choose to exercise their voting rights more often given the informal nature of committees.

- 5.12.14 After a vote is taken, the Chair shall declare whether the motion was carried or defeated.
- 5.12.15 A tie vote means the motion is defeated.
- 5.12.16 Votes taken at Board and Committee meetings may be recorded.
- 5.12.17 A student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its Committees.
- 5.12.18 A student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its Committees on which the student Trustee sits, and if no member of the Board or Committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.
- 5.12.19 A student Trustee is entitled to require that a matter before the Board or one of its Committees on which the student Trustee sits be put to a recorded vote, and in that case, there shall be a recorded non-binding vote that includes the student Trustee's vote and a recorded binding vote that does not include the student Trustee's vote.
- 5.12.20 Subject to the notice requirements as to a new Policy or an amendment to an existing Policy or to these Bylaws, any member present at a Board meeting, or at a Committee meeting on which the member sits, may move or second a motion related to an item on the Agenda, unless disqualified from participating due to a conflict of interest.
- 5.12.21 A motion that has been moved and seconded is considered to be on the floor and will be decided by a vote. A motion need not be seconded during a Committee meeting, except during meetings of Committee of the Whole and Committee of the Whole – Standing.
- 5.12.22 A member who moved a motion may only withdraw it from consideration before the vote is taken on the motion if no other member present objects to the withdrawal.

Motions - Order of Precedence

- 5.12.23 When a motion is being considered, no other motion will be considered except a motion of precedence, as set out in RONR.

- 5.12.24 A motion of precedence may be introduced and will take precedence over any current motion under consideration.
- 5.12.25 If a motion of precedence is defeated, another motion of precedence to the same effect cannot be made until some other business has been taken up and decided.

Chair Ruling on Motion

- 5.12.26 The Chair may rule a motion out of order, including if it is not within the jurisdiction of the Board, is contrary to the *Education Act* or regulations thereunder, is contrary to these Bylaws, is dilatory, frivolous, vexatious or contains no rational proposition.
- 5.12.27 If a Chair rules a motion out of order, the Chair shall state the rationale for the ruling.
- 5.12.28 A ruling by the Chair that a motion is out of order is subject to appeal and will be reversed on a majority vote of the members present and voting.

Amendments to a Motion

- 5.12.29 A motion on the floor may be amended, except those motions that are not debatable or motions that are not amendable. Motions that are not amendable include:
- (a) Appeal the ruling of Chair or presiding officer;
 - (b) End debate;
 - (c) Postpone consideration of a motion indefinitely;
 - (d) Reconsider a previous decision of the Board;
 - (e) Temporarily suspend a provision of the Bylaws;
 - (f) Lay a motion on the table;
 - (g) Take a motion from the table; or
 - (h) Withdraw a motion.
- 5.12.30 To be in order, an amendment must:
- (a) Directly relate to the motion it proposes to amend;
 - (b) Propose some change in the substance or form of the motion; and,
 - (c) Not be contrary to the main concept of the motion it proposes to amend.
- 5.12.31 The vote on the motion, an amendment and any amendment(s) to the amendment(s) will be taken separately and in the reverse order of that in which they were moved.

Motion to Refer

5.12.32 A matter may be referred to:

- (a) The Board;
- (b) Any Committee of the Board; or
- (c) The Chair of the Board; or
- (d) The Director of Education or designate.

Extending Meeting Time

5.12.33 Unless provided for otherwise in these Bylaws, no Board or Committee meeting will continue in session beyond 10 p.m., unless upon the consent of the majority of members present and voting, the meeting is extended for a defined period of time to finish debate on matters currently on the floor or to address any matter on the agenda that may be of an urgent or time sensitive nature. Additional motions to further extend the meeting time are in order. In no case, will the meeting extend beyond 11 p.m.

Motion to Reconsider

5.12.34 Subject to the limits prescribed in RONR:

- (a) a decision of the Board made earlier in an ongoing (current) meeting may be reconsidered on a motion without notice. A reconsideration motion may only be brought by a member who voted on the prevailing side of the previous motion.
- (b) a previous decision of the Board cannot be reconsidered for at least twelve (12) months after the decision was made unless by resolution approved by a two-thirds (2/3) majority of the members present and voting and provided notice of the proposed reconsideration shall have been provided at the prior Board meeting.

Point of Order

5.12.35 A member may advise the Chair when they believe that a departure from the Bylaws, as supplemented by RONR, has taken place by raising a point of order.

5.12.36 Subject to certain exceptions as stipulated in RONR, a point of order must be raised promptly at the time of the alleged breach. A member may interrupt another member to raise a point of order.

5.12.37 The point of order in question must be clearly stated by the member.

5.12.38 The Chair shall decide on the point of order without debate.

- 5.12.39 The Chair may consult with the General Counsel and may declare a recess in order to consider the point of order.
- 5.12.40 A member may interrupt the meeting to introduce a motion to appeal the ruling of a Chair. A majority of members present and voting will overturn a ruling of the Chair.
- 5.12.41 If the appeal from the decision of the Chair results in a tie vote, the Chair's decision on the point of order will be upheld.

Questions of Privilege

- 5.12.42 Any member may raise a question of privilege, either a question of privilege affecting the Board, or a question of personal privilege.
- 5.12.43 Questions of privilege affecting Board include matters such as noise, comfort or safety. Questions of personal privilege affecting a member include the reputation or treatment of the member or staff, as well as any member of the public and the member's ability to exercise rights and privileges.
- 5.12.44 A question of privilege must be stated clearly and should include the remedy or resolution requested by the member.
- 5.12.45 A question of privilege will not be in order if the remedy or resolution requested exceeds the power or ability of the Chair, Committee or Board.
- 5.12.46 The Chair will decide on the question of privilege without debate.
- 5.12.47 The Chair may consult with the General Counsel and may declare a recess in order to consider a question of privilege in order to make a decision.
- 5.12.48 A member may appeal the ruling of a Chair on a point of privilege. A majority vote of members present and voting will overturn a decision of the Chair.
- 5.12.49 If the appeal from the Chair's decision results in a tie vote, the Chair's decision on the question of privilege will be upheld.

Parliamentary Inquiry

- 5.12.50 A member may ask a question about the rules of procedure relevant to any matter or issue before the Board. The Chair will answer the question if it would assist the member to make an appropriate motion, raise a proper point of order or understand the effect of a motion or ruling. The Chair is not obliged to answer hypotheticals. The Chair may consult with the General Counsel in providing an answer.
- 5.12.51 The answer provided by the Chair is an opinion and is not subject to appeal. The member may act contrary to the opinion and may then appeal any adverse ruling by the Chair.

Point of Information

5.12.52 A member may ask a question directed to the Chair, or through the Chair to another member, for information relevant to the matter at hand but unrelated to parliamentary procedure.

5.13 Public Participation in Meetings

5.13.1 In keeping with the Board's Policy on Public Consultation, the Board welcomes presentations by individuals and groups. Presentations shall be made in the first instance to the Committee of Whole – Standing.

5.13.2 In Order to obtain permission to make a presentation to the Committee of Whole – Standing, the person shall email the Director at least eight working days before the next scheduled meeting of the Committee of Whole – Standing. A presenter to the Committee of Whole – Standing may also be invited to present at a Board Meeting, at the discretion of the Chair of the Board.

5.13.3 Any application submitted to the Director shall be forwarded to the Chair of the Committee of Whole - Standing.

5.13.4 An email requesting permission to present to the Committee of Whole - Standing shall:

- (a) State the matter to be discussed;
- (b) Include materials intended to be distributed to trustees;
- (c) Provide the name of any organization or interested party to be represented;
- (d) Confirm the authority of the spokesperson.

5.13.5 Any application to present at the Committee of Whole - Standing Committee may be approved at the good faith discretion of the Chair of the Committee of Whole – Standing who shall:

- (a) determine if an opportunity for presentation is available through any other public consultation process, which shall be utilized prior to approval being given;
- (b) determine the date on which any approved presentation shall take place;
- (c) limit the number of presentations at any meeting to allow the Committee of Whole - Standing sufficient time to conduct its business.

5.13.6 The Chair may waive the eight working days' notice period.

5.13.7 Presenters should use the appropriate format and protocol for presentations, available from the Director's office.

5.13.8 Anyone wishing to make a presentation shall be informed if the issue to be addressed will be discussed at any meeting of the Board or Committee of Whole - Standing prior to her or his opportunity to present.

5.13.9 Presenters shall be limited to speaking not more than 15 minutes including time

for questions. At the discretion of the Chair of the Committee of Whole – Standing, this may be extended for a specific amount of time or deferred to a later point in the meeting.

- 5.13.10 Presenters shall be restricted to topics outlined in the application.
- 5.13.11 One or more presentations on a topic do not necessarily lead to a Committee of Whole - Standing or Board decision. The topic of a presentation should not be debated by Trustees unless and until it is on an agenda.
- 5.13.12 Members of the public may also pose questions of a general nature or regarding Board processes to the Board at any regular Board meeting.
- 5.13.13 The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chair shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature.
- 5.13.14 Subject to the discretion of the Chair, questions will not be entertained if they relate to a matter which is under consideration by the Board and for which another public input and questioning process is available (e.g. school boundaries, accommodation reviews, school naming).
- 5.13.15 The following procedure applies to public question period:
 - (a) Each person shall be allowed to ask one question and one supplementary question;
 - (b) Before the beginning of the Board meeting, the Questioner shall submit the question in writing to the Executive Officer of Communications;
 - (c) The Questioner shall be called to the podium;
 - (d) The Questioner or, if the Questioner prefers, the Chair, shall read the question;
 - (e) The question shall be addressed by the Chair who may direct staff to answer;
 - (f) The Questioner may ask a supplementary question for clarification;
 - (g) Questions to individual Trustees will not be addressed at public question period;
 - (h) Individual Trustees will not respond or comment on questions posed.

SECTION 6: FILLING TRUSTEE VACANCIES

6.1 The Education Act

- 6.1.1 Section 221 of the *Education Act* provides for the Board to fill a Trustee vacancy by either:
- i. Requiring the municipality to hold a by-election, or
 - ii. appointing a qualified person (as defined in the *Education Act*) to the position, within 90 days of the office becoming vacant. The method of appointment is not specified in the Act.
- 6.1.2 A by-election may not be held after March 31 in an election year (i.e., within approximately 8 months of a regularly scheduled municipal election). All costs for a by-election are borne by the Board (subsection 7(3) Municipal Elections Act, 1996).

6.2 Vacancy Committee

- 6.2.1 In the event of a vacancy, the Board shall establish a Vacancy Committee to consider and determine the means of filling the vacancy.
- 6.2.2 All members of the Board are eligible to sit on the Vacancy Committee which shall be made up of at least half of the members of the Board. The Vacancy Committee shall obtain and consider information regarding the implications of holding a by-election, including previous election results and estimated costs.
- 6.2.3 For the appointment, there are two options:
- i. appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area providing the candidate remains a qualified person as defined under the *Education Act*, or
 - ii. consider a broader range of electors for the appointment in which case, the following actions will occur:
 - (a) Advertising

The vacancy shall be advertised in all the local papers.
 - (b) Applications
 - Individuals interested in the position shall be required to submit, in writing, an application for the position, to be received by the Secretary to the Board.
 - The Vacancy Committee shall establish a deadline for the appointment process.

(c) Information Required

Applicants shall be asked to provide the following information:

- i. confirmation of eligibility;
- ii. why they are interested in the position;
- iii. background, interests, experience, concerns;
- iv. other information they think is pertinent.

Application material shall be copied and distributed to all Trustees at least 48 hours prior to an interview date.

(d) Information Provided

Upon written or verbal indication from an individual that she/he intends to apply for the position, a package of information shall be made available for pick-up from the Trustees' Secretary, as follows:

- i. Durham District School Board Facts Folder;
- ii. These Bylaws including the Member Code of Conduct;
- iii. Schedule of Board and Committee Meetings;
- iv. Committee Membership List.

(e) Interviews

- i. The Vacancy Committee shall establish the interview date and the schedule of interviews.
- ii. Only candidates who have submitted written applications by the deadline date shall be interviewed. Interviews shall be conducted in the Boardroom. All Trustees shall be invited to participate in the interviews. Trustees shall be asked to indicate their intentions about their attendance and participation in the interviews. Each candidate shall be requested to address the Board for up to five minutes, and to respond to questions from the Trustees for up to five minutes. Interviews shall be conducted on the Monday of the Board meeting, arranged so that all interviews shall be completed by 4:30 p.m. If an inordinate number of candidates is to be interviewed, a second day for interviews shall be determined by the Chair, after consultation with Trustees. If a quorum of Trustees is present for the interviews, the interviews shall be conducted as part of a special Board meeting. Should a quorum of Trustees not be present, those present shall form a Selection Committee which shall make a recommendation to the Board. The chairperson of the Board or designate shall preside over the interviews and be responsible for adhering to the timelines. The interviewing process shall be open to the public. Candidates shall be advised of their right to attend any or all interviews.

- (f) Voting
- i. Only Trustees present for all interviews are eligible to vote.
 - ii. Voting shall be by secret written ballot.
 - iii. The Director and Superintendent of Education/Business and Finance shall count the ballots.
 - iv. On the first ballot, Trustees shall vote for three (3) candidates. (Any ballot without three names shall be considered a spoiled ballot).
 - v. The ten (10) candidates achieving the greatest number of votes shall proceed to the second ballot. Their names shall be posted in the Boardroom.
 - vi. On the second and subsequent ballots, Trustees shall vote for only one (1) candidate.
 - vii. Voting shall continue, and on each subsequent vote the candidate(s) receiving the lowest number of votes shall be dropped from the ballot until one (1) candidate receives at least a simple majority of votes cast, except on the first ballot.
 - viii. Any candidate who does not receive any votes will be dropped from subsequent voting. This shall also apply to all subsequent ballots.
 - ix. In the event of a tie, a second ballot shall be cast. If a tie remains, the decision shall be determined by lot.
 - x. Following the swearing in of the successful candidate, all ballots shall be destroyed.
- (g) A recommendation shall be brought forward to the Committee of the Whole (closed session) to approve the appointment. All Trustees are eligible to vote on the recommendation. The person shall be advised by telephone of the Board's decision.
- (h) The appointed candidate shall attend the next Board meeting at the beginning of the public session to be sworn in.

SECTION 7: TRUSTEE DETERMINATION AND DISTRIBUTION

- 7.1 The Durham District School Board (“DDSB”) is a statutory corporation under section 58.5 of the *Education Act*, R.S.O, 1990, C. E.2, (the “*Education Act*”). The Board of Trustees is the governing body of the DDSB. The duties and powers of the Board of Trustees are as set out in the *Education Act*. Decision making authority rests with the Board of Trustees as a single body, not with individual trustees.
- 7.2 The number and distribution of elected trustees is determined pursuant to the provisions of the *Education Act* and the regulations thereunder.

SECTION 8: EXECUTION OF DOCUMENTS AND CORPORATE SEAL**8.1 Corporate Seal of the Board**

8.1.1 The corporate seal of the Board shall be in the form impressed on the original copy of Bylaws located in the Administrative Offices of the Durham District School Board.

8.2 Signing Authority

8.2.1 The Chair or the Vice-Chair of the Board and the Treasurer shall be authorized to sign cheques and orders for payment of money on behalf of, and in the name of, the Board.

8.2.2 The Treasurer shall be authorized to endorse bills of exchange, cheques, drafts, and orders for payment of money, for deposit to the credit of the Board, and to receive all paid cheques and vouchers, and any documents the bank may have from time to time, belonging to the Board, and to sign the bank's form of settlement and release.

8.2.3 The Treasurer shall be authorized to sign cheques by means of a cheque signing machine and a facsimile of the signatures of the Chair of the Board and the Treasurer.

8.2.4 The Chair of the Board and the Treasurer shall be authorized to sign all necessary bank forms or documents required by the bank to implement the authority granted to them under these Bylaws.

8.2.5 The Treasurer shall be authorized to have printed all the necessary forms required for the banking business of the Board.

SECTION 9: Election of Student Trustees

- 9.1.1 Every attempt shall be made to elect a Student Trustee from Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The election of Student Trustees shall be a two-stage process in municipalities which have more than one secondary school.
- 9.1.2 A notice shall be sent to each secondary school principal before February 1, advising of the election process. Notice will also be sent to teachers in Civics classes, with a request to discuss the election process in class.

Stage 1: Municipal Election of Candidates

- 9.1.3 The municipal elections shall apply in a municipality which has more than one secondary school.
- 9.1.4 Each secondary school student council or parliament shall be invited to elect one Student Trustee nominee who shall be the candidate for the municipality. The notice shall also invite each secondary school student council or parliament to elect ten (10) Student Trustee electors for the municipal election.
- 9.1.5 The elections for either Student Trustee nominees or electors may be either a direct election from the entire student body or an indirect election from the student council or parliament. The elections for the electors shall take place at the same time or prior to the elections for Student Trustee nominees.
- 9.1.6 The municipal elections shall be moved annually among the secondary schools in the municipality so that all secondary schools have an opportunity to host the election.
- 9.1.7 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote. In each municipality, the candidate receiving a clear majority shall be declared the municipal Student Trustee nominee for the electoral college. A clear majority is 50 per cent plus one of the total votes cast. Should no candidate receive a clear majority of the votes cast, the name of the candidate with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one candidate has a clear majority.

Stage II: Electoral College Process

- 9.1.8 The Director of Education or designate shall cause three electoral colleges to take place in a secondary school in Ajax-Pickering, Oshawa-Whitby, and Brock- Scugog-Uxbridge. The three electoral colleges will meet before April 30 in each school year. The Board will pay for any transportation or other expenses such as food or the printing of ballots.
- 9.1.9 Each municipality in the electoral college will receive 40 votes for the election. The votes shall be divided equally among the number of schools in an area. If the division of votes is such that a whole number of votes per school is not determined, additional votes shall be apportioned by lottery through the Director's office. The secondary school student council or parliament shall elect the assigned number of electors for the electoral college. Any school which declares that it will not send delegates to the electoral college will have its votes divided among the remaining schools for the

- municipality according to this process.
- 9.1.10 The function of each electoral college is to elect one Student Trustee.
- 9.1.11 Each electoral college will have any appropriate number of staff advisors to help conduct the Student Trustee nominees' speeches and the balloting.
- 9.1.12 The winning candidate from Stage 1 shall be the municipal candidate for the electoral college.
- 9.1.13 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote.
- 9.1.14 In each electoral college, the Student Trustee nominee receiving a clear majority shall be declared elected. A clear majority is 50 percent plus one of the total votes cast. Should no Student Trustee nominee receive a clear majority of the votes cast, the name of the student nominee with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one Student Trustee nominee has a clear majority.
- 9.1.15 In the event of an equality of votes, there shall be a final ballot and should there be another equality of votes, the candidates shall draw lots to fill the position of Student Trustee.
- 9.1.16 The location of the electoral college for Student Trustee will be rotated annually among the municipalities to be represented by the Student Trustee (e.g. Oshawa-Whitby). Within a municipality, the school location of the electoral college shall be moved for each election, so that over the course of several years, all secondary schools in the municipality will have an opportunity to host the electoral college.
- 9.1.17 The Student Trustee nominees and Student Trustee electors shall be qualified according to these Bylaws.
- 9.1.18 Any election material of any kind of media brought to the municipal election or to the electoral college must be approved by the Student Trustee nominee's principal or staff designate.
- 9.1.19 If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process as outlined above.

SECTION 10: ELECTRONIC MEETINGS

10.1 Introduction

The Board shall provide for the use of electronic means for the holding of meetings of the Board and meetings of a Committee of the Board, including a Committee of the Whole. The rules in this section apply to the extent they are not suspended or modified by Provincial regulation.

10.2 Attendance

10.2.1 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every meeting of the Board or Committee of the Whole, the following persons shall be physically present in the meeting room of the Board:

- (a) The Chair of the Board or her or his designate;
- (b) At least one additional member of the Board; and
- (c) The Director of Education of the Board or her or his designate.

10.2.2 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every meeting of the Board or Committee of the Whole, the following persons shall be physically present in the meeting room of the Board.

- (a) The Chair of the Committee or her or his designate; and
- (b) The Director of Education of the Board or his or her designate.

10.2.3 Notwithstanding the foregoing, the Chair is able to preside over a meeting electronically when:

- (a) Weather conditions do not allow the Chair to travel to the meeting location safely; or
- (b) The Chair cannot be physically present at the meeting for health reasons.

10.2.4 Subject to 10.1.2 and 10.1.3, at the request of any Board member or Student Trustee, the Board shall provide the member or representative with electronic means of participating in one or more meetings of the Board or of a Committee, including a Committee of the Whole Board.

10.2.5 A Trustee or Student Trustee who participates in a meeting through electronic means shall be deemed to be present at the meeting.

10.3 Participation of Board Members and Student Trustees

10.3.1 The electronic means shall permit the member or representative to hear and be heard by all other participants in the meeting.

10.3.2 The electronic means shall be provided in such a way that the rules governing conflict of interest of members are complied with.

- 10.3.3 The Board may provide, at one or more locations within its jurisdiction, electronic means to permit participation in meetings by members of the public. Electronic meetings shall be made available for public viewing.
- 10.3.4 The extent and manner of participation shall be determined by the Chair based on the electronic means available.
- 10.3.5 Members of the public participating through electronic means shall not participate in any proceedings that are closed to the public.

Tracked Changes Version – February 7, 2022

*Preserved language is in Blue

By-Law (un-numbered) Bylaws and Procedures - replaced by section 1

1.1 Purpose and Application

1.1 The rules and regulations~~These Bylaws contained within these Bylaws and Procedures~~are enacted by the Board of Trustees (the “Board” or the “Board of Trustees”) of the Durham District School Board (the “DDSB”) shall be the rules and regulations for the order and dispatch of business of The Durham District Schoolto govern the Board and in the Committees thereof~~of the Board and to advance good governance practices at the Board in accordance with the governance structure for school boards established under the Education Act. These Bylaws advance democratic decision making with rules that facilitate fair and respectful debate.~~

1.2 Committees of the Board are Committees with only trustees as voting members. Advisory Committees are not Committees of the Board and they are not governed by these Bylaws (except that certain Advisory Committees are established by the Bylaws and except that the Board is bound by these Bylaws in establishing or dissolving any such committee).

1.3 Any of the rules of procedure contained herein may be~~Subject to any applicable legislation or regulation, any procedural rule(s) in these Bylaws may be~~suspended by a vote of two-thirds majority vote of the members of the Trustees of the Board present (physically or electronically) and voting.

~~Any reference in the Bylaws to a written request or a written notice shall be understood to include an electronic or a faxed notice or request.~~

1.4 In any case for which provision is not made herein~~Subject to any applicable legislation or regulation, any gap in these Bylaws, the procedure to be followed shall be, as near as may be, shall be addressed that followed according to~~by reference to the latest edition of Robert's Rules of Order (“RONR”) The rules contained in the latest edition of Order (“RONR” or “Robert’s Rules of Order”) Robert’s Rules of Order Newly Revised (“RONR”), as may be amended from time to time, shall govern all matters of procedure provided they are not inconsistent with these Bylaws or any special rules of order that the Board may adopt, or with any applicable statutes or regulations.

1.5 Subject to any applicable legislation or regulations, these B~~Bylaws~~ may be amended, at any time, by a two-thirds majority vote of those the members present and voting, at any meeting of the Board, provided that the matters is listed on the agenda prior to the commencement of a Board meeting and notice of intention to introduce such amendment has been given~~provided that in~~written notice of any proposed amendment(s), and any supporting materials, shall have been delivered writing at the previous Regular M~~meeting of the Board, and is referred to in the Notice of the Meeting,~~

Tracked Changes Version – February 2022

*Preserved language is in Blue

~~and provided that such proposed amendment is not in conflict with any statutory provision or regulation then in force.~~

*Preserved language is in Blue

By-Law (un-numbered) Definitions - deleted entirely

~~Director: "A board shall not appoint or employ a person as a director of education unless the person is a supervisory officer who qualified as such as a teacher." (Education Act s. 283(1)).~~

~~"A director of education is the chief education officer and chief executive officer of the board by which he or she is employed." (Education Act s. 283(2))~~

~~Trustee: "A member of a board may be referred to as a trustee for any purpose related to this Act." (Education Act s.1(12)).~~

*Existing By-Law language is in blue

By-Law #1 - Regular Public Meetings [With respect to Bylaws #1 &2, Organizational meeting s.5 of By-Law #1 revised and moved to section 3; Meeting Procedures from Bylaws #1 & 2 substantially revised and moved to section5]

SECTION 3: ORGANIZATIONAL MEETING

1.0 Regular Meetings

3.1 Purpose of Organizational Meeting

3.1.1. An inaugural meeting of the Board shall take place at the first meeting of the Board in December of each year (the "Organizational Meeting") during which the Board shall:

- (a) Elect the Chair and Vice-Chair of the Board;
- (b) Establish and review Committees of the Board;
- (c) Appoint members to Committees of the Board;
- (d) Elect the Chair and Vice-Chair of the Committee of Whole -- Standing; ~~of the Board;~~
- (e) Appoint members to represent the Board on external organizations; and
- (f) Adopt an annual schedule of meetings (including meeting times) ~~of the~~ for Board and ~~its~~ Committee of Whole -- Standings meetings.

3.2 Scheduling of Organizational Meeting

3.2.1. ~~In an election year, the Organizational Meeting will be held immediately following the Municipal Election and no later than seven (7) days after the start of the term of the Board. In all other years~~ The Board will hold the Organizational Meeting at the first meeting in December.

3.2.2. ~~In all other years, the Board will hold the Organizational Meeting at the first meeting in December.~~ In an election year, the Organizational Meeting will be held immediately following the Municipal Election and no later than seven (7) days after the start of the term of the Board.

3.3 Presiding Officer

3.3.1. At the Organizational Meeting, the Chief Executive Officer shall preside until the election of the Chair or, in the absence of the Chief Executive Officer, the members present shall designate the person to preside until the election of the Chair and if a member of the Board is so designated, ~~he or she~~ they may vote ~~at~~ on the election of the Chair.

3.45.0—Election of Chairperson and Vice-Chairperson

~~5.1~~ ~~In accordance with the Education Act, 1998, Section 208, the election of the Board Chairperson shall take place at the first meeting of the Board in December of each year, designated as the Inaugural Meeting.~~

~~5.2~~ 3.4.1. ~~Written or oral nominations, including and self-nominations, shall be received by the Secretary of the Board who is acting as Chairperson~~presiding officer.

~~5.3~~ ~~When two or more trustees~~members are nominated and have agreed to stand, voting shall ~~then begin~~be by secret ballot.

3.4.2. ~~————~~Nominees for the position of Chair and Vice-Chair shall be present at the Organizational Meeting or, if absent, shall have declared in writing to the Secretary of the Board their intention to stand as candidates for the positions.

~~5.35.4~~ 3.4.3 ~~When an election is held, the Secretary of the Board~~presiding officer or designate and other scrutineers so designated by the Secretary of the Board~~the presiding officer~~ shall count the ballots.

~~5.45.5~~ 3.4.4. ~~The member receiving a clear majority (which shall mean at least 50% plus 1 of the total votes cast)~~vote of the members present and voting shall be declared elected~~the~~ Chair.

~~5.6~~ 3.4.5. ~~Should no member receive such a clear majority, of the votes cast,~~ the name of the member receiving the smallest number of votes shall be dropped and the members shall proceed to vote a new and so continue until the ~~Chairperson~~ is elected.

~~5.7~~ 3.4.6.—~~In the event of an equality of votes, there shall be another ballot and, should there be another equality of votes, the candidates shall draw lots to fill the position.~~

3.4.7. ~~5.8~~ ~~————~~The Secretary~~presiding officer~~ shall announce the result ~~of the ballot by~~ declaring the name of the member who has ~~received a clear majority of the votes cast~~been elected chair.

3.4.8. ~~————~~Once elected, the chair shall then assume the role of ~~Chair~~presiding officer.

3.4.95.9 ~~————~~This same procedure as outlined in subsections 5.1 through 5.7 in this (section 3.4) shall apply to the election of the Board Vice- Chairperson of the Board., except that the Board Chairperson shall preside over the election, in place of the Secretary of the Board.

~~5.10~~ ~~————~~Nominees for the position of Chairperson and Vice Chairperson shall be present at the meeting in which the election is held or, if absent, shall have declared in writing to the Secretary of the Board their intention to stand as candidates for the positions.

~~5.11~~ ~~————~~The Chairperson shall then take the Chair and continue to serve until the next Inaugural

~~Meeting. Resignation of the chairperson may take place upon one week's written notice or upon being removed from office on a two-thirds clear majority of the trustees voting at a meeting of the Board.~~

3.4.10 The Chair and Vice-Chair serve in these roles until the next Organizational Meeting but may resign from that role upon one week's written notice delivered to the Secretary of the Board. The Chair and/or Vice-Chair may be removed from the role on a two-thirds majority vote of the members present and voting.

~~5.12—3.4.11. In the event that~~If the Chairperson of the Board resigns the office or is removed from office, the Board Vice-Chairperson of the Board shall assume the role of chairperson Chair until the next regularly scheduled Board meeting. At that meeting, the election of a new Chairperson shall be held and, if the Vice-Chair is elected as the Chair, if necessary, the election of a new Vice-Chairperson shall also be held.

3.4.12 If Chair and Vice-Chair of any Committees have not been elected at the Organizational Meeting, the Committee will elect a Chair and Vice-Chair from amongst themselves.

3.4.13 The term of office of a Committee Chair and Vice-Chair shall be one year, or until the next Organizational Meeting, whichever comes first.

3.4.14 A Committee Chair and Vice-Chair may be re-elected to a subsequent term(s) of office by the Committee, subject to any appointments made at Organizational Meeting each year.

SECTION 5: BOARD AND COMMITTEE MEETINGS - RULES AND PROCEDURES

1.05.1 Parliamentary Authority Purpose

~~5.1.1 The rules contained in the current edition of~~The purpose of these rules and procedures, as supplemented by Robert's Rules of Order Newly RevisedRONR, is to facilitate meaningful, respectful, and orderly debate to advance the interest of the Board. shall govern all matters of procedure, statutes, or regulations in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Durham District School Board may adopt or any statutes or regulations. All trustees will endeavor to comply with these rules and procedures, but it is recognized that, in many circumstances, good judgment, co-operation and good faith will do more to advance the interests of the Board than strict adherence to procedural technicalities.

4.05.2 Board Quorum

~~4.15.2.1.~~ A Quorum of the Board shall consist of a simple majority of the Board members elected or appointed to the Board under the statutes of Ontario.

~~5.2.2. Quorum of a Board committee shall consist of a majority of the member of the committee.~~

~~4.25.2.3.~~ Should there ~~not~~ be no a quorum present at a meeting within fifteen minutes after the time appointed for the commencement of the meeting, the names of those present shall be recorded and the meeting shall stand adjourned until the next regular or special meeting unless ~~the person presiding secures~~ the unanimous consent of those present to delay adjournment for an additional fifteen minutes, in which event, unless a quorum then be present, the meeting shall be so adjourned.

~~4.3~~ — In the event that the Chairperson does not attend within five minutes after the time appointed for ~~the meeting~~, the ~~Vice-Chairperson~~ shall ~~preside during the meeting or until the arrival of the Chairperson~~. In the absence of both, the members shall come to order and a chairperson of the meeting shall be chosen who shall ~~preside during the meeting or until the arrival of the Chairperson or the Vice-chairperson~~.

~~4.4~~ — In the absence of the Director of Education, the Chairperson of the meeting shall appoint a ~~person to act as a secretary of the meeting~~.

2.05.3 Public Attendance at Board MeetingsPublic Sessions

~~5.3.1.~~ The public is welcome to attend meetings of the Board.~~Except as permitted under section 207 of *The Education Act, 1998*, outlines the conditions for access to meetings and the regulations thereunder, all meetings of the Board and Committees of the Board shall be opened to the public.~~

~~5.3.2~~ No person member of the public or staff will engage in conduct that is negative, critical, or derogatory towards any other person, or engage in any behaviour that is disruptive to the meeting. Any such conduct may result in exclusion from a meeting.~~Excerpts from the Education Act, 1998:~~

~~a) Section 207 (1):~~

~~The meetings of a Board and, subject to subsection (2), meetings of a Committee of the Board, including a Committee of the Whole Board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct.~~

~~b) Section 207 (2):~~

~~A meeting of the Board, including a Committee of the Whole Board, may be closed to the public when the subject matter under consideration involves:~~

- ~~i.~~ ~~the security of the property of the Board;~~
- ~~ii.~~ ~~the disclosure of intimate, personal, or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board, or a pupil or his parent or guardian;~~

~~iii. the acquisition or disposal of a school site;~~

~~iv. decisions in respect of negotiations with employees of the Board; or,~~

~~v.i. litigation affecting the Board.~~

5.4 Closed Sessions

5.4.1 Resolutions passed in closed session of a Committee are of no force or effect unless and until approved at a meeting of the Board. Any such approval will be done by adopting the resolution(s) of the Committee in a manner that maintains the confidentiality of the matter unless the Committee has pre-authorized making the resolution public.

5.4.2 Minutes of all eCommittee closed sessions shall be provided to the Committee of Whole – Standing for consideration, except for Committee of the Whole – Standing whose minutes shall be provided to the Board for consideration, and shall remain confidential, unless the eCommittee has pre-authorized the release of all or part of the information.

5.4.3 A staff recording secretary should be present for all closed session Committee meetings. In the absence of the recording secretary during a closed session, the presiding officer shall appoint any member or other staff person to act as secretary for that meeting.

5.4.4 Committee sessions closed to the public may have staff in attendance as may be determined appropriate by the Chair of the committee in consultation with the Director. The Chair of a Committee may require that the Director not attend all or part of a closed session when the Director’s performance, employment contract or any related matter is under consideration by the eCommittee.

5.4.5 Matters discussed in closed session of a Committee must not be communicated to any person not present at the closed session, unless: the person is a Trustee; or the disclosure is pre-approved by the Committee; or the disclosure is to the Integrity Commissioner in relation to the Code of Conduct.

5.4.6 Trustees are expected to maintain strict confidentiality of any matter dealt with in closed sessions and are bound by the confidentiality and protection of privacy provisions under the Education Act, the DDSB’s Member Code of Conduct and the Municipal Freedom of Information and Protection of Privacy Act.

5.5 Scheduling and Agendas

1.1 — 5.5.1. Unless otherwise ordered by special motion of the Board, Regular Meetings of the Board shall will be held in camera on the third (3rd) Monday in each month, beginning commencing at 7:00 p.m. or, in any case where that Monday is a statutory holiday or other

school holiday, the meeting will be held on ~~Should the date of any meeting of the Board fall on a statutory, civic, or school holiday, the meeting will be held on the~~ Tuesday of the same week or the Monday of the following week. As may be deemed appropriate by the Chair in consultation with the Director, the Board will convene into Committee of Whole, closed session, prior to the commencement of the public Board meeting, typically commencing at 6:00 p.m. and again, if necessary, following public session, in which case the meeting shall not extend past 11:00 p.m.~~The public session shall commence at 7:00 p.m.~~

5.5.2 The Board may vary the schedule for regular ~~board~~ Board meetings at any time during the year on resolution of a two-thirds majority of the members present and voting.

5.5.3 Subject to the procedures described below ~~D~~draft Agendas for Board meetings shall be determined by the Chair in consultation with the Director. Agendas for Committee meetings shall be determined by the Committee Chair in consultation with the Director.

5.5.4 The Chair and the Vice-Chair of the Board and the Chair and Vice-Chair of the Committee of Whole – Standing together with the Director of Education and such other staff as the Director may engage from time to time, shall hold at least one session per month (either in-person or electronically) to consider and discuss the agendas for upcoming Board and Committee of the Whole – Standing meetings. An additional Trustee shall be entitled to attend at each meeting. Attendance shall be scheduled annually following the Organizational Meeting with Trustees being scheduled in reverse alphabetical order.

5.5.5 All Trustees shall be provided with advance notice of the date of the meeting referenced in the preceding paragraph and may email the Chair and Vice-Chair of the Board and/or the Chair and Vice-Chair~~r~~ of the Committee of the Whole-Standing to request that an item of business be added to the draft agenda for an upcoming meeting. The email shall disclose the rationale for the proposed addition to the agenda and any factors as to the appropriate timing for the matter to be addressed. If the matter is not added to the draft agenda, the Chair of the Board or the Chair of Committee of the Whole – Standing, as the case may be, shall advise by email of the reason it was not added to the draft agenda and shall copy all trustees.

5.5.6 The Director or designate shall deliver an e-mail notice of each regular Board meeting and Committee of the Whole – Standing accompanied by the agenda and any supporting materials for the meeting, to each Trustee no later than 3 days prior to the meeting (not counting the day of the meeting but counting the day of delivery). At the discretion of the Chair of the Board or Chair of the Committee of the Whole-Standing, as the case may be, supporting materials may be delivered within the 3-day notice period based on urgency or exceptional circumstances.

5.5.7 A matter not on the agenda or directly related to matters on the agenda cannot be introduced at a Board or Committee meeting unless approved by the presiding officer prior to the start of the meeting based on urgency or exceptional circumstances or, if a majority of the Committee or Board amends the agenda prior to approval, ~~if~~ if a member seeks to introduce a matter not on the agenda or directly related to matters on the agenda during the meeting following the approval of the agenda, it may only be introduced by a ~~majority vote~~ 2/3 majority

of the members present and voting. Notice of any change to a draft agenda made prior to the meeting shall be provided to Trustees as soon as possible.

5.5.8 The introduction of a new Board Policy or ~~the~~ an amendment to an existing Board policy shall not be considered unless written notice is provided to Trustees no later than 5 days prior to the meeting (not counting the day of the meeting but counting the day of delivery) together with any supporting materials and provided that notice of the intention to introduce the new board policy or amendment, as the case may be, was given at the prior meeting of the Board. The initial notice to the Board of an intention to bring forward a new Policy or proposed amendment is only proper if the matter, together with any supporting material, was first brought to the Committee of Whole – Standing.

5.5.9 In addition to regularly scheduled meetings, a special meeting of the Board may be called by the Chair or by a majority of the members. In either case, email notice of the call for a special meeting shall be sent to the Secretary of the Board or designate. Reasonable efforts should be made to schedule any such meeting to avoid a scheduling conflict with other scheduled Committee meetings. A special meeting is not a “regular meeting” under the Education Act or the regulations thereunder.

5.5.10 The Director or designate shall deliver an e-mail notice of a special meeting to the members, accompanied by the agenda and any supporting materials for the meeting no later than 24 hours prior to the meeting. At the discretion of the Chair, the 24-hour notice period may be waived based on urgency or exceptional circumstances but notice, the agenda and any supporting materials should be delivered as early as possible prior to the commencement of the meeting.

5.5.11 A matter that is not on the agenda for a special meeting cannot be considered at the special meeting, unless all members are present and consent to amend the agenda to consider the matter.

5.6 Record of Decisions

5.6.1 At all Board and Committee meetings, the Director or designate (typically the recording secretary) shall maintain the minutes of the meeting to make a record of ~~the recommendations made to, and~~ resolutions passed by the Board or Committee, as the case may be, including any recorded votes and any declarations of a conflict of interest.

5.6.2 At each regular Board meeting, draft minutes from the prior regular Board meeting, together with any special Board meeting that may have occurred since the prior Board meeting, shall be presented to the Board for approval.

5.7 Attendance at Meetings

5.7.1 Trustee attendance at regular Board meetings is governed by the Education Act and the regulations thereunder.

~~5.7.21.2 — A Trustee who cannot attend a Board Meeting should notify the Trustees' Office Secretary of the Board or designate as early as possible. and if it should appear that there will be no quorum will be lacking for a meeting, the Secretary shall notify the Chairperson of the Board Chair, and, at the Chair's discretion, who will instruct the Secretary to notify the trustees of the meeting may be postponed or cancellation cancelled of the meeting and notice thereof shall be delivered to the Trustees as soon as possible.~~

5.7.3 In accordance with section 228 (1) of the Education Act, a Trustee vacates their seat if they are absent (electronically or physically), as recorded in the minutes, from three (3) consecutive regular Board meetings, unless authorized by resolution of the Board or if one of the exemptions in the Education Act is engaged.

5.7.4 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, and subject to any accommodation as to attendance provided under the Board's Attendance Accommodation Policy, Trustees must be physically present for at least three (3) regular Board meeting annually.

5.7.5 When a seat becomes vacant, the provisions of the Education Act, and any relevant provision(s) of these Bylaws, shall govern the filling of the vacancy.

5.7.6 At the Organization Meeting each year, the Chair will deliver to the Board an annual report of Trustee attendance at meetings of the Board and Committee of the Whole - Standing since the last Organizational Meeting.

5.8 Electronic Participation

5.8.1 Members attending a meeting electronically must advise the Chair when they join the meeting to be deemed present at the meeting.

5.8.2 Members who leave the meeting before adjournment, whether temporary or permanent, shall advise the Chair.

~~5.8.3 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every Board or Committee of the Whole meeting, the following persons must be physically present:~~

~~(a) The Board Chair or designate;~~

~~(b) At least one additional member of the Board; and~~

~~(c) The Director of Education or designate.~~

~~5.8.4 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every Committee meeting, the following persons must be physically present:~~

~~(a) The Committee Chair or designate; and~~

~~(b) The Director of Education or designate.~~

~~5.8.5 Notwithstanding the foregoing, the Chair is able to preside over a meeting electronically when:~~

~~(a) Weather conditions do not allow the Chair to travel to the meeting location safely; or~~

~~(b) The Chair cannot be physically present at the meeting for health reasons.~~

~~5.8.65.8.3 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, no more than half of Board or Committee meetings in a twelve (12) month period can be chaired electronically in accordance with Ontario Regulation 463/97.~~

~~5.8.75.8.4 All members participating via audio or video conference who are not speaking must use the mute function on their device. Members will make every effort to avoid disrupting a meeting by turning personal and electronic devices to a non-audible function, reducing all background noise (including audible sounds transmitted from placing a call on hold), and refraining from private conversations.~~

5.9 Presiding Officer

~~5.9.1 Unless specified otherwise in these Bylaws, the Chair of the Board (or Vice-Chair in the Chair's absence) and the Chair of a Committee (or Vice-Chair in the Chair's absence) will be the presiding officer for meetings of the respective Board or Committee. If a meeting of a Committee moves into closed session, the Vice-Chair will be the presiding officer.~~

~~5.9.2 If the Chair does not attend within five minutes after the time appointed for the meeting, the Vice-Chair shall preside during the meeting or until the arrival of the Chair. In the absence of both, the members shall come to order and a presiding officer shall be chosen by a majority of the members present and voting who shall preside during the meeting or until the arrival of the Chair or the Vice-Chair.~~

~~5.9.3 No member of the Board or Committee will preside at a meeting during the consideration of a motion when that member has declared a conflict of interest.~~

~~5.9.4 In the absence of the Director of Education, the presiding officer shall appoint a person to act as a secretary of the meeting.~~

5.10 Quorum

~~5.10.1 A quorum is the minimum number of members necessary to conduct a meeting which represents a majority of the members.~~

5.10.2 Where a member is participating electronically, their attendance will be included for quorum as long as they remain electronically connected to the meeting.

5.10.3 If a quorum is present, a meeting shall commence within fifteen (15) minutes of the meeting start time as shown in the agenda.

5.10.4 If a quorum is not present within fifteen (15) minutes after the scheduled start time shown in the meeting agenda, the names of the members present will be recorded and the meeting will be cancelled.

5.10.5 At a Board meeting, if a quorum is lost during the course of the meeting, the Board will stand in recess. If quorum cannot be re-established within fifteen (15) minutes of the Board recessing due to a loss of quorum, the Board will stand adjourned.

5.10.6 At a Committee meeting, if a quorum is lost during the course of the meeting, and the remaining members of the Committee determine that quorum cannot be re-established, the Committee will stand adjourned.

5.11 Acknowledgement of Traditional Lands

5.11.1 All Board and Committee meetings will include an acknowledgement of the Traditional Territories/Ancestral Lands of ~~Aboriginal~~ Indigenous peoples recited by presiding officer or as the presiding officer may suggest.

~~1.3 Notice of each regular meeting, accompanied by the agenda for the meeting, shall be delivered to each trustee at least 72 hours prior to the time the meeting is to take place. The Chairperson of the Board will publish an annual report of trustee attendance at Board Meetings and Standing Committee Meetings in December of each year.~~

~~1.4 Meetings of the Board shall not extend beyond the hour of 10:00 p.m. unless by majority consent of all the members present. If, at that time, there is no quorum, the meeting shall forthwith be adjourned. In the event that the meeting continues past the hour of 10:00 p.m. and no motion to extend has been put, all business conducted after 10:00 p.m. shall be deemed to be regular.~~

~~1.5 The in-camera portion of meetings of the board shall not extend past 11:00 p.m.~~

5.12 Debate/Voting

5.12.1 Members and participants in a meeting will address their comments through the Chair of the meeting.

5.12.2 Members shall not interrupt another member who has the floor, except as permitted hereunder or under Robert's Rules of Order (for example, to raise a point of order or question of personal privilege).

5.12.3 Members shall confine their comments to the merits of the motion being considered.

5.12.4 The Chair is entitled to move or second a motion, but only once they have passed the role of presiding officer to another member for the duration of the matter under consideration. The Chair will resume the role of presiding officer once the motion has been dealt with.

~~5.12.5 At any time before a motion is put to a vote, a member may request that the motion be read aloud.~~

5.12.65.12.5 The mover of a motion shall be given first opportunity to speak. A member who has not spoken in debate has preference in recognition to speak over a member who has already spoken. At Board meetings, each member may speak twice, up to four minutes on the first occasion, two minutes on the second occasion, on each debatable motion. The Board may consider extending or limiting the time for debate at the commencement of the Board meeting or on any given motion, in accordance with the provisions of Robert's Rules of Order.

~~5.12.75.12.6 At a Board meeting, a member who has not spoken to a motion may move that debate on the motion be closed and that the pending motion be put to a vote. Such a motion is not debatable. Before putting a motion to end debate to a vote, the Chair shall provide any member who has not spoken to the main motion with an opportunity to do so. It is expected that members will limit their comments on a motion to no longer than the predetermined amount of time as set at the time the motion is put forth.~~

~~5.12.85.12.7 If a motion to end debate at a Board meeting will only pass on two-thirds (2/3) majority of the members present and voting is supported by majority, If the motion to end debate carries, no further debate can take place on the main motion and the Chair shall put the pending motion to a vote.~~

~~5.12.95.12.8 Trustees who are not members of a Committee may attend any Committee meetings but are not entitled to debate or vote. Only Committee members may debate and vote at Committee meetings.~~

~~5.12.105.12.9A member, who is present and fails to vote on a motion, will be deemed to have abstained from voting.~~

~~5.12.115.12.10 It is for members to declare their own conflict of interest and no other member may declare a conflict of another member. A member who declares a conflict of interest must abstain from voting, and will be recorded as abstaining due to a conflict of interest. When a member abstains due to a conflict of interest, their vote will be recorded neither for nor against the motion, and the number of members required to pass a vote will be reduced by the number of members with a declared conflict because the results of a motion are determined on the basis of the members present and voting.~~

~~5.12.125.12.11 Before a motion is voted on, a member may request that a motion~~

containing divisible parts be voted on separately.

5.12.12 At any time before a motion is put to a vote, the Chair shall read the motion aloud.

5.12.13 When a motion is put to a vote, the Chair will first call votes in favour and then votes against. The Chair is entitled to vote on any motion, but it is expected that ~~typically~~ the Chair will typically abstain and only vote on a motion once all other votes have been counted and only if the Chair's vote would be determinative of the result of the motion. This is particularly applicable for the Board Chair and the Chair of the Committee of the Whole – Standing. It is expected that other Committee Chairs may choose to exercise their voting rights more often given the informal nature of committees.

5.12.14 After a vote is taken, the Chair shall declare whether the motion was carried or defeated.

5.12.15 A tie vote means the motion is defeated.

5.12.16 Votes taken at Board and Committee meetings ~~and at Committee meetings [but not at Committee meetings?]~~ may be recorded.

5.12.17 A student trustee is not a member of the board and is not entitled to exercise a binding vote on any matter before the board or any of its committees.

5.12.18 A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its committees on which the student trustee sits, and if no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

5.12.19 A student trustee is entitled to require that a matter before the board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case, there shall be a recorded non-binding vote that includes the student trustee's vote and a recorded binding vote that does not include the student trustee's vote.

5.12.20 Subject to the notice requirements as to a new Policy or an amendment to an existing Policy or to these Bylaws, any member present at a Board meeting, or at a Committee meeting on which the member sits, may move or second a motion related to an item on the Agenda, unless disqualified from participating due to a conflict of interest.

5.12.21 A motion that has been moved and seconded is considered to be on the floor and will be decided by a vote, ~~unless withdrawn~~. A motion need not be seconded during a committee meeting, except during meetings of Committee of the Whole and Committee of the Whole – Standing.

5.12.22 A member who moved a motion may only withdraw it from consideration before the vote is taken on the motion if no other member present objects to the withdrawal.

Motions - Order of Precedence

5.12.23 When a motion is being considered, no other motion will be considered except a motion of precedence, as set out in RONR.

5.12.24 A motion of precedence may be introduced and will take precedence over any current motion under consideration. ~~A chart outlining the precedence of common motions as stipulated in RONR is attached as Appendix "B". The chart is included for convenience and in the event of any conflict between the chart and the terms of RONR, the terms of RONR will govern.~~

5.12.25 ~~12.24~~ If a motion of precedence is defeated, another motion of precedence to the same effect cannot be made until some other business has been taken up and decided.

Chair Ruling on Motion ~~1.4 Chairs Ruling and Appealing the Decision of the Chair~~

5.12.26 ~~12.25~~ The Chair may rule a motion out of order, including if it is not within the jurisdiction of the Board, is contrary to the Education Act or regulations thereunder, is contrary to these Bylaws, is dilatory, frivolous, vexatious or contains no rational proposition.

5.12.27 ~~12.26~~ If a Chair rules a motion out of order, the Chair shall state the rationale for the ruling. ~~The Chairperson shall decide all questions of order stating the rule on which a decision is based.~~

5.12.28 ~~12.27~~ A ruling by ~~The decision of the~~ Chairperson that a motion is out of order is ~~may be subject to~~ appealed and will be reversed on a majority vote of the members present and voting. ~~A majority or tie vote sustains the decision of the Chair. A motion to appeal the decision of the Chair is debatable unless:~~

~~it relates to decorum or a breach in the rules of debate;~~

~~relates to the priority order of business; or~~

~~is moved when an undebatable motion is immediately pending or is involved in the appeal~~

Amendments to a Motion

5.12.29 ~~12.28~~ A motion on the floor may be amended, except those motions that are not debatable or motions that are not amendable. Motions that are not amendable include:

- (a) Appeal the ruling of Chair or presiding officer;
- (b) End debate;
- (c) Postpone consideration of a motion indefinitely;

- (d) Reconsider a previous decision of the Board;
- (e) Temporarily suspend a provision of the Bylaws;
- (f) Lay a motion on the table;
- (g) Take a motion from the table; or
- (h) Withdraw a motion.

5.12.305.12.29 To be in order, an amendment must:

- (a) Directly relate to the motion it proposes to amend;
- (b) Propose some change in the substance or form of the motion; and,
- (c) Not be contrary to the main concept of the motion it proposes to amend.

5.12.315.12.30 The vote on the motion, an amendment and any amendment(s) to the amendment(s) will be taken separately and in the reverse order of that in which they were moved.

Motion to Refer

5.12.325.12.31 A matter may be referred to:

- (a) The Board;
- (b) Any Committee of the Board; or
- (c) The Chair of the Board; or
- (d) The Director of Education or designate.

Extending Meeting Time

5.12.335.12.32 Unless provided for otherwise in these Bylaws, no Board or Committee meeting will continue in session beyond 10 p.m., unless upon the consent of the majority of members present and voting, the meeting is extended for a defined period of time to finish debate on matters currently on the floor or to address any matter on the agenda that may be of an urgent or time sensitive nature. Additional motions to further extend the meeting time are in order. In no case, will the meeting extend beyond 11 p.m.

Motion to Reconsider

5.12.345.12.33 Subject to the limits prescribed in RONR:

(a) a decision of the Board made earlier in an ongoing (current) meeting may be reconsidered on a motion without notice. A reconsideration motion may only be brought by a member who voted on the prevailing side of the previous motion.

(b) a previous decision of the Board cannot be reconsidered for at least twelve (12) months after the decision was made unless by resolution approved by a two-thirds (2/3) majority of the members present and voting and provided notice of the proposed reconsideration shall have been provided at the prior Board meeting.

