



# Regular Board Meeting Agenda

December 2, 2024 7:00 p.m.



Michelle Arseneault  
Trustee  
Town of Whitby

Tracy Brown  
Chair of the Board  
Trustee  
Town of Whitby

Emma Cunningham  
Trustee  
City of Pickering

Donna Edwards  
Trustee  
Town of Ajax

Mark Jacula  
Trustee  
City of Oshawa

Stephen Linton  
Trustee  
City of Pickering

Kelly Miller  
Trustee  
Town of Ajax

Carolyn Morton  
Trustee  
Townships of Brock, Scugog &  
Uxbridge

Deb Oldfield  
Vice Chair of the Board  
Trustee  
City of Oshawa

Shailene Panylo  
Trustee  
City of Oshawa

Christine Thatcher  
Trustee  
Town of Whitby

Vacant  
Trustee  
(First Nations Representative)

Kayla Hoare  
Student Trustee

Nitishan Poopalasundaram  
Student Trustee

Shampavi Vijayakumar  
Student Trustee

Durham District School Board  
[calendar.ddsbs.ca/meetings](https://calendar.ddsbs.ca/meetings)  
Facebook: [DurhamDistrictSchoolBoard](https://www.facebook.com/DurhamDistrictSchoolBoard)  
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**DURHAM DISTRICT SCHOOL BOARD**

**REGULAR BOARD MEETING**

**Monday, December 2, 2024, 7:00 p.m.**

PAGE

1. Call to Order

2. Land Acknowledgement

Verbal

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

3. O Canada

(Captain Micheal VandenBos Public School)

4. Declarations of Interest

Verbal

5. Adoption of Agenda

Verbal

6. Consent Items

(a) Approval of the following meeting Minutes:

- i. DRAFT Minutes of the October 21, 2024 Board Meeting 1-7
- ii. DRAFT Minutes of the November 18, 2024 Special Board Meeting 8-9
- iii. DRAFT Minutes of the November 18, 2024 Organizational Meeting 10-22

(b) Adoption of the following Resolution from the October 30, 2024 Governance and Policy Committee Meeting, which the Committee Recommended to the Board:

- i. Resolution #1: That the Board Adopt the Revised Director of Education Performance Appraisal Policy 23

(c) Adoption of Any Resolutions from the December 2, 2024 In Camera, Committee of the Whole Meeting

Verbal

7.	<u>Public Question Period</u> (Chair Tracy Brown)	Verbal
8.	<u>Ministry Memorandums/Information Update</u> (Director of Education Camille Williams-Taylor)	Verbal
9.	<u>Good News from the System</u> (Director of Education Camille Williams-Taylor)	Verbal
10.	<u>Recommended Actions</u>	
	(a) SEAC Membership Motion: Member at Large (Trustees Michelle Arseneault, Donna Edwards, Kelly Miller)	24
	(b) Items Removed from the List of Consent Items	Verbal
11.	<u>Information Items</u>	
	(a) Redesignation of Growth Update (Associate Director David Wright)	25-32
	(b) Audit Committee Meeting Summary (Associate Director David Wright)	33-34
	(c) Audit Committee External Member – Term of Appointment (Associate Director David Wright)	35-38
	(d) 2SLGBTQIA+ Compendium of Action (Superintendent Margaret Lazarus)	39-95
	(e) Report: Approved September 25, 2024 Governance and Policy Committee Meeting Minutes (Trustee Kelly Miller)	96-98
	(f) Report: Approved October 3, 2024 Special Education Advisory Committee (SEAC) Meeting Minutes (Trustees Michelle Arseneault, Donna Edwards, Kelly Miller)	99-109
	(g) OPSBA Update (Trustees Donna Edwards, Kelly Miller)	Verbal
12.	<u>Memos</u>	
	(a) 2425:56, Dates of Significance	110-114

13. Dates of Significance

115-116

14. Adjournment



**DRAFT**

**MINUTES**

**The Regular Meeting of the Board  
Monday, October 21, 2024**

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

1. Call to Order:

Chair Christine Thatcher called the meeting to order at 7:01 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Donna Edwards, Mark Jacula, Kelly Miller, Carolyn Morton, Deb Oldfield, Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets: Trustees Stephen Linton, Shailene Panylo

Officials Present: Director of Education Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, Superintendents Michael Bowman, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Stephen Nevills, Andrea McAuley, Heather Mundy, Martine Robinson, Kandis Thompson (virtual), General Counsel Patrick Cotter, Senior Manager Dervla Kelly, Head of Facilities Lisa Bianca

Recording Secretary: Gillian Venning

2. Land Acknowledgement

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

3. O Canada

Trustees Deb Oldfield and Mark Jacula welcomed and thanked Waverly Public School's Junior Choir and staff lead for their recorded performance of O Canada.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Adoption of Agenda

2024:RB64

MOVED by Trustee Donna Edwards

SECONDED by Trustee Mark Jacula

THAT THE AGENDA BE APPROVED.

CARRIED

6. Proposed Consent Items

As there were no objections, the following proposed consent items were approved and adopted:

(a) Approval of meeting minutes:

i. DRAFT Minutes of the September 16, 2024 Regular Board Meeting

(b) Adoption of Any Resolutions from the In Camera, Committee of the Whole Meeting of October 21, 2024.

7. Public Question Period

Dylan Reynolds joined the meeting virtually and asked a question regarding transportation. Staff responded to the question.

Staff read and responded to a question submitted by Ken Sandiford regarding DDSB's 911 Emergency Resource.

Staff read and responded to a question submitted by Linda Stone regarding reading support resources.

8. Ministry Memorandums/Information Update

Director Camille Williams-Taylor shared the following Multi-Year Strategic Plan progress update:

On June 3<sup>rd</sup>, we shared the 2024 – 2025 Multi-Year Strategic Plan Operational Plan. This outlined our guiding principles and is the foundation of our work: upholding Indigenous rights, affirming and upholding human rights and caring about and striving to know each other. We agreed that to support our 3 priorities of meaningful learning, connected community and well-being, we need to assess our impact continuously. This update will focus on Meaningful Learning.

Acadience reading K-6 is an evidence-based early reading screening tool that identifies students who may have future difficulties in reading. The assessments include letter naming fluency, word fluency, oral reading fluency. Training began last year and

continues into the fall. As of September 2024, 1,071 of our K-2 educators have completed the training and have been using the strategies to understand the needs of our youngest learners.

Universal Design for Learning (UDL) is an approach that recognizes that all learners are unique. In our commitment to building on the potential of each student, we are learning to develop environments that engage each student in a meaningful way. That is UDL. All staff engaged in a kick-off to the school year with learning about Universal Design for Learning hosted virtually by Mirko Chardin of Novak education. This week, key educational leaders from each school will re-engage in-person with Mirko to better understand how to support the practice of UDL in schools. Further learning for all educators has been taking place at staff meetings each month focused on the core principles of UDL and staff are being encouraged to continue their professional learning through a monthly UDL newsletter.

Speaking of individualization, we are committed to improving the experience of our students who have individual education plans (IEPs). Schools have engaged in the process of collaborating on over 12,400 Individual Education Plans supporting student learning for 2024-2025. To support schools in the process, reflective questions for meaningful, responsive and individualized IEP development have been shared with SERTs and with school administrators. Coaching around the importance of recency and relevancy of assessments driving programming decisions. Resources have also been shared such as the revised and updated Parent/Guardian Guide, amplifying the importance of family input into planning for student learning.

One of our key MYSP principles is upholding Indigenous Rights. On October 7, 2024, the DDSB hosted the first session in a series of speaker workshops organized by the Indigenous Education Department. The inaugural speaker was Chief Kelly LaRocca of the Mississaugas of Scugog Island First Nation (MSIFN), who is highly respected in her community. Chief LaRocca's discussion highlighted the importance of Land-Based Learning, emphasizing the profound connection between Indigenous culture and the land, which is seen not just as a physical space but as a living entity with cultural, spiritual, and educational significance. Chief LaRocca explained how Land-Based Learning helps deepen understanding of Indigenous history and perspectives, while also promoting environmental stewardship and reconciliation. This approach weaves traditional Indigenous knowledge and teachings into educational practices, encouraging students and educators to develop a respectful, reciprocal relationship with the land. It was a well-attended and very engaging learning opportunity. The second session in the speaker series will take place on November 18. Dr. Chad Cowie, Assistant Professor of Political Science at the University of Toronto, will lead a discussion focused on the history and governance of the Michi Saagig people.

Additionally, as all our staff are Human Rights Duty Bearers, over the course of five Wednesdays this summer, Facilities Services partnered with People and Culture, Human Rights, and Indigenous Education staff teams to engage in custodial and maintenance team professional learning on anti-oppression and related policies. Each session hosted between 60-115 employees. This was the first time these teams have been brought together for this kind of professional learning. Leveraging a discussion-based session structure, our facilitation team benefitted from learning about the experiences and needs of this employee group. We will continue to build on this experience for future sessions.

These are a few examples of the work we are undertaking to deliver on the promise of meaningful learning for students and staff. In the months ahead, we will be collecting impact data in the form of stories, experiences and outcomes that we will include in these monthly updates.

9. Good News from the System

Danielle and Sebastian from Ajax High School shared good news from across the system on behalf of DDSB students.

10. DDSB Presentation

(a) OPSBA Achievement Award

Trustee Donna Edwards welcomed and congratulated Michele Gordon, Educational Assistant at Beaver River Public School, who is the recipient of the OPSBA Achievement Award. Each year, OPSBA's Achievement Awards are presented to members of school communities across the province for their outstanding, exemplary and unique contributions to the overall well-being of the school or community through in-school, board-wide, extra-curricular and/or volunteer activity.

Michele was nominated for this award by a former student, whose nomination summarized all the ways Michele has made a difference. Her words of advice or encouragement on a tough day, support given when approaching a challenging assignment, or sometimes just with a smile that could be exactly what was needed in that moment on that day. Her actions in the classroom and within the school community contribute to the well-being of all students.

(b) 2023-2024 Educational Services Staff Award

Chair Christine Thatcher and Director of Education Camille Williams Taylor welcomed and congratulated Robert Field, Lead Custodian and Southwood Park Public School, who is the recipient of the 2023-2024 Education Services Staff Award.

Since 2013 this annual award recognizes a staff member/team affiliated with the Canadian Union of Public Employees (CUPE), consisting of office-clerical-technical staff, custodial and maintenance staff, and Educational Assistants. These staff support the safe operation of schools, keep schools clean and systems operating, and provide program support to teachers and students.

Robert was nominated by his colleagues at Southwood Park who describe Robert as diligent and professional in his work, quick to respond to any requests related to maintenance and an initiative taker who often completes tasks before a request is made. He is described by staff as having a pleasant and friendly demeanor, which is evident each day as students and staff are greeted with a cheerful and friendly smile and a willingness to chat.

11. Recommended Actions

(a) Items Removed from the List of Consent Items:

- i. Adoption of the following Resolution from the September 25, 2024 Governance and Policy Committee meeting, which the Committee Recommended to the Board: That the Board Adopt the Revised Bylaws – Public Question Period

Trustee Emma Cunningham introduced the recommendation of the Governance and Policy Committee coming forward from its September 25, 2024 meeting:

2024:RB65

MOVED by Trustee Emma Cunningham

THAT SECTIONS 5.12.13 THROUGH TO 5.12.16 OF THE DDSB BYLAWS BE DELETED IN ORDER TO REMOVE PUBLIC QUESTION PERIOD FROM THE BOARD AGENDA.

The motion was not seconded and did not proceed to a vote. Discussion took place and trustee questions were answered.

2024:RB66

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Emma Cunningham

THAT THE MATTER BE REFERRED TO THE GOVERNANCE AND POLICY COMMITTEE FOR FURTHER CONSIDERATION AND THAT THE DIRECTOR DELIVER A REPORT TO THE COMMITTEE THAT ADDRESSES THE ISSUE OF A DEFINED RIGHT TO PUBLIC PARTICIPATION.

CARRIED

## 12. Information Items

### (a) Audit Committee Meeting Summary

Associate Director David Wright provided an overview of the September 17, 2024 meeting of the Audit Committee.

There were no trustee questions.

### (b) Audit Committee Annual Report to the Board of Trustees

Associate Director David Wright provided an overview of the annual report of the Audit Committee which provides a summary of member attendance and activity for the prior fiscal year.

There were no trustee questions.

### (c) Audit Committee Annual Report to the Ministry of Education

Associate Director David Wright provided an overview of the annual report of the Audit Committee provided to the Ministry of Education which provides a summary of actions performed by the Regional Internal Audit Team for the prior fiscal year.

There were no trustee questions.

(d) Unnamed Pickering Seaton PS Boundary Review

Associate Director David Wright introduced Head of Facilities Lisa Bianca who provided an overview of public consultation process that will be undertaken in accordance with DDSB's School Boundaries Regulation between October 22, 2024 and January 10, 2025 to establish the attendance boundary for the Unnamed Pickering Seaton Public School, anticipated to open in September 2025.

Trustee questions were answered.

(e) Unnamed Ajax Coughlan PS Boundary Review

Associate Director David Wright introduced Head of Facilities Lisa Bianca who provided an overview of public consultation process that will be undertaken in accordance with DDSB's School Boundaries Regulation between October 22, 2024 and January 10, 2025 to establish the attendance boundary for the Unnamed Coughlan Public School, anticipated to open in September 2025.

There were no trustee questions.

(f) Elementary and Secondary Student Enrolment and Teacher Staffing Update

Superintendent Heather Mundy provided an overview of DDSB's current elementary and secondary student enrolment compared to spring 2024 enrolment projections as well as allocation of teaching staff in accordance with Ministry of Education requirements.

Trustee questions were answered.

(g) Report: Approved May 29, 2024 Governance and Policy Committee Meeting Minutes

Trustee Emma Cunningham shared the minutes and provided an overview of discussion that took place at the May 29, 2024 Governance and Policy Committee meeting.

There were no trustee questions.

(h) Report: Approved September 5, 2024 Special Education Advisory Committee Meeting Minutes

Trustee Kelly Miller shared the minutes provided an overview of discussion that took place at the September 5, 2024 SEAC meeting.

There were no trustee questions.

(i) OPSBA Report

Trustee Donna Edwards shared that the next OPSBA Board of Director's meeting is coming up in November and noted that October 21 – 25, 2024 is Local Government

Regular Meeting of the Board Minutes  
October 21, 2024

Week, an initiative that aims to increase civicyouth and public awareness about the important role of local government (including school board trustees) in our communities. A video highlighting Local Government Week was shared.

13. Days of Significance

The dates of significance were shared for information.

14. Adjournment

2024:RB67

MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

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

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

**8**  
**DRAFT**  
**MINUTES**

**The Special Meeting of the Board**

**Monday, November 18, 2024**

**7:00 p.m.**

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

1. Call to Order:

Roll Call: Chair Christine Thatcher

The Chair called the meeting to order at 7:07 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham (virtual), Donna Edwards, Mark Jacula, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Student Trustees Kayla Hoare (virtual), Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets:

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, General Counsel Patrick Cotter, Superintendents Michael Bowman, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Martine Robinson, Kandis Thompson, Senior Manager Dervla Kelly

Recording Secretary: Gillian Venning

2. Land Acknowledgement

Chair Christine Thatcher gave the Land Acknowledgment: the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with territories upon which our school board and schools are located. Today, this area is 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 at this time.



4. Adoption of Agenda

2024:SB46  
MOVED by Trustee Donna Edwards  
SECONDED by Trustee Kelly Miller

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Actions

(a) Financial Process and the 2023-2024 Financial Statements

Associate Director David Wright introduced Senior Manager of Finance Melissa Durward who provided an overview of the report, which summarizes DDSB's annual audited financial statements and the financial governance and oversight in place in school boards. The audited financial statements provide the actual results for the period of September 1, 2023 to August 31, 2024 and are required to be submitted to the Ministry of Education.

Trustee questions were answered.

2024:SB47  
MOVED by Trustee Carolyn Morton  
SECONDED by Trustee Michelle Arseneault

THAT THE BOARD OF TRUSTEES APPROVE THE 2023-2024 AUDITED FINANCIAL STATEMENTS OF THE DURHAM DISTRICT SCHOOL BOARD, INCLUDING TRANSFERS TO AND FROM INTERNALLY RESTRICTED FUNDS.

CARRIED

6. Adjournment

2024:SB48  
MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

The meeting adjourned at 7:15 p.m.

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Chair

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Secretary

## DRAFT

### MINUTES

**Organizational Meeting of the Board  
Monday, November 18, 2024  
7:30 p.m.**

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

1. Call to Order:

The Secretary to the Board Camille Williams-Taylor called the meeting to order at 7:30 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham (virtual), Donna Edwards, Mark Jacula, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Christine Thatcher, Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets: Student Trustee Kayla Hoare

Officials Present: Director of Education Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, Superintendents Michael Bowman, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Martine Robinson, Kandis Thompson, General Counsel Patrick Cotter, Senior Manager of Public Affairs Dervla Kelly

Recording Secretary: Gillian Venning

2. Land Acknowledgement

Director Camille Williams-Taylor 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. O Canada

Trustees Donna Edwards and Kelly Miller welcomed and thanked the Lakeside Public School Concert Band, under the direction of Annette Weykamp. The band performed *O Canada* and *Somewhere in My Memory*.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Adoption of Agenda

2024:OB01

MOVED by Trustee Stephen Linton  
SECONDED by Trustee Mark Jacula

THAT THE AGENDA BE APPROVED.

CARRIED

6. Election of Chair of the Board of Trustees

Director Camille Williams-Taylor informed trustees of the process for the election of the Board's Chair under the Board's By-Laws. Nominations were opened for the position of Chair of the Durham District School Board.

2024:OB02

TRUSTEE DEB OLDFIELD NOMINATED TRUSTEE TRACY BROWN FOR THE POSITION OF CHAIR OF THE BOARD OF TRUSTEES FOR THE DURHAM DISTRICT SCHOOL BOARD. TRUSTEE TRACY BROWN ACCEPTED THE NOMINATION.

2024:OB03

TRUSTEE KELLY MILLER SELF-NOMINATED FOR THE POSITION OF CHAIR OF THE BOARD OF TRUSTEES.

Subsequent to three calls for additional nominations by the Director, and there being none, nominations for the position of Chair were closed. Candidates were provided an opportunity to speak to their candidacy before confidential polling took place. The General Counsel, Recording Secretary and Student Trustees acted as arbiters.

Trustee Tracy Brown was elected to the position of Chair of the Board of Trustees. Following a brief recess, the newly elected Chair presided over the remainder of the meeting.

7. Election of Vice Chair of the Board of Trustees

The Chair called for nominations for the position of Vice Chair of the Board of Trustees.

2024:OB04

TRUSTEE CAROLYN MORTON NOMINATED TRUSTEE KELLY MILLER FOR THE POSITION OF VICE CHAIR OF THE BOARD OF TRUSTEES FOR THE DURHAM DISTRICT SCHOOL BOARD. TRUSTEE KELLY MILLER ACCEPTED THE NOMINATION.

2024:OB05

TRUSTEE STEPHEN LINTON NOMINATED TRUSTEE DEB OLDFIELD FOR THE POSITION OF VICE CHAIR OF THE BOARD OF TRUSTEES FOR THE DURHAM DISTRICT SCHOOL BOARD. TRUSTEE DEB OLDFIELD ACCEPTED THE NOMINATION.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Vice Chair were closed. Candidates were provided an opportunity to speak to their candidacy before confidential polling took place. The General Counsel, Recording Secretary and Student Trustees acted as arbiters.

Trustee Deb Oldfield was elected to the position of Vice Chair of the Board of Trustees.

8. Election of the Vice Chair of the Committee of the Whole - Standing Committee

The Chair called for nominations for the position of Vice Chair of the Committee of the Whole – Standing Committee.

2024:OB06

TRUSTEE DONNA EDWARDS NOMINATED TRUSTEE KELLY MILLER FOR THE POSITION OF VICE CHAIR OF THE COMMITTEE OF THE WHOLE – STANDING COMMITTEE. TRUSTEE KELLY MILLER ACCEPTED THE NOMINATION.

2024:OB07

TRUSTEE MARK JACULA NOMINATED TRUSTEE SHAILENE PANYLO FOR THE POSITION OF VICE CHAIR OF THE COMMITTEE OF THE WHOLE – STANDING COMMITTEE. TRUSTEE SHAILENE PANYLO ACCEPTED THE NOMINATION.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Vice Chair of the Committee of the Whole – Standing Committee were closed. Candidates were provided an opportunity to

Organizational Meeting of the Board  
November 18, 2024

speak to their candidacy before confidential polling took place. The General Counsel, Recording Secretary and Student Trustees acted as arbiters.

