



Board Meeting Agenda

February 21, 2023 - 7:00 p.m.



Michelle Arseneault
Trustee
Town of Whitby

Tracy Brown
Trustee
Town of Whitby

Emma Cunningham
Trustee
City of Pickering

Donna Edwards
Chair of the Board
Trustee
Town of Ajax

Stephen Linton
Trustee
City of Pickering

Kelly Miller
Trustee
Town of Ajax

Carolyn Morton
Trustee
Townships of Brock,
Scugog & Uxbridge

Deb Oldfield
Trustee
City of Oshawa

Shailene Panylo
Trustee
City of Oshawa

Linda Stone
Trustee
City of Oshawa

Christine Thatcher
Vice Chair of the Board
Trustee
Town of Whitby

Ben Cameron
Student Trustee

Lauren Edwards
Student Trustee

Gwen Kuyt
Student Trustee

Durham District School Board
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DURHAM DISTRICT SCHOOL BOARD

BOARD MEETING

Tuesday, February 21, 2023 - 7:00 p.m.

	PAGE
1. <u>Call to Order</u>	
2. <u>Land Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>O Canada</u>	
<p>(Willows Walk Public School, Grades 4-6 Rhythm & Blues Choir, Staff Bill Houlden, Amy Bourdon, Andrea James and Andrew Watson)</p>	
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 November 15, 2022	1-12
(b) APPROVED Minutes of the Special Board Meeting of November 21, 2022	13-21
(c) APPROVED Minutes of the Special Board Meeting of December 5, 2022	22-23
(d) DRAFT Minutes of the Regular Board Meeting of January 23, 2023	24-30
(e) DRAFT Minutes of the Special Board Meeting of February 6, 2023	31-38

7.	<u>Ministry Memorandums-Information Update</u> (Director Camille Williams-Taylor)	Verbal
8.	<u>Public Question Period</u>	Verbal
9.	<u>Report from the Committee of the Whole in Camera</u> (Trustee Christine Thatcher)	Verbal
10.	<u>Good News from the System</u> (Director Camille Williams-Taylor)	Verbal
11.	<u>Recommended Actions</u>	
	(a) Report: Standing Committee Meeting, February 6, 2023 (Trustee Christine Thatcher)	39-43
	(b) Clara Hughes Public School-Boundary Review (Associate Director David Wright)	44-80
	(c) Education Finance Committee Meeting Dates, 2023-2024 Budget (Associate Director David Wright)	81-84
	(d) Appointment of Indigenous Trustee (Chair Donna Edwards)	85-90
	(e) Director Performance Review Committee Membership (Chair Donna Edwards)	91-97
	(f) Naming of Schools Policy –Lord Elgin Public School (Associate Director Jim Markovski)	98-106
12.	<u>Information Items</u>	
	(a) Notice of Motion: People and Culture: Rescission of Policies and Regulation (Trustee Tracy Brown)	107-134
	(b) Notice of Motion: Inclusive Student Services: Rescission of Policy (Trustee Tracy Brown)	135-137
	(c) Governance and Policy Committee Report, October 3, 2022 (Trustee Tracy Brown)	138-139

(d)	Special Education Advisory Committee (SEAC) Report, December 15, 2022 (Trustees Kelly Miller, Deb Oldfield)	140-149
(e)	OPSBA Report (Trustee Emma Cunningham)	Verbal
13.	<u>Days of Significance</u>	150
14.	<u>Correspondence</u>	
(a)	Action Items	
i.	Toronto Region Conservation Authority	151-158
(b)	Information Items	
i.	The Regional Municipality of Durham	159-171
15.	<u>Memos</u>	
(a)	No.2023:04 Background Information on the Durham District School Board (DDSB) Student Census	172-219
(b)	No.2023:05 Durham Student Transportation Services (DSTS)	220-224
16.	<u>Adjournment</u>	

APPROVED

MINUTES

Inaugural Meeting of the Board Tuesday, November 15, 2022

The Inaugural Meeting of the Durham District School Board was held on this date, in the Boardroom.

1. Call to Order:

The Secretary of the Board Norah Marsh called the meeting to order at 7:01 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Linda Stone, Christine Thatcher, Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt

Officials Present: Director of Education and Secretary to the Board 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, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Land 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 acknowledged and thanked teacher John MacKinnon and the students from Sinclair Secondary School for the refreshments that were provided at the reception.

3. O Canada

Glen Dhu Public School Choir

Director Norah Marsh introduced the Glen Dhu Public School Junior/Intermediate Choir and shared that many of the choir members are active music learners both in the classroom as well as in extracurricular groups. The choir is led by Emily Parliament and assisted by Melissa Arkell. The choir performed the song, *Who Can Sail?*

4. Swearing In of the New Board of Trustees 2022-2026

Under the guidance of Presiding Officer Norah Marsh, the Trustees elect made their declarations, both orally and in writing, to fulfill the swearing in process for the new Board.

At the conclusion of this process, Director Norah Marsh announced the Durham District School Board for 2022-2026.

5. Declarations of Interest

There were no declarations of interest at this time.

6. Adoption of Agenda

The agenda was amended to add Consideration of Reinstating the Masking Mandate at the Durham District School Board to 17.(a) under other business.

2022:RB106
MOVED by Trustee Shailene Panylo
SECONDED by Trustee Emma Cunningham

THE AGENDA WAS APPROVED AS AMENDED.

CARRIED

7. Election of Chair of the Board of Trustees

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.

2022:RB107

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

TRUSTEE CHRISTINE THATCHER SELF-NOMINATED FOR THE POSITION OF CHAIR OF THE BOARD OF TRUSTEES FOR THE DURHAM DISTRICT SCHOOL BOARD.

2022:RB109

TRUSTEE DONNA EDWARDS SELF-NOMINATED FOR THE POSITION OF CHAIR OF THE BOARD OF TRUSTEES FOR 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 Donna Edwards was elected to the position of Chair of the Board of Trustees. Following a brief recess, Trustee Donna Edwards, the newly elected Chair assumed the Chair and conducted the remainder of the meeting.

Chair Donna Edwards thanked Trustees for electing her to the position of Chair of the Board of Trustees.

8. Election of Vice Chair of the Board of Trustees

Chair Donna Edwards explained that the process for electing the Vice Chair was the same under Board Bylaws as it was for the position of Chair. Nominations were called for the position of Vice Chair of the Board of Trustees.

2022:110

TRUSTEE CAROLYN MORTON SELF-NOMINATED FOR THE POSITION OF VICE CHAIR OF THE BOARD OF TRUSTEES.

2022:111

TRUSTEE LINDA STONE NOMINATED TRUSTEE CHRISTINE THATCHER FOR THE POSITION OF VICE CHAIR OF THE BOARD OF TRUSTEES. TRUSTEE CHRISTINE THATCHER ACCEPTED THE NOMINATION.

2022:112

TRUSTEE SHAILENE PANYLO SELF-NOMINATED FOR THE POSITION OF VICE CHAIR OF THE BOARD OF TRUSTEES.

Subsequent to three calls for additional nominations by Chair Donna Edwards 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 Board of Trustees.

9. Election of Committee of the Whole, Standing Committee Vice Chair

Chair Donna Edwards called for nominations to the position of Committee of the Whole, Standing Committee Vice Chair.

2022:113

TRUSTEE LINDA STONE NOMINATED TRUSTEE TRACY BROWN FOR THE POSITION OF VICE CHAIR OF THE STANDING COMMITTEE. TRUSTEE TRACY BROWN DECLINED THE NOMINATION.

2022:114

TRUSTEE EMMA CUNNINGHAM SELF-NOMINATED FOR THE POSITION OF VICE CHAIR OF THE STANDING COMMITTEE.

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

Trustee Emma Cunningham was acclaimed Vice Chair of the Standing Committee.

10. Election of Education Finance Chair

Chair Donna Edwards called for nominations to the position of Chair of the Education Finance Committee.

2022:115

TRUSTEE CHRISTINE THATCHER NOMINATED TRUSTEE MICHELLE ARSENEAULT FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE. TRUSTEE MICHELLE ARSENEAULT DECLINED THE NOMINATION.

2022:116

TRUSTEE KELLY MILLER NOMINATED TRUSTEE CAROLYN MORTON FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE. TRUSTEE CAROLYN MORTON ACCEPTED THE NOMINATION.

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

Trustee Carolyn Morton was acclaimed Chair of Education Finance Committee.

11. Election of Education Finance Vice Chair

Chair Donna Edwards called for nominations to the position of Vice Chair of the Education Finance Committee.

2022:117

TRUSTEE LINDA STONE SELF-NOMINATED FOR THE POSITION OF VICE CHAIR OF EDUCATION FINANCE COMMITTEE.

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

Trustee Linda Stone was acclaimed Vice Chair of Education Finance Committee.

12. Election of Governance and Policy Committee Chair

Chair Donna Edwards called for nominations to the position of Chair of the Governance and Policy Committee.

2022:118

TRUSTEE CHRISTINE THATCHER NOMINATED TRUSTEE TRACY BROWN FOR THE POSITION OF CHAIR OF GOVERNANCE AND POLICY COMMITTEE. TRUSTEE TRACY BROWN ACCEPTED THE NOMINATION.

Subsequent to three calls for additional nominations by Chair Donna Edwards, and there being none, nominations for the position of Chair of Governance and Policy Committee were closed.

Trustee Tracy Brown was acclaimed Chair of Governance and Policy Committee.

13. Election of Governance and Policy Committee Vice Chair

Chair Donna Edwards called for nominations to the position of Vice Chair of the Governance and Policy Committee.

2022:119

TRUSTEE SHAILENE PANYLO SELF-NOMINATED FOR THE POSITION OF VICE CHAIR OF GOVERNANCE AND POLICY COMMITTEE.

Subsequent to three calls for additional nominations by Chair Donna Edwards, and there being none, nominations for the position of Vice Chair of Governance and Policy Committee were closed.

Trustee Shailene Panylo was acclaimed Vice Chair of the Governance and Policy Committee.

14. Committee Elections

Chair Donna Edwards called for nominations and/or volunteers for the following committees:

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

2022:RB120

TRUSTEE CAROLYN MORTON NOMINATED TRUSTEE DONNA EDWARDS FOR THE POSITION OF OPSBA LIAISON VOTING TRUSTEE. TRUSTEE DONNA EDWARDS ACCEPTED THE NOMINATION.

Chair Edwards requested that Vice Chair Christine Thatcher chair the portion of the meeting pertaining to the election of Trustees to OPSBA.

TRUSTEE EMMA CUNNINGHAM SELF-NOMINATED FOR THE POSITION OF OPSBA LIAISON VOTING TRUSTEE.

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

Trustee Emma Cunningham was elected as Vice Chair of OPSBA Liaison Trustee. Trustee Emma Cunningham will exercise the Board's voting right.

2022:RB121

TRUSTEE DEB OLDFIELD SELF-NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE.

2022:RB122

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

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

Trustee Deb Oldfield was elected as the non-voting of OPSBA Liaison Trustee.

2022:RB123

TRUSTEE DONNA EDWARDS SELF-NOMINATED FOR THE POSITION OF ALTERNATE OPSBA TRUSTEE.

TRUSTEE CAROLYN MORTON SELF-NOMINATED FOR THE POSITION OF ALTERNATE OPSBA TRUSTEE.

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

Trustees Donna Edwards and Carolyn Morton were acclaimed as alternate OPSBA Trustees.

(b) Audit Committee Liaison Trustees-3 Positions

Chair Donna Edwards resumed the Chair.

Chair Donna Edwards called for nominations to the position of Audit Committee Liaison Trustee.

2022:RB124

TRUSTEE KELLY MILLER NOMINATED TRUSTEE SHAILENE PANYLO FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE. TRUSTEE SHAILENE PANYLO ACCEPTED THE NOMINATION.

2022:RB125

TRUSTEE SHAILENE PANYLO NOMINATED TRUSTEE KELLY MILLER FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE. TRUSTEE KELLY MILLER DECLINED THE NOMINATION.

2022:RB126

TRUSTEE CAROLYN MORTON NOMINATED TRUSTEE STEPHEN LINTON FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE. TRUSTEE STEPHEN LINTON ACCEPTED THE NOMINATION.

2022:RB127

TRUSTEE MICHELLE ARSENEAULT SELF-NOMINATED FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Donna Edwards, and there being none, nominations for the position of Audit Committee Liaison Trustee were closed.

Trustees Michelle Arseneault, Stephen Linton and Shailene Panylo were acclaimed as Audit Committee Liaison Trustee.

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

2022:RB128

TRUSTEE DEB OLDFIELD SELF-NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE.

2022:RB129

TRUSTEE KELLY MILLER SELF-NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE.

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

Trustees Kelly Miller and Deb Oldfield were acclaimed to the position of SEAC Liaison Trustee.

2022:RB130

TRUSTEE EMMA CUNNINGHAM NOMINATED TRUSTEE DONNA EDWARDS FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE. TRUSTEE DONNA EDWARDS ACCEPTED THE NOMINATION.

Chair Edwards requested that Vice Chair Thatcher chair the portion of the meeting pertaining to the election of Alternate SEAC Liaison Trustee.

2022:RB131

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

Trustees Donna Edwards and Linda Stone were acclaimed to the position of alternate SEAC Liaison Trustee.

(d) Supervised Alternative Learning (SAL) Liaison Trustees

Chair Donna Edwards resumed the Chair.

2022:RB132

TRUSTEE SHAILENE PANYLO NOMINATED TRUSTEE STEPHEN LINTON FOR

THE POSITION OF SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE. TRUSTEE STEPHEN LINTON DECLINED THE NOMINATION.

2022:RB133

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

2022:RB134

TRUSTEE DEB OLDFIELD SELF-NOMINATED FOR THE POSITION OF SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE.

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

Trustees Carolyn Morton and Deb Oldfield were acclaimed to the position of Supervised Alternative Learning Liaison Trustee.

2022:RB135

TRUSTEE STEPHEN LINTON SELF-NOMINATED FOR THE POSITION OF ALTERNATE SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE.

2022:RB136

TRUSTEE MICHELLE ARSENEAULT SELF-NOMINATED FOR THE POSITION OF ALTERNATE SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE.

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

Trustees Michelle Arseneault and Stephen Linton were acclaimed to the position of alternate Supervised Alternative Learning Liaison Trustee.

(e) Parent Involvement Committee (PIC)

2022:RB137

TRUSTEE CHRISTINE THATCHER NOMINATED TRUSTEE MICHELLE ARSENEAULT FOR THE POSITION OF PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE. TRUSTEE MICHELLE ARSENEAULT ACCEPTED THE NOMINATION.

TRUSTEE EMMA CUNNINGHAM NOMINATED TRUSTEE STEPHEN LINTON FOR THE POSITION OF PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEES. TRUSTEE STEPHEN LINTON ACCEPTED THE NOMINATION.

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

Trustee Stephen Linton was elected to the position of Parent Involvement Committee Liaison Trustee.

2022:RB138

TRUSTEE KELLY MILLER NOMINATED TRUSTEE MICHELLE ARSENEAULT FOR THE POSITION OF ALTERNATE PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEES. TRUSTEE MICHELLE ARSENEAULT ACCEPTED THE NOMINATION.

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

Trustee Michelle Arseneault was acclaimed as alternate Parent Involvement Committee Liaison Trustee.

15. Draft Board and Committee Meeting Dates 2023

Chair Donna Edwards presented the Draft Board and Committee Meeting Dates for 2023. There being no objections to the meeting dates, it was approved as presented.

2022:RB139

MOVED by Chair Donna Edward

CARRIED

Recommended Actions

(a) Motion: Cancellation of December 19, 2022, Board Meeting

2022:RB140

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Christine Thatcher

THAT THE BOARD OF TRUSTEES APPROVE THE CANCELLATION OF THE DECEMBER 19, 2022, BOARD MEETING.

CARRIED

16. Other Business

(a) Consideration of a Reinstating Masking Mandate at the Durham District School Board

Trustee Shailene Panylo provided Trustees with an overview of the following motion that was brought forward.

Trustee questions were answered.

2022:RB141

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Emma Cunningham

THEREFORE, I MOVE THAT THE DDSB FORMALLY REQUEST THAT THE DURHAM REGION HEALTH DEPARTMENT ACT PROACTIVELY TO PROTECT CHILDREN IN OUR SCHOOLS AND GIVE US THE DIRECTIVE TO REINSTATE MASKING REQUIREMENTS SO WE CAN HELP MITIGATE RISK AND ILLNESS DURING THIS CRISIS AND SHORTAGE AND REEVALUATE THIS MEASURE WHEN THE CHILDREN'S HOSPITALS AND MEDICAL PROFESSIONALS' CONCERNS HAVE BEEN MITIGATED AND REDUCED. INCLUDE PROVISIONS OF CONSIDERATION TO ENSURE THAT THIS MEASURE IS EQUITABLE FOR STUDENTS WITH DOCUMENTED MEDICAL CONDITIONS, SPECIAL NEEDS, DISABILITIES, AND THAT HIGH QUALITY MASKS ARE WIDELY AVAILABLE FOR STUDENTS, STAFF, AND VISITORS TO ADDRESS ECONOMIC BARRIERS TO SAFETY.

2022:RB142

MOVED by Trustee Linda Stone

SECONDED by Trustee Christine Thatcher

THAT THE MOTION BE DEFERRED TO JANUARY 2023.

That the foregoing motion (2022:RB142) be amended to the following date.

2022:RB143

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Deb Oldfield

THAT THE MOTION BE DEFERRED TO THE NOVEMBER 21, 2022, BOARD MEETING.

CARRIED

2022:RB144

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Deb Oldfield

Inaugural Meeting of the Board
November 15, 2022

THAT STAFF BRING A REPORT TO THE NOVEMBER 21, 2022, BOARD MEETING ON ATTENDANCE TRENDS, VENTILATION AND THE HEALTH AND SAFETY MEASURES THAT ARE IN PLACE.

CARRIED

17. Adjournment

2022:RB145
MOVED by CHAIR Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:52 p.m.



Chair

Secretary

APPROVED

MINUTES

The Regular Meeting of the Board Monday, November 21, 2022

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

1. Call to Order:

Chair Donna Edwards called the meeting to order at 7:00 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Linda Stone, Christine Thatcher, Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt

Officials Present: Director of Education and Secretary to the Board 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, Kandis Thompson, Executive 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. Land Acknowledgement

Chair Donna Edwards 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:RB146

MOVED by Trustee Emma Cunningham
SECONDED by Trustee Carolyn Morton

THAT THE AGENDA IS APPROVED.

CARRIED

6. Minutes

2022:RB147

MOVED by Trustee Carolyn Morton
SECONDED by Trustee Tracy Brown

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

(a) THE BOARD MEETING MINUTES OF SEPTEMBER 19, 2022.

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

(b) THE REGULAR BOARD MEETING MINUTES OF OCTOBER 17, 2022.

(c) THE SPECIAL BOARD MEETING MINUTES OF NOVEMBER 7, 2022.

CARRIED

7. Ministry Memorandums-Information Update

Director Norah Marsh provided trustees with the following update:

There was an announcement that CUPE has reached a tentative agreement pending ratification. Director Marsh thanked all staff and families for their flexibility and understanding during this process.

Superintendent Jack Nigro has accepted a position at the Toronto District School Board as Executive Superintendent. Director Marsh welcomed Kandis Thompson to the position of Superintendent of Equitable Education.

Director Norah Marsh shared that the first of two DELF Exam Sessions are taking place this week at the Education Centre. This was something that has not been possible during the pandemic.

Trustee questions were answered.

8. Public Question Period

Dylan R., a student of DDSB presented a question regarding virtual learning. Staff responded to the question.

Two written questions were provided with regards to masking and public health measures. Staff responded to the questions.

9. 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 transfer and placements and employee relations.

2022:RB148

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD RECEIVE THE ACTIONS OF THE NOVEMBER 21, 2022, IN CAMERA MEETING.

CARRIED

10. Good News from the System

Anna and Tyler from Brock High School shared good news from across the system on behalf of DDSB students.

On October 5th, over 100 DDSB students attended “Dreamer Day” in Toronto. The International Day of the Girl empowerment event featured interactive booths on trades, technology, STEM, apprenticeships, and engineering.

Guest speakers were strong examples of successful, self-driven women. Students walked away with an understanding of potential pathways for their future.

Students and staff across the DDSB recognized November as Hindu Heritage Month. Students in Kindergarten and Grade 1 at Pierre Elliott Trudeau, Seneca Trail, and Sherwood public schools also participated in Diwali with the help of Teacher-Librarians Jason Wiggins and Jennifer Montgomery. Educators created invitations for learning with the goal of uplifting and affirming identities of those who celebrate Diwali. Students were excited to engage in learning that connects to their own identity as well as learning about different perspectives.

Twenty-six community partners joined DDSB families and Inclusive Student Services staff at the Education Centre for *Life Beyond High School: Community connections for young adults with accommodation needs*. Organizations including Lakeridge Community Support Services and Developmental Services Ontario shared

resources, services, and programs that respond to the social-emotional, developmental, and community needs of students and their families.

Congratulations to Eagle Ridge Public School student 10-year-old Aysha on being selected as Ajax Fire Chief for the Day. Aysha's poster entry illustrated her knowledge and understanding of key fire safety messages.

Congratulations to Grade 7 student Adrien from Glen Dhu Public School who was selected as Whitby Junior Fire Chief for 2022 out of the graduates from this year's Junior Firefighter Summer Camp.

Staff and students at Pickering High School forged ahead with their 16th Annual Hungry for Halloween Food Drive this year. The drive took place October 17 to November 1, 2022 with a drive-through food drop off on Saturday October 29, 2022. Together, the school community raised:

- 2,888 pounds of food, equal to 2,406 meals;
- \$7,000.00 in donations; and
- \$50.00 in grocery store gift cards.

All proceeds were donated to Feed the Need in Durham.

As part of Remembrance Week, DDSB schools created art and hosted impactful events to honour all who served and continue to serve our country during times of war, conflict, and peace.

Students and staff at Sinclair Secondary School took a moment to remember, reflect, and honour veterans and those currently serving with an in-school assembly. Sinclair alumni, Sub Lieutenant Holmes from the Canadian Navy shared her journey.

The 2022-2023 Student Trustees welcomed student leaders from across DDSB to the Student Senate Symposium hosted at the Education Centre in Whitby. Together, Student Trustees Gwen, Lauren, and Ben led open discussion about well-being and equity, explained each of the roles in Student Senate, and planned for a successful school year with peers.

On November 2, 2022, staff at the Education Centre welcomed Grade 9 students for *Take Our Kids to Work Day*. Students heard from Student Success team members, a DDSB Psychometrist, and representatives from the Communications Department about their professional journeys and educational pathways. Students took a tour, visiting the boardroom where they met with the video team, explored the photography and video equipment in the media studio, as well as the graphic design and courier departments.

To end the morning students participated in a culinary activity, learning how to decorate cupcakes using a variety of icing techniques. They also explored Specialist High Skills Major kits that focused on technology, construction, and electricity. These opportunities gave students a chance to explore a wide range of potential career pathways and try their hand at related activities.

Grade 11 Pickering High School student Jacob A. hosted a session with Shell's executives at the Web Summit 2022, in Lisbon, Portugal in early November. The

Web Summit is the largest emerging tech conference in the world with 80,000 - 100,000 attendees.

Dr. Kiley Kapuscinski, English teacher at Maxwell Heights recently published *Moved* - a book that examines child development and self-regulation in a technical age.

Emma Gray, teacher at Seneca Trail Public School, has also written a book titled *Kindness is Worth the Effort*. The book is about a young boy who grows in confidence through his ability to be kind after facing his school bully.

G.L. Roberts CVI current/past staff, alumni and students celebrated the school's 50th anniversary, October 21–23, 2022.

In attendance was G.L. Roberts' first principal from 50 years ago, Mr. Chuck Powers. Many of his former students and current staff were thrilled to connect with the leader who created such a strong legacy of community within the school.

Mr. Dave Brown, Head of Culinary at Uxbridge Secondary School has developed a Culinary Program that has turned heads in the community.

Mr. Brown's program started very small with just one classroom and now has grown into eight. As of this year, the program has included Practical Learning Program students and Specialist High Skills Major students.

On November 15, 2022, students from Sinclair's Culinary program catered a reception to welcome the DDSB's new Board of Trustees led by Culinary Arts teacher John MacKinnon and his extremely talented culinary students.

Students from Glen Dhu Public Schools Junior/Intermediate Choir entertained those in attendance with beautiful music led by teachers, Emily Parliament and Melissa Arkell.

Dates of Significance:

Nov. 25	Day of the Covenant begins
Nov. 25	International Day for the Elimination of Violence Against Women
Nov. 26	Holodomor Memorial Day
Nov. 28	Ascension Of Abdu'l-Bahá begins
Nov. 29	First day of Advent begins
Nov. 29	Giving Tuesday
Dec. 1	World Aids Day
Dec. 2	International Day for the Abolition of Slavery (UN)
Dec. 3	International Day for Disabled Persons (UN)
Dec. 5	International Volunteer Day
Dec. 8	Bodhi Day
Dec. 10	Human Rights Day (UN)
Dec. 13	Aga Khan's Birthday
Dec. 16	Las Posadas
Dec. 18	Hanukkah
Dec. 21	Solstice International

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- Dec. 21 Yule
- Dec. 21 Tohji-Tasai
- Dec. 25 Christmas
- Dec. 26 Boxing Day
- Dec. 26-Jan 1 Kwanzaa

11. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of November 7, 2022

Trustee Christine Thatcher shared with trustees the minutes of the Standing Committee meeting on November 7, 2022.

2022:RB149

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Deb Oldfield

THAT THE BOARD RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE NOVEMBER 7, 2022, STANDING COMMITTEE MEETING.

CARRIED

(b) Financial Process and the 2021-2022 Financial Statements

Associate Director David Wright introduced Senior Manager Melissa Durward and Jennifer Machin who provided trustees with an overview of the 2021-2022 Financial Statements for their approval in accordance with the recommendation from the Audit Committee.

2022:RB150

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Shailene Panylo

THAT THE BOARD OF TRUSTEES APPROVE THE 2021-2022 AUDITED FINANCIAL STATEMENTS OF DURHAM DISTRICT SCHOOL BOARD, INCLUDING TRANSFERS TO AND FROM INTERNALLY RESTRICTED FUNDS.

CARRIED

(c) SEAC Motion: November 10, 2022

Trustee Christine Thatcher shared that the following motion was carried, and the resolutions were adopted at the SEAC meeting on November 10, 2022;

THAT THE BOARD OF TRUSTEES APPROVE THE SEAC RECOMMENDATION THAT CANDIDATES ELIZABETH DANIEL AND MORGAN CAMERON REPRESENT THE SEAC POSITIONS OF MEMBER AT LARGE.

2022:RB151
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Stephen Linton

THAT THE BOARD ADOPT THESE RESOLUTIONS OF THE NOVEMBER 10, 2022
SEAC COMMITTEE.

CARRIED

- (d)
i. Health and Safety Measures

Associate Directors Jim Markovski and David Wright provided trustees with an overview of the staff Health and report on student attendance trends, ventilation systems and health and safety measures that are in place.

Trustee questions were answered.

- ii. Motion: Consideration of Mandatory Masking in the Durham District School Board

Trustee Shailene Panylo provided an overview of the motion that was brought forward at the November 15, 2022 meeting.

Trustee questions were answered.

2022:RB152
MOVED by Trustee Shailene Panylo
SECONDED by Trustee Emma Cunningham

~~THAT THE DDSB FORMALLY REQUEST THAT THE DURHAM REGION HEALTH DEPARTMENT ACT PROACTIVELY TO PROTECT CHILDREN IN OUR SCHOOLS AND GIVE US THE DIRECTIVE TO REINSTATE MASKING REQUIREMENTS SO WE CAN HELP MITIGATE RISK AND ILLNESS DURING THIS CRISIS AND SHORTAGE AND REEVALUATE THIS MEASURE WHEN THE CHILDREN'S HOSPITALS AND MEDICAL PROFESSIONALS' CONCERNS HAVE BEEN MITIGATED AND REDUCED. I INCLUDE PROVISIONS OF CONSIDERATION TO ENSURE THAT THIS MEASURE IS EQUITABLE FOR STUDENTS WITH DOCUMENTED MEDICAL CONDITIONS, SPECIAL NEEDS, DISABILITIES, AND THAT HIGH QUALITY MASKS ARE WIDELY AVAILABLE FOR STUDENTS, STAFF, AND VISITORS TO ADDRESS ECONOMIC BARRIERS TO SAFETY.~~

Student Trustee Ben Cameron brought forward an amendment to strike out the above (2022:RB152) foregoing motion and replace it with the following.

2022:RB153
MOVED by Trustee Shailene Panylo
SECONDED by Trustee Emma Cunningham

THAT THE DDSB REQUEST A DIRECTIVE FROM THE DURHAM REGION HEALTH DEPARTMENT TO IMPLEMENT AN EQUITABLE MASKING REQUIREMENT IN SCHOOLS.

DEFEATED

2022:RB154
MOVED by Trustee Shailene Panylo
SECONDED by Trustee Emma Cunningham

THAT THE DDSB FORMALLY REQUEST THAT THE DURHAM REGION HEALTH DEPARTMENT ACT PROACTIVELY TO PROTECT CHILDREN IN OUR SCHOOLS AND GIVE US THE DIRECTIVE TO REINSTATE MASKING REQUIREMENTS SO WE CAN HELP MITIGATE RISK AND ILLNESS DURING THIS CRISIS AND SHORTAGE AND REEVALUATE THIS MEASURE WHEN THE CHILDREN'S HOSPITALS AND MEDICAL PROFESSIONALS' CONCERNS HAVE BEEN MITIGATED AND REDUCED. INCLUDE PROVISIONS OF CONSIDERATION TO ENSURE THAT THIS MEASURE IS EQUITABLE FOR STUDENTS WITH DOCUMENTED MEDICAL CONDITIONS, SPECIAL NEEDS, DISABILITIES, AND THAT HIGH QUALITY MASKS ARE WIDELY AVAILABLE FOR STUDENTS, STAFF, AND VISITORS TO ADDRESS ECONOMIC BARRIERS TO SAFETY.

DEFEATED

15. Information Items

(a) Audit Committee Summary, November 10, 2022

Chair Donna Edwards provided trustees with the summary from the November 10, 2022 Audit Committee meeting public session.

(b) Durham Student Transportation Services (DSTS) Annual Report

DSTS Chief Administrative Officer Kelly Mechoulan provided trustees with information on the 2021-2022 Durham Student Transportation Services (DSTS) annual report.

Trustee questions were answered.

(c) Update: Strategic Planning Procurement Process

Executive Lead Robert Cerjanec provided trustees with additional information about the procurement process for development of the next Durham District School Board (DDSB) multi-year strategic plan. The report has been updated to address the

discussion at the October 3, 2022, Board meeting following initial receipt of the report.

Trustee questions were answered.

(d) Report: SEAC Meeting, September 15, 2022, and October 20, 2022

Trustee Donna Edwards presented the SEAC meeting minutes to trustees for information.

(e) OPSBA Report

There was nothing to report at this time.

16. Correspondence

- i. Durham District School Board (2 Letters)
- ii. Kawartha Pineridge District School Board
- iii. Thames Valley District School Board
- iv. Waterloo Region District School Board

17. Other Business

There was no other business at this time.

18. Adjournment

2022:RB155
MOVED by Chair Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:30 p.m.



Chair



Secretary

22

APPROVED

MINUTES

**Special Meeting of the Board
Monday, December 5, 2022
6:30 p.m.**

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

1. Call to Order:

Roll Call: Chair Donna Edwards

The Chair called the meeting to order at 9:45 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Christine Thatcher

Regrets: Trustee Linda Stone

Officials Present: General Counsel Patrick Cotter as designate of the Director of Education and Secretary

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Adoption of Agenda

2022:SB41

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Tracy Brown

THAT THE AGENDA BE APPROVED.

CARRIED

4. Recommended Action

- (a) Adoption of Any Resolution from Committee of the Whole, In Camera Standing Committee

2022:SB42

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Christine Thatcher

THAT THE BOARD NOW ADOPT THE RESOLUTION AND APPROVE THE ACTIONS OF THE DECEMBER 5, 2022, COMMITTEE OF THE WHOLE, IN CAMERA, STANDING COMMITTEE MEETING.

CARRIED

Adjournment

2022:SB43

MOVED By Trustee Emma Cunningham

SECONDED By Shailene Panylo

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 10:00 p.m.



Chair



Secretary

DRAFT

MINUTES

**The Regular Meeting of the Board
Monday, January 23, 2023**

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

1. Call to Order:

Chair Donna Edwards called the meeting to order at 7:03 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Linda Stone, Christine Thatcher, Student Trustees Ben Cameron, Gwen Kuyt

Regrets: Student Trustee Lauren Edwards

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson, Executive 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. Land Acknowledgement

Chair Donna Edwards 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

Trustee Michelle Arsenault welcomed and introduced the Colonel Farewell Public School Junior Choir. The choir members are in grades 4 to 6 and were accompanied by music teacher Gloria Park and conducted by teacher Kimberley Briggs. In addition to O Canada, the Colonel Farewell Public School Choir performed, “*It’s Snow Wonder*” by Stephen Lawrence.

5. Adoption of Agenda

2023:RB01
MOVED by Trustee Emma Cunningham
SECONDED by Trustee Tracy Brown

THAT THE AGENDA IS APPROVED.

CARRIED

6. Minutes

2023:RB02
MOVED by Trustee Shailene Panylo
SECONDED by Trustee Michelle Arseneault

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

- (a) THE REGULAR BOARD MEETING MINUTES OF OCTOBER 17, 2022.
- (b) THE SPECIAL BOARD MEETING MINUTES OF NOVEMBER 7, 2023.

CARRIED

2023:RB03
MOVED by Trustee Michelle Arseneault
SECONDED by Trustee Christine Thatcher

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

- (c) THE ORGANIZATIONAL BOARD MEETING OF NOVEMBER 15, 2022.
- (d) THE REGULAR BOARD MEETING MINUTES OF NOVEMBER 21, 2023.
- (e) THE SPECIAL BOARD MEETING OF DECEMBER 5, 2022.

CARRIED

7. Ministry Memorandums-Information Update

Director Camille Williams-Taylor shared that she received a very warm welcome from staff and community members since starting as Director of Education just two weeks ago and has had many engaging meetings on the work that is taking place across the District. Director Williams-Taylor shared that she has had the opportunity to visit schools and looks forward to visiting many more in the months to come. She recognized and wished all families who celebrated the Lunar New Year over the weekend with continued peace, happiness, and prosperity.

School Year Calendar Process and Timeline:

Annually, the Ministry of Education releases a memorandum to school boards that references Regulation 304 of the Education Act, which requires school boards to submit proposed school year calendars to the Ministry for approval by a set date. Last school year, the memorandum was received in early November with a set approval date of March 1. Staff are still awaiting direction from the Ministry for the 2023/2024 school calendar.

Once direction is received, staff will engage in a consultative process with education partners. A Board report will then come forward to trustees seeking approval of the four calendars (Elementary Regular and Modified, Secondary Regular and Modified) prior to submission to the Ministry of Education. In the absence of a memo, staff don't have any set timelines to share but we will provide updates as they become available.

North Oshawa Public School Funding Announcement:

Director Camille Williams-Taylor shared that the Minister of Education visited Durham on Friday to announce the province's funding commitment for the new North Oshawa Public School. With the population growth taking place in Durham Region, staff know that this is a topic of great interest to families as staff plan for new schools to accommodate the growth.

Transportation:

The shortage of bus drivers continues to pose challenges in transportation. Staff will bring a report to the Board meeting on February 21, 2023, to update trustees and the public.

8. Public Question Period

Dylan R., a student of DDSB presented a question regarding health and safety measures. Staff responded to the question.

Two written questions were provided with regards to a new school site in west Whitby. Staff responded to the questions.

9. 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: administrative transfers and placements.

2023:RB04

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Emma Cunningham

THAT THE BOARD RECEIVE THE ACTIONS OF THE JANUARY 23, 2023, IN CAMERA MEETING.

CARRIED

10. Good News from the System

Keon and Jahdaye from J. Clarke Richardson Collegiate shared good news from across the system on behalf of DDSB students.

Congratulations to Henry Street HS student Olivia F. who was one of the students in the GTA to win the CityNews 680 Junior Traffic Reporter contest! Olivia received a cash prize for herself and her school and delivered a live traffic and weather report.

J. Clarke Richardson Collegiate student Savannah B. was accepted to the 2022 - 2023 Andre De Grasse Future Champions Scholarship Program. Savannah was selected as 1 of 16 student-athletes from across Canada.

DDSB high school students from Dunbarton HS, Pine Ridge HS, Pickering HS, Ajax HS and J. Clarke Richardson Collegiate partnered with the University of Toronto, Scarborough through the 'Modern Day Griot Project,' Students learned about identity using the Kwanza principles of Nguzo. The program involved Black university student mentors who shared their lived experiences in pursuing higher education.

Two-time Olympian Jennifer Wakefield visited the students at Kedron PS and introduced a game called Floorball. Students learned skills from the Gold-medalist who inspired the students. Students also had the opportunity to learn about her Olympic experiences.

Schools across the region celebrated the holiday season with concerts, open houses, and art gallery displays. Parents/guardians attended the festivities in-person for the first time in a few years which showcased the talented DDSB students.

Thank you to all our schools across the District who donated during the month of December.

- Beau Valley PS students donated 368 pounds of food;
- Lester B. Pearson PS students and families donated hygiene-products for Herizon House and;

- Ajax High School students raised \$330.00 for the school Food and Toy Drive

Staff and students raised money, filled hampers, donated toys, clothing and toiletries.

The DDSB's two newest elementary schools, Willows Walk PS and Rosemary Brown PS held holiday and community celebrations in December.

Eastdale CVI students participated in experiential learning off site. Construction and Transportation Specialist High Skills Major students travelled to Fleming College and spent the day learning about careers in their field, and had the opportunity to use heavy equipment and simulators. Grade 12 Chemistry students visited Ontario Tech University to participate in a DNA Lab where they learned biotechnology techniques.

Congratulations to members of J. Clarke Richardson Collegiate's Robotics Teams who competed in Ontario Tech University's Engineering Competition, with all three teams placing in the top ten and one team placing third.

- The Stormbots Green team also competed at the Scarborough First Tech Challenge Qualifiers. After months of building and coding they were ready to compete, making it to the Semi Finals.
- The VEX robotics team also competed in the Mississauga VEX Robotics Competition qualifiers. After six tough matches they made it through to the elimination bracket, they will be competing again in February.

Thank you to Tre-Stelle for their generous donation of crates of cheese to the Make A Difference Depot and G.L. Roberts CVI. Many families received a hamper to help them throughout the holiday season.

O'Neill CVI students and staff held a Bullying Prevention and Awareness Conference with their Leadership class and Grade 7 and 8 students from Queen Elizabeth , Dr. S. J. Phillips and Mary Street Public Schools in November.

A Holiday Practical Learning Program dance was held at Donald A. Wilson Secondary School on December 16, 2022. This dance is for the Secondary PLP and Developmental Learning classes within the DDSB and provides students in small classes with social opportunities. The following secondary schools participated in the dance: Donald A. Wilson, Henry Street, Maxwell Heights, Anderson, Sinclair, Brooklin, R.S. McLaughlin, J. Clarke Richardson, Pickering, Dunbarton and Pine Ridge.

Dates of Significance:

Jan. 24	International Day of Education
Jan. 26	Basant Panchami/Saraswati Puja
Jan. 27	International Day of Commemoration in Memory of Victims of the Holocaust
Jan. 27	Family Literacy Day
February	Psychology Month / African Heritage Month
Feb. 1	Governance and Policy Committee Meeting
Feb. 1	Imbolc

Regular Meeting of the Board Minutes

January 23, 2023

Feb. 6	Standing Committee 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	PA Day: All Secondary Schools Only
Feb. 17	Random Act of Kindness Day
Feb. 20	World Day of Social Justice
Feb. 20	Family Day
Feb. 21	Board Meeting
Feb. 21	International Mother Language Day (UN)
Feb. 22	Ash Wednesday (Christianity)
Feb. 22	Pink Shirt Day

11. Recommended Actions

- (a) Report: Standing Committee Meeting Minutes of December 5, 2022, and January 9, 2023

Trustee Christine Thatcher shared with trustees the minutes of the Standing Committee meeting on December 5, 2022, and January 9, 2023 and shared that the actions of the December 5, 2023, Committee of the Whole In Camera, Standing Committee meeting were approved at the December 5, 2023 Special Board meeting.

