



**DURHAM DISTRICT SCHOOL BOARD**

**NOTICE OF MEETING**

**GOVERNANCE AND POLICY COMMITTEE  
PUBLIC SESSION**

Chair: Emma Cunningham  
Vice Chair: Kelly Miller

**DATE:** Wednesday, December 13, 2023  
**TIME:** 7:30 p.m.  
**LOCATION:** Hybrid  
**ATTACHMENTS:** Agenda

**Copies to:**  
All Trustees and Student Trustees  
Director of Education  
All Superintendents

**GOVERNANCE AND POLICY COMMITTEE MEETING**  
**Wednesday, December 13, 2023**  
**7:30 p.m.**

		PAGE
1.	<u>Call to Order</u>	Verbal
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>Declarations of Interest</u>	Verbal
4.	<u>Motion to Approve Agenda</u>	Verbal
5.	<u>Minutes</u>	
	(a) DRAFT minutes of the Governance and Policy Committee meeting of September 27, 2023	1 – 6
6.	<u>Recommended Actions</u>	
	(a) Rescission of Accessible Customer Service Policy and Regulation (Superintendent Heather Mundy)	7 – 19
	(b) Rescission of Advocacy Policy (Executive Lead Robert Cerjanec, General Counsel Patrick Cotter)	20 – 22
	(c) Revised Public Concerns Policy and Rescission of Regulation (Executive Lead Robert Cerjanec, General Counsel Patrick Cotter)	23 – 39
	(d) Revised Consolidated Bylaws – Advisory Committees (Executive Lead Robert Cerjanec, General Counsel Patrick Cotter)	40 – 47
7.	<u>Information Items</u>	
	(a) Revised Consolidated Bylaws – Agenda Planning and Question Period (Executive Lead Robert Cerjanec, General Counsel Patrick Cotter)	48 – 50

- (b) Policy Review Process and Plan 51 – 71  
(Executive Lead Robert Cerjanec, General Counsel Patrick Cotter)
- (c) Board Motions: November 15, 2022 – November 6, 2023 72 – 88  
(Executive Lead Robert Cerjanec, General Counsel Patrick Cotter)

Adjournment

## **Code of Conduct for Public Meetings 2023-2024**



The Durham District School Board is committed to public participation at board and committee meetings, and to ensuring a safe and respectful environment for students, parents/guardians, trustees, staff, and community members in attendance.

All meetings of the Board of Trustees follow formal parliamentary procedures in accordance with DDSB by-laws, policies, procedures, and protocols that must be adhered to by all participants.

All participants attending public meetings must be courteous and respectful at all times.

Disruptions of the meeting will not be tolerated and may result in a request to leave the meeting.

Abusive, discourteous, and/or aggressive behaviour will not be tolerated.

Threats, intimidating language and/or behaviour and any attempt to assault any person is prohibited and may result in criminal charges.

Possessing any form of a weapon while in attendance at a public meeting is prohibited. Security personnel are authorized to exercise discretion to request the inspection of any bag, briefcase, backpack, purse or any other item brought onto DDSB property to ensure a safe and respectful environment.

All individuals attending in-person will be asked to sign-in and show photo identification for the purposes of verifying their identity. Individuals that do not wish to sign in may choose to participate in the meeting virtually through the livestream.

Meetings are recorded by the DDSB for the purposes of the livestream and for security purposes. Those in attendance at meetings are prohibited from using their own recording devices.

Violations of this Code of Conduct will not be tolerated under any circumstances and may result in a person being directed to leave, restricting/prohibiting attendance at future meetings and/or all DDSB properties, or being subject to criminal charges depending on the nature of the conduct.



**Minutes - Governance and Policy Committee Meeting**  
**Wednesday, September 27, 2023, 6:00 p.m., Hybrid**

**1. Call to Order**

Trustee Tracy Brown, Committee Chair, called the meeting to order at 6:04 p.m.

Members Present: Trustees Michelle Arseneault, Donna Edwards, Kelly Miller, Carolyn Morton, Shailene Panylo, Christine Thatcher, Student Trustee Ben Cameron

Regrets: Trustees Emma Cunningham, Stephen Linton, Deb Oldfield, Jill Thompson, Student Trustees Kayla Hoare, Neha Kasoju

Not in Attendance: Trustee Linda Stone

Staff Present: Director of Education Camille Williams-Taylor, Associate Director Jim Markovski, General Counsel Patrick Cotter, Executive Lead Robert Cerjanec, Superintendents of Education Andrea McAuley, Heather Mundy (virtual), Human Rights and Equity Advisor Devika Mathur, Legal Counsel Phanny Im, Policy Analyst Ahmad Khawaja (virtual)

Recording Secretary: Gillian Venning

**2. Land Acknowledgment**

Trustee Tracy Brown gave the Land Acknowledgement: 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.

**3. Declarations of Interest**

There were no declarations of interest.

**4. Approval of Agenda**

MOVED by Trustee Carolyn Morton

THAT THE AGENDA BE APPROVED.

CARRIED

**5. Approval of Minutes – May 24, 2023**

MOVED by Trustee Kelly Miller

THAT THE DRAFT MINUTES OF THE MAY 24, 2023 GOVERNANCE AND POLICY COMMITTEE MEETING BE APPROVED.

CARRIED

**6. Recommended Actions**

**(a) July 10, 2023 Resolution: COVID-19 Update**

Trustee Shailene Panylo introduced the report, noting that it was originally presented at the July 10, 2023 Special Board meeting before being referred to the Governance and Policy Committee to allow further discussion before considering the recommendation contained in the report.

Based on staff analysis and updated provincial and public health guidelines, at this time it is not necessary to continue maintaining a reporting tool for COVID-19 cases but the Board is committed to revisiting its position on this should the Government's direction related to COVID-19 monitoring and reporting change.

Trustee questions were answered.

MOVED by Trustee Carolyn Morton

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT IT RESCIND THE JANUARY 5, 2022 RESOLUTION OF THE BOARD WHICH PROVIDED AS FOLLOWS:

- A. THAT THE DIRECTOR OF EDUCATION, AND/OR HER DESIGNATES, TAKE ALL REASONABLE STEPS TO PUBLICLY REPORT DATA, TO THE EXTENT IT IS AVAILABLE, ON CONFIRMED AND PRESUMED CASES IN DDSB SCHOOLS;
- B. THAT THE DDSB ENSURE FAMILIES AND STAFF HAVE A MECHANISM FOR SELF-REPORTING FOR THOSE WHO HAVE ACCESS TO TESTS;
- C. THAT THE BOARD PROVIDE INFORMATION ON SCHOOL AND CLASS CLOSURES AND UNUSUAL RATES OF ABSENTEEISM IN SCHOOL COMMUNITIES;
- D. AND SHOULD THE GOVERNMENT ALTER ITS DIRECTION ON THE COLLECTION OF THIS DATA, THE BOARD WILL REVISIT ITS POSITION.

CARRIED

MOVED by Trustee Shailene Panylo

THAT WE WORK WITH STAFF TO WIDELY COMMUNICATE AND REMIND THE COMMUNITY ABOUT OUR AUTOMATED SELF-REPORTING TOOL THAT ALLOWS STUDENTS, FAMILIES, AND STAFF TO SELF-REPORT ILLNESSES, AND THAT THIS DATA IS COLLECTED, PUBLICIZED, AND REGULARLY MONITORED FOR FUTURE OUTBREAKS OR ABSENCE TRENDS. THIS SHOULD BE USED IN COLLABORATION WITH SCHOOL-SPECIFIC VENTILATION AND AIR QUALITY DATA TO MEASURE THE EFFECTIVENESS OF OUR PREVENTION MEASURES.

Following discussion among trustees and staff questions, the above motion was withdrawn.

**(b) Rescission of Use of Service Animals in Schools Policy**

Superintendent of Equitable Education Andrea McAuley introduced the report, noting that staff have undertaken a review of the Use of Service Animals in Schools Policy and Procedure. It is recommended that the policy as outlined in the report be rescinded as it is redundant and dealt with through other DDSB policies and procedures and Ministry of Education directives, including PPM 163.

Trustee Edwards expressed concerns about the PPM calling for a “policy” and lack of consultation with SEAC. General Counsel Cotter advised that reference to a “policy” in the PPM is not dictated to school boards as between policy, procedure, or directive.

Trustee questions were answered.

Committee Chair Tracy Brown read out the recommendation contained in the report, however there was no mover for the proposed motion.

**(c) Revised Privacy Policy and Rescission of Regulation**

General Counsel Patrick Cotter and Legal Counsel Phanny Im introduced the report, noting that staff have undertaken a review of the Privacy Policy, Regulation, Protocol and Procedure. It is recommended that the policy be revised and the regulation as outlined in the report be rescinded as it is either redundant or dealt with through other DDSB policies and procedures or Ministry of Education directives.

Trustee questions were answered.

MOVED by Trustee Christine Thatcher

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE PRIVACY REGULATION BE RESCINDED AND THAT THE PRIVACY POLICY BE REPLACED WITH THE DRAFT POLICY THAT STARTS AT PAGE 41 OF THE AGENDA PACKAGE AND THAT THE MATTER BE CONSIDERED AT THE OCTOBER 16, 2023 REGULAR BOARD MEETING.

**(d) Revised Trustee Criminal Reference Checks Policy and Rescission of Regulation**

General Counsel Patrick Cotter introduced the report, noting that staff have undertaken a review of the Trustee Criminal Reference Checks Policy. It is recommended that the policy be revised and the regulation as outlined in the report be rescinded as it is either redundant or dealt with through other DDSB policies and procedures or Ministry of Education directives.

Trustee questions were answered.

MOVED by Trustee Carolyn Morton

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE TRUSTEE CRIMINAL REFERENCE CHECKS REGULATION BE RESCINDED AND THAT THE POLICY BE REPLACED IN ACCORDANCE WITH THE DRAFT POLICY FOUND AT PAGE 95 OF THE AGENDA PACKAGE AND THAT THE MATTER BE CONSIDERED AT THE OCTOBER 16, 2023 REGULAR BOARD MEETING.

CARRIED

**(e) Timing of Organizational Meeting and Clarification of Other Meeting Dates**

General Counsel Patrick Cotter introduced the report, noting that changes to the Bylaws are proposed in response to recent amendments to the Municipal Election Act which impacts the date by which Board’s must hold the annual Organizational Meeting. Executive Lead Robert Cerjanec noted that additional amendments to the Bylaws are proposed to clarify the scheduling of meetings through the summer months of July and August and that the final Board meeting of the calendar year will be held on the first Monday of December to more closely align with past and current practice.

MOVED by Trustee Donna Edwards

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THE FOLLOWING AMENDMENTS TO THE CONSOLIDATED BYLAWS:

3.1.1 AN INAUGURAL MEETING OF THE BOARD SHALL TAKE PLACE AT THE FIRST MEETING OF THE BOARD IN ~~NOVEMBER~~ DECEMBER OF EACH YEAR (THE “ORGANIZATIONAL MEETING”) DURING WHICH THE BOARD SHALL:

- A) ELECT THE CHAIR AND VICE-CHAIR OF THE BOARD;
- B) ESTABLISH AND REVIEW COMMITTEES OF THE BOARD;
- C) APPOINT MEMBERS TO COMMITTEES OF THE BOARD;



## 5

- D) ELECT THE VICE-CHAIR OF THE COMMITTEE OF WHOLE – STANDING AND APPOINT THE VICE CHAIR OF THE BOARD AS THE CHAIR OF THE COMMITTEE OF THE WHOLE – STANDING;
- E) APPOINT MEMBERS TO REPRESENT THE BOARD ON EXTERNAL ORGANIZATIONS; AND
- F) ADOPT AN ANNUAL SCHEDULE OF MEETINGS FOR BOARD AND COMMITTEE OF WHOLE - STANDING MEETINGS.

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3.2.1 IN AN ELECTION YEAR, THE BOARD WILL HOLD THE ORGANIZATIONAL MEETING WITHIN SEVEN DAYS AFTER THE DAY ON WHICH THE TERM OF OFFICE OF THE BOARD COMMENCES AND THEN, IN EACH SUBSEQUENT YEAR, AT THE FIRST MEETING ON OR AFTER THE ANNIVERSARY DATE THE TERM OF OFFICE OF THE BOARD BEGAN AT THE FIRST MEETING IN DECEMBER.

~~3.2.2 IN AN ELECTION YEAR, THE ORGANIZATIONAL MEETING WILL BE HELD NO LATER THAN SEVEN (7) DAYS AFTER THE START OF THE TERM OF THE BOARD. AND~~

.....

4.2.4 THE COMMITTEE OF THE WHOLE SHALL ALSO MEET REGULARLY ON THE FIRST (1ST) MONDAY OF THE MONTH (WHICH SHALL BE REFERRED AS “THE COMMITTEE OF WHOLE – STANDING”) EXCEPT IN THE SUMMER MONTHS OF JULY AND AUGUST, AND IN DECEMBER WHEN A REGULAR MEETING OF THE BOARD WILL TAKE PLACE. SHOULD THE DATE OF SUCH A MEETING FALL ON A STATUTORY, CIVIC, OR SCHOOL HOLIDAY, THE MEETING WILL BE HELD ON THE TUESDAY OF THE SAME WEEK OR THE MONDAY OF THE FOLLOWING WEEK.

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5.5.1 REGULAR MEETINGS OF THE BOARD WILL BE HELD ON THE THIRD (3RD) MONDAY OF EACH MONTH, EXCEPT IN THE SUMMER MONTHS OF JULY AND AUGUST, AND IN NOVEMBER AND DECEMBER WHEN THE MEETING WILL TAKE PLACE ON THE FIRST MONDAY IN DECEMBER, COMMENCING AT 7:00 P.M. OR, IN ANY CASE WHERE THAT MONDAY IS A STATUTORY HOLIDAY OR OTHER SCHOOL HOLIDAY, THE MEETING WILL BE HELD ON THE TUESDAY OF THE SAME WEEK OR THE MONDAY OF THE FOLLOWING WEEK. AS MAY BE DEEMED APPROPRIATE BY THE CHAIR IN CONSULTATION WITH THE DIRECTOR, THE BOARD WILL CONVENE INTO COMMITTEE OF THE WHOLE, CLOSED SESSION, PRIOR TO THE COMMENCEMENT OF THE PUBLIC BOARD MEETING, TYPICALLY COMMENCING AT 6:00 P.M. AND AGAIN, IF NECESSARY, FOLLOWING PUBLIC SESSION, IN WHICH CASE THE MEETING SHALL NOT EXTEND PAST 11:00 P.M.

## 6

AND THAT THE BOARD OF TRUSTEES CONSIDER AND ADOPT THESE CHANGES AT THE BOARD MEETING TO BE HELD ON OCTOBER 16, 2023.

CARRIED

MOVED BY Trustee Michelle Arseneault

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES A REVISION TO THE CURRENT MEETING SCHEDULE, SUCH THAT THE MEETINGS OF NOVEMBER 20 AND DECEMBER 4 BE FLIPPED SUCH THAT NOVEMBER 20 BECOMES THE ORGANIZATIONAL MEETING AND DECEMBER 4 BECOMES THE REGULAR BOARD MEETING AND THAT THE BOARD OF TRUSTEES CONSIDER AND ADOPT THIS CHANGE AT THE BOARD MEETING TO BE HELD ON OCTOBER 16, 2023.

CARRIED

## 7. Adjournment

MOVED by Trustee Shailene Panylo

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 7:04 p.m.

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Governance and Policy Committee

**DATE:** December 13, 2023

**SUBJECT:** Rescission of Accessible Customer Service Policy and Regulation

**PAGE:** 1 of 3

**ORIGIN:** Heather Mundy, Superintendent of People and Culture  
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations  
 Patrick Cotter, General Counsel

### 1.0 Purpose

The purpose of this report is to recommend rescission of the Accessible Customer Service Policy and Regulation.

### 2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Ensuring all Durham District School Board (DDSB) policies, procedures and regulations are up to date, relevant, and accurately aligned to appropriate legislation, collective agreements, employment contracts and existing policies supports system leaders in operational implementation.

### 3.0 Background and Analysis

It is important to accurately maintain current policies to support Board governance and system operations. Consistent with this objective and in furtherance of the Board's direction to phase out regulations, the Superintendent of People and Culture has completed a review of the policy and regulation and recommends this update.

