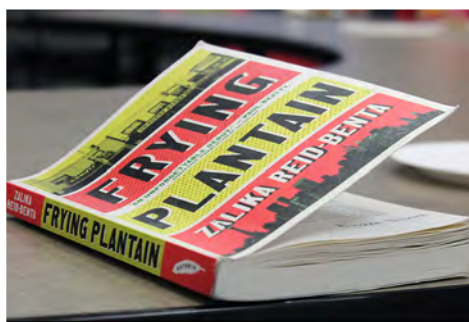




Board Meeting Agenda

February 18, 2020 — 7:00 p.m.



Well-Read Black Girl Book Club Begins at J. Clarke Richardson

Grade 9-12 students start off their Well-Read Black Girl Book Club with a visit from an award-winning Toronto author, Zalika Reid-Benta. On January 9th, book club members were elated to have Reid-Benta join them at the school. She read an excerpt from her book, *Frying Plantain* which follows Kara Davis, a girl trying to find the balance between her Canadian nationality and Jamaican heritage. Zalika answered questions, and signed copies of her book for eager students.

DDSB Education Centre - Boardroom
400 Taunton Road E., Whitby, ON, L1R 2K6
905-666-5500 • 1-800-265-3968
ddsb.ca
Twitter: @Durhamdsb

THIS MEETING WILL BE LIVESTREAMED

Chris Braney
Chairperson of the Board
City of Pickering

Niki Lundquist
Vice Chairperson of the Board
Town of Whitby

Christine Thatcher
Vice Chairperson of
Standing Committee
Town of Whitby

Patrice Barnes
Town of Ajax
Wards 1 & 2

Michael Barrett
City of Oshawa

Paul Crawford
City of Pickering

Donna Edwards
Town of Ajax
Ward 3

Darlene Forbes
City of Oshawa

Carolyn Morton
Townships of Brock,
Scugog & Uxbridge

Ashley Noble
City of Oshawa

Scott Templeton
Town of Whitby

Sally Meseret
Student Trustee

Arlene Wang
Student Trustee

Tyler West
Student Trustee

AGENDA

**DURHAM DISTRICT SCHOOL
BOARD MEETING**
Tuesday, February 18, 2020- 7:00 p.m.

PAGE

1. Call to Order
2. Declarations of Interest
3. Moment of Silence/Acknowledgement

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.
4. O Canada!
5. Sinclair S.S.
(Trustee Scott Templeton)
6. Adoption of Agenda
 - (a) APPROVED Minutes of the Regular Board Meeting of December 2, 2019 1 – 13
 - (b) DRAFT Minutes of the Regular Board Meeting of January 20, 2020 14 – 26
7. Community Presentations
8. Ministry Memorandums – Information Update Verbal
(Acting Director Norah Marsh)
9. Public Question Period
10. Presentations
 - (a) Presentations
 - (i) Anti-Black Racism Strategy 27 – 31
(Superintendents Mohamed Hamid/
Margaret Lazarus)
 - (ii) Contextualizing the Skilled Trades for DDSB Students 32 – 36
Through Experiential Learning
(Superintendent Stephen Nevills)
11. Report from the Committee of the Whole in Camera
12. Good News from the System
(Acting Director Norah Marsh)

AGENDA

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13. Recommended Actions

- | | | |
|-----|---|----------|
| (a) | Report: Standing Committee Meeting of February 3, 2020
(Trustee Niki Lundquist) | 37 – 42 |
| (b) | Report: SEAC Meeting of December 19, 2019
(Trustee Donna Edwards) | 43 – 56 |
| (c) | School Year Calendar 2020-20221
(Acting Director Norah Marsh/
Superintendent Jim Markovski) | 57 – 65 |
| (d) | Purchasing Regulation #3310 Update
(Interim Associate Director Carla Kisko) | 66 – 85 |
| (e) | Notice of Motion: Service Animals in Schools Policy
(Superintendent Andrea McAuley) | 86 – 95 |
| (f) | Notice of Motion: Dress Code Policy Update
(Superintendent Georgette Davis) | 96 – 101 |

14. Information Items

- | | | |
|-----|---|-----------|
| (a) | Trustee Expenses
(Interim Associate Director Carla Kisko) | 102 – 107 |
| (b) | Incident Ad Hoc Committee Data Update
(Superintendent Georgette Davis) | 108 – 134 |

15. Correspondence:

- | | | |
|-----|---|-----------|
| (a) | <u>Action Requested:</u> | |
| (b) | <u>Other:</u> | |
| | (i) Minister of Health and Long-Term Care | 135 – 136 |

16. Other Business

17. Adjournment

APPROVED

MINUTES

The Regular Meeting of the Board

Monday, December 2, 2019

The Regular Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

The Chair called the meeting to order at 7:05 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Arlene Wang, Tyler West

Regrets: Student trustee Sally Meseret

Officials Present: Director Lisa Millar, Associate Director Norah Marsh, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, Silvia Peterson, General Legal Counsel Patrick Cotter, Communications Manager, Peter Blake, Communications Officer Charles Senior

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence

Chair Michael Barrett advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island (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.

Regular Meeting of the Board Minutes
December 2, 2019

4. O Canada

5. Roland Michener P.S.

Trustee Donna Edwards welcomed the Roland Michener P.S. Intermediate Band. The group performed several selections entitled "C Jam Blues", and "Tequila". Trustee Donna Edwards congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2019:95

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Ashley Noble

The agenda was amended to include Item 15. (c) eLearning Correspondence

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

2019:96

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Patrice Barnes

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF OCTOBER 21, 2019.

CARRIED

The November 18, 2019 draft minutes were amended by removing the following words from Motion 2019:87: "BE DEFERRED UNTIL AFTER THE INCIDENT ADHOC COMMITTEE MEETING IN JANUARY 2020" and substituting the words "BE POSTPONED UNTIL THE BOARD MEETING SCHEDULED TO BE HELD ON JANUARY 20, 2020.'

2019:97

MOVED by Niki Lundquist

SECONDED by Paul Crawford

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED AS AMENDED:

REGULAR BOARD MEETING OF NOVEMBER 18, 2019.

CARRIED

Regular Meeting of the Board Minutes
December 2, 2019

7. Report from the Committee of the Whole in Camera

Trustee Carolyn Morton reported on the actions of the Committee of the Whole in Camera. Trustees dealt with transfers, placements, and personnel issues.

Associate Director Norah Marsh advised that the Transfers and Placements will be communicated to the system following the meeting.

8. Election of Board Chair

Director Lisa Millar informed trustees of the process for election of the Board's Chair following the Board's By-Laws. Nominations were called for the position of Chair of the Durham District School Board.

2020:01

MOVED by Trustee Ashley Noble

THAT TRUSTEE CHRIS BRANEY BE NOMINATED FOR THE POSITION OF
CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Chris Braney accepted the nomination.

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

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

Chair Chris Braney thanked trustees for electing him to the position of Chair of the Board.

9. Election of Vice Chair

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

2020:02

MOVED by Trustee Darlene Forbes

THAT TRUSTEE NIKI LUNDQUIST BE NOMINATED FOR THE POSITION OF VICE
CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Regular Meeting of the Board Minutes
December 2, 2019

9. Election of Vice Chair (Continued)

Trustee Niki Lundquist accepted the nomination.

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

Trustee Niki Lundquist was acclaimed to the position of Vice Chair of the Durham District School Board.

12. Election of Standing Committee Vice Chair

Chair Chris Braney called for nominations to the position of Standing Committee Vice Chair.

2020:03

MOVED by Trustee Ashley Noble

THAT TRUSTEE CHRISTINE THATCHER BE NOMINATED FOR THE POSITION OF STANDING COMMITTEE VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Christine Thatcher accepted the nomination.

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

Trustee Christine Thatcher was acclaimed to the position of Standing Committee Vice Chair of the Durham District School Board.

13. Election of Chair of Education Finance Committee

Chair Chris Braney called for nominations to the position of Chair of Education Finance Committee.

2020:04

MOVED by Trustee Christine Thatcher

THAT TRUSTEE DARLENE FORBES BE NOMINATED FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Darlene Forbes accepted the nomination.

Regular Meeting of the Board Minutes
December 2, 2019

13. Election of Chair of Education Finance Committee (Continued)

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

Trustee Darlene Forbes was acclaimed to the position of the Chair of Education Finance Committee of the Durham District School Board.

14. Committee Elections

Chair Chris Braney called for nominations and/or volunteers for the following committees:

(a) OPSBA Liaison Trustees

2020:05

MOVED by Trustee Patrice Barnes

THAT TRUSTEE DONNA EDWARDS BE NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

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

Trustee Donna Edwards accepted the nomination.

Trustee Donna Edwards was acclaimed as OPSBA Liaison Trustees for the Durham District School Board.

Trustee Donna Edwards will exercise the Board's voting right.

2020:06

MOVED by Trustee Donna Edwards

THAT TRUSTEE PATRICE BARNES BE NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

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

Trustees Patrice Barnes accepted the nomination.

Trustee Patrice Barnes was acclaimed as OPSBA Liaison Trustees for the Durham District School Board.

Regular Meeting of the Board Minutes
December 2, 2019

(a) OPSBA Liaison Trustees (Continued)

2020:07

MOVED by Trustee Niki Lundquist

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF ALTERNATE OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:08

MOVED by Trustee Patrice Barnes

THAT TRUSTEE DARLENE FORBES BE NOMINATED FOR THE POSITION OF ALTERNATE OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

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

Trustees Ashley Noble and Darlene Forbes accepted the nomination.

Trustees Ashley Noble and Darlene Forbes were acclaimed as Alternate OPSBA Liaison trustees of the Durham District School Board.

(b) SEAC Liaison Trustees

2020:09

MOVED by Trustee Donna Edwards

THAT TRUSTEE CHRISTINE THATCHER BE NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:09

MOVED by Trustee Donna Edwards

THAT TRUSTEE DONNA EDWARDS BE NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Christine Thatcher and Donna Edwards accepted the nomination.

Regular Meeting of the Board Minutes
December 2, 2019

(b) SEAC Liaison Trustees (Continued)

Trustees Christine Thatcher and Donna Edwards were acclaimed to the position of SEAC Liaison Trustee of the Durham District School Board.

2020:10

MOVED by Trustee Niki Lundquist

THAT TRUSTEE NIKI LUNDQUIST BE NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:12

MOVED by Trustee Christine Thatcher

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Niki Lundquist and Ashley Noble accepted the nomination.

Trustees Niki Lundquist and Ashley Noble were acclaimed to the position of alternate SEAC Liaison Trustee of the Durham District School Board.

(c) Parent Involvement Committee

2020:13

MOVED by Trustee Niki Lundquist

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

CARRIED

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

Trustee Scott Templeton accepted the nomination.

Trustee Scott Templeton was acclaimed as Parent Involvement Committee Liaison Trustees of the Durham District School Board.

Regular Meeting of the Board Minutes
December 2, 2019

(c) Parent Involvement Committee (Continued)

2020:14

MOVED by Trustee Carolyn Morton

THAT TRUSTEE CAROLYN MORTON BE NOMINATED FOR THE POSITION OF ALTERNATE PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

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

Trustee Carolyn Morton accepted the nomination.

Trustee Carolyn Morton was acclaimed as Alternate Parent Involvement Committee Liaison Trustee of the Durham District School Board.

(d) Audit Committee Liaison Trustees

2020:15

MOVED by Trustee Darlene Forbes

THAT TRUSTEE PAUL CRAWFORD BE NOMINATED FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:16

MOVED by Trustee Ashley Noble

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Regular Meeting of the Board Minutes
December 2, 2019

(d) Audit Committee Liaison Trustees (Continued)

2020:17

MOVED by Trustee Niki Lundquist

THAT TRUSTEE PATRICE BARNES BE NOMINATED FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

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

Trustees Paul Crawford, Ashley Noble and Patrice Barnes accepted the nominations.

Trustees Paul Crawford, Ashley Noble and Patrice Barnes were acclaimed as Audit Committee Liaison Trustees of the Durham District School Board.