Point of Order

5.12.355.12.34 A member may advise the Chair when they believe that a departure from the Bylaws, as supplemented by RONR, has taken place by raising a point of order.

5.12.365.12.35 Subject to certain exceptions as stipulated in RONR, a point of order must be raised promptly at the time of the alleged breach. A member may interrupt another member to raise a point of order.

5.12.375.12.36 The point of order in question must be clearly stated by the member.

5.12.385.12.37 The Chair shall decide on the point of order without debate.

5.12.395.12.38 The Chair may consult with the General Counsel and may declare a recess in order to consider the point of order.

5.12.405.12.39 A member may interrupt the meeting to introduce a motion to appeal the ruling of a Chair. A majority of members present and voting will overturn a ruling of the Chair.

5.12.415.12.40 If the appeal from the decision of the Chair results in a tie vote, the Chair's decision on the point of order will be upheld.

Questions of Privilege

5.12.425.12.41 Any member may raise a question of privilege, either a question of privilege affecting the Board, or a question of personal privilege.

5.12.435.12.42 Questions of privilege affecting Board include matters such as noise,

comfort or safety. Questions of personal privilege affecting a member include the reputation or treatment of the member or staff, as well as any member of the public and the member's ability to exercise rights and privileges.

5.12.445.12.43 A question of privilege must be stated clearly and should include the remedy or resolution requested by the member.

5.12.455.12.44 A question of privilege will not be in order if the remedy or resolution requested exceeds the power or ability of the Chair, Committee or Board.

5.12.465.12.45 The Chair will decide on the question of privilege without debate.

5.12.475.12.46 The Chair may consult with the General Counsel and may declare a recess in order to consider a question of privilege in order to make a decision.

5.12.485.12.47 A member may appeal the ruling of a Chair on a point of privilege. A majority vote of members present and voting will overturn a decision of the Chair.

5.12.495.12.48 If the appeal from the Chair's decision results in a tie vote, the Chair's decision on the question of privilege will be upheld.

Parliamentary Inquiry

5.12.505.12.49 A member may ask a question about the rules of procedure relevant to any matter or issue before the Board. The Chair will answer the question if it would assist the member to make an appropriate motion, raise a proper point of order or understand the effect of a motion or ruling. The Chair is not obliged to answer hypotheticals. The Chair may consult with the General Counsel in providing an answer.

5.12.515.12.50 The answer provided by the Chair is an opinion and is not subject to appeal. The member may act contrary to opinion and may then appeal any adverse ruling by the Chair.

Point of Information

5.12.525.12.51 A member may ask a question directed to the Chair, or through the Chair to another member, for information relevant to the matter at hand but unrelated to parliamentary procedure.

1.3 Rules of Debate

~~Each member may speak twice, up to four minutes on the first occasion, two minutes on the second occasion, on each debatable motion. The maker of the motion shall be given first opportunity to speak. A member who has not spoken in debate has preference in recognition to speak over a member who has already spoken.~~

3.1—Special Meetings

~~3.2—Special meetings of the Board shall be at the call of the Chairperson, or on the written request of a simple majority of the Board. When special sessions are being scheduled, every attempt should be made to avoid conflicting with dates of other scheduled meetings of the Board or Committees. Written notice of an intended special meeting, accompanied by a statement of all the business intended to be transacted, must be delivered to the trustees 24 hours before the meeting is to take place. No other business shall be considered unless all members of the Board are present and unanimously agree. The 24-hour notification time limit may be waived by the Board Chairperson in the event of an emergency requiring Board action, and every attempt will be made to notify all trustees prior to the meeting. Special meetings shall not be considered "regular meetings" as described in the Education Act, 1998, Section 229.~~

By—Law #2 Rules of Procedure—Board 1.2 Notice of Motion

~~Notice must be provided to bring forward any substantive motion to the Board to amend a Board policy, or to request the establishment of a new policy. Such notice shall be a minimum of five (5) days (including holidays and weekends and the day the notice is sent, excluding the day of the meeting). The notice, along with any supporting materials, shall be included in the agenda package.~~

~~Under extenuating circumstances where Board action is immediately required, notice may be waived, by a two thirds vote, so long as every attempt has been made to notify all trustees prior to its consideration.~~

*Preserved language is in blue

By-Law #3 - Public Presentations to Board and Committee Meetings [no substantial changes -now found in section 5.13]

1.0 — Introduction 5.13 Public Participation in Meetings

~~1.1~~ 5.13.1 In keeping with ~~Durham District School Board Policy #1200—the Board's Policy on~~ Public Consultation, the ~~Durham District School Board~~ welcomes presentations by individuals and groups. Presentations shall be made in the first instance to the Committee of Whole ~~with the~~ Standing Committee.

~~1.2~~ The following procedure shall apply in all cases:

2.0 — Approval to Present

~~2.1~~ 5.13.2 In Order to obtain permission to make a presentation to the Committee of Whole – Standing, ~~Each a presenter person must apply to present (see 3.1)~~ shall email the Director at least eight working days before the next scheduled meeting of the Committee of Whole – Standing. ~~committee (except as in 2.3 below). A presenter to the Committee of Whole – Standing may also be invited to present at a Board Meeting, at the discretion of the Chair of the Board.~~

~~2.2~~ 5.13.3 ~~Application may be made to the Office of the Director. Any application submitted to the Office of the Director shall be sent forwarded to the Chair~~ person of the Committee of Whole - Standing Committee.

~~5.13.4~~ **3.0 — Submission**

~~3.1~~ Any application ~~An email requesting permission to present to the~~ Committee of Whole - Standing Committee shall state in detail:

- (a) State the matter to be discussed;
- (b) Include materials intended to be distributed to trustees;
- (c) Provide the name of any organization or interested party to be represented;
- (d) Confirm the authority of the spokesperson.

~~2.3~~ 5.13.5 Any application to present at the Committee of Whole - Standing Committee shall may be approved at the good faith discretion of the ~~Chairperson~~ of the Committee of Whole - Standing Committee who shall:

~~(e)~~ (a) determine if ~~the~~ an opportunity for presentation is available through any other public consultation process, which shall be utilized prior to approval being given;

~~(f)~~ process, which shall be utilized prior to approval being given for presentation in

the Boardroom;

~~(g)(b)~~ determine the date on which any approved ~~the presentation~~ shall take place; ~~Notwithstanding 2.1, the~~

~~(h)~~ Standing Committee Chairperson may waive the notice of eight working days in

~~(i)~~ certain situations;

~~(j)~~ (c) limit the number of presentations at any meeting to allow the Committee of Whole - Standing Committee sufficient time to conduct its business.

~~(k)~~ time to conduct its business.

~~2.4~~ Approval to present at a Board meeting is at the discretion of the Chairperson of the Board.

5.13.6 The Chair may waive the eight working days' notice period.

~~3.2~~ 5.13.7 Presenters should use the appropriate format and protocol for presentations, available from the Director's Office.

~~3.3~~ The Chairperson of the Board or Standing Committee shall delay the distribution of any materials which may not be acceptable under Freedom of Information legislation or any other legislation.

~~3.4~~ 5.13.8 Anyone wishing to make a presentation shall be informed if the issue to be addressed will be discussed at any meeting of the Board or Committee of Whole - Standing Committee of the Board prior to her or his opportunity to present.

~~4.0~~ Presentations

~~4.1~~ Presentations shall be heard at all Standing Committee meetings commencing at 7:00 p.m. or as soon thereafter as is practicable.

~~4.25.13.9~~ Presenters shall be limited to speaking not more than 15 minutes including time for questions. At the discretion of the Chair person of the Committee of Whole - Standing, this may be extended for a specific amount of time or deferred to a later point in the meeting.

~~4.35.13.10~~ Presenters shall be restricted to topics outlined in the application.

~~5.0~~ Decisions

~~5.15.13.11~~ One or more presentations on a topic do not necessarily lead to a Committee of Whole - Standing Committee or Board decision. The Standing Committee Chairperson shall direct presenters to any added sources of information if appropriate. The topic of a presentation should not be debated by Trustees unless and until it is on an agenda.

~~5.2~~ If a presentation raises one or more issues that require decision, the Standing Committee shall deal with the issue(s) at the Board Meeting following the presentation. Any exceptions to this rule shall be at the majority vote of the Standing Committee.

~~5.3~~ When a decision is required on the topic raised by a presentation, presenters shall be notified in writing of the meeting at which the decision is to be made or a staff report is to be considered.

~~5.4~~ If a presentation is approved by the Chairperson of the Board and placed on a Board Meeting agenda, issues raised by the presenters that require decision may be referred to a committee or placed on a future Board agenda.

~~5.5~~ If items are referred by the Board, the Standing Committee shall deal with each item as soon as possible after such referral.

6.0 — Public Question Period

6.1 5.13.12 In addition to appearing before the Board as a delegation, members Members of the public ~~are invited to~~ may also pose questions of a general nature or regarding Board processes to the Board at ~~all any r~~ Regular Board M meetings.

6.2 5.13.13. The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chair ~~person~~ shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature.

6.3 5.13.14 Subject to the discretion of the Chair, q Questions will shall not be entertained if they relate to a matter which is under consideration by the Board and for which another public input and questioning process is available (e.g. school boundaries, accommodation reviews, school naming).

6.4 5.13.15 The following procedure applies to public question period:

~~(h)~~ (a) Each person shall be allowed to ask one question and one supplementary question.

~~(m)~~ (b) Before the beginning of the Board meeting, the Questioner shall submit the question in writing to the Executive Officer of Communications;

~~(n)~~ the Manager Executive Officer of Communications;

~~(e)~~ (c) The Questioner shall be called to the podium;

~~(e)~~ (d) The Questioner or, if the Questioner prefers, the Chair ~~person~~, shall read the question;

~~(e)~~ (e) The question shall be addressed by the Chair ~~person~~ who may direct staff to

answer;

~~(f)~~ The Questioner may ask a supplementary question for clarification;

~~(g)~~ Questions to individual trustees will not be addressed at public question period; -

• ~~(h)~~ Individual Trustees will not respond or comment on questions posed.

*Preserved language is in blue

By- Law #4 - Standing Committee [Substantial changes to Bylaws 4- 7 dealing with Committees – now found in section 4]

SECTION 4: COMMITTEE STRUCTURE AND COMPOSITION

4.1 Approval of Committees

4.1.1 The Board shall consider and approve the Board’s Committee structure and composition on an annual basis at the Organizational Meeting and as otherwise may be deemed appropriate by the Board.

4.2 Committee of the Whole and Committee of the Whole - Standing

4.2.1 The Committee of the Whole will be composed of all Trustees with full participation and voting privileges.

4.2.2 The term of the Committee of the Whole will coincide with the term of the Board.

4.2.3 During a Board meeting, the Board may convene into Committee of the Whole by majority vote of members present and voting to consider matters in closed session, as permitted under section 207 of the Education Act, or for any other reason the Board may deem appropriate. In any such case, the presiding officer for the Committee of the Whole will be the Vice-Chair of the Board.

1-04.2.4 The Board shall meet as a Standing Committee of the Whole shall also meet regularly on the first (1st) Monday of the month (which shall be referred as “The Committee of Whole – Standing”). Should the date of such a Standing Committee meeting fall on a statutory, civic, or school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week. All Trustees shall sit on the Standing Committee.

1-14.2.5 A Chairperson and Vice-Chairperson of the Standing Committee of Whole - Standing shall be elected at the Inaugural Organizational Meeting of the Board. The presiding officer for any closed session of the Committee of the Whole -Standing shall be the Vice-Chair of the Committee.

1-24.2.6 There will be a quorum for Standing Committee of the Whole – Standing meetings. A trustee who cannot attend a meeting should so notify the Trustees' Office Administrative Assistant as early as possible.

1.3 The Standing Committee shall have access to all board information and the assistance of appropriate staff. The allocation of staff resources is the responsibility of the Director and is monitored by the Director. Where the service required by the Standing Committee necessitates more staff time than can be made available, this situation is to be referred by the Standing Committee Chairperson to the attention of the Board Chairperson for consultation with the Director.

~~1.4 The Standing Committee of the Board shall be dissolved as the Board directs.~~

~~1.5 Tasks assigned to the Standing Committee, if incomplete on the dissolution of the Committee, shall be completed in the succeeding year by the Standing Committee.~~

~~2.0 — Terms of Reference — Standing Committee~~

~~2.14.2.7 It is the function of the Committee of Whole - Standing Committee to consider and debate matters in a more informal way than may available at Board meetings and provide to the Board, in concise form, relevant information and recommendations. Presentations to the Standing Committee are welcomed. The individual or group shall follow the guidelines for "Public Presentation to Board and Standing Committee Meetings" as outlined in By-Law #3. It is necessary that the functions of the Standing Committee to be complementary to the work of the Board and Administration. Except for matters considered in closed sessions, any and all resolutions of the Committee of Whole – Standing shall be set out in a numbered list as an appendix to the minutes and shall be referenced by the Board when it moves to adopt any such resolution.~~

~~4.2.8 Public Presentations to the Committee of Whole - Standing Committee are welcomed. The individual or group seeking to make a presentation shall follow the guidelines for "Public Presentation to Board and Standing Committee Meetings" process and rules set out in as outlined in these Bylaws #3. It is necessary that the functions of the Standing Committee to be complementary to the work of the Board and Administration.~~

~~3.0 — Responsibilities of Standing Committee~~

~~4.2.9 The terms of reference of the Committee of the Whole – Standing are as follows:~~

~~3.1 a) Evaluate and promote the educational programs of the Board and make recommendations to the Board with respect to the operation, amendment, addition or deletion of, or to, the same.~~

~~3.2 b) Conduct, from time to time, studies of existing or proposed educational programs of this or other Boards and report to the Board thereon.~~

~~3.3 c) Receive and seek representations and opinions from staff, area residents, and others, with respect to the educational programs of the Board, both specific and general, to assist in its responsibilities Board policy, including proposed new policy or a proposed amendment to an existing policy.~~

~~3.4 d) Receive reports regarding curriculum development, implementation, and assessment projects.~~

~~3.5 e) Receive and consider communications regarding curriculum issues from agencies, councils, commissions, associations, and societies.~~

3.6 f) Consider other matters involving the Board, including, but not limited to, curriculum, facilities and Employee Relations, and make recommendations to the Board as required.

~~By-Law #54.3~~ ~~–s~~Statutory Committees

~~1.0~~—Obligation to Establish and Maintain

~~4.3.1. Statutory Committees are those committees that~~ the Board must shall establish Statutory Committees and maintain in accordance with as called for in the Education Act and the Regulations made thereunder including.: -

(a) Audit Committee;

(b) Parent Involvement Committee;

(c) Special Education Advisory Committee;

(d) Supervised Alternative Learning Committee(s);

~~(d)~~(e) Accommodation Review Committees.

~~2.0~~—Special Education Advisory Committee

~~The Durham District School Board shall establish and maintain a Special Education Advisory Committee in accordance with Regulation 464/97—Special Education Advisory Committees.~~

~~3.0~~—Supervised Alternative Learning Committee

~~The Durham District School Board shall establish and maintain a Supervised Alternative Learning Committee in accordance with Regulation #374/10—Supervised Alternative Learning.~~

~~4.0~~—Accommodation Review Committees

~~The Durham District School Board shall establish (when necessary) an Accommodation Review Committee in accordance with the Ministry Pupil Accommodation Review Guidelines.~~

~~5.0~~—Parent Involvement Committee

~~The Durham District School Board shall establish a Parental Involvement Committee in accordance with Student Achievement and School Board Governance Act, and Regulations.~~

~~6.0~~—Audit Committee

~~The Durham District School Board shall establish an Audit Committee in accordance with Ontario Regulations.~~

~~4.3.2. The mandate, membership composition and terms of reference for Statutory Committees shall be governed by applicable legislation and regulations.~~

~~4.3.2.4.3.3. The term of appointment of Trustees on the Audit Committee shall be for a two-year term, effective December 2022.~~

~~4.4 Additional Standing Committees~~ ~~By-Law #6 – Non-Statutory Committees~~

~~1.0 Non-Statutory Committees shall be established as necessary by the Board.~~

~~1.1 The function, membership tenure, mandate, and reporting relationship of each committee shall be established as appropriate.~~

~~2.0 Education Finance~~

~~2.1 The Chairperson of the Education Finance Committee shall be elected at the Inaugural Meeting of the Board.~~

~~2.2 The Chair of the Education Finance Committee will be responsible for communicating with the Superintendent of Education/Business and Treasurer, facilitating the introduction of issues to the Standing Committee as the issues relate to Section 4.0 of this By-Law.~~

- ~~4.4.1 There shall be an Education Finance Standing Committee, a Governance and Policy Standing Committee, and a Director's Performance Review Standing Committee, the membership and terms of reference of which are as follows:~~

~~Education Finance Standing Committee:~~

~~2.3 a) Develop and maintain the procedures by which the Board establishes budget objectives and audits the budget expenditures; -~~

~~2.4 b) When deemed necessary by the Board, study and recommend to the Board desirable changes in the Board's financial system; -~~

~~2.5 c) Recommend to the Board expenditures other than those within the Budget; -~~

~~2.6 d) Consider and recommends to the Board the annual Budget; -~~

~~2.7 e) Review the annual financial statement and all expenditures, revenues, trust, capital account reserves, and investment reports; -~~

~~2.8 f) Consider the annual transportation budget; -~~

g) All trustees are eligible to sit on the committee; the Chairperson and Vice-Chairperson shall be elected annually at the Organizational Meeting.

Governance and Policy Standing Committee:

- To ensure all of the Board's policies are up-to-date, accurate and consistent with the current legislation and government requirements;
- To ensure that the Board of Trustees review policies at least once every five years or when required by a new legislative act or regulation, new government policy, resolution of the Board or as recommended by staff;
- To develop policies that are developed with evidence-based data, equitable and reflect the board's vision, values and strategic plan;
- Monitor the effectiveness of board policies through consultation and evidence based data;
- Monitor the effectiveness of Board policies in addressing human rights and equity in consultation with the Human Rights and Equity Advisor, through the Director of Education;
- Report and make recommendations to the Board of Trustees on governance and board policies;
- Review Bylaw/Policies for ad-hoc committees and develop/review/document procedures (document mandate, clearly identify quorum, membership);
- The committee shall meet at least twice annually;
- All trustees are eligible to sit on the committee. The Chairperson and Vice-Chairperson shall be elected annually at the Organizational Meeting.

Director's Performance Review Standing Committee:

a) As set out in the Director's Performance Review Policy

4.5 Advisory Committees

4.5.1 There shall be an Equity and Diversity Advisory Committee and an Indigenous Advisory Committee (which shall be referred to as the Indigenous Advisory Circle).

4.5.2 The purpose of these Advisory Committees is to consider any matter within the jurisdiction of the Board that the committee may deem appropriate and to make policy recommendations to the Board. The membership and composition of these committees, as well as the election of a chair, shall be left to the committee but

members shall include at least one Trustee and/or staff member, at the discretion of the Advisory Committee.

4.6 Additional Committees

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

4.7 Committee Structure

4.7.1 The members of standing committees and ad hoc committees shall be Trustees. The members of a statutory committee are as stipulated by legislation or regulation.

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

4.7.3 The chair of an ad hoc committee or standing committee may be determined by the Chair of the Board, the Board or, failing which, by the committee. The chair of an advisory committee shall be determined by the committee.

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

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

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

4.7.7 Committees are not decision-making bodies and may only make recommendations to the Board. Ad Hoc committees report to, which they shall typically do through the Committee of Whole - Standing. Standing committees report to the Board of Trustees.

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

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

~~By Law #7— Ad Hoc Committees~~

~~1.0— Name and Origin~~

- ~~• 1.1— This By-Law is implemented by the Durham District School Board to regularize the structures and practices of the ad hoc committees created by the Board.~~

~~2.0 Chairperson of Committee~~

~~The Chairperson may be designated by the Board or the Chairperson of the Board. If the Chairperson has not been designated by the Board or the Chairperson of the Board, the Chairperson of each ad hoc committee shall be chosen by the members of the ad hoc committee.~~

~~3.0— Membership, Structure, and Tenure~~

~~3.1— Membership~~

~~Members of an ad hoc committee shall be trustees. The Director shall assign a senior staff person to every ad hoc committee and any other staff needed would be seconded by the senior staff person assigned. The ad hoc committee may seek additional input from other resource people.~~

~~3.2— Tenure~~

~~Trustees shall remain members of the ad hoc committee until the specified task is completed. The Committee, by resolution, may add members to the committee as the need arises. At the completion of the specified task, which would normally be the presentation of its final report, the committee would automatically cease to exist.~~

~~4.0 Mandate~~

~~The mandate of any ad hoc committee is to carry out a specified task as charged by the Board through resolution.~~

~~5.0— Reporting on Ad Hoc Committees~~

~~5.1 — Reporting Relationship~~

~~An ad hoc committee reports to the Standing Committee through the chair of the ad hoc committee~~

~~5.2 — Board Agenda~~

~~A list of ad hoc committees currently at work shall be included in the regular Board agenda.~~

*Preserved language is in blue

By-Law #8 - Filling Trustee Vacancies on The Board of Education [no substantial changes – now found in section 6]

SECTION 6: FILLING TRUSTEE VACANCIES

6.1 The Education Act

~~a) Background~~

~~b) 6.1.1 Section 221 of the Education Act, 1998, allows provides for the a Board to fill a trustee vacancy by either of two means:~~

i. ~~requiring the municipality to hold a by-election, or~~

ii. ~~appointing a qualified person (as defined in the Education Act) to the position, within 90 days of the office becoming vacant. The method of appointment is not specified in the Act.~~

~~c) 6.1.2 A by-election may not be held after March 31 in an election year (i.e., within approximately 8 months of a regularly scheduled municipal election). All costs for a by-election are borne by the Board (subsection 7(3) Municipal Elections Act, 1996).~~

~~d) The method of appointment is not specified in the Act (Section 221(1)(a)).~~

~~e) The Following Steps/Decisions Need to be Considered:~~

~~f) By-Election or Appointment:~~

6.2 Vacancy Committee

~~6.2.1 In the event of a vacancy, the Board shall establish a Vacancy Committee to consider and determine the means of filling the vacancy.~~

~~6.2.2. a) If by-election, the matter is virtually out of the hands of the Board and is the responsibility of the municipality. The process for filling a vacancy in this manner takes approximately 2-1/2 months. All members of the Board are eligible to sit on the Vacancy Committee which shall be made up of at least half of the members of the Board. The Vacancy Committee shall obtain and consider information regarding the implications of holding a by-election, including previous election results and estimated costs, will be provided to the Board.~~

~~b) If appointment, the Education Act requires the vacancy to be filled~~

~~within ninety days after the office becomes vacant. The Board, will by special motion, establish an Appointment Committee with the authority to interview and appoint. The Committee must have quorum of the Board.~~

g) Qualifications:

~~a) The Education Act, 1998, Section 219(1) specifies the qualifications necessary to be elected as a member of a Board (and, presumably, to be appointed):~~

- ~~• qualified to vote for members of the Board~~
- ~~• a resident in the area of jurisdiction of the Board~~
- ~~• disqualifications are outlined in the Education Act, 1998 Section 219(4)(5)(7).~~

h) 6.2.3 For the appointment, there are two options: (i) The Board may choose to appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area providing the candidate remains a qualified person as defined under the Education Act; or (ii) IF the Board chooses to offer the position to a consider a broader range of electors for the appointment in which case, the following actions will occur:

a) Advertising

The vacancy shall be advertised in all the local papers.

b) Applications

- Individuals interested in the position shall be required to submit in writing an application for the position, to be received by the Secretary to the Board.
- The Appointment Vacancy Committee shall establish a deadline for the appointment process.

c) Information Required

Applicants shall be asked to provide the following information:

- i. confirmation of eligibility ~~as per Section 2.2 (a);~~
- ii. why they are interested in the position;
- iii. background, interests, experience, concerns;

- iv. other information they think is pertinent.

Application material shall be copied and distributed to all trustees at least 48 hours prior to an interview date.

d) Information Provided

Upon written or verbal indication from an individual that she/he intends to apply for the position, a package of information shall be made available for pick-up from the Trustees' Secretary, as follows:

- i. Durham District School Board Facts Folder;
- ii. ~~By Law #8 – Responsibilities and~~ These Bylaws including the Member Code of Conduct;
- iii. Schedule of Board and Committee Meetings;
- iv. Committee Membership List.

e) Interviews

- i. The Appointment Vacancy Committee shall establish the interview date and the schedule of interviews.
- ii. Only candidates who have submitted written applications by the deadline date shall be interviewed. Interviews shall be conducted in the Board room. All trustees shall be invited to participate in the interviews. Trustees shall be asked to indicate their intentions about their attendance and participation in the interviews. Each candidate shall be requested to address the Board for up to five minutes, and to respond to questions from the trustees for up to five minutes. Interviews shall be conducted on the Monday of the Board meeting, arranged so that all interviews shall be completed by 4:30 p.m. If an inordinate number of candidates is to be interviewed, a second day for interviews shall be determined by the Chairperson, after consultation with trustees. If a quorum of trustees is present for the interviews, the interviews shall be conducted as part of a special Board meeting. Should a quorum of trustees not be present, those present shall form a Selection Committee which shall make a recommendation to the Board. The chairperson of the Board or designate shall preside over the interviews and be responsible for adhering to the timelines. The interviewing process shall be open to the public. Candidates shall be advised of their right to attend any or all interviews.

f) Voting

- i. Only trustees present for all interviews are eligible to vote.
- ii. Voting shall be by secret written ballot.
- iii. The Director and Superintendent of Education/Business and Finance shall count the ballots.
- iv. On the first ballot, trustees shall vote for three (3) candidates. (Any ballot without three names shall be considered a spoiled ballot).
- v. The ten (10) candidates achieving the greatest number of votes shall proceed to the second ballot. Their names shall be posted in the Board Room. ~~Any candidate who does not receive any votes will be dropped from subsequent voting.~~
- vi. On the second and subsequent ballots, trustees shall vote for only one (1) candidate.
- vii. Voting shall continue, and on each subsequent vote the candidate(s) receiving the lowest number of votes shall be dropped from the ballot until one (1) candidate receives at least a simple majority of votes cast., except on the first ballot.
- viii. Any candidate who does not receive any votes will be dropped from subsequent voting. This shall also apply to all subsequent ballots.
- ix. In the event of a tie, a second ballot shall be cast. If a tie remains, the decision shall be determined by lot.
- x. Following the swearing in of the successful candidate, all ballots shall be destroyed.

g) A recommendation shall be brought forward ~~to the Board in the~~ Committee of the Whole (closed session) to approve the appointed ~~candidate~~. All trustees are eligible to vote on the recommendation. ~~of the selection committee.~~ The person shall be advised by telephone of the Board's decision.

h) The appointed candidate shall attend the next Board meeting at the beginning of the public session to be sworn in.

Preserved language is in blue

By-Law #9 - Trustee Determination and Distribution [No substantial changes – now found in section 7]

SECTION 7: TRUSTEE DETERMINATION AND DISTRIBUTION

7.1 The Durham District School Board (“DDSB”) is a statutory corporation under section 58.5 of the Education Act, R.S.O, 1990, C. E.2, (the “Education Act”). The Board of Trustees is the governing body of the DDSB. The duties and powers of the Board of Trustees are as set out in the Education Act. Decision making authority rests with the Board of Trustees as a single body, not with individual trustees.

7.2 The number and distribution of elected trustees is determined pursuant to the provisions of the Education Act and the regulations thereunder.

Preserved language is in blue

By-Law #10 - Durham District School Board Responsibilities [largely deleted – a few key statements on this topic are now in Section 2]

SECTION 2: ROLES AND RESPONSIBILITIES

2.1 Board of Trustees

~~2.1.1 The Education Act provides for the establishment of locally elected school boards responsible for operating publicly funded schools within their jurisdiction and for the delivery and quality of educational programs and services. Legal accountability for board decisions applies~~
The Board of Trustees is the governing body of the DDSB. Decision-making authority for matters before the Board of Trustees rests with to the Bboard, as a corporate entity rather than to whole, and not with individual trustees.

The Durham District School Board's major areas of responsibility are:

~~1.0 — Accountability for Student Achievement and Well Being in the District~~

~~1.1 — Nurture a culture that supports student academic success and provides an environment that promotes well-being.~~

~~1.2 — Provide a safe environment to promote student learning.~~

~~1.3 — Promote effective educational programming for all students in the district. 1.4~~

~~—— Make decisions that reflect the belief that all students can learn~~

~~1.5 — Use student achievement data to make informed decisions~~

~~1.6 — Foster a professional climate that puts educators in the role of champions of their students.~~

~~2.0 — Accountability to the Provincial Government~~

~~2.1.2 Act in accordance with~~
The Board of Trustees is required to carry out its mandate as stipulated in the *Education Act*, and in particular, as set out in Section 169.1(1) Regulations, and other statutory requirements to ensure the implementation of provincial and education standards and policies.

~~2.2 — Perform Durham District School Board functions required by provincial legislation and board policy.~~

~~2.3 — Provide advice and input to the Ministry of Education regarding relevant issues.~~

3.0 — Accountability to the Community

~~3.1 — Promote community consultation and outreach that seeks and provides communities at large with opportunities for input and the exchange of ideas~~

~~3.2 — Recognize the role of individual Trustees as advocates and as liaisons for their communities~~

~~3.3 — Annually review the communication plan to ensure that the district is fulfilling its commitment to communicate with the community at large.~~

~~3.4 — Provide two-way communications between Durham District School Board, Special Education Advisory Committee (SEAC) and School Community Councils.~~

~~3.5 — Support the growth and development of the district Parent Involvement Committee.~~

~~3.6 — Provide reports outlining district results in accordance with provincial policy.~~

~~3.7 — Develop district processes to hear appeals in accordance with appropriate statutes and district policies.~~

~~3.8 — The Audit Committee is accountable to the Board of Trustees.~~

4.0 — Policy Development, Implementation and Review

~~4.1 — Develop policies that outline how the district will successfully function.~~

~~4.2 — Ensure the processes for policy development, implementation and review comply with the Board Policy on Policy Development and Implementation.~~

5.0 — Director/ Board Relations

~~5.1 — Select the Director of Education.~~

~~5.2 — Provide the Director with a clear job description and corporate direction.~~

~~5.3 — Delegate through policy, administrative authority and responsibility subject to the provisions and restrictions of the Education Act and Regulations.~~

~~5.4 — Evaluate the Director in the first year of service and annually thereafter. Use the Director's job description and Durham Directions as the basis for the evaluation.~~

~~5.5 — At the Director's request provide the Director with the opportunity to meet alone with the board in closed session.~~

~~5.6 — To establish and review the contract of the Director and in consultation with the Director, the senior staff.~~

6.0 — Board Development

~~6.1 — Conduct an annual Board self assessment.~~

~~6.2 — Develop and support an annual development plan for trustees with the ability to utilize professional resources where applicable.~~

7.0 — Strategic Planning

~~7.1 — Establish and/or confirm overall direction for the Durham District School Board by establishing the mission, vision and belief statements. (Durham Directions)~~

~~7.2 — Annually set priorities and develop a process for communicating this with the system.~~

~~7.3 — Annually use the established priorities to drive the budget process.~~

8.0 — Fiscal Responsibility

~~8.1 — Ensure a budget review process is in place to help determine annual resource allocations. (Use the system priorities and other provincial and local directions.)~~

~~8.2 — Annually approve the budget to ensure that the financial resources are allocated to achieve the system priorities and comply with provincial requirements.~~

~~8.3 — Approve as per legislation all capital plans and other planning documents that will drive budget decisions.~~

~~8.4 — To ensure compliance with the provincial regulations.~~

~~8.5 — Ratify applicable Memoranda of Agreements with all bargaining units.~~

~~8.6 — To monitor significant financial expenditures and fiscal variances.~~

9.0 — Political Advocacy

~~9.1 — Articulate the role of Trustees as advocates for public education~~

~~9.2 — Annually develop a plan, including the focus, key messages, mechanisms, and relationships for district advocacy.~~

~~9.3 — Develop and maintain partnerships to strengthen the advocacy role.~~

~~9.4 — Meet on an on going basis with elected municipal, provincial and federal officials.~~

10.0 — Recognition

~~10.1 — Ensure that Durham District School Board recognizes students and student achievements~~

~~10.2—Ensure that the contributions of all staff are recognized and appreciated.~~

~~10.3—Ensure that Durham District School Board recognizes community members and volunteers.~~

~~The board also has the following responsibilities:~~

~~1. Approval of school year calendars~~

~~2. Naming of educational facilities~~

~~3. Approval of tender selection for major building construction and modernization~~

~~4. Approval of disposition of land and buildings~~

~~5. Approval of educational development charges~~

~~6. Approval for the issuance of debentures~~

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~~7. Designation of the “lead” for Freedom of Information and Protection of Privacy~~

~~8. Involvement in Superintendent interviews as per succession plan model.~~

2.1.3 Board members shall each comply with the provisions of section 218.1 of the Education Act and the DDSB’s Member Code of Conduct.

2.1.4 The DDSB’s Member Code of Conduct is attached to these Bylaws as Appendix “A”.

*Preserved language is in blue

By-Law #11 – Trustee Responsibilities [largely deleted – role of chair/vice-chair addressed in sections 2.2. and 2.3; Trustee responsibility is addressed in the Code of Conduct]

2.2 Chair/Vice-Chair

1.0 Areas of Responsibility

Trustee Responsibilities

- ~~Articulate the Board's vision for education~~
- ~~Establish and monitor Board policy based on vision and provincial policy~~
- ~~Establish a budget and monitor its implementation~~
- ~~Provide, equip and maintain schools~~
- ~~Hold schools accountable for the results achieved by students~~
- ~~Employ and compensate staff~~
- ~~Provide equity of program for all students throughout the Board~~
- ~~Advocate for public education.~~

Principles of Policy Governance

- ~~The Board of trustees as a body has the responsibility to serve the general public rather than groups of the population or the professionals whom the Board employs.~~
- ~~The Board of trustees exists to govern the school system, not manage it.~~
- ~~The Board of trustees has multiple and varied responsibilities, but involvement in the details of these concerns should never displace students as the central focus of the system.~~

1.1 Trustees

~~In addition to the responsibilities set down in the Education Act and incorporated in the Bylaws and procedures of the Board, an individual Trustee shall be expected to:~~

- a) ~~Attend regular Board Meetings;~~

- ~~b) — Serve on statutory, regulatory, and ad hoc committees of the Board as required;~~
- ~~c) — Notify the Secretary of the Board when unable to attend a meeting;~~
- ~~d) — Safeguard and keep confidential, materials and information discussed or placed in confidence with trustees in Committee of the Whole in Camera or through other venues;~~
- ~~e) — Be prepared for, and actively participate in, discussion and decision making;~~
- ~~f) — Ensure, when making public statements, that it is clear whether she/he speaks on behalf of the Board or as an individual Trustee;~~
- ~~g) — Exercise her/his power to govern only as a trustee of the corporate body, not as an individual;~~
- ~~h) — Be aware that she/he can be held personally liable if she/he is guilty of bad faith, neglect, or willful or malicious use of power.~~

~~Trustees as full participating members of the Board may be expected to:~~

- ~~i) — Act as a representative of the Board at official functions;~~
- ~~j) — Be involved in provincial Trustee organizations and committees;~~
- ~~k) — Consult and communicate with ratepayers, community and business organizations regarding Board activities.~~
- ~~l) — Attend conferences, workshops, etc., in order to be kept informed of current educational issues;~~
- ~~m) — Reflect community attitudes while also providing leadership in decision making.~~
- ~~n) — Chair community meetings in their representative areas. Trustees shall be expected to model ethical practices which include:~~
 - ~~o) — Making decisions in a manner which is open, accessible and equitable;~~
 - ~~p) — Approaching all Board issues with an open mind, and being prepared to make the best decisions for the organization as a whole;~~
 - ~~q) — Respecting different points of view;~~
 - ~~r) — Conducting Board business through appropriate channels;~~

- s) ~~Ensuring that public office is not used for personal gain; t)
 ~~Protecting the integrity of the Board.~~~~

1.2 ~~Chairpersons of the Board shall be expected to:~~

- a) ~~Organize the agenda for Board meetings:~~
 - ~~schedule delegations and presentations~~
 - ~~follow up on Board directions~~
 - ~~speak with press~~
 - ~~chair meetings of the Board in an impartial manner, facilitating deliberation and resolution;~~
- b) ~~Consult with individual trustees, chairpersons of committees, and to
 resolve problems. Be well informed and prepared;~~
- c) ~~Sit as a voting member of the hiring committee for Supervisory Officers and
 other staff appointments as required;~~
- d) ~~Represent the Board at school/community events as an advocate for
 public education and communicator of corporate Board Policy;~~
- e) ~~Liaise with local municipalities, organizations, MP's, MPP's, Federations;~~
- f) ~~Will be the primary contact for public speaking engagements, interviews;~~
- g) ~~Sign contracts, respond to mail and phone calls, consult with the Director and
 staff on issues;~~
- h) ~~Organize, in consultation with trustees and staff, the Board committee
 structure and representation on committees;~~
- i) ~~Be involved in workshops for professional development for trustees;~~
- j) ~~Organize the selection of a new Director (as required); k)
 ~~Prepare the evaluation of the Director;~~~~
- l) ~~Attend meetings of Chairpersons with the Minister of Education and
 Training;~~
- m) ~~Perform the responsibilities of a local trustee;~~

n) ~~— Counsel and guide fellow trustees in private and in confidence. —~~

2.2.1 The Chair of the Board of Trustees, as an individual member, has no greater rights or powers than any other member of the Board but does have a unique role as expressly set out in the Education Act.

2.2.2 Consistent with the terms of s.218.4 of the Education Act, tThe role of the Chair of the Board of Trustees (or Vice-Chair in the Chair's absences) is as set out in the Education Act ad is to:

~~1.3 Vice-Chairperson of the Board shall be expected to:~~

a) ~~— Perform the duties of the Chairperson in her/his absence; —~~

(a**b**) Preside over Board meetings of the Board in an impartial and fair manner; when the Chairperson is absent or challenged;

e**b**) Assume special duties as requested by the chairperson of the Board Conduct meetings in accordance with these Bylaws;

d) ~~— Chair Committee of the Whole In-Camera Meetings; e) —~~

~~— Chair Standing Committee Meetings;~~

f**c**) Organize Establish draft the agendas for Standing Committee Board meetings in consultation with the Director;

(d) Ensure the members of the Board have the information needed for informed discussion of the agenda items;

(e) Act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board; . -

(f) Convey the decisions of the Board to the Director; and

(g) Provide leadership to the Board in maintaining the Board's focus on the Multi-Year Strategic Plan and the Board's mission and vision; and

(g)**h**) Assume such other responsibilities as may be assigned by the Board of Trustees.

1.42.3 Committee Chairperson of the Standing Committee; or Vice-Chair

2.3.1. A-The role of the Committee Chairperson (or Vice-Chair in the Chair's absence) shall be expected is to:

(a) Be knowledgeable about Robert's Rules of Order and Parliamentary Procedure Preside over meetings of Committee in an impartial and fair manner;

- ~~(b) Chair public meetings of the Standing Committee, encouraging participation while maintaining control. Establish agendas for Committee meetings, in consultation with the Director;~~
- ~~(c) Consult regularly with appropriate Liaison Trustees, Superintendents and staff members to prepare the agenda for each meeting and to stay informed on relevant issues. Conduct meetings in accordance to these Bylaws;~~
- ~~(d) Approve the minutes of the meeting before they go to Board. Ensure that members of the Committee have the information need for informed discussion of the agenda items;~~
- ~~(e) Represent the Standing Committee at Board Meetings, presenting motions passed by the Standing Committee and answering questions. Liaise with the Director to bring forward Committee recommendations to the Board, or to the Committee of the Whole – Standing, through a staff report delivered on behalf of the Committee.;~~
- ~~f) — Be knowledgeable about Board Policy and Ministry Regulations; —~~
- ~~g) — Inform all trustees and appropriate staff members of meeting dates, times, and locations; distribute agenda and back-up material;~~
- ~~h) — Represent the Standing Committee to employee and community groups and at public functions;~~
- ~~i) — Participate in conferences and workshops related to the Standing Committee's work;~~
- ~~j) — Follow up on items sent to the Standing Committee from the Board, as well as staff and community requests;~~
- ~~k) Prepare an Items Pending List;~~
- ~~l) — Represent the Board at the provincial level if required; —~~
- ~~m) — Be knowledgeable about topics within the Standing Committee's terms of reference and speak with the press and public when required;~~
- ~~n) Establish ad hoc committees when appropriate;~~
- ~~o) — Assume other duties as assigned by the Board or Chairperson of the Board.~~

~~1.5 Vice Chairperson of the Standing Committee~~

~~A Vice Chairperson of the Standing Committee shall be expected to:~~

- a) Perform the duties of the Chairperson of the Standing Committee in her/his absence;
- b) Preside over the Standing Committee meetings when the chairperson is absent or challenged;
- c) Assume special duties as requested by the Chairperson of the Standing Committee;
- d) Chair Standing Committee In Camera Meetings.

1.6 Chairperson of the Education Finance Committee:

The Chair of the Education Finance Committee shall be expected to:

- a) Chair all Education Finance Committee Meetings;
- b) Be knowledgeable about Education Finance issues;
- c) Liaise with the Superintendent of Education/Business and Treasurer in the creation of agendas and dates for the Education Finance Committee.

2.0 Code of Conduct

2.1 Trustees shall exercise their power to govern only as trustees of the corporate body, not as individuals.

2.2 Trustees shall abide by existing legislation, the Bylaws, policies, regulations and procedures of the Board, and their declarations of office.

2.3 Trustees shall maintain confidentiality regarding matters discussed at in-camera sessions of meetings and all other confidential information which is entrusted to them.

3.0 Criminal Reference Check

3.1 Trustees will complete a Criminal Background Check within two months of being sworn in as a Trustee, in accordance with the requirements of the Durham District School Board. These checks will be collected and administered by the Director of Education for the Durham District School Board.

3.2 Trustees shall complete a signed Annual Offence Declaration, in accordance with DDSB Regulation #4221 to be collected by the Director of

Education to the Board. This offense declaration is to be submitted by September 1 each year in which the Trustee serves.

*Existing By-Law language is in blue

By-Law #12 – Code of Conduct – See Appendix “A”

By-Law #13 - Execution of Documents and Corporate Seal [no substantial changes]

SECTION 8: EXECUTION OF DOCUMENTS AND CORPORATE SEAL

8.1 Corporate Seal of the Board

~~1-08.1.1~~ The corporate seal of the Board shall be in the form impressed on the original copy of Bylaws located in the Administrative Offices of the Durham District School Board.

~~2.0~~ Deeds, transfers, assignments, contracts, obligations, and similar and related documents, on behalf of the Board, shall be signed by the following with the corporate seal of the Board to be affixed by the Director of Education:

a) The Chairperson of the Board or, in her/his absence, the Vice-Chairperson of the Board;

b) The Director of Education or, in her/his absence, the Treasurer of the Board.

8.23-0 Signing Authority

~~3-18.2.1~~ The Chairperson or the Vice-Chairperson of the Board and the Treasurer shall be authorized to sign cheques and orders for payment of money on behalf of, and in the name of, the Board.

~~3-28.2.2~~ The Treasurer shall be authorized to endorse bills of exchange, cheques, drafts, and orders for payment of money, for deposit to the credit of the Board, and to receive all paid cheques and vouchers, and any documents the bank may have from time to time, belonging to the Board, and to sign the bank's form of settlement and release.

~~3-38.2.3~~ The Treasurer shall be authorized to sign cheques by means of a cheque signing machine and a facsimile of the signatures of the Chairperson of the Board and the Treasurer.

~~3-48.2.4~~ The Chairperson of the Board and the Treasurer shall be authorized to sign all necessary bank forms or documents required by the bank ~~in respect to parts 3.1, 3.2, and 3.3~~ to implement the authority granted to them under these resolution Bylaws.

~~3-58.2.5~~ The Treasurer shall be authorized to have printed all the necessary forms required for the banking business of the Board.

*Existing By-Law language is in blue

By-Law #14 - Student Trustees on The Durham District School Board [now found in section 2.4 and section 9]

1.02.4 Student Trustees

2.4.1 Student Trustees are not elected members of the Board but play an important role in representing the interests of secondary school students through their participation in meetings of Student Senate, the Board and its Committees. As outlined in section 55 of the Education Act and the regulations thereunder, including Ontario Regulation 7/07, Student Trustees:

- (a) May attend Board and Committee meetings but are not considered members of the Board and may not exercise a binding vote on a matter;
- (b) May request that a matter before the Board be put to a recorded vote;
- (c) Must disclose any conflict of interest to the Board or Committee. During the discussion of the matter that gives rise to conflict, the Student Trustee cannot participate in the discussion, attempt to influence the vote of Board members, cannot suggest a motion or exercise a non-binding recorded vote;
- (d) May not move or second motions but are entitled to suggest a motion to be moved by a member;
- (e) May attend closed session of a committee unless the matters under consideration include the disclosure of intimate, personal or financial information with respect to a member of the Board or Committee, an employee or prospective employee of the ~~TDSB~~ DDSB, a pupil or their parent or guardian; and
- (f) Must not disclose to any member of the public, confidential information acquired by virtue of their office or during closed session.

~~1.1~~ 2.4.2 The Durham District School Board shall have three Student Trustees on the Board. If the Board determines that a vacancy be filed, it shall be filled by a by-election, according to the process outlined in these By-Law.

~~1.22.4.3~~ A person is qualified to act as a Student Trustee if he or she is a full-time pupil of the ~~Board~~ DDSB in the senior division. In addition, the Student Trustee must be a Canadian citizen and a resident in the jurisdiction of the Durham District School Board.

~~1.3~~ The Student Trustees shall be elected not later than April 30 of each school year, to take office for the following school year.

~~1.4 — A Student Trustee shall be a student in good standing according to his or her principal from the date of his or her nomination until the last day of his or her term.~~

~~2.0 — Election of Student Trustees~~

~~2.1 — Every attempt shall be made to elect a Student Trustee from Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The election of Student Trustees shall be a two-stage process in municipalities which have more than one secondary school.~~

~~A notice shall be sent to each secondary school principal before February 1, advising of the election process. notice will also be sent to teachers in Civics classes, with a request to discuss the election process in class.~~

~~2.2 — Stage 1: Municipal Election of Candidates~~

~~Section 2.2 shall apply in a municipality which has more than one secondary school.~~

~~Each secondary school student council or parliament shall be invited to elect one Student Trustee nominee who shall be the candidate for the municipality. The notice shall also invite each secondary school student council or parliament to elect ten (10) Student Trustee electors for the municipal election.~~

~~The elections for either Student Trustee nominees or electors may be either a direct election from the entire student body or an indirect election from the student council or parliament. The elections for the electors shall take place at the same time or prior to the elections for Student Trustee nominees.~~

~~The municipal elections shall be moved annually among the secondary schools in the municipality so that all secondary schools have an opportunity to host the election.~~

~~Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote. In each municipality, the candidate receiving a clear majority shall be declared the municipal Student Trustee nominee for the electoral college. A clear majority is 50 per cent plus one of the total votes cast. Should no candidate receive a clear majority of the votes cast, the name of the candidate with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one candidate has a clear majority.~~

~~2.3 — Stage II: Electoral College Process~~

~~The Director of Education or designate shall cause three electoral colleges to take place in a secondary school in Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The three electoral colleges will meet before April 30 in each~~

~~school year. The Board will pay for any transportation or other expenses such as food or the printing of ballots.~~

~~Each municipality in the electoral college will receive 40 votes for the election. The votes shall be divided equally among the number of schools in an area. If the division of votes is such that a whole number of votes per school is not determined, additional votes shall be apportioned by lottery through the Director's office. The secondary school student council or parliament shall elect the assigned number of electors for the electoral college. Any school which declares that it will not send delegates to the electoral college will have its votes divided among the remaining schools for the municipality according to this process.~~

~~The function of each electoral college is to elect one Student Trustee.~~

~~Each electoral college will have any appropriate number of staff advisors to help conduct the Student Trustee nominees speeches and the balloting.~~

~~The winning candidate from Stage 1 (Section 2.2 above) shall be the municipal candidate for the electoral college.~~

~~Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote.~~

~~In each electoral college, the Student Trustee nominee receiving a clear majority shall be declared elected. A clear majority is 50 percent plus one of the total votes cast. Should no Student Trustee nominee receive a clear majority of the votes cast, the name of the student nominee with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one Student Trustee nominee has a clear majority.~~

~~In the event of an equality of votes, there shall be a final ballot and should there be another equality of votes, the candidates shall draw lots to fill the position of Student Trustee.~~

~~The location of the electoral college for Student Trustee will be rotated annually among the municipalities to be represented by the Student Trustee (e.g. Oshawa-Whitby). Within a municipality, the school location of the electoral college shall be moved for each election, so that over the course of several years, all secondary schools in the municipality will have an opportunity to host the electoral college.~~

~~2.4 — The Student Trustee nominees and Student Trustee electors shall be qualified according to this By Law.~~

~~2.5 — Any election material of any kind of media brought to the municipal election or to the electoral college must be approved by the Student Trustee nominee's principal or staff designate.~~

3.0 — Disqualification of a Student Trustee

2.4.4 A Student Trustee shall be disqualified from serving if the student is suspended or expelled or is otherwise not a student in good standing according to his or her principal from the date of his or her nomination until the last day of his or her term. A Student Trustee who, in the opinion of the Director of Education and the Chair, has engaged in any conduct, either at school, in Board meeting or otherwise, including on social media, which is incompatible with the responsibilities of the position shall be disqualified from serving as a Student Trustee on the Board.

~~3.12.4.5~~ A Student Trustee who ceases to be a student in the ~~Durham District School Board~~ DDSB shall be disqualified from serving as a Student Trustee on the ~~Durham District School Board~~.

~~3.22.4.6~~ A Student Trustee who ~~is absents himself or herself without being authorized by resolution entered in the minutes,~~ from three consecutive regular meetings of the Board shall be disqualified from serving as a Student Trustee ~~in on the Durham District School Board~~ DDSB, unless the absence is authorized by resolution of the Board entered in the minutes.

~~3.3~~ A Student Trustee is disqualified if he or she is serving a sentence or imprisonment in a penal or correctional institution or is convicted of an indictable offence.

~~3.4~~ A Student Trustee who is suspended or expelled may be disqualified from serving as a Student Trustee on the Durham District School Board.

~~3.5~~ A Student Trustee who, in the opinion of the Director of Education and the Chairperson, behaves in a manner which is deemed to be incompatible with the responsibilities of the position shall be disqualified from serving as a Student Trustee on the Durham District School Board.

4.0 — Vacancies

~~4.1~~ If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process as outlined in section 2.0 above.

5.0 — The Type and Extent of Participation of Student Trustees

~~5.1~~ A Student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees.

~~5.2~~ A Student Trustee is entitled to require that a matter before the Board or one of the committees on which the

~~Student Trustee sits be put to a recorded vote and the Student Trustee's non-binding vote be recorded.~~

~~5.3 — Student Trustees are eligible to attend in camera meetings of the Board with the exception of matters of personnel, property and students (i.e. individual students).~~

~~5.4 — Subject to Sections 5.1, 5.2, and 5.3, Student Trustees shall have the same opportunities for participation at meetings of the Board and of the committees as all Board members.~~

~~6.0 — Reimbursement of Expenses~~

~~6.12.4.7~~ Student Trustees shall be reimbursed for their routine expenses reasonably incurred in connection with carrying out the responsibilities of Student Trustees. Such reimbursement of expenses shall be according to the same rules that govern the reimbursement of Board members' expenses. All other expenses are to be pre-approved by the Chair of the Board and the Director. Examples of other expenses that may be approved would be conference fees, accommodation and travel expenses.

~~6.22.4.8~~ The Director shall hold a meeting with the ~~three~~ Student Trustees by the end of the first month of their term to outline and clarify all matters and questions relating to these Bylaws, reimbursement of expenses and budget for Student Trustees and for Student Senate. ~~7.1 —————~~ The Durham District School Board shall appoint a mentor/advisor to the Student Trustees ~~on the Board.~~

~~6.3 — All other expenses are to be pre-approved by the Chair of the Board, excluding those expenses covered in 6.1. These expenses include conference fees, accommodation and travel expenses.~~

~~7.0 — Mentor/Advisor~~

~~7.1 — The Durham District School Board shall appoint a mentor/advisor to the Student Trustees on the Board.~~

~~8.0 — Co-Operative Education Credit~~

~~8.12.4.9~~ A Student Trustee may apply to the co-operative education teacher at his/her school before the beginning of his/her term to use the experience of Student Trustees to fulfill the requirements of a co-operative education credit(s).