2023:RB05

MOVED by Trustee Christine Thatcher
SECONDED by Trustee Michelle Arseneault

THAT THE BOARD NOW RECEIVE THE MINUTES OF DECEMBER 5, 2022 AND THE JANUARY 9, 2023 STANDING COMMITTEE MEETINGS AND APPROVE THE ACTIONS OF THE JANUARY 9, 2023 STANDING COMMITTEE MEETING.

CARRIED

15. Information Items

- (a) 2022-2023 Interim Financial Report-Quarter 1

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 2022-2023 Revised Estimates, and operating expenditures, as at November 30, 2022 (Quarter 1).

Trustee questions were answered.

- (b) 2022-2023 Supplementary Funds Summary

Associate Director David Wright introduced Senior Manager of Finance Jennifer Machin who provided trustees with an update on the Supplementary Funding that has been announced or received to date for 2022-2023.

Trustee questions were answered.

(c) Trustee Expenses

Associate Director David Wright introduced Senior Manager of Finance Jennifer Machin who provided trustees with information regarding the annual reporting of Trustees Expenses, in accordance with Board Policy and Procedure: Trustee Expenses.

Trustee questions were answered.

(d) Quarterly Construction and Major Projects Report

Associate Director David Wright introduced Head of Facility Services Lisa Bianca who provided trustees with an overview of the status of construction and major projects as of December 31, 2022. Updates to this report are provided to trustees on a quarterly basis (January, March, June and September), and will be posted on the Board's website.

Trustee questions were answered.

(e) Report: SEAC Meeting, November 11, 2022

Trustee Deb Oldfield presented the SEAC meeting minutes to trustees for information.

(f) OPSBA Report

There was nothing to report at this time.

16. Correspondence

There was no correspondence at this time.

17. Other Business

There was no other business at this time.

18. Adjournment

2023:RB06
MOVED by Chair Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:01 p.m.

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Monday, February 6, 2023

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

1. Call to Order:

Chair Donna Edwards called the meeting to order at 8:02 p.m.

Members Present: Trustees Michelle Arseneault (virtual), Tracy Brown, Emma Cunningham, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield (virtual), Shailene Panylo, Christine Thatcher, Student Trustees Lauren Edwards, Gwen Kuyt

Regrets: Trustee Linda Stone, Student Trustee Ben Cameron

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson, Executive 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. Land Acknowledgement

Chair Donna Edwards gave the Land Acknowledgment: 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. Adoption of Agenda

2023:SB01

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Christine Thatcher

THAT THE AGENDA IS APPROVED.

CARRIED

5. Recommended Actions

(a) Integrity Commissioner Report

Chair Donna Edwards provided trustees with an overview of the report that was received from the Integrity Commissioner (IC) dated January 23, 2023.

Chair Donna Edwards introduced external Legal Counsel Dolores Barbini who provided the Board of Trustees with information on the process when considering the Report of the Integrity Commissioner dated January 23, 2023. Counsel Barbini advised that the Board of Trustees needed to make its own assessment and decision of the following six issues or finding in the IC report:

1. Whether Trustee Stone *did not breach OR breached one or more of* sections 1.4, 6.1, 6.3, 6.13, and 6.49 of the operative Code of Conduct (the Old Code of Conduct) as a result of comments concerning gender identity and expression which she made at Governance & Policy Committee meetings between October 25th and January 31st, as set out at pages 19-20 of the Integrity Commissioner's report.
2. Whether Trustee Stone *did not breach OR breached one or more of* sections 1.4, 6.1, 6.3, 6.13, and 6.49 of the operative Code of Conduct (the Old Code of Conduct) as a result of her pre-May 5, 2022, twitter comments concerning gender identity, as set out at pages 7 and 8 of the Integrity Commissioner's Report.
3. Whether Trustee Stone *did not breach OR breached one or more of* sections 1.2, 6.3, 6.11, and 6.44 of the operative Code of Conduct (the New Code of Conduct) as a result of social media posts concerning gender identity and expression issues between May 5 to 14, 2022, as set at pages 7-8 of the Integrity Commissioner's Report.
4. Whether Trustee Stone *did not breach OR breached* section 6.6 of operative Code of Conduct (the Old Code of Conduct) as a result of the content of her speech at the end of the January 24, 2022 Governance & Policy Committee meeting, as set out pages 21-23 of the Integrity Commissioner's report.
5. Whether Trustee Stone *did not breach OR breached* section 6.49 of the operative Code of Conduct as result of the retweet she made concerning race on April 18, 2022, as set out at page 48 of the Integrity Commissioner's Report.

6. Whether Trustee Stone *did not breach OR breached* of the operative Code of Conduct (the Old Code of Conduct) as result of her comments regarding the definition of “white supremacy” in the then draft Human Rights Policy, as set out at pages 18 and 19 of the Integrity Commissioner’s Report.

2023:SB02

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Shailene Panylo

1. THAT TRUSTEE STONE BREACHED ONE OR MORE OF SECTIONS 1.4, 6.1, 6.3, 6.13, AND 6.49 OF THE OPERATIVE CODE OF CONDUCT (THE OLD CODE OF CONDUCT) AS A RESULT OF COMMENTS CONCERNING GENDER IDENTITY AND EXPRESSION WHICH SHE MADE AT GOVERNANCE & POLICY COMMITTEE MEETINGS BETWEEN OCTOBER 25TH AND JANUARY 31ST, AS SET OUT AT PAGES 19-20 OF THE INTEGRITY COMMISSIONER’S REPORT.

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Michelle Arseneault			
Tracy Brown			
Emma Cunningham			
Stephen Linton			
Kelly Miller			
Carolyn Morton			
Deb Oldfield			
Shailene Panylo			
Christine Thatcher			
Donna Edwards			

Student Trustees (Non-Binding Vote)

Lauren Edwards

Ben Cameron

Gwen Kuyt

2023:SB03

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Christine Thatcher

2. THAT TRUSTEE STONE BREACHED SECTIONS 1.4, 6.1, 6.3, 6.13, AND 6.49 OF THE OPERATIVE CODE OF CONDUCT (THE OLD CODE OF CONDUCT) AS A RESULT OF HER PRE-MAY 5, 2022, TWITTER COMMENTS CONCERNING GENDER IDENTITY, AS SET OUT AT PAGES 7 AND 8 OF THE INTEGRITY COMMISSIONER’S REPORT.

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Michelle Arseneault			
Tracy Brown			
Emma Cunningham			
Stephen Linton			
Kelly Miller			
Carolyn Morton			
Deb Oldfield			
Shailene Panylo			
Christine Thatcher			
Donna Edwards			

Student Trustees (Non-Binding Vote)

Lauren Edwards	Ben Cameron
Gwen Kuyt	

2023:SB04

MOVED by Trustee Shailene Panylo
SECONDED by Trustee Tracy Brown

3. THAT TRUSTEE STONE DID BREACH ALL SECTIONS 1.2, 6.3, 6.11, AND 6.44 OF THE OPERATIVE CODE OF CONDUCT (THE NEW CODE OF CONDUCT) AS A RESULT OF SOCIAL MEDIA POSTS CONCERNING GENDER IDENTITY AND EXPRESSION ISSUES BETWEEN MAY 5 TO 14, 2022, AS SET AT PAGES 7-8 OF THE INTEGRITY COMMISSIONER'S REPORT.

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Michelle Arseneault			
Tracy Brown			
Emma Cunningham			
Stephen Linton			
Kelly Miller			
Carolyn Morton			
Deb Oldfield			
Shailene Panylo			
Christine Thatcher			
Donna Edwards			

Student Trustees (Non-Binding Vote)

Lauren Edwards	Ben Cameron
Gwen Kuyt	

- 4. THAT TRUSTEE STONE DID BREACH SECTION 6.6 OF OPERATIVE CODE OF CONDUCT (THE OLD CODE OF CONDUCT) AS A RESULT OF THE CONTENT OF HER SPEECH AT THE END OF THE JANUARY 24, 2022, GOVERNANCE & POLICY COMMITTEE MEETING, AS SET OUT PAGES 21-23 OF THE INTEGRITY COMMISSIONER’S REPORT.

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Michelle Arseneault			
Tracy Brown			
Emma Cunningham			
Stephen Linton			
Kelly Miller			
Carolyn Morton			
Deb Oldfield			
Shailene Panylo			
Christine Thatcher			
Donna Edwards			

Student Trustees (Non-Binding Vote)

Lauren Edwards	Ben Cameron
Gwen Kuyt	

- 5. THAT TRUSTEE STONE DID BREACH SECTION 6.49 OF THE OPERATIVE CODE OF CONDUCT AS RESULT OF THE RETWEET SHE MADE CONCERNING RACE ON APRIL 18, 2022, AS SET OUT AT PAGE 48 OF THE INTEGRITY COMMISSIONER’S REPORT.

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Michelle Arseneault			
Tracy Brown			
Emma Cunningham			
Stephen Linton			
Kelly Miller			
Carolyn Morton			
Deb Oldfield			
Shailene Panylo			
Christine Thatcher			
Donna Edwards			

Student Trustees (Non-Binding Vote)

Lauren Edwards
Gwen Kuyt

Ben Cameron

2023:SB07

MOVED by Trustee Tracy Brown

SECONDED by Trustee Carolyn Morton

- 6. THAT TRUSTEE STONE DID BREACH THE OPERATIVE CODE OF CONDUCT (THE OLD CODE OF CONDUCT) AS RESULT OF HER COMMENTS REGARDING THE DEFINITION OF “WHITE SUPREMACY” IN THE THEN DRAFT HUMAN RIGHTS POLICY, AS SET OUT AT PAGES 18 AND 19 OF THE INTEGRITY COMMISSIONER’S REPORT.

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Michelle Arseneault			
Tracy Brown			
Emma Cunningham			
Stephen Linton			
Kelly Miller			
Carolyn Morton			
Deb Oldfield			
Shailene Panylo			
Christine Thatcher			
Donna Edwards			

Student Trustees (Non-Binding Vote)

Lauren Edwards
Gwen Kuyt

Ben Cameron

2023:SB08

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Shailene Panylo

- 1. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE NEXT BOARD MEETING;
- 2. THAT TRUSTEE STONE BE BARRED FROM SITTING ON ANY AND ALL COMMITTEES OF THE BOARD UNTIL OCTOBER 31, 2023; AND
- 3. THAT TRUSTEE STONE BE CENSURED.

Trustee Shailene Panylo moved to amend the above motion (2023:SB08) to change the date from October 31, 2023 to December 31, 2023 on item number 2.

2023:SB09

MOVED by Trustee Shailene Panylo
SECONDED by Trustee Tracy Brown

- 2. THAT THE DATE IN ITEM #2 BE AMENDED SUCH THAT TRUSTEE STONE BE BARRED FROM SITTING ON ANY AND ALL COMMITTEES OF THE BOARD, UNTIL DECEMBER 31, 2023.

CARRIED

2023:SB10

MOVED by Trustee Deb Oldfield
SECONDED by Trustee Shailene Panylo

- 1. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE NEXT BOARD MEETING;
- 3. THAT TRUSTEE STONE BE BARRED FROM SITTING ON ANY AND ALL COMMITTEES OF THE BOARD UNTIL DECEMBER 31, 2023; AND
- 4. THAT TRUSTEE STONE BE CENSURED.

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Michelle Arseneault			
Tracy Brown			
Emma Cunningham			
Stephen Linton			
Kelly Miller			
Carolyn Morton			
Deb Oldfield			
Shailene Panylo			
Christine Thatcher			
Donna Edwards			

Student Trustees (Non-Binding Vote)

Lauren Edwards	Ben Cameron
Gwen Kuyt	

7. Adjournment

2023:RB11

MOVED by Trustee Shailene Panylo
SECONDED by Trustee Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:07 p.m.

Chair

Secretary

Report of the Durham District School Board Standing Committee Public Session February 6, 2023

A meeting of the Standing Committee of the Durham District School Board was held on this date.

1. Call to Order:

The Chair, Christine Thatcher called the meeting to order at 7:02 p.m.

Roll Call: Chair Christine Thatcher

Members Present: Trustees Michelle Arseneault (virtual), Tracy Brown, Emma Cunningham, Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield (virtual), Shailene Panylo, Student Trustee Lauren Edwards, Gwen Kuyt

Regrets: Trustee Linda Stone, Student Trustee Ben Cameron

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

Chair Donna Edwards gave the Land Acknowledgment: 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

2023:SC03

MOVED by Trustee Tracy Brown

SECONDED by Trustee Donna Edwards

THAT THE AGENDA BE APPROVED.

CARRIED

5. DDSB Presentations

(a) Towards Excellence in Black Student Achievement in the DDSB

Trustee Kelly Miller welcomed and introduced Dr. Roberta Bondar and Rosemary Brown Public School students, Principal Tanya Hawthorne, Equity Facilitator Camille Alli, Literacy and Numeracy Facilitator Michele Liverpool, and System Lead Sean McCormack.

Superintendent Margaret Lazarus provided an overview of the report, and the presenters shared a PowerPoint presentation which provided trustees with an overview of the work and the impact of strategies and programs intended to identify, prevent, and dismantle anti-Black racism and other forms of discrimination at the school level.

Trustee questions were answered.

6. Director's Update

Director Camille Williams-Taylor provided trustees with the following update:

Director Williams-Taylor thanked Superintendent Margaret Lazarus, Principal Tanya Hawthorne, students from Dr. Roberta Bondar and Rosemary Brown Public Schools, Facilitator Michelle Liverpool and System Lead Sean McCormack for their presentation on the District's work towards excellence in Black student achievement.

February is Black History Month and the DDSB is committed to recognizing the rich contributions of people of African Descent throughout the school year. Staff must continue to use education as a tool for social change and encourage staff, students and families from across the District to attend Black History Month events taking place at schools and in the community.

Babatunde Tiamiyu, a DDSB educator from A. G. Bell Public School was featured this month on CBC's segment on Black educators making a difference in the GTA.

Later this week Director Williams-Taylor will be attending the SOAR: Sistahs Overcoming, Achieving, Rising panel discussion that will include six Black women

Standing Committee Meeting Minutes February 6, 2023

who were nominated as part of the “100 most influential Canadian Black Women” in 2022. The SOAR panel discussion is coordinated and led by student leaders who are part of the Graduation Coach for Black Student Program. Students from Pine Ridge, GL Roberts and Sinclair SS who are on their Black Student Unions or part of the Black Youth Peer Leader Group will attend. These are some of the schools that currently have a Graduation Coach for Black Students.

Director Williams-Taylor will continue to visit schools across the District and last week, was pleased to visit Meadowcrest Public School to join students in Grades 4, 5, and 6 as they showed their support for the athletes competing in this year’s Ontario Parasport Games. She also had the opportunity to visit Uxbridge Secondary School, Joseph Gould PS and Clara Hughes PS where she learned about the unique experiences of staff and students and got to see how our schools of different sizes were going about teaching and learning in creative and progressive ways.

Kindergarten registration has been underway across the DDSB since the start of January and the second semester at the secondary level began this past Friday. Course selection for secondary schools is now taking place.

DDSB was once again named as one of Forbes Canada’s top employers for 2022. Director Williams-Taylor visited schools and workplaces and has seen first-hand the dedication of staff in supporting students and their colleagues, so this recognition does not come as a surprise and is an accomplishment of every one of the over 10,000 staff at the DDSB. Director Williams-Taylor expressed sincere thanks to all DDSB staff for the important work they are doing day in and day out.

It was noted that Monday, February 20, 2023, is Family Day, and the Regular Board meeting will be held on Tuesday February 21, 2023

7. Recommended Actions

There were no recommended actions at this time.

8. Information Items

(a) Student Trustee Report

Student Trustees Gwen Kuyt and Lauren Edwards provided the following update:

Congratulations to all high school students who made it through the first exam season in three years.

On January 16th, 2023, the first Student Senate meeting of 2023 took place. During the meeting a discussion took place on the upcoming Student Trustee elections and the proposed changes to the election process in 2024.

Student Trustees have begun planning for the Student Senate’s Mental Health Symposium with Mental Health Lead Pelleboer and the Student Senators. The

event will bring awareness to mental health and illness and allow students to discuss mental health without stigma.

The Student Trustee election process has begun for the 2023-2024 Term. The first election will be held on March 7, 2023. The elections will be completed by the middle of April.

Student Trustee Ben Cameron will be attending OSTA-AECO's Board Council Conference in a couple of weeks in Ottawa. He's very excited to meet with Student Trustees from across the province to discuss issues relevant to students.

(b) Redesignation of Growth Update

Associate Director David Wright introduced Head of Facilities Lisa Bianca who provided trustees with an update on the redesignation of growth from future developments to schools and sites that have capacity to accommodate growth.

Trustee questions were answered.

(c) OPSBA Report

Trustee Emma Cunningham provided trustees with an update on the OPSBA Public Education Symposium that took place January 26-28, 2023.

9. Correspondence

(a) The Ministry of Education

The above correspondence was shared with trustees for their information.

10. Memos

There were no memos at this time.

10. Adjournment

2023:SC04

MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:01 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 21, 2023

SUBJECT: Clara Hughes PS – Boundary Review **PAGE:** 1 of 12

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 David Wright, Associate Director Corporate Services and Treasurer of the Board
 Lisa Bianca, Head of Facilities Services
 Carey Trombino, Manager of Property and Planning
 Lygia Dallip, Senior Planner & Accommodations Coordinator

1.0 Purpose

The purpose of this report is for the Board of Trustees to consider the revised Clara Hughes PS attendance boundary (Appendix A) due to accommodation pressures and the inability to accommodate the 2023-2024 projected enrolment at the Clara Hughes PS site.

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

- Enrolment is projected to increase over time.
- Clara Hughes PS has 15 portables being used for classroom instruction. As of September 2023, 20 portables are projected to be required. The site can accommodate a maximum of 18 portables.
- Program scheduling in specialized spaces (i.e., Gymnasium) is a challenge when trying to meet the needs of students. The school currently provides two recess periods in the morning and two in the afternoon to accommodate the large student population.
- Safety issues due to the number of students will increase for September 2023 based on the projected enrolment.
- There is available space within the existing Village Union PS to accommodate students residing in the area that is being proposed to form part of the Village Union PS attendance boundary.

3.1 Overview of Schools

Clara Hughes PS

Clara Hughes PS was established in 2012 with students moving into the newly constructed building in 2014. Clara Hughes PS is located on a 5.68-acre site in an established neighbourhood. The school has a child care centre and a JK to Grade 8 program. Clara Hughes PS continues to experience increased enrolment as families move into the more affordably priced neighbourhood.

With schools closed and instruction moving to on-line learning during the Pandemic, the enrolment pressure at Clara Hughes PS was manageable during 2020-2021 and 2021-2022 even though growth continued. Now that students have returned to in-person learning, a realignment of the existing attendance boundary is necessary to safely accommodate over 900 students that are currently attending Clara Hughes PS.

As of September 2022, the school's utilization rate, which is a comparison of the Ministry Rated Capacity (MRC) of the school (490 pupil places) to the number of students in the school, is 187%. For the 2023-2024 school year, it is projected to operate at 193% utilization if all students are attending in-person learning.

The projections in Table 1 below indicate steady growth. The Ministry of Education (EDU) loads elementary classrooms at 23 students and purpose-built Kindergarten classrooms at 26 students. For the current school year, Clara Hughes PS is using its four purpose-built Kindergartens and three additional rooms to provide Kindergarten classes.

The accommodation pressures, safety concerns and student capacity require a solution that will result in a noticeable reduction in the number of students at Clara Hughes PS that would result in the increased availability of play areas as some of the portables currently located in the play areas at Clara Hughes PS will be relocated to other schools.

Table 1

Clara Hughes P.S.

City of Oshawa

Ministry Rated Capacity: 490 pp

	Total Enrolment	Utilization	Portables Needed
October 2021	874	178%	12
September 2022	915	187%	15
October 2022	913	186%	15
October 2023	944	193%	20
October 2024	971	198%	21
October 2025	982	200%	22
October 2026	981	200%	22

Exceeds maximum # of 18 Portables that could reasonably be accommodated on site

Village Union PS

As of September 2022, Village Union PS had a total enrolment of 359 with an MRC to accommodate 549 students and a utilization rate of 65%.

Village Union PS is located on 16.04 acres in the former Oshawa Central CI facility. The building has been renovated to accommodate an elementary school. It also provides space for community programs.

Due to site constraints, portables cannot be installed at the facility; however, there is sufficient space in the former high school to address anticipated enrolment growth in the area.

3.2 Staff Recommended Option for Community Consultation

For the 2023-2024 school year, all JK to Grade 7 students residing north of Olive Avenue and west of Central Park Blvd. South would attend Village Union PS instead of Clara Hughes PS. Appendix B provides a map of the proposed boundaries for both schools.

Students entering Grade 8 in 2023-2024 will have the option of staying at Clara Hughes PS and graduating with their peers or attending Village Union PS for their graduating year.

Under this proposal, the existing Clara Hughes PS enrolment pressure is projected to decrease for September 2023 and over the four-year projection period (see Table 2).

The number of portables required at Clara Hughes PS would decrease from the current 15 to 8 for September 2023 and is projected to decrease to 6 portables by 2026.

Pressure in scheduling programs in specialized spaces (i.e., Gymnasium) is anticipated to decrease as is traffic congestion.

Table 2

Clara Hughes P.S.

City of Oshawa

Ministry Rated Capacity: 490 pp

	Total Enrolment	Utilization	Portables Needed
October 2021	874	178%	12
September 2022	915	187%	15
October 2022	913	186%	15
October 2023	679	138%	8
October 2024	662	135%	7
October 2025	636	130%	6
October 2026	631	129%	6

At Village Union PS, an additional 9 classrooms would be required to accommodate the projected enrolment in the recommended boundary realignment as illustrated in Table 3. These rooms will be needed over the next four years and would be made up of the existing unused classrooms as well as create classrooms in existing unfinished space within the school.

Table 3**Village Union P.S.**

City of Oshawa

Ministry Rated Capacity: 549 pp

	Existing Situation - 2021-22			Option - 2023-24			Revised Utilization with 9 Rooms Added for 2023-24
	Total Enrolment	Utilization	Portables Needed	Total	Utilization	Additional Rooms Needed	
October 2021	368	67%	-	368	67%	-	67%
September 2022	359	65%	-	359	65%	-	65%
October 2022	385	70%	-	385	70%	-	70%
October 2023	389	71%	-	654	119%	5	87%
October 2024	391	71%	-	700	128%	7	93%
October 2025	396	72%	-	742	135%	8	98%
October 2026	403	73%	-	753	137%	9	100%

3.3 School Community Concerns

Clara Hughes PS is experiencing, and is projected to continue to experience, enrolment pressures such that over the 4-year projection period, the permanent facility would be at 200% utilization.

The increasing number of portables reduces play space and as a result, two recess periods are scheduled in the morning and in the afternoon due to safety concerns based on the number of students. Scheduling extra-curricular activities is a challenge.

Safety concerns and transportation for students impacted by the proposed new boundary for Village Union PS have been expressed by parents. Emails and comments received from the November 24, 2022, virtual public meeting and the Boundary Review online survey are attached as Appendix C.

4.0 Analysis

4.1 Boundary Review Process

Board Regulation: School Boundaries (the Regulation), attached as Appendix D, outlines the parameters for creating new and revising current school boundaries. This includes a consultation process to receive feedback. In keeping with the current protocols, all information was available on the Durham District School Board (DDSB) website, the involved schools' websites (linked to DDSB's website), posted on social media platforms, and the organization of virtual presentations and meetings.

- Section 1.2 (b) of the Regulation addresses the rationale for permanent adjustments to an existing school boundary.
 - Clara Hughes PS Boundary Review was initiated because of enrolment pressures that could not be resolved within 3 years.

- Section 2.0 of the Regulation sets out the steps for the consultation process which is reflected in the process undertaken for the Clara Hughes PS Boundary Review from October 17, 2022, to February 21, 2023.
 - Section 2.1(f) requires a minimum of one open house for community consultation.
 - The open house was moved to an on-line webinar format to support greater participation among the school community and as a health and safety related measure.
 - Section 2.1(g) considers the creation of a community consultation regarding possible transition plans if necessary.
 - Section 7.2 of this report sets out a proposed transition plan if the recommendation is approved by the Board of Trustees.
- Section 2.3 of the Regulation requires that, where possible, finalized details of the adjusted boundaries be determined and announced no later than the release of the Official Enrolment Projections preceding the school year in which the boundaries would be changed. This provides sufficient advance notice to parents/guardians, students, trustees, school and administrative staff.

4.2 Consultation Process

Planning staff shared and discussed the proposal of the Boundary Review with Oshawa Trustees, the appropriate Superintendent of Equitable Education, and the Principals of the two schools prior to the commencement of the process in October 2022.

Virtual meetings were held to discuss the Boundary Review with the School Community Council (SCC) Executive. The virtual meeting for Village Union PS was held on November 7, 2022, at 5:30 p.m. and the virtual meeting for Clara Hughes PS was held on November 16, 2022, at 6:00 p.m.

A virtual public meeting was held on November 24, 2022, at 7:00 p.m. Participants were required to pre-register.

The Boundary Review was publicized with a variety of options for the community to provide input e.g., voicemail, email, survey, and a virtual public consultation meeting. Opportunities to provide input closed on January 13, 2023. No voicemails were received.

4.3 Community Input

4.3.1 Webinar Input (Appendix C1 Summary)

Quick Facts

- Individuals registered for the webinar.
- 28 individuals attended.
- 34 questions/comments were received in the Q&A:
 - Staff responded to the questions/comments live and in the chat. Survey Input (Appendix C2 Summary)

A survey via SurveyMonkey was available from October 18, 2022, to January 13, 2023 for input. Appendix C2 includes the feedback from the survey.

Quick Facts

There were 135 survey participants:

- 2 DDSB students.
- 119 parents/guardians of a DDSB student.
- 5 parents/guardians of a future DDSB student (pre-school age children).
- 9 community stakeholders/members of the public.

4.3.2 Email and Voicemail Input

A Clara Hughes PS Boundary Review email and voicemail were created and made accessible to the community from October 18, 2022, to January 13, 2023. No voicemails were received; however, there were emails received with similar concerns and/or questions/input. A summary is included as Appendix C3.

Table 4 provides a summary of input received by email. The information is sorted by family; if more than one family member provided input, they were grouped together and counted as one entry. If an individual provided more than one email/voicemail their information was gathered, summarized, and identified as one entry. This is consistent with past practice.

Table 4

	Clara Hughes PS	Village Union PS	Other	Unknown	Total
Email	5	1			6
Voicemail	0	0			0

4.4 Community Concerns and Staff Input

The community, through consultation and emails requested that staff consider the following:

4.4.1 Retain the status quo.

Staff Analysis/Assessment:

Clara Hughes PS is experiencing enrolment pressures due to growth within its existing enrolment boundary. The site can only accommodate 18 portables and by September 2023, enrolment projections indicate a need for 20 portables (see Table 1 on page 2). DDSB has a responsibility to ensure the safety of all its students and realigning boundaries to better manage overcrowded situations is an option available to the Board. Traffic congestion around the school is also of concern.

4.4.2 Student safety as Village Union PS is further away than Clara Hughes PS.

Staff Analysis/Assessment:

Students who reside outside of the 1.6 km walk distance boundary would be eligible for busing. Preliminary analysis by Durham Student Transportation Services (DSTS) estimates 3 additional buses would be required to transport students to Village Union PS based on the Staff Recommended Option forming part of the consultation. There would be no impact on transportation at Clara Hughes PS.

4.4.3 Build a new school.

Staff Analysis/Assessment:

DDSB has considered the option of building an addition on Clara Hughes to alleviate some of the overcrowding. This proposal was previously submitted to the Ministry of Education for funding in 2021 and in 2022; however, funding was not approved. Consequently, a boundary review was needed as a potential solution to alleviate the ongoing enrolment pressures.

4.4.4 Concerns expressed about the impact on children's mental health and well-being due to changing the enrolment boundary.

Staff Analysis/Assessment

Since the spring of 2020, there has been research supporting the need for appropriate, increased mental health supports for children and youth. The DDSB acknowledges that our students and families have had to navigate multiple changes and transitions due to the pandemic, as well as the ongoing impacts of systemic racism and oppression.

Staff acknowledge that the changes of the proposed boundary shift would be another transition. The mental health and well-being of students and their caregivers who may be affected by these changes are among the Board's key consideration and concern. Relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces are key commitments throughout this process.

4.4.5 The Boundary Change should only apply to new students moving into the area.

Staff Analysis/Assessment:

Should the proposed boundary realignment be approved, it would apply to future students; however, to alleviate the existing enrolment pressure, it would also apply to JK to Grade 7 students residing north of Olive Avenue and west of Central Park Boulevard South. Students entering Grade 8 as of September 2023, would have the choice of remaining at Clara Hughes PS or attending Village Union PS. Applying the boundary realignment to future students only would not have the required immediate impact needed to bring the Clara Hughes PS student population to a more manageable level.

- 4.4.6 If the proposed boundary realignment is approved, when would renovations to Village Union PS begin and would existing Special Needs spaces be protected?

Staff Analysis/Assessment:

Should the proposed boundary realignment be approved, renovations to Village Union PS would occur in 2023. There is no intention of removing existing specialized spaces in the school as part of the renovation. There is sufficient undedicated space available in the school.

- 4.4.7 If the enrolment pressure at Clara Hughes PS is addressed through this option under consideration, will there be a future enrolment pressure at Village Union PS if the former Fittings Plant development lands materializes.

Staff Analysis/Assessment:

The Board's enrolment projections include future development within the area including any plans for the former Fittings Plant development lands (intersection of Bruce & Drew Streets – south of the Tribute Communities Centre). Village Union PS can be adjusted to accommodate future additional enrolment.

4.5 Alternative Options for Staff Analysis and Consideration

During the Boundary Review Consultation, five additional options involving boundary adjustments were received for staff consideration.

Staff provided an analysis to determine the impact on the enrolment pressure at Clara Hughes PS.

Alternative Option A: Align the boundaries so that students residing west of Ritson Road South extending from the north to the south boundary would attend Village Union PS.

Staff Analysis/Assessment:

Based on enrolment projections for the 2023 to 2026 school years, the school would be operating at an average of 156% utilization. It would require 13 portables compared to the current 15 portables in 2023. This would decrease the portables to 11 by 2026.

Alternative Option B: Align the boundaries so that students residing north of Olive Avenue and west of Oshawa Blvd. would attend Village Union PS.

Staff Analysis/Assessment:

Similar to Alternative Option A above, based on enrolment projections for the 2023 to 2026 school years, Clara Hughes PS would be operating at an average of 158% utilization. It would require 13 portables compared to the current 15 portables in 2023. The portables would decrease to 11 portables at Clara Hughes PS by 2026.

Alternative Option C: Align the boundaries so that students residing south of Olive Avenue and west of Central Park Boulevard South would attend Village Union PS.

Staff Analysis/Assessment:

Based on enrolment projections for the 2023 to 2026 school years, the school would be operating at an average of 180% utilization. This alternative would require 16 portables at Clara Hughes PS compared to the current 15 portables in 2023. The portables would increase to 18 portables by 2026 which is the maximum number of portables that the site could accommodate. There would be no noticeable improvement to the existing enrolment pressure.

Alternative Option D: Align the boundaries so that students from the new development on Harmony Road and all of the students residing east of Harmony Road would attend a different school.

Staff Analysis/Assessment:

Based on enrolment projections for the 2023 to 2026 school years, the school would be operating at an average of 170% utilization. This alternative option would require 15 portables between 2023 and 2026; there would be no noticeable improvement to the existing enrolment pressure.

This alternative option would require a boundary review between Clara Hughes PS and David Bouchard PS given that the nearest school east of Harmony Road, Forest View PS, is at capacity. Forest View PS is located on a small site bounded by a forested area. The site can only accommodate a maximum of 6 portables. There are 3 portables currently located on this site.

David Bouchard PS operates a dual track program. In the current school year enrolment in both the English and French Immersion programs are close in number to each other. The site does not have portables on it but could accommodate a maximum of 12 portables.

Except for the last two years of virtual learning, the French Immersion program tends to have enrolment increases. A realignment of the boundary for the English program would see an increase in enrolment at David Bouchard PS and the potential creation of a future accommodation pressure if the French Immersion program enrolment increases.

Alternative Option E: Ritson Road remains the boundary between Clara Hughes PS and Village Union PS until Dean Avenue, then the boundary goes east on Dean Avenue to the David Bouchard PS boundary adding the small area south of Dean Avenue and east of Ritson Road South to the Village Union PS boundary. This would include Monash Avenue, Currie Avenue, Montgomery Street and Jackson Avenue.

Staff Analysis/Assessment:

Based on enrolment projections for the 2023 to 2026 school years, the school would be operating at an average of 159% utilization. Alternative option E would require 13 portables between 2023 and 2026 compared to the existing 15 portables; there would be no noticeable improvement to the existing enrolment pressure.

Staff concluded that the above alternative options would not provide a longer-term solution to the enrolment pressures at Clara Hughes PS. Any of the alternative options would result in a new boundary review within the next two years.

5.0 **Financial Implications**

- Portables no longer required at Clara Hughes PS would be redeployed to other schools. This would result in the need to purchase fewer portables. Moving an existing portable is approximately \$20,000 while the purchase and installation of a new portable is over \$166,000.
- The Capital funds required for the interior renovation at Village Union PS to provide a maximum of 9 additional classrooms is estimated at \$0.7 million to \$1 million.
- Transportation costs based on a preliminary estimate of 3 additional buses for the Village Union PS routes.

6.0 **Evidence of Impact**

A reduction of enrolment pressures at Clara Hughes PS for September 2023 and in the upcoming years that would result in the relocation of approximately 6 portables over 3 years and the school would be able to move to one recess period per morning and afternoon. The additional space at Village Union PS would efficiently provide the required interior space to meet the needs of students.

7.0 **Communication Plan**

There have been several opportunities to provide and receive communication throughout the consultation period:

- October 17, 2022, A Board Report to Commence the Consultation Process
- PowerPoint Presentations were posted on the DDSB's Website with Each School's Website and the DDSB@Home Elementary Website had a Link to the Presentations.
- Virtual School Community Council Executive Meetings
- Public Consultation Meeting (Webinar) November 24, 2022
- Email, Voicemail, and Survey Created and Distributed
- Opportunities for Input Were Promoted Through School Newsletters, Websites and Through the DDSB Social Media.

7.1 Next Steps:

Pending approval, the Communications department will post the approved recommendation and timeline (September 2023) on social media, the DDSB's website with the website link included on both Clara Hughes PS and Village Union PS sites as well as the DDSB@Home Elementary site.

As part of the Clara Hughes PS Boundary Review, the elementary schools listed above, would communicate with students and parents/guardians regarding the approved boundary change, the grade(s) impacted and the timeline for September 2023. Information is also available on the DDSB's website: <https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx#Clara-Hughes-Public-School-Boundary-Review>.

7.2 Transition Plan

Pending approval, the following transition plan to support students would be implemented:

- Principals from Clara Hughes PS and Village Union PS will work together with their School Community Council (SCC) to ensure students and parent/guardian concerns are addressed.
 - Provide supports for mental health and well-being of students and their caregivers who may be affected by these changes.
 - Outline any program/extra-curricular activities that may be available at the two schools as a result of the resizing of the student population.
 - Provide an outline to students and parents/guardians on the renovation of classroom space at Village Union PS to support the expansion of the student body.
 - Survey sent to current Grade 7 students affected by the proposal to determine if they will remain at Clara Hughes PS for their graduating year, or transition to Village Union PS.

8.0 Conclusion

As of the 2023-2024 school year, Option 1 considers the impact to JK to Grade 7 students residing north of Olive Avenue and west of Central Park Boulevard South who would be attending Village Union PS instead of Clara Hughes PS. Appendix B provides a map of the proposed boundaries for both schools.

Students entering Grade 8 for the 2023-2024 school year will have the option of staying at Clara Hughes PS and graduating with their peers or attending Village Union PS for their graduating year.

This option, over a 4-year projection period, would result in enrolment at Clara Hughes PS decreasing to under 680 students compared to the current 915 students. The school utilization is projected to decrease from the existing 184% to 138% in September 2023 and then decreasing to 129% by 2026. This results in a reduction in portables from the current 15 on site to 6 by 2026.

More play space would be available with a manageable morning and afternoon recess period instead of two recesses in the morning and the afternoon. There would be more opportunities to offer extracurricular programs to a smaller enrolment at Clara Hughes PS.

The smaller school size would also impact the increasing traffic congestion around the school.

Over the 4-year projection period, the enrolment at Village Union PS would increase from the current 359 to 654 students for September 2023. An internal renovation of the school would result in sufficient classroom accommodation for the increased enrolment.

There would also be more opportunities to offer extracurricular programs given the increased student population at Village Union PS.

Option 1 results in both schools operating with sustainable enrolment over the projected four years with the option to accommodate future growth.

9.0 Recommendation

That the Board of Trustees consider and approve the Staff Recommendation of Option 1, as the revised boundaries for Clara Hughes PS and Village Union PS, effective September 2023
 Provided as Appendix B is a map outlining the revised boundaries.

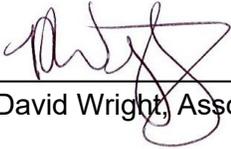
10.0 Appendices

Appendix A:	Existing Attendance Boundary Map
Appendix B:	Realigned Attendance Boundary Map
Appendix C1, C2, C3:	Webinar, Survey and Emails Summaries
Appendix D:	Regulation: School Boundaries

Report reviewed and submitted by:



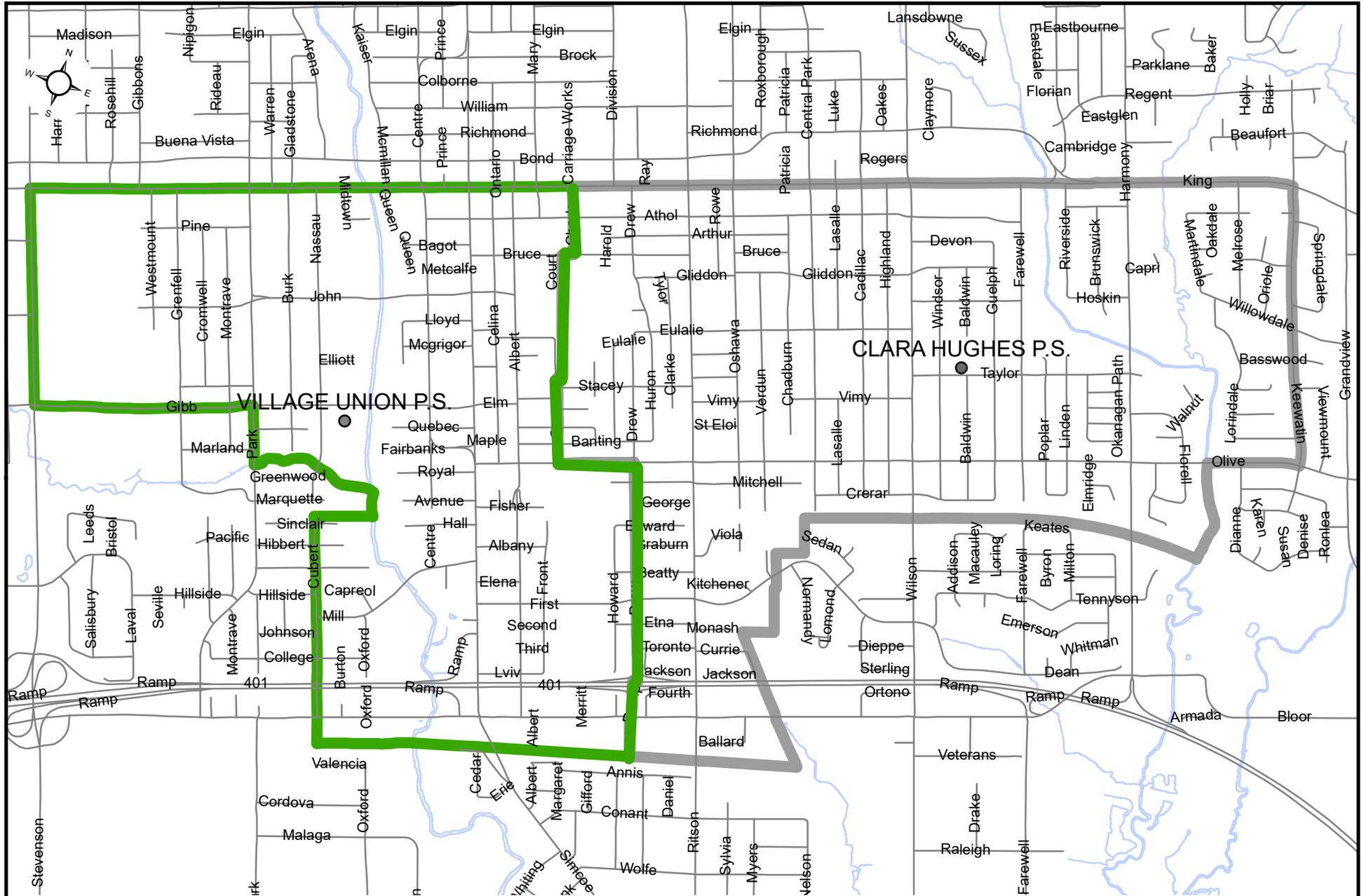
Camille Williams-Taylor, Director of Education and Secretary to the Board



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



Boundaries:
Clara Hughes P.S. and Village Union P.S.



