



**DURHAM DISTRICT SCHOOL BOARD**

**NOTICE OF MEETING**

**GOVERNANCE AND POLICY COMMITTEE  
PUBLIC SESSION**

Chair: Kelly Miller  
Vice Chair: Mark Jacula

**DATE:** Wednesday, April 30, 2025  
**TIME:** 6:00 p.m.  
**LOCATION:** Hybrid  
**ATTACHMENTS:** Agenda

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

**AGENDA - GOVERNANCE AND POLICY COMMITTEE MEETING**  
**Wednesday, April 30, 2025, 6:00 p.m.**

	PAGE
1. <u>Call to Order</u>	Verbal
2. <u>Land Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>Declarations of Interest</u>	Verbal
4. <u>Motion to Approve Agenda</u>	Verbal
5. <u>Minutes</u>	
(a) DRAFT Minutes of the Governance and Policy Committee Meeting of February 26, 2025	1 – 5
6. <u>Recommended Actions</u>	
(a) Rescission of Salary Overpayment Policy and Regulation (Superintendent Heather Mundy)	6 – 12
(b) Revised Consolidated Bylaws (General Counsel Patrick Cotter)	13 – 52
7. <u>Information/Discussion Items</u>	
(a) Trustee Professional Learning and Trustee Expenses (Associate Director David Wright)	53 – 59
(b) Bullying Prevention and Intervention Practices (Associate Director Jim Markovski, Superintendent Michael Bowman)	60 – 98

8. Adjournment

Verbal



**Draft Minutes – Governance and Policy Committee Meeting  
Wednesday, February 26, 2025, 6:00 p.m., Hybrid**

**1. Call to Order**

Trustee Kelly Miller, Committee Chair, called the meeting to order at 6:05 p.m.

Members Present: Michelle Arseneault (virtual), Emma Cunningham (virtual), Donna Edwards, Mark Jacula, Stephen Linton (virtual, joined 6:18 p.m.), Deb Oldfield, Student Trustees Kayla Hoare (virtual), Nitishan Poopalasundaram (virtual), Shampavi Vijayakumar (virtual, joined 7:00 p.m.)

Regrets: Trustee Tracy Brown, Carolyn Morton, Shailene Panylo, Christine Thatcher

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

Recording Secretary: Gillian Venning

**2. Land Acknowledgment**

Trustee Kelly Miller 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

THAT THE AGENDA BE APPROVED.

CARRIED

**5. Minutes**

**(a) Draft minutes of the Governance and Policy Committee meeting of January 29, 2025**

MOVED by Trustee Donna Edwards

THAT THE DRAFT MINUTES OF THE JANUARY 29, 2025 GOVERNANCE AND POLICY COMMITTEE MEETING BE APPROVED.

CARRIED

**6. Recommended Actions**

**(a) Revised Board Member Code of Conduct**

General Counsel Patrick Cotter provided an overview of the report, which proposes a minor amendment to Section 7 of the Board Member Code of Conduct to ensure its alignment with the recently adopted amendments to the Complaints Protocol.

There were no trustee questions.

MOVED by Trustee Donna Edwards

THAT THE GOVERNANCE AND POLICY COMMITTEE APPROVE THE REVISED BOARD MEMBER CODE OF CONDUCT INCLUDED AS APPENDIX A, AND THAT THE MATTER PROCEED TO THE BOARD OF TRUSTEES AT ITS NEXT MEETING FOR CONSIDERATION.

CARRIED

**(b) Revised Bylaws – Trustee Attendance Requirements**

General Counsel Patrick Cotter provided an overview of the report, which proposes amendments to Section 5.7 of the Bylaws (Attendance at Meetings). The revisions are being made in response to amendments to the Education Act and its Regulations regarding requirements for in person and electronic trustee attendance at regular Board and regular Committee of the Whole meetings, referred to in the revised Bylaws as Mandatory Meetings. It was noted that while a separate Policy on Trustee Attendance Requirements was initially contemplated, staff are recommending that, in light of the extensive terms already in the Bylaws governing meeting attendance and electronic meeting requirements, all such terms ought to be included in a single document (whether the Bylaws or a separate policy).

Discussion took place and Trustee questions were answered. Through discussion, additional amendments to the proposed revisions were noted that will help to ensure consistency and bring further clarity in relation to section 5.7.2. This will help ensure consistency with the other provisions in the Bylaws and the Board's practices – including as to “rising and reporting.” General Counsel Cotter will incorporate the further amendments as suggested by members and will prepare a revised versions of Section 5.7 of the Bylaws to present at the next meeting of the Committee.

**(c) Motion – Request for Report on Bullying**

Committee Chair Kelly Miller handed the Chair to Vice Chair Mark Jacula.

Trustee Kelly Miller provided an overview and rationale for bringing forward the motion, noting the desire to improve responsiveness and prevention of incidents of bullying and their impacts on the DDSB community.

Discussion took place and Trustee questions were answered.

MOVED by Trustee Kelly Miller

THAT STAFF PREPARE AN INFORMATION REPORT TO THE COMMITTEE ON ANY AND ALL DDSB POLICIES, PROCEDURES, DIRECTIVES, GUIDELINE AND PRACTICES RELATED TO BULLYING AS WELL AS THE DDSB'S COMPLIANCE WITH LEGISLATED REQUIREMENTS REGARDING BULLYING IN SCHOOLS SO THAT THE COMMITTEE MAY ASSESS AND DETERMINE:

1. IF THERE ARE ANY POLICY GAPS; AND/OR
2. IF THERE MAY BE ANY POLICY IMPROVEMENTS THAT COULD BE MADE AS TO TRANSPARENCY, REPORTING AND RESPONSIVENESS TO IMPACTED STUDENTS AND FAMILIES.

CARRIED

As part of the discussion around this motion, the Director committed to bringing forward an initial report to set out a proposal and plan for development of the report.

Trustee Miller resumed the role of Chair of the Committee.

**7. Information Items**

**(a) Trustee Expense Policy**

General Counsel Patrick Cotter provided an overview of the report, which provides the current Trustee Expense Policy in response to a recent trustee request for discussion around annual trustee discretionary funding allocations, particularly as it relates to use of funds for self-selected professional learning opportunities.

Discussion took place and trustee questions were answered.

MOVED by Trustee Donna Edwards

THAT STAFF PREPARE A REPORT ON SOURCES OF PROFESSIONAL DEVELOPMENT AND PROFESSIONAL DEVELOPMENT FUNDING AND THE PROFESSIONAL DEVELOPMENT FRAMEWORK, AS WELL AS A JURISDICTIONAL SCAN OF PROFESSIONAL DEVELOPMENT POLICIES AND EXPENSES OR FUNDING FOR THAT PROFESSIONAL DEVELOPMENT.

CARRIED

**(b) Committees Rising and Reporting**

General Counsel Patrick Cotter requested to defer this report to provide staff the opportunity to consider revisions to ensure alignment with further amendments to the Bylaws around attendance requirements. There were no trustee questions. Seeing no objection from the Committee, it was confirmed that this report will be revised and brought back to the Committee at its next meeting.

**(c) Bylaws – Cycle and Scheduling of Board and Standing Committee Meetings**

General Counsel Patrick Cotter provided an overview of the report, which outlines the current terms of the Bylaws regarding the annual cycle and schedule of Board and Standing Committee meetings in response to a recent request from a trustee to consider the possibility of moving the first Standing Committee meeting in September so that it does not fall on the first day of school.

Discussion took place and trustee questions were answered.

MOVED by Trustee Emma Cunningham

THAT THE AMENDMENTS TO SECTION 4.2.4 OF THE BYLAWS AS OUTLINED IN THE REPORT BE APPROVED.

CARRIED

Further discussion took place. It was confirmed that a motion requesting that the September 3, 2025 Standing Committee be moved to a day other than the first day of school will be presented by Trustee Emma Cunningham at the next Regular Board meeting taking place on March 17, 2025.

**(d) Bylaws – Report on Abstention**

General Counsel Patrick Cotter provided an overview of the report, which outlines the terms of the Bylaws applicable to members abstaining from a vote as well as the subsequent impact of reducing the number of “in favour” votes required to pass a motion.

Discussion took place and trustee questions were answered.

**8. Adjournment**

MOVED by Trustee Mark Jacula

THAT THE MEETING ADJOURN.

CARRIED

The meeting adjourned at approximately 7:21 p.m.

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Governance and Policy Committee **DATE:** April 30, 2025

**SUBJECT:** Rescission of Recovery of Salary Overpayment Policy and Regulation. **PAGE:** 1 of 3

**ORIGIN:** David Wright, Associate Director of Corporate Services and Treasurer of the Board  
Heather Mundy, Superintendent of People and Culture

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 Recovery of Salary Overpayment Policy and Regulation (Appendices A and B) were last updated in 2013. The Policy and Regulation provide specific operational content that is most appropriate to be contained in a procedure. The new Recovery of Salary Overpayment Procedure, included for information as Appendix C, retains any relevant operational provisions previously contained in the policy and regulation, has been updated through consultation and aligns with the Employment Standards Act (ESA). With the implementation of a new procedure, it is recommended that the Governance and Policy rescind the Recovery of Salary Overpayment Policy and Regulation.

**2.0 Purpose**

The purpose of this report is to seek approval from the Governance Committee to rescind the Recovery of Salary Overpayments Policy and Regulation.

**3.0 Background**

The Recovery of Salary Overpayment Policy and Regulation were originally created in 1992 and were last updated in 2013. The policy and regulation provide specific operational information related to recovery of salary overpayment.

**4.0 Analysis**

A new Recovery of Salary Overpayment Procedure has been developed through a consultative process outlined below.

The procedure aligns with the following relevant provincial and federal legislation:

1. Provincial -[Ontario Employment Standard Act Polic and Procedure and Interpretation manual](#)- Section 13-Deductions, etc.
2. Federal- [Correcting Salary Overpayment](#)

#### 4.1 Consultation Plan

Staff engaged in consultation with DDSB's union and association partners as with staff from Payroll, Finance and Legal departments. Feedback received was taken into consideration in the development of the final version of the procedure.

#### 4.2 Risks and Opportunities

##### **Risks**

Recovery of salary overpayment must be aligned with ESA. Due to the operational nature of the information, it is appropriate to hold this information within a procedure and not in a policy and/or regulation, as has previously been the case.

##### **Opportunities**

The procedure provides clear information and direction aligned with ESA standards for recovery of salary overpayment.

#### 5.0 **Financial Implications**

There are no financial implications.

#### 6.0 **Strategic Links**

Rescission of the Recovery of Salary Overpayment Policy and Regulation and creation of the Recovery of Salary Overpayment Procedure provides transparent process for recovery of salary overpayment. This supports employee well-being as outlined in the Multi-Year Strategic Plan.

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

The new procedure will be shared with all DDSB employees and the online database will be updated.

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

It is recommended that that Governance and Policy Committee approve the rescission of the Recovery of Salary Overpayment Policy and Procedure as included in Appendices A and B of this report, and that the matter proceed to the Board of Trustees for consideration at its next regular meeting.

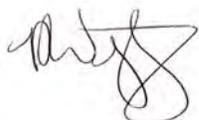
## 9.0 Appendices

Appendix A – Policy – Recovery of Salary Overpayments

Appendix B – Regulation – Recovery of Salary Overpayments

Appendix C – Procedure – Recovery of Overpayments (for information only)

Report reviewed and submitted by:



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



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Heather Mundy, Superintendent of People and Culture



# POLICY

## PERSONNEL

### Recovery of Salary Overpayment

- 1.0 Overpayments occurring as a result of termination of contract with insufficient notice to make possible proper salary adjustments, shall be recoverable by the Board.
  - 1.1 Overpayment resulting from the death of a staff member shall not be recovered.

**Appendix:**  
None

**Effective Date**  
72-11-27  
**Amended/Reviewed**  
73-12-10  
2006-08-08  
2013-09-26



# REGULATION

## PERSONNEL

### Recovery of Salary Overpayment

- 1.0 Staff members who have been overpaid as a result of termination of contract will be billed by the Payroll Department for the amount of overpayment. Payment will be due within 30 days of the billing.
- 1.1 Information re-payments in default will be reported to the Board at the meeting following the due date.
- 1.2 Full information regarding overpayment resulting from accidental death of a staff member will be reported to the Board through the Employee Relations Department with a recommendation for action.

**Appendix:**

None

**Effective Date**

72-11-27

**Amended/Reviewed**

2006-08-08

2013-09-26

## EMPLOYEES

### Recovery of Overpayments

#### 1.0 Objective

- 1.1 To outline the process to recover overpayments made to employees of the DDSB.
- 1.2 The goal is to ensure that overpayments are addressed and recovered in a fair and consistent manner, within a reasonable time frame, while minimizing the financial burden on all parties involved.
- 1.3 The recovery process shall consider employment legislation and Canadian tax law as applicable.
- 1.4 This procedure is to be interpreted and applied in accordance with the DDSB's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches, and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

#### 2.0 Definitions

- 2.1 "Overpayment" is any payment made to an employee that exceeds the correct amount owed. Overpayment may occur due to administrative errors, system issues or any other unintended issue(s).

#### 3.0 Procedure

- 3.1 The Board is required to recover any overpayments that occur. An employee is required to return any overpayment that they have received.
- 3.2 There is a shared responsibility between employer and employee to ensure accurate pay. Employees are encouraged to monitor their pay statements for any irregularities.
- 3.3 If an employee identifies or is informed of an overpayment, they shall notify a supervisor and/or contact DDSB Payroll directly by way of email to [payroll@ddsb.ca](mailto:payroll@ddsb.ca)
- 3.4 If a supervisor or board is notified or becomes aware of an overpayment, the supervisor or board shall ensure that DDSB Payroll is notified.
- 3.5 Once Payroll becomes aware of an overpayment, the following will occur:
  - 3.5.1 Payroll will confirm and calculate the amount of any overpayment.
  - 3.5.2 Payroll will make contact with the employee to inform them of the overpayment, the amount, the reason for the overpayment and discuss options for recovery.
  - 3.5.3 Upon request by the employee, Payroll will provide a calculation of the overpayment.
  - 3.5.4 Payroll will develop a repayment plan with the employee.

- 3.6 Overpayments will be recovered in accordance with applicable legislation and applicable collective agreement provisions, and tax considerations will be applied as necessary (e.g. T4 adjustments to correct income for tax purposes).
- 3.7 Employees are expected and encouraged to work collaboratively with Payroll to find a mutually agreeable repayment schedule.
- 3.8 For active employees, two initial repayment options will be considered. Payment can be made by payroll deduction or personal cheque/electronic funds transfer. Payment options include:
- Option 1: Full repayment.
- Option 2: Payroll, in consultation with the employee will determine a repayment schedule.  
*Note: for example, a repayment plan could be 10% of the employees' pay each pay period.*
- 3.9 Financial hardship will be considered when determining the repayment schedule with the employee.
- 3.10 Should the employee refuse or fail to cooperate with the recovery or with a repayment schedule, the DDSB may consider additional actions in consultation with the employee and/or their representative and DDSB legal services to rectify the matter.
- 3.11 In extenuating circumstances, such as when the employee is expected to return to work from a leave of absence, overpayment recovery may be postponed until the employee returns to work.
- 3.12 In the event of the death of a current employee, the Board will cease its recovery of any overpayment from that employee.
- 3.13 All overpayments, records, and financial information will be protected under the obligations of provincial and federal privacy legislation.
- 3.14 Once the overpayment has been resolved, Payroll will communicate with the employee.

## 4.0 Reviews and Updates

- 4.1 Updates to the procedure will occur as necessary to address changes in legislation, process improvements and to ensure compliance with DDSB procedures and policy.

**Appendix:**  
None

**Effective Date:**  
2025-04-08

**Amended:**  
YYYY-MM-DD

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Governance and Policy Committee

**DATE:** April 30, 2025

**SUBJECT:** Revised Consolidated Bylaws

**PAGE:** 1 of 4

**ORIGIN:** Patrick Cotter, General Counsel

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 Purpose

The purpose of this report is to present proposed revisions to several sections of the Board's Consolidated Bylaws to the Governance and Policy Committee for consideration.

### 2.0 Background and Analysis

#### **Trustee Attendance Requirements**

Recent amendments to the Education Act and the Regulations thereunder set out requirements for trustee attendance at Regular Board meetings and Regular Committee of the Whole meetings. To support implementation and a common understanding of individual trustee responsibilities, further amendments are recommended to the Board's Consolidated Bylaws.

On July 29, 2024, the Ministry of Education filed [O. Reg. 313/24](#) under the Education Act which amended [O. Reg 463/97: Electronic Meetings and Meeting Attendance](#). A detailed implementation plan of the amended attendance requirements was presented to the Governance and Policy Committee at its January 29, 2025 meeting and it was directed that staff prepare a draft policy to present to the Committee. Upon review, it became apparent that the proposed policy could be easily incorporated into the existing language in the Board's Consolidated Bylaws. A report proposing amendments to Section 5.7 of the Bylaws was presented to the Committee at its February 26, 2025 meeting and through brief review and discussion, it was determined that the matter would be adjourned to allow further consideration. The proposed language for a new Section 5.7 of the Board's Consolidated Bylaws is provided to the Committee within Appendix A.

## Rising and Reporting

Typically, a meeting is closed by adopting a motion “to adjourn” (RONR 12<sup>th</sup> 8:9). However, there are times when certain committees will conclude a meeting by adopting a motion to “rise and report.”

Robert’s Rules (RONR 12<sup>th</sup>) outlines scenarios where the adoption of a motion to “rise and report” may be appropriate:

50:23, When a special committee has finished the business assigned to it, a motion is made for the committee to “rise” which is equivalent to the motion to adjourn, and for the Chair or other member of the committee to make its report to the assembly (Board).

However, section 50:23 concludes by stating:

The motion to rise is never used in standing committees until they are ready to go out of existence.

So, while a motion to “rise” is in effect the same as a motion to adjourn, a motion to “rise and report” signifies that the committee is ready to go out of existence. As footnote 12 in section 52:9 of RONR 12<sup>th</sup> explains:

As applied to committees in general, the word *rise* simply describes the parliamentary step of ceasing to function as a committee, preparatory to making a report. As stated in 50:23, the motion to rise is not used in ordinary standing committees, and in ordinary special committees it is used only when the committee is ready to make its final report and go out of existence. In a committee of the whole, on the other hand, the word *rise* applies to any case of the committee’s returning to the status of the assembly, whether temporary or permanent.

## DDSB Application

The Board’s Consolidated Bylaws provide a detailed and standard process through which Committees of the Board report their actions and recommendations. Section 5.4 of the Consolidated Bylaws deal expressly with reporting to the Board from closed session meetings of the Committee of the Whole - Standing.

In the result, as the Board’s Consolidated Bylaws already provide for mandatory reporting to the board out of Committee of the Whole, a motion to “report” is not necessary. The Bylaws also stipulate when and how ad hoc committees are dissolved (without reference to the adoption of a motion to “rise and report”).

Given that mandatory reporting structures for committees are laid out in the Board's Consolidated Bylaws it may be appropriate to adopt a more consistent practice of adopting a motion to "adjourn" committee meetings, rather than a motion "to rise and report".

It would appear that no amendments are needed to the Bylaws, but that trustees may wish to adopt a common practice when they act as the Presiding Officer during committee meetings.

### **Scheduling of Board and Standing Committee Meetings**

To support DDSB's responsibility to uphold Indigenous rights and human rights for all members of the community, amendments to Sections 4.2.4 through 4.2.7 and 5.5.1 - 5.5.2 of the Bylaws are proposed to allow greater flexibility in scheduling Board and Standing Committee meetings to ensure they do not conflict with protected dates of significance established annually in accordance with the Dates of Significance Procedure. The detailed amendments are included in Appendix A.

### **Process to Establish Board Representative on Durham Student Transportation Services Governance Committee**

In response to a concern raised around the need for a clear process to establish a Board of Trustees representative on the Durham Student Transportation Services (DSTS) Governance Committee, an amendment to Section 3.1.1 of the Bylaws, as noted in Appendix A, is being proposed. In this regard, the Consortium agreement which governs DSTS outlines the following:

#### **2.5 DSTS Governance Committee**

2.5.1 The Boards agree and acknowledge that each Board shall appoint two members to the Governance Committee of the DSTS. Membership of the Committee will be the Chair of Trustee designate from each Board, and the Director of designate from each Board.

### **3.0 Communication/Implementation Plan**

Once adopted, the revised Bylaws will be posted to the website.

### **4.0 Recommended Action**

It is recommended that the Governance and Policy Committee approve the revised language of Sections 3.1, 4.2, 5.5 and 5.7 of the Consolidated Bylaws as included in Appendix A and that the matter proceed to the Board of Trustees for consideration at its next meeting.

## 5.0 Appendices

Appendix A: Proposed Revised Consolidated Bylaws (tracked changes)

Report reviewed and submitted by:



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Patrick Cotter, General Counsel



# BYLAWS

## Consolidated Bylaws

### 1.0 PURPOSE AND APPLICATION

- 1.1 These Bylaws are enacted by the Board of Trustees (the “Board” or the “Board of Trustees”) of the Durham District School Board (the “DDSB”) to govern the Board and Committees of the Board and to advance good governance practices at the Board in accordance with the governance structure for school boards established under the *Education Act*. These Bylaws advance democratic decision making with rules that facilitate fair and respectful debate.
- 1.2 Committees of the Board are Committees with only trustees as voting members. Advisory Committees are not Committees of the Board and they are not governed by these Bylaws (except that certain Advisory Committees are established by the Bylaws and except that the Board is bound by these Bylaws in establishing or dissolving any such committee).
- 1.3 Subject to any applicable legislation or regulation, any procedural rule(s) in these Bylaws may be suspended by a two-thirds majority vote of the members present and voting.
- 1.4 The rules contained in the latest edition of Robert’s Rules of Order (“RONR” or “Robert’s Rules of Order”), shall govern all matters of procedure provided they are not inconsistent with these Bylaws or any special rules of order that the Board may adopt, or with any applicable statutes or regulations.
- 1.5 Subject to any applicable legislation or regulations, these Bylaws may be amended by a two-thirds majority vote of the members present and voting. A proposed amendment should come to the Board in the same manner as a policy amendment under Section 5.5.8.

## SECTION 2: ROLES AND RESPONSIBILITIES

### 2.1 Board of Trustees

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

### 2.2 Chair/Vice-Chair

- 2.2.1 The Chair of the Board of Trustees, as an individual member, has no greater rights or powers than any other member of the Board but does have a unique role as expressly set out in the *Education Act*.
- 2.2.2 Consistent with the terms of s.218.4 of the *Education Act*, the role of the Chair of the Board of Trustees (or Vice-Chair in the Chair's absences) is as set out in the *Education Act* and is to:
  - (a) Preside over meetings of the Board in an impartial and fair manner;
  - (b) Conduct meetings in accordance with these Bylaws;
  - (c) Establish draft agendas for Board meetings in consultation with the Director;
  - (d) Ensure the members of the Board have the information needed for informed discussion of the agenda items;
  - (e) Act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board;
  - (f) Convey the decisions of the Board to the Director;
  - (g) Provide leadership to the Board in maintaining the Board's focus on the Multi-Year Strategic Plan and the Board's mission and vision;
  - (h) Share with the Board of Trustees any correspondence delivered to the Chair in that capacity that addresses the business of the Board of Trustees. Subject to any issue of urgency, such correspondence shall be shared at the next meeting of the Board of Trustees. However, the Chair shall not share any correspondence that contains personal attacks against any individual Trustee or staff member. In any such case, the Chair shall consider the Code of Conduct in determining how best to respond to the correspondence; and,
  - (i) Assume such other responsibilities as may be assigned by the Board of Trustees.