~~9.0 — Roles and Responsibilities~~

~~9.12.4.10~~ Student Trustees shall be expected to:

- ~~a)~~ a Attend regular Board meetings;
- ~~b)~~ notify the Secretary of the Board when unable to attend a meeting;
- ~~c) — Be prepared for, and actively participate in decision and decision-making; ———~~

~~d) Ensure, when making public statements, that it is clear whether she/he speaks on behalf of the Board or as an individual Student Trustee;~~

~~ec) To participate in the Student Senate and report student matters to the Board;:-~~

~~df) Provide a Student Trustee report for a meetings of the Committee of the Whole – Standing; Committee meetings.~~

~~9.2 Student Trustees may be expected to:~~

~~a) Serve on statutory, regulatory and ad-hoc committees of the Board as required;~~

~~b) Act as a representative of the Board at official functions;~~

~~c) Be involved in provincial trustee organizations and committees;~~

~~d) Attend conferences, workshops, etc. in order to be kept informed of current educational issues;~~

~~e) Reflect community attitudes while also providing leadership in decision-making;~~

~~fe) with approval of the Chair and the Director of Education, Student Trustees may become a member of the Ontario Student Trustees' Association - l'Association des élèves conseillers et conseillers de l'Ontario (OSTA - AECO) and attend OSTA-AECO conferences, including the FGM and the AMG, to further develop their skills as a Student Trustee and to be kept informed of issues across the province.~~

~~f) Ensure that a Student Senate is organized for their term, with each sharing duties as Chair.~~

~~g) Model the conduct expected of Board members as set out in the Trustee Code of Conduct.~~

~~9.3 Student Trustees shall be expected to model ethical practices which include:~~

~~a) Making decisions in a manner which is open, accessible, and equitable;~~

~~b) Approaching all Board issues with an open mind, and being prepared to make the best decisions of the organization as a whole;~~

~~c) Respecting different points of view;~~

~~d) Conducting Board business through appropriate channels;~~

- e) ~~Protecting the integrity of the Board.~~

~~10.0~~ — **Student Senate**

~~10.1~~ — ~~Student Trustees are required to ensure that a Student Senate is organized for their term.~~

~~10.2~~ — ~~Student Trustees share the Chairpersonship of the Student Senate.~~

~~11.0~~ — **Honorarium**

~~11.12.4.11~~ 3.2.1 The amount of the honorarium for Student Trustees as referred-referenced ~~to~~ in subsection 5.5 (8) of the Act is:

- a) \$2,500, if the Student Trustee holds office for a complete term of office;
- b) \$2,500 prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.

~~12.0~~ — **Term of Office**

~~12.12.4.12~~ A Student Trustee's~~The~~ term of office of a Student Trustee starts on August 1 of the year in which he or she is elected, and ends on July 31 of the following year as long as they are eligible.

~~2.0~~SECTION 9: **Election of Student Trustees**

~~2.19.1.1~~ Every attempt shall be made to elect a Student Trustee from Ajax- Pickering, Oshawa-Whitby, and Brock-Scugog- Uxbridge. The election of Student Trustees shall be a two-stage process in municipalities which have more than one secondary school.

9.1.2 A notice shall be sent to each secondary school principal before February 1, advising of the election process. ~~N~~notice will also be sent to teachers in Civics classes, with a request to discuss the election process in class.

~~2.2~~ — Stage 1: Municipal Election of Candidates

9.1.3 ~~Section 2.2 13.3~~The municipal elections shall apply in a municipality which has more than one secondary school.

9.1.4 Each secondary school student council or parliament shall be invited to elect one Student Trustee nominee who shall be the candidate for the municipality. The notice shall also invite each secondary school student council or parliament to elect ten (10) Student Trustee electors for the municipalelection.

9.1.5 The elections for either Student Trustee nominees or electors may be either a direct

election from the entire student body or an indirect election from the student council or parliament. The elections for the electors shall take place at the same time or prior to the elections for Student Trustee nominees.

- 9.1.6 The municipal elections shall be moved annually among the secondary schools in the municipality so that all secondary schools have an opportunity to host the election.
- 9.1.7 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote. In each municipality, the candidate receiving a clear majority shall be declared the municipal Student Trustee nominee for the electoral college. A clear majority is 50 per cent plus one of the total votes cast. Should no candidate receive a clear majority of the votes cast, the name of the candidate with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one candidate has a clear majority.

~~2.3~~ Stage II: Electoral College Process

- 9.1.8 The Director of Education or designate shall cause three electoral colleges to take place in a secondary school in Ajax-Pickering, Oshawa-Whitby, and Brock- Scugog-Uxbridge. The three electoral colleges will meet before April 30 in each school year. The Board will pay for any transportation or other expenses such as food or the printing of ballots.
- 9.1.9 Each municipality in the electoral college will receive 40 votes for the election. The votes shall be divided equally among the number of schools in an area. If the division of votes is such that a whole number of votes per school is not determined, additional votes shall be apportioned by lottery through the Director's office. The secondary school student council or parliament shall elect the assigned number of electors for the electoral college. Any school which declares that it will not send delegates to the electoral college will have its votes divided among the remaining schools for the municipality according to this process.
- 9.1.10 The function of each electoral college is to elect one Student Trustee.
- 9.1.11 Each electoral college will have any appropriate number of staff advisors to help conduct the Student Trustee nominees speeches and the balloting.
- 9.1.12 The winning candidate from Stage 1 (~~Section 2.2 13.3 above~~) shall be the municipal candidate for the electoral college.
- 9.1.13 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote.
- 9.1.14 In each electoral college, the Student Trustee nominee receiving a clear majority shall be declared elected. A clear majority is 50 percent plus one of the total votes cast. Should no Student Trustee nominee receive a clear majority of the votes cast, the name of the student nominee with the smallest number of votes

shall be dropped from the ballot and a further vote shall be conducted until one Student Trustee nominee has a clear majority.

9.1.15 In the event of an equality of votes, there shall be a final ballot and should there be another equality of votes, the candidates shall draw lots to fill the position of Student Trustee.

9.1.16 The location of the electoral college for Student Trustee will be rotated annually among the municipalities to be represented by the Student Trustee (e.g. Oshawa-Whitby). Within a municipality, the school location of the electoral college shall be moved for each election, so that over the course of several years, all secondary schools in the municipality will have an opportunity to host the electoral college.

~~2.4~~ 9.1.17 The Student Trustee nominees and Student Trustee electors shall be qualified according to ~~this~~ these Bylaws.

~~2.5~~ 9.1.18 Any election material of any kind of media brought to the municipal election or to the electoral college must be approved by the Student Trustee nominee's principal or staff designate.

9.1.19 If the Board determines that a vacancy be filled, it shall be filled by a by- election, according to the process as outlined above.

*Preserved language is in blue

By-Law #15 - Electronic Meetings [No substantial changes - now found in Section 10]

SECTION 10: ELECTRONIC MEETINGS

10.1 Introduction

The ~~Durham District School~~ Board shall provide for the use of electronic means for the holding of meetings of the board and meetings of a committee of the Board, including a committee of the whole Board. The rules in this by-law apply to the extent they are not suspended or modified by Provincial regulation.

10.2 ~~10.1.02~~ Attendance

10.2.1 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, At every meeting of the Board or committee of the whole Board, the following persons shall be physically present in the meeting room of the Board.

- a) The Chair of the Board or her or his designate; -
- b) At least one additional member of the Board; and
- c) The Director of Education of the Board or her or his designate.

~~10.2.2 1.2~~ 10.1.3 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, At every meeting of the Board or committee of the whole Board, the following persons shall be physically present in the meeting room of the Board.

- a) The chair of the committee or her or his designate; and
- b) _____ The Director of Education of the Board or his or her designate.

10.2.3 Notwithstanding the foregoing, the Chair is able to preside over a meeting electronically when:

- (a) Weather conditions do not allow the Chair to travel to the meeting location safely;
or
- (b) The Chair cannot be physically present at the meeting for health reasons.

b)

~~10.2.4 1.3~~ 10.1.4 Subject to 10.1.2 and 10.1.3, At the request of any Board member or student trustee, the board shall provide the member or representative with electronic means of participating in one or more meetings of the board or of a committee of the Board, including a committee of the whole Board, ~~except where to do so would not comply with sections 1.1 and 1.2.~~

~~10.2.5~~ ~~1.410.1.5~~ A member Trustee or Student Trustee of the Board or pupil representative of the Board who participates in a meeting through electronic means shall be deemed to be present at the meeting. Subject to any exemptions for physical attendance under relevant legislation or Board policy, A member of the Board shall be physically present in the meeting room of the Board for at least three regular meetings of the Board in each twelve month period beginning December 1. (Education Act 1998 s.229(1)).

~~1.610.1.6~~ Subject to any exemptions for physical attendance under relevant legislation or Board policy, Ffor the period beginning when a member of a Board

~~is elected or appointed to fill a vacancy and ending on the following November 30, the member shall be physically present in the meeting room of the Board for at least one regular meeting of the Board for each period of four full calendar months that occurs during the period beginning with the election or appointment and ending the following November 30. (Education Act 1998 s.229(2)).~~

10.3 ~~2.0~~10.2 Participation of Board Members and ~~Pupil~~ ~~Representatives~~Student Trustees

10.3.1 ~~2.1~~10.2.1 The electronic means shall permit the member or representative to hear and be heard by all other participants in the meeting.

10.3.2 ~~2.2~~10.2.2 The electronic means shall be provided in such a way that the rules governing conflict of interest of members are complied with.

~~3.0~~ — Public Participation

~~3.1 — Section 3.0 applies to meetings of the Board or of a committee of the Board, including a committee of the whole Board, that are open to the public.~~

10.3.3 ~~3.2~~10.2.3 The Board may provide, at one or more locations within its jurisdiction, electronic means to permit participation in meetings by members of the public. Electronic meetings shall be made available for public viewing.

10.3.4 ~~3.3~~10.2.4 ~~Where such locations are provided, members of the public shall participate only in those parts of the Board meeting or committee of the Board meeting where the public would normally participate. The extent and manner of participation shall be determined by the Board Chairperson based on the electronic means available.~~

10.3.5 ~~3.4~~10.2.5 Members of the public participating through electronic means shall not participate in any proceedings that are closed to the public.

1.0 **Purpose and Application**

- 1.1 The *Education Act* and the regulations thereunder mandate that school boards adopt a code of conduct that applies to Board members.
- 1.2 Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the Provincial government. The conduct of the members of the Board of Trustees must be of the highest standard to maintain the confidence of the public.
- 1.3 This Code of Conduct meets the Board's statutory obligations and supports the Board's commitment to meeting high standards of conduct by Trustees.
- 1.4 This Code of Conduct applies to all members of the Board of Trustees. It applies to members of the Board of Trustees from the date the Declaration is filed under section 209(1) of the *Education Act* and only while they hold the office. Conduct of a Trustee outside of this timeframe is not subject to sanction under this Code of Conduct.
- 1.5 The *Selection, Appointment and Jurisdiction of the Integrity Commissioner* together with the *Complaints Protocol* are attached at Appendix 1 and 2 respectively.

2.0 **Objective**

- 2.1 To establish governing principles and standards for accepted behavior by members of the Board of Trustees, including the Chair of the Board.

3.0 **Responsibility**

- 3.1 The Board of Trustees, the DDSB's Integrity Commissioner and the Director of Education.

4.0 **Application and Scope**

- 4.1 This Code of Conduct applies to all members of the Board of Trustees.

5.0 **Definitions**

Board means the Durham District School Board, also referred to as the DDSB, a statutory corporation under section 58.5 of the Education Act.

Discrimination means discriminatory behaviour as defined by the DDSB Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.

Harassment means harassing behaviour as defined by the DDSB workplace Violence and Harassment Prevention policies, the Occupational Health and Safety Act, Ontario, and as recognized in the Ontario Human Rights Code.

Integrity Commissioner means the Integrity Commissioner duly appointed by the Board of Trustees.

Members (also referred to as Trustees) are the members of the Board of Trustees of the DDSB.

Official Business means duties and responsibilities of Trustees as set out in the *Education Act* and further delineated in the Board's Consolidated Bylaws and Policies.

Unless specified otherwise, *staff* means any employee of the Durham District School Board.

Trustee's office or *office* means the authority and public duties attached to the position of being a Trustee.

6.0 Code of Conduct

- 6.1 Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the Provincial government. The conduct of the members of the Board of Trustees must be of the highest standard to maintain the confidence of the public.
- 6.2 This Board Member Code of Conduct ("Code of Conduct") represents the Board's commitment to meeting high standards of conduct.

Integrity and Dignity of Office - Principles

- 6.3 Trustees shall discharge their duties, as set out in the *Education Act*, loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 6.4 Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner at all times, and especially when attending Board events or while on Board property.
- 6.5 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to any person, including Board staff or fellow Board members.
- 6.6 No Trustee shall engage in conduct during meetings of the Board or Committees of the Board, and at all other times, that would discredit or compromise the integrity of the Trustee, any other Trustee, or the Board.
- 6.7 A Trustee shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.
- 6.8 Trustees shall serve and be seen to serve in a constructive, respectful, conscientious and diligent manner.
- 6.9 Trustees shall be committed to performing their functions with integrity and shall avoid the improper use of the influence of their office, and conflicts of interest, both apparent and real.
- 6.10 Trustees are expected to perform their duties in office and arrange their private affairs in a manner that promotes public confidence.

- 6.11 Trustees shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and the Bylaws and policies of the Board.
- 6.12 Trustees agree to the common understanding that individual Trustees will not participate in activities that grant, or appear to grant, any special consideration, treatment, or advantage to an individual Trustee which is not available to every other individual. Allowable activities include those activities that are reasonably related to a Trustee's Office, taking into consideration the different interests and the diverse profiles of their wards/communities.
- 6.13 Trustees recognize that their Oath of Office binds them to the provisions of the *Municipal Conflict of Interest Act (MCIA)*.

Confidential Information

- 6.14 Confidential Information includes,
 - (a) information in the custody and/or control of the DDSB that is subject to the privacy provisions of the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* or other legislation, including, but not limited to personal information of staff and students, third party corporate, commercial, scientific, or technical information, solicitor-client or litigation privileged information;
 - (b) information in respect of litigation or potential litigation affecting the Board, and information that is subject to solicitor-client privilege;
 - (c) information discussed during closed session pursuant to section 207 of the *Education Act*;
 - (d) intimate, personal or financial information of a Trustee, staff member or prospective staff member, student, parent or guardian;
 - (e) the acquisition or disposal of the Board's real property, including a school site; and,
 - (f) information in respect of negotiations with staff members.
- 6.15 No Trustee shall disclose or release, to anyone, by any means, any Confidential Information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board to do so. This is a continuous obligation that extends beyond the Trustee's term of office.
- 6.16 No Trustee shall use Confidential Information for either personal gain or to the detriment of the Board.
- 6.17 Trustees should not access or attempt to gain access to Confidential Information in the custody of the Board unless it is necessary for the performance of their duties and not prohibited by Board policy. It is understood that any staff providing access to any such Confidential Information may share it with other Trustees, as may be appropriate in the circumstances.
- 6.18 Under the Board's Consolidated Bylaws, a matter that has been discussed by any

committee of the Board, including a committee of the whole board, in closed session in accordance with section 207(2) or 207(2.1) of the *Education Act* is confidential. Trustees shall not disclose the content of any such matter, or the substance of deliberations, of the closed session unless and until, and only to the extent that, the Board of Trustees discusses the information at a meeting that is open to the public or releases the information to the public or the Board of Trustees otherwise gives prior authorization for the disclosure.

- 6.19 Members of the Board are only entitled to information in the possession of the DDSB that is relevant to matters before the Board of Trustees or a committee of the Board. Otherwise, members enjoy the same level of access rights to information as any other member of the community.
- 6.20 If there is uncertainty about whether information is confidential, a Trustee may seek guidance from the Board's General Counsel.

Upholding Decisions

- 6.21 All Trustees of the Board shall accept that authority rests with the Board of Trustees, and that a Trustee has no individual authority other than that delegated by the Board of Trustees. Trustees shall be mindful of this in all of their interactions with others and will not commit the Board, any Board Committee or staff to any particular course of action.
- 6.22 Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, or the like, if permitted by the Consolidated Bylaws and Robert's Rules of Order, if applicable, may be brought forward by a Trustee.
- 6.23 A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
- 6.24 Each Trustee shall endeavor in good faith to comply with the Board's Consolidated Bylaws. The Board of Trustees as a whole, and not individual Trustees, implements and monitors compliance with Board policies. There are a few instances where policies and procedures apply to individual trustees (e.g. Trustee expense policy and procedure) and Trustees shall comply with all such policies and applicable procedures.
- 6.25 The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or the Board of Trustees to do so. When individual Trustees express their opinions in public, through any medium including social media, they must make it clear that they are not speaking on behalf of the Board.

Gifts, Benefits and Hospitality

- 6.26 Trustees are expected to carry out their duties with impartiality and objectivity. Trustees shall not accept a gift, benefit or hospitality in order to avoid the risk that this will compromise their objectivity or lead to an appearance of lack of objectivity, bias or influence.

- 6.27 For these purposes, a gift, benefit or hospitality provided with the Trustee's knowledge to a Trustee's spouse, child, or parent, or to a Trustee's staff that is connected directly or indirectly to the performance of the Trustee's duties is deemed to be a gift to that Trustee.
- 6.28 There are circumstances in which the acceptance of a gift, benefit or hospitality occurs as part of the social protocol or community event linked to the duties of an elected official and his/her role in representing the Board. The exceptions do not apply in the case of vendors of goods and services or those expecting to be vendors to the DDSB. The following is a list of recognized exceptions:
- (a) compensation authorized by law;
 - (b) gifts of a nominal value (e.g. gift card, hat, t-shirt, mug, not exceeding approximately \$100.00);
 - (c) such gifts or benefits that normally accompany the responsibilities of office and are received as an incident of protocol or social obligation;
 - (d) a political contribution otherwise reported by law, in the case of members running for office;
 - (e) services provided without compensation by persons volunteering their time;
 - (f) a suitable memento of a function honouring the member;
 - (g) food, lodging, transportation and entertainment provided by Provincial, regional and local governments or political subdivisions of them, by the Federal government or by a foreign government within a foreign country, or by a conference, seminar or event organizer where the member is either speaking or attending in an official capacity. For the purposes of this exception, "*official capacity*" refers to attendance in a ceremonial, presentational or representational role on behalf of the Board or where the DDSB has authorized the member to attend on behalf of the organization;
 - (h) food and beverages consumed at banquets, receptions or similar events, if:
 - (i) attendance serves a legitimate business purpose;
 - (ii) the person extending the invitation or a representative of the organization is in attendance; and
 - (iii) the value is reasonable and the invitations infrequent;
 - (i) communication to the offices of a member, including newspapers and periodicals; and,
 - (j) no Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board. Any gifts received shall be reported to the Chair of the Board.
- 6.29 An invitation to attend a function where the invitation is connected directly with the performance of a Member's duties of office (i.e. for which the Trustees has a ceremonial, presentational or representational official role) is not considered to be a gift. This type of attendance is considered to be fulfillment of official public duties.

Conflict of Interest

- 6.30 A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 6.31 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.
- 6.32 Members of the Board shall comply with the *Municipal Conflict of Interest Act* and avoid conflicts of interest as defined by this Code of Conduct, and the Broader Public Sector (BPS) Directive and Code of Ethics.

Use of Board Property, Services and Other Resources

- 6.33 No Trustee should use, or permit the use of Board resources, including but not limited to staff members, Board events, Board facilities, Board funds, Board information and Board infrastructure or other resources (e.g., Board-owned materials, websites, and social media platforms) for activities other than the business of the DDSB. No Trustee may obtain personal financial gain from the use or sale of Board-developed intellectual property (e.g., inventions, creative writings and drawings), computer programs, technical innovations, or other items capable of being patented, or from the sale of Board provided mobile phones and all other technological equipment, since all such property remains exclusively that of the Board.

Election Campaign Work

- 6.34 Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.
- 6.35 No Trustee shall use the facilities, equipment, supplies, services or other resources of the Board (including newsletters, social media sites and websites linked through the Board's website, contact information including email addresses obtained as a result of the member's performance of his or her duties as a Trustee) for any election campaign or campaign-related activities. No Trustee shall undertake campaign-related activities on Board property unless permitted by Board policy. No Trustee shall use the services of persons for election-related purposes during hours in which those persons receive any compensation from the Board.

Improper Use of Influence

- 6.36 No Trustee shall use the influence of his or her office for any purpose other than for the exercise of his or her official duties. This includes using the influence of the office to obtain employment for a family member, or otherwise using one's status as a Trustee to improperly influence the decision of another person to the private advantage of oneself, or one's parents, children or spouse, staff members, friends, or associates, business or otherwise. Also prohibited is the holding out of the prospect or promise of future advantage through a Trustee's supposed or actual influence within the Board in return for present actions or inaction. It includes refraining from using one's status to improperly influence the decision of another person to improperly prejudice another person or persons.
- 6.37 For the purposes of the above provisions, "private advantage" and "improperly

prejudice” does not include discussion of a matter at a Board or Committee meeting that:

- (i) is of general application;
- (ii) affects a Trustee, his or her parents, children or spouse, staff members, friends, or associates, business or otherwise as one of a broad class of persons; or
- (iii) concerns the remuneration or benefits of a Trustee.

Conduct Regarding Current and Prospective Employment

- 6.38 No Trustee shall allow any current employment or the prospect of his or her future employment by a person or entity to improperly, or for personal gain, affect the performance of his or her duties to the Board.
- 6.39 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member of the Trustee.

Conduct at Board and Committee Meetings

- 6.40 Trustees shall respect procedural rulings at Board and Committee meetings and respect the views and opinions expressed by staff members, delegates and other Trustees. Trustees shall conduct themselves with decorum at Board and Committee meetings and in accordance with the provisions of the Consolidated Bylaws.

Conduct Respecting Staff Members

- 6.41 Trustees shall carry out their duties as defined within section 218.1 of the *Education Act*.
- 6.42 Trustees shall respect their role and the distinct role and responsibility of staff in accordance with the provisions of the *Education Act*, the Board’s Consolidated Bylaws, and OPSBA’s Good Governance Guide, as amended from time to time.
- 6.43 In dealing with parent/guardian concerns or community concerns, Trustees shall not provide express or implicit direction or suggested outcomes to school administrators or educators.

Discreditable Conduct

- 6.44 All Trustees have a duty to treat members of the public, one another, and staff members respectfully and free from discrimination and harassment. This applies to all forms of written and oral communications, including via social media.
- 6.45 DDSB Workplace Harassment Prevention and Human Rights policies and the *Ontario Human Rights Code and the Occupational Health and Safety Act*, apply to the conduct of members which occurs in the course of, or is related to, the performance of official business and duties of Trustees, and to that extent are incorporated into and form part of this Code of Conduct. If an employee or a member of the public brings forward a harassment complaint against a Member of the Board to staff, it shall be immediately forwarded to the Integrity Commissioner. If a complaint is filed with the Integrity Commissioner, after an initial assessment, the Integrity Commissioner may determine

the appropriate next steps, including treating the matter as a Formal Complaint or referral of the complaint to an independent investigator. Upon receipt of the independent investigator's findings, the Integrity Commissioner shall report to the Board in the same manner as a report following an investigation into a Formal Complaint.

Failure to Adhere to the Board Policies and Procedures

- 6.46 Trustees are required to observe the terms of all policies and procedures established by the Board that apply to members of the Board.

Reprisals and Obstruction

- 6.47 Trustees should respect the integrity of this Code of Conduct and are obliged to cooperate with inquiries conducted in accordance with the Complaints Protocol and any other procedures set by the Board for addressing complaints of a breach of this Code of Conduct. Any reprisal or threat of reprisal against a complainant or anyone else for providing relevant information to the Integrity Commissioner is prohibited. It is a violation of this Code of Conduct to obstruct the Integrity Commissioner in carrying out the duties of that office.
- 6.48 Trustees shall be respectful of the role of the office of the Integrity Commissioner.

Acting on Advice of Integrity Commissioner

- 6.49 If a Trustee is uncertain about whether a proposed action or activity by that Trustee is prohibited by the Code of Conduct, the Trustee may directly seek the advice of the Integrity Commissioner prior to engaging in the proposed action or activity. This shall not constitute an inquiry or investigation by the Integrity Commissioner pursuant to the Complaint Protocol. The advice is not binding on the member nor on the Board, but must be considered by the Integrity Commissioner in any subsequent investigation involving the member and the same or related conduct. Any advice by the Integrity Commissioner to a Trustee under this provision shall be in writing or, if oral, confirmed in writing by the Integrity Commissioner. The fact that a member did not seek advice under this section shall not be considered by the Integrity Commissioner or the Board in any subsequent investigation or determination.
- 6.50 Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or Committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to expel or exclude from any meeting any person who has demonstrated improper conduct at the meeting.
- 6.51 The Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.
- 6.52 The Chair of the Board or Presiding Officer shall always attempt to follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures under the Consolidated Bylaws.

7.0 Sanctions

- 7.1 If the Integrity Commissioner determines that the Trustee has breached this Code of

Conduct, the Integrity Commissioner shall report to the Board of Trustees reciting the findings of the Integrity Commissioner. The Board of Trustees shall consider the report of the Integrity Commissioner and the Board of Trustees shall make its own assessment and determination of whether there has been a breach of the Code of Conduct and, if so, may impose one or more sanctions as provided for in section 218.3 of the *Education Act*, as may be amended from time to time. The Board has no power to declare the Trustee’s seat vacant.

8.0 Evaluation

8.1 This Code of Conduct is to be reviewed and updated as required but at a minimum every four (4) years, on or before May 15 beginning in May, 2019.

Appendix:

1-2

Document Links:

Effective Date	Legislative References	Approved by
2012-06-18		
Amended/Reviewed		
2015-11-16		
2018-11-19		
2019-03-14		

Appendix 1 – Appointment, Selection and Jurisdiction of the Integrity Commissioner

1.0 Appointment of the Integrity Commissioner

- 1.1 The Board of Trustees shall appoint an Integrity Commissioner by 2/3 vote. The Integrity Commissioner may be an individual or a firm/corporation. In the latter case, an individual in that firm/corporation may be referenced as the Board's Integrity Commissioner, with the consent of the Board and the firm/corporation.
- 1.2 The term of the Integrity Commissioner shall be five (5) years. The term may be extended by the Board of Trustees by 2/3 vote.
- 1.3 The Integrity Commissioner may be terminated by the Board of Trustees by 2/3 vote.

2.0 Selection of the Integrity Commissioner

- 2.1 The Integrity Commissioner shall be selected using the Board's hiring practices, overseen by a selection committee appointed by the Board and chaired by the Chair or designate. The selection committee shall make a recommendation to the Board.

3.0 Role of the Integrity Commissioner

- 3.1 The Integrity Commissioner has the following responsibilities:
 - (a) fulfilling his or her responsibilities as set out in the Code of Conduct;
 - (b) providing general instruction to Trustees about the Code of Conduct and Complaint Protocol;
 - (c) providing general information to Trustees about their duties and obligations under the *Municipal Conflict of Interest Act*;
 - (d) reviewing and making inquiries related to complaints made about Trustees in relation to the Code of Conduct and the Complaint Protocol, pursuant to the Complaint Protocol;
 - (e) providing educational programs to Trustees on issues of ethics and integrity;
 - (f) maintaining custody and control of their complaint and inquiry files and, on completion of their term, transferring any open files related to ongoing matters to the incoming Integrity Commissioner or as the Board may direct; and
 - (g) providing such other duties respecting ethical and conduct matters as assigned by the Board.
- 3.2 The Integrity Commissioner does not have jurisdiction over complaints about Board staff.
- 3.3 The Integrity Commissioner shall act in an independent and objective manner.
- 3.4 The Integrity Commissioner is accountable to and reports to the Board of Trustees.
- 3.5 The Director of Education, for the sole purpose of an inquiry or investigation undertaken by the Integrity Commissioner pursuant to the Complaint Protocol, will provide information to the Integrity Commissioner and will facilitate access to all documents including, but not limited to books, accounts, financial records, electronic records and communications, files, papers, things or property in the possession or control of the DDSB that the Integrity Commissioner believes are necessary for an investigation of a complaint made in accordance with the Complaint Protocol, provided first that the Board's General Counsel

has vetted the proposed access to confirm that same will not breach the Board's legal obligations.

Appendix 2 – Complaints Protocol – Integrity Commissioner

1.0 RATIONALE

The Board has established a Board Member Code of Conduct (“Code of Conduct or “Code”) to govern the conduct of Trustees and to provide transparency, accountability, and public confidence in its governance. This Complaints Protocol supports the implementation of the Code of Conduct, particularly as related to the complaints process, including the reporting, investigation and resolution of complaints.

2.0 OBJECTIVE

To outline the processes for making, investigating, resolving and reporting on the outcomes of complaints made under the Code of Conduct.

3.0 DEFINITIONS

Terms are as defined in the Code of Conduct.

4.0 COMPLAINT PROTOCOL

This Complaint Protocol describes informal and formal ways for members of the public, staff members and members of the Board of Trustees to address complaints concerning the Code of Conduct and members of the Board. The Complaint Protocol provides a number of ways to resolve complaints in addition to the process described in section 218.3(2) of the *Education Act*. Nothing in this Code of Conduct impacts the ability of a member to elect to bring a complaint directly to the Board of Trustees under section 218.3 of the *Education Act*, rather than to the Integrity Commissioner.

The Complaint Protocol is intended to ensure that there is an opportunity to resolve complaints as fairly, expeditiously and meaningfully as possible.

4.1 Informal Complaint Process

Individuals (including staff members of the Board, members of the public, or members of the Board) may elect to pursue an informal process to address conduct prohibited by the Code of Conduct. With the consent of the complainant and the Trustee, the Integrity Commissioner may be a part of any informal process.

Individuals (including staff members of the Board, members of the public, or Trustees) who have identified or witnessed conduct by a Trustee that they believe is in contravention of the Code of Conduct may wish to consider addressing the conduct in an informal way including one or more of the following:

- (a) advise the Trustee that the conduct contravenes the Code of Conduct with an explanation as to why;
- (b) encourage the Trustee to stop the prohibited conduct;
- (c) keep a written record of the incident(s) including dates, times, locations, other persons present, and any other relevant information; advise the Integrity Commissioner, about the concerns related to the Trustee and any response of the Trustee;
- (d) if applicable, confirm to the Trustee the satisfaction with the response of the Trustee; or, if applicable, advise the Trustee of the dissatisfaction with the response;
- (e) speak to the Chair of the Board to see if the matter can be resolved;
- (f) if the parties agree, the Integrity Commissioner can participate in resolving or attempting to resolve the issues; and
- (g) consider the need to pursue a formal complaint under this Complaint Protocol.

Delay in making a formal or informal complaint to the Integrity Commissioner and any prejudice to the Trustee against whom the complaint is made as a result of such delay, shall be considered by the Integrity Commissioner and may, at the discretion of the Integrity Commission, be a sufficient basis for not proceeding with an investigation. In no case, shall a complaint be investigated if it is not made within 1 year of the events at issue.

The informal complaint process is encouraged; however, it is not required prior to beginning the formal complaint process.

Anonymous complaints will not be considered by the Integrity Commissioner, but the Integrity Commissioner has the discretion to hide the identity of a complainant where the safety of the complainant is an issue or where the disclosure could have a material impact on the functioning of the Board and/or professional working relationships within the Board.

If an informal complaint is brought to the attention of the Integrity Commissioner during the pre-election period described in subsection 4.2(f), the Integrity Commissioner shall not participate in the informal process until after a new Board is deemed organized under section 6 of the *Municipal Elections Act*.

4.2 Formal Complaint

Requests for Inquiries

- (a) A request for an inquiry into a complaint that a Trustee has contravened the Code of Conduct (the “Formal Complaint”) may be made to the Integrity Commissioner and if so, shall be made in writing on the prescribed form.
- (b) All written complaints shall be signed by an identifiable individual.
- (c) The Integrity Commissioner shall know the identity of the complainant but where the safety of the complainant is an issue, or the identity of the complainant could impact the functioning of the Board and/or professional working relationships, the Integrity Commissioner can maintain the anonymity of the complainant, provided that the Integrity Commissioner is satisfied that the failure to identify the complainant does not and will not have a material impact on the fairness of the process to the member(s) against whom the allegations are made. Further, where the identity of the complainant is not disclosed to the Board of Trustees, the Board of Trustees may consider the fairness of the process to the member(s) against whom the allegations are made in considering the alleged breach and any sanction.
- (d) A Formal Complaint shall set out reasonable and probable grounds for the allegation(s) that a Trustee has contravened the Code of Conduct. The complaint should include the name of the alleged violator, the provision allegedly contravened, the facts constituting the alleged contravention, the names and contact information of witnesses, and contact information for the complainant during regular business hours.
- (e) Where a complaint is brought forward by way of a Board decision under s. 218.3(a) of the *Education Act*, it may be referred to the Integrity Commissioner and, in that case, the Board shall direct whether the Integrity Commissioner is to treat the matter as a Formal Complaint or pursue informal inquiry and potential resolution. In any such matter where the Board has directed the Integrity Commissioner to pursue an informal inquiry and potential resolution, the Integrity Commissioner shall advise the Board in the event that the Integrity Commissioner has determined that the informal process is not likely to resolve the matter. Upon receipt of such advice, the Board may then direct that the Integrity Commissioner to treat the matter as if it were a Formal Complaint; otherwise, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached this Code of Conduct and, if so, it shall consider whether to sanction the member under section 218.3(3) of the *Education Act*.
- (f) In a municipal election year, a Code of Conduct complaint respecting a Trustee who is seeking re-election will not be

received by the Integrity Commissioner and any open complaint investigation shall be suspended during the period starting on Civic Monday and ending when a new Board is deemed organized under section 6 of the *Municipal Elections Act*.

4.3 Classification of Complaints by the Integrity Commissioner

- (a) An original written Formal Complaint shall be filed with the Integrity Commissioner for initial classification to determine if the matter is a complaint with respect to non-compliance with the Code of Conduct or whether it is covered by other legislation or other policies.
- (b) If the complaint is not a complaint with respect to non-compliance with the Code of Conduct or the complaint is covered by other legislation or the complaint is covered by other legislation, the Integrity Commissioner shall advise the complainant in writing as follows:
 - i. if the complaint is an allegation of a criminal nature consistent with the *Criminal Code of Canada*, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
 - ii. if the complaint is with respect to non-compliance with the *Municipal Conflict of Interest Act*, the complainant shall be advised to review the matter with the complainant's own legal counsel;
 - iii. if the complaint is with respect to non-compliance with the *Municipal Freedom of Information and Protection of Privacy Act*, the complainant shall be referred to the Board's General Counsel;
 - iv. in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to consider, with any additional reasons and referrals as the Integrity Commissioner considers appropriate.
- (c) The Integrity Commissioner shall undertake a threshold assessment of any Formal Complaint and shall determine whether the complaint is outside the timelines stipulated herein or is frivolous, vexatious, or not made in good faith, or whether there are no grounds or insufficient grounds for an investigation, in which case the Integrity Commissioner shall not initiate an investigation, or, where that becomes apparent in the course of an investigation the Integrity Commissioner shall terminate the investigation. The complainant and Trustee, as appropriate, shall be advised of the decision with a rationale. Where the complainant breaches the integrity of an investigation by sharing the details on social media, or in the public arena, the Integrity Commissioner may terminate the investigation.

In assessing whether a complaint is frivolous, vexatious, or not made in good faith, the Integrity Commissioner shall consider whether the complainant is advancing a concern, issue or complaint that is consistent with the purpose of the Code of Conduct and also whether the complaint is, in essence, in the nature of a private interest.

4.4 Reports from the Integrity Commissioner: No Jurisdiction or Inquiry

- (a) The Integrity Commissioner may report to the Board of Trustees that a specific complaint is not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify the complainant.
- (b) The Integrity Commissioner shall report annually to the Board of Trustees on complaints not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify a person concerned.
- (c) Other than in exceptional circumstances, the Integrity Commissioner will not report to the Board of Trustees on any complaint described in subsections 4.3(b) and (c) except as part of an annual report.

4.5 Formal Complaint Inquiries by the Integrity Commissioner

- (a) If a complaint has been classified as being within the Integrity Commissioner's jurisdiction, the Integrity Commissioner shall proceed with an investigation as follows:
 - i. provide the complaint and supporting material to the Trustee whose conduct is in question with a request that a written response to the allegation be provided within ten days; and
 - ii. Provide a copy of the response to the complainant with a request for a written reply within ten days.
- (b) If necessary, after reviewing the written materials, delivered under subsection 4.5 (a) the Integrity Commissioner may speak to anyone he or she deems relevant to the complaint, access and examine any of the information, documents or electronic materials and may enter any Board work location relevant to the complaint for the purposes of investigation and/or settlement, provided that the Board's General Counsel has pre-approved the release of any information, documents or materials to the Integrity Commission in accord with the Board's legal obligations.
- (c) The inquiry will be conducted in private and will remain confidential, save and except as may be disclosed in any report by the Integrity Commissioner to the Board of Trustees or as necessary for the conduct of the investigation.
- (d) The Formal Inquiry may involve both written and/or oral statements by any witnesses, persons with relevant information to the complaint, the complainant or the Trustee alleged to have breached the Code.
- (e) The Statutory Powers Procedure Act does not apply.

- (f) Subject to the provisions of 4.5(g), at any time following receipt and review of a Formal Complaint or at any time during the Formal Inquiry, where the Integrity Commissioner believes there is an opportunity to successfully resolve the matter without a formal investigation, and both the complainant and the Trustee alleged to have breached the Code agree, an informal resolution may be pursued. If this process leads to a result that is satisfactory to the Complainant and the Trustee alleged to have breached the Code, then the complaint shall be deemed withdrawn.
- (g) Section 4.5(f) shall not be engaged unless the parties consent and unless the Integrity Commissioner is of the view that it is unlikely, on a balance of probabilities, that there would be a finding of a breach of the Code of Conduct.
- (h) A Formal Complaint may be withdrawn by the Complainant at any time prior to the Board making a determination on the alleged breach(es) under section 218.3 of the *Education Act*.

4.6 Reports to the Board of Trustees

- (a) The Integrity Commissioner shall report to the complainant and the Trustee generally no later than 90 days after the receipt of the Formal Complaint unless the Integrity Commissioner determines that a longer period of time is required to complete the final report and the reason is explained in the final report. The Board of Trustees and the complainant shall be advised of the need for the extension of time with an expected date of delivery of the report.
- (b) The Integrity Commissioner may make interim reports to the Board of Trustees where necessary and to report on any instances of interference, obstruction or retaliation encountered during an investigation.
- (c) Where a Formal Complaint is sustained in whole or in part, the Integrity Commissioner shall report to the Board of Trustees outlining the findings of the investigation. The report shall make recommendations as to sanction with reference to section 218.3 of the *Education Act* together with any relevant decisions of other Boards that the Integrity Commissioner believes may be of assistance to the Board in considering sanction.
- (d) A report following an investigation into of a Formal Complaint will be delivered to the Board of Trustees for consideration in accordance with the provisions of sections 218.3 and 207 of the *Education Act*. Where the Integrity Commissioner's investigation into a Formal Complaint concludes that there has been no breach of the Code of Conduct, the Integrity Commissioner's investigative report shall not be delivered to the Board of Trustees, but a summary of the investigation shall be provided to the Board of Trustees.
- (e) Where the Integrity Commissioner determines that a contravention of Code of Conduct occurred although the Trustee

took all reasonable measures to prevent it, or that a contravention occurred through inadvertence or an error of judgment made in good faith, the Integrity Commissioner shall so state in the report.

- (f) The Integrity Commissioner shall give a copy of the report to the complainant and the Trustee whose conduct is concerned.
- (g) The Integrity Commissioner shall bring the report before the next available meeting of the Board of Trustees.
- (h) The Board of Trustees shall consider and make a decision in response to the Integrity Commissioner's report in a timely manner, and shall comply with the provisions of section 218.3 of the *Education Act* in considering and making a determination as to whether a breach has occurred and, if so, any sanction.
- (i) The Board of Trustees shall consider the report of the Integrity Commissioner and the Board of Trustees shall make its own assessment and determination of whether there has been a breach of the Code of Conduct and, if so, may accept, reject or amend the Integrity Commissioner's recommendation, if any, as to sanction.
- (j) The Integrity Commissioner may attend at the meeting at which the Board of Trustees will be considering the final report to answer questions of members of the Board of Trustees.
- (k) Where a matter is being handled by the Integrity Commissioner, individual Trustees shall not undertake their own investigation of any matter, including questioning a complainant, the Trustee who is alleged to have breached the Code or any witnesses or persons participating in any investigation.

4.7 Payment of Costs

- (a) Subject to subsection 4.7(e), a member of the Board who is a respondent to a formal complaint under this procedure shall be reimbursed by the Board for actual and reasonable legal and related expenses up to a maximum of \$5,000.
- (b) Subject to subsection 4.7(e), in the case of an application under the *Judicial Review Procedure Act* for judicial review of actions taken on a complaint against a member of the Board by the Integrity Commissioner,
 - i. where a member of the Board made the judicial review application, the member is eligible for reimbursement of legal costs, including additional legal costs in a successful application, that are not recovered by any costs awarded by the court, up to a maximum of \$20,000.
 - ii. a member of the Board is entitled to reimbursement of the

legal costs of intervention in a judicial review application where the member's interests are at stake, up to a maximum of \$20,000.

- (c) Subject to subsection 4.7(e), the Board of Trustees may consider the reimbursement of costs above the limit in subsections 4.7(b)(i) and (ii) on a case-by-case basis.
- (d) The Board may consider an advance payment to a Trustee for legal expenses prior to completion of an investigation for a maximum amount of \$5,000. While the Trustee must return to the Board all unused funds upon completion of an investigation, the Trustee will not be required to reimburse the spent funds if, upon completion of the investigation, either subsection 4.8(e)i or ii, apply. Otherwise, all advanced funds must be returned to the Board immediately upon conclusion of the investigation.
- (e) Costs shall only be reimbursed under this section to the member of the Board:
 - i. if the Integrity Commissioner concludes that there has been no contravention of the Code of Conduct by the member or that the member is not blameworthy, and the Integrity Commissioner's conclusion is not overturned on judicial review; or
 - ii. if the member is successful, in whole or in part, on any judicial review application either as an applicant or intervenor.
- (f) Any request for costs under subsection 4.7 shall be made in writing to the General Counsel who shall report to the Board of Trustees.

4.8 Confidentiality and Formal Complaints

A Formal Complaint will be processed as follows:

- (a) The Integrity Commissioner and every person acting under the Integrity Commissioner's instructions shall preserve confidentiality with respect to all Code of Conduct matters except as required by law or in accordance with the provisions of the Code of Conduct and the *Education Act*. The following persons involved in any aspect of a Code of Conduct complaint, including any investigation, shall preserve confidentiality:
 - i. the complainant;
 - ii. individual Trustees;
 - iii. witnesses;
 - iv. the Integrity Commissioner, and

v. staff.

Except that the Integrity Commissioner may disclose relevant information in a public report but only to the extent that the Integrity Commissioner deems it appropriate to do so and provided same has been pre-approved by the Board's General Counsel as being in accord with the Board's legal obligations.

- (b) All reports from the Integrity Commissioner to the Board of Trustees will be made available to the public. The report may be redacted appropriately to reflect the requirements of section 207(2) of the *Education Act*.
- (c) Any references by the Integrity Commissioner in an annual or other periodic report shall not disclose confidential information that could identify the Trustee concerned, except where the Trustee's name has been disclosed in the public sphere, or the Integrity Commissioner deems it necessary to identify the person concerned.
- (d) The Integrity Commissioner, in a report to the Board of Trustees on whether a member of the Board has violated the Code of Conduct, shall only disclose such matters as in the Integrity Commissioner's opinion are appropriate for the purposes of the report.

5.0 EVALUATION

This Code of Conduct is to be reviewed and updated as required but at a minimum every four (4) years.

7.0 APPENDICES

Appendix A: Complaint Form

**Durham District School Board
Code of Conduct - Formal Complaint Form**

COMPLAINT OF

I, _____ (full name), of the
(City, Town, etc.) _____ (municipality of
residence) in the Province of Ontario.

STATE THE FOLLOWING:

1. I have personal knowledge of the facts as outlined in this affidavit, because

(insert reasons e.g. I work for . . . I attended a meeting at which . . . etc.)

2. I have reasonable and probable grounds to believe that:

_____ (specify name of Trustee) a member of the
Durham District School Board, has contravened Section (s) _____
_____ (specify section(s) of
the Trustee Code of Conduct. The particulars of which are as follows:

(Set out the statements of fact in consecutively numbered paragraphs in the space below, with each paragraph being confined as far as possible to a particular statement of fact. If you require more space, please use the attached Schedule A form and check the appropriate box below. If you wish to include exhibits to support this complaint, please refer to the exhibits as Exhibit A, B, etc. and attach them to this form.)

*Where a complainant chooses to litigate this matter in the court of public opinion and/or social media platforms, the Integrity Commissioner reserves the right to dismiss this complaint.

Please see the attached Schedule "A"

DATED THIS DAY OF , 20 at the City/Town of
In the Province of Ontario.

(Signature of person making the complaint)

Page ____ of ____

By Law

By-Law #12

By-Law: School Board Member (Trustee) Code Of Conduct

1.0 Purpose and Application

~~1.1 This Board Member Code of Conduct (“Code of Conduct”) supports both legislated requirements and Board established by laws, policies and procedures that set out the governance and accountability framework at the Durham District School Board (DDSB). The *Education Act* gives school boards the authority to adopt codes of conduct that apply to board members. This Code of Conduct supports the Board’s commitment to meeting high standards of conduct by trustees. The *Education Act* and the regulations thereunder mandate that school boards adopt a code of conduct that applies to Board members.~~

~~1.1~~

~~1.2 A Trustee position is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour. Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the provincial government. The conduct of the members of the Board of Trustees must be of the highest standard to maintain the confidence of the public.~~

~~1.2~~

~~1.3 A code of conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It deals with acceptable and respectful behaviours. This Code of Conduct meets the Board’s statutory obligations and supports the Board’s commitment to meeting high standards of conduct by trustees.~~

~~1.3.4~~

~~Trustees will support the Vision and Values, and Strategic Priorities of the Durham District School Board. This Code of Conduct applies to all members of the Board of Trustees. It applies to members of the Board of Trustees from the date the Declaration is filed under section 209(1) of the *Education Act* and only while they hold the office. Conduct of a Trustee outside of this timeframe is not subject to sanction under this Code of Conduct.~~

~~1.4~~

~~1.5 Trustees responsibilities can be found in By Law #11.~~

~~1.6.1.5 The Selection, Appointment and Jurisdiction of the Integrity Commissioner and the Complaints Procedure is set out in Appendix 1. The Selection, Appointment and Jurisdiction of the Integrity Commissioner together with the Complaints Protocol are attached at Appendix 1 and 2 respectively.~~

~~1.71.6 Trustees shall sign the Trustee Code of Conduct Acknowledgement and Undertaking, set out at Appendix 3, at the annual inaugural meeting of the Board. The Selection, Appointment and Jurisdiction of the Integrity Commissioner together with the Complaints Protocol are attached at Appendix 1 and 2 respectively.~~

2.0 **Objective**

2.1 To establish governing principles and standards for accepted behavior by members of the Board of Trustees, including the Chair of the Board.

3.0 **Responsibility**

3.1 The Board of Trustees, the DDSB's Integrity Commissioner and the Director of Education.

4.0 **Application and Scope**

4.1 This Code of Conduct applies to all members of the Board of Trustees.

5.0 **Definitions**

Board means the Durham District School Board, ~~which is~~ also referred to as the DDSB, a statutory corporation under section 58.5 of the Education Act.

Discrimination means discriminatory behaviour as defined by the DDSB Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.

Harassment means harassing behaviour as defined by the DDSB workplace Violence and Harassment Prevention policies, ~~and the Ontario Human Rights Code~~ the Occupational Health and Safety Act, Ontario and is recognized in the Ontario Human Rights Code.

Integrity Commissioner means the Integrity Commissioner duly appointed by the Board of Trustees ~~in accordance with the Durham District School Board Bylaws.~~

Members of the Board (also referred to as Trustees) ~~means the Chair and all members of the Board of Trustees~~ are the members of the Board of Trustees of the DDSB.

Official Business means duties and responsibilities of Trustees as set out in as prescribed by in the *Education Act* and further delineated in the Board's Consolidated By-Laws and Policies. ~~explained in the By-Law #11 Trustee Responsibilities, and directly related to operations of the Durham District School Board.~~

Unless specified otherwise, staff means any employee of the Durham District School Board. Staff members means employees of the Durham District School Board.

Trustee's office or office means the authority and public duties attached to the position of being a Trustee. Trustees Office means the authority and public duties attached to the position of being elected as a DDSB Trustee.

6.0 Code of Conduct

- 6.1 Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the provincial government. The conduct of the members of the Board of Trustees must be of the highest standard to maintain the confidence of the public.
- 6.2 This Board Member Code of Conduct (“Code of Conduct”) represents the Board’s commitment to meeting high standards of conduct.

Integrity and Dignity of Office - Principles

- 6.3 Trustees ~~of the Board~~ shall discharge their duties, as set out in the *Education Act*, loyally, faithfully, impartially and in a manner, that will inspire public confidence in the abilities and integrity of the Board.
- 6.4 ~~Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.~~
- 6.5 Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner at all times, and especially when attending Board events, or while on Board property.
- 6.6 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to any person, including Board staff or fellow Board members.
- 6.7 No Trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times, that would discredit or compromise the integrity of the Trustee, any other Trustee, or the Board;
- 6.8 A Trustee shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board;
- 6.9 Trustees shall serve and be seen to serve ~~their school communities~~ in a constructive, respectful, conscientious and diligent manner;
- 6.10 ~~Trustees shall recognize the public trust in the expenditure of DDSB funds efficiently and in the best interests of students;~~
- 6.11 Trustees shall be committed to performing their functions with integrity and shall to avoid~~ing~~ the improper use of the influence of their office, and conflicts of interest, both apparent and real;
- 6.12 Trustees are expected to perform their duties in office and arrange their private affairs in a manner that promotes public confidence;

- 6.13 Trustees shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and the By-Laws and policies ~~adopted by of~~ the Board;
- 6.14 Trustees agree to the common understanding that individual trustees will not participate in activities that grant, or appear to grant, any special consideration, treatment, or advantage to an individual Trustee which is not available to every other individual. Allowable activities include those activities that are reasonably related to a Trustee's Office, taking into consideration the different interests and the diverse profiles of their wards/communities;
- 6.15 Trustees recognize that their Oath of Office binds them to the provisions of the *Municipal Conflict of Interest Act* (MCIA); ~~and,~~
- 6.16 ~~The following provincial and federal legislation also applies to Trustees:~~
- ~~(a) — Criminal Code of Canada.~~
 - ~~(b) — Education Act~~
 - ~~(c) — Municipal Conflict of Interest Act~~
 - ~~(d) — Municipal Elections Act, 1996~~
 - ~~(e) — Municipal Freedom of Information and Protection of Privacy Act~~
 - ~~(f) — Occupational Health and Safety Act~~
 - ~~(g) — Ombudsman Act~~
 - ~~(h) — Ontario Human Rights Code.~~

Confidential Information

- 6.17 Confidential Information includes,
- (a) information in the custody and/or control of the DDSB that is subject to the privacy provisions of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) or other legislation, including, but not limited to personal information of staff and students, third party corporate, commercial, scientific, or technical information, solicitor-client or litigation privileged information;
 - (b) information in respect of litigation or potential litigation affecting the Board, and information that is subject to solicitor-client privilege;
 - (c) information discussed during closed sessions of the Board pursuant to section 207 of the *Education Act*;
 - (d) intimate, personal or financial information of a Trustee, staff member or prospective staff member, student, parent or guardian;
 - (e) the acquisition or disposal of the Board's real property, including a school site; and,
 - (f) ~~decisions~~ information in respect of negotiations with staff members.
- 6.18 No Trustee shall disclose or release, to anyone, by any means, ~~to any member of the~~

~~public~~, any confidential information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board to do so. This is a continuous obligation that extends beyond the Trustee's term of office.