(e) SAL Liaison Trustees

2020:18

MOVED by Trustee Niki Lundquist

THAT TRUSTEE CAROLYN MORTON BE NOMINATED FOR THE POSITION OF SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:19

MOVED by Trustee Christine Thatcher

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Carolyn Morton and Ashley Noble accepted the nomination.

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of SAL Liaison Trustee were closed.

Trustees Carolyn Morton and Ashley Noble were acclaimed to the position of SAL Liaison Trustee of the Durham District School Board.

Regular Meeting of the Board Minutes
December 2, 2019

(e) SAL Liaison Trustees (Continued)

2020:20

MOVED by Trustee Niki Lundquist

THAT TRUSTEE DARLENE FORBES BE NOMINATED FOR THE POSITION OF ALTERNATE SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:21

MOVED by Trustee Paul Crawford

THAT TRUSTEE PAUL CRAWFORD BE NOMINATED FOR THE POSITION OF ALTERNATE SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Darlene Forbes and Paul Crawford accepted the nomination.

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of Alternate SAL Liaison Trustee were closed.

Trustees Darlene Forbes and Paul Crawford were acclaimed to the position of Alternate SAL Liaison Trustee of the Durham District School Board.

(f) Code of Conduct Alternate Liaison Trustee

2020:22

MOVED by Trustee Ashley Noble

THAT TRUSTEE SCOTT TEMPLETON BE NOMINATED FOR THE POSITION OF ALTERNATE CODE OF CONDUCT LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

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

Trustee Scott Templeton accepted the nomination.

Trustee Scott Templeton was acclaimed as Alternate Code of Conduct Liaison Trustee of the Durham District School Board.

Regular Meeting of the Board Minutes
December 2, 2019

(g) Indigenous Advisory Committee

2020:23

MOVED by Trustee Darlene Forbes

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF LIAISON TRUSTEE FOR THE INDIGENOUS ADVISORY COMMITTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

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

Trustee Ashley Noble accepted the nomination.

Trustee Ashley Noble was acclaimed as Liaison Trustee for the Indigenous Advisory Committee of the Durham District School Board.

15. Draft Board and Committee Meeting Dates 2020

Chair Chris Braney stated that Board and Committee Meeting dates for 2020 were for the information of trustees.

2020:24

MOVED by Trustee Ashley Noble

THAT THE BOARD AND COMMITTEE MEETING DATES FOR 2020 BE APPROVED.

CARRIED

17. Information Items

(a) Student Trustee Report

Student Trustee Arlene Wang noted that on November 21, 2019, Minister Stephen Lecce announced that the proposed eLearning mandate will be halved from four mandatory courses to two. OSTA is pleased, but wants a full reversal of the mandatory courses. She also noted on behalf of Student Trustee Sally Meseret that OSTA has released a statement regarding the ongoing bargaining that is taking place and that the individuals most impacted are the students. Class size is the focus for teachers and students.

Regular Meeting of the Board Minutes
December 2, 2019

(a) Student Trustee Report (Continued)

Student Trustee Tyler West provided trustees with an overview of the Student Senate meeting held earlier in the evening. He advised that senators were apprised of the eLearning mandatory course reduction from four to two. Students participated in working groups and discussed student well-being. The regional committees met and reviewed the motion on daily physical activity. Feedback on the proposed amendments will be shared at the next board meeting. The meeting concluded with a consultation on the dress codes within the DDSB. Information will be channeled to the Board dress code consultation committee.

16. Recommended Actions

(a) Report: SEAC Meeting Minutes of October 17, 2019

Trustee Donna Edwards presented the Meeting Minutes of October 17, 2019.

2020:25

MOVED by Trustee Donna Edwards

THAT THE SEAC MEETING MINUTES OF OCTOBER 17, 2019 BE RECEIVED.

CARRIED

(b) OPSBA Report

Trustee Donna Edwards advised that the Board of Directors met on November 24, 2019 to accommodate advocacy day at Queen's Park on Monday. The group discussed legislative updates, labour relations and GSNs. Over 50 trustees attended advocacy day where OPSBA released the public education survey. The survey can be found on the OPSBA website. Over 1,000 Ontarians were surveyed. One sample question on the survey was "Would you prefer to put money towards special education, or pay down the deficit". The overwhelming response was to support students with special education needs and responders did not want to see funds cut from public education. The results of the survey can be found on the OPSBA website. All trustees present met with various MPP's resulting in a final meeting and dinner at Queen's Park with all MPP's. It was all very well received. The next public education symposium is scheduled to be held on January 23-25, 2020 and registration is open. The Board of Director's meeting will be held at that time.

(b) eLearning Correspondence

The eLearning correspondence was amended to include Laurie Scott, MPP.

18. Correspondence

(a) Action Requested

Regular Meeting of the Board Minutes
December 2, 2019

There was no correspondence at this time.

(b) Other

There was no correspondence at this time.

19. Other Business

There was no other business at this time.

20. Adjournment

2020:26

MOVED by Trustee Niki Lundquist.

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 7:52 p.m.

Chair

Secretary

DRAFT

MINUTES

The Regular Meeting of the Board

Monday, January 20, 2020

The Regular Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

The Chair called the meeting to order at 7:24 p.m.

Members Present: Trustees Patrice Barnes, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret

Regrets: Trustees Michael Barrett, Christine Thatcher, Student Trustees Arlene Wang, Tyler West

Officials Present: Associate Director Norah Marsh, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, Silvia Peterson, General Legal Counsel Patrick Cotter, Communications Manager, Peter Blake, Communications Officer Charles Senior

Regrets: Director Lisa Millar

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence

Chair Chris Braney advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island (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.

Regular Meeting of the Board Minutes
January 20, 2020

4. O Canada

5. Bobby Orr P.S.

There was no musical presentation due to labour issues.

6. Adoption of Agenda

2020:27

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED.

CARRIED

2020:28

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Patrice Barnes

The regular Board meeting minutes of December 2, 2019 were amended by:

Removing the name Christine Thatcher and substituting the name Darlene Forbes as being acclaimed to the position of the Chair of the Education Finance Committee of the Durham District School Board on page 19; and

Removing the name Niki Lundquist and substituting the name Carolyn Morton as accepting the SAL Liaison trustee nomination on page 23.

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF NOVEMBER 18, 2019; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED AS AMENDED.

REGULAR BOARD MEETING OF DECEMBER 2, 2019.

CARRIED

7. And This is My Story

Chair Chris Braney advised trustees that this episode of "And This is My Story" is focused on mental health and well-being. Well-being is foundational to both students school success and DDSB staff success in all employee groups. Ensuring schools and places of work are inclusive and focus on well-being is of critical importance to the DDSB and is one of the core Ignite Learning priorities.

Regular Meeting of the Board Minutes
January 20, 2020

7. And This is My Story (Continued)

This commitment has been established in the Well-being operational goal which is: To create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff. We have developed a Well-being and Mental Health Strategic Plan and we are collecting data so we can continue to be responsive and improve our programs and supports to our commitment. Schools have begun to implement a phenomenal strategy called 20 Days of Well-being which has been highly successful and goes well beyond 20 days but focuses on our motto "Well-being, Everyone, Everyday". This edition of "And This Is My Story" featured Stephanie Robertson, Teacher, Vincent Massey P.S.

8. Community Presentations

There were no community presentations at this time.

9. Ministry Memorandums – Information

There were no ministry memorandums at this time.

2020:29

MOVED by Trustee Scott Templeton

SECONDED by Trustee Paul Crawford

THAT THE AGENDA BE AMENDED TO INCLUDE THE MAPLE RIDGE P.S.
BOUNDARY REVIEW.

CARRIED

10. Public Question Period

There were no public questions at this time.

11. Presentations

(i) Student Census Findings - Identity

Superintendent Mohamed Hamid shared with trustees, a PowerPoint presentation regarding the Identity Portion of the Student Census findings. He noted that the purpose of the census is to gain a clearer understanding of who our students are in order to support equity, student achievement, and well-being. He summarized the results and answered questions of trustees.

Regular Meeting of the Board Minutes
January 20, 2020

(ii) School Results of the School Climate/Well-Being Surveys

Superintendent Georgette Davis introduced Ken MacNaughton, Safe Schools Officer, and Chris Conley, Manager, Research who provided trustees with a PowerPoint presentation on the Board-wide elementary and secondary students, parents/guardians, and staff results of the 2018-2019 School Climate/Well-Being Surveys. They highlighted the analysis and use of the data, who participated in the survey, the resources to support schools, areas of focus and next steps. They also answered questions of trustees.

(iii) 2019 Director's Annual Report

Associate Director Norah Marsh, on behalf of Director Lisa Millar, provided trustees with an overview of the 2019 Director's Annual report to the community. This year's document is in both a digital interactive format and a hard copy.

2020:30

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Ashley Noble

THAT THE 2019 DIRECTOR'S ANNUAL REPORT BE RECEIVED.

CARRIED.

12. Report from the Committee of the Whole in Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees dealt with administrative transfers, personnel issues, property matters, and employee relations issues.

Associate Director Norah Marsh advised that the Transfers and Placements will be communicated to the system tomorrow afternoon.

2020:31

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

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

CARRIED

13. Director's News from the System

Chair Chris Braney, on behalf of Director Lisa Millar, introduced the Director's Good News video which highlighted the following:

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January 20, 2020

13. Director's News from the System (Continued)

Film Career Fair

Lights, camera, action! At the end of November, over 400 DDSB and Durham Catholic District School Board students attended the Film and Television Industry Career Fair. Organized by OYAP Facilitator Denise Stirton, this career fair introduced students to a variety of pathways including acting, directing, set construction, and much more. Students also learned about film and TV opportunities in Toronto and in Durham Region.

Build it Up Blitz

DDSB and Habitat for Humanity Durham recently teamed up to build homes for families in Oshawa. Students in the Specialist High Skills Major and Construction Technology programs from Durham Alternative School, Dunbarton High School, O'Neill CVI, Pickering High School and Port Perry High School participated in the initiative.

Anti-Bullying Conference & Franconnexion

In recognition of Bullying Awareness and Prevention Week, Grade 5 to 8 students got together to brainstorm innovative and engaging ways to promote the DDSB Character Traits in their schools. Superintendent Georgette Davis also shared some insightful words telling the assembled students, *"Everything in life is a lesson. Sometimes you win and sometimes you learn."*

At the beginning of December, Core French and French Immersion students gathered at the Education Centre for the Franconnexion Conference, organized by facilitators Sarah Mitchell and Shannon Wood from the French as a Second Language Team. Students learned about the many opportunities available when bilingualism is continued through secondary school and beyond.

Nutrition Program Donations

The Poverty Strategy Department worked with Ontario Power Generation who donated \$3000 from their annual staff giving campaign and arranged to have local Rotary Clubs match their donation for a total of \$6000. All the funds went towards breakfast and snack nutrition programs at Fairport Beach Public School and Bolton C. Falby Public School. OPG and Rotary staff volunteered for one day at each location, cooking and serving students breakfast. Trustee Edwards was also at Bolton C. Falby Public School lending a helping hand with breakfast.

TedX

GL Roberts CVI hosted the first ever TEDx OshawaEd in November. The planning committee was led by GL Roberts Vice Principal Basil Broumeriotis and Principal Alison Evanoff; along with J. Clarke Richardson Collegiate Vice Principal Karla Torrente. Approximately 100 attendees heard from six dynamic speakers who explored the theme of Intersections of Equity, Technology, and the Future of Education.

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13. Director's News from the System (Continued)

Vaping Session at Eastdale CVI

Teachers Karen Whiteman and Lilly Coronado from Eastdale CVI, managed to secure a spot-on Health Canada's 'Consider the Consequences of Vaping' national awareness tour. Approximately 300 students participated in the interactive tour, learning about the harms and risks associated with vaping.

Child Care Expansion Roland Michener PS

Ministry of Education approval was received to proceed with the construction of a one room child care retrofit at Roland Michener Public School in Ajax. The retrofit provides a variety of child care options for children up to 12 years of age. Programs like these in DDSB schools make it convenient for parents and guardians to find reliable child care, and provide a huge benefit for long-term student success.