## 2.3 Committee Chair or Vice-Chair

2.3.1 The role of the Committee Chair (or Vice-Chair in the Chair's absence) is to:

- (a) Preside over meetings of the Committee in an impartial and fair manner;
- (b) Establish agendas for Committee meetings, in consultation with the Director;
- (c) Conduct meetings in accordance with these Bylaws;
- (d) Ensure that members of the Committee have the information needed for informed discussion of the agenda items;
- (e) Liaise with the Director to bring forward Committee recommendations to the Board, or to the Committee of the Whole – Standing, through a staff report delivered on behalf of the Committee.

## 2.4 Student Trustees

2.4.1 Student Trustees are students elected by their peers to sit on the Board as non-members. They play an important role in representing the interests of students through their participation in meetings of the Board and its Committees. The nature and scope of the role of Student Trustees is set out in the Education Act and the regulations made thereunder, as may be amended from time to time.

2.4.2 Student Trustees shall serve a one-year term starting on August 1 of the year in which they are elected and ending on July 31 of the following year.

2.4.3 Student Trustees:

(a) Have a right to:

- i. Attend Board and Committee meetings;
- ii. Attend closed session of a Committee, except for when matters that include the disclosure of intimate, personal or financial information with respect to a member of the Board or Committee, an employee or prospective employee of the DDSB, a pupil or their parent or guardian are being considered;
- iii. Require that a matter before the Board be put to a recorded vote;
- iv. Suggest a motion to be moved by a member;
- v. Raise a point of order, question of privilege, parliamentary inquiry, or point of information as described in Section 5 of these Bylaws;
- vi. Except as limited by the Act, the same opportunities for participation at meetings of the Board and its Committees as a member has.

(b) May not:

- i. Move or second motions, including an appeal of a ruling of the Chair;
- ii. Exercise a binding vote on a matter.

(c) Where they have a pecuniary interest, direct or indirect on a matter, must disclose any interest to the Board or Committee, and shall not, thereafter, participate in the discussion, attempt to influence members, suggest a motion, or exercise a non-binding vote on the matter.

2.4.4 A person is qualified to act as a Student Trustee if they are enrolled in the senior division and are a full-time pupil of the DDSB or an exceptional pupil.

- 2.4.5 Despite section 2.4.4, a student is not qualified to be elected or to act as Student Trustee if they are serving a sentence of imprisonment in a penal or correctional institution, or if they are absent from three (3) consecutive meetings of the Board without prior authorization from a resolution of the Board. A person who ceases to be qualified to act as Student Trustee shall resign from the position.
- 2.4.6 Student Trustees shall be expected to:
- (a) Freely advocate in the interest of students and report students' matters to the Board;
  - (b) Attend regular Board meetings and notify the Secretary of the Board when unable to;
  - (c) Provide a Student Trustee report at meetings of the Committee of the Whole – Standing;
  - (d) Participate in and ensure that the Student Senate is organized and fulfills its mandate;
  - (e) Communicate and forward all resolutions passed and recommendations made by the Student Senate to the Board;
  - (f) Refer students' operational concerns to appropriate staff members;
  - (g) Comply with Board policies, procedures, and Bylaws, including the Member Code of Conduct;
  - (h) Not disclose confidential information acquired by virtue of their office or during closed session to any member of the public.
- 2.4.7 The amount of the honorarium for Student Trustees as referenced-in subsection 5.5 (8) of the Education Act is:
- (a) \$2,500, if the Student Trustee holds office for a complete term of office;
  - (b) \$2,500 prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.
- 2.4.8 The term of office of a Student Trustee starts on August 1 of the year in which he or she is elected and ends on July 31 of the following year as long as they remain eligible

## SECTION 3: ORGANIZATIONAL MEETING

### 3.1 Purpose of Organizational Meeting

- 3.1.1 An inaugural meeting of the Board shall take place at the first meeting of the Board in November of each year (the “Organizational Meeting”) during which the Board shall:
- (a) Elect the Chair and Vice-Chair of the Board;
  - (b) Establish and review Committees of the Board;
  - (c) Appoint members to Committees of the Board;
  - (d) Elect the Vice-Chair of the Committee of Whole – Standing and appoint the Vice Chair of the Board as the Chair of the Committee of the Whole – Standing;
  - (e) Appoint members to represent the Board on external organizations;
  - (e)(f) Appoint the “Trustee Designate” that may stand in for the Chair of the Board on the DSTS Governance Committee. ~~and~~
  - (f)(g) Adopt an annual schedule of meetings for Board and Committee of Whole - Standing meetings.

### 3.2 Scheduling of Organizational Meeting

- 3.2.1 In an election year, the Board will hold the Organizational Meeting within seven (7) days after the day on which the term of office of the Board commences and then, in each subsequent year, at the first meeting on or after the anniversary date the term of office of the Board began.

### 3.3 Presiding Officer

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

### 3.4 Election of Chair and Vice-Chair

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

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

## SECTION 4: COMMITTEE STRUCTURE AND COMPOSITION

### 4.1 Approval of Committees

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

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

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

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

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

4.2.4 The Committee of the Whole shall also meet regularly on the first (1st) Monday of the month (which shall be referred as "The Committee of Whole – Standing") except in the summer months of July and August, and in December when a Regular Meeting will take place. Should the date of such a meeting fall on a statutory, civic, ~~or~~ school holiday, or a DDSB recognized protected date of significance the meeting will be held on the Tuesday of the same week or the Monday of the following week, or such other date as, ~~as~~ the Board may deem appropriate when it approves the annual calendar of meetings, subject to the fact that the September meeting may not be scheduled on for the first day of school. The Board may amend the schedule of meetings for the Committee of the Whole-Standing at any time on a majority vote.

4.2.5 The Committee of the Whole may also meet prior to any Regular Board Meeting or Regular Committee of Whole-Standing meeting (as defined in section 5.7 below), provided notice of same and a draft agenda are provided as may be required under the terms of these Consolidated By-Laws. Any such meeting is to typically commence at 6:00 p.m.

~~4.2.4~~

~~4.2.5~~4.2.6 A Chair and Vice-Chair of the Committee of the Whole ~~—Standing~~ shall be elected at the Organizational Meeting of the Board. The presiding officer for any closed session of the Committee of the Whole ~~—Standing~~ shall be the Vice-Chair of the Committee.

~~4.2.6~~4.2.7 There will be a quorum for Committee of the Whole ~~—Standing~~. A Trustee who cannot attend a meeting should so notify the Trustee Services Co-Ordinator as soon as possible.

~~4.2.7~~4.2.8 It is the function of the Committee of Whole – Standing to consider and debate matters in a more informal way than may be available at Board meetings and provide to the Board, in concise form, relevant information and recommendations. Except for matters considered in closed sessions, any and all resolutions of the Committee of Whole – Standing shall be set out in a numbered list as an appendix to the minutes and shall be referenced by the Board when it moves to adopt any such resolution.

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

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

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

### 4.3 Statutory Committees

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

### 4.4 Additional Standing Committees

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

*Education Finance Standing Committee:*

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

*Governance and Policy Standing Committee:*

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

*Director's Performance Review Standing Committee:*

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

**4.5 Advisory Committees**

- 4.5.1 In addition to the Statutory Committees set out in section 4.3 above, there shall be an Equity and Diversity Advisory Committee and an Indigenous Advisory Committee (which shall be referred to as the Indigenous Advisory Circle) and such other Advisory Committees that the Board may establish from time to time. The establishment of any new Advisory Committee is contingent upon the Director of Education confirming to the Board of Trustees that adequate staff support is or can be available for the Any new Advisory Committee(s) established during the term of office of a Board of Trustees shall terminate at the conclusion of the term of office for that Board of Trustees.
- 4.5.2 The purpose of an Advisory Committee is to consider and make policy recommendations to the Board, on any matter within the jurisdiction of the Board, that the Board may determine in setting the Terms of Reference for the committee. The Board may, at its discretion, seek recommendations from the committee as to terms of reference, which must, in any case, be approved by the Board of Trustees. The Board may amend the Terms of Reference for an Advisory Committee at any time.

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

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

The Director of Education shall engage appropriate community members to inform a recruitment and selection strategy, including selection criteria, for each Advisory Committee and shall make recommendations to the Board in that regard. The recommendations shall include the proposed number of Advisory Committee members. The Board shall, by ordinary

resolution, approve the recruitment and selection strategy and numbers of members, for each Advisory Committee. Following such approval, and subject to the Board of Trustees appointing the 2 (two) Trustee non-voting members, the Director or delegate(s) will form the committee.

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

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

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

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

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

#### **4.6 Additional Committees**

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

#### **4.7 Committee Structure**

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

## SECTION 5: BOARD AND COMMITTEE MEETINGS - RULES AND PROCEDURES

### 5.1 Purpose

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

### 5.2 Quorum

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

### 5.3 Public Sessions

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

### 5.4 Closed Sessions

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

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

## 5.5 Scheduling and Agendas

5.5.1 Regular Meetings of the Board will be held on the third (3rd) Monday of each month, except in the summer months of July and August, and in November and December where the meeting will take place on the first Monday in December, commencing at 7:00 p.m. or, in any case where that Monday is a statutory public, civic, school holiday or DDSB recognized protected date of significance, y holiday or other school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week, or such other date as the Board may deem appropriate when it approves the annual calendar of meetings. The Board may amend the schedule of meetings for the Board at any time on a majority vote.

~~As may be deemed appropriate by the Chair in consultation with the Director, the Board will convene into Committee of the Whole, closed session, prior to the commencement of the public Board meeting, typically commencing at 6:00 p.m. and again, if necessary, following public session, in which case the meeting shall not extend past 11:00 p.m.~~

~~5.5.15.5.2~~ The Board may vary the schedule for regular Board meetings at any time during the year on resolution of a ~~two-thirds~~ majority ~~vote of the members present and voting~~.

~~5.5.25.5.3~~ Subject to the procedures described below, draft agendas for Board meetings shall be determined by the Chair in consultation with the Director; while agendas for Committee meetings shall be determined by the Committee Chair in consultation with the Director.

~~5.5.35.5.4~~ The Chair and the Vice-Chair of the Board and the Chair and Vice-Chair of the Committee of Whole – Standing together with the Director of Education and such other staff as the Director may engage from time to time, shall hold at least one session per month (either in-person or electronically) to consider and discuss the agendas for upcoming Board and Committee of the Whole – Standing meetings. The Chair of the

Board has the discretion to invite chairs of any committee of the Board to attend all or part of an agenda planning meeting. An additional Trustee shall be entitled to attend at each meeting. Attendance shall be scheduled annually following the Organizational Meeting with Trustees being scheduled in reverse alphabetical order.

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

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

5.5.65.5.7 A matter not on the agenda or directly related to matters on the agenda cannot be introduced at a Board or Committee meeting unless approved by the presiding officer prior to the start of the meeting based on urgency or exceptional circumstances or if a majority of the Committee or Board amends the agenda prior to approval. If a member seeks to introduce a matter not on the agenda or directly related to matters on the agenda during the meeting following the approval of the agenda, it may only be introduced by a two-thirds majority of the members present and voting. Notice of any change to a draft agenda made prior to the meeting shall be provided to Trustees as soon as possible.

5.5.75.5.8 The introduction of a new Board policy, rescission of a Board policy or an amendment to an existing Board policy shall come before the Board on the recommendation of the Governance and Policy Committee. In bringing a matter to the Board for consideration, the Governance and Policy Committee shall recommend to the Board whether the matter should be considered at that meeting or at the next meeting of the Board.

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

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

~~5.5.105.5.11~~ 5.11 A matter that is not on the agenda for a special meeting cannot be considered at the special meeting, unless all members are present and consent to amend the agenda to consider the matter.

## 5.6 Record of Decisions

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

## 5.7 Attendance at Meetings

- 5.7.1 The Education Act and the Regulations thereunder governing electronic meetings, include requirements as to physical attendance at certain meetings and available exemptions to the physical attendance requirements (the "Attendance Requirements").
- 5.7.2 The Attendance Requirements speak to mandatory attendance at regular Board meetings and regular Committee of the Whole meetings. The Board adopts the following definitions in relation to the Attendance Requirements:
- (i) A "Regular Board Meeting" is a meeting of the Board of Trustees that occurs pursuant to a set schedule of board meetings established in the Board's Consolidated Bylaws and included as such in the annual calendar of regular board meetings approved each year at the Organizational Meeting. In the event that the Board of Trustees varies the meeting schedule during the year, in accordance with the terms of the Board's Consolidated Bylaws, to remove a Regular Board Meeting from the approved calendar, that meeting will no longer be considered a Regular Board Meeting.
  - (ii) A "Regular Committee of the Whole Meeting" is a meeting of the Committee of the Whole - Standing that occurs pursuant to a set schedule of Committee of the Whole - Standing meetings established in the Board's Consolidated Bylaws and included as such in the annual calendar of regular Committee of the Whole – Standing meetings approved each year at the Organizational Meeting. In the event that the Board of Trustees varies the meeting schedule during the year, in accordance with the terms of the Board's Consolidated Bylaws, to remove a Regular Committee of the Whole Meeting from the approved calendar, that meeting will no longer be considered a Regular Committee of the Whole Meeting.
- 5.7.3 In accordance with the Attendance Requirements, Trustees are required to be physically present at every Regular Board Meeting and Regular Committee of the Whole Meeting (the "Mandatory Meetings"), subject to the terms set out below.
- 5.7.4 Trustees may attend a Mandatory Meeting electronically provided they submit a written request to do so, prior to start of the meeting, and provided that request is approved by the Chair of the Board (or the Vice-Chair of the Board where the request is from the Chair of the

Board).

- 5.7.5 The request is to be sent electronically to the Chair, or Vice-Chair as the case may be, as well as to the Trustee Services Coordinator and Director of Education. The request must include the reason for the request so that the Chair, or the Vice-Chair as the case may be, may determine whether one of the circumstances permitting electronic participation, is engaged. The circumstances permitting electronic participation in a Mandatory Meeting are as follows:
1. The member's primary place of residence within the area of jurisdiction of the board is located 125 kilometres or more from the meeting location.
  2. Weather conditions do not allow the member to travel to the meeting location safely.
  3. The member cannot be physically present at a meeting due to health-related issues.
  4. The member has a disability that makes it challenging to be physically present at a meeting.
  5. The member cannot be physically present due to family responsibilities in respect of
    - i. the member's spouse,
    - ii. a parent, step-parent or foster parent of the member or the member's spouse,
    - iii. a child, step-child, foster child, or child who is under legal guardianship of the member or the member's spouse,
    - iv. a relative of the member who is dependent on the member for care or assistance, or
    - v. a person who is dependent on the member for care or assistance and who considers the member to be like a family member.
- 5.7.6 Unless there is verifiable information to the contrary, the request shall be treated as having been made by the trustee in good-faith and shall be approved if it is based upon one of the circumstances permitting electronic participation as stipulated above.
- 5.7.7 The request shall not be approved if it would result in fewer than one member of the board, in addition to the Chair or their designate, being physically present in the meeting room. The Vice-Chair shall not approve a request from the Chair unless the Chair's designate will be physically present in the meeting room.
- 5.7.8 The Chair of the Board, or Vice-Chair as the case may be, has no authority to approve a trustee's total absence from a Mandatory Meeting (only whether participation in a Mandatory Meeting may be electronic).
- 5.7.9 If a Trustee is unable to attend a Mandatory Meeting physically or electronically (or if electronic participation is not approved), the Trustee may seek a Board resolution authorizing the absence and should do so at the first opportunity.
- 5.7.10 To the extent the request may engage consideration of private and confidential medical information, a Trustee may engage the Trustee Accommodation Policy in submitting a request.

5.7.11 The Chair or designate must be physically present in the boardroom for at least half of the meetings of the Board of Trustees for each 12-month period of a term (November - November).

5.7.12 Trustees must be physically present in the meeting room of the Board for at least three Regular Board Meetings for each 12-month period of a term and at least one Regular Board Meeting in each four-month period of each year in a term. This provision shall be deemed revoked effective September 1, 2025.

5.7.13 Failure to be physically present at a Mandatory Meeting without obtaining prior approval to participate electronically, constitutes an absence for purposes of s.228 of the Education Act. A trustee that is absent from three consecutive Mandatory Meetings, of the same type, without authorization from the Board of Trustee, shall be deemed to have vacated their seat.

5.7.14 When a seat is vacated, the provisions of the *Education Act*, and any relevant provision(s) of these Bylaws, shall govern the filling of the vacancy.

### **Conduct of Electronic Meetings**

5.7.15 The chair of a committee of the board or their designate shall be physically present in the meeting room at every regular meeting of the committee of the board, except a committee of the whole board. The Director or designate shall be physically present in the meeting room for each meeting of the board and each meeting of a committee of the board, including a committee of the whole board.

5.7.16 The chair of a committee of the Board or their designate shall be physically present in the meeting room at every regular meeting of the committee. The chair of a committee or their designate may participate in a meeting of the committee by electronic means if another member of the committee, is physically present in the meeting room, subject to the rules governing attendance at Mandatory Meetings.

5.7.17 The Director of Education or their designate shall be physically present in the meeting room for each meeting of the Board of Trustees and each meeting of a committee of a board, including a committee of the whole board.

5.7.18 The electronic means shall permit all persons participating in the meeting to communicate with each other simultaneously and instantaneously.

5.7.19 Members attending a meeting electronically must advise the Chair when they join the meeting. Members who leave the meeting before adjournment, whether temporarily or permanently, shall advise the Chair prior leaving the meeting.

5.7.20 Anyone participating electronically must use the mute function on their device when not speaking. Members attending electronically shall keep their camera on during the meeting.

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

5.7.22 The Board shall provide members of the public with electronic means for participating in

meetings, provided that such participation has been approved by the board. Even if there is no public participation, electronic meetings shall be made available for public viewing.

5.7.23 The Board may provide, at one or more locations within its jurisdiction, electronic means to permit any approved participation in meetings by members of the public.

5.7.24 Members of the public participating through electronic means shall not participate in any proceedings that are closed to the public. The electronic means being used shall ensure the security and confidentiality of any closed sessions.

5.7.25 Student Trustees who are participating electronically are not to participate in any closed session that concerns matters set out in sections 207(2)(b) of the Education Act.

5.7.26 Student Trustees are permitted to participate in any meeting electronically and do not need to have their electronic attendance approved in advance of a meeting.

5.7.27 At the Organizational Meeting each year, the Chair will deliver to the Board an annual report of Trustee attendance at Mandatory Meetings since the last Organizational Meeting.

- ~~5.7.1—Trustees who cannot attend a board meeting or a meeting of a committee of the board should notify the secretary of the board or designate as early as possible. If it appears that there will be no quorum for a meeting, the secretary shall notify the Chair of the board or the committee, as the case may be, and, at the Chair's discretion, the meeting may be postponed or cancelled and notice thereof shall be delivered to the Trustees as soon as possible.~~
- ~~5.7.2—In accordance with section 228(1)(b) of the *Education Act*, a Trustee vacates their seat if they are absent from three (3) consecutive regular board meetings, unless the absence is authorized by resolution of the Board.~~
- ~~5.7.3—Trustees shall be physically present for each regular board meeting and regular committee of the whole meeting, unless prior written approval is received from the Chair of the board, to participate electronically in the meeting as a result of one of the circumstances identified in the Provincial regulation for granting such approval, which are set out below. Failure to be physically present at a regular board meeting without obtaining prior approval to participate electronically, constitutes an absence for purposes of s.228(1)(b) of the *Education Act* (which is the requirement that a Trustee vacates their seat if they miss three regular board meetings in a row unless approved by the board).~~
- ~~5.7.4—The circumstances for electronic attendance that may be approved by the Chair are as follows:~~
- ~~1.—The member's primary place of residence within the area of jurisdiction of the board is located 125 kilometres or more from the meeting location.~~
  - ~~2.—Weather conditions do not allow the member to travel to the meeting location safely.~~
  - ~~3.—The member cannot be physically present at a meeting due to health-related issues.~~
  - ~~4.—The member has a disability that makes it challenging to be physically present at a meeting.~~
  - ~~5.—The member cannot be physically present due to family responsibilities in respect of~~
    - ~~i. the member's spouse,~~
    - ~~ii. a parent, step-parent or foster parent of the member or the member's spouse,~~
    - ~~iii. a child, step-child, foster child, or child who is under legal guardianship of the member or the member's spouse,~~
    - ~~iv. a relative of the member who is dependent on the member for care or assistance, or~~
    - ~~v. a person who is dependent on the member for care or assistance and who considers the member to be like a family member.~~
- ~~5.7.5—The Chair shall not approve the request if it would result in fewer than one member of the board, in addition to the Chair or their designate, being physically present in the meeting room.~~
- ~~5.7.6—Any Trustee seeking approval to participate electronically in a regular board meeting or regular committee of the whole meeting shall submit the request in writing to the Chair of the board before the meeting begins. The request shall include the reasons for the request. To the extent the request may engage consideration of private and confidential medical information, the Trustee may engage the Trustee Accommodation Policy in submitting the request.~~

- ~~5.7.7— If the request is being made by the Chair of the board, the request shall be submitted to the Vice Chair of the board. The Vice Chair shall not approve a request unless the Chair's designate will be physically present in the meeting room.~~
- ~~5.7.8— If the request to participate electronically is denied, the Trustee will be deemed absent but may still participate electronically unless there is a valid cyber security reason for not allowing such participation.~~
- ~~5.7.9— Any Trustee request to participate electronically in a regular meeting of the board that is denied by the Chair or the Vice Chair, as the case may be, may be brought to the board of Trustees for consideration and the board may authorize the absence for the under section 228(1)(b) of the Education Act.~~
- ~~5.7.10— The Chair or designate must be physically present in the board room for at least half of the meetings of the board for each 12-month period of a term, beginning November 15, 2022. Trustees must be physically present in the meeting room of the board for at least three regular meetings of the board for each 12-month period (year) of a term from November 15, 2023 – November 14, 2024. Commencing November 15, 2022, trustees must physically attend at least one regular board meeting in each four-month period of each year in a term. It is noted that failure to comply with the requirements in this paragraph does not engage the deemed-vacancy provisions in the Education Act.~~
- ~~5.7.11— The chair of a committee of the board or their designate shall be physically present in the meeting room at every regular meeting of the committee of the board, except a committee of the whole board. The Director or designate shall be physically present in the meeting room for each meeting of the board and each meeting of a committee of the board, including a committee of the whole board.~~
- ~~5.7.12— The electronic means shall permit all persons participating in the meeting to communicate with each other simultaneously and instantaneously.~~
- ~~5.7.13— The electronic means shall be provided in such a way that complies with the rules governing conflict of interest of members.~~
- ~~5.7.14— The Board shall provide members of the public with electronic means for participating in meetings, provided that such participation has been approved by the board. Even if there is no public participation, electronic meetings shall be made available for public viewing.~~
- ~~5.7.15— The Board may provide, at one or more locations within its jurisdiction, electronic means to permit any approved participation in meetings by members of the public.~~
- ~~5.7.16— Members of the public participating through electronic means shall not participate in any proceedings that are closed to the public. The electronic means being used shall ensure the security and confidentiality of any closed sessions.~~
- ~~5.7.17— Student Trustees who are participating electronically are not to participate in any closed session that concerns matters set out in sections 207(2)(b) of the Education Act.~~
- ~~5.7.18— Members attending a meeting electronically must advise the Chair when they join the meeting. Members who leave the meeting before adjournment, whether temporarily or permanently, shall advise the Chair.~~