Trustee Kelly Miller was elected to the position of Vice Chair of the Committee of the Whole – Standing Committee.

9. Membership Establishment: Education Finance Committee

The Chair asked that Trustees declare their interest in being a member of the Education Finance Committee through a show of hands.

The following Trustees were confirmed as members of the Education Finance Committee:

- 1. Michelle Arseneault
- 2. Tracy Brown
- 3. Emma Cunningham
- 4. Donna Edwards
- 5. Kelly Miller
- 6. Carolyn Morton
- 7. Christine Thatcher

Quorum for the Education Finance Committee is set at 4.

10. Election of the Chair of the Education Finance Committee

The Chair called for nominations for the position of Chair of the Education Finance Committee.

2024:OB08

TRUSTEE CAROLYN MORTON SELF-NOMINATED.

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

Trustee Carolyn Morton was acclaimed to the position of Chair of the Education Finance Committee.

11. Election of the Vice Chair of the Education Finance Committee

The Chair called for nominations for the position of Vice Chair of the Education Finance Committee.

2024:OB09

TRUSTEE KELLY MILLER NOMINATED TRUSTEE DONNA EDWARDS FOR THE POSITION OF VICE CHAIR OF THE EDUCATION FINANCE COMMITTEE.

TRUSTEE DONNA EDWARDS ACCEPTED THE NOMINATION.

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

Trustee Donna Edwards was acclaimed to the position of Vice Chair of the Education Finance Committee.

12. Membership Establishment: Governance and Policy Committee

The Chair asked that Trustees declare their interest in being a member of the Governance and Policy Committee through a show of hands.

The following Trustees were confirmed as members of the Governance and Policy Committee:

- 1. Michelle Arseneault
- 2. Tracy Brown
- 3. Emma Cunningham
- 4. Donna Edwards
- 5. Mark Jacula
- 6. Stephen Linton
- 7. Kelly Miller
- 8. Carolyn Morton
- 9. Deb Oldfield
- 10. Shailene Panylo
- 11. Christine Thatcher

Quorum for the Governance and Policy Committee is set at 6.

13. Election of the Chair of the Governance and Policy Committee

The Chair called for nominations for the position of Chair of the Governance and Policy Committee.

2024:OB10

TRUSTEE CHRISTINE THATCHER SELF-NOMINATED.

2024:OB11

TRUSTEE DONNA EDWARDS SELF-NOMINATED.

2024:OB12

TRUSTEE DEB OLDFIELD NOMINATED TRUSTEE KELLY MILLER FOR THE POSITION OF CHAIR OF THE GOVERNANCE AND POLICY COMMITTEE. TRUSTEE KELLY MILLER ACCEPTED THE NOMINATION.

2024:OB13

TRUSTEE MICHELLE ARSENEAULT NOMINATED TRUSTEE MARK JACULA FOR THE POSITION OF CHAIR OF THE GOVERNANCE AND POLICY COMMITTEE. TRUSTEE MARK JACULA DECLINED THE NOMINATION.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Chair of the Governance and Policy Committee were closed. Candidates were provided an opportunity to briefly speak to their candidacy before confidential polling took place. The General Counsel, Recording Secretary and Student Trustees acted as arbiters.

Trustee Kelly Miller was elected to the position of Chair of the Governance and Policy Committee.

14. Election of the Vice Chair of the Governance and Policy Committee

The Chair called for nominations for the position of Vice Chair of the Governance and Policy Committee.

2024:OB14

TRUSTEE KELLY MILLER NOMINATED TRUSTEE MARK JACULA FOR THE POSITION OF VICE CHAIR OF THE GOVERNANCE AND POLICY COMMITTEE. TRUSTEE MARK JACULA ACCEPTED THE NOMINATION.

2024:OB15

TRUSTEE KELLY MILLER NOMINATED TRUSTEE DONNA EDWARDS FOR THE POSITION OF VICE CHAIR OF THE GOVERNANCE AND POLICY COMMITTEE. TRUSTEE DONNA EDWARDS ACCEPTED THE NOMINATION.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Vice Chair of the Governance and Policy Committee were closed. Candidates were provided an opportunity to briefly speak to their candidacy before confidential polling took place. The General Counsel, Recording Secretary and Student Trustees acted as arbiters.

Trustee Mark Jacula was elected to the position of Vice Chair of the Governance and Policy Committee.

15. Membership Establishment: Director of Education Performance Appraisal Committee

The Chair asked that Trustees declare their interest in being a member of the Director of Education Performance Appraisal Committee through a show of hands and reminded Trustees that the one-year term of membership commences in May

Organizational Meeting of the Board  
November 18, 2024

2025. This Committee is required to have not fewer than three members and not more than 7.

The following Trustees were confirmed as members of the Director of Education Performance Appraisal Committee:

- 1. Tracy Brown
- 2. Donna Edwards
- 3. Kelly Miller
- 4. Carolyn Morton
- 5. Christine Thatcher

Quorum for the Director of Education Performance Appraisal Committee is set at 3.

16. Election of the Chair of the Director of Education Performance Appraisal Committee

The Chair called for nominations for the position of Chair of the Director of Education Performance Appraisal Committee for a term of office commencing in May 2025.

2024:OB16

TRUSTEE CAROLYN MORTON SELF-NOMINATED.

2024:OB17

TRUSTEE KELLY MILLER NOMINATED TRUSTEE DONNA EDWARDS FOR THE POSITION OF CHAIR OF THE DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL COMMITTEE. TRUSTEE DONNA EDWARDS DECLINED THE NOMINATION.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Chair of the Director of Education Performance Appraisal Committee were closed.

Trustee Carolyn Morton was acclaimed to the position of Chair of the Director of Education Performance Appraisal Committee for a one year term of office commencing in May 2025.

17. Membership Establishment: Board Self-Assessment Committee

The Chair asked that Trustees declare their interest in being a member of the Board Self-Assessment Committee through a show of hands and reminded Trustees that the one-year term of membership commences in May 2025.

The following Trustees were confirmed as members of the Board Self-Assessment Committee:

- 1. Michelle Arseneault



Organizational Meeting of the Board  
November 18, 2024

2. Tracy Brown
3. Emma Cunningham
4. Donna Edwards
5. Mark Jacula
6. Stephen Linton
7. Kelly Miller
8. Carolyn Morton
9. Deb Oldfield
10. Shailene Panylo

Quorum for the Board Self-Assessment Committee is set at 6.

18. Election of the Chair of the Board Self-Assessment Committee

The Chair called for nominations for the position of Chair of the Board Self-Assessment Committee for a term of office commencing in May 2025.

2024:OB18

TRUSTEE STEPHEN LINTON SELF-NOMINATED.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Chair of the Board Self-Assessment Committee were closed.

Trustee Stephen Linton was acclaimed to the position of Chair of the Board Self-Assessment Committee for a one-year term of office commencing in May 2025.

19. Election of the Vice Chair of the Board Self-Assessment Committee

The Chair called for nominations for the position of Vice Chair of the Board Self-Assessment Committee for a term of office commencing in May 2025.

2024:OB19

TRUSTEE KELLY MILLER NOMINATED TRUSTEE DONNA EDWARDS FOR THE POSITION OF VICE CHAIR OF THE BOARD SELF-ASSESSMENT COMMITTEE. TRUSTEE DONNA EDWARDS ACCEPTED THE NOMINATION.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Vice Chair of the Board Self-Assessment Committee were closed.

Trustee Donna Edwards was acclaimed to the position of Vice Chair of the Board Self-Assessment Committee for a one-year term of office commencing in May 2025.

20. Election of Members: Statutory Committees

(a) Audit Committee

The Chair called for nominations for the three positions of Audit Committee member for a two-year term through to November 2026.

2024:OB20

TRUSTEE MICHELLE ARSENEAULT SELF-NOMINATED.

2024:OB22

TRUSTEE CAROLYN MORTON SELF-NOMINATED.

2024:OB23

TRUSTEE SHAILENE PANYLO NOMINATED TRUSTEE MARK JACULA FOR THE POSITION OF AUDIT COMMITTEE MEMBER. TRUSTEE MARK JACULA ACCEPTED THE NOMINATION.

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

Trustees Michelle Arseneault, Mark Jacula and Carolyn Morton were acclaimed to the position of Audit Committee member for a two-year term of office.

(b) Special Education Advisory Committee (SEAC)

The Chair called for nominations for the three positions of Special Education Advisory Committee member.

2024:OB24

TRUSTEE DONNA EDWARDS SELF-NOMINATED.

2024:OB25

TRUSTEE KELLY MILLER SELF-NOMINATED.

2024:OB26

TRUSTEE MICHELLE ARSENEAULT SELF-NOMINATED.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Special Education Advisory Committee member were closed.

Trustees Michelle Arseneault, Donna Edwards and Kelly Miller were acclaimed to the position of Special Education Advisory Committee member.

(c) Supervised Alternative Learning Committee (SAL)

The Chair called for nominations for the two positions of Supervised Alternative Learning Committee member.

2024:OB27

TRUSTEE MICHELLE ARSENEAULT NOMINATED TRUSTEE CAROLYN MORTON FOR THE POSITION OF SUPERVISED ALTERNATIVE LEARNING COMMITTEE MEMBER. TRUSTEE CAROLYN MORTON ACCEPTED THE NOMINATION.

2024:OB28

TRUSTEE CAROLYN MORTON NOMINATED TRUSTEE MICHELLE ARSENEAULT FOR THE POSITION OF SUPERVISED ALTERNATIVE LEARNING COMMITTEE MEMBER. TRUSTEE MICHELLE ARSENEAULT ACCEPTED THE NOMINATION.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Supervised Alternative Learning Committee member were closed.

Trustees Michelle Arseneault and Carolyn Morton were acclaimed to the position of Supervised Alternative Learning Committee member.

The Chair called for nominations for the two positions of Supervised Alternative Learning Committee Alternate member.

2024:OB29

TRUSTEE KELLY MILLER NOMINATED TRUSTEE CHRISTINE THATCHER FOR THE POSITION OF SUPERVISED ALTERNATIVE LEARNING COMMITTEE ALTERNATE MEMBER. TRUSTEE CHRISTINE THATCHER DECLINED THE NOMINATION.

2024:OB30

TRUSTEE DONNA EDWARDS SELF-NOMINATED.

2024:OB31

TRUSTEE DEB OLDFIELD SELF-NOMINATED.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Supervised Alternative Learning Committee Alternate member were closed.

Trustees Donna Edwards and Deb Oldfield were acclaimed to the position of

Supervised Alternative Learning Committee Alternate member.

(d) Parent Involvement Committee (PIC)

The Chair called for nominations for the position of Parent Involvement Committee member.

2024:OB32

TRUSTEE KELLY MILLER NOMINATED TRUSTEE STEPHEN LINTON FOR THE POSITION OF PARENT INVOLVEMENT COMMITTEE MEMBER. TRUSTEE STEPHEN LINTON ACCEPTED THE NOMINATION.

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

Trustee Stephen Linton was acclaimed to the position of Parent Involvement Committee member.

The Chair called for nominations for the position of Parent Involvement Committee Alternate member.

2024:OB33

TRUSTEE SHAILENE PANYLO SELF-NOMINATED.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Parent Involvement Committee Alternate member were closed.

Trustee Shailene Panylo was acclaimed to the position of Parent Involvement Committee Alternate member.

21. Election of OPSBA Directors

(a) Voting Director

The Chair called for nominations for the position of Ontario Public School Boards' Association Voting Director for a one-year term of office commencing in June 2025.

2024:OB34

TRUSTEE DONNA EDWARDS SELF-NOMINATED.

2024:OB35

TRUSTEE KELLY MILLER SELF-NOMINATED.

Organizational Meeting of the Board  
November 18, 2024

Trustee Kelly Miller subsequently withdrew.

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

Trustee Donna Edwards was acclaimed to the position of OPSBA Voting Director for a one-year term of office commencing in June 2025.

(b) Alternate Voting Director

The Chair called for nominations for the position of Ontario Public School Boards' Association Alternate Voting Director for a one-year term of office commencing in June 2025.

2024:OB36

TRUSTEE KELLY MILLER SELF-NOMINATED.

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

Trustee Kelly Miller was acclaimed to the position of OPSBA Alternate Voting Director for a one-year term of office commencing in June 2025.

22. Election of Ignite Durham Learning Foundation Member

The Chair called for nominations for the position of Ignite Durham Learning Foundation member for a two-year term of office through November 2026.

2024:OB37

TRUSTEE MICHELLE ARSENEAULT SELF-NOMINATED.

Subsequent to three calls for additional nominations by the Chair, and there being none, nominations for the position of Ignite Durham Learning Foundation member were closed.

Trustee Michelle Arseneault was acclaimed to the position of Ignite Durham Learning Foundation member for a two-year term of office.

23. Approval of the Board and Standing Committee Meeting Dates of 2025

Chair Tracy Brown presented the draft Board and Standing Committee Meeting Dates for 2025.

2024:OB38

MOVED by Carolyn Morton  
SECONDED by Michelle Arseneault

THAT THE DRAFT BOARD AND STANDING COMMITTEE MEETING DATES OF 2025 BE APPROVED.

CARRIED

Chair Tracy Brown thanked outgoing Chair, Trustee Christine Thatcher for her leadership of the Board over the past year.

24. Adjournment

2024:OB39

MOVED by Trustee Mark Jacula

SECONDED by Stephen Linton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:54 p.m.

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Chair

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Secretary



**Durham District School Board**

**December 2, 2024 Board Meeting**

**Resolution: October 30, 2024 Governance and Policy Committee Meeting**

At the Governance and Policy Committee meeting of October 30, 2024, the Committee made the following recommendation to the Board of Trustees and recommended that the matter be dealt with at this meeting of the Board of Trustees:

**i. Revised Director of Education Performance Appraisal Policy**

THAT THE DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL POLICY BE REVISED AS NOTED IN APPENDIX A OF THE OCTOBER 30, 2024 REPORT TO THE GOVERNANCE AND POLICY COMMITTEE.

**Link to October 30, 2024 Governance and Policy Committee agenda package which includes the staff report on the aforementioned item:**

[Agenda: October 30, 2024 Governance and Policy Committee](#)

**Link to Draft, unapproved October 30, 2024 Governance and Policy Committee meeting minutes:**

[Draft Minutes: October 30, 2024 Governance and Policy Committee](#)



**DURHAM DISTRICT SCHOOL BOARD**

December 2, 2024

Board Meeting

**ACTIONS OF THE SEAC MEETING, THURSDAY, NOVEMBER 7, 2024**

**SEAC MEMBERSHIP AT LARGE**

Representative for Member at Large

MOVED by: Tara Culley

SECONDED by: Elizabeth Daniel

MOTION TO THE BOARD OF TRUSTEES TO APPROVE THE SEAC RECOMMENDATION THAT CANDIDATE JESSICA WELLS BE APPROVED AS REPRESENTATIVE FOR MEMBER AT LARGE.



**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** December 2, 2024**SUBJECT:** Redesignation of Growth Update**PAGE:** 1 of 5**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
David Wright, Associate Director of Corporate Services and Treasurer of the Board  
Lisa Bianca, Head of Facilities Services  
Lindsay Wells, Senior Manager, Development & Inclusive Design  
Lygia Dallip, Manager of Property & Planning

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

The Durham District School Board is committed to providing learning and working environments that center human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

**1.0 Abstract**

With significant population growth in Durham Region, the Durham District School Board (DDSB) is continuing to see increases in enrolment within the District. New schools are constructed to address the enrolment growth and support students within their home communities. Until funding is secured for the construction of a new school, students from new residential development attend the nearest existing school with available space. These schools are known as Partner Schools and the community awaiting a new school is known as a growth boundary. An annual review is undertaken to identify partner schools and to establish or relocate growth boundaries. This report pertains to north Pickering Seaton and north Oshawa and is provided for information.

**2.0 Purpose**

The purpose of this report is to provide the Board of Trustees with an update on the redesignation of growth from future developments to schools that have capacity to accommodate growth for the 2025-2026 school year.

**3.0 Background**

New residential development in north Pickering, north Ajax, west Whitby, and north Oshawa has resulted in increasing pressures on DDSB schools and their utilization.

When space is not available to accommodate new development growth in an existing neighbourhood school boundary, DDSB Planning staff must determine a strategy to accommodate the new students at other schools.

Planning staff establish growth boundaries as new neighbourhoods are built and occupied. New student registrations from the growth boundary join an existing school community until a school is approved and constructed in their neighbourhood and they can attend closer to home; however, new school construction can take seven to ten years following the construction of new homes. A history of existing growth boundaries is found in Appendix A.

When matching growth boundaries with school communities, staff look to partner with schools that have either capacity within the building to accommodate increased enrolment, the ability to add portables on site, or both.

Once potential partner schools are identified, Durham Student Transportation Services (DSTS) is consulted on the transportation needs for future students on established or new bus routes as new development is typically not within walking distance to an existing school. At this time, traffic concerns and vehicle access options for buses and cars at proposed partner schools are identified and reviewed for possible resolutions.

Growth boundaries and partner schools are utilized until funding approval for a new school is received from the Ministry of Education and the school can be designed, constructed and opened. The time from receipt of funding approval to opening of a new school varies, but is typically anticipated to be approximately three year to four years, which includes eighteen months to two years of construction.

If a new school cannot be approved, enrolment growth will be accommodated in one or more existing neighbourhood schools through a permanent boundary consultation process. Diagram 1 below, illustrates the steps leading to the establishment of a new or relocated growth boundary.

Diagram 1: Growth Boundary and Partner School Identification Process



## 4.0 Analysis

### 4.1 North Pickering Seaton Development

The existing growth boundary in north Pickering's Seaton development, identified in Appendix B, currently designated to Claremont PS, has been redirected to Valley View PS as of September 2025. Students currently attending Claremont PS and residing in this growth boundary will continue to attend Claremont PS in September 2025. New students residing in the established growth boundary with siblings attending Claremont PS will also attend Claremont PS for September 2025. Any other new registrations from within the growth boundary will join the Valley View PS school community.

A projected 70 students from this growth boundary are anticipated for the 2025-2026 year. In 2026-2027 and 2027-2028, there is a potential for 60 new students from this development to attend Valley View PS.

Existing bus routes will be utilized for transportation from the new development to Valley View PS. DSTS indicates that there are challenges to transporting students from the identified growth boundary in Seaton to Valley View PS; however, it is possible if a bell time change at Valley View PS is implemented.

The current bell time at Valley View PS is 8:00 am to 2:30 pm. DSTS are proposing to adjust the bell time to 8:10 am to 2:40 pm, to accommodate the growth boundary partnering with Valley View PS. This bell time change would take effect in September 2025.

As part of the Valley View PS community, students from this growth boundary would attend Pine Ridge SS.

#### 4.2 North Oshawa Development (Kedron Planning Area)

New development in north Oshawa identified in Appendix C requires the establishment of a growth boundary. Currently, there are two existing growth boundaries with students attending either Kedron PS or Sherwood PS. Both schools are experiencing enrolment pressures resulting from new homes in the Kedron Planning Area. These two growth boundaries are being merged into a single growth boundary to be partnered with Elsie MacGill PS for September 2025.

Students currently attending Kedron PS or Sherwood PS but residing in this growth boundary will continue to attend Kedron PS or Sherwood PS in September 2025. New students residing in the established growth boundary with siblings attending Kedron PS or Sherwood PS will attend Kedron PS or Sherwood PS.

Elsie MacGill PS has two portables on site and can accommodate an increase in enrolment as a partner school for this growth boundary. A projected 157 students from the merged growth boundary would be accommodated in 2025-2026. In 2026-2027 and 2027-2028, there is a potential for 54 new students from this development to attend Elsie MacGill PS.

Grade 8 students from this 2025-2026 established growth boundary would be the part of the inaugural grade 9 class for the new Unnamed North Oshawa SS in 2026-2027.

DSTS indicates that there are challenges to transporting students from the north Kedron Planning area to Elsie MacGill PS; however, these challenges will be resolved for September 2025. DDSB staff will continue to work with DSTS to address enrolment growth pressures resulting from new homes within the Kedron Planning Area.

### 5.0 **Financial Implications**

Additional students emerging from new residential developments are bused to existing schools. This may result in an increase in or a re-routing of existing buses which will have financial implications.

## 6.0 Strategic Links

A plan for efficient utilization of DDSB's existing spaces and planning for future new spaces will support meaningful learning by providing high quality teaching and learning environments. It also supports connected communities by ensuring spaces that foster opportunities to meet, learn from and inspire each other are available. It advocates well-being by ensuring DDSB schools are safe, caring, and respectful environments where people can thrive and supports infrastructure commitment to provide equitable access to reliable home to school transportation.