In 2022, the Board of Trustees adopted the Human Rights, Anti-Discrimination and Anti-Racism Policy, which acts as an umbrella, providing direction over other policy matters that were previously stand-alone. This has led to policy redundancies; the Accessible Customer Service Policy is an example of this. As such, the Policy and Regulation should be considered for rescission as the relevant operational content has since been incorporated into the new Accessibility Procedure which outlines responsibilities for implementation of sections of the Human Rights, Anti-Discrimination and Anti-Racism Policy related to accessibility.

The table below outlines the policy and regulation recommended for rescission including staff's rationale in bringing forward the recommendation. The current policy and regulation are attached at Appendix A and are referenced in the table below with a hyperlink. The new procedure is included at Appendix B for information.

**Table 1 – Accessible Customer Service Policy and Regulation**

Name	Type	Recommendation	Rationale
Accessible Customer Service	<a href="#">Policy</a>	Rescind	DDSB's Human Rights, Anti-Discrimination and Anti-Racism Policy provides clear policy direction in relation to our responsibilities as to accessibility and inclusion, deeming this policy redundant. Relevant content has been incorporated into the new Accessibility Procedure and the Employee Emergency Response Plan. In accordance with recommendations received from the Ministry for Seniors and Accessibility following a 2021 audit, Training, Assistive Devices, Communication, Service Animals, Notice of Temporary Disruption, Feedback Process, Procurement, Employment, Design of Public Spaces and Support Persons have been included in the procedure to ensure compliance.
Accessible Customer Service	<a href="#">Regulation</a>	Rescind	Same as above.

Consultation on the Accessibility Procedure took place, with the draft procedure shared and feedback requested from various stakeholder groups. These included the DDSB Accessibility working group which has representation from across the system and the Abilities Centre, Unions and Federations, our Legal Counsel and Human Rights Advisor. The Procedure was presented to the Special Education Advisory Committee (SEAC) in October. All feedback received has been considered.

#### **4.0 Financial Implications**

No financial implications.

#### **5.0 Evidence of impact**

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

#### **6.0 Communication Plan**

Communication regarding the revision of policies will be provided to system leaders as applicable to their role. The website listing of policies, procedures and regulations will be updated.

#### **7.0 Recommendation**

It is recommended that the Governance and Policy Committee recommend to the Board of Trustees that the Accessible Customer Service Policy and Regulation be rescinded and that the matter proceed to the next meeting of the Board of Trustees for consideration.

## 8.0 Appendices

Appendix A – Policy and Regulation Recommended for Rescission as noted in Table 1

Appendix B – New Accessibility Procedure (for information only)

Report reviewed and submitted by:



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Heather Mundy, Superintendent of People and Culture



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Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations



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Patrick Cotter, General Counsel

**COMMUNITY**

**Accessible Customer Service**

- 1.0 It is the policy of the Durham District School Board to provide an environment that builds independence, dignity, integration and equality of opportunity for our students, parents/guardians, the public and our staff. We are committed to giving people with disabilities equal opportunity to access the services of the Durham District School Board.

**Appendix:**

None

**Effective Date**

2009-11-16

**Amended/Reviewed**

2018-11-19

## **Accessible Customer Service**

### **1.0 Guiding Principles**

- 1.1 Welcome all members of the school and broader community by committing our staff (including volunteers, interns, students, etc.) to providing services that respect the independence and dignity of persons with disabilities.
- 1.2 Provide services that incorporate measures and allow for the use of assistive devices, service animals, and/or support persons.
- 1.3 To review all current policies, practices and procedures on an on-going basis to ensure that they are consistent with the principles of independence, dignity, integration and equality of opportunity for all persons with disabilities.

### **2.0 Roles and Responsibilities of the Board**

- 2.1 To ensure that our policies, regulations, and procedures comply with legislative requirements. Definition of terms can be found in the procedure that accompanies this regulation.
- 2.2 To provide appropriate training for current staff and new staff hired who may interface with the public or with third parties, to ensure greater awareness and responsiveness to the needs of individuals with disabilities.
- 2.3 To provide information to the public about the availability of accessible formats and communication supports.
- 2.4 To post a notice of disruption at any site and on that location's web site when services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator.
- 2.5 To take into account the impact on persons with disabilities when purchasing new equipment, designing new systems, or planning a new initiative.
- 2.6 To consult with the person making a request determining the suitability of an accessible format for communication support.

### **3.0 Feedback, Monitoring and Evaluation Process**

- 3.1 To monitor the effectiveness of the Accessible Customer Service policy and procedures using a feedback process that uses a variety of accessible methods.
- 3.2 The feedback process will include review of the implementation of this regulation by various constituency groups such as SEAC.
- 3.3 The Board's Accessibility Committee will regularly review the effectiveness of the practices and procedures established under this regulation and related policy.

**Effective Date**

2009-11-16

**Amended/Reviewed**

2018-11-19

### Accessibility

Adopted under the Human Rights, Anti-Discrimination and Anti-Racism Policy

#### 1.0 Objective

- 1.1 The Durham District School Board (“DDSB”) adopts this policy/procedure to promote and uphold accessibility and to prevent accessibility barriers in all DDSB learning and working environments.
- 1.2 Providing accessible services and employment are necessary to meet the mandate of the DDSB and to create and foster a culture of care where students and employees can thrive and have a sense of safety, well-being, engagement and belonging. This procedure will set out how the DDSB will meet accessibility needs in a timely manner and to the point of undue hardship.
- 1.3 The DDSB adopts this procedure to better fulfill its obligations and responsibilities under, Ontario’s accessibility laws, including the Ontario Human Rights Code (the “Code”) and the Accessibility for Ontarians with Disabilities Act, S.O.2005, c.11 and the corresponding Ontario regulation 191/11, Integrates Accessibility Standards, as amended (the “AODA”), the Education Act, R.S.O, 1990, c. E.2 and its regulations, as amended (the “Education Act”), and other applicable legislation, and in so doing recognizes that accessibility principles and anti-ableist approaches, actions and initiatives are required to:
  - Comply with AODA accessibility standards for customer service, employment, transportation, design public spaces, and information and communications,
  - Establish and maintain a Multi-Year Accessibility Plan (“MYAP”), which outlines its strategy to identify, prevent and remove barriers to persons with disabilities in relation to each area identified in the section above, and review and update the MYAP at least one every five years in consultation with person with disabilities. The DDSB will post the MYAP and progress updates on its website and make available in accessible format upon request.
  - Demonstrate the DDSB’s commitment in actively removing barriers and increasing accessibility and participation for all members of its community and maintain compliance through this procedure.
  - Support equitable access, opportunities, experiences and outcomes for students, employees and community members with different abilities, disabilities and neurodivergent traits.



- 1.4 If a provision of AODA, an accessibility standard or any other regulation under AODA conflicts with a Provision of another statute or regulation, the provision that provides the highest level of accessibility to person with disabilities will prevail.
- 1.5 This procedure must be read together with the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Human Rights Anti-Discrimination and Anti-Racism Procedure (The "Human Rights Procedure"), the Human Rights Inclusive Design and Accommodation Procedure (the "Accommodation Procedure"), and the Human Rights Roles, Responsibilities and Accountability Framework (the "Accountability Framework")
- 1.6 The DDSB recognizes the roles, responsibilities, and accountabilities it has to:
- Promote accessibility and anti-ableism
  - Identify, prevent and address ableism and accessibility barriers for students, staff and community members when accessing DDSB services, employment, and learning and working environments.
  - Respond to and/address accessibility barriers (including the duty to accommodate under the Code)
  - Learn and build capacity about how to apply accessibility principles to all aspects of DDSB learning and working environments
  - Provide a mechanism for students, staff and community members to report accessibility issues/concerns and to raise accessibility complaints.
- 1.7 A key objective of this procedure is to embed anti-ableism, accessibility, Universal Design for Learning and inclusive design principles to all aspects of DDSB services, employment and learning and working environments. These include:
- Disrupting ableist structures, policies, practices and rules to address individual and systemic accessibility barriers
  - Upholding principles of dignity and respect
  - Maximizing integration, independence, and participation
- This is in keeping with the DDSB's commitment to providing learning and working environments that centre Indigenous rights, human rights and equity and that are safe, welcoming, respectful, equitable, inclusive, accessible and free from all forms of discrimination, oppression and harm.
- 1.8 This procedure is to be interpreted and applied in accordance with the district's commitment to promoting and upholding Indigenous rights and human rights in all its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches, and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible, and free from discrimination and harassment consistent with the, DDSB's Indigenous Education Policy, the Human Rights Policy, the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.
- 1.9 This procedure applies to DDSB employees, trustees, students, parents/guardians, volunteers, permits holders, contractors, customers, and other members of organizations not related to the DDSB but who nevertheless work on or are invited onto DDSB premises or utilize DDSB services.

## 2.0 Definitions

- 2.1 “Customer” refers to any person who uses the services of the DDSB.
- 2.2 “Goods” are discrete items like books, food, software, etc., provided by DDSB. This Procedure applies to accessing goods, and not to the accessibility of goods.
- 2.3 “Services” are things like education and public washrooms provided by the DDSB services are expected to be accessible.
- 2.4 “Facilities” refers to rooms or spaces used to provide a service if the DDSB. IT does not refer to the physical structure of a building.

Other key human rights and accessibility terms used in this procedure are defined in (Appendix A Glossary of Terms) of the Human Rights Policy. (will link to Policy)

## 3.0 Procedure

Each employee, as appropriate to their individual role and within the scope of their authority and influence, must comply with this procedure and must contribute to shared organizational responsibilities for accessibility.

The DDSB Recognizes:

- a) The broad and evolving definition of disability under the Ontario Human Rights Code and case law, and increasing understanding of neurodiversity and the social model of disability
- b) Stigmatization and negative biases, attitudes, perceptions, assumptions and traits based on abilities, disabilities, and neurodiversity (including and not limited to assumptions about functional limitations, low expectations, learning disabilities, differences in behaviors, social interactions cognitive processing and communication, etc.);
- c) Unique accessibility barriers (for example attitudinal, physical, architectural, information/communication or technological barriers) for people based on abilities, disabilities, neurodivergent traits, mental health disabilities, addictions and disabilities that may be “invisible”, episodic, temporary and/or permanent.
- d) Inequitable and disproportionate educational and employment access, opportunities, experiences and outcomes for students, employees and community members with different abilities, disabilities and neurodivergent traits;
- e) Individuals may experience disability-related barriers differently (in other words, not everyone with the same type of disability may have the same accessibility needs).

The DDSB is committed to: addressing ableism and discriminatory barriers related to the medical and functional models of disability (including through professional development and learning); supporting inclusive and accessible environments; recognizing and affirming neurodiversity, the social model of disability and individual strengths, abilities and talents; and accommodating disability-related needs in accordance with the Human Rights Policy, and the Accommodation Procedure, to the point of undue hardship.

### 3.1 Training

The DDSB is committed to training all staff and volunteers including all persons who participate in developing the organization’s policies, or who provide goods, services or facilities on behalf of the DDSB in accessible customer service, other applicable Ontario Accessibility Standards and aspects of the Ontario Human Rights Code that relate to persons with disabilities. Training of our employees and volunteers on accessibility relates to their specific roles, including:

- Purpose of the *AODA*
- How to interact with and communicate with people with various types of abilities, disabilities and neurodivergent traits including written format to meet accessibility requirements
- How to use equipment or devices that may help with providing services to people with disabilities and neurodivergent traits, as applicable to their roles and responsibilities
- What to do if a person with a disability or neurodivergent traits is having difficulty in accessing DDSB services, employment, or facilities

We train individuals as soon as practicable after being hired and provide training on any new or any significant changes to existing accessibility policies and procedures. These records are available upon request to persons who received the applicable goods or services.

In addition to formal training, each school and system department must develop an implementation plan to meet the objectives and requirements of the Human Rights Policy, the Human Rights Procedure, and this procedure, which includes;

- Embedding accessibility principles into their work and implementing the requirements of the DDSB's Accessibility Plan
- Identifying, preventing, and addressing potential accessibility barriers in schools and classrooms, community engagement, academic and corporate services, and across the organization

## 3.2 Assistive Devices

Assistive devices are tools, technology or other mechanisms that enable a person with disabilities to do everyday tasks and activities. People with disabilities may use their personal assistive devices when accessing our services or facilities. DDSB ensure that our staff are trained and familiar with various assistive devices that are used or made available in the workplace, as applicable to their roles and responsibilities.

Where use of any assistive devices is not possible under the DDSB's policies and procedures alternate arrangements must be considered and made available by DDSB where possible.

## 3.3 Information and Communications

We communicate with people in ways that take into account various abilities, disabilities, and neurodiversity, including, where reasonable;

- Use of accessible and inclusive communication and information formats for students, families, caregivers, and staff
- Use of public web content that is compliant with AODA accessibility standards including Web Content Accessibility Guidelines (WCAG) 2.0 Level AA
- Use of accessible best practices in classroom instruction, presentations, workshops, and meetings, both online and in person
- Provide multiple methods for the public to provide feedback.
- Notify the public about the availability of accessible formats and communication support
- Offering alternative or conversion-ready formats for all public DDSB documents and communications upon request and consulting with the person making such request to determine the suitability of the format or communication support. If DDSB determines that information or communications are unconvertible, it will provide the person requesting the information or communication with (a) an explanation as to why the information or communication are unconvertible; and (b) summary of the unconvertible information or

communications.

- Maintaining an Accessibility section on the DDSB website which contains relevant information, communications and contact information, including the availability of accessible formats and communication supports.

## 3.4 Service Animals

Service animal refers to an animal that is being used to provide accommodation support to a person with a disability, either readily apparent or supported by a letter from a regulated health professional. DDSB welcomes people and their service animals and a separate and specific Policy, Use of Service Animals in Schools, outlines our commitment and requirements and accompanies this procedure.

Where use of any service animal is not possible under the DDSB's Policies and procedures alternate arrangements must be considered and made available by the DDSB where possible.

## 3.5 Notice of Temporary Disruption

In the event of a planned or unexpected disruption to services or a facility for individuals with disabilities, we will notify the community as soon as it is known. Examples of disruption may include:

- An accessibility entrance door button being temporarily out of function
- An elevator shut down for repairs
- Temporary unavailability of a barrier free washroom

Notification includes but is not limited to, information about the reason for the disruption, anticipated duration and description of alternative facilities or service accommodation if any are available. Notification will be posted in a visible area on site, posted on school website or by any other means reasonable (e.g., social media post).

## 3.6 Feedback Process

The DDSB welcomes feedback on how we provide accessible service. Feedback will help us identify barriers and respond to concerns. Feedback may be provided through our public [website](#) and is monitored by the Communications Department and forwarded to the appropriate individuals for review and response where required.

Our Student/Family Human Rights Issue, Incident and Complaint Resolution Procedure further outlines options and accessible ways in which students and families can raise issues and complaints related to accessibility and accommodations.

## 3.7 Procurement

The DDSB incorporates accessibility criteria and features when procuring or acquiring goods, services, or facilities except when it is not practicable to do so. Accessibility requirements are included in service, equipment, and technology procurement processes as part of the Terms and Conditions for all bid documents.

Additionally, emphasis is placed on streamlining the specifications of the purchase requirements to remove barriers where possible, for the procurement of assistive devices for students.

The DDSB will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

## 3.8 Employment

### Recruitment and Hiring

The DDSB will communicate its commitment to meeting its legal duty to accommodate and will proactively request information about potential accommodation needs during the recruitment process, including through job postings and interview invitations, as well as during the hiring process. We notify employees, job applicants and the public that accommodation can be made during recruitment and hiring processes for the individual to actively participate in any assessment and selection stage, where requested. We consult with the applicants and provide or arrange suitable accommodation once requested.

### Workplace Policies and Supports, Individuals Accommodations Plans and Return to Work Process.

We notify successful applicants and existing employees of policies for accommodating employees with disabilities and how to access employee accommodations through the Ability Management department as part of the Human Rights Inclusive Design and Accommodation Procedure for employees.

We consult with employees when arranging for the provision of suitable accommodation in a manner that considers accessibility needs due to ability, disabilities and neurodivergent traits. We consult with the person making the request in determining the suitability of an accommodation plan for the employee to complete the essential duties of their job and have a written process to develop individual accommodation plans for employees.