~~5.7.19— Anyone participating electronically must use the mute function on their device when not speaking. Members attending electronically are expected to keep their camera on during the meeting.~~

~~5.7.20— When a seat becomes vacant, the provisions of the *Education Act*, and any relevant provision(s) of these Bylaws, shall govern the filling of the vacancy.~~

~~5.7.21— At the Organization Meeting each year, the Chair will deliver to the Board an annual report of Trustee attendance at meetings of the Board and Committee of the Whole— Standing since the last Organizational Meeting~~

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**5.8 Presiding Officer**

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

**5.9 Quorum**

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

## **5.10 Acknowledgement of Traditional Lands**

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

## **5.11 Debate/Voting**

- 5.11.1 Members and participants in a meeting will address their comments through the Chair of the meeting.
  - 5.11.2 Members shall not interrupt another member who has the floor, except as permitted hereunder or under RONR (for example, to raise a point of order or question of personal privilege).
  - 5.11.3 Members shall confine their comments to the merits of the motion being considered.
  - 5.11.4 The Chair is entitled to move or second a motion, but only once they have passed the role of presiding officer to another member for the duration of the matter under consideration. The Chair will resume the role of presiding officer once the motion has been dealt with.
  - 5.11.5 The mover of a motion shall be given first opportunity to speak. If a Student Trustee suggests a motion that gets moved by a member, the Student Trustee shall be given the first opportunity to speak. A member who has not spoken in debate has preference in recognition to speak over a member who has already spoken. At Board meetings, each member may speak twice, up to four minutes on the first occasion, two minutes on the second occasion, on each debatable motion. The Board may consider extending or limiting the time for debate at the commencement of the Board meeting or on any given motion, in accordance with the provisions of RONR.
  - 5.11.6 At a Board meeting, a member who has not spoken to a motion may move that debate on the motion be closed and that the pending motion be put to a vote. Such a motion is not debatable. Before putting a motion to end debate to a vote, the Chair shall provide any member who has not spoken to the main motion with an opportunity to do so.
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- 5.11.7 A motion to end debate at a Board meeting will only pass on two-thirds majority of the members present and voting. If the motion to end debate carries, no further debate can take place on the main motion and the Chair shall put the pending motion to a vote.
- 5.11.8 Trustees who are not members of a Committee may attend any Committee meetings but are not entitled to debate or vote. Only Committee members may debate and vote at Committee meetings.
- 5.11.9 A member, who is present and fails to vote on a motion, will be deemed to have abstained from voting.
- 5.11.10 It is for members to declare their own conflict of interest and no other member may declare a conflict of another member. A member who declares a conflict of interest must abstain from voting and will be recorded as abstaining due to a conflict of interest. When a member abstains due to a conflict of interest, their vote will be recorded neither for nor against the motion, and the number of members required to pass a vote will be reduced by the number of members with a declared conflict because the results of a motion are determined on the basis of the members present and voting.
- 5.11.11 Before a motion is voted on, a member may request that a motion containing divisible parts be voted on separately.
- 5.11.12 At any time before a motion is put to a vote, the Chair shall read the motion aloud.
- 5.11.13 When a motion is put to a vote, the Chair will first call votes in favour and then votes against. The Chair is entitled to vote on any motion, but it is expected that the Chair will typically abstain and only vote on a motion once all other votes have been counted and only if the Chair's vote would be determinative of the result of the motion. This is particularly applicable for the Board Chair and the Chair of the Committee of the Whole – Standing. It is expected that other Committee Chairs may choose to exercise their voting rights more often given the informal nature of committees.
- 5.11.14 After a vote is taken, the Chair shall declare whether the motion was carried or defeated.
- 5.11.15 A tie vote means the motion is defeated.
- 5.11.16 Votes taken at Board and Committee meetings may be recorded.
- 5.11.17 A student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its Committees.
- 5.11.18 A Student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its Committees on which the Student Trustee sits, and if no member of the Board or Committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.
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- 5.11.19 A Student Trustee is entitled to require that a matter before the Board or one of its Committees on which the Student Trustee sits be put to a recorded vote, and in that case, there shall be a recorded non-binding vote that includes the Student Trustee's vote and a recorded binding vote that does not include the Student Trustee's vote.
- 5.11.20 Subject to the notice requirements as to a new Policy or an amendment to an existing Policy or to these Bylaws, any member present at a Board meeting, or at a Committee meeting on which the member sits, may move or second a motion related to an item on the Agenda, unless disqualified from participating due to a conflict of interest.
- 5.11.21 A motion that has been moved and seconded is considered to be on the floor and will be decided by a vote. A motion need not be seconded during a Committee meeting, except during meetings of Committee of the Whole and Committee of the Whole – Standing.
- 5.11.22 A member who moved a motion may only withdraw it from consideration before the vote is taken on the motion if no other member present objects to the withdrawal.

*Motions - Order of Precedence*

- 5.11.23 When a motion is being considered, no other motion will be considered except a motion of precedence, as set out in RONR.
- 5.11.24 A motion of precedence may be introduced and will take precedence over any current motion under consideration.
- 5.11.25 If a motion of precedence is defeated, another motion of precedence to the same effect cannot be made until some other business has been taken up and decided.

*Chair Ruling on Motion*

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

*Amendments to a Motion*

- 5.11.29 A motion on the floor may be amended, except those motions that are not debatable or motions that are not amendable. Motions that are not amendable include:
- (a) Appeal the ruling of Chair or presiding officer;
  - (b) End debate;
-

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

5.11.30 To be in order, an amendment must:

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

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

#### *Motion to Refer*

5.11.32 A matter may be referred to:

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

#### *Extending Meeting Time*

5.11.33 Unless provided for otherwise in these Bylaws, no Board or Committee meeting will continue in session beyond 10:00 p.m., unless upon the consent of the majority of members present and voting, the meeting is extended for a defined period of time to finish debate on matters currently on the floor or to address any matter on the agenda that may be of an urgent or time sensitive nature. Additional motions to further extend the meeting time are in order. In no case, will the meeting extend beyond 11:00 p.m.

#### *Motion to Reconsider*

5.11.34 Subject to the limits prescribed in RONR:

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

#### *Point of Order*

- 5.11.35 A member may advise the Chair when they believe that a departure from the Bylaws, as supplemented by RONR, has taken place by raising a point of order.
- 5.11.36 Subject to certain exceptions as stipulated in RONR, a point of order must be raised promptly at the time of the alleged breach. A member may interrupt another member to raise a point of order.
- 5.11.37 The point of order in question must be clearly stated by the member.
- 5.11.38 The Chair shall decide on the point of order without debate.
- 5.11.39 The Chair may consult with the General Counsel and may declare a recess in order to consider the point of order.
- 5.11.40 A member may interrupt the meeting to introduce a motion to appeal the ruling of a Chair. A majority of members present and voting will overturn a ruling of the Chair.
- 5.11.41 If the appeal from the decision of the Chair results in a tie vote, the Chair's decision on the point of order will be upheld.

#### *Questions of Privilege*

- 5.11.42 Any member may raise a question of privilege, either a question of privilege affecting the Board, or a question of personal privilege.
  - 5.11.43 Questions of privilege affecting Board include matters such as noise, comfort or safety. Questions of personal privilege affecting a member include the reputation or treatment of the member or staff, as well as any member of the public and the member's ability to exercise rights and privileges.
  - 5.11.44 A question of privilege must be stated clearly and should include the remedy or resolution requested by the member.
  - 5.11.45 A question of privilege will not be in order if the remedy or resolution requested exceeds the power or ability of the Chair, Committee or Board.
  - 5.11.46 The Chair will decide on the question of privilege without debate.
  - 5.11.47 The Chair may consult with the General Counsel and may declare a recess in order to consider a question of privilege in order to make a decision.
-

- 5.11.48 A member may appeal the ruling of a Chair on a point of privilege. A majority vote of members present, and voting will overturn a decision of the Chair.
- 5.11.49 If the appeal from the Chair's decision results in a tie vote, the Chair's decision on the question of privilege will be upheld.

#### *Parliamentary Inquiry*

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

#### *Point of Information*

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

### **5.12 Public Participation in Meetings**

- 5.12.1 In keeping with the Board's Policy on Public Consultation, the Board welcomes presentations by individuals and groups. Presentations shall be made in the first instance to the Committee of Whole – Standing.
- 5.12.2 In order to obtain permission to make a presentation to the Committee of Whole – Standing, the person shall email the Director at least eight working days before the next scheduled meeting of the Committee of Whole – Standing. A presenter to the Committee of Whole – Standing may also be invited to present at a Board Meeting, at the discretion of the Chair of the Board.
- 5.12.3 Any application submitted to the Director shall be forwarded to the Chair of the Committee of Whole - Standing.
- 5.12.4 An email requesting permission to present to the Committee of Whole - Standing shall:
- (a) State the matter to be discussed;
  - (b) Include materials intended to be distributed to trustees and/or be presented at the meeting;
  - (c) Provide the name of any organization or interested party to be represented;
  - (d) Confirm the authority of the spokesperson.
-

- 5.12.5 Any application to present at the Committee of Whole – Standing Committee may be approved at the good faith discretion of the Chair of the Committee of Whole – Standing who shall, in considering whether to grant approval:
- (a) Consider if an opportunity for presentation is available through any other public consultation process, which shall be utilized prior to approval being given;
  - (b) Consider if the matter is a matter within the scope and authority of the Board of Trustees or whether the matter is operational in nature or within the jurisdiction of the Ministry of Education or some other entity;
  - (c) Consider whether the proposed presentation would be consistent with the Board's commitments and statutory duties and responsibilities under the Education Act, the Ontario Human Rights Code, the Board's Human Rights Policy and/or the Board's Indigenous Education Policy. If there is a concern with the manner in which a proposed presentation is designed or framed, the requester is to be given an opportunity to rectify the issues prior to any denial. If the denial is maintained, the proposed presentation shall nonetheless be circulated to all trustees by email with a summary note as to the nature of the presentation and the basis of the denial. If two or more trustees are concerned about the denial of a proposal, a motion may be brought at the next meeting of the Board for consideration of the presentation and shall reference the summary note but not include the proposed presentation. Provided there is a two thirds majority to have the motion debated, the Chair will declare the motion to be on the floor and it is debatable. Where appropriate, the Board may move into closed session of Committee of the Whole to debate the matter. In the absence of a two thirds majority, the motion is not debatable, and the Chair shall call a vote.
  - (d) Consider the time available for presentations at a given meeting and whether allowing the proposed presentation will allow the Committee of Whole – Standing sufficient time to conduct its business.
- 5.12.6 The Chair of Committee of the Whole-Standing shall inform the members of the Board when an application has been denied, including the rationale.
- 5.12.7 The Chair may waive the eight working days' notice period.
- 5.12.8 Presenters should use the appropriate format and protocol for presentations, available from the Director's office.
- 5.12.9 Anyone wishing to make a presentation shall be informed if the issue to be addressed will be discussed at any meeting of the Board or Committee of Whole - Standing prior to her or his opportunity to present.
- 5.12.10 Presenters shall be limited to speaking not more than 15 minutes including time for questions. At the discretion of the Chair of the Committee of Whole – Standing, this may be extended for a specific amount of time or deferred to a later point in the meeting.
- 5.12.11 Presenters shall be restricted to topics outlined in the application.
- 5.12.12 One or more presentations on a topic do not necessarily lead to a Committee of Whole - Standing or Board decision. The topic of a presentation should not be debated by Trustees unless and until it is on an agenda.
- 5.12.13 Members of the public may also pose questions of a general nature or regarding Board processes to the Board at any regular Board meeting.
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- 5.12.14 The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chair shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature. In order to complete the business of the Board, public question period shall not exceed 30 minutes. Time may be extended in extenuating or special circumstances at the discretion of the Chair or a majority of the Board. Any approved questions not answered at the Board meeting shall be responded to through the website.
- 5.12.15 The Board reserves the right to deny an individual or party the opportunity to ask a question, or to otherwise limit a question where the question is designed or framed in a manner that would be contrary to the Board's commitments and statutory duties and responsibilities under the Education Act, the Ontario Human Rights Code, the Board's Human Rights Policy and/or the Board's Indigenous Education Policy and Procedures. If there is concern with the manner in which a proposed question is designed or framed, the requester is to be given an opportunity to rectify the issue prior to any denial. If the denial is maintained, the proposed question shall nonetheless be circulated to all trustees by email.
- 5.12.16 The following procedure applies to public question period:
- (a) Before the beginning of the Board meeting, the Questioner shall submit the question in writing through the appropriate form made available on the DDSB website;
  - (b) The approved question shall be displayed on the screens in the Boardroom;
  - (c) The Questioner shall be allowed to ask the approved question. At the discretion of the Chair, the Questioner may be prompted if further clarification is required on the answer provided and/or direct the Questioner to the email address to which the question may be submitted;
  - (d) The Questioner shall have the option to ask their question in-person or virtually subject to availability and at the discretion of the Chair;
  - (e) The Questioner or, if the Questioner prefers, the Chair, shall read the question;
  - (f) The question shall be addressed by the Chair who may direct staff to answer;
  - (g) Questions to individual Trustees or staff will not be addressed at public question period;
  - (h) Individual Trustees will not respond or comment on questions posed.
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**SECTION 6: FILLING TRUSTEE VACANCIES****6.1 The Education Act**

6.1.1 Section 221 of the *Education Act* provides for the Board to fill a Trustee vacancy by either:

- i. Requiring the municipality to hold a by-election, or
- ii. appointing a qualified person (as defined in the *Education Act*) to the position, within 90 days of the office becoming vacant. The method of appointment is not specified in the Act.

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

**6.2 Vacancy Committee**

6.2.1 In the event of a vacancy, the Board shall establish a Vacancy Committee to address the vacancy in accordance with the terms of the Policy on Filling a Trustee Vacancy.

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**SECTION 7: TRUSTEE DETERMINATION AND DISTRIBUTION**

- 7.1 The Durham District School Board (“DDSB”) is a statutory corporation under section 58.5 of the *Education Act*, R.S.O. 1990, C. E.2, (the “*Education Act*”). The Board of Trustees is the governing body of the DDSB. The duties and powers of the Board of Trustees are as set out in the *Education Act*. Decision making authority rests with the Board of Trustees as a single body, not with individual trustees.
- 7.2 The number and distribution of elected trustees is determined pursuant to the provisions of the *Education Act* and the regulations thereunder.
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## **SECTION 8: EXECUTION OF DOCUMENTS AND CORPORATE SEAL**

### **8.1 Corporate Seal of the Board**

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

### **8.2 Signing Authority**

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

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

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

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

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

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**Reference Documents****Appendix:**

Appendix A: Board Member (Trustee) Code of Conduct

**Effective Date**

2022-03-22

**Amended**

2022-09-19

2023-05-15

2023-06-19

2023-10-16

2024-01-22

2024-06-17

2024-09-03

2024-10-21

2025-02-18

2025-03-17

2025-xx-xx

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Governance and Policy Committee **DATE:** April 30, 2025

**SUBJECT:** Trustee Professional Learning and Trustee Expenses **PAGE:** 1 of 4

**ORIGIN:** 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**

Relevant professional development (PD) is critical to the success of the role of School Board Trustee. School boards all have different and unique policies and procedure to support trustee professional development. There is PD available at no cost though it is largely self-directed. Attendance at, and reimbursement of costs associated with, PD events (conferences/workshops), should be in accordance with school board policy. This report is provided for information.

### 2.0 **Purpose**

Report back to trustees on motion related to trustee professional development.

### 3.0 **Background**

At the February 26, 2025 Governance and Policy Committee meeting, members of the committee passed a motion that ‘staff prepare a report on sources of professional development and professional development funding and the professional development framework, as well as a jurisdictional scan of professional development policies and expenses or funding for that professional development.’”

### 4.0 **Analysis**

#### 4.1 **Sources of Professional Development**

There are an unlimited number of sources of professional development available to trustees. That being said, there are a number that appear particularly relevant.

#### **4.1a Self-Directed**

There is a wealth of information that is available at no cost to trustees to support professional learning. Though most are self-directed opportunities, it does not diminish their importance. Examples include review of DDSB's [by-laws](#), [code of conduct](#), key [policies and procedures](#), as well as relevant legislation including the [Education Act](#), and the [Ministry of Education website](#).

The Education Act was recently amended by [Bill 98, the Better Schools and Student Outcomes Act](#), allowing the Minister of Education to: establish policies and guidelines setting out training, including the content, timing and frequency of training, to be completed by board members, directors of education, supervisory officers and superintendents and require those individuals to comply with the policies and guidelines. The only PD that has been required under this legislation is the recently released [Essential Governance 2025 modules](#), which is a professional development training program designed by Ontario Education Services Corporation (OESC) for Ontario school board trustees and directors of education. It is unclear at this time if/when additional PD may become mandatory. These particular modules form a subset of a comprehensive program of 21 modules that provides trustees with a substantive overview of the areas that are essential to their governance role.

In addition to the referenced modules, OESC publishes a number of resources including [Good Governance, a Guide for Trustees, School Boards, Directors of Education and Communities](#).

#### **4.1b Durham District School Board Trustee PD Working Group**

Trustee and Student Trustee Working Group members meet with the Director of Education to confirm a program of relevant professional development of trustees, supported by senior board staff members. The Trustee Professional Development Framework is appended to this report.

#### **4.1c Ontario Public School Board Association (OPSBA)**

OPSBA represents English Public School Board trustees in Ontario. OPSBA annually hosts a Public Education Symposium, a Labour Relations and Human Resources Symposium, and Annual General Meeting. These large conferences are designed specifically to support relevant and topical PD for school board trustees. In addition, learning opportunities may be offered at a number of monthly meetings, including regional meetings, program and policy meetings, Black Trustee Caucus meetings, or Indigenous Trustees' Council meetings.

#### **4.1d Canadian School Boards Association (CSBA)**

CSBA represents elected governing school board members from provincial school board associations across Canada. CSBA advocates for advances in public education and promotes the value of locally elected school boards. As a professional association, the CSBA provides professional development, research, partnerships and opportunities for collaboration for governing school board members. CSBA hosts a national convention and gathering, with PD opportunities.

#### **4.2 Sources of Professional Development Funding**

Funding for trustee professional development comes through the Core Education Funding grants. The Ministry of Education funds \$5,000 per trustee per year for trustee travel and expense allowance, professional development, and other costs.

Reimbursable expenses for trustees are budgeted in alignment with the trustee expense policy and reflect historic average spending levels. Budget categories include communications/technology/office, conferences and workshops (OPSBA events), and discretionary expense amounts.

The annual expense amount budgeted per trustee fluctuates based on the year of term, but averages to just over \$6,000 per year per trustee.

#### **4.3 Jurisdictional Scan of Trustee PD Policies**

Nine trustee expense policies were reviewed in addition to the DDSB policy (links attached in Appendix A), with particular attention paid to language specific to professional development. There was no duplication of language in the policies reviewed, and it is likely that among the 72 publicly funded school boards, there are 72 iterations of trustee expense policies.

Though there was no duplication of language across the policies reviewed, there were some relatively consistent themes: attending PD (conferences/workshops) was generally limited by policies either limiting the number of events a trustee could attend in a year; limiting the events to a list of specific organizers; having an approval process for attending events (either the Director, the Board of Trustees or a committee of trustees); or having an established budget for total reimbursable expenses.

#### **5.0 Financial Implications**

DDSB budgets an amount to support trustee expenses in alignment with the trustee expense policy and historical spending. Increases to trustee expenses would need to be considered in the annual budget process, and if approved would be taken from other areas of the School Board Administration Fund as the trustee expense allocation is fully budgeted.

#### **6.0 Strategic Links**

Relevant professional development directly supports the governance role of trustees, and can build connections with the broader DDSB community.

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

Revisions to the Trustee Expense Policy if required, will go through the policy review process before being approved and implemented.

### 8.0 **Conclusion**

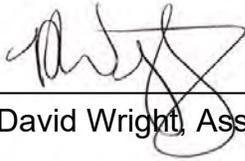
It is not feasible to list all of the sources of professional development relevant to school board trustees, though there seems to be a core group of organizations that directly represent and support the work of trustees and offer many different PD opportunities. Every school board has their own way (via policy/procedure) of supporting trustee PD, but they all appear to similarly establish a budget and have an approval process for attending PD activities.

### 9.0 **Appendices**

Appendix A – Links to Jurisdictional Scan of Trustee Expense Policies

Appendix B – DDSB Framework for Trustee Professional Development

Report submitted by:



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

## Links to Trustee Expense Policies Reviewed through Jurisdictional Scan

Durham District School Board

[DDSB Policy](#)

Kawartha Pine Ridge DSB

[b-42-trustee-attendance-at-workshops-conferences-and-conventions.pdf](#)

Waterloo Region DSB

[3003-Trustee-Professional-Development-1.pdf](#)

York Region DSB

[Policy #131.0, Expenses | York Region District School Board](#)

Thames Valley DSB

[Doc\\_636516976602386677.pdf](#)

Dufferin Peel Catholic DSB

[07.15.pdf](#)

Durham Catholic DSB

[POSTED-PO217-Trustee-Expenses---2nd-Reading.pdf](#)

Renfrew County DSB

[Policy 11 Trustee Expenses](#)

Avon Maitland DSB

[Board Policy 18: Trustee Travel and Expense Reimbursement – Policies and Procedures – Avon Maitland District School Board](#)

Hamilton Wentworth DSB

[POL-FIN\\_Trustee-Expenses.pdf](#)

Ministry of Education Trustee Expense Guideline 2009

[DRAFT: TRUSTEE EXPENSE GUIDELINES](#)

# Framework for Trustee Professional Development

## Purpose of Professional Learning

- To provide trustees with the content and process resources that enable good governance, balancing accountability and reliable, evidence informed decision making in their roles.
- To provide opportunities to reinforce the learning and inform the practices and decision making for the Board.