## 7.0 Communication Plan

Administrators and Family of Schools staff at the impacted schools have been advised of the changes to these school boundaries which will be effective as of September 2025. The DDSB website School Locator tool will reflect the new growth boundaries and partner school designations. The Communications department will prepare letters to be distributed to the impacted school communities advising of the upcoming changes.

## 8.0 Conclusion

This report is provided to the Board of Trustees for information.

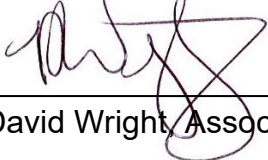
## 9.0 Appendices

- Appendix A – History of Growth Boundaries
- Appendix B – Boundary Map Valley View PS and Growth Boundary
- Appendix C – Boundary Map Elsie MacGill PS and Growth Boundary

Report reviewed and submitted by:



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



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

## 2024-2025 Updated Growth Boundary Partner Schools Chart

Growth Boundary (Development) Areas	2025 Partner Schools	Previous Partner School	*OTG	October 31 2024 Unaudited Enrolment	Percentage Utilization	2024-2025 Portables In Use
Pickering Seaton North	<b>Valley View PS</b>		<b>167</b>	374	224%	<b>9</b>
		Claremont PS	187	319	171%	4
North Oshawa Kedron	<b>Elsie MacGill PS</b>		<b>519</b>	574	111%	<b>2</b>
		Sherwood PS	467	604	129%	7
		Kedron PS	262	532	203%	9

\*In 2024-25, Valley View PS is a partner school for the Unnamed Coughlan PS which opens in September 2025. As of September 2025, Valley View PS will then be used for students from the new development identified for a future elementary school in the Seaton community.

## Partner Schools with No Change to Growth Boundaries for 2025-2026

Growth Boundary (Development) Area	2024 Partner Schools	Previous Partner School	*OTG	October 31 2024 Unaudited Enrolment	Percentage Utilization	2024-2025 Portables In Use
Ajax	Lincoln Alexander PS		412	498	121%	2
West Whitby	<b>Dr. Robert Thornton PS</b>		<b>443</b>	<b>403</b>	<b>91%</b>	<b>2</b>
		CE Broughton PS (2023-2024)	354	540	153%	9
		Willows Walks PS (2022-2023)	487	539	111%	3
		Glen Dhu PS (2019-2022)	550	596	108%	2
West Whitby	<b>Robert Munsch PS</b>		<b>593</b>	<b>564</b>	<b>95%</b>	<b>2</b>
		Williamsburg PS (2023-24)	513	812	158%	9
		Ormiston PS (2018-2023)	472	695	147%	10
		West Lynde PS (2021-2023)	449	633	141%	8
		Col Farewell PS (2019-2021)	524	577	110%	2
		EA Fairman PS (2019-2021)	256	350	137%	5
North Oshawa	Beau Valley		236	280	119%	2
	Norman G Powers PS		490	638	130%	5
North Oshawa	<b>Dr. SJ Phillips PS*</b>		<b>452</b>	<b>464</b>	<b>103%</b>	<b>0</b>
		Kedron PS (Growth Pressure 2023-24)	262	532	203%	9
North Oshawa	<b>Sunset Heights PS*</b>		<b>380</b>	<b>504</b>	<b>133%</b>	<b>5</b>
		Northern Dancer PS (Growth Pressure 2023-24)	513	843	164%	16
North Oshawa	<b>Eastdale CVI</b>		<b>1283</b>	<b>1425</b>	<b>111%</b>	<b>11</b>
		RS McLaughlin CVI (2021-2023)	1191	1273	107%	11
		O'Neill CVI (2016-2021)	1380	1429	104%	0

\*OTG is the On-the-Ground capacity of the school



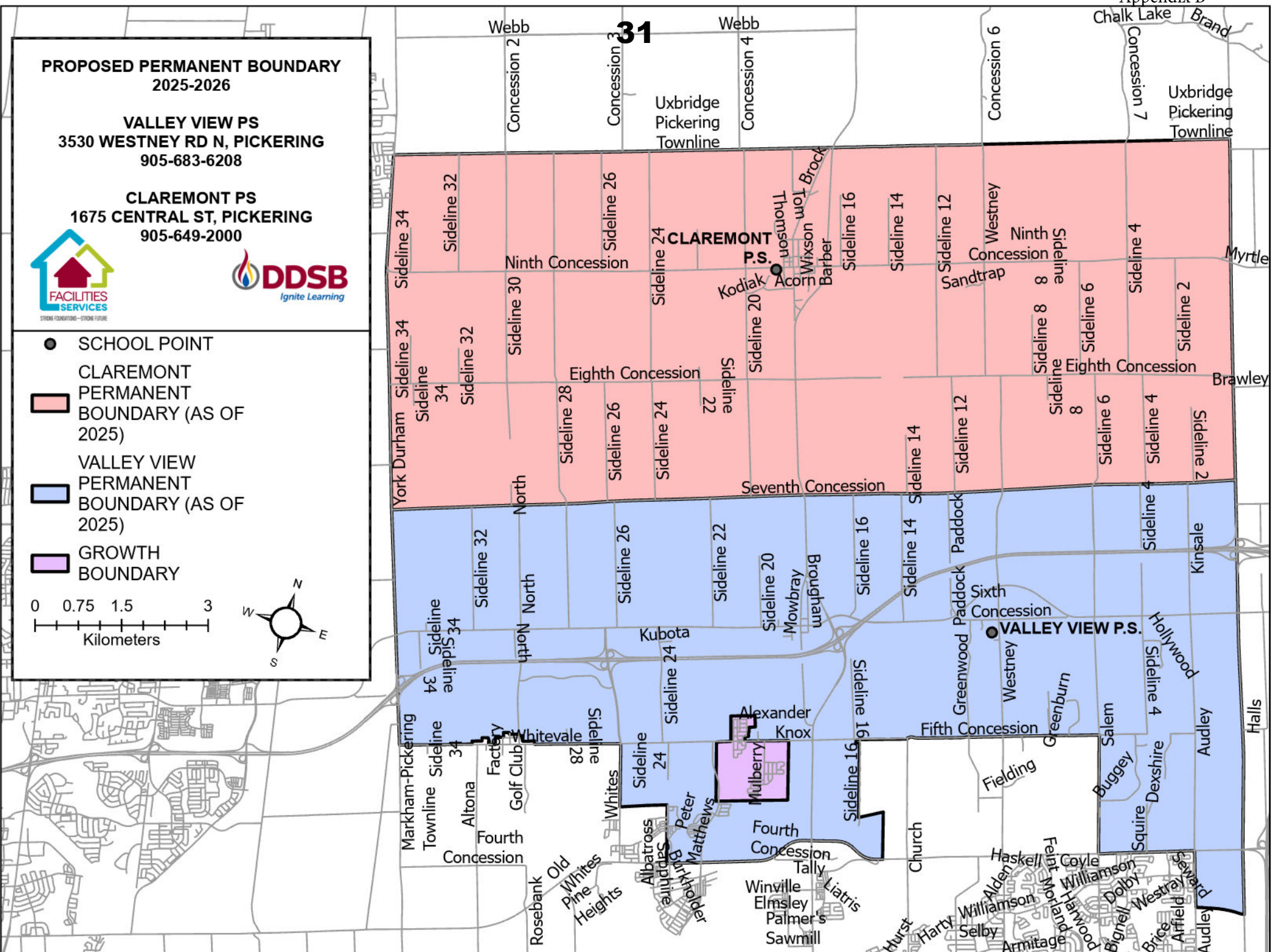
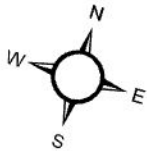
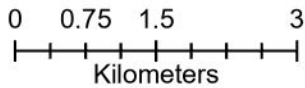
**PROPOSED PERMANENT BOUNDARY  
2025-2026**

**VALLEY VIEW PS**  
3530 WESTNEY RD N, PICKERING  
905-683-6208

**CLAREMONT PS**  
1675 CENTRAL ST, PICKERING  
905-649-2000



- SCHOOL POINT
- CLAREMONT PERMANENT BOUNDARY (AS OF 2025)
- VALLEY VIEW PERMANENT BOUNDARY (AS OF 2025)
- GROWTH BOUNDARY



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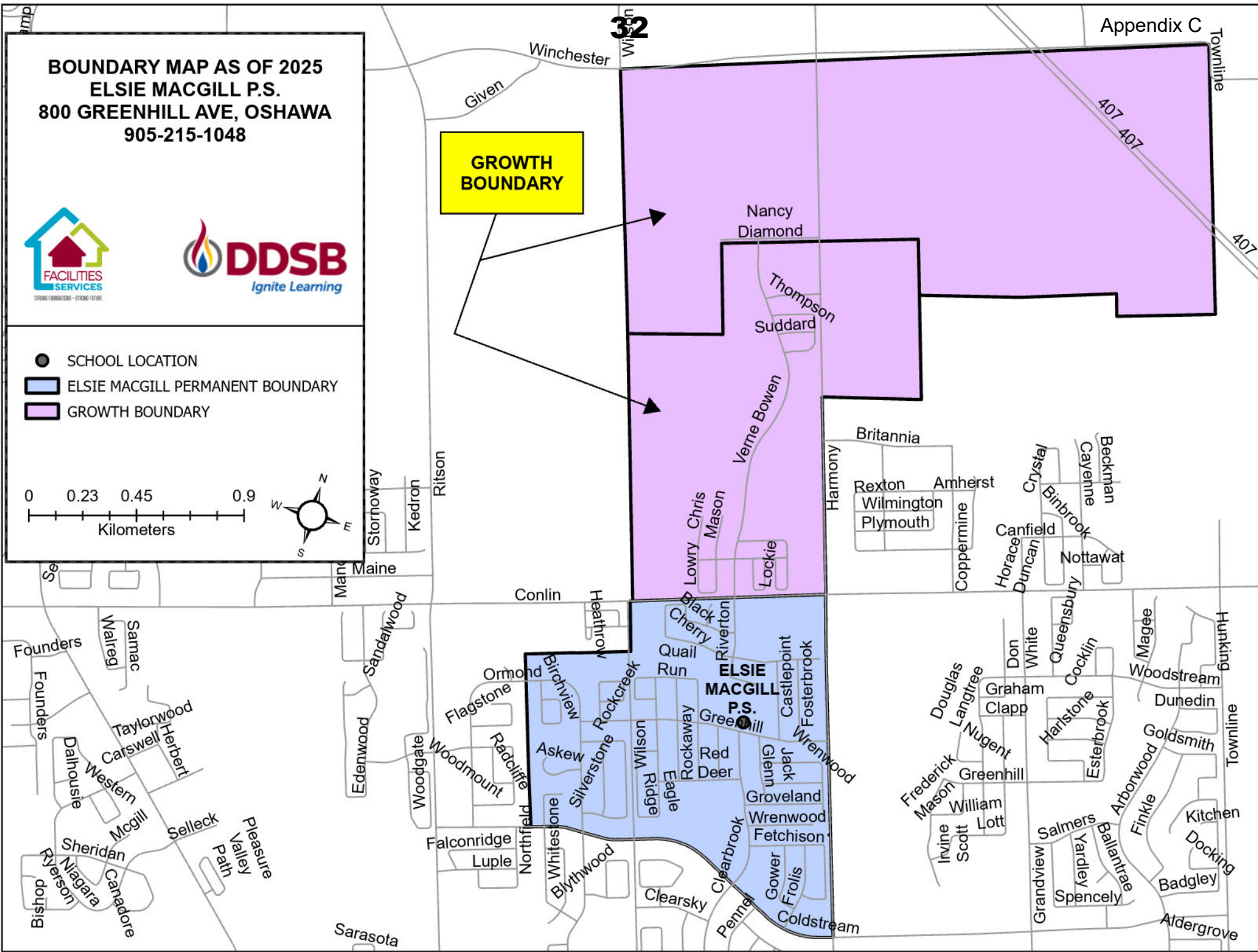
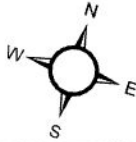
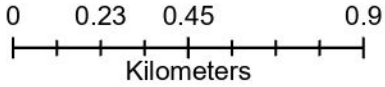
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Regional Municipality of Durham SLRN 2021; Parcel Data 2021; Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board. E&OE.

**BOUNDARY MAP AS OF 2025  
ELSIE MACGILL P.S.  
800 GREENHILL AVE, OSHAWA  
905-215-1048**



- SCHOOL LOCATION
- ▭ ELSIE MACGILL PERMANENT BOUNDARY
- ▭ GROWTH BOUNDARY



**GROWTH  
BOUNDARY**

Appendix C

This map has been produced from a variety of sources and contains public sector information made available under The Regional Municipality of Durham's Open Data License. The Durham District School Board has produced this map for reference purposes only.

Sources: ©Ontario Ministry of Natural Resources 2010; 2020 Orthophotography provided by ©First Base Solutions Inc.; 2019 Digital Terrain Mapping provided by © First Base Solutions Inc. All rights reserved.

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## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** December 2, 2024  
**SUBJECT:** Audit Committee Meeting Summary **PAGE:** 1 of 2  
**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
David Wright, Associate Director of Corporate Services and Treasurer of the Board

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

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

### 1.0 Abstract

The Education Act requires that every district school board in the province establish an Audit Committee. The Audit Committee is composed of three Trustees and two External Members and meets four times per year, typically in March, June, September and November.

This report is a summary of the November 18, 2024 public meeting and is provided for information.

### 2.0 Purpose

The purpose of this report is to provide the Board of Trustees with a summary from the November 18, 2024 Audit Committee meeting public session.

### 3.0 Background

The primary purpose of an Audit Committee is to provide oversight of the financial reporting process, the audit process, the organization's system of internal controls and compliance with laws and regulations and is governed by Ontario Regulation 361/10: Audit Committee.

The Audit Committee is composed of three Trustees and two External Members. Meetings also include the Director, Associate Director of Corporate Services, Business staff, External Auditors and Regional Internal Auditors. Meetings typically take place in March, June, September and November.

#### 4.0 **Analysis**

The following is a summary of the November 18, 2024 meeting:

- Public Session
  - Approval of the September 17, 2024 public meeting minutes;
  - Senior Manager Melissa Durward presented a report entitled 'Financial Process and the 2023-2024 Financial Statements'. A motion was moved that 'the Audit Committee recommend to the Board of Trustees that the 2023-2024 Financial Statements of DDSB including transfers to and from internally restricted funds be approved';
  - The next meeting is scheduled for March 25, 2025.

#### 5.0 **Financial Implications**

Organizations must ensure they adhere to Ontario Regulations to avoid any potential financial penalties.

#### 6.0 **Strategic Links**

The information in this report supports [DDSB's Multi-Year Strategic Plan](#) - Ignite Connection, by promoting transparency through timely communication.

#### 7.0 **Communication/Implementation Plan**

Audit Committee meeting summary reports are provided to the Board of Trustees following each meeting.

This meeting is available to the public for viewing on [YouTube](#).

#### 8.0 **Conclusion/Recommended Action**

This report is provided to the Board of Trustees for information.

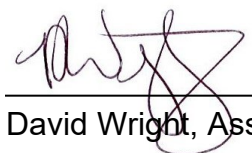
#### 9.0 **Appendices**

N/A

Report reviewed and submitted by:



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



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

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** December 2, 2024  
**SUBJECT:** Audit Committee External Member - **PAGE:** 1 of 4  
Term of Appointment  
**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
David Wright, Associate Director of Corporate Services and Treasurer of the Board

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

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

### 1.0 **Abstract**

The Education Act requires that every district school board in the province establish an Audit Committee. The Audit Committee is regulated by [Ontario Regulation 361/10](#) and is composed of three Trustees and two External Members and meets four times per year, typically in March, June, September and November.

This report is to provide information on a term of appointment for an external member that is nearing the end of its term.

### 2.0 **Purpose**

This report provides information to the Board of Trustees regarding the Audit Committee External Members' Term of Appointment. The report also outlines the process and timeline for filling an imminent vacancy on the committee.

### 3.0 **Background**

#### 3.1 **School Boards Requirement for Audit Committee**

In accordance with the Education Act s.253.1, all schools are required to have an Audit Committee.

#### 3.2 **Ontario Regulation 361/10: Audit Committees**

The Ontario Regulation 361/10: Audit Committees outlines the following:

- **Composition of Audit Committee**

O. Reg 361/10 s.3(1) requires that the Audit Committee shall consist of five members, including three board members and two persons who are not board members.

- **Selection Committee**

O. Reg 361/10 s.5(2) requires that the selection committee be composed of the Chair of the Board, the Director of Education and a Senior Business Official.

- **Term of Appointment**

O. Reg 361/10 s.7 states that a term of office of three years for a member of the committee who is not a Board member, for a maximum of two terms. An external member may be reappointed after two terms if the Board advertised the position for at least 30 days and the selection committee did not identify any potential candidates.

### 3.3 **DDSB Audit Committee Terms of Reference**

The DDSB [Audit Committee Terms of Reference](#) outlines that External Members have a term of office of three years.

### 3.4 **Current Audit Committee External Members**

The Board is very fortunate to have the expertise and experience of its two current External Members:

- Leslie Miller: Appointed to the Committee for a term of February 2022 to February 2025. This position is nearing the end of its term and must be posted.
- Jawwad Aslam: Appointed to the Committee for a term of February 2024 to February 2027.

## 4.0 **Analysis**

### 4.1 **Term of Appointment Dates**

In an effort to maintain continuity, the term dates for the External Members are staggered to allow an overlap of terms for the two positions.

## 4.2 Steps for the Next Term of Appointment

The following chart outlines the steps for the term of appointment of February 2025 to February 2028:

Date	Action
December 3, 2024	<ul style="list-style-type: none"> <li>• A notice will be posted on the Board website for 30 days</li> <li>• A social media campaign will be conducted</li> <li>• Advertisements will appear online at Durham Region News</li> </ul>
January 3, 2025	<ul style="list-style-type: none"> <li>• Applications due to the Director of Education</li> </ul>
Week of January 6, 2025	<ul style="list-style-type: none"> <li>• Resumes will be reviewed</li> <li>• Candidates will be contacted for interviews</li> </ul>
Week of January 20, 2025	<ul style="list-style-type: none"> <li>• Interviews will be held with the Selection Committee</li> <li>• Successful candidate will be notified</li> </ul>
February 18, 2025	<ul style="list-style-type: none"> <li>• Report will be presented to the Board of Trustees with a recommendation to appoint the successful candidate</li> </ul>
March 25, 2025	<ul style="list-style-type: none"> <li>• Audit Committee Meeting</li> </ul>

## 5.0 Financial Implications

Organizations must ensure they adhere to Ontario Regulations to avoid any potential financial penalties.

## 6.0 Strategic Links

The information in this report supports [DDSB's Multi-Year Strategic Plan](#) - Ignite Connection, by promoting transparency through timely communication.

## 7.0 Communication/Implementation Plan

Advertisements will appear online at Durham Region News, a notice will be posted on the Board's website and shared through a social media campaign.

## 8.0 Conclusion

This report is provided to the Board of Trustees for information.

**9.0 Appendices**

N/A

Report reviewed and submitted by:

\_\_\_\_\_  
Camille Williams-Taylor, Director of Education and Secretary to the Board\_\_\_\_\_  
David Wright, Associate Director of Corporate Services and Treasurer of the Board

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** December 2, 2024  
**SUBJECT:** 2SLGBTQIA+ Compendium of Action **PAGE:** 1 of 5  
**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Margaret Lazarus, Superintendent of Education

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

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

### 1.0 **Abstract**

This report presents the Compendium of Action for 2SLGBTQIA+ Students, Staff and Families which is in alignment with the Durham District School Board's (DDSB) Multi-Year Strategic Plan and the Anti-Oppression Strategy. The Compendium provides actions and considerations for DDSB staff to use in classroom, school, and system practices. The Compendium is included as Appendix A.

In upholding human rights and equitable education, the Compendium recognizes the importance of creating a climate where 2SLGBTQIA+ students, staff and families see themselves reflected in the curriculum, their physical surroundings, and the broader environment. When 2SLGBTQIA+ individuals are treated with dignity and respect, have their voices heard, and know that they belong, well-being is promoted. This Compendium of Action was developed by a Working Group whose membership includes those with lived experiences and allyship with the 2SLGBTQIA+ community. The Compendium was informed by previous work and recommendations of the Visible Everyday Committee. This report is provided to the Board of Trustees for information.

### 2.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with the strategic direction and internal structures established to support DDSB students, staff and families who identify as 2SLGBTQIA+ as part of DDSB's ongoing commitment to identifying, addressing and dismantling oppression within the District in order to improve the experience of students, staff and families.