Day of Coding & Tech Ed Symposium

Our DDSB Science and Math facilitators collaborated to support a Day of Coding on December 10th at Dunbarton High School. Over 170 Grade 7 students learned to use microbits during an introduction to coding. This was in conjunction with the Hour of Code and Computer Science Week. The facilitator team is also working together with the Science teachers to plan the STEM summit which will happen in the spring.

During the first full week in 2020, the Technological Education Team hosted the Annual Tech Ed Symposium. Secondary students baked up a storm, deconstructed motors, learned to braid with Durham Hairstylist Academy, and much more. Trustee Thatcher was also on site to witness the amazing student creations.

Kindergarten Registration

Kindergarten registration has begun for the 2020-2021 school year. The Early Years Department is leading the registration process for families with children in Junior and Senior Kindergarten. Over the next several months, parents and guardians are invited to register their children online for enrollment in a DDSB elementary school.

DEAA Update

Our Elementary Schools have proudly wrapped up their Intermediate and Junior Volleyball seasons. Two great seasons have showcased the amazing sportsmanship and talent of DDSB students. Over 70 teams had the opportunity to play in a cricket tournament at the Whitby Soccer Dome, a first-time sport for many students. Schools are now gearing up for three elementary curling bonspiels and the basketball season.

Schools Giving Back

DDSB school communities helped others in need this past holiday. Brooklin High School donated food, toys, and gift cards to the Simcoe Hall Settlement House. Clara Hughes Public School gave giftboxes to Canadian soldiers. Carruthers Creek Public School gathered food items for Horizon House and Pickering High School donated toys to CTV's Toy Mountain. These are just a few inspiring examples of students' generosity this year.

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13. Director's News from the System (Continued)

Staff Standouts

Coronation Public School paid tribute to Mary Hasiuk, who celebrated 45 years of teaching. They surprised her with a luncheon where she was presented with a gift, flowers and certificates. Educational Assistant Kerry Moeller, from Cartwright Central Public School was also recognized. She recently wrote her first children's book, *Matilda and her Magical Mat: Yoga for Everybody*.

Scott Central CBC Music Video

Scott Central Public School's Junior Choir made the Top 10 in the 2019 CBC Canadian Music Class, Challenge division. Choir members consisted of students from Grades 4 to 8 who met weekly to practice their rendition of "Shine a Light." There were an estimated 50 thousand students and close to 12 hundred music classes from across Canada entered in this competition.

External Leadership Recruitment Night

This past week, the Leadership team held an External Principal and Vice Principal Recruitment Night. Associate Director Norah Marsh and Leadership Officer Michelle MacDonald guided educators through the process of becoming an administrator in the DDSB. A panel of new Principal and Vice Principal recruits to the DDSB shared their experiences and insights with eager attendees.

EA Video

November 20th was Educational Assistants Appreciation Day. In recognition of this, a video was created to show how much the school communities value and benefit from the amazing, dedicated EAs. The video was shared. To watch the full video, please go to our DDSB YouTube channel.

The Dates of Significance:

Dates of Significance:

January	Tamil Heritage Month
Jan. 20	Martin Luther King Day
Jan. 21	Lincoln Alexander Day
Jan. 23	Special Education Advisory Committee Mtg
Jan. 27	International Day of Commemoration in Memory of the Victims of the Holocaust
February	Black History Month
February	Psychology Month
Feb. 3	Standing Committee Meeting
Feb. 6	French Immersion Parent Information Night
Feb. 11	Parent Involvement Committee Meeting
Feb. 14	PA Day Secondary Schools
Feb. 17	Family Day

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13. Director's News from the System (Continued)

Feb. 18-21	Random Acts of Kindness Week
Feb. 18	Board Meeting
Feb. 20	Special Education Advisory Committee Mtg
Feb. 25	Regional SCC Meeting
Feb. 26	Ash Wednesday
Feb. 26	Pink Shirt Day

14. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of January 6, 2020

Trustee Niki Lundquist presented the Standing Committee Meeting Minutes of January 6, 2020.

2020:32

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Ashley Noble

THAT THE STANDING COMMITTEE MEETING MINUTES OF JANUARY 6, 2020
BE RECEIVED.

CARRIED

(b) Report: SEAC Meeting Minutes of November 21, 2019

Trustee Donna Edwards presented the SEAC Meeting Minutes of November 21, 2019.

2020:33

MOVED by Trustee Donna Edwards

SECONDED by Trustee Patrice Barnes

THAT THE SEAC MEETING MINUTES OF NOVEMBER 21, 2019 BE RECEIVED.

CARRIED

2020:34

MOVED by Trustee Donna Edwards

SECONDED by Trustee Darlene Forbes

THAT KELLY KENNEDY WILL BE THE SEAC ALTERNATE FOR THE ONTARIO
ASSOCIATION FOR FAMILIES OF CHILDREN WITH COMMUNICATION
DISORDERS.

CARRIED

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(c) 2019-2020 Interim Financial Report

Associate Director Norah Marsh, on behalf of Director Lisa Millar, introduced Nick Bobrow, Interim Comptroller who provided trustees with an update on enrolment information and budget changes as part of the 2019-2020 Revised Estimates and on operating expenditures as at November 30, 2019 (Quarter 1)

2020:35

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Ashley Noble

THAT THE BOARD APPROVE THE 2019-2020 REVISED ESTIMATES AS PRESENTED, PENDING MINISTER APPROVAL OF THE IN-YEAR DEFICIT FOR COMPLIANCE PURPOSES OF \$13,720,589.

CARRIED

(d) C.E. Broughton P.S. Modified Calendar Year, Town of Whitby

Superintendent Georgette Davis introduced Carey Trombino, Manager of Property and Planning and they provided trustees with information to approve the collapse of C.E. Broughton P.S.'s modified calendar year, effective September 2020.

2020:36

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE BOARD CONTINUE OPERATION OF THE MODIFIED CALENDAR YEAR PROGRAM AT C.E. BROUGHTON P.S. FOR THE 2020-2021 AND 2021-2022 SCHOOL YEARS;

THAT THE BOARD IMMEDIATELY TAKE EVERY REASONABLE STEP TO ENSURE THE DURHAM DISTRICT SCHOOL BOARD COMMUNITY BE MADE AWARE OF THE PROGRAM AND HAVE THE OPPORTUNITY TO ACCESS IT IF THEY SO CHOOSE; AND

THAT STAFF BE DIRECTED TO REVIEW ENROLMENT STATISTICS IN THE FALL OF 2020 AND REPORT BACK ON THE EFFORTS TO INCREASE ENROLMENT AND THE EFFECT OF THOSE EFFORTS.

CARRIED AS AMENDED
LATER IN THE MEETING
(See Following Motions)

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(e) C.E. Broughton P.S. Modified Calendar Year, Town of Whitby (Continued)

2020:37

MOVED by Trustee Donna Edwards

SECONDED by Trustee Patrice Barnes

THAT THE FOREGOING MOTION (2020:36) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE AMENDED BY REMOVING THE WORDS "AND 2021-2022."

MOTION DEFEATED

Trustee Donna Edwards suggested that a review of enrolment statistics be included in the motion.

2020:38

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE FOREGOING MOTION (2020:36) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE AMENDED BY ADDING THE FOLLOWING:

THAT STAFF BE DIRECTED TO REVIEW ENROLMENT STATISTICS IN THE FALL OF 2020 AND REPORT BACK ON THE EFFORTS TO INCREASE ENROLMENT AND THE EFFECT OF THOSE EFFORTS.

CARRIED

The motion (2020:36) of Trustees Niki Lundquist and Scott Templeton was then put to a vote and CARRIED AS AMENDED.

(e) Coronation P.S. & R.H. Cornish P.S. Gifted Program Boundary

Superintendent Heather Mundy introduced Carey Trombino, Manager of Property and Planning who provided trustees with information to approve the adjustment of the Gifted program boundary of Coronation P.S. and R.H. Cornish P.S., effective September 2020.

2020:39

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Niki Lundquist

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(e) Coronation P.S. & R.H. Cornish P.S. Gifted Program Boundary (Continued)

THAT THE BOARD APPROVE THE GIFTED PROGRAM BOUNDARY REALIGNMENT BETWEEN CORONATION P.S. AND R.H. CORNISH P.S., EFFECTIVE SEPTEMBER 2020, AS OUTLINED IN APPENDIX A TO THE REPORT.

CARRIED

(f) Safety Motion

2020:40

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Donna Edwards

THAT THE FOLLOWING MOTION BE REFERRED TO THE INCIDENT ADHOC COMMITTEE:

- (i) THAT WHETHER, OR NOT, THE BOARD OF TRUSTEES IS CONFORMING TO POLICIES ON SAFETY AND THE HANDLING OF VIOLENT INCIDENTS WITHIN THE DDSB.
- (ii) THAT WE NEED TO DETERMINE IF THE METHODS BEING USED TO CONTROL INCIDENTS ARE WITHIN POLICIES ON SAFETY, AND VIOLENT ACTS.
- (iii) THAT THE POLICY ON SAFETY IS THAT SAFETY IS PRIORITY ONE, OR THE HIGHEST PRIORITY AND THAT THE SAFETY OF ALL STUDENTS AND STAFF IS A BOARD OF TRUSTEES RESPONSIBILITY AND THE RESPONSIBILITY ALSO RESTS WITH EVERYONE.
- (iv) THAT STAFF SHOULD PRODUCE INFORMATION AND STATISTICS DESCRIBING WHAT ACTIONS ARE BEING TAKEN WHEN AN INCIDENT OCCURS, AND WHEN IT OCCURS REPEATEDLY, AND WHEN THE SAME STUDENT(S) ARE PART OF THE REPEATED INCIDENTS.
- (v) THAT THE BOARD OF TRUSTEES NEEDS TO DETERMINE THAT THE HANDLING OF THESE INCIDENTS IS BEING DONE IN ACCORDANCE WITH OUR PRESENT POLICIES, OR DO THOSE POLICIES NEED TO BE AMENDED.

CARRIED

(g) Notice of Motion – Purchasing Regulation #3310 Update

Associate Director Norah Marsh presented the following Notice of Motion:

THAT THE REVISED DDSB PURCHASING REGULATION #3310 BE APPROVED.

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(h) Maple Ridge P.S. Boundary Review

Trustee Paul Crawford advised that the community and stakeholders are requesting additional time to understand the boundary review process, explore all options thoroughly, and engage in more authentic consultation. He suggested that the Board examine the impact of French Immersion offerings in a more robust, strategic and systemic way by undertaking a district review of French Immersion programs.

2020:41

MOVED by Trustee Paul Crawford

SECNDED by Trustee Chris Braney

- (i) THAT THE MAPLE RIDGE P.S. BOUNDARY REVIEW BE DEFERRED TO THE 2020/2021 SCHOOL YEAR AND THAT, IN THE MEANTIME, A FRENCH IMMERSION DISTRICT REVIEW BE UNDERTAKEN BY STAFF;
- (ii) THAT THIS PROCESS BE INITATED BY A STAFF REPORT ON THE SCOPE OF THE FRENCH IMMERSION REVIEW WITH A FINAL REPORT TO THE BOARD IN THE FALL OF 2020; AND
- (iii) THAT FOLLOWING THAT, STAFF WOULD INITIATE THE BOUNDARY REVIEW, WITH A REPORT TO BOARD IN FEBRUARY 2021, TO BE IMPLEMENTED IN SEPTEMBER 2021.

CARRIED

15. Information Items

(a) 2019-2020 Supplementary Funds Summary

Nick Bobrow, Interim Comptroller provided trustees with an update on Supplementary Funding announced or received to date for 2019-2020.

(b) Bell Time Review

Superintendent Heather Mundy introduced Christine Nancekivell, Chief Facilities Officer who provided trustees with an update on bell times, further to the March 20, 2017 Bell Time Review report.

2020:42

MOVED by Trustee Carolyn Morton

SECNDED by Trustee Ashley Noble

THAT THE BELL TIME REVIEW REPORT BE RECEIVED.