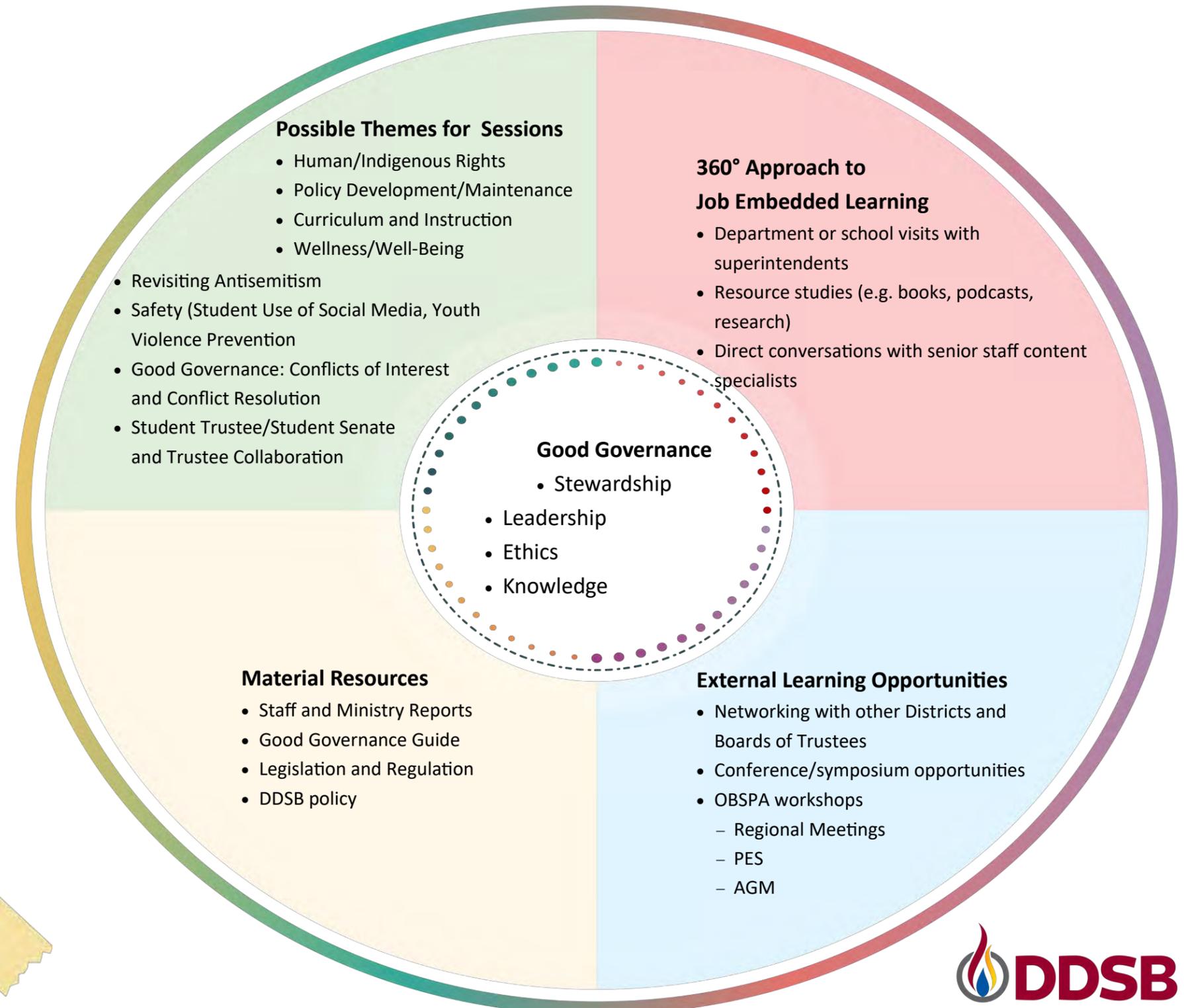
## Foundational Principles for

- Rooted in Indigenous Rights, Human Rights, and Safe and Respectful Workplace policies.
- Informed by the Multi-Year Strategic Plan (MYSP).
- Embody the spirit of collaboration, knowledge construction and job-embedded learning
- Adult learning model - Chatham House Rules
- Sessions should maximize opportunities for interactive participation
- In person attendance as default, with virtual attendance an option where appropriate, no hybrid attendance



## Value Proposition

- This model serves to build trustee capacity
- This model serves to engage senior staff and trustees in a partnership of shared leadership built on shared understanding
- This model offers a team-building opportunity between and among trustees through the work together
- Seek out learning opportunities that lead to certification and/or provide written confirmation and certificate of participation



## Process for Professional Learning Sessions

- Director of Education establish a Trustee PD Working Group consisting of four (4) trustees and one (1) student trustees will meet with staff three (3) times per year (October, February, June).
- The Trustee PD Working Group will share the vision/need for professional development with staff, and or entertain the proposals for professional development with consideration of the limitations set out in applicable DDSB policy(ies).
- The Trustee PD Working Group will gather feedback from trustees for sharing with the Director of Education through the Chair of the Board.
- Staff will coordinate learning sessions for approval by the Trustee PD Working Group.

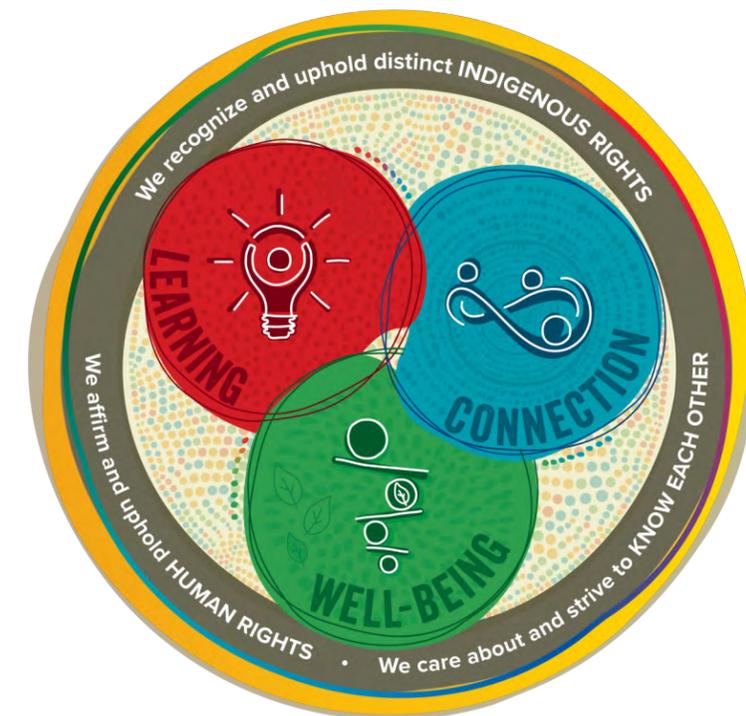
### Resources



OPSBA Good  
Governance Guide



Chatham House  
Rules



## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Governance and Policy Committee **DATE:** April 30, 2025

**SUBJECT:** Bullying Prevention and Intervention Practices **PAGE:** 1 of 15

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
 Jim Markovski, Associate Director of Equitable Education  
 Michael Bowman, Superintendent of Equitable Education  
 Michael Menheere, System Lead-Positive School Climates

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

On February 26, 2025, a trustee motion was put forward requesting a report on bullying prevention practices. The motion is as follows:

1. THAT STAFF PREPARE AN INFORMATION REPORT TO THE COMMITTEE ON ANY AND ALL DDSB POLICIES, PROCEDURES, DIRECTIVES, GUIDELINE AND PRACTICES RELATED TO BULLYING AS WELL AS THE DDSB'S COMPLIANCE WITH LEGISLATED REQUIREMENTS REGARDING BULLYING IN SCHOOLS SO THAT THE COMMITTEE MAY ASSESS AND DETERMINE IF THERE ARE ANY POLICY GAPS; AND/OR
2. IF THERE MAY BE ANY POLICY IMPROVEMENTS THAT COULD BE MADE AS TO TRANSPARENCY, REPORTING AND RESPONSIVENESS TO IMPACTED STUDENTS AND FAMILIES.

In response to this request for information on bullying prevention and intervention in the DDSB, this report has been prepared to provide information to the Governance and Policy Committee on all the DDSB policies, procedures, directives, guidelines, and practices related to bullying. It also reviews DDSB's compliance with legislated requirements concerning bullying in schools.

### 2.0 Purpose

The purpose of this report is to provide information to the Governance and Policy Committee on all the DDSB policies, procedures, directives, guidelines, and practices related to bullying. It also reviews DDSB's compliance with legislated requirements concerning bullying in schools. The report aims to help assess and identify any gaps in

the current policies, and suggest possible improvements to transparency, reporting and responsiveness to impacted students and families.

This report has been prepared in response to a trustee motion put forward on February 26, 2025, and is being submitted for information.

### **3.0 Background**

Securing a safe, respectful environment for all students to learn and grow, is a collective responsibility. Research tells us that a significant key to a student feeling a sense of safety and belonging is having one caring adult in their sphere.

While policies and procedures are necessary to bring good proactive practices to scale, there is nothing that will replace the value of relationships that allow students to feel seen and heard.

To that end, the DDSB strives not only to be compliant with the Program Policy Memoranda (PPMs) from the Ministry, all of the District's policies and procedures, but also to build awareness and capacity of the adults in our students lives at school and at home to support their wellbeing, Additionally, structures have been created to support students to enhance their agency, allowing them to advocate effectively for their own needs.

In this report, the compliance items are enumerated along with an outline of opportunities provided for staff development and training, as well as student opportunities to support their independence and individual ability to help themselves and each other.

### **4.0 Analysis:**

#### **DDSB Policies/Procedures Connected to Bullying**

The DDSB has several key initiatives and policies aimed at fostering a positive, inclusive, and supportive educational environment. These serve to support the system's approach to bullying prevention and intervention.

#### **Positive School Climate Policy/Procedure**

- Safety, inclusion, and acceptance for students, staff, and parents.
- Respect, fairness, and kindness in interactions, free from discrimination and harassment.
- Encouragement for students to be positive leaders and role models.
- Open dialogue among principals, staff, parents, and students.
- Diversity reflected in the learning environment and teaching strategies.
- High expectations and support for every student's success.
- Use of Bias-Aware Progressive Discipline to help students learn from mistakes.
- Bullying prevention and intervention strategies linked to the School's Well-Being Goal.

### **Bullying Prevention and Intervention Plan (BPIP)**

- Early intervention for victims and perpetrators of bullying.
- Creating a safe and positive learning environment to prevent severe impacts.
- Developing relationships among staff and students to promote safety.
- Providing support for those involved in bullying to learn positive interaction strategies.
- Annual review and posting of the BPIP using data from surveys and assessments.
- Evidence-informed practices and timely responses to bullying incidents.
- Curriculum-linked programs consistent with progressive discipline.
- Safety plans with parents and referrals to community services for persistent bullying cases.
- Consideration of special education needs in interventions and supports.
- Safe reporting procedures for bullying incidents.
- Support strategies for students who are bullied or bully others.

### **Bias-Aware Progressive Discipline (link to PPM 145)**

- Range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate.
- Use of suspensions and expulsions for serious incidents, with educational programs provided during long-term suspensions or expulsions.
- Alignment of interventions and supports with the student's strengths, needs, and Individual Education Plan (IEP).
- Active parental engagement and respect for the diversity of the parent community.
- Focus on prevention and early intervention to maintain a positive school environment.
- Ongoing interventions to address underlying causes of inappropriate behavior, such as volunteer service, conflict mediation, peer mentoring, and counseling.

### **DDSB Code of Conduct Policy (link to PPM 128)**

- Ensuring safety, inclusion, and acceptance for all school community members, promoting positive behaviors and interactions.
- Collaborative efforts from all members to maintain a safe, inclusive, and accepting environment.
- Everyone has the right to be safe and the responsibility to contribute to a positive school climate.
- Clear behavior standards apply to all individuals involved in the school system, including students, staff, parents, and community members.
- Developed in line with the Education Act and provincial standards, replacing all school-based Codes of Conduct within DDSB.

### Human Rights, Anti-Discrimination, and Anti-Racism Policy

- Applies to all DDSB community members, including employees, students, parents, service providers, and authorized visitors.
- Covers virtual and in-person activities connected to DDSB learning environments or workplaces.
- Ensures all DDSB policies and procedures are interpreted and applied to prevent discrimination.

### **Educators' Responsibilities** (from Human Rights, Anti-Discrimination and Anti-Racism Procedure 3.14)

- Building supportive relationships with students and families to understand their identities and perspectives.
- Centering students in instruction to ensure they feel visible, heard, valued, and included.
- Promoting and affirming students' diverse identities.
- Integrating content that enhances respect and appreciation for diverse social identities.
- Teaching complete histories, including impacts of colonialism and examples of resistance and success among marginalized communities.
- Using resources that challenge discrimination and do not perpetuate biases or stereotypes.
- Promoting global competencies, social justice, human rights, anti-discrimination, and anti-racism.

### **Learning Environments, Activities, and Events** (from Human Rights, Anti-Discrimination and Anti-Racism Procedure 3.16)

- Creating welcoming, accessible, inclusive, and equitable environments.
- Promoting anti-racism, anti-ableism, anti-sexism, anti-homophobia, anti-biphobia, anti-transphobia, anti-faithism, and anti-classism.
- Reflecting diverse identities in classroom displays and maintaining libraries with diverse resources.
- Using gender-neutral and inclusive language and activities.
- Addressing barriers that prevent student participation in school practices, events, and activities.
- Being attentive to and addressing potential discrimination and harassment.
- Supporting student identity-based affinity groups for marginalized communities.

These comprehensive policies and procedures aim to create a supportive and inclusive educational experience for all students, ensuring they can thrive in a safe and respectful environment.

### Ministry Requirement

[PPM 144](#), most recently updated in 2021, was put in place to provide direction to school boards to support the development of plans, policies and guidelines, which boards must establish to support bullying prevention and intervention in schools.

Bullying prevention and intervention are part of a broader system aimed at strengthening human rights and equity within education. These efforts intersect with various other Ministry and school board requirements, including:

[PPM 119](#) : Developing and implementing equity and inclusive education policies.

[PPM 128](#) : Provincial and school board codes of conduct.

[PPM 145](#) : Progressive discipline and promoting positive student behavior.

Beyond specific policies and legislative requirements, bullying prevention and intervention also aligns with strategies promoting mental health, well-being, equity, parent and family engagement, and curriculum-based learning. School communities play a crucial role in addressing all forms of bullying, educating students, promoting healthy relationships, noticing behavioral changes, and connecting with students.

The table below outlines the PPM requirements as well as the DDSB implementation and considerations and next steps.

Table 1

PM 144 Requirements	DDSB Implementation Next Steps/Considerations
<p><b>Policy Statements must include:</b></p> <ul style="list-style-type: none"> <li>bullying, including cyberbullying adversely affects a student's well-being and ability to learn the school climate, including healthy relationships and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate</li> </ul>	<ul style="list-style-type: none"> <li>The language from this statement can be found in <a href="#">Positive School Climate Procedure 4.0</a></li> </ul>
<p><b>Definition of Bullying</b></p> <p>For the purposes of policies on bullying prevention and intervention, school boards must use the definition of <a href="#">bullying<sup>footnote 10[10]</sup></a>, given in subsection 1(1) of the <a href="#">Education Act</a>.</p>	<ul style="list-style-type: none"> <li>Definition of Bullying is included as part of <a href="#">Positive School Climate Procedure 3.0</a></li> </ul>

PM 144 Requirements	DDSB Implementation Next Steps/Considerations
<p><b>Engaging Parents and Families</b></p> <p>School board bullying prevention and intervention policies must include:</p> <ul style="list-style-type: none"> <li>• a culturally relevant and accessible communication and outreach strategy including:               <ul style="list-style-type: none"> <li>◦ who to contact</li> <li>◦ how to access more information about bullying prevention and reporting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Communication sent to parents through schools directing them to <a href="#">Bullying Prevention and Intervention Parent and Community Resources</a> found in the Positive School Climates section of the DDSB website.</li> <li>• Moving forward, this will be a communication that will accompany annual communication to families about the <a href="#">DDSB Code of Conduct</a>.</li> </ul>
<p><b>Notifying Parents and Families</b></p> <p>Following a serious incident, the principal must notify parents of the involved students, except in certain circumstances, and must invite the parents to discuss supports for their child.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Positive School Climate Procedure 6.0 – Notifying Parents</a></li> <li>• This is communicated to school staff at the beginning of every year through the August PA Day.</li> <li>• Administrators receive this information in August/September as part of the start up procedures from the Positive School Climates Department</li> </ul>
<p><b>Prevention and Awareness raising</b></p> <p>Summary:</p> <p>School board bullying prevention and intervention policies must include a comprehensive strategy that sets expectations for appropriate student behavior. Additionally, it is recommended that these policies incorporate teaching strategies to support school-wide bullying prevention, develop skills for healthy relationships, and emphasize equity and inclusive education in daily instruction and activities. Policies should also ensure that students and staff have opportunities to learn to recognize various forms of bullying (e.g., racial or religious bullying) and understand the actions to take when witnessing such behavior.</p>	<ul style="list-style-type: none"> <li>• Every school must establish a Bullying Prevention and Intervention Plan (BPIP) based on the Board’s plan (BPIP template). Schools must review their Bullying Prevention and Intervention Plan based on data obtained from the School Climate and Well-Being Survey and the School Violence Risk Assessment Tool at least once every year. Schools must post the school’s Bullying Prevention and Intervention Plan on the school website.</li> <li>• <a href="#">(Positive School Climate Procedure 2.0)</a></li> <li>• <a href="#">Positive School Climate Regulation</a></li> <li>• <a href="#">(DDSB Bullying Prevention and Intervention Plan (BPIP) Board Template)</a></li> <li>• <a href="#">Guidelines for the Development of a School Bullying Prevention and Intervention Plan (BPIP)</a></li> <li>• Annual Positive School Climate and Well-Being School Team mandatory training is part of the professional development plan for each school year</li> </ul>

PM 144 Requirements	DDSB Implementation Next Steps/Considerations
<p><b>Programs, Interventions and other Supports</b></p> <p>Summary: School board bullying prevention and intervention policies must include a comprehensive strategy for addressing bullying incidents with appropriate and timely responses. They should ensure programs, interventions, and supports are available for students affected by bullying, whether as victims, witnesses, or perpetrators. These policies should be integrated into the curriculum, align with a bias-free progressive discipline approach, and consider factors influencing behavior. Additionally, they must include safe reporting procedures to minimize the risk of reprisal for students reporting bullying incidents.</p> <p>Boards must ensure that for students with special education needs, interventions, supports and consequences are consistent with the child’s strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP).</p>	<ul style="list-style-type: none"> <li>• Every school must establish a Bullying Prevention and Intervention Plan (BPIP) based on the Board’s plan (BPIP template). Schools must review their Bullying Prevention and Intervention Plan based on data obtained from the School Climate Surveys and the School Violence Risk Assessment Tool at least once every year. Schools must post the school’s Bullying Prevention and Intervention Plan on the school website.</li> <li>• <a href="#">(Positive School Climate Procedure 2.0)</a></li> <li>• <a href="#">Positive School Climate Regulation</a></li> <li>• <a href="#">(DDSB Bullying Prevention and Intervention Plan (BPIP) Board Template)</a></li> <li>• <a href="#">Guidelines for the Development of a School Bullying Prevention and Intervention Plan (BPIP)</a></li> <li>• <a href="#">Safe Schools Student Safety Plan</a></li> <li>• <a href="#">Report Bullying Now portal</a></li> <li>• <a href="#">DDSB Code of Conduct</a></li> <li>• As part of the School Achievement Plans, the BPIP is often discussed with school administrators during school visits when connecting specifically with the well being goals of the MYSP.</li> </ul>
<p><b>Reporting to the Principal</b></p> <p>Serious student incidents must be reported to the principal so that appropriate actions to address the incident and protect the student may be taken.</p> <p>If an incident is violent, boards must follow the direction in the Provincial Model for a Local Police/School Board Protocol (2015) regarding notification of the police <a href="#">footnote 15[15]</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">Positive School Climate Procedure 7.0 – Reporting to the Principal</a></li> <li>• This is communicated to school staff at the beginning of every year through the August PA Day.</li> <li>• <a href="#">Police/School Board Protocol</a></li> </ul>
<p><b>Suspensions and Expulsions for Bullying</b></p> <p>Boards should ensure alignment of policies related to suspensions and expulsions with <a href="#">Ontario Regulation 440/20</a>: Suspension of Elementary School Pupils.</p>	<ul style="list-style-type: none"> <li>• <a href="#">DDSB Code of Conduct</a></li> <li>• <a href="#">Code of Conduct Regulation 7.0, 9.0</a></li> </ul>

<p><b>PM 144 Requirements</b></p>	<p><b>DDSB Implementation Next Steps/Considerations</b></p>
<p><b>Professional development strategies for administrators, teachers and other school staff</b></p> <p>Summary:</p> <p>School boards must establish annual professional development programs to educate teachers and staff on bullying prevention and strategies for promoting a positive school climate. They should implement curriculum-linked, culturally responsive training on bullying prevention and intervention to equip administrators, teachers, and staff with the necessary resources to address all forms of bullying and dismantle systemic barriers. Additionally, resources may be provided to other adults in contact with students, such as bus drivers and volunteers. Ongoing support for training new teachers should also be recognized.</p>	<p><u>Professional Learning Opportunities:</u></p> <ul style="list-style-type: none"> <li>• Power of Words</li> <li>• PSC and WB Healthy Relationships</li> <li>• Training through Annual PowerPoint provided to schools during August PD Day</li> <li>• SMHO – Leading Mentally Healthy Schools</li> <li>• Creating Inclusive School Environments – Collective learning with Positive School Climate and Well-Being staff – April 8<sup>th</sup></li> <li>• Social Emotional Learning- implementation training with Dr. Jean Clinton – Positive School Climate and Well-Being staff</li> <li>• Creation of videos and accompanying resources to support watch parties in schools – focus on: creating school environments for student mental health and well-being to thrive; and intervention steps for educators</li> <li>• PD Planning for 2025-2026 will include:</li> <li>• Positive School Climate and Well-Being team training: Cultivating Connected Community (3-Part)</li> <li>• Mental Health Literacy training for Well-Being Educator Leads and Educators</li> <li>• Restorative Practices Framework and Circle Training</li> <li>• Developing and Sustaining Healthy Relationships – Primary, Junior and Int./Senior</li> </ul>
<p><b>Communications and outreach strategies</b></p> <p>Summary:</p> <p>School boards must actively communicate their bullying prevention and intervention policies to all relevant stakeholders, including school staff, students, parents, advisory committees, and school bus operators. They should also share this information with school councils, parent involvement committees, equity steering committees, and other community partners.</p>	<ul style="list-style-type: none"> <li>• This has recently been identified as an area for growth to ensure that we are communicating as effectively and as comprehensively as possible.</li> <li>• A communication and feedback plan on the DDSB’s Bullying Prevention and Intervention Planning will be developed.</li> <li>• Next step is to work with Chris Conley and Communications on a plan to communicate the district’s BPIP, solicit feedback on the plan, and then revise the BPIP template.</li> <li>• School Climate and Well-Being Survey administered every two years.</li> <li>• Review and revision of 2024-25 survey has been completed.</li> </ul>

PM 144 Requirements	DDSB Implementation Next Steps/Considerations
<p><b>Monitoring and review</b></p> <p>School boards must monitor, review, and evaluate their policies' effectiveness using indicators developed with input from teachers, staff, students, parents, and school councils. They must conduct anonymous school climate surveys every two years and collect and analyze data on violent incidents to inform policy development and improvement plans.</p>	<ul style="list-style-type: none"> <li>• Revised 2025 survey to be administered April 2025.</li> </ul> <p>Currently, we have a confidential reporting tool called "Report Bullying Now". This tool is used as an electronic portal to communicate incidences of bullying to the administrators at a specific school. It provides students, parents and community members with another means for reporting bullying.</p> <p>The reporting data shows that many of the reports filed are not actually about bullying but are about a wide variety of concerns that need to be brought to the attention of school administration.</p> <p>As part of our commitment to establishing learning and working environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination while placing Indigenous and Human Rights at the centre of all we do, we are revising this reporting tool so that we can provide one confidential electronic reporting mechanism for reporting incidents involving:</p> <ul style="list-style-type: none"> <li>• bullying and harassment</li> <li>• violence, discrimination or hate, including but not limited to anti-Indigenous racism, ableism, anti-Asian racism, anti-Black racism, antisemitism, classism, homophobia, Islamophobia, sexism, transphobia</li> </ul> <p>The reporting portal can also be used to report positive behaviours, such as students demonstrating empathy, allyship, fairness, honesty or initiative.</p> <p>The Positive School Climates department has met with our Information Technology (IT) Services department to outline the changes to this reporting tool. IT is currently working on the necessary changes to the portal.</p> <p>In the near future, IT will meet with Positive School Climates to present a mock-up of the revised platform. After feedback is presented, and subsequent revisions have been made, the revised</p>

PM 144 Requirements	DDSB Implementation Next Steps/Considerations
	<p>platform will be brought to Senior Administration for input and final approval.</p> <p>A September 2025 roll out is anticipated.</p>
<p><b>Safe and Accepting School Teams</b></p> <p>Summary:</p> <p>Boards must ensure schools have a Safe and Accepting Schools Team to foster a safe, inclusive, and accepting climate. This team, chaired by a staff member, should include the principal, at least one parent, teacher, non-teaching staff member or community partner, and at least one student. An existing school committee, such as the healthy schools committee, can fulfill this requirement.</p>	<ul style="list-style-type: none"> <li>• Training through Annual PowerPoint provided to schools during August PD Day.</li> <li>• All DDSB Schools are required to have a Positive School Climate and Well-Being Team. The mandate of these teams is to discuss broader strengths and needs regarding the climate and level of well-being in school. The teams do this by:             <ul style="list-style-type: none"> <li>• working with their school's Human Rights and Anti-Oppression Team to develop ideas and suggestions that foster the everyday conditions needed to create and sustain safe, caring and respectful environments where everyone can thrive</li> <li>• identifying the areas of need identified by stakeholders through the School Climate and Well-Being survey, and through other data sources such as the Student Census, and working with our school's Human Rights and Anti-Oppression Team to recommend practical ideas and strategies that address those areas of need through the School Learning Plan, and the Bullying Prevention and Intervention Plan</li> </ul> </li> </ul>

### Gap Analysis/Next Steps (Appendix A & B)

The data collected through the School Climate and Well-Being surveys, which are administered every two years, are used by schools to support the creation, sustainment, and promotion of safe, equitable and inclusive learning environments for students and staff. Information from the 2018 and 2022 School Climate Surveys has been included in Appendices A and B. For the purposes of comparison, it is not useful to include the 2020-2021 school year as the school experience that year was very much a different context for the following reasons:

- School Boards across Ontario were responding to the COVID-19 Pandemic
- students and staff were not attending in-person learning at the time of the 2020-2021 survey administration;

- when students and staff were attending in-person during the 2020-2021 school year:
  - secondary students were only attending class for a half day, with asynchronous learning taking place for the other half of the day;
  - elementary student interaction was limited to those students within the same homeroom class; and, students were engaged in remote learning from March to June of 2020.