- 6.19 No Trustee shall use confidential information for either personal gain or to the detriment of the Board.
- 6.20 Trustees should not access or attempt to gain access to confidential information in the custody of the Board unless it is necessary for the performance of their duties and not prohibited by Board policy. It is understood that any staff providing access to any such confidential information may share it with other Trustees, as may be appropriate in the circumstances.
- 6.21 Under the ~~DDSB Bylaws~~ Board's Consolidated By-Laws, a matter that has been discussed by any committee of the Board, of Trustees including a committee of the whole board, in closed session in accordance with section 207(2) or 207(2.1) of the *Education Act* is confidential. Trustees shall not disclose the content of any such matter, or the substance of deliberations, of the closed session unless and until, and only to the extent that, meeting until the Board of Trustees discusses the information at a meeting that is open to the public or releases the information to the public or the Board of Trustees otherwise gives prior authorization for the disclosure.
- 6.22 ~~Individual m~~Members of the Board are only entitled to information in the possession of the DDSB that is relevant to matters before the Board of Trustees or a committee of the Board. Otherwise, ~~an individual Trustee members~~ enjoys the same level of access rights to information as any other member of the community.
- 6.23 If there is uncertainty about whether information is confidential, ~~the a~~ Trustee may should check with the appropriate staff member, consult with the Director of Education or seek guidance from the Board's General Counsel. the advice of the Integrity Commissioner.

Upholding Decisions

- 6.24 All Trustees of the Board shall accept that authority rests with the Board of Trustees, and that a Trustee has no individual authority other than that delegated by the Board of Trustees. Trustees shall be mindful of this in all of their interactions with others and will not commit the Board, any Board committee or staff to any particular course of action.
- 6.25 Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, or the like, if permitted by the Consolidated By-Laws Board's Rules of Order, can be brought by a Trustee and Robert's Rules of Order, if applicable, may be brought forward by a Trustee.
- 6.26 A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
- 6.27 Each Trustee shall endeavor in good faith to comply with Board ~~the Board's Consolidated By-Laws. The Board of Trustees as a whole, and not individual trustees, implements~~

and monitors compliance with Board policies. There are a few instances where policies and procedures apply to individual trustees (eg. Trustee expense policy and procedure) and Trustees shall comply with all such policies and procedures. —Policies and applicable Procedures. policies, procedures, By-Laws, and Rules of Order.

- 6.28 The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or the Board of Trustees to do so. When individual Trustees express their opinions in public, through any medium, including social media, they must make it clear that they are not speaking on behalf of the Board. ~~and must otherwise comply with this Code of Conduct.~~

Gifts, Benefits and Hospitality

- 6.29 Trustees are expected to carry out their duties with impartiality and objectivity. Trustees shall not accept a gift, benefit or hospitality in order to avoid the risk that this will compromise their objectivity or lead to an appearance of lack of objectivity, bias or influence ~~on the part of the Trustee.~~

- 6.30 For these purposes, a gift, benefit or hospitality provided with the Trustee's knowledge to a Trustee's spouse, child, or parent, or to a Trustee's staff that is connected directly or indirectly to the performance of the Trustee's duties is deemed to be a gift to that Trustee. ~~of the Board.~~

- 6.31 There are circumstances in which the acceptance of a gift, benefit or hospitality occurs as part of the social protocol or community events linked to the duties of an elected official and his/her role in representing the Board. The exceptions do not apply in the case of vendors of goods and services, or those expecting to be vendors to the DDSB. The following is a list of recognized exceptions:

(a) compensation authorized by law;

(b) gifts of a nominal value (eg. gift card, hat, t-shirt, mug, not exceeding approximately \$100.00).

~~(a)(c)~~ such gifts or benefits that normally accompany the responsibilities of office and are received as an incident of protocol or social obligation;

~~(b) ————— such gifts or benefits that normally accompany the responsibilities of office and are received as an incident of protocol or social obligation;~~

~~(e)(d)~~ a political contribution otherwise reported by law, in the case of members running for office;

~~(d)(e)~~ services provided without compensation by persons volunteering their time;

~~(e)(f)~~ a suitable memento of a function honouring the member;

~~(f)(g)~~ food, lodging, transportation and entertainment provided by provincial, regional and local governments or political subdivisions of them, by the federal government or by a foreign government within a foreign country, or by a conference, seminar or event organizer where the member is either speaking or attending in an official capacity. For the purposes of this exception, "official capacity" refers to attendance in a ceremonial, presentational or

representational role on behalf of the Board or where the DDSB has authorized the member to attend on behalf of the organization;

~~(g)~~(h) food and beverages consumed at banquets, receptions or similar events, if:

- (i) attendance serves a legitimate business purpose;
- (ii) the person extending the invitation or a representative of the organization is in attendance; and
- (iii) the value is reasonable and the invitations infrequent;

~~(h)~~(i) communication to the offices of a member, including newspapers and periodicals; and,

~~(i)~~(j) no Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board. Any gifts received shall be reported to the Chair of the Board.

6.32 An invitation to attend a function where the invitation is connected directly with the performance of a Member's duties of office (i.e. for which the Trustees has a ceremonial, presentational or representational official role) is not considered ~~by this Code of Conduct~~, to be a gift. This type of attendance is considered to be fulfillment of official public duties.

Conflict of Interest

6.33 A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.

6.34 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.

6.346.35 Members of the Board shall comply with the *Municipal Conflict of Interest Act* and avoid conflicts of interest as defined by this Code of Conduct, and the Broader Public Sector (BPS) Directive and Code of Ethics.

Use of Board Property, Services and Other Resources

6.356.36 No Trustee should use, or permit the use of Board resources, including but not limited to staff members, Board events, Board facilities, Board funds, Board information and Board infrastructure or other resources (e.g., Board-owned materials, websites, and social media platforms) for activities other than the business of the DDSB. No Trustee may obtain personal financial gain from the use or sale of Board-developed intellectual property (e.g., inventions, creative writings and drawings), computer programs, technical innovations, or other items capable of being patented, or from the sale of Board provided mobile phones and all other technological equipment, since all such property remains exclusively that of the Board.

Election Campaign Work

6.366.37 Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.

6.376.38 No Trustee shall use the facilities, equipment, supplies, services or other resources of the Board (including newsletters, social media sites and websites linked through the Board's website, contact information including email addresses obtained as a result of the member's performance of his or her duties as a Trustee) for any election campaign or campaign- related activities. No Trustee shall undertake campaign-related activities on Board property unless permitted by Board policy. No Trustee shall use the services of persons for election- related purposes during hours in which those persons receive any compensation from the Board.

Improper Use of Influence

6.386.39 No Trustee shall use the influence of his or her office for any purpose other than for the exercise of his or her official duties. This includes using the influence of the office to obtain employment for a family member, or otherwise using one's status as a Trustee to improperly influence the decision of another person to the private advantage of oneself, or one's parents, children or spouse, staff members, friends, or associates, business or otherwise. Also prohibited is the holding out of the prospect or promise of future advantage through a Trustee's supposed or actual influence within the Board in return for present actions or inaction. It includes refraining from using one's status to improperly influence the decision of another person to improperly prejudice another person or persons.

6.396.40 For the purposes of the above this provisions, "private advantage" and "improperly prejudice" does not include discussion of a matter at a Board or committee meeting that:

- (i) that is of general application;
- (ii) ~~that~~ affects a Trustee, his or her parents, children or spouse, staff members, friends, or associates, business or otherwise as one of a broad class of persons; or
- (iii) ~~a committee or Board matter that~~ concerns the remuneration or benefits of a Trustee.

Conduct Regarding Current and Prospective Employment

6.406.41 No Trustee shall allow any current employment or the prospect of his or her future employment by a person or entity to improperly or for personal gain affect the performance of his or her duties to the Board.

6.416.42 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member of the Trustee.

Conduct at Board and Committee Meetings

~~6.426.43~~ Trustees shall respect procedural rulings at Board and committee meetings and respect the views and opinions expressed by staff members, delegates and other Trustees. Trustees shall conduct themselves with decorum at Board and Committee meetings and in accordance with the provisions of the Consolidated By-Laws. Trustees act in the service of the community. They have the opportunity to set an example for future leaders who may look to them for guidance and leadership. They are expected to respect the procedural rulings of the Chair and behave respectfully in respect of the information, views and opinions expressed by staff members, delegates and other Trustees. It is vital that members of the Board conduct themselves with decorum at Board and Committee meetings and in accordance with the provisions of the DDSB's Bylaw concerning meeting procedures.

Conduct Respecting Staff Members

~~6.436.44~~ Trustees shall carry out their duties as defined within section 218.1 of the *Education Act*. ~~The Board of Trustees as a whole approves budget, policy, Committee processes, and other such matters. Staff members serve the Board of Trustees as a whole.~~

~~6.446.45~~ Trustees shall ~~be respectful of the~~ their role and the distinct role and responsibility of staff in accordance with the provisions of the *Education Act*, the Board's Consolidated By-Laws, and OPSBA's Good Governance guide, as amended from time to time. ~~of staff members to provide advice based on political neutrality and objectivity and without undue influence from any individual Trustee or faction of the Board of Trustees.~~

~~6.45~~ Trustees will respect the distinct roles of staff in implementing policy in accordance with the provisions of the *Education Act*, the Board's Governance By Law #11, and OPSBA Good Governance.

~~6.46~~ In dealing with parent/guardian concerns or community concerns, Trustees shall not provide express or implicit direction or suggested outcomes to school administrators or educators.

~~6.466.47~~ Trustees shall not provide direction to staff. Trustees work with the Chair and Director of Education. The Director of Education is responsible for communicating directives and expectations to staff.

~~6.47~~ Trustees shall respect the professionalism, reputations, duties and expertise of staff members.

~~6.48~~ By way of example and for greater certainty, Trustees shall not falsely or maliciously injure the professional or other reputation of staff members; compel staff members to engage in partisan political activities or subject staff to threats or other maltreatment for refusing to engage in such activities; or use or attempt to use their authority or influence to intimidate, threaten, coerce, command or influence staff members or interfere with staff members' duties, including to disclose improper activities.

6.48

Discreditable Conduct

- 6.49 All Trustees have a duty to treat members of the public, one another, and staff members respectfully and ~~without abuse, bullying or intimidation, and to ensure that the work environment at the Board is~~ free from discrimination and harassment. This ~~provision~~ applies to all forms of written and oral communications, including via social media.
- 6.50 ~~Harassing or discriminatory behavior, as indicated in the~~ DDSB Workplace Harassment Prevention and Human Rights policies and the *Ontario Human Rights Code* ~~and the Occupational Health and Safety Act, apply to the conduct of members~~ which occurs in the course of, or is related to, the performance of official business and duties of Trustees, ~~and to that extent are incorporated into and form part of this Code of Conduct. is subject to this Code of Conduct.~~ If an employee or a member of the public brings forward a harassment complaint against a Member of the Board to ~~staff, the DDSB Human Rights Office,~~ it shall be immediately forwarded to the Integrity Commissioner. If a complaint is filed with the Integrity Commissioner, after an initial assessment, the Integrity Commissioner may determine the appropriate next steps, including ~~treating the matter as a Formal Complaint or~~ referral of the complaint to an independent investigator. Upon receipt of the independent investigator's findings, the Integrity Commissioner shall ~~report to the Board in the same manner as a report following an investigation into a Formal Complaint. make a final recommendation in respect of compliance with the Code of Conduct.~~

Failure ~~t~~To Adhere ~~t~~To ~~t~~The Board Policies ~~a~~And Procedures

- 6.51 Trustees are required to observe the terms of all policies and procedures established by the Board that apply to members of the Board.
- 6.52 ~~Trustees shall comply with the provisions of the Employee and Trustee Expenses Policy and Regulation #4135 and corresponding procedures, as amended from time to time.~~

Reprisals ~~a~~And Obstruction

- 6.53 Trustees should respect the integrity of this Code of Conduct and are obliged to cooperate with inquiries conducted in accordance with the Complaints Protocol and any other procedures set by the Board for addressing complaints of a breach of this Code of Conduct. Any reprisal or threat of reprisal against a complainant or anyone else for providing relevant information to the Integrity Commissioner is prohibited. It is a violation of this Code of Conduct to obstruct the Integrity Commissioner in the carrying out ~~of her or his~~ the duties of that office. ~~responsibilities, for example, by destroying documents or erasing electronic communications.~~
- 6.54 Trustees ~~shall be respectful of the role of the office of the Integrity Commissioner. of the Board have a duty to respond to and comply with all requests of the Integrity Commissioner and failure to do so is a violation of this Code of Conduct.~~

Acting on Advice of Integrity Commissioner

- 6.55** ~~If a Trustee is there is~~ uncertainty about whether a proposed ~~an~~ action or activity by that Trustee refers to conduct is prohibited by the Code of Conduct, ~~the a~~ Trustee may directly seek the advice of the Integrity Commissioner prior to engaging in the proposed action or activity. This shall not constitute an inquiry or investigation by the Integrity Commissioner pursuant to the Complaint Protocol. The advice is not binding on the member nor on the Board, but must be considered by the Integrity Commissioner in any subsequent investigation involving the member and the same or related conduct. Where a member of the Board has received written Any advice from by the Integrity Commissioner to a Trustee under this provision shall be in writing or, if oral, confirmed in writing by the Integrity Commissioner. ~~The fact that a member did not seek advice under this section shall not be considered by the Integrity Commissioner or the Board in any subsequent investigation or determination. on a particular matter, the advice is binding on the Board in any subsequent consideration of the conduct of the Trustee in the same matter as long as the Trustee disclosed all relevant facts to the Integrity Commissioner before the advice was provided.~~
- 6.56** ~~Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or Committee of the Board from exercising their power pursuant to s. 207(3) of the Education Act to expel or exclude from any meeting any person who has demonstrated improper conduct at the meeting. The Integrity Commissioner will work with the Chair and Director when providing advice to Trustees.~~
- 6.57** ~~The Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.~~
- 6.56.58** ~~The Chair of the Board or Presiding Officer shall always attempt to follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures under the Consolidated By-Laws.~~

7.0 Chair/Presiding Officer

- 7.1** ~~The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice Chair of the Board.~~
- 7.2** ~~Each year two alternate Trustees shall be chosen by the Board to be used when the circumstance warrant that one or both Trustees are needed in place of the Chair and/or Vice Chair of the Board to carry out any of the duties required under this Code of Conduct. The two alternate Trustees will be selected annually at the inaugural meeting of the Board in December.~~
- 7.3** ~~Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or Committee of the Board from exercising their power pursuant to s. 207(3) of the Education Act to expel or exclude from any meeting any person who has demonstrated improper conduct at the meeting. For greater certainty, this may be done at the discretion of the Chair or Presiding Officer as the case may be, and without the~~

~~necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting.~~

~~7.4 — The Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.~~

~~7.57.0 The Chair of the Board or Presiding Officer shall follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures contained in any Policy or By Law of the Board. A breach of a rule of order should be dealt with at the meeting in question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the Enforcement of the Code of Conduct, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.~~

8.0 Sanctions

~~8.1 — If the Board Integrity Commissioner determines that the Trustee has breached ~~the Board's this~~ Code of Conduct, the Board Integrity Commissioner shall report to the Board of Trustees reciting the findings of the Integrity Commissioner. The Board of Trustees shall consider the report of the Integrity Commissioner and the Board of Trustees shall make its own assessment and determination of whether there has been a breach of the Code of Conduct and, if so, may impose one or more sanctions as provided for in section 218.3 of the Education Act, as may be amended from time to time. The Board has no power to declare the Trustee's seat vacant. ~~may impose one or more of the following sanctions:~~~~

~~(a) — Censure of the Trustee.~~

~~(b) — Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.~~

~~(c) — Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.~~

~~8.2 — The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development courses at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.~~

~~8.3 — A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.~~

~~8.4 — The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Education Act regarding absences from meetings.~~

~~9.0 Specific Directives~~

~~9.19.0 The Board of Trustees has authority to issue operational procedures to implement this policy.~~

10.0 Evaluation

10.1 This Code of Conduct is to be reviewed and updated as required but at a minimum every four (4) years, on or before May 15 beginning in May, 2019.

11.0 Appendices

N/A

~~12.0 Reference Documents~~

Policies:

- ~~• Trustee Expenses Policy & Regulation #4135~~
- ~~• Workplace Harassment Policy & Regulation #4245~~

By-laws

- ~~• Trustee Responsibilities Principles of Policy Governance By-Law #11)~~
- ~~• DDSB Bylaws~~

Procedures:

- ~~• Workplace Violence Management Procedure #4146~~

Legislation:

- ~~• Criminal Code of Canada~~
- ~~• Education Act~~
- ~~• Municipal Conflict of Interest Act~~
- ~~• Municipal Elections Act, 1996~~
- ~~• Municipal Freedom of Information and Protection of Privacy Act~~
- ~~• Occupational Health and Safety Act~~
- ~~• Ombudsman Act~~
- ~~• Ontario Human Rights Code~~

Appendix:

1-~~32~~

Document Links:

Effective Date

2012-06-18

Amended/Reviewed

2015-11-16

2018-11-19

2019-03-14

Legislative References

Approved by

Appendix 1 – Appointment, Selection and Jurisdiction of the Integrity Commissioner

1.0 Appointment of the Integrity Commissioner

- 1.1 The Board of Trustees shall appoint an Integrity Commissioner by 2/3 vote. The Integrity Commissioner may be an individual or a firm/corporation. In the latter case, an individual in that firm/corporation may be referenced as the Board’s Integrity Commissioner, with the consent of the Board and the firm/corporation.
- 1.2 The term of the Integrity Commissioner shall be five (5) years. The term may be extended by the Board of Trustees by 2/3 vote.
- 1.3 The Integrity Commissioner may be ~~removed or~~ terminated by the Board of Trustees for cause by 2/3 vote.
- 1.4 ~~The Integrity Commissioner may resign from his or her position with 90 days written notice to the Board of Trustees.~~

2.0 Selection of the Integrity Commissioner

- 2.1 The Integrity Commissioner shall be selected using the Board’s hiring practices, overseen by a selection committee appointed by the Board and chaired by the Chair or designate. The selection committee shall make a recommendation to the Board.

3.0 Role of the Integrity Commissioner

- 3.1 The Integrity Commissioner has the following responsibilities:
- ~~a.~~ providing advice to Trustees about the application of the Code of Conduct, Board policies and procedures, Complaint Protocol fulfilling his or her responsibilities as set out in the Code of Conduct;
 - ~~a.b.~~ providing general instruction to Trustees about the Code of Conduct and Complaint Protocol;
 - ~~b.c.~~ providing general information to Trustees about their duties and obligations under the *Municipal Conflict of Interest Act*;
 - ~~e.d.~~ reviewing and making inquiries related to complaints made about Trustees in relation to the Code of Conduct and the Complaint Protocol, pursuant to the Complaint Protocol;
 - ~~d.e.~~ providing educational programs to Trustees on issues of ethics and integrity;
 - ~~e.f.~~ maintaining custody and control of their complaint and inquiry files and, on completion of their term, transfer any open files related to ongoing matters to the incoming Integrity Commissioner or as the Board may direct; and
 - ~~f.g.~~ providing such other duties respecting ethical and conduct matters as assigned by the Board.
- 3.2 The Integrity Commissioner does not have jurisdiction over complaints about Board staff.
- 3.3 The Integrity Commissioner shall act in an independent and objective manner. ~~shall carry~~

~~out his/her duties independently.~~

3.4 The Integrity Commissioner is accountable to and reports to the Board of Trustees.

3.5 ~~The Integrity Commissioner does not have jurisdiction to investigate or make inquiries in respect of complaints that are related to the Criminal Code, the Municipal Conflict of Interest Act, the Municipal Elections Act, or the Municipal Freedom of Information and Protection of Privacy Act.~~

The Director of Education, for the sole purpose of an inquiry or investigation undertaken by the Integrity Commissioner pursuant to the Complaint Protocol, provide information to the Integrity Commissioner, and facilitate access to all documents including, but not limited to books, accounts, financial records, electronic records and communications, files, papers, things or property in the possession or control of the DDSB that the Integrity Commissioner believes are necessary for an investigation of a complaint ~~or property belonging to or used by the Board of Trustees that the Commissioner believes are necessary for an investigation of a complaint~~ made in accordance with the Complaint Protocol, provided first that the Board's General Counsel has vetted the proposed access to confirm that same will not breach the Board's legal obligations.

3.6—.

Appendix 2 – Complaints Protocol – Integrity Commissioner

1.0 RATIONALE

The Board has established a Board Member Code of Conduct (“Code of Conduct or “Code””) to govern the conduct of Trustees and to provide transparency, accountability, and public confidence in its governance. This Protocol supports the implementation of the Code of Conduct Board Member Code of Conduct, particularly as related to the complaints process, including the reporting, investigation and resolution of complaints.

2.0 OBJECTIVE

To outline the processes for making, investigating, resolving and reporting on the outcomes of complaints made under the Code of Conduct.

3.0 DEFINITIONS

Terms are as defined in the Code of Conduct.

~~*Board* refers to the Durham District School Board, which is also referred to as the DDSB.~~

~~*Discrimination* means discriminatory behavior as defined by the DDSB Workplace Violence and Harassment Prevention policy and the Ontario Human Rights Code. [NTD add in other policies/procedures at the board addressing this]~~

~~*Harassment* means harassing behavior as indicated by the DDSB Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.~~

~~*Inquiry* includes an investigation.~~

~~*Integrity Commissioner* means the Integrity Commissioner appointed by the Board of Trustees in accordance with the DDSB Bylaws.~~

~~*Members of the Board* (also referred to as Trustees) means Trustees of the Board of Trustees.~~

~~*Official Business* means duties and responsibilities of trustees as prescribed by the Education Act and By-Law #11, Trustee Responsibilities, and directly related to operations of the Durham District School Board.~~

~~*Staff members* means staff members of the Durham District School Board.~~

~~4.0 RESPONSIBILITY~~

~~The Board of Trustees, the DDSB's Integrity Commissioner, and the Director of Education.~~

~~5.0 APPLICATION AND SCOPE~~

~~This procedure applies to all members of the Board.~~

6.0 COMPLAINT PROTOCOL

This Complaint Protocol describes informal and formal ways for members of the public, staff members and members of the Board of Trustees to address complaints concerning the Code of Conduct and members of the Board. The Complaint Protocol provides a number of ways to resolve complaints in addition to the process described in section 218.3(2) of the *Education Act*, ~~which permits a member to bring an alleged breach directly to the attention of the Board of Trustees~~ Nothing in this Code of Conduct impacts the ability of a member to elect to bring a complaint directly to the Board of Trustees under section 218.3 of the *Education Act*, rather than to the Integrity Commissioner.

~~The Integrity Commissioner may provide advice to members of the Board, information to staff members, and members of the public as well as options for resolving complaints as described in this Complaint Protocol. All of these processes are~~ The Complaint Protocol is intended to ensure that there is an opportunity to resolve complaints as fairly, expeditiously and meaningfully as possible.

6.1 Informal Complaint Process

Individuals (including staff members of the Board, members of the public, or members of the Board) ~~are encouraged~~ may elect to use ~~to use~~ pursue an informal ~~process means first~~ to address conduct prohibited by the Code of Conduct. With the consent of the complain~~ant~~ ing individual and the Trustee, the Integrity Commissioner may be a part of any informal process.

Individuals (including staff members of the Board, members of the public, or Trustees) who have identified or witnessed conduct by a Trustee that they believe is in contravention of the Code of Conduct may ~~address~~ wish to consider addressing the conduct in an informal way including one or more of the following the prohibited conduct as follows:

- (a) advise the Trustee that the conduct contravenes the Code of Conduct with an explanation as to why;

- (b) encourage the Trustee to stop the prohibited conduct;
- (c) keep a written record of the incidents including dates, times, locations, other persons present, and any other relevant information; ~~advise tell someone else (for example, the Integrity Commissioner, a senior staff member or an officer of the organization)~~ about the concerns related to the Trustee and any response of the Trustee;
- ~~(e) if applicable, confirm to the Trustee the satisfaction with the response of the Trustee; or, if applicable, advise the Trustee of the dissatisfaction with the response;~~
- (d) ~~if applicable, confirm to the Trustee the satisfaction with the response of the Trustee; or, if applicable, advise the Trustee of the dissatisfaction with the responses~~ peak to the Chair of the Board to see if the matter can be resolved;
- (e) if the parties agree, the Integrity Commissioner can participate in resolving or attempting to resolve the issues ~~relating to the~~; and
- (f) consider the need to pursue a formal complaint as described in section 6.2.

~~An informal complaint must be made within six (6) months of the alleged violation or no action will be taken on the complaint~~ Delay in making a formal or informal complaint to the Integrity Commissioner and any prejudice to the Trustee against whom the complaint is made as a result of such delay, shall be considered by the Integrity Commissioner and may, at the discretion of the Integrity Commission, be a sufficient basis for not proceeding with an investigation. In no case, shall a complaint be investigated if it is not made within 1 year of the events at issue.

The informal complaint process is encouraged; however, it is not required prior to beginning the formal complaint process.

Anonymous complaints will not be considered by the Integrity Commissioner, but the Integrity Commissioner has the discretion to hide the identity of a complainant where the safety of the complainant is an issue or where the disclosure could have a material impact on the functioning of the Board and/or professional working relationships within the Board.

If an informal complaint is brought to the attention of the Integrity Commissioner during the pre-election period described in subsection 6.2(e), the Integrity Commissioner shall not participate in the informal process until after a new Board is deemed organized

under section 6 of the *Municipal Elections Act*.

6.2 Formal Complaint ~~and Request for Inquiry Process~~

Requests for Inquiries

- (a) A request for an inquiry into a complaint that a Trustee has contravened the Code of Conduct (the “Formal eComplaint”) may be made to the Integrity Commissioner and if so, shall be made in writing on the prescribed form (~~sworn affidavit~~).
- (b) All written complaints shall be signed by an identifiable individual.
- ~~(c)~~ A written complaint shall set out reasonable and probable grounds for the allegation that the Trustee has contravened the Code of Conduct. The complaint should include the name of the alleged violator, the provision allegedly contravened, the facts constituting the alleged contravention, the names and contact information of witnesses, and contact information for the complainant during regular business hours. The Integrity Commissioner shall know the identity of the complainant, but where the safety of the complainant is an issue, or the identity of the complainant can impact the functioning of the Board and/or professional working relationships, the Integrity Commissioner can maintain the anonymity of the complainant, provided that the Integrity Commissioner is satisfied that the failure to identify the complainant does not and will not have a material impact on the fairness of the process to the member(s) against whom the allegations are made. Further, where the identity of the complainant is not disclosed to the Board of Trustees, the Board of Trustees may consider the fairness of the process to the member(s) against whom the allegations are made in considering the alleged breach and any sanction.
- ~~(d)~~ A Formal Complaint shall set out reasonable and probable grounds for the allegation(s) that a Trustee has contravened the Code of Conduct. The complaint should include the name of the alleged violator, the provision allegedly contravened, the facts constituting the alleged contravention, the names and contact information of witnesses, and contact information for the complainant during regular business hours.
- ~~(e)~~ Where a complaint is brought forward by way of a Board decision under s. 218.3(a) of the *Education Act*, it may be referred to the Integrity Commissioner and, in that case, the Board shall direct whether the Integrity Commissioner is to treat the matter as a Formal Complaint or pursue informal inquiry and potential resolution. In any such matter where the Board has directed the Integrity Commissioner to pursue an informal inquiry and potential resolution, the Integrity Commissioner shall advise the

~~Board in the event that the Integrity Commissioner has determined that the informal process is not likely to resolve the matter. Upon receipt of such advice, the Board may then direct that the Integrity Commissioner to treat the matter as if it were a Formal Complaint; otherwise, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached this Code of Conduct and, if so, it shall consider whether to sanction the member under section 218.3(3) of the Education Act. 6.2(a) will not apply.~~

~~(e)f~~ In a municipal election year, a Code of Conduct complaint respecting a Trustee who is seeking re-election will not be received by the Integrity Commissioner and any open complaint investigation shall be suspended during the period starting on Civic Monday and ending when a new Board is deemed organized under section 6 of the *Municipal Elections Act*.

~~(f)g~~ A formal complaint must be made within six (6) months of the alleged violation or no action will be taken on the complaint.

6.3 Classification of Complaints by the Integrity Commissioner

(a) ~~The An~~ original written Formal eComplaint shall be filed with the Integrity Commissioner for initial classification to determine if the matter is a complaint with respect to non-compliance with the Code of Conduct ~~and not whether is it~~ covered by other legislation or other policies.

(b) If the complaint is not a complaint with respect to non-compliance with the Code of Conduct or the complaint is covered by other legislation or ~~a the~~ complaint is covered by other legislation procedure under another Board policy, the Integrity Commissioner shall advise the complainant in writing as follows:

- i. if the complaint is an allegation of a criminal nature consistent with the *Criminal Code of Canada*, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
- ii. if the complaint is with respect to non-compliance with the *Municipal Conflict of Interest Act*, the complainant shall be advised to review the matter with the complainant's own legal counsel;
- iii. if the complaint is with respect to non-compliance with the *Municipal Freedom of Information and Protection of Privacy Act*, the complainant shall be referred to the ~~appropriate Board's General Counsel department~~;

- ~~iv.~~ if the complaint is with respect to non-compliance with a specific Board policy with a separate complaint procedure, the complainant shall be advised to pursue the complaint under that procedure; and
- ~~v.iv.~~ in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to consider, with any additional reasons and referrals as the Integrity Commissioner considers appropriate.
- (c) If the Integrity Commissioner shall undertake a threshold assessment of any is of the opinion that the fFormal eComplaint and shall determine whether the complaint is outside the timelines stipulated herein or request for an inquiry is frivolous, vexatious, or not made in good faith, or that there are no grounds or insufficient grounds for an investigation, in which case the Integrity Commissioner shall not initiate an investigation, or, where that becomes apparent in the course of an investigation the Integrity Commissioner shall terminate the investigation. The complainant and Trustee, as appropriate, shall be advised of the decision with a rationale. Where the complainant breaches the integrity of an investigation by sharing the details on social media, or in the public arena, the Integrity Commissioner may terminate the investigation. No report shall be presented to the Board of Trustees except as provided for in section 6.4(a).
- (e) In assessing whether a complaint is frivolous, vexatious, or not made in good faith, the Integrity Commissioner shall consider whether the complainant is advancing a concern, issue or complaint that is consistent with the purpose of the Code of Conduct and also whether the complaint is, in essence, in the nature of a private interest.

6.4 Reports from the Integrity Commissioner: No Jurisdiction or Inquiry

- (a) The Integrity Commissioner may report to the Board of Trustees that a specific complaint is not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify the complainant.
- (b) The Integrity Commissioner shall report annually to the Board of Trustees on complaints not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify a person concerned.
- (c) Other than in exceptional circumstances, the Integrity Commissioner will not report to the Board of Trustees on any complaint described in subsection 6.3 except as part of an annual ~~or other periodic~~ report.

6.5 Formal Complaint Inquiries by the Integrity Commissioner

- (a) If a complaint has been classified as being within the Integrity Commissioner's jurisdiction, the Integrity Commissioner shall proceed with an investigation as follows;
- i. Serve provide the complaint and supporting material ~~upon to~~ the Trustee whose conduct is in question with a request that a written response to the allegation be provided within ten days; and
 - iii. Provide a copy of the response to the complainant with a request for a written reply within ten days.
- ~~(b) Provide a copy of the response provided upon the complainant with a request for a written reply within ten days.~~
- ~~(e)(b)~~ If necessary, after reviewing the written materials, delivered under subsection 6.5 (a) the Integrity Commissioner may speak to anyone he or she deems relevant to the complaint, access and examine any of the information, documents or electronic materials and may enter any Board work location relevant to the complaint for the purposes of investigation and/or settlement, provided that the Board's General Counsel has pre-approved the release of any information, documents or materials to the Integrity Commission in accord with the Board's legal obligations.
- ~~(c)~~ The inquiry will be conducted in private and will remain confidential, save and except as may be disclosed in any report by the Integrity Commissioner to the Board of Trustees or as necessary for the conduct of the investigation.
- ~~(d)~~ The Formal Inquiry may involve both written and/or oral statements by any witnesses, persons with relevant information to the complaint, the complainant or the Trustee alleged to have breached the Code
- ~~(e)~~ The Statutory Powers Procedure Act does not apply.
- ~~(f)~~ Subject to the provisions of 5.4(g), at any time following receipt and review of a Formal Complaint or at any time during the Formal Inquiry, where the Integrity Commissioner believes there is an opportunity to successfully resolve the matter without a formal investigation, and both the complainant and the Trustee alleged to have breached the Code agree, an informal resolution may be pursued. If this process leads to a result that is satisfactory to the Complainant and the Trustee alleged to have breached the Code, then the complaint shall be deemed withdrawn.
- ~~(g)~~ Section 5.4(f) shall not be engaged unless the parties consent and unless the Integrity Commissioner is of the view that it is unlikely, on a balance of probabilities, that there would be a finding of a breach of the Code of Conduct.
- ~~(e)(h)~~ A Formal Complaint may be withdrawn by the Complainant at any time prior to the Board making a determination on the alleged breach(es) under

section 218.3 of the *Education Act*.

6.6 Reports to the Board of Trustees

- (a) The Integrity Commissioner shall report to the complainant and the Trustee generally no later than 90 days after the receipt of the Formal Complaint Form/Affidavit of the complaint unless the Integrity Commissioner determines that a longer period of time is required to complete the final report and the reason is explained in the final report. The Board of Trustees and the complainant shall be advised of the need for the extension of time with an expected date of delivery of the report. If the investigation process takes more than 90 days, the Integrity Commissioner shall provide an interim report to the Board and will advise the parties of the anticipated date that the report will be available.
- ~~(b) The Integrity Commissioner shall not issue a final report to the Board in which there is a finding of a violation of the Code of Conduct on the part of any member of the Board unless the member has had reasonable notice of the basis for the proposed finding and any recommended sanction and an opportunity either in person or in writing to comment on the proposed finding and any recommended sanction, that the Integrity Commissioner may take into consideration in the final report submitted to the Board.~~
- ~~(b)~~ (e) The Integrity Commissioner may make interim reports to the Board of Trustees where necessary and to report on as required to address any instances of interference, obstruction or retaliation encountered during the investigation.
- ~~(c)~~ Where the Formal Complaint is sustained in whole or in part, the Integrity Commissioner shall also report to the Board of Trustees outlining the findings of the investigation. The report shall make recommendations as to sanction with reference to section 218.3 of the Education Act together with any relevant decisions of other Boards that the Integrity Commissioner believes may be of assistance to the Board in considering sanction, the terms of any settlement, or recommended corrective action or sanction.
- (d)
- ~~(e)~~ A report following an investigation into of a Formal Complaint will be delivered to the Board of Trustees for consideration in accordance with the provisions of sections 218.3 and 207 of the *Education Act*. Where the Integrity Commissioner's investigation into a Formal Complaint concludes that there has been no breach of the Code of Conduct, the Integrity Commissioner's investigative report shall not be delivered to the Board of Trustees, but a

summary of the investigation shall be provided to the Board of Trustees. Report of a formal complaint investigation by the Integrity Commissioner will be considered by the Board of Trustees in a public meeting, subject to the following exceptions:

~~In accordance with section 207(2) of the *Education Act*, a report of a formal complaint investigation may be considered in a meeting closed to the public when the subject matter under consideration involves:~~

- ~~○ the security of the property of the board;~~
- ~~○ the disclosure of intimate, personal or financial information in respect of a member of the board or Committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;~~
- ~~○ the acquisition or disposal of a school site;~~
- ~~○ decisions in respect of negotiations with employees of the board; or~~
- ~~○ litigation or any potential litigation affecting the Board.~~

~~(f)(e) Where the complaint is dismissed, the Integrity Commissioner shall not report to the Board of Trustees other than in an annual or periodic report or in exceptional circumstances. Where the Integrity Commissioner determines that a contravention of Code of Conduct occurred although the Trustee took all reasonable measures to prevent it, or that a contravention occurred through inadvertence or an error of judgment made in good faith, the Integrity Commissioner shall so state in the report.~~

~~(g) Any recommended corrective action must be permitted in law, by law or policy and shall be designed to ensure that the inappropriate conduct does not continue.~~

~~(h) Where the Integrity Commissioner determines that a contravention of the Code of Conduct occurred although the Trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial or committed through inadvertence or an error of judgment made in good faith, the Integrity Commissioner shall so state in the report and shall recommend that no penalty be imposed.~~

~~(+)(f) The Integrity Commissioner shall give a copy of the report to the complainant and the Trustee whose conduct is concerned.~~

~~(g) The Integrity Commissioner shall bring the report before the next available meeting of the Board of Trustees.~~

~~(h) The Board of Trustees shall consider and make a decision in response to the Integrity Commissioner's report in a timely~~

manner, and shall comply with the provisions of section 218.3 of the *Education Act* in considering and making a determination as to whether a breach has occurred and, if so, any sanction.

- (i) The Board of Trustees shall consider the report of the Integrity Commissioner and the Board of Trustees shall make its own assessment and determination of whether there has been a breach of the Code of Conduct and, if so, may accept, reject or amend the Integrity Commissioner's recommendation, if any, as to sanction.
- (j) The Integrity Commissioner may attend at the meeting at which the Board of Trustees will be considering the final report to answer questions of members of the Board of Trustees.
- ~~(k)~~ Where a matter is being handled by the Integrity Commissioner, Individual Trustees shall not undertake their own investigation of any matter, including questioning a complainant, the Trustee who is alleged to have breached the Code or any witnesses or persons participating in any investigation.

~~6.7~~ — Duty of the Board of Trustees

- ~~(a) — The Board of Trustees shall consider and make a decision in response to the Integrity Commissioner's report within 60 days after the day the report is considered at a Public Board Meeting.~~
- ~~(b) — In responding to a report from the Integrity Commissioner, the Board of Trustees may accept, reject or amend the Integrity Commissioner's recommendation to impose a sanction or it may refer the recommendation back to the Integrity Commissioner.~~

~~6.86.7~~ Payment of Costs

- (a) Subject to subsection 6.78(e), a member of the Board who is a respondent to a formal complaint under this procedure shall be reimbursed by the Board for actual and reasonable legal and related expenses up to a maximum of \$5,000.
- (b) Subject to subsection 6.7(e), in the case of an application under the *Judicial Review Procedure Act* for judicial review of actions taken on a complaint against a member of the Board by the Integrity Commissioner,
 - i. where a member of the Board made the judicial review application, the member is eligible for reimbursement of legal costs, including additional legal costs in a successful application, that are not recovered by any the costs awarded by the court, up to a maximum of \$20,000.

- ii. a member of the Board ~~is entitled to may apply for~~ reimbursement of the legal costs of intervention in a judicial review application where the member's interests are at stake, up to a maximum of \$20,000.
- (c) ~~Subject to subsection 6.7(e), the Board of Trustees may consider The Board may consider~~ the reimbursement of costs above the limit in subsections ~~6.78(b)i. and 6.78(b)ii.~~ on a case by case basis.
- (d) The Board may consider an advance payment to a Trustee for legal expenses prior ~~to completion of an investigation for a maximum amount of \$5,000. While the Trustee must return to the Board all unused funds upon completion of an investigation, the Trustee will not be required to reimburse the spent funds if, upon completion of the investigation, either subsection 6.8(e)i or ii, apply. Otherwise, all advanced funds must be returned to the Board immediately upon conclusion of the investigation.~~
- ~~to completion of an investigation for a maximum amount of \$5,000. While the Trustee must return to the Board all unused funds upon completion of an investigation, the Trustee will not be required to reimburse the spent funds if, upon completion of the investigation, either subsection 6.8(e)i or 6.8(e)ii below applies. Otherwise, all advanced funds must be returned to the Board immediately upon conclusion of the investigation~~
- (e) Costs shall only be reimbursed under this section to the member of the Board:
- i. if the Integrity Commissioner concludes that there has been no contravention of the Code of Conduct by the member or that the member is not blameworthy, and the Integrity Commissioner's conclusion is not overturned on judicial review; or
 - ii. ~~where the Board of Trustees receives the Integrity Commissioner's report on a violation and determines that it should not take any action if the member is successful, in whole or in part, on any judicial review application either as an applicant or intervenor.~~
- (f) Any ~~request award for of~~ costs under subsection ~~6.78(e)~~ shall be ~~contingent made in writing to the General Counsel who shall report to the Board of Trustees. on a report to the Board of Trustees from the General Counsel~~

6.96.8 Confidentiality and Formal Complaints

A Formal Ceomplaint will be processed as follows:

a) ~~_____~~ The Integrity Commissioner and every person acting under the Integrity Commissioner's ~~her or his~~ instructions shall preserve confidentiality with respect to all Code of Conduct matters ~~that come to his or her knowledge in the course of any investigation~~ except as required by law ~~in a criminal proceeding~~ or in accordance with the provisions of the Code of Conduct and the Education Act. The following persons involved in any aspect of a Code of Conduct complaint, including any investigation, shall preserve confidentiality: and this related procedure concerning reporting to the Board of Trustees.

i. the complainant;

ii. individual Trustees;

iii. witnesses;

iv. the Integrity Commissioner, and

v. staff.

Except that the Integrity Commissioner may disclose relevant information in a public report but only to the extent that the Integrity Commissioner deems it appropriate to do so and provided same has been pre-approved by the Board's General Counsel as being in accord with Board's legal obligations.

~~(a)~~ _____

~~(b)~~ All reports from the Integrity Commissioner to the Board of Trustees will be made available to the public. The report may be redacted appropriately to reflect the requirements of section 207(2) of the Education Act.

(c) Any references by the Integrity Commissioner in an annual or other periodic report shall not disclose confidential information that could identify the trustee concerned, except where the trustee's name has been disclosed in the public sphere, or the Integrity Commissioner deems it necessary to identify the person concerned. ~~to a complaint or an investigation shall not disclose confidential information that could identify a person concerned.~~

(d) The Integrity Commissioner in a report to the Board of Trustees on whether a member of the Board has violated the Code of Conduct shall only disclose such matters as in the Integrity Commissioner's opinion are necessary appropriate for the purposes of the report.

7.06.9 EVALUATION

This Code of Conduct procedure is to be reviewed and updated

as required but at a minimum every four (4) years.

80 **7.0 APPENDICES**

Appendix A: Complaint Form (~~Form 708A~~)

~~Legislative Acts and Regulations:~~

- ~~• *Judicial Review Procedure Act*~~
- ~~• *Municipal Elections Act*~~
- *Ontario Human Rights Code*

Appendix A

Durham District School Board
Code of Conduct - Formal Complaint Form

COMPLAINT OF

I, _____ (full name), of
the _____
(City, Town, etc.) _____ (municipality of
residence) in the Province of Ontario.

STATE THE FOLLOWING:

1. I have personal knowledge of the facts as outlined in this affidavit, because

(insert reasons e.g. I work for . . . I attended a meeting at which . . . etc.)

2. I have reasonable and probable grounds to believe that:

_____ (specify name of Trustee) a member of the
Durham District School Board, has contravened Section (s) _____
_____ (specify section(s) of
the Trustee Code of Conduct. The particulars of which are as follows:

(Set out the statements of fact in consecutively numbered paragraphs in the space below, with each paragraph being confined as far as possible to a particular statement of fact. If you require more space, please use the attached Schedule A form and check the appropriate box below. If you wish to include exhibits to support this complaint, please refer to the exhibits as Exhibit A, B, etc. and attach them to this form.)

*Where a complainant chooses to litigate this matter in the court of public opinion and/or social media platforms, the Integrity Commissioner reserves the right to dismiss this complaint.

Please see the attached Schedule "A"



DATED THIS _____ DAY OF _____, 20____ at the City/Town of _____
In the Province of Ontario.

(Signature of person making the complaint)

Page _____ of _____

Appendix 3: ACKNOWLEDGEMENT AND UNDERTAKING

I confirm that I have read, understand and agree to abide by the Board's Code of Conduct and that I understand the Complaints Protocol for complaints made to the Integrity Commissioner.

DATE: _____ SIGNATURE: _____

Please Print Name: _____

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 22, 2022

SUBJECT: Elementary Enrolment and Staffing Update **PAGE:** 1 of 4

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 Jim Markovski, Associate Director of Equitable Education
 David Wright, Associate Director of Corporate Services
 Andrea McAuley, Superintendent of Equitable Education
 Heather Mundy, Superintendent of People and Culture

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update to elementary staffing and enrolment for both in-person and virtual schools (DDSB@Home) following the February 2022 transition.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Efficient and responsive staffing to support students

3.0 Background

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

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

The system was originally staffed for the 2021/22 school year in March of 2021 based on the Ministry of Education direction provided to boards at that time. The system was then re-staffed to reflect the changes which occurred in the last few months of 2021.

In the spring of 2021, the Durham District School Board (DDSB) conducted a registration process to determine the number of students requesting to attend in-person learning and the number of students requesting to attend virtual school (DDSB@Home). Based on the registration results, elementary schools were re-staffed to align with the new enrolment figures.

This staffing process allowed for parent/guardians to choose the learning preference for their children, based on the changing conditions of the pandemic in Ontario, and specifically within Durham Region. In response to the changing conditions, and to accommodate parent choice, families were able to revisit their decision in August 2021. A second registration link was sent to families allowing them to update their child's learning preference either to virtual or in-person learning. In order to ensure that staff captured the data from these registrations, an

extension to the deadline was allowed for an additional four days. During the first three weeks of August 2021, staff captured the updated data and adjusted staffing allocations accordingly.

Enrolment was verified in September 2021 and adjustments to school staffing and class reorganizations took place to ensure that class size requirements were met. Additional staffing was provided to elementary schools to reduce large class sizes.

The DDSB committed to another transition opportunity for elementary students if vaccinations for elementary students became available. With the availability of COVID-19 vaccinations for elementary students, a survey was shared with elementary families, where they could choose to change their learning preference for their child to in-person or virtual (DDSB@home) learning. The survey closed on January 21, 2022.

4.0 **Analysis**

4.1 February 2022 Transition

Based on the survey data, 942 elementary students planned to transition to DDSB@Home and 502 elementary students planned to return to in-person learning.

The date for students to transition to and from DDSB@Home was the week of February 14, 2022, with specific details as follows:

- Students moving to DDSB@home virtual classes met their new teacher on Thursday, February 17, 2022 and began a full day of classes on Friday, February 18, 2022.
- Students returning to schools from virtual learning to in-person learning began classes on February 16, 2022.

Our Workplace Planning Analysts worked with school administrators through the transition process to provide a seamless and smooth transfer of students with limited disruptions to student learning and staffing. Additional education staff have been provided to support the additional DDSB@Home class, without reducing any classroom allocations to in-person schools.

4.2 Elementary Enrolment – February 16, 2022

Total Elementary Enrolment (DDSB@Home and In-Person) = 52,652

Total Elementary Enrolment (DDSB@Home) = 6,067

Total Elementary Enrolment (In-Person) = 46,585

4.3 Elementary Staffing

Total Elementary Teaching Staffing (February 15, 2022) = 3,295.8

Total Elementary Teaching Staffing (February 16, 2022) = 3,317.2

An additional 15 classroom teachers (and 2.9 FTE in prep release) have been added to DDSB@Home to support the February transition. No staffing was removed from in-person schools during this process and 3 classroom teachers (and 0.5 FTE in prep release) have been added to in-person schools to support increased enrolment pressures.

An additional 2 early childhood educators were added to the DDSB@Home Early Years Campus to support the new classes created with more than 16 students in each.

4.4 Special Education Programs

Programs and supports for students with unique needs and abilities continue to be an embedded consideration within student shifts between in-person learning and DDSB@Home.

For students in regular class placements, the number of students moving to DDSB@Home (76 students) was higher than the number of students returning to in-person learning (33 students).

For students accessing learning through Identification, Placement, and Review Committee (IPRC) placements, in-person placements were held for these students currently attending the virtual learning through DDSB@Home. This will support a return to home/host school placements for the student. For the 14 students returning to in-person learning at their home/host school, 8 students are in Gifted, 6 students are in either Developmental or Practical Learning Program placements. Students that have shifted from in-person to DDSB@Home, 11 students are with placements in School Support Program. An additional program class was needed and added to the DDSB@Home Grade 5/6 Campus. The number of students transitioning to the DDSB@Home Gifted Program was equivalent to the number of students returning to in-person and is at full roster capacity.

Educational Assistant support has been leveraged to support students in transition and new to learning through DDSB@Home. The Special Education Resource Teacher (SERT) complement (FTE) for the 2021-2022 school year was allocated based on the potential of student transition.

5.0 Financial Implications

Additional staffing for elementary schools to support smaller in-person class sizes and minimize the need to reorganize in-person schools is included in the current school year budget through the utilization of the Ministry of Education COVID-19 Priorities and Partnerships Funding – Additional Staffing Support.

6.0 Evidence of impact

The DDSB elementary February 2022 transition supports families by giving them the option to select the appropriate learning environment for their child, which supports the learning and well-being of students.

7.0 Communication Plan

This report is shared with the Board of Trustees for information.

8.0 Conclusion

This report is provided to the Board of Trustees as an update on elementary enrolment and the DDSB commitment to support individual family preferences in the transition to and from virtual learning.

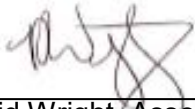
Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Jim Markovski, Associate Director of Equitable Education



David Wright, Associate Director of Corporate Services



Andrea McAuley, Superintendent of Equitable Education



Heather Mundy, Superintendent of People and Culture (HRS)

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** February 22, 2022

SUBJECT: Donald A Wilson SS **PAGE:** Page 1 of 8
Program and Boundary Consultation Process
Town of Whitby

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director Corporate Services
Lisa Bianca, Head of Facilities Services
Carey Trombino, Manager of Property and Planning
Lygia Dallip, Senior Planner and Accommodation Coordinator

1.0 Purpose

The purpose of this report is to share with the Board of Trustees and to commence a public consultation process in accordance with Regulation School Boundaries. The proposal includes revisions to the Donald A Wilson SS's French Immersion (FI) program boundary (Appendix A) and the Regular program boundary (Appendix B) given the accommodation pressures and inability to add portables on-site to accommodate the 2022-2023 projected enrolment.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

3.0 Background**3.1 Donald A Wilson SS Overview**

Donald A Wilson SS has a Regular program boundary, as identified in Appendix A and a French Immersion (FI) program boundary for all Whitby students, as identified in Appendix B.

With both the Regular and FI programs being offered at Donald A Wilson SS the school has encountered enrolment pressures for the past few years. The enrolment pressure has continued with new development growth within the school's existing boundary areas. Over the past two years, the pandemic and the option for virtual learning has provided some relief to the in-person learning enrolment allowing enrolment to be accommodated on site.

As of October 31, 2021, Donald A Wilson SS had a total enrolment (in-person and virtual learning) of 1,797, with a Ministry Rated Capacity (MRC) to accommodate 1,375 within the school and a utilization rate of 131%.

Table 1: Donald A Wilson SS Space Utilization

DDSB Capacity (Classrooms at 21 Pupil Places per Collective Agreements):

1,257

Ministry Rated Capacity (MRC) (Classrooms at 23 Pupil Places):

1,375

	FI Program	Regular Program	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate
Oct 2021 (proj)			1,782	142%	130%
Sept 2021 (actual)	721	1,076	1,797	143%	131%
Oct 2022 (proj)	769	1,155	1,924	153%	140%
Oct 2023 (proj)	794	1,200	1,994	159%	145%
Oct 2024 (proj)	817	1,262	2,079	165%	151%
Oct 2025 (proj)	812	1,304	2,116	168%	154%
Oct 2026 (proj)	800	1,325	2,125	169%	155%

In the September 2021 *Accommodation Plan 2021-2025*, staff indicated that the enrolment pressures at Donald A. Wilson SS are a result of the increasing growth of the French Immersion program and growth from new development in west Whitby. Due to space limitations, a boundary and/or program review was initiated. The projections set out in Table 1 indicate steady growth in both the FI and Regular programs.

The utilization rate is calculated based on enrolment compared to the MRC. The Ministry of Education loads secondary classrooms at 23 students while the Durham District School Board's (DDSB) functional capacity has a classroom loading of 21 students, recognizing existing collective agreements. The utilizations presented in Table 1 reflect both loadings.

For September 2022, even with a continued option for virtual learning, the projected number of students attending in-person learning exceeds the MRC of Donald A Wilson SS.

3.2 Donald A Wilson SS Site and Building Constraints

Though short-term growth was anticipated to be dealt with through the addition of portables to the site, environmental constraints have been discovered that hinder this option. Due to these site constraints, Donald A Wilson SS can accommodate a maximum of 22 portables. It currently has 18 portables on site for a maximum capacity of 1,789 pupil places. This includes permanent (school) and temporary (portables) facilities. This is based upon the Ministry of Education requirement of 23 students per classroom. Four additional portables would increase the maximum capacity to 1,881 pupil places.