### Workplace Emergency Response Information

Where needed, we also provide customized emergency information to help an employee with a disability during an emergency. With the employee's consent, we will provide workplace emergency information to a designated person who will help that employee during an emergency. This includes ensuring the individualized workplace emergency response information transfers with an employee when they move to a different location in the organization.

### Performance Management

In conducting performance management, the DDSB will take into account the specific accessibility needs of employees with disabilities (including individual accommodation plans); for example, accounting for the difference between disability related issues and performance related issues.

### Advancement

When Considering career development and advancement, the DDSB will take into account the specific accessibility needs of employees with disabilities (Including individuals accommodation plans). For example, professional development materials or training will be provided in formats that account for a person's disability.

## Redeployment

In cases of redeployment, the DDSB will take into account accessibility needs ( including individual accommodation plans) when redeploying employee with disabilities, For example, factoring in the employee’s accommodation plan to select a new job that would suit them.

### 3.9 Design of Public Spaces

The DDSB meets accessibility laws, codes and requirements when designing, building, or making major changes to public spaces. Our public spaces include schools and their grounds including parking lots, outdoor play spaces, gathering spaces on school property both inside and outside, and other board office and central administrative buildings.

### 3.10 Support Person or Assistive Service Person

Assistive service person refers to a person who assists or interprets for a person with a disability as the services of the Board are accessed. An assistive service person is distinct from an employee who supports a student in the system. A community member with a disability who is accompanied by a support person or assistive service person may have that person accompany them on our premises.

### 3.11 Self-Serve Kiosks

The Board will incorporate accessibility features when designing, procuring, or acquiring self-serve kiosks.

### 3.12 Accessible School transportation

The Board will provide integrated accessible school transportation, or appropriate alternative accessible transportation services for students with disabilities where integrated services are not possible or not the best option due to the nature of the disability or safety concerns.

### 3.13 Review Process

The Director of Education and designates will review and update this procedure as necessary and appropriate but it shall be reviewed at least every five years.

## 4.0 Reference Documents

### 4.1 Policies

- [Human Rights, Anti-Discrimination and Anti-Racism Policy](#)
- [Use of Service Animals in Schools Policy](#)

### 4.2 Procedures

- [Human Rights, Anti-Discrimination and Anti-Racism Procedure](#)
- [Human Rights Inclusive Design and Accommodation Procedure](#)
- [Student/Family Human Rights Issue, Incident and Complaint Resolution Procedure](#)

- [Human Rights Roles, Responsibilities, and Accountability Framework](#)
- [Complaint Procedure-Human Rights, Safe and Respectful Workplace and Harassment Prevention](#)
- [Use of Service Animals in Schools Procedure](#)

#### 4.3 Other Documents

- [Accessibility for Ontarians with Disabilities Act, 2005](#)
- [Ontario Human Rights Code](#)
- [Integrated Accessibility Standards Regulation](#)
- [Web Content Accessibility Guidelines](#)
- [Ontarians with Disabilities Act](#)
- [The Education Act](#)
- [Ontario Building Code](#)
- [Blind Person's Rights Act](#)
- [Service and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act](#)
- [DDSB Accessibility Plan](#)
- [DDSB Accessibility Guide](#)

**Appendix:**

None

**Effective Date**

2023-10-31

**Amended**

YYYY-MM-DD

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Governance and Policy Committee **DATE:** December 13, 2023

**SUBJECT:** Rescission of Advocacy Policy **PAGE:** 1 of 2

**ORIGIN:** Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations  
Patrick Cotter, General Counsel

### 1.0 Purpose

The purpose of this report is to recommend rescission of the Advocacy Policy.

### 2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Ensuring all Durham District School Board (DDSB) policies, procedures and regulations are up to date, relevant, and accurately aligned to appropriate legislation, collective agreements, employment contracts and existing policies supports system leaders in operational implementation.

### 3.0 Background

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

The DDSB is committed to learning and working environments that are centered around human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

It is important to accurately maintain current policies to support Board governance and system operations.

### 4.0 Analysis

The table below outlines the policy recommended to be rescinded including staff's rationale in bringing forward the recommendation. The policy is attached at Appendix A and is referenced in the table below with a hyperlink.

**Table 1 – Advocacy Policy recommended for rescission**

Name	Type	Recommendation	Rationale
Advocacy	<a href="#">Policy</a>	Rescind	Created in 2007, last updated in 2013. The Ontario Public School Boards Association (OPSBA) is currently the



			<p>only official advocating body of the DDSB. The rescinding of this policy does not preclude the DDSB from supporting advocacy through the payment of membership fees to appropriate organizations. The policy is redundant.</p>
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## 5.0 Financial Implications

Not applicable.

## 6.0 Evidence of Impact

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

## 7.0 Communication Plan

Communication regarding the revision of policies will be provided to system leaders as applicable to their role. The website listing of policies, procedures and regulations will be updated.

## 8.0 Conclusion and/or Recommendations

It is recommended that the Governance and Policy Committee recommend to the Board of Trustees that the Advocacy Policy be rescinded and that the matter proceed to the next meeting of the Board of Trustees for consideration.

## 9.0 Appendices

Appendix A: Policy referenced in Table 1

Report reviewed and submitted by:




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Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations




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Patrick Cotter, General Counsel

## INTERNAL BOARD OPERATIONS

### **Advocacy**

It is the policy of the Durham District School Board that it may support advocacy through payment of membership fees to appropriate organizations. All advocacy initiatives, if any are undertaken by the Board, will be in accordance with appropriate provincial requirements.

**Appendix:**

None

**Effective Date**

2007-10-15

**Amended/Reviewed**

2013-11-20

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Governance and Policy Committee **DATE:** December 13, 2023

**SUBJECT:** Revised Public Concerns Policy and Rescission of Regulation **PAGE:** 1 of 3

**ORIGIN:** Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations  
Patrick Cotter, General Counsel

**1.0 Purpose**

The purpose of this report is to recommend amendments to the Public Concerns Policy, including a name change to the Public Concerns and Engagement Policy, and rescission of the Public Concerns Regulation.

**2.0 Ignite Learning Strategic Priority/Operational Goals**

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

- Ensuring all Durham District School Board (DDSB) policies, procedures and regulations are up to date, relevant, and accurately aligned to appropriate legislation, collective agreements, employment contracts and existing policies supports system leaders in operational implementation.

**3.0 Background**

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

The DDSB is committed to learning and working environments that are centered around human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

It is important to accurately maintain current policies to support Board governance and system operations. Consistent with this objective and in furtherance of the Board's direction to phase out regulations, the Executive Lead, Strategic Initiatives and External Relations has completed a review of the Public Concerns Policy, Procedure and Regulation in consultation with the Associate Director of Equitable Education and Superintendent of Equitable Education for Family and Community Engagement.

**4.0 Analysis**

The table below outlines the policy, procedure and regulation recommended for revision and rescission including staff's rationale in bringing forward the recommendation. The current policy, procedure and regulation are attached at Appendix A and are referenced in the table below with a hyperlink. The revised draft policy is included as Appendix B (tracked changes) and Appendix C (clean version). A revised procedure is provided as Appendix D for information purposes.

**Table 1 – Public Concerns Policy, Procedure Regulation**

Name	Type	Recommendation	Rationale
<a href="#">Public Concerns</a>	Policy	Revise	Created in 2015 and last updated in 2018. The revised version has been updated onto the AODA compliant template and includes relevant language retained from the regulation. Titles for staff and parents/guardians have also been updated in line with current best practices, and references to relevant policies operationalized since the last update have been added including: Human Rights, Inclusive Design, and Accommodation procedure, and Student/Family Human Rights Issue, Incident and Complaint Resolution Procedure.
<a href="#">Public Concerns</a>	Regulation	Rescind	Created in 2015 and last updated in 2018. In accordance with the Board mandated phase out of regulations, the Public Concerns Regulation will be rescinded with the relevant language retained in the updated policy.

**5.0 Financial Implications**

Not applicable.

**6.0 Evidence of Impact**

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

**7.0 Communication Plan**

Communication regarding the revision of policies will be provided to system leaders as applicable to their role. The website listing of policies, procedures and regulations will be updated.

**8.0 Conclusion and/or Recommendations**

It is recommended that the Governance and Policy Committee recommend to the Board of Trustees that the Public Concerns Policy be amended and the Public Concerns Regulation be rescinded and that the matter proceed to the next meeting of the Board of Trustees for consideration.

**9.0 Appendices**

Appendix A: Current Policy, Procedure and Regulation referenced in Table 1  
Appendix B: Revised Draft Policy (tracked changes)  
Appendix C: Revised Draft Policy (clean)  
Appendix D: Revised Procedure (for information)

Report reviewed and submitted by:



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Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations



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Patrick Cotter, General Counsel

**COMMUNITY**

**Public Concerns**

**1.0 Guiding Principles:**

Every day, parents/guardians, volunteers, teachers, and support staff work together to support student achievement and well-being. The working relationship between home and school must be strong. This relationship can be strengthened through open, receptive, and honest two-way communication.

From time to time, there may be a misunderstanding, a lack of communication, or a serious situation which needs attention. When this happens, everyone must work together in an effort to resolve the matter. A parent/guardian/stakeholder has the right to express concerns, a teacher has the right to respond, and the Board has an obligation to support students, parents/guardians, and staff.

The Durham District School Board is guided by the system plan and belief statements while addressing public concerns.

The Durham District School Board believes that the process to resolve public concerns is an opportunity to improve relationships with our parents, students and community, and will endeavour to resolve a concern in an expeditious manner, balanced with the need for due process and adequate time for investigation and information gathering.

It is the practice of the Durham District School Board that public concerns and questions should be addressed at the organizational level closest to the issue.

It is not the intention of this Policy to supersede or duplicate other resolution processes identified in other DDSB Policies, Regulations, Procedures, or Guidelines (eg. Accommodation Review Committee, Identification, Placement and Review Committee, Discipline processes) or those established by law.

**Appendix:**

None

**Effective Date**

2015-09-21

**Amended/Reviewed**

2018-06-26

**COMMUNITY****Public Concerns****1.0 Procedure/Protocol:**

For the purposes of this procedure, the term “parent” will refer to parent, guardian or caregiver.

**1.1 School Based Concerns:**

If a parent has a concern about a school matter, the following procedures for review of the issue are available to the parent/guardian:

**Step 1: Review of the Issue with the Child’s Teacher**

The parent should review a concern or issue with the classroom teacher at a mutually convenient time.

**Step 2: Review by the School Principal**

If the parent and the teacher are not able to resolve the issue, the parent may request that the matter be reviewed by the school principal (or designate). The principal (or designate) will review the issues and work to resolve the matter as quickly as possible. The principal will communicate the outcome with a plan for restorative action where required.

**Step 3: Review by the Superintendent of Education**

If the parent and the school principal are not able to resolve the issue, the parent may request that the matter be reviewed by the school’s Superintendent of Education. The Superintendent (or designate) will review the matter as it relates to established policies and procedures and will respond to the parent about their concern. The Superintendent of Education will render a final decision on the matter.

**Step 4: Review by Director of Education**

School matters that are brought to the Director’s office will be reviewed by the Director and referred to the appropriate Superintendent for resolution.

**2.0 System Based Concerns:**

If a parent has a concern about a system matter, the following procedures for review of the issue are available to the parent:

**Step 1: Review by the Superintendent of Education**

If the parent and the school principal are not able to resolve the issue, the parent may request that the matter be reviewed by the school’s Superintendent of Education. The Superintendent (or designate) will review the matter as it relates to established policies and procedures and will respond to the parent regarding the concern.

**Step 2: Review by Director of Education**

If the parent and the Superintendent are not able to resolve the issue, the parent may request the matter be reviewed by the Director of Education. The Director of Education (or designate) will review the matter and refer the matter to the appropriate Superintendent of Education and/or appropriate internal staff for examination and response.

**Step 3: Presentation to Board of Trustees**

The concerned individual may seek to present on matters of system importance, subject to the provisions as outlined in DDSB By-Laws. Trustees are responsible for Governance, Regulations, Policies and Budget decisions. Superintendents are responsible for day to day operational issues.

**3.0 Parent(s) Support:**

From time to time the parent may believe or feel that they need support in order that they can adequately address their concern. This support may be necessary while parents are attending meetings with the staff employed by the Board.

Parents have the right to have a representative of their choosing in attendance at meetings with staff, subject to any limitations established in DDSB procedures. Any costs/expense associated with such a representative are the responsibility of the parents. In the circumstance where accommodations are required per the Accessibility for Ontarians with Disabilities Act, 2005 or where interpreters are needed per DDSB commitment to inclusive schools, these supports will be arranged if requested in a timely manner.

Principals, staff and parents will be informed by the parent in advance of a meeting as to who is anticipated to be in attendance with them.

A representative supporting the parents must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parents and board staff.

If legal counsel is initiated by the parent, the school board staff must be informed 24 hours in advance of the meeting. Presence of legal counsel may impact the context or timing of the meeting.

**4.0 Matters which Should Not be Discussed at Meetings of Parents with Staff:**

Although the subject matter of meetings between parents and staff (including meetings at which a representative of a parent is present) may be fairly broad, these meetings will generally relate to the education of the student(s) at the school in question. However, there are certain matters that staff are unable to discuss with parents.

Such matters that normally cannot be discussed include: personal details or disciplinary measures concerning other student(s), and personal matters related to staff performance issues.

In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the parents' / student(s) at the school in question), as necessary, staff will bring closure to any meeting which becomes a discussion of personal details concerning other students or personal details about staff performance.

**5.0 Role of Trustees:**

Parents or community members may contact trustees at any time. Trustees will facilitate the communication process between the parent and appropriate DDSB staff. Trustees may also direct the parent to the appropriate DDSB process or resource to support their needs. Trustees are responsible for Governance, Regulations, Policies and Budget decisions. Superintendents are responsible for day to day operational issues.

Parents may seek to present to the Board of Trustees, subject to the provisions in DDSB By-Law 3.



### 6.0 Role of School Community Councils:

School Community Councils were established to advise principals on matters such as the school curriculum and code of student behavior. They are not forums to discuss individual parent-teacher-student issues or any matter subject to individual privacy legislation (e.g. MFIPPA, PHIPA) Any of these matters brought to a school community council member or any school community council meeting will be referred immediately to the principal.

**Appendix:**

DDSB Public Concern Protocol Flowchart

**Effective Date**

2018-06-26

**Amended/Reviewed**

**Public Concerns**

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The Durham District School Board is committed to encouraging a strong relationship with parents, students and community by addressing public concerns in a fair, respectful and effective manner.

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**Appendix:**

None

**Effective Date**

2015-09-21

**Amended/Reviewed**

2018-06-26

# POLICY

## COMMUNITY

### Public Concerns and Engagement

#### **1.0 Rationale <sup>OBJ</sup> Guiding Principles:**

The Durham District School Board is committed to encouraging a strong relationship with parents/guardians, students and community members and to foster fair, respectful and effective engagement.

#### 2.0 ~~2.0~~ Policy Objective

2.1 The objective of this policy is to outline the DDSB's commitment to addressing public concerns from the DDSB community.

2.2 It is not the intention of this Policy to supersede or duplicate other resolution processes identified in other DDSB Policies, Procedures, or Guidelines (e.g., Accommodation Review Committee, Identification, Placement and Review Committee, discipline processes, etc.) or those established by law.

2.3 This policy is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

#### 3.0 Policy

##### Policy Concerns

3.1 Public concerns around Board policy, are addressed through a variety of means, including through Statutory and Advisory Committees that make recommendations to the Board, and also through more direct public engagement at Board Meetings and Committee of the Whole – Standing meetings in accordance with the processes outlined in the Board's Consolidated Bylaws.

##### Operational Concerns

3.2 Every day, parents/guardians, volunteers, ~~educator~~teachers, and ~~employee~~support staff work together to support student achievement and well-being. -The working relationship between ~~parents/guardian~~home and ~~employee~~school must be strong and collaborative. -It is a shared responsibility and tThis relationship can be strengthened through open, receptive, responsive and honest two-way communication.

3.3 However, it is acknowledged that fFrom time to time, there may be a misunderstanding, a lack of communication, or a serious situation which needs attention. -When this happens, everyone must work together in an effort to resolve the matter. -A parent/guardian/~~community member~~stakeholder has the right

to express concerns, an employee-teacher has the right to respond, and the District Board has a responsibility/obligation to engage on such issues in support of students, parents/guardians, and staff.