In addition to the valuable feedback that this survey provides to our schools in their School Achievement Planning, the data collected is also used by Positive School Climates, Inclusive Student Services, and other departments for system assessment and operational planning.

Drawing upon data through the District's Power BI tool, we were able to look back on previous results from the School Climate and Well-Being survey administrations dating back to the 2018-2019 school year.

Category	Results
<b>Overall</b>	3.5% increase in students reporting they were <b>NOT</b> bullied.
<b>Verbal Bullying</b>	2.9% increase in students <b>NOT</b> experiencing verbal bullying
<b>Physical Bullying</b>	2% increase in students <b>NOT</b> experiencing physical bullying
<b>Social Bullying</b>	1.4% increase in students <b>NOT</b> experiencing social bullying
<b>Disability</b>	1% increase in students <b>NOT</b> bullied due to disability
<b>Family Income</b>	1.2% increase in students <b>NOT</b> bullied due to family income.
<b>Gender</b>	1.6% increase in students <b>NOT</b> bullied due to gender
<b>Indigenous Identity</b>	1.8% increase in students <b>NOT</b> bullied due to Indigenous identity

Category	Results
<b>Race/Culture/Skin Colour</b>	0.2% increase in students <b>NOT</b> bullied due to race, culture, skin colour
<b>Religion</b>	0.8% increase in students <b>NOT</b> bullied due to religion
<b>Travel to/from School</b>	0.8% increase in students <b>NOT</b> bullied on the way to/from school.

Additionally, most students reported experiencing a positive school climate, feeling connected, supported, and safe. When bullying incidents occurred, students reported them to caring adults, reflecting the positive influence of established relationships and the protective role of schools in fostering a safe and inclusive environment.

The following findings suggest areas of improvement as a District:

Compared to the 2018-2019 school year, the 2022-2023 School Climate and Well-Being Survey showed improvements in bullying prevention across various forms - including verbal, physical, social, and bullying related to disability, family income, gender, Indigenous identity, race, culture, skin color, religion, and travel to/from school.

The comparison between the 2022-2023 and 2018-2019 surveys identified areas needing attention for the District:

- **Avoidance of School:** No change in the number of students reporting they have not avoided school due to bullying.
- **Electronic Bullying:** A slight decrease in the number of students not experiencing electronic bullying.
- **Feelings of Safety:** The lowest rate of agreement was among students in the following identity groups:
  - Indigenous;
  - Indigenous Spirituality, Judaism
  - Two Spirit, Gay
  - Transgender
  - Developmental Disability

This feedback reinforces the District's ongoing commitment to creating and sustaining welcoming, accessible, inclusive, and equitable environments in which all students and staff can thrive.

An example of this commitment can be found in the work being done at R.H. Cornish Public School. This past September, the school administration began a journey with staff to develop their School Achievement Plan. They started by examining the data and then allowing staff to self-select into focus teams based on their strengths and passions with each group working diligently on shared school goals. Staff also collaborated with their Social Emotional Learning team to gather valuable data to guide their path forward for the remainder of the year.

The school leadership then brought together a Positive School Climate and Well-Being Team of five passionate educators to develop their school's Bullying Prevention and Intervention Plan (BPIP). With student data in hand and feedback from staff, the team updated the school's BPIP and created a powerful new initiative called "Words Have Weight."

*"I have never been part of such an inspired and committed team. They were thoughtful, intentional, and driven to do this work the right way — and they truly did....It's been amazing to witness and be a part of."*

*Lisa Hill, Principal, R.H. Cornish Public School*

### **Implementation and Collective Responsibility**

The most effective way to address bullying and other negative interactions is through a proactive approach. As a District, staff centre a collective responsibility to ensure an environment that promotes positive school climates and a commitment to ensuring that every student, staff member, family and community member experiences a safe and inclusive environment free from discrimination and harm. In doing so, we continually strive to create everyday school and working conditions that provide safety and support. In working through bullying prevention, we centre notions of District policies across the system and their intersectionality when providing these environments. Safe and respectful schools and workplaces are a commitment from all members of the DDSB.

This analysis has provided insight into policies, procedures and practices that are working well, but that also may require further attention, to ensure that we are meeting the priorities as established in our Multi-Year Strategic Plan.

Further work on communication with staff, students and families is at the forefront of next steps, as well as an understanding that in order to prevent bullying, we need to focus upon the importance of creating the everyday conditions that foster healthy relationships and positive daily interactions. We also need to better prepare students and families to deal with conflict and experiences that may bring attention to areas for consideration.

When approaching the context of bullying and required follow up, each incident must be addressed with care, nuance, and thoughtful follow-up. It is essential to avoid disparaging children by treating them like they are adults. Instead, we must approach situations as opportunities for growth, grounded in an understanding of child development and the social contexts that shape behaviour. Above all, we must uphold the dignity and worth of every child in every situation. We understand that for every student who brings home a difficult experience, this could represent a traumatic experience for a family. With this in mind, we as a District are committed to continuing to educate our students, families and staff members about conflict, bullying and hurtful interactions rooted in identity. We are also committed to ensuring that there are productive ways to communicate when they experience situations that are not creating a safe and respectful school/working environment. The revision of the confidential Report Bullying tool will provide a safe and more comprehensive means of ensuring that this important information gets to the right people in a timely manner.

Creating safe schools is not an algorithm, it is based on a complex understanding of student/staff experiences. Continued focus on humanizing the learning environment, getting to know each student, and creating the everyday conditions for success are at the forefront of our work in these areas, with an understanding that this is a collective responsibility we all share.

## **5.0 Financial Implications**

The creation of the Bullying Prevention and Intervention report did not have any financial implication.

## **6.0 Strategic Links**

### **[Ignite Learning Multi-Year Strategic Plan](#)**

#### 1. Meaningful Learning:

- High-quality teaching and learning for all.
- Tailoring educational experiences to students' interests and goals.
- Supporting staff as professionals and collaborators.

#### 2. Connected Communities:

- Engaging students, families, staff, and community members.
- Building trust through communication and action.
- Creating opportunities for mutual learning and inspiration.

#### 3. Well-Being:

- Ensuring safe, caring, and respectful environments.
- Supporting physical and mental health.
- Honoring individual identities and dignity.

## **7.0 Conclusion/Recommended Action**

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

## **8.0 Appendices**

Appendix A – School Climate and Well-Being Survey: Historical Overview

Appendix B - School Climate and Well-Being Survey: Bullying

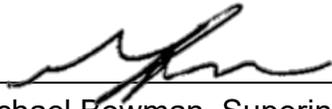
Report reviewed and submitted by:



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



\_\_\_\_\_  
Jim Markovski, Associate Director of Equitable Education



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Michael Bowman, Superintendent of Equitable Education



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Michael Menheere, System Lead-Positive School Climates



## School Climate and Well-Being Survey

Background and Resources



This report contains a summary of responses from the School Climate and Well-Being Survey for Students. Principals should review the responses carefully before summarizing any findings to their school community. When summarizing findings from the survey it is best to discuss overall themes and trends in the data as opposed to reporting statistics. This will reduce the chance that individuals are identified. This is especially important when the number of completed surveys represent a small fraction of the student population. Summary results with 10 or fewer students are suppressed and will not appear in the graphs or tables.

School Climate and Well-Being Surveys are an important tool for gathering data to assess the perceptions of students, parents/guardians and staff regarding safety issues in your school. Found in this report is the School Climate and Well-Being Survey results for the 2018-2019, 2020-2021, and 2022-2023 (preliminary) cycles as well as any mid-year surveys conducted by schools. New additions to this year's survey include an expanded list of identify-based questions.

Your Safe and Accepting Schools Team will use this data, along with the data from the other School Climate and Well-Being Surveys to assist in the development of the Bullying Prevention and Intervention Plan and to assess your Community, Culture and Caring goal within the School Improvement Plan. The data will help the Safe and Accepting Schools Team identify positive attributes of your school climate, target safety issues within the school and address bullying problems.

The purpose of School Climate Surveys is to provide data to identify what the school is doing well and areas that need improving with respect to developing a whole school approach to providing a safe and caring learning environment for all members of the school community. The School Climate and Well-Being Survey for Students provides data about how safe and accepted students feel when they are at school. In addition, in their specific surveys, parents/guardians and staff are asked to provide their perceptions.

Together, this data can be used along with other data sources such as the Safety Audit and the School Assessment Checklist by the Safe and Accepting Schools Team to develop a safety plan that includes a Bullying Prevention and Intervention Plan. The essence of the plan should be incorporated into the Community, Culture and Caring Pillar of the School Improvement Plan.

The intention of School Climate and Well-Being Surveys, the Safety Audit and the School Assessment Checklist is to provide data for the Safe and Accepting Schools Team to assess the level of safety in their school, to identify areas where improvements might be achieved. Your Safe and Accepting Schools Team can access a variety of resources to support Whole School Approach, Bullying Prevention, etc. on the Safe Schools Portal.

The results are to be shared with students, staff and parents/guardians (SCC). The results should be used as a prompt for discussion to garner their input. Further input from students, parents and staff is important when developing next steps. Responses to open-ended survey items have been compiled in the "Open Ended Comments" page of the dashboard and are displayed exactly as the respondent made the entry, with no editing. Please review the "Comment File Consideration" note at the top of the "Open Ended Comments" page prior to sharing these comments with the Safe Schools Team or with a wider audience.

Please refer to the following legislation for additional information and support:

- [Procedure #4255 - Security and Safety](#)
- Resources for Safe and Accepting Schools Teams on the Safe Schools Portal
- [PPM 145 - Progressive Discipline and Promoting Positive Student Behaviour](#)
- [PPM 144 - Bullying Prevention and Intervention](#)

Full 2022-2023 survey questions (PDF):

[Click here](#) for grades 4-6 student survey and [Click here](#) for grades 7-12 student survey

[Click here](#) for parent/guardian survey

[Click here](#) for staff survey



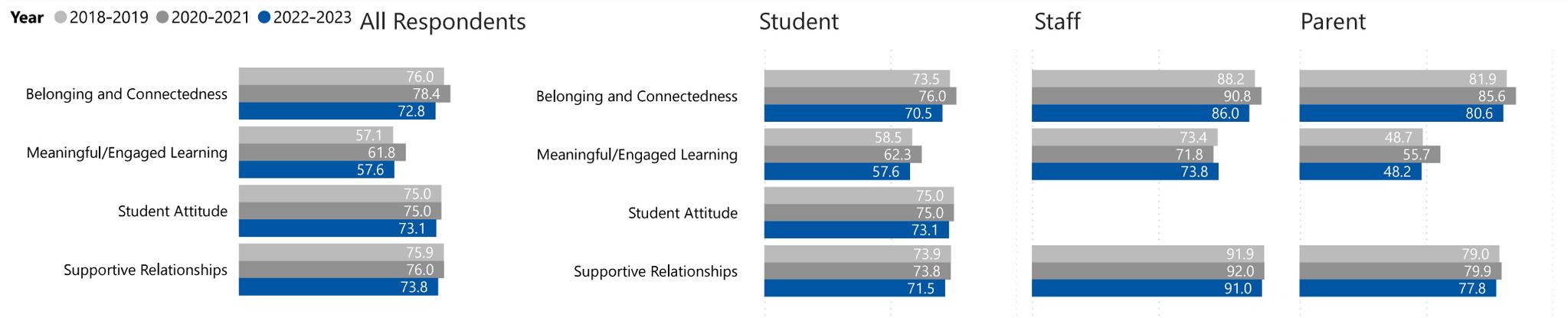
# Historical Overview

School Climate and Well-Being Survey



School: 
 FOS: 
 Survey Group:  Student
 Year:  Full Year  Mid Year
 Role:  JK  SK  Grade 1  Grade 2
 Survey: 2018-2019 2020-2021 2022-2023
 Parent: 8847 5641 4360
 Staff: 2045 2100 2389
 Student: 31559 25168 25554

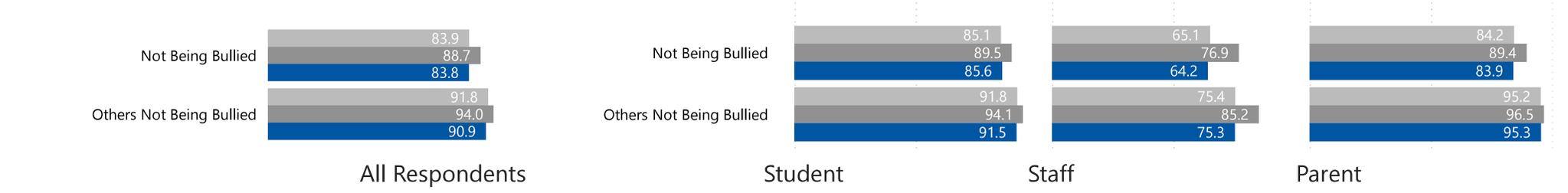
## Percentage of Agreement



## Percentage that Feel Safe or Very Safe



## Percentage that have NOT been or seen others bullied



School: 
 FOS: 
 Survey Group:  Student
 Year:  Full Year  Mid Year
 Role:  JK  SK  Grade 1  Grade 2

Survey	2018-2019	2020-2021	2022-2023
Parent	8847	5641	4360
Staff	2045	2100	2389
Student	31559	25171	25556

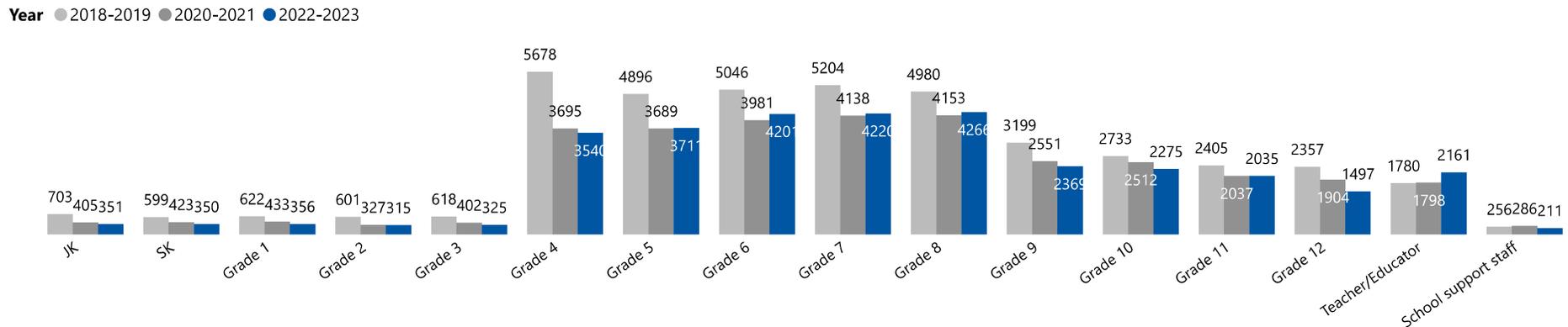
### Percentage who "Changed Learning Environment" since start of school year



### Respondents by Racial Identity - Count and Percent

Race	2020-2021		2022-2023	
	#	%	#	%
Indigenous	573	1.8%	701	2.2%
Black	3628	11.1%	3684	11.4%
East Asian	1210	3.7%	1369	4.3%
Latino/Latina/Latinx	514	1.6%	609	1.9%
Middle Eastern	1598	4.9%	1941	6.0%
Race, Choose not to answer	2553	7.8%	2285	7.1%
Race, I do not understand this question	1115	3.4%	948	2.9%
South Asian	5100	15.6%	6251	19.4%
Southeast Asian	624	1.9%	755	2.3%
White	16441	50.2%	15075	46.8%
<b>Total</b>	<b>32734</b>	<b>100.0%</b>	<b>32183</b>	<b>100.0%</b>

### Total Respondents by Role



### Historical Responses by School

Year	2018-2019				2020-2021				2022-2023				Total
	Parent	Staff	Student	Total	Parent	Staff	Student	Total	Parent	Staff	Student	Total	
Adelaide McLaughlin P.S.	48	16	112	176	78	83	20	33	121	174	433		
Ajax H.S.	63	29	149	241	41	16	212	269	14	197	731		
Alexander Graham Bell P.S.	47		213	263	24		164	195	39	147	650		
Altona Forest P.S.	61	25	193	279	30		79	115	23	124	557		
Anderson C.V.I.	57	23	375	455	73	45	320	438	47	64	1377		
Applecroft P.S.	40		159	200	26		57	91	20	128	448		
<b>Total</b>	<b>8847</b>	<b>2045</b>	<b>31559</b>	<b>42451</b>	<b>5641</b>	<b>2100</b>	<b>25171</b>	<b>32912</b>	<b>4360</b>	<b>2389</b>	<b>25556</b>	<b>32305</b>	<b>107668</b>

### Respondents with a Disability - Count and Percent

Response	2022-2023	
	#	%
No	20834	73.5%
Yes	3491	12.3%
Unsure	2942	10.4%
Choose not to answer	725	2.6%
I do not understand this question	361	1.3%
<b>Total</b>	<b>28353</b>	<b>100.0%</b>



# Grade/Role Summary

School Climate and Well-Being Survey



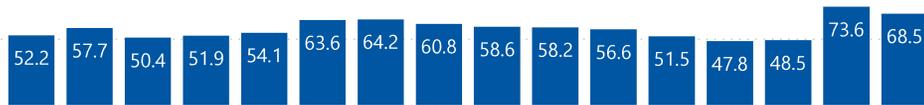
School:  FOS:  Survey Group:  Student Year:  2018-2019  2020-2021  2022-2023 Role:  JK  SK  Grade 1  Grade 2 Topic - Question:

## Percentage of Agreement - By Grade

Belonging and Connectedness



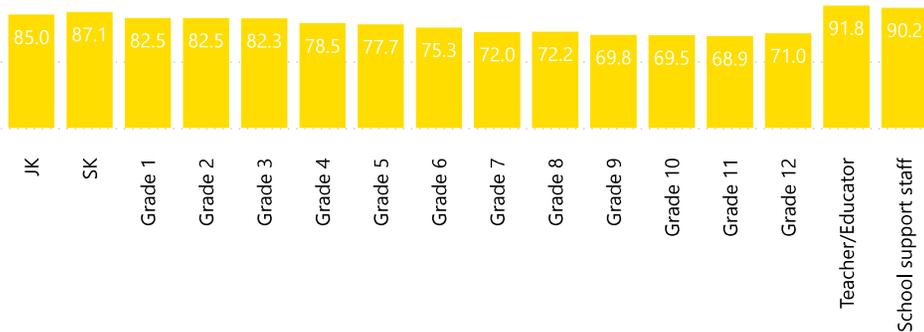
Meaningful/Engaged Learning



Student Attitude

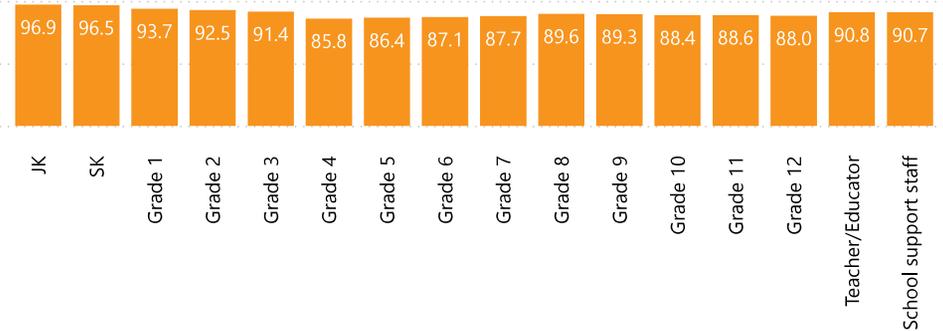


Supportive Relationships



## Percentage that Feel Safe or Very Safe - By Grade

Feelings of Safety at School

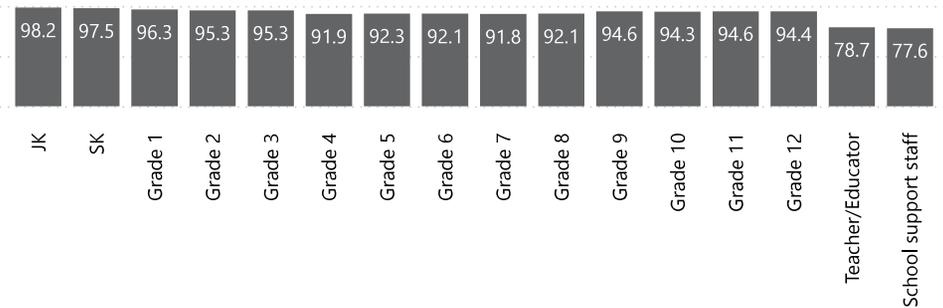


## Percentage that have NOT been or seen others Bullied - By Grade

Not Being Bullied



Others Not Being Bullied





# Gender Summary of Topics

School Climate and Well-Being Survey

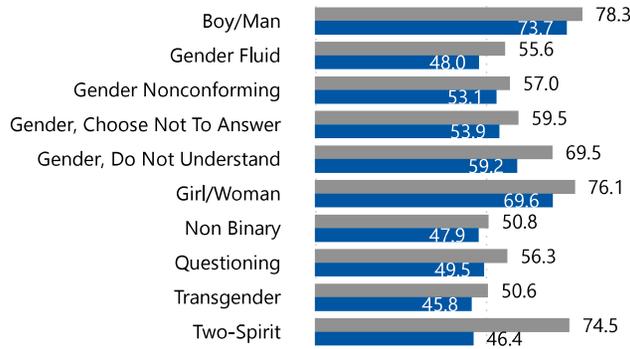


School: All | FOS: All | Survey Group:  Parent  Staff  Student | Year:  2018-2019  2020-2021  2022-2023 | Gender:  Multiple Response  Single Response | Topic - Question: All