To accommodate all students on-site, more than four portables would be required; however, the site limitations provide restrictions:

- Part of the site, around the playing field, is located on a flood plain; limiting space to accommodate any additional portables;
- The potential location for additional portables is not optimal as it is near the school bus loading zone;
- Parking on site is limited given the obstacles noted above.

The addition of portables is further restricted by washroom capacity. The placement of portables is only permitted if the permanent washroom facilities in the school building can support the increased occupant load. Washroom capacity at Donald A Wilson SS is nearing its limit with the current enrolment. Though the Ministry of Education requires school boards to load secondary school (regular) classrooms at 23 students, under current teacher contracts, secondary classes, on average, are loaded at 21 students. Loading (regular) classrooms at 21 students results in a capacity to accommodate 1,275 students in school at Donald A Wilson SS and 378 students in the existing portables, for a total capacity of 1,653 students.

Planning staff are commencing the enrolment projection process that establishes the 2022-2023 enrolment projections for schools. The 2022 secondary projections are currently not available, however draft projected enrolment is estimated at 1,924 students attending in-person school.

Even with a virtual learning component it may be difficult to accommodate the in-person learning enrolment at Donald A Wilson Secondary School.

3.3 School Community Concerns

Overcrowding at Donald A Wilson SS has resulted in traffic congestion as students are dropped off and picked up.

Additionally, there have been concerns expressed to the DDSB regarding the limitations of the cafeteria space because of current physical distancing requirements and the number of students needing access to the space in a short time window. The cafeteria cannot accommodate all students being on lunch at the same time. The school has, as a result, expanded to two lunch periods. Ideally four periods are needed to keep the number of students in a lunch period at a manageable level; however, cycling through the various cohorts expands the amount of time for the lunch program and complexities associated with that scheduling.

There is also an increased sense of challenge in maintaining orderly and safe common spaces due to the overcrowding. As indicated above, lunch periods are of concern with all students being on site, with limited available space.

3.4 Boundary Process

To address the accommodation pressures at Donald A Wilson SS, staff have been reviewing boundary options, including revisions to both the Regular program boundary and French Immersion program boundary for the 2022-23 school year. The concerns with regards to conducting a boundary review at this time are, the time constraints and the need to conduct a consultation process.

The process for boundary reviews, and the need for consultation is articulated in *Regulation: School Boundaries*. Changes to school boundaries and revised enrolment data is tied to the yearly staffing process that in the past has required updated enrolment data by mid-February to ensure schools are provided with their staffing compliments required for the fall. For the 2022-2023 school year the staffing process has been delayed for the system. This delay can better accommodate the proposed boundary and staffing changes.

4.0 Analysis

The current boundary consultation process takes six to eight months, consisting of: two to three months of background work/staff consultation, followed by four to five months from the commencement of the public process before it is presented to the Board of Trustees for their consideration. The boundary process with its current timelines cannot take place in time to implement for the upcoming 2022-2023 school year.

Staff are proposing the potential for an abbreviated boundary consultation process. The boundary consultation process would commence with various staff including affected Equitable Education Superintendents, Planning staff, Durham Student Transportation Services (DSTS) staff, Principals and FI Facilitator, as well as Whitby Trustees. If this process were to commence as soon as possible, it is proposed that a Trustee recommended boundary revision could be scheduled for the April 19th Board Meeting.

The process, though abbreviated, would require consultation at all levels, however with a tighter timeline.

4.1 Considerations

Staff have analysed, as an interim measure to alleviate the ongoing enrolment pressure, for the 2022-2023 school year, a temporary strategy to address enrolment pressures and permit a full Boundary Review to commence in November 2022. In this scenario, a Boundary Realignment would be in place for the 2023-2024 school year.

In anticipation of in-person learning being fully in place for the 2022-2023 school year, the following is required:

Installation of four additional portables to offset the enrolment pressures. This would result in 22 portables being on site and in use compared to the current 18 portables. This is the maximum number of portables possible for this site.

- This is a temporary measure as washroom capacity and ancillary space use is problematic given the enrolment at the school compared to the capacity estimated 1924 students compared to 1,375 Ministry Rated Capacity):
- While two lunch periods in the cafeteria are now in place, the sheer number of students attending each period is of concern;
 - May require alternative space use, i.e., use of one gym for a lunch space.
- Insufficient classroom space may require the use of specialized spaces for regular classroom use, i.e., Art rooms, Theatre Arts, Computer rooms, etc.

With the existing 18 portables on site, the school has a maximum capacity of 1,789, including permanent (school at 1,375 pupil places) and temporary (portables at 414 pupil places) facilities. This loading is based upon the Ministry of Education requirement of 23 students per classroom. Four additional portables would increase the maximum capacity to 1,881 pupil places.

Staff project 1,924 students at Donald A Wilson SS for the 2022-23 school year. While this is an early estimate and assumes full in-person learning, the enrolment pressure is only partially alleviated by the addition of four portables. Establishing a campus at another facility would ease the enrolment pressure as a temporary measure; however, would require program adjustments.

This interim solution would not alleviate the accommodation pressure for the 2022-2023 school year. The concerns outlined above remain and based on projections will increase and for these reasons this interim solution is not recommended.

Staff also considered undertaking a boundary review that would redirect the Grade 8 students from the Julie Payette and John Dryden FI program and the Grade 8 students from the holding area boundary of Ormiston and Robert Munsch Regular program (incoming Grade 9 students) to other schools beginning in September 2022; however, this does not alleviate the enrolment pressures at Donald A Wilson SS. This approach would reduce the utilization to 140% with the DDSB capacity of 1,257 pupil places and 128% with the MRC at 1,375 pupil places.

In reviewing the available space and location of the five existing secondary schools in Whitby, staff are considering options that would alleviate the enrolment pressure at Donald A Wilson SS while better utilizing Anderson CVI and Sinclair SS for the 2022-2023 school year. Both Brooklin HS and Henry Street HS have insufficient space to consider relocating students from Donald A Wilson SS.

4.2 Recommended Option

For staff to undertake a Boundary Review beginning in February 2022 with a final board report presented to the Board of Trustee for their consideration at the April 2022 Board Meeting. Staff will provide the following two options as outlined in Section 4.2.1 below for community consultation based on a shortened consultation process but in accordance with Regulation: School Boundaries.

With the submission of the Information Report to Board on February 22, 2022 the consultation process would begin on February 23, 2022 with notices being provided to Donald A Wilson SS; Anderson CVI; Sinclair SS; Julie Payette PS (FI); John Dryden PS (FI); Robert Munsch PS (RT) and holding boundary for Ormiston PS (RT). The following would be made available for community for consultation:

- A presentation outlining the consultation process and the proposed options for input (this would be posted on the Board's website and each school's website);
- A newsletter would be shared on the Board and affected schools' websites, to notify the school community of the recommended options, key dates and opportunities for community consultation;
- A ThoughtExchange for stakeholders to provide feedback on the proposed changes;
- Using email messaging to solicit community input;
- Using Voicemail messaging to solicit community input;
- Providing staff consultation with School Community Council (SCC) Executive;
- A virtual public meeting for the community to discuss with Board staff re: the proposed options (notice to be provided):
 - Participants would have to register in advance of the Virtual meeting;
 - A time limit provided for each delegate ;
 - Provide a deadline for submitting feedback to the Board regarding the information shared at the virtual public meeting.

All input received would be documented by staff and included as part of the final report a to the Board of Trustees.

4.2.1 Options for Community Consultation with implementation for the 2022-2023 School Year

Staff have developed two options where the proposed boundary revisions are the same for each option (See Appendix C for the French Immersion program proposed revised boundary and Appendix D for the Regular program proposed revised boundary); however, the number of students impacted varies depending on the option.

Option 1: Effective for the 2022-2023 School Year

Undertake an accelerated boundary review involving Donald A Wilson SS, Anderson CVI and Sinclair SS where:

Over the 6-year projection period an average of approximately 37% of the FI program at Donald A Wilson SS would be relocated to Anderson CVI through the redirection of:

- Grade 8 students holding at Julie Payette PS and John Dryden PS FI feeder schools to Anderson CVI for Grade 9 in the FI program;
- The 2021-2022 Grade 9 class of students that reside within the Julie Payette PS and John Dryden PS FI feeder school boundaries to Anderson CVI.

Over the 6-year projection period an average of approximately 20% of the Regular program at Donald A Wilson SS would be relocated to Sinclair SS through the redirection of:

- Grade 8 students that reside within the Robert Munsch PS and holding students from Ormiston PS feeder schools to Sinclair SS for Grade 9 in the Regular program;
- The 2021-2022 Grade 9 class of students that reside within the Robert Munsch PS and the holding area attending Ormiston PS feeder school boundaries to Sinclair SS.

Appendix E provides an analysis of the impact this proposed relocation would have on the utilization of existing space at Donald A Wilson SS, Anderson CVI and Sinclair SS as well as the projected number of portables required.

Option 2: Effective for the 2022-23 School Year:

Undertake an accelerated boundary review involving Donald A Wilson SS, Anderson CVI and Sinclair SS where:

Over the 6-year projection period an average of approximately 40% of the FI program at Donald A Wilson SS would be relocated to Anderson CVI through the redirection of:

- Grade 8 students that reside within the Julie Payette PS and John Dryden PS FI feeder schools to Anderson CVI for Grade 9 in the FI program;
- The 2021-2022 Grade 9 and Grade 10 classes of students that reside within the Julie Payette PS and John Dryden PS FI feeder school boundaries to Anderson CVI.

Over the 6-year projection period an average of approximately 22% of the Regular program at Donald A Wilson SS would be relocated to Sinclair SS through the redirection of:

- Grade 8 students that reside within the Robert Munsch PS boundary and holding students from Ormiston PS feeder schools to Sinclair SS for Grade 9 in the Regular program;
- The 2021-2022 Grade 9 and Grade 10 classes of students that reside within the Robert Munsch PS and holding students from Ormiston PS feeder school boundaries to Sinclair SS.

Appendix F provides an analysis of the impact this proposed relocation would have on the utilization of existing space at Donald A Wilson SS, Anderson CVI and Sinclair SS as well as the projected number of portables required.

5.0 **Communication Plan**

The School Boundaries Process is a community consultation process that includes a variety of communications including: board reports, newsletters, PowerPoint presentation and information available on DDSB's website and communications for affected schools, as well as other forms of school notifications, i.e., Synervoice notices, virtual meetings etc..

The process includes opportunities for community input through email, voicemail, surveys, as well as School Community Council executive meetings.

A dedicated email address and phone line will be established as another means to gather community input.

Key dates for consultation as noted above are as follows:

February 23, 2022:

- A PowerPoint presentation will be made available on the DDSB website at the following location: <https://www.ddsbc.ca/en/about-ddsb/boundary-and-program-reviews.aspx>

Early March:

- Virtual Public meeting, (Notice to be provided on Board and Schools' websites),

March 23, 2022: (end of day)

- Deadline for community feedback

March 24 to early April 2022:

- Staff report developed for Administrative Council

April 19, 2022:

- The report will be presented to the Board of Trustees for their consideration

6.0 **Conclusion**

Over the past few years, Donald A Wilson SS has been experiencing enrolment pressures which are projected to continue in the future. This places increased safety and capacity pressures on the permanent facility with reduced ability to utilize portables given site, parking and washroom limitations.

A program and boundary consultation, on an abbreviated timeline, will allow for enrolment relief for the facility for the 2022-2023 school year.

The purpose of the public consultation is to provide information to the community, while also providing an opportunity to gather input.

Staff is seeking input from the community on two recommended options as outlined in Section 4.2.1 of this report.

This report is provided to Trustees for information.

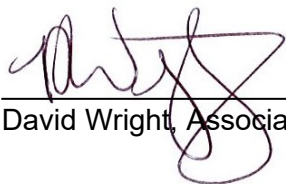
7.0 Appendices

- Appendix A – Donald A Wilson SS French Immersion Program Boundary
- Appendix B – Donald A Wilson SS Regular Program Boundary
- Appendix C – Donald A Wilson SS French Immersion Program Proposed Boundary Revision
- Appendix D – Donald A Wilson SS Regular Program Proposed Boundary Revision
- Appendix E – Option 1 – Impact of Boundary Review on School Utilization and Portable Use
- Appendix F – Option 2 – Impact of Boundary Review on School Utilization and Portable Use

Report reviewed and submitted by:



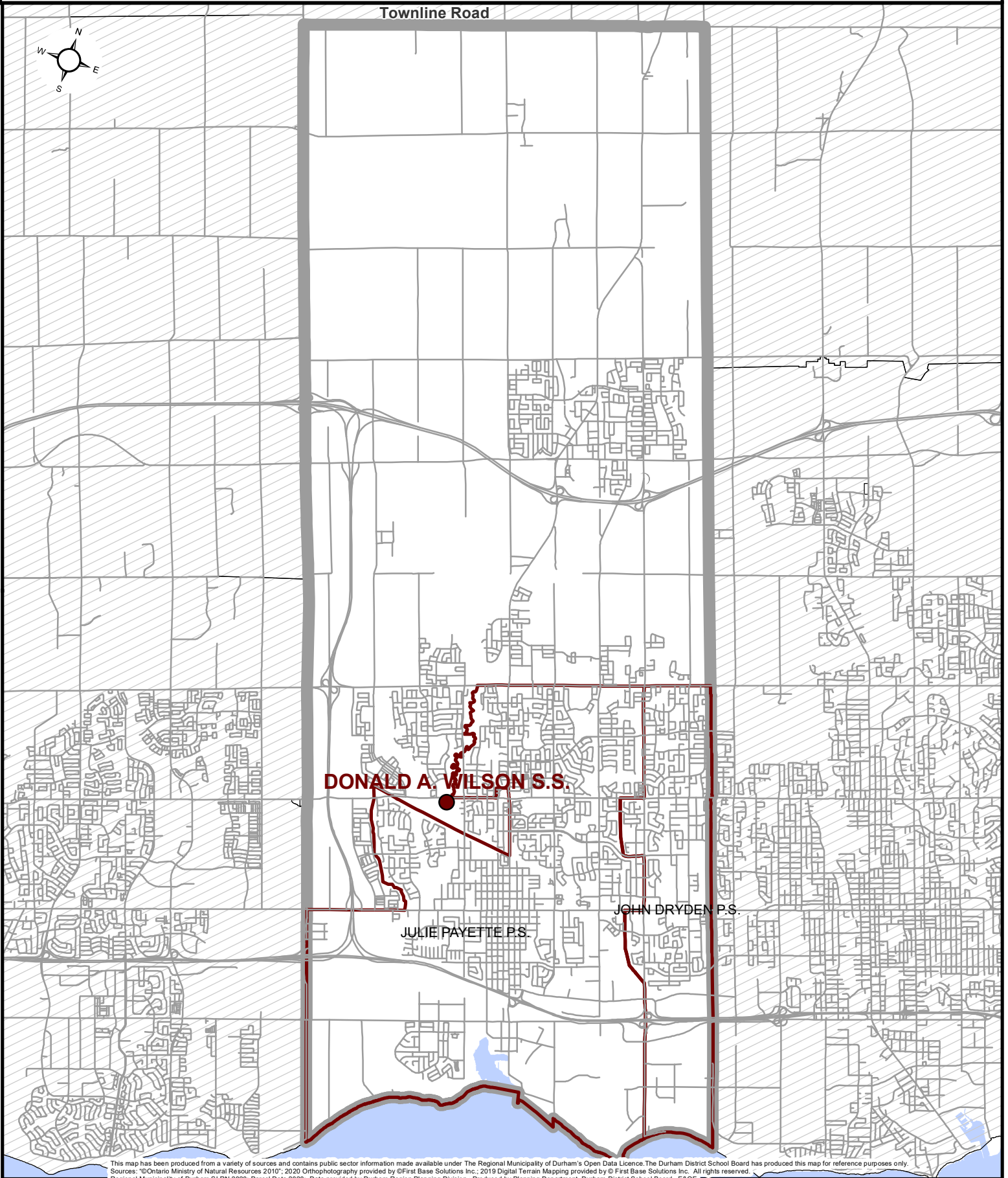
Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services



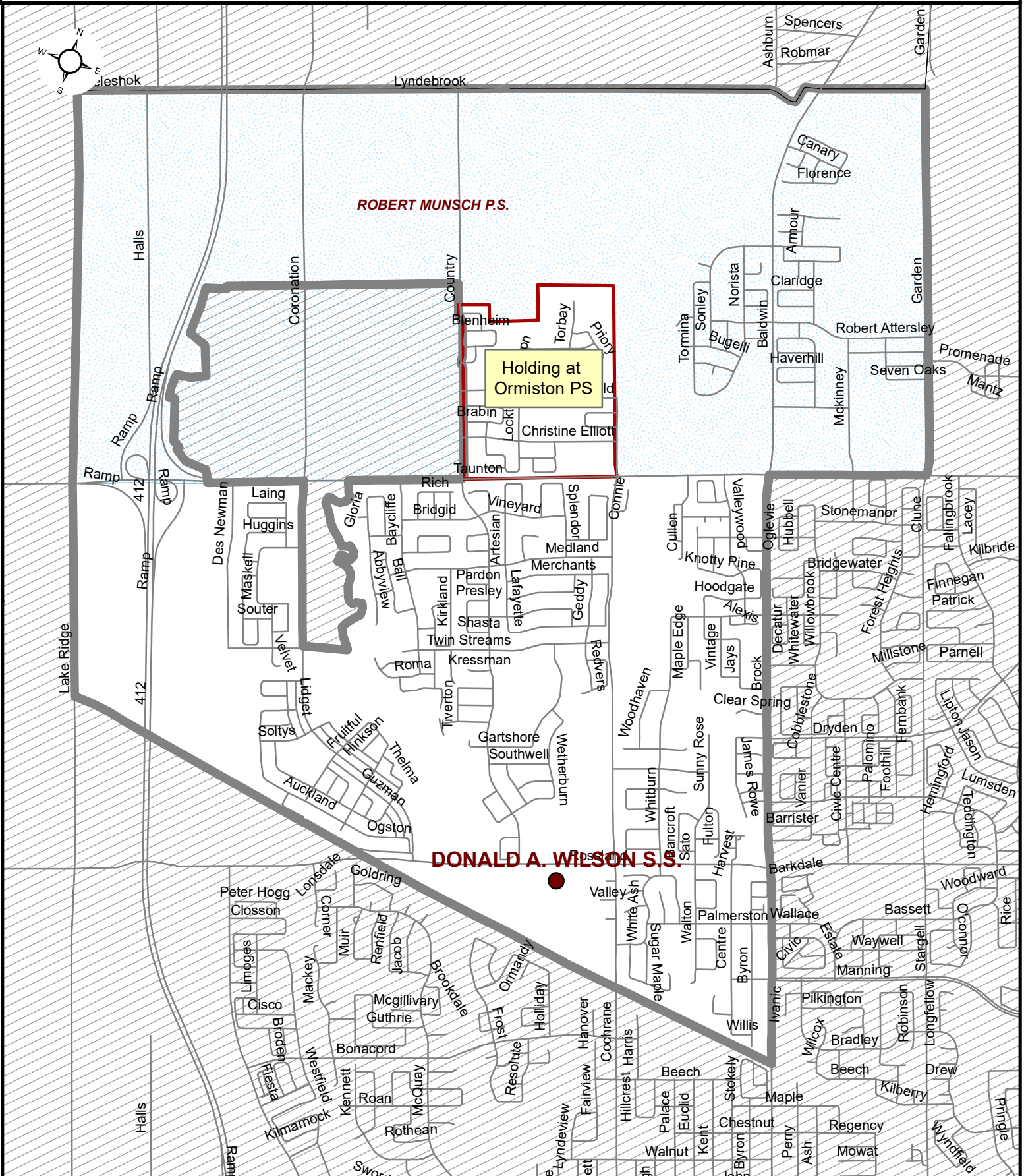
Boundary Map Donald A. Wilson S.S. - Existing French Immersion



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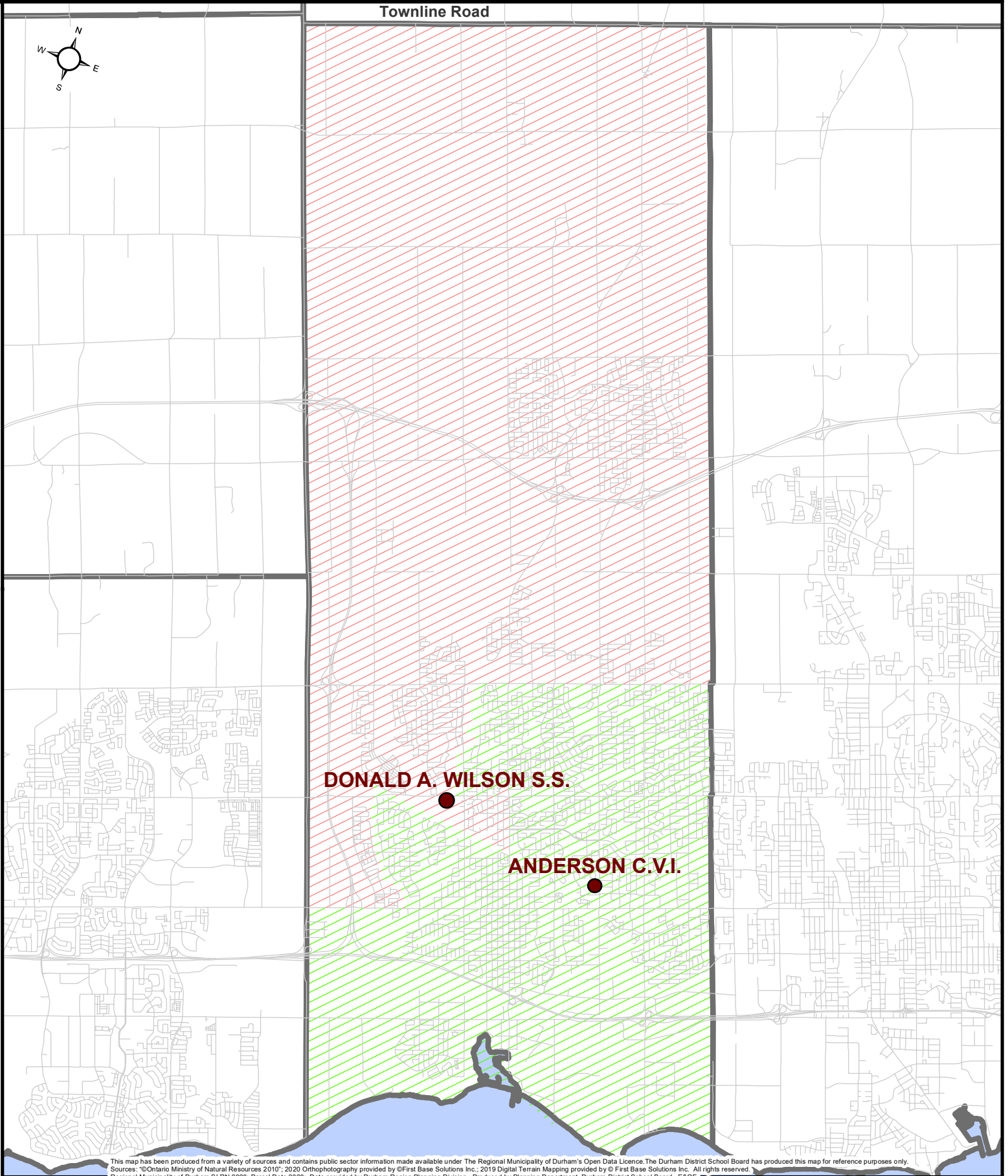
Donald A. Wilson S.S. Regular Program Boundary



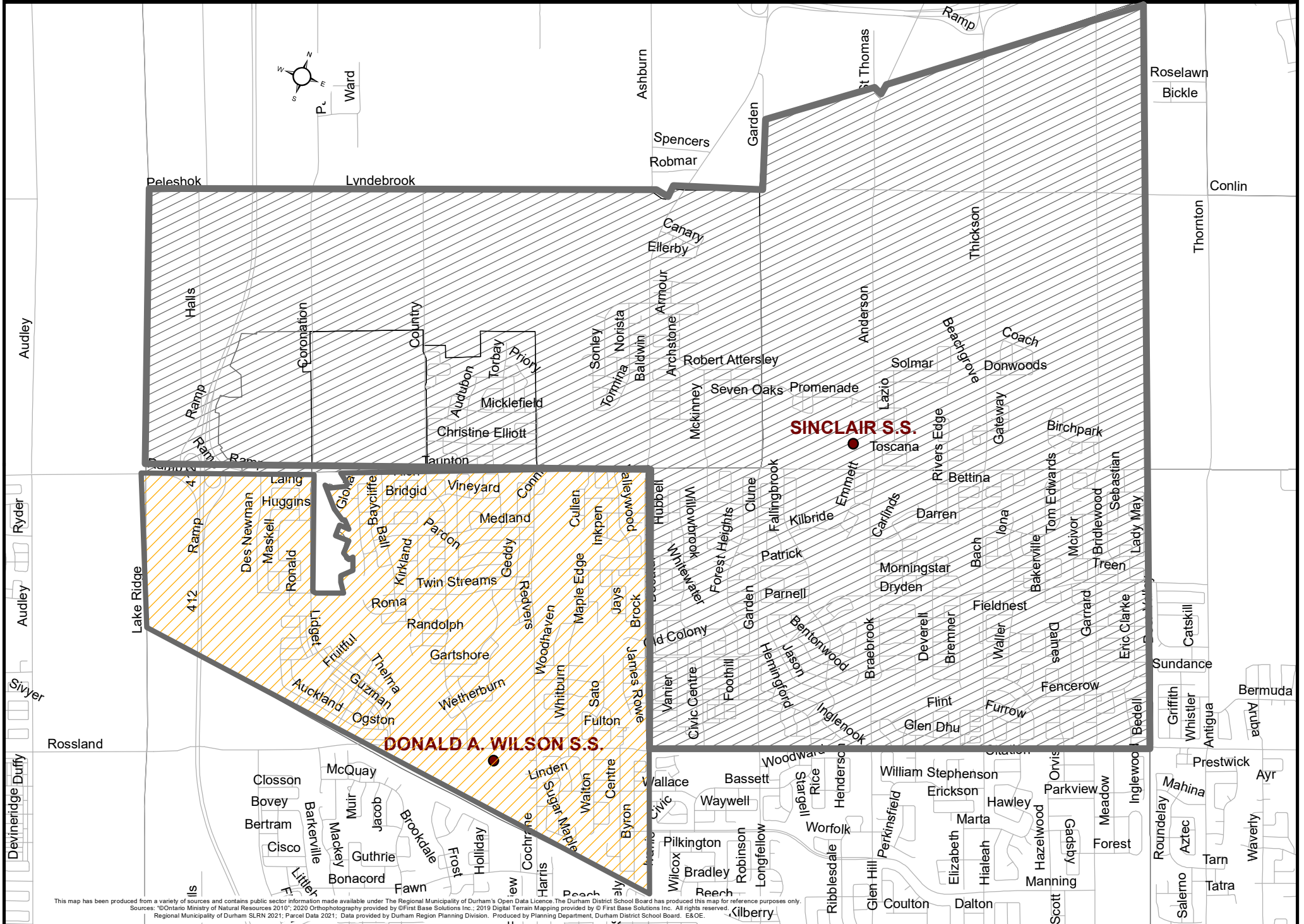
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Boundary Map Proposed French Immersion Boundaries Anderson CVI and Donald A. Wilson SS



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 Regional Municipality of Durham SLRN 2021; Parcel Data 2021; Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board. E&OE.

Option 1 - Impact of Boundary Review on School Utilization and Portable Use

DONALD A WILSON SECONDARY SCHOOL

DDSB Capacity (Classrooms at 21 Pupil Places per Coll Agreements): 1,257

Ministry Rated Capacity (MRC) (Classrooms at 23 Pupil Places): 1,375

EXISTING SITUATION							IMPACT OF BOUNDARY REVIEW OPTION 1						
	Enrolment -- FI Program	Enrolment -- Regular Program	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	Portables on Site*	Enrolment -- FI Program	Enrolment -- Regular Program	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	DDSB Capacity - Portables on Site	MRC - Portables on Site
Oct 2021 (proj)			1,782	142%	130%	18			1,782	142%	130%	18	18
Sept 2021 (actual)	721	1,076	1,797	143%	131%	18	721	1,076	1,797	143%	131%	18	18
Oct 2022 (proj)	769	1,155	1,924	153%	140%	22	586	1,014	1,600	127%	116%	17	10
Oct 2023 (proj)	794	1,200	1,994	159%	145%	22	529	988	1,517	121%	110%	13	7
Oct 2024 (proj)	817	1,262	2,079	165%	151%	22	464	974	1,438	114%	105%	9	3
Oct 2025 (proj)	812	1,304	2,116	168%	154%	22	468	1,005	1,473	117%	107%	11	5
Oct 2026 (proj)	800	1,325	2,125	169%	155%	22	475	1,014	1,489	118%	108%	11	6

Max. allowable portables = 22

ANDERSON CVI

DDSB Capacity (Classrooms at 21 Pupil Places per Coll Agreements): 1,055

Ministry Rated Capacity (MRC) (Classrooms at 23 Pupil Places): 1,099

EXISTING SITUATION					IMPACT OF BOUNDARY REVIEW OPTION 1						
	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	Portables on Site*	Enrolment -- FI Program	Enrolment -- Regular Program	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	DDSB Capacity - Portables on Site	MRC - Portables on Site
Oct 2021 (proj)	702	67%	64%	3		702	702	67%	64%	3	3
Sept 2021 (actual)	726	69%	66%	3		726	726	69%	66%	3	3
Oct 2022 (proj)	696	66%	63%	3	183	696	879	83%	80%	3	3
Oct 2023 (proj)	688	65%	63%	3	265	688	953	90%	87%	3	3
Oct 2024 (proj)	685	65%	62%	3	353	685	1,038	98%	94%	3	3
Oct 2025 (proj)	679	64%	62%	3	344	679	1,023	97%	93%	3	3
Oct 2026 (proj)	679	64%	62%	3	325	679	1,004	95%	91%	3	3

Anderson CVI has 3 Portables for the Grove Program

SINCLAIR SECONDARY SCHOOL

DDSB Capacity (Classrooms at 21 Pupil Places per Coll Agreements): 1,248

Ministry Rated Capacity (MRC) (Classrooms at 23 Pupil Places): 1,366

EXISTING SITUATION					IMPACT OF BOUNDARY REVIEW OPTION 1						
	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	Portables on Site*	Enrolment -- Regular Program	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	DDSB Capacity - Portables on Site	MRC - Portables on Site	
Oct 2021 (proj)	1,169	94%	86%	4		1,169	1,169	94%	86%	4	
Sept 2021 (actual)	1,191	95%	87%	4		1,191	1,191	95%	87%	4	
Oct 2022 (proj)	1,191	95%	87%	4	1,332	1,332	107%	98%	4	0	
Oct 2023 (proj)	1,211	97%	89%	4	1,423	1,423	114%	104%	9	3	
Oct 2024 (proj)	1,224	98%	90%	4	1,512	1,512	121%	111%	13	7	
Oct 2025 (proj)	1,220	98%	89%	4	1,519	1,519	122%	111%	13	7	
Oct 2026 (proj)	1,230	99%	90%	4	1,541	1,541	123%	113%	14	8	

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Option 2 - Impact of Boundary Review on School Utilization and Portable Use

DONALD A WILSON SECONDARY SCHOOL

DDSB Capacity (Classrooms at 21 Pupil Places per Coll Agreements): 1,257

Ministry Rated Capacity (MRC) (Classrooms at 23 Pupil Places): 1,375

EXISTING SITUATION							IMPACT OF BOUNDARY REVIEW OPTION 2						
	Enrolment -- FI Program	Enrolment -- Regular Program	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	Portables on Site*	Enrolment -- FI Program	Enrolment -- Regular Program	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	DDSB Capacity - Portables on Site	MRC - Portables on Site
Oct 2021 (proj)			1,782	142%	130%	18			1,782	142%	130%	18	18
Sept 2021 (actual)	721	1,076	1,797	143%	131%	18	721	1,076	1,797	143%	131%	18	18
Oct 2022 (proj)	769	1,155	1,924	153%	140%	22	512	958	1,470	117%	107%	11	5
Oct 2023 (proj)	794	1,200	1,994	159%	145%	22	456	918	1,374	109%	100%	6	0
Oct 2024 (proj)	817	1,262	2,079	165%	151%	22	464	974	1,438	114%	105%	9	3
Oct 2025 (proj)	812	1,304	2,116	168%	154%	22	468	1,005	1,473	117%	107%	11	5
Oct 2026 (proj)	800	1,325	2,125	169%	155%	22	475	1,014	1,489	118%	108%	11	6

Max. allowable portables = 22

ANDERSON CVI

DDSB Capacity (Classrooms at 21 Pupil Places per Coll Agreements): 1,055

Ministry Rated Capacity (MRC) (Classrooms at 23 Pupil Places): 1,099

EXISTING SITUATION					IMPACT OF BOUNDARY REVIEW OPTION 2						
	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	Portables on Site*	Enrolment -- FI Program	Enrolment -- Regular Program	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	DDSB Capacity - Portables on Site	MRC - Portables on Site
Oct 2021 (proj)	702	67%	64%	3		702	702	67%	64%	3	3
Sept 2021 (actual)	726	69%	66%	3		726	726	69%	66%	3	3
Oct 2022 (proj)	696	66%	63%	3	257	696	953	90%	87%	3	3
Oct 2023 (proj)	688	65%	63%	3	338	688	1,026	97%	93%	3	3
Oct 2024 (proj)	685	65%	62%	3	353	685	1,038	98%	94%	3	3
Oct 2025 (proj)	679	64%	62%	3	344	679	1,023	97%	93%	3	3
Oct 2026 (proj)	679	64%	62%	3	325	679	1,004	95%	91%	3	3

Anderson CVI has 3 Portables for the Grove Program

SINCLAIR SECONDARY SCHOOL

DDSB Capacity (Classrooms at 21 Pupil Places per Coll Agreements): 1,248

Ministry Rated Capacity (MRC) (Classrooms at 23 Pupil Places): 1,366

EXISTING SITUATION					IMPACT OF BOUNDARY REVIEW OPTION 2					
	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	Portables on Site*	Enrolment -- Regular Program	Total Enrolment	DDSB Capacity Utilization Rate	MRC Utilization Rate	DDSB Capacity - Portables on Site	MRC - Portables on Site
Oct 2021 (proj)	1,169	94%	86%	4	1,169	1,169	94%	86%	4	4
Sept 2021 (actual)	1,191	95%	87%	4	1,191	1,191	95%	87%	4	4
Oct 2022 (proj)	1,191	95%	87%	4	1,388	1,388	111%	102%	7	1
Oct 2023 (proj)	1,211	97%	89%	4	1,493	1,493	120%	109%	12	6
Oct 2024 (proj)	1,224	98%	90%	4	1,512	1,512	121%	111%	13	7
Oct 2025 (proj)	1,220	98%	89%	4	1,519	1,519	122%	111%	13	7
Oct 2026 (proj)	1,230	99%	90%	4	1,541	1,541	123%	113%	14	8

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DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 22, 2022

SUBJECT: Human Trafficking – PPM 166 Implementation Update **PAGE:** 1 of 4

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 Jim Markovski, Associate Director, Equitable Education
 Gary Crossdale, Superintendent of Equitable Education: Positive School Climates

1.0 Purpose

This purpose of this report is to provide the Board of Trustees with an update on the implementation of PPM 166 – Keeping Students Safe: Human Trafficking Protocol.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Schools work collaboratively to establish and support learning and working environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm.

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

- Indigenous rights, human rights and equity are at the center of our work.

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

- Actively seek opportunities to engage community partners in purposeful interactions.

3.0 Background

On July 6th, 2021, the Ministry of Education released a policy framework (PPM 166) on Human Trafficking. School districts were asked to develop and implement a protocol for this PPM.

The purpose of the PPM 166 framework is to provide a foundation for Ontario school districts to use as they develop a protocol.

Once in place, the protocol will support coordinated action by all community partners in order to prevent, identify and recognize human trafficking, and to develop strategies that will facilitate early and appropriate intervention and support.

4.0 Analysis

4.1 Development of Local Human Trafficking Protocol (Appendix A)

PPM 166 directs school districts to establish and follow a protocol for the response to suspected human trafficking activities. The PPM also states that some districts may opt to develop a regional protocol involving multiple school districts and local police services, in order to facilitate information-sharing and a coordinated response.

The core and essential elements of the protocol are:

- Strategies to raise awareness and prevent sex trafficking;
- Response procedures;
- Training for school district employees; and
- Measuring success: accountability and evaluation.

Actions taken to date:

Establishment of Community Consult Committee

As a result of our shared geography, and shared local service providers who are part of the Durham Human Trafficking Model (Appendix B), we partnered with the Durham Catholic District School Board (DCDSB) and several key service providers to develop a shared local Human Trafficking Protocol.

- Catholic Family Services
- D’naagdawenmag Binnoojiiyag Child and Family Services
- Durham Catholic District School Board
- Durham Children’s Aid Society
- Durham Family Court Clinic
- Durham Region Police Services
- Region of Durham
- Victim Services of Durham Region
- Women’s Multicultural Resource and Counselling Centre of Durham

The Durham District School Board (DDSB) working group has consulted with community stakeholders in the development of the DDSB Human Trafficking Protocol. The Protocol includes strategies to address suspected human trafficking activities, intervention, and support services.

The DDSB Human Trafficking Protocol is currently in draft form pending further consultation.

Next steps will include:

- Continuation of the work with the Indigenous Education team to further refine the draft Protocol;
- Provision of a draft copy of the Protocol to the Indigenous Education Advisory Council prior to their meeting, taking place on February 25, 2022, seeking input and feedback to guide further refinement of the Protocol;
- Sharing of the draft Protocol with Ontario Principal’s Council (OPC), Durham Elementary School Administrators (DESA) and Durham Secondary Administrators’ Association (DSAA), union and federation representatives for feedback.

4.2 Training for School Board Employees

To date, staff have partnered with Victim Services of Durham Region (VSDR) to:

- Provide training to our school administrators, superintendents, system leads, social workers and psychometrists (October 2021); and
- Develop online training modules that can be used:
 - To train the rest of our employee groups (August 2022 PA Day);
 - As part of the DDSB Onboarding Process for employees new to DDSB (commencing August 2022); and
 - As an annual refresher for all employees (August PA Day).

VSDR is well-known across the province for its work in human trafficking initiatives. VSDR works collaboratively with the Durham Region Police Services (DRPS) Human Trafficking Unit in all aspects of prevention, investigation and service delivery related to sex-related human trafficking.

5.0 Financial Implications

5.1 Victim Services of Durham Region is providing support with training at no cost to the Board.

5.2 Funding to support the development of online training modules will be part of the budget process.

6.0 Evidence of Impact

6.1 The DDSB Human Trafficking Protocol will support coordinated action by all community partners to prevent, identify and recognize human trafficking and develop responses to facilitate early and appropriate intervention and support.

6.2 DDSB staff will be equipped to identify the signs of human trafficking, safely respond to disclosures, be culturally relevant and responsive to diverse student populations, and support the immediate physical and emotional safety needs of students.

7.0 Communication Plan

7.1 Communication with regards to the new Protocol will be shared with school administrators through the Family Of Schools meetings taking place in April 2022.

7.2 The Positive School Climates public webpage on the DDSB website will provide general information about human trafficking.

8.0 Conclusion and/or Recommendations

This report is provided to the Board of Trustees for information.

9.0 Appendices

Appendix A – DRAFT DDSB Human Trafficking Protocol
Appendix B – Durham Human Trafficking Model

Report reviewed and submitted by:



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Human Trafficking School Board Protocol

January 2022

PURPOSE

The Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Human Trafficking Protocols (PPM166) sets a strong foundation for Ontario school districts to develop local human trafficking protocols.

This protocol will support coordinated action by all community partners to prevent, identify and recognize human trafficking and develop responses to facilitate early and appropriate intervention¹.

This protocol reflects the recognition that Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations.

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

Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning². Positive school climates, both physically and psychologically, are a critical element to successfully nurturing positive student experiences.

Due to their regular contacts with students, teachers and other education staff are well placed to provide education on human trafficking prevention. They are easily able to promote healthy relationships, notice troubling changes in behaviour, and develop connections with students as caring adults. By training staff to recognize the signs of human trafficking, they will be better equipped to identify the cues and report their concerns so that interventions are available to support student safety. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives. It can help to prevent re-victimization and support students on a healing trajectory towards positive outcomes.

DEFINITION OF HUMAN TRAFFICKING

Human trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most

¹ In response to: [Legislative Assembly of Ontario, Private members' motions](#), 42nd Parliament, 1st Session, Motion 122 voted and carried on December 3, 2020.

² Ministry of Education. (2021). [Parent Engagement: Encouraging Parent Involvement in Schools](#).

individuals who are trafficked for the purpose of sexual exploitation are women and girls, but individuals from all genders may be targeted.

Indigenous and racialized individuals are especially vulnerable to experiencing human trafficking. The intersections of colonization, intergenerational trauma, systemic discrimination and barriers to accessing service compound, which increases the vulnerability of being targeted by traffickers for Indigenous women and girls – of whom a high number comprise a disproportionate number of trafficked persons for the purpose of sexual exploitation in Canada.

Other identity groups who can experience increased vulnerability to being trafficked may include:

- newcomer youth impacted by language barriers, isolation, economic disadvantage or a lack of community and social supports;
- students with disabilities who may experience bullying and isolation in addition to having difficulty understanding the intentions of others; and,
- students who are 2SLGBTQI and experience high rates of bullying, assaults and sexual abuse, and may face isolation or displacement if they experience rejection from their family or the community.

STATEMENT OF PRINCIPLES

A role for parents and guardians

Parents and guardians are key partners in the safety and wellbeing of students. Communication with parents/guardians pertaining to the implementation and review of human trafficking protocols, is essential. Opportunities to gather parent/guardian voice will be integral to the ongoing review of the protocol.

Communication with parents/guardians, will be culturally responsive, trauma-informed, and recognize historic and ongoing systemic and intersecting barriers that may impact their participation.

The DDSB shall value and present Indigenous expertise and knowledge systems as equal to, and on par with, Eurocentric knowledges.

Foster student voices

Student safety and well-being are at the centre of this work and students should be involved in efforts related to addressing and responding to human trafficking in their school communities. This input and feedback from individuals with lived experience will be gathered by the DDSB through existing youth advisory groups connected to community partners (e.g. Victim Services of Durham). Prior to any awareness raising and prevention strategies, including initiatives that may include persons with lived experience, consultation must occur with a member of the DDSB Central Support Team to ensure that a trauma-informed and identity focused approach is utilized.

Build multi-sectoral relationships with community organizations

Ongoing consultation and engagement with community groups and agencies that support members of the school community are essential to supporting anti-human trafficking approaches that are responsive to the diverse identities and needs of students and to local school communities.

In the development of this protocol, the DDSB has partnered with the following school districts and agencies:

Catholic Family Services	D'naagdawenmag Binnoojiiyag
Durham Catholic District School Board	Durham Children's Aid Society
Durham Family Court Clinic	Durham Region Police Services
Indigenous Education Advisory Council	Region of Durham
Victim Services of Durham Region	
Women's Multicultural Resource and Counselling Centre of Durham	

These agencies will continue to be a resource that the DDSB can connect with for collaboration and engagement. The DDSB will also participate as a member of the Human Trafficking Coalition of Durham Region, which is a multi-sectoral planning and resource network centred on anti-human trafficking work.

Interventions must be safe, equitable and culturally responsive

Caring adults and students within schools can promote a sense of student belonging, increase protective factors, help to reduce risk factors associated with human trafficking, and support early intervention through identification and appropriate response strategies, including connecting impacted persons with supportive services.

School district employees require human trafficking training, so that they become equipped to identify the signs of human trafficking, safely respond to disclosures, be culturally relevant and responsive to the unique needs of diverse student populations, and support the immediate physical and emotional safety needs of students. Training must emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation more unsafe.

Develop school-based prevention

The protocol will complement existing prevention efforts in schools, including the teaching of consent, healthy relationships and healthy sexuality. It is important for school staff to understand the historical and social context of human trafficking and become familiar with prevention strategies that are responsive to the needs of students and members of the local school community.

Respect confidentiality, privacy and informed consent

Throughout the responsive phase of the work, staff must respect confidentiality and ensure that the student fully understands how their information may be used or with whom it may be shared. It is key to develop referral relationships with community service organizations while adhering to applicable legal requirements, including those under the *Municipal Freedom of Information and Protection of Privacy Act*; the *Ontario Human Rights Code*; the *Accessibility for Ontarians with Disabilities Act, 2005*; the *Education Act*; and the *Child, Youth and Family Services Act, 2017*.

STRATEGIES TO RAISE AWARENESS AND PREVENT HUMAN TRAFFICKING

The DDSB will provide access to this protocol, along with contact information for community resources, on its public website so that it is accessible to parents/guardians, students, staff and the broader community. The strategies outlined in this protocol apply to all learning environments, including in-person learning as well as remote learning. The strategies are applicable to all school and school district activities, including field trips, overnight excursions, district-sponsored sporting events and district-operated before-and-after-school programs.

Strategies to Raise Awareness and Prevent Human Trafficking Among Students

The DDSB will utilize those partners in the community who have demonstrated expertise in the prevention of human trafficking, and other abusive relationships, to deliver workshops to students. These workshops will be aimed at helping to prevent the recruitment of students for human trafficking. Workshop topics will include: the signs a student is being targeted, lured, groomed, trafficked or is trafficking another student, and how to bring concerns about luring, grooming, recruitment or exiting human trafficking to the school, or other safe adults, without fear of reprisal or outing personal information about their identity (e.g. disability, sexual orientation, gender identity). These workshops may include survivors of human trafficking, in a trauma-informed way. Workshops and awareness activities will also include a focus on healthy relationships, consent and personal safety. Prevention and awareness initiatives will be developed and implemented from a trauma informed approach that recognizes that we may not always know who has been or is currently impacted by human trafficking and related issues.

DDSB educators will continue to utilize curriculum-based learning as well as programs and materials designed to promote personal safety, positive mental health and well-being, and positive coping strategies for all students.

The DDSB's Central Support Team will disseminate prevention materials to school administrators. These prevention materials will be reviewed by community partners with expertise in the area of the prevention of human trafficking. These materials may include posters, pamphlets or fliers. Such materials are often created with the input from youth who are survivors of human trafficking, and will include reference to supports that are easily accessible to students (e.g. School Social Work and Psychological Services, Canadian Human Trafficking Hotline, Victim Services of Durham Region).

Strategies for Raising Awareness Among Parents and Guardians

The DDSB will collaborate with community partners to make parents/guardians aware of events, learning opportunities and resources being provided by community partners. In consultation with the DDSB's Communications department, this information will be disseminated through a variety of platforms, including school messaging systems, social media accounts, and school websites.

The Positive School Climates Resource Page of the DDSB website will include information aimed at raising awareness about topics including:

- cyber-safety;
- the signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student; how to get help safely (for example, through the school district, community providers and/or support hotline);

- how to report concerns to the school district and how the DDSB responds to concerns; and
- resources that are available in the community to all parents/guardians, highlighting resources specifically designed to assist parents/guardians facing additional barriers to service, including Indigenous, Black and newcomer families.

RESPONSE PROCEDURES

It is important for school district employees to know how to respond in situations where a student:

- may be at risk of or is being trafficked;
- may be targeting, luring, grooming or recruiting children and youth for the purpose of human trafficking; and
- is returning to school after they have been trafficked or involved in trafficking others.

It is recognised that each student is unique and therefore, consulting with the Central Support Team to develop tailored responses to support the needs of an individual student is important, while also meeting legislative and protocol requirements. The impacts of human trafficking can be further compounded by the various intersecting systemic barriers that can exist for individual students and their families, including when they are interacting with education, law enforcement and child welfare. Consultation and careful consideration is required in decisions regarding responses involving:

- students with special education needs, mental health needs and social or emotional needs
- language/cultural barriers;
- unique needs of newcomers, undocumented students and international students;
- students who may not wish to disclose information about their identity (for example, sexual orientation, gender identity) that could inadvertently “out” them to their parents/guardians or to others;
- students who are in care, receiving care or in customary care arrangements;
- students who are being trafficked and who may be involved in the recruiting of other victims, including students who are returning to school after they have been involved in a trafficking situation;
- parents, including those who may live overseas, may not speak English or French and/or who may require accommodation to address communication or other Human Rights Code-related barriers and needs;
- students 18 years or older or who are 16 or 17 years old and have withdrawn from parental control; and,
- students whose parent/guardian may be involved/engaged in the trafficking.

Responses Related to Possible Human Trafficking:**School Staff:**

Concerns related to possible human trafficking requires immediate consultation with school administration to determine next steps. Maintaining a focus on the student's safety and well-being must remain central to all actions taken. It is important to reassure the student that you are glad that they trusted you and have come forward with their experience, and let them know who you are consulting with and why.

It is important for staff who are concerned to review the staff resources available for guidance on how to maintain a caring connection with the student, within the boundaries of an appropriate staff/student relationship. Classroom educators and guidance counsellors do not have the training to be the primary source of support for students. It will be important that they and the students understand that they are a caring professional, but that other specialized resources will be the primary source of support for the student.

Regulated Mental Health Professionals (Social Workers and Psychological Services Staff:

Consult with your supervisor if you become aware of concerns related to possible human trafficking. A trauma-informed lens is essential in considering legislative and professional college requirements.

School Administration:

Concerns related to possible human trafficking requires consultation with a member of the Central Support Team (Senior Manager and Clinical Lead – Social Work and Attendance Services, Mental Health Lead, Senior Manager and Clinical Lead - Psychological Services, System Lead: Indigenous Education).

To initiate consultation, contact the System Lead for Positive School Climates, who will then activate next steps with the Central Support Team as is deemed necessary. Consultation should occur before taking any action or beginning any school-based investigation. Ensuring that students are **not** asked to disclose any details about their experiences related to possible human trafficking to school administrators is essential.

You Are Not Alone

The Central Support Team are available to staff who are involved in either reporting disclosures or concerns about students. This not only happens during the initial consultation, but also continues throughout the course of our work in supporting students, and afterwards through low-impact de-briefs with a member of the Central Support Team.

Supporting the well-being of staff ensures that they are well-positioned to continue supporting students.

Concerns Regarding Human Trafficking Flow Chart

- given the process involved in recruitment into human trafficking, disclosures are usually not clearly or directly made by students;
- in many situations, the person involved may not be aware that they are being trafficked; and
- since human trafficking may involve sexual harm, it is important that students are not expected to re-tell their experiences multiple times.

Staff member is concerned about known or suspected human trafficking involving a student(s)

Are there concerns for the student's immediate safety?

YES- There are concerns for immediate safety – there is a clear disclosure of human trafficking and an imminent risk of sexual harm

NO- There are no immediate safety concerns- the student is physically safe; however, there are red flags or concerns that the student may be involved in human trafficking

Staff person who received the disclosure will immediately notify the administrator who will immediately consult a member of the Central Support Team to determine next steps, which may include guidance with:

- Referral to child protection
- Contacting School Liaison Officer
- Contacting parent or guardian
- Establishing a safety plan for the student
- Connecting student to internal supports (e.g. school Social Work) and community supports (e.g. Victim Services of Durham)

Staff person who is concerned will consult their administrator/manager. The administrator or designate will consult a member of the Central Support Team to determine possible supports, discuss approaches to use when offering supports and establish safety plans, if needed.

Consultation should be timely and should not be delayed.

Ensure Privacy, Not Confidentiality: It is essential that staff do not make assurances around confidentiality. All staff must ensure the student's privacy by not sharing the student's personal information with others, unless it is necessary for consultation and/ or to ensure safety, in accordance with this protocol.

School Connections to Community Resources

Durham Region has demonstrated a long-standing commitment to the prevention and intervention of human trafficking. There are multiple resources and social service agencies that provide support to individuals and families who are impacted by human trafficking (see “Durham Region’s Human Trafficking Model”). The DDSB will ensure that a member from the Central Support Team, or designate, participates in applicable community meetings focused on human trafficking prevention and intervention (i.e., Durham Human Trafficking Coalition).