This map has been produced from a variety of sources and contains public sector information made available under The Regional Municipality of Durham's Open Data Licence. The Durham District School Board has produced this map for reference purposes only. Sources: ©Ontario Ministry of Natural Resources 2010; 2020 Orthophotography provided by ©First Base Solutions Inc.; 2019 Digital Terrain Mapping provided by ©First Base Solutions Inc. All rights reserved. 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.

CLARA HUGHES PS BOUNDARY REVIEW -- WEBINAR QUESTIONS & STAFF ANSWERS -

The Questions/Comments below are imported verbatim from the November 24, 2022 Webinar as submitted by participants. Responses were provided during the Webinar by DDSB staff via chat or live (if live, no text response is

#	Question/Comment Received at March 8, 2022 Webinar Session	DDSB Staff Response
1	I live on central park blvd S on the east side of the street. will my children continue to be able to attend clara hughes	The proposed boundary goes down the middle of Central Park Boulevard S. So if you reside on the east side of Central Park Boulevard your children continue to attend Clara Hughes PS.
2	We are on chadburn st but our primary caregiver for our grade 6 student is her grandmother who lives 1 block away on Guelph street, will concessions be made on a case by case basis for such scenarios?	Thank you for your question. You may want to have a conversation with the principal at CHPS as this is a case by case basis.
3	Rather than have the new boundaries kick in for all students effective Sept 1, 2023, is it possible to grandfather it such that new boundaries kick in only for students originally registered at CHPS after Sept 1, 2019 (or 2020)?	Should the proposed boundary realignment be approved, it would apply to future students; however, to alleviate the existing enrolment pressure, it would also apply to students residing north of Olive Avenue and west of Central Park Blvd. South. Current Grade 7's would have a choice to attend either Clara Hughes PS or Village Union PS. As indicated in the presentation if we do not include all students we will not provide the required enrolment relief.
4	As a family that has been a part of this school community for seven years now, I am wondering why current families cannot be grandfathered in and apply the new boundaries to new enrollments?	Thank you for your question. Grandfathering is a consideration; however, we are attempting to address the current enrolment pressure of over 900 students, 15 portables is similar to managing two schools at the same time.
5	What happens to families who have a grade 8 student and also other students attending the school? How are they supposed to support all their children while being forced to divide between schools. Moving a grade 8 student is not a valid option. Is it possible to have all students from families with grade 8 students stay at Clara hughes and move the other students September 2024?	live answered

CLARA HUGHES PS BOUNDARY REVIEW -- WEBINAR QUESTIONS & STAFF ANSWERS -

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6	Why is Forest view PS not included in the boundary review? Living 2 blocks over from Forestview, we somehow fall into the catchment for Clara Hughes instead/.	Forest View PS has limited space to accommodate portables on site. Based on enrolment projections we are unable to accommodate additional students long term.
7	How was this square of land chosen to change boundaries to Village Union? Is it the amount of students that currently attend from this area?	The proposed boundary realignment area continues to reflect neighbourhood boundaries and is not impacted my major highways, incompatible land uses, etc. The option for community consultation focusses on reducing the increasing enrolment pressure evident at Clara Hughes PS while increasing the use of available space at Village Union PS. Benefits for consideration in this consultation would be a reduction in portables at Clara Hughes from 15 currently to 6 by 2026-27 and more extracurricular opportunities at both schools given the sustainable enrolment.
8	How many kids currently reside in the square that has been chosen for rezoning?	live answered
9	I'm confused. How does the 166 students "currently living in the square" relate to the 318 students that would move?	The 318 is an averaging between 2023-24 and 2026-27 school year.
10	So then we're expecting the number of students in the square to grow by 152 (318-166=152) over two years?	Yes. This isn't new students. It is the progression of students moving from JK through to Grade 8 over that time frame.
11	What are you going to do to ensure that students actually live within the boundaries?	There is an Out of Area process that must be followed in order to attend if students do not live within an attendance boundary. When registration is taken addresses are confirmed, in order for Out of Area acceptance Principal approval must be given; this is a yearly process, for each child in a family. NOTE: ALSO LIVE ANSWERED

CLARA HUGHES PS BOUNDARY REVIEW -- WEBINAR QUESTIONS & STAFF ANSWERS -

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12	Why were 3 schools closed and combined into 1 school that the attendance outgrew before the school was completed being built? What is the plan when the attendance outgrows Clara Hughes again and Village Union?	live answered
13	Are your projection numbers accounting for all the new construction that is happening and proposed in the area?	New development is included in projections. We are continually reviewing development that is proposed and registered through the City. NOTE: ALSO LIVE ANSWERED
14	Why couldn't Ritson Public school be reopened to accomodate its original catchment area?	Former Ritson PS is no longer in the ownership of the DDSB.
15	What will be done for the mental health and well being of students affected? This is a traumatic change for some children that thrive on predictability and routine. This move will have a very negative impact on my children who both have significant anxiety.	Thank you for your input. Certainly, as part of the DDSB's transition process, the mental health and well being of students is a leading consideration. Relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces are key commitments throughout this process. We will include your suggestions in the Final Recommendation Report.
16	Who will be providing the transitional support for the students who may have mental health struggles as a result? We know that there are not enough support staff in our schools as it is, so im wondering how you can ensure this is possible?	live answered
17	What other options were reviewed and why were they rejected in favour of this one?	live answered

CLARA HUGHES PS BOUNDARY REVIEW -- WEBINAR QUESTIONS & STAFF ANSWERS -

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18	Additionally, after purchasing a home in a specific neighbourhood in order to attend Clara Hughes Public School. Why should we now be forced to move our children to a lower-ranked school, in a less safe neighbourhood?	live answered
19	<p>The cities decisions to zone and plan for the multiple social services within the boundaries of Village Union PS is inevitably causing a negative impact in my confidence with the safety, well being and equity of my children.</p> <p>What is DDSB doing to advocate for students and the quality of education they're receiving?</p>	<p>It is the policy of the Durham District School Board (DDSB) to support practices that establish and support learning and working environments that consider Indigenous rights, human rights and equity, and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm. DDSB is committed to maintaining positive school climates and positive learning environments across the Board's jurisdiction. This includes ensuring that safe arrival and emergency response procedures are in place to ensure that students are safe and secured throughout the day in schools. As per the Ministry of Education PPM 123 (Policy/Program Memorandum 123 regarding Safe Arrivals), every DDSB school is to have a "Safe Arrival" procedure which requires that the school principals must check that each child arrives at school and contact caregivers about any unexplained failure to arrive at school.</p>
20	I feel that the response simply restates the plan rather than reflecting a consideration of my question / proposal.	Thank you for your comment.
21	The bus has been my children's way to school since attending with my work schedule. They would now have to walk from just outside the busing route and cross a major road alone. This is a very negative impact on our family.	live answered
22	I have the same concerns as Raechel, our children would have to cross multiple major roads and a creek to get to school, one of those children would be SK. How is this considered a safe choice? They are currently bussed to CH	Please contact DSTS directly to confirm your eligibility. You may email us at concerns@dsts.on.ca

CLARA HUGHES PS BOUNDARY REVIEW -- WEBINAR QUESTIONS & STAFF ANSWERS -

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23	who decided that 1.6 km for busing? my kids will have to walk further now to village union then they do to clara hughes but still not able to take a bus. can this be changed?	live answered
24	Confused about the busing answer. Are you saying that eligibility for busing isn't as clear as a student's distance from the school (greater than 1.6km). Are there other things considered in eligibility for busing? Or are you saying it would be decided on a case by case basis?	Hello, please contact DSTS directly to confirm your eligibility. You may email concerns@dsts.on.ca
25	Is anything being done for the congestion on Gibb st at pick up/ drop off at village union? My children attended one year there and it was very bad. It will only become worse with increasing numbers.	live answered
26	Since you will be forcing children to walk are there going to be crossing guards provided for safe crossing at the major intersections as well as minor intersections?	live answered
27	Will teachers from Clara Hughes be moving with children?	live answered
28	Does village union have Before and after school care on site?	live answered
29	My toddler goes to the daycare at Clara Hughes and I am able to pick up all the kids at once. If they are moved to Village Union I will have to pick up multiple kids at multiple sites?	live answered
30	Considering that you listed on site childcare as one of the reasons that Clara Hughes has grown so tremendously, this seems like a good idea to look at for such an underutilized school...	Thank you for your comment. It is certainly a consideration that we would include in the final report based on the comment and observation you've shared.
31	Is it ensured there are no openings to access the creek behind the school at village union?	live answered

CLARA HUGHES PS BOUNDARY REVIEW -- WEBINAR QUESTIONS & STAFF ANSWERS -

The Questions/Comments below are imported verbatim from the November 24, 2022 Webinar as submitted by participants. Responses were provided during the Webinar by DDSB staff via chat or live (if live, no text response is

32	The village Union catchment area is divided for highschool streams, what will happen to students who would have been headed with all their classmates to Eastdale, will they still head to eastdale or now move to the other highschool?	live answered
33	Follow up why is Village unions catchment divided into 2 highschools?	live answered
34	Is there anything to be done to protest this decision? My children are just devastated at this possibility.	A decision on this proposed boundary realignment will be made by the Board of Trustees on February 21, 2023. Your concern will be included in the final staff report to board.



Clara Hughes Public School

Boundary Review Consultation Survey 2022-2023

The Durham District School Board (DDSB) invited students, parents/guardians, DDSB staff and members of the community to provide feedback on the proposed boundary option for Clara Hughes Public School. Using an online survey tool, the questionnaire was launched on October 18th, 2022 and closed on January 13th, 2023. 135 completed responses were received.

Participants (n=135)

- 2 DDSB Students (grades K-8)
- 0 DDSB Students (grades 9-12)
- 119 Parents/Guardians of a DDSB Student
- 5 Parents/Guardians of a Future DDSB Student (e.g., pre-school age children)
- 0 DDSB Employees (Not a parent/guardian of a current or future DDSB student)
- 9 Community Stakeholders/Members of the Public

Figure 1
DDSB Students

Which school do you currently attend?

n=2

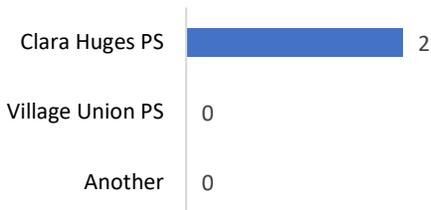


Figure 2

Parents/Guardians of DDSB Students

Which school does your child/children currently attend? (Select all that apply)

n=119

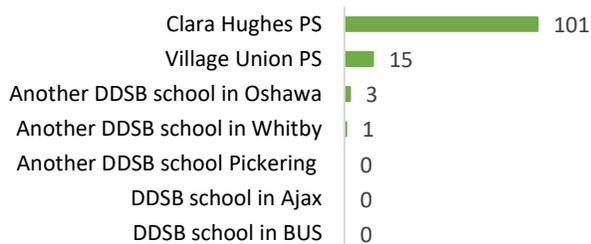
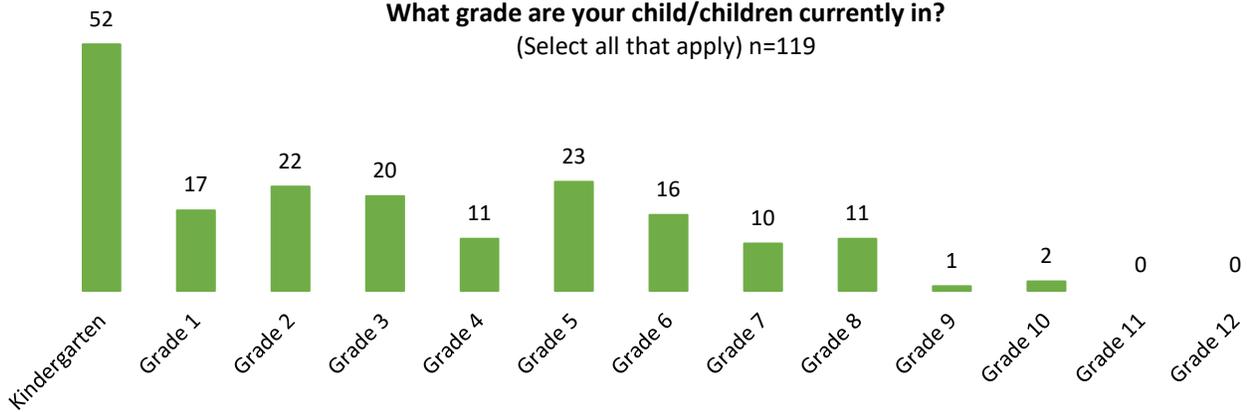


Figure 3
Parents/Guardians of DDSB Students
What grade are your child/children currently in?
 (Select all that apply) n=119



DDSB Program: Regular or French Immersion

Figure 4
DDSB Students
Are you currently enrolled in a DDSB Regular program?
 n=2

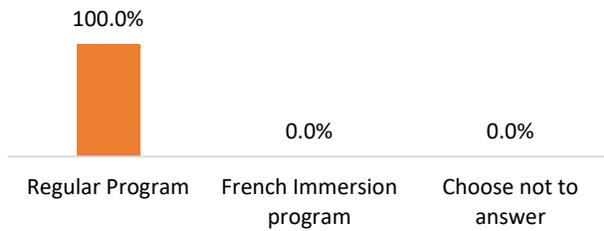


Figure 5
DDSB Students
Are you planning to continue with or enrolling in the DDSB Regular program in the foreseeable future?
 n=2

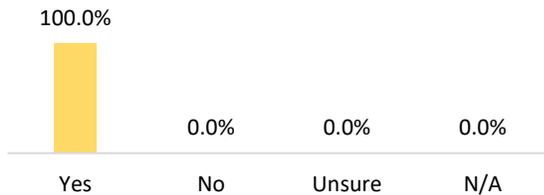


Figure 6
Parents/Guardians of Current DDSB Students
Is your child/children currently enrolled in a DDSB Regular program?
 n=119

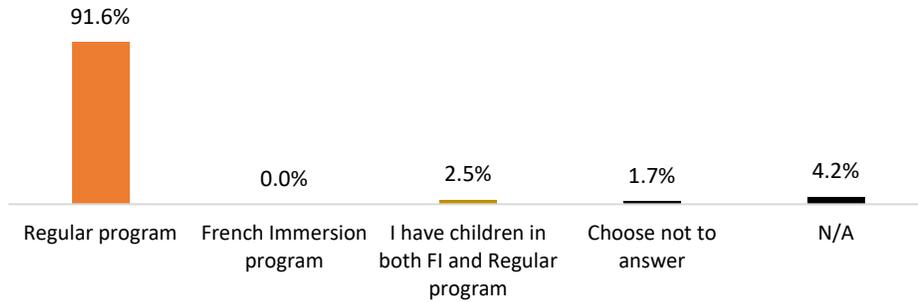


Figure 7
Parents/Guardians of Current DDSB Students
Does your child/children plan to continue with or enrolling in the DDSB Regular program in the foreseeable future?
 n=119

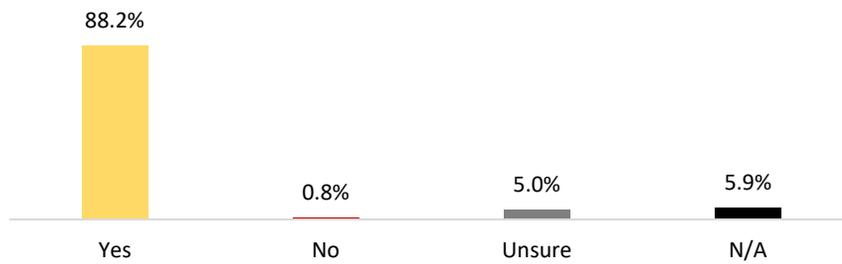


Figure 8
Parents/Guardians of Current & Future DDSB Students
Do you have pre-school age children that will be attending the DDSB in the foreseeable future? n=119

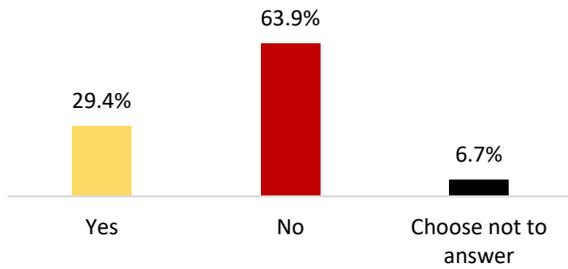


Figure 9
Parents/Guardians of Current & Future DDSB Students
Which DDSB school did you plan on your child/children attending? (Select all that apply) n=40

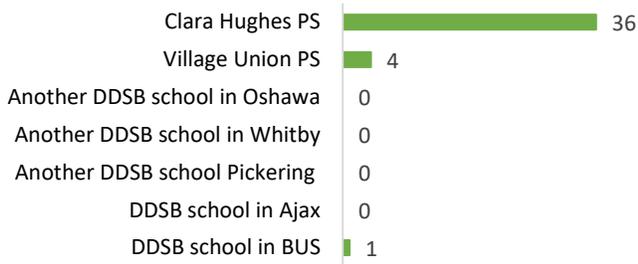
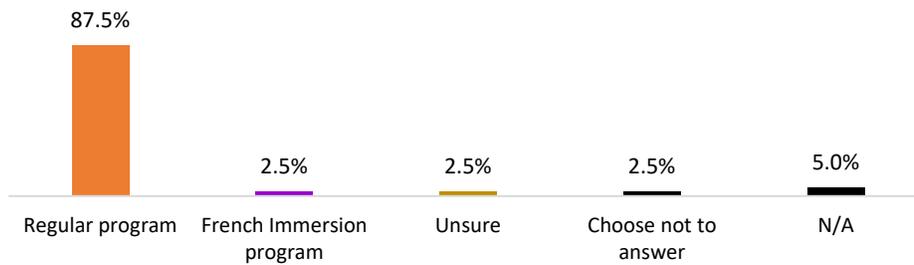
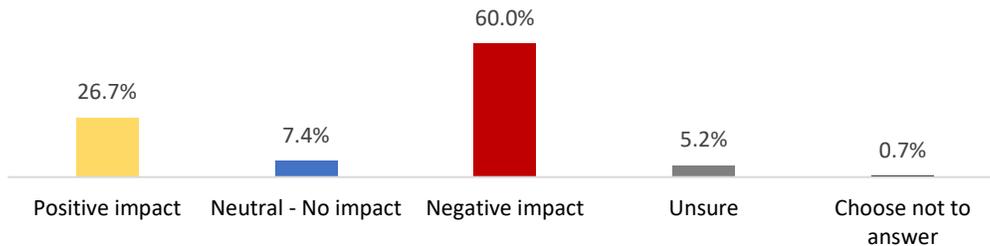


Figure 10
Parents/Guardians of Current DDSB Students
Are you planning on enrolling your child/children in a DDSB Regular program? n=40



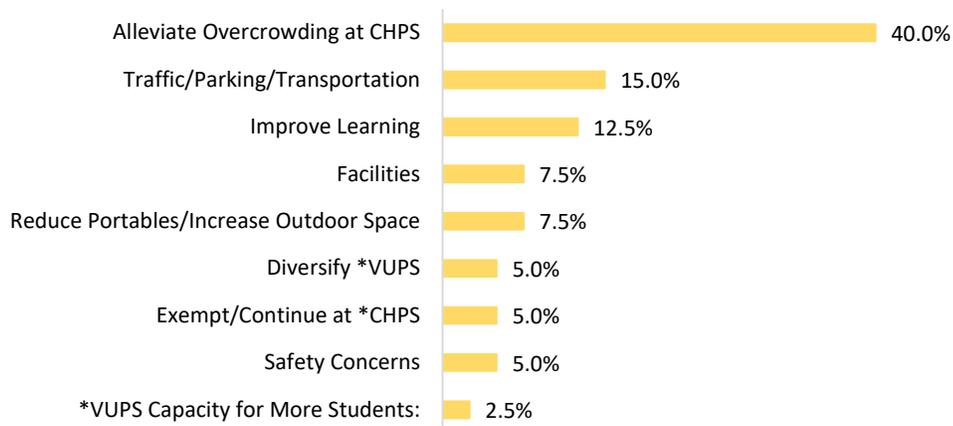
Impact of Proposed Boundaries

Figure 11
All Participants
What would the impact be if the proposed boundaries were adopted?
 n=135



Positive Impact – Why do you feel that way?

Figure 12
Thematic Analysis of Comments
Reasons why participants felt the proposed boundaries will have a positive impact
 Response n=40



*CHPS – Clara Hughes Public School
 *VUPS – Village Union Public School

Selected Comments:

Alleviate Overcrowding at CHPS:

“I feel Clara Hughes is getting too big...Hard to manage that many kids in one school and with the new development at the corner of Taylor and Harmony I worry about the impact of potentially many more children to come.”

“As noted, the school is overcrowded, and I see challenges on staff, parents and students everyday...”

Traffic/Parking/Transportation:

"I live # houses away from the school, the parking situation is insane. People regularly park in front of my driveway, and impede traffic and bus safety..."

"[pick up/drop off] It is very unorganized and chaotic."

"The new reduced boundaries would reduce the school strength which will in turn reduce the flow of traffic during the school hours."

Improve Learning:

"Create a better and safer learning space at Clara Hughes..."

"teachers could have more time with less students."

Facilities:

"2 recesses currently disrupts learning in portables and hallways -15+ portables = more failed A/C units and more disruption to learning and unavailable gym/library alternates. "

"Already I hear that Clara Hughes do not have enough bathrooms for the kids. This needs to be fixed."

Reduce Portables/Increase Outdoor Space:

"There are too many portables so a loss of outdoor space."

Diversify *VUPS:

"More students from a better part of town."

"It would help diversify the school"

Exempt/Continue at *CHPS:

"My daughter can continue to attend Clara Hughes."

"My kids love their school; the teachers are wonderful, and they seem to care. I think adding some kids to the Village Public school is a good move."

Safety Concerns:

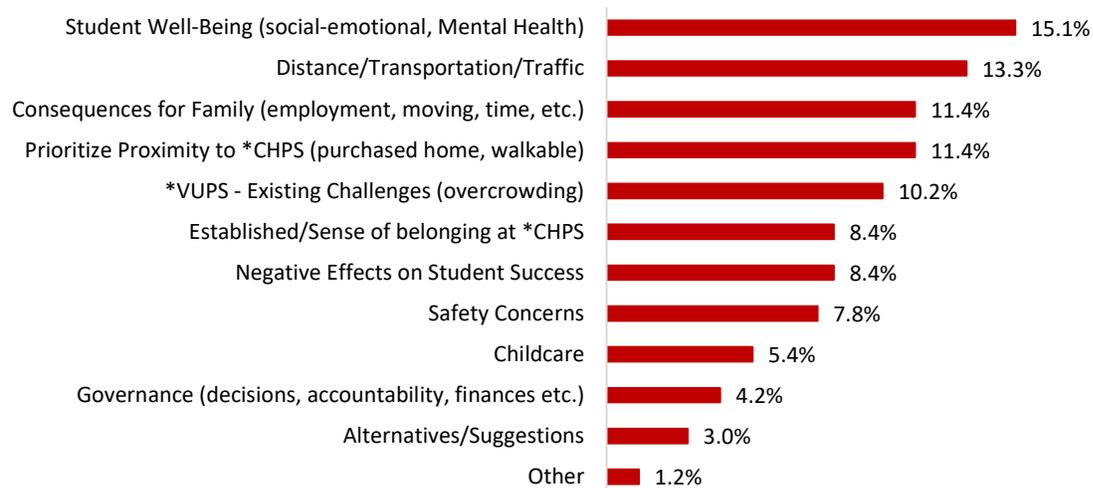
"It is impossible to socially distance at school drop off or pickup due to the excessive number of students attending the school...It is very unorganized and chaotic. My JK student has almost boarded a bus without teachers noticing."

*VUPS Capacity for More Students:

"Village Union is a much bigger school that can easily accommodate more students."

Negative Impact – Why do you feel that way?

Figure 13
Thematic Analysis of Comments
Reasons why participants felt the proposed boundaries will have a negative impact
 Response n=166



*CHPS – Clara Hughes Public School

*VUPS – Village Union Public School

Selected Comments:

Student Well-Being (social-emotional, Mental Health):

“My kids have a hard-enough time with their mental illnesses to make it to school let alone switching schools. Way to make the kids feel they don't matter!”

“He has made friends at CH. He loves the teachers and so do we (his parents). He is happy and thriving and this change will not support his current thriving state.”

“This is absolutely ridiculous. My kids have horrible anxiety their attendance is just starting to improve, and you want to force them to another school. My 12-year-old with autism knows no other school than CHPS.”

“My son has autism and changing his school routine would have a very negative impact ... he has just begun to feel comfortable and confident in his school setting Routine is very important in his development... he has been attending Clara Hughes since jk as well as his sister who is now in grade 2.”

Distance/Transportation/Traffic:

“For the last year I have prepared my children for traveling to the school by themselves safely for when I return to work. They know the route, they know the crossing guards, they have friends that they meet up with to get to school, they know where their friends live along the route in case there is any issues.”

“My children already walk 1.3km to get to school. If they get moved to village union they will have to walk FARTHER 1.5km. Once again we are just out of the busing limit...Decrease the bus distance to something reasonable and I will happily send my kids to Village Union.”

“Why are the students who are currently busses into Clara Hughes not being rerouted and sent to Village Union?”

“The speed limit in front of Village Union is not reduced as a typical school.”

Consequences for Family (employment, moving, time, etc.):

“Because I don't want my child going to Village Union. It's not a safe school or area. If village union becomes their home school, we will be switching to catholic.”

“Affects my ability to keep my job with losing our bus.”

“There will be a decrease in quality time spent with my children because it is too far to walk to school, and they will have to take the bus. I work the afternoon shift which allows me to bond with my children, pass on important values that are not taught in school and help them deal with problems.”

“So, if things change, I will be forced to move as well which is sad because we have grown to love our home and would love to stay but if it means my kids will be uprooted from this school I will have to move to keep them there.”

Prioritize Proximity to *CHPS (purchased home, walkable):

“We bought our house almost 10 years ago, specifically so our children could attend Clara Hughes Public School.”

“Our family relocated and intentionally purchased a house out of the Village Union school boundary to attend Clara Hughes.”

“When I separated from his father, we both relocated nearby to one another specifically with the agreement that our son would attend Clara Hughes.”

“My family lives on Chadbourn St we are a 5-minute walk to Clara Hugues ps. Village union is not even remotely close to where we live. It's over an hour walk for my kids and I. My kids don't need to be bused to a school when we live in walking distance to Clara Hugues.”

Established/Sense of belonging at CHPS:

“i am already in grade 6, i only have 2 years left i have been at Clara Hughes since kindergarten. i do NOT want to go to village union i do NOT want to change schools. i want to finish out my last 2 years of elementary school at Clara Hughes. we looked and it is about the same distance to either school but about 1 minute closer for me to keep going to Clara Hugues. don't make me change schools.”

“My children are settled with their teachers and peers. All three of them have had the same kindergarten teachers and now my second son has the same grade 1 teacher that my oldest had. We are actively involved at Clara Hughes. I am on the SCC.”

“My child has attended this school and built friendships since kindergarten and moving her to a new school now would be unfair and wrong.”

Negative Effects on Student Success:

“It’s setting them up for failure as we all know they will be extremely unhappy if they are moved to a new school and have to start all over again which in turn will negatively effect their grades.”

“Clara Hughes is a wonderful school. It performs high on the eqao testing...You are proposing moving students who currently attend an A+ school to a C school in a time where children begin developing the skills they require for further education.”

“My son currently has an IEP and requires SERT support and is on the wait list for Autism testing. I am concerned that the quality of support he has now will not be available at Village Union.”

Safety Concerns:

“I would no feel safe having my 12-year-old walk downtown to pick up his sister from school.”

“It’s also not a very nice area. With lots of busy streets. I strongly dislike this.”

“Village Union is in a rough neighbourhood. There is a methadone clinic located a short distance away from the school and homelessness is rife in the downtown core. The vacant lot located across the river from the schoolyard has a large tent city where substance abuse and prostitution are ongoing problems which I don’t want my children exposed to.”

Childcare:

“Before and after care is extremely difficult to find, if my child had to move schools, I would lose this care and be in a desperate situation.”

“After being on the wait list for over a year, we have finally got our children into the Clara Hughes public daycare. This was such a relief as it makes it more affordable and convenient for our work schedules. It also secures a place for many years to come. If we are uprooted, we will not have daycare for our children before and after school which will wreak havoc when it comes to our work schedules. (even if there is a daycare in the area of village union, how long will it take to get in?).”

Governance (decisions, accountability, finances etc.):

“If students in the new area are being bused to Village Inion it seems financially irresponsible.”

“Poor decisions made previously that led to closing 3 full public schools and dumping all the kids into one school to try and stifle budgets...All the parents who waved red flags over the decisions then are being asked for input now... to which no resolve will come either. Slamming more kids into a different school does not eliminate the amount of kids... you’re just overcrowding more schools. How about tearing out the stupid region proposed interim/transition housing and build us some schools for our kids.”

“The ministry of education has been touting to parents that they have a plan to get students back on track after a difficult 2.5 years. However, all I’m seeing with this proposed “solution” is a bandaid to a problem that will still see two schools well over capacity in one year’s time, according to your projections. What is Durham District School Board doing to advocate for their students and the quality of education they’re receiving?”

Alternatives/Suggestions:

“The concern is around funneling more children to village union when there is a school much closer for many in the current boundary.”

“How about all the new houses going in go somewhere else?”

“There are other smaller schools in Oshawa, like Hillsdale, that should take on extra students.”

“Kinda an odd spot to pick. The southern part would have been a better choice.”

“I would recommend trying to boost the scores [EQAO] at VUP before moving the students. The parents would likely be more amenable to the change at that point.”

Other:

“I understand the school is overpopulated and decisions have to be made but I will fight as much as I have to, to keep my children at Clara Hughes. My children do not mind at all being in portables, I feel like it bothers parents more than it bothers the children.”

Unsure of Impact – Why do you feel that way?

There were insufficient responses to conduct a thematic analysis of the comments made by participants that selected “Unsure” to the question of “What would be the impact if the proposed boundaries were adopted?”

Selected Comments:

“...I personally think the changing of the boundary might elevate some of the traffic around Clara Hughes but add more around village union. Kids that could potentially walk to school (CH), will now have to get a drive or take the bus to village union because it will be too far to walk. Which will cause more traffic. VU also has less side streets to park on than CH, which will also cause more congestion with traffic. If the boundaries are going to be changed, I think it should maybe be a smaller area going to VU.”

“As long as my children wouldn’t have to change school it should be fine. Both schools need to be big enough to accommodate the number of children in the area even if that means to make the schools bigger.”

Neutral Impact – Why do you feel that way?

There were insufficient responses to conduct a thematic analysis of the comments made by participants that selected “Neutral” to the question of “What would be the impact if the proposed boundaries were adopted?”

Selected Comments:

“Currently we reside within the new and existing boundaries and our children are fairly new to the school, therefore don't have long standing friendships with students that may be impacted by this change.”

“From the looks of the map we would not be affect...”

“I welcome the idea to grow village union. My children would love some new friends and classmates.”

“My child will be in grade 8 when the changes take effect, so should be staying at Clara Hughes.”

Please provide any additional comments about the proposed boundary realignment:

KEY THEMES (Selected Comments)

Questions Asked By Participants:

“Get it done over Christmas, why has this taken so long?”

“If I have the means to get my children to and from school why can't I choose a school that better reflects our family while also minimizing the population at Clara Hughes?”

“Would the proposed boundary extension provide buses and where would those bus pick-up locations be, and times? I vote no against the boundary changes.”

Why are boundaries only being reviewed West of Clara Hughes, what about the East side? My children would have to be bused to school or they cannot attend school.”

“What happens to the high-school boundaries? Where will the grade 8 students go after they graduate?”

“Why would you not make Adelaide St the beginning of the boundary?”

“I'm confused as to why David Bouchard is in Clara Hughes's boundary, but the children that live near that school are going to Clara Hughes. Why?”

“I would like to know if there will still be busing available to the grade 8 students that will continue at Clara Hughes, but would otherwise be in the Village Union school area?”

“The needs of ALL students Must be taken into consideration. Village Union has 14 EA's supporting students and it is still lacking How will it be able to accommodate doubling the population? Busing will be an issue.

Pick up and drop off will be an issue It already is. Will there be more kindergarten classes? We already have 2 pens shared between four classes? Will there be a staggered entry time to accommodate the traffic flow of double the students.? Will more Admin be added? Will more custodians be added? There are many many factors to be seriously considered. The main focus should be the safety and well being of ALL the students.”

Alternative Options/Suggestions:

“Village Union needs a new name in comparison to CH.”

“A larger boundary change is needed, or transparency on how many students this boundary change will remove from Clara Hughes.”

“Sending students to Hillsdale would be a better option.”

“This is not a solution. We need another school to ensure our children receive a quality education that our tax dollars pay for.”

“Harmony PS is very underpopulated and could have opportunities to send students there as well.”

“West of Ritson and north of olive is a better cut off.”

“I think the families living east of Harmony rd. should go to Forestview this will also help reduce the amount of children in Clara Hughes. Another reason to have the children go to Forestview so they don’t have to cross the busy road safety is most important.”

“Parents should be given freedom or choice to choose from both schools.”

Exemption - Current Students:

“I believe that enrolled children should be allowed to continue at Clara Hughes. There have been enough changes in their lives with covid. Giving children consistency should be valued and protected while the boundary is implemented next year.”

“New zoning should only be for new students registering. Not current students unless they choose to move schools.”

Support Proposed Change: Similar comments to those already represented in the section on Positive Impact – Why do you feel that way? See Figure 12 and accompanying comments.

Oppose Proposed Change: Similar comments to those already represented in the section on Negative Impact – Why do you feel that way? See Figure 13 and accompanying comments.



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6

Phone: 905-666-5500; Toll Free: 1-800-265-3968

Appendix C3

Clara Hughes PS Boundary Review

October 18, 2022 to January 13, 2023

E-mail Summary from 6 E-mails received during Consultation Period

School	Summarized Concerns
Clara Hughes PS	Has no issues with the number of portables and overcrowding at Clara Hughes PS. Child Care Centre is a benefit and Clara Hughes PS is close to home so having children walk to school would not change family's schedule or impact children's mental health.
Clara Hughes PS	Children have special needs and are comfortable at Clara Hughes PS.
Clara Hughes PS	Option to consider boundary line being Ritson Rd or Oshawa Blvd. S. as Village Union is not in a nice area and does not want children to move from Clara Hughes PS.
Clara Hughes PS	Four options: move the child care from Clara Hughes PS to Village Union PS so there is more room at Clara Hughes PS for the existing student body; move students residing south of Olive and West of Central Park to Village Union PS; make the new development on Harmony part of a different attendance boundary; move students east of Harmony to a different school.
Village Union PS	Letter from SCC supporting the boundary realignment and offering transition support for the students coming from Clara Hughes PS.

School Boundaries

To provide a uniform procedure for establishing and adjusting school boundaries.

1.0 Criteria:

1.1 New School Boundaries

New school boundaries are established for newly constructed or planned schools. The locations of school sites are primarily determined at the Municipal Secondary Plan stage by Planning Staff. New school boundaries are designed to reflect the neighbourhood or community which the school is intended to serve. In a period of enrolment growth, it is expected that these boundaries will be altered to address growth related issues such as, accommodation, instruction, transportation.

Where possible, new school boundaries will be based on the following criteria:

- (a) municipal, community or neighbourhood boundaries as defined within Official, Secondary or Community plans;
- (b) local restricting parameters;
 - major roads, highways,
 - rivers,
 - rail lines,
 - hydro corridors,
 - incompatible land uses;
- (c) maximizing the walking population to the school;
- (d) accommodating both a peak population and a mature population adequately on site.

1.2 Adjustments to Existing School Boundaries

- (a) Interim Boundary Adjustments:
 - (i) **Causes:** Interim boundary adjustments are considered for a neighbourhood, school or family of schools in response to a number of problems that can arise:
 - areas where no school boundary exists;
 - in response to enrollment pressures;
 - in response to facility problems due to site constraints, temporary closure, timing of construction, damage due to fire or other catastrophes, etc.
 - (ii) **Time:** Interim boundary adjustments are temporary and should not be considered for periods exceeding three years.

(iii) **Criteria:**Preferred Alternative - Adjacent School

Where possible, interim school boundaries will take into consideration the nearest adjacent school that meets the following criteria:

- has available capacity or room for portable classrooms to accommodate students who are to be displaced;
- provides a similar program for students;
- is located within the same community or municipality;
- has a walking population component.

Other Alternatives:

Should the nearest adjacent school not meet the above criteria, the two other alternatives are:

Alternative A: a school within the same municipality which is accessible by public or Durham District School Board transportation which meets criteria 1. and 2. in section (iii).

Alternative B: a school within The Durham District School Board which meets criteria 1. and 2. in section (iii).

(b) Permanent Boundary Adjustments:

(i) **Causes:** Permanent boundary adjustments are primarily caused by:**Program Adjustments**

- French Immersion or Gifted program relocation or creation;
- JK-6 to JK-8, or 7 & 8 to JK-8 school conversion;
- location of new or unique programs within the Board, etc.

School Closure and Consolidation of School Facilities**Relocation of Student Population**

- where no community school will be built;
- when interim measures are extended beyond 3 years;
- in conjunction with previous two examples;
- to accommodate changes in facilities that alter school capacity, etc.

(ii) **Time:** Permanent boundary adjustments are considered for a neighbourhood, school or family of schools when an area is to be affected for a period greater than three years. Permanent boundary adjustments are major projects requiring extensive research and consultation and can have a lengthy period of implementation.

(iii) **Criteria:** Where possible, permanent boundary adjustments will be based on the following criteria:

- maintaining the educational viability of the program in question;
- school facilities must be adaptable to meet program needs and the anticipated student population;
- same criteria as listed in Section 1.1 "New School Boundaries" Sections (a) to (d).

2.0 Consultative Process:

2.1 Decisions regarding school boundaries ultimately rest with the Board. The consultative process is as follows:

- (a) As part of the annual meeting between Planning staff and the Area Superintendents, discussions on the need for a boundary review will occur.
- (b) The Planning Department and the appropriate Superintendent will develop a proposal in consultation with Durham Student Transportation Services. (Financial implications will be included).
- (c) The Superintendent(s) of Education/Area, Transportation Department and the Planning Department will meet with the trustee(s) to discuss the consultative process, review the analysis and plan the public consultation process.
- (d) An Open Session report to Trustees will be presented as information, regarding the commencement of a boundary review.
- (e) The Superintendent(s) of Education/Area will consult with the Principal(s) and School Community Council chair(s) or Executive(s).
- (f) The Superintendent(s) of Education/Area and the appropriate trustee(s) will initiate a public consultation process, involving a minimum of one Open House, with parents/guardians of students to be affected and involve the appropriate Principal(s), the School Community Council chair(s) or executive(s), the Planning Department and Durham Student Transportation Services. Information on the proposal will be outlined at the Open House and input from parents/guardians will be received.
- (g) Based on staff expertise and past practice, it may be determined that a subsequent Open House is required within the process to provide additional information (ie boundary revision based on community feedback, survey results) or to create a community consultation process regarding possible transition plans.
- (h) A dedicated email address and phone line will be set up to gather input, from the time the community are informed of the consultation process, to when an approval has occurred.
- (i) An administrative report will be prepared by the Superintendent(s) of Education/Area in consultation with the Planning Department and Durham Student Transportation Services and presented to Administrative Council. This report will go to the Board for final approval.
- (j) Details of the new or revised school boundaries and implementation will be communicated in writing by the Superintendent(s) of Education/Area to the school community.