### 3.0 **Background**

#### 3.1 Legislative Background

The Ontario government and the Ministry of Education are committed to promoting an education system that upholds and champions human rights and equity for all and recognizes that homophobia, biphobia, and transphobia represents a serious threat to the mental health, well-being, and safety of 2SLGBTQIA+ students. Moreover, the government believes that “every student – regardless of their sexual orientation, gender identity and gender expression, race, or faith – should feel empowered to achieve their full potential in Ontario schools.”<sup>1</sup> Indeed, human rights law promotes a person’s right to equal treatment in educational services and employment.

Additionally, the DDSB articulates its commitment and responsibilities to upholding all human rights through the Multi-Year Strategic Plan, the [Anti-Oppression Strategy](#) and the School Year Achievement Plan in specific, as well as all its policies, procedures and practices as a District in general.

In this climate, human rights require educators and school leaders to prevent and respond appropriately to discrimination and harassment, to create and maintain an inclusive environment, to remove barriers that limit the ability of students, and to provide accommodations, where necessary. Staff are required to meet these Duty Bearer Responsibilities under the [Human Rights, Anti-Discrimination and Anti-Racism Policy](#).

### 4.0 **Analysis**

#### 4.1 Data Collection

Data regarding 2SLGBTQIA+ individuals collected by researchers in Canada and in the DDSB, presented in the Compendium, offers a picture of troubling conditions that impact 2SLGBTQIA+ youth. It is essential to bear in mind that it is the systems that surround members of 2SLGBTQIA+ communities and all their intersecting identities that create oppressive and unsafe environments and systemic oppression leads to increased vulnerability for members of these communities.

The writing of the Compendium followed the work of the Visible Everyday Committee of 2021-2022 which focused on developing a plan of action to recognize and support those who identify as part of the 2SLGBTQIA+ community within the DDSB. The Visible Everyday Committee generated recommendations that were based on input from three main groups: students, staff, and families/communities.

---

<sup>1</sup> News Release, Ontario Supporting 2SLGBTQIA+ Students: Province Taking Action to Combat Homophobia and Promote Inclusion, June 15, 2021



These voices, along with the voices of community partners, who have historically supported the 2SLGBTQIA+ communities, helped to inform this work and ensure that the DDSB continues to grow as an organization that is safer, supportive, and embraces all 2SLGBTQIA+ DDSB students and employees.

In addition to the data gathered by Visible Everyday, the writing team considered data gathered by the DDSB Research and Strategic Analytics Department in the most recent School Climate Surveys 2022-2023 and current Canadian national researchers.

#### 4.2 Consultation

Consultation occurred across many sectors including with Senior Manager and Clinical Lead – Social Work and Attendance Services, Senior Manager and Clinical Lead - Psychological Services, students, staff, unions and federations, and community partners.

### 5.0 **Financial Implications**

All costs associated with programming and resources for students and staff who identify as 2SLGBTQIA+ are supported through the Anti-Oppression's annual operating budget allocated through the DDSB budget process and can be found on page 16 of the [DDSB 2024-2025 Budget Book](#).

### 6.0 **Strategic Links**

The DDSB's Multi-Year Strategic Plan seeks to ensure that learning and working environments for students and staff are inclusively designed. Meaningful learning is enhanced when we know each other. Research has shown that students who do not see themselves reflected in what they are learning, in their classrooms and schools, become disengaged, resulting in reduced well-being and academic achievement.<sup>2</sup> When human rights are upheld, and intersectionality is considered, 2SLGBTQIA+ students, staff and families can feel trust. Creating these inclusive, safe, and welcoming schools and workplaces is within our control and is our responsibility.

### 7.0 **Communication Plan**

The Compendium of Action to Support 2SLGBTQIA+ Students, Staff and families will be available primarily as an electronic document on the DDSB website. The communication plan for this resource is found in Table 1:

---

<sup>2</sup> Human Rights, Equity and Inclusive Education: Considerations for Program Planning, Ontario Ministry of Education, June 2024

**Table 1 - Communication Plan for The Compendium of Action to Support 2SLGBTQIA+ Students, Staff and Families**

Date	Communication Strategy
December 2024	Share the Compendium with the DDSB Board of Trustees
January 2025	Launch the Compendium at the January System Leadership Meeting for Administrators and Managers
January-March 2025	Share the Compendium with the following DDSB Advisory Committees and Working Groups:  Parent Involvement Committee  Special Education Advisory Committee  Human Rights Advisory Committee  Anti-Black Racism Advisory Committee  Anti-Black Racism Action Taskforce
February – June 2025	On-going implementation of the resource at regularly scheduled Family of Schools Meetings

The Anti-Oppression Department will provide additional resources that support the Compendium on the DDSB website.

**8.0 Conclusion**

This report is provided to the Board of Trustees for information.

**9.0 Appendix**

Appendix A – The Compendium of Action for 2SLGBTQIA+ Students, Staff and Families

Report reviewed and submitted by:



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

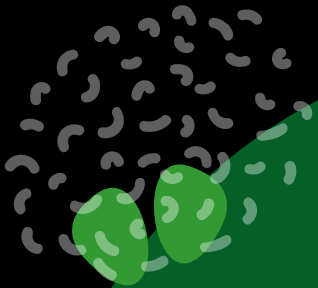


Margaret Lazarus, Superintendent of Education



# **A Compendium of Action to Support 2SLGBTQIA+ Students, Staff and Families**

Last modified December 2024



*Imagine if we measured success by the  
amount of safety that people felt in  
our presence.*

*—Jonathan Louis Dent*

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## Land Acknowledgement

The Durham District School Board (DDSB) acknowledges that many Indigenous Nations have long standing 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 treaty lands that we teach, learn and live.

*This statement was co-created in partnership with the Mississaugas of Scugog Island First Nation, and the Chippewas of Georgina Island.*



## Indigenous Rights Statement

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

## Human Rights Statement

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





## Purpose of the Compendium

The Durham District School Board (DDSB) 2SLGBTQIA+ Compendium of Action reaffirms our commitment to dismantling homophobia, biphobia, transphobia, and discrimination. The compendium centres students by igniting learning, connections, and well-being through an anti-oppressive approach and aligns with the guiding principles of our multi-year strategic plan.

To uphold rights and safe and inclusive environments in schools and workplaces, all students and staff need to feel safe and included in DDSB schools and workspaces. This compendium is a guide and a tool to help staff, students, and community members reflect, learn, adjust, develop, and act to create and maintain safer spaces for 2SLGBTQIA+ students, staff, and community members.

**The objective of this compendium is to reaffirm that all DDSB staff have duty bearer responsibilities to uphold Indigenous rights and human rights for all DDSB students, staff, and community members. We recognize this is a work in progress, and we are on a collective journey of listening, learning and action.**



## Message from Director

*"Equality means more than passing laws.  
The struggle is really won in the hearts and minds  
of the community where it really counts."*

*—Barbara Gittings*



The Durham District School Board has made a strong and clear commitment to creating the conditions for all students to reach their full potential, to find joy, to explore their talents and to author their own stories and chart their own paths.

We also recognize that students' ability to live authentically in the security of knowing that their identity is affirmed and embraced, is critical to their well-being, and by extension, to their success in school and in life. We know that members of the 2SLGBTQIA+ community face obstacles that are marginalizing and harmful. We need to act to change this.

We are pleased to share this Compendium of Action to Support the 2SLGBTQIA+ student, staff, and families. This resource reflects our commitment to fostering inclusivity, respect, and understanding for individuals of all sexual orientations, gender identities, and expressions.

This compendium was designed with both knowledge and action in mind. It provides foundational insights into the experiences of the 2SLGBTQIA+ community and offers practical steps that we all can take to create more inclusive, supportive environments, and uphold Indigenous Rights and Human Rights in our learning and working environments. By increasing our awareness and equipping ourselves with effective practices, we will address barriers, build a culture of allyship and demonstrate our commitment to our duty bearer responsibilities.

Our goal is not only to educate but to inspire action. We recognize that being an ally involves ongoing learning, listening, and acting on behalf of all members of our communities. Thank you for engaging with this resource and for your commitment to creating a more inclusive and respectful environment for everyone. Together, we can make a meaningful difference in the lives of those around us and in the broader community.

A handwritten signature in black ink, appearing to read 'Camille Williams-Taylor'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Camille Williams-Taylor  
Director of Education

# Durham District School Board Multi-Year Strategic Plan



## We will promote Meaningful Learning by:

- Providing high quality teaching and learning for every student and staff member
- Centering students and matching educational experiences to their interests and goals to prepare them for a changing world
- Recognizing and supporting staff as professionals and collaborators

## We will promote Connected Communities by:

- Engaging students, families, staff, and community members as valued contributors to our growing community
- Building trust and a shared purpose through listening, communication, and action
- Fostering opportunities to meet, learn from, and inspire each other

## We will promote Well-Being by:

- Creating safe, caring, and respectful environments where people can thrive
- Supporting the physical and mental health of students and staff
- Honouring every individual's identity and inherent dignity

*The Ignite Learning Multi-Year Strategic Plan sets the direction for the work of the DDSB and guides our collective actions for ongoing student-centered improvement and success.*

## Guiding Principles

The Durham District School Board's (DDSB) Guiding Principles are rooted in anti-oppression, equity, and our responsibilities to uphold Indigenous rights and human rights for everyone. By truly knowing each other, we can better understand the unique experiences and perspectives that enrich our communities. We are building our strategic directions on these principles so that everyone is treated with dignity and respect and knows that they belong here. These guiding principles help create environments where students, staff and families will flourish through meaningful learning, connected communities, and personal and collective well-being.

We recognize and uphold distinct **INDIGENOUS RIGHTS**

We affirm and uphold **HUMAN RIGHTS**

We care about and strive to **KNOW EACH OTHER**

**These Guiding Principles underpin and shape our work and learning together as the DDSB community.**





# DDSB Human Rights, Anti-Discrimination, and Anti-Racism Policy, Procedure, and Accountability Framework

As set out in the DDSB’s Human Rights, Anti-Discrimination and Anti-Racism Policy (the “Human Rights Policy”), “discrimination” includes all forms of individual, intersectional and system discrimination based on any of the prohibited grounds outlined in the policy. There is no hierarchy of rights, and the policy applies equally to all prohibited grounds and intersection of grounds and to all forms of discrimination, including (and not limited to) racism, ableism, sexism, homophobia, biphobia, transphobia, faithism, and classism.

The objective of the Human Rights, Anti-Discrimination and Anti-Racism Procedure (“the procedure”) is to implement the “Human Rights Policy” with a focus on proactive actions to promote, protect and uphold human rights and to identify, prevent and address all forms of discrimination in DDSB’s services, employment, and learning and working environments.

In addition, the Human Rights Roles, Responsibilities, and Accountability Framework (the “accountability framework”) outlines individual and organizational roles, responsibilities, and accountabilities for upholding human rights.

The commitments and actions in this Compendium align with the Human Rights policy, procedure, and accountability framework.

This Compendium should be read together with the commitment and requirements of the Human Rights policy, procedure, and accountability framework to support inclusive and respectful environments for everyone.



# Human Rights Policy: Prohibited Grounds for Discrimination

The Human Rights policy prohibits discrimination and harassment by DDSB community members in the delivery of services, in employment and in DDSB learning and working environments based on the following prohibited grounds:

- **Age**
- **Ancestry** (includes Indigenous ancestry)
- **Citizenship**
- **Colour**
- **Creed** (religion, includes Indigenous spiritual practices)
- **Various abilities, disabilities, and neurodiversity\*** (includes mental, physical, developmental and learning disabilities and addictions)
- **Ethnic origin**
- **Family status** (being in a parent-child or equivalent relationship)
- **Gender identity** (which may be the same or different from a person's birth assigned sex)
- **Gender expression** (how a person publicly presents their gender)
- **Marital status** (the status of being married, single, widowed, divorced or separated and includes "common-law relationships")
- **Place of origin**
- **Race**
- **Record of offenses** (in employment only)
- **Sex** (includes pregnancy)
- **Sexual orientation**
- **Socioeconomic status** (for students in DDSB services and learning environments).

\* Under the Ontario Human Rights Code, the prohibited ground is "disability".



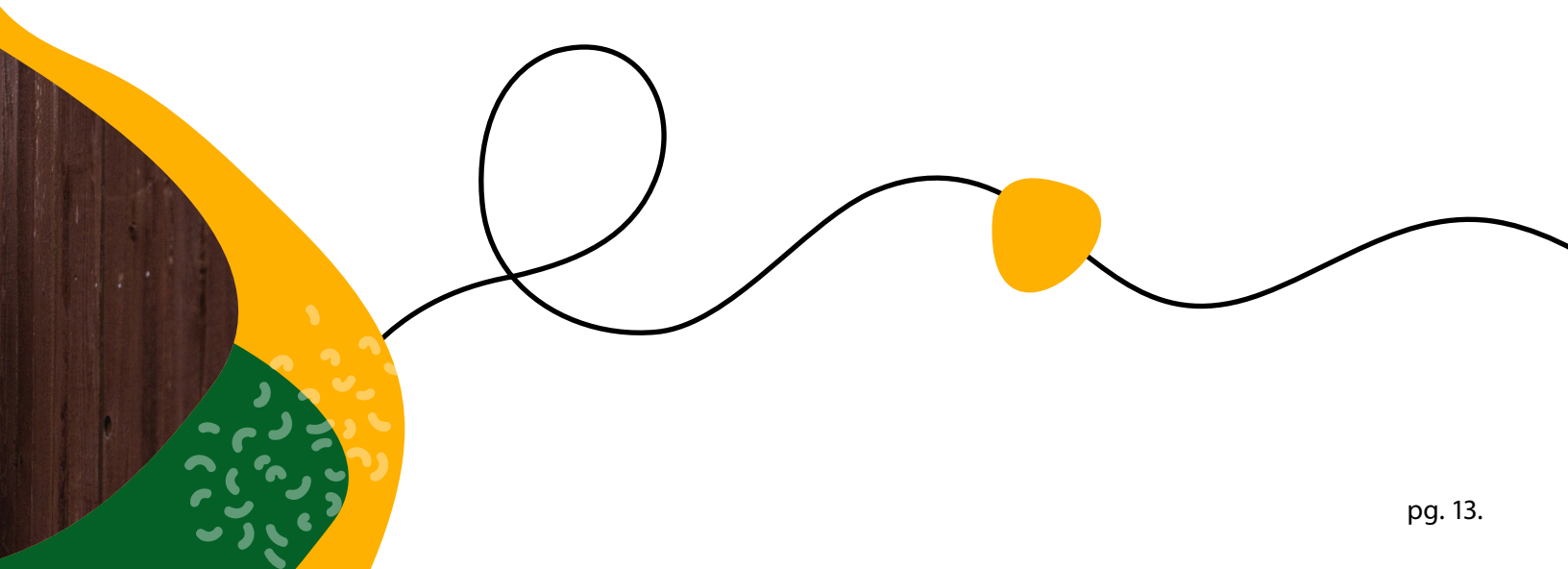
## Who are we?

- We live and learn on Indigenous land.
- We live in apartments, hotels, shelters, foster homes, group homes and houses.
- We are artists, scientists, athletes, linguists, and mathematicians.
- We are leaders, makers, influencers, and thinkers.
- We are all learners and teachers in our own unique ways and roles.
- We teach, learn and work in schools, in the education centre, at home and in communities.
- When we work, learn, and lead together, we appreciate each other.
- We make space for each other and thrive in community.
- We are connected through care, mutual respect, and support.
- We represent many ancestries, generations, ethnicities, abilities, ways of living, loving and worship.
- We are newcomers, settlers or have lived here since time immemorial.
- We have individual and shared responsibilities and know that we are all important.
- We define individual paths toward greatness, while we pursue learning, wellness, growth, and change.
- We communicate through many languages, through sign, touch, words, pictures and in silence.
- We make mistakes.
- We embrace our potential and take responsibility for who we are becoming.
- Being of service to others is central to our identities.
- We are all this and more.
- We are the **DDSB**.



## How do we show up?

- Students come to school each day with dreams, aspirations, fears, anxieties, joy, hurt and many other layers to their identities. Some things can be easily seen, while other aspects require a deeper look.
- Students show up to be accepted, seen, heard, treated with dignity, respect, and to be loved and recognized for who they are, and not for who we think they should be. They show up to learn and thrive in school communities where they have a say in decisions that affect them. They show up seeking to make meaningful connections and to be in spaces where they are physically and emotionally safe.
- How do we show up? Do our faces light up when we see all students, before or after the bell? Do we take pride in their successes as well as take accountability when success hasn't happened, yet?
- Do we show up ready to honour their unique and diverse gifts? Do we show up allowing for students to dream big, then bigger? Do we show up by letting them know that we truly see who they are? Do we show up to let students know we care about and want to learn with them, and for them? Do we show up to get to know their stories? Do we show up prepared to let students lead? Do we show up and let students know that the things that matter to them, matter to us? How do we show up?
- How do we show up? Do we recognize the genius in all that students do? Do we show up for our students when they are not around? Do we show up when it's hard to show up? Do we show up for students even when we assume they are not showing up for us? Do we honour their abilities by understanding how they learn best? Do we pay attention to what helps and also to what hurts? Do we place our students at the heart of what we do? Do we understand the power and impact we have when we show up for our students?





# How do we serve?

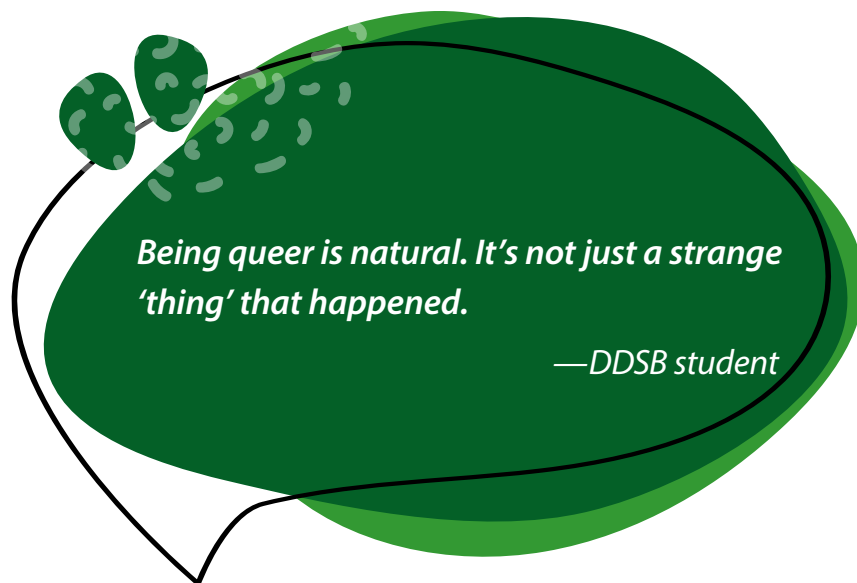
## Anti-Oppression Strategic Priorities



## 2SLGBTQIA+ - What does it mean?

The acronym "2SLGBTQIA+" stands for **Two-Spirit, lesbian, gay, bisexual, transgender, queer** (or questioning), **intersex, asexual**. The plus sign represents other sexual and gender identities. It's important to remember that everyone has their own gender identity, gender expression, and sexual orientation.

**Intersectionality** is a term coined by Kimberle Crenshaw to describe how all oppression is interconnected. Human lives cannot be explained by single identities or classifications, and the overlapping marginalizations one experiences create obstacles that arise from the interplay at the intersections. Multiple forms of inequity compound themselves creating unique personal experiences of discrimination. These obstacles are not always understood.