CARRIED

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16. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

- (i) Canadian Cancer Society
- (ii) SEAC
- (iii) Premier of Ontario

The correspondence was listed for the information of trustees.

17. Other Business

Chair Chris Braney advised that the Maple Ridge P.S. Boundary Review Consultation Open House is scheduled to take place on Tuesday, January 21, 2020.

Chair Chris Braney extended the Board's best wishes to Lamia Sabbagh, President, OSSTF District 13 as she accepted a position with Provincial OSSTF.

18. Adjournment

2020:43

MOVED by Trustee Patrice Barnes

SECONED by Trustee Paul Crawford

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:20 p.m.

Chair

Secretary

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: February 18, 2020

SUBJECT: Anti-Black Racism Strategy

PAGE NO. Page 1 of 5

ORIGIN: Norah Marsh, Acting Director of Education
 Margaret Lazarus, Superintendent of Education, Family of Schools/French Curriculum/Equity
 Mohamed Hamid, Superintendent of Education, Family of Schools/Equity and Inclusive Education/Indigenous Education/Outdoor Education/ESL

1. Purpose

The purpose of this report is to highlight for Trustees the implementation of Durham District School Board's Anti-Black Racism Strategy.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Students will be empowered to succeed at school and in life

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

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

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

- Engage students in authentic learning experiences to grow and develop leadership skills

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

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

3. Background

The Durham District School Board continues to uphold equity and inclusivity as essential in ensuring excellence in all schools. In accordance with the *Canadian Charter of Rights and Freedoms* principles, *The Ontario Human Rights Code*, and as outlined in PPM No. 119 (*Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*), the Board and the Equity Department are committed to the elimination of discrimination and discriminatory barriers that may exist whether because of commission or omission.

The Anti-Racism Directorate (ARD), established by the Government of Ontario works to eliminate systemic racism in government policies, decisions and programs and advance racial equality in broader public-sector organizations for black, indigenous and racialized populations. ARD recognizes the United Nations International Decade for People of African Descent (2015-2024) to formally acknowledge that people of African descent represent a distinct group whose rights must be promoted and protected.

ARD has also developed the Anti-Black Racism Strategy, a roadmap for addressing anti-Black racism in government institutions. This strategy targets systemic racism in policies, decisions and programs and helps education systems to move towards long-term systemic change. "Systemic Racism occurs when institutions or systems create or maintain racial inequity, often because of hidden institutional biases in policies, practices and procedures that privilege some groups and disadvantage others." (Anti-Black Racism Strategy, 2017). The vision of ARD for school Boards is the elimination of disparity outcomes for black Ontarians in education.

4. Analysis

To achieve the goals of equity and inclusive education, PPM No. 119, mandates that each school board's policy on equity and inclusive education must cover the following eight areas of focus:

- Policies, Programs, Guidelines and Practises
- Shared and Committed Leadership
- School Community Relationships
- Inclusive Curriculum and Assessment Practices
- Religious Accommodation
- School and Board Climate and Prevention of Discrimination and Harassment
- **Professional Learning**
- Accountability and Transparency

Professional learning is critical to the advancement of new learning. *Equity and inclusive Education: Going Deeper, A Tool to Support Ontario School Boards in the Implementation of Equitable and Inclusive Education (Council of Ontario Directors of Education, 2014)*, delineates effective practices to support professional learning in school boards:

- Staff at all levels receive ongoing professional learning in equity and inclusive education
- Experts are used to enhance knowledge, skills and practices
- Student leaders engage in learning opportunities in equity and inclusive education
- System leaders encourage and facilitate professional growth opportunities for staff to develop deep knowledge and skills in equity and inclusive education

Anti-black racism is new learning for most staff at DDSB.

DDSB's commitment to the Anti-Black Racism Strategy has been communicated clearly through the Director's office and the Equity Department via the *Compendium of Action for Black Student Success*. Sustainable change, however, is not a process that happens overnight. The ground work for systemic change to occur in any organization must begin with professional learning. And thus, the Compendium of Action for Black Student Success, responsive to anti-black racism, began building capacity in this area with kindergarten teachers and school administrators. Following are highlights of the two training sessions:

Kindergarten Teachers

- Training began in June 2019 for 53 teachers, 20 ECEs and 2 ECE facilitators
- The presentation team consisted of two kindergarten teachers, the Equity facilitator and a community member specializing in anti-black racism training
- An additional 53 teachers were trained on October 11, 2019
- Training provided opportunities for understanding unconscious bias and its impact on learning and achievement levels of black students
- Awareness about how assumptions we make about students can impede learning
- Training also focused on teacher-parent interactions

Administrators

- The first training session occurred at the Director's meeting November 5, 2019
- The presentation was facilitated by the Equity Department Team
- Together with the principals, the equity team built a common understanding of the following terms: race, racism, anti-racism and anti-black racism along with a brief history of racism and the impact of the economy that sustained it
- The presentation also emphasized why it was important to focus on black students.

Currently, the Equity Department is working with selected SERTS, and intermediate teachers to create learning modules that focus specifically on anti-black racism and Unconscious Bias.

5. Evidence of Impact

Given that we are in the process of building awareness with our staff of what anti-black racism is and the strategies that we can use to disrupt it, we will know we have been successful when, as a board, we see evidence of where we are making a difference:

- Schools drawing on the voices and realities of our students to make responsive programming decisions
- Schools ensuring their programming is authentic and reflects the lived experiences and abilities of all learners
- Schools building the collective capacity and leadership of all students, staff and communities
- Schools utilizing student equity data, inclusive of everyone, to determine patterns of success
- All classrooms and schools honouring the voices and lived realities of parents, families and communities in local and global contexts
- The Durham District School Board having trained educators who understand and lead the fundamental principles of the CRRP

6. Conclusion

The Equity Department will continue to work with and train all stakeholders to ensure equitable outcomes for all students and increased understanding of the impact of anti-Black racism.

Report reviewed by:



Norah Marsh, Acting Director of Education

Report reviewed and submitted by:



Margaret Lazarus, Superintendent of Education, Family of Schools/French Curriculum/Equity



Mohamed Hamid, Superintendent of Education, Family of Schools/Equity and Inclusive Education/Indigenous Education/Outdoor Education/ESL

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: February 18, 2020

SUBJECT: Contextualizing the Skilled Trades for DDSB
Students Through Experiential Learning

PAGE NO. 1 of 5

ORIGIN: Norah Marsh, Acting Director of Education
Stephen Nevills, Superintendent of Education1. Purpose

To highlight current Student Success curricular and extra-curricular experiential learning opportunities for DDSB students, teachers and families to support pathway planning for the skilled trades and apprenticeships.

2. Ignite Learning Strategic Priority/Operational Goals

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

- This is achieved by focusing our direction on student/teacher/family curricular and extra-curricular opportunities for contextualized experiences connected to the skilled trades and apprenticeships which values these as viable pathways.

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

- This is achieved by ensuring a common understanding of the value of all pathway options following secondary school graduation as well as increasing equitable outcomes and opportunities for students to experience diverse experiential opportunities in the skilled trades and apprenticeships, especially for females in under-represented trades.

3. Background

The Ontario College of Trades reports that by 2025, it is expected that Canada's skilled labour shortage will reach 1.2 million and that 40% of all occupations will be in one of the four designated trade sectors: Construction, Industrial, Motive Power or Service. As such, the Ministry of Education and Ministry of Labour, Training and Skills Development are committed to providing funding for resources and opportunities to encourage young people to consider pathways to the skills trades and apprenticeships. This is particularly relevant in the Durham Region. The Durham Workforce Authority (2017) has forecasted population growth from 660,000 residents in 2015 to approximately 1,000,000 by 2031. There is a direct impact on the demand for a highly skilled

ADMINISTRATIVE REPORT

labour force that can already be seen in our area in the following skilled trade sectors: the residential construction industry and sub-industries such as welding, plumbing, drilling, pipe fitting, sheet metal fabrication, HVAC, brick masonry and electrical. Other skilled labour demands resulting from this population growth in our community also include: fiber networking, public transportation infrastructure expansion, automotive service technician demand, service trades such as cook, hairstylist, child development practitioners and appliance service technicians. In addition, other significant skilled labour demands are to be found in Durham Region with the Windfields Farm retail development, the 240 acres set to house the DurhamLive entertainment district including a film studio in Pickering, the new Nordik Spa-Nature facility in Whitby and the multi-year Darlington Nuclear Power Station refurbishment.

4. Analysis

The above-mentioned population growth and new economic developments create a demand for our DDSB graduates to train in the skilled trades and remain local for future employment. Providing diverse and robust opportunities for students of all ages, as well as teachers and families, to participate in contextualized opportunities related to the skill trades and apprenticeship pathways is imperative to addressing the national skilled labour shortage locally. Guidance and Career Education programs are being provided to all intermediate students from Choosing My Success Transition Pathway Counsellors and to all secondary students under the leadership of Guidance departments. The Student Success department has dedicated resources, events, training, competitions, experiences at schools, with colleges, community partners and labour unions that demonstrate our commitment to not only marketing and promoting skilled trades and apprenticeships as viable pathway options but also ensuring that contextualized, industry-standard experiences are available for all.

5. Financial Implications

The following Ministry of Education provincial initiatives, fund opportunities for students to learn about and experience pathways to the skilled trades opportunities at school, in the community and at post-secondary institutions: the Student Success Initiative, the School College Work Initiative, the Specialist High Skills Major Program and the Community Connected Experiential Learning Initiative.

The Ministry of Labour, Training and Skills Development funds opportunities for students to learn about and experience pathways to the skilled trades and apprenticeships at school, in the community and at post-secondary institutions through the Ontario Youth Apprenticeship Program.

6. Evidence of Impact

The evidence of impact is seen in the student, teacher and family participation data listed below through the following Student Success Department initiatives: Specialist High Skills Major Program, School College Work Initiative, Ontario Youth Apprenticeship Program, Post-Secondary Partnerships, Skills Canada, Technological Education Development, Community Connected Experiential Learning as well as additional coordinated events for students and/or families.

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<p>Specialist High Skills Major Program</p> 	<p><i>In the past three to five years the number of:</i></p> <ul style="list-style-type: none"> • Students enrolled has increased from 1720 to 1926 • SHSM programs has increased from 55 to an anticipated 68 next year • Participating schools has increased from 15 to 19 • Technological Education SHSM programs has increased from 32 to 44
<p>School College Work Initiative</p> 	<ul style="list-style-type: none"> • All students enrolled in a dual credit course (over 1250) have the opportunity to attend college as a class at least once for a full day <p><i>In five years the number of:</i></p> <ul style="list-style-type: none"> • Students enrolled in a dual credit with Durham College and/or Fleming College has increased from 1022 to 1258 • Dual credit courses with Durham College and Fleming College has increased from 48 to 61 • Designated Skilled Trades dual credit courses with Durham and Fleming College has increased from 13 to 27 • Centres for Success classes located at Durham College's School of Skilled Trades, Apprenticeship and Renewable Technology has grown from 1 class to 4
<p>Ontario Youth Apprenticeship Program</p> 	<p><i>In 2018-2019:</i></p> <ul style="list-style-type: none"> • 1019 males and 1090 females participated in a Cooperative Education program totaling 2109 community placements, 398 of which were in a skilled trade sector • 1034 cooperative education credits were earned in a skilled trade sector of the total 4487 <p><i>In three years the number of:</i></p> <ul style="list-style-type: none"> • Grade 12 students accepted into the Semester 2 Accelerated Level 1 Apprenticeship program has increased from 67 to 87 • Grade 12 female students accepted into the Semester 2 Accelerated Level 1 Apprenticeship program into under-represented trades has increased from 14-24
<p>Post-Secondary Opportunities</p> 	<p><i>The following are post-secondary opportunities from the past year:</i></p> <ul style="list-style-type: none"> • Centennial College – 200 Grade 10 and 11 students (Scarborough campus) for a Skilled Trade Day • Durham College – 60 Grade 7 and 8 students (Oshawa campus) for Building Future Connections • Durham College – 30 Grade 7 and 8 students (Whitby campus) for Building Future Connections • Durham College – 330 female students in Grades 7 and 8 (Whitby campus) for Young Women in Science, Technology and Trades Conference • Durham College Centre for Foods – 75 Grade 10 and 11 students for a Culinary Pathway Day • Durham College Centre for Foods – 30 Grade 10 and 11 students for Taste of Trades Day • Fleming College – 60 Grade 7 and 8 students (Peterborough campus) for Building Future Connections • Loyalist College – Over 200 Grade 9-12 students for a Skilled Trade Symposium
<p>Skills Canada – Secondary</p> 	<p><i>In three years the number of:</i></p> <ul style="list-style-type: none"> • Student participants in Grades 9-12 has increased from 88 to 130 (48% growth) • Different contests selected for participation has increased from 16 to 39 (144% growth) <p>Provincial Ontario Skills Competition:</p> <p><i>In four years the number of:</i></p> <ul style="list-style-type: none"> • Student provincial competitors has increased from 17 to 43 • Grade 9-12 contest entries has increased from 14 to 32 • Qualifying school representations has increased from 8 to 12 • Provincial medals has totaled 14 with 4 students earning gold medal advancement to Nationals • Technological Education classes that attend competitions, meet with local unions and post secondary schools as well as have hands on experiences with multiple trades is 5