2.3 Where possible, finalized details of new or adjusted boundaries will be determined and announced no later than the release of the Official Enrollment Projections preceding the school year in which the boundaries are to be enforced or phased in. This time frame allows for sufficient advance notice to parents, students, trustees, school and administrative staff.

Appendix:

None

Effective Date

98-06-26

Amended/Reviewed

2006-08-02

2012-05-22

2012-10-01

2014-12-04

2019-11-08

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** February 21, 2023

SUBJECT: Education Finance Committee Meeting Dates **PAGE:** 1 of 3
2023-2024 Budget

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board
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 2023-2024 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 Administrative Council 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 draft 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
Tuesday, April 4, 2023	Public	6:00 p.m.	• Public Deputations
Wednesday, May 3, 2023	In Camera	6:00 p.m.	• Overview of the 2023-2024 GSN
Wednesday, May 17, 2023	In Camera	6:00 p.m.	• Presentation of draft budget
Wednesday, May 17, 2023	Public	7:00 p.m.	• Overview of the 2023-2024 GSN
Wednesday, May 31, 2023	In Camera	6:00 p.m.	• Presentation of updated draft budget from May 17, 2023 meeting
Wednesday, May 31, 2023	Public	7:00 p.m.	• Presentation of draft budget • Budget Consideration and Recommendation to Board for June 19, 2023 Board meeting
Wednesday, June 7, 2023 (if required)	In Camera	6:00 p.m.	• Presentation of updated draft budget from May 31, 2023 meeting, if required
Wednesday, June 7, 2023 (if required)	Public	7:00 p.m.	• Presentation of updated draft budget from May 31, 2023 meeting, if required • Budget Consideration and Recommendation to Board for June 19, 2023 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 2023-2024 meeting schedule for the Education Finance Committee.

9.0 Appendices

Appendix A – Guiding Principles

Report reviewed and submitted by:



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



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

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 21, 2023

SUBJECT: Appointment of Indigenous Trustee **PAGE:** 1 of 4

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations
 David Wright, Associate Director of Corporate Services and Treasurer of the Board

1.0 Purpose

This report is provided to the Board of Trustees for consideration of appointing an Indigenous Trustee to the Board of Trustees for the remainder of the 2022-2026 term of the Board.

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

In 2018, the Mississaugas of Scugog Island First Nation requested that the Durham District School Board (DDSB) appoint a representative to the Board of Trustees in support of a meaningful partnership and collaboration as highlighted in the Truth and Reconciliation Calls to Action, in order to address the legacy and ongoing effects of the past and make visible the possibilities for moving forward. An Education Service Agreement was put in place for the 2018-2019 school year, with 16 students attending under that Agreement. Information gathered at the time indicated that 1,224 DDSB students self-identified as First Nation, Métis or Inuit.

4.0 Analysis

Ontario Regulation 462/97, made pursuant to section 188 of the *Education Act* addresses First Nations Representation on school boards, and provides that if, under section 188 of the *Education Act*, a school board admits pupils who belong to a Band or Bands, and/or under section 188 of the *Education Act* the board has entered into an agreement or agreements, prior to September 1, 2019, to provide instruction to pupils who belong to the Band or Bands, there is, or may be First Nations representation on the Board of Trustees depending on the following thresholds:

1. *If the number of students described above exceeds 10% of average daily enrolment or 100 students, the First Nation(s) with whom the Board has entered into agreement(s) may name a representative to be on the Board. The Board shall appoint this person, and this person is deemed to be an elected member of the Board.*
2. *If the number of students described above exceeds 25% of average daily enrolment, the First Nation(s) with whom the Board has entered into agreement(s), may name two representatives to be on the Board. The Board shall appoint these people, and these people are deemed to be elected members of the Board.*
3. *If the number of students described above is fewer than the lesser of 10% of average daily enrolment or 100 students, the Board has the discretion to appoint a representative. If a person is appointed, they are deemed to be an elected member of the Board.*

The DDSB currently provides education to 16 pupils belonging to the Mississaugas of Scugog Island First Nation pursuant to the provisions of section 188 of the *Education Act*. Therefore, scenario 3 is engaged and DDSB has the discretion to appoint a First Nation representative (Indigenous Trustee) to be a member of the Board of Trustees. An Indigenous Trustee appointed to the Board of Trustees is deemed to be an elected member and has the same rights, roles and responsibilities as all other Trustees.

After a series of discussions and exchanges with the Mississaugas of Scugog Island First Nation, Jill Thompson was recommended to the Board for the role of Indigenous Trustee in a letter dated January 30, 2023.

In DDSB's Student Information System, the enrolment of students who self-identify as First Nation, Métis or Inuit is currently 3,026 students. While this data is not relevant for the above-noted thresholds, it is provided for information and context.

The appointment of an Indigenous Trustee aligns with DDSB's commitments to upholding the principles of and responsibilities under the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's Calls to Action and the Indigenous Education Policy.

Should the Board decide to appoint an Indigenous Trustee, the appointee shall be invited to attend the next Board meeting at the beginning of the public session to be sworn in.

5.0 Financial Implications

Where the thresholds stated in scenarios 1 and 2 are met, targeted funding is provided to support the appointments through the Administration and Governance grant included within the Grants for Student Needs. Where the thresholds in scenarios 1 and 2 are not met and the Board makes a discretionary appointment under scenario 3, additional targeted funding is not provided but the appointment would be funded through the Administrative and Governance grant.

Based on information from the current Trustee term, the average annual cost per Trustee is approximately \$25,000. Pending changes to the Trustee honoraria amount and annual fluctuations in expenses, this is the approximate annual amount required and would not have a material impact on the Board's financial position.

6.0 **Evidence of Impact**

The appointment of an Indigenous Trustee to the Board of Trustees will support the growth of a meaningful partnership between Treaty Partners and the DDSB and will foster respectful collaboration as highlighted in the Truth and Reconciliation Calls to Action, in order to address the legacy and ongoing effects of the past and make visible the possibilities for moving forward.

DDSB students, families, employees and community members who identify as First Nation, Métis or Inuit will benefit from being able to see themselves represented on the Board of Trustees and will also benefit from having a Board member who understands their perspectives, lived experiences, strengths and needs and can bring that to the Board table.

7.0 **Communication Plan**

If Jill Thompson is appointed to the Board of Trustees, the trustee webpage will be updated with this information and staff will be informed. The Indigenous Trustee will be onboarded and provided with the same opportunities for learning and access to resources as all trustees.

8.0 **Recommendation**

It is recommended that the Board of Trustees approve the appointment of Jill Thompson as Indigenous Trustee on the DDSB Board of Trustees for the remainder of the 2022-2026 term of the Board.

9.0 **Appendices**

Appendix A: Letter dated May 2, 2022 from former Chair Carolyn Morton to Chief Kelly LaRocca of the Mississaugas of Scugog Island First Nation to request and confirm the name of the potential appointee as Indigenous Trustee.

Appendix B: Letter dated January 30, 2023 from the Mississaugas of Scugog Island First Nation to the DDSB nominating Jill Thompson for the position of Indigenous Trustee.

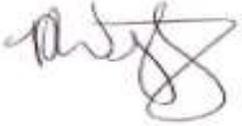
Report reviewed and submitted by:



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



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

A handwritten signature in black ink, appearing to read "David Wright".

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

May 2, 2022

Chief Kelly LaRocca
Mississaugas of Scugog Island First Nation
22521 Island Road
Port Perry, ON
L9L 1B6

Sent via e-mail to klarocca@scugogfirstnation.com

Subject: Consideration of Appointment of an Indigenous Trustee

Dear Chief LaRocca,

The Durham District School Board values the important role that treaty partners play in Durham Region and as part of first nations governance. As you are aware, the Durham District School Board and the Mississaugas of Scugog Island First Nation have entered into an Education Services Agreement for the education of pupils living on reserve lands and, as such, there is the potential for the appointment of a Trustee to sit on the DDSB Board of Trustees in accordance with the relevant regulations under the *Education Act*. This item came up at a recent meeting of the Education Finance Committee on March 30, 2022 and we anticipate that the Board of Trustees will consider the issue of this discretionary appointment at an upcoming Board Meeting.

For trustees to appropriately consider the potential appointment, we are reaching out to request that you provide us with the name of the individual you wish to put forward for consideration. We still have the name on file that was submitted in October 2019 but, with the passage of time, we thought it advisable to refresh our request that the Mississaugas of Scugog Island First Nation advise of the person they wish to name for consideration. If it is possible to receive a response by May 11, 2022, this item would be placed on the agenda for the May 16, 2022 Board Meeting. Otherwise, we would anticipate this item coming forward at the June 20, 2022 Board Meeting.

We also know there have been other discussions that have recently taken place and we want to assure you of the importance we place on our relationship with, and of our commitment to, all Indigenous students, staff and families within the Durham District School Board.

Sincerely,



Carolyn Morton,
Chairperson,
Durham District School Board



22521 ISLAND ROAD · PORT PERRY, ON · L9L 1B6 · TEL: 905-985-3337 · FAX: 905-985-8828 ·
www.scugogfirstnation.com

January 30, 2023

Robert Cerjanec
Executive Lead, Strategic Initiatives and External Relations
Durham District School Board
400 Taunton Road East,
Whitby, ON L1R 2K6

Sent via Email

RE: Indigenous Trustee - DDSB

Dear Robert:

Thank you for reaching out to the Mississaugas of School Island First Nation regarding the Indigenous Trustee position with the DDSB Board.

The Council wish to put forward one of its members Jill Thompson. She currently works at the Indigenous Centre at UOIT. We feel she has experience in the education field and would be a great Indigenous addition to the DDSB Board.

You can reach out to Jill at [REDACTED]

Sincerely,



Kelly LaRocca
Chief, MSIFN



Laura Colwell
Councillor, MSIFN



Jeff Forbes
Councillor, MSIFN

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 21, 2023
SUBJECT: Director Performance Review Committee Membership **PAGE:** 1 of 2
ORIGIN: Patrick Cotter, General Counsel

1.0 Purpose

The purpose of this report is to provide the Board with background information on the Director of Education Performance Review Committee and to recommend that the Board approve the membership of the Committee.

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

One of the key responsibilities of the Board of Trustees is to monitor and evaluate the performance of the Director of Education in meeting the obligations of the position. In furtherance of these responsibilities, the Board of Trustees adopted the Director of Education Performance Review Policy which established the Director of Education Performance Review Committee.

The objective of the Director of Education Performance Review Policy is to establish a transparent and objective process for the Board of Trustees to review the Director of Education's performance and to set a proactive framework to support the Director of Education in achieving the performance expectations of the position. The role of the Committee is to:

- (i) in consultation with the Director of Education, oversee the selection of the external consultant(s) that will be retained by the Board;
- (ii) work with the external consultant to implement the Director of Education's Performance Review in accordance with the Policy and to carry out any other activities specified in the Policy; and

- (iii) work with the external consultant to develop and implement the self-assessment performance evaluation tool for the Director of Education.

All Trustees are eligible to sit on the Director of Education Performance Review Committee, but there must be a minimum of three Trustees plus the Chair and Vice-chair of the Board.

The members of the Committee are to be approved by the Board annually.

4.0 Conclusion and/or Recommendations

It is recommended that the Board approve the membership of the Director of Education Performance Review Committee.

5.0 Appendices

Appendix A - Director of Education's Performance Review Policy

Report reviewed and submitted by:



Patrick Cotter, General Counsel



DIRECTOR

Director of Education Performance Review

1.0 Rationale

The Director of Education, responsible for implementing the elected Board of Trustees' Multi-Year Strategic Plan and the Equity and Inclusive Education Policy, has overall responsibility for staff, operations and programs at the Durham District School Board.

One of the key responsibilities of the Board of Trustees is to monitor and evaluate the performance of the Director of Education in meeting the obligations of the position under the *Education Act*, the Board's Policies and Procedures and the Board's multi-year strategic plan.

The Board of Trustees is committed to ethical leadership, a healthy workplace culture and to fostering public confidence in our system. This policy supports these commitments.

2.0 Objective

The objective of the Director's Performance Review Policy is to establish a transparent and objective process for the Board of Trustees to review the Director of Education's performance and to set a proactive framework to support the Director of Education in achieving the performance expectations of the position.

3.0 Application

The performance of the Director of Education is reviewed annually in accord with the terms of this Policy. The employment contract of the Director of Education shall be subject to this Policy regarding the Director's performance review.

The Director of Education performance review is confidential and will be conducted in private, in accord with the provisions of Section 207(2)(b) of the *Education Act*. Therefore, any reference in this policy to the Board of Trustees includes reference to the Committee of the Whole Board, as appropriate.

The Board of Trustees will keep the public informed as to when the annual review has been completed and will share with the public a summary of the goals and priorities identified through the review.

4.0 Director of Education Performance Review Committee

This Board of Trustees shall establish a Director of Education Performance Review Committee, the terms of reference of which will be to:

- (i) in consultation with the Director of Education, oversee the selection of the external consultant that will be retained by the Board and any additional consultant that may be retained as referenced in paragraph 4.1.2;

- (ii) work with the external consultant to implement the Director of Education's Performance Review in accordance with this Policy and to carry out any other activities specified in this Policy; and
- (iii) work with the external consultant to develop and implement the self-assessment performance evaluation tool for the Director of Education.

All Trustees are eligible to sit on the Director of Education's Performance Review Committee, but there shall be a minimum of three Trustees plus the Chair and Vice-chair of the Board. The members of the Committee shall be approved by the Board annually.

4.1 Performance Review Process

4.1.1 Position Profile and Objectives

The external consultant and the Director of Education's Performance Review Committee will work in collaboration with the Director of Education to annually prepare a *Director of Education Position Profile and Objectives* document for the upcoming year. This document shall, with reference to the Multi-Year Strategic Plan, outline the annual key strategic priorities for the upcoming year, together with key accountabilities and leadership competencies for the role.

4.1.2 Annual Performance Review

Each year, commencing after the first year in the role, the Director of Education's Performance Review Committee will facilitate the annual review which shall culminate in the *Annual Director's Evaluation Report*, a complete and concise confidential report on the results of a performance review, which shall be submitted to the Board for approval.

The performance review shall consist of the following:

- (i) *A 360-degree performance review questionnaire, to be completed anonymously, to collect data on critical elements of the Director's responsibilities and performance, as set out in the Director of Education Position Profile and Objectives. The following parties are to be asked to complete the 360-degree performance review questionnaire;*
 - (a) all members of Administrative Council,
 - (b) all Trustees,
 - (c) student Trustees,
 - (d) the non-trustee chair(s) or vice-chair(s) of the Board's advisory committees,
 - (e) one representative from each of the Board's local unions, federations and the Ontario Principals' Council local representative,
 - (f) Parent Council Chair, and
 - (g) any other representative groups as the Director of Education's Performance Review Committee may determine annually in consultation with the external consultant.
- (ii) A self-assessment performance evaluation tool to be completed by the Director, setting out achievement of previously agreed upon deliverables; high-level, measurable goals and priorities to advance student achievement and well-being in alignment with the Board's Multi-Year Strategic Plan; and performance in response to unforeseen circumstances.

The *360-degree performance review questionnaire* form shall be prepared by the external consultant based on their independent professional judgment but the consultant shall consult with the Director of Education's Performance Review Committee and the Director. At the discretion of the Director of Education's Performance Review Committee, a second consultant may be retained to assist the external consultant in developing, administering and summarizing the results of the 360-degree performance review.

The *Annual Director's Evaluation Report* shall first be prepared in draft by the external consultant for submission to each of the Director of Education and the Director of Education's Performance Review Committee for review and comment. The external consultant shall consider any comments and exercise their professional judgment in preparing a final draft of the *Annual Director's Evaluation Report* which shall be resubmitted to the Director of Education and the Director of Education's Performance Review Committee. If there is no objection, the report shall be made final and submitted to the Board of Trustees.

In the event that either of the Director of Education or Director of Education's Performance Review Committee do not agree on the final draft of the *Annual Director's Evaluation Report*, they shall advise the external consultant of their objection, following which the external consultant shall coordinate a dispute resolution panel. The panel shall consist of the following:

- (a) one member selected by the Director of Education in consultation with the Council of Ontario Directors of Education (CODE);
- (b) a second member selected by the Chair of the Director of Education's Performance Review Committee in consultation with the Ontario Public School Boards Association (OPBSA); and
- (c) a third member of the panel, an external party, with expertise in mediation, suitable to both CODE and OPSBA.

The panel shall control its procedure with a view to conducting a fair but relatively informal and expeditious proceeding. This is not a proceeding to which the *Statutory Powers Procedures Act* applies. The panel shall consider all relevant information presented by the Director of Education's Performance Review Committee, the Director of Education and the external consultant. The panel may revise the draft report in respect of the matters in dispute and shall deliver the final *Annual Director's Evaluation Report* to the Board of Trustees. If the panel revises the report, it shall provide a written explanation for the changes.

Notwithstanding the foregoing, every second year, the *360-degree performance review questionnaire* called for in 4.1.2 (i) shall also be sent to those stakeholder groups and/or community groups as may be determined annually by the Director of Education's Performance Review Committee in consultation with the external consultant.

4.1.3 Performance Improvement Plan

In situations where the Director of Education's Performance Review results in a below standard appraisal, the *Annual Director's Evaluation Report* shall include a Performance Improvement Plan which:

- (a) identifies and explains the area(s) of concern;
- (b) stipulates the matters requiring attention with links to the specific expectations of the role;
- (c) identifies corrective action to be taken;
- (d) identifies indicators of success; and
- (e) contains timelines for completion.

The Director of Education's Performance Review Committee will work collaboratively with the Director of Education to monitor progress with the plan in accord with the agreed upon criteria and timelines.

If the Director of Education fails to meet the targets outlined in the Performance Improvement Plan by the timelines outlined, the Board of Trustees may take further action on recommendation of the Director of Education's Performance Review Committee or on its own initiative.

4.1.4 Annual Public Communication

Annually, at a public meeting of the Board, the Board of Trustees shall:

- (a) confirm the completion of the Director of Education Performance Review;
- (b) approve the *Director of Education Position Profile and Objectives* for the upcoming year; and
- (c) confirm that the most current version of the Director's employment contract is posted publicly on the Board website.

Following approval, the *Director of Education Position Profile and Objectives* will also be posted publicly on the Board website.

Glossary of Key Terms

1. Director of Education Position Profile and Objectives

The *Director of Education Position Profile and Objectives* document outlines the annual key strategic priorities for the upcoming year, together with key accountability and leadership competencies for the role.

2. 360-Degree Performance Review Questionnaire

The *360-degree performance review questionnaire* is a document used to collect data on critical elements of the Director's responsibilities and performance, as set out in the *Director of Education Position Profile and Objectives* document.

3. Self-Assessment Performance Evaluation Tool

The self-assessment evaluation tool is to be completed by the Director annually setting out achievement of previously agreed upon deliverables; high-level, measurable goals and priorities to advance student achievement and well-being in alignment with the Board's Multi-Year Strategic Plan; and performance in response to unforeseen circumstances.

4. Annual Director's Evaluation Report

The *Annual Director's Evaluation Report* is a complete and concise confidential report on the results of the performance review which is prepared annually.

5. Performance Improvement Plan

The Performance Improvement Plan is a plan which must be included in the *Annual Director's Evaluation Report* if there is a below standard appraisal.

Effective Date

2020/07/08

Amended/Reviewed

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 21, 2023

SUBJECT: Naming of Schools Policy – Lord Elgin Public School **PAGE:** 1 of 3

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Jim Markovski, Associate Director of Equitable Education
 Stephen Nevills, Superintendent of Equitable Education

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees to establish a School Naming Committee to make recommendations to the Board in accordance with the Naming of Schools Policy (Appendix A) and Procedure (Appendix B) in response to a community request to rename Lord Elgin Public 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.*

- Students will be empowered to thrive at school and in life.

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

- Create safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth.

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

- Schools, curriculum content, learning materials, assessment and evaluation practices, teaching styles and classroom practices will reflect multiple social realities and perspectives to identify and eliminate barriers to learning.
- Ensure equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging and feel that they matter.

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 that benefit all members of the Durham District School Board's (DDSB) diverse community.
- Responsively meet the needs of all families by valuing their expertise and voice.

3.0 Background

The DDSB is committed to protecting, upholding, and promoting Indigenous rights, human rights and equity in all of its learning and working environments. Lord Elgin Public School in Ajax was opened by the DDSB in 1969. The school was named after a historic figure, James Bruce, 8th Earl of Elgin and Governor General of Canada during the period 1847-1854. A concern has been brought forward by a community member who has questioned the appropriateness of maintaining the use of Lord Elgin's name given that there are historical connections to Lord Elgin's support towards the creation of the residential school system.

4.0 Analysis

Under section 5.3 of the Naming of Schools Policy, if a written request is received to rename an existing school, the Director shall bring a report forward to Trustees to determine whether the request meets one or more of the renaming criteria stipulated in section 5.4 of the Policy. In addition, either the Board or Administrative Council may, on their own initiative, determine that one or more of the renaming criteria stipulated in section 5.4 of the Policy are engaged.

Based on the renaming criteria under section 5.4, the current name of the school in question does not align with the Board's commitment or legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination and equitable and inclusive education. As such, we are asking for a motion to engage the Naming of Schools Policy and strike a School Naming Committee. The School Naming Committee shall reflect the diverse communities that DDSB serves and will be composed of:

- (a) The area trustees. Where there is only one area trustee or one or more area trustee is not able to participate, other trustees will be added so that there are no fewer than two;
- (b) The Superintendent of Education/Area, and appropriate supporting Officer;
- (c) The Principal designate;
- (d) Two School Community Council representative(s) or one School Community Council member representing each of the amalgamating communities;
- (e) Two Student Council representative(s) representing school or schools or one Student Council representative from the schools that are being consolidated;
- (f) Two school community members invited by the Superintendent of Education/Area in consultation with the Trustees;
- (g) A member of the Indigenous Advisory Circle;
- (h) Where a member has a conflict of interest i.e., descendent or an immediate family member of a name put forward, that person shall not be a member of the committee.

The Naming of Schools Procedure will inform the process that will be undertaken, and the outcome/recommendations will be brought forward to the Board of Trustees for consideration.

5.0 Financial Implications

The cost associated with changing signage and activities to reflect a new school name is estimated to be between \$50,000 - \$75,000.

6.0 Conclusion and/or Recommendations

That the Board of Trustees approve the establishment of a School Naming Committee for Lord Elgin Public School in accordance with the Naming of Schools Policy. f

7.0 Appendices

Appendix A - Naming of Schools Policy
Appendix B - Naming of Schools Procedure

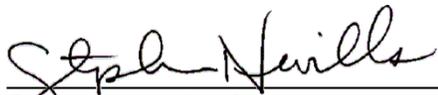
Report reviewed and submitted by:



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



Jim Markovski, Associate Director of Equitable Education



Stephen Nevills, Superintendent of Education



POLICY

Business – School Operations

Naming of Schools

1.0 Rationale

- 1.1 The naming of a school and the consideration of a potential school re-naming are important for the school community. A policy for school naming ensures community involvement and a transparent, equitable, accessible and reasonable process.
- 1.2 Durham District School Board (DDSB) believes that school names should promote a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning. DDSB respects the diverse identities, strengths, experiences and perspectives of our communities and values their contribution to school naming.

2.0 Objective

- 2.1 The objective of this policy is to establish the process and parameters for the naming or re-naming of schools that supports the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize this Policy.
- 2.2 Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.

3.0 Definitions

In this Policy,

- 3.1 Board refers to the Board of Trustees for Durham District School Board.
- 3.2 District refers to the corporate entity of Durham District School Board.
- 3.3 Staff refers to any individual who is employed by DDSB.

4.0 Responsibilities

- 4.1 Trustees: For the purposes of this policy, Trustees are responsible for setting the strategic direction of the Board and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.
- 4.2 Director of Education: For the purposes of this policy, the operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board Policy by adapting and implementing appropriate Procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

5.0 Policy

- 5.1 To name a new or consolidated school, a School Naming Committee shall be established to provide a short-list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this policy.
- 5.2 The School Naming Committee shall reflect the diverse communities DDSB serves and be comprised of the area Trustees (no fewer than two Trustees), and the Family of Schools Superintendent, together with those representatives from the community and the school's staff and students as may be selected in accordance with the procedure adopted under this Policy.
- 5.3 If a written request is received to rename an existing school, the Director shall bring a report to Trustees to determine whether the request meets one or more of the renaming criteria stipulated in section 5.4 of this Policy. In addition, either the Board or Administrative Council may, on their own initiative, determine that one or more of the renaming criteria stipulated in section 5.4 of this Policy are engaged. The rationale for a name change, the composition of the School Naming Committee and a financial analysis of the associated costs will be included in the report to Trustees. If, in any case, one or more of the renaming criteria are engaged, a School Naming Committee will be established to provide a short list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this Policy.
- 5.4 A school shall be eligible to be renamed under this policy if:
- a) The current name does not align with the Board's commitment or legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination and equitable and inclusive education; or
 - b) the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values; or
 - c) the current name was appropriated from a culture or community without the necessary engagement and consultation with representatives from the community; or
 - d) The Board, in conjunction with the school community, has developed a new identity for the school.

- 5.5 Notwithstanding the establishment of a School Naming Committee, the Committee has the discretion to recommend that the name of school remain unchanged. Further, the Board may choose to accept or reject any recommendation of a School Naming Committee but shall not choose any name not on the short-list of names recommended by the School Naming Committee.
- 5.6 The name for a school shall align with 2.1 and 2.2 of this Policy and include:
- a) the name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or
 - b) The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or
 - c) The name of a significant Canadian event.
- 5.7 In no case, shall any school be named after a corporation, a sitting politician, a current employee of the Board, a member of the Board, or a member of the immediate family of the foregoing.

6.0 Evaluation

- 6.1 This Policy is subject to review and revision as may be deemed appropriate by the Board, but it shall be brought to the Board for review at least every five years.

7.0 Reference Documents

- 7.1 Procedures
- Naming of Schools

Appendix:

None

Effective Date

1985-06-10

Amended/Reviewed

2003-09-03

2003-11-17

2006-08-02

2013-05-22

2013-11-20

2021-04-19

Naming of Schools

1.0 Rationale

- 1.1 The naming of a school and the consideration of a potential school re-naming are important for the school community. A policy for school naming ensures community involvement and a transparent, equitable, accessible, and reasonable process.
- 1.2 Durham District School Board (DDSB) believes that school names should promote a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning. DDSB respects the diverse needs and identities of our communities and values their contribution to school naming.

2.0 Objective

- 2.1 The objective of this procedure is to operationalize the Policy on Naming of Schools by outlining the process for naming new schools or the renaming of existing schools that supports the Board's commitment and legal responsibilities to indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to authorize the creation of a Board Procedure to operationalize this Policy.

3.0 Definitions

In this Procedure,

- 3.1 Board refers to the Board of Trustees for DDSB.
- 3.2 District refers to the corporate entity of the Durham District School Board.
- 3.3 Staff refers to any individual who is employed by the DDSB.
- 3.4 Administration refers to any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB.
- 3.5 School Community refers to students, staff, and stakeholders specifically affiliated with an individual school.

4.0 Responsibilities

- 4.1 Director of Education: For the purposes of this procedure, the Director of Education will monitor the progress of the School Naming Committee and ensure that representation and timelines are met.
- 4.2 Superintendent of Education: For the purposes of this procedure, the Superintendent of Education will ensure a successful School Naming Committee is formed and follows the procedural steps for school naming with an emphasis on school-community engagement.
- 4.3 Principal: For the purposes of this procedure, the Principal will be an active member of the School Naming Committee and will serve as a conduit to ensure the school community is well informed of all developments.

5.0 Guidelines and Considerations

- 5.1 The District is committed to providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code.
- 5.2 Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.

6.0 Procedures

- 6.1 In accordance with the School naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board.
- 6.2 The School Naming Committee shall first and foremost reflect the diverse communities that DDSB serves and be composed of:
 - (a) The area trustees. Where there is only one area trustee or one or more area trustee is not able to participate, other trustees will be added so that there are no fewer than two;
 - (b) The Superintendent of Education/Area, and appropriate supporting Officer;
 - (c) The Principal designate;
 - (d) Two School Community Council representative(s) or one School Community Council member representing each of the amalgamating communities;
 - (e) Two Student Council representative(s) representing school or schools or one Student Council representative from the schools that are being consolidated;
 - (f) Two school community members invited by the Superintendent of Education/Area in consultation with the Trustees;
 - (g) A member of the Indigenous Advisory Circle;
 - (h) Where a member has a conflict of interest i.e. descendent or an immediate family member of a name put forward, that person shall not be a member of the committee.
- 6.3 No two members of the committee shall be members of the same immediate family.
- 6.4 All members of the committee are voting members.
- 6.5 The Family of Schools Superintendent will Chair the Committee and will be a non-voting member.

6.6 Role of the Naming Committee

The School Naming Committee shall undertake a process to receive submissions from the broader school community.

The School Naming Committee will review and consider submissions made to it and narrow them for a second round of consultation with the school community.

In circumstances where renaming a school is being considered, the committee will consider all voices and perspectives, including the community(ies) that raised the concern.

Only submissions that adhere to the guidelines in section 5.6 and 5.7 of the Policy as highlighted below will be considered. All submissions should include background information and context as may be appropriate to support the submission.

The Family of Schools Superintendent will bring forward a report to Board with the top three choices from the School Naming Committee to the Board of Trustees with a rationale for all three choices. The report should indicate the top choice of the School Naming Committee for the Board of Trustees' consideration. The Family of Schools Superintendent will ensure that a rigorous vetting process has taken place, to ensure all choices put forward for consideration reflect the values of the district.

6.7 Once the Board of Trustees selects the name or new name for the school, all materials produced with that name will include the Durham District School Board logo.

7.0 Reference Documents

7.1 Policies

- Naming of Schools

Appendix:

None

Effective Date

1987-03-23

Amended/Reviewed

1998-10-05

2003-04-22

2003-09-03

2003-11-17

2006-08-02

2010-03-22

2013-05-22

2013-11-21

2018-10-15

2021-04-19

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 21, 2023

SUBJECT: Notice of Motion: People and Culture - Rescission of Policies and Regulations **PAGE:** 1 of 2

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Heather Mundy, Superintendent of People and Culture
 Patrick Cotter, General Counsel
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

1.0 Purpose

The purpose of this report is to bring forward the recommendation of the Governance and Policy Committee to rescind selected policies and regulations that fall under the People and Culture department 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

Staff undertook a detailed review of selected policies and regulations that fall under the People and Culture department, included as Appendix A, and recommended to the Governance and Policy Committee that these selected policies and regulations be rescinded.

At the February 1, 2023 Governance and Policy Committee meeting, the Committee passed a resolution to recommend to the Board of Trustees that the People and Culture policies and regulations listed in Appendix A be rescinded.

4.0 Financial Implications

Not applicable.

5.0 Evidence of impact

Rescinding outdated and obsolete policies and regulations will bring clarity to applicable processes for system leaders and staff.

6.0 Communication Plan

Once approved, the policies and regulations recommended for rescission will be removed from circulation on the DDSB website and staff will be informed as applicable.

7.0 Conclusion and/or Recommendations

That the rescission of the policies and regulations as outlined in Appendix A proceed as a Notice of Motion so that it comes before the Board for consideration at the next regular meeting on March 20, 2023.

8.0 Appendices

Appendix A – People and Culture Policies and Regulations Recommended for Rescission

Report reviewed and submitted by:



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



Heather Mundy, Superintendent of People and Culture



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

Positions of Responsibility- Appointment and Evaluation

1.0 Conditions of Appointment

That conditions of appointment to positions of responsibility be:

- (a) New appointments as Supervisory Officers shall be for a term of 5 years in a contract form approved by the Board.
- (b) New appointments to positions as Principal, Vice-Principal, or Department Head shall be permanent unless modified through the appraisal process.
- (c) Appointments to positions of Facilitator shall be on secondment for a term of up to five years.

AND THAT

2.0 Appraisal

- 2.1 At the request of a majority of Trustees, the Director, or an Administrative Staff member, a particular evaluation may be initiated at any time. Such evaluations shall be the subject of a report to the Employee Relations Committee of the Board.

Appendix:

None

Effective Date

78-06-26

Amended/Reviewed

2006-08-08

2012-06-29

CORPORATE SERVICES

Staff Complement

- 1.0 The total staff complement in all functions, Academic, Business and Facilities Services shall be established from time to time by the Board.
 - 1.1 Within the staff complement approved by the Board, the Director or designate shall have authority to deploy all personnel in the system.

Appendix:

None

Effective Date

70-11-16

Amended/Reviewed

82-11-09

2006-08-08

2012-02-06

2012-10-15

Domestic Violence

1.0 Domestic Violence in the Workplace

A person who has a personal relationship with a worker – such as a spouse or former spouse, current or former intimate partner or a family member – may physically harm, or attempt or threaten to physically harm, that worker or co-workers at work. In these situations, domestic violence is considered workplace violence.

2.0 Duty of the Employer

Under the [Occupational Health and Safety Act](#), an employer must take every precaution reasonable in the circumstances for the protection of workers when they are aware, or ought reasonably to be aware, that domestic violence may occur in the workplace, and that it would likely expose a worker or co-workers to physical injury.

Personal safety is the shared responsibility of the Durham District School Board and all of its employees. When an employee's safety is threatened as a result of domestic violence, the employer and supervisor will assist the employee and take any reasonable precaution for the protection of that employee while the employee is at work.

3.0 Duty of Employees

Measures and procedures in the workplace violence prevention program can help protect an employee and co-workers from domestic violence in the workplace. It is the responsibility of an employee to report concerns to their immediate supervisor if they fear domestic violence may enter the workplace.

Co-workers are also encouraged to report, in confidence, to their immediate supervisor concerns or indicators that an employee is experiencing any form of domestic violence.

The Durham District School Board will take active measures to help protect the safety of employees who request assistance and will keep requests for assistance confidential.

4.0 Information and Instruction

The Durham District School Board will provide information and instruction for all employees about the issue of domestic violence, signs of domestic violence, impact on individuals and families, confidentiality, individualized response, safety plans and the supports available within the Board and the community.

5.0 Responding to Victim-Survivors of Domestic Violence

When an employee discloses that she or he is a victim-survivor of domestic violence or if a supervisor observes indicators of domestic violence, it is recommended that the supervisor convey the messages:

- the supervisor is concerned for the person and will support the person;
- the victim-survivor is not alone and is not to blame;
- there is help available – see Appendix B;
- information that is shared will be kept confidential and provided to others on a 'need to know' basis; and,
- the supervisor will offer to work with the employee to create a Workplace Safety Plan. In the case where an employee refuses to co-create a Workplace Safety Plan with a supervisor then the supervisor will contact the appropriate Manager or Supervisory Officer regarding the provision of workplace precautions for the protection of all employees. The Manager or Supervisory Officer will contact the union president for that employee, if applicable.

6.0 Workplace Safety Plan – See Appendix A

A workplace safety plan:

- identifies actions to increase worker safety;
- is prepared in advance based on the possibility of violence;
- needs to be created with the affected employee who knows the abuser's patterns of behaviour, the higher-risk times, and the resources available;
- suggests actions that the worker and employer can take, including police involvement; and,
- can be reviewed and revised as needed to respond to changes.

A workplace safety plan may include:

- at least one emergency contact if the employer is unable to reach the worker;
- increased security measures for the victim-survivor while at work or travelling to and from work;
- record-keeping options for possible police evidence (e.g. threatening voice mails or emails);
- alternative work arrangements to adjust the worker's schedule or location in order to increase the worker's safety;
- creating an emergency plan with procedures for calling the police when required;
- referring the employee to appropriate internal and external resources and organizations – see Appendix B;
- developing a procedure to inform co-workers of the potential for domestic violence in the workplace;
- upholding all known court orders that bar any individual(s) from a worksite;
- discussion of personal leave options.

Where the employee identifies a concern about domestic violence when the spouse is a Durham District School Board employee, the supervisor will notify the Superintendents of Employee Relations and Operations about the situation. If necessary a change in workplace location will be reviewed by the Superintendent of Employee Relations in coordination with the Superintendent of Operations.

Appendix:

Appendix A – Domestic Violence – Workplace Safety Plan

Appendix B – Durham Region Contacts for Domestic Violence

Appendix C – Signs of Domestic Violence in the Workplace

Effective Date

2011-01-17

Amended/Reviewed

APPENDIX A: DOMESTIC VIOLENCE - WORKPLACE SAFETY PLAN

Name of Employee: _____

Supervisor: _____

Date: _____

Part 1 – Questions about Immediate Need:

How great is your risk today?

What are your needs right now?

Have you left the home?

Are your children safe? Which school do they attend?

Have you contacted the police? Do you need to speak with a police officer today?

Is there a restraining order against the abuser?

Part 2 – Questions about Workplace Precautions:

Who is the abuser? (Name, description and photograph)

Has the abuser contacted you at work? What is the likelihood that the abuser will show up at the workplace?
Is there a risk to co-workers?

If he/she arrives at work looking for you - do you want 911 called?

Do you want phone calls or emails screened and saved?

Arrival and departure from work - how can we help you get into and out of the building safely? (review safety of parking arrangements)

Who else at work can be advised about the plan and who to watch for?

Part 3 – Supervisor Checklist for Workplace Safety Plan

- Contact Area Superintendent or Manager
- Contact Superintendent of Employee Relations
- Contact school, if applicable, where employee's children attend
- Superintendent of Employee Relations contacts union president, if applicable
- Provide employee with Durham Region contact list – Appendix B
- Arrival and departure plan - may include:
 - Establish set arrival and departure times
 - Arrangements to provide escorts to and from the parking lot
 - Car-pool arrangements with other employees
 - Change of parking assignment to a reserved spot close to entrance
- Screening of phone calls or emails
 - Contact Information and Technical Services to block email from abuser
 - Inform office staff to request identity of callers
 - When a Workplace Safety Plan has been invoked, avoid using students to answer phones
 - Develop response protocol for unwanted calls
- Record-keeping
 - Retain copies of threatening emails sent to workplace
 - Make recordings of voicemail
 - Supervisor keeps restraining orders on file
- Emergency Security Protocol – if abuser attends workplace:
 - Call 911
 - Supervisor or designate informs victim-survivor
 - Move victim-survivor to safe location in building until police arrive
- Alternative Work Arrangements – (consult with Manager or Superintendent of Operations first):
 - Adjust shift start time and/or finish time
 - Change location of workplace – temporary or permanent
- Ongoing Employee Responsibilities
 - Keep supervisor informed of any changes to level of risk or changes of circumstance

This Workplace Safety Plan has been created by:

Employee _____
Print Name Signature

Supervisor _____
Print Name Signature

APPENDIX B: Durham Region Contacts for Domestic Violence

Police and Victim Services:	
Emergency Services	911
Durham Regional Police Service	905 579 1520/ 1 888 579 1520
DRPS Victim Services Unit	905 579 1520/ 1 888 579 1520 ext 5616
Victim Services of Durham Region	905 579 1520 ext 1848
Emergency Housing:	
1. Bethesda House (24 hrs)	905 623 6050/ 1 800 338 3397
2. Herizon House	905 426 1064/1 866 437 4066
3. Denise House (24 hrs)	905 728 7311/1 800 263 3725
Counselling Services:	
Catholic Family Services	Ajax 905 428 1984 Oshawa 905 725 3513
Domestic Violence & Sexual Assault	905 571 3344 ext 105
Durham Family Counselling	1 866 840 6697
Durham Mental Health Crisis Service	905 666 0831 After hours 905 666 0483
Oshawa Community Health Centre	905 723 0036
Employee Assistance Program	1 800 387 4765
24 Hour Crisis Numbers:	
Distress Centre	1 800 452 0688
Rape Crisis Centre	905 668 9200
Kid's Help Line	1 800 668 6868
Assaulted Women's Help Line	1 866 863 9511
Legal Services:	
Family Law Information Centre	905 427 7849
Durham Family Court Clinic	905 436 6754
Ontario Family Court	905 430 4900
Luke's Place	905 728 0978
Other Services:	
Women's Multicultural Resource and Care Centre	905 427 7849
Victim Crisis Assistance & Referral Service (VCARS)	905 579 1520 ext. 1846
Neighbours, Friends & Families Campaign	www.neighboursfriendsandfamily.com
DRIVEN (Durham Region Intimate-Relationship Violence Empowerment Network)	1 877 SAFE 905 (723 3905) 905 432 SAFE (432 7233)

APPENDIX C: Signs of Domestic Violence in the Workplace

The victim may:

- try to cover bruises;
- be sad, lonely, withdrawn, and afraid;
- have trouble concentrating on a task;
- apologize for the abuser's behaviour;
- be nervous when the abuser is in the workplace;
- make last-minute excuses or cancellations;
- use drugs or alcohol to cope; or
- miss work frequently or more often than usual.