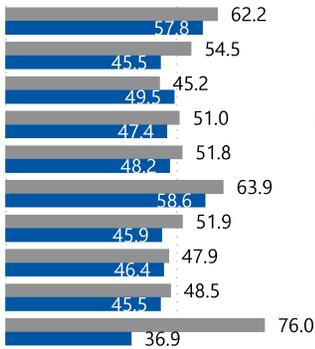
Topic Summaries **By Gender** | Percentage of Agreement | Percentage that have NOT encountered bullying | Percent that Feel Safe

● 2020-2021 ● 2022-2023

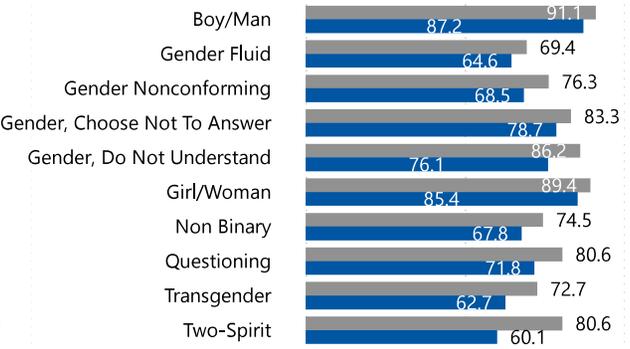
### Belonging and Connectedness



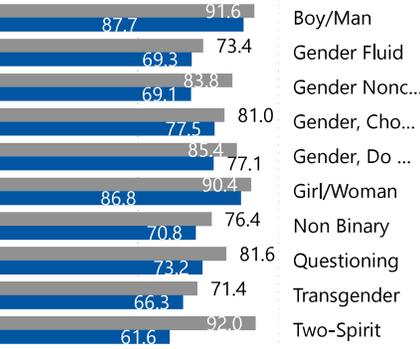
### Meaningful/Engaged Learning



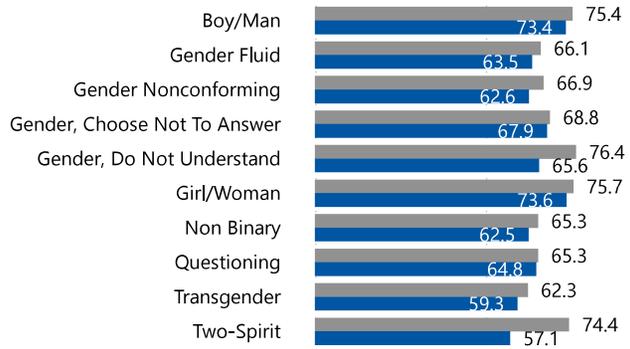
### Not Being Bullied



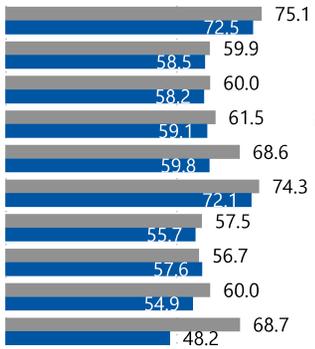
### Feelings of Safety at School



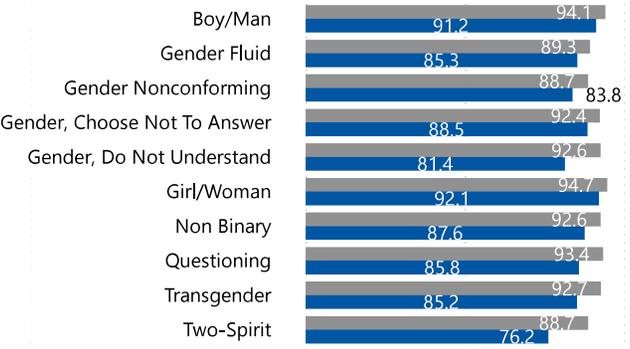
### Student Attitude



### Supportive Relationships



### Others Not Being Bullied



\*Suppressions rules are in effect to protect the identities of participants. Hover over visuals to view counts of the groupings.



# Race Summary of Topics

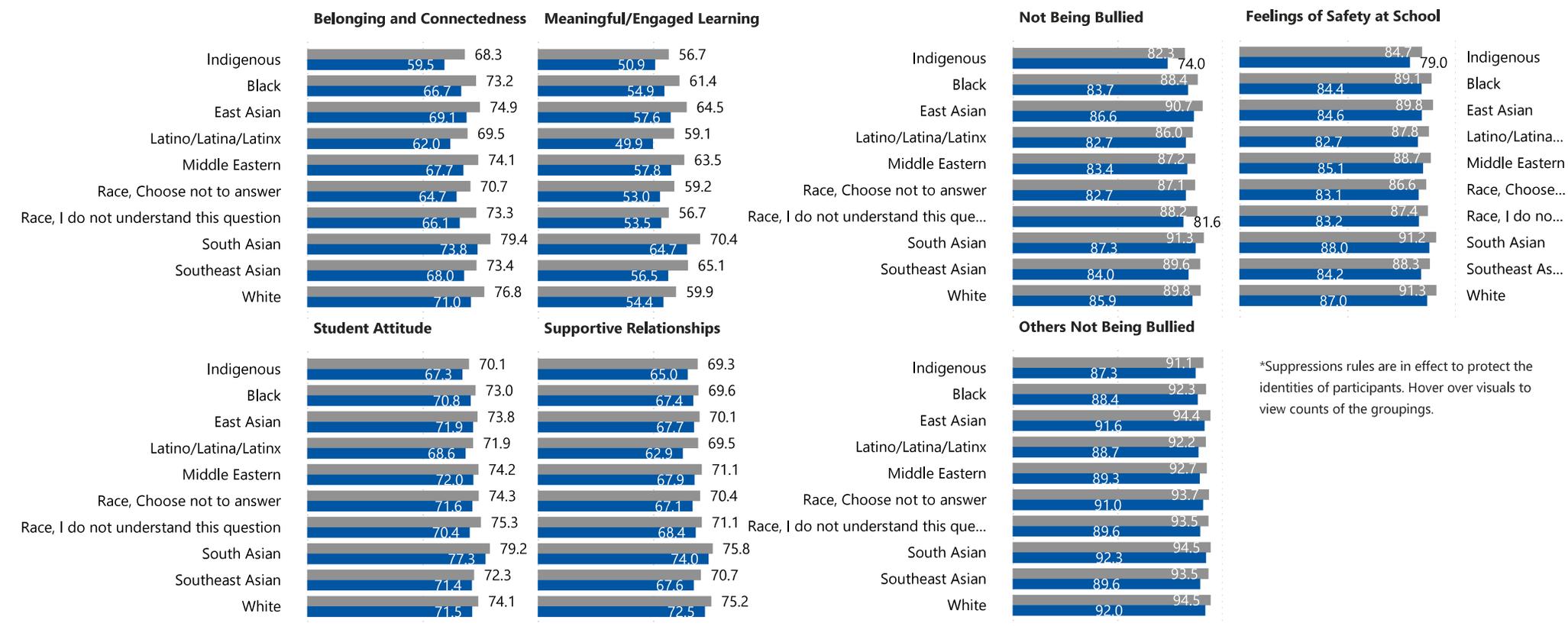
School Climate and Well-Being Survey



School: All | FOS: All | Survey Group:  Parent  Staff  Student | Year:  2018-2019  2020-2021  2022-2023 | Race:  Single Response  Multiple Response | Topic - Question: All

Topic Summaries **By Race** | Percentage of Agreement | Percentage that have NOT encountered bullying | Percent that Feel Safe

● 2020-2021 ● 2022-2023



\*Suppressions rules are in effect to protect the identities of participants. Hover over visuals to view counts of the groupings.

School:

FOS:

Year:  2020-2021  2022-2023

Grade:  JK/SK  Grade 1-3  Grade 4-6  Grade 7-8

**Topic Summaries By Race and Gender** Percentage of Agreement, Percentage that have NOT encountered bullying, and Percent that Feel Safe

- Topic
- Belonging and Connectedness
  - Meaningful/Engaged Learning
  - Student Attitude
  - Supportive Relationships

	JK/SK	Grade 1-3	Grade 4-6	Grade 7-8	Grade 9-10	Grade 11-12
Indigenous	83.1	84.8	67.4	63.3	62.0	62.9
Black	91.0	86.8	72.9	69.2	68.4	69.3
East Asian	93.0	90.3	73.8	72.8	69.8	71.5
Latino/Latina/Latinx	89.5	88.4	71.0	67.3	64.0	61.3
Middle Eastern	92.6	87.7	72.5	69.8	72.1	69.3
Race, Choose not to answer	85.4	76.6	71.0	64.7	61.0	63.0
Race, I do not understand this question	86.5	77.1	72.9	64.5	61.7	59.3
South Asian	90.7	89.9	79.1	76.3	75.6	74.5
Southeast Asian	92.1	91.4	74.9	71.4	66.6	66.9
White	93.8	89.3	78.4	74.0	71.9	71.4

- Topic
- Not Being Bullied
  - Others Not Being Bullied

	JK/SK	Grade 1-3	Grade 4-6	Grade 7-8	Grade 9-10	Grade 11-12
Indigenous	88.0	80.6	77.0	75.4	79.9	79.0
Black	92.3	85.6	81.9	85.3	90.8	92.2
East Asian	96.4	88.3	86.3	89.4	91.9	90.1
Latino/Latina/Latinx	94.7	85.4	82.0	83.3	86.3	84.9
Middle Eastern	90.0	84.2	81.0	85.0	90.0	89.9
Race, Choose not to answer	89.9	83.8	84.4	85.0	90.1	84.1
Race, I do not understand this question	94.0	88.4	86.0	83.8	87.5	74.6
South Asian	95.2	87.5	86.0	88.8	94.2	92.8
Southeast Asian	94.9	89.8	84.1	86.4	90.3	87.2
White	92.7	85.6	85.0	86.3	91.3	90.8

- Topic
- Feelings of Safety at School

	JK/SK	Grade 1-3	Grade 4-6	Grade 7-8	Grade 9-10	Grade 11-12
Indigenous	96.4	89.7	83.1	81.7	80.7	80.3
Black	98.3	93.8	84.5	87.2	88.8	90.4
East Asian	98.5	95.7	85.4	88.8	89.1	86.7
Latino/Latina/Latinx	96.5	94.7	84.5	86.6	85.4	83.1
Middle Eastern	95.5	89.4	85.6	87.1	88.4	86.7
Race, Choose not to answer	95.6	88.3	85.1	85.8	85.0	81.1
Race, I do not understand this question		93.8	85.6	86.7	83.4	73.2
South Asian	97.2	93.9	88.2	89.9	90.7	90.4
Southeast Asian	96.2	96.4	85.5	87.8	86.5	84.8
White	97.7	94.2	88.5	89.4	89.6	89.1



# Religion Summary of Topics

School Climate and Well-Being Survey

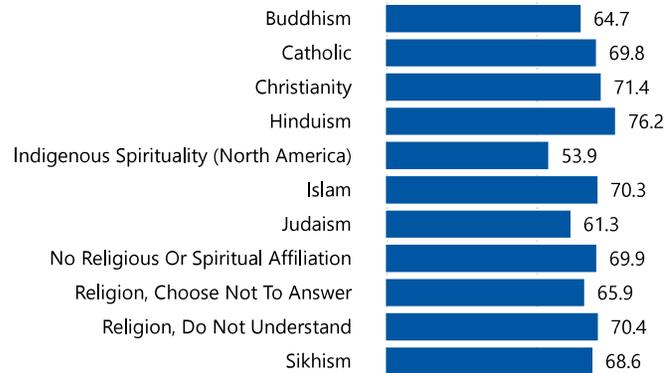


School: All | FOS: All | Survey Group:  Parent,  Staff,  Student | Year:  2018-2019,  2020-2021,  2022-2023 | Religion:  Multiple Response,  Single Response | Topic - Question: All

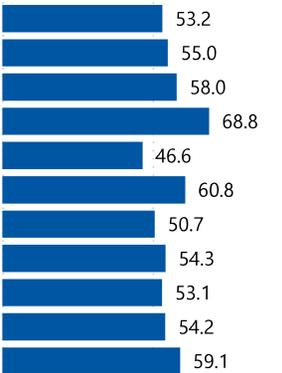
Topic Summaries **By Religion** Percentage of Agreement Percentage that have NOT encountered bullying Percent that Feel Safe

● 2022-2023

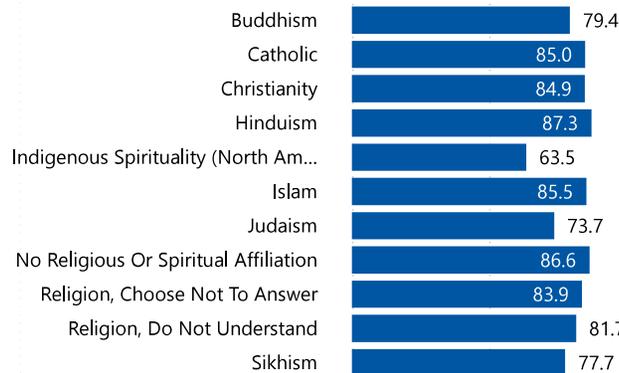
### Belonging and Connectedness



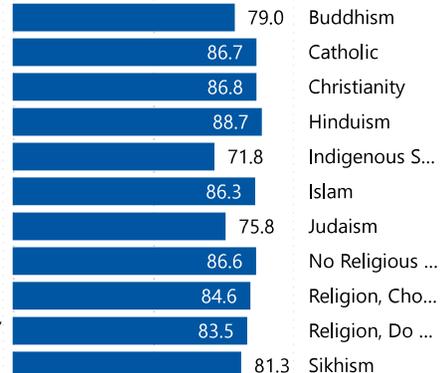
### Meaningful/Engaged Learning



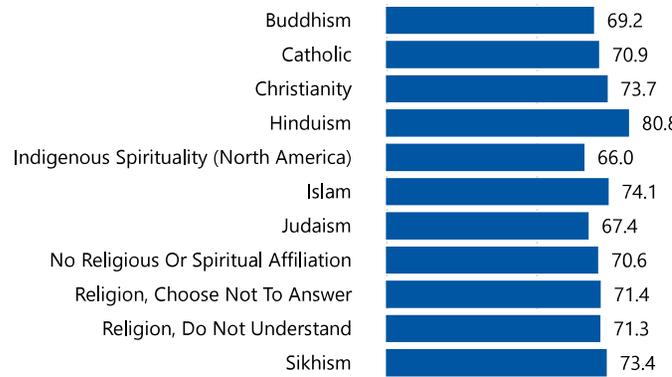
### Not Being Bullied



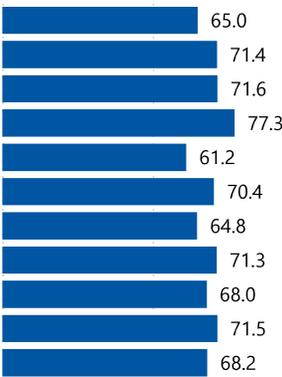
### Feelings of Safety at School



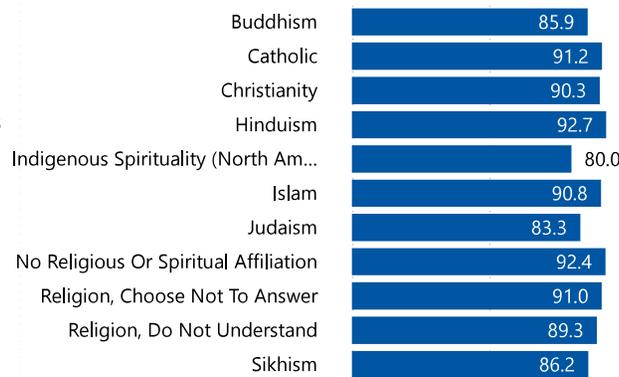
### Student Attitude



### Supportive Relationships



### Others Not Being Bullied

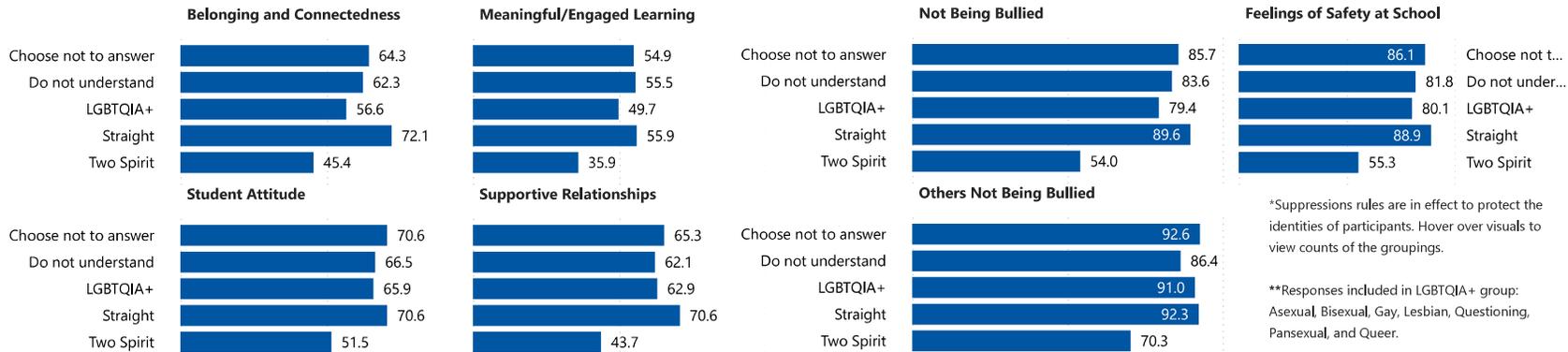


\*Suppressions rules are in effect to protect the identities of participants. Hover over visuals to view counts of the groupings.

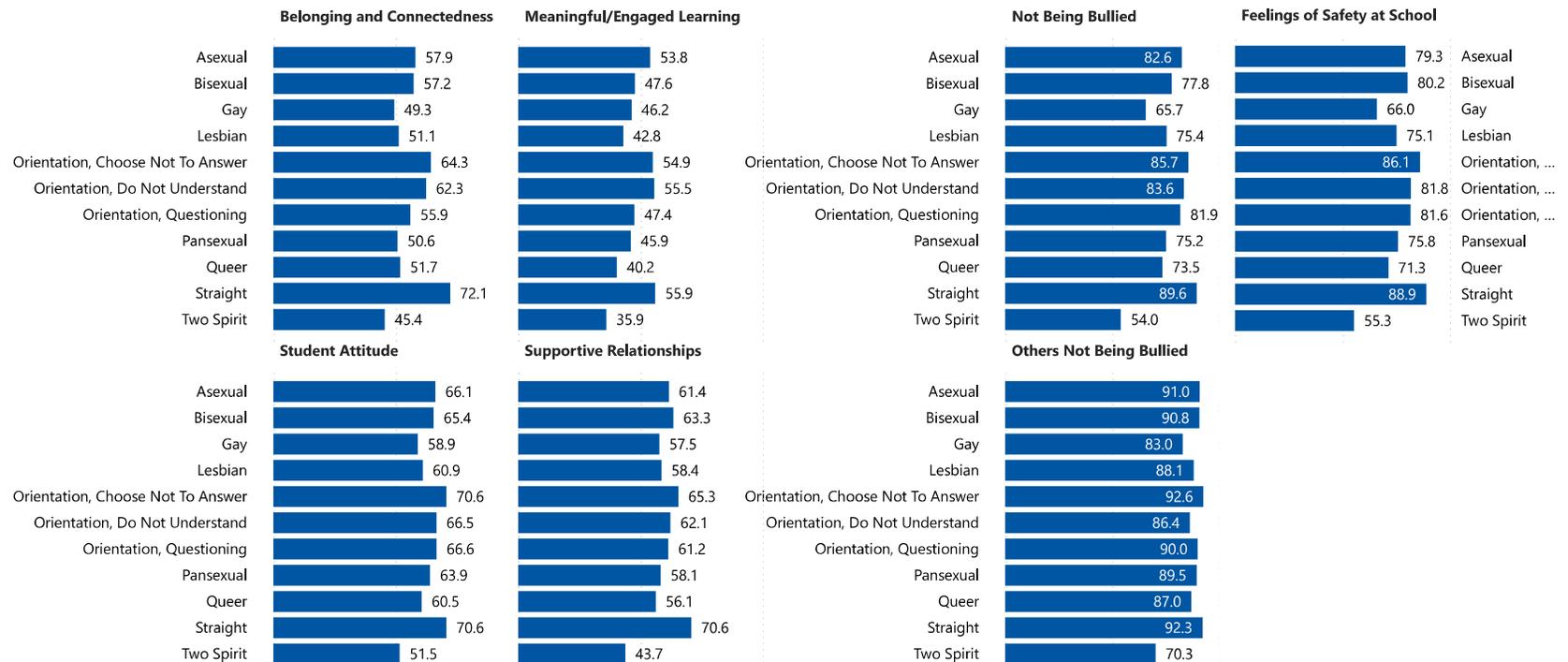
School:  FOS:  Survey Group:  Parent  Staff  Student Year:  2018-2019  2020-2021  2022-2023 Sexual Orientation:  Multiple Response  Single Response Topic - Question:

**Topic Summaries By Sexual Orientation** Percentage of Agreement Percentage that have NOT encountered bullying Percent that Feel Safe