System navigation can be challenging for students and families. A referral to School Social Work should be considered as a way to assist students. With required consents to release information in place, School Social Workers can also act as a liaison between community service providers and the school, to ensure that any supports or safety plans being implemented at the school are aligned with recommendations from community service providers. It is recognised that school social workers are required to follow the requirements set out by their professional college (OCSWSSW) as well as applicable legislation (PHIPPA) when considering the sharing of information they receive from community partners. From a trauma-informed perspective, it is recognised that school staff and administrators do not need to be aware of details in order to support a student in their education. School staff who employ a non-judgemental, strength-based and caring approach are essential in being a part of a student’s circle of support.

When to Refer to Child Protection

The Child, Youth and Family Services Act, 2017 has been revised and now includes situations where a child is a victim of human trafficking, or is at risk of being trafficked, under the grounds for protection. Therefore, if school staff are concerned about the immediate safety of a child or youth (17 years and under) due to human trafficking, a referral to the applicable child welfare agency is required.

It is important to recognize that due to the nature of human trafficking, a call to child welfare (CAS) or police could be impactful to a young person and depending on the student’s circumstances, could result in withdrawal from contact. For this reason, consultation with the Central Support Team is important so that issues related to physical and psychological safety can be explored.

In addition, Indigenous and Black families have been and remain over-represented in the child welfare and criminal justice systems. The historical legacy of child welfare organizations, as well as policing, for many communities is connected to intergenerational trauma. While a referral to child protection may be necessary, careful discussion and planning can be helpful to help mitigate some of the impact for both students and families.

Prior to making a referral to child protection (CAS), it is important to consult with a member of the Central Support Team to discuss strategies that may lessen any negative impacts that may occur when a report to child protection is required.

In circumstances where an immediate call to CAS is deemed necessary, consultation after the fact can still occur to ensure that appropriate supports are considered.

In Durham Region, the contact information for child welfare agencies is as follows:

Dnaagdawenmag Binnoojiiyag Child & Family Services is a multi-service Indigenous Child Well-Being Agency that provides a stable foundation for children, youth, and families through wraparound services that are culturally-based and family-focus: **1-844-523-2237**

Durham Children's Aid Society: is a child protection agency that works with families and communities for the safety, stability and well-being of children and youth: **905-431-1551**

When to Report to Police

Human Trafficking is listed under the heading of 'mandatory reporting' in the Police-School Board Protocol. As such, if a school administrator is aware of a clear disclosure of human trafficking involving students, a report to police is required. It is more likely that concerns about human trafficking will arise in the form of 'red flags', rather than a clear disclosure or indication of human trafficking. In these situations, a report to police may not be required and the focus becomes connecting with more preventative services.

Prior to making a report to police, it is important to consult with a member of the Central Support Team in order to follow the most current reporting pathways and to discuss strategies that may lessen any negative impacts that may occur when a report to the police is required.

In circumstances where an immediate call to police is deemed necessary, consultation after the fact can still occur to ensure that appropriate supports are considered.

TRAINING FOR SCHOOL DISTRICT EMPLOYEES

Training will take a tiered approach, with awareness level training being offered to all school district employees and more in-depth training being provided to school administrators, system leaders, guidance staff in secondary schools, psychologists and social workers.

All training modules will be developed in collaboration with community partners who have expertise in providing training on human trafficking prevention and intervention to service providers (e.g. Victim Services of Durham and Durham Regional Police). Training at all levels will include the following key aspects:

- key definitions, common misconceptions, and myths about human trafficking, including tactics used for online luring, grooming and recruitment;
- learning about human rights-based approaches to combatting human trafficking, including the application of an equity lens, antiracism, a gender-based lens, trauma-informed approaches, and Indigenous cultural competencies;
- information on protective factors and prevention-focused supports and resources;
- information on risk factors and signs that a student is at risk, being lured, groomed, or trafficked;
- signs that a student is or involved in luring, grooming or trafficking others;

- response procedures, including the duty to report, how to handle disclosures to support students' safety, how to support students impacted by human trafficking and how to share information to ensure privacy and confidentiality;
- supports available to students and affected staff, including culturally responsive supports;
- additional training resources to support staff to understand and safely respond to human trafficking; and
- roles and responsibilities of employees in raising awareness, identifying and responding to human trafficking.

On-line training options will be available throughout the year for the reference or for the on-boarding of new staff. Participation in training will be tracked to ensure full participation.

MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

It is recognised that, following the first year, school districts may be required to report to the Ministry of Education, upon the ministry's request, on their activities to achieve the expectations outlined in PPM 166.

Going forward, this protocol will be reviewed, at a minimum, every two years through a process determined by the DDSB's Central Support Team.

The Ministry of Education will collaborate with school districts, as well as anti-human trafficking partners, to develop a performance measurement framework. This framework will monitor the effectiveness of training (for example, whether staff feel they are more aware and more able to safely identify and intervene in situations where a student is suspected of being trafficked) and whether the protocols respond to the needs of students.

Community anti-human trafficking partners and local agencies, such as child protective services like Children's Aid Societies and Indigenous Child and Family Well-Being Agencies, will be invited to participate in the reporting process to the Ministry of Education, in collaboration with school districts, to determine how the protocols have helped children and youth in care stay out of, or exit from, human trafficking.

APPENDIX A: GLOSSARY OF TERMS

2SLGBTQI: Refers to two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.

Anti-racism: Anti-racism is an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes. An anti-racism approach is a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent, and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

Anti-colonial: intentional and critical analysis of structures, processes and decision making to identify, challenge and address or change (and not perpetuate) the legacies and ongoing harmful impacts of colonialism.

Colonialism: Colonialism is a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their laws, cultures, traditions and ties to the land.

Cultural responsiveness: “Extends beyond language to include a much larger set of professional attitudes, knowledge, behaviours and practices, and organizational policies, standards and performance management mechanisms to ensure responsiveness to the diversity of [students] who walk through [schools’] doors³.”

Cultural safety: Refers to “an environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together⁴.”

Equity lens: Involves “strategically, intentionally and holistically examining the impact of an issue, policy or proposed solution on underserved and historically marginalized communities and population subgroups, with the goal of leveraging research findings to inform policy⁵.”

Human rights-based approach: A “conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress⁶.”

Indigenous Peoples: Indigenous has become the more widely accepted general term to refer to First Nations, Métis and Inuit people.

³ Indigenous Primary Health Care Council. (2018, June). [Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities](#).

⁴ Williams, R. (1999). Cultural safety—what does it mean for our work practice? Australian and New Zealand journal of public health, 23(2), 213-214.

⁵ Douglas, M. D., Willock, R. J., Respress, E., Rollins, L., Tabor, D., Heiman, H. J., & Holden, K. B. (2019). Applying a health equity lens to evaluate and inform policy. *Ethnicity & disease*, 29 (Supplement 2), 329

⁶ UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#)

Indigenous Rights: derive from Indigenous peoples political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources.

Indigenous Advisory Circle: an advisory committee of various stakeholders from Indigenous educators and administrators to Indigenous community members, parents and students that collaborate and advise the Board on Indigenous education initiatives and programs throughout the DDSB.

Survivor: Used to refer to an individual who has escaped a trafficking situation, whereas *victim* is used to refer to an individual who is in the process of being recruited or is being trafficked. The term survivor may also be used to refer to an adult with lived experience of being trafficked. This approach is used for clarity and is not intended to label or define an individual's experience. Individuals who have experienced human trafficking may prefer one term over another in order to describe their experiences. Caring adults should confirm how an individual impacted by trafficking prefers to be referenced.

Tactics: Traffickers may use a range of tactics to target, recruit, manipulate and coerce victims. This can often involve a process of targeting an individual's vulnerabilities then luring, grooming, isolating, manipulating, controlling and exploiting a victim to then conduct sexual acts (for example, forcing a victim to have sex, to take images of child sexual abuse). Often, a victim may not be aware that exploitation is happening, and victims may be forced to recruit other victims.

Trauma-informed approaches: Are “policies and practices that recognize the connections between violence, trauma, negative health outcomes and behaviours. These approaches increase safety, control and resilience for people who are seeking services in relation to experiences of violence and/or have a history of experiencing violence⁷.”

TRC – Truth and Reconciliation Commission: The Truth and Reconciliation Commission of Canada was a truth and reconciliation commission active in Canada from 2008 to 2015, organized by the parties of the Indian Residential Schools Settlement Agreement.

UNDRIP: The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) is an international instrument adopted by the United Nations on September 13, 2007, to enshrine (according to Article 43) the rights that “constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world.” The UNDRIP protects collective rights that may not be addressed in other human rights charters that emphasize individual rights, and it also safeguards the individual rights of Indigenous people. The Declaration is the product of almost 25 years of deliberation by U.N. member states and Indigenous groups.

Victim: Used to refer to an individual who is in the process of being lured and recruited or is being trafficked, whereas *survivor* is used to refer to an individual who has escaped a trafficking situation. The term victim is often used to refer to a child who has experienced sexual exploitation. This approach is used for clarity and is not intended to label or define an individual's experience. Individuals who have experienced human trafficking may prefer one term over another in order to describe their experiences. Caring adults should confirm how an individual impacted by trafficking prefers to be referenced.

⁷ Government of Canada. (2018, February 2). [Trauma and Violence-informed Approaches to Policy and Practice](#).

Durham Region's

Human Trafficking Model

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Overview of Domestic Human Trafficking

The United Nations defines human trafficking (HT) as the recruitment, transportation, transfer, harboring, or receipt of persons by improper means for an improper purpose including forced labor or sexual exploitation. More broadly, human trafficking is the forced exploitation of a person for financial gain. There are three elements that must be present for HT to exist; force, fraud and coercion, all of which must be facilitated by a third party, working behind the scenes to accrue profits.

Domestic sex trafficking involves the trafficking of persons within the same country. The process of recruitment for domestic sex trafficking often follows the same pattern. The process has been broken down into the stages of commercial exploitation. These stages include Luring; Grooming & Gaming; Coercion & Manipulation; Exploitation, and; Recruitment. Traffickers target vulnerabilities of young individuals, often posing as boyfriends in the luring stages before taking them further through the stages to ensure Survivors are dependent on them for both physical and emotional needs. There are three main reasons why people do not or cannot leave, including fear of physical violence, fear of the unknown and the psychological hold and relational trauma bond that the trafficker has created between themselves and their Survivors. These reasons make it all the more challenging to support Survivors, even after they have been identified.

In Canada, an estimated 71% to 93% of all cases can be classified as domestic sex trafficking and of these cases, 93% are female and 72% are under 25 years old. Shockingly, the average age of recruitment is between 13 and 14 years old. Human Trafficking (HT) is a serious and ongoing epidemic in Ontario. Ontario, which accounts for 39% of the total Canadian population, has accounted for just over two-thirds (68%) of all police reported human trafficking incidents since 2009.

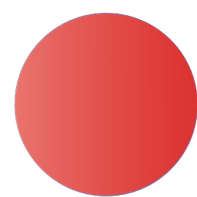
Durham is a region in Southern Ontario which is part of the east-end of the Greater Toronto Area. Durham Region has been identified as a hotspot for trafficking due to the proximity of municipalities situated on Ontario's Highway 401. In the last three years since 2017, Victim Services of Durham Region (VSDR) has seen an increase in the number of cases, with VSDR seeing exponential growth in the number of clients, doubling every year. In November 2018, The Durham Regional Police formally established a Human Trafficking Unit to address the large increase of trafficking in the region. In 2019, approximately one in 10 Survivors were under the age of 15. The Covid-19 pandemic that began in March 2020 stands to exacerbate trafficking in Durham Region.

Purpose of Model

As a response to the alarming number of cases in Durham alone, the Durham Region Human Trafficking Model was developed over five years to identify Survivors of human trafficking and connect them to interventions.

This document seeks to outline the unique collaboration between service providers in Durham Region, which is the cornerstone of the model, as it leads to specialized service pathways and interventions for Survivors of human trafficking. It is built upon special agreements between over 30 partnering agencies in Durham Region, who share a common understanding that client-centred and wraparound services are crucial to mitigating trauma experienced by Survivors.

This model meets Survivors where they are at in terms of their psychological state, regardless of whether or not they have left a trafficking situation or choose to report to police. It is innovative and unique in its implementation of a collaborative, trauma-informed, evidence-based and Survivor-informed strategy. Overall, this model demonstrates how a Survivor-informed, multi-agency response can effectively respond to the complex needs of Survivors of human trafficking. Since 2017, the Durham Region Human Trafficking Model has supported over 500 HT Survivors in various stages of exploitation.



Guiding Principles

The following are the six principles that underpin the effectiveness of the model, followed by brief descriptions of the principles. It's important to note that organizations involved in the model operate within their own philosophies, and therefore provide programs and services aligned within their organizational values and mandates. Having said that, there is a shared understanding that upon collaboration, the following principles inform the manner in which prevention, assessment and intervention activities take place.

1

SURVIVOR-INFORMED

- » Programs and services informed by lived expertise of Survivors
- » Client-centred service provision guided by self-determined needs of Survivors
- » Regular formal and informal feedback by Survivors who utilize the model

2

RELATIONAL APPROACH

- » Human trafficking is a relational crime, therefore the treatment is also relationships
- » Needs first approach that meets physiological and safety needs of survivors and replace dependence on having basic needs fulfilled by traffickers
- » Build trusting therapeutic relationships with Survivors by providing services and resources without expecting anything in return
- » Foster secure attachments to build Survivor resiliency as described by Attachment Theory

3

ANTI-RACIST/ANTI-OPPRESSION LENS

- » Acknowledging the context of colonialism, patriarchy and systemic racism as it relates to HT; women and girls are massively overrepresented as Survivors, as are those who identify as Black, Indigenous and People of Colour (BIPOC)
- » Acknowledging intersectionality and other factors that can lead to more barriers for Survivors of HT to receive adequate supports; LGBTQ2S+, refugees, immigrants and individuals with disabilities
- » Proactive community outreach to marginalized communities to identify and support Survivors of HT

4

HARM REDUCTION

- » Meeting clients where they are at in terms of their psychological, social and physical condition
- » Recognizing that decision-making regarding exiting a trafficking situation should be determined by clients to avoid a "save and rescue" mentality
- » Maintaining services to clients' regardless of their current substance use
- » Promoting safer sex and substance use practices
- » Supporting safety planning regardless of decisions about whether or not individuals are remaining involved in trafficking

5

TRAUMA-INFORMED LENS

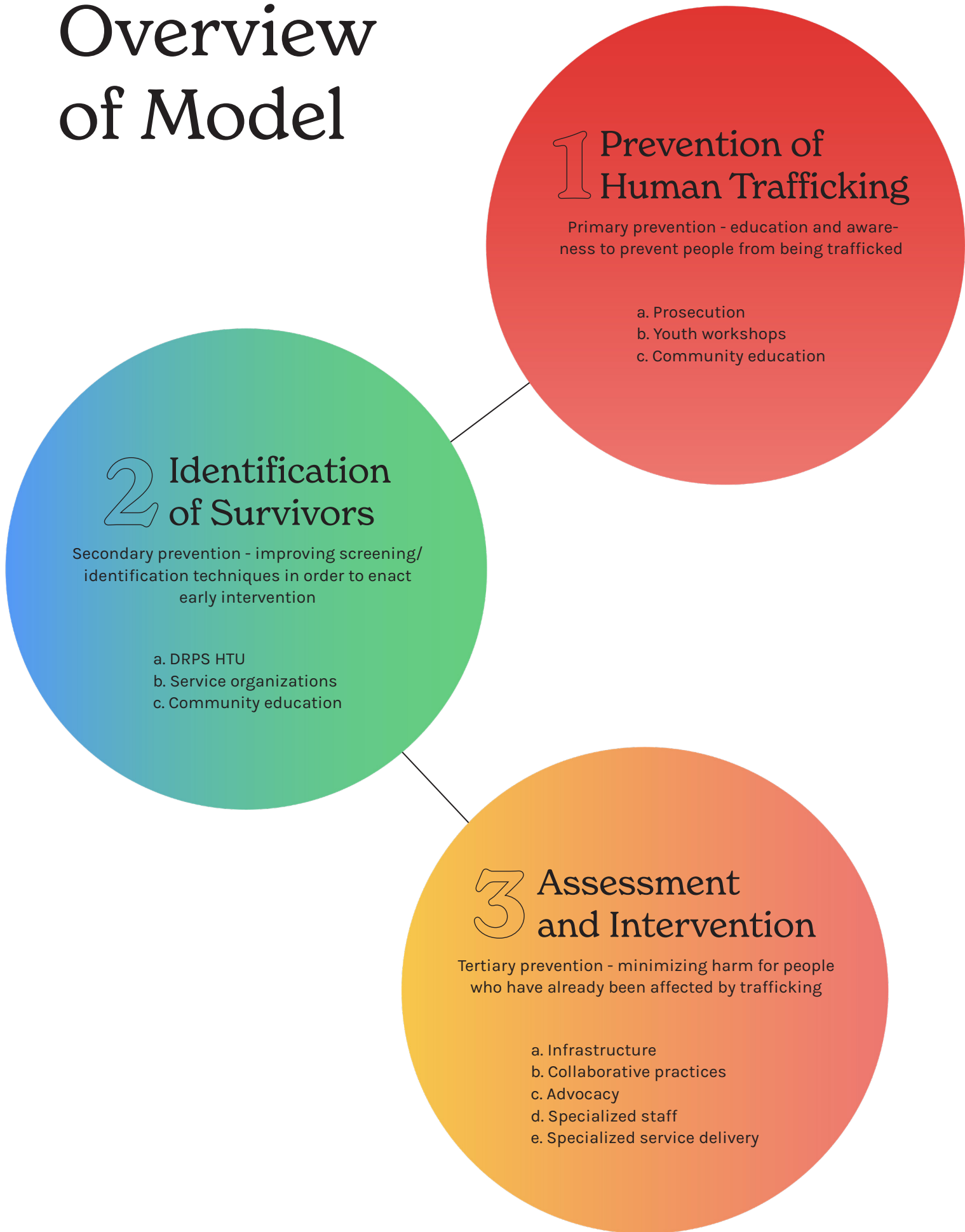
- » Adapting a trauma-informed lens; understanding that those who have experienced sexual abuse, prior involvement with child protection and/or criminal justice systems are at dramatically increased risk of trafficking, and that these systems disproportionately target marginalized groups
- » Building trust and rapport through active listening
- » Minimizing the number of times a client shares their story to access services
- » Service provision that takes into account the impact of systemic and individual factors on clients as it relates to trafficking, including prior experiences of violence, abuse and poverty

6

CLIENT-CENTERED APPROACH

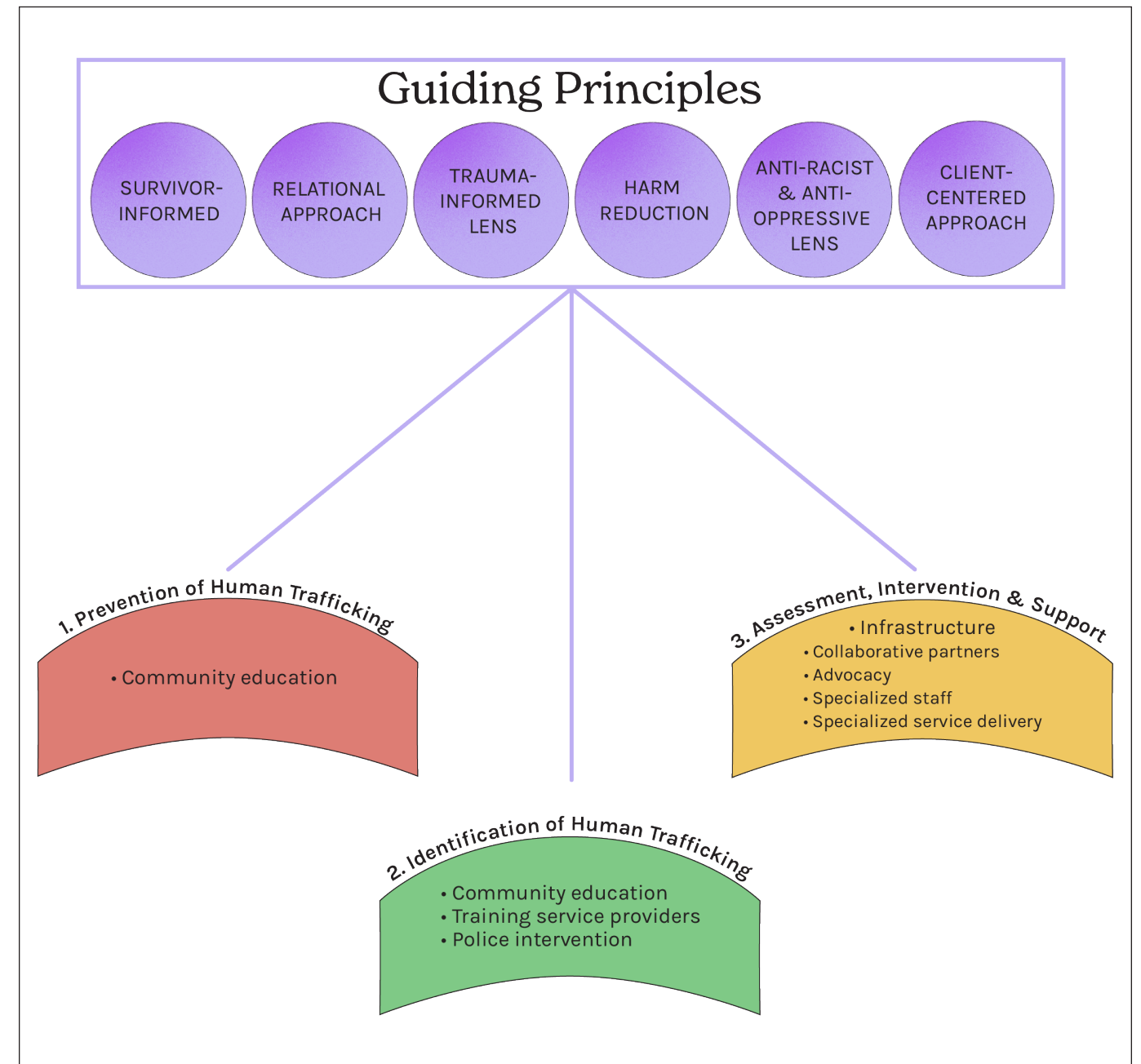
- » Seamless and coordinated, multisectoral wraparound services
- » A continuum of care which meets clients where they're at given their psychological, social and physical state
- » Warm transfers or personal introductions between client case managers and other service providers to increase trust and rapport for clients navigating multiple services

Overview of Model



Durham Region Human Trafficking Model

The following diagram outlines the relationship between the guiding principles and the model, followed by sections that describe each of these key components of the model.





There are various organizations that are involved with Durham's human trafficking model, including service delivery organizations, advocacy organizations and foundations. These organizations represent the breadth of services needed to respond in tandem to support even just one Survivor of trafficking. In the appendix, there are full descriptions of these organizations which includes Agency name, Agency website, Contact information, Primary mandate, Areas serviced, Population served, Criteria, Services or programs relevant to human trafficking, Basic necessities, Intake and screening process, Accessibility and staff training, Organization principles.

The following are the service delivery organizations whose collaboration with one another has built the foundation for assessment and intervention for Survivors of human trafficking along all stages of their journey in recovery.

VICTIM SERVICES OF DURHAM REGION (VSDR)

Victim Services of Durham Region (VSDR) provides immediate and ongoing services to Survivors of crime, traumas and sudden tragedies through trained staff responders and volunteers. Services include client-centred, trauma-informed crisis intervention including safety planning, systems advocacy, access to emergency financial support and basic necessities. VSDR completes VQRP+ applications for short-term financial support on behalf of clients.

DURHAM REGIONAL POLICE SERVICES HUMAN TRAFFICKING UNIT (DRPS HTU)

The Durham Regional Police Services Human Trafficking Unit (DRPS HTU) is the regional police unit formally that investigates human trafficking cases and facilitate education and awareness to prevent human trafficking. The HTU generally responds to calls for service involving Survivor disclosures of their involvement in the sex trade and the offenders who have exploited them.

DURHAM REGION ONTARIO WORKS (OW)

Durham Region Ontario Works (OW) is the Durham Social Services division that administers the Ontario Works financial assistance program. OW supports basic needs including food, shelter, clothing, household and health costs.

CHILDREN'S AID SOCIETIES OF DURHAM REGION

The Children's Aid Societies of Durham Region (CAS Durham) provide child protection services to children under the age of 16 and their families in the Durham region. CAS Durham has historically handled cases involving parent-Survivors with support for their children, cases in which a child has been trafficked, as well as cases in which families are involved with a child's trafficking. CAS Durham also includes Dnaadwenmaag Binnoojiiyag Child and Family Services (DBCFS) which is an Indigenous children well-being agency that provides wraparound services for children, youth and families that are culturally based and family-informed.

FAMILY SERVICES DURHAM (FSD) & CATHOLIC FAMILY SERVICES DURHAM (CFSD)

Family Services Durham (FSD) and Catholic Family Services Durham (CFSD) provide counselling to individuals who live in Durham. FSD and CFSD offer safety planning, case management, trauma counselling and ongoing mental health counselling. For CFSD, no current religious affiliation is necessary to access service.

LAKERIDGE HEALTH OSHAWA

Lakeridge Health Oshawa provides acute care health services in Durham and has a Domestic Violence/Sexual Assault Care Centre (DV/SACC) with trained physicians and nurses that provide sensitive medical care for Survivors

of trafficking. Services include treatment for physical and sexual trauma, screening and treatment for common concerns for Survivors of human trafficking such as sexually transmitted infections (STI) and forensic injury documentation for evidence collection. Another branch is Pinewood Centre which provides addictions services which includes individual and community-based services. Inpatient Support Services include ED social workers and an opioid patient navigator, a crisis intervention team and a youth crisis intervention team.

DURHAM RAPE CRISIS CENTRE (DRCC)

Durham Rape Crisis Center (DRCC) provides trauma and crisis counselling services to recent as well as historical or childhood Survivors of sexual assault, sexual harassment, and childhood sexual abuse and their families.

Violence Against Women (VAW) shelters

There are four Violence Against Women (VAW) shelters in Durham including Bethesda House, The Denise House, Herizon House and Y's Wish. They also provide counselling services, address basic needs, and provide housing support for securing long-term housing.

SAFEHOPE HOME

SafeHope Home is a Durham Region agency that offers second stage shelter and housing programs specific to human trafficking. SafeHope Home offers a six-bed residential program, a day program and outreach services such as housing and counselling services in the community.

REGION OF DURHAM HOUSING SERVICES

The Region of Durham Housing Services is within the social services of the Regional Municipality of Durham. The municipality's housing services include emergency shelter programs and manages the waitlist for rent-geared-to-income and social housing. The municipality also managed food banks, as well as emergency food distribution.

VICTIM WITNESS ASSISTANCE PROGRAM (VWAP)

The Victim/Witness Assistance Program provides information, assistance and support to victims and witnesses of crime to increase their understanding of, and participation in, the criminal court process. VWAP services include crisis intervention, emotional support, case specific information (court dates, bail conditions), needs assessment and referrals to community agencies.

WOMEN'S MULTICULTURAL RESOURCES AND COUNSELLING CENTRE (WMRCC)

WMRCC is a registered charitable organization providing free counselling and support services to women of all ages and their families from diverse backgrounds, to eradicate violence and rebuild their lives. Services include one-on-one counselling, support groups, the Enhanced Youth

Outreach Worker Program, a Youth Mentorship Program and a Youth in Transition Program for BIPOC youth as they transition from being 'children in care' to living independently as adults.

DURHAM FAMILY COURT CLINIC (DFCC)

DFCC provides programs and services for youth in conflict with the law and their families, including specialized counselling and mental health supports, intensive outreach support for youth who are high risk; supportive educational programming, and violence prevention workshops.

DURHAM REGION INTIMATE RELATIONSHIP VIOLENCE EMPOWERMENT NETWORK (DRIVEN)

DRIVEN is a collaborative wraparound service that serves as an access point for Survivors of gender-based violence to connect with all relevant support in Durham Region in one convenient location. On-site partners meet on Mondays, where clients can walk into their office location in Oshawa and connect with representatives who provide crisis support, counselling, legal services, healthcare and substance use services, housing services and more. Women can email to set up an appointment or call Bethesda House 24-hour support line when DRIVEN is closed.

CAREA COMMUNITY HEALTH CENTRE

Carea Community Health Centre provides a variety of free community programs and wraparound health services. Services include: health promotion and wellness; primary care, counselling and mental health; diabetes education; Hepatitis C screening, treatment support, education and outreach; geriatric assessment & intervention; young parent support, early years, youth, Indigenous and community development programs.

JOHN HOWARD SOCIETY – DURHAM REGION

The John Howard Society of Ontario is a not-for-profit organization dedicated to effective, just and humane responses to crime and its causes. John Howard Society Durham serves individuals and families, youth and adults with programs in areas such as counselling, employment, literacy, housing, parenting, addictions, and more.

ROSE OF DURHAM

Rose of Durham is a faith-based organization whose mission is to nurture young parents and their children through free counselling, education, and programs to build stronger futures. Rose of Durham's holistic programs and services include attachment-based parenting programs (group and individual format), supportive strength-based counselling, high school program, life skills, social drop-in programs, and donation room services.

Components of Model

1 Prevention of Human Trafficking

One way of preventing human trafficking is prosecution of traffickers. Another key approach is education to prevention vulnerable youth from being trafficked, which includes education targeted to youth as well as the community. These approaches are further described below.

PROSECUTION OF TRAFFICKERS

Another key component of prevention of human trafficking is prosecution. It is challenging for law enforcement to persecute traffickers without having formal statements from Survivors. Formal statements allow investigators to build a case against their traffickers, which can only be attained if Survivors wish to pursue charges in the criminal justice system. As Survivors tend to distrust law enforcement given negative prior interactions and/or fear instilled in them from their traffickers, this makes it all the more challenging.

As there is now a partnership between Durham Regional Police Services HTU and VSDR, Survivors of human trafficking are no longer first approached by police officers at the scene of their trafficking situation, as this is well known to invoke fear and distrust. Instead, they are first met by an HT Crisis Intervention Counsellor (CIC) who can help Survivors to feel safe and supported by someone with a trauma-informed lens, which in turn begins to establish a trusting relationship. An HT CIC will maintain a system of informed consent and explain the process of testifying against their trafficker, as well as the supports available to them including court guidance during the police's prosecution phase in collaboration with the Victim Witness Assistance Program (VWAP).

HT CICs never pressure clients to give statements however they have noticed that with this new collaborative process, more Survivors are choosing to testify against their traffickers. The DRPS HTU has seen a 30% increase in the number of formal statements given since late 2018 to 2020. In 2019 and 2020, DRPS HTU made 257 investigations, laid 238 charges and identified 239 victims, 103 of whom were under the age of 18. Formal statements from Survivors of human trafficking are a crucial aspect of prosecuting human traffickers, and therefore, this has enabled more traction towards charges laid.

YOUTH WORKSHOPS

The prevention of human trafficking begins with a shared understanding of human trafficking as an issue. Prevention initiatives have been led by VSDR in collaboration with DRPS, Durham District School Board (DDSB) and Durham Catholic District School Board (DCDSB). A full-time HT Prevention Facilitator at VSDR educate and raise awareness of HT for every grade nine class in Durham Region. Educational workshops are Survivor-informed and take place from a trauma-informed lens. In addition, Catholic Family Services of Durham (CFSD) are working with VSDR to translate all human trafficking prevention materials into French to bring HT Prevention to French-language schools in Durham Region. Other agencies including DRCC, CFSD and WMRCC are involved with gender-based violence prevention.

Overall, over 5,000 youth have received HT awareness training through the school system. At approximately one in two presentations given between September 2019 to October 2020, youth have disclosed experiences of human trafficking or gender-based violence. This rate of youth disclosure, while concerning, speaks to effectiveness of this outreach program and the need for HT prevention information among youth in Durham Region.

COMMUNITY EDUCATION

The Durham Human Trafficking coalition is a survivor-led collaboration of service providers that is chaired by VSDR who work collaboratively to support Survivors of human trafficking. Collaboratively, the coalition participates in activities to raise awareness of domestic sex trafficking in the Durham community. In February of 2020, a highly successful awareness campaign took place in the weeks leading up to Human Trafficking Awareness Day on February 22nd. The campaign included:

- » several national news stories covered by Global News
- » an appearance by VSDR Crisis Intervention Counsellor Karly Church and VSDR Clinical Director, Kayla Yama on The Social
- » dedicated social media content under the hashtag #JustAKid
- » an advertisement campaign that saw HT posters on local buses and bus shelters around Durham Region

There are also organizations that provide education on human trafficking, which includes organizations such as Men Ending Trafficking and Fight4Freedom.

2 Identification of Survivors

Survivors of human trafficking are being identified and referred to human trafficking services in three main ways. The two main ways are through police intervention and service organizations. Identification also takes place as a result of community education, with youth disclosing to presenters if they feel themselves or someone they know may be experiencing human trafficking. From late 2018 to 2020, the DRPS HTU has seen a 94% increase in reports of human trafficking in the region.

DRPS HTU

The Durham Human Trafficking Unit in collaboration with the HT Crisis Intervention Counsellors deploy a proactive approach to identifying Survivors of human trafficking. They perform outreach and proactive safety checks through a program called 'Date Night.' The team utilizes a web-scraping software called Traffic Jam, which crawls the web for online classified ads that show red flags for trafficking. The team can then door knock at the location advertised, establish a relationship with the person working and let them know that there is support available if they need. Additionally, DRPS HTU routinely monitors all missing reports of youth under 18 years of age which are reviewed for signs of trafficking. Cases that show signs of exploitation are assigned to HT investigators and shared with VSDR. In 2019, almost one-third of Survivors identified to police in Durham Region were children under the age of 18.

SERVICE ORGANIZATIONS

Another way that Survivors of human trafficking are identified are through front-line service providers. VSDR provides human trafficking training workshops for service providers including hospital, hotel, social services, teaching and child protective services staff. Workshops are tailored to help frontline workers identify and respond to human trafficking in a safe, sensitive and trauma-informed way.

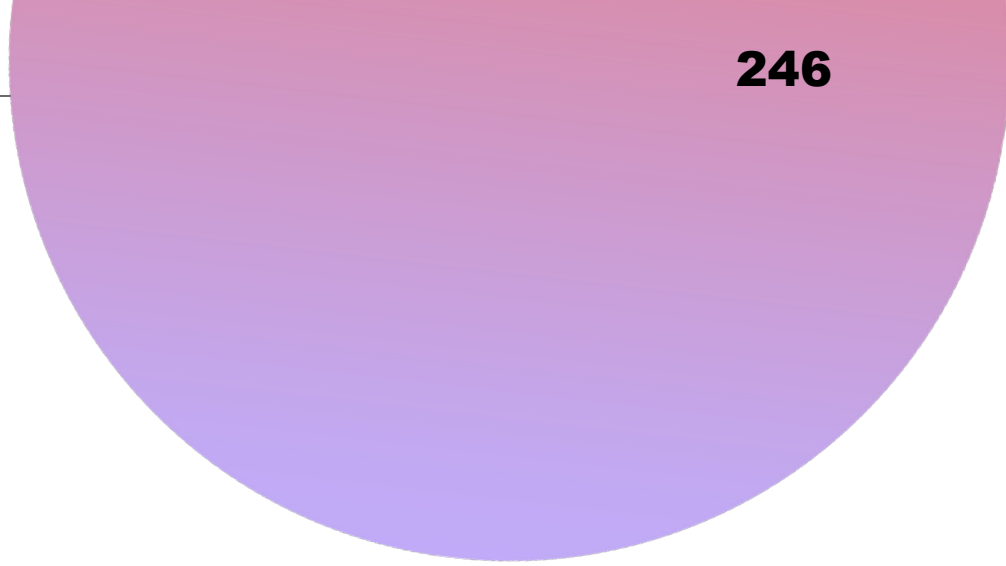
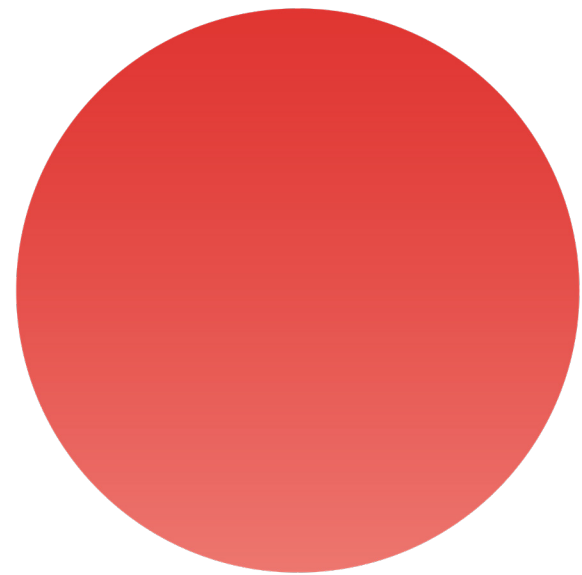
DV/SACC has a partnership with VSDR which has facilitated the establishing of a Lakeridge Health HT Internal Working Group. This group works to educate staff and standardize HT patient procedures at Lakeridge Health, including screening for red flags and trauma informed care practices.

OW has established a HT Response Team who have received training in human trafficking. OW has found that Survivors are significantly more likely to disclose trafficking since engaging with staff who have received this training. This is due to the non-judgemental trust and understanding that HT specialized caseworkers have been able to build with Survivors and the comfort they now have in discussing issues with clients after HT service provider training. In the last few years, OW has seen an increase in the number of individuals disclosing prior experiences of trafficking in relation to financial difficulty.

COMMUNITY EDUCATION

In addition to prevention, the HT facilitator from VSDR is also providing training for teachers and grade nine students on identifying the signs and symptoms of trafficking in their peers. Separate from schools, community education by VSDR and DRPS on human trafficking is also taking place for staff of hotels and motels. By providing this education for schools, more people are better positioned to notice when those in their surroundings may be Survivors of human trafficking and can then support them in connecting to appropriate services.

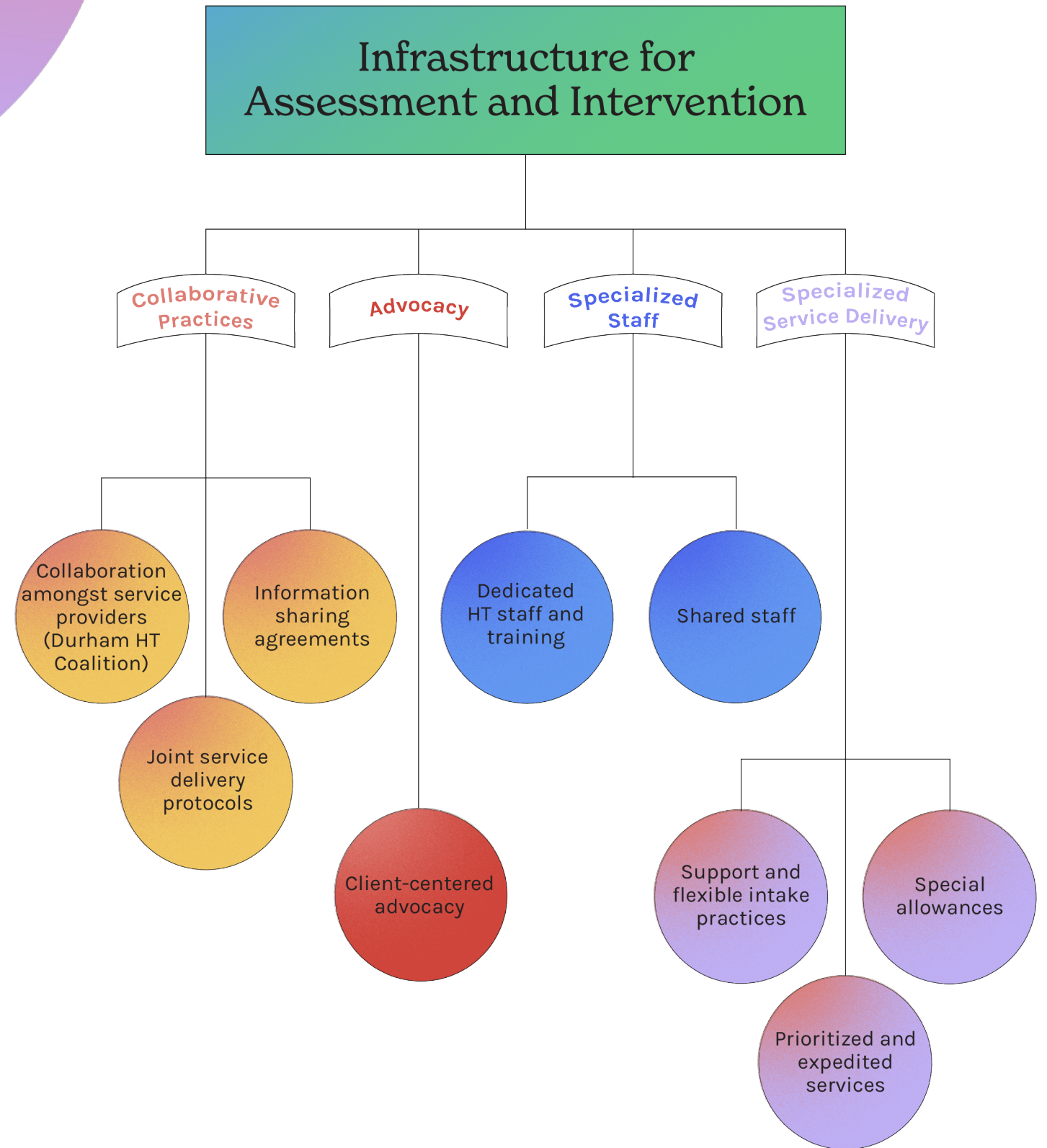
Additionally, as mentioned above, there are organizations that raise awareness of human trafficking and the Durham Human Trafficking coalition participates in activities to raise awareness of domestic sex trafficking in the Durham community. The campaign that took place in February 2020 both aimed to prevent human trafficking in youth, as well as educate the broader community, to identify when human trafficking is taking place in their community.



3 Assessment and Intervention

The essence of the model is the infrastructure that lays the foundation for Survivors of human trafficking to receive assessment and intervention in a comprehensive and trauma-informed manner. Services are available to all Survivors, regardless of if they have left a trafficking situation, or choose to report to police.

The four components of the infrastructure that will be described are (1) Collaborative practices, (2) Advocacy, (3) Specialized staff, and (4) Specialized service delivery. Below is a diagram outlining these four components and their activities, followed by descriptions of the activities of primary organizations involved in addressing immediate needs.



Collaborative Practices

COLLABORATION AMONGST SERVICE PROVIDERS

Durham Region Human Trafficking Coalition

As mentioned above, the Durham Human Trafficking coalition is a survivor-led collaboration of service providers that is chaired by VSDR who work collaboratively to support Survivors of human trafficking. The coalition was formed as a result of a shared understanding that it is fundamentally unfair to ask someone to leave a trafficking situation unless service providers are able to meet their basic needs. This is because traffickers often exploit a Survivor's basic needs to coerce them into being trafficked. Since no single agency can fulfill every need or provide every service, it is crucial to work collaboratively to meet the needs of Survivors. The HT Coalition aims to ensure that services are appropriate, and Survivors can access trauma-informed services no matter where they are at or how they enter the system.

The coalition has regular coalition meetings every second month. A key aspect of meetings are confidential case conferences, which are discussions aimed at supporting clients to utilize the collective resources of the agencies at the table. This time allotted to openly discussing more complex client cases enables uncommon or unfamiliar resources to surface, and strategies for accessing these resources. Thus, these discussions prove vital to supporting various types of Survivors of human trafficking.

Joint Service Delivery Protocols

Joint protocols for service delivery enable agencies to provide services to Survivors of human trafficking in a more cohesive manner. Having such protocols in place is aligned with a harm reduction approach, as it minimizes the number of different ways that Survivors are having to engage with social service agencies, to get the services they need.

- » Durham CAS and DBCFS have a joint response protocol with DRPS for HT cases
- » In cases where trafficking or a high risk of trafficking

identified, The Detective in charge of DRPS HTU and the CAS Durham Worker share relevant information to ensure that safety of the child and youth, in line with the mandate of each organization

- » This protocol is in place to support developing safety plans for the child or youth and is limited to the duration of the service provision
- » CAS Durham has worked closely with VSDR and DRPS HTU to create safety plans and crisis interventions for children who disclose signs that they are Survivors of human trafficking. Once a safety assessment and safety plan has been developed, an ongoing risk assessment is conducted to either keep the file open for further steps (e.g., court or removal) or to inform the investigation disposition
- » VSDR and OW have worked together to develop specialized response protocols for Survivors accessing services at OW, including an HT Response Team, to support the safety of those who are fleeing emergency situations

Information Sharing Agreements

Similar to joint protocols, information sharing agreements enable Survivors to be supported in a more seamless manner. This is also a harm reduction practice in that after receiving informed consent from Survivors to share their information, this practice minimizes the number of times Survivors need to share their stories. Additionally, when it's possible for agencies to access client case histories, it allows for more targeted services to Survivors, that can better address their needs.

- » VSDR are currently also one of only two Victims Services in the GTA who work closely with their regional police services to share resources and databases
- » Dnaagdawenmag Binnoojiiyag Child and Family Services (DBCFS) and Durham CAS have an information-sharing agreement with DRPS HTU. This agreement is intended to protect the immediate safety of youth who are being trafficked or at risk of being trafficked

Advocacy

CLIENT-CENTERED ADVOCACY

Both VSDR and OW are intentional about advocating on behalf of clients' needs. Given the trauma that Survivors of human trafficking have experienced, there's a recognition that it's important to advocate for critical supports (e.g. financial supports, housing, counselling), even if they haven't explicitly asked for this yet. A key reason this is important is because there are many policies and procedures which inadvertently pose as systemic barriers to accessing services. Additionally, many Survivors may not be at a stage yet of fully realizing that they were trafficked, let alone being able to recollect their experiences, and understand and articulate their needs. All of this can impact their ability to receive appropriate services. Therefore, advocacy on behalf of clients given where they're at in terms of their psychological and emotional well-being, helps to ensure a timelier provision of appropriate interventions, should they choose to accept them.

- » For Survivors in Durham Region, VSDR and OW are often the first point of contact, with both agencies making warm referrals to the other within the first few meetings with clients. Typically, VSDR HT counsellors will submit an application to OW for income services if appropriate, while OW HT Response Team workers will refer to VSDR for clients eligible for VQRP+ funding and access to more intensive, trauma-related case management. During a client's short-term stay at a hotel, HT counsellors at VSDR and caseworkers at OW typically work on securing further short-term emergency housing in a shelter. Both agencies manage housing paperwork and can submit a Special Priority Program application to Durham Region Housing Services, which is important for accessing longer-term housing benefits.
- » VSDR and OW will often work in conjunction to support clients to access to gift cards, petty cash, bus tickets and other transportation, food, personal hygiene items, clothing, emergency shelter and referrals to out of area community resources.

Specialized Staff

DEDICATED HUMAN TRAFFICKING STAFF

Several service agencies have not only trained staff in human trafficking, they have also designated certain staff to engage with Survivors of human trafficking. For one, this enables Survivors to be supported by individuals who have competence in the trauma they've experienced. Secondly these staff have a more wholesome understanding of the challenges they're experiencing and the nuanced interventions that could address these challenges. Therefore, they are equipped to support Survivors uniquely within their organizational setting, in comparison to how themselves or other staff would intervene for other clients.

- » VSDR has three human trafficking Crisis Intervention Counsellors (HT CICs) on staff, including one counsellor who identifies as a Survivor of human trafficking
- » In partnership with VSDR, OW have implemented a dedicated HT Response Team (HTRT) who have been trained to identify HT, as well as best practices in trauma-informed care. If Survivors are identified at initial application or at another appointment, a member of OW's HTRT will be flagged to respond.
- » DV/SACC staff have received training from VSDR on human trafficking. This partnership has facilitated the establishing of a Lakeridge Health HT Internal Working Group. The working group has also established a HT Champions List comprised of dedicated staff who are knowledgeable of the issue and relevant community resources, and are best positioned to support Survivors
- » DRCC has a human trafficking specific counsellor

SHARED HUMAN TRAFFICKING STAFF

The Survivor-informed partnership between DRPS HTU and VSDR is a key partnership that underpins the success of The Durham Region HT Model. VSDR's HT CICs are embedded within the HTU, working closely together often from the same offices, to bridge the gap between Survivors and the police. HT CICs regularly travel with police to connect with Survivors who are experiencing ongoing trafficking, particularly in terms of outreach. While police can attend to the immediate safety needs of a Survivor, HT CICs can provide ongoing, confidential and non-judgemental crisis support. An HT CIC will maintain a system of informed consent and explain the process of giving a formal statement.

Specialized Service Delivery

FLEXIBLE INTAKE PROCESSES

Several service agencies have modified their intake processes for Survivors of human trafficking. The purpose of this is to minimize the barriers that can make it difficult for Survivors of human trafficking to access services. Therefore, these flexible intake processes are intended to not only prevent Survivors from falling through the cracks but support them in accessing the most helpful services in the most efficient ways possible.

- » VSDR HT CICs use an informal intake process that focuses heavily on building trust and rapport, recognizing that crisis intervention for HT Survivors is time-sensitive, and that a rigid intake process can be counter-productive.
- » With regards to income services, OW can defer the need for identification and income and asset information at the point of application for Survivor in the process of moving to safety. Clients can be supported to obtain necessary documents and be given a longer time frame in which to provide that information. These provisions are particularly important for Survivors whose traffickers or abusers remain in control their identification documents and/or bank accounts, and are in need immediate financial assistance.
- » VSDR and CFSD have begun a pilot project which enables VSDR workers to assess HT clients as ready for therapy, and then directly refer them directly to an HT trauma therapist at CFSD for trauma therapy. HT clients not referred directly from VSDR can also access therapy. This is an additional process that enables victims to bypass the standard self-referral intake process for therapy, thus minimizing barriers to access.

PRIORITIZED SERVICES

Given the time-sensitive nature of human trafficking and ongoing safety concerns of Survivors, there are service agencies that are able to provide prioritized services. This helps to ensure that Survivors are able to have more of their more pressing needs met as early as possible.

- » OW's HT Response Team provides expedited services for HT Survivors at every Durham Region office location which enables them to bypass the waiting room through staff making same day appointments by phone or in person, whether in the office or the community.

» With Family Services Durham (FSD) and Catholic Family Services Durham (CFSD), direct referrals from community partners such as VSDR, DRPS and OW for individuals requiring immediate support, can be prioritized for the same day, without going onto waitlists. This specially negotiated provision is in recognition of the fact that access to counselling is extremely time sensitive for Survivors of HT, and that early intervention is crucial to mitigating trauma.

» At OW, clients who disclose ongoing HT at any point are offered immediate services to leave their trafficker including access to gift cards or petty cash for food or transportation, and assistance with police as requested. Through OW, clients can also access prioritized services to secure safe accommodation, usually in the form of a temporary hotel stay in case of emergency.

» DRCC is able to offer flexible and prioritized trauma-informed counselling to Survivors of human trafficking referred from anywhere in the community. Specifically identified clients can bypass the intake waitlist and be referred directly to a counsellor.

» Lakeridge Health Oshawa's Domestic Violence/Sexual Assault Care Centre (DV/SACC) established a new practice as of November 2020 of bypassing triage in the emergency department to admit Survivors of human trafficking. This service is available to Human Trafficking Survivors referred by core coalition partners such as VSDR, DRPS HTU and OW.

SPECIAL ALLOWANCES

Special allowances refers to instances where Survivors of human trafficking can benefit from differential treatment, given that they are experiencing more vulnerabilities and harm, in comparison to other clients of these agencies.