The abuser may interfere with the victim while at work by:

- repeatedly phoning or emailing the victim;
- stalking and/or watching the victim;
- showing up at the workplace and pestering co-workers with questions about the victim;
- displaying jealous and controlling behaviours;
- lying to co-workers;
- threatening co-workers;
- verbally abusing the victim or co-workers;
- destroying the victim's or the organization's property; or
- physically harming the victim and/or co-workers.

The abuser may attempt to prevent the victim from getting to work by:

- interfering with transportation by hiding or stealing the victim's car keys or transportation money;
- hiding or stealing the victim's identification cards;
- threatening deportation in a situation where the victim was sponsored;
- failing to show up to care for children; or
- physically restraining the victim.

HUMAN RESOURCES SERVICES

Employee Assistance for the Management of Alcohol and Drug Problems

1.0 Preamble

- 1.1 The Board of Education recognizes that excessive or inappropriate use of alcohol or other drug can result in physical and/or mental illness. Such misuse of alcohol or other drug is generally accompanied by a variety of other problems adversely affecting the individual's well-being with regard to his/her family, financial affairs, employment and social life.

2.0 Purpose

- 2.1 Treatment of these cases can be successful, and this policy is prepared for the following purposes:
- (a) To provide Board personnel with an education program aimed at the prevention of dependence on alcohol or other drugs.
 - (b) To facilitate early recognition of, and supportive treatment for, any employee of the Board who may be suffering from this disability.

3.0 Voluntary Referral

- 3.1 Any employee of the Board who feels that he (or she) may have an alcohol or other drug problem is encouraged to make an appointment with the Manager of Employee Services with a view to obtaining a diagnosis and, if necessary, referral to a treatment service and follow-up as indicated.

4.0 Mandatory Referral

- 4.1 Any employee of the Board whose unsatisfactory performance of his/her duties may be attributable to the repeated misuse of alcohol or other drug will be required by his/her supervisor to report to the Manager of Employee Services to obtain a diagnosis.
- 4.2 In the case of a mandatory referral where performance of duty has been impaired by continued or repeated misuse of alcohol or other drug, acceptance by the employee of the diagnosis, and adherence to the prescribed treatment program, and improvement in job performance to an acceptable level, will be considered a condition of continued employment with the Board.

5.0 Training and Treatment

- 5.1 The Board will provide training for supervisors in the recognition of signs which may indicate developing dependence on alcohol or other drugs and in the interviewing and referring procedure for such employees. The Board (through the Manager of Employee Services) will arrange with treatment agencies and other resources in the community for the provision of adequate treatment and support.
- 5.2 Whether the referral to the Employee Services Department is voluntary or mandatory, the employee will receive the same consideration and benefits as are provided by the Board for employees affected by any other illness.

Appendix:
None

Effective Date

76-01-26

Amended/Reviewed

2006-08-08

2014-07-29

Procedure for the Effective Management of Employee Alcohol and Drug Problems - Teaching Employees

- 1.0 Whether the referral to the Manager of Employee Services is voluntary or mandatory, the employee will receive the same consideration and benefits as are provided by the Board for employees affected by other illness.
- 1.1 When job performance, attendance or conduct of a teacher is unsatisfactory, the Principal will:
- (a) Confront the teacher with documented work evidence of the problem.
 - (b) Advise the teacher that improvement is expected, suggest that if there is some personal problem, help can be obtained through the Manager of Employee Services, and encourage the teacher to take advantage of this service. These services will consist of a diagnostic and counselling consultation by recognized professional personnel such as provided by Addiction Research Foundation, Pinewood Clinic or medical specialist.
 - (c) Require the teacher to inform the Principal within one week as to what action the teacher is taking to solve the problem.
 - (d) Document the interview with copies to the Superintendent of Education, teacher and Manager of Employee Services. Remind the teacher, in this letter, that it is the teacher's privilege to consult with his Federation if the teacher desires.
 - (e) Continue to document work performance.
 - (f) It is the responsibility of the principal to inform the respective Provincial Federation that the teacher's employment is in jeopardy.
- 1.2 If subsequent job performance, attendance or conduct is unsatisfactory, the Principal will:
- (a) Consult with the Superintendent of Education/Area concerning overall impressions of the situation and discuss appropriate action.
 - (b) Confront the teacher, review the teacher's work record and inform the teacher that the Superintendent of Education/Area has been contacted in relation to unsatisfactory job performance.
 - (c) The course of action to be taken at this point will have been decided when step 2(a) was taken. This may involve:
 - (i) continuance of a program already instituted;
 - (ii) the requirement of the teacher accepting referral to recognized professional personnel.
 - (d) Advise the teacher of consequence of non-compliance, i.e., termination of employment.
 - (e) Document the interview with copies to the Superintendent of Education/Area, the teacher and Manager of Employee Services. Remind the teacher again, in this letter, that it is the teacher's privilege to consult with Federation if the teacher so desires.

- 1.3
- (a) Assuming dependency is diagnosed and treatment has followed, the Principal will discuss with the teacher on a regular basis (monthly) the teacher's progress, performance and conduct in the school situation, at which time the progress reports from the treatment facility will also be reviewed.
 - (b) Document these interviews with copies as above.
- 1.4 If a teacher voluntarily seeks help for a problem of this type from the Principal, the latter should contact the Manager of Employee Services who will make arrangements for treatment. The teacher affected will not be required to discuss this matter with any other staff member except the Principal.
- 1.5 If a teacher voluntarily seeks help for a problem of this type but does not want to approach it through his Principal, the teacher may contact the Manager of Employee Services directly for confidential advice and information.
- 1.6 If the problem is affecting a Principal's job performance, this policy applies by substituting the words Principal for teacher and Superintendent of Education/Area for Principal.

2.0 Termination

- 2.1 When job performance, attendance or conduct continues to be unsatisfactory, the principal will recommend suspension and ultimately termination. These recommendations will be forwarded to the Superintendent of Education/Area with copies to the teacher, and the Manager of Employee Services.
- 2.2 It is the duty of the Principal to inform the teacher of the teacher's right to a Board of Reference as stated in the Education Act.

NOTE:

- (a) This procedure has been written specifically for a Principal dealing with a teacher or a Superintendent of Education/Area dealing with a Principal. In the case of a Principal dealing with an educational services employee a slightly different procedure has been outlined.
 - (b) Employees shall be notified that treatment for an alcohol or drug problem shall be considered as illness, and all benefits under the SICK LEAVE and DISABILITY PENSION Regulations will apply.
- 2.3 When job performance, attendance or conduct of an employee is unsatisfactory, the appropriate supervisor will:
- (a) Advise his/her superior, then:
 - (b) Confront the employee with documented work evidence of the problem.
 - (c) Advise the employee that improvement is expected, suggest that if there is some personal problem, help can be obtained from the Superintendent of Education/Employee Services, and encourage him/her to take advantage of these services.*
 - (d) Continue to document work performance until the problem has been corrected.
 - (e) Document the interview if felt desirable, with copies to his/her superior, the employee, the Union if applicable, and the Personnel File.
- 2.4 On the next occasion, when job performance, attendance or conduct is unsatisfactory, the appropriate supervisor will:

- (a) Advise his/her superior.
- (b) Confront the employee and review with him/her the unsatisfactory work record.
- (c)
 - (i) Insist that the employee perform his/her work satisfactorily.
 - (ii) Advise employee of consequence of non-compliance, i.e., suspension and if no improvement then termination of employment.
- (d) Require the employee to inform him/her, within one week, as to what action he/she is taking to solve the problem.
- (e) Document the interview with copies to his/her superior, the employee, the Union if applicable, and the Personnel File.
- (f) Review and evaluate on a continuing basis (suggest one month).

2.5 If no improvement is noted following review 2. (f), the appropriate supervisor will:

- (a) Advise his/her superior.
- (b) Confront the employee, review his/her work record; inform him/her that the job performance is unsatisfactory; and insist that he/she must accept help or be terminated.
- (c) Assuming he/she chooses help, instruct him/her that the Manager of Employee Services will be contacted to enter him/her into a program of help.
- (d) Document the interview with copies to his/her superior, the employee, the Union if applicable, and the Personnel File.

2.6

- (a) Assuming dependency is diagnosed and treatment has followed, the appropriate supervisor will discuss with the employee on a regular basis (monthly) his/her progress, performance and conduct in the work situation, at which time the progress reports from the treatment facility will also be reviewed.
- (b) Document these interviews with copies to his/her superior, the employee, the Union if applicable, and the Personnel File.

2.7 If an employee voluntarily seeks help for a problem of this type from you, the supervisor, you should contact the Manager of Employee Services, who will make arrangements for treatment. The employee affected will not be required to discuss this matter with any other staff member except you.

2.8 If an employee voluntarily seeks help for a problem of this type, but does not want to approach it through his supervisor, he may contact the Manager of Employee Services directly for confidential advice and information or the Union.

3.0 Termination

3.1 When job performance, attendance or conduct continues to be unsatisfactory, the employee will be terminated.

NOTE:

Employees shall be notified that treatment for an alcohol or drug problem shall be considered as illness and all benefits under the SICK LEAVE and DISABILITY PENSION Regulations will apply.

*The services through the Superintendent of Education/Employee Services include diagnostic and counselling consultation by recognized professional personnel, such as Pinewood Clinic, medical specialists, Addiction Research Foundation and Family Counselling.

Appendix:

None

Effective Date

76-01-26

Amended/Reviewed

2006-08-08

2014-07-29

CORPORATE SERVICES

Employees Seeking Public Office

- 1.0 The Durham District School Board encourages its employees to seek and hold public office.
 - 1.1 Employees seeking public office may be granted or asked to take unpaid leaves of absence at the discretion of the Director of Education in consultation with the appropriate Superintendent and the Superintendent of Operations.

Appendix:

None

Effective Date

2005-01-19

Amended/Reviewed

2006-08-08

2010-10-04

2016-07-04

HUMAN RESOURCES SERVICES

Physical and Verbal Abuse of Board Employees

- 1.0 In cases of alleged abuse of staff by any person which results in charges being laid, staff will be given as much assistance and support as is required and appropriate to the circumstances of the case and is within the legal authority of the Board.
 - 1.1 Information in respect to any such incident received by Trustees or Staff should be reported as soon as possible to the Director of Education or his/her designate.

Appendix:

None

Effective Date

82-05-25

Amended/Reviewed

2006-08-08

2014-07-29

Physical and Verbal Abuse of Board Employees

- 1.0 All such cases should be reported immediately to the Superintendent of Education/Employee Services in cases involving non-teaching personnel. The report should include all pertinent information describing the incident(s) and any action taken in respect to reporting the matter to the Police.
- 1.1 The Superintendent of Education/Employee Services will decide, on review of the above reports and any other available information whether or not legal counsel is advisable and is to be supplied. The details of the incident will be discussed with the Board's Solicitor if advice is required.

Appendix:

None

Effective Date

82-05-25

Amended/Reviewed

2006-08-08

2014-07-29

HUMAN RESOURCES SERVICES

Staff Appeals

1.0 Any employee may initiate an appeal over any issue not governed by the provisions of a Collective Agreement.

Appendix:

None

Effective Date

82-05-25

Amended/Reviewed

2006-08-08

2013-09-26

Staff Appeals

- 1.0 Employees shall notify their immediate superiors* of the problem, and seek to resolve the matter.
 - 1.1 If the problem remains unresolved, the employee may initiate an appeal in writing to the Secretary of the Board within a reasonable time following notification to superiors.
 - 1.2 The Director or designate shall inquire into the facts surrounding the problem and resolve the issue or prepare a written report for the Employee Relations Committee with a copy to the employee.
 - 1.3 The employee shall be entitled to Federation, Union or Association representation at the meeting of the Employee Relations Committee when the appeal is heard.
 - 1.4 The Employee Relations Committee shall deny or grant an appeal and may make recommendations to the Board.

*For academic employees, this is deemed to be Principal and Superintendent of Education/Area.

Appendix:

None

Effective Date

82-05-25

Amended/Reviewed

2006-08-08

2013-09-26

SCHOOL OPERATIONS & EQUITABLE EDUCATION

Teacher Exchanges

- 1.0 The Durham District School Board encourages the participation of staff in exchanges within the Province, to other Provinces, Countries and on assignment to The Department of National Defence.

Appendix:

None

Effective Date

83-01-24

Amended/Reviewed

91-05-13

2006-08-08

2010-10-04

2011-01-21

Teacher Exchanges

- 1.0 Requests will be received by the Manager of Employee Services with a copy to the Superintendent of Education/Operations in accordance with Ministry of Education deadlines.
 - 1.1 To be eligible to apply, teachers must be on a permanent contract.
 - 1.2 An exchange will normally be approved for up to a maximum of three years.
 - 1.3 Such exchanges or assignments shall be reported annually to the Board by the Director.

Appendix:

None

Effective Date

83-01-24

Amended/Reviewed

91-05-13

2006-08-08

2012-03-01

2016-07-04

PERSONNEL

Employment Equity

- 1.0 The Durham District School Board and its employees shall demonstrate commitment to achieving the Ministry of Education's Employment Equity mandate. This will be accomplished through the development and implementation of Employment Equity strategies and programmes, which eliminate barriers and provide an equal opportunity environment in which female employees can reach their full potential.

Appendix:

None

Effective Date

83-01-24

Amended/Reviewed

92-03-09

2006-08-08

PERSONNEL

Employment Equity

1.0 The Durham Board of Education Shall:

- (a) form an Employment Equity Committee comprised of a minimum of two Trustees, the Director of Education (or Designate), a representative of each Principals' Association, a representative of each Federation, a community representative, a representative from the guidance staff, a representative from the consultant group, representation from the Custodial/Maintenance Management staff, a representative from CUPE Office/Clerical/Technical, a representative from CUPE Custodial/Maintenance, a representative from CUPE Educational Assistants, and a Non-affiliate representative;
- (b) develop and implement a program of in-service and staff development that includes strategies to increase the representation of women in positions of added responsibility for both teaching and educational services staff in accordance with the mandate established by the Ministry of Education outlined in Program Policy Memorandum 111;
- (c) provide in-service and training for female staff regarding non-traditional roles to increase awareness and move towards the objectives set by the Ministry of Education for the year 2000;
- (d) ensure staff knowledge of and commitment to The Sexual Harassment Policy, and The Inclusionary Language Guidelines and Standard Procedure For Written Correspondence;
- (e) ensure that the Hiring/Promotion Procedures encourage female staff, at all levels, to seek positions of added responsibility;
- (f) provide annual budget proposals to facilitate the attainment of the goals of Employment Equity;
- (g) receive a report from the Director of Education by June 30th of each year, outlining the progress towards implementation of the Employment Equity Plan.

Appendix:

None

Effective Date

83-01-24

Amended/Reviewed

84-05-28

92-03-09

2006-08-08

HUMAN RESOURCES SERVICES

Non-Affiliated Staff Compensation

1.0 Coverage

- 1.1 This policy applies to non-affiliated staff in the following groups:
- Administrative (excludes Supervisory Officers and Director of Education)
 - Administrative Secretarial
 - Attendance Counsellors
 - Psychological Services
 - Social Workers
 - Speech Pathology Services

2.0 Broad Policy Statements

- 2.1 The salaries for positions occupied by Non-Affiliated Staff will be based on a fair comparison with negotiated settlements reached between the Durham District School Board and local C.U.P.E. Unions.
- 2.2 Internal equity will be maintained regarding the salaries paid to Non-Affiliated Staff with consideration to relative job size, the employee's time in the job and individual performance.
- 2.3 The Board's policy is to pay competitive salaries which will ensure its ability to attract, retain, and reward employees of a high calibre.
- 2.4 Non-Affiliated Staff benefit program coverages and Board contributions thereto will be based on a fair comparison with the programs in effect for the Board's affiliated and unionized employee groups.

3.0 Specific Policy Statements

- 3.1 Non-Affiliated Staff job rates will be annually reviewed and adjusted as of July 1st by a percentage increase which reflects an average of the settlements reached with the Durham District School Board and local C.U.P.E. Unions during the same year. Bi-annual external comparisons will be undertaken by staff for certain benchmark positions to ensure that our salary ranges remain competitive with the external market.
- 3.2 Non-Affiliated Staff benefit programs, and Board contributions thereto, will be reviewed annually as of March 1st to ensure that available coverages and the value of Board contributions are comparable to that for other Board employee groups.

4.0 Salary Ranges

- 4.1 Under the Salary Administration Program an employee will normally begin at the 'Start Rate' appropriate for the position. The employee's increment progression to 'Maximum Rate' for the position will be dependent upon performance.
- 4.2 The 'Start Rate' for all positions which are on a three year grid will normally be set at 90% of the determined 'Job Rate'.
- 4.3 The 'Maximum Rate' for a position will be equal to the 'Job Rate'.
- 4.4 A satisfactory employee will achieve the 'Maximum Rate' for his/her position.
- 4.5 Progression from the 'Start Rate' to the 'Maximum Rate' will normally occur over a three-year period.

Appendix:

None

Effective Date

70-11-16

Amended/Reviewed

78-10-23

82-09-13

91-01-28

93-04-13

2006-08-08

2012-10-10

2016-05-10

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 21, 2023

SUBJECT: Notice of Motion: Inclusive Student Services - Rescission of Policy **PAGE:** 1 of 2

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Andrea McAuley, Superintendent of Equitable Education, Inclusive Student Services
 Patrick Cotter, General Counsel
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

1.0 Purpose

The purpose of this report is to bring forward the recommendation of the Governance and Policy Committee to rescind the School Attendance Officer Policy 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

Staff undertook a review of the School Attendance Officer Policy, included as Appendix A, and recommended to the Governance and Policy Committee that the policy be rescinded.

At the February 1, 2023, Governance and Policy Committee meeting, the Committee passed a resolution to recommend to the Board of Trustees that the School Attendance Officer Policy be rescinded.

4.0 Financial Implications

Not applicable.

5.0 Evidence of impact

Rescinding outdated and obsolete policies and regulations will bring clarity to applicable processes for system leaders and staff.

6.0 Communication Plan

Once approved, the policy recommended for rescission will be removed from circulation on the DDSB website and staff will be informed as applicable.

7.0 Conclusion and/or Recommendations

That the rescission of the School Attendance Officer Policy proceed as a Notice of Motion so that it comes before the Board for consideration at the next regular meeting on March 20, 2023.

8.0 Appendices

Appendix A – School Attendance Officer Policy

Report reviewed and submitted by:



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



Andrea McAuley, Superintendent of Equitable Education, Inclusive Student Services



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

SCHOOL OPERATIONS & EQUITABLE EDUCATION

School Attendance Officer

- 1.0 The Director is designated as School Attendance Officer for the purpose of administering the regulations regarding school attendance.

Appendix:

None

Effective Date

69-05-14

Amended/Reviewed

73-12-10

2006-04-07

2011-03-30



Minutes - Governance and Policy Committee Meeting Monday, October 3, 2022, 8:00 p.m., Hybrid

Trustees: Kate Bird, Donna Edwards, Darlene Forbes, Linda Lowery, Niki Lundquist, Scott Templeton

Regrets: Trustees Carolyn Morton, Christine Thatcher

Staff present: Director of Education Norah Marsh, Associate Director David Wright, General Counsel Patrick Cotter, Executive Lead Robert Cerjanec, Superintendent Margaret Lazarus, Policy Analyst Ahmad Khawaja

Recording Secretary: Gillian Venning

1. Call to Order

Trustee Niki Lundquist, Committee Vice Chair, called the meeting to order at 8:23 p.m.

2. Land Acknowledgment

Trustee Niki Lundquist read out the Land Acknowledgement.

3. Declarations of Interest

There were no declarations of interest.

4. Approval of Agenda

Trustee Kate Bird put forth a motion to approve the agenda. The agenda was approved as distributed.

5. Approval of Minutes – June 13, 2022

The minutes were approved as distributed.

6. Recommended Actions

(a) Election of Chairperson

Executive Lead Robert Cerjanec facilitated the election process. Nominations for the position of Chair of the Governance and Policy Committee were opened and Trustee Niki Lundquist self-nominated.

After three calls for additional nominations and seeing none, nominations for the role of Chair were closed.

Trustee Lundquist was acclaimed Chair of the Governance and Policy Committee and presided over the remainder of the meeting.

Chair Niki Lundquist opened nominations for the role of Vice Chair of the Governance and Policy Committee and Trustee Scott Templeton self-nominated.

After three calls for additional nominations and seeing none, nominations for the role of Vice Chair were closed.

Trustee Templeton was acclaimed Vice Chair of the Governance and Policy Committee.

(b) Parent Involvement Committee (PIC) and School Community Council (SCC) Policy

Superintendent Margaret Lazarus presented the draft consolidated Parent Involvement Committee (PIC) and School Community Council (SCC) Policy, noting that as part of the policy revision process, associated regulations are being rescinded and associated procedures are being consolidated.

Trustee questions were answered.

Trustee Darlene Forbes moved that the draft consolidated Parent Involvement Committee and School Community Council Policy, including minor amendments as discussed, be brought to the next regular meeting of the Board as a Notice of Motion.

CARRIED

(c) Supervisory Officer Recruitment Policy

General Counsel Patrick Cotter presented the draft policy, noting that it will replace the existing Hiring of Superintendents Policy and Procedure, and that the equitable recruitment framework will be engaged by the new Policy.

Trustee Darlene Forbes moved that the draft Supervisory Officer Recruitment Policy be brought forward at the next regular meeting of the Board as a Notice of Motion.

CARRIED

7. Adjournment

Meeting adjourned at 8:40 p.m.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday December 15, 2022 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
Tara Culley, Durham Down Syndrome Association
Hanah Nguyen, Easter Seals Ontario
Rowin Jarvis, Learning Disabilities Association of Durham Region
Elizabeth Daniel, Member at Large
Morgann Cameron, Member at Large
Jennifer McLaughlin, Sawubona Africentric Circle of Support
Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
Vera Mercier, Early Years Consortium – Non-voting member

Trustees: Kelly Miller Debora Oldfield

Staff: Superintendent, Andrea McAuley
Mental Health Lead, Steffanie Pelleboer

Recording Secretary: Lisa Wry

1. **Call to Order:**

Superintendent Andrea McAuley called the meeting to order at 6:30 p.m.

2. **Land Acknowledgement:**

Superintendent Andrea McAuley 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 recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subject to action 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.

4. **Welcome Guests:** Anthony Phalen- Vice Principal, Pickering HS, Rema Saati – Vice-Principal, Southwood Park P.S.

Regrets: Eva Kyriakides, Rowin Jarvis, Kathy Kedey.

5. **Approval of Agenda:**

That the agenda for December 15, 2022 be approved:

MOTION BY: Tara Culley

SECONDED BY: Hannah Nguyen

CARRIED

6. **Approval of the Minutes from November 10, 2022:**

That the minutes from November 10, 2022 be approved:

MOVED BY: Elizabeth Daniel

SECONDED BY: Tara Culley

CARRIED

7. **Elections:**

Election of the Chair

Superintendent Andrea McAuley informed committee members of the process of the SEAC Chair and Vice-Chair following the Ontario Education Act Regulations. Nominations were called for the position of Chair of SEAC.

Tara Culley nominated Eva Kyriakides for Chair of SEAC. Eva Kyriakides accepted the nomination in advance if her name came forward.

Subsequent to additional calls for nominations by Superintendent Andrea McAuley, and there being none, nominations for the position of Chair were closed. Eva Kyriakides was acclaimed to the position of Chair of SEAC.

NOMINATION:

THAT EVA KYRIAKIDES REPRESENTS THE POSITION OF CHAIR OF THE SPECIAL EDUCATION ADVISORY COMMITTEE.

Election of the Vice-Chair

Superintendent Andrea McAuley called for nominations for the position of Vice-Chair. Elizabeth Daniel nominated Tara Culley for Vice-Chair of SEAC. Andrea McAuley asked for any other nominations and, there being none, then closed the nominations. Tara Culley was acclaimed to the position of Vice-Chair of SEAC.

NOMINATION:

THAT TARA CULLEY REPRESENTS THE POSITION OF VICE CHAIR OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

SEAC member Tara Culley as the newly elected Vice-Chair assumed the chair and conducted the remainder of the meeting, due to the absence of Chair Eva Kyriakides.

**8. Staff Reports:
December 2022 Administration Report**

Our Administration report begins tonight with appreciation for the valuable feedback that SEAC continues to provide to programs and services. Your insights, knowledge and generosity of time are all greatly appreciated.

Inclusive Student Services teams continue to learn and shift practices, both special education and mental health, to support identity affirming Mental Health and Well-Being practices for students through a variety of approaches. Our teams, and those that lead them, understand that no one strategy or training is the answer but rather a comprehensive and critical thinking approach.

Director's Annual Report 2022

Each December, all Directors of Education report back to Trustees, Ministry and community through publication of an Annual Director's Report. The Durham District School Board Annual Report for 2022 was recently shared by Director Marsh with the Board of Trustees. A PDF of the report will be shared with SEAC members. We welcome any follow up inquiries as part of our January SEAC meeting.

Within the report, SEAC members will find reference to the DDSB Special Education Plan and practice shifts specifically embedded. As a district, we recognize the talents, gifts and abilities of each student within our schools. The intersectional identities that each student arrives with are to be celebrated and amplified as a means of validating the richness of their experiences and as a means of valuing and honouring their whole self. The DDSB's Special Education Plan was revised to actively challenge ableism and the traditional focus on the medical model of diagnosis and/or deficit, and intentionally shifted practices of inclusion to an asset-based approach. This work is complex. It is our commitment to our students as we continually unlearn and learn to continually grow in our service and support.

Director Transition

Director Norah Marsh has been a steadfast advocate for all student, champion of changing foundations that are critical to shifting practice; such as district commitments and public education. Norah has had a career of amplifying the gifts of all students – their joy, learning and well-being. Today, Norah presented as part of a Director's panel at a provincial conference of School Mental Health leaders that Steffanie Pelleboer attended. Norah shared our district actions to be responsive to students, staff and community policy into practice, individualization, learning and accountability.

In January we will welcome Director Camille Williams Taylor to continue leading us in this important work. Previous to Camille's current role as Director of the Ottawa Carleton District School Board, Camille led Inclusive Student Services in the DDSB including support to SEAC. We look forward to welcoming Camille as a guest at SEAC as part of her transition to the DDSB Director role.

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 to provide input or for conversation.

As we move into planning for the 2023-2024 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. No significant changes to the model of special education class programs is planned at this time. In January, teams will be connecting with students and families to begin planning at an individual student level. Updates for SEAC will be woven through the months ahead.

Suggested for the Open Discussion period in February, SEAC provides important consultation on the Special Education Plan for the next school year. With many members new to SEAC since consultation on the plan last winter, our department report in January will provide background on the requirements for the plan and foundations for services and programs.

Current Service Statistics

Currently in DDSB *Not OnSIS Verified

- 14 811 students are active to one or more services
- 12 454 students have IEPs/have individualized programming (per PowerTPM/non OnSIS verified)
- 2 533 students access learning through placement in a Special Education program/class; 98 students additional to the previous school year.

With referrals and service from all teams, including Audiology, Hearing Resource and Vision Resource, the team is currently supporting 20 254 students.

Referral rates, particularly for mental health related supports, continue to increase. We are fortunate to have DDSB Mental Health Leader, Steffanie Pelleboer who will provide an overview on the Mental Health and Well-Being Action Plan and highlight our January district wide focus on attunement. It is important to note that as a district this January, we move to a theme of "Let's Listen"; moving away from the corporate focus of Bell Let's Talk Day. It is through feedback from our students, the experience of our teams and research on foundational mental health strategies that we know that relationships centre our work in well-being and mental health. It is key that we listen and learn from one another and 'lean in' within a caring school community that fosters everyday conditions for well-being and is responsive to those who need individualized supports. Steffanie's presentation will bring further context.

As 2022 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 Kelly Miller thanked SEAC for welcoming new Trustees. The new Board of Trustees had their inauguration on November 15, 2022, and their organizational meeting on December 4, 2022. Trustee Miller informed SEAC members that the Board of Trustees received information and presentations on: health and safety measures update as well as current recommendations for healthy classroom ventilation. Trustee Deb Oldfield added that she also sits on the Ontario Public School Board Association (OPSBA), sharing results of a recent OPSBA survey with SEAC members that 88% of people feel that more support for special education is needed and another large percentage feel that making schools more accessible is also a priority. As part of provincial connection day, Trustee Oldfield met with MPPs Patrice Barnes and Jennifer French and was able to share some of the DDSB SEAC concerns in particular, the Special Incident Portion (SIP) funding shortfall.

Note: 2022-2206 OPSBA report included in January package

9. **Inclusive Student Service Department Report- December 15, 2022**

Updates this month include:

- Lunch and Learn
- School Based Rehabilitative Services
- Professional Learning – Special Education Additional Qualifications Course Subsidy Announced
- Mental Health and Well-Being Action Plan

School Support Highlight: Lunch'n'Learn at E.B. Phin P,S,

Inclusive Student Services team members provided a Lunch 'n' Learn on the topic of Structured Teaching.

Classroom Support Staff Appreciation Day

- Classroom Support Staff were recognized by their schools and teams.
- They form a vital part of the ongoing care, support, and learning team for our students
- Schools made announcements, created cards, and took moments to recognize and say thank you to our Classroom Support Staff

School Based Rehabilitative Services

School Based Rehabilitative Services (SBRS) include: Occupational Therapy, Physiotherapy and Speech Therapy. In Durham Region, these services are provided by the team at GrandviewKids.

Teams, across school districts, supported by GrandviewKids meets regularly through the school year for service planning, and reflection. In our most recent meeting, topics included:

- Entry to School Program (as part of the Ontario Autism Program) update including discussion of Memorandum of Understandings
- Update on Smart Start Hubs – launching officially in January 2023
- Districts sought to participate in a pilot for eReferrals; GrandviewKids piloting for province.

Data release to school districts is pending and will be made available soon:

1) students currently receiving services and 2) waitlist data

Currently next off waitlists:

- Occupational Therapy service: September 2019 referral
- Speech service: January 2019 referral
- Physiotherapy service: October 2021 referral

Professional Learning Opportunities for Educational Assistants – November 18 P.A. Day

- BMS- Full Day Basic Training
- BMS – Refresher Training
- Community of Practice: EAll
- Ontario Autism Program: Early Transitions to School
- Inclusive Technology
- Inclusive Student Services & Special Education Foundations
- Lift & Transfer Training

- Safe TALK
- Mental Health & Justice: What you really should know
- Tier One Mental Health & Well-Being Resource
- Understanding CAS: Reporting & Resources
- AAC – Modelling Language using AAC (Picture Cards, Communication Boards and Communication Apps)
- Engaging Interaction Through Play with Autistic Students
- Introduction to LAMP for Beginner Users
- Engaging Early Communicators Through Play
- Social Learning & Emotional Regulation Curriculum

Special Education Additional Qualifications Course Subsidy Announced

The Additional Qualifications (AQ) information has now been posted and shared directly with all teaching staff both -permanent and long term occasional (LTO)

One-session AQ such as:

- Teaching Students with Communication Needs (Autism Spectrum Disorder)
- Teaching Students with Communication Needs (Speech and Language)
- Teaching Students with Communication Needs (Learning Disabilities)
- Use of Assistive Technology
- Teaching Students with Physical Needs

Three-part AQ such as:

- Equitable and Inclusive Schools Parts 1, 2 and Specialist
- Special Education, Parts 1, 2 and Specialist
- *Teaching Students who are Blind/Low Vision, Parts 1, 2 and Specialist
- *Teaching Students who are Deafblind Parts 1, 2 and Specialist
- *Teaching Student who are Deaf or Hard of Hearing and Specialist

* indicate fully funded courses, all other courses will receive a maximum of \$650.00 subsidy upon completion

Save the Date: DDSB Abilities Track & Field Meet

Each June, as part of Track and Field season, the DDSB hosts the Abilities Track & Field Meet. This event brings athletes, guides and coaches together from across the district. In June 2022, the event included 807 athletes from 71 different schools.

You are invited to save the date for the:

Abilities Track & Field Meet
Friday, June 16, 2023
Oshawa Civic Fields (Thornton Road)
Opening Ceremonies – TBC/10:30am
Event usually concludes at 2:30 pm

Presentation: Mental Health and Well-Being Action Plan

Presenter: Steffanie Pelleboer, DDSB Mental Health Leader

LEARN SUPPORT AND CONNECT

The DDSB is committed to cultivating the conditions for healthy learning and working environments, where all our students and staff feel they are welcomed physically, socially and emotionally and where students in particular are engaged in school life, both in their classroom learning and the larger school; where they know they are valued, seen and heard, where their identities are affirmed, where they belong and know they matter and are connected to adults that care and are present to their lived realities.

- The Mental Health and Well-Being Action Plan we are sharing with you, was developed in support of and alignment to the **District's Operational Goal** specific to student learning and wellbeing. The Mental Health and Well-Being Action Plan recognizes that good mental health and well-being are foundational to student's success in the classroom and to a thriving school environment
- The process and directions set out in the plan came about through the work of an interdepartmental and multidisciplinary team that relied heavily on feedback informed development to establish key actions for the plan, ensuring that the planning and plan itself was:
 - Responsive to student, staff, system needs,
 - Student and staff centered,
 - Identity affirming, differentiated and responsive,
 - Implementation sensitive with attention paid to the plan being scalable and sustainable,
 - Aligned to system commitments and priorities and grounded in the foundational anchors of Indigenous rights, human rights, equity and inclusion, trauma informed and relationship building and engagement

If we could summarize the plan in the **actions** to be taken as a system, the Plan **action priorities** are to LEARN, to SUPPORT, and to CONNECT

- We believe it is important to **learn** how we can support the everyday mental health and well-being of students and staff.
- We commit to provide for our students and staff inclusive, identity affirming, and culturally relevant **supports** as needed.
- We strive to **connect** all students and staff to, from, and through the pathways for those supports.

The plan provides a template for the actioning of the key priority areas with the development of specific action plans that will be informed, developed, revised, and monitored as a result of critical conversations and intentional listening to students, families, staff, and community partners, leading to our collective learning/unlearning as a District.

Learn to understand with focused learning around:

- Mental Health Literacy
- Everyday conditions that support mental health and well-being

Support to strengthen focused on:

- Staff Skills Building for Student Support

- Mental Health Supports and Services

Connect to pathways is focus on ensuring and strengthen:

- Strong Pathways to, from and through Mental Health Supports

SEAC members discussed the Mental Health and Well-Being Action Plan with the following reflections:

- This three-year plan feels very research informed
- What are the metrics that will be used to measure the impact, how will we know we have been successful
 - Student feedback
 - Continually checking in and seeking feed back to inform and shift practice as needed
 - Looking at outcomes
- Referrals for mental health supports are coming from a number of variables. As we come through the pandemic the stress is still quite high, but the best strategy is to be responsive to student needs.
- Addressing the well-being of Inclusive Student Services staff as well as school staff.
- Community service waitlist are long, where students would be transferred to community agencies, School Board Mental Health team members are taking more children on while others have not been moved to community to partners.
- How do we measure the positive impact of this plan on students with communication disorders?
- Child and youth support workers are doing a visual check in on “how are you feeling?” photos and braille are being utilized.
- The First 20 Days is a program of how to welcome kids to school and we have examined and moved away from neuro typical language.
- Each school has a lead from the various services (psych, social work, speech language) and shift if required to support the student need or request.
- Collaborative shift to identity affirming for our kids and staff.

10. Open Discussion Period:

DDSB Resource Document Consultation “Many Paths” (formally: Pathway to IPRC)
Item moved to open discussion in January to allow for break out into small groups for fulsome contribution with return to in-person meeting format

Background on the document:

- Under the Education Act boards are required to outline their process around IPRC
- Revised just before COVID – SEAC had impact on shaping the revisions at that time
- Formally - Pathway to IPRC to focus on the supports for students and related programming actions rather than focus on IPRC as focus
- Proposed need to retitle to Many Paths – the program is not yet meeting student needs shift in thinking.
- Need to embed further alignment with policies and procedures: Indigenous rights, human rights, and equity.
- Example of change will be explicit first step of educator building a relationship with the student.
- Inclusive Student Services process shift needs to be reflected in the document: referral for service (current) from consent for service (former).

- There are some things we want to shift.

11. Business Arising from the Minutes:

- SEAC Survey
- Any further feedback please send to Lisa Wry prior to the holidays
- SEAC Handbook Update in January; agenda will have two discussion periods instead of a presentation
 - Centre the Indigenous rights, human rights and equity.
 - Suggestions to amplify the new to SEAC section.
 - Following initial Committee discussion in January on updated needed, consideration to form a subcommittee to create draft revision to the SEAC Handbook.

12. Association Reports & Committee Reports:

None

14. Correspondence:

- Special Incidence Portion (SIP) DDSB Letter - allows us to reclaim money for supports already in place; copy of final distributed letter provide
- Sawubona Africentric Circle of Support
 - Name change from Black Parent Support Group
- Dufferin Peel Catholic DSB
 - Age 21 considerations proposed
 - Historically and by practice students with developmental and/or intellectual disabilities can access education through districts up to the age of 21.
 - Currently increased pressure on adult services and requests, through/after COVID for students to remain in school past the age of 21.
 - This year all remaining students born in 2022 will be graduating

15. Community Concerns:

- Self-contained gifted program and continuation in high school
- Many will need to make a choice of school to support
- Supports are sought for helping with the transition to high school for students with giftedness.
- The high school staff would be a great resource.

Parents are looking for resources about SEAC committee member associations and supports

- One of the reasons we have the SEAC survey is to raise awareness about SEAC and the supports.
- We have tried multiple times to get information into schools
- Perhaps having the SEAC information shared more in schools
- March/April plan to review and prepare for September getting information out to families regarding SEAC. For example, inclusion in PIC newsletter.

16. Celebrations and Successes.

sensaRAneb Burrell has returned from Ghana and will share a video with SEAC members from the visit to Hope Setters Autism Centre.

17. Next S.E.A.C meeting – January 19, 2023:

18. Adjournment:

That the meeting does now adjourn at 8:34 p.m. Adjournment called by SEAC Vice Chair Tara Culley.

MOVED BY: Hanah Nguyen

SECONDED BY: sensaRAneb Burrell

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

Table 1- Action Plan

ACTIVITY	RESPONSIBILITY	COMPLETION



Dates of Significance February - March 2023

February

February 21	International Mother Language Day
February 22	Ash Wednesday
February 22	Pink Shirt Day
February 22-April 6	Lent
February 27-April 15	Orthodox Lent

March

March	Social Work Month
March	Hellenic Heritage Month
March 6-7	Purim
March 8	Holi
March 8	International Women's Day
March 14	Pi Day
March 14-18	March Break
March 17	Irish Heritage Day
March 20	Spring Equinox
March 20	Eostre
March 21	Shunki-Sorei-Sai
March 21	Nowruz
March 21	World Down Syndrome Day
March 21	United Nations International Day for the Elimination of Racial Discrimination
March 23	Ramadan Begins
March 23	Atheist Day
March 25	Earth Hour
March 26	Epilepsy Awareness Day and Purple Day for Epilepsy
March 31	International Transgender Day of Visibility

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Toronto and Region
Conservation
Authority

January 20, 2023

Donna Edwards
Chair, Durham District School Board

Sent Via Email
donna.edwards@ddsb.ca

Dear Chair Edwards,

Toronto and Region Conservation Authority (TRCA) would like to invite a Member of the Board of Trustees from Durham District School Board to participate on the Natural Science and Education Committee (the Committee) which is a subcommittee of the Board of Directors of TRCA.

Governed by the Conservation Authorities Act, TRCA is one of 36 conservation authorities in Ontario with a mandate to conserve, restore and manage the natural resources within the nine watersheds and Lake Ontario Waterfront of the Toronto region (including City of Toronto and portions of York, Peel and Durham Regions and the municipalities of Adjala-Tosorontio and Mono).

Conservation authorities are named in Section 197 of the Education Act as agencies which school boards may enter into agreements with for the provision of out-of-class learning. Currently TRCA owns over 16,000 hectares (40,000 acres) of greenspace within the Toronto region and provides outdoor education programs for more than 150,000 students from thirteen school boards annually at five outdoor education centres and seven conservation areas, along with providing student access to natural spaces through land leases for six school board operated outdoor education centres.