3.4 The Director of Education shall adopt procedures and/or protocols, as the Director may deem appropriate, to establish a transparent and fair process for addressing parent/guardian/community concerns based on the following:

1. The process Durham District School Board is to be guided by and compliant with applicable legislation, DDSB's policies and procedures, contractual obligations and the Board's multi-year strategic plan, the system plan and belief statements while addressing public concerns.
2. The process is to be transparent, fair and recognize that effectively addressing Durham District School Board believes that the process to resolve public concerns is an opportunity to improve relationships with DDSBour parents/guardians, students and community, and will endeavour to resolve a concern in an expeditious manner, balanced with the need for due process and adequate time for investigation and information gathering.
3. The process must recognize the need for procedural fairness, timeliness and the effective use of staff time and resources.
4. Concerns are often best It is the practice of the Durham District School Board that public concerns and questions should be addressed at the organizational level closest to the issue.

#### 4.0 Evaluation

4.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

#### 5.0 Reference Documents

5.1 School Community Councils and Parent Involvement Committee Policy  
Indigenous Education Policy  
Human Rights, Anti-Discrimination and Anti-Racism Policy  
Safe and Respectful Workplace and Harassment Prevention Policy

5.2 Human Rights Inclusive Design and Accommodation Procedure  
Student/Family Human Rights, Issue, Incident, and Complaint Resolution Procedure  
School Community Councils Procedure

#### 5.3 Ontario Human Rights Code

#### **Appendix:**

None

#### **Effective Date**

2015-09-21

#### **Amended/Reviewed**

2018-06-26

2024-XX-XX

## Public Concerns and Engagement

### 1.0 Rationale

- 1.1 The Durham District School Board (DDSB) is committed to encouraging a strong relationship with parents/guardians, students, and community members, and to fostering fair, respectful, and effective engagement.

### 2.0 Policy Objective

- 2.1 The objective of this policy is to outline the DDSB's commitment to addressing public concerns from the DDSB community.
- 2.2 It is not the intention of this Policy to supersede or duplicate other resolution processes identified in other DDSB Policies, Procedures, or Guidelines (e.g., Accommodation Review Committee, Identification, Placement and Review Committee, discipline processes, Human Rights Inclusive Design and Accommodation Procedure, Student/Family Human Rights Issue, Incident and Complaint Resolution Procedure, etc.) or those established by law.
- 2.3 This policy is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

### 3.0 Policy

#### Policy Concerns:

- 3.1 Public concerns around Board policy, are addressed through a variety of means, including through Statutory and Advisory Committees that make recommendations to the Board, and also through more direct public engagement at Board Meetings and Committee of the Whole – Standing meetings in accordance with the processes outlined in the Board's Consolidated Bylaws.

#### Operational Concerns:

- 3.2 Every day, parents/guardians, volunteers, educators, and employees work together to support student achievement and well-being. The working relationship between parents/guardians and employees must be strong and collaborative. It is a shared responsibility and this relationship can be strengthened through open, receptive, responsive, and honest two-way communication.

- 3.3 However, it is acknowledged that from time to time, there may be a misunderstanding, a lack of communication, or a serious situation which needs attention. When this happens, everyone must work together in an effort to resolve the matter. A parent/guardian/community member has the right to express concerns, an employee has the right to respond, and the District has a responsibility to engage on such issues in support of students, parents/guardians, and staff.
- 3.4 The Director of Education shall adopt procedures and/or protocols, as the Director may deem appropriate, to establish a transparent and fair process for addressing parent/guardian/community concerns based on the following:
1. The process is to be guided by and compliant with applicable legislation, DDSB's policies and procedures, contractual obligations, and the Board's multi-year strategic plan.
  2. The process is to be transparent, fair, and recognize that effectively addressing concerns is an opportunity to improve relationships with DDSB parents/guardians, students and community.
  3. The process must recognize the need for procedural fairness, timeliness, and the effective use of staff time and resources.
  4. Concerns are often best addressed at the organizational level closest to the issue.

#### 4.0 Evaluation

- 4.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

#### 5.0 Reference Documents

- 5.1 School Community Councils and Parent Involvement Committee Policy  
 Indigenous Education Policy  
 Human Rights, Anti-Discrimination and Anti-Racism Policy  
 Safe and Respectful Workplace and Harassment Prevention Policy
- 5.2 Human Rights Inclusive Design and Accommodation Procedure  
 Student/Family Human Rights, Issue, Incident, and Complaint Resolution Procedure  
 School Community Councils Procedure
- 5.3 Ontario Human Rights Code

**Appendix:**  
 None

**Effective Date:**  
 2015-09-21

**Reviewed and Amended:**  
 2018-06-26



# PROCEDURE

## COMMUNITY

### Public Concerns and Engagement

#### 1.0 Objective

- 1.1 The Public Concerns and Engagement Procedure outlines the processes through which concerns are brought forward to staff or the Board of Trustees and how they are addressed. Depending on the nature or specific topic/subject matter of the concern raised, the concern may be most effectively and appropriately addressed through another applicable DDSB policy or procedure.
- 1.2 It is not the intention of this Procedure to duplicate or supersede other dispute resolution or complaint processes identified in other DDSB Policies, Procedures, or Guidelines (e.g., Accommodation Review Committee, Identification, Placement and Review Committee, discipline processes, Human Rights Inclusive Design and Accommodation Procedure, Student/Family Human Rights Issue, Incident and Complaint Resolution Procedure, etc.) or those established by law.
- 1.3 This procedure is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

#### 2.0 Definitions

In this procedure,

- 2.1 **Parent** will refer to parent, guardian, or caregiver.

### 3.0 Procedure

#### 3.1 School or Classroom Based Concerns:

If a parent/guardian has a concern about a school matter, the following procedures for review of the issue are available to the parent/guardian:

##### **Step 1: Review of the Issue with the Child's Teacher**

The parent/guardian should review a concern or issues with the classroom teacher at a mutually convenient time.

##### **Step 2: Review by the School Principal**

- 3.2 If the parent/guardian and the teacher are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school principal (or designate). The principal (or designate) will review the issue, including all available facts and circumstances, and work to resolve the matter as quickly as possible. To support a good faith effort at resolution of the issue, the principal may consult with the Superintendent of Equitable Education, or other Board staff as applicable to assist. The principal will communicate the outcome to the parent/guardian that made the request with a plan for restorative action if the Principal determines that restorative action is appropriate in the circumstances.

##### **Step 3: Review by the Superintendent of Equitable Education**

- 3.3 If the parent/guardian and the school principal are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school's Superintendent of Equitable Education. The Superintendent (or designate) will review the matter as it relates to established policies and procedures and will respond to the parent/guardian about their concern. The Superintendent may consult with the principal, Associate Director, or other employees to assist in resolving the concern. The Superintendent of Equitable Education will render a decision on the matter and will also take appropriate action to address school or classroom based concerns that may have system/systemic implications.

##### **Step 4: Review by Director of Education**

School matters that are brought to the Director's office will be reviewed by the Director (or designate, such as an Associate Director) and referred to the appropriate Superintendent for resolution.

#### 3.4 System Based Concerns:

If a parent/guardian has a concern about a system matter that may have broader implications than at the school level, the following procedures for review of the issue are available to the parent/guardian:

##### **Step 1: Review by the Superintendent of Education:**

If the parent/guardian and the school principal are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school's Superintendent of Equitable Education. The Superintendent (or designate) will review the matter as it relates to the established policies and procedures of the Board and will respond to the parent/guardian regarding the concern.



**Step 2: Review by the Director of Education**

If the parent/guardian and the Superintendent are not able to resolve the issue, the parent/guardian may request the matter be reviewed by the Director of Education. The Director of Education (or designate such as an Associate Director) will review the matter and refer the matter to the appropriate Superintendent of Equitable Education and/or appropriate internal staff for examination and response.

**Step 3: Presentation to Board of Trustees**

The concerned individual may seek to present to the Board of Trustees on matters of system importance, subject to the provisions as outlined in DDSB By-Laws. Trustees are responsible for Governance, Policies, and Budget decisions. The Director of Education, Superintendents, and staff are responsible for day to day operational issues.

**3.5 Accommodation and Accessibility in the Issue/Concern Resolution Process:**

The DDSB is committed to meeting its responsibilities under the Ontario Human Rights Code (the Code) and the Accessibility for Ontarians with Disabilities Act (AODA). If a parent/guardian or community member requires an accommodation or has an accessibility need (for example, an interpreter) under the Code or the AODA to raise a concern or to take part in an issue resolution process under this procedure, the DDSB will work with the parent/guardian/family or community member to provide appropriate accommodation.

#### 4.0 Parent/Guardian(s) Support:

- 4.1 From time to time the parent/guardian may believe or feel that they need support in order that they can adequately address their concern. This support may be necessary while parents/guardians are attending meetings with the staff employed by the Board.
- 4.2 Parents/Guardians have the right to have a representative or support person such as a community advocate of their choosing in attendance at meetings with staff, subject to any limitations established in DDSB procedures. Any costs/expense associated with such a representative are the responsibility of the parents/guardians.
- 4.3 Principals, staff and parents/guardians will be informed by the parent/guardian in advance of a meeting as to who is anticipated to be in attendance with them. The parent/guardian shall also be informed which DDSB staff will be in attendance including staff acting as a note taker.
- 4.4 A representative supporting the parents/guardians must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parents/guardians and board staff.
- 4.5 If legal counsel is initiated by the parent/guardian, the school board staff must be informed 24 hours in advance of the meeting. Presence of legal counsel may impact the context or timing of the meeting.

#### 5.0 Matters which Should Not be Discussed at Meetings of Parents/Guardians with Staff

- 5.1 Although the subject matter of meetings between parents/guardians and staff (including meetings at which a representative of a parent/guardian is present) may be fairly broad, these meetings will generally relate to the education of the students(s) at the school in question. However, there are certain matters that staff are unable to discuss with parents/guardians.

Such matters that normally cannot be discussed include: personal details or disciplinary measures concerning other student(s), and staff personnel matters.

In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the parents'/ student(s) at the school in question), as necessary, staff will bring closure to any meeting which becomes a discussion of personal details concerning other students or staff personnel matters.

#### 6.0 Role of Trustees:

- 6.1 Parents/guardians or community members may choose to contact trustees at any time. Trustees will facilitate the communication process between the parent/guardian and appropriate DDSB staff. Trustees may also direct the parent/guardian to the appropriate DDSB process or resource to support their needs. Trustees are responsible for Governance, Policies, and Budget decisions. The Director of Education, Superintendents and Staff are responsible for day to day operational issues.

Parents/guardians may seek to present to Board of Trustees on matters of system importance, subject to provisions in the DDSB By-Laws.

## 7.0 Role of School Community Councils

- 7.1 In accordance with the School Community Councils Policy and Procedure, School Community Councils were established to advise principals on matters such as the school curriculum and code of student behavior. They are not forums to discuss individual parent/guardian-teacher-student issues or any matter subject to individual privacy legislation (e.g. MFIPPA, PHIPA). Any of these matters brought to a school community council member or any school community council meeting will be referred immediately to the principal.

## 8.0 Guidelines For Effectively Addressing Public Concerns

- 8.1 In addressing parent/guardian's concerns staff will strive to:
- a) Foster a climate of dignity, respect, and trust which focuses on issues, problem solving, and working towards reasonable and appropriate solutions;
  - b) Ensure that the parent/guardian with a concern has an adequate opportunity to express the concern fully, and that the concern will be taken seriously, and handled with sensitivity and care;
  - c) Encourage the parent/guardian to address the concern at the level at which the concern is related, except where circumstances warrant otherwise;
  - d) Conduct a process for addressing a concern that is accessible, fair, transparent, and accountable by the parent/guardian and by all other parties directly involved in addressing the concern;
  - e) Maintain a written record of the concern(s) where necessary;
  - f) Provide the parent/guardian with timely updates, as needed, about the progress made in resolving the concern, and the outcome;
  - g) Adhere to the relevant procedures governed by legislation or Board policy where the concern relates to such legislation or policy including the Indigenous Education Policy, Human Rights Policy, Safe and Respectful Workplace and Harassment Prevention Policy, and Code of Conduct. Any form of discrimination, harassment, or disrespectful conduct throughout the resolution process is unacceptable and will not be condoned.

## 9.0 Reference Documents

- 9.1 Public Concerns Policy  
 School Community Councils and Parent Involvement Committee Policy  
 Indigenous Education Policy  
 Human Rights, Anti-Discrimination and Anti-Racism Policy  
 Safe and Respectful Workplace and Harassment Prevention Policy
- 9.2 Human Rights Inclusive Design and Accommodation Procedure  
 Student/Family Human Rights, Issue, Incident, and Complaint Resolution Procedure  
 School Community Councils Procedure
- 9.3 Ontario Human Rights Code

**Appendix:**  
 DDSB Public Concern Protocol Flowchart

**Effective Date**  
 2018-06-26

**Amended**  
 2023-11-28

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Governance and Policy Committee **DATE:** December 13, 2023  
**SUBJECT:** Revised Consolidated Bylaws: Advisory Committees **PAGE:** 1 of 2  
**ORIGIN:** Patrick Cotter, General Counsel  
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

### 1.0 Purpose

The purpose of this report is to propose draft amendments to the Consolidated By-Laws to provide for a more robust structure for non-statutory Advisory Committees established by the Board of Trustees.

### 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 Analysis

The Boards' Consolidated By-laws are relatively new and, for the first time, expressly provided for the establishment of non-statutory Advisory Committees. It is recommended that a more robust structure, with increased participation of trustees and staff (as non-voting members), be adopted to allow for increased efficacy and engagement of Advisory Committees. Proposed amendments to the relevant section of the By-laws are attached as Appendix A.

### 4.0 Conclusion and/or Recommendations

It is recommended that the Governance and Policy Committee recommend to the Board of Trustees that the Consolidated By-Laws be amended in accordance with the terms of Appendix A and that the matter proceed to the next Board meeting for consideration.

For ease of reference, the complete current version of Section 4 of the Consolidated By-Laws (which addresses committees) is attached as Appendix B.

**5.0 Appendices**

Appendix A – Proposed amendments to the terms regarding Advisory Committees

Appendix B – Current version of Section 4 of the Consolidated By-laws

Report reviewed and submitted by:



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Patrick Cotter, General Counsel



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Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

## 4.5 Advisory Committees

4.5.1 In addition to the Statutory Committees set out in section 4.3 above, there shall be an Equity and Diversity Advisory Committee and an Indigenous Advisory Committee (which shall be referred to as the Indigenous Advisory Circle) and such other Advisory Committees as the Board may establish from time to time. The establishment of any new Advisory Committee is contingent upon the Director of Education confirming to the Board of Trustees that adequate staff support is or can be available for the committee.

Any new Advisory Committee(s) established during the term of office of a Board of Trustees shall terminate at the conclusion of the term of office for that Board of Trustees.

4.5.2 The purpose of an ~~these~~ Advisory Committee ~~s~~ is to consider and make policy recommendations to the Board, on any matter(s) within the jurisdiction of the Board, that the Board may determine in setting the Terms of Reference for the committee. The Board may, at its discretion, seek recommendations from the committee as to terms of reference, which must, in any case, be approved by the Board of Trustees. ~~committee to establish.~~ The Board may amend the Terms of Reference for an Advisory Committee at any time.

Advisory Committees may, through the non-voting staff member(s) on the Committee, deliver oral or written reports to the Director of Education on non-policy/operational matters. ~~may deem appropriate and to make policy recommendations to the Board~~

~~The membership and composition of these committees, as well as the election of a Chair, shall be left to the committee but members shall include at least one Trustee and/or staff member, at the discretion of the Advisory Committee.~~

For all Advisory Committees except the Indigenous Advisory Circle, the following terms and conditions shall apply:

The Director of Education shall engage appropriate community members to inform a recruitment and selection strategy, including selection criteria, for each Advisory Committee and shall make recommendations to the Board in that regard. The recommendations shall include the proposed number of Advisory Committee members. The Board shall, by ordinary resolution, approve the recruitment and selection strategy, and number of members, for each Advisory Committee. Following such approval, and subject to the Board of Trustees appointing the 2 Trustee non-voting members, the Director or delegate(s) will form the committee.

In all cases, Advisory Committees are to include 2 Trustees and 1 staff person as non-voting members of the Committee. The Director has the discretion to assign one additional staff person as a non-voting member. Trustee members will be selected annually at the Organizational Meeting, failing which they may be selected at any regular or special meeting of the Board.