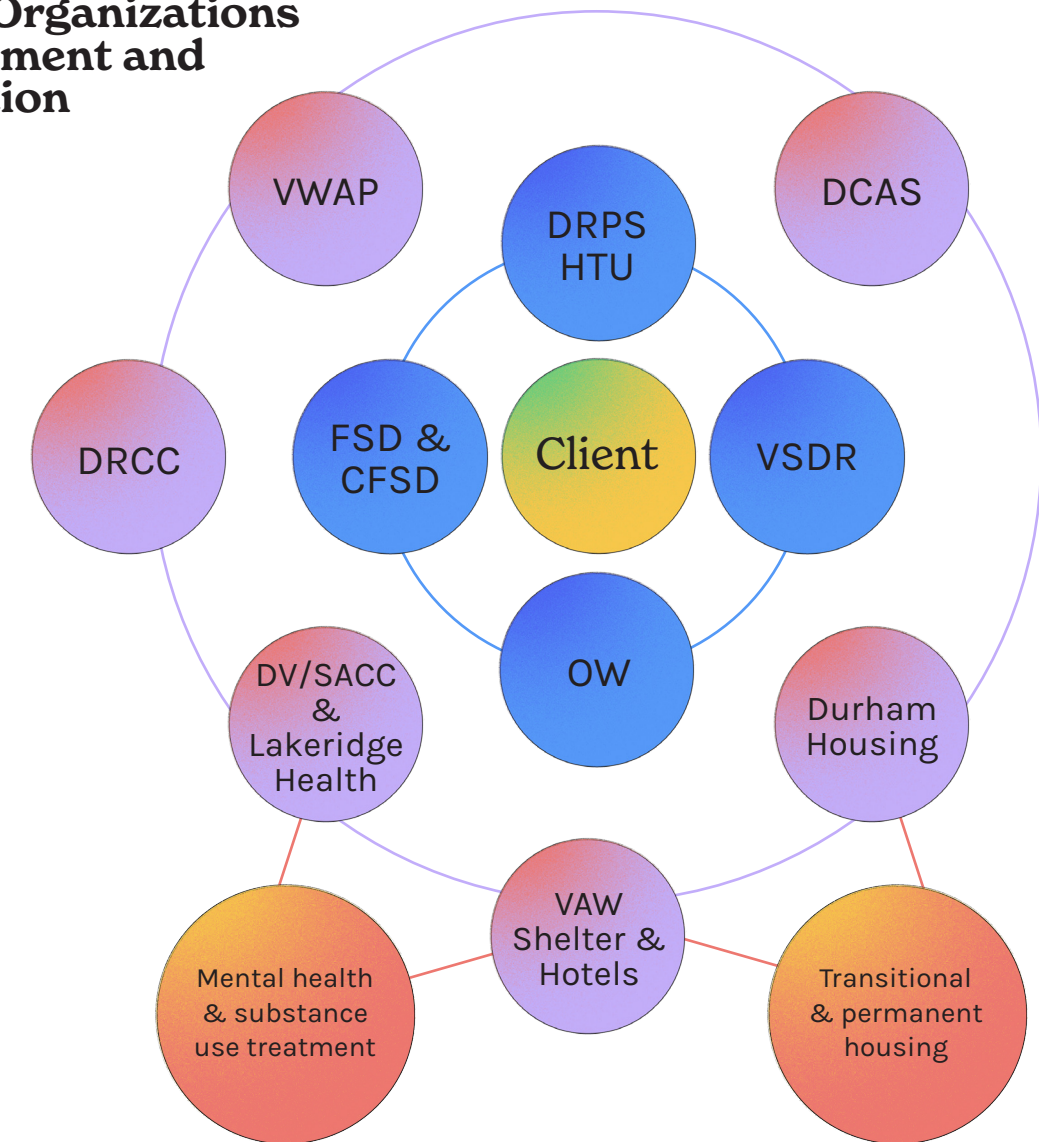
» Durham Region has four Violence Against Women (VAW) shelters including Bethesda House, The Denise House, Herizon House and YWCA Durham (Y's Wish). VAW shelters frequently work with Survivors and, as of early 2020, all four shelters were accepting Survivors of HT even if they were operating at capacity.

» For FSD and CSFD, fees are assessed according to a sliding fee scale and fees can be reduced or waived for clients referred from VSDR and waived for clients on OW.

Connections between Primary Organizations

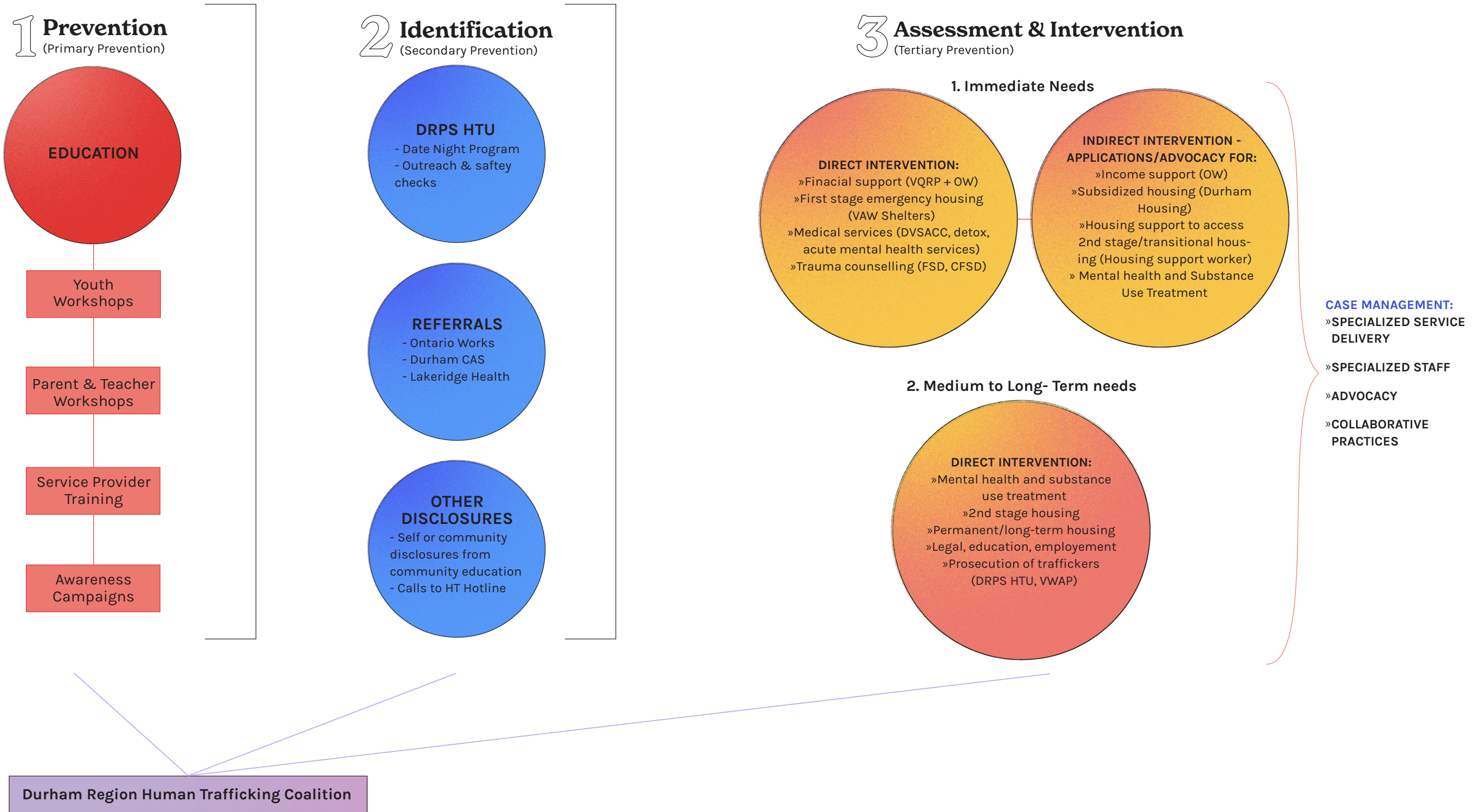
There are different ways that Survivors can be referred into the system. Upon referral, case management takes places through VSDR. The following diagram demonstrates the interconnections described above between the service organizations that are involved in assessment and intervention, specifically those organizations involved in intervention to address immediate needs. Then from there, Survivors are connected to the different agencies as needed, to address medium-term and long-term needs.

Primary Organizations in Assessment and Intervention



These relationships between key agencies have been established over time as a result of Survivor input and strong relationships and partnerships that have been cultivated between organizations. When the activities of the assessment and intervention process work together as a system, what has resulted is an effective infrastructure to more effectively conduct assessment and intervention for Survivors of human trafficking. This model also helps to ensure that Survivors needs are always centered. Survivors engagement in their recovery process tends to be very fluid and transient, and therefore it's important that a strong infrastructure is in place, regardless of how frequently they engage with the system, or how long the duration is between their periods of engagement. When their needs are taken into account including their trauma and risk of harm, then they can be supported with greater ease, as opposed to having to navigate a system that doesn't recognize their trauma and vulnerabilities.

Diagram of Durham's Human Trafficking Model



Successes

Since the development of the model, there have been positive outcomes that have resulted, which are outlined below.

COLLABORATION BETWEEN VSDR AND OW

A client who was well known to VSDR had been missing for some time and recently surfaced. This client has been trafficked since the age of nine and has tried to exit the game in the past. Unfortunately, the only friends and family she has are also involved in this life, which makes it incredibly difficult for her to leave. Through the collaboration between VSDR and OW, VSDR's HT CIC was able to advocate to this client's OW caseworker for support with basic essentials. They also helped with expediting her income support application and connecting her to other services. Accommodation was arranged in a safe hotel and she is now much healthier: emotionally, mentally and physically. She is free of control and knows she's safe in a place that no one else can enter. When she got to the hotel, her comment was, "I can finally sleep because no one else has a key to my room". OW and VSDR are now working toward a more permanent housing option and a portable subsidy for this client.

COLLABORATION BETWEEN LAKERIDGE HEALTH, VSDR AND OW

An example of successful collaboration with Lakeridge Health Oshawa includes the case of a human trafficking client initially identified by the Emergency Department at Lakeridge Health Oshawa. This client didn't have a safe place to go following her visit to the ER and therefore she was connected to a staff member of the Ontario Works HT Response Team. Arrangements were made for her to be temporarily housed in a safe hotel and she was then transported there in a cab. Both OW and Victim Services worked together to complete applications with the Survivor for OW and VQPR+ funding which enabled the Survivor to receive an extended hotel stay, as well as have food, necessities and seasonal-appropriate clothing delivered to her at the hotel. This individual was especially vulnerable due to being new to Canada, literacy issues and suspected cognitive issues. After careful consideration, it was determined that Stage One housing for Human Trafficking best suited this client's needs which is a type of housing that includes regular case management. She successfully entered the Bonnie McPhee house in Peel since Durham didn't have this service yet. Her OW HT Response Team caseworker was instrumental in facilitating this process, taking a virtual tour of the facility, introducing the client to staff over a conference call and emailing the necessary paperwork for admittance. The staff from Bonnie McPhee, Victim Services and Ontario Works remained in contact for the duration of her stay.



COLLABORATION BETWEEN OW, VSDR, LAKERIDGE HEALTH AND BACK DOOR MISSION

A young woman who has been a Survivor of HT from a very young age has been involved with the OW HT Response Team for years. Her caseworker worked slowly with her to build trust, providing her with discretionary benefits including clothing and food, before connecting her to other services. By being gentle in her approach and meeting her where she is at, they developed rapport and a positive relationship. Over time, the client expressed that she would like to leave her trafficking situation. This was a breakthrough as her family was involved in her exploitation. In addition, she struggles with addiction and her ultimate goal was to go to a treatment centre. At this point, she was introduced to a VSDR HT Crisis Intervention Counsellor who discussed with her the options and services available to her, including addictions treatment.

She was receptive of these services however what became challenging was the point at which she learned that she was pregnant. This was very triggering for her as she was pregnant in the past and lost her child. Additionally, at this time she was still in her trafficking situation and struggling to leave her trafficker. At the suggestion of her HT caseworker, this client was supported to access services at Oshawa's Back Door Mission, where she was provided with meals and clothing.

At Back Door Mission, she was also connected with a nurse on the staff's medical team who discussed with her preliminary prenatal care, and the client was encouraged to return the next week for follow-up. The nurse was able to book an appointment for the client to have an ultrasound and offered to accompany the client to Lakeridge Health Oshawa for her appointment. With client consent, the nurse, caseworker and outreach worker from VSDR were able to collaborate to provide her with options given her situation, and as well, provided her with basic need. Over time, she regarded them as trusted service providers and while she once feared interactions with staff, she now proclaimed, "I have another support person on my team!" The client has expressed her appreciation for her caseworker, the HT response team and the wrap around support she has been provided. She currently receives trauma-informed care that is both respectful and non-judgmental.

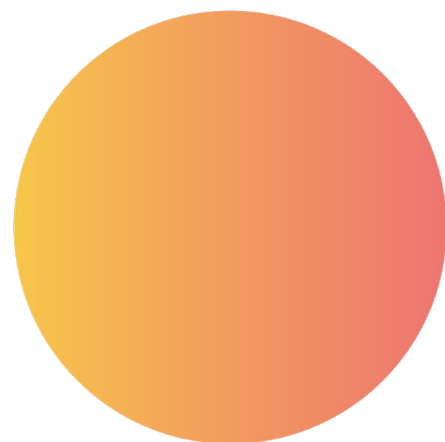
RESPONSIVENESS DURING COVID

A collaboration was established between VSDR, OW and the Regional Municipality of Durham.

During the initial stages of the Covid-19 pandemic, this collaboration was crucial in responding to the emergency housing needs of Survivors. Throughout March to July, 2020, The Region supported physically distanced emergency food and shelter for Survivors of human trafficking. This program was facilitated through VSDR's Crisis Counsellors, who facilitated short term stays (including a two-week isolation period) for clients in Durham Region hotels for those experiencing a threat to safety in their current place of residence, who did not qualify for other funding. During the first wave of the pandemic, this program supported 98 of clients in crisis, including 18 Survivors of HT who were escaping trafficking.

Limitations and Opportunities

Within this model, the existing means of identification, and the infrastructure for assessment and supports to Survivors of human trafficking has been effective. Having said that, there are broader, systemic and structural challenges that have become barriers to supporting Survivors of human trafficking in Durham. The challenges mentioned below may be similar to those of other jurisdictions addressing human trafficking. Therefore, where possible, the below include suggestions to address these barriers, as well as contextual changes or steps that are being taken towards change, which may be applicable to other jurisdictions.



CAS RESPONSE PROTOCOL

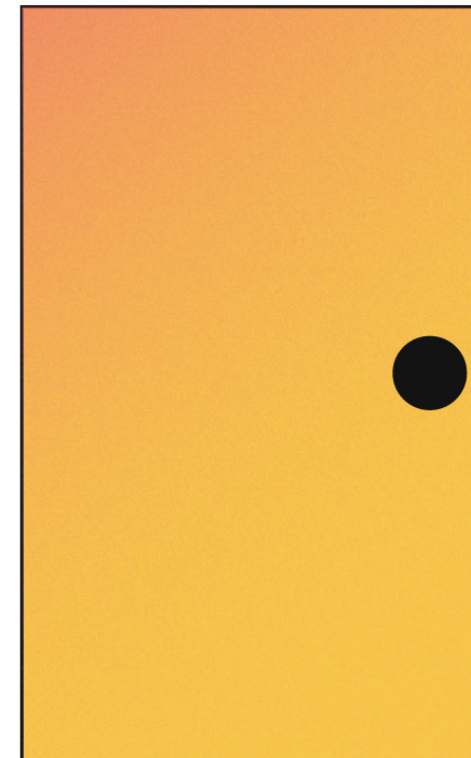
Ontario CAS does not yet have a provincially standardized code or response protocol to address child sex trafficking. This can be problematic for handling child and youth human trafficking cases since Durham Children’s Aid Society (DCAS) processes are tied to adherence to provincially mandated standards based on Eligibility Spectrum codes such as abuse and/or risk of abuse, neglect, abandonment, caregiver capacity and emotional abuse. Additionally, current coding standards mean CAS can only intervene from the perspective of "child-parental conflict"

It would be beneficial to have human trafficking training for all CAS workers and even more beneficial would be human trafficking specialized caseworkers in all offices across Ontario. For this reason, VSDR and DCAS management are working to train CAS staff in human trafficking trauma-informed best practices. DCAS and other Children’s Aid Societies in Ontario are currently working with the Ministry of Community and Social Services to develop Eligibility Spectrum and standards to include human trafficking.

RECOGNITION OF HUMAN TRAFFICKING IN HEALTHCARE

There is a lack of recognition of HT within healthcare services, and a general lack of HT-specific health services in Durham Region. The healthcare needs of trafficking Survivors are extremely complex and wide-ranging. Trafficking Survivors are extremely unlikely to self-identify in healthcare settings for a number of reasons including fear for their own safety and the safety of others. Many will not identify as having been trafficked given internal and external stigma, and others will not identify with this as they are too deeply affected by trauma. Additionally, trafficking is usually not the primary source of concern for Survivors who present in hospitals. Rather, they present to Emergency Departments to address sexual and physical trauma, sexual and reproductive health concerns, substance use dependence, and serious mental health conditions exacerbated by trauma.

Through organizational partnerships and human trafficking best-practice training, the coalition is working with Lakeridge Health Hospitals to create standards of trauma-informed care to best serve the medical needs of Survivors. This requires the development and implementation of standardized screening and response protocols to identify and provide trauma-informed care to Survivors of trafficking in Lakeridge Health, especially in Emergency Departments. The work to raise awareness of HT at Lakeridge Health Hospitals has largely been spearheaded by the Lakeridge’s Internal HT Working Group. This group is represented at Durham’s HT Coalition and has already collaborated to host a one-day conference attended by staff and other Durham community members.



HT-APPROPRIATE HOUSING PROTOCOLS

Emergency Shelters:

VQRP+ provides funding for emergency shelter standards however they are not necessarily suitable for supporting human trafficking Survivors. This funding is only approved to provide accommodations in hotels or motels, however this is often where Survivors were trafficked from in the first place, and therefore, these settings can be extremely traumatizing. Additionally, the period after a Survivor’s three to six month stays in short-term shelter and prior to approval for longer-term housing, represents a significant gap in the model. It is a period during which Survivors are vulnerable to becoming re-trafficked or become more vulnerable to survival sex work in order to meet their basic needs.

Durham Region Housing – Special Priority:

Applications for long-term housing are made to the Durham Housing’s Special Priority Program (SPP), which is a status made in consideration to Survivors of human trafficking, those fleeing someone who is abusing them (or their children), and those recently living with their abusers, including immigrants who experience abuse from their sponsors. The SPP grants eligible applicants expedited status on the Durham Rent-Geared-to-Income (RGI) waitlist, however the wait may be between one to five years before an RGI unit becomes available. Additionally, there have been concerns over safety issues, including instances where a client’s trafficker may also live in the same social housing units.

For this reason, Durham Region Housing has found that portable housing benefits are generally more appropriate for Survivors of trafficking. Over the period from July 2018 to April 2020, Durham Region Housing piloted the Portable Housing Benefit-Special Priority Program (PHB-SPP). The PHB-SPP was a monthly benefit administered by the Province of Ontario designed to help Survivors of domestic violence and human trafficking bridge the gap between affordable rent and the average market rent. This benefit proved to be very successful. The PHB-SPP has since been replaced by the Canadian-Ontario Housing Benefit (COHB) however for this benefit, funding is not limited to those on the SPP waitlist due to human trafficking. While the PHB-SPP program did not suit all clients, this funding allowed approximately 300 HT Survivors in 2019 to relocate to find housing away from their traffickers and abusers.

HT-SPECIFIC MENTAL HEALTH & SUBSTANCE DEPENDENT TREATMENT

Often times, Survivors don't qualify for substance use treatment because they are not mentally well enough to stay in rehabilitation centres and programs. They are also often excluded from community mental health treatment because of substance use-related issues. Even in the rare instances where a client is able to access treatment, VQRP+ available funding can be quickly used up if individuals cannot remain in rehabilitation and adhere to treatment.

Since human trafficking is difficult to identify in a hospital setting, inappropriate early discharge from hospitals tends to occur without support or knowledge of the ED Social Worker. This in turn leads to clients going missing if they were not appropriately assessed (Form 1) or if they were involuntarily admitted when it was deemed necessary (Form 3). Therefore, if clients are not safe in the community, intensive mental health treatment programs with long waitlists like Ontario Shores are irrelevant to human trafficking Survivors, as they won't receive a continuity of care once they leave. Additionally, Community Treatment Orders, which allow physicians to mandate supervised treatment on patient once they are discharged, cannot be utilized by individuals who are homeless.

It is clear that existing acute mental health and substance use treatment services are not built to recognize or support the needs of HT Survivors. HT specific services are desperately needed to treat trauma, addiction and mental health in a needs-first model that reflects the unique presentation and circumstances of HT Survivors.

HT-SPECIFIC SEXUAL HEALTH CLINIC

The local DV/SACC provides sexual health services. In the past, to be seen at DV/SACC, Survivors needed to go through the Emergency Department. This in itself was a barrier given that this is a public space where Survivors may have had negative experiences. As a result, Lakeridge Health has implemented a patient registration process whereby HT Survivors can bypass the Emergency Department during certain hours of the day, on referral by DRPS, VSDR or OW.

An HT-specific sexual health clinic is needed to address the need for longer-term supports to follow-up with physical issues such as infection or physical trauma rehabilitation. Such a clinic could also support substance use and mental health treatment adherence or sexual health education programs.

LEGAL SUPPORT

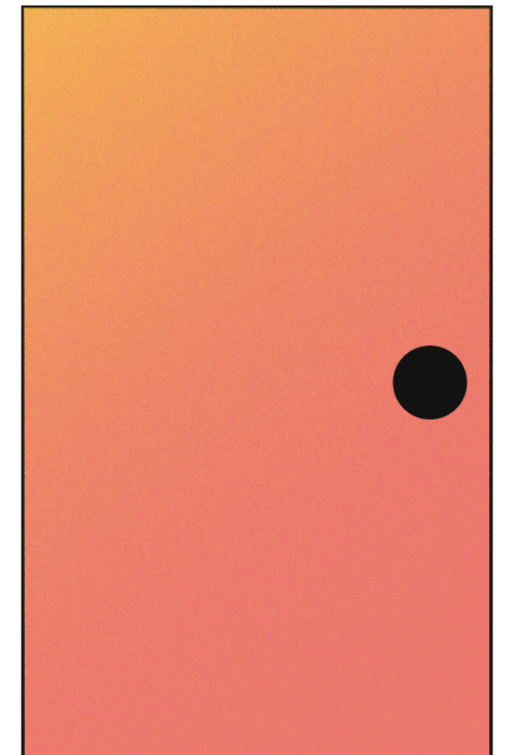
While this is not specific to Durham Region, there is a notable lack of HT-specific legal support available to Survivors of HT. There are very few attorneys and judges who are knowledgeable of HT. A human trafficking background in the legal system is crucial as Survivors often report re-traumatization through the justice system and many face concurrent charges that are often related to, or a direct result of their exploitation.

Survivors may be charged for trespassing, loitering or assault, or face more serious concurrent charges such as recruitment of others to trafficking or trafficking drugs or firearms on their trafficker's behalf. What the legal system hasn't widely recognized is that such behaviours are the result of clients' coercion by their traffickers. If an HT client is working with VSDR or another core agency within the model, caseworkers may be able to give a statement against the trafficker and support clients' experiences of coercion. While this can lead to Survivors getting their concurrent charges dropped, there are many instances where people may be charged and convicted for these crimes, even though they are Survivors of trafficking.

LIFE SKILLS FOR VULNERABLE YOUTH

Another service gap that has been identified in Durham Region is the lack of longer-term supports for both youth who are at-risk of trafficking and youth Survivors of trafficking. Multiple service providers have identified a lack of HT-specific life skills programs in Durham Region. For the majority of 2020, only one Enhanced Youth Outreach Worker (EYOW) worked in the region to engage street-involved or vulnerable youth in Durham. This single EYOW for the region was placed at the Women's Multicultural Resource and Counselling Centre (WMRCC) as part of the Province of Ontario's Services for Black Children, Youth and Families. Their role is to support culturally sensitive programming including counselling services, workshops (e.g. life skills, housing and employment, conflict resolution, healthy relationships), support groups and engagement sessions for Black youth between the ages of 12-25.

Many more services like this are needed in Durham Region to prevent youth from being trafficked, given that youth who have a prior history of abuse, family violence, those with CAS involvement, runaways or LGBTQ2S+ identifying youth are at a significantly increased risk of being trafficked. These types of programs and resources are also necessary to support the recovery of those who have been trafficked. Additionally, these programs need to cover a range of skills from important health and hygiene skills to training in relation to vocational, language and financial literacy.



Evaluation

Formal evaluation of the Durham Region Human Trafficking Model is needed to better understand the service capacity and efficacy of agencies supporting Survivors in Durham Region. HT data for the region is important for a number of other uses, including targeted service development for underserved clients, understanding service access demographics and trends, and supporting grant applications.

The Model should be seen as a collaborative, region-wide intervention aimed at reducing harm due to trafficking. A formal evaluation of such a model should systematically assess activities and tools at each level of prevention; primary, secondary and tertiary.

COORDINATING DATA COLLECTION ACROSS HT COALITION AGENCIES

Evaluations of the HT Model would require significant investment in data collection infrastructure including database software and/or standardized data collection across agencies on the coalition. Survivor/client feedback also needs to be prioritized to reflect first-hand experiences of service delivery within the Durham Region HT Model.

An important first step is to implement ongoing and standardized processes to collect simple information such as the number of cases per period, how clients are entering the model, where clients are being referred, the number of times services are accessed and the average length of time between a client's first occasion of service to their last. Other pertinent information may relate to the age, gender and race/ethnicity of an organizations' clients. This type of information is important to measure service access trends and the success of intervention and prevention programs in engaging this client population.

To this end, discussions around data collection logistics and strategies for database software funding are being spearheaded by the HT Coalition Data Subcommittee. VSDR have also partnered with researchers at Ontario Tech University to document the impact of the Covid-19 pandemic on Survivors of domestic sex trafficking in Durham Region in 2021.

EVALUATING SCREENING TOOLS

Another important evaluation activity that should be considered for research includes evaluating the efficacy of HT screening tools in different contexts. Screening tools are used across Durham Region HT Coalition agencies to identify Survivors and connect them to supports.

These tools have proven to be largely successful in terms of delivering trauma-informed services once a case has been verified by VSDR HT Counsellors. However, despite staff training and screening tools, it can be difficult for non-specialists to identify and support Survivors given the nuances of someone who is experiencing ongoing trafficking (who may or may not identify with trafficking, let alone disclose), someone who reports historical trafficking and others who make claims about trafficking in order to access supports.

In combination with a myriad of other factors around the nature of consent and coercion, VSDR HT Counsellors report that current screening protocols still result in frequent false positives, where individuals are referred into the model who do not meet the definition of HT. Using data to track efficacy will allow us to compare its use over time, compare our tools with other standards and develop strategies for improvement. Over time, this data may contribute to understanding false negatives, which are Survivors of trafficking that are not identified, and populations who may be underserved as a result of our screening processes.

MEASURING SURVIVOR OUTCOMES IN THE REGION

Researchers may play a role in evaluating the efficacy of programs and understanding best practices. However, the extent to which they are able to capture outcomes is limited as there are many ethical and logistic barriers to measuring Survivor outcomes after HT-specific intervention. For example, some clients may have long lapses in service, and some are at risk of becoming re-trafficked.

One advantage of measuring Survivor outcomes is better understanding the cost of trafficking to the region. The Canadian Women's Foundation estimated a cost of \$552,964 of pain and suffering per trafficked person, and \$205,739 estimated value of lost earning and personal costs per trafficked girl. These estimates further categorize costs into third party costs borne by society. These include medical costs (emergency room; ambulance; hospital stay; long-term medical care; therapy), justice system costs, social support (welfare; shelter; housing), lost taxes and intergenerational costs (child mental health, substance use etc.) By understanding these figures in a regional context, it can inform a strong case for committed funding towards prevention of human trafficking, and identification, assessment and support for Survivors of human trafficking.

Durham Human Trafficking Coalition

The following are the organizations that are currently active members of the Durham Human Trafficking Coalition:

Crisis Intervention:

- » Victim Services of Durham Region
- » Durham Regional Police Services Human Trafficking Unit (DRPS HTU)
- » Durham Social Services/Ontario Works
- » Durham CAS* and Dnaadawenmag Binnoojiiyag Child and Family Services

VAW Shelters & Housing:

- » Bethesda House
- » Herizon House
- » Y's Wish
- » Denise House
- » Safe Hope Home
- » Durham Housing

Counselling:

- » Durham Rape Crisis Centre
- » Family Services Durham
- » Catholic Family Services Durham
- » Women's Multicultural Resources and Counselling Centre
- » Durham Family Court Clinic
- » DRIVEN
- » Probation Services

Medical:

- » Lakeridge Health Corporation (Internal and External Units)
- » DVSACC (Domestic Violence and Sexual Assault Care Clinic)
- » Carea
- » Pinewood

Legal:

- » Victim Witness Assistance Program (VWAP)
- » Murray McKinnon

Longer-term support:

- » John Howard Society
- » Resources for Exceptional Children and Youth Durham
- » Men Ending Trafficking
- » Fight4Freedom
- » Rose of Durham

Appendix

This information was captured either from the organizations' websites or through responses to a survey that was sent out to organizations. For organizations that have actively engaged in sharing the services they offer, there is a name listed to indicate which staff approved of the information. It's important to note that the following is the status of services at the time this model was documented. Therefore, the following may not be an accurate representation of what services are currently delivered and how they are being delivered, especially given the COVID pandemic.

AGENCY NAME	VICTIM SERVICES DURHAM REGION
Agency Website	https://victimservicesdurham.ca
Contact Information	<p>Main office: 605 Rossland Rd E., Whitby, ON L1N 0B8 PH: (905) 721-4226 or 1-888-579-1520 ext. 3400</p> <p>1. Carly Kalish (Executive Director) EM: ckalish@drps.ca PH: 905-579-1520 ext. 3401</p> <p>2. Kayla Yama (Clinical Director) EM: kyama@drps.ca PH: 905-579-1520</p>
Primary Mandate	"Victim Services of Durham Region (VSDR) provides crisis response, intervention and prevention services immediately following a crime or sudden tragedy. Our services are free and confidential. On-site or over the phone, our flexible Crisis Intervention Counsellors, and Volunteer Responders, are well trained to handle crises. VSDR is a registered charity founded in 1997. We are on call 24/7 to respond to police requests for victim assistance."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable services available
Population Served	<ul style="list-style-type: none"> » All ages » Able to prioritize based on need
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis supports » Safety planning » Case management & systems advocacy » Social services » Outreach program in conjunction with DRPS HTU » HT Prevention programs for youth, parents, teachers and other service providers » HT-specialist Crisis Intervention Counsellors » Survivor-led programming » Access to Victim Quick Response Program+ (Ontario Ministry of the Attorney General) HT standards for financial assistance
Basic Necessities	<ul style="list-style-type: none"> » Gift cards & emergency financial assistance » Bus tickets » Food » Personal hygiene items » Clothing » Funding for tattoo removal
Intake and Screening Process	Informal Intake Process
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: NO » Staff trained to work with varying abilities: NO » Languages other than English: YES (access to translators through phone service)

AGENCY NAME	DRPS HUMAN TRAFFICKING UNIT (DRPS HTU)
Agency Website	https://members.drps.ca/internet_explorer/our_organization/unit.asp?Scope=Unit&ID=96
Contact Information	<p>Main office: 77 Centre St N, Oshawa, ON L1G 4B7 PH: 905-579-1520 ext. 5600 Hotline: 905-579-1520 ext. 4888</p> <p>1. Det. Dave Davies (Detective in charge of Human Trafficking) EM: 668@drps.ca PH: (905) 261-0634</p> <p>2. Det./Sgt. Sean Sitaram (Investigative Services) EM: 3042@drps.ca PH: (905) 261-4853</p>
Primary Mandate	"The Durham Regional Police service and Community Partners are dedicated to battling Human Trafficking and related criminal offences. The Durham Region Police Human Trafficking unit ensures and fosters a balance approach in regards to investigation into human trafficking and enforcement. Members are sensitive to the needs of the Survivors and the community as a whole. Human Trafficking Unit members and the Durham Regional Police are committed to becoming leaders with respect to the investigation and enforcement of incident involving human Trafficking."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable services available
Population Served	All ages
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management & referral services » Criminal Investigations » Outreach Programs (Date Night) » School Resource Officers
Basic Necessities	Referral to VSDR for basic necessities
Intake and Screening Process	<p>We take community complaints from our many partners and or Survivors. We utilize VSDR only as a primary point of contact for referrals.</p> <p>We accept all Survivors of human trafficking and the service screening is completed by VSDR.</p>
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: NO » Staff trained to work with varying abilities: NO » Languages other than English: YES (access interpreters)
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm Reduction » Evidence-based

AGENCY NAME	DURHAM REGION ONTARIO WORKS (OW)
Agency Website	www.durham.ca/en/living-here/ontario-works-social-assistance.aspx
Contact Information	<p>Main office: 605 Rossland Rd E., Whitby, ON L1N 6A3</p> <p>1. Jocelyn Siciliano (Supervisor) EM: jocelyn.siciliano@durham.ca PH: 905-666-6239 ext. 2807 C: 289-928-5148</p> <p>2. Helen Serevetas (Supervisor) EM: helen.serevetas@durham.ca PH: 905-436-6747 ext. 5248</p>
Primary Mandate	"Income and Employment Support delivers the Ontario Works (OW) Program. OW provides financial assistance to those in need, which includes basic health benefits and a wide range of employment services."
Areas Served	<ul style="list-style-type: none"> » The eight municipalities within Durham Region » Portable and in-person services available
Population Served	<ul style="list-style-type: none"> » Applicants aged 16+ » Dependents of OW recipients (any age) » LGBTQ2S+ Inclusive » Accessible services
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management & referral services » Human Trafficking Response Team (HTRT) » Flexible service, walk-ins welcome » Expedited application process » An HT duty worker available daily » Prioritized support to secure safe accommodation » Support and information provided by HTRT to Survivors of historical HT » HTRT available to collaborate with Victim Services and any other support agencies involved
Basic Necessities	<ul style="list-style-type: none"> » Monthly OW (basic needs and shelter) » Mandatory benefits (basic drug coverage, medical transportation, diabetic supplies) » Discretionary benefits (dental, vision and non-medical transportation, cribs/beds) » Temporary hotel stays in cases of emergency » On occasion, donated hygiene and personal items may be available

Cont'd

AGENCY NAME	DURHAM REGION ONTARIO WORKS (OW)
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Streamlined process for HT clients » Flexible, walk-ins accepted, same day appointments (by phone or in person) » Should HT be identified at application or an update appointment, a member of the HTRT will respond <p>Screening:</p> <ul style="list-style-type: none"> » Screening questions and protocols in place for safety around DV and fleeing emergency situations » Ontario Works eligibility based on income and assets, living expenses and arrangements » Referrals provided for ineligible clients
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: NO » Staff trained to work with varying abilities: NO » Languages other than English: YES (access to translators through phone service)

AGENCY NAME	DURHAM CHILDREN'S AID SOCIETY (CAS)
Agency Website	https://durhamcas.ca
Contact Information	<p>Main office: 1320 Airport Blvd., Oshawa, Ontario L1J 0C6 PH: 905-433-1551 In the GTA: (905) 619-3930 Fax: 905-433-0603</p> <p>1. Ian Kavanagh (Investigation) EM: ian.kavanagh@durhamcas.ca PH: (905) 431-5790</p> <p>2. Loranda Stenton (Ongoing/case management) EM: durhamcas@durhamcas.ca PH: (905) 433-1551</p>
Primary Mandate	<p>The CAS Durham is a mandated service as per the Child Youth and Family Services Act (CYFSA) funded by Ontario Ministry of Community and Social Services. It operates in accordance with Ministry mandated Eligibility and Child Protection Standards and all other regulatory and licensing requirements. It provides a full range of services within each of the areas of; Intake, Family Services (ongoing), Resources and Child and Youth Services. Services include:</p> <ul style="list-style-type: none"> » Investigating allegations of child abuse and neglect » Protecting children and youth when they are at risk of harm » Covering basic living costs for children and youth in our care » Providing adoption services.
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable services available
Population Served	<ul style="list-style-type: none"> » Birth to 18 years of age » If youth remain in care then they can be supported into their 20's
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management & referral services » Medical support (medical clinic; Infant High Risk Nursing Team; Prenatal Support Program) » Legal support (incl. criminal, family, immigration and refugee) » Housing services » Joint Protocol with DRPS for cases of HT or other severe child maltreatment » Voluntary Youth Service Agreement (VYSA) available for 16-17 years of age deemed in need of protection as per CYFSA with support from Office of the Children's Lawyer » Child/youth/family requiring support beyond initial intervention of 30-60 days, they may receive additional family service and ongoing case management supports

Cont'd

AGENCY NAME	DURHAM CHILDREN'S AID SOCIETY (CAS)
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets » Food » Personal hygiene items » Clothing » Emergency shelter (case-by-case)
Intake and Screening Process	<p>Once an intake worker has received a referral, concerns are then assessed and a decision made about a pathway for service. This can include:</p> <ul style="list-style-type: none"> » A report received with no intervention required » A community link (short term referral service) » An investigation service either customized or tradition i.e. forensic approach » Initiating kin/kith finding and Kinship Services » Admission Prevention and crisis support to help children and youth remain within their family and community networks
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: NO - aside from High Risk Infant Nursing Team; » Languages other than English: YES - Services offered in French. All other languages accommodated through interpretation service

AGENCY NAME	LAKERIDGE HEALTH'S DOMESTIC VIOLENCE/SEXUAL ASSAULT CARE CENTER (DV/SACC)
Agency Website	www.lakeridgehealth.on.ca/en/ourservices/emergency.asp www.sadvreatmentcentres.ca
Contact Information	Main office: 1 Hospital Court, Oshawa, ON L1G 2B9 PH: 905 576-8711 ext. 3286 LH Locating Department: 905-579-8711 ext. 33200 1. Claudine Dupuis (Coordinator) EM: cdupuis@lh.ca PH: 905-576-8711 ext. 33286 2. Julia Heeps (Coordinator) EM: jheeps@lh.ca PH: 905-576-8711 ext. 33286
Primary Mandate	"A skilled team of Nurses and Physicians who provide medical and emotional support to those who have experienced a sexual or domestic assault. A Social Worker is also available to counsel sexual assault Survivors. All services are confidential."
Areas Served	» Whole of Durham Region » Patients must attend in person » 24/7 on-call nurse available for in-person or telephone consultation » Services & counselling 100% covered by OHIP
Population Served	» All ages for sexual assault » 12+ years for IPV » LGBTQ2S+ inclusive » Able to prioritize patients for Counselling - Help for incidents occurring within 1 year - Must live in Durham Region » Acute care services available to Survivors of IPV and/or Sexual Assault within 12 days of event - Case by case basis for outside 12 days
Criteria	» Family violence » IPV 12 years or younger seen by SickKids
Services or Programs Specific to Human Trafficking	» Crisis support » Safety planning » Trauma counselling » Mental health counselling referral » Health care (injury assessment and treatment, STI & BBV screening & treatment) » Able to prioritize based on need (HT referrals from HTU or VSDR can bypass ER admissions between 0700-2300) » Forensic injury documentation (including photography) & evidence collection » No police involvement without written consent
Basic Necessities	» Clothing

Cont'd

AGENCY NAME	LAKERIDGE HEALTH'S DOMESTIC VIOLENCE/SEXUAL ASSAULT CARE CENTER (DV/SACC)
Intake and Screening Process	Intake: » Emergency Department at Lakeridge Health » Locating Department (905-579-8711 ext. 200) » Referral by community partners Screening: » Services available to those who have experienced IPV and/or Sexual Assault within 12 days of event » All disclosure of HT within 12 days seen by staff » 2+ days referred to our Social Worker or Crisis Nurse, plus referral to appropriate community partners
Accessibility & Staff Training	» Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: YES » Languages other than English: YES - professional interpreter services » Trauma-informed assessment & trauma-informed therapy
Organization Principles	» Sex positive » Trauma-informed » Evidence-based » Intersectional & feminist » Anti-oppressive

AGENCY NAME	LAKERIDGE HEALTH INPATIENT SUPPORT SERVICES
Agency Website	www.lakeridgehealth.on.ca
Contact Information	<p>Main office: 1 Hospital Court, Oshawa, ON L1G 2B9 PH: 905-576-8711 ext. 4345 LH Locating Department: 905-579-8711 ext. 33200</p> <p>1. Lindsay Reynolds (Emergency Department Opioid Patient Navigator) EM: lreynolds@lh.ca PH: (905) 242-5176</p> <p>2. Carmen Tardio (Lakeridge Health Oshawa Social Worker, Child and Adolescents) EM: ctardio@lh.ca PH: 905-576-8711 ext. 34234</p>
Primary Mandate	"To provide focused patient case management and to advocate for patients within Lakeridge Health hospital systems."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Patients must attend in person » Services covered by OHIP
Population Served	All ages
Criteria	None
Services or Programs Relevant to Human Trafficking	<ul style="list-style-type: none"> » Safety planning » Case management/referral services » Health care (acute mental health & substance use) » Internal Referrals <ul style="list-style-type: none"> - ER Social Worker; DVSACC; Pinewood (addictions support); CIT/YCIT (acute mental health concerns) - Emergency safety through shelter in a locked unit if necessary (e.g. escaping trafficker) and lock box system to indicate that client cannot have information or presence in hospital disclosed to visitors » Lakeridge HT Internal Working Group <ul style="list-style-type: none"> - Working to standardize HT patient procedures including: screening for red flags; trauma-informed care practices; mandatory staff HT training - HT Champions List (dedicated staff knowledgeable of the issue and relevant resources) » Inpatient mental health & crisis programs including: <ul style="list-style-type: none"> - Opioid Patient Navigator (Lindsay Reynolds) - Emergency Department Social Workers - Crisis Intervention/Youth Crisis Intervention Team (CIT/YCIT; Ajax Pickering Hospital & Lakeridge Health Oshawa) - Child and Adolescent Inpatient Program (CAIP) - Inpatient Mental Health Program (Oshawa)
Basic Necessities	<ul style="list-style-type: none"> » Food & drink » Can link to other agencies to provide basic necessities

Cont'd

AGENCY NAME	LAKERIDGE HEALTH INPATIENT SUPPORT SERVICES
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Generally referred via Lakeridge Health EDs or DVSACC » Assessed for imminent safety needs » Admission to inpatient mental health programs accepted through ED psychiatrist » Psychiatrist can form patient if deemed necessary <p>Screening:</p> <ul style="list-style-type: none"> » Screening conducted if safe and stable; red flags for HT identified (e.g. No ID, homeless, drug use, sexual assault, history of unexplained physical injury/abuse, source of income unclear, anxious etc.) » Anyone can be referred for ER Social Work support (no eligibility requirements) » Done by Clinical Care Coordination Team for Child, Youth and Family Program
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: Not specifically » Languages other than English: YES - professional interpreter services or other staff who speak various languages » Trauma-informed assessment & trauma-informed therapy
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Evidence-based » Intersectional & feminist » Anti-oppressive

AGENCY NAME	LAKERIDGE HEALTH MENTAL HEALTH AND PINWOOD CENTRE: COMMUNITY TREATMENT / OPIOID NAVIGATION / HOSPITAL TO HOME / WOMEN'S RESIDENTIAL TREATMENT PROGRAM
Agency Website	<p>https://www.lakeridgehealth.on.ca/</p> <p>For full complement of Pinewood Services: https://www.lakeridgehealth.on.ca/en/ourservices/pinewood-addiction-services.asp</p>
Contact Information	<p><u>Community Treatment Service Locations</u> 95 Bayly Street West Suite 406, Ajax (905)721-4747 ext. 6 200 King Street East Suite 206, Bowmanville (905)721-4747 ext. 3 419 King Street West Suite 125, Oshawa (905)721-4747 ext. 2 180 Mary Street, 3rd Floor, Port Perry (905)721-4747 ext. 4</p> <p><u>Umbrellas Community Treatment Location</u> 118 Cochrane St., Whitby, L1N 5H8 (905)721-4747 ext 31254</p> <p><u>Emergency Dept. Opioid Patient Navigator Lindsay Reynolds</u> 1 Hospital Court, Oshawa, ON L1G 2B9 (905)242-5176 or LH Locating Department: (905)579-8711 ext. 33200</p> <p><u>Hospital to Home Addiction Counsellor Nicole Tracy</u> 1 Hospital Court, Oshawa, ON L1G 2B9 (905)242-4430 or (905)579-8711 ext. 33921</p> <p><u>Women's Residential Treatment Program</u> 118 Cochrane St., Whitby, L1N 5H8 (905)721-4747 ext. 5</p>
Primary Mandate	"Pinewood Centre of Lakeridge Health provides a variety of services to help people with alcohol, drug, concurrent mental health and gambling related concerns. Our wide range of treatment services includes residential withdrawal management services, residential treatment services, structured community-based individual and group services, and walk-in and telephone support. We support client goals whether it's no change to abstinence, and we assist clients to focus on methods to reduce the related harms associated with substance use and gambling. Treatment plans are developed collaboratively with the individual and their therapist, with a strong focus on strengths, presenting concerns and individual preferences. Our clinical approach recognizes that change is a process and matches the client's intention or readiness to change, their self-reported severity of use, and personal reasons for attending services with the appropriate treatment options. A client's treatment plan will be continuously re-evaluated and modified to reflect a client's changing situation."
Areas Served	<ul style="list-style-type: none"> » Durham Region » Services covered by OHIP
Population Served	<ul style="list-style-type: none"> » 12 and up Community Treatment Services » All ages for on site LHO services
Criteria	<ul style="list-style-type: none"> » Services are voluntary » Community Treatment: 24 hours prior to outpt group individual services abstaining from substances, excluding medications as prescribed. » Women's residential: Provincial assessment tools and Addiction Counsellor referral required. Abstinence throughout 21 days required and 72 hours prior to admission.