NSEC was established as a multi-stakeholder committee as a subcommittee of TRCA's Board of Directors to advise and coordinate the efficient implementation of recommendations from the Outdoor Education Task Force advisory board as it pertains to the provision, planning or access for students to out-of-classroom learning related to natural science, conservation, and environment in the Toronto region. Comprised of trustees from area school boards, members of TRCA's Board of Directors, representatives from the Ministry of Education, indigenous and youth representatives, NSEC will serve as a collaborative table through which to achieve the ambitious goals developed by the Outdoor Education Task Force. Central to this is the transformation of the publicly-owned out-of-classroom learning network into an efficient, effective system that supports equitable access for all students to out-of-classroom learning related to natural science, conservation and the environment.

This letter is to formally request that you select a representative from your Boards of Trustees to represent your Board's interest on NSEC. We expect to convene meetings in April 2023 but need to confirm final committee composition by mid-February to achieve this timeline taking into account TRCA Board of Directors reporting timeframes. Active involvement from your Board will be essential to the long-term success of any collaborative framework involving school boards, conservation authorities and other key public sector education stakeholders. Enclosed please find the Terms of Reference for NSEC as well as a Letter of Acceptance.

Appointments are subject to approval by TRCA Board of Directors on March 24, 2023 and will be for a four-year term aligned with municipal and school board Terms of Council or until their

successors are appointed. It is anticipated that the Committee will meet four times per year, either in person or via videoconference, and regularly report to participating school boards, municipalities and the Ontario Ministry of Education on progress, actions and recommendations. TRCA will provide staff support and secretariat function for the Committee.

To confirm Trustee participation on NSEC, please complete the attached Letter of Acceptance and email it to at the Clerk's Office at clerks@trca.ca by February 3, 2023. For more information on the Outdoor Education Task Force, the Natural Science and Education Committee or TRCA's education and training programs, please feel free to visit the [TRCA website](#) or contact Darryl Gray, Director of Education at darryl.gray@trca.ca or at (416) 791-0327.

Sincerely,



Darryl Gray
Director, Education and Training, TRCA

cc: John MacKenzie, Chief Executive Officer, TRCA
Robert Cerjanec, Executive System Lead, DDSB robertcerjanec@ddsb.ca
Kathryn Fitzpatrick, Coordinator of Trustee Services, DDSB kathryn.fitzpatrick@ddsb.ca

Attachment 1: Natural Science and Education Committee Terms of Reference
Attachment 2: Letter of Acceptance

TORONTO AND REGION NATURAL SCIENCE AND EDUCATION COMMITTEE TERMS OF REFERENCE

TABLE OF CONTENTS

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1. PURPOSE

- 1.01. To establish a multi-stakeholder committee as a subcommittee of the Board of Directors of TRCA to advise and coordinate the efficient implementation of recommendations from the Outdoor Education Task Force advisory board as it pertains to the provision, planning or access for students to out-of-classroom learning related to natural science, conservation, and environment in the Toronto region.
- 1.02. To meet the current and future needs of the student population in the Greater Toronto Area region as it pertains to out-of-classroom learning related to natural science, conservation, and the environment, and ensure equity of access to programs and services.

2. OBJECTIVES

- 2.01. Through working with TRCA and government, agency and community partners advance implementation of the recommendations of the Outdoor Education Task Force as endorsed by the TRCA Board of Directors (2021) by leveraging expertise, assets and capacity within the out-of-classroom learning system related to natural science, conservation, and environment, with a particular emphasis on deriving enhanced value from publicly-owned and managed facilities and programs through improved collaboration and integration:
 - (a) Establish Consistent Access and Curricular Standards Across TRCA and School Boards.
 - (b) Establish a Unified Performance Measurement System.
 - (c) Advance Shared-Ownership and Access Models That Enhance and Sustain an Overall Out-Of-Classroom Learning System.
 - (d) Develop a Long-Term Equitable Access Financial Plan.

3. AUTHORITY

- 3.01. To study and make recommendations to the Board of Directors of TRCA regarding recommendations to TRCA and government and agency partners on improvements and future needs as it pertains to the provision, planning or access for students to out-of-classroom learning related to natural science, conservation and the environment in the Greater Toronto Area region.
- 3.02. The work of the Subcommittee of the Board is to meet needs located wholly or partially within the school boards of TRCA's participating municipalities.

4. MEMBERSHIP AND ELECTIONS

- 4.01. Membership to consist of:
 - (a) School Board Trustee from each of the area school boards (up to 10);
 - (b) TRCA Board of Directors Member (up to 2);
 - (c) Ministry of Education (up to 2);

- (d) Indigenous representatives with a Treaty right or historical affiliation to TRCA's jurisdiction (up to 2);
- (e) Youth representatives (up to 2) attending an educational institution in TRCA's jurisdiction.

Membership for School Board Trustees will be based on proportional membership from School Boards in TRCA's jurisdiction. The Minister of Education will be formally requested by the TRCA Chair to designate two senior officials (one at a minimum Director level) within the Ministry of Education. Membership for Youth representatives will be advertised on TRCA's website and announced to TRCA's existing Youth Council that is part of the Regional Watershed Alliance subcommittee of the TRCA Board of Directors. Membership recommendations for Indigenous representatives will be requested by the TRCA Chair to the Chief of Indigenous communities with a Treaty Right or historical affiliation to TRCA's jurisdiction.

- 4.02. Committee members will be appointed for a four-year term aligned with municipal and school board Terms of Council or until their successors are appointed.
- 4.03. The Chair and Vice-Chair for this subcommittee of the Board of Directors will be elected from amongst its Members for the term of the Committee at the inaugural meeting of the term. The Board of Directors may appoint an interim Chair until such time as an election can take place. The election procedures and procedural matters used for this election and in the administration of the subcommittee will be that outlined in the Board of Directors Administration By-law.

5. ROLES AND RESPONSIBILITIES

- 5.01. The **Chair** is responsible for:
 - (a) Presiding over Committee meetings, setting the agenda and generally ensuring the effectiveness of meetings;
 - (b) Calling special meetings, as required;
 - (c) In the absence of the Chair, the Vice-Chair will perform the above functions;
 - (d) In the absence of the Chair and Vice-Chair, Members shall appoint an Acting Chair who, for the purposes of that meeting has all the powers and shall perform all the duties of the Chair.
- 5.02. **Committee Members** are responsible for:
 - (a) Working collaboratively to study and develop recommendations related to the mandate;
 - (b) Represent their school board or organization;
 - (c) Represent the interest of TRCA and/or those of their participating municipality, when representing TRCA's Board of Directors;
 - (d) Attending Committee meetings as required;
 - (e) Acting as a resource to TRCA, TRCA's municipal partners and the Toronto and Region Conservation Foundation by providing advice on matters of community interest;
 - (f) Collaborating with other conservation authorities and lower tier municipalities on opportunities that transcend TRCA jurisdictional boundaries;

- (g) Maximizing the collective impact of the Committee through resource and data sharing, measuring, and reporting on regional priorities;
- (h) Reporting to the Board of Directors on a regular basis.

5.03. **TRCA's Director, Education and Training** is responsible for providing general support in regards to the activities and actions of the Committee and setting agenda for the meetings.

5.04. **TRCA's Clerk's Office** is responsible for acting in a Committee Clerk capacity, arranging meeting logistics, preparing the agenda, maintaining meeting minutes, tracking and delegating action items.

6. GOVERNANCE

6.01. The Committee is an advisory board of the Board of Directors and as such does not have decision-making power but shall make recommendations to the Board of Directors.

6.02. The Committee may establish subcommittees/working groups or standing committees as needed.

6.03. The Committee shall meet at minimum three times per year or more frequently as required. Members are required to attend all meetings of the Committee.

6.04. A quorum will consist of one-third of appointed Members. If there is no quorum within one half hour after the time appointed for the meeting, the Chair for the meeting shall declare the meeting adjourned due to a lack of a quorum, or shall recess until quorum arrives, and the Clerk shall record the names of the Members present and absent. If during a meeting a quorum is lost, then the Chair shall declare that the meeting shall stand recessed or adjourned, until the date of the next regular meeting or other meeting called in accordance with the provisions of the Board of Directors Administrative By-law. Agenda items may be covered and presented, and issues discussed, but no formal recommendation may be made by the remaining Members which do not constitute a quorum.

6.05. Should a member resign or be removed from the Committee, quorum provisions, until the vacancy is filled, will be reduced by the number of vacant positions, as determined by the Clerk.

6.06. At official Committee meetings, Members will be eligible for travel expenses according to Board of Directors Administrative By-Law, where these are not covered by their agency or other source. Members shall not receive a per diem or honorarium for attendance at meetings and functions.

6.07. If any part of the Terms of Reference conflicts with any provisions of the Board of Directors Administrative By-Law, the *Municipal Conflict of Interest Act* or the *Municipal Freedom of Information and Protection of Privacy Act* or a provision of a Regulation

made under one of those Acts, the provision of that Act, Regulation, or By-Law prevails.

- 6.08. In all matters of procedure not specifically dealt with under the Terms of Reference, Board of Directors Administrative By-Law shall be binding.

7. REPORTING

- 7.01. The Committee is considered an advisory board of TRCA and shall make recommendations and report to the Board of Directors.
- 7.02. The minutes of the Committee will be received by the Board of Directors.
- 7.03. Each member shall report back to their appointing agency as required.

8. DEFINITIONS

None.

9. ADMINISTRATION

Review Schedule:	5 Years	Next Review Date:	May 28, 2026
Revision History			
Version Number	Approval Authority and Date		
1	Approved by Board of Directors, May 28, 2021		
2	Approved by Board of Directors, November 19, 2021		

Letter of Acceptance

Member of the Natural Science and Education Committee

I, _____ from _____ **District School Board**, agree to participate on the Natural Science and Education Committee.

Term of Office

- The term of the Natural Science and Education Committee shall commence from date of appointment by Toronto and Region Conservation Authority Board of Directors and be for a period of a four-year term aligned with municipal and school board Terms of Council or until their successors are appointed.

Lead Member Information

Name: _____

Title: _____

Address: _____

City/Town: _____

Postal Code: _____ Phone: _____

Email: _____

Signature

Date

Thank you for your agreement to join the Natural Science and Education Committee of Toronto and Region Conservation Authority. We welcome your involvement and expertise and look forward to a fruitful collaboration.

Please send this completed form to the Clerk's Office at Toronto and Region Conservation Authority clerks@trca.ca by February 3, 2023.



Sent via email

February 10, 2023

Maya Harris
Manager, Community Planning & Development
Ministry of Municipal Affairs and Housing
777 Bay Street, 13th Floor
Toronto, ON M7A 2J6

The Regional
Municipality of Durham

Planning and
Economic
Development
Department

Planning Division

605 ROSSLAND RD. E.
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905-668-7711

1-800-372-1102

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durham.ca

Brian Bridgeman, MCIP,
RPP
Commissioner of
Planning and Economic
Development

Dear Ms. Harris:

**RE: Envision Durham – Release of the draft new Regional
Official Plan (Report #2023-P-**), Our File: D12-01**

The purpose of this letter is to advise that the [draft new Regional Official Plan](#) (ROP) has been released and is now available for public and agency review and comment until April 3.

A covering Regional report ([#2023-P-**](#)) was released today to solicit feedback on the draft new ROP available at durham.ca/EnvisionDurham. To supplement the draft ROP mapping, a map viewer of the draft Regional Structure, including the Urban and Rural Systems, is available at durham.ca/DraftROPmap. To provide input on the draft new ROP and mapping, use the map viewer, submit comments by mail, or via email to EnvisionDurham@durham.ca.

This release also includes notice of the following consultation activities:

- On March 6, the Region will host an in-person Public Open House in the Main Atrium on first floor of Regional Headquarters, from 6 to 8 p.m.; and
- On March 7, 2023, a Public Meeting will be held at 11 a.m. during the Planning and Economic Development Committee meeting (hybrid format).

Additional details on how to participate in the above consultation activities is provided within the report and on the [project web page](#).

Notification of the early release of the draft new ROP, as well as the upcoming Public Open House (March 6) and Public Meeting (March 7) has been advertised via local newspapers, the Region's website, social media channels, and via public service announcement.

If this information is required in an accessible format, please contact Planning Reception at 1-800-372-1102 ext. 2551.



**The Regional
Municipality of Durham**

**Planning and
Economic
Development
Department**

Planning Division

605 ROSSLAND RD. E.
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PO BOX 623
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durham.ca

Brian Bridgeman, MCIP,
RPP
Commissioner of
Planning and Economic
Development

In addition, a copy of the report and notification is being forwarded to all Envision Durham Interested Parties, Durham's area municipalities, Indigenous communities, conservation authorities, the Durham Agricultural Advisory Committee, Durham Environment and Climate Advisory Committee, the Durham Active Transportation Committee, the Building Industry and Land Development (BILD) – Durham Chapter, Durham Region Home Builders' Association, and the Ministry of Municipal Affairs and Housing. Circulation will also be provided to agencies and service providers that may have an interest in the planning of long-term growth in the region (e.g. school boards, hospitals, utility providers, etc.).

To ensure you receive the most up to date project information, please subscribe directly through the Envision Durham project web page at durham.ca/EnvisionDurham and click on the blue "Receive email updates" at the bottom of the page.

Please call if you would like any additional information.

Yours truly,

Gary Muller

Gary Muller, MCIP, RPP
Director of Planning

c: Circulation list
 B. Bridgeman, Commissioner of Planning and Economic
 Development, Region of Durham
 J. Kelly, Region of Durham – for distribution to all other
 Interested Parties

If this information is required in an accessible format, please contact 1-800-372-1102 ext. 2564



EARLY RELEASE OF REPORT

The Regional Municipality of Durham Report

To: Planning and Economic Development Committee
From: Commissioner of Planning and Economic Development
Report: #2023-P-**
Date: March 7, 2023

Subject:

Public Meeting Report

Envision Durham – Release of the draft new Regional Official Plan, File: D12-01

Recommendation:

That the Planning and Economic Development Committee recommends:

- A) That Commissioner's Report #2023-P-** be received for information; and
 - B) That all submissions received on the Draft Regional Official Plan be referred to the Planning Division for consideration.
-

Report:

1. Purpose

- 1.1 The purpose of this report is to advise Committee and Council members, the province, agencies, service providers, stakeholder groups, and members of the public that the draft new Regional Official Plan (ROP), in its entirety, is now available for review and comment (see Attachment #1). With the release of this draft, Regional planning staff are taking steps to enable Regional Council to be in a position to adopt the new ROP before the Council summer recess. The deadline for submitting comments on the draft new ROP is Monday April 3, 2023.

- 1.2 On March 6, 2023, the Region will host an in-person Public Open House in the Main Atrium on first floor of Regional Headquarters, from 6:00 to 8:00 PM. In addition, on March 7, 2023, a Public Meeting will be held at 11:00 AM during the Planning and Economic Development Committee meeting (in hybrid format).
- 1.3 A “Notice of Public Open House” and “Notice of Public Meeting” regarding the release of the draft new ROP was advertised in newspapers across the region the week of February 6, 2023 as well as through the Region’s website, social media channels, and via a public service announcement. Additionally, every person who has registered to be on the Envision Durham Interested Parties List, (over 750 individuals), will also receive notice.

2. Background

- 2.1 The draft new ROP is the culmination of work completed through Envision Durham, the Municipal Comprehensive Review (MCR) of Durham’s existing ROP. The draft new ROP provides policies and strategic directions that guide future growth, infrastructure and service delivery, land use planning, and development related matters. Envision Durham is the Region’s response to ensure that the new ROP conforms with Provincial Plans or does not conflict with them; has regard to matters of Provincial interest; and is consistent with the Provincial Policy Statement. Consistent with the provincial Growth Plan, the draft new ROP has a planning horizon of 2051. The new ROP will replace the existing ROP. Upon approval of the new ROP by the Minister, the existing ROP would be repealed.
- 2.2 The Envision Durham MCR process has been the subject of numerous opportunities for public input and engagement. Regional staff, with the assistance of consultants, prepared and consulted on a series of discussion papers, proposed policy directions reports, technical studies, and draft mapping at various intervals throughout the exercise.
- 2.3 The completion of the MCR will enable the initiation of service and infrastructure planning to support mandated levels of growth while supporting Durham’s eight area municipalities as they initiate their own MCRs and conformity exercises.
- 2.4 Further, upon proclamation of certain components of the More Homes Built Faster Act (i.e. Bill 23), the Regional Official Plan will become the official plan of the area municipalities. A proclamation date is not known at this time. Future updated or new area municipal official plans will require Ministerial approval. Ministerial decisions on planning matters cannot be appealed by the Region.

3. Previous Reports and Decisions

- 3.1 Since 2019, over 35 reports on various aspects of the Envision Durham process have been prepared by Regional planning staff. The process has been highly collaborative and transparent. A list of previous reports and decisions related to the Envision Durham MCR is available on the project web page within the [Document library](#).

4. Overview of the Draft New ROP

- 4.1 The draft new ROP is intended to guide decisions on long-term growth, infrastructure investment and development – providing strategic policy direction to ensure an improved quality of life – to secure the health, safety, convenience and well-being of present and future residents of Durham. The draft new ROP provides a blueprint for supporting a long-term regional vision where, in 2051, Durham’s reputation as a complete, healthy, sustainable, diverse and welcoming community of communities will be known worldwide as the place to live, learn and thrive.
- 4.2 To help guide Durham along its course towards becoming “the place to live, learn and thrive,” high-level strategic directions are included that were informed by community outreach and engagement activities conducted during the MCR, and form the following chapters in the draft ROP:
- a. A Prosperous Region;
 - b. Healthy Communities;
 - c. Supportive Infrastructure & Services;
 - d. A Vibrant Urban System;
 - e. A Thriving Rural System;
 - f. A Protected Greenlands System; and
 - g. A Connected Transportation System.
- 4.3 The draft new ROP incorporates the work undertaken throughout the Envision Durham process, including:
- a. Proposed Policy Directions across all disciplines;
 - b. Growth Management Study including:
 - Employment Area conversions - In 2021, there was an extensive process to consider employment area conversion requests which culminated in a decision on each request by Council in December of 2021. Council’s decision on these requests is reflected in this draft new ROP without further change;

- identification of Strategic Growth Areas, including all Centres, Corridors and Protected Major Transit Station Areas (PMTSAs) - This component of Envision Durham culminated in the adoption of Regional Official Plan Amendment #186 which establishes a policy framework for the Region's PMTSAs. ROPA 186 was forwarded to the Minister of Municipal Affairs and Housing for approval in January of 2022. As of this date the Amendment has not yet been approved by the Minister;
 - allocation of regional population, household and employment forecasts to each area municipality;
 - identification of 2051 Urban Expansion Areas, and
 - allocation of required intensification within the Built Boundary.
- c. Regional Natural Heritage System; and
- d. Implementation of the provincial Agricultural System.
- 4.4 The draft new ROP also incorporates the extent and location of proposed Settlement Area Boundary Expansions (SABEs) that are required to accommodate the Region's population and employment forecasts to 2051 as detailed in Report [#2022-INFO-91](#) released on November 10, 2022. The 2051 Expansion Area Employment Areas have been distributed along 400-series highways, and clustered at future interchanges.
- 4.5 Mapping for the draft New ROP has been organized to address:
- a. Regional Structure – Urban & Rural Systems;
 - b. Greenlands System – Regional Natural Heritage System; Provincial Oak Ridges Moraine Conservation Plan and Greenbelt Plan Land Use Designations; Water Resources System, including Key Hydrologic Features, Significant Groundwater Recharge Areas, and Significant Surface Water Contribution Areas and Ecologically Significant Groundwater Recharge Areas; Source Water Protection; Highly Vulnerable Aquifers and Areas of High Aquifer Vulnerability; and Landform Conservation Areas on the Oak Ridges Moraine;
 - c. Transportation System – Transit Priority Network; Road Network; Strategic Goods Movement Network; Active Transportation Network; and Regional Road Right-of-Way Requirements; and
 - d. Aggregate Resources.

4.6 The Greenbelt Plan Areas removed by the province within Pickering, Ajax and Clarington have been identified as Special Study Areas in the draft new ROP. This approach is necessary given the province's stated intention to return removed lands back to the Greenbelt if certain milestones are not achieved, (e.g. progress on planning approvals by 2023, and homes under construction by 2025). The proposed policies in the draft new ROP mirror the province's requirements for development within these areas. As the province is both the approval authority for the new ROP and the authority to be satisfied as to the progress of development in the Greenbelt Removal Areas, any modifications to the ROP due to Greenbelt removals will form part of a future provincial decision.

5. Consultation on Proposed Settlement Area Boundary Expansions and Area Municipal Growth Allocations

5.1 Initial results of Phase 2 of the Growth Management Study, consisting of proposed locations for Settlement Area Boundary Expansion (SABEs) and Area Municipal Growth Allocations, were released for public review and comment on November 10, 2022. The consultation period closed on January 18, 2023. The proposed locations for SABEs and growth allocations have been incorporated into the draft new ROP, with no changes made to what was released in November 2022. During the commenting window, at the time of preparing this report, the Region had received:

- a. 60 written letters addressed to Envision Durham commenting on proposed SABEs and/or growth allocations;
- b. 46 comments on proposed SABEs received through an online public mapping viewer; and
- c. 55 similarly worded emails stating that it is premature to seek feedback on the proposed SABEs given changes to the Greenbelt Plan, requesting a detailed accounting of the value of Durham's natural assets, timeline and servicing plan for SABEs, and requesting compliance with the Region's Climate Emergency Declaration by prioritizing intensification.

5.2 The nature of the submissions vary, (excluding the 55 similarly worded emails). There are numerous submissions that both support and oppose the proposed SABEs. While staff continue to review and consider these submissions, there are a number that warrant being brought to Committee and Council's attention at this time:

- a. Comments from the Mississaugas of Scugog Island First Nation opposing the implementation of Scenario 2a (the Council Endorsed Scenario), opposing the SABE in northeast Pickering, suggesting if a SABE were to occur that consideration be given to shifting the expansion to the lands in Clarington, and requesting additional studies, including:
 - an opportunity cost assessment of the impact of losing ecosystem services provided within the Carruthers Creek Headwaters;
 - a cumulative effects assessment on the impact to Williams Treaties First Nations harvesting rights;
- b. Comments from the Central Lake Ontario Conservation Authority and Ganaraska Region Conservation Authority requesting that the impact from ongoing flood modelling be determined before the Region makes a decision on proposed SABEs;
- c. Comments from the Toronto Region Conservation Authority requesting additional lands been protected/removed from the developable land supply in northeast Pickering and added to the Region's Natural Heritage System or Water Resource System in accordance with various noted data sources;
- d. Comments from the Northeast Pickering Landowners Group (NEPLOG) which dispute the total allocation of developable land contained in northeast Pickering, requesting the Natural Heritage System developed by the NEPLOG environmental consultant be used/implemented, and requesting the reduction and reorientation of proposed Employment Areas to be weighted on the south side of Highway 407;
- e. A number of requests seeking alternative Whitebelt lands be included in the proposed SABEs, including lands near the federal Pickering Airport lands and lands within the Urban Separators in Clarington;
- f. Several requests seeking additional lands that are currently within the Greenbelt, to be added as potential SABEs, (Note, these requests cannot be entertained as the Region does not have the jurisdiction to amend the Greenbelt Plan);
- g. Comments requesting a Community Area designation instead of the currently proposed Employment Area designation, (i.e. new employment conversion requests). Several letters have been received for lands on the north side of the 407 in Whitby in the vicinity of Cochrane Street and Country Lane and for lands on the south side of the 407 in proximity to the Harmony Road interchange;

- h. Comments seeking the reconsideration of Employment Area conversion requests, including lands in Beaverton (CNR-23 [Beaverton Commons/Mazzotta]) and in Scugog (CNR-17 [Wannop]);
- i. Comments from the Township of Scugog requesting the Region assess the impact of increased employment land absorption as a result of servicing initiatives, and if this would result in a lesser Employment Area surplus over the long term; and
- j. Comments from the Municipality of Clarington asking the Region to attend a Clarington Council meeting and host a Public Information Centre in Clarington, reassess the land needs and SABEs required to accommodate the Clarington-endorsed Scenario 2a to account for Greenbelt Plan removals, and to extend the commenting period on SABEs and the Draft Working Copy of the ROP (circulated to the province, Area Municipal and Conservation Authority Working Groups and to internal Regional departments on December 22, 2022) to at least March 31, 2023.

6. Public Consultation on the Draft New ROP

Notification

- 6.1 A copy of this report and notification of the forthcoming Public Open House and Public Meeting will be forwarded upon publication (February 10) to all Envision Durham Interested Parties, Durham's area municipalities, Indigenous communities, conservation authorities, the Durham Agricultural Advisory Committee, Durham Environment and Climate Advisory Committee, the Durham Active Transportation Committee, the Building Industry and Land Development (BILD) – Durham Chapter, Durham Region Home Builders' Association, and the Ministry of Municipal Affairs and Housing. Circulation will also be provided to agencies and service providers that may have an interest in the planning of long-term growth in the region (e.g. school boards, hospitals, utility providers, etc.).

How to Provide Input

- 6.2 The draft new ROP is now available for public review and comment. Mapping of the proposed Regional Structure, which includes the Urban and Rural Systems of the draft new ROP (Map 1), can also be reviewed by accessing an online map viewer available on the [Envision Durham website](#). Additional proposed mapping, including for the Greenlands System (Map 2), Transportation System (Map 3) and Aggregate Resources (Map 4) are available as PDFs within the draft new ROP online at www.durham.ca/EnvisionDurham (also see Attachment #1).

- 6.3 Those wishing to provide comments may do so by inputting a comment in the online map viewer or by submitting written correspondence by mail or by email to EnvisionDurham@durham.ca. The deadline for comments is end of day Monday April 3, 2023. Previous submissions received have been catalogued and will form part of the Clerk's Record that will be provided to the Minister following Council's adoption of the new ROP.

Public Open House (March 6)

- 6.4 The Region will host an in-person Public Open House on March 6, 2023, in the Main Atrium on first floor of Regional Headquarters, 605 Rossland Road East, Whitby, from 6:00 to 8:00 PM. There will not be a formal staff presentation; however, the Public Open House will provide the public with the opportunity to ask questions, discuss the draft new ROP and to provide comments and information to staff.
- 6.5 Any person may attend the March 6th Public Open House; however, you are encouraged to register in advance by visiting the [Envision Durham web page](#).

Public Meeting (March 7)

- 6.6 A hybrid Public Meeting will be held on March 7, 2023 as part of the Planning and Economic Development Committee meeting. The Committee meeting will start at 9:30 am for consideration of other scheduled agenda items; however, **the Public Meeting portion of the Committee meeting specific to the draft new Regional Official Plan is scheduled to commence at 11:00 AM**, or as soon as the other agenda items have been completed. At the start of the Public Meeting, Regional planning staff will deliver a 30-to-40-minute presentation followed by questions from members of Committee and visiting Councillors. It is not expected that delegations from the public will commence until after a lunch break. The purpose of the Public Meeting is to provide interested parties with the opportunity to provide the Planning and Economic Development Committee comments and provide additional information relative to the draft new ROP.
- 6.7 Any person may make submissions concerning the draft new ROP and are invited to attend the Public Meeting in-person at Durham Regional Council Chambers, or virtually.

- 6.8 Members of the public who wish to delegate at the Public Meeting in-person shall be permitted to speak without prior registration, but nevertheless are encouraged to register in advance by emailing EnvisionDurham@durham.ca advising of their name, address, email and who they represent. Members of the public who wish to delegate electronically must register in advance of the Public Meeting by submitting their request to delegate in writing to delegations@durham.ca by 12:00 PM, on Monday, March 6, 2023.
- 6.9 The maximum time for delegations is five minutes. If your delegation involves presentation slides, the slides must be provided to delegations@durham.ca by 12 noon on Monday March 6, 2023 otherwise they cannot be displayed.
- 6.10 Members of the public are invited to view the Public Meeting remotely via live streaming at www.durham.ca/live as an alternative to attending the meeting in-person.
- 6.11 For those unable to attend the Public Meeting but wish to make a written submission on or before March 7th, or for those who want to provide supplemental written information related to their oral delegation, it should be submitted to clerks@durham.ca by 12:00 PM on Monday, March 6, 2023, to allow correspondence to be included on an addendum to the March 7, 2023 Planning and Economic Development Committee agenda.

Future Involvement

- 6.12 If a person or public body does not make oral submissions at a public meeting or does not make written submissions before the new Regional Official Plan is adopted, the person or public body:
- a. Is not entitled to appeal the decision of the Minister of Municipal Affairs and Housing on the Regional Official Plan, if the Minister refers all or part of the decision to the Ontario Land Tribunal (OLT; formerly the Local Planning Appeal Tribunal, and formerly the Ontario Municipal Board); and
 - b. May not be added as a party to the hearing of an appeal before the OLT, as appropriate, unless in the opinion of the Tribunal, there are reasonable grounds to add the person or public body as a party.
- 6.13 Following Council's consideration and adoption of the New Regional Official Plan, the document will be submitted to the Ministry of Municipal Affairs and Housing for approval under Sections 17 and 26 of the Planning Act.

6.14 Anyone who wants to be notified of Regional Council's decision on the new Regional Official Plan may submit a written request to:

Brian Bridgeman, MCIP, RPP
Commissioner of Planning and Economic Development
Planning and Economic Development Department
Regional Municipality of Durham
Durham Regional Headquarters
605 Rossland Road East
Whitby, ON, L1N 6A3
EnvisionDurham@durham.ca

7. Future Regional Council Decision

7.1 The Planning and Economic Development Committee or Committee of the Whole will consider a final draft of the new ROP at a future meeting and will make a recommendation to Regional Council.

7.2 All persons who make oral submissions, or have requested notification in writing, or who have registered as an Interested Party through the Envision Durham website, will be given notice of the future meeting of the Planning and Economic Development Committee, or Committee of the Whole and Regional Council at which the final draft Regional Official Plan will be considered.

8. Relationship to Strategic Plan

8.1 This report aligns with/addresses all the strategic goals and priorities in the Durham Region Strategic Plan.

9. Conclusion

9.1 The draft new ROP is now available for public review and comment at www.durham.ca/EnvisionDurham (also see Attachment #1). Those wishing to provide comments may do so by inputting comments in the online Regional Structure map viewer or by submitting written correspondence by mail or by email to EnvisionDurham@durham.ca. Comments are requested by end of day April 3, 2023. Note: The draft new ROP mapping reflects the proposed SABE locations released on November 10, 2022.

- 9.2 Notification of the early release of the draft New ROP, as well as upcoming Public Open House (March 6) and Public Meeting (March 7) has been advertised via local newspapers, social media channels, and via public service announcement. In addition, a copy of this report and notification of how to provide input, as well as how to participate in the Public Open House and Public meeting will be forwarded upon publication (February 10) to a broad range of public and private interested parties.
- 9.3 Following these consultation activities, staff anticipate bringing forward a final draft ROP for Council's consideration before the Council summer recess. The final draft ROP will be available to the public two weeks prior to the Committee meeting at which it will be considered. Once the new ROP has been adopted by Regional Council, it will be submitted to the Ministry of Municipal Affairs and Housing for approval.

10. Attachments

Attachment #1: [Draft New Regional Official Plan \(online\)](#)

Respectfully submitted,

Original signed by

Brian Bridgeman, MCIP, RPP
Commissioner of Planning and
Economic Development

Recommended for Presentation to Committee

Elaine C. Baxter-Trahair
Chief Administrative Officer



MEMORANDUM

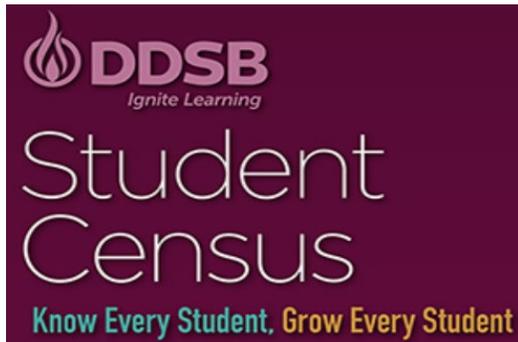
To: Trustees

Memo: No. 2023:04

From: Camille Williams-Taylor, Director of Education and Secretary to the Board
Mohamed Hamid, Superintendent of Equitable Education

Date: February 21, 2023

RE: **Background Information on the Durham District School Board (DDSBS) Student Census**



Purpose of the Student Census: To gain a clearer understanding of who our students are in order to better support student learning, achievement, engagement and well-being.

When is the next Student Census taking place? The Student Census Survey will be distributed to students during the months of May - June 2023.

Why is the Student Census being done?

The Durham District School Board is committed to protecting, upholding and promoting Indigenous and human rights and to preventing discrimination and discriminatory barriers in all DDSBS learning and working environments. Protecting, upholding and promoting Indigenous and human rights are necessary to meet the mandate of the DDSBS and to create and foster a culture of care where students can thrive and have a sense of safety, well-being, engagement and belonging. The analysis of the information gathered through the Student Census helps us move the system forward to meet DDSBS commitments.

As publicly funded provincial institutions, all school Districts in Ontario are required to collect and report publicly, by January 2023, identity-based data to identify and address systemic racism and discrimination in student experiences and outcomes. This data collection is consistent with privacy legislation and the Ontario Human Rights Commission's policy guidance and best practices on identity-based data collection and is authorized by Ontario law as listed in the notice below.

Notice of Collection: Personal information is collected under the legal authority of the Education Act, RSO 1990, c. E-2, as amended and Bill 114, Anti-Racism Act, 2017, to be used to eliminate systemic racism and advance racial equity. Pursuant to Section 29 of the Municipal Freedom of Information and Protection of Privacy Act, RSO 1990, c. M-56, personal information collected is used for the purposes stated below.

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- The DDSB has already engaged in the collection of identity-based data in the Spring of 2019, and the information gathered was foundational to the development of many key policies, including the new [Indigenous Education](#) and [Human Rights, Anti-Discrimination and Anti-Racism](#) Policies and Procedures.
- The DDSB will be conducting Census 2.0 with our school communities to build from the learning of Census 1.0 and gather further student demographics to understand who we serve and so the system can continue to address the disproportionate outcomes experienced by specific (and intersectional) identity markers (race, ability, sexual orientation, etc.).
- We are committed to creating responsive and inclusive learning spaces that foster student well-being and achievement and where Indigenous rights and human rights are the foundation.
- The communities we live in are growing, and with this comes the strength of varied identities, backgrounds and lived experiences.
- By understanding how students identify and how they are achieving, we will move towards our commitment to address barriers to learning so that all students are reaching their full potential and feel their well-being is supported.

The Student Census supports the DDSB's [Indigenous Education](#) and [Human Rights, Anti-Discrimination and Anti-Racism](#) Policies and Procedures by providing the necessary metrics and insights that allow us to meet our responsibilities to protect, uphold and promote human rights and to prevent discrimination and discriminatory barriers in all DDSB learning environments, and to demonstrate accountability for upholding these responsibilities.

What is the *Student Census*?

- Parents/guardians of children in Kindergarten to Grade 6 will receive the *Student Census* link to complete on behalf of their child(ren). The questionnaire will take approximately fifteen minutes to complete. Parents/guardians with multiple children in Kindergarten to Grade 6 will be asked to fill out a separate questionnaire for each child.
- Students in Grades 7 to 12 will be invited to complete the *Student Census* in class. The questionnaire will take approximately fifteen minutes to complete and will include questions that ask students about their identity. The *Student Census* is completed online, students will be required to enter a unique ID to login into the survey, which will be provided to them through their student email.
- Hard copies and alternative formats will be made available upon request.
- A space for parents/guardians to access a computer at the school will be provided if needed.

How will the data collected be used?

- The Data collection is based on identity categories provided by the Ministry of Education and informed by the [Anti-Racism Data Standards \(ARDS\)](#) for educational and research purposes only.
- In combination with the DDSB Voluntary, Confidential First Nation, Metis and Inuit Self Identification Procedure, the census information will be used to support student achievement and to assist staff when planning supports, programs and initiatives.

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- The data is used to support accountability and decision making by providing additional analyses on disparities and disproportionate experiences and outcomes. The data is included (when there is sufficient data) in Board reports. (i.e. Positive School Climates).
- This data is confidential. Individual student responses will not be shared.

What did we learn from Census 1.0?

The Anti-Racism Act (ARA), section 2. (2) (2017, <https://www.ontario.ca/laws/regulation/180267>), identifies the following four areas for collection and reporting:

- Enrolment
- Credits Granted
- Special Education Programs and/or Services
- Suspensions and Expulsions

The analysis of the DDSB Census 1.0 resulted in three identity markers:

- Racial Identity: White, Black and South Asian
- Sexual Orientation: Straight and LGBTQ
- Religion: Christianity, No Religion, Muslim

These identities had been selected for analysis because there are large enough number of students who share these identities to provide a system-level summary. When summarized by grade and subjects, many of these results are not included due to fewer than 15 students participating. This is one of the conditions outlined within the Data Standards.

Through the analysis, staff were able to generate de-identified data summaries in the following areas:

- Attendance
- Student Achievement
- Programming (IEP, ELL, French Immersion)
- Pathway Selection
- Suspension
- Graduation
- Confirmation of Post Secondary University Choice

The 2019 Student Census provided valuable insights into our students.

Initiatives based on the data from the last Student Census:

- The data was foundational to the design of the Critically Conscious Practitioner Inquiry (CCPI) currently operationalized in 96 DDSB schools.
- The data was foundational to action items outlined in the Compendium of Action for Black Student Success.
- Student Voice Groups have been created to ensure student feedback is incorporated into decision-making.

- Centrally run, board-wide virtual and in-person support programs were created to support students' identities.
- Changes have been made to policies, procedures, training, and resources for educators and staff.
- Community Engagement Sessions were held with the Indigenous community and the Black community to share the findings of the census specific to their communities.

The following data was shared at the sessions:

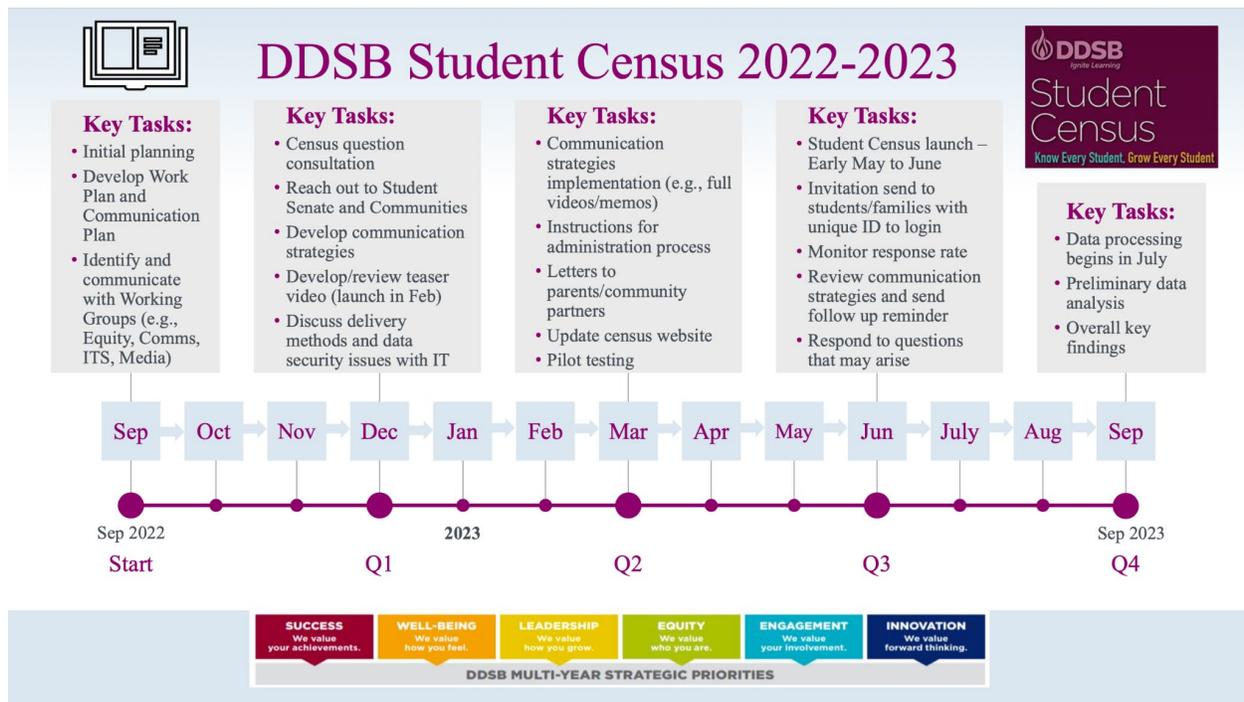
- How Indigenous and Black students are achieving.
- What staff are doing to respond and take action.
- Based on the Student Census, what staff are planning so that the system can reduce the disproportionate outcomes experienced by Indigenous and Black students.