The chair of an Advisory Committee shall be a community member selected by the committee. Draft agendas and meeting times and locations shall be approved by at least one non-voting member of the committee before circulation.

Community members on any Advisory Committee must participate in an orientation session which is to include mandatory anti-bias and anti-oppression training and must agree to be bound by a Code of Conduct for Advisory Committee members developed by the Director of Education.

Any report from an Advisory Committee to the Board of Trustees shall be made by the non-voting DDSB staff member(s) assigned to the committee, who may engage another member or other members of the Advisory Committee in presenting the report to the Board. The Director of Education may deliver an independent report at the same time, or subsequently, addressing or commenting upon any recommendations brought forward by an Advisory Committee.

Advisory Committees are not committees of the Board under the Education Act and are not subject to public meeting requirements. The non-voting staff member(s) of the committee, in consultation with the chair of the committee, may determine to open any meeting to the public.

## SECTION 4: COMMITTEE STRUCTURE AND COMPOSITION

### 4.1 Approval of Committees

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

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

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

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

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

4.2.4 The Committee of the Whole shall also meet regularly on the first (1st) Monday of the month (which shall be referred as "The Committee of Whole – Standing") except in the summer months of July and August, and in December when a Regular Meeting will take place. Should the date of such a meeting fall on a statutory, civic, or school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week.

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

4.2.6 There will be a quorum for Committee of the Whole – Standing. A Trustee who cannot attend a meeting should so notify the Trustee Services Co-Ordinator as soon as possible.

4.2.7 It is the function of the Committee of Whole – Standing to consider and debate matters in a more informal way than may be available at Board meetings and provide to the Board, in concise form, relevant information and recommendations. Except for matters considered in closed sessions, any and all resolutions of the Committee of Whole – Standing shall be set out in a numbered list as an appendix to the minutes and shall be referenced by the Board when it moves to adopt any such resolution.

4.2.8 Public presentations to the Committee of Whole - Standing are welcomed. The individual or group seeking to make a presentation shall follow the process and rules set out in these Bylaws.

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

- (a) Evaluate and promote the educational programs of the Board and make recommendations to the Board with respect to the operation, amendment, addition



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

### 4.3 Statutory Committees

- 4.3.1 The Board shall establish Statutory Committees as called for in the *Education Act* and the Regulations made thereunder including:
  - (a) Audit Committee;
  - (b) Parent Involvement Committee;
  - (c) Special Education Advisory Committee;
  - (d) Supervised Alternative Learning Committee(s);
  - (e) Accommodation Review Committees.
- 4.3.2 The mandate, membership composition and terms of reference for Statutory Committees shall be governed by applicable legislation and regulations.
- 4.3.3 The term of appointment of Trustees on the Audit Committee shall be for a two-year term, effective December 2022.

### 4.4 Additional Standing Committees

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

*Education Finance Standing Committee:*

- (a) Develop and maintain the procedures by which the Board establishes budget objectives and audits the budget expenditures;
- (b) When deemed necessary by the Board, study and recommend to the Board desirable changes in the Board's financial system;
- (c) Recommend to the Board expenditures other than those within the Budget;
- (d) Consider and recommend to the Board the annual Budget;
- (e) Review the annual financial statement and all expenditures, revenues, trust, capital account reserves, and investment reports;
- (f) Consider the annual transportation budget;
- (g) All trustees are eligible to sit on the committee; the Chair and Vice-Chair shall be elected annually at the Organizational Meeting.

*Governance and Policy Standing Committee:*

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

*Director's Performance Review Standing Committee:*

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

**4.5 Advisory Committees**

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

**4.6 Additional Committees**

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

## 4.7 Committee Structure

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

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Governance and Policy Committee **DATE:** December 13, 2023

**SUBJECT:** Consolidated Bylaws – Agenda Planning and Public Question Period **PAGE:** 1 of 3

**ORIGIN:** Patrick Cotter, General Counsel  
Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

**1.0 Purpose**

The purpose of this report is to provide the Committee with information on the sections of the Consolidated Bylaws pertaining to agenda planning and public question period.

**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 and Analysis**

A trustee has requested that both agenda planning and public question period be on the agenda for this meeting of the Governance and Policy Committee. The Chair has added these items to the agenda.

For the agenda planning section of this report, draft language is proposed in red that aligns with the request to add this item to the agenda.

For the public question period section of this report, the relevant sections of the by-laws are provided for trustees to review.

**Agenda Planning**

**5.5.4** The Chair and the Vice-Chair of the Board and the Chair and Vice-Chair of the Committee of Whole – Standing together with the Director of Education and such other staff as the Director may engage from time to time, shall hold at least one session per

month (either in-person or electronically) to consider and discuss the agendas for upcoming Board and Committee of the Whole – Standing meetings. An additional Trustee shall be entitled to attend at each meeting. Attendance shall be scheduled annually following the Organizational Meeting with Trustees being scheduled in reverse alphabetical order. **The Chair of the Board has the discretion to invite Chairs of any Committees of the Board to attend all or part of an agenda planning meeting.**

### **Public Question Period**

**5.13.13** Members of the public may also pose questions of a general nature or regarding Board processes to the Board at any regular Board meeting.

**5.13.14** The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chair shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature. In order to complete the business of the Board, public question period shall not exceed 30 minutes. Time may be extended in extenuating or special circumstances at the discretion of the Chair or a majority of the Board. Any approved questions not answered at the Board meeting shall be responded to through the website.

**5.13.15** The Board reserves the right to deny an individual or party the opportunity to ask a question, or to otherwise limit a question where the question is designed or framed in a manner that would be contrary to the Board's commitments and statutory duties and responsibilities under the Education Act, the Ontario Human Rights Code, the Board's Human Rights Policy and/or the Board's Indigenous Education Policy and Procedures. If there is concern with the manner in which a proposed question is designed or framed, the requester is to be given an opportunity to rectify the issue prior to any denial. If the denial is maintained, the proposed question shall nonetheless be circulated to all trustees by email.

**5.13.16** The following procedure applies to public question period:

- (a) Before the beginning of the Board meeting, the Questioner shall submit the question in writing through the appropriate form made available on the DDSB website;
- (b) The approved question shall be displayed on the screens in the Boardroom;
- (c) The Questioner shall be allowed to ask the approved question. At the discretion of the Chair, the Questioner may be prompted if further clarification is required on the answer provided and/or direct the Questioner to the email address to which the question may be submitted;
- (d) The Questioner shall have the option to ask their question in-person or virtually subject to availability and at the discretion of the Chair;
- (e) The Questioner or, if the Questioner prefers, the Chair, shall read the question;
- (f) The question shall be addressed by the Chair who may direct staff to answer;

- (g) Questions to individual Trustees or staff will not be addressed at public question period;
- (h) Individual Trustees will not respond or comment on questions posed.

#### 4.0 **Conclusion and/or Recommendations**

This report is provided to the Governance and Policy Committee for information.

#### 5.0 **Appendices**

N/A

Report reviewed and submitted by:



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Governance and Policy Committee **DATE:** December 13, 2023

**SUBJECT:** Policy Review Process and Plan **PAGE:** 1 of 3

**ORIGIN:** Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations  
Patrick Cotter, General Counsel

### 1.0 Purpose

This purpose of this report is to provide the Committee with information on the process through which Durham District School Board (DDSB) Policies, Procedures and Regulations are reviewed and how Policies and Procedures are developed as well as to share a draft review schedule for the remaining meetings of the Governance and Policy Committee scheduled through June 2024.

### 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 and Analysis

#### **Policy Review and Development Process**

In accordance with DDSB's *Policy Formulation and Review Policy*, Board policies are required to be reviewed every five years. In some cases, policies are reviewed more frequently to be responsive to the evolving needs of the District and as may be necessary for legislative compliance.

The DDSB currently has 94 policies in place, 143 operational procedures and 48 regulations. In March 2020, the Board of Trustees adopted a resolution stating that all DDSB regulations be prioritized for review and phase out, with any relevant points from the regulations being moved into related policies and procedures. It is anticipated that all regulations will be rescinded and converted into policy and procedure, as may be applicable, by the end of 2025. An annual report summarizing the activities of the Committee related to policy review and regulation phase out during the 2023 calendar year will be presented to the Committee for information in January 2024.

Appendix A, Guidelines for the Development of Policy and Procedure, provides the following:

- A summary of the process through which existing policies, procedures and regulations are reviewed or new policies and procedures are developed, including a helpful flowchart to visually represent the ongoing cycle.
- An outline of the role and responsibilities of staff and the Governance and Policy Committee related to review and development of policies.
- Definitions of Policy, Procedure, Protocol and Guideline to assist with an understanding of the appropriate application of each.

### **Policy Review Plan**

Appendix B outlines a draft schedule of policies and regulations anticipated to be dealt with through June 2024. Where applicable, staff will also complete a review of all related procedures.

It is important to note that the review schedule is subject to change based on emerging issues, complexity of the review process once underway and completion of a review of all related procedures. The subject matter of a policy will also determine the scope of the consultative process required in order to complete the review process, which may further impact the timeline.

Appendix C includes a listing of policies that have not been reviewed in over 5 years, but which are not included in the policy review schedule for the remainder of this school year. It also includes a listing of remaining regulations still to be addressed.

#### **4.0 Evidence of impact**

To support Board governance and system operations, the Governance and Policy Committee's Terms of Reference outlines the mandate to ensure all of the Board's policies are up to date, relevant, and accurately aligned to appropriate legislation, government requirements, collective agreements, employment contracts and existing policies. This mandate supports system leaders in operational implementation.

#### **5.0 Communication Plan**

As amendments are made to policies and regulations requiring review, updated documents will be posted to the DDSB website and shared with staff as applicable to their role.

#### **6.0 Appendices**

Appendix A: DDSB Guidelines for the Development of Policy and Procedure

Appendix B: Proposed Policy Review Plan, January to June 2024

Appendix C: Outstanding Policies (5+ years since last review) and Regulations



Report reviewed and submitted by:



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations



Patrick Cotter, General Counsel

DURHAM DISTRICT SCHOOL BOARD

*Guidelines for the Development of*

# Policy and Procedure



2023-2024

DDSB Guidelines for the Development of

# Policy and Procedure

## Introduction

The governance functions of the Durham District School Board are critical to ensure appropriate system direction in line with provincial legislation and Ministry of Education priorities. The development of policies and procedures help to set direction and operational implementation as part of the Board's the multi-year strategic plan which follows provincial direction that all school boards must:

- promote student achievement, engagement, well-being and positive peer relationships;
- promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- prepare students for future success and achievement of learning outcomes in core academic skills;
- ensure effective stewardship of the Board's resources; and
- deliver effective and appropriate education programs to its pupils.

*\* Adapted from the Education Act, Section 169.1 and Ontario Regulation 224/23.*

# Roles and Responsibilities

## DDSB Governance and Policy Committee

The Governance and Policy Committee is established by [DDSB Bylaw 4.4.1](#).

The terms of reference of the Committee are:

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

The Committee makes decisions that are referred to the Board of Trustees for recommended action at each Board meeting.

## DDSB Staff Responsibilities

<b>Executive Lead, Strategic Initiatives and External Relations</b>	<p>Performs detailed review of policies and procedures including consideration of operational issues and impacts, strategy for roll-out/ implementation, and ensures compliance with other DDSB policies and procedures.</p>
<b>Policy Analyst</b>	<p>Day to day management and coordination of policy and procedure reviews in conjunction with relevant departmental and subject matter specialists. Prepares primary review of policy drafts with the Executive Lead and Legal Counsel.</p>
<b>Legal Counsel</b>	<p>Performs comprehensive legal and compliance review of all policies and procedures.</p>
<b>Senior Team</b>	<p>Individual members of the senior team are responsible for reviewing and maintaining policies and procedures that fall under their area of responsibility.</p>
<b>Administrative Council</b>	<p>Considers policies prior to recommending their approval, review, or rescission to the DDSB Board of Trustees at Governance and Policy Committee meetings. Administrative Council is responsible for approving and maintaining procedures.</p>

“

**Good Governance** begins with well-defined roles and responsibilities. This includes clarity around the board’s goals, the strategies it will employ to achieve them, and the role of the director of education to manage all aspects of implementation of board direction. A clear understanding on the part of the school board with regard to its system of governance will have a significant impact on the effectiveness of its policy development, decision-making and business practices, and adherence to legal obligations. It will also influence how the public perceives the efficacy of the board and its value to the community, and its responsiveness to communities’ needs and concerns.

- Page 31, *Good Governance: A Guide for Trustees, School Boards, Directors of Education, and Communities*, Ontario Education Services Corporation, 2022.

”

“

Our vision is of a governance system, school board, and director of education working together as a cohesive, unified team with a common vision driven by a shared moral imperative.

”

- Page 2, *The Governance Core: School Boards, Superintendents, and Schools Working Together*, Campbell and Fullan, 2019.

## What is a **Policy**?

Policies are adopted by the Board of Trustees in public open sessions. They are statements of intent or governing principles that serve to guide the overarching operations of the District. All policies are adopted by the Board of Trustees in open public sessions.

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## What is a **Procedure**?

Procedures are operational documents that guide the implementation of policies, provincial legislation and/or regulations, Ministry of Education directives, or other system operations. All procedures are adopted by Administrative Council.

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## What is a **Protocol**?

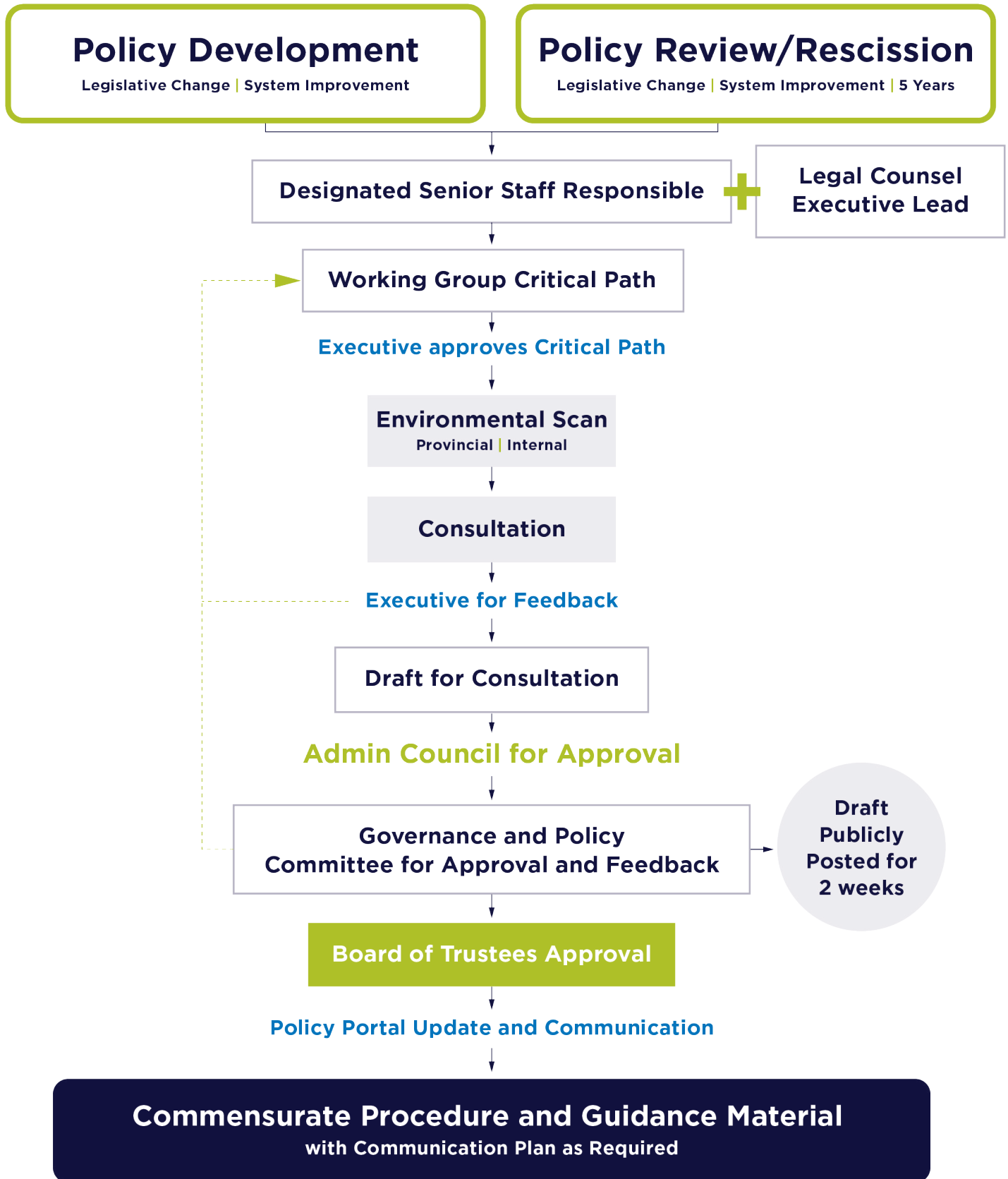
A protocol is an internal system of rules outlining conduct to be observed during department specific operational situations.