## **DID YOU KNOW?!**

**Findings from the second National Climate Survey on homophobia, biphobia, and transphobia in Canadian schools reveal both optimism and concern. "The good news is that homophobic and transphobic language is somewhat in decline in the ten plus years since the first Climate Survey, with a similar trend found in regard to school-based experiences of verbal and physical harassment of 2SLGBTQ students.**

**Despite these improvements, results from the second National Climate Survey suggest we are still a long way from eradication of school-based incidents of homophobia, biphobia, and transphobia."**

*(Still In Every Class, In Every School, Egale, 2021)*



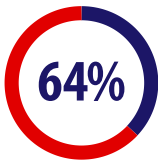
## By the Numbers

The national data provides a window into the context that today's youth must cope through. Understanding these circumstances speaks to the importance of leaders and the broader community coming together to improve the environment as we look to improve outcomes. Consider the following:

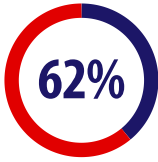


**30%** of LGBTQ employees in Canada report experiencing discrimination in the workplace compared to only 3% of non-LGBTQ employees

(Egale)



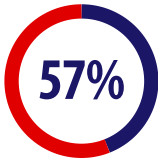
**64%** of all participants reported hearing homophobic comments daily or weekly at school



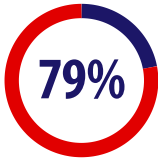
**62%** of 2SLGBTQ respondents feel unsafe at school, compared to 11% of cisgender heterosexual students



**30%** of 2SLGBTQ respondents had been the victims of cyberbullying, compared to 8% of cisgender heterosexual respondents



**57%** of trans respondents had been targets of mean rumours or lies



**79%** of trans students who had been the victims of physical harassment reported that teachers and staff were ineffective in addressing transphobic harassment

(From the Egale School Climate Survey, 2021)

**2SLGBTQ Indigenous youth were more likely to report skipping school due to feeling unsafe and most likely overall to report experiencing verbal harassment. 2SLGBTQ Black students were most likely to be verbally harassed about their race and to indicate that they wished they attended a different school**

(From the Egale "Still in Every Class in Every School" Survey, 2021)

The previous data paints a picture of the troubling conditions that impact 2SLGBTQIA+ youth. When considering this information as well as the following, it is essential to bear in mind that it is the systemic and intersectional discrimination and oppression against 2SLGBTQIA+ communities that negatively affect mental health and well-being and create oppressive and unsafe environments. Being 2SLGBTQIA+ does not cause increased mental illness – it is the systemic oppression that leads to increased vulnerability for members of these communities.

LGBTQ2S youth have **14x the risk of suicide** than straight cisgender youth  
(519.org, Dr. Alex Abramovich, 2016)

**25 – 40%** of homeless youth in Canada identify as LGBTQ2S  
(519.org, Dr. Alex Abramovich, 2016)

**67%** of trans youth reported self-harm  
(519.org, Dr. Alex Abramovich, 2016)

**25%** of trans youth reported running away from home  
(519.org, Dr. Alex Abramovich, 2016)

**Creating inclusive, safe,  
and welcoming schools is  
within our control.**

## DDSB Data


The data included here was gathered by the DDSB's Research and Strategic Analytics Department. This is the most recent data from the Student Census and the School Climate Surveys.

Students who identify as 2SLGBTQ+ **are less likely to indicate that they are NOT** being bullied, or that they feel safe at school (2018-2019 and 2022-2023 DDSB Census Data).

Students who identify as 2SLGBTQ+ **are less likely to feel they** belong and connect, have meaningful and engaged learning, or have supportive relationships (School Climate Survey 2022-2023).

Students identifying as 2SLGBTQ+ graduated secondary school at a rate of approximately **4% lower** than cisgender/heterosexual students (2018-2019 and 2022-2023 DDSB Census Data).

***Please refer to page 22 of the [DDSB Anti-Oppression Strategy](#) for guidance and requirements if you are gathering your own data.***



*Posters, books, representation of same-sex families in brochures and/or school activities would help us feel included, but none are seen...makes us feel invisible.*

*— DDSB student*

# Developing History of Two Spirit Communities

## Recognition Statement

While learning about terms like **Two-Spirit** and **Indigiqueer**, it is important to not make generalized assumptions about how an Indigenous person will identify. In contemporary discourse, an Indigenous person might adopt English terms like trans, Indigiqueer, non-binary, and Two-Spirit to express their identities. They may also identify with more than one of these terms, or “another 2SLGBTQIA+ identity term or may find a word in [their] own language that fits for [them]” (TransCareBC - Indigenous Gender Identities). Everyone has a right to have their identity affirmed and respected.

## Indigenous Identity Before Colonization

Before colonizers arrived on this land we now call Canada, Indigenous categorizations of gender and sexuality were not rooted in cisnormativity and heteronormativity and were “as diverse as Indigenous cultures themselves” (Driskill, Finley, Gilley & Morgensen, 2011; Hunt, 2015). This diversity can be seen in language, as “two thirds of the 200 Indigenous languages spoken in North America are said to have contained terms to describe individuals who were neither men nor women” (Tafoya, 1997). These words are often difficult to translate into English, “because they describe identities which are at once about one’s role in a spiritual and cultural system, as well as expressive of gender identity and/or sexuality” (Sarah Hunt PhD - An introduction to the health of Two Spirit People: Historical, Contemporary, Emergent Issues).

Research and oral histories of Indigenous peoples, prior to contact with settlers, “reflect widespread respect and honour for Two Spirit [and Indigiqueer] people. Within many [Indigenous] cultures, the roles of Two Spirit [and Indigiqueer] individuals carried unique responsibility that were vital to the nations’ collective well-being and survival, including as teachers, knowledge keepers, healers, herbalists, child minders, spiritual leaders, [and so on] (Driskell, 2011; Tafoya, 1997).

That said, it is important not to romanticize Indigenous communities as being uniformly accepting of gender and sexual diversity, as this disregards the colonial violence inflicted on Indigenous Peoples which sought to forcefully assimilate them into heteronormative and binary gendered identities.



## Two-Spirit

The term **Two-Spirit** has long been used by Indigenous Peoples to pay homage to Indigenous terminology and cultural practices around gender and sexuality that move beyond colonial heteronormative and cisnormativity. While it has a long history within Indigenous communities, it was officially coined in 1990 by Anishinaabe elder Myra Laramée, who defined a Two Spirit person as “someone who holds both feminine and masculine energy or spirit” (How two-spirit people are ‘coming in’ to their communities).

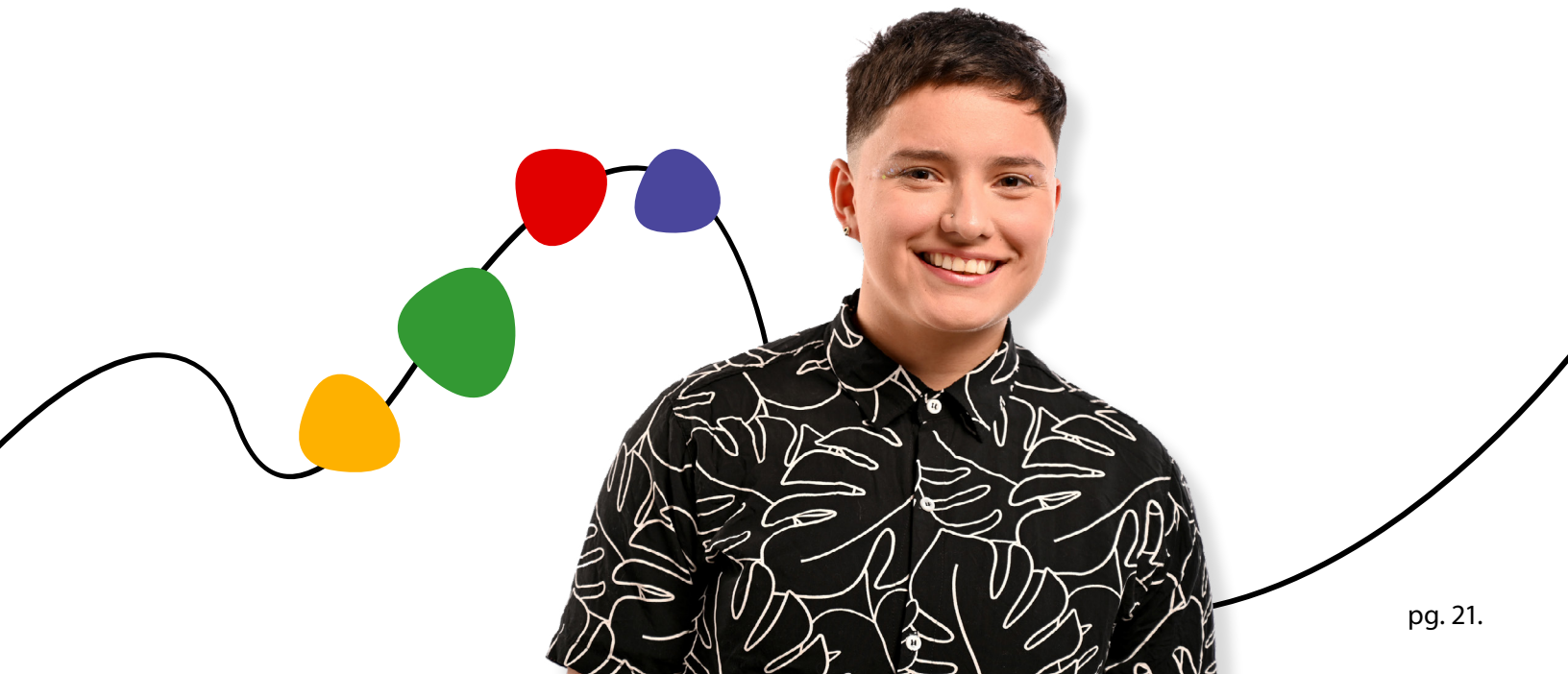
Cree Scholar Alex Wilson, spoke about how “there is a lot of variation of what it means but in general the term is a self descriptor that is used by Indigenous People to recognize that there is a diversity of sexuality and gender within our cultures, [...] There is a whole range of diversity within humans and Two-Spirit recognizes and validates that. It is a modern term that recognizes our ancient understandings of our identity” (Alex Wilson in Unreserved).

## Indigiqueer

Some Indigenous folks identify as Two-Spirit, some prefer Indigiqueer, and some use both identifiers as they both play important roles in their identity. Someone also may identify themselves as Indigenous and Transgender but not Two-Spirit.

The term Indigiqueer was created by Thirza Cuthand (Plains Cree) in 2004 and has gained prominence through many Indigenous authors and activists, such as Joshua Whitehead, who is Oji-Cree/Nehiyaw and identifies as Two-Spirit and Indigiqueer. He says he likes Indigiqueer because he believes that it “puts us in the contemporary moment. It gives us futures.” (Joshua Whitehead - Indigiqueer - All My Relations Podcast).

A person may use Indigiqueer because they believe the link between Two-Spirit identity and traditional practices is something they do not relate to, as they feel they are not as connected to their Indigenous cultural traditions as others.





*For further learning, check out these video resources*

**SCAN ME!**

**Two Spirit**



**Indigiqueer**



**Indigiqueer/TwoSpirit Documentary**

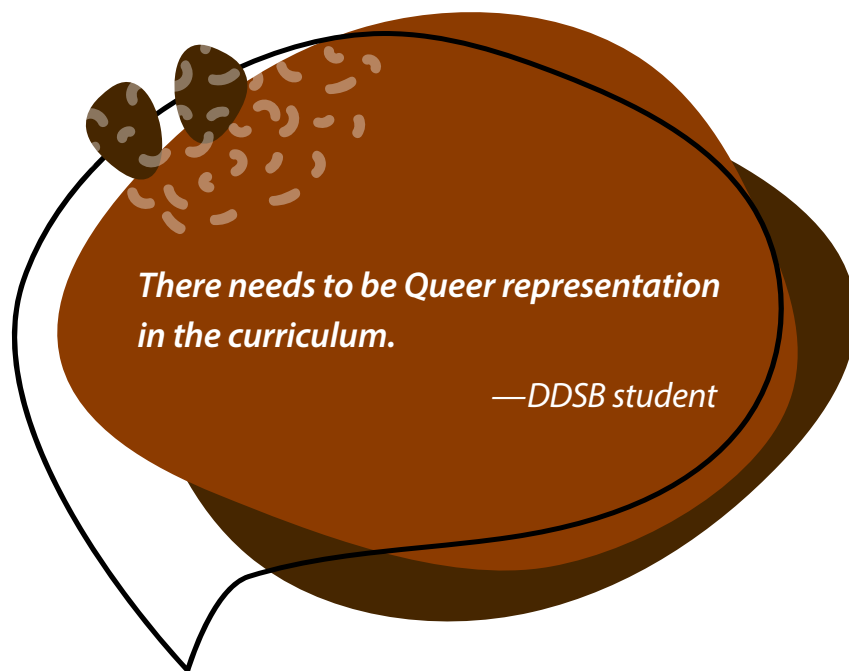


## Indigenous Identity After Contact

As an act of resistance against colonization, which sought to persecute Two-Spirit, Indigiqueer, and Gender Diverse Indigenous Peoples, many Indigenous communities hid their knowledge of gender and sexual diversity and “stopped passing on the Two-Spirit teachings to the next generation” (Safe and Caring Schools for Two Spirit Youth).

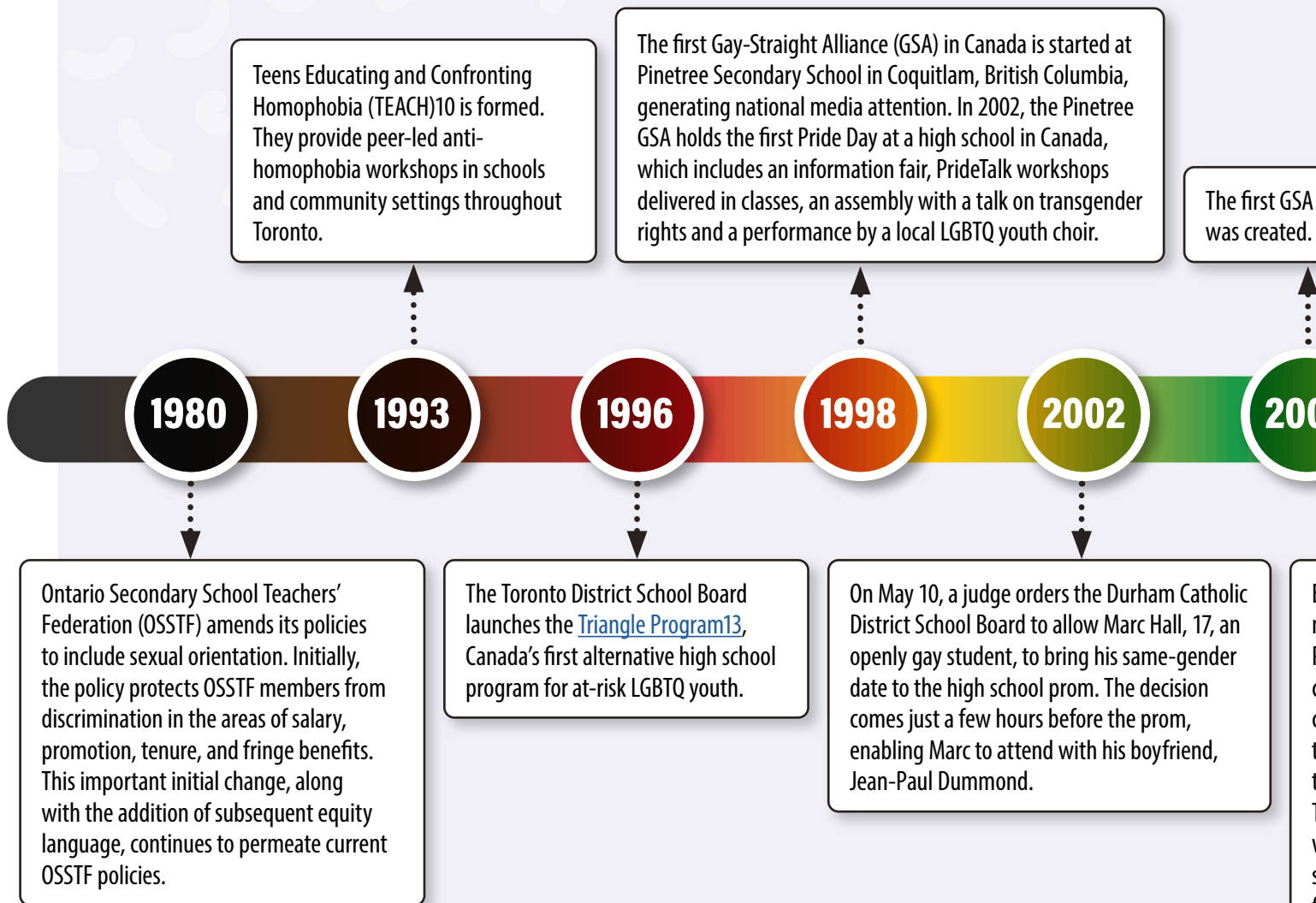
The immense harm of forced assimilation through The Indian Act, Residential Schools, and many other genocidal acts, led to increased distrust and discrimination for Two Spirit, Indigiqueer, and Gender Diverse peoples. Over time, many communities “forgot the roles and the importance of Two-Spirit people and today they suffer from the stigmas perpetuated by homophobia [and transphobia]. As a result, some Two-Spirit individuals find themselves shut out of community gatherings— disowned or ostracized”. Regardless, Indigiqueer, gender diverse and “Two-Spirit people were and continue to be integral members of Indigenous communities” (Safe and Caring Schools for Two Spirit Youth).

Many Indigenous Peoples are beginning to heal and revitalize Two-Spirit teachings within their communities. In the face of colonization, this resurgence is celebrated by the youth of today, like Beany John, who says, “we’re here, we’re not going anywhere. It’s just colonization, you know they tried. They really tried. You can’t tear us down. [...] We’re too solid and we’re just too Indigenous.” (Indigiqueer - VeraCity).



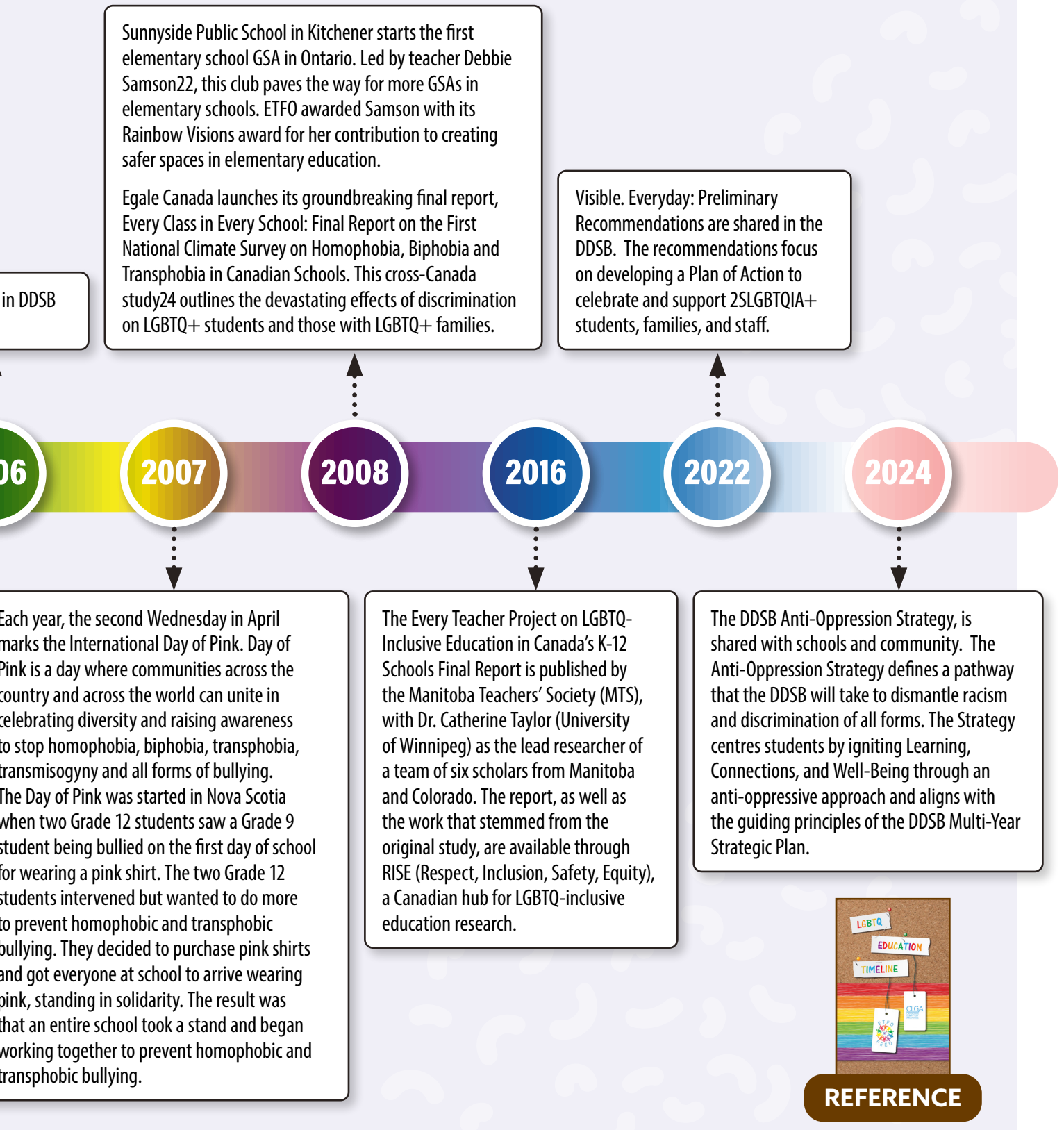
# The Historical Path of 2S

This timeline was created with ongoing data from the DDSB and the  
Federation of Ontario (EFTO) and C



# LGBTQIA+ Communities

**LGBTQ Education Timeline (2017)** published by Elementary Teachers' Canadian Lesbian and Gay Archives.





## Student Rights

To be treated with dignity and respect

To be free from all forms of discrimination and hate

To learn in inclusive, accessible and equitable spaces

To have a say in decisions that affect them

## Employee Rights

Employee Rights are outlined in the the Human Rights Policy Safe and Respectful Workplace and Harassment Prevention Policy. The DDSB is committed to providing working and learning environments in which all individuals are treated with respect and dignity. Every individual has an equal right to learn, work and feel safe in an environment that is free from discrimination and harassment under the [Ontario Human Rights Code](#) (Code) and the Ontario Occupational Health and Safety Act (OHSA). In addition, Section 2.1 states that: workplace harassment and disrespectful conduct are unacceptable. It is the policy of the Board to address any such incidents with seriousness and sensitivity.