Appendix A: Snapshot of the data - [Student Census 1.0 Infographics](#)

Appendix B: [Full Report](#) on the Student Census to the Board.

Appendix C: Student Census Data File

Timeline of Census 2.0 (Below)



DURHAM DISTRICT SCHOOL BOARD REPORT

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

37%

OVERALL PARTICIPATED IN THE STUDENT CENSUS

From April to June 2019, 26,034 students and parents/guardians (11,527 parents/guardians of students in Kindergarten to Grade 6 and 14,507 students in Grades 7 to 12) completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

WHO RESPONDED?



30%

Parents/Guardians of students in **Kindergarten to Grade 6**



46%

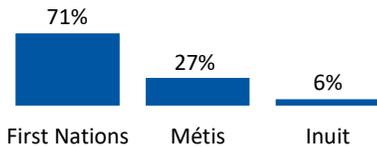
Students in **Grade 7 to 12**

WHO ARE OUR STUDENTS?

INDIGENOUS IDENTITIES

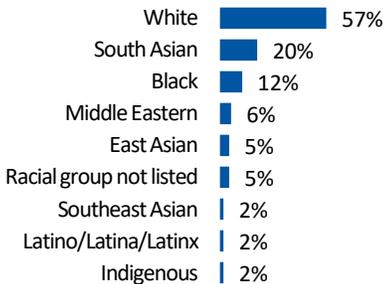
(25,704 Respondents)

3% selected one or more Indigenous identity. Of the 3%, Indigenous identities selected were:



RACIAL GROUPS

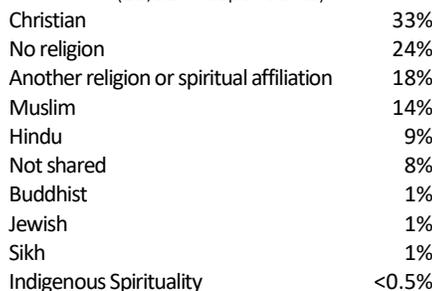
(25,503 Respondents)



RELIGIONS

(ANTI-RACISM DATA STANDARDS CATEGORIES)

(25,324 Respondents)



ETHNIC/CULTURAL ORIGINS

(10 LARGEST RESPONSES)

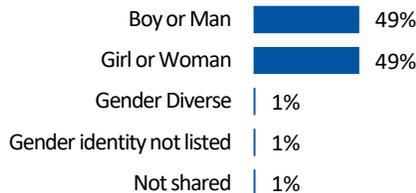
(23,927 Respondents)

- Canadian
- English
- Irish
- Scottish
- Jamaican
- Pakistani
- German
- Indian
- French
- Sri Lankan



GENDER IDENTITIES

(25,741 Respondents)



LANGUAGES

(25,698 Respondents)

85% selected **English** as one of the first languages they learned. Other first languages included:

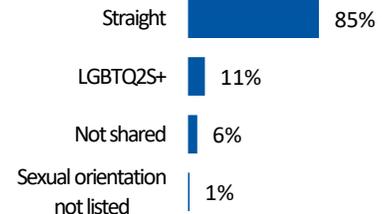
- 52%
- 16%
- 11%
- 11%
- 7%
- 6%
- 5%
- 5%
- 5%
- 5%



SEXUAL ORIENTATIONS

(GRADES 7 TO 12)

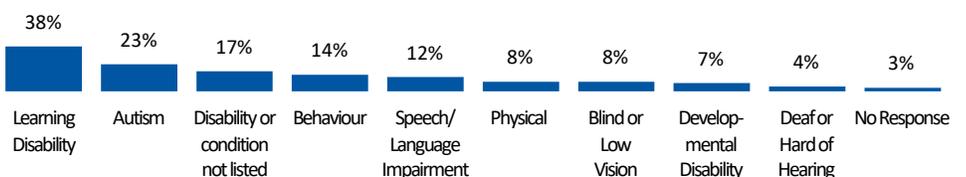
(14,182 Respondents)



DISABILITIES

(25,714 Respondents)

9% said that they considered themselves (or their child) to be a person with a disability. Of the 9%, types of disabilities selected were:



Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories with fewer than 15 respondents have been excluded, unless otherwise indicated. Response options with "not listed" represent the answer options where respondents could specify with an open text-box. "Not shared" represents answer options "Not sure", "I do not understand this question" and "Choose not to answer".

AJAX SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

38%

IN AJAX SCHOOLS PARTICIPATED IN THE STUDENT CENSUS

From April to June 2019, 6355 students and parents/guardians (2965 parents/guardians of students in Kindergarten to Grade 6 and 3390 students in Grades 7 to 12) in Ajax schools completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

WHO RESPONDED?



32%

Parents/Guardians of students in **Kindergarten to Grade 6**



47%

Students in **Grades 7 to 12**

WHO ARE OUR STUDENTS?

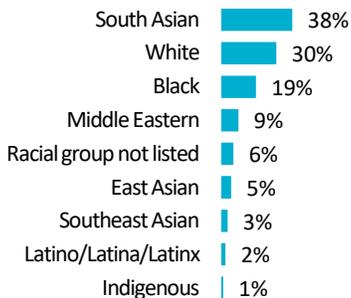
INDIGENOUS IDENTITIES

(6274 Respondents)

2% selected one or more Indigenous identity

RACIAL GROUPS

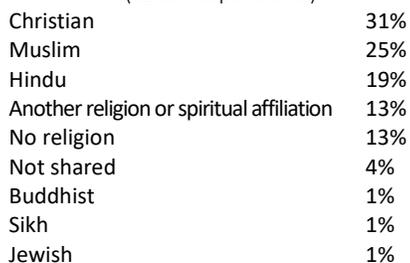
(6280 Respondents)



RELIGIONS

(ANTI-RACISM DATA STANDARDS CATEGORIES)

(6260 Respondents)



ETHNIC/CULTURAL ORIGINS

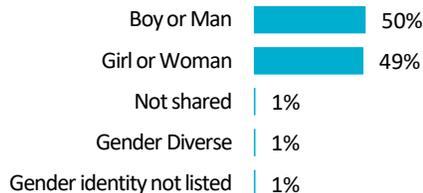
(10 LARGEST RESPONSES)

(5990 Respondents)



GENDER IDENTITIES

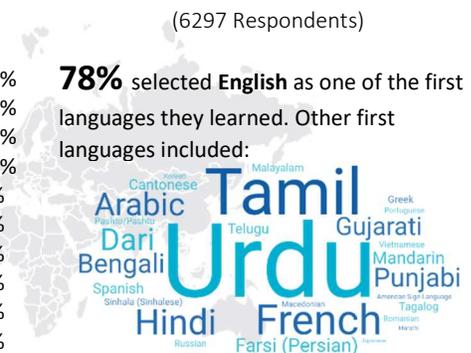
(6300 Respondents)



LANGUAGES

(6297 Respondents)

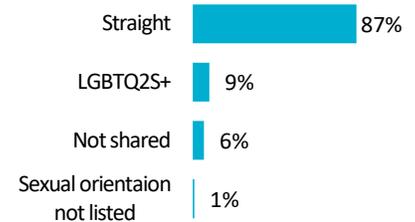
78% selected **English** as one of the first languages they learned. Other first languages included:



SEXUAL ORIENTATIONS

(GRADES 7 TO 12)

(3344 Respondents)

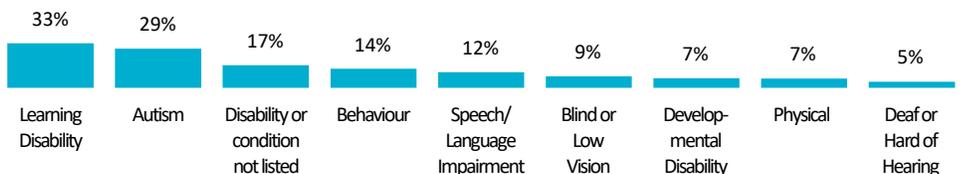


DISABILITIES

(6298 Respondents)

6% said that they considered themselves (or their child) to be a person with a disability. Of the 6%, types of disabilities selected were:

3% of respondents selected Mental Health Concern



Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories with fewer than 15 respondents have been excluded. Response options with "not listed" represent the answer options where respondents could specify with an open text-box. "Not shared" represents answer options "Not sure", "I do not understand this question" and "Choose not to answer".

BROCK/UXBRIDGE/SCUGOG SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

40%

IN BROCK/UXBRIDGE/
 SCUGOG SCHOOLS
 PARTICIPATED IN THE
 STUDENT CENSUS

From April to June 2019, 2884 students and parents/guardians (1035 parents/guardians of students in Kindergarten to Grade 6 and 1849 students in Grades 7 to 12) in Brock/Uxbridge/Scugog schools completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

WHO RESPONDED?



28%

Parents/Guardians of students in **Kindergarten to Grade 6**



52%

Students in **Grades 7 to 12**

WHO ARE OUR STUDENTS?

INDIGENOUS IDENTITIES

(2851 Respondents)

3% selected one or more Indigenous identity

ETHNIC/CULTURAL ORIGINS

(10 LARGEST RESPONSES)

(2558 Respondents)

- Canadian
- English
- Irish
- Scottish
- German
- French
- Italian
- Dutch
- British
- Chinese

- 70%
- 25%
- 15%
- 15%
- 8%
- 7%
- 6%
- 5%
- 4%
- 2%

LANGUAGES

(2850 Respondents)

96% selected **English** as one of the first languages they learned to speak. Other first languages included:

- German
- Arabic
- Spanish
- French**
- Greek
- Tamil
- Russian

RACIAL GROUPS

(2802 Respondents)

White	91%
Racial group not listed	4%
East Asian	2%
Black	2%
Indigenous	2%
South Asian	2%
Middle Eastern	2%
Latino/Latina/Latinx	1%
Southeast Asian	1%

GENDER IDENTITIES

(2852 Respondents)

Girl or Woman	51%
Boy or Man	47%
Gender Diverse	1%
Not shared	1%
Gender identity not listed	1%

SEXUAL ORIENTATIONS

(GRADES 7 TO 12)

(1806 Respondents)

Straight	87%
LGBTQ2S+	9%
Not shared	6%
Sexual orientation not listed	2%

RELIGIONS

(ANTI-RACISM DATA STANDARDS CATEGORIES)

(2778 Respondents)

Christian	35%
No religion	35%
Another religion or spiritual affiliation	21%
Not shared	13%
Hindu	1%
Jewish	1%
Buddhist	1%
Muslim	1%

DISABILITIES

(2850 Respondents)

10% said that they considered themselves (or their child) to be a person with a disability. Of the 10%, types of disabilities selected were:

5% of respondents selected Mental Health Concern

Learning Disability	48%
Disability or condition not listed	17%
Behaviour	15%
Autism	15%
Physical	7%
Blind or Low Vision	7%
Speech/Language Impairment	6%

Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories with fewer than 15 respondents have been excluded. Response options with "not listed" represent the answer options where respondents could specify with an open text-box. "Not shared" represents answer options "Not sure", "I do not understand this question" and "Choose not to answer".

OSHAWA SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

31%
 IN OSHAWA SCHOOLS PARTICIPATED IN THE STUDENT CENSUS

From April to June 2019, 6039 students and parents/guardians (2423 parents/guardians of students in Kindergarten to Grade 6 and 3616 students in Grades 7 to 12) in Oshawa schools completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

WHO RESPONDED?



21%

Parents/Guardians of students in **Kindergarten to Grade 6**



44%

Students in **Grades 7 to 12**

WHO ARE OUR STUDENTS?

INDIGENOUS IDENTITIES

(5957 Respondents)

6% selected one or more Indigenous identity

ETHNIC/CULTURAL ORIGINS

(10 LARGEST RESPONSES)

(5437 Respondents)

- Canadian
- English
- Irish
- Scottish
- French
- German
- Jamaican
- Pakistani
- Italian
- Chinese

LANGUAGES

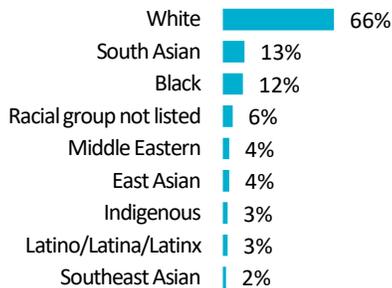
(5942 Respondents)

87% selected **English** as one of the first languages they learned. Other first languages included:



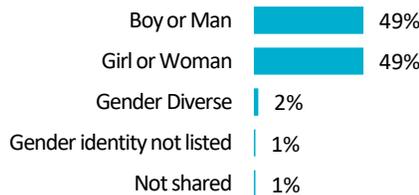
RACIAL GROUPS

(5875 Respondents)



GENDER IDENTITIES

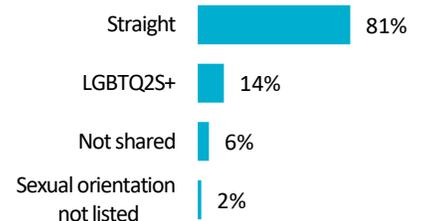
(5967 Respondents)



SEXUAL ORIENTATIONS

(GRADES 7 TO 12)

(3531 Respondents)



RELIGIONS

(ANTI-RACISM DATA STANDARDS CATEGORIES)

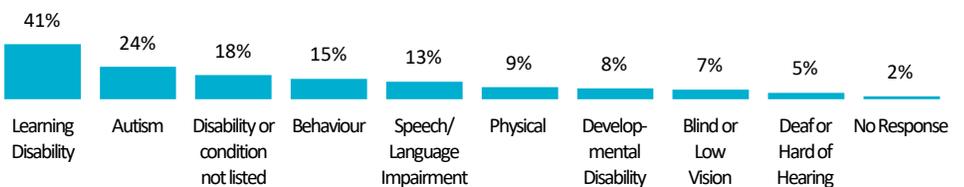
(5826 Respondents)

Christian	32%
No religion	28%
Another religion or spiritual affiliation	21%
Not shared	10%
Muslim	10%
Hindu	4%
Buddhist	1%
Jewish	1%
Indigenous	<0.5%
Sikh	<0.5%

DISABILITIES

(5958 Respondents)

12% said that they considered themselves (or their child) to be a person with a disability. Of the 12%, types of disabilities selected were:



6% of respondents selected Mental Health Concern

Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories with fewer than 15 respondents have been excluded. Response options with "not listed" represent the answer options where respondents could specify with an open text-box. "Not shared" represents answer options "Not sure", "I do not understand this question" and "Choose not to answer".

PICKERING SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the We Are DDSB Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

37%

IN PICKERING SCHOOLS PARTICIPATED IN THE STUDENT CENSUS

From April to June 2019, 3356 students and parents/guardians (1638 parents/guardians of students in Kindergarten to Grade 6 and 1718 students in Grades 7 to 12) in Pickering schools completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

WHO RESPONDED?



32%

Parents/Guardians of students in **Kindergarten to Grade 6**



45%

Students in **Grades 7 to 12**

WHO ARE OUR STUDENTS?

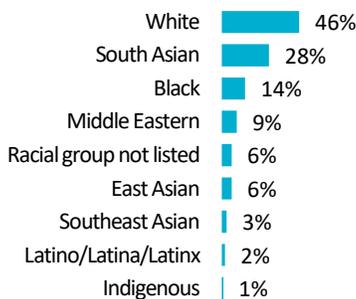
INDIGENOUS IDENTITIES

(3302 Respondents)

3% selected one or more Indigenous identity

RACIAL GROUPS

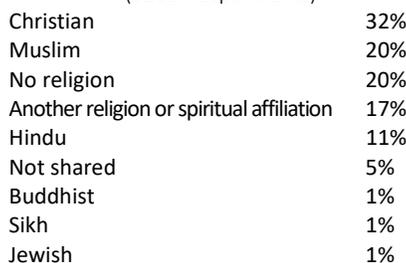
(3282 Respondents)



RELIGIONS

(ANTI-RACISM DATA STANDARDS CATEGORIES)

(3268 Respondents)



ETHNIC/CULTURAL ORIGINS

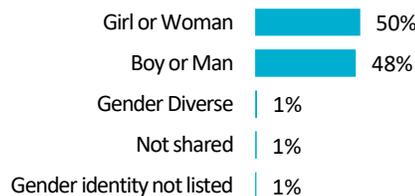
(10 LARGEST RESPONSES)

(3120 Respondents)



GENDER IDENTITIES

(3307 Respondents)



LANGUAGES

(3295 Respondents)

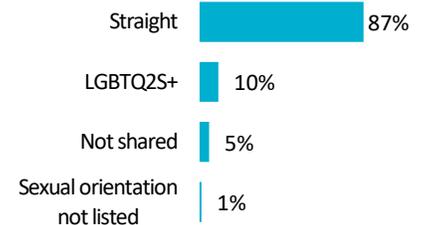
85% selected **English** as one of the first languages they learned. Other first languages included:



SEXUAL ORIENTATIONS

(GRADES 7 TO 12)

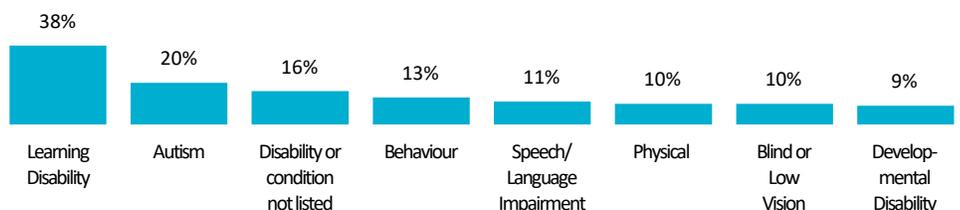
(1662 Respondents)



DISABILITIES

(3304 Respondents)

8% said that they considered themselves (or their child) to be a person with a disability. Of the 8%, types of disabilities selected were:



4% of respondents selected **Mental Health Concern**

Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories with fewer than 15 respondents have been excluded. "Not listed" represents the answer options where respondents could specify with an open text-box. "Not shared" represents answer options "Not sure", "I do not understand this question" and "Choose not to answer".

WHITBY SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

40%
 IN WHITBY
 SCHOOLS
 PARTICIPATED IN
 THE STUDENT
 CENSUS

From April to June 2019, 7395 students and parents/guardians (3461 parents/guardians of students in Kindergarten to Grade 6 and 3934 students in Grades 7 to 12) in Whitby schools completed the *We Are DDSB* Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

WHO RESPONDED?



33%

Parents/Guardians of students in **Kindergarten to Grade 6**



47%

Students in **Grades 7 to 12**

WHO ARE OUR STUDENTS?

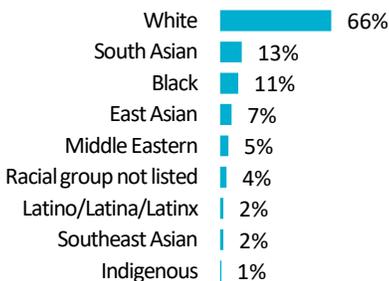
INDIGENOUS IDENTITIES

(7315 Respondents)

2% selected one or more Indigenous identity

RACIAL GROUPS

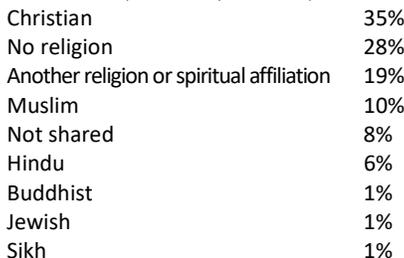
(7259 Respondents)



RELIGIONS

(ANTI-RACISM DATA STANDARDS CATEGORIES)

(7187 Respondents)



ETHNIC/CULTURAL ORIGINS

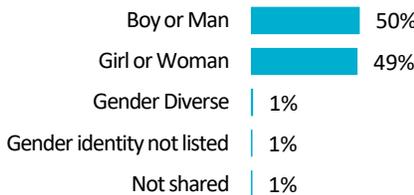
(10 LARGEST RESPONSES)

(6817 Respondents)



GENDER IDENTITIES

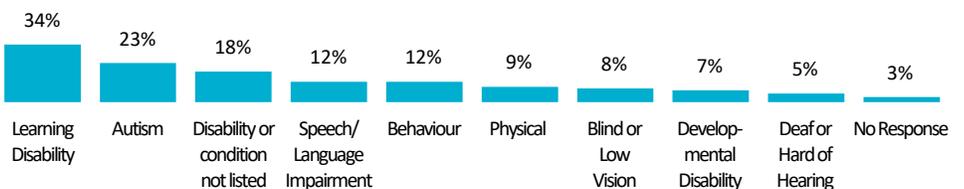
(7310 Respondents)



DISABILITIES

(7299 Respondents)

8% said that they considered themselves (or their child) to be a person with a disability. Of the 8%, types of disabilities selected were:



LANGUAGES

(7309 Respondents)

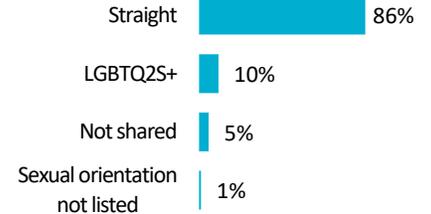
87% selected **English** as one of the first languages they learned. Other first languages included:



SEXUAL ORIENTATIONS

(GRADES 7 TO 12)

(3839 Respondents)



Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories with fewer than 15 respondents have been excluded. Response options with "not listed" represent the answer options where respondents could specify with an open text-box. "Not shared" represents answer options "Not sure", "I do not understand this question" and "Choose not to answer".



We Are DDSB
STUDENT CENSUS
KNOW EVERY STUDENT — GROW EVERY STUDENT



Who We Are: Board Summary Report of the
Student Census Findings

January 2020

Prepared by: Accountability and Assessment



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Summary of Results

The *We Are DDSB* Student Census was open from the end of April to the end of June 2019.

Parents/guardians were invited to voluntarily complete the census on behalf of Kindergarten to Grade 6 students. Grade 7 to 12 students were invited to voluntarily complete the census at school or at home.

37% of all Kindergarten to Grade 12 students in the DDSB participated in the Student Census (26,034 respondents). Below is a summary of the results:

- **Indigenous Identity:** 3% shared an Indigenous identity
- **Ethnic/Cultural Origins:** The 10 largest responses for ethnic/cultural origins shared were Canadian (52%), English (16%), Irish (11%), Scottish (11%), Jamaican (7%), Pakistani (6%), German (5%), Indian (5%), French (5%), and Sri Lankan (5%)
- **Racial Background:** 57% selected White as part of their racial background followed by South Asian (20%) and Black (12%)
- **Religion, Creed, Spiritual Affiliation or Belief:** One-third (33%) selected Christian as part of their religious or spiritual beliefs. This was followed by “No religion” (24%), Muslim (14%), Hindu (9%), Buddhist (1%), Jewish (1%), Sikh (1%) and Indigenous Spirituality (<0.5%)
- **Gender Identity:** Equal proportions (49%) selected “Boy or Man” or “Girl or Woman” as part of their gender identity. 1% selected a gender diverse identity
- **Sexual Orientation:** Grade 7 to 12 students were invited to share their sexual orientation. 85% selected Straight and 11% selected an LGBTQ2S+ sexual orientation
- **Disability:** 9% considered themselves to be a person with a disability. Of this group, the most frequently selected disabilities were Learning Disability (38%) and Autism (23%)
- **First Language(s) Learned:** 85% selected English as one of the first languages they learned to speak. The 3 largest responses for languages other than English were Urdu (6%), French (5%) and Tamil (4%)



Consultation and Development

In planning for the 2018-2019 *We Are DDSB* Student Census, a review and discussion of data collection tools (questions, response options, and approaches to collection) from other school boards was conducted. These boards included the Toronto District School Board, Peel District School Board and York Region District School Board. Additionally, learnings from the DDSB's own Workforce Census in 2016-2017 were used to inform data collection for the Student Census. Data collection practices and guidelines were also reviewed and adhered to from the Anti-Racism Directorate, Ontario Human Rights Commission and the Information and Privacy Commissioner of Ontario (IPC).

To build collaboration and trust with the DDSB communities, consultation sessions with community partners were held. These community partners included staff (e.g. the Durham Black Educators Network) and community groups (e.g. Special Education Advisory Committee, Regional School Community Councils and Equity Diversity Groups). Additionally, information sessions for parents/guardians were held at local high schools and the Education Centre to clarify the purpose and intent of the Student Census.

The Student Census was communicated to parents/guardians through various channels. Communication to parents/guardians was done through letters sent home, School Messenger (voice mail and email) and through DDSB social media channels (Twitter, Facebook and Instagram). There was also a webpage on the DDSB website with links to frequently asked questions (FAQs), authorization and confidentiality statements, copies of the census, and a YouTube video discussing the Student Census.



Review

As per the IPC's instruction for the Workforce Census in 2016-2017, the DDSB engaged in a Privacy Impact Assessment (PIA) as a proactive measure for the Student Census. In Summer 2018, the DDSB conducted a PIA to explore and document processes involved in the collection of student identity data.



Census Design

The Student Census consisted of nine questions based on identity categories provided by the Ministry of Education and informed by Ontario's *Anti-Racism Data Standards (ARDS)*:

- Indigenous Identity
- Ethnic/Cultural Origins
- Racial Background
- Religion, Creed, Spiritual Affiliation or Belief
- Gender Identity
- Sexual Orientation (*Grade 7-12 students*)
- Disability (consisting of two questions)
- First Language(s) Learned

There were two versions of the census: one for parents/guardians of students in Kindergarten - Grade 6 (K-6), and one for students in Grades 7-12 (7-12). Both versions had the same questions based on their intended audiences with the exception of one question; the 7-12 Student Census invited students to share their sexual orientation. For all questions, participants could select more than one option. Parents/guardians and students were provided the option to decline to participate in the Student Census, skip or choose not to answer any question in the Student Census and could exit the module of the online census at anytime.

The census was available in online and paper formats. The paper version of the census was available upon request to the Accountability and Assessment department. To address potential barriers due to language, the online versions of the census were translated into 6 languages other than English: Arabic, Dari, Persian/Farsi, Mandarin, Tamil, and Urdu. Two-hundred and forty-four (244) responses were completed in an online translated version.

On average, the online version of the K-6 census took parents/guardians approximately 3 minutes to complete, and the online version of the 7-12 census took students approximately 4 minutes to complete. Examples of both versions of the census can be found in Appendix A and B.



Access and Security

Access to the full census dataset has been restricted to select staff members in the Accountability & Assessment department. In addition, storage of the data has followed the security protocols outlined in the PIA.



Census Administration

The *We Are DDSB* Student Census was launched on April 29, 2019 and remained open until June 21, 2019. Parents/guardians of students in K-6 were invited to complete the census on behalf of their child. Students in 7-12 were invited to complete the census at school or at home. Students and parents/guardians were provided with an individualized ID for each child to access the census.

For students in 7-12, schools were asked to make arrangements for students to voluntarily complete the census during class time. In the week prior to the census launch, school leaders were provided with action items to share with their 7-12 teachers to explain the purpose of the census and the voluntary nature of it in their homeroom classes. The items included an explanatory script and a Google Slides presentation which included a YouTube video about the *We Are DDSB* Student Census. Secondary school leaders were also provided with a Census Completion Opportunity Schedule to assist them in tracking which homerooms had been given the opportunity to complete the voluntary census during homeroom, and which still need to block the time to do it.



Analysis

The analyses in this report include quantitative (number and percentage of respondents) summaries for each identity question. Each question has been summarized by the number of individuals who responded to the question and the percentage represented in each of the identity categories. Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories that had fewer than 15 respondents have been excluded from reporting unless otherwise stated.

Several questions had open-ended options for respondents to input identities that were not listed. Please note that additional review and coding of these open-ended options could result in small categorical fluctuations. As well, these results represent 37% of the population and generalizations should be made with caution.

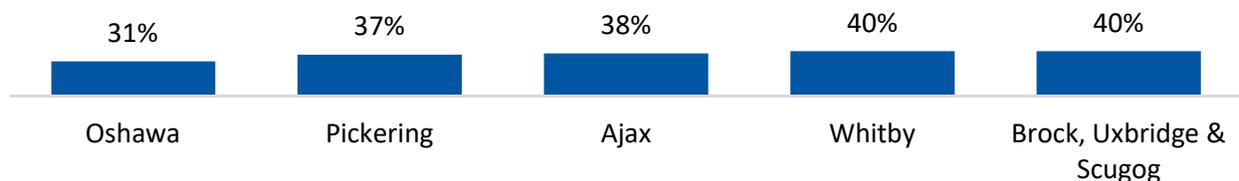


Census Participation

Thirty-seven percent (37%) of all K-12 students in the DDSB participated in the Student Census (26,034 respondents). Participation for the two versions of the census varied from 30% to 46%:

- K-6 (30% or 11,527 respondents)
- Grade 7-12 (46% or 14,507 respondents)

Total participation in the census also varied throughout the region from 31% to 40%:



For those students and parents/guardians who chose to participate in the Student Census, they had the option to skip any question. The following are the numbers and percentages of how many provided a response for each question.

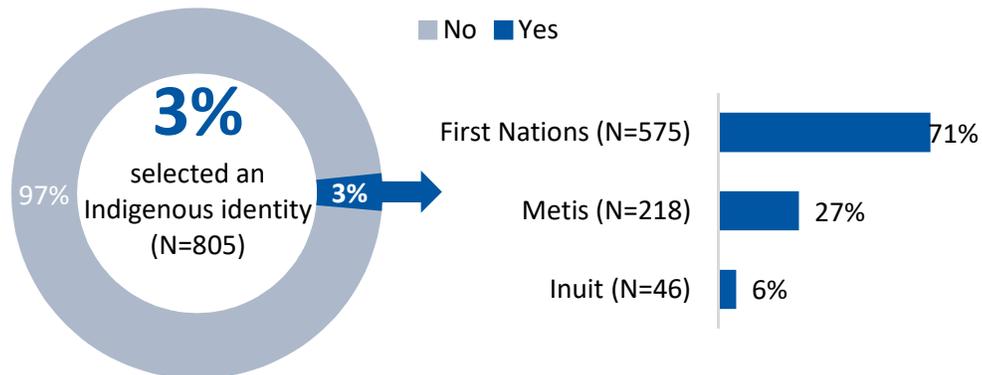
Question	Number of Respondents to Question	Percentage of Total Respondents
Indigenous Identity	25,704	99%
Ethnic or Cultural Origin	23,927	92%
Racial Group	25,503	98%
Religion, Creed, Spiritual Affiliation or Belief	25,324	97%
Gender Identity	25,741	99%
Sexual Orientation (Grade 7 to 12 only)	14,182	99%
Disabilities	25,714	99%
First Language(s) Learned to Speak	25,698	99%



Indigenous Identity

Participants were asked whether they identify as First Nations, Métis, and/or Inuit. Of the 25,704 respondents who shared, 3% identified one or more Indigenous identities. Of this group of respondents, “First Nations” was the most frequent response (71%) followed by “Métis” (27%) and “Inuit” (6%).

Percentage of Students by Indigenous Identity





Ethnic/Cultural Origins

Participants were asked to specify their ethnic/cultural origins in an open-ended text box. Half of the respondents stated more than one ethnic/cultural origin in their response. Of the 23,927 respondents who shared their ethnic/cultural origins, over half stated “Canadian” as part of their ethnic/cultural origins (52%).

Along with Canadian, the 10 largest responses for ethnicities/cultural origins shared were “English” (16%), “Irish” (11%), “Scottish” (11%), “Jamaican” (7%), “Pakistani” (6%), “German” (5%), “Indian” (5%), “French” (5%), and “Sri Lankan” (5%).

Percentage of Students by Ethnic/Cultural Origins (10 Largest Responses)

	■ Shared as a single ethnic/cultural origin	■ Shared with other ethnic/cultural origins	Total
Canadian	20%	32%	52%
English	2%	14%	16%
Irish		11%	11%
Scottish		11%	11%
Jamaican	2%	5%	7%
Pakistani	4%	2%	6%
German		5%	5%
Indian	2%	3%	5%
French		5%	5%
Sri Lankan	3%	2%	5%

Note: Percentages may not sum exactly to ‘Total’ percentages due to rounding

Percentage of Students by Ethnic/Cultural Origin

Ethnic/Cultural Origin	Percentage	Ethnic/Cultural Origin	Percentage	Ethnic/Cultural Origin	Percentage
Canadian (N=12,386)	52%	British (N=737)	3%	Welsh (N=215)	1%
English (N=3731)	16%	Dutch (N=727)	3%	Jewish (N=205)	1%
Irish (N=2695)	11%	Trinidadian (N=645)	3%	Macedonian (N=202)	1%
Scottish (N=2687)	11%	East Indian (N=506)	2%	Barbadian (N=185)	1%
Jamaican (N=1600)	7%	Greek (N=484)	2%	Russian (N=177)	1%
Pakistani (N=1523)	6%	Afghani (N=473)	2%	Hungarian (N=176)	1%
German (N=1253)	5%	Polish (N=438)	2%	Bangladeshi (N=154)	1%
Indian (N=1148)	5%	Arabic (N=433)	2%	Spanish (N=144)	1%
French (N=1130)	5%	Ukrainian (N=412)	2%	Tamil (N=136)	1%
Sri Lankan (N=1127)	5%	Filipino (N=410)	2%	Métis (N=125)	1%
Chinese (N=1110)	5%	Portuguese (N=359)	2%	European (N=124)	1%
Italian (N=932)	4%	American (N=286)	1%	Muslim (N=119)	1%
Guyanese (N=813)	3%	African (N=218)	1%		

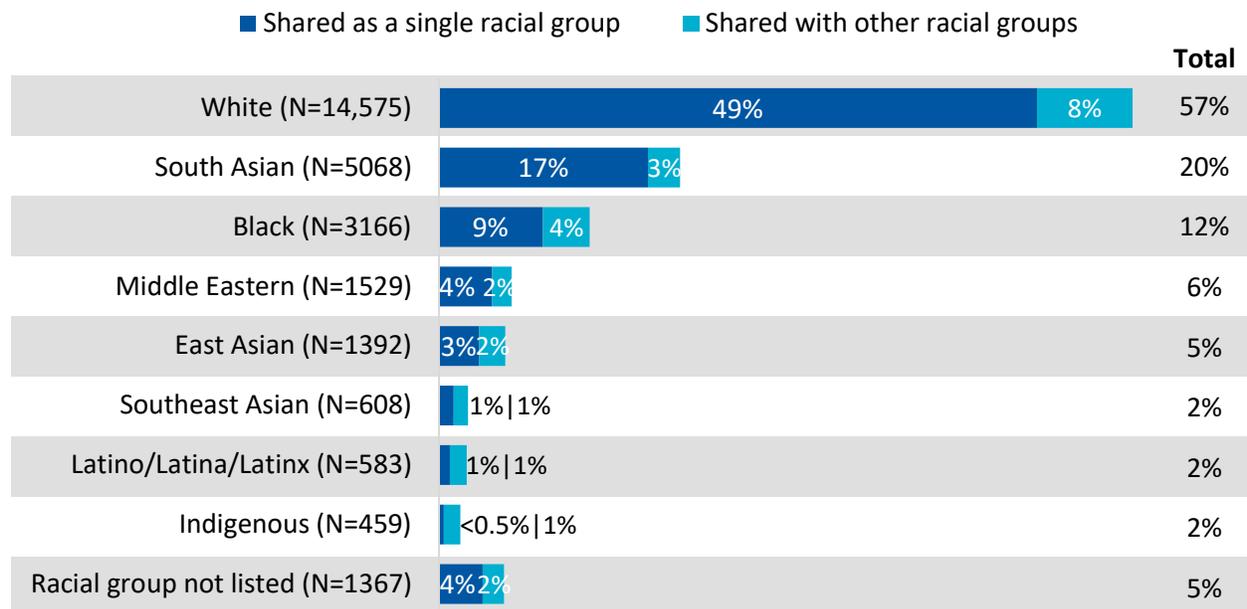
Note: Only ethnicities with percentages greater than 0.5% shown.



Racial Background

Of the 25,503 who shared their racial group, 57% selected “White” as part of their racial background. This was followed by “South Asian” (20%), and “Black” (12%). Eleven percent (11% or 2820 respondents) selected multiple racial groups.

Percent of Students by Racial Group



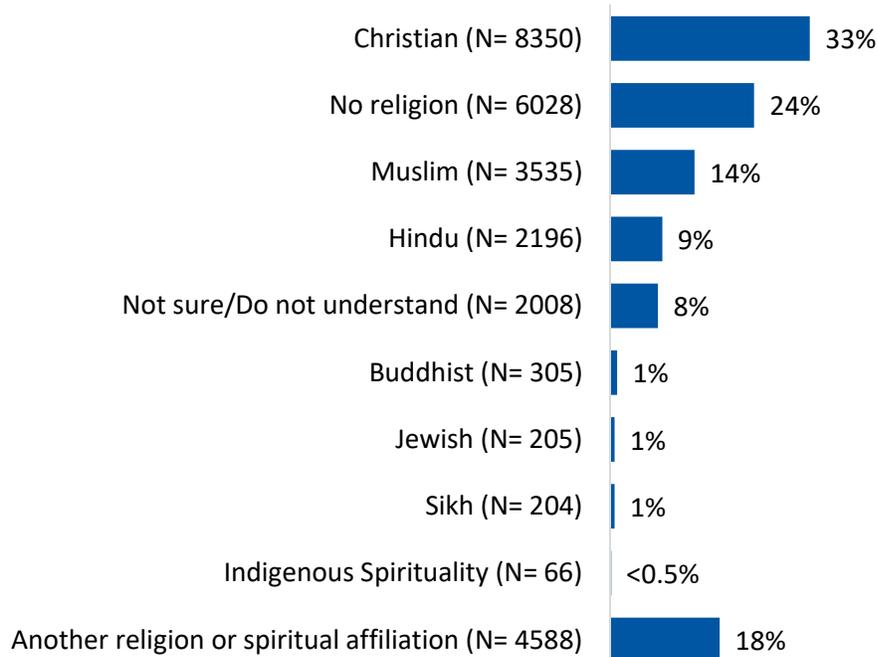
Note: Percentages may not sum exactly to 'Total' percentages due to rounding



Religion, Creed, Spiritual Affiliation or Belief

Of the 25,324 who shared their religious affiliations, one-third (33%) selected “Christian” as part of their religious or spiritual beliefs. This was followed by 24% selecting “No religion” and 14% selecting “Muslim”.

Percentage of Students by Religious Affiliation (ARDS Categories)



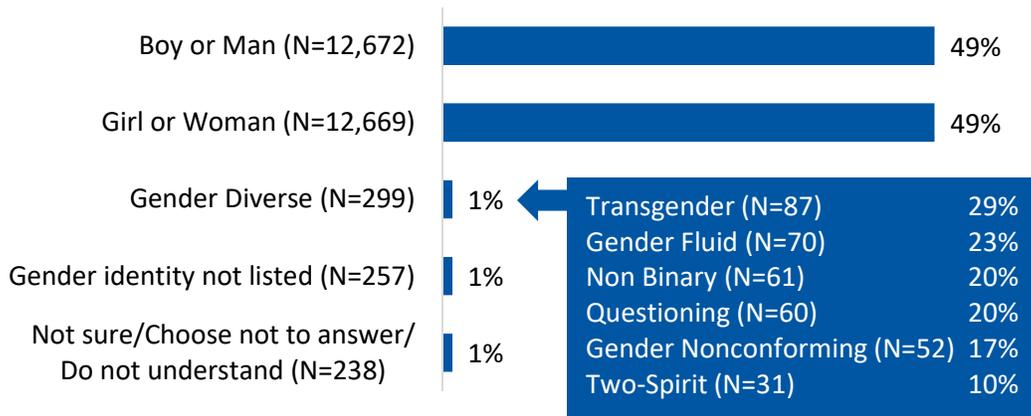
Note: For this question, subcategories were included in the response options to be responsive, inclusive and help individuals select the appropriate response. Those responses have been mapped back to nine categories as prescribed by the ARDS for analysis and reporting. The categories “Not sure/Do not understand” were included by the DDSB Accountability and Assessment department. For subcategory mapping and the full list of response options and results, please see Appendix C.



Gender Identity

Of the 25,741 who shared their gender identity, 49% selected “Boy or Man” and “Girl or Woman” as part of their gender identity. One percent (1% or 299 respondents) selected a gender diverse identity. Of the 299 who selected a gender diverse identity, 29% selected “Transgender”.