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## What is a **Guideline**?

Guidelines are comprised of internal best practices/recommendations to streamline department specific operational activities.

# DDSB Policy Flowchart





## Policy Cycle

It is important that policies remain relevant and current. Policies are to be reviewed on a 5 year cycle for:

- Alignment with legislation
- Alignment with other DDSB policies

Sometimes policies need to be developed or rescinded in order to reflect this alignment. When a policy is reviewed as part of the 5 year cycle and there are no proposed changes, it will be presented to the Governance and Policy Committee for concurrence that the policy be renewed as is for 5 more years. Upon review, if changes to a policy are proposed, it will be presented to the Governance and Policy Committee for consideration.

## Development

Each of the Board's policies are assigned to an operational department where they along with the Policy Analyst and Administrative Council stay abreast of the policy review cycle, amendments to applicable laws & regulations, best practices, and/or relevant Ministry PPM's or other Ministry directives.

A new or existing policy may be identified for development, revision, or rescission by the Board of Trustees, Administrative Council, or relevant departmental staff.

## Consultation

The staff lead from the department responsible for the policy/procedure and the Policy Analyst will collaborate to identify the process for moving forward with the development/review of policies/procedures. Consultation may take place with key internal stakeholders and a jurisdictional scan for best practices, if needed.

Potential stakeholders could include: Indigenous Advisory Committee, Special Education Advisory Committee, Parent Involvement Committee, Equity/Diversity Committee, Student Senate, and other groups as identified e.g., employee groups, union/federation representatives, affinity networks, etc. Depending on the issues engaged, and in keeping with the Indigenous Education Policy and the Human Rights Policy, it may be necessary to have initial stakeholder consultations prior to any drafts being prepared.

The Policy Analyst conducts a review ensuring consistency of conventions then reviews the draft policy/procedure with the Executive Lead, Strategic Initiatives and External Relations, Human Rights and Equity Advisor, General Counsel, Associate Directors (as needed based on relevance to position) and the Director of Education for feedback and revision. This process includes a legal and compliance review; detailed consideration of the operational issues and impacts; consideration of any necessary strategy for roll-out/implementation; and ensuring compliance with, and advancement of, the Board's Indigenous Education Policy and Human Rights Policy. Additional consultation may be required at this stage.

If the policy/procedure significantly impacts union/federation employee groups, it is shared with the relevant unions/federations for consultation.

### Decision Making

The policy/procedure is submitted to the staff Executive team for an initial review and then Administrative Council for review and feedback. Once a draft procedure is approved by Administrative Council it is deemed to be in effect and communication with relevant groups/people should take place UNLESS the procedure is attached to a policy that must be approved by trustees. In this case, the procedure should only be put into effect and communicated once the remainder of the policy development process takes place.

Once a draft policy is recommended for Board approval by Administrative Council, the new or revised policy draft comes before the Governance and Policy Committee for trustee consideration with any associated draft procedures typically provided to the Committee for information. Drafts requiring substantive revisions will be resubmitted through Administrative Council before coming back to the Committee. If additional consultation is required by the Committee, staff will implement a consultation plan to engage relevant stakeholders and bring forward a revised draft policy back to the Committee for consideration.

The Governance and Policy Committee determines if the new or revised draft policy will move forward to a Board Meeting for final approval. Draft policies are then either recommended for approval or put forward as a Notice of Motion (at the discretion of the Committee) at the next Board of Trustees meeting. The draft policy is also posted publicly on the Board website for a minimum period of two weeks. Policies requiring amendments may require further consultations and discussions with staff to address any potential operational concerns.

If the draft from the Governance and Policy Committee is approved at a Board Meeting, the new or revised policy is implemented and shared with stakeholder groups through the communications plan. The policy will be reviewed again at least every five (5) years. Any considerations to operationalize the policy/procedure rests with the relevant department and Administrative Council.

1. The above process would apply, with necessary modifications, to any policy that, rather than being amended, is to be rescinded.
2. Following approval of new or revised policy by the Board (or procedure by Administrative Council), the following steps will be taken to communicate:
  - Documents updated/added to ServiceNow, old documents retired as applicable.
  - Schools and/or departments and stakeholders (union/federation partners, affinity networks, etc.) informed via email memo (audience may change depending on nature of policy) – subject matter expert/policy owner and policy analyst to draft, Communications to share.
  - Social media promotion (depends on nature of policy).

## Review

### A review is conducted to:

- Determine if the policy/procedure is still necessary, appropriate and accurate;
- Assess whether the policy/procedure should be combined with another policy/procedure or if it should be rescinded;
- Assess whether the policy/procedure is up to date with current legislation, best practices, and Ministry of Education directives and policies; and
- Assess whether changes are required to improve the effectiveness or clarity of the policy/procedure.

## Checklist for Staff Review of Policies and Procedures

### Development

#### Questions to consider:

- What does the Education Act say about this subject matter?
- Is there a Ministry directive already in place that would impact either the creation of a new document or revision to existing documents?
- Why is the policy needed? Formulate a clear rationale or purpose statement
- Is there an existing policy with similar intent that could be revised or expanded?
- What are the goals and desired outcomes of the policy?
- Who will be impacted by the policy? Identify the stakeholders.
- Who will develop the initial draft policy?
- Have policies from other school boards been reviewed for comparison?
- Is terminology consistent with other DDSB policies?

### Process

- Identify if this is a new policy or policy review.
- Complete a jurisdictional scan to find out what other boards and organizations have in place.
- Complete an initial assessment to determine the scope of the review or development process (this would consider whether it is a public or internal consultation, minor review, rescission, consolidation of documents, etc.). The initial assessment should be initiated by the policy owner or for new policies, by the staff who has oversight for the subject matter area and should include the Policy Analyst, Human Rights and Equity Advisor, General Counsel, Executive Lead and appropriate Associate Director.
- Undertake consultations with key stakeholders prior to drafting.
- Consult with the Indigenous Education department to determine any potential implications for Indigenous communities.
- Consult with Human Rights and Equity Advisor to determine if a human rights lens can be applied during the drafting process, complete Human Rights Impact Assessment Tool prior to initial consultation (in development).
- Set a firm deadline for draft completion.

**Criteria to be considered when completing initial assessment:**

- Impact on students
- Impact on staff
- Is this work in some way a response to community impact or community driven request?
- Collective agreement provisions to be considered
- Extent of impact on Indigenous rights, human rights
- How regulated is this subject matter already?

**Consultation**

- ❑ Share your initial draft with the Policy Analyst. Make sure information gathering is complete before beginning draft.
- ❑ Policy Analyst will review draft and consult with Executive Lead Strategic Initiatives and External Relations, Human Rights and Equity Advisor, General Counsel, Associate Directors, and Director of Education for feedback, revision, and to ensure legal compliance, consideration of operational concerns, and strategy for operationalization.
- ❑ If the policy has a significant impact on staff groups, consultation with unions/federations are required.
- ❑ Pending approval to proceed, prepare a draft report to Administrative Council outlining the reason and rationale for the policy development or amendment.
- ❑ Present proposed policy/policy review to Administrative Council for approval, further consultations may be required.
- ❑ Only policy updates approved at Administrative Council can be put forward to the Governance and Policy Committee for approval.
- ❑ Consider who is impacted and how by the policy to assist with determining who will be consulted. For example, if students are impacted by the policy, students must be consulted. If teachers and/or other staff are impacted, they must be consulted along with appropriate unions/associations. If the policy is public facing or its implementation will impact the community, statutory committees, advisory groups, etc. should be consulted.

## Decision Making

- ❑ Prepare a draft report outlining the reason and rationale for the policy development or amendment, include as appendices a clean version of the policy and a version with tracked changes.
- ❑ Upon approval, liaise with Policy Analyst to ensure new/updated policy is posted to ServiceNow and DDSB website, and policy update memo is distributed to appropriate stakeholders.

## Review

- ❑ Conduct a comprehensive review of policies at least once every five years or otherwise as required under the terms of policy.
- ❑ Policies are reviewed to:
  1. Determine if the policy/procedure is still necessary, appropriate and accurate;
  2. Assess whether the policy/procedure should be combined with another policy/procedure or if it should be rescinded;
  3. Assess whether the policy/procedure is up to date with current legislation, best practices, and Ministry of Education directives and policies; and
  4. Assess whether changes are required to improve the effectiveness or clarity of the policy/procedure.
- ❑ The above process would apply, with necessary modifications, to any policy that, rather than being amended, is to be rescinded

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## Resources

[Education Act, Ontario](#)

[2022-2026 Good Governance Guide](#)

Book: The Governance Core: School Boards, Superintendents, and Schools Working Together by Davis Campbell and Michael Fullan, 2019

## 2023-24 DDSB Policy Review Schedule

Governance and Policy Committee: December 13, 2023				
Name	Type	Staff Owner	Deadline to AC	Decision
<a href="#">Accessible Customer Service</a>	Policy	Heather Mundy	21-Nov-23	Convert to Procedure
<a href="#">Accessible Customer Service</a>	Regulation	Heather Mundy	21-Nov-23	Rescind
<a href="#">Advocacy</a>	Policy	Patrick Cotter	21-Nov-23	Rescind
<a href="#">Public Concerns</a>	Policy	Rob Cerjanec	21-Nov-23	Update
<a href="#">Public Concerns</a>	Regulation	Rob Cerjanec	21-Nov-23	Rescind
Governance and Policy Committee: January 31, 2024				
Name	Type	Staff Owner	Deadline to AC	Decision
<a href="#">After School Early Years Recreation Programs</a>	Policy	Erin Elmhurst	09-Jan-24	
<a href="#">After School Early Years Recreation Programs</a>	Regulation	Erin Elmhurst	09-Jan-24	Rescind
<a href="#">Child Care</a>	Policy	Erin Elmhurst	09-Jan-24	
<a href="#">Child Care</a>	Regulation	Erin Elmhurst	09-Jan-24	Rescind
<a href="#">Early Years</a>	Policy	Erin Elmhurst	09-Jan-24	
<a href="#">Early Years</a>	Regulation	Erin Elmhurst	09-Jan-24	Rescind
<a href="#">Fundraising</a>	Policy	Margaret Lazarus	05-Mar-24	Update
<a href="#">Fundraising</a>	Regulation	Margaret Lazarus	05-Mar-24	Rescind
Governance and Policy Committee: March, 27, 2024				
Name	Type	Staff Owner	Deadline to AC	Decision
<a href="#">Criminal Background Checks</a>	Policy	Heather Mundy	05-Mar-24	Update
<a href="#">Protocol For Collaboration Agreement With External Agencies For Provision Of Services</a>	Regulation	Patrick Cotter	05-Mar-24	Rescind
<a href="#">Policy Formulation and Review</a>	Policy	Rob Cerjanec	05-Mar-24	Update
<a href="#">Policy Review</a>	Regulation	Rob Cerjanec	05-Mar-24	Rescind
<a href="#">Public Consultation</a>	Policy	Rob Cerjanec	05-Mar-24	Update
<a href="#">Consultative Process</a>	Regulation	Rob Cerjanec	05-Mar-24	Rescind
Governance and Policy Committee: April 24, 2024				
Name	Type	Staff Owner	Deadline to AC	Decision
<a href="#">Payroll Deduction - Non-Profit..Not for Profit Organizations</a>	Regulation	Heather Mundy	02-Apr-24	Rescind
<a href="#">Payroll Deduction - Non-Profit/Not for Profit Organizations</a>	Policy	Heather Mundy	02-Apr-24	Convert to Procedure
<a href="#">Recovery of Salary Overpayment</a>	Policy	Heather Mundy	02-Apr-24	Rescind

<a href="#">Recovery of Salary Overpayment</a>	Regulation	Heather Mundy	02-Apr-24	Rescind
<a href="#">Communications</a>	Policy	Rob Cerjanec	02-Apr-24	Update
<a href="#">Communications</a>	Regulation	Rob Cerjanec	02-Apr-24	Convert to Procedure
<a href="#">Posting Student Information on Board Websites</a>	Policy	Rob Cerjanec	02-Apr-24	Convert to Procedure
<a href="#">Equity and Inclusive Education</a>	Regulation	Margaret Lazarus	02-Apr-24	Rescind
<a href="#">Equity and Inclusive Education</a>	Policy	Margaret Lazarus	02-Apr-24	Update
Governance and Policy Committee: May 29, 2024				
<b>Name</b>	<b>Type</b>	<b>Staff Owner</b>	<b>Deadline to AC</b>	<b>Decision</b>
<a href="#">Fees for Learning Materials and Activities</a>	Policy	Stephen Nevills	07-May-24	Update
<a href="#">Fees for Learning Materials and Activities</a>	Regulation	Stephen Nevills	07-May-24	Convert to Procedure
<a href="#">Definitely Durham</a>	Policy	Rob Cerjanec	07-May-24	Update
<a href="#">Definitely Durham</a>	Regulation	Rob Cerjanec	07-May-24	Convert to Procedure



Outstanding Policies (5+ Years Since Last Review)	
Name	Date of Last Review
<a href="#">Additions To K-6 Schools as Regards Special Rooms</a>	9/11/2018
<a href="#">Alternative Arrangements for School Accommodation</a>	10/18/2017
<a href="#">Architectural, Engineering &amp; Real Estate Fees</a>	9/11/2018
<a href="#">Audit of School Funds</a>	9/11/2018
<a href="#">Awarding Contracts</a>	9/11/2018
<a href="#">Budget Policy</a>	10/24/2014
<a href="#">Changes in Construction Contracts: Change Orders</a>	9/11/2018
<a href="#">Community Use of Schools</a>	11/29/2017
<a href="#">Disposal of Furniture and Equipment</a>	11/29/2017
<a href="#">Environmental Policy</a>	12/4/2014
<a href="#">Fencing of School Properties and Walkways</a>	12/4/2014
<a href="#">Future School Sites</a>	9/11/2018
<a href="#">Investment of Board Funds</a>	3/10/2020
<a href="#">Litter Free Schools</a>	12/4/2014
<a href="#">Moving Stationary Machinery</a>	12/4/2014
<a href="#">Official School Opening</a>	12/4/2014
<a href="#">Pupil Accommodation Review</a>	10/17/2016
<a href="#">Purchasing</a>	11/29/2017
<a href="#">Purchasing for Personal Use</a>	1/25/2013
<a href="#">Receipt of Gifts</a>	1/25/2013
<a href="#">Recreational Equipment on Board Property</a>	1/25/2013
<a href="#">Rewards for Information on Vandalism</a>	12/4/2014
<a href="#">School Boundaries</a>	12/4/2014
<a href="#">School Design</a>	9/11/2018
<a href="#">School Signs</a>	12/18/2014
<a href="#">School Sites - Operating Budget Surplus</a>	10/18/2017
<a href="#">Shop Drawings Prior To Final Approval</a>	10/18/2017
<a href="#">Tenders for Building Construction Projects</a>	9/11/2018
<a href="#">Transportation (Pupil)</a>	10/18/2017
<a href="#">Travel Allowance</a>	9/26/2013
<a href="#">Trust Funds</a>	11/29/2017
<a href="#">Unauthorized Use of School Property</a>	12/4/2014
<a href="#">Assessment, Evaluation and Reporting of Student Achievement</a>	5/17/2011
<a href="#">Program Evaluation</a>	11/2/2016
<a href="#">Student Lockers - Policy</a>	10/20/2011
<a href="#">Safe Arrivals</a>	2/18/2014
<a href="#">Substance Abuse-Students - Policy</a>	2/21/2017
<a href="#">Security and Safety</a>	7/5/2017
<a href="#">Traumatic Response - Policy</a>	1/22/2018