ADMINISTRATIVE REPORT

<p>Skills Canada – Elementary</p> 	<p><i>In one year the number of:</i></p> <ul style="list-style-type: none"> • Student participants in Grades 4-8 has increased from 288 to 602 (109% growth) • School participation has increased from 33 to 53 (61% growth) <p>Provincial Ontario Skills Competition 2018:</p> <ul style="list-style-type: none"> • 32 Grade 4-8 students competed in 8 separate contests earning 1 silver and 1 bronze • 200 Grade 7 and 8 students attended the provincial competition and participated in Career Exploration Workshops
<p>Technological Education</p> 	<p><i>In the past three years:</i></p> <ul style="list-style-type: none"> • Adobe Creative Cloud was installed on all secondary school computers, providing all TechEd students access to a full suite of industry standard media applications • 6 secondary schools have added Women in Skilled Trades courses • Approximately 30 industry standard 3D printers and accompanying training have been deployed to secondary schools ensuring each school has access • 2 industry standard laser cutters are being piloted in Ajax HS's Women in Skilled Trades Manufacturing course and in Maxwell Height's Technology and Design courses • 5 schools received training, equipment and parts to build and compete in the University of Waterloo Electric Vehicle Challenge • Over 200 K8 Modular MicroBit Robots were distributed to 8 secondary schools for Technological Design and Robotics courses • 128 Vex Robotics kits have been deployed to 81 elementary schools with 169 teachers participating in training with iDesign Solutions • 200 Design Technology and Construction tool kits have been deployed to 95 elementary schools with 165 teachers participating in training • All Port Perry HS family of schools have had Gold Collar Worker workshops presented to their intermediate students with a focus on hands-on activities to explore skilled trades and apprenticeship opportunities • All Transportation Technology programs have received updated vehicle diagnostic software and scanners • Over 200 Grade 10 students participated in the DDSB Technological Education Symposium "All Hands On Tech" • Secondary teachers and CMS Transition Pathway Counsellors had the opportunity to tour local post-secondary faculties at: the University of Waterloo, Ryerson University, Loyalist, Durham, Fleming, Centennial, Georgian and Humber colleges to learn more information about academic programming options in various skilled trades and apprenticeships • Two TechEd Symposiums have been hosted for secondary Technological Education
<p>DDSB Coordinated Events for Students and/or Families</p>  	<p><i>Since September 2018:</i></p> <ul style="list-style-type: none"> • Over 100 Grade 11 and 12 Construction students from 5 schools contributed 6 days of construction to 4 Habitat for Humanity homes in Oshawa • 25 Grade 11 and 12 Construction students to participate in 3 days of construction on 3 homes for Indigenous families in Oshawa • Approximately 300 students attended Film Industry Career Fair in November • Over 300 Grade 7-12 students and their parents/guardians attended OPG's Youth to Trades Careers Evening at the Pickering Nuclear Generation Station in November • 25 Grade 9 female students attended a week-long Carpentry, Automotive and Welding Camp in August 2018 and 2019 at Anderson CVI • Over 200 Grade 7 and 8 students and their parents/guardians attended the Raising Awareness About Apprenticeships Night • 600 Grade 7-12 female students and parents/guardians to participate in a Young Women Career Expo with the Build a Dream Team

ADMINISTRATIVE REPORT

- VPI Workplace Solutions Skilled Trade drop-in at the Youth Hub at Henry Street HS
- Secondary teachers and CMS Transition Pathway Counsellors had the opportunity to participate in a manufacturing tour to Lithotech and Cascades, the Metro Toronto Zoo and the Iles de Lac Palladium Mine to learn more information about the various skilled trades and career pathways that are available to these robust employment sectors
- 200 students attended the "About That Cut" hairstyling and barbering industry showcase and conference at G.L. Roberts CVI in partnership with the Durham Hairstylist Academy

7. Communication Plan

Events and opportunities continue to be widely advertised to schools through email invitations and the wider community through schools and various social media applications.

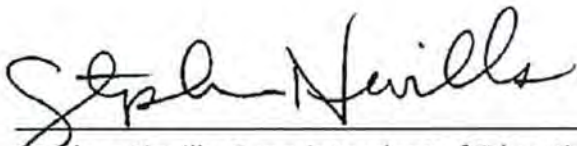
8. Conclusion

Students, teachers and families in DDSB elementary and secondary schools are receiving diverse, system-structured, dedicated curricular and extra-curricular resources, training and opportunities to ensure equitable outcomes and value for pathways leading to the skilled trades and apprenticeships post-graduation.

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Stephen Nevills, Superintendent of Education

Report of the Durham District School Board
Standing Committee Public Session
February 3, 2020

The regular meeting of the Standing Committee of the Durham District School Board was held this date in the Boardroom, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

The Chair called the meeting to order at 7:05 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Arlene Wang, Tyler West

Officials Present: Acting Director Norah Marsh, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, Silvia Peterson, General Legal Counsel Patrick Cotter, Communications Manager Peter Blake, Communications Officer Kim Brathwaite

Regrets: Director Lisa Millar

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Motion to Approved the Agenda

2020:03

MOVED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

Standing Committee Meeting Minutes
February 3, 2020

4. Community Presentations

(a) Maple Ridge Boundary Changes – Capacity Planning

Noel Manchulenko and Paige Solakis provided trustees with a PowerPoint presentation regarding feedback received about capacity planning at Maple Ridge P.S. They highlighted key areas including regular track historic enrolment and the generational turnover in the community. They noted that the current structure cannot sustain an increased demand for French enrollment and asked that the French Immersion review include lessons learned from other boards and the review of boundaries balance the capacity between French Immersion program schools. They recommended several available options for future reviews along with improvements in the proposal development, review and consultation process with the community.

(b) Special Needs Implications of French Immersion Review

Anna Sennema provided trustees with information regarding the Maple Ridge P.S. boundary deferral and how the boundary review will impact families and students in the community, and specifically students with special needs. She shared her personal experience and the detrimental impact a boundary change will have for her son who would be removed from his home school. He has faced many challenges and has felt a closeness to his school community and a familiarity with his classmates. Displacing him will have social and emotional ramifications resulting in academic and social anxiety. A move will present a hardship to academic achievement and to student well-being especially for students with special needs. The French program does not allow for exceptionalities. She asked that the French Immersion review also examine why supports are not in place for special needs students to take French. She noted that all families within the local community will be impacted by any boundary proposal entertained and asked that the review be completed transparently and through an independent consultation.

(c) French Immersion Programs

Sachin Maharaj provided trustees with an overview of the 2019 enrolment numbers for Maple Ridge P.S. He noted that the Board decided to pool enrolment from nine different schools. As an English language school board, the DDSB has an obligation to ensure there is a strong English program in its schools and if the DDSB is going to offer a French Immersion program as a public school, it must ensure that it is equitable and inclusive. School boards across the country are struggling to offer French Immersion programs due to staffing, resources and certification requirements. He stated that the DDSB has an obligation to not

Standing Committee Meeting Minutes
February 3, 2020

(c) French Immersion Programs (Continued)

expand the FI program beyond its ability to provide high quality teachers and resources. He highlighted the FI attrition numbers for elementary and secondary students and indicated that the program may be operating as academic streaming and socioeconomic segregation. He noted that specialty programs in Toronto are located in the wealthiest neighbourhoods. An equitable FI program should include a collection and comparison of student demographics (SES, race, special education); cohort tracking (attrition by student demographics); GIS (purposeful placement of FI programs in low SES areas; increased supports for FI students; and dual track programs. The DDSB should not be in the business of academically streaming and sorting young children, or widening socioeconomic and racial divides.

5. DDSB Presentations

(a) Bullying Prevention and Intervention Conference: Be the Voice

Superintendent Georgette Davis introduced Dan Hogan, Substance Abuse/Violence Prevention Coordinator who provided trustees with PowerPoint information on the Show Your Character: Bullying Awareness and Prevention Conference & Forum 2019-2020. Dan Hogan introduced O'Neill C.V.I. students Denniala Fray and Mitchell Collins and Leigh Morton, teacher, who provided trustees with an overview of the November leadership conference. Joseph Gould P.S. students Colin Carlson, Addison Lasenby, Connor Mills and Emma Turner provided trustees with an overview of how Joseph Gould students show kindness, respect and courage in their school.

(b) Igniting Learning via Black History Month

Superintendent Margaret Lazarus introduced Jacqui Steer and Merrill Mathews, Equity Officer who provided trustees with an overview of the newly created resource, Black History Month, which will be shared in schools during Black History Month as a commitment to igniting and supporting learning through focused, impactful, educational and inspiring activities. The document was developed as a means of sharing across the district some of the activities that schools have engaged in the past to celebrate Black History Month.

7. Recommended Actions

There were no recommended actions at this time.

Standing Committee Meeting Minutes
February 3, 2020

8. Information Items

(a) Student Trustee Report

Student trustee Arlene Wang provided trustees with an update from the Student Senate meeting held earlier in the evening. The regional committees met to review current board policies and were given an opportunity to discuss geographically specific initiatives and ideas. From the Pickering/Ajax regional committee, Pickering HS and Ajax HS shared their interschool candy gram sales, where students can purchase candy and send it to a friend in the other school in spirit of Valentine's Day. This collaboration is a product of young leaders having the opportunity to connect through Student Senate meetings, and demonstrates the support Senate provides in advancing DDSB student interests.

Student trustee Tyler West advised that Uxbridge S.S. brought in support dogs for puppy therapy during their exam season last month. This opportunity was found through contact information on therapy puppy services being shared amongst senators. Working committees worked on various initiatives in the relevant areas of Student Voice, Equity and Well Being.

Student trustee Sally Meseret stated that local schools also decided to engage in cat therapy and study cafes to support the current exam season taking place. OSTA - AECO released statements outlining the importance of ensuring the needs of students are kept at the forefront during the ensuing strike actions and work to rule currently taking place across Ontario. Students across the province have seen the implications of the actions and it must be recognized that they have tangible impacts on the everyday realities of the student experience. Students have explained how they may lose extra help opportunities, extracurricular opportunities, and even grade eight graduation trips, all of which are central to an effective educational experience. OSTA-AECO recognizes that the actions and the rhetoric taking place pales in comparison to the everyday realities where students are being impacted. Any action that is not centered around what is in the best interest of students is antithetical to all that our education system stands for, and for who it was created to serve.

(b) Quarterly Construction and Major Projects Progress Report

Acting Director Norah Marsh introduced Christine Nancekivell, Chief Facilities officer who provided trustees with a quarterly report of the current construction and major projects progress. She also answered questions of trustees.