Cont'd

AGENCY NAME	LAKERIDGE HEALTH MENTAL HEALTH AND PINWOOD CENTRE: COMMUNITY TREATMENT / OPIOID NAVIGATION / HOSPITAL TO HOME / WOMEN'S RESIDENTIAL TREATMENT PROGRAM
Services or Programs Relevant to Human Trafficking	<ul style="list-style-type: none"> » Case management and referral services » Ongoing mental health counselling » Health care » Substance use services <p><u>Community Treatment Services:</u> Offer a range of evidence-based substance use, concurrent disorders, gambling, gaming, and technology use treatment options for youth, adults, and family members. Individual and group-based services are available, including ongoing assessment, case management, counselling, support, advocacy, linkage to community supports and referral. Umbrellas provides intensive case management services for pregnant and early parenting women.</p> <p><u>Opioid Navigation:</u> The Opioid Navigator works collaboratively with the health care team and with patients in the emergency department to provide patient-centered care, case management and seamlessly connect patients to treatment, primary care and other mental health and addiction services. The ON advocates for patients to start buprenorphine/naloxone treatment in the ED and facilitates their transition to the RAAM clinic for ongoing medical care. For patients who are not yet ready to engage in treatment, the ON offers one-to-one support by providing them and/or support persons with a take-home naloxone kit, and education on overdose prevention and safe injection practices.</p> <p><u>Hospital to Home:</u> A partnership between Pinewood, DMHS, and CMHA to reduce 30-day revisits within the emergency department connecting individuals to mental health and substance use supports in the community. The primary goal of the program is improving the system of supports that assist people with mental health and substance use issues in spending more time at home in their communities.</p>
Basic Necessities	<ul style="list-style-type: none"> » Transportation » Personal hygiene and donated items as available » Assistance for childcare available under Umbrellas » LHO Hospital on site: Food & drink/links to agencies providing necessities » Harm reduction supplies

Cont'd

AGENCY NAME	LAKERIDGE HEALTH MENTAL HEALTH AND PINWOOD CENTRE: COMMUNITY TREATMENT / OPIOID NAVIGATION / HOSPITAL TO HOME / WOMEN'S RESIDENTIAL TREATMENT PROGRAM
Intake and Screening Process	<p><u>Community Treatment</u>: Intake completed with client by phone at any Community Treatment contact above. Once completed an assessment appointment is provided.</p> <p><u>Opioid Navigation</u>: Clients accessing LHO Hospital site. Internal referrals.</p> <p><u>Hospital to Home</u>: Clients accessing LHO Hospital site. Internal referrals.</p> <p><u>Women's residential</u>: Referrals for Women's Program from an Addiction Counsellor, along with provincial assessment tools required. Clients must be able to manage well in group based setting. Priority admission provided to pregnant women.</p>
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Staff trained to work with varying abilities: YES - AODA annualized training » Languages other than English: YES - professional interpreter services available » Trauma-informed assessment & trauma-informed therapy » Pinewood and Mental Health coordinated all staff training provided
Organization Principles	<ul style="list-style-type: none"> » Trauma-informed » Harm reduction » Evidence-based » Anti-oppressive
Approved By	Alanna Burke, Client Care Manager with the Mental Health and Pinewood Centre Program of Lakeridge Health, January 19, 2021

AGENCY NAME	CAREA COMMUNITY HEALTH CENTRE
Agency Website	www.careachc.ca
Contact Information	<p>Main office: 115 Grassmere Ave Oshawa, ON L1H 3X7 PH: 905-723-0036 All sites: 1-877-227-3217</p> <p>1. Kim Varlow (Community Mental Health Worker Children/Youth) EM: kvarlow@careachc.ca PH: 905 723-0036 ext. 3205</p> <p>2. Kelly Ng (Manager of Health Promotion) EM: kng@careachc.ca PH: 905 723-0036 ext. 2269</p>
Primary Mandate	"Care Community Health Centre (pronounced Care-ee-ah) is a registered charitable organization providing a variety of free, community programs and services to people of all ages across Oshawa, Whitby, Ajax and Pickering. Our services include: health promotion and wellness; primary care, counselling and mental health; diabetes education; Hepatitis C screening, treatment support, education and outreach; geriatric assessment & intervention; young parent support, early years, youth, Indigenous and community development programs."
Areas Served	<ul style="list-style-type: none"> » Durham Region » Virtual, community and onsite services available
Population Served	<ul style="list-style-type: none"> » Services for all ages » 0-24 years of age for Children and Youth Mental Health Team » LGBTQ2S inclusive
Criteria	Not a crisis service
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Outreach/referral services » Mental health counselling » Health promotion and health care » Life skills supports » Currently providing cooking program for HT Survivors through partnership with SafeHope Home
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets (limited) » Food » Personal hygiene items
Intake and Screening Process	<ul style="list-style-type: none"> » Potential clients can self refer to all services and programs at the Oshawa, Whitby Mall (Children and Youth Mental Health), Ajax and Pickering sites » Each location and service has its own process to manage Intake, book appointments and manage wait lists
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: NO » Anti-oppression training: YES » Staff trained to work with varying abilities: YES - for some populations » Languages other than English: Depends - differs for providers
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Evidence-based

AGENCY NAME	BETHESDA HOUSE
Agency Website	http://bethesdahouse.ca
Contact Information	<p>Main office: P.O. Box 82, Bowmanville, Ontario L1C 3K8 PH: 905-623-6045, ext 206 Support Line: 905-623-6050 or 1-800-338-3397</p> <p>1. Jaki MacKinnon (Executive Director) EM: director_bethesda@rogers.com PH: 905-697-3700 ext. 302</p> <p>2. Laura Burch (Shelter Services Manager) EM: sheltermgr_bethesda@rogers.com PH: 905-623-6045 ext. 207</p>
Primary Mandate	<p>"Supporting women, youth and children who are dealing with all forms of gender-based violence including but not limited to domestic violence, sexual assault, elder abuse, familial abuse, cultural violence and human trafficking.</p> <p>Bethesda House's objective is to provide shelter, support and advocacy to abused women, with and without children, by offering temporary, secure accommodation and woman-based counselling empowering them to make their own choices and exercise their right to live free from fear and violence."</p>
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Community outreach and in-person services » 24/7 telephone support » Services are free and confidential
Population Served	<ul style="list-style-type: none"> » Women and their dependents of any age and gender who are fleeing violence and abuse » Females age 15+ are eligible for independent support » Younger females may be temporarily supported in special circumstances, in collaboration with Police and CAS » Pets accommodated with their owners whenever possible » Able to prioritize based on need » LGBTQ2S+ Inclusive
Criteria	<ul style="list-style-type: none"> » Clients must identify as female (does not apply to the women's dependents) » No alcohol, recreational drugs or weapons allowed on shelter property

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AGENCY NAME	BETHESDA HOUSE
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral services » Housing services » Community outreach support » Secure, emergency shelter (access to shelter beds whether or not shelter is at capacity in most cases) » <u>NOTE: THIS PRIORITY ACCESS MAY NOT BE AVAILABLE DURING THE COVID-19 PANDEMIC</u> » Linkage to Human Trafficking-specific supports » Support accessing Durham Region and out-of-area community resources » Longer term Counselling support in the community after shelter discharge » Willingness and ability to provide support responsive to each woman's special situation and needs upon admission
Basic Necessities	<ul style="list-style-type: none"> » Meals » Personal hygiene supplies » Clothing » Bus tickets » Other transportation (in most situations) » Start-up supplies as needed when moving on from the shelter to more permanent, independent living (small appliances, linens etc.)
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Self-referral » Accelerated intake if referred by Police or Victim Services » Appointments for intake do not need to be booked in advanced although notice phone calls allow time for full preparation <p>Screening:</p> <ul style="list-style-type: none"> » Assessment conducted over the phone » Counselor doing the screening must speak with the woman herself in order to approve an admission (Woman may have someone supporting her with the call)
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: NO - able to support with expert agencies taking the lead in terms of housing and day-to-day needs » Languages other than English: YES - access to telephone and in-person interpreter services
Organization Principles	<ul style="list-style-type: none"> » Trauma-informed » Harm reduction » Evidence-based » Intersectional & feminist » Anti-oppressive » Sex positive

AGENCY NAME	HERIZON HOUSE
Agency Website	https://herizonhouse.com
Contact Information	<p>Main office: P.O. Box 21012 314 Harwood Ave. S, Ajax, Ontario L1S 7H2 PH: 905-426-1064 Helpline: 1-866-437-4066</p> <p>1. Tasha Wilson (Outreach and Transitional Housing Program Manager) EM: tasha@herizonhouse.com PH: 905-426-1064 ext. 2222</p> <p>2. Natasha Mungal (Shelter Manager) EM: natasha@herizonhouse.com PH: 905-426-1064 ext. 2255</p> <p>3. Vanessa Falcon (Executive Director) EM: vanessa@herizonhouse.com PH: 905-426-1064 ext. 2243</p>
Primary Mandate	"We provide a safe, supportive and empowering environment for abused women and their children. We are committed to promoting equality for all persons, and through education working towards a safer community."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable and in-person services » 24/7 crisis line counsellors (via Helpline) » Services are free and confidential
Population Served	<ul style="list-style-type: none"> » Women and their children fleeing violence and abuse » 16+ years old » Able to prioritize based on need » LGBTQ2S+ inclusive » Accessible facilities
Criteria	Clients must identify as female
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral services » Trauma counselling » Housing services » Legal support (incl. Criminal, family, immigration and refugee) » Able to accept HT referrals even at capacity » Outreach services available to support historical HT clients to maintain a life free from violence » No waitlist for outreach programs
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets for individuals in the program » Other transportation » Food » Personal hygiene items » Clothing » Emergency shelter

Cont'd

AGENCY NAME	HERIZON HOUSE
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Clients seeking emergency shelter can call our crisis-line 24 hours a day to secure a bed » Clients who are referred as are Survivors of HT will have an condensed assessment and intake process » Clients who are not looking for shelter but are looking for services can be referred to our Outreach Counsellors, who are available to take their call 6 days a week including some evenings. There is no wait list for these services. <p>Screening:</p> <ul style="list-style-type: none"> » Eligibility: must be fleeing abuse or violence » Assessment conducted over the phone » Shelter and outreach services available for those who disclose Human Trafficking
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: YES » Languages other than English: YES - access to professional interpreter services
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Intersectional & feminist » Anti-oppressive

AGENCY NAME	THE DENISE HOUSE/SEDNA WOMEN'S SHELTER
Agency Website	https://thedenisehouse.com
Contact Information	Main office: King Stevenson Postal Outlet Box 30560, Oshawa, ON L1J 8L8 Support Line: 905-728-7311 or 1-800-263-3725 1. Sandra McCormack (Executive Director) EM: smccormack@thedenisehouse.com PH: (905) 728-7311 2. Deb Koeper (Program Manager) EM: dkoeper@thedenisehouse.com PH: (905) 728-7311
Primary Mandate	"To provide crisis intervention, safe accommodations, support and information to women with or without children who are fleeing violence and abuse."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable outreach and in-person services » 24/7 telephone support » Services are free and confidential
Population Served	<ul style="list-style-type: none"> » Women and their children fleeing violence and abuse » 'Dependents' of any age and gender » 16+ years old
Criteria	<ul style="list-style-type: none"> » Clients must identify as female » No alcohol, drugs or weapons allowed on shelter property
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral services » Emergency shelter » Housing services » Referrals to mental health, legal, and social services » Able to accept HT clients even if at capacity » Flexible room situations based on experiences of client » I.D. support
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets » Other transportation » Food » Personal hygiene items » Clothing » Emergency shelter
Intake and Screening Process	Intake: <ul style="list-style-type: none"> » Self-referral » Accelerated intake if referred by Police or Victim Services » Safety planning done immediately » Service plan developed depending on wishes of client » No appointments required (staff on shift 24/7) Screening: <ul style="list-style-type: none"> » Women (with and without children) fleeing abuse or violence are eligible for services

Cont'd

AGENCY NAME	THE DENISE HOUSE/SEDNA WOMEN'S SHELTER
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: NO » Anti-oppression training: YES » Staff trained to work with varying abilities: YES » Languages other than English: YES - access to professional interpreters
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Intersectional & feminist » Anti-oppressive

AGENCY NAME	YWCA DURHAM (Y'S WISH SHELTER)
Agency Website	www.ywcadurham.org
Contact Information	<p>Main office: 33 McGrigor St. Oshawa, ON L1H 1X8 PH: 905-576-6743 Crisis Line: 905-576-2997 or 1-888-576-2997</p> <p>1. Wendy Leeder (Co Executive Director-Shelter Services Director) EM: wl@ywcadurham.org PH: (905) 576-6356</p> <p>2. Stephanie Fetter (Shelter Program Manager) EM: sf@ywcadurham.org PH: (905) 576-6743</p>
Primary Mandate	<p>"Services to abused women and children, homeless women, at risk women and women led families.</p> <p><i>Y's WISH stands for Women In Safe Housing. We will help you by offering a safe and secure temporary home in our 15 bed shelter. You and your children are welcome regardless of age, ethnicity or sexual orientation. We provide healthy meals and snacks, a comfortable room to sleep, clean washrooms, play room and family room - all in a secure setting."</i></p>
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable outreach and in-person services » 24/7 telephone support » Services are free and confidential
Population Served	<ul style="list-style-type: none"> » Women and their children fleeing violence and abuse » 16+ years old
Criteria	<ul style="list-style-type: none"> » Clients cannot use or store drugs or alcohol on-site, however, clients are able to use off-site providing their usage does not impede their ability to live communally
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral services » Emergency shelter » Second stage housing » Housing services » Ongoing mental health counselling » Job skills program » Able to accept HT clients even if at capacity
Basic Necessities	<ul style="list-style-type: none"> » Food » Personal hygiene items » Clothing » Emergency shelter » Access to out-of-area community resources

Cont'd

AGENCY NAME	YWCA DURHAM (Y'S WISH SHELTER)
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Often self-referral » Will make space for woman who discloses HT » Referral to outreach/transitional, longer-term counselling and job skills program is by self-referral » Referral to second stage housing is by Violence Against Women community partners. Women who meet criteria can live in second stage housing for up to 2 years. <p>Screening:</p> <ul style="list-style-type: none"> » People are eligible if they are a woman who identifies as a Survivor of gender-based violence and is requiring safety, including intimate partner abuse, familial abuse or elder abuse
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: NO » Languages other than English: YES - access to professional interpreters plus staff who speak other languages
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Intersectional & feminist » Anti-oppressive

AGENCY NAME	SAFEHOPE HOME
Agency Website	www.safehopehome.com
Contact Information	Main office: Box 368, 15-75 Bayly St. W. Ajax, Ontario L1S 7K7 Call Dena Morgan for intake assistance. 1. Dena Morgan (Senior Manager of Care, Intake and Extended Services) EM: dena@safehopehome.com PH: (365) 885-1985 2. Larry Shanks (Executive Director) EM: larry@safehopehome.com PH: (416) 560-1230
Primary Mandate	"We seek to provide long-term recovery programs designed to guide sexually exploited or trafficked women and youth, or those at identifiable risk of becoming sexually exploited/trafficked, into full rehabilitation and re-integration into society. "
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region & Canada » Portable outreach and in-person services
Population Served	<ul style="list-style-type: none"> » Residential/Day Program participants: 16-29 years of age - House fee = \$300 per month + groceries » Outreach: Any age - No cost for outreach services - LGBTQ2S+ inclusive » Able to prioritize based on need
Criteria	<ul style="list-style-type: none"> » Residential/Day Program criteria: - Must be drug free - Must have left the sex trade » Criteria not applicable for Outreach program
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Safety planning » Case management/referral services » Trauma counselling » Ongoing mental health counselling » Housing services » Health care & addiction services » Legal support (incl. criminal, family, immigration and refugee) » Social services » Residential Home and Day Program » Outreach services to those who do not meet the criteria for Residential and Day program » Peer mentorship
Basic Necessities	<ul style="list-style-type: none"> » Food » Personal hygiene items » Clothing » Access to out of area community resources

Cont'd

AGENCY NAME	SAFEHOPE HOME
Intake and Screening Process	Intake: <ul style="list-style-type: none"> » Done by community agency, referred to SafeHope Home office if potential applicant meets all criteria » If applicant is interested in Residential/Day Program and meets criteria and a bed is available they will become a Participant within SafeHope Home » If not, they are put on a waiting list while accessing support from Outreach team » Outreach program provides case management & support in the community with accessing trauma therapy, medical services Screening: <ul style="list-style-type: none"> » Eligibility for SafeHope Home Residential/Day Program: » Applicant must be detoxed from Alcohol and Drugs (including Marijuana) » Applicant must provide a recent drug/alcohol test within the past two weeks » Applicants must not be currently involved in the sex trade » Applicant must be between the age of 16-29 » Applicant must attend and participate in the Day Program Monday through Thursday as part of their Recovery » Applicant must live in the Residential Home following all rules as part of their recovery » Eligibility for Outreach: Applicant must have a history of Human Trafficking
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES - some staff trained in ARAO » Staff trained to work with varying abilities: YES - some staff trained in AODA » Languages other than English: NO
Organization Principles	<ul style="list-style-type: none"> » Trauma-informed » Evidence-based » Anti-oppressive » Abstinence only (Residential/Day Program only)

AGENCY NAME	JOHN HOWARD SOCIETY OF DURHAM REGION
Agency Website	www.jhsd.ca
Contact Information	Main office: 75 Richmond St. West Oshawa, On L1G 1E3 PH: 905-579-8482 EM: glenda.leahey@jhsd.ca 1. Glenda Leahey (Sex Trade Housing Support Worker) EM: glenda.leahey@jhsd.ca PH: (905) 244-2602 2. Maureen Bandola (Manager, Housing) EM: maureen.bandola@jhsd.ca PH: (905) 442-3275
Primary Mandate	"To reduce the impact of crime and its causes by providing a spectrum of effective prevention and intervention programs."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region & Canada » Portable outreach and in-person services
Population Served	<ul style="list-style-type: none"> » Sex Trade Housing Support (STHS) Program: All ages » Residential Youth Housing Program: 16-24 years of age » LGBTQ2S+ inclusive » Able to prioritize based on need
Criteria	<ul style="list-style-type: none"> » Sex Trade Housing Support Program: Must be homeless or in need of housing support
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral services » Housing services » ID support » STHS Program: <ul style="list-style-type: none"> - Life skills to live independently and maintain housing - Free service » Residential Youth Housing Program: <ul style="list-style-type: none"> - Life skills-based residential program - Program fees paid through OW, ODSP or other - Referrals and assistance to employment, education training and counselling services - All areas of Life Skills such as budgeting, cooking, cleaning, self-awareness, healthy relationships etc. - Social Support
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets » Other transportation » Food » Personal hygiene items » Clothing

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AGENCY NAME	JOHN HOWARD SOCIETY OF DURHAM REGION
Intake and Screening Process	Intake: <ul style="list-style-type: none"> » STHS Program: Formal referral tool on website, very flexible beyond that » Residential Housing Youth Program: Call number on website, book intake with Transition Worker Screening: <ul style="list-style-type: none"> » STHS: referral to Glenda; meet with person and do orientation to describe program and determine needs - If interested in program: VI-SPDAT (Vulnerability Index Assessment Tool) - Full service plan developed - Voluntary or involuntary involvement in the sex trade - Must be homeless or at risk of homelessness » Residential Housing Program: <ul style="list-style-type: none"> - Explanation of program guidelines, completion of intake assessment, reference checks. - Voluntary / willingness to take part in program - Bed availability with waitlist
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: YES – some staff trained in developmental services » Languages other than English: NO
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Evidence-based » Anti-oppressive

AGENCY NAME	DURHAM REGION HOUSING SERVICES
Agency Website	www.durham.ca/en/living-here/housing-shelters-and-homelessness.aspx#Durham-Portable-Housing-Benefit-Durham-PHB-
Contact Information	<p>Main office: 605 Rossland Road East Whitby, Ontario L1N 6A3 PH: 905-668-7711 or 1-800-372-1102 For information: 905-6685-7711 (Durham Access to Social Housing, DASH)</p> <p>1. Rileigh Bint (Special Priority) EM: rleigh.bint@durham.ca PH: 905-666-6222 ext. 2457</p> <p>2. Erin Valant (Manager) EM: erin.valant@durham.ca PH: 905-666-6222 ext. 2484</p>
Primary Mandate	"Special Priority (SPP) applicants on the DASH wait list will be offered the provincial Portable Housing Benefit- Special Priority Policy (PHB-SPP) in lieu of the Durham PHB. The PHBSPP is administered by the Ministry of Finance and is portable across Ontario."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region & Canada » Portable outreach and in-person services
Population Served	<ul style="list-style-type: none"> » 16+ years of age » Able to prioritize based on need
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Housing services » Special Priority status for HT Survivors on Canada-Ontario Housing Benefit (COHB) and RGI/DASH waitlist
Basic Necessities	N/A
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Application for Special Priority Status and then any further correspondence can be arranged in-person, by email, over the phone or in a case conference <p>Screening:</p> <ul style="list-style-type: none"> » Verification Record and letter of support fall within legislated criteria » Must apply within 3 months of separating from abuser/trafficker » Application can be considered outside 3 month timeframe if proof of current/ongoing abuse from the same person is provided or other HT-related barriers » Historical HT is unlikely to meet mandate for SPP status

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AGENCY NAME	DURHAM REGION HOUSING SERVICES
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: NO » Anti-oppression training: NO » Staff trained to work with varying abilities: NO » Languages other than English: YES – access to interpreters
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Evidence-based » Intersectional & feminist » Anti-oppressive

AGENCY NAME	FAMILY SERVICES DURHAM (FSD)
Agency Website	www.durham.ca/en/living-here/counselling.aspx#Problems-we-can-help-with
Contact Information	<p>Main office: 605 Rossland Road East Whitby, Ontario L1N 6A3 PH: 905-666-6240 ext. 1 or 1-866-840-6697 ext. 1</p> <p>1. Kathie Rideout (Manager) EM: kathie.rideout@durham.ca PH: 905-668-4113 ext. 2464</p> <p>2. Marusia Laschuk (Director) EM: Marusia.Laschuk@durham.ca PH: (905) 668-4113</p>
Primary Mandate	"Family Services Durham (FSD) provides individual, couple and family counselling to people who live or work in Durham Region. We provide help for a variety of problems."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable and in-person services » Fees assessed according to sliding fee scale » Fees are waived for clients on OW and ODSP; fees reduced or waived for clients referred from VSDR
Population Served	<ul style="list-style-type: none"> » Individuals, couples and family counselling » Individual play therapy not provided for children under 6 » Able to prioritize based on need » LGBTQ2S+ inclusive » Accessible facilities & services (incl. hearing and vision impairment)
Criteria	Individuals with severe mental health and substance abuse issues are referred to appropriate resources
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Safety planning » Case management/service navigation/referral services depending upon program » Trauma counselling » Ongoing mental health counselling » Individuals requiring immediate support referred by Victim Services can access expedited service without going onto wait-list » Adult Community Support Services (ACSS) provides case management for adults with developmental delays
Basic Necessities	N/A

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AGENCY NAME	FAMILY SERVICES DURHAM (FSD)
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Intake assessment conducted over the phone with intake worker » Appointment provided with counsellor at time and location most convenient for them <p>Screening:</p> <ul style="list-style-type: none"> » Those who disclose ongoing or recent HT or those referred by VSDR provided timely appointment » Those who disclose historical HT/not in crisis may need to wait for counselling » Individuals with severe mental health and substance abuse issues are referred to appropriate resources
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: YES - Adult Community Support Services (ACSS) workers provide case management services to individuals with developmental delays who have independent living goals » Languages other than English: YES - access to professional interpreter services and counsellor who can provide support in Spanish
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Evidence-based » Intersectional & feminist » Anti-oppressive

AGENCY NAME	CATHOLIC FAMILY SERVICES OF DURHAM/ SERVICES À LA FAMILLE CATHOLIQUES DE DURHAM (CFSO)
Agency Website	www.cfsdurham.com
Contact Information	<p>Main office: 707 Simcoe St. South, Box #1 Oshawa, ON L1H 4G7 Appointments available at Ajax office if required. Intakes - PH: 905-725-3513 or 1-877-282-8932</p> <p>For individuals needing immediate support referred by community partners, please contact Clinical Program Manager as outlined below.</p> <p>1. Joscelyn Henderson (Clinical Program Manager) EM: j.henderson@cfsdurham.com PH: 905-725-3513 ext. 116</p> <p>2. Cindy Zamiska (French Language Services Supervisor, Social Worker) EM: c.zamiska@cfsdurham.com PH: 905-725-2313 ext. 124</p>
Primary Mandate	"We exist to provide help, hope and healing to individuals, couples and families, regardless of beliefs, through evidence-based clinical therapy, psycho-educational counselling and support."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Clients must initiate service
Population Served	<ul style="list-style-type: none"> » All ages » Inclusive of all persons » Able to prioritize based on need » Fees determined on a sliding scale according to income » Service is never denied based on inability to pay
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Safety planning » Advocacy/referral community services » Trauma counselling » Ongoing mental health counselling
Basic Necessities	»Varies according to donations
Intake and Screening Process	<ul style="list-style-type: none"> » Intake will include screening and first session if appropriate » Please see agency website for updated intake procedures » If there are barriers to accessing services, you are encouraged to contact a Manager directly to discuss other options for accessing service. » Community partners who are referring individuals requiring immediate support and therapy are encouraged to contact a Clinical Program Manager directly

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AGENCY NAME	CATHOLIC FAMILY SERVICES OF DURHAM/ SERVICES À LA FAMILLE CATHOLIQUES DE DURHAM (CFSO)
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: YES - available based on assessment » Languages other than English: YES - services offered in French. Access to professional interpreters for all other languages
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Evidence-based » Intersectional & feminist » Anti-oppressive

AGENCY NAME	WOMEN'S MULTICULTURAL RESOURCE & COUNSELLING CENTRE
Agency Website	www.wmrccdurham.org
Contact Information	<p>Main office: P.O.Box 66164 1355 Kingston Road Pickering, ON L1V 6P7 PH: 905-427-7849 or 1-877- 454-4035</p> <p>1. Esther Enyolu (Executive Director) EM: esther.enyolu@wmrccdurham.org PH: (905) 427-7849</p> <p>2. Angelique Benois (Enhanced Youth Outreach Worker) EM: angelique.benois@wmrccdurham.org PH: (905) 427-7849</p>
Primary Mandate	"WMRCC is dedicated to provide specialized counselling and support to women of all ages and their families, from diverse backgrounds, to eradicate violence, to re-build their lives, and to enable them to become contributing members of society."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable and in-person services available
Population Served	<ul style="list-style-type: none"> » 6-11 and 12-25 years for Enhanced Youth Outreach Worker Program & Youth Mentorship Program » 16-24 years of age for Youth In Transition Worker » All ages for other services » Able to prioritize based on need » Services are free of charge and confidential » LGBTQ2S+ inclusive
Criteria	<ul style="list-style-type: none"> » Female-identifying only for adult programs » All genders served for youth & children's programs

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AGENCY NAME	WOMEN'S MULTICULTURAL RESOURCE & COUNSELLING CENTRE
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral to other services » Trauma counselling » Ongoing mental health counselling » Social services, housing and job finding support » The Enhanced Youth Outreach Worker Program: serves Black youth in identifying their needs, goals, skills and potential to address risk factors impacting their lives - One-on-one clinical counselling - Workshops - Support groups - Engagement sessions » Youth Mentorship Program: Matching youth with mentors trained in working with vulnerable populations, conducting workshops and programs for Black Youth and Children within the schools and in the community, one on one support, and accompaniment. » Youth In Transition Worker: Works with youth who have aged out of CAS/Child Welfare System. The YITW receives direct referral from the Child Welfare System and support the youth in navigating the system to adjust to life and live independently in the community. » Seniors Programs support seniors who have experienced violence and isolation with others through violence prevention workshops, sewing and knitting, cooking, arts and craft, financial management and fraud prevention education.
Basic Necessities	<ul style="list-style-type: none"> » Clothing » Food vouchers » Gift cards » COVID-19 assistance programs, including hygiene products, hand sanitizer and masks » Based on donations
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Appointment made for intake over the phone » Followed by case management » Safety planning <p>Screening:</p> <ul style="list-style-type: none"> » Phone call helps to determine if one is eligible or ineligible for the organization's programs and services. » When not eligible referral is made to other community services
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: YES » Languages other than English: YES
Organization Principles	<ul style="list-style-type: none"> » Trauma-informed » Harm reduction » Evidence-based » Intersection & feminist » Anti-racist & anti-oppressive » Human Rights and Social Justice work

AGENCY NAME	DURHAM FAMILY COURT CLINIC (DFCC)
Agency Website	www.dfcc.org
Contact Information	<p>Main office: 201 - 44 Richmond Street West Oshawa, ON, L1G 1C7 PH: 905-436-6754 For potential clients: 905-259-4248 or 905.259.2215 For clients: Contact worker directly via cell</p> <p>3. Nicola Crow (Executive Director) EM: ncrow@dfcc.org PH: (905) 436-6754</p> <p>4. Vickie Jennings (Program Director) EM: vjennings@dfcc.org PH: (905) 436-6754</p>
Primary Mandate	"Providing prevention/intervention services for youth and families across Durham Region."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable and in-person services available
Population Served	<ul style="list-style-type: none"> » 12-21 years of age (with discretion to 25 within the Enhanced Outreach Worker program) » Able to prioritize based on need
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral services » Trauma counselling » Ongoing mental health counselling » Social services » Through the Enhanced Youth Outreach Worker we offer mobile-outreach to youth at high risk/with high needs providing clinical support to those referred » Assessment, counselling and specialized mental health services available for those referred by Youth Justice » Educational and support programs for youth referred by DDSB, DCDSB, CAS and Youth Justice » Summer school » Consultant psychiatrist or psychologist available
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets » Food » Personal hygiene items
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Referral depends on program » Booking appointments depends on program, e.g., if youth referred to community-based programs, worker will book appointment in setting most comfortable for youth either in their home, school, another agency or somewhere in the community <p>Screening:</p> <ul style="list-style-type: none"> » All youth participate in assessment process (evidence-based/informed) sensitive to youth strengths and needs

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AGENCY NAME	DURHAM FAMILY COURT CLINIC (DFCC)
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: YES » Languages other than English: YES -access to interpreter services
Organization Principles	<ul style="list-style-type: none"> » Trauma-informed » Harm reduction » Evidence-based » Anti-oppressive

AGENCY NAME	DURHAM RAPE CRISIS CENTRE (DRCC)
Agency Website	https://drcc.ca
Contact Information	<p>Main office: P.O. Box 54039 8 King Street East Oshawa, ON L1H 8T2</p> <p>24/7 Crisis Line: 905-668-9200</p> <p>1. Lynn Cohen (Counsellor/Public Education Coordinator) EM: lynn@drcc.ca PH: 905-444-9672 ext. 23</p> <p>2. Gemma Broderick (Executive Director) EM: gemma@drcc.ca PH: (905) 444-9672 ext. 24</p>
Primary Mandate	"To provide counselling, support, and advocacy to women 16 years and older who have experienced any form of sexual violence. We also offer awareness and education to the community around this issue."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable and in-person services available
Population Served	<ul style="list-style-type: none"> » 16+ years of age » Female-identified only or those who identify as female » LGBTQ2S+ inclusive » Able to prioritize based on need
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral services » Trauma counselling » Can prioritize HT Survivors on waitlist » Systems advocacy » Prevention education; awareness, consent, healthy relationships, rape culture, sexual violence
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets » Personal hygiene items
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Initial telephone intake includes brief assessment and basic information gathering » Callers do not have to provide details or disclose anything they are not comfortable with <p>Screening:</p> <ul style="list-style-type: none"> » We always meet the client where they are at/we ask about the impacts, how they have coped/and what they identify wanting to work on
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: NO - we would work in partnership/case management with other specialized community based agencies » Languages other than English: YES - access to interpreters

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AGENCY NAME	DURHAM RAPE CRISIS CENTRE (DRCC)
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Evidence-based » Intersectional & feminist » Anti-oppressive

AGENCY NAME	DRIVEN
Agency Website	www.durhamdriven.com
Contact Information	Main office: 707 Simcoe Street South Oshawa ON L1H 4K5 PH: 905-432-SAFE [7233] or 1-877-SAFE-905 1. Elizabeth Pierce (Executive Director of CFSD) EM: e.pierce@cfsdurham.com PH: 905-725-3513 ext. 118 2. Riley Spigarelli (Student and Volunteer Coordinator at VSDR) EM: 5033@drps.ca PH: (905) 721-4215
Primary Mandate	"To provide wrap around support to women affected by gender-based violence."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable and in-person services available - In-person support available on Mondays (8:30 am to 4:30 pm excluding statutory holidays) - Clients can call Program Coordinator Tuesday-Friday to book appointments and discuss available services
Population Served	<ul style="list-style-type: none"> » 12+ years of age » LGBTQ2S+ inclusive » Able to prioritize based on need » Services are free of charge » Childcare is available » Support available for transportation costs to and from DRIVEN, as well as from DRIVEN to another agency (contact for information)
Criteria	» DRIVEN supports any individual that identifies as female and has experienced any form of abuse
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral services » Trauma counselling » Ongoing mental health counselling » Connection to emergency shelter » Housing services » Health care » Addiction services » Legal support (incl. criminal, family, immigration and refugee) » Social services » DRIVEN serves as an access point for Survivors to connect with all relevant supports in Durham Region in one convenient location
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets » Personal hygiene items » Clothing » Connection to food boxes

Cont'd

AGENCY NAME	DRIVEN
Intake and Screening Process	Intake: <ul style="list-style-type: none"> » On Mondays only, clients can walk in or book an appointment to receive support at DRIVEN » Intake process takes place in person on Mondays and includes risk assessment, safety planning, assessment of supports, supports provided by on-site staff and connect to other community agencies » If client requires on-going support, our on-site staff can continue to see the client at their respective home agency Screening: <ul style="list-style-type: none"> » People are eligible for DRIVEN's services if they identify as female, over the age of 12 and have been affected by any form of gender-based violence » Whether HT is historical or on-going will change what referrals are made to community supports
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: N/A - The on-site staff of DRIVEN are in-kind donations from our on-site partners. Our on-site partners are responsible for all training of staff pertaining to this matter » Anti-oppression training: YES » Staff trained to work with varying abilities: N/A - The on-site staff of DRIVEN are in-kind donations from our on-site partners. Our on-site partners are responsible for all training of staff pertaining to this matter » Languages other than English: YES - access to MCIS in-person and over-the-phone interpreters
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Evidence-based » Intersectional & feminist » Anti-oppressive

AGENCY NAME	VICTIM WITNESS ASSISTANCE PROGRAM (VWAP)
Agency Website	www.attorneygeneral.jus.gov.on.ca/english/ovss/programs.php#vwap
Contact Information	<p>Main office: 150 Bond St E, 3rd Floor Oshawa, ON L1G 0A2 PH: 905-743-2790 Survivor Support Line: 416-314-2447 or 1-888-579-2888</p> <p>1. Judy Kyle (Manager) EM: judy.kyle@ontario.ca PH: (905) 743-2798</p> <p>2. Rita Kearney (Victim Witness Services Worker) EM: rita.kearney@ontario.ca PH: (905) 743-2790</p>
Primary Mandate	"Information, advocacy and assistance to support participation in the criminal court process for Survivors and witness of intimate partner abuse/domestic violence, child physical and sexual abuse, sexual assault including historical sexual assault, elder abuse, homicide, motor vehicle fatalities, vulnerable Survivors, Survivors of hate crime."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable and in-person services available
Population Served	<ul style="list-style-type: none"> » All ages » LGBTQ+ friendly » Able to prioritize based on need
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis intervention » Emotional Support » Safety planning » Referral services » Justice support » Case-specific information (court dates, court orders, bail conditions, etc.) » Information about the Criminal Justice System » Court preparation and support through criminal court process » Advocacy with Crown Attorney » Advocacy and arrangement of support dog and handler » Advocacy and arrangement of available supports for Indigenous people
Basic Necessities	<ul style="list-style-type: none"> » Access to out of area community resources » Vulnerable Survivors and Family Fund - eligibility determined on a case-by-case basis. Speak with VWAP staff

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AGENCY NAME	VICTIM WITNESS ASSISTANCE PROGRAM (VWAP)
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Services begin once police have laid charges and continue until the court case is completed. » Referral by police, Crown Attorney, community agency, or self-referral <p>Screening:</p> <ul style="list-style-type: none"> » All mandated cases are opened once a criminal charge is laid involving domestic violence, human trafficking, child physical and sexual abuse, sexual assault including historical sexual assault, elder abuse, homicide, motor vehicle fatalities, vulnerable Survivors, Survivors of hate crime
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression training: YES » Staff trained to work with varying abilities: YES » Languages other than English: YES - Cultural interpreters available for clients whose first language is not English
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Intersectional & feminist » Anti-oppressive

AGENCY NAME	PROBATION SERVICES, YOUTH JUSTICE DIVISION OF MCCSS
Agency Webside	www.children.gov.on.ca/htdocs/English/youthandthelaw/index.aspx
Contact Information	<p>Main office: 3-470 King St. W Oshawa, ON L1K 2K9 PH: 905-433-7612 or 1-866-591-5301</p> <p>1. Tricia Sandieson (Probation Officer, Ajax office) EM: tricia.sandieson@ontario.ca PH: (905) 391-8763</p> <p>2. Sean Hill (Probation Officer, Oshawa office) EM: sean.hill@ontario.ca PH: (289) 385-0962</p>
Primary Mandate	"The Youth Probation Services Branch is responsible for the provincial operations of probation services for youth who are between the ages of 12 to 17 when they come into conflict with the law. Probation services contributes to the rehabilitation and reintegration of youth in conflict with the law and to reduce each youth's risk to re-offend. Probation services provides community-based supports that are on a continuum of services that range from prevention and diversion to custodial programs. The objective is to improve outcomes for youth who become engaged in the youth justice system by holding them accountable and through the delivery of programs that are responsive to the risk, needs and strengths of youth."
Areas Served	<ul style="list-style-type: none"> » Durham Region » Portable and in-person services available
Population Served	<ul style="list-style-type: none"> » 12-17 years of age (at time of commission of offence) » Mandated support
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Case management/referral services » Probation Services or Youth Justice Services for youth in conflict with the law » Probation officers assist youth with areas of need/or risk and work to decrease youth's risk of recidivism » Raise awareness so Probation Officers, Courts, families are educated to recognize signs and where to get help for Survivors » Supervising offenders and working with police to ensure compliance with Sentence Orders
Basic Necessities	<ul style="list-style-type: none"> » Food » Personal hygiene items

Cont'd

AGENCY NAME	PROBATION SERVICES, YOUTH JUSTICE DIVISION OF MCCSS
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Intake and initial appointment to meet with probation officer takes place through Court contact » Youth can also walk into office to book appointment via walk-in with their assigned Probation Officer or a duty officer <p>Screening:</p> <ul style="list-style-type: none"> » No screening process for those who disclose historical HT vs ongoing HT » All supports based on youth's needs, responsivity, and their risk factors for recidivism
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: NO » Anti-oppression training: NO » Staff trained to work with varying abilities: YES - including intellectual disability, LDs, ASD, FASD, etc. » Languages other than English: YES - assigned French Language Services staff and access to interpreter services
Organization Principles	<ul style="list-style-type: none"> » LGBTQ+ positive » Trauma-informed » Harm reduction » Evidence-based » Anti-oppressive

AGENCY NAME	MURRAY MCKINNON FOUNDATION
Agency Website	www.murraymckinnon.ca
Contact Information	<p>Main office: P.O. Box 2218, Oshawa, ON L1H 7V5 PH: (905) 723-4677</p> <p>1. Marlene Niskala, Director of Residential Programs EM: mniskala@murraymckinnon.ca PH: (905) 723-2215</p> <p>2. Heather Sago, Clinical Social Worker EM: heatherRSW@murraymckinnon.ca PH: (705)932-2875</p> <p>3. Lorraine Petrie (Attendance Counsellor) EM: Lorrainepetrie@murraymckinnon.ca PH: (905) 571-4655</p> <p>4. Kim Miller-Sands (Team Leader) EM: kimmillersands@murraymckinnon.ca PH: (905) 571-4655</p>
Primary Mandate	"We make a difference for children and youth at risk in Ontario by improving outcomes through supporting a continuum of evidence-based/ informed programming and building strong partnerships with youth, families, communities and governments."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region, Peterborough and counties » Mobile and in-person services » Supportive residential program for males (current)
Population Served	» 12-20 years of age
Criteria	» Youth Justice Involvement
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Crisis support » Safety planning » Case management/referral services (mental health, addictions, culture and heritage) » Legal support (incl. criminal, family, immigration and refugee) » Clinical Care Team support (health assessment, medication review, lab test requisitions) » Community supports during legal process » CTCC Section 23 classroom(s) offered to youth justice involved clients » Support youth in finding safe and sustainable housing
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets » Food » Personal hygiene items, clothing
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » All youth are justice involved and probation/court referred <p>Screening:</p> <ul style="list-style-type: none"> »The SRR Program (males 16-20) is a voluntary program and does have a Referral Review Committee

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AGENCY NAME	MURRAY MCKINNON FOUNDATION
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES » Anti-oppression/Anti-Racist training: YES » Indigenous Culture, Traditions and Competency Training: YES » Suicide Intervention Training: YES » Eating Disorder Training: YES » Staff trained to work with varying abilities: YES; Clinical Care Team. Staff are able to support. » Languages other than English: Minimal number of staff within the Foundation are bilingual (French and other).
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Evidence-based/informed » Anti-oppressive/Anti-Racist » Strength Based and Relational Approach

AGENCY NAME	RESOURCES FOR EXCEPTIONAL CHILDREN AND YOUTH - DURHAM REGION
Agency Website	www.rfecydurham.com
Contact Information	<p>Main office: 865 Westney Road South, Ajax, Ontario L1S 3M4 PH: (905) 427-8862 or 1-800-968-0066</p> <p>1. Sue Baszczynski (Access Coordinator) EM: sbaszczynski@rfecydurham.com PH: 905-427-8862 ext. 504</p> <p>2. Nicole Morash (Supervisor - Service Planning Supports) EM: nmorash@rfecydurham.com PH: 905-427-8862 ext. 308</p>
Primary Mandate	"Advancing an inclusive community for children and youth with exceptional needs and their families."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Portable and in-person services available
Population Served	<ul style="list-style-type: none"> » Dependent on program » Up to 18 years of age » Up to 21 years of age if still in school for service from Coordinated Service Planning and FASD Consultant supports
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Safety planning » Case management/referral services » Individuals, family members or community service providers can use Access Line for community resources information and service/linkage support for HT Survivors who have complex needs (incl. special needs, suspected special needs or the involvement of multiple specialized services)
Basic Necessities	<ul style="list-style-type: none"> » N/A » May be able to provide necessities needed to enhance Coordinated Service Plan involving applicable community funding/ services
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Access Line access by leaving voicemail » Access Coordinator will respond to caller within 3-5 business days to assess needs and determine next steps with caller <p>Screening:</p> <ul style="list-style-type: none"> » Coordinated through Access Service » Provide information or short-term consultation to support a child or youth with special needs and their family » For more intensive service, Access Service will refer to other RFECY services including: <ul style="list-style-type: none"> - Coordinated Service Planning (for youth or family system with multiple and/or complex needs) - FASD Supports (formal diagnosis not required) - Coordination Service for Children and Youth (support for families experiencing service system breakdown due to complicated needs of youth)

Cont'd

AGENCY NAME	RESOURCES FOR EXCEPTIONAL CHILDREN AND YOUTH - DURHAM REGION
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: Some staff » Anti-oppression training: YES » Staff trained to work with varying abilities: YES » Languages other than English: YES - Can offer services in French, access to professional interpreters
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Anti-oppressive

AGENCY NAME	FIGHT4FREEDOM
Agency Website	www.fight4freedom.ca
Contact Information	<p>Main office: PO Box 47605 Don Mills Toronto, ON M3C 3S7 Referrals made online at: www.fight4freedom.ca/referral OR call office number 1-844-250-1507</p> <p>1. Kaitlyn Ranasinghe (Survivor Care Director) EM: kaitlyn@fight4freedom.ca PH: 1-844-250-1507</p> <p>2. Rebecca Luimes (HR Coordinator, Durham Regional Representative) EM: rebecca@fight4freedom.ca PH: 1-844-250-1507</p>
Primary Mandate	<i>"Fight4Freedom exists to be an active voice and advocate of justice for individuals exploited by human trafficking in the form of sexual exploitation and to further assist them in finding necessary support systems that will aid in their journey to safety, healing, and moving forward. Their four areas of focus include education, outreach, aftercare, and partnerships."</i>
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region » Entire GTA » The Philippines » Portable and in-person services available
Population Served	<ul style="list-style-type: none"> » Anybody who has experienced sex trafficking of any kind including those who have engaged in sex work and are seeking support » Able to prioritized based on need » LGBTQ2S+ inclusive » Accessible services
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Safety planning » Case management/referral services » Housing & employment support services » Outreach program » Aftercare program – long-term support, case management and needs based support - Survivors are referred to different agencies for counselling and shelter » Mentorship program – folks connected with volunteers for support » Education Programs - providing community organizations, schools, businesses, law enforcement, and the general public about human trafficking, prevention, and action.
Basic Necessities	<ul style="list-style-type: none"> » Bus tickets (for those receiving support from F4F) » Food » Personal hygiene items » Clothing » Funding for tattoo removal » Specific to individual needs (contact F4F for more information)

Cont'd

AGENCY NAME	FIGHT4FREEDOM
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Phone call or meeting to understand situation and what support they are looking for » Survivor Care Team meets with Survivor wherever they are comfortable » Conversation about the situation to analyze more important immediate safety needs <p>Screening:</p> <ul style="list-style-type: none"> » Needs based assessment conducted to determine what support is offered » Referrals made if necessary
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: MCIS & F4F Online course » Anti-oppression training: YES » Staff trained to work with varying abilities: YES » Languages other than English: YES – Staff speak multiple languages (French, Spanish, Mandarin, Cantonese, Tagalog), able to find someone to translate if necessary.
Organization Principles	<ul style="list-style-type: none"> » Sex positive » Trauma-informed » Harm reduction » Evidence-based » Intersectional & feminist » Faith-based

AGENCY NAME	MEN ENDING TRAFFICKING
Agency Website	www.menendingtrafficking.ca
Contact Information	<p>Main office: PO Box 21102 Harwood Place Ajax, Ontario L1S 7H2 Referrals - PH: 905-447-0287 or info@menendingtrafficking.ca</p> <p>1. Ryan Shanks (Executive Director) EM: ryan@menendingtrafficking.ca PH: (905) 447-0287</p>
Primary Mandate	"Support and advocate for the Survivors of human trafficking, and those impacted by it."
Areas Served	<ul style="list-style-type: none"> » Whole of Durham Region & GTA » Portable and in-person services available
Population Served	<ul style="list-style-type: none"> » All ages » Able to prioritize based on need » LGBTQ2S+ inclusive » Accessible support available
Criteria	None
Services or Programs Specific to Human Trafficking	<ul style="list-style-type: none"> » Safety planning » Referral services » Housing services » Court support » Wide variety of undefined supports to Survivors of HT beyond what is listed above on a case-by-case basis including but not limited to: <ul style="list-style-type: none"> - Transitional support - Temporary emergency safe houses - Moving support - Long-term peer mentorship - Community care
Basic Necessities	<ul style="list-style-type: none"> » Transportation (other than bus tickets) » Personal hygiene items » Funding for tattoo removal » Access to out of area community resources
Intake and Screening Process	<p>Intake:</p> <ul style="list-style-type: none"> » Will make appointments to meet with anyone impacted by HT » Contact can be made by phone, text or by email (see referral details above) <p>Screening:</p> <ul style="list-style-type: none"> » Screening process is an assessment of need » Organization able to accommodate the individual needs of any Survivors that reach out to us » Services specific to HT but have on occasion been stretched to include those immediately at risk of exploitation

Cont'd

AGENCY NAME	MEN ENDING TRAFFICKING
Accessibility & Staff Training	<ul style="list-style-type: none"> » Human Trafficking best practice training: YES - Own training » Anti-oppression training: NO » Staff trained to work with varying abilities: NO - but individual volunteers are trained » Languages other than English: NO - Not officially but would work to find necessary supports
Organization Principles	<ul style="list-style-type: none"> » Trauma-informed » Faith-based

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday December 16, 2021 6:30 P.M.

An on-line meeting of the Special Education Advisory Committee was held on this date.

ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
sensaRAneb Burrell, Autism Ontario – Durham Chapter
Jenny McLaughlin, Black Parents Support Group
Tara Culley, Durham Down Syndrome Association
Lisa Rankin, Early Years Consortium
Christina Salisbury, Easter Seals Ontario
Rowin Jarvis, Learning Disabilities Association of Durham Region
Carolyn McLennon, Member At Large
Donna Edge-Bean, Member At Large
Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
Kathy Kedey, VOICE for Deaf and Hard of Hearing Children

Trustees: Donna Edwards Darlene Forbes

Staff: Superintendent, Andrea McAuley
System Lead, Kyla McKee

Recording Secretary: Lisa Wry

1. **Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:31 p.m.

2. **Land Acknowledgement:**

SEAC Chair Eva Kyriakides advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. **DDSB Human Rights & Equity Statement**

The Durham District School Board is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination while placing Human Rights and Equity at the center.

4. **Welcome Guests:** Devika Mathur, Sade Gbalajobi, Braden Sherwood and Conor Jinkinson. Elementary representatives, Dave Robson and Rema Saati, and Secondary representative, Dawn White.

Regrets: Darlene Forbes, Kathy Kedey

Absent: Jenny McLaughlin, Lisa Rankin

5. **Approval of Agenda:**

That the agenda for December 16, 2021 be approved with the Amendment of additional correspondence from the Halton District School Board SEAC.

MOVED BY: Eva Kyriakides

SECONDED BY: Donna Edwards

CARRIED

6. **Approval of the Minutes from November 18, 2021:**

That the minutes from November 18, 2021 be approved

MOVED BY: sensaRAneb Burrell

SECONDED BY: Elizabeth Daniels

CARRIED

7. **Staff Reports:**

SEAC: December 2021 Administration Report

Our Administration report begins tonight with appreciation for the valuable feedback that SEAC continues to provide into programs and services. Your insights, knowledge and generosity of time are all greatly appreciated.

As 2022 begins, we share two key leadership staffing updates also embedded in the Department update shared with SEAC. We welcome Conor Jinkinson to the role of System Lead Inclusive Student Services. Conor is currently transitioning to the role from his position as Principal at Bolton C Falby. The team also recognizes the tremendous career that Dr. Steve Graffi has had with the Durham District School Board as he transitions to adventures ahead in retirement. With over 34 years of service to Durham students, Steve has had impact for individual students as a clinical practitioner, in service model development and in setting the foundation for the critical work the team is currently engaged in to centre Indigenous Rights, Human Rights and equity in examining and shifting practices to better serve all students. Thank you Dr. Graffi.

Director's Annual Report 2021

A link to the Director's Annual Report 2021 was shared with SEAC members as an email separate from the agenda package with link to the DDSB website.

[Directors Annual Report](#)

PAaC on SEAC

PAaC on SEAC for December recommends discussion on 1) any considered changes for the next school year and 2) Special Education Plan consultation. Feedback on both of these items is invited and welcomed with invitation to provide input or for conversation. As we move into planning for the 2022-2023 school year, we will continue to be a district responsive to student needs through the provision of a range of programs which are outcome focused and foster independence and pathway options. At this time, teams are connecting with students enrolled in special education programs through IPRC and accessing in a fully virtual format to query return to in-person for either the change in term/semester, end of year or if seeking continuity as option into the 2022-2023 school year.

De-streamed Math Data

The Student Success and Inclusive Student Services teams are putting Grade Nine math course data together for SEAC. We have asked the Accountability and Assessment team to also include previous year academic & applied achievement data along with current year, Quad 1, achievement data. We will include this information for the January SEAC meeting.

Teams are immersed in planning for Inclusive Grade Nine courses as the move away from Applied/Academic is expanded to all Grade Nine courses for September.

Current Service Statistics

Currently in DDSB:

- 14 917 students are active to one or more services
- 12 620 students have IEPs/have individualized programming (per PowerTPM/non OnSIS verified)
- 2 435 students access learning through placement in a Special Education program/class

A snapshot of referral data (PowerTPM) shared with Family of Schools Operations on Thursday, December 2, 2021 includes:

Table 1 Referral Data

Type of Service	Number of Referrals
Psychological Services	2226
SE Instructional Facilitator	13643
Social Work	1458
Speech and Language	2465

With referrals and service from all teams, including Audiology, Hearing Resource and Vision Resource, the team is currently supporting 20 312 students.

Referral rates, particularly for mental health related supports, have increased.

As 2021 draws to a close, our Inclusive Student Service teams is appreciative of each member of SEAC. Thank you for another year of collaborative service to our community.

Board: Trustee Donna Edwards informed SEAC members that the Board of Trustees had had the annual Board elections and received information on the Directors report which is posted on the DDSB website.

8. Inclusive Student Services Report – December 2021

Updates this month include:

- Transition Information Nights
- Council for Exceptional Children Conference
- Mental Health and Well-Being
- Resource Highlight: Rick Hansen Foundation
- Creating Accessible Virtual Meetings

Transition Events for Families – Reminder

Annual Transition Night for Life Beyond High School

December 9th 6:30pm

Shared widely through, DDSB website, social media and schools.

Virtual event added this year; a number of community partners shared an overview of their services.

- Workshop series Jan through April also being added for further supports.

Annual Grade 8 to Grade 9 Central Transition Night January 13th 6:30pm

Provided in advance of local HS events, support to families with information regarding board-wide supports, give guidance about questions to ask at local events, as well as explain changes in structure from elementary to secondary panel.

DDSB Presents at Council for Exceptional Children Conference Pilot to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities

Participation in this project, as a lead district, provided intensified support to schools to support Integrated Transition Planning supports for students which improved transition planning, access to resources for families and supported pathway options for students.

Council for Exceptional Children Conference: Kyla McKee, System Lead and Sade Gbalajobi, Transition Coordinator partnered with the Ministry of Education to present at the Council for Exceptional Children conference (December 3) on the overview of the pilot program, supports mobilized with community and families, student readiness for work training and lessons learned.

Mental Health and Well Being

- Psychological Services and Social Work staff reporting increase in service demand for range of services, including mental health supports in schools
- Staff continue to work to address system priorities:
 - Mental Health and Well Being workers delivering Tier 1 SEL program across the system
 - MH staff supporting tier 2/3 interventions
 - ASIST (suicide intervention) training provided to newly onboarded Social Work and Psychological Services staff
- BeMe (Black Excellence Made Evident) group is approaching the end of its first series:
 - Affinity space for Black youth- groups ran concurrently for male and female secondary students.
 - Focus on identity, well-being, self-esteem, mental health.
- Trails to Wellness group is also wrapping up:
 - Evidenced based treatment group for anxiety.
 - Two groups running concurrently for grade 7/8 students.

Resource Highlight: Rick Hansen Foundation

In a Ministry memo on November 25th, resources Bullying Awareness and fostering inclusion were shared with districts. The memo included a highlight of the Rick Hansen Foundation website included embedded lesson plans and parent resources. All available in both French and English. Information has been shared in a recent SERT eBulletin:

The Rick Hansen Foundation:

Inclusion Matters! Excluding or ignoring others is a painful form of bullying. Understanding and kindness are the first steps to make sure those with disabilities are never left out. Help your students learn more with Rick Hansen Foundation (RHF) lessons, activities, videos and a virtual Inclusion Matters! RHF Ambassador presentation. Visit the Inclusion Matters!

English: [Inclusion Matters!](#)

French:

Creating Accessible Virtual Meetings

DDSB Communications and Innovation teams recently supported information to further support "Creating Accessible Virtual Meetings" for MS Teams, Google Meet and Zoom formats.

Strategies include:

Closed Captioning reminders

Live Transcription

For all virtual meetings and public-facing events, all staff are asked to ensure that closed captioning is available for all attendees.

9. Presentation:

The following resources are being shared to provide SEAC with the same materials that all registrants of the Life Beyond HS event will receive. This includes the link to our updated website which is now AODA compliant, a copy of the recording of our virtual event and the Q and A that was asked both in advance and during the event. Please feel free to share this with your organizations and the families you support. Our Transition Coordinator team can be reached at braden.sherwood@ddsb.ca and folashade.gbalajobi@ddsb.ca. We encourage you to email both as they support different schools and they will determine who is best to respond to your query.

[New Life Beyond HS website](#)

[Recording of the event](#)

[Questions & Answers](#)

System Lead Kyla McKee thanked Superintendent Andrea McAuley for having the DDSB lead this pilot program and for supporting the program. Kyla also acknowledged Braden and Sade for the amazing work they have been doing, which has led to a new and much needed role of transition co-ordinator at the DDSB.

Options to ask questions were given to families upon registration, during the presentation as well as after the event.

10. Open Discussion:

Feedback on the DRAFT Human Rights Policy & Procedures

- Looking at options of whether we need to look at the funding model and equity of access and opportunity.
- Might need definition of "undo hardship" for roles and responsibilities.
 - The "undo hardship" has a high threshold, decisions regarding this are made in consultation.
- A public open house was held on Monday December 13, 2021.
- The Board provides accommodation without documentation in good faith and does not require diagnosis.
- Concerns regarding privacy and sharing of information about diagnosis, perhaps biases could be assumed and cause barriers.
- Might be worth a letter to the Ministry to make suggestions to the update the content of an IEP, last revised 2004.

MOTION TO WRITE A LETTER TO THE MINISTRY REQUESTING A REVIEW OF RELEVANT INFORMATION ON THE IEP

MOVE: sensaRAneb Burrell

SECONDED: Donna Edwards
CARRIED

11. Business Arising from the Minutes:

- SIP funding letter will be sent before the election.

12. Association Reports & Committee Reports:

- Ontario Autism Program-update
- MCCSS-Ontario Autism Program
- PIC Agenda
- PIC Meeting Minutes November 17, 2021

13. Correspondence:

- Halton District School Board – Designated Disease Letter
- Halton District School Board – FASD

MOTION TO WRITE A LETTER TO THE PROVINCIAL AND FEDERAL GOVERNMENT REQUESTING CONSIDERATION TO CHANGE THE DEFINITION AROUND DISABILITY TO REFLECT THE HUMAN RIGHTS CODE.

MOTION: Carolyn McLennon

SECONDED: Tara Culley

CARRIED

14. Community Concerns:

- Concerns about students and interventions for de-streamed math when they are struggling.
- There has been a lot of success with the de-streamed math.
- There are a few gaps and there is planning in place for more support.
- MTH1W1 is the new curriculum document for grade 9 de-streamed math.

15. Celebrations and Success:

- Celebration and Congratulations to Dr. Steve Graffi and his pending retirement.
- Eva is celebrating her daughter's success in self advocating at the university level.

16. Adjournment:

That the meeting does now adjourn at 8:37 p.m.

Next S.E.A.C. meeting – Thursday, January 20, 2022.

MOVED BY: Donna Edwards

SECONDED BY: Tara Culley

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

Table 2- Action Plan

ACTIVITY	RESPONSIBILITY	COMPLETION
Write a letter to the ministry regarding IEP information	Trustee Donna Edwards to draft Chair Eva Kyriakides to finalize	ASAP
SIP letter	Eva Kyriakides	Before January 20, 2022 meeting
Breakdown of referrals by exceptionality	Superintendent Andrea McAuley	January 20, 2022
Letter to both the Federal and Provincial governments-definition of disability	Chair Eva Kyriakides	ASAP