<a href="#">Positive School Climate</a>	10/15/2018
<a href="#">Hiring of Superintendents</a>	5/22/2012
<a href="#">Administration of Prescriptive Oral Medication</a>	7/4/2016
<a href="#">Communicable Diseases</a>	06/29/2012
<a href="#">Concussion Management</a>	1/21/2014
<a href="#">Partnerships, Facility Partnerships, Sponsorships and Donations</a>	5/17/2010
<a href="#">School Food and Beverage</a>	11/15/2016
<a href="#">Supporting Children and Students With Prevalent Medical Conditions In Schools</a>	10/18/2018
<a href="#">Appointments to Other Boards and Committees</a>	2/6/2012
<a href="#">Commemorative Plaques in Schools</a>	12/4/2014
<a href="#">Definitions</a>	10/15/2012
<a href="#">Lower Limit of Range of Percentage Marks on Report Cards, Grades 9 - 12</a>	2/21/2017
<a href="#">Cheating and Plagiarism Prevention and Intervention</a>	1/24/2014
<a href="#">Alternative Education</a>	11/15/2016
<a href="#">Continuing Education: Adult/Alternative Programs</a>	10/10/2018
<a href="#">Co-Instructional Activities</a>	11/15/2016

<b>Outstanding Regulations</b>
Purchasing
Investment of Board Funds
School Block Budgeting
Transportation (Pupil) - Regulation
Recovery of Salary Overpayment
Special Occasion Permits at the Education Centre and Board Approved Schools
School Boundaries
School Sites-Operating Budget Surplus
Architectural, Engineering & Real Estate Fees
Alternative Arrangements For School Accommodation
Appointment of Architects
Official School Opening
Audit of School Funds
Recreational Equipment on Board Property
Fencing of School Properties and Walkways
Rewards for Information on Vandalism
Moving Stationary Machinery
Disposal of Surplus Furniture, Equipment and Materials
Payroll Deduction - Non-Profit..Not for Profit Organizations
Standards for Quality in the Assessment, Evaluation and Reporting of Student Achievement
Safe Arrivals
Security and Safety
Substance Abuse - Students - Regulation
Code of Conduct, and Discipline for Students
Character Education
Positive School Climate
Partnerships, Facility Partnerships, Sponsorships And Donations
Guidelines for Administration of Prescriptive Oral Medication
School Food and Beverage
Communicable Diseases
Hiring of Superintendents
Official School Ceremonial and Milestone Celebrations
Alternative Education
Guidelines for the Provision of Co-Instructional Activities

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Governance and Policy Committee **DATE:** December 13, 2023

**SUBJECT:** Board of Trustees Motions: **PAGE:** 1 of 2  
November 15, 2022 to November 6, 2023

**ORIGIN:** Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations  
Patrick Cotter, General Counsel

### 1.0 Purpose

This purpose of this report is to provide the Committee with information on resolutions adopted by the Board of Trustees at public session Board meetings since the beginning of the 2022-2026 term on November 15, 2022. This information will be presented annually to the Governance and Policy Committee. Subsequent reports will cover the period of the preceding year between each Organizational Board meeting.

### 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 and Analysis

Section 5.12 of Board's Consolidated Bylaws outlines in detail the process through which motions are to be brought forward and dealt with by the Board of Trustees.

On an ongoing basis to ensure good governance, staff maintain a detailed record of all motions proposed at Board and Standing Committee meetings, noting important information such as the date, subject matter, exact wording of the motion and the outcome.

The motion tracker for the period of November 15, 2022 to November 6, 2023 is attached as Appendix A and includes resolutions passed by the Board of Trustees in public session.

Whenever possible, trustees are encouraged to prepare motions ahead of time and submit them to the Trustee Services Coordinator through e-mail so that they can be accurately recorded and

shared on the screen at Board and committee meetings. Trustees also have the option to work with the General Counsel and/or the Executive Lead, Strategic Initiatives and External Relations on a confidential basis to ensure that proposed motions not only meet their intent but fit within the governance and policy framework for school boards.

#### **4.0 Financial Implications**

Not applicable.

#### **5.0 Evidence of impact**

Staff have developed and maintain an internal tracking mechanism to ensure resolutions requiring action are monitored and completed, with follow-up presented to the Board of Trustees as required.

#### **6.0 Communication Plan**

Not applicable.

#### **7.0 Conclusion**

This report is provided to the Governance and Policy Committee for information.

#### **8.0 Appendices**

Appendix A: Motion Tracker, November 15, 2022 – November 6, 2023

Report reviewed and submitted by:



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Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations



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Patrick Cotter, General Counsel

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Meeting	Date	Item	Resolution	Tracking #	Status (Completed, Ongoing, No Further Action Required)
Organizational Board	15-Nov-22	Cancellation of December 19, 2022, Board Meeting	THAT THE BOARD OF TRUSTEES APPROVE THE CANCELLATION OF THE DECEMBER 19, 2022, BOARD MEETING.	2022:RB140	COMPLETED
Organizational Board	15-Nov-22	Consideration of Reinstating Masking Mandate at the Durham District School Board	THAT THE MOTION BE DEFERRED TO THE NOVEMBER 21, 2022, BOARD MEETING.	2022:RB143	COMPLETED
Organizational Board	15-Nov-22	Consideration of a Reinstating Masking Mandate at the Durham District School Board	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.	2022:RB144	COMPLETED
Board	21-Nov-22	Financial Process and the 2021-2022 Financial Statements	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.	2022:RB150	COMPLETED
Board	21-Nov-22	SEAC Motion: November 10, 2022	THAT THE BOARD ADOPT THESE RESOLUTIONS OF THE NOVEMBER 10, 2022 SEAC COMMITTEE.	2022:RB151	COMPLETED
Special Board	6-Feb-23	Integrity Commissioner Report (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 25 <sup>TH</sup> AND JANUARY 31 <sup>ST</sup> , AS SET OUT AT PAGES 19-20 OF THE INTEGRITY COMMISSIONER'S REPORT.	2023:SB02	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Special Board	6-Feb-23	Integrity Commissioner Report (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.	2023:SB03	COMPLETED
Special Board	6-Feb-23	Integrity Commissioner Report (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.	2023:SB04	COMPLETED
Board	21-Feb-23	Director Performance Review Committee Membership	THAT THE COMMITTEE CONSIST OF ALL TRUSTEES AND STUDENT TRUSTEES, SUBJECT TO SECTION 207(2)(B) OF THE EDUCATION ACT, EXCEPT TRUSTEES SHAILENE PANYLO, MICHELLE ARSENEAULT, DEB OLDFIELD AND LINDA STONE.	2023:RB16	COMPLETED
Board	21-Feb-23	Lord Elgin PS School Renaming Process	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.	2023:RB17	ONGOING
Board	21-Feb-23	Correspondence: The Regional Municipality of Durham - Envision Durham Feedback	THAT FACILITIES STAFF HELP CREATE A LETTER BY FEBRUARY 28, 2023 AND SHARE THE LETTER WITH TRUSTEES FOR FEEDBACK, BY MARCH 2, 2023 AND THAT STAFF COMPLETE THE LETTER BY MARCH 3, 2023 SO THAT THE LETTER IS SUBMITTED BY MARCH 6, 2023.	2023:RB18	COMPLETED
Special Board	6-Mar-23	Consideration of Submissions re: Code of Conduct	THAT THE BOARD OF TRUSTEES CONFIRM ALL SIX FINDINGS OF THE BREACHES THAT WERE PRESENTED ON FEBRUARY 6, 2023.	2023:SB14	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Special Board	6-Mar-23	Considerations of Submissions re: Code of Conduct (sanctions)	<p>THAT THE BOARD CONFIRM ITS DECISION OF FEBRUARY 6, 2023, WHERE THE BOARD DETERMINED TO IMPOSE THE FOLLOWING SANCTIONS:</p> <p>1. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE NEXT BOARD MEETING;</p> <p>2. THAT TRUSTEE STONE BE BARRED FROM SITTING ON ANY AND ALL COMMITTEES OF THE BOARD UNTIL DECEMBER 31, 2023; AND,</p> <p>3. THAT TRUSTEE STONE BE CENSURED.</p>	2023:SB15	COMPLETED
Board	20-Mar-23	People and Culture: Rescission of Policies and Regulations	<p>THAT THE BOARD RESCIND THE POLICIES AND REGULATIONS LISTED IN APPENDIX A OF THE REPORT.</p> <p>NOTE: THIS APPLIES TO THE FOLLOWING POLICIES AND REGULATIONS:</p> <ul style="list-style-type: none"> <li>- POSITIONS OF RESPONSIBILITY – APPOINTMENT AND EVALUATION REGULATION</li> <li>- STAFF COMPLEMENT POLICY</li> <li>- DOMESTIC VIOLENCE POLICY</li> <li>- EMPLOYEE ASSISTANCE FOR THE MANAGEMENT OF ALCOHOL AND DRUG PROBLEMS POLICY</li> <li>- PROCEDURE FOR THE EFFECTIVE MANAGEMENT OF EMPLOYEE ALCOHOL AND DRUG PROBLEMS – TEACHING EMPLOYEES REGULATION</li> <li>- EMPLOYEES SEEKING PUBLIC OFFICE POLICY</li> <li>- PHYSICAL AND VERBAL ABUSE OF BOARD EMPLOYEES POLICY AND REGULATION</li> <li>- STAFF APPEALS POLICY AND REGULATION</li> <li>- TEACHER EXCHANGES POLICY AND REGULATION</li> <li>- EMPLOYMENT EQUITY POLICY AND REGULATION</li> </ul> <p>NON-AFFILIATED STAFF COMPENSATION</p>	2023:RB25	COMPLETED



## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Board	20-Mar-23	Inclusive Student Services: Rescission of Policy	THAT THE BOARD RESCIND THE SCHOOL ATTENDANCE OFFICER POLICY.	2023:RB26	COMPLETED
Board	20-Mar-23	School Year Calendar 2023-2024	THAT THE BOARD OF TRUSTEES DEFER TO THE APRIL 3 STANDING COMMITTEE MEETING WITH AS MUCH INFORMATION THAT STAFF CAN PULL FOR US AT THIS TIME AND MAKE A DETERMINATION ON HOW TO PROCEED.	2023:RB27	COMPLETED
Standing Committee	3-Apr-23	School Year Calendar 2023-2024	THAT THE PROPOSED 2023-2024 SCHOOL YEAR CALENDARS AS OUTLINED IN APPENDICES A – D OF THE REPORT BE APPROVED AND FORWARDED TO THE MINISTRY OF EDUCATION, ENSURING THE DURHAM DISTRICT SCHOOL BOARD IS COMPLIANT WITH REQUIREMENTS OUTLINED IN REGULATION 304.	2023:SC13	COMPLETED
Standing Committee	3-Apr-23	Motion: Striking an Ad Hoc Committee	THAT THE MOTION BE DEFERRED TO THE NEXT STANDING COMMITTEE MEETING ON MAY 1, 2023.	2023:SC15	COMPLETED
Special Board	3-Apr-23	Adoption of Resolution from Standing Committee Regarding the School Year Calendar	THAT THE BOARD NOW ADOPT THE RESOLUTION AND APPROVE THE ACTIONS OF THE APRIL 3, 2023 STANDING COMMITTEE MEETING.	2023:SB18	COMPLETED
Board	17-Apr-23	Update: Strategic Planning Process	THAT THE BOARD OF TRUSTEES EXTEND THE CURRENT IGNITE LEARNING STRATEGIC PLAN THROUGH TO DECEMBER 31, 2023 TO ALLOW SUFFICIENT TIME FOR THE CONSULTATION AND DEVELOPMENT PROCESS OF THE NEW MULTI-YEAR STRATEGIC PLAN.	2023:RB35	ONGOING