Percentage of Students by Gender Identity

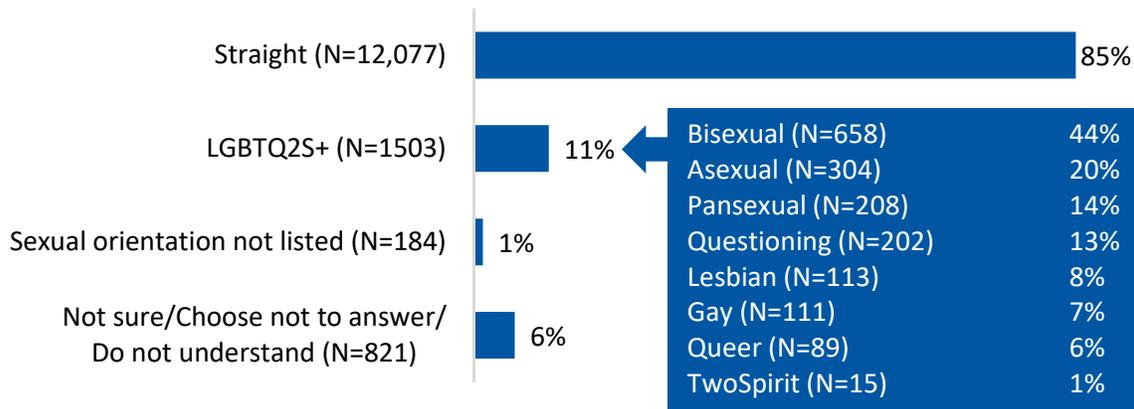




Sexual Orientation (Grade 7-12 Students)

Of the 14,182 Grade 7-12 students who shared their sexual orientation, 85% selected “Straight” as part of their sexual orientation. Eleven percent (11% or 1503 respondents) selected an LGBTQ2S+ sexual orientation. Of the 1503 who selected an LGBTQ2S+ sexual orientation, 44% selected “Bisexual”.

Percentage of Grade 7-12 Students by Sexual Orientation

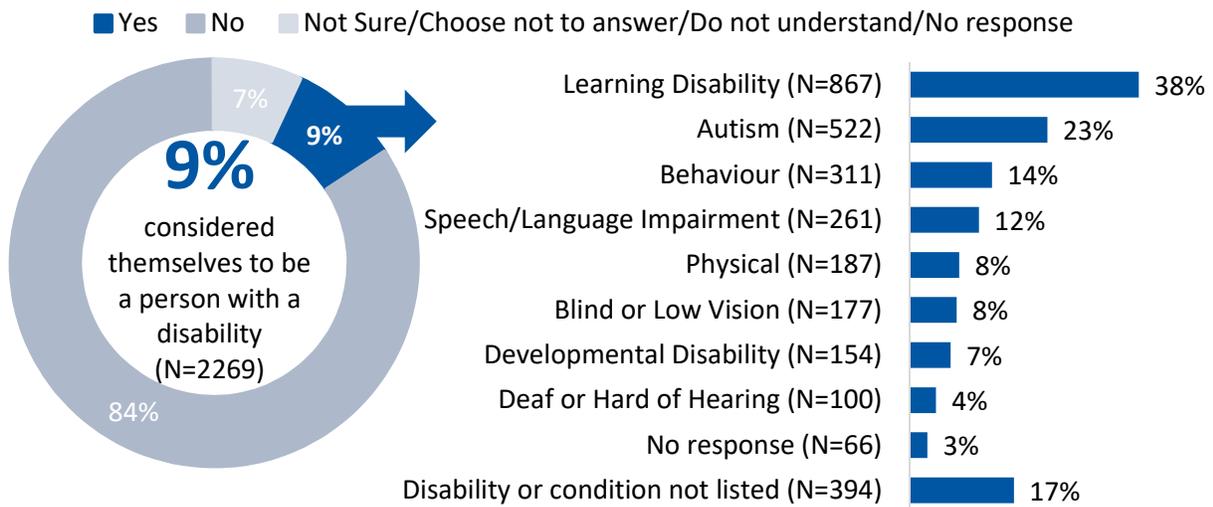




Disability

Participants were asked if they or their child considered themselves to be a person with a disability. Of the 25,714 who provided a response, 9% said “Yes” they or their child considered themselves to be a person with a disability. From this group of 2269 respondents, “Learning Disability” (38%) and “Autism” (23%) were the most frequent selected disabilities.

Percentage of Students by Disability



Of the total 25,714 respondents, 4% (1122 respondents) selected “Mental Health Concern”.



First Language(s) Learned

Of the 25,698 who shared the language(s) they first learned how to speak, 85% selected “English” as one of their first languages. Of those who selected “English”, 20% selected an additional first language as one of their first languages.

Almost one-third (31%) of respondents selected a language other than English. The top five languages other than English most frequently selected were “Urdu” (6%), “French” (5%), “Tamil” (4%), “A Language Not Listed” (2%), and “Arabic” (2%).

Percentage of Students by First Language(s) Learned

First Language(s) Learned		First Language(s) Learned	
English (N=21970)	85%	Spanish (N=328)	1%
Urdu (N=1439)	6%	Dari (N=291)	1%
French (N=1177)	5%	Gujarati (N=278)	1%
Tamil (N=1013)	4%	Farsi (Persian) (N=260)	1%
A Language Not Listed (N=515)	2%	Bengali (N=247)	1%
Arabic (N=455)	2%	Punjabi (N=248)	1%
Mandarin (N=429)	2%	Cantonese (N=227)	1%
Hindi (N=390)	2%	Greek (N=147)	1%

Note: Only languages with percentages greater than 0.5% shown.



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- OHRC. (2010). Count me in! Collecting human rights-based data. Ontario Human Rights Commission. Retrieved from: http://www.ohrc.on.ca/sites/default/files/attachments/Count_me_in%21_Collecting_human_rights_based_data.pdf
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Appendix A: Student Census Questions for Grades K-6



Student Census 2019

Know Every Student – Grow Every Student

Questions for Grades K-6

Does your child identify as First Nations, Métis, and/or Inuit?

If yes, select all that apply:

- No
- Yes, First Nations
- Yes, Métis
- Yes, Inuit

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

What is your child's ethnic or cultural origin?

Specify as many ethnic or cultural origins as apply

(For example; Anishnaabe, Arabic, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, English, French, Filipino, German, Guyanese, Haudenosaunee, Hungarian, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Métis, Mi'kmaq, Ojibway, Pakistani, Polish, Portuguese, Scottish, Somali, Sri-Lankan, Trinidadian, Ukrainian, etc.)

*Race is a social construct that groups people on the basis of common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group

In our society, people are often described by their race or racial background.

Which racial group(s)* best describes your child?

If your child has a mixed background, select all that apply.

- Black (African, Afro-Caribbean, African Canadian descent)
- East Asian (Chinese, Korean, Japanese, Korean, Taiwanese descent)
- Indigenous (First Nations, Métis, Inuit descent)
- Latino/Latina/Latinx (Latin American, Hispanic descent)
- Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- South Asian (East Indian, Pakistani, Bangladeshi, Sri-Lankan, Indo-Caribbean, etc.)
- Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- White (European descent)
- A racial group not listed above (please specify):

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

Indicate any religion, creed, spiritual affiliation, or belief with which your child identifies. *Select all that apply*

- | | |
|--|---|
| <input type="checkbox"/> Agnostic <i>holds a view that the existence of God is unknown or unknowable, claims neither faith nor disbelief in a higher power.</i> | <input type="checkbox"/> Jains |
| <input type="checkbox"/> Atheist <i>a person who disbelieves or lacks belief in the existence of God or gods.</i> | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Bahá'í | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Rastafarian |
| <input type="checkbox"/> Catholic | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.) | <input type="checkbox"/> Spiritual, but not religious <i>belief/faith without a religious framework, emphasizing personal growth and inner peace.</i> |
| <input type="checkbox"/> Church of Christ, Scientist | <input type="checkbox"/> Wiccan |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Zoroastrian |
| <input type="checkbox"/> Humanist <i>a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by.</i> | <input type="checkbox"/> No religious or spiritual affiliation |
| <input type="checkbox"/> Indigenous Spirituality | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> A religion, spiritual affiliation, creed, or belief not listed (please specify): | <input type="checkbox"/> I do not understand this question |

*A person's internal and deeply felt sense of being a man, a woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male).

What is your child's gender identity*? *Select all that apply*

- Girl/Woman (Female)
- Gender Fluid *of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum.*
- Gender Nonconforming *not being in line with the cultural associations made in a given society about a person's sex assigned at birth.*
- Boy/Man (Male)
- Non Binary *refers to a person whose gender identity does not align with the binary concept of gender such as man (boy) or woman (girl).*
- Transgender *refers to a person whose gender identity differs from the one associated with their birth-assigned sex.*
- Two-Spirit *an Indigenous person whose gender identity or spiritual identity includes masculine, feminine or non-binary spirits.*
- Questioning *refers to a person who is unsure about their own gender identity.*
- Not sure
- Choose not to answer
- I do not understand this question
- A gender identity not listed above (please specify):

*Defining disability is a complex, evolving matter. Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities, hearing or vision disabilities; epilepsy, environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.

Does your child consider themselves to be a person with a disability*?

Select one answer only

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Choose not to answer |
| <input type="checkbox"/> No | <input type="checkbox"/> I do not understand this question |
| <input type="checkbox"/> Not sure | |

Please select all that apply?

- | | |
|---|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Behaviour | <input type="checkbox"/> Mental health Disability |
| <input type="checkbox"/> Blind or Low Vision | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Deaf or Hard of Hearing | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Developmental Disability | |
| <input type="checkbox"/> A disability or condition not listed (please specify): | |

What is the first language(s) your child learned to speak? *Select all that apply*

- | | | |
|---|--|--|
| <input type="checkbox"/> Afrikaans | <input type="checkbox"/> Hakka | <input type="checkbox"/> Oromo |
| <input type="checkbox"/> Akan (Twi) | <input type="checkbox"/> Haudenosaunee | <input type="checkbox"/> Pashto/Pashtu |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Hebrew | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Algonquin | <input type="checkbox"/> Hindi | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Hungarian | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Ilokano | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Anishinaabemowin | <input type="checkbox"/> Indo-Iranian languages | <input type="checkbox"/> Rundi (Kirundi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Innu/Montagnais | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Inuktitut | <input type="checkbox"/> Rwanda
(Kinyarwanda) |
| <input type="checkbox"/> Atikamekw | <input type="checkbox"/> Italian | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Japanese | <input type="checkbox"/> Sindhi |
| <input type="checkbox"/> Bantu languages | <input type="checkbox"/> Kannada | <input type="checkbox"/> Sinhala
(Sinhalese) |
| <input type="checkbox"/> Berber languages | <input type="checkbox"/> Khmer (Cambodian) | <input type="checkbox"/> Slovak |
| <input type="checkbox"/> Blackfoot | <input type="checkbox"/> Korean | <input type="checkbox"/> Slovenian |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> Kurdish | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Bulgarian | <input type="checkbox"/> Lao | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Latvian | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Cree languages | <input type="checkbox"/> Lingala | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Lithuanian | <input type="checkbox"/> Taiwanese |
| <input type="checkbox"/> Czech | <input type="checkbox"/> Macedonian | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Dari | <input type="checkbox"/> Malay | <input type="checkbox"/> Telugu |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Malayalam | <input type="checkbox"/> Thai |
| <input type="checkbox"/> English | <input type="checkbox"/> Maltese | <input type="checkbox"/> Tigrigna |
| <input type="checkbox"/> Estonian | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Tlicho (Dogrib) |
| <input type="checkbox"/> Farsi (Persian) | <input type="checkbox"/> Marathi | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Finnish | <input type="checkbox"/> Mi'kmaq | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Flemish | <input type="checkbox"/> Nepali | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> French | <input type="checkbox"/> Niger-Congo languages | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Fukien | <input type="checkbox"/> Ninimowin | |
| <input type="checkbox"/> German | <input type="checkbox"/> Norwegian | |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Ojibway | |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Oji-Cree | |
| <input type="checkbox"/> Not sure | <input type="checkbox"/> A language(s) not listed, please specify: | |
| <input type="checkbox"/> Choose not to answer | | |
| <input type="checkbox"/> I do not understand | | |



Appendix B: Student Census Questions for Grades 7-12



Student Census 2019

Know Every Student – Grow Every Student

Questions for Grades 7-12

Do you identify as First Nations, Métis, and/or Inuit?

If yes, select all that apply:

- No
- Yes, First Nations
- Yes, Métis
- Yes, Inuit

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

What is your ethnic or cultural origin?

Specify as many ethnic or cultural origins as apply

(For example; Anishnaabe, Arabic, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, English, French, Filipino, German, Guyanese, Haudenosaunee, Hungarian, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Métis, Mi'kmaq, Ojibway, Pakistani, Polish, Portuguese, Scottish, Somali, Sri-Lankan, Trinidadian, Ukrainian, etc.)

*Race is a social construct that groups people on the basis of common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group.

In our society, people are often described by their race or racial background.

Which racial group(s)* best describes you?

If you have a mixed background, select all that apply.

- Black (African, Afro-Caribbean, African Canadian descent)
- East Asian (Chinese, Korean, Japanese, Korean, Taiwanese descent)
- Indigenous (First Nations, Métis, Inuit descent)
- Latino/Latina/Latinx (Latin American, Hispanic descent)
- Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- South Asian (East Indian, Pakistani, Bangladeshi, Sri-Lankan, Indo-Caribbean, etc.)
- Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- White (European descent)
- A racial group not listed above (please specify):

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

Indicate any religion, creed, spiritual affiliation, or belief with which you identify. *Select all that apply*

- | | |
|--|---|
| <input type="checkbox"/> Agnostic <i>holds a view that the existence of God is unknown or unknowable, claims neither faith nor disbelief in a higher power.</i> | <input type="checkbox"/> Jains |
| <input type="checkbox"/> Atheist <i>a person who disbelieves or lacks belief in the existence of God or gods.</i> | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Bahá'í | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Rastafarian |
| <input type="checkbox"/> Catholic | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.) | <input type="checkbox"/> Spiritual, but not religious <i>belief/faith without a religious framework, emphasizing personal growth and inner peace.</i> |
| <input type="checkbox"/> Church of Christ, Scientist | <input type="checkbox"/> Wiccan |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Zoroastrian |
| <input type="checkbox"/> Humanist <i>a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by.</i> | <input type="checkbox"/> No religious or spiritual affiliation |
| <input type="checkbox"/> Indigenous Spirituality | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> A religion, spiritual affiliation, creed, or belief not listed (please specify): | <input type="checkbox"/> I do not understand this question |

*A person's internal and deeply felt sense of being a man, a woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male).

What is your gender identity*? *Select all that apply*

- Girl/Woman (Female)
- Gender Fluid *of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum.*
- Gender Nonconforming *not being in line with the cultural associations made in a given society about a person's sex assigned at birth.*
- Boy/Man (Male)
- Non Binary *refers to a person whose gender identity does not align with the binary concept of gender such as man (boy) or woman (girl).*
- Transgender *refers to a person whose gender identity differs from the one associated with their birth-assigned sex.*
- Two-Spirit *an Indigenous person whose gender identity or spiritual identity includes masculine, feminine or non-binary spirits.*
- Questioning *refers to a person who is unsure about their own gender identity.*
- Not sure
- Choose not to answer
- I do not understand this question
- A gender identity not listed above (please specify):

*Sexual orientation is the direction of one's sexual interest or attraction. It is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.

What is your sexual orientation*? *Select all that apply*

- Asexual *a person that experiences no sexual attraction to others.*
- Bisexual *a person who is physically/sexually and emotionally attracted to both males and females.*
- Gay *a person who is physically/sexually and emotionally attracted to someone of the same sex. The term "gay" typically refers to males, but in some contexts can be used for both males and females.*
- Lesbian *a female who is attracted physically/sexually and emotionally almost exclusively to other females.*
- Pansexual *a person who is attracted physically/sexually and emotionally to others, without being limited by sex or gender identity.*
- Queer *the term "queer" refers to ideas, practices, persons or identities that go against the standards that form the heteronormative social model.*
- Straight *a person who is physically/sexually and emotionally attracted exclusively to someone of the opposite sex.*
- Two-Spirit *an Indigenous person whose gender identity, sexual orientation, or spiritual identity includes masculine, feminine or non-binary spirits.*
- Questioning *refers to a person who is unsure about their own sexual orientation*
- Not sure
- Choose not to answer
- I do not understand this question
- A sexual orientation not listed above (please specify):

*Defining disability is a complex, evolving matter. Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities, hearing or vision disabilities; epilepsy, environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.

Do you consider yourself to be a person with a disability*? [Select one answer only](#)

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Choose not to answer |
| <input type="checkbox"/> No | <input type="checkbox"/> I do not understand this question |
| <input type="checkbox"/> Not sure | |

Please select all that apply?

- | | |
|---|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Behaviour | <input type="checkbox"/> Mental health Disability |
| <input type="checkbox"/> Blind or Low Vision | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Deaf or Hard of Hearing | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Developmental Disability | |
| <input type="checkbox"/> A disability or condition not listed (please specify): | |

What is the first language(s) you learned to speak as a child? *Select all that apply*

- | | | |
|---|--|--|
| <input type="checkbox"/> Afrikaans | <input type="checkbox"/> Hakka | <input type="checkbox"/> Oromo |
| <input type="checkbox"/> Akan (Twi) | <input type="checkbox"/> Haudenosaunee | <input type="checkbox"/> Pashto/Pashtu |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Hebrew | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Algonquin | <input type="checkbox"/> Hindi | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Hungarian | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Ilokano | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Anishinaabemowin | <input type="checkbox"/> Indo-Iranian languages | <input type="checkbox"/> Rundi (Kirundi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Innu/Montagnais | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Inuktitut | <input type="checkbox"/> Rwanda
(Kinyarwanda) |
| <input type="checkbox"/> Atikamekw | <input type="checkbox"/> Italian | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Japanese | <input type="checkbox"/> Sindhi |
| <input type="checkbox"/> Bantu languages | <input type="checkbox"/> Kannada | <input type="checkbox"/> Sinhala
(Sinhalese) |
| <input type="checkbox"/> Berber languages | <input type="checkbox"/> Khmer (Cambodian) | <input type="checkbox"/> Slovak |
| <input type="checkbox"/> Blackfoot | <input type="checkbox"/> Korean | <input type="checkbox"/> Slovenian |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> Kurdish | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Bulgarian | <input type="checkbox"/> Lao | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Latvian | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Cree languages | <input type="checkbox"/> Lingala | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Lithuanian | <input type="checkbox"/> Taiwanese |
| <input type="checkbox"/> Czech | <input type="checkbox"/> Macedonian | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Dari | <input type="checkbox"/> Malay | <input type="checkbox"/> Telugu |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Malayalam | <input type="checkbox"/> Thai |
| <input type="checkbox"/> English | <input type="checkbox"/> Maltese | <input type="checkbox"/> Tigrigna |
| <input type="checkbox"/> Estonian | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Tlicho (Dogrib) |
| <input type="checkbox"/> Farsi (Persian) | <input type="checkbox"/> Marathi | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Finnish | <input type="checkbox"/> Mi'kmaq | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Flemish | <input type="checkbox"/> Nepali | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> French | <input type="checkbox"/> Niger-Congo languages | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Fukien | <input type="checkbox"/> Ninimowin | |
| <input type="checkbox"/> German | <input type="checkbox"/> Norwegian | |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Ojibway | |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Oji-Cree | |
| <input type="checkbox"/> Not sure | <input type="checkbox"/> A language(s) not listed, please specify: | |
| <input type="checkbox"/> Choose not to answer | | |
| <input type="checkbox"/> I do not understand | | |



Appendix C: Religion, Creed, Spiritual Affiliation or Belief Responses

Subcategories were mapped back to the nine categories as prescribed by the Anti-Racism Act (2017) in the following way:

ARA Category	Subcategories
Christian	Christian Catholic
No religion	No religious or spiritual affiliation Atheist
Another religion or spiritual affiliation	A religion, spiritual affiliation, creed, or belief not listed (please specify) Agnostic Baha'i Church of Christ, Scientist Humanist Jains Rastafarian Spiritual Wiccan Zoroastrian

The full list of response options and results were as follows:

Percentage of Students by Religious Affiliation

Religious Affiliation	Percentage	Religious Affiliation	Percentage
Christian (N=6192)	24%	Sikh (N=204)	1%
No religious or spiritual affiliation (N=4252)	17%	Church of Christ, Scientist (N=187)	1%
Muslim (N=3535)	14%	Wiccan (N=88)	<0.5%
Catholic (N=2480)	10%	Indigenous Spirituality(N=66)	<0.5%
Hindu (N=2196)	9%	Rastafarian (N=46)	<0.5%
Agnostic (N=2073)	8%	Zoroastrian (N=30)	<0.5%
Atheist (N=1876)	7%	Baha'i (N=28)	<0.5%
Spiritual (N=1267)	5%	Jains (N=25)	<0.5%
Buddhist (N=305)	1%	Religious affiliation not listed (N=1036)	4%
Humanist (N=274)	1%	Not sure/Do not understand (N=2008)	8%
Jewish (N=205)	1%		

Durham District School Board
Student Census, Public Data Sets

Identity Category	Notes	Census Categories	DDSB Results (Percentages)	DDSB Results (Counts)
Indigenous	Note: Respondents could select multiple Indigenous identities. The following identities reflect the number and percentage of respondents that selected them. These include both single and multiple identities.			Total Number of Respondents 25704
		Yes, First Nations	2%	575
		Yes, Métis	1%	218
		Yes, Inuit	<0.5%	46
		No	97%	24899
Ethnic/Cultural Origins	Note: Respondents could select multiple identities. The following identities reflect the number and percentage of respondents that selected them. These include both single and multiple identities. Note: Some responses could not be coded and have not been included (for example, "M")			Total Number of Respondents 23927
		Canadian	52%	12386
		English	16%	3731
		Irish	11%	2695
		Scottish	11%	2687
		Jamaican	7%	1600
		Pakistani	6%	1523
		German	5%	1253
		Indian	5%	1148
		French	5%	1130
		Sri Lankan	5%	1127
		Chinese	5%	1110
		Italian	4%	932
		Guyanese	3%	813

	British	3%	737
	Dutch	3%	727
	Trinidadian	3%	645
	East Indian	2%	506
	Greek	2%	484
	Afghani	2%	473
	Polish	2%	438
	Arabic	2%	433
	Ukrainian	2%	412
	Filipino	2%	410
	Portuguese	2%	359
	American	1%	286
	African	1%	218
	Welsh	1%	215
	Jewish	1%	205
	Macedonian	1%	202
	Barbadian	1%	185
	Russian	1%	177
	Hungarian	1%	176
	Bangladeshi	1%	154
	Spanish	1%	144
	Tamil	1%	136
	Métis	1%	125
	European	1%	124
	Muslim	1%	119
	Romanian	<0.5%	118
	Korean	<0.5%	116
	Japanese	<0.5%	113
	Vietnamese	<0.5%	112
	Nigerian	<0.5%	109
	Lebanese	<0.5%	107
	South Asian	<0.5%	105
	Iranian	<0.5%	104
	Swedish	<0.5%	94
	Hindu	<0.5%	93
	White	<0.5%	93
	West Indian	<0.5%	89
	Danish	<0.5%	83
	Native	<0.5%	83
	Austrian	<0.5%	81
	Bengali	<0.5%	81
	First Nations	<0.5%	80
	South African	<0.5%	75
	Finnish	<0.5%	74
	Mexican	<0.5%	72
	Croatian	<0.5%	70
	Caribbean	<0.5%	69

		Egyptian	<0.5%	69
		Grenadian	<0.5%	64
		Serbian	<0.5%	64
		Brazilian	<0.5%	61
		Ojibway	<0.5%	60
		Persian	<0.5%	59
		Punjabi	<0.5%	55
		Black	<0.5%	54
		Cuban	<0.5%	54
		Ethiopian	<0.5%	54
		Caucasian	<0.5%	52
		Australian	<0.5%	50
		Turkish	<0.5%	50
		Czech	<0.5%	47
		Dominican	<0.5%	47
		Colombian	<0.5%	46
		Maltese	<0.5%	46
		Newfoundlander	<0.5%	45
		Slovakian	<0.5%	45
		Christian	<0.5%	42
		Vincentian	<0.5%	40
		South Indian	<0.5%	38
		Swiss	<0.5%	38
		Mi'kmaq	<0.5%	37
		Eastern	<0.5%	35
		Ghanaian	<0.5%	35
		Kenyan	<0.5%	34
		Antiguan	<0.5%	33
		Belgian	<0.5%	32
		Latino/Latina/Latinx	<0.5%	30
		Venezuelan	<0.5%	30
		Armenian	<0.5%	28
		Malaysian	<0.5%	28
		Albanian	<0.5%	27
		Middle	<0.5%	27
		Cree	<0.5%	25
		Estonian	<0.5%	25
		Scandinavian	<0.5%	25
		Syrian	<0.5%	25
		Icelandic	<0.5%	24
		Indonesian	<0.5%	24
		Slovenian	<0.5%	24
		Hispanic	<0.5%	23
		Ireland	<0.5%	23
		Chilean	<0.5%	22
		Inuit	<0.5%	22

		Palestinian	<0.5%	22
		Catholic	<0.5%	21
		Ecuadorian	<0.5%	21
		Ghanian	<0.5%	21
		Mohawk	<0.5%	21
		Sikh	<0.5%	21
		Algonquin	<0.5%	20
		Northern	<0.5%	20
		Peruvian	<0.5%	20
		Somali	<0.5%	20
		East African	<0.5%	19
		Taiwanese	<0.5%	18
		Zimbabwean	<0.5%	18
		Cypriot	<0.5%	17
		El Salvadorian	<0.5%	17
		Latvian	<0.5%	17
		Lithuanian	<0.5%	17
		Thai	<0.5%	17
		Anishinaabe	<0.5%	16
		Argentinian	<0.5%	16
		Guatemalan	<0.5%	16
		Gujarati	<0.5%	16
		UK	<0.5%	16
		Indigenous	<0.5%	15
		St. Lucian	<0.5%	15
Racial Group	Note: Respondents could select multiple identities. The following identities reflect the number and percentage of respondents that selected them. These include both single and multiple identities.			Total Number of Respondents 25503
		Black	12%	3166
		East Asian	5%	1392
		Indigenous	2%	459
		Latino/Latina/Latinx	2%	583
		Middle Eastern	6%	1529
		South Asian	20%	5068
		Southeast Asian	2%	608
		White	57%	14575
		A racial group not listed above	5%	1367

Religious Affiliation	ARDS Categories Note: Respondents could select multiple identities. The following identities reflect the number and percentage of respondents that selected them. These include both single and multiple identities.			Total Number of Respondents 25324
	Another religion or spiritual affiliation	Agnostic	8%	2073
	No religion	Atheist	7%	1876
	Another religion or spiritual affiliation	Baha'i	<0.5%	28
	Buddhist	Buddhist	1%	305
	Christian	Catholic	10%	2480
	Christian	Christian	24%	6192
	Another religion or spiritual affiliation	Church of Christ, Scientist	1%	187
	Hindu	Hindu	9%	2196
	Another religion or spiritual affiliation	Humanist	1%	274
	Indigenous Spirituality	Indigenous Spirituality	<0.5%	66
	Another religion or spiritual affiliation	Jains	<0.5%	25
	Jewish	Jewish	1%	205
	Muslim	Muslim	14%	3535
	No religion	No religious or spiritual affiliation	17%	4252
	Another religion or spiritual affiliation	Rastafarian	<0.5%	46
	Sikh	Sikh	1%	204
	Another religion or spiritual affiliation	Spiritual, but not religious	5%	1267
	Another religion or spiritual affiliation	Wiccan	<0.5%	88
	Another religion or spiritual affiliation	Zoroastrian	<0.5%	30
		I do not understand	1%	340
		Not sure	7%	1742
		Religious affiliation not listed above	4%	1036

Gender Identity	Note: Respondents could select multiple identities. The following identities reflect the number and percentage of respondents that selected them. These include both single and multiple identities.			Total Number of Respondents 25741
		Girl/Woman	49%	12669
		Gender Fluid	<0.5%	70
		Gender Nonconforming	<0.5%	52
		Boy/Man	49%	12672
		Non Binary	<0.5%	61
		Transgender	<0.5%	87
		Two-Spirit	<0.5%	31
		Questioning	<0.5%	60
		Not sure	<0.5%	76
		Choose not to answer	<0.5%	106
		I do not understand this question	<0.5%	72
		Gender identity not listed above	1%	257
Sexual Orientation (Grade 7 to 12 only)	Note: Respondents could select multiple identities. The following identities reflect the number and percentage of respondents that selected them. These include both single and multiple identities.			Total Number of Respondents 14182
		Asexual	2%	304
		Bisexual	5%	658
		Gay	1%	111
		Lesbian	1%	113
		Pansexual	1%	208
		Queer	1%	89
		Straight	85%	12077
		Two-Spirit	<0.5%	15
		Questioning	1%	202
		Not sure	2%	269
		Choose not to answer	3%	425

		I do not understand this question	1%	176
		Sexual orientation not listed above	1%	184
Disability	Note: Respondents could select multiple identities. The following identities reflect the number and percentage of respondents that selected them. These include both single and multiple identities. Note: Many respondents identified a disability even though they did not responded "Yes" to the question "Do you consider yourself to be a person with a disability?" Percentages have been calculated for "Any selection" (anyone who selected an identity) and "Yes" (only those who said "Yes" to identifying a disability)			Total Number of Respondents 25714
		Yes	9%	2269
		No	84%	21631
		Not sure	5%	1277
		Choose not to answer	1%	346
		I do not understand this question	<0.5%	119
		(No response)	<0.5%	72
	Any selection	Autism	3%	712
	Any selection	Behaviour	2%	551
	Any selection	Blind or Low Vision	2%	449
	Any selection	Deaf or Hard of Hearing	1%	170
	Any selection	Developmental Disability	1%	204
	Any selection	Learning Disability	6%	1427
	Any selection	Mental Health Disability	4%	1122

	Any selection	Physical	1%	274
	Any selection	Speech/Language Impairment	2%	460
	Any selection	A disability or condition not listed above	4%	1115
	Any selection	(No response)	<0.5%	66
	Of "Yes"	Autism	23%	522
	Of "Yes"	Behaviour	14%	311
	Of "Yes"	Blind or Low Vision	8%	177
	Of "Yes"	Deaf or Hard of Hearing	4%	100
	Of "Yes"	Developmental Disability	7%	154
	Of "Yes"	Learning Disability	38%	867
	Of "Yes"	Mental Health Disability	26%	584
	Of "Yes"	Physical	8%	187
	Of "Yes"	Speech/Language Impairment	12%	261
	Of "Yes"	A disability or condition not listed above	17%	394
	Of "Yes"	(No response)	3%	66
Language	Note: Respondents could select multiple identities. The following identities reflect the number and percentage of respondents that selected them. These include both single and multiple identities. Note: Some responses have not been included (for example, languages with fewer than 15 responses)			Total Number of Respondents 25698
		Afrikaans	<0.5%	29
		Albanian	<0.5%	35
		American Sign Language	<0.5%	59
		Amharic	<0.5%	17
		Arabic	2%	455
		Armenian	<0.5%	20
		Bengali	1%	247
		Cantonese	1%	227

		Dari	1%	291
		Dutch	<0.5%	53
		English	85%	21970
		Farsi (Persian)	1%	260
		French	5%	1177
		German	<0.5%	75
		Greek	1%	147
		Gujarati	1%	278
		Hindi	2%	390
		Hungarian	<0.5%	21
		Italian	<0.5%	62
		Japanese	<0.5%	53
		Korean	<0.5%	82
		Kurdish	<0.5%	18
		Macedonian	<0.5%	74
		Malayalam	<0.5%	81
		Mandarin	2%	429
		Marathi	<0.5%	23
		Pashto/Pashtu	<0.5%	84
		Polish	<0.5%	39
		Portuguese	<0.5%	102
		Punjabi	1%	248
		Romanian	<0.5%	65
		Russian	<0.5%	101
		Serbian	<0.5%	33
		Sinhala (Sinhalese)	<0.5%	56
		Spanish	1%	328
		Swahili	<0.5%	30
		Tagalog	<0.5%	99
		Tamil	4%	1013
		Telugu	<0.5%	108
		Thai	<0.5%	16
		Turkish	<0.5%	28
		Ukrainian	<0.5%	22
		Urdu	6%	1439
		Vietnamese	<0.5%	69
		Choose not to answer	<0.5%	43
		Not sure	<0.5%	45
		I do not understand this question	<0.5%	34
		Language(s) not listed above	2%	515



MEMORANDUM

To: Trustees

Memo: No. 2023:05

From: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board
Kelly Mechoulan, Chief Administrative Officer, Durham Student Transportation Services

Date: February 21, 2023

RE: Durham Student Transportation Services

Purpose

The purpose of this memorandum is to provide the Board of Trustees with information regarding Durham Student Transportation Services.

Background

1. Durham Student Transportation Services

Durham Student Transportation Services (DSTS) is a consortium formed by agreement between Durham Catholic District School Board (DCDSB) and Durham District School Board (DDSB), for the purpose of providing common administration of student transportation services for Durham Region. DSTS is one of more than thirty consortia within Ontario mandated by the Ministry of Education.

The role of DSTS is to provide efficient and effective student transportation. In order to meet this objective, the routes must be planned and implemented in a manner that optimizes the resources as well as consider service levels and safety of students.

DSTS is governed by a joint transportation policy that was approved by the Trustees of both member school boards. DSTS administers this transportation policy and plans and implements all aspects of home-to-school transportation services. The entire policy and stakeholder responsibilities can be found on the DSTS website at www.dsts.on.ca.

2. Transportation Eligibility

Students are eligible for home to school transportation based on the distance from their home to their designated school. Elementary students who live more than 1.6 kilometers from their designated school are eligible for transportation, while secondary students who live more than 3.2 kilometers from their designated school are eligible. Transportation is not provided to students who attend an out of area school, or a school other than the one designated for their residential area.

To ensure accuracy and consistency when measuring walk distance, DSTS utilizes an internal Geographic Information System (GIS) called Bus Planner. This software is used in conjunction with Durham Regional maps. The distance measurements are taken from the residential property line to the closest property line of the designated area school. Townhouse and apartment complexes are measured from the property line of the complex. The measurement is taken on the shortest route to the school. Municipal pedestrian walkways are included in the walk distance calculation.

2.1 Transportation Eligibility - Safe Walk Path Assessments

DSTS assesses walking routes based on criteria that may include speed limit, traffic volume, physical barriers (such as road level railway crossings and construction), roadway accessibility including sidewalks, crossing guard locations, and grade level of student.

If it is deemed there is no safe walk path under the eligibility walk distance, the student will be approved for hazard transportation. All areas are reviewed annually to determine if there have been any changes in the criteria to convert the area back to a safe walking situation.

2.2 Request to Review Distance Calculation

Both member school boards have agreed to use one DSTS system for walk distance calculations (Bus Planner). This allows for one consistent approach to walk distance measurements with a level of accuracy that exceeds publicly available map software such as google maps. If families feel that an error has been made in the calculation, they may request a review of the distance calculation via concerns@dsts.on.ca. DSTS is the final determinate of distance calculations and determining eligibility for transportation.

2.3 Custody Arrangements

When parents/guardians of elementary and secondary school students reside at two different addresses, students may be provided transportation to and from both addresses provided that both addresses are eligible for transportation to the same designated school, the custodial arrangement results in a consistent weekly schedule that can be managed independently by the student, and that the school and DSTS both approve the request.

2.4 Childcare

Alternate/childcare addresses are supported for students in JK through Grade 8 only. The provision of transportation to and from a childcare address is dependent upon a number of criteria. Students must have the same schedule five (5) days per week, only have one pick up and one drop off stop and must be eligible and in area to the school. Bus stops are not necessarily created for a childcare address. Common stops are utilized throughout the region, and if appropriate, the childcare address will be designated to a pre-existing stop.

3. DSTS Service Parameters

Though not possible in every circumstance, every effort is made to maintain a maximum walk to bus stop distance of 800 meters, and a maximum ride time of 60 minutes one-way to school. Making changes to routing students at the beginning of the school year takes five (5) business days, and at least three (3) business days over the rest of the year.

DSTS is responsible for determining the best mode of transportation within limited available resources. The majority of buses are tiered to support multiples schools over the morning and afternoon runs. Students will be dropped off and picked up within 15 minutes of a school's bell-time for elementary schools and within 30 minutes for secondary schools.

4. Bus Stop Assignment Criteria

Bus stop locations are selected to ensure efficiency of the service while maximizing safety and reducing risks for students. Common community bus stops are used and walk distances to bus stops are maintained at a maximum walk distance of 800 meters whenever possible. In some situations, road conditions and/or road design require students to walk further to a stop or transport is required to get to an alternate stop location.

School buses do not enter private roads or private property as the maintenance of the road cannot be guaranteed, as it is maintained by a township/municipality or region. Also, as buses are not equipped to safely back-up on route or perform multi-point turns, stops are not assigned in areas where the bus does not have an adequate turning radius to exit. The turning radius requirement is dependent on the size of the vehicle in use and has been provided to all townships and municipalities that DSTS services. Roadways without adequate turnaround have been identified and communicated to the township/municipality.

School buses do not enter construction areas or new housing developments and/or unassumed roads until all major construction activity has ceased. In areas of ongoing development, DSTS will locate bus stops as close as possible to the development area. Once construction is completed, DSTS assesses the area and adds bus stop locations accordingly.

To safely make stops and not adversely impact traffic flow, bus stop locations are established at least minimum of 300 meters from the next closest stop, where there are clear site lined in both directions (for both the bus and other vehicles), and must provide adequate space for students to wait safely. Parks and greenspaces are generally utilized as bus stop locations where possible. Bus stops will not be located on four lane or more roadways, where traffic is unlikely to stop in both directions.

In all cases, it is the responsibility of the parent/guardian to get their child safely to and from the designated bus stop and to ensure their safety while at the bus stop location.

Parents/guardians may request a review of bus stop location by completing the review request form located on the DSTS website, www.dsts.on.ca

5. Request for Reconsideration

In situations where a parent/guardian disagrees with the way in which transportation policies and/or procedures have been applied, they may request reconsideration. There are two levels at which requests may be made. All requests are to be first submitted in writing with sufficient detail and relevant documentation to concerns@dsts.ca.

Decisions will be made by the DSTS Chief Administrative Officer (CAO) based on policy and procedure and will be provided in writing within 15 working days. If there is still a concern, or if the parent/guardian is not satisfied with the response of the CAO, a further request for reconsideration may be made to the Administrative Committee of DSTS. Decisions made by the Administrative Committee will be provided in writing within 30 days.

6. Inclement Weather

Weather decisions impacting student transportation begin as early as 4:30 a.m. DSTS staff begin to receive calls from township/regional staff and bus operators. Weather is monitored by all groups and a determination of warranted cancellation is made at or before 6:00 a.m. and communicated out no later than 7:00 a.m. When a bus does not travel a route in the morning due to a weather-related cancellation, it will not do so in the afternoon.

The region is split into four (4) separate weather zones. Information about weather zones and any cancellations are posted on the DSTS website (www.dsts.on.ca). Media outlets are contacted for all weather-related cancellations.

7. Student Conduct on Buses

All school bus vehicles are considered an extension of the classroom and all school policies such as Positive School Climate, and the School Code of Conduct apply to the school bus. All transported students whether on a field trip or home to school transportation are expected to behave in a manner on the bus that ensures that everyone remains safe. Since the bus is an extension of the school, students are accountable to the school principal. School bus drivers report all student conduct issues to DSTS and school administration.

8. Driver Shortage Related Cancellations

Unfortunately, there is an ongoing shortage of school bus drivers. This is an issue of concern across the province, Durham Region included. All efforts are being made by School Bus Operators to recruit and retain drivers. These efforts are being supported by DSTS, DDSB, and DCDSB.

Significant changes were made to school bell times for the 2022-2023 school year, in order to optimize the number of buses required to transport students. In many cases, buses are triple or quadruple routed in the morning and afternoon, to make best use of available bus driver resources.

There are a small number of routes that do not currently have a permanent driver assigned to them, and there are not enough supply drivers available to cover all routes on a daily basis. DSTS works with operators every morning to ensure that as many routes as possible are covered, and that no bus route is cancelled for more than three consecutive days. Though supply drivers are rotated through routes to get as much coverage as possible, drivers of permanent routes are not rotated.

Should you have any questions regarding Transportation, please contact Kelly Mechoulan, CAO of Durham Student Transportation Services at kelly.mechoulan@dsts.on.ca.