Standing Committee Meeting Minutes
February 3, 2020

(c) OPSBA Report

Trustee Donna Edwards provided trustees with an overview of the OPSBA conference held from January 23-25, 2020. She noted that five trustees attended the conference. The keynote speaker for the pre-symposium, Michael Fullan talked about Global leadership and the need for change. He noted that traditional methods of schooling are not meeting the needs of students, inequity is widening between rich and poor, and there is negativity in the world, but deep learning innovations show promise. Boards need to develop coherence which only happens when a depth of understanding about the work, or the purpose of work is shared. He went on to define the six core competencies of character, citizenship, collaboration, communication, creativity and critical thinking. This is not new to the board as the DDSB has imbedded Michael Fullan's research into its practices. He reminded Trustees that politics is what is done to get elected, but governance is what should be done in running an effective board. He noted that no matter why a trustee runs for election, a commitment to a shared moral imperative and a well-led governance system will build a strong foundation for sustainable and excellent learning for students. Nik Nanos, Nanos Research presented the results from the OPSBA polling regarding public education and the results from the survey can be found on the OPSBA website. Other workshops included Director of Education performance appraisal policy and procedures; code of conduct, conflict of interest, integrity commissioner; and labour market needs for French as a second language instruction. The Honorable Stephen Lecce spoke at the opening of the Public Education Symposium. Ziya Tong, former host of Discovery Channel's Daily Planet, spoke about how we can learn lessons from behaviours in the animal kingdom, so that we become better leaders. You might think that she was talking about being a lion, but it would be better to simulate slime mold, as it may live freely, but can aggregate and work together to find its way through a path or maze to a common goal. Nouman Ashraf talked about moving away from being knowledge holders and move toward being experienced creators for learning. The conference culminated with regional meetings where local board concerns were discussed. The next Board of Directors' meeting is scheduled to be held February 21/22, 2020 and the next OPSBA Central East Regional meeting is scheduled to be held on March 28, 2020 in Trillium Lakelands.

9. Committee Reports

(a) Equity & Diversity Ad Hoc Committee Meeting of January 22, 2020

Trustee Patrice Barnes provided trustees with an overview of the Equity & Diversity Ad Hoc Committee meeting held on January 22, 2020.

Standing Committee Meeting Minutes
February 3, 2020

10. Correspondence

There was no correspondence at this time.

11. Other Business

There was no other business at this time.

12. Adjournment

2020:04

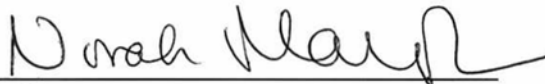
MOVED by Trustee Patrice Barnes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:35 p.m.

Chair



Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, December 19, 2019, 6:30 P.M.

A meeting of the Special Education Advisory Committee was held this date in the Education Centre, 400 Taunton Road East, Whitby.

ROLL CALL:

Claudine Burrell, Autism Ontario – Durham Chapter
 Craig Cameron, Member At Large
 Tara Culley, Durham Down Syndrome Association
 Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
 Rowin Jarvis, Learning Disabilities Association of Durham Region
 Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
 Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
 Carolyn McLennon, Member At Large
 Hanah Nguyen, Easter Seals Ontario

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent Andrea McAuley

Recording Secretary: Carolyn Savage for Diane Kent

1. Call to Order:

Superintendent Andrea McAuley called the meeting to order at 6:34 p.m.

2. Welcome Guests:

Superintendent Andrea McAuley welcomed special guests: Imran Syed Elementary Representative and Russ Davidson Secondary Representative. Jackie Brown, Alternate for Autism Ontario – Durham Chapter was also in attendance.

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

Report Special Education Advisory Committee (cont'd)
December 19, 2019

3. Regrets:

Regrets:

- Claudine Burrell, Autism Ontario – Durham Chapter
- Jack Barclay Elementary Representative
- Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
- Craig Cameron, Member At Large

Absent:

- Christine Thatcher, Trustee

4. Approval of Agenda:

That the agenda for December 19, 2019 be approved.

MOVED BY: Trustee Donna Edwards

SECONDED BY: Tara Culley

CARRIED

4. a) Election of the Chair:

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

Tara Culley nominated Eva Kyriakides for Chair of SEAC. Eva Kyriakides accepted the nomination.

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

NOMINATION:

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

MOVED BY: Tara Culley

SECONDED BY: Rowin Jarvis

CARRIED

Report Special Education Advisory Committee (cont'd)
December 19, 2019

SEAC member Eva Kyriakides as the newly elected Chair assumed the chair and conducted the remainder of the meeting. Chair Eva Kyriakides thanked committee members for electing her to the position of Chair of SEAC.

4. b) Election of the Vice- Chair:

Consistently in the past, the Vice-Chair position has been held by a Trustee. As not all Trustees were present, the nominations for the position of Vice-Chair of SEAC has been deferred until February 2020.

5. Approval of the Minutes from November 21, 2019:

That the minutes from November 21, 2019 be approved.

MOVED BY: Trustee Donna Edwards

SECONDED BY: Carolyn McLennon

CARRIED

6. Inclusive Student Services Report – December 2019:

Inclusive Student Services

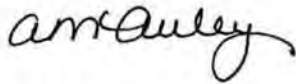
Wishing each SEAC member and organization a wonderful upcoming holiday.

As the snow falls, our Inclusive Student Services leadership team has reflected on programming supports for students and the work of our teams this fall. We are proud of the depth & breadth of services provided to students with special education needs in the Durham District School Board and embrace the opportunity to work together to continue to strengthen our programs & services. This fall accomplishments of the team include, but are not limited to:

- Successful transition of special education programs and classrooms that moved over summer 2019 or opened in September 2019
- Initiated changes to our clinical supports in secondary schools
- Planned for the transition of School Based Rehabilitative Services (more information in this edition)
- Launched our Student Attendance data tools
- Revised our Service Animal procedure to align with the recently announced PPM163
- Facilitated a very successful Secondary to Post Secondary Transition Event
- Expanded community partnerships to welcome Addictions Counsellors from Pinewood Addiction Center – Lake Ridge Health
- Most importantly – supports and services to almost 15 000 students who are either formally identified as exceptional learners and/or receive support on a short-term basis

6. Inclusive Student Services Report – December 2019: (cont'd)

This year we are reminded of the importance of connection and self-care. Each of you are leaders in your organizations. Please remember to take some time for yourself at this time of year.



Andrea - on behalf of the Inclusive Student Services Team



Psychological Services

Psychological Services staff continue to fulfill their commitment to the Operational Goals of the DDSB and, therein, their five service functions of: assessment, consultation, direct service, crisis response and capacity building.

Staff have been active during November in supporting schools in their applications for Special Incidence Portion funding, an annual undertaking wherein funding applications are submitted to the Ministry of Education to support students with specialized and complex needs. Close to 100 applications were supported.

Numbers are being collected for the January start to screening for the Gifted program, which Psychological Services supports.

Social Work and Attendance Services

Social Work staff have had a very busy period as they continue to support students and families. With the holiday period upon us, our staff are doing extra duty ensuring that families who require extra help are connected to community agencies for gifts and food support over the next few weeks. In addition, staff are focusing on ensuring that students are connected with formal and informal supports over the holiday period.

Speech Language and Hearing Services

As the calendar year comes to a close, the speech-language and hearing teams are very active supporting students in schools.

The speech-language pathologists have shifted focus in kindergarten classrooms this year and are providing Tier 1 supports for oral language and early literacy. This team has been responding to the different priorities for communication and language support across all of the grades within schools.

6. Inclusive Student Services Report – December 2019: (cont'd)

In addition to student support, several working groups are actively gathering best practice research to guide clinical decisions and directions as we go forward. ASL interpreters and Deafblind intervenors continue to provide exceptional one-on-one student support within the system.

Our teams continue to be active in supporting the clinical education of their future colleagues as we are preparing to have students from the University of Toronto, George Brown College and Durham College working with the speech-language pathologists and intervenors in the new year.

Update: School Based Rehabilitation Services

On January 1st, Grandview officially becomes both service coordinator and provider of School Based Rehabilitation Services.

The following School Based Rehabilitation Services are provided through funded community partners:

- Occupational Therapy (OT)
- Physiotherapy (PT)
- Speech Language Therapy (speech production, fluency, voice difficulties differentiated service from DSB SLPs)

These services are provided to children and youth in a school setting. Previously, Occupational Therapy (OT) and Physiotherapy (PT) services were previously provided by therapists employed by Community Advantage Rehabilitation (CAR) as funded through LHIN. We would like to thank Community Advantage Rehabilitation for the valuable partnership in service of students and families over many years. We also welcome the expanded partnership with Grandview Children's Centre and the commitment to collaboration demonstrated during the transition of these services. It is important to note that these service professionals (OT/PT) are key partners in the prescription and access to Specialized Equipment Allocation (SEA) for students with special education needs. Here are some key information points related to the transition of School Based Rehabilitation Services and Grandview Children's Centre:

Grandview Children's Centre

The transfer of School Based Rehabilitation Services to the scope of Grandview programs has added approximately 8,000 referrals to their existing demand of 10,000 clients per year. The team at Grandview is committed to efficiently and effectively considering all of the previous and future Grandview programs and services as one continuous pathway of service across the lifespan for the children, youth and families accessing Grandview and its programs, supports and partnerships.

Service Transition Planning

- Teams from Grandview and the six impacted school boards have been meeting regularly through the transition of services as a "SBRs Systems Leadership Team". This team includes senior team members (CEO of Grandview and Superintendents of Special Education/Inclusive Student Services), management (Clinical leaders – for example, Speech-Language Services) and Clinical Manager for Grandview.

6. Inclusive Student Services Report – December 2019: (cont'd)

- A separate transition team, of Management and front-line staff, meet regularly specific to the delivery of Speech Language Services.
- Grandview validated lists of students receiving services and those on waitlists for service with individual school teams through November 2019. This information was shared with the SBRS Systems Leadership Team on December 4th.
- During the transition, social media messaging is being utilized to communicate general changes. In addition, individual letters were sent to families, from Grandview, regarding transition of service for children receiving active service and for those waiting and a service navigation phone line is opened for families with questions.

Grandview Actions to Support Expansion of Scope of Service to Include School Based Rehabilitation Services

- Extending hours of operation across all 7 Grandview locations as scope of service expands.
- Formation of community therapy teams, based on geography of schools to be served, with intention of seamless support from pre-school to school-based service for families.
- Where possible provide consistency in therapists (to June 2020) for students, where therapists hired by Grandview have transitioned directly from supporting students in the boards covered by Grandview's service region.
- Advocacy and approval for one-time funding to take action between January and March 2020 to reduce the waitlist for service.
- Building in a timeline for learning and co-reflection within service model. Specifically, a commitment has been made to actively review service delivery and associated process following the initial implementation period (January – June 2020) to recalibrate where needed prior to the start of the 2020-2021 school year.

Collaborative Actions to Support Transition of School Based Rehabilitation Services

Examples of collaborative actions to support transition of School Based Rehabilitation Services:

- Coordination of synchronous information to families and school teams.
- Commitment to consistency for students where possible.
- Examination of referrals processes to streamline steps for families and school teams.
- Collaboration on training of team members involved in service delivery. Specifically, DSBs collaborating on creation of onboarding resources to help Grandview staff orientate to service delivery in school environment; DDSB staff facilitated on December 19th (Inclusive Student Services and Health and Safety).
- Design of SEA coordination process and commitment to collaborate on alignment as much as possible (e.g., equipment recommendations and vendors).
- Provision and review of data, collaboratively and within each DSB, on quarterly basis for reflection on equity of access and to inform ongoing training.

6. Inclusive Student Services Report – December 2019: (cont'd)

DDSB Students Receiving or on Waitlist for Rehabilitation Services (as of December 4, 2019)

Therapy	On Service	On Waitlist
Occupational Therapy	836 students	1576 students
Physiotherapy	313 students	8 students
Speech Therapy (speech production, fluency, voice difficulties)	248 students	1077 students

Communication

- Information about the transition of School Based Rehabilitation Services was concurrently posted on the websites for Grandview Children's Centre and the six partnered DSBs on November 14, 2019.
- Metroland published information about the changes to this service delivery on November 20, 2019.
- Information has been shared through the DDSB website, Inclusive Student Services page, regarding the transition of School Based Rehabilitation Services. Following January as a transition time, this information will be replaced with information for families seeking to access support through this program (e.g., referral process).