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Standing Committee	1-May-23	Motion: BILL 98, BETTER SCHOOLS AND STUDENT OUTCOMES ACT, 2023	THAT THE BOARD PREPARE A WRITTEN SUBMISSION TO THE PUBLIC HEARINGS ON BILL 98, EXPRESSING THE BOARD'S CONCERNS ON THE PROPOSED LEGISLATION TO BE SUBMITTED PRIOR TO THE MAY 9, 2023 DEADLINE.	2023:SC22	COMPLETED
Board	15-May-23	Student Trustee Vacancy	THAT THE BOARD OF TRUSTEES FILL THE STUDENT TRUSTEE VACANCY IN ACCORDANCE WITH THE BY-ELECTION BYLAW.	2023:RB40	COMPLETED
Board	15-May-23	Establishment of Ad Hoc Committee	THAT THE BOARD OF TRUSTEES STRIKE AN AD HOC COMMITTEE COMPRISED OF ALL TRUSTEES AND STUDENT TRUSTEES, WITH INPUT FROM SCHOOL ADMINISTRATORS, UNION REPRESENTATIVES, AND SENIOR STAFF WITH THE PURPOSE OF INFORMATION GATHERING, MONITORING AND EVALUATING ISSUES RELATED, BUT NOT LIMITED TO, INCIDENTS OF VIOLENCE AND HARASSMENT INCLUDING ANY AND ALL INTERRELATED ISSUES THAT MAY ARISE OR BE PRESENTED TO THE COMMITTEE. THE COMMITTEE SHALL COLLABORATIVELY BUILD POLICY, STRATEGIES AND STANDARDS FOR SAFETY AND SUSTAINABILITY, AND MEASURE THE IMPLEMENTATION OF THE COLLABORATIVE PLANS.	2023:RB41	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Board	15-May-23	Parliamentarian Support	THAT THE BOARD OF TRUSTEE APPROVE THE PROPOSED FRAMEWORK FOR LEARNING ENGAGEMENT ON PARLIAMENTARY PROCEDURE AS PRESENTED.	2023:RB43	ONGOING
Board	15-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 1: PURPOSE AND APPLICATION, PROVISION 1.5 BE ADOPTED.	2023:RB44	COMPLETED
Board	15-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 2: STUDENT TRUSTEES, 2.4.10, BE ADOPTED.	2023:RB45	COMPLETED
Board	15-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 3: ORGANIZATIONAL MEETING, 3.1.1, BE ADOPTED.	2023:RB46	COMPLETED
Board	15-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 5: BOARD AND COMMITTEE MEETINGS - RULES AND PROCEDURES, 5.5.8, BE ADOPTED.	2023:RB47	COMPLETED
Board	15-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 5: BOARD AND COMMITTEE MEETINGS - RULES AND PROCEDURES, 5.13.4, BE ADOPTED.	2023:RB49	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Board	15-May-23	Revised Consolidated Bylaws	THAT SECTION 5.13.5 BE DEFERRED BACK TO THE GOVERNANCE AND POLICY COMMITTEE.	2023:RB51	COMPLETED
Board	15-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 5: BOARD AND COMMITTEE MEETINGS - RULES AND PROCEDURES, 5.13.6, BE ADOPTED.	2023:RB52	COMPLETED
Board	15-May-23	Revised Consolidated Bylaws	THAT SECTION 5.13.15 BE DEFERRED BACK TO THE GOVERNANCE AND POLICY COMMITTEE.	2023:RB53	COMPLETED
Board	15-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 5: BOARD AND COMMITTEE MEETINGS - RULES AND PROCEDURES, PROVISIONS 5.13.16 BE ADOPTED.	2023:RB54	COMPLETED
Board	15-May-23	Continuation of Board Meeting	THAT THE BOARD MEETING BE DEFERRED TO MAY 23, 2023.	2023:RB55	COMPLETED
Board	23-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 6: FILLING TRUSTEE VACANCIES, 6.2.1, BE ADOPTED.	2023:RB57	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Board	23-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 6: FILLING TRUSTEE VACANCIES, 6.2.2, BE ADOPTED.	2023:RB58	COMPLETED
Board	23-May-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 9: ELECTION OF STUDENT TRUSTEES, SECTIONS 9.1.1 – 9.13.1 BE ADOPTED.	2023:RB60	COMPLETED
Board	23-May-23	Rescission of Legal Opinions Policy and Regulation	THAT THE BOARD OF TRUSTEES CONSIDER, AND AS IT MAY DEEM APPROPRIATE, RESCIND THE LEGAL OPINIONS POLICY AND REGULATION.	2023:RB61	COMPLETED
Board	23-May-23	Rescission of School Operations Policies and Regulations	THAT THE BOARD OF TRUSTEES CONSIDER, AND AS IT MAY DEEM APPROPRIATE, RESCIND THE SELECTED POLICIES AND REGULATIONS AS OUTLINED IN APPENDIX A OF THE REPORT. NOTE: THIS APPLIES TO THE FOLLOWING POLICIES AND REGULATIONS: - APPOINTMENT AND TRANSFER OF STAFF IN POSITIONS OF PRINCIPAL, VICE PRINCIPAL, AND OFFICERS POLICY AND REGULATION - PRINCIPAL/VICE PRINCIPAL DUTIES AND RESPONSIBILITIES POLICY - PROFESSIONAL ACTIVITY DAYS POLICY AND REGULATION	2023:RB62	COMPLETED
Board	23-May-23	Rescission of Youth and Adult Student Engagement and Success Grades 7 - 12+ Policies and Regulations	THAT THE BOARD OF TRUSTEES CONSIDER, AND AS IT MAY DEEM APPROPRIATE, RESCIND THE SELECTED POLICIES AND REGULATIONS AS OUTLINED IN APPENDIX A OF THE REPORT. NOTE: THIS APPLIES TO THE FOLLOWING POLICIES AND REGULATIONS: - CO-OPERATIVE EDUCATION IN SECONDARY SCHOOLS POLICY - MUSIC – ELEMENTARY SCHOOLS POLICY AND REGULATION - DAILY PHYSICAL ACTIVITY POLICY AND REGULATION - MATERIALS FOR PERSONAL PROJECTS POLICY AND REGULATION	2023:RB63	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Special Board	5-Jun-23	Code of Conduct	THAT THE BOARD AMEND ONE OF THE SANCTIONS IMPOSED ON TRUSTEE STONE ON MARCH 6, 2023, TO CHANGE THE LENGTH OF TIME THAT TRUSTEE STONE BE BARRED FROM COMMITTEE MEETINGS FROM DECEMBER 31, 2023 TO SEPTEMBER 1, 2023.	2023:SB30	COMPLETED
Special Board	5-Jun-23	Appointment of Voting Delegate for OPSBA AGM	THAT THE BOARD APPOINT TRUSTEE DONNA EDWARDS AS THE VOTING DELEGATE FOR THE OPSBA ANNUAL GENERAL MEETING.	2023:SB31	COMPLETED
Board	19-Jun-23	Consideration of the Draft 2023-2024 Budget	IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES APPROVE THE FOLLOWING MOTIONS: 1. THAT THE 2023-2024 DRAFT BUDGET CONTAINING TOTAL REVENUES OF \$1,050,743,433 AND TOTAL EXPENSES OF \$1,050,743,433 BE APPROVED AS PRESENTED; AND 2. THAT THE 2023-2024 DRAFT IN-YEAR DEFICIT ELIMINATION PLAN OUTLINED IN SECTION 4.2 BE APPROVED AS PRESENTED. 2. THAT THE 2023-2024 DRAFT IN-YEAR DEFICIT ELIMINATION PLAN OUTLINED IN SECTION 4.2 BE APPROVED AS PRESENTED.	2023:RB71	COMPLETED
Board	19-Jun-23	2023-2024 ISS/Special Education Plan	IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES CONSIDER THE INCLUSIVE STUDENT SERVICES/SPECIAL EDUCATION PLAN FOR THE 2023-2024 SCHOOL YEAR FOR APPROVAL. ONCE APPROVED, THE SPECIAL EDUCATION PLAN WILL BE SUBMITTED TO THE MINISTRY OF EDUCATION.	2023:RB72	COMPLETED
Board	19-Jun-23	SEAC Membership Recommendation Re: Ontario Parents of Vision Impaired Children (OPVIC)	THAT THE BOARD OF TRUSTEES APPROVE THE SEAC RECOMMENDATION THAT THE ASSOCIATION OF ONTARIO PARENTS OF VISUALLY IMPAIRED CHILDREN (OPVIC) BE APPROVED FOR SEAC MEMBERSHIP, AND THAT CHARMAIN BROWN BE THE REPRESENTATIVE AND JENNA BROWN BE THE ALTERNATE.	2023:RB73	COMPLETED
Board	19-Jun-23	Naming of Unnamed Beaverton Public School	IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES SELECT THE RECOMMENDED CHOICE BY THE NAMING COMMITTEE, BEAVER RIVER PUBLIC SCHOOL, AS THE OFFICIAL NAME OF THE NEW UNNAMED BEAVERTON PUBLIC SCHOOL IN BEAVERTON, ONTARIO.	2023:RB74	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Board	19-Jun-23	Consideration of Integrity Commissioner Findings	THAT TRUSTEE STONE HAS BREACHED ALL SECTIONS OF THE CODE OF CONDUCT AS NOTED IN THE INTEGRITY COMMISSIONER'S FINDINGS.	2023:RB75	COMPLETED
Board	19-Jun-23	Consideration of Integrity Commissioner Findings	THAT THE BOARD CENSURE TRUSTEE STONE.	2023:RB76	COMPLETED
Board	19-Jun-23	Consideration of Integrity Commissioner Findings	THAT THE BOARD OF TRUSTEES BAR TRUSTEE STONE FROM SITTING ON ALL COMMITTEES OF THE BOARD FOR THE PERIOD OF SEPTEMBER 1, 2023 TO MARCH 31, 2024.	2023:RB80	ONGOING
Board	19-Jun-23	Recommendations from the May 24, 2023 Governance and Policy Committee Meeting	THAT THE BOARD OF TRUSTEES APPROVE THE REVISED FRENCH INSTRUCTION POLICY, THE RESCISSION OF THE CONTESTS IN ART SPONSORED BY OUTSIDE AGENCIES POLICY AND REGULATION AND THE RESCISSION OF THE RECOGNITION OF LONG SERVICE AND RETIREMENT OF EMPLOYEES POLICY AND REGULATION.	2023:RB81	COMPLETED
Board	19-Jun-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS AS STATED IN THE REPORT TO SECTION 5.13.5 BE ADOPTED.	2023:RB83	COMPLETED
Board	19-Jun-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 5.13.14 BE ADOPTED.	2023:RB84	COMPLETED
Board	19-Jun-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 5.13.15 BE ADOPTED.	2023:RB85	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Board	19-Jun-23	Revised Consolidated Bylaws	THAT THE AMENDMENTS TO SECTION 5.13.16 BE ADOPTED.	2023:RB86	COMPLETED
Board	19-Jun-23	Revised Board Member Code of Conduct	THAT THE BOARD APPROVE ALL OF THE CHANGES IN THE REVISED BOARD MEMBER CODE OF CONDUCT.	2023:RB87	COMPLETED
Board	19-Jun-23	Approval of Trustee Professional Development, Trustee Emma Cunningham	THAT TRUSTEE CUNNINGHAM'S PROFESSIONAL DEVELOPMENT ON ANTISEMITISM IN OTTAWA BE APPROVED FOR A MAXIMUM OF \$1000.00.	2023:RB88	COMPLETED
Special Board	10-Jul-23	COVID-19 Update	THAT THE BOARD REFER THE RESCINDING OF THE RESOLUTION TO THE NEXT GOVERNANCE AND POLICY COMMITTEE MEETING.	2023:SB36	COMPLETED
Special Board	10-Jul-23	Consideration of Submissions re: Code of Conduct	THAT THE BOARD CONFIRM THE DETERMINATION OF BREACHES MADE ON JUNE 19, 2023.	2023:SB37	COMPLETED



## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Special Board	10-Jul-23	Consideration of Submissions re: Code of Conduct	THAT THE BOARD UPHOLD THE SANCTIONS IMPOSED ON TRUSTEE STONE ON JUNE 19, 2023 WHICH INCLUDE: <ol style="list-style-type: none"> <li>1. THAT THE BOARD OF TRUSTEES CENSURE TRUSTEE STONE;</li> <li>2. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE BOARD MEETING OF SEPTEMBER 18, 2023;</li> <li>3. THAT THE BOARD OF TRUSTEES BAR TRUSTEE STONE FROM SITTING ON ALL COMMITTEES OF THE BOARD, FOR THE PERIOD OF SEPTEMBER 1, 2023 TO MARCH 31, 2024.</li> </ol>	2023:SB38	ONGOING
Special Board	02-Aug-23	Consideration of Trustee Professional Development	THAT TRUSTEES LINTON, BROWN, AND PANYLO BE FUNDED FOR THEIR TRIP TO OTTAWA FOR THE CONGRESS OF BLACK PARLIAMENTARIANS, SUBJECT TO THE BOARD'S TRUSTEE EXPENSE POLICY AND PROCEDURE.	2023:SB39	COMPLETED
Board	18-Sep-23	Short-Term Borrowing Resolution	IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES APPROVE THE BORROWING RESOLUTION FOR THE 2023-2024 SCHOOL YEAR.	2023:RB96	COMPLETED
Board	18-Sep-23	Violence in Schools Ad Hoc Committee Terms of Reference	I MOVE THAT THE TERMS OF REFERENCE FOR THE VIOLENCE IN SCHOOLS AD HOC COMMITTEE ESTABLISHED BY RESOLUTION OF THE BOARD DATED MAY 15, 2023, BE AMENDED BY REPLACING THE EXISTING TERMS OF REFERENCE IN THEIR ENTIRETY WITH THE TERMS OF REFERENCE FOUND AT PAGE 167 OF THE AGENDA PACKAGE.	2023:RB97	COMPLETED
Board	18-Sep-23	Appointment of Voting Delegate for the OPSBA Board of Directors/Labour Council	THAT THE BOARD APPOINT CHAIR DONNA EDWARDS AS THE VOTING MEMBER FOR THE OPSBA BOARD OF DIRECTORS/LABOUR COUNCIL.	2023:RB98	COMPLETED
Board	18-Sep-23	Pupil Accommodation Plan	THAT THE CHAIR AND THE DIRECTOR COMPOSE A LETTER TO BE SENT TO THE MINISTRY OF EDUCATION TO ALLEVIATE THE ACCOMMODATION PRESSURES IN WEST WHITBY.	2023:RB99	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Board	16-Oct-23	Timing of Organizational Meeting and Clarification of Other Meeting Dates (Revised Consolidated Bylaws)	THAT THE BOARD OF TRUSTEES CONSIDER AND ADOPT AMENDMENTS TO SECTIONS 3.1.1, 3.2.1, 4.2.4 AND 5.5.1 OF THE CONSOLIDATED BYLAWS AS SET OUT IN THE REPORT.	2023:RB104	COMPLETED
Board	16-Oct-23	Timing of Organizational Meeting and Clarification of Other Meeting Dates (Revised Consolidated Bylaws)	THAT THE BOARD OF TRUSTEES CONSIDER AND ADOPT A REVISED MEETING SCHEDULE, SUCH THAT THE MEETINGS OF NOVEMBER 20, 2023 AND DECEMBER 4, 2023 FLIP AND THAT NOVEMBER 20 BECOMES THE ORGANIZATIONAL MEETING AND DECEMBER 4 BECOMES THE REGULAR BOARD MEETING.	2023:RB105	COMPLETED
Board	16-Oct-23	July 10, 2023 Resolution: COVID-19 Update	THAT THE BOARD OF TRUSTEES RESCIND THE JANUARY 5, 2022 RESOLUTION OF THE BOARD WHICH PROVIDED AS FOLLOWS: A) THAT THE DIRECTOR OF EDUCATION, AND/OR HER DESIGNATES, TAKE ALL REASONABLE STEPS TO PUBLICLY REPORT DATA, TO THE EXTENT IT IS AVAILABLE, ON CONFIRMED AND PRESUMED CASES IN DDSB SCHOOLS; B) THAT THE DDSB ENSURE FAMILIES AND STAFF HAVE A MECHANISM FOR SELF-REPORTING FOR THOSE WHO HAVE ACCESS TO TESTS; C) THAT THE BOARD PROVIDE INFORMATION ON SCHOOL AND CLASS CLOSURES AND UNUSUAL RATES OF ABSENTEEISM IN SCHOOL COMMUNITIES; D) AND SHOULD THE GOVERNMENT ALTER ITS DIRECTION ON THE COLLECTION OF THIS DATA, THE BOARD WILL REVISIT ITS POSITION.	2023:RB106	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Board	16-Oct-23	Revised Privacy Policy and Rescission of Regulation	THAT THE BOARD OF TRUSTEES RESCIND THE PRIVACY POLICY AND REGULATION AND ADOPT THE NEW PRIVACY POLICY AS NOTED IN THE REPORT.	2023:RB107	COMPLETED
Board	16-Oct-23	Revised Trustee Criminal Reference Checks Policy and Rescission of Regulation	THAT THE BOARD OF TRUSTEES RESCIND THE TRUSTEE CRIMINAL REFERENCE CHECKS POLICY AND REGULATION AND ADOPT THE NEW TRUSTEE CRIMINAL REFERENCE CHECKS POLICY AS NOTED IN THE REPORT.	2023:RB108	COMPLETED
Board	16-Oct-23	Consideration of Integrity Commissioner Findings	THAT TRUSTEE STONE HAS BREACHED THE CODE OF CONDUCT, SPECIFICALLY SECTIONS 6.1, 6.3, 6.4, 6.8, 6.11, AND 6.44 OF THE CODE OF CONDUCT, WHEN SHE POSTED THE TWEETS AND RETWEETS SET OUT IN THIS REPORT.	2023:RB109	COMPLETED
Board	16-Oct-23	Consideration of Integrity Commissioner Findings	THAT THE BOARD OF TRUSTEES: A) CENSURE TRUSTEE STONE B) BAR TRUSTEE STONE FROM ATTENDING ALL OF THE BOARD MEETING OF DECEMBER 4, 2023, AND; C) BAR TRUSTEE STONE FROM SITTING ON ALL COMMITTEES OF THE BOARD FOR THE PERIOD STARTING APRIL 1, 2024 AND ENDING DECEMBER 31, 2024.	2023:RB110	COMPLETED
Standing Committee	06-Nov-23	Addressing Anti-Black Racism	THE CREATION BY THE BOARD OF TRUSTEES OF AN ANTI-BLACK RACISM ADVISORY COMMITTEE. UNDER THE DDSB BYLAWS, AN ADDITIONAL ADVISORY COMMITTEE CAN BE INITIATED BY A RESOLUTION OF THE BOARD OF TRUSTEES. ADVISORY COMMITTEES PROVIDE PUBLIC RECOMMENDATIONS TO THE BOARD ON MATTERS OF POLICY AND CAN INCLUDE TRUSTEE AND/OR STAFF AND COMMUNITY REPRESENTATION/ STUDENT VOICE AT THE DISCRETION OF THE COMMITTEE. SUCH A COMMITTEE MAY INVOLVE A SIGNIFICANT TIME COMMITMENT OF ANY DESIGNATED TRUSTEE(S).	2023:SC32	ONGOING
Special Board	06-Nov-23	Consideration of Submissions re: Code of Conduct	THAT THE BOARD UPHOLD THE FINDING OF BREACHES MADE IN OCTOBER 2023 THAT TRUSTEE STONE HAS BREACHED THE CODE OF CONDUCT, SPECIFICALLY SECTIONS 6.1, 6.3, 6.4, 6.8, 6.11, AND 6.44 OF THE CODE OF CONDUCT, WHEN SHE POSTED THE TWEETS AND RETWEETS SET OUT IN THE REPORT.	2023:SB115	COMPLETED

## DDSB Motion Tracker: November 15, 2022 to November 6, 2023

Special Board	06-Nov-23	Consideration of Submissions re: Code of Conduct	<p>THAT THE BOARD OF TRUSTEES UPHOLD THE SANCTIONS IMPOSED ON TRUSTEE STONE ON OCTOBER 16, 2023 WHICH INCLUDE:</p> <p>A) CENSURE TRUSTEE STONE;</p> <p>B) BAR TRUSTEE STONE FROM ATTENDING ALL OF THE BOARD MEETING OF DECEMBER 4, 2023, AND;</p> <p>BAR TRUSTEE STONE FROM SITTING ON ALL COMMITTEES OF THE BOARD FOR THE PERIOD STARTING APRIL 1, 2024 AND ENDING DECEMBER 31, 2024.</p>	2023:SB118	COMPLETED
Special Board	06-Nov-23	SEAC Alternate Membership Recommendation Re: Autism Ontario	<p>THAT THE BOARD ADOPT THESE RESOLUTIONS OF THE OCTOBER 19, 2023 SEAC COMMITTEE.</p>	2023:SB119	COMPLETED