*We need to create a generation of people  
who don't have to recover from their  
childhood.*

*—Safe Schools Action Team*

# Duty Bearer Responsibilities



## Promote Human Rights

- **Promote and Protect human rights** (including **students' rights** and the best interests of the child; centre **dignity** and **respect** and **do no harm**)
- **Give rights holders information about their rights and responsibilities**



## Prevent Discrimination

- **Identify, prevent, and address human rights barriers and harm in schools/classrooms, teaching and learning, workplaces and operational, employment and corporate policies, procedures, processes, practices, etc.** (design inclusively and do not discriminate)



## Respond to Barriers

- **Respond to and address barriers and issues that rights holders experience**
- **Accommodate human rights related needs**



## Learn and Build Capacity

- **Learn about human rights and provide duty bearers with knowledge, skills, learning and resources about our responsibilities and how to apply human rights principles in our day-to-day jobs**



## Correct Discrimination

- **Address human rights issues and complaints** (don't ignore, condone or continue discrimination)
- **Correct discrimination when it happens**

# Taking Action Together

## The Commitments to all 2SLGBTQIA+ individuals in the DDSB

2SLGBTQIA+ individuals have existed throughout time. The DDSB recognizes the diverse realities and intersectional lived experiences of discrimination, harassment, bullying, and harm against 2SLGBTQIA+ people in our communities. It is important that we understand and reflect on these experiences to effectively plan, support, and address safety and well-being for 2SLGBTQIA+ people in our schools and workplaces.

As a district, we must actively challenge anti-2SLGBTQIA+ discrimination, hate, oppression, and erasure, wherever and whenever possible, so that each student, staff, family, and community member can be safely visible, everyday.

The DDSB is creating learning and working environments where 2SLGBTQIA+ students, staff, and families will flourish through meaningful learning, connected communities, and personal and collective well-being. We are committed to dismantling homophobia, transphobia, biphobia and all forms of discrimination and oppression in our schools and workplaces to ensure that 2SLGBTQIA+ students and staff feel affirmed in who they are in safer spaces for everyone. Student and staff rights, and duty bearer responsibilities are critical to meeting these commitments.



# The Ten Priorities in Support of 2SLGBTQIA+



## Represent, Affirm and Recognize all Identities

- Representation of diverse and intersectional 2SLGBTQIA+ identities in learning (K-12)
- Identify, cultivate, develop, and retain 2SLGBTQIA+ identifying staff



## Cultivate Safe Learning and Working Environments

- Staff explicitly and visibly support, respect, include, and affirm 2SLGBTQIA+ individuals, ensuring inclusive climates and improving safety
- 2SLGBTQIA+ supports for DDSB employees



## Foster Meaningful Connections

- 2SLGBTQIA+ connection and voice of staff and students across the system
- Develop, strengthen, and demonstrate value of employees across all departments and affinity networks



## Support Mental Health and Well-being

- Embrace 2SLGBTQIA+ school/ community members and improve mental health and well-being supports through inclusive school and workplace practices
- Strong 2SLGBTQIA+ partnerships and relationships, internal (Child and Youth Support Workers, Psychological Services, Social Work, Anti-Oppression Department, Positive School Climates, Employee and Family Assistance Plan) and external to the DDSB (refer to the partnership list)



## Create Accessible Learning Opportunities

- Accessibility - re-thinking school environments/ activities/ programs that are binary gender segregated
- Honouring student-communicated identity



# Represent, Affirm and Reco meaningful and reflective

## Representation of diverse and intersectional 2SLGBTQIA+ identities in learning (K-12)

**Commitment:** Create spaces where students and staff will see themselves in learning across the curriculum and within school culture, with the inclusion of 2SLGBTQIA+ identities.

**Action:** Develop, implement and review high school courses.

### Considerations:

- How are 2SLGBTQIA+ identities, in addition to intersectional identities, being recognized and supported through the development and planning of courses across disciplines in your school?
- How are student voices and ideas about identity inclusion being gathered and implemented throughout the course development and review stages?
- How are heteronormative and cisnormative beliefs being disrupted and reconsidered?
- If there is not a Queer Studies course running, how do you identify barriers or engage students?
- How often is course content being reviewed to ensure programs are providing current perspectives and removing outdated information?
- What specific 2SLGBTQIA+ affirming learning opportunities, such as queer studies are available?
- Are other identity specific courses (Black studies, Indigenous studies) routinely incorporating intersectional identities which include 2SLGBTQIA+?

**Action:** Create ongoing suggested classroom/library/school/cross-curricular K-12 resources in alignment with DDSB policies and procedures.

### Considerations:

- How is 2SLGBTQIA+ representation and learning organized and integrated across the curriculum?
- How is Student Voice encouraged?
- How are staff encouraged to engage in the learning to support diverse resource selection?
- Is there easy access to and practical knowledge of the resource selection process and resource selection tool?
- How is professional development available to staff across departments/divisions?

# Recognize All Identities through the learning opportunities

## Identify, cultivate, develop, and retain 2SLGBTQIA+ staff

When diversity of thought becomes more evident in the DDSB, at the classroom, school and board levels, more 2SLGBTQIA+ staff will be retained and/or seek leadership opportunities.

**Commitment:** Retain and/or seek leadership opportunities for more 2SLGBTQIA+ staff in the classroom, school, and system level positions.

**Action:** Review of hiring practices to identify and address barriers to hiring 2SLGBTQIA+ staff?

### Considerations:

- How have leaders, managers, and administrators been made aware of equitable and inclusive policies and procedures including language, recruitment, postings, and interviews in the hiring practices across all departments?
- What opportunities for professional development focused on creating welcoming interview environments for 2SLGBTQIA+ individuals exist?
- What barriers might there be for staff to willingly participate in hiring and promotion processes?
- How does the system ensure ongoing, regular review of inclusive hiring practices, resources, and training?

**Action:** Develop on-going support for 2SLGBTQIA+ staff in all stages of their work cycle.

### Considerations:

- How have leaders, managers, and administrators been made aware of equitable and inclusive policies and procedures including language, recruitment, postings, and interviews in the hiring practices across all departments?
- What opportunities for professional development focused on creating welcoming environments for 2SLGBTQIA+ individuals exist for all DDSB employees?
- How is it recognized when some voices are absent?
- What barriers might there be for staff to willingly participate in hiring and promotion processes?
- How does the system ensure ongoing, regular review of inclusive hiring practices, resources, and training?

**Action:** Provide training to leaders on how to create inclusive mentorship opportunities to support mentorship of aspiring leaders.

### Considerations:

- Who is being encouraged and supported as aspiring leaders?
- How does the leadership training team consider aspects of identity and intersectionality when planning supports including privacy, professional development, mentor matches, etc.?

# Cultivate Safe Learning and centre joy and intention

## Staff explicitly and visibly support, respect, include, and affirm 2SLGBTQIA+ individuals, ensuring inclusive climates and improving safety.

**Commitment:** Create, maintain, and enhance safe and inclusive learning and working environments that include safe spaces for 2SLGBTQIA+ people, including an understanding of how important a safe space is for 2SLGBTQIA+ students, staff and families.

**Action:** Provide consistent and accurate messaging that schools and workplaces are safe space.

### Considerations:

- Is a Pride flag visible in a public space in your school or workplace?
- How will you know that the learning and working space is safe and inclusive for 2SLGBTQIA+ individuals?
- How is the significance of the publicly displayed Pride flag highlighted through the daily activities, conversations, and actions taking place within the building?
- In recognizing that a publicly displayed flag will not create safer spaces alone, how can staff communicate their commitment to building safer spaces?
- Whose voices do you need to engage? How will you know?
- How are school staff communicating information and addressing questions about the importance of and rationale for the Pride flag?

**Action:** Create Safer Spaces for 2SLGBTQIA+ individuals including Gay-Straight Alliance (GSAs) groups in all schools.

### Considerations:

- Why are GSAs and/or affinity spaces at the school being offered or not, and have considerations regarding barriers to students joining been identified and acted on?
- How are staff accessing resources available for GSA and intersectional club space leaders?
- What meaningful and consistent actions are utilized in each DDSB building which affirm 2SLGBTQIA+ identities?
- How is student voice considered, and can students identify and access safe spaces in their environment?
- Can staff and students trust that every adult will follow policies and procedures to respond to harmful statements/actions, in keeping with their duty bearer responsibilities? How are opportunities provided to learn about bias, power, and privilege?

# Working Environments that nally disrupt oppression

**Action:** Provide easy access to clear protocols and pathways, for filing complaints and concerns, and outlines for conciliatory measures for staff, students, families, and community members.

**Considerations:**

- Does a person feel safe utilizing the complaint process? How can one be sure that the process does not perpetuate or create harm?
- How can patterns/trends/systemic issues be gathered in your learning/working environment?

## 2SLGBTQIA+ supports for DDSB employees

**Commitment:** Staff have skills and resources that assist in navigating differing beliefs, to help them feel empowered to address situations.

**Action:** Develop professional learning for employees to build their capacity to confidently have conversations with families/staff/students on issues of sexual identity, gender identity and gender expression.

**Considerations:**

- How are opportunities for professional development being accessed by system and staff leaders?
- How are the Duty Bearer Responsibilities, Human Rights Policy, Indigenous Education Policy, Safe and Respectful Workplace Policy and Anti-Oppression Strategy consistently being applied in daily practice?
- How are 2SLGBTQIA+ slurs, epithets, and instances of hate addressed and communicated about at a system level?
- What training and resources about human rights are made available to all staff throughout DDSB?
- How is new learning about disrupting/interrupting oppression being applied in the school community?

*Have an Inclusive PRIDE flag flying  
all year.*

*—DDSB student*

# Foster Meaningful Conn

## 2SLGBTQIA+ connection and voice of staff and students across the system

**Commitment:** Provide opportunities to connect with identity affirming groups across the DDSB.

**Action:** Invite and engage access opportunities for 2SLGBTQIA+ Alliance Groups (Virtual and/or in person).

**Considerations:**

- How is privacy considered for students and staff who wish to participate?
- What safety issues should staff consider for youth in GSAs?
- How are all students/staff able to engage in safe opportunities for connection?
- What is the level of understanding by all staff/students of why an opportunity may be unsafe?
- How do staff consider and address the safety concerns surrounding for 2SLGBTQIA+ youth in terms of preparation, events, social media messaging, and post event activities?
- How are intersecting identities intentionally considered and supported?

## Develop, strengthen, and demonstrate value of employees across all departments and affinity networks

**Commitment:** Ensure purposeful gathering of knowledge, lived experiences, and feedback for authentic voices in district/school initiatives.

**Action:** Ongoing consultations with the 2SLGBTQIA+ community, staff, and students, and external affinity networks.

**Considerations:**

- How are the voices of students, staff, affinity networks, and communities gathered and honoured?
- How are barriers identified and addressed?
- How are data collection tools made accessible, and barrier-free to all, while protecting privacy? (Refer to page 22 in the Anti-Oppression Strategy)
- What training is being done to support staff in the bias-free collection of data? (e.g., GSA leaders)
- How is the DDSB working to gain and maintain trust with 2SLGBTQIA+ staff, community members, and external affinity networks?

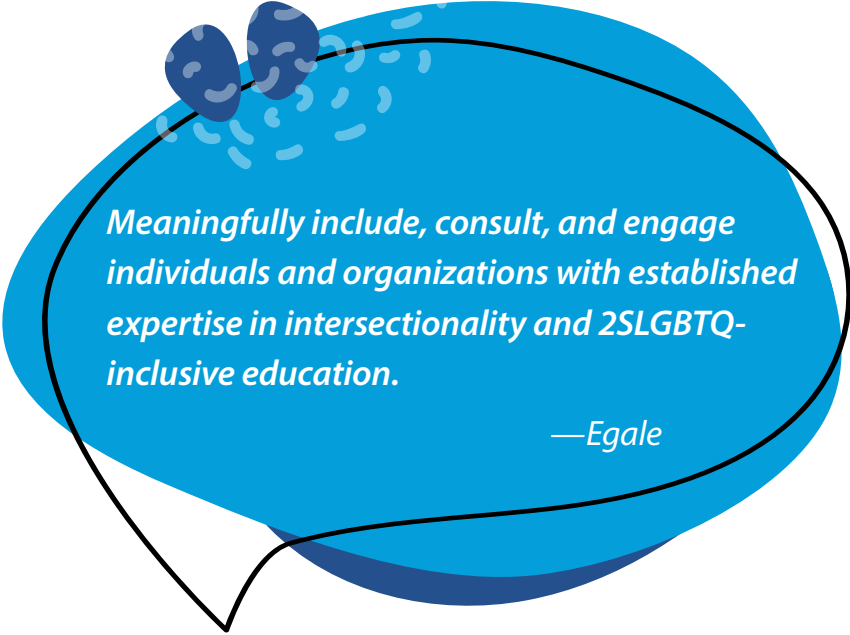
# Connections for all identities

**Commitment:** Demonstrate the value of staff time and expertise for work on 2SLGBTQIA+ initiatives.

**Action:** Create a 2SLGBTQIA+ facilitator portfolio within the Anti-Oppression Department.

**Considerations:**

- How are 2SLGBTQIA+ needs and supports being considered when building capacity across the system?
- How will the interdepartmental teams be encouraged and supported?
- How will the balance between being proactive and reactive to the needs within the system be considered?
- How is active Ally capacity being built and supported in all staffing areas?



*Meaningfully include, consult, and engage individuals and organizations with established expertise in intersectionality and 2SLGBTQ-inclusive education.*

—Egale

# Support Mental Health and Well-being

## Embrace 2SLGBTQIA+ school/community members and improve mental health and well-being supports through inclusive school and workplace practices.

**Commitment:** Support accessible resources and training for staff and community to increase safety and mental health supports for 2SLGBTQIA+ individuals.

**Action:** Critically review existing practices to refine, create, provide, and share resources that affirm 2SLGBTQIA+ identities.

### Considerations:

- How are 2SLGBTQIA+ voices being listened to in the development of a shared understanding of what belonging and a sense of community means?
- How can the principles of Universal Design for Learning be used to support the best mental health outcomes for all students?
- How will staff ensure mental health supports are affirming for all students including 2SLGBTQIA+ students?
- How will staff ensure mental health supports are affirming for all students including 2SLGBTQIA+ students?
- How are school teams encouraged to complete annual training and on-going review of school practices and resources to address mental health supports for 2SLGBTQIA+ identifying individuals?

**Commitment:** Ensure consistent implementation of inclusive and respectful language across schools to promote safer spaces.

**Action:** Develop a common and consistent understanding of the need to respond to slurs, epithets, or hate speech (online or in-person) directed towards 2SLGBTQIA+ individuals.

### Considerations:

- How are staff using DDSB policies and procedures and the Duty Bearers Responsibilities to support impacted individuals and to address slurs, epithets or hate speech (online or in-person) targeting individuals and/or school community?
- What are the barriers to all staff consistently addressing slurs, epithets or hate speech (online or in-person) targeting individuals and/or school communities and what professional development is needed to support them?

# Well-being of all students and staff

**Strong 2SLGBTQIA+ partnerships and relationships, internal** (Child and Youth Support Workers, Psychological Services, Social Work, Anti-Oppression Department, Positive School Climates, Employee and Family Assistance Plan) **and external** (refer to the partnership list) **to the DDSB.**

**Commitment:** Support resources, training and connection opportunities for families and staff in supporting 2SLGBTQIA+ individuals.

**Action: Purposeful creation of ongoing training through multiple parent/guardian/caregiver engagement access points** (e.g., School Community Council (SCC), Parent Involvement Committee (PIC); etc.).

**Considerations:**

- Does the school have readily available community resources and supports to share with students and parents/guardians?
- How does staff build awareness for parents and caregivers of available community resources and supports?
- How can staff be supported to use the Guest Speakers Guide?

**Commitment:** Building and maintaining ongoing relationships and consultation with community partners.

**Action: Establish a 2SLGBTQIA+ working group that is inclusive of community partners and all employee groups**

**Considerations:**

- How is a 2SLGBTQIA+ system working committee that includes community and all employee groups being developed and maintained?
- How are staff creating relationships with community partners?
- What processes are used to review partnerships?
- How are diverse and intersectional identities being considered and included on the advisory committee?



# Create Accessible Learning eliminating ba

## Accessibility - re-thinking school environments/activities/ programs that are binary gender segregated.

**Commitment:** Supporting a culture of safety, privacy, self-expression, and inclusivity in all learning environments.

**Action:** Establish high expectations for safe, inclusive, and respectful practices in all school environments.

### Considerations:

- What process do schools use to support students' gender identity in all aspects of school life: awards, washrooms, change rooms, athletics, teams, etc.?
- How do staff show up for students and colleagues?
- Are staff visible throughout the day with a commitment to disrupting and addressing all forms of discrimination?
- How can staff use the principles of Universal Design for Learning in ensuring safer spaces?

**Commitment:** Acknowledge and affirm sexual identity, gender identity and gender expression.

**Action:** Prioritize the use of individuals' communicated names and pronouns for all interactions as specified by the individual.

### Considerations:

- How are opportunities for professional development being created?
- What are best practices for system leaders to model the use of pronouns in verbal and written communication (in person or electronic)?
- How are staff invited to use their own pronouns in verbal and written communication (in person or electronic)?
- What processes are in place for staff/students who are not honouring individuals' communicated names and pronouns?
- What systems are in place to support correct communication of names and pronouns for supply staff?

# g Opportunities by identifying and rriers for all identities

## Honouring student communicated identity

**Commitment:** Build staff capacity that centres the student's right to privacy and their identity.

**Action:** Use names and pronouns in identified spaces as communicated by the student.

### Considerations:

- How does student voice guide when and to whom names and pronouns are shared?
- What processes are in place to ensure the integrity of their privacy?
- Do staff know how to build inclusive and welcoming environments in which students feel comfortable in sharing their name and pronouns?
- How are individuals and the school held accountable?

**Action:** Re-examine virtual platforms and in-person groups to ensure learning spaces support 2SLGBTQIA+ students and staff and do not "out" students.

### Considerations:

- Address barriers to active and full participation in all activities while maintaining privacy of identity.
- What training is provided to staff, including new administrators and clerical staff, on in person interactions and digital platforms to support privacy and identity?
- How are individuals and the school held accountable?

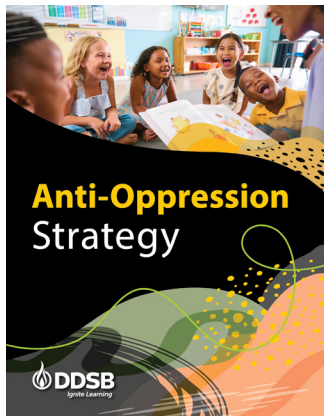
**Action:** Re-examine virtual platforms and in-person groups to ensure learning spaces support 2SLGBTQIA+ students and staff and do not "out" students.

### Considerations:

- How are human rights being considered?
- How are the DDSB's guidelines being implemented for both onsite and offsite events?

## Resources

[Anti-Opresion Strategy](#)



[Egale Resource](#)

[The 519](#)

[Canadian Museum of History, Histories and Identities in Canada](#)

## Supporting Personal Learning and Scholarship

[Indigenous Education Policy and Procedure](#)

[DDSB Human Rights, Anti-Discrimination and Anti-Racism Policy and Procedure](#)

[Safe and Respectful Workplace and Harassment Prevention](#)

[OHRC Policy on Preventing Discrimination Because of Gender Identity and Gender Expression \(2014\)](#)

[Still In Every Class In Every School, Full Report, Egale, 2021](#)

[Still In Every Class In Every School, Executive Summary, Egale, 2021](#)

[Every Teacher Project, Egale, 2015](#)

[LGBTQ Education Timeline, Elementary Teachers' Federation of Ontario U Canadian Lesbian and Gay Archives, 2014](#)

## Community & Partnerships


Community partners are an integral component of support for DDSB 2SLGBTQIA+ staff, students, and parents/guardians/families. This is a dynamic list, always being reassessed. For the most up to date resources, students and families should refer to the Anti-Oppression Department resources on the DDSB website. Staff may access resources on SPARK.