Upcoming Professional Development Opportunities

Currently, there are ongoing labour negotiations with education unions across Ontario. "Work-To-Rule" actions means partial withdrawal of services.

At this time, both the Elementary Teachers Federation of Ontario (ETFO) and Ontario Secondary Schools Teacher Federation (OSSTF) are currently in "Work to Rule" which means a partial withdrawal of services. System level professional development is currently on hold as a result.

The focus on students continues as does individual student programming supports including job embedded, individualized coaching & support.

DDSB Special Education Parent/Guardian Guide

The electronic copy of the DDSB Parent/Guardian Guide to Special Education will be sent to committee members; as the window is being extended for SEAC to provide additional feedback/comments.

Report Special Education Advisory Committee (cont'd)
December 19, 2019

6. **Inclusive Student Services Report – December 2019: (cont'd)**

Social Media Highlights – Connections and Supports



Inclusive Student Services Durham DSB @SpecEdDDSB · Dec 9

"Carving Your Own Path" - an event highlighting supports in postsecondary for youth with learning disabilities. Pls see flier for Jan 22 event details. Thanks @LDA_Durham & @DurhamCatholic



Andrea McAuley @McAuley_Andrea

Save the Date: Considerations for PostSecondary for Students with Learning Disabilities. January 22nd at 6pm. Location: Notre Dame CSS. Many thanks @LDA_Durham @DurhamCatholic



Mr. Kreider @MrKreiderAT · Dec 6

The technology training session with the @JohnDrydenPS grade 3 student (and mother) went so well today, he invited me to his birthday party. Alas, he forgot to check with his Mom first. @SpecEdDDSB



Richardson Spec Ed @RJR_SpecEd · Dec 6

Ms Hardaker's PLP class celebrated a birthday 🎂 today in class and students learned how to write "Happy Birthday" 🎉 in 7 different languages! #CRRP #happybirthday #DDSB #equity @equity_DDSB @DurhamDSB @SafeSchoolsDDSB @SpecEdDDSB



Becky Kuruliak @beckykuruliak · Nov 25

DDSB Educational Assistants (45) excited to receive their professional device after completing their 5 online courses! @DDSB_EdTechs @SpecEdDDSB @MrsArmstrong1



7. **Presentation:**

There was no presentation at this time.

8 a). **Business Arising from the Minutes:**

- Self-Advocacy Event – Update

In light of the current job action, the Self Advocacy Event will be postponed to a later date.

8 b). Scheduled Discussion Period:

The open discussion period was used to discuss the following topic:

- DDSB Dress Code Consultation

Committee members paired and shared suggestions regarding the DDSB Dress Code. SEAC members shared some of their reflections:

- Need to be sure to listen to student voice
- Be culturally aware and gender bias aware
- Address dress code issues in private and respectfully with student
- Some kids, due to anxiety, feel better with their hood up – awareness of this
- What is the “board wide” policy? It was noted that the policy is in the front of elementary agenda.
- Depending on the area, the dress code conversations can vary – there is a balance to be found depending on the community
- The example of ‘spaghetti straps’ is different from JK to a Grade 8
- If uniforms are considered, we have to ensure the physical & sensory needs of students with special educational needs are considered
- Important to gain the input of student trustees
- Understanding of how progressive discipline would work for breach of dress code
- Question around “annual” review however parent votes can only happen every two years?
- Approved vendors – who gets to consult on this. Be sure to seek input from Inclusive Student Services.

9. Reports:

Administration:

Superintendent Andrea McAuley

Job Action

Members of the Elementary Teachers Federations of Ontario (ETFO) and the Ontario Secondary School Teachers Federation are currently in job action with a removal of services in place (currently: Phase 2/ETFO, Phase 1/OSSTF).

In the DDSB, ETFO represents both elementary teachers and Early Childhood Educators. OSSTF represents secondary teachers as well as Professional Support Services Personnel (PSSP). The PSSP group includes our clinical teams of Speech Language, Psychological Services and Social Work. The group also represents our Child and Youth Work, Interpreters and Intervenors.

OSSTF has also engaged three days of a full removal of services (one full provincial, two with a number of Boards impacted). Specific to SEAC, eleven elementary students are individually supported by Intervenors or Interpreters. We'd like to thank the families of these students and their school administrators for the collaboration to ensure program access on the day, to date, of withdrawal of OSSTF member service due to strike action.

9. **Reports: (cont'd)****Superintendent Andrea McAuley (cont'd)**SIP Claims

With many thanks to the team, in schools and centrally, the DDSB has submitted 100 SIP claims for Ministry consideration. Thank you to Dr. Steve Graffi, Dr. Sara Schleien, Susan Courville and Jennifer Durning for leading the process this fall.

Transition to Kindergarten - Supporting Families with Children Receiving in Home Infant and Preschool Services

Infant and Child Development (ICD) within the Health Department is now the main provider of in-home support for families with children with complex needs prior to transition to child care or school. To ensure a family-friendly, thorough transition process, a collaborative team between ICD and DDSB met on November 26 to review and revise transition process and tools.

Supporting Grade Eight to Grade Nine Transition

Routinely, the Inclusive Student Services and Student Success teams host an evening in early January specific to supporting families with information about the transition from Grade Eight to Grade Nine specific to students with special needs.

This year, to reach more families and provide the information in a format which can be accessed when needed and reviewed, we are moving to an electronic format. More information will be shared with SEAC members as the links and content are distributed to the community.

Service/Guide Dog - Procedure Update

DDSB Service/Guide Dog Procedure revised for alignment with PPM 163 School Board Policies on Service Animals.

Key updates at this time, to align with PPM 163, to DDSB Procedure for Service Animals:

- Definitions moved from Appendix to embedded within procedure
- Inclusion of key responsibilities by role
- Clarification of request for accommodation for employees and, separately, school volunteers
- Addition of 'visiting support animals'
- Specifics to record keeping and data tracking
- Applications for Use of Guide Dog/Service Dog and Service Animal updated
- Administrators' checklist revised
- Update to the sample letters

9. **Reports: (cont'd)**

Superintendent Andrea McAuley (cont'd)

For reference/contained within the revised procedure:

Service Animal incl. Guide Dog	Support Animal	Visiting Animal
Use of a service animal or guide dog requires that both the animal and the student handler must be certified as having been successfully trained by an accredited training facility.	Use of an animal for emotional support. Important to note that these are animals who are not trained to provide specific supports.	An animal from a service or community group providing support to a group of students, or individual students, to foster inclusion but not as accommodation requirement. e.g., St. John's Ambulance Therapy Dogs

The PPM requires collection of data at the system level. DDSB is developing a tool internally, with thanks to our PowerTPM team, to include this within our Special Education data tool.

Required data collection:

- Total number of requests for students to be accompanied by service animals;
- Whether the requests are for elementary or secondary students;
- The number of requests approved or denied.
- If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to education;
- Species of service animals requested and approved;
- Types of needs being supported (e.g., medical, physical, emotional).

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees held its annual internal elections for Chair, Vice-Chair, Vice-Chair of Standing Committee and committee representatives at the Standing Committee Meeting on Monday, December 2, 2019. Pickering Trustee Chris Braney was elected as Chair of the Durham District School Board.

Whitby Trustee Niki Lundquist was elected Vice-Chair. Whitby Trustee Christine Thatcher was elected as the Vice-Chair of Standing Committee. Oshawa Trustee Darlene Forbes was elected Chair of Education Finance.

Ajax Trustee Donna Edwards and Whitby Trustee Christine Thatcher were elected as Liaison Trustees for SEAC. Oshawa Trustee Ashley Noble and Whitby Trustee Niki Lundquist were elected as Liaison Trustee Alternates.

10. Association Reports:

There were no association reports at this time.

11. Correspondence/Attachments:

Letter from Ontario Association for Families of Children with Communication Disorders (OAFCCD)

Received a letter from the association, Katie Harkot has stepped down from her position as SEAC Alternate. Ontario Association for Families of Children with Communication Disorders has nominated Kelly Kennedy to the position of Alternate.

RECOMMENDATION:

THAT KELLY KENNEDY WILL BE THE SEAC ALTERNATE FOR THE ONTARIO ASSOCIATION FOR FAMILIES OF CHILDREN WITH COMMUNICATION DISORDERS.

MOVED BY: Tara Culley

SECONDED BY: Carolyn McLennon

CARRIED

12. Questions and Comments:

Tara Culley noted that she is receiving many questions and concerns from the parent community regarding the Autism funding.

Superintendent Andrea McAuley noted that the DDSB has received Ministry funding in the amount of \$66,150 to provide Autism course opportunities to build capacity across the system.

Hanah Nguyen informed committee members that PAAC on SEAC is distributing a survey to look at SEAC membership, practices and training needs. Surveys should be submitted by January 31, 2020. Hanah noted that she will forward the link to Diane Kent for distribution.

Trustee Donna Edwards informed committee members about Advocacy Day. An OPSBA public education survey was sent to 1,000 Ontarians asking whether you would rather reduce the deficit or put funds into special education. Over 80% voted in favour of special education. Donna noted that she will forward the link to Diane Kent for distribution.

Eva Kyriakides asked if students who are in the Gifted program in the North are being part of the transition.

Superintendent Andrea McAuley indicated that it was being addressed by the administration at the school.

13. Celebrations and Success:

Tara Culley shared that her son Adam attended the transition night to secondary school, and he was very happy.

Hanah Nguyen gave kudos to the Durham Region Police Children's Games for providing a fun and inclusive sporting event and the Toronto Rotary Club for hosting an amazing Christmas Party.

Trustee Donna Edwards mentioned that her daughter Victoria had a very successful role in the Polar Express play.

Eva Kyriakides noted that three staff members from her work as part of the Inclusive and Accessibility committee meeting shared stories relating to inclusiveness and accessibility. Eva also shared her new favourite socks "Celebrating International Day of Persons with Disabilities."

14. Next S.E.A.C. meeting – January 23, 2020 in Room 2020.

15. Adjournment:

That the meeting does now adjourn at 8:11 p.m.

MOVED BY: Tara Culley

SECONDED BY: Hanah Nguyen

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
E-mail electronic version of "DRAFT" Parent/Guardian Guide to Special Education to SEAC.	Administrative Assistant Diane Kent	January 7, 2020.
PAAC on SEAC Survey Link distributed to SEAC.	Administrative Assistant Diane Kent	December 20, 2019
OPSBA Public Education Survey Link distributed to SEAC.	Administrative Assistant Diane Kent	January 9, 2020
Defer election of SEAC Vice-Chair to February meeting.	Administrative Assistant Diane Kent	February 20, 2020



ONTARIO ASSOCIATION FOR FAMILIES OF CHILDREN WITH COMMUNICATION DISORDERS

933 Alice Street, Woodstock, ON N4S 2J9
Phone (519)290-1763 Website: www.oafccd.com

Eva Kyriakides
Chair of SEAC
Durham District School Board
400 Taunton Road East
Whitby, Ontario
L1R 2K6

December 6, 2019

Dear Ms. Kyriakides,

I am writing to change the alternate member representing Ontario Association for Families of Children with Communication Disorders (OAFCCD). Katie Harkot will be stepping down as the alternate member, and I would like to nominate Kelly Kennedy as the new alternate member. Kelly meets the the eligibility criteria for Special Education Advisory Committee Members.

The ability to communicate is one of the defining characteristics of humans. The ability to communicate effectively is an essential skill in modern society. Children who have communication impairments are at a disadvantage in every way, including their ability to be educated.

OAFCCD is committed to working with the provincial government, school boards and community agencies to ensure that children with communication disorders get the services and supports that they need.

If you require any further information about the organization, please call me at (519)842-9506. I hope that you are able to accept Kelly's nominations and I look forward to our two organizations working together to provide quality education to all students.