● 2022-2023



● 2022-2023





# Disability Summary of Topics

School Climate and Well-Being Survey

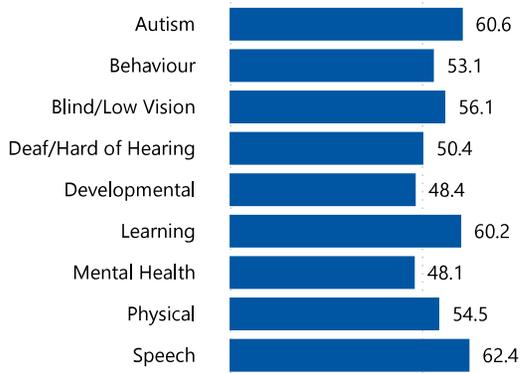


School:  FOS:  Survey Group:  Parent  Staff  Student Year:  2018-2019  2020-2021  2022-2023 Disability:  Multiple Response  Single Response Topic - Question:

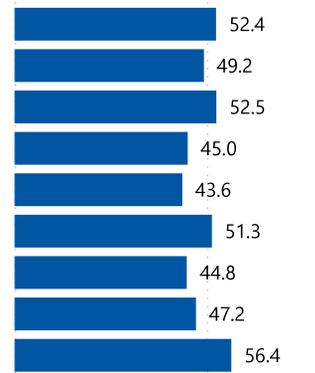
**Topic Summaries By Disability** Percentage of Agreement Percentage that have NOT encountered bullying Percent that Feel Safe

● 2022-2023

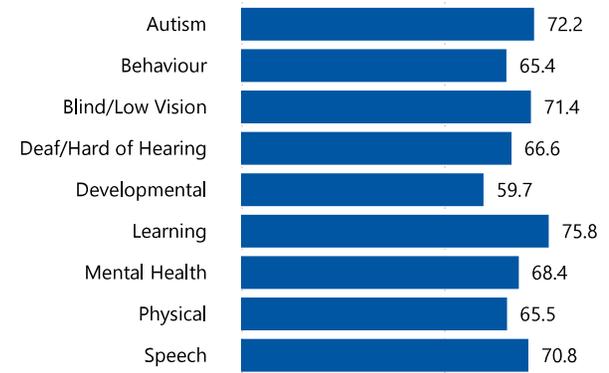
### Belonging and Connectedness



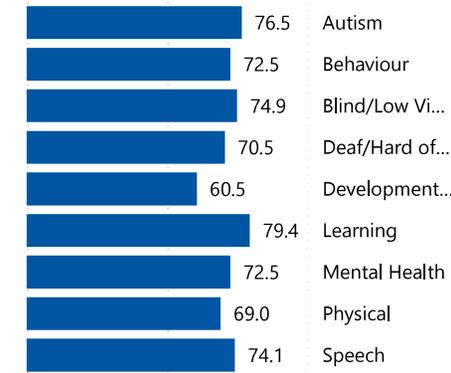
### Meaningful/Engaged Learning



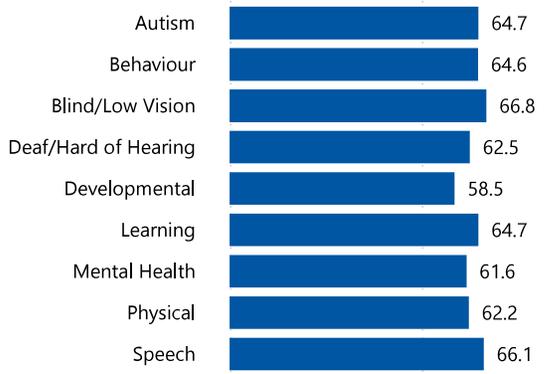
### Not Being Bullied



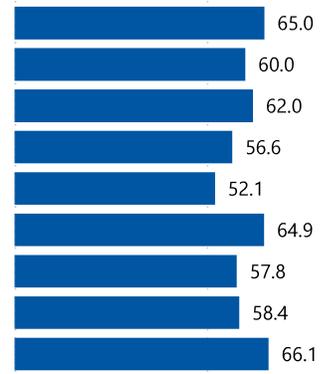
### Feelings of Safety at School



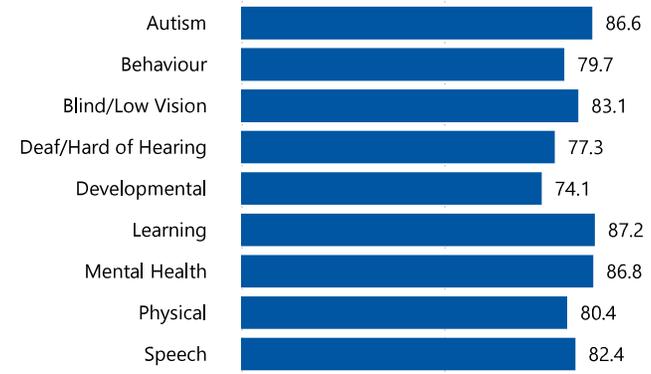
### Student Attitude



### Supportive Relationships



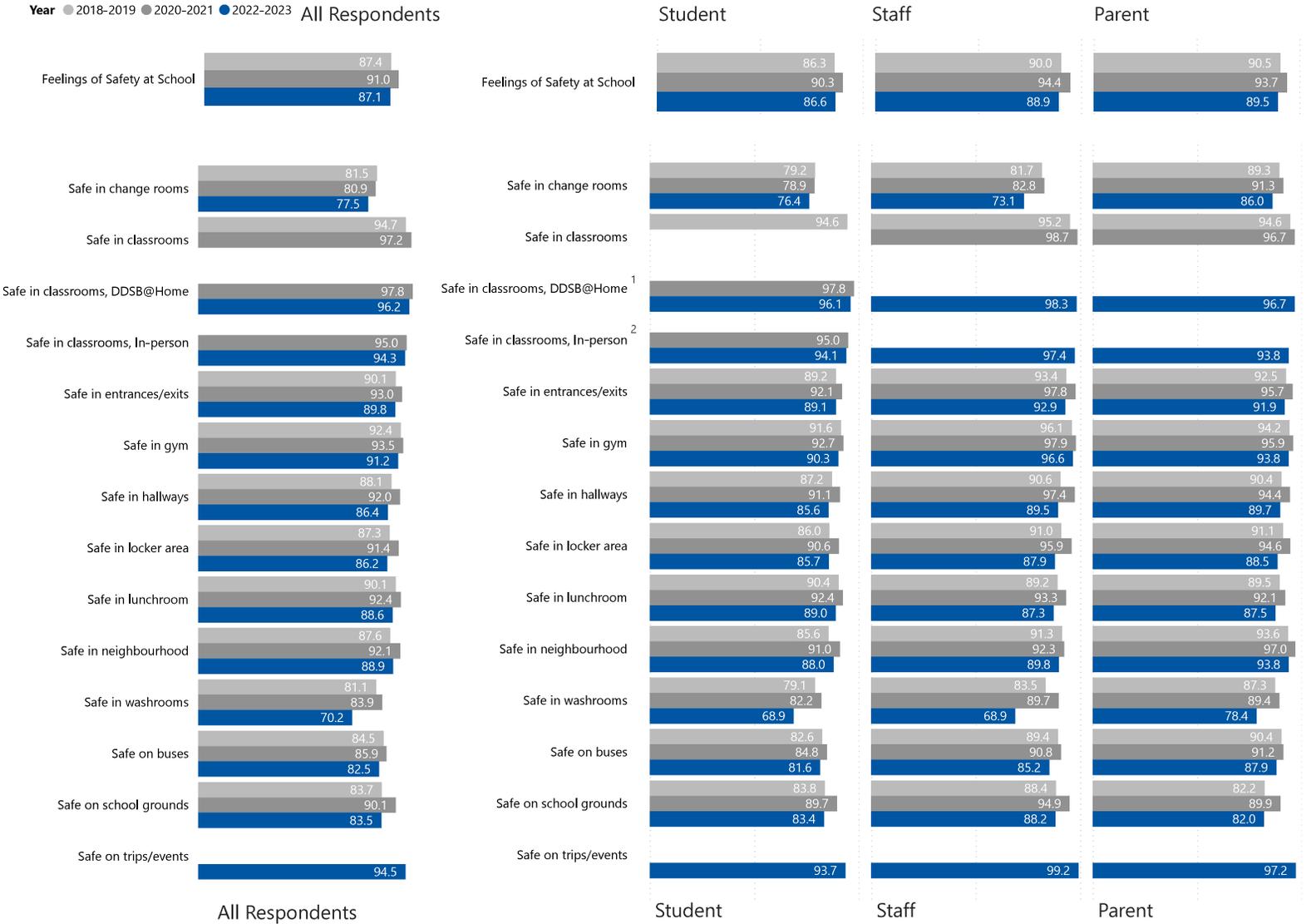
### Others Not Being Bullied



\*Suppressions rules are in effect to protect the identities of participants. Hover over visuals to view counts of the groupings.

School All	FOS All	Survey Group <input type="checkbox"/> Student	Year <input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Mid Year	Role <input type="checkbox"/> JK <input type="checkbox"/> SK <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2		Survey	2018-2019	2020-2021	2022-2023
						Parent	8847	5641	4360
						Staff	2045	2100	2389
						Student	31559	25168	25554

Percentage that Feel Safe or Very Safe

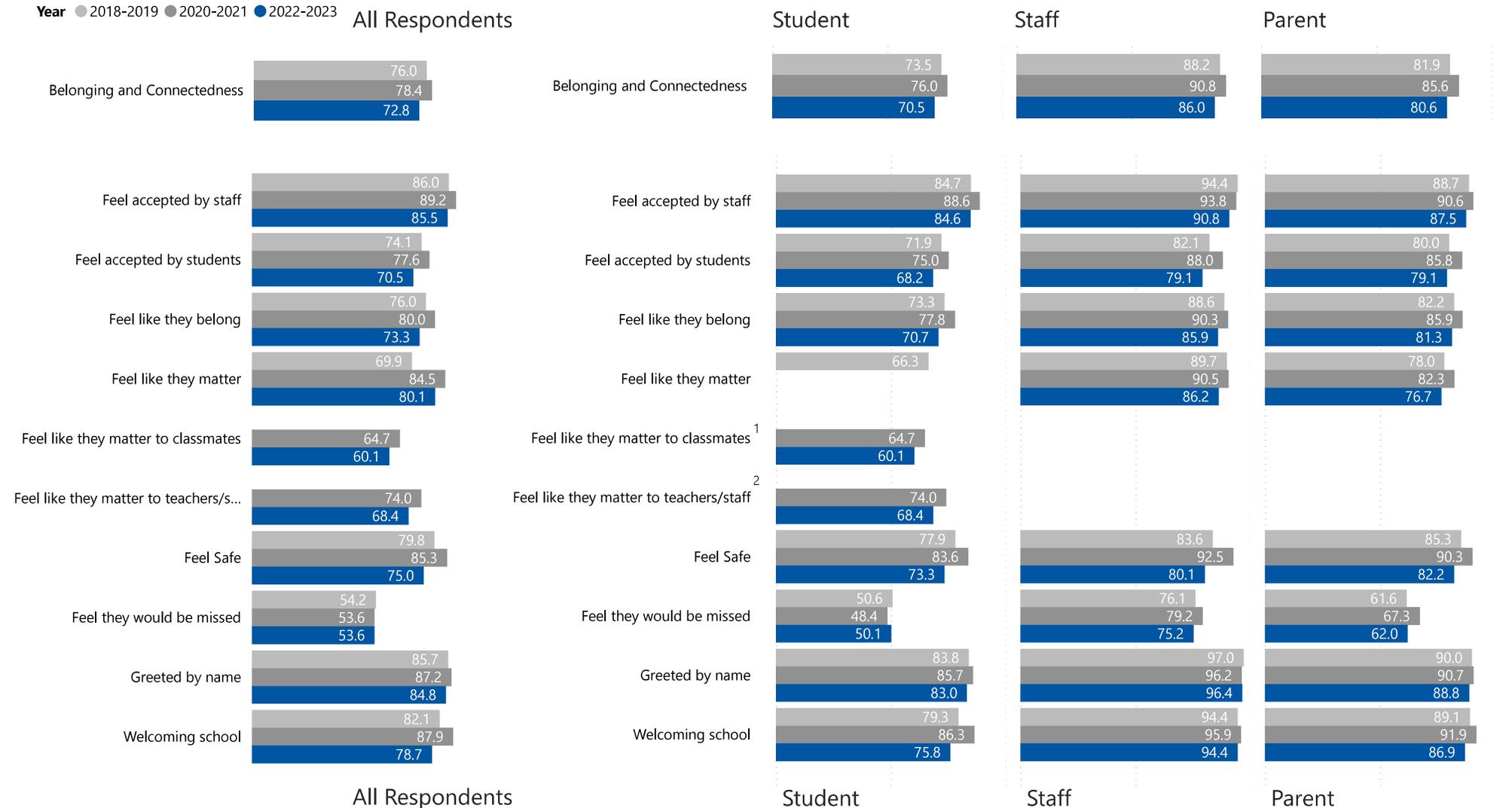


<sup>1, 2</sup> Question about feeling safe in the classroom was divided into "DDSB@Home" and "In-Person" variations for students in 2021-2022. This question was further divided for staff and parents/guardians in 2022-2023.

School: 
 FOS: 
 Survey Group:  Student
 Year:  Full Year  Mid Year
 Role:  JK  SK  Grade 1  Grade 2
 Survey: 

Survey	2018-2019	2020-2021	2022-2023
Parent	8847	5641	4353
Staff	2043	2098	2389
Student	30829	25125	25500

## Percentage of Agreement

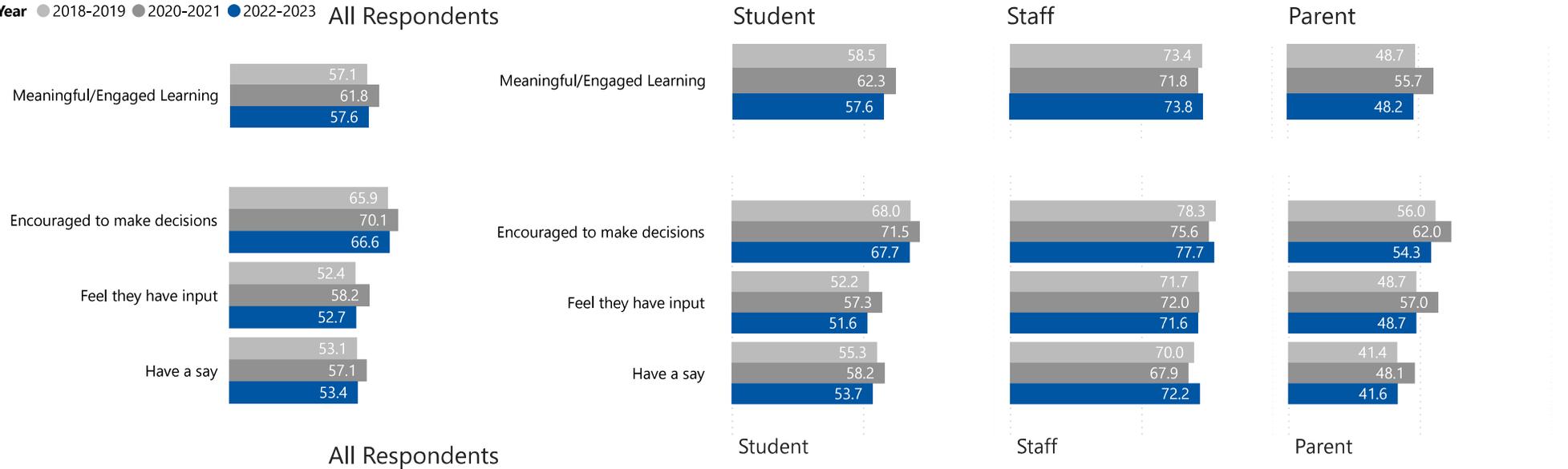


1, 2 Question about feeling like they matter was divided into "matter to classmates" and "matter to teachers/staff" variations for students beginning in 2021-2022.

School All	FOS All	Survey Group <input type="checkbox"/> Student	Year <input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Mid Year	Role <input type="checkbox"/> JK <input type="checkbox"/> SK <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	Survey Parent Staff Student	2018-2019 8842 2043 30303	2020-2021 5640 2096 25097	2022-2023 4342 2387 25484
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## Percentage of Agreement

Year ● 2018-2019 ● 2020-2021 ● 2022-2023



School:

FOS:

Survey Group:  Student

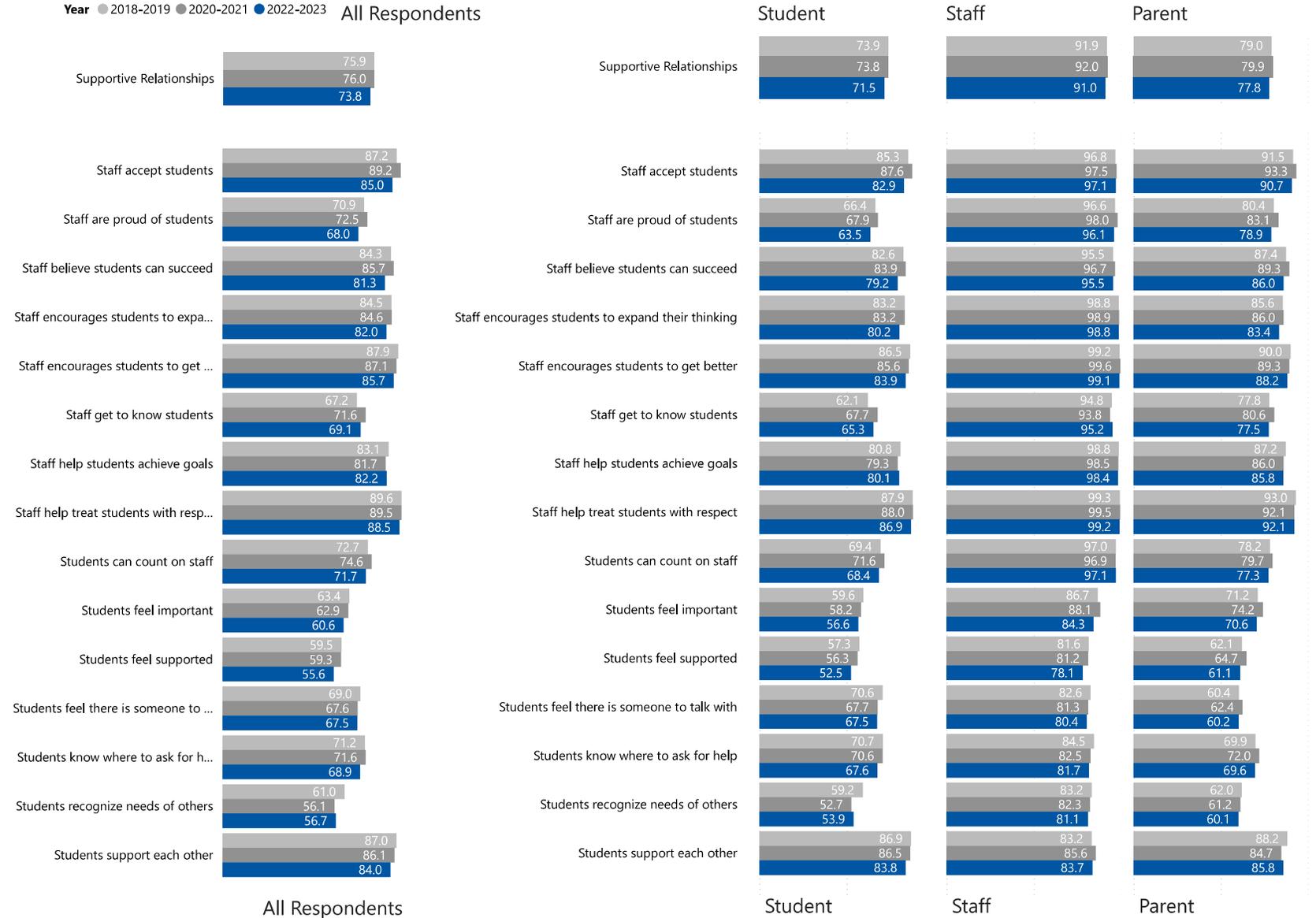
Year:  Full Year  Mid Year

Role:  JK  SK  Grade 1  Grade 2

Survey	2018-2019	2020-2021	2022-2023
Parent	8846	5640	4353
Staff	2044	2097	2389
Student	30127	25123	25498