## Accountability; Check for Impact Review Cycle

- ▶ **First Review**      **November 2025**
- ▶ **Second Review**   **March 2026**
- ▶ **Third Review**     **November 2026**
- ▶ **Fourth Review**    **March 2027**

Each school's Anti-Oppression Team will review action items twice per year to determine evidence-based results. Information will be shared with staff and School Community Council once per year.

The [Anti-Oppression department](#) will gather and report on school-based data once per year.



*2SLGBTQ students need educators to explicitly and visibly support, respect, include, and validate them — all of which is exactly what every student in every school wants and is entitled to expect.*

*—Still In Every Class In Every School, 2021*

## Terms and Definitions

**Please note. Terminology evolves. For most up to date definitions, please refer to the [DDSB Anti-Oppression page](#).**

**Ally** - A term used to describe someone who is actively supportive of 2SLGBTQIA+ people (or any other oppressed community.) It encompasses straight and cisgender allies, as well as those within the 2SLGBTQIA+ community who support each other (e.g., a lesbian who is an ally to the bisexual community).

**Aromantic** - A person who lacks romantic attraction or interest in romantic expression. An aromantic person's sexual and romantic orientations may differ (e.g. aromantic lesbian), and they may have romantic and/or sexual partners.

**Asexual** - Asexual is an umbrella term that encompasses a broad spectrum of sexual orientations. According to the 2SLGBTQIA+ Resource Center, asexuality is a spectrum. Some people may experience no sexual or romantic attraction toward anyone, while others may experience varying degrees of sexual or romantic attraction toward people. Those who identify with this orientation do not have to abstain from sex to be asexual.

**Biphobia** - The fear, hatred, or aversion of people who are attracted to more than one gender.

**Bisexual** - A person who identifies as bisexual can be of any gender. Bisexuality means that a person feels attraction toward their own gender and other genders or toward anyone regardless of their gender. The LGBTQIA Resource Center notes that some people may use the terms bisexual and pansexual interchangeably to describe their sexual orientation.

**Cisgender** - A person who identifies with the gender they were assigned at birth.

**Drag** - A performer who dresses in exaggerated gendered attire for entertainment purposes.

**Gay** - A person who identifies as gay typically only feels sexual attraction toward people of the same gender. Socially, people use this term to refer to men who are romantically and sexually attracted to men. However, those in the community use it as an umbrella term.

**Gender** - An individual's personal and social identity as a man, woman or non-binary person (a person who is not exclusively a man or a woman). A person's gender may differ from their sex at birth, and from what is indicated on their current identification or legal documents such as their birth certificate, passport or driver's license. A person's gender may change over time.

**Gender dysphoria** - A medical diagnosis often required by health providers and/or health insurance plans before prescriptions for hormones or gender affirming surgeries will be provided. It can be understood as discomfort or distress experienced by a person who feels their sense of their gender identity differs from their body, based on societal expectations.

**Gender expression** - How a person publicly expresses or presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronouns are also common ways of expressing gender. Others perceive a person's gender through these attributes.

**Gender-fluid** - A person whose gender identity varies over time and may include male, female and non-binary gender identities.

**Gender identity** - Each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as, or different from, their birth-assigned sex. A person's gender identity is fundamentally different from, and not related to, their sexual orientation.

**Gender non-conforming** - An individual who does not follow normalized gendered roles based on the sex they were assigned at birth and may or may not identify as trans.

**Heterosexual/Heteroromantic** - A person who is sexually and/or romantically attracted to people of a different gender than themselves.

**Heterosexuality** - People who are heterosexual, or "straight," typically feel sexual and romantic attraction toward people who are of a gender different than their own.

**Homophobia** - The fear, hatred, or aversion of people who experience same-sex attraction.

**Homosexual** (\*no longer commonly used in English) - This term is no longer in common use. See "gay" and "lesbian". The term homosexual has fallen out of favour as it is associated with the historic medical understanding of same-sex attraction as a mental illness. However, equivalents of "homosexual" are commonly used in French and other languages.

**Homosexuality** - Homosexuality is a term describing those who are emotionally and physically attracted to people of the same gender. However, the LGBTQIA Resource Center states that this term is outdated and may have negative connotations due to the past.

**Indigiqueer** - While many Indigenous folks identify as Two-Spirit, some prefer Indigiqueer, or use both identifiers as they both play particular roles in their identity. Someone also may identify themselves as Indigenous and Transgender but not Two-Spirit. For instance, a person may use Indigiqueer because they believe the link between Two-Spirit identity and traditional practices is something they do not relate to, as they feel they are not as connected to their Indigenous cultural traditions as others.

**Intersex** - An umbrella term to capture various types of biological sex differentiation. Intersex people have variations in their sex characteristics, such as sex chromosomes, internal reproductive organs, genitalia, and/or secondary sex characteristics (e.g. muscle mass, breasts) that fall outside of what is typically categorized as male or female.

**Lesbian** - Those who identify as lesbian are usually women who feel sexual and romantic attraction toward other women. Some nonbinary people - those who do not identify with the traditional binary sexes of male and female - may also identify as lesbians. This may be because they feel a closer connection to womanhood and are mainly attracted to women.

**Non-Binary** - Refers to a person whose gender identity does not align with a binary understanding of gender such as man or woman. It is a gender identity which may include man and woman, androgynous, fluid, multiple, agender, no gender, or a different gender outside of the “woman—man” spectrum.

**Outing** - Exposing 2SLGBTQIA+ identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety or religious or family situations.

**Pansexual** - A person whose choice of sexual or romantic partner is not limited by the other person's sex, gender identity or gender expression.

**Queer** - Historically, a derogatory term used as a slur against 2SLGBTQIA+ people, this term has been reclaimed by many 2SLGBTQIA+ people as a positive way to describe themselves, and as a way to include the many diverse identities not covered by common 2SLGBTQIA+ acronym.

**Questioning** - A person who is uncertain about their sexual orientation and/or gender identity; this can be transitory or a lasting identity.

**Sex** - The anatomical classification of people as male, female or intersex, usually assigned at birth.

**Sex assigned at birth** - The sex, male, female or intersex, that a doctor or midwife uses to describe a child at birth based on their external anatomy.

**Sexual fluidity** - People’s sexuality can be fluid. This means that their sexual orientation is not fixed, and they may not define themselves by any particular sexuality.

**Sexual orientation** - Romantic and sexual attraction for people of the same or another sex or gender.

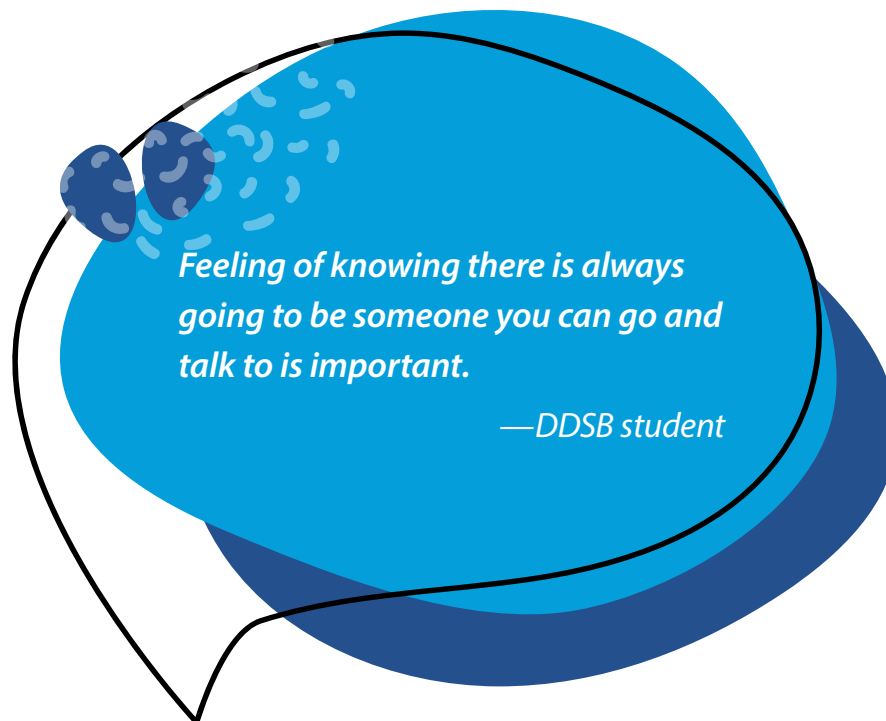
**Transgender** - A person whose gender identity differs from what is typically associated with the sex they were assigned at birth. It includes, but is not limited to, people who identify as transgender, transgender woman (AMAB-Assigned Male at Birth), transgender man (AFAB – Assigned Female at Birth), gender non-conforming, gender-fluid, or gender queer.

**Transitioning** - A series of processes that some transgender people may undergo to live more fully as their true gender. This typically includes social transition, such as changing name and pronouns, medical transition, which may include hormone therapy or gender affirming surgeries, and legal transition, which may include changing legal name and sex on government identity documents. Transgender people may choose to undergo some, all or none of these processes.

**Transphobia** - The fear, hatred, or aversion of people whose gender identities differ from the sex they were assigned at birth.

**Two-Spirit** - A culturally-specific identity used by some Indigenous people to indicate a person whose gender identity, spiritual identity and/or sexual orientation comprises both male and female spirits.

**2SLGBTQIA+** - An acronym for "two-spirit, lesbian, gay, bisexual, transgender, queer, intersex and asexual or agender" with a "+" sign to recognize the limitless sexual orientations and gender identities used by members of the community.







## Acknowledgements

*Acknowledgement to the Visible. Everyday Committee members, past and present. Each has contributed to the goal of providing the best possible supports for students, staff, and families who identify as part of the 2SLGBTQIA+ community through actions which support the efforts of the DDSB and the Anti-Oppression department.*

*The Visible. Everyday committee gathered input and data from three main groups: (1) students, (2) staff, and (3) families. These voices, along with the voices of community partners who have historically supported the Queer and Transgender Communities, helped to craft a list of recommendations intended to inform the work of System Leaders and the creation of this compendium.*

*Finally, we are grateful for the support and direction of Director Camille Williams-Taylor, Superintendent Margaret Lazarus and the entire Administrative Council.*

## Committee Members

*Craig Bonikowsky*  
*Kayl Commanda-McIntyre*  
(Trent University IBEP Student)

*Blake Fuller*

*Jill Harvey*

*Amy Hawkins*

*James Klodnicki*

*Margaret Lazarus*

*Chris Mackey*

*Aaron Mark*

*Sean McCormack*

*Tara Sarre*

*Linda Warren*

*Dawn White*

*Kokhulani Yasodaran*



**Notes:**

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**Notes:**

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**Notes:**

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**Notes:**

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# Community Connections

**Kids Help Phone**

<https://kidshelpphone.ca>

**LGBT Youthline**

<https://www.youthline.ca>

**pflag Canada**

<https://pflagcanada.ca>

**Prideline Durham**

<https://distresscentredurham.com/gethelp/lgbtprideline>

**Trans Lifeline**

<https://translifeline.org>

**Youthspace.ca**

<http://www.youthspace.ca>



**APPROVED Minutes – Governance and Policy Committee Meeting  
Wednesday, September 25, 2024 6:00 p.m., Hybrid**

**1. Call to Order**

Trustee Emma Cunningham, Committee Chair, called the meeting to order at 6:02 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Donna Edwards, Mark Jacula, Stephen Linton (virtual, arrived 6:20 p.m.), Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo (virtual), Student Trustee Nitishan Poopalasundaram (virtual)

Regrets: Trustee Christine Thatcher, Student Trustees Kayla Hoare, Shampavi Vijayakumar

Staff Present: Director of Education Camille Williams-Taylor, Associate Director Jim Markovski, General Counsel Patrick Cotter, Senior Manager Dervla Kelly

Recording Secretary: Gillian Venning

**2. Land Acknowledgment**

Trustee Emma Cunningham 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 Mark Jacula  
SECONDED by Trustee Carolyn Morton

THAT THE AGENDA BE APPROVED.

CARRIED



**5. Minutes**

**(a) Draft minutes of the Governance and Policy Committee meeting of May 29, 2024**

MOVED by Trustee Donna Edwards  
SECONDED by Trustee Tracy Brown

THAT THE DRAFT MINUTES OF THE MAY 29, 2024 GOVERNANCE AND POLICY COMMITTEE MEETING BE APPROVED.

CARRIED

**6. Information Items**

There were no information items discussed.

**7. Recommended Actions**

**(a) Bylaws – Public Question Period**

General Counsel Patrick Cotter provided an overview of the report, which follows up on the Governance and Policy Committee meeting of April 24, 2024, where a motion to eliminate public question period was deferred. A summary of the ways in which members of the community can engage with the DDSB was provided.

There were no trustee questions.

MOVED by Trustee Donna Edwards

THE GOVERNANCE AND POLICY COMMITTEE RECOMMENDS TO THE BOARD OF TRUSTEES THAT SECTIONS 5.12.13 THROUGH TO 5.12.16 OF THE DDSB BYLAWS BE DELETED IN ORDER TO REMOVE PUBLIC QUESTION PERIOD FROM THE BOARD AGENDA AND THAT THE MATTER PROCEED TO THE NEXT MEETING OF THE BOARD OF TRUSTEES.

CARRIED

**(b) Bylaws – Filling Trustee Vacancies**

General Counsel Patrick Cotter provided an overview of the report, summarizing the proposed amendments to the sections of the bylaws applicable to filling trustee vacancies, which are intended to streamline the process in future should the need for a vacancy process arise.

Discussion took place and trustee questions were answered.

MOVED by Trustee Carolyn Morton

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT SECTION 6.2 OF THE BYLAWS BE AMENDED AS NOTED IN APPENDIX A OF THIS REPORT AND THAT THE MATTER PROCEED TO THE NEXT MEETING OF THE BOARD OF TRUSTEES.

Further discussion took place and the following motion was moved, which took precedence:

MOVED by Trustee Donna Edwards

THAT REVISIONS TO THE BYLAWS – FILLING TRUSTEE VACANCIES BE DEFERRED TO A FUTURE MEETING OF THE GOVERNANCE AND POLICY COMMITTEE SO THAT THE COMMITTEE CAN ADDRESS CONCERNS BROUGHT FORWARD AROUND THE VETTING, CANDIDATE POOL AND SELECTION PROCESS.

CARRIED

**(c) Electing Members to OPSBA**

Trustee Donna Edwards provided an overview of the matter, intended to clarify expectations around the annual election and term of office of DDSB trustees elected to the Ontario Public School Board Association as the term of office is June to June while the typical cycle of elections takes place each year in November.

Trustee questions were answered. Discussion took place and it was confirmed that the OPSBA voting member and alternate voting member will be elected at the annual Organizational Meeting, with a note to indicate the term of office of those who are elected will not begin until elections take place at the next OPSBA Annual General Meeting.

**8. Other Business**

There was no other business discussed.

**9. Adjournment**

MOVED by Trustee Deb Oldfield  
SECONDED by Trustee Kelly Miller

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 6:38 p.m.

**REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**  
**Thursday October 3, 2024 6:30 P.M.**

ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) SEAC Chair  
 Charmain Brown, OPVIC Ontario Parents of Visually Impaired Children  
 sensaRAneb Burrell, Autism Ontario – Durham Region Chapter  
 Tara Culley, Durham Down Syndrome Association  
 Allyson Eamer, Easter Seals Ontario  
 Rowin Jarvis, Learning Disabilities Association of Durham Region  
 Elizabeth Daniel, Member at Large  
 Jennifer McLaughlin, Sawubona Africentric Circle of Support

Trustees: Donna Edwards Kelly Miller Michelle Arseneault

Staff: Superintendent, Andrea McAuley  
 System Lead, Michelle Crawford-Eade

Recording Secretary: Lisa Wry

**1. Call to Order:**

SEAC Vice-Chair Tara Culley called the meeting to order at 6:34 p.m.

**2. Land Acknowledgement:**

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

This statement was co-created in partnership with the Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island.

**3. DDSB Human Rights & Equity Statement**

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

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

**4. Welcome Guests: Fatima Beauregard, Senior Manager and Clinical Lead - Speech Language, and Amanda Dolstra - Speech Language Pathologist, Maritza Basaran Autism Ontario Alternate Representative. Lisa Wray Secondary Representative.**

# 100

Report Special Education Advisory Committee (cont'd)  
October 3, 2024

**Regrets:** Eva Kyriakides, Allyson Eamer,

**Absent:** None

## 5. **Approval of Agenda:**

That the agenda for October 3, 2024, be approved. With the update to move the Durham Down Syndrome Association presentation to the November 7 meeting.

MOVED BY: Rowin Jarvis

SECONDED BY: Elizabeth Daniel

CARRIED

## 6. **Approval of the Minutes:**

That the minutes from September 5, 2024, be approved: update to include Eva Kyriakides will also be part of the Member at Large selection committee.

MOVED BY: Elizabeth Daniel

SECONDED BY: Trustee Kelly Miller

CARRIED

## 7. **Staff Reports:**

System Lead Michelle Crawford-Eade shared information and updates from the Inclusive Student Services department: The DDSB Life Beyond High School Event will be on October 23 6-8:30 p.m; all are invited. Also included information about the newly created document *Supporting Educational Assistants: An Administrators' Guide to Respectful and Inclusive Teams*. This is a working document for administrators that asks reflective questions structured around four themes: Foundations, Relationships, Collaboration and Inclusion, and Connection. Senior Manager and Clinical Lead of Speech Language and Hearing Services Fatima Beauregard shared the Inclusive Student Service Impact Update 2024-2025 Issue 1 focusing on Informed Consent. Informed consent is a requirement for Psychological services Speech Language services and Social Work services, which outlines risks and benefits of services, allows the student(s)/parent(s)/caregiver(s) to ask questions. All these service professionals are regulated under their own college, and informed consent is legislated by these colleges. Every part of the process has conversations and further consent.

**Board:** Trustee Donna Edwards shared with SEAC members that the Board of Trustees September meeting had a key focus on welcome back to school. School startup went very well. The draft plan for Pupil Accommodation and Trends was presented at Board. The Board is lobbying for more capital projects. We have been able to accommodate some of the pressures. A few capital projects ahead. Greatest concern is the growth within municipalities. Updated regulations to Trustees around code of conduct and meeting attendance. Starting September 2025, if a Trustee does not attend a meeting, they vacate their seat.

Superintendent Andrea McAuley shared that the DDSB Pupil Accommodation Plan is rich with information. The Facilities Services team has done a great job with projections of programs and services. A link to the resource will be shared with members as follow up.

## 8. Presentation & Discussion: Augmentative and Alternative Communication (AAC)

October is AAC Month

Fatima Beauregard, Senior Manager and Clinical Lead – Speech Language and Hearing Services  
Amanda Dolstra, Speech Language Pathologist presented information on AAC to the members.

### **Communication is a Human Right**

“The silence of speechlessness is never golden. We all need to communicate and connect with each other – not just in one way, but in as many ways as possible. It is a basic human need, a basic human right. And more than this, it is a basic human power” (B. Williams, 2000, p. 248)

AAC stands for **Augmentative and Alternative Communication**

- Used to supplement, add to, and/or clarify spoken language.
- Used in place of spoken language.

Types of AAC Tools

#### **Unaided**

Do not require any external equipment or tools:

- Gestures
- Vocalizations
- Body language
- Facial expressions
- Manual signs

#### **Aided**

Requires the use of equipment or tools:

- Pictures
- Objects
- Text/Writing
- Communication Boards
- Speech Generating Devices
- Apps on iPads

Why are AAC Tools and Strategies Important?

AAC supports the **communication** and **participation** of individuals with complex communication needs in a wide range of environments and activities, including:

- Building meaningful connections and relationships with others
- Fostering a sense of identity
- Participating in classroom learning and discussions
- Engaging in play and social interactions with peers
- Communicating their needs and directing their care

Common AAC Myths

- AAC hinders language development.
- AAC systems discourage speech development.
- Young children are unable to successfully use AAC.
- Children who use AAC experience social challenges with peers.
- Prerequisite skills must be met before AAC can be introduced.

Who Benefits from Using AAC?

**Anybody who cannot consistently rely on verbal speech for communication.**

There are many reasons why an individual may not communicate using spoken words/language AAC provides the tools, systems, devices, and/or strategies that individuals need to support their communication when they cannot rely on speech.

### **High-Tech AAC Systems**

**Two possible pathways for students to obtain high-tech AAC systems:**

#### **Referral to the Communication and Writing Aids Service (CWAS) at Holland Bloorview Kids Rehabilitation Hospital**

- As an Assistive Devices Program (ADP) Clinic, CWAS can authorize ADP funding.
- Services are provided at home and at school by their multi-disciplinary team.
- Students must meet eligibility criteria to be referred to this program.
- DDSB S-LPs can initiate the referral to CWAS with parental consent.

#### **Specialized Equipment Amount (SEA)**

- iPad with specialized communication software/app
- Services provided by DDSB S-LPs in school.

#### **Importance of Communication Partners**

- AAC systems are their own language.
- At all stages of learning and using an AAC system, students require communication partners who know the system and who can communicate with them and model the use of the device.

#### **Strategic Priorities: Igniting Learning, Connection, and Well-Being**

Promote Meaningful Learning by:

- Providing high quality training in the area of AAC for students and staff members

Promote Connected Communities by:

- Improving connections between home and school to foster learning and engagement with the AAC tools and strategies.
- Creating opportunities for AAC users to participate in their school communities (e.g., peer groups, assemblies etc.)

Promote Well-Being by:

- Honouring the identity and voice of our students who use AAC to communicate.

#### **Impact on Students and their Caregivers**

"When a DDSB student was asked how she felt about her new AAC system, she tapped **"like"**. When asked how she felt about the new teenage girl voice that was added to her system, she tapped **"like, like, like"**."

"We are so excited that his new device has more words [than his paper-based board] and is more portable so we can take it into the community, to the trampoline park, and so he can communicate with his family members. Thank you so much, we know he has a lot of words and a lot of things to say, and we can see how this will help him share that with us and remove some of the guesswork and frustration.–Parents of an AAC user

## Questions from the members:

How often does a student come in with a device that we are not aware of?

- Our IT department is very inclusive with access to the most robust apps.
- When we provide an iPad words are added, when families provide the device can add new apps.

Questions regarding funding for student devices.

- School Boards supply AAC through SEA or they are provided to students through Holland Bloorview Kids Rehabilitation Hospital.

How does the assessment process get started?

- Informed consent, then a trial within the classroom with the student.
- Gain knowledge of their current vocabulary strengths and word knowledge as well as their interests.
- Trial programs take on average 6-8 weeks, involves consistent and robust training for educators and support staff.
- Trials with different software.
- Access to robust vocabulary is the goal does not always mean the iPad.
- The tool alone will not encourage the student to speak, it also relies on the relationships with the people they want to have a conversation with.
- Good relationship partners at Holland Bloorview Kids Rehabilitation Hospital and Grandview Kids are very supportive and have relatively short waiting times.

Are we able to use the apps on android devices or just iPad, and are we looking at using more phone-based devices for some of our older children?

- Some apps can be put on both the iPad and Android. We want to be fostering literacy with our students and therefore text-based systems are the goal. Helping to transition from picture based to text-based communication.

Can any of these apps be used by parents/caregivers?

- Many/all the apps have tutorials that parents/caregivers can learn how to use and encourage use of these devices.

What languages are supported?

- *TD Snap* has many languages suppliers are aware of the need for multiple languages and are continuing to develop the app.
- It is easier to use a variety of languages on lower technology because words can be written in different languages.

What is being done to help educators?

- Goals are created collaboratively with the student/family/educator and SLP.

Across the province Managers of Speech Language meet regularly and ACC is a continual part of the conversation.

## 9. Business Arising from the Minutes

- SEAC Member at Large Vacancy – Update 2 applicants, 1 inquiry not submitted at this time and 2 interested persons that were not eligible due to working for the DDSB. Open until October 15, 2024. Recommendation will come through SEAC for recommendation to the Board of Trustees for approval at the November Board meeting.
- SEAC Webinar Series – Update
  - Considered an advocacy night.

- Trying to put together an in-person event was becoming a difficult task.
- The idea to have something prerecorded that can be shared at engagement nights and SCC.
- Consideration is to use snips from the association presentations.
- Formation of a subcommittee for planning (google form will be sent to survey those interested)
- Learning Disabilities Association of Durham Region-is working to prepare a presentation on Individual Education Plan (IEP). An older IEP presentation will be shared with members for input and updating.
- Discussion about recorded presentation with a live Q & A
- Idea to have it prerecorded would be to have a SEAC member present, and available to answer questions after prerecorded presentation is viewed.
- The subcommittee can work together to establish details.
- How long do we want the presentation to be.
- Chunking into 5-minute sections with a moderator to answer questions and reiterate learning.
- Email out all questions and answers to the attendees as follow up.
- Request for Trustees to share with the Board that we are planning a webinar.
- Identification Placement and Review Committee (IPRC) Guide for Parents/Caregivers Support Resource – Update  
As staff we have taken SEAC feedback (September 2024) on the supplemental IPRC parent caregiver guide. We are currently updating to create a support resource currently seeking input from parent(s)/guardian(s) new to the process as well as our Special Education Resource Teachers (SERTs) new to the role.
- Resource: Addressing Ableism in Education – by Gillian Parekh  
Last month we spoke as a committee about this book, Ontario context with Ontario students and school systems. Copies available for SEAC members.  
*“An inclusive classroom is a place where all students experience a sense of belonging and social citizenship (e.g., membership, inclusion, shared power, and value) (Ableism in Education, Gillian Parekh pg108).*
  - Professional Learning is share by way of a bi-weekly bulletin to SERTs which contains reflective questions. This learning is also shared with Administrators.

## 10. **Association Reports & Committee Reports**

- SEAC representative for Parent Involvement Committee sought.  
Meet monthly and there are 4 subcommittees you will need to sign up for one, meetings are held virtually.

## 11. **Correspondence**

- SEAC Membership Request: Abilities Centre. Committee is seeking legal clarification. In the past we have had a similar service organization around the table as non-voting member.

## 12. **Community Concerns**

No community concerns raised.



**13. Celebrations & Successes**

Trustee Donna Edwards brought good news of two new students that are newcomers to the school. One of the students requires a wheelchair. The wheelchair they had equipped for the bus, so staff members pick up the student daily. The Administrator reached out to Lakeridge Health, and they donated a fully motorized wheelchair. School teams do a phenomenal job supporting students.

SensaRAneb Burrell reminded members that September 30 was the National Day of Truth and Reconciliation. We are not yet at the point where this is nationally recognized, but wanted to remind us that this is how we confront the lasting and painful impact of residential school systems. We remember the children who never returned home and the survivors who lived on. This is the work we do to improve ourselves.

**14. Next S.E.A.C Meeting**

November 7, 2024

**15. Adjournment**

That the meeting does now adjourn at 8:22p.m.

Adjournment called by SEAC Vice-Chair Tara Culley

MOVED BY: Rowin Jarvis      SECONDED BY: Maritza Basaran

CARRIED

Report respectfully submitted by:

Tara Culley, SEAC Vice-Chair

*Table 1 Action Items*

ACTIVITY	RESPONSIBILITY	COMPLETION
Send out link to Accommodation Plan	Lisa Wry	ASAP
Send out survey around members of subcommittee	Lisa Wry	ASAP
PIC committee representative survey	Lisa Wry	ASAP
SEAC Member at Large Sub Committee to bring recommendation forward to November SEAC Meeting	Andrea McAuley/Lisa Wry	Subcommittee meeting to be scheduled prior to November SEAC meeting
Follow up on request from Abilities Centre for SEAC Membership	Andrea McAuley	Prior to November SEAC Meeting
Update to IPRC Parent/Guardian Guide Supplemental Resource	Inclusive Student Services team	Prior to December SEAC Meeting

Durham District School Board (DDSB)

# Inclusive Student Services Impact Update

2024-2025 • Issue 1

## Informed Consent

### Informed Consent for Clinical Services via Inclusive Student Services Staff

With the adoption of DDSB's Human Rights Policy and Indigenous Education Policy, we are invited to examine policies, practices and approaches to ensure that they align with relevant legislation as well as these foundational policies. Core within these policies is voice and choice in education and related services.

Informed consent is a requirement for services provided by Psychological Services, Social Work Services, and Speech and Language Services as part of Inclusive Student Services. These services are provided to help support student mental health, learning and pathways of access to community-based services.

*"I always feel good when students mention feeling a lot safer and more comfortable to open up and express themselves authentically knowing things are confidential and they also have choice over what they feel they can share on their own terms and knowing they are in control."*

—Social Worker



Informed consent means you are involved in a conversation with your service provider to support understanding of services offered, the benefits, risks and any alternative courses of action. This connection also provides an opportunity for you to clarify questions and/or concerns. Informed consent leads to the decision to engage or not engage in the service(s) offered.

Before any services are provided, regulated health professionals need to seek and obtain informed consent about the services offered to support a student. This means a conversation with the student, at age of consent, or parent/guardian. It is important that the client understands the services being offered, the anticipated benefit and any risk of participating in the services, and the service provider's obligation to maintain privacy and confidentiality.



When students are seeking direct mental health supports (e.g., counselling) that Social Work and Psychological Services staff provide, students are able to consent to their own service(s), provided that they understand what they are consenting to. While practitioners will continue to seek to involve and clarify permission from parent(s)/guardian(s), in circumstances where a student wishes to independently initiate service from a member of Social Work and/or Psychological Services their informed consent (with some exceptions) will suffice. The involvement of parent(s)/guardian(s) continues to be foundational to the work we do, and an important component in the work with students. Other clinical services (e.g., assessment, consultation with school-based personnel) require the informed consent of parent(s)/guardian(s).

### **What is covered through informed consent?**

For all our services provided through regulated health professionals, we provide competent services and information, based on assessment and evidence-based interventions. We may collect information from multiple sources, including the Ontario Student Record, academic documents, caregivers and educators who know your child well, and the student themselves. With written permission, we may contact or consult with other professionals who provide services to your child.

Regardless of which services we offer and are agreed to, you and your child have rights to privacy and confidentiality.

**There are two key legislations related to informed consent:**

### **Health Care Consent Act**

This is the legislation that lays out the rules for how informed consent is obtained in any setting where there is a requirement to consent to treatment. Within the DDSB, that includes any services offered by members of Psychological Services, Speech Language Pathology and Audiology Services, and Social Work. ([ontario.ca/laws/statute/96h02](http://ontario.ca/laws/statute/96h02) )

“

“During planning for a significant transition, a parent/caregiver noted that she really appreciated understanding all of the ins and outs, and what information would be shared with the new school. She said that it made her feel better about this transition knowing that she can decide what information about her child is shared and only to those needing the information for planning.”

–Psychological Services team member

“Families may have previous experiences with receiving professional services for their child privately or through a community agency. The delivery of these services may differ within the school setting. The informed consent process helps families to better understand the nature of services that their child will receive from school-based professional services and provides them with the opportunity to ask questions.”

–Speech Language Pathologist

”

## Personal Health Information Protection Act (PHIPA)

This Act sets out rules for how personal health information is collected, used, and shared. Even though schools are not specifically healthcare settings, we do have many regulated health professionals within our Inclusive Student Services teams. When you provide consent to any services provided by a DDSB clinician, the rules they follow to keep your personal health information confidential are laid out in PHIPA. ([ipc.on.ca](http://ipc.on.ca))

Regulated Health Professionals in the DDSB support students aligned with the expectations of legislation, the district and governing professional organization:

- [College of Audiologists and Speech-Language Pathologists of Ontario \(CASLPO\)](#)
- [Ontario College of Social Workers and Social Service Workers \(OCSWSSW\)](#)
- [The College of Psychologists and Behaviour Analysts of Ontario \(CPBAO\)](#)



For more information about the  
 DDSB Inclusive Student Services Impact Update,  
 please visit [DDSB Inclusive Student Services](#).





## MEMORANDUM

To: Trustees

Memo: No. 2425:56

**From:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Margaret Lazarus, Superintendent of Equitable Education  
Sean McCormack, System Lead, Anti-Oppression

**Date:** November 27, 2024

**RE:** Dates of Significance

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The purpose of this memorandum is to provide Trustees with information on the process for developing the annual Dates of Significance and for submitting days for consideration.

### Background

Dates of significance hold importance for school boards because they align educational activities with broader cultural, historical, and civic contexts, fostering inclusivity, awareness, and engagement within the school community. These dates, such as national holidays, historical anniversaries, or cultural and religious observances, serve several key purposes for school systems:

- Promoting cultural awareness and inclusion
- Supporting civic education
- Encouraging community engagement
- Providing opportunities for reflection and growth

In alignment with DDSB's Multi-Year Strategic Plan priorities and its guiding principles, sharing dates of significance offers the opportunity for all members of the DDSB community to recognize and uphold distinct Indigenous rights, affirm and uphold human rights, and cultivate environments that implore us to care about and strive to know each other to best ignite learning, connections, and well-being.

Recognizing dates of significance also reflects our commitment and responsibilities to reflect, affirm and teach about diverse identities, religions, cultures and experiences throughout the year (not only on days or months of significance), while also acknowledging that the recognition of diverse identities happens in several different ways to support inclusive education.

This process emerged in the interest of aligning dates of significance principles with DDSB policies and procedures for consistency and transparency of process. The Anti-Oppression Department along with the Communications Department partnered to establish an internal decision group-driven process to vet and recognize dates as well as develop strategies for equitable exposure and consideration of these dates.

## **Summary of Dates of Significance Review Timeline:**

**January 2024 – April 2024:** The Anti-Oppression and Communications Departments met to review the current DDSB Dates of Significance. A process and guiding principles for selecting dates of significance, protected days, date descriptors and a communication strategy for the system was established.

**May 14, 2024 –** Dates of Significance guiding principles and proposed dates were shared with DDSB Administrative Council for feedback at which time, Administrative Council provided the following direction for next steps:

- **Create a Dates of Significance Procedure that will:**
  - Sit as a procedure under DDSB's Indigenous Education and Human Rights Policies.
  - Reference the existing Creed Accommodations Guidelines.
  - Outline how the District will implement and respond to the dates.
  
- **Establish a Working Group that will:**
  - Include representation from staff, Board of Trustees, students, parents/families and community members.
  - Identify Dates of Significance for the 2024-2025 school year.
  - Meet once per year in March, to review the dates using the procedure and guiding principles, consider any new dates submitted and offer a recommendation to Administrative Council for the next school year.

**May 16, 2024 –** A Dates of Significance Working Group was established and is comprised of representatives from the:

- Anti-Oppression Department
- Communications Department
- Indigenous Education Department
- Innovative Learning and Leadership Department
- Parent/Guardian/Community Member
- Central Staff Facilitator
- Student Senate
- School Administration (elementary and secondary)
- Teaching and Learning Department
- Trustee

**May 21, 2024 –** the Dates of Significance Procedure was adopted under the Indigenous Education and Human Rights Policies following approval by Administrative Council.

**May 30, 2024** – The Dates of Significance Working Group met, and using the Dates of Significance Procedure, established:

- Three (3) types of Dates of Significance – Faith/Creed Days, Cultural Recognition/Periods, and professional and social recognition.
- The Dates of Significance for 2024-2025.
- Protected dates. Protected days are defined as dates where DDSB staff and students may be absent from school/work or experience school/work in differing ways.
- A process for communicating the dates via social media and the Board’s website, which included the following principles:
  - Naming the date of significance.
  - The calendar of dates should be accessible to all.
  - Social media should not elevate one day over another.
  - All dates for each month should be posted at the same time.

**June 11, 2024** – The recommendation from the Dates of Significances Working Group was shared with Administrative Council and included further clarification on the following:

- That acknowledgement of months and days be tied to identity and not to countries or nationalities.
- Addition of more supportive language around protected days to increase understanding.
- Dates indicated as protected should not diminish or devalue the importance of other dates on the list and that we must be responsive to the needs of all staff and students.
- The language around protected days is not to be perceived as a mandate. It is important for school and department leaders to understand the identities of the students and communities they serve and staff they employ.

Finally, in alignment with provincial and federal governments, it was recommended that DDSB Dates of Significance also reflect both federal and provincial statutory holidays.

The District recognizes that Indigenous rights are distinct ([Indigenous Education Policy](#)). As such, the Indigenous Education Department will determine which dates of significance for Indigenous Peoples and communities will be recognized (and how they will be recognized), in partnership with Indigenous community partners and in accordance with the Indigenous Education Policy.

**July 2024** – The final revised version of the Dates of Significance for the 2024-2025 school year was shared with Administrative Council and was approved.

**September 2024** – All Dates of Significance were added to [the DDSB website](#) along with the online [Request for Consideration Form](#). DDSB social media would reflect one (1) post per month, pinned and linked to all the dates happening during that month.

The Dates of Significance Working Group convenes annually to consider and determine the dates of significance calendar for the upcoming school year. Requests for adjustments can be received using the Request for Consideration Form. These requests are considered at the annual meeting of the Working Group.



## How we recognize and communicate the Dates of Significance

The dates of significance are recognized and communicated in the following ways:

- The full calendar of dates, along with considerations on how to recognize these dates is sent out annually at the start of the school year.
- The calendar is added to the public website. We are currently exploring ways to also internally share the dates with staff via Outlook calendars to support planning and to prevent potential scheduling conflicts.
- At the beginning of each month, the dates of significance for that month are posted on DDSB social channels.
- Monthly communications sent out to administrators with Considerations for School Events through the weekly memo to Administrators, as well as through Family of Schools meetings.
- Dates recognized on digital signage at schools and Education Centre.
- Flag raising events for key dates.
- Dates of Significance school events included in the Good News Report to the Board of Trustees.

It is important to note that staff recognize diverse identities and experiences throughout the year (not only during days or months of significance).

Educators provide appropriate learning opportunities and integrate content that enhances understanding and respect for multiple and intersecting identities by:

- Fostering inclusive and welcoming environments
- Embedding teaching and learning about diverse identities and experiences into their practices and when implementing the curriculum, in age-appropriate ways and without appropriation
- Providing appropriate context and background information about the significance of the day, and creating respectful spaces for conversations in a way that emphasizes learning, critical thinking, understanding and empathy
- Handling sensitive discussions and recognizing different perspectives with a focus on dignity and respect for everyone.

Although the District may not recognize all days of significance for all community members through the dates of significance calendar, this in no way diminishes the District's commitment to supporting:

- Learning about diverse identities and experiences; and
- Safety, well-being and sense of belonging for all students, families, staff and community members.

## Summary of the Dates of Significance Guiding Principles

Adjusting and selecting days of recognition involves considering various factors such as cultural, religious, faith-based significance and current and historical events and is linked to the DDSB's Multi-Year Strategic Plan. The dates selected should:

1. Recognize, affirm and uphold Indigenous rights and human rights.
2. Provide opportunities for learning, reflection, respectful discussion and raise awareness about relevant faith/religious or historical and current events as well as promote learning about each other in positive, safe, and respectful ways.
3. Commemorate faith/religious or historical events that build, encourage and engage community. In addition, they should encourage meaningful connection and promote working and learning environments that are free from discrimination.
4. Recognize diversity and promote inclusion, fostering a welcoming and respectful environment. Moreover, the dates selected should help the District to consider and plan to ensure everyone can access learning opportunities and events.
5. Reinforce the value that we care about and know each other and not create an opportunity to oppress or hurt others.

Recognizing dates of significance is essential to honour historical events, cultural traditions, and important milestones that shape our collective identity and values. These dates foster a sense of community, encouraging reflection, awareness, and respect for the diversity of experiences that define us as a District. We continue to explore the best ways to communicate and recognize the days and months of significance to ensure awareness and learning for staff and students.

# December 2024 Dates of Significance

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First day of Advent (Christianity)	1
International Day for the Abolition of Slavery	2
International Volunteer Day	5
National Day of Remembrance and Actions on Violence Against Women	6
Bodhi Day (Buddhism)	8
Aga Khan's Birthday	13
Las Posadas (Latin America)	16 - 24
Yalda (Persian festival for winter solstice)	20 -21
Alban Arthan (Druid)	21 - 22
Tohji-Taisai (Shinto)	21
Yule (Druid)	21
Christmas Day (Christianity)	25
<b>Hanukkah (Judaism)</b>	25 - 01/02
<b>Kwanzaa</b>	26 - 01/02
Boxing Day	26

# January 2025 Dates of Significance

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Tamil Heritage Month

New Years Day	1
Guru Gobind Singh's Birthday (Sikh)	6
Epiphany (Christianity)	6
Orthodox Christmas (Christianity)	7
Orthodox New Year	14
Thai Pongal (Tamil)	14 - 17
Epiphany (Orthodox)	19
Lincoln Alexander Day	21
International Holocaust Remembrance Day	27
Lunar New Year (Asia)	29