## Percentage of Agreement

Year ● 2018-2019 ● 2020-2021 ● 2022-2023





## Student Attitude

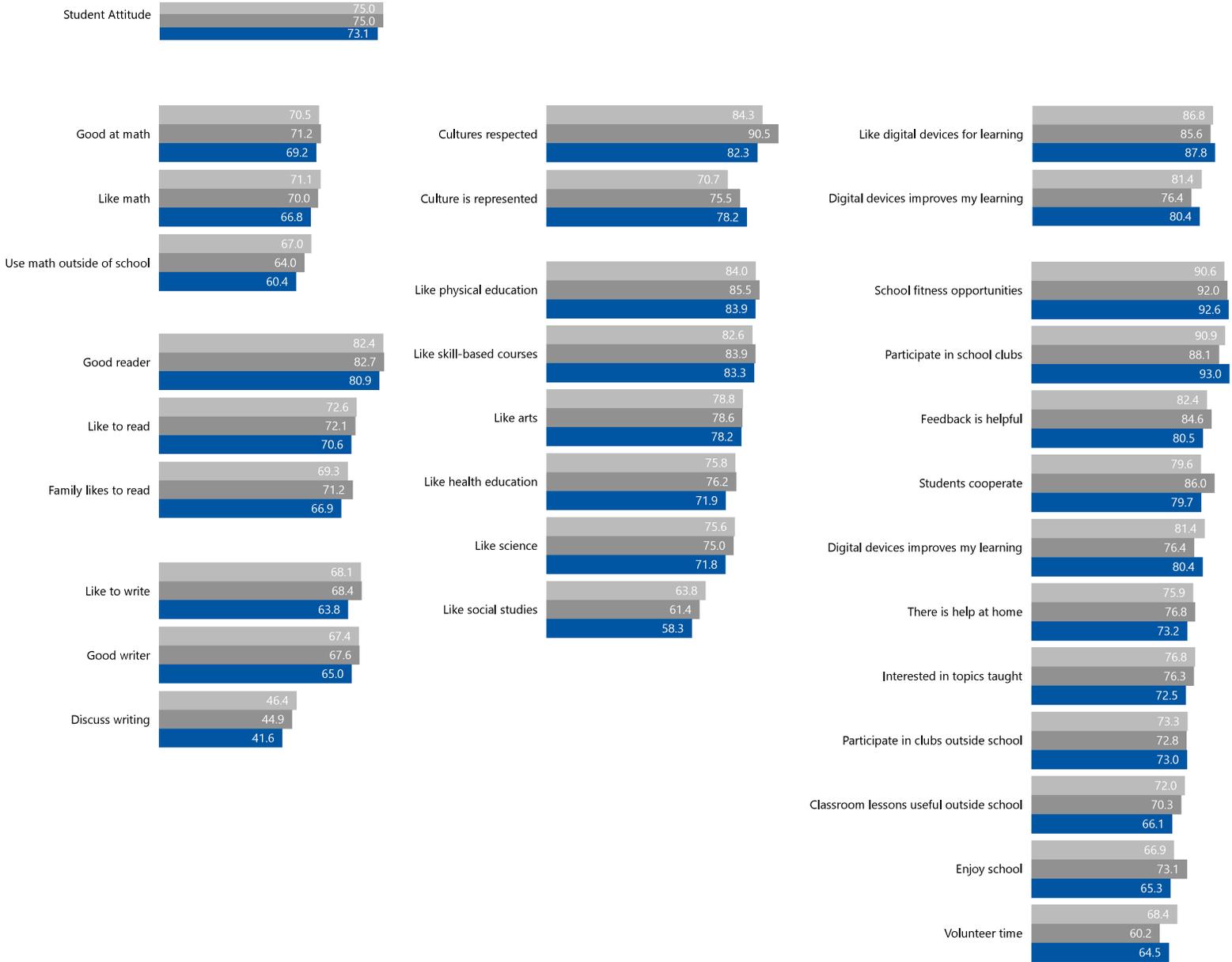
School Climate and Well-Being Survey



School All	FOS All	Survey Group <input type="checkbox"/> Student	Year <input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Mid Year	Role <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7	Survey Student	2018-2019 28014	2020-2021 25084	2022-2023 25409
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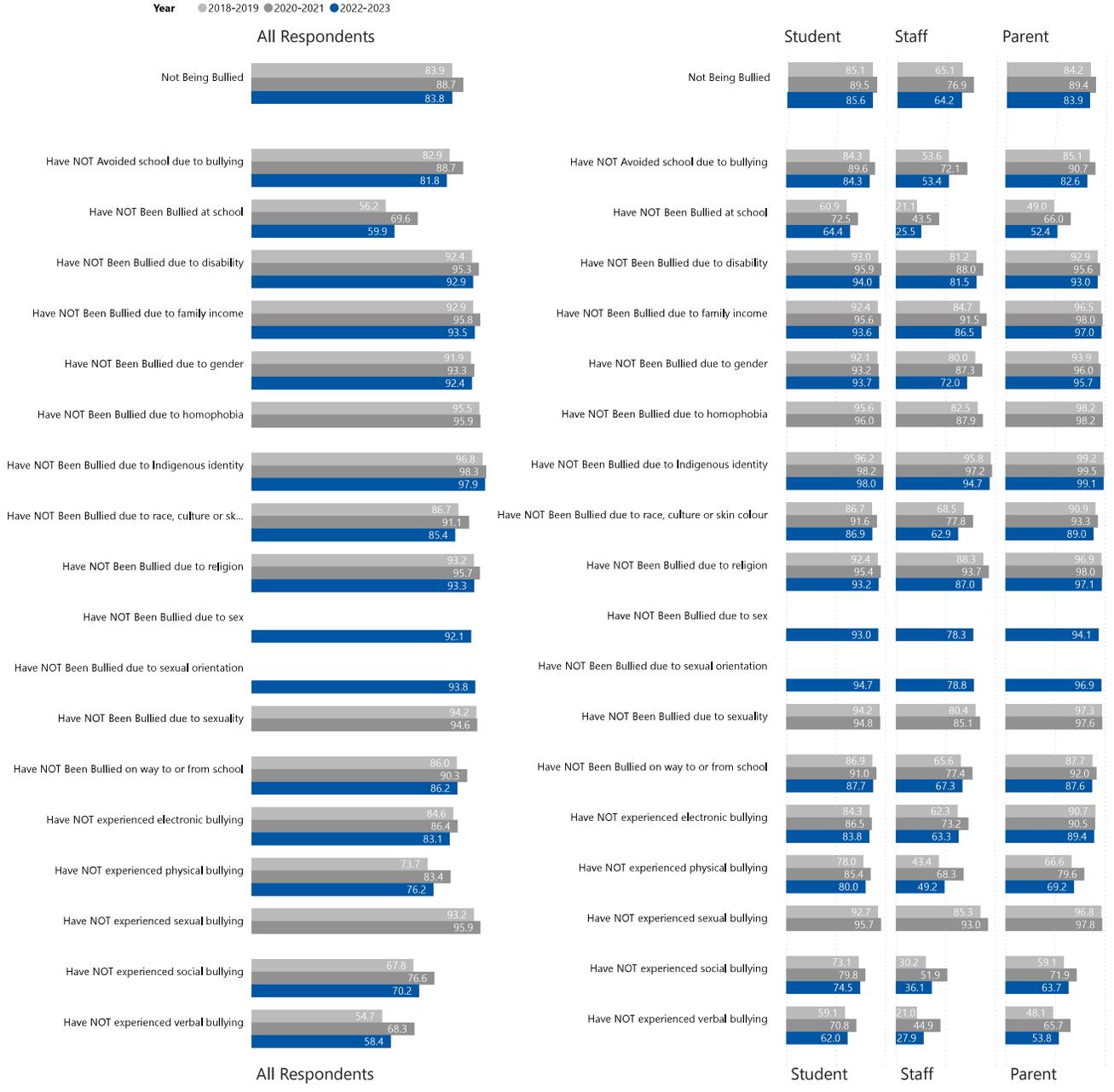
### Percentage of Agreement

Year ● 2018-2019 ● 2020-2021 ● 2022-2023

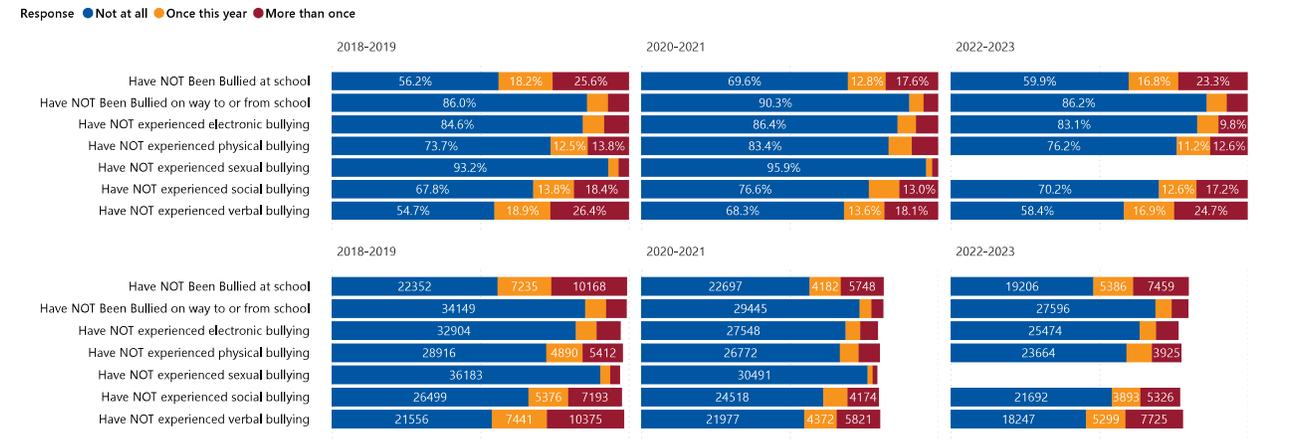


School	FOS	Survey Group	Year	Role	Survey	2018-2019	2020-2021	2022-2023
All	All	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Mid Year	<input type="checkbox"/> JK <input type="checkbox"/> SK <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	Parent Staff Student	8817 2031 29145	5602 2080 25096	4329 2375 25460

### Percentage that have NOT been bullied



### Percentage & Frequency of Responses to Bullying Questions



School	FOS	Survey Group	Year	Role	Survey	2018-2019	2020-2021	2022-2023
All	All	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Mid Year	<input type="checkbox"/> JK <input type="checkbox"/> SK <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	Parent Staff Student	8722 2011 28698	5563 2050 25085	4303 2351 25411

### Percentage that have NOT been or seen others bullied



### Percentage & Frequency of Responses to Bullying Questions



School	FOS	Survey Group	Year	Role	Survey	2018-2019	2020-2021	2022-2023
All	All	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Mid Year	<input type="checkbox"/> JK <input type="checkbox"/> SK <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	Parent	8814	5612	4329
					Staff	2028	2082	2370
					Student	28859	25077	25421

## Percentage who know how to report

Response ● No ● Yes

Students know how to report

Staff/Parents know how to report



## Race Type

- Multiple Response
- Single Response

## Race

- Indigenous
- Black
- East Asian
- Latino/Latina/Latinx
- Middle Eastern
- Race. Choose not to ...

## Count of responses about reporting bullying:

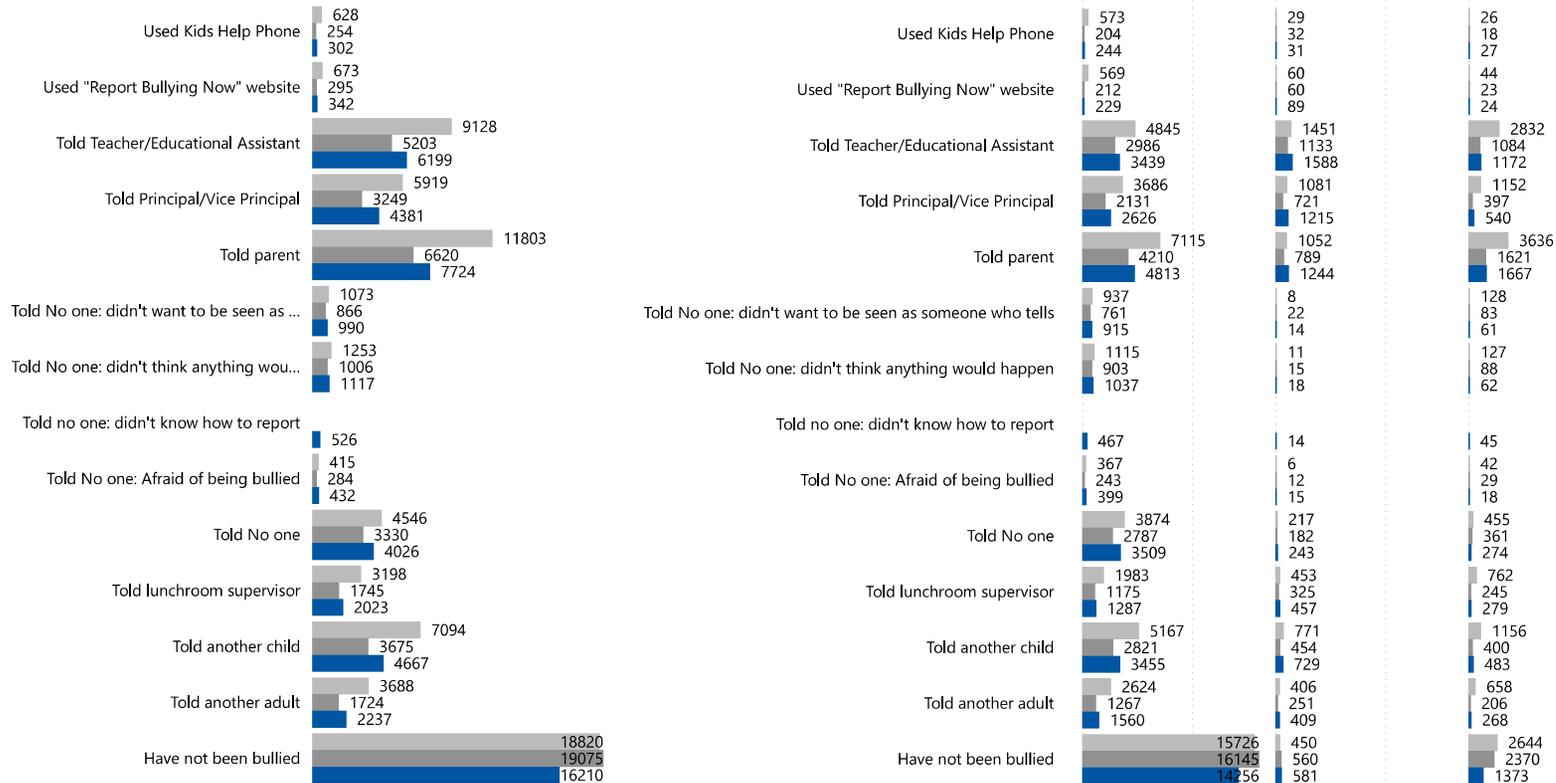
Year ● 2018-2019 ● 2020-2021 ● 2022-2023

### All Respondents

### Student

### Staff

### Parent



<b>School</b> <input type="text" value="All"/>	<b>Year</b> <input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Mid Year	<b>Survey Group</b> <input type="checkbox"/> Student	<b>Role</b> <input type="checkbox"/> JK <input type="checkbox"/> SK <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	<b>Race</b> <input type="checkbox"/> Multiple Re... <input type="checkbox"/> Single Resp...	<b>Race</b> <input type="checkbox"/> Indigenous <input type="checkbox"/> Black <input type="checkbox"/> East Asian <input type="checkbox"/> Latinx/Latina/Latinx	<b>Topic - Question</b> <input type="text" value="All"/>
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### Percentage of Agreement

DDSB ID	School	Response Group	Topic	Question	Percent Agree	Number Agree	Total Responses
101	Adelaide McLaughlin P.S.	Staff	Supportive Relationships	Staff encourages students to get better	100.0	52	52
101	Adelaide McLaughlin P.S.	Staff	Supportive Relationships	Staff help students achieve goals	100.0	52	52
101	Adelaide McLaughlin P.S.	Staff	Supportive Relationships	Staff help treat students with respect	100.0	52	52
233	Ajax H.S.	Staff	Supportive Relationships	Staff help students achieve goals	100.0	53	53
233	Ajax H.S.	Staff	Supportive Relationships	Staff help treat students with respect	100.0	52	52
402	Alexander Graham Bell P.S.	Staff	Belonging and Connectedness	Greeted by name	100.0	16	16
402	Alexander Graham Bell P.S.	Staff	Supportive Relationships	Staff are proud of students	100.0	16	16
402	Alexander Graham Bell P.S.	Staff	Supportive Relationships	Staff encourages students to expand their thinking	100.0	16	16
402	Alexander Graham Bell P.S.	Staff	Supportive Relationships	Staff encourages students to get better	100.0	16	16
402	Alexander Graham Bell P.S.	Staff	Supportive Relationships	Staff help students achieve goals	100.0	16	16
402	Alexander Graham Bell P.S.	Staff	Supportive Relationships	Staff help treat students with respect	100.0	16	16

• Rows with fewer than 10 responses to summarize are hidden on this page

### Percentage that Feel Safe or Very Safe

DDSB ID	School	Response Group	Topic	Question	Percent Feel Safe	Number Feel Safe	Total Responses
101	Adelaide McLaughlin P.S.	Parent	Feelings of Safety at School	Safe in classrooms, DDSB@Home	100.0	20	20
101	Adelaide McLaughlin P.S.	Parent	Feelings of Safety at School	Safe on trips/events	100.0	11	20
101	Adelaide McLaughlin P.S.	Staff	Feelings of Safety at School	Safe in classrooms, DDSB@Home	100.0	31	31
101	Adelaide McLaughlin P.S.	Staff	Feelings of Safety at School	Safe on trips/events	100.0	26	32
233	Ajax H.S.	Parent	Feelings of Safety at School	Safe in classrooms, DDSB@Home	100.0	13	13
402	Alexander Graham Bell P.S.	Parent	Feelings of Safety at School	Safe in classrooms, DDSB@Home	100.0	13	37
402	Alexander Graham Bell P.S.	Parent	Feelings of Safety at School	Safe on trips/events	100.0	31	39
384	Altona Forest P.S.	Parent	Feelings of Safety at School	Safe in classrooms, DDSB@Home	100.0	21	21
384	Altona Forest P.S.	Parent	Feelings of Safety at School	Safe on trips/events	100.0	19	23
384	Altona Forest P.S.	Staff	Feelings of Safety at School	Safe in classrooms	100.0	31	31
384	Altona Forest P.S.	Staff	Feelings of Safety at School	Safe in classrooms, DDSB@Home	100.0	16	16

### Percentage that have NOT been or seen others bullied

DDSB ID	School	Response Group	Topic	Question	Percent NOT Bullied	Number NOT Bullied	Total Responses
101	Adelaide McLaughlin P.S.	Parent	Not Being Bullied	Have NOT Been Bullied due to homophobia	100.0	49	49
101	Adelaide McLaughlin P.S.	Parent	Not Being Bullied	Have NOT BEEN Bullied due to Indigenous identity	100.0	68	68
101	Adelaide McLaughlin P.S.	Parent	Not Being Bullied	Have NOT Been Bullied due to religion	100.0	69	69
101	Adelaide McLaughlin P.S.	Parent	Not Being Bullied	Have NOT Been Bullied due to sexual orientation	100.0	20	20
101	Adelaide McLaughlin P.S.	Parent	Others Not Being Bullied	Have NOT Bullied Others based on family income	100.0	68	68
101	Adelaide McLaughlin P.S.	Parent	Others Not Being Bullied	Have NOT Bullied Others based on gender	100.0	68	68
101	Adelaide McLaughlin P.S.	Parent	Others Not Being Bullied	Have NOT Bullied Others based on homophobia	100.0	48	48
101	Adelaide McLaughlin P.S.	Parent	Others Not Being Bullied	Have NOT Bullied Others based on Indigenous identity	100.0	68	68
101	Adelaide McLaughlin P.S.	Parent	Others Not Being Bullied	Have NOT Bullied Others based on religion	100.0	68	68
101	Adelaide McLaughlin P.S.	Parent	Others Not Being Bullied	Have NOT Bullied Others based on sex	100.0	20	20

Board-level summaries viewable for Superintendents.

Tables are limited to the school for administrators.

**Year**  
 Full Year  
 Mid Year

**Survey Group**  
 Student

**Role**  
 JK  
 SK  
 Grade 1  
 Grade 2

**Race**  
 Multiple Re...  
 Single Resp...

**Race**  
 Indigenous  
 Black  
 East Asian  
 Latinx/Latina/Latinx

**Topic - Question**

## Percentage of Agreement

Response Group	Topic	Question	Percent Agree	Number Agree	Total Responses
Staff	Supportive Relationships	Staff encourages students to get better	99.3	6453	6500
Staff	Supportive Relationships	Staff help treat students with respect	99.3	6460	6505
Staff	Supportive Relationships	Staff encourages students to expand their thinking	98.8	6434	6511
Staff	Supportive Relationships	Staff help students achieve goals	98.6	6413	6506
Staff	Supportive Relationships	Staff accept students	97.1	6331	6518
Staff	Supportive Relationships	Students can count on staff	97.0	6317	6513
Staff	Supportive Relationships	Staff are proud of students	96.9	6308	6512
Staff	Belonging and Connectedness	Greeted by name	96.5	6295	6523
Staff	Supportive Relationships	Staff believe students can succeed	95.9	6238	6505
Staff	Belonging and Connectedness	Welcoming school	94.9	6186	6519
Staff	Supportive Relationships	Staff get to know students	94.6	6173	6522

Rows with fewer than 10 responses to summarize are hidden on this page

## Percentage that Feel Safe or Very Safe

Response Group	Topic	Question	Percent Feel Safe	Number Feel Safe	Total Responses
Staff	Feelings of Safety at School	Safe on trips/events	99.2	2036	2353
Staff	Feelings of Safety at School	Safe in classrooms, DDSB@Home	98.3	743	2312
Staff	Feelings of Safety at School	Safe in classrooms, In-person	97.4	2249	2357
Parent	Feelings of Safety at School	Safe on trips/events	97.2	3116	4307
Student	Feelings of Safety at School	Safe in classrooms, DDSB@Home	97.0	39274	46410
Staff	Feelings of Safety at School	Safe in classrooms	96.9	3915	4039
Staff	Feelings of Safety at School	Safe in gym	96.8	5810	6129
Parent	Feelings of Safety at School	Safe in classrooms, DDSB@Home	96.7	1487	4181
Parent	Feelings of Safety at School	Safe in classrooms	95.4	13338	13984
Parent	Feelings of Safety at School	Safe in gym	94.6	16498	17644
Parent	Feelings of Safety at School	Safe in neighbourhood	94.6	16483	17797

## Percentage that have NOT been or seen others bullied

Response Group	Topic	Question	Percent NOT Bullied	Number NOT Bullied	Total Responses
Parent	Others Not Being Bullied	Have NOT Bullied Others based on Indigenous identity	99.8	18195	18229
Parent	Others Not Being Bullied	Have NOT Bullied Others based on homophobia	99.7	13969	14011
Parent	Others Not Being Bullied	Have NOT Bullied Others based on religion	99.6	18178	18252
Parent	Others Not Being Bullied	Have NOT Bullied Others based on sexual orientation	99.6	4208	4227
Parent	Others Not Being Bullied	Have NOT Bullied Others sexually	99.6	13959	14012
Parent	Others Not Being Bullied	Have NOT Bullied Others based on sexuality	99.5	13947	14022
Parent	Others Not Being Bullied	Have NOT Bullied Others based on family income	99.4	18152	18254
Parent	Others Not Being Bullied	Have NOT Bullied Others based on sex	99.4	4209	4234
Parent	Not Being Bullied	Have NOT Been Bullied due to Indigenous identity	99.3	17948	18083
Parent	Others Not Being Bullied	Have NOT Bullied Others based on gender	99.3	18128	18260



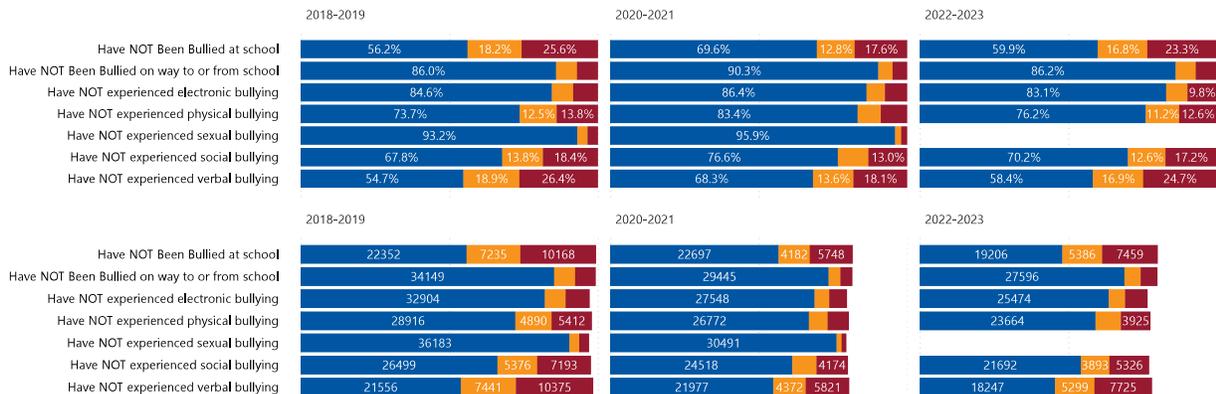
School	FOS	Survey Group	Year	Role	Survey	2018-2019	2020-2021	2022-2023
All	All	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Mid Year	<input type="checkbox"/> JK <input type="checkbox"/> SK <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	Parent Staff Student	8817 2031 29145	5602 2080 25096	4329 2375 25460

### Percentage that have NOT been bullied



### Percentage & Frequency of Responses to Bullying Questions

Response ● Not at all ● Once this year ● More than once



School	FOS	Survey Group	Year	Role	Survey	2018-2019	2020-2021	2022-2023
All	All	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Full Year <input type="checkbox"/> Mid Year	<input type="checkbox"/> JK <input type="checkbox"/> SK <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	Parent Staff Student	8722 2011 28698	5563 2050 25085	4303 2351 25411

### Percentage that have NOT been or seen others bullied



### Percentage & Frequency of Responses to Bullying Questions