Yours sincerely,

Alison Morse
Provincial Co-ordinator

cc Elizabeth Daniel, 31 Darius Harns Drive, Whitby, Ontario, L1M 2 B1 Phone: 905-655-4300 E-Mail: jason_liz@sympatico.ca
Katie Harkot, 80 Puttingedge Drive, Whitby Ontario L1R 0H6 Phone: 905-666-9410 E-Mail: katieharkot@hotmail.com
Kelly Kennedy, 11 Charterhouse Drive, Whitby, On L1R 3R8 Phone: 905-391-4312 E-Mail: kkennedyslp@gmail.com
Diane Kent, Administrative Assistant
Andrea McAuley, Superintendent of Inclusive Services

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board

DATE: February 18, 2020

SUBJECT: School Year Calendar 2020-2021

PAGE NO. 1 of 6

ORIGIN: Norah Marsh, Acting Director of Education
Jim Markovski, Superintendent of Education
Paul Brown, Operations Officer

1. Purpose

The purpose of this report is to seek approval for the 2020-2021 School Year Calendars:

- Elementary Regular
- Secondary Regular
- Elementary Modified (C.E. Broughton P.S., Winchester P.S.)
- Secondary Modified (Brock H.S., Henry Street H.S., Maxwell Heights S.S.)

2. Ignite Learning Strategic Priority/Operational Goals

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

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

3. Background

Regulation 304 of the Education Act requires school boards to submit proposed school year calendars to the Ministry for approval on or before the first day of May. School Year Calendars that adopt a modified school year must be submitted on or before the first day of March.

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

For the 2020-2021 school year, Labour Day falls on Monday September 7, 2020. To facilitate the 194 school days required by the Ministry of Education prior to July 1, 2020, the DDSB school year calendar will require that a minimum of 2 school days fall prior to the Labour Day weekend.

Past practice for regular non-modified schools has been to set one PD day prior to the Labour Day weekend, however the 2020-2021 school year calendar will result in a change of practice given where Labour Day falls.

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

Since this change of practice may impact DDSB families as well as staff, it is important that we undertake a consultation process with all stakeholders.

For 2020-2021, a new comprehensive data collection system that captures the views of parents/guardians and staff was implemented. Working in cooperation with Accountability and Assessment and the Communications and Public Relations Department, an electronic data collection tool was developed using Survey Monkey software. This data collection tool enabled stakeholders the opportunity to provide feedback on the proposed school year calendars.

4. Analysis

The data collection tool provided parents/guardians and staff with a draft of the respective proposed school year calendars and asked them to determine the degree to which it fit with their family schedule. Stakeholders were further asked to comment on the concerns that they may have.

Survey Question for Stakeholders:

Question: To what degree will this calendar suit your family schedule?

Response Scale: range from (1-5) where (1) = not suited at all, (5) = extremely suited

Calendar	# of Responses	Mean Response	Median Response
Elementary Regular	3 336	3.84	4
Elementary Modified	97	4.86	5
Secondary Regular	923	3.82	4
Secondary Modified	228	3.58	4

4.1 Common Areas of Concern and Response

Common Areas of Concern for Parents/Guardians:

- Loss of the PD day on the Friday prior to March Break (Fri. Mar. 12)
- April PD day too close to Easter Break (Fri. Apr. 9)

Response to Parent/Guardian Concerns:

- Move PD day from April 9 to April 23 for all calendars

Common Areas of Concern for Employee Groups

- Two PD days during the first week of September (Wed. Sep. 2, and Thu. Sep. 3)
- Loss of the PD day on the Friday prior to March Break (Fri. Mar. 12)
- April PD day too close to Easter Break (Fri. Apr. 9)

**DURHAM DISTRICT SCHOOL BOARD
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Response to Employee Group Concerns:

- Move PD day from April 9 to April 23 for all calendars

Co-Terminus Boards of Education

- The Durham Catholic District School Board is aware of the DDSB calendar and is working towards synchronization to reduce bussing costs

4.2 Proposed School Year Calendars 2020-2021 (See Appendices)

(a) Summary of Key Dates

Elementary Regular

- Two PD days prior to the Labour Day weekend (Wed., Sep. 2nd & Thu., Sep. 3rd)
- Students begin classes after Labour Day on Tuesday, September 8th
- Friday prior to March Break is a regular school day (Fri., Mar. 12th)

Elementary Modified

- Students begin classes on Tuesday, August 4th
- Two PD days prior to the Labour Day weekend (Wed., Sep. 2nd & Thu., Sep. 3rd)

Secondary Regular

- Two PD Days prior to the Labour Day weekend (Wed., Sep. 2nd & Thu., Sep. 3rd)
- Students begin classes after Labour Day on Tuesday, September 8th
- Friday prior to March Break is a regular school day (Fri., Mar. 12th)

Secondary Modified

- Two PD Days prior to the Labour Day weekend (Thu., Aug. 27th & Fri., Aug. 28th)
- Students begin classes on Monday, August 31st
- Friday prior to March Break is a regular school day (Fri., Mar. 12th)

(b) Placement of Professional Development Days

PD Day Summary Chart				
Elementary Regular	Secondary Regular	Elementary Modified	Secondary Modified	Type of PD Day
2-Sep-20	2-Sep-20	2-Sep-20	27-Aug-20	Provincial Day
3-Sep-20	3-Sep-20	3-Sep-20	28-Aug-20	Provincial Day
13-Nov-20	13-Nov-20	13-Nov-20	13-Nov-20	Board Designated PD Day
15-Jan-21	12-Feb-21	15-Jan-21	12-Feb-21	Board Designated PD Day
23-Apr-21	23-Apr-21	23-Apr-21	23-Apr-21	Provincial PD Day
4-Jun-21	29-Jun-21	4-Jun-21	29-Jun-21	Board Designated PD Day
30-Jun-21	30-Jun-21	28-Jun-21	30-Jun-21	Board Designated PD Day

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

(c) Placement of the June 4 Professional Activity Day

To accommodate EQAO testing in the elementary schools, the June PD day has been placed on June 4, 2021. This allows 10 continuous days for testing without the interruption of the PD day.

(d) Start of the Elementary Modified School Year

In keeping with past practice, the administration, staff, and School Community Council (SCC) of both CE Broughton P.S. and Winchester P.S. recommend that the modified school year start after the August holiday on August 4, 2020.

(e) Placement of the Midterm Break for the Modified Secondary School Calendar

There is support from the administration, staff, and School Community Council (SCC) of all three modified secondary schools (Brock H.S., Maxwell Heights H.S., and Henry Street H.S.) to place the midterm break from November 2 to November 6, 2020 to coincide with the start of hunting season.

All proposed School Year Calendars for 2020-2021 meet the requirements of 187 instructional days, board-designated PD days, and 3 provincial priority PD days.

5. Financial Implications

The DDSB works in partnership with the DCDSB to align PD days to minimize transportation costs where possible.

6. Evidence of Impact

The school year calendar, developed through a comprehensive and collaborative process, will maximize the efficacy of the 2020-2021 school year for all stakeholders.

7. Communication Plan

Following Board approval, the 2020-2021 school year calendars are submitted electronically to the Ministry of Education through the Ontario School Year Calendar website. Upon approval by the Ministry, the calendars are disseminated to the schools for use in planning and preparation of student agendas.

The calendars are also uploaded to the Board website along with the Staff Portal. The approved calendars form the basis for the DDSB Annual Information Calendar which is published and distributed throughout the district at the beginning of the school year. The communication will indicate that the first day of school, and the day prior to the December break will adhere to regular dismissal time.

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

8. Recommendation

It is recommended that the following be approved:

- (a) the proposed Regular School Year Calendar for elementary schools (Appendix A);
- (b) the proposed Regular School Year Calendar for secondary schools (Appendix B);
- (c) the proposed Modified School Year Calendar for C.E. Broughton P.S., and Winchester P.S. (Appendix C);
- (d) the proposed Modified School Year Calendar for Brock H.S., Henry Street H.S., and Maxwell Heights S.S. (Appendix D);
- (e) this information be forwarded to the Ministry of Education by March 1, 2020 for all four school year calendars such that the Durham District School Board is compliant with the respective deadlines as outlined in Regulation 304.

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Jim Markowski, Superintendent of Education

First Day of Classes – Tuesday, September 8, 2020

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

[illegible]

First Day of Classes – Tuesday, September 8, 2020

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

[illegible]

First Day of Classes – Tuesday, August 4, 2020

Legend:

B – Board Designated Holiday	H – Statutory School Holiday	P – Professional Activity Day	P* – Prov Priority Day
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[illegible]

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

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** February 18, 2020**SUBJECT:** Purchasing Regulation #3310 Update**PAGE NO.** 1 of 3

ORIGIN: Norah Marsh, Acting Director of Education
 Carla Kisko, Interim Associate Director of Corporate Services
 Nick Bobrow, Interim Comptroller of Finance
 Jennifer Milne, Manager of Purchasing

1. Purpose

This report is provided to the Board of Trustees with respect to the proposed revisions of the DDSB Purchasing Regulation #3310.

2. Background

As a result of regulation review, staff are suggesting adjustments to the DDSB Purchasing Regulation #3310 and implementation of a new Procedure Appendix B.

3. Analysis

The revised proposed Regulation is attached as Appendix A. Regulation #3310 has been consolidated and includes a new Procedure which is attached as Appendix B for information. Changes include the following:

- Purchases less than \$100.00 may be permitted via Petty Cash Funds in accordance with Procedure Appendix "A" Petty Cash Funds (formally Procedure #3171) or a Purchasing Card in accordance with Procedure Appendix "B" Purchasing Card Use (formally Procedure #3175) and Purchasing Regulation.
- Purchases less than \$2,000.00 should be acquired with the use of a Purchasing Card except for furniture, equipment, software and unique technologies which require a purchase order.
- Purchases above \$2,000.00 to \$10,000.00 require a purchase order for Board Approved Vendors. Pricing is located on the Purchasing Portal <https://portal.ddsb.ca/BusinessTechnology/Purchasing/Pages/default.aspx>. Purchases above \$10,000.00 generally apply to Facilities and IT Department purchases, however a school may purchase a Sound System and therefore must follow the bidding process. Purchasing will assist in facilitating the bidding process for these types of requests and obtain the quotes.
- Exception to the use of a purchase order are as outlined in Procedure Appendix "C" Cheque Requisition. *This is a new document.*
- A Purchasing Card may only be used for exceptional circumstances above \$2,000.00 with prior approval by the Manager of Purchasing. This limit was previously \$500.00.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

- Business Meetings, and Business Travel refer to Procedure Appendix "D" (formally Procedure #3170 & 3172) along with the Travel outside of Ontario and Canada approval form.
- The authority levels for Purchase Requests have been revised to include the following changes. Family of Schools Superintendent/Officer/Manager/Principal limits have been reduced from \$50,000 maximum to \$25,000 maximum.

Authority Level - Purchase Requests	Total Purchase Amount
Family of Schools Superintendent/Officer/Manager Principal	0 to \$25,000.00
Supervisory Officer responsible for the Business Division	Above \$25,000.00

The above chart excludes all tangible capital assets i.e. furniture, equipment, which require the authorization of the Manager of Capital Budget or Manager of Finance.

- The authority levels for Purchase Order approvals have been amended to include a level approval for the Purchasing Analyst up to \$500,000 and the Senior Procurement Officer will have approval up to \$1,000,000.

Authority Level - Purchase Orders	Total Purchase Amount
Purchasing Analyst	0 to \$500,000.00
Manager of Purchasing & Senior Procurement Officer	Less than \$1,000,000.00
Comptroller of Finance	Less than \$3,000,000.00
Supervisory Officer responsible for the Business Division	Less than \$5,000,000.00
Director of Education	Above \$5,000,000.00

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Page 3 of 3

To summarize:

- School Petty Cash Fund, previously Procedure #3171, has been replaced as Procedure Appendix "A"
- Purchasing Card Use, previously Procedure #3175, has been replaced as Procedure Appendix "B"
- Cheque Requisition is a new document, reference Procedure Appendix "C"
- Business Meetings, and Business Travel refer to Procedure Appendix "D" (formally Procedure #3170 & 3172)
- No other changes

A draft of revised changes of the associated Purchasing Regulation and Procedure was presented to Administrative Council on November 11, 2019, and is provided as Appendices A and B.

4. Financial Implications

There are no financial implications.

5. Recommendation

The revisions to DDSB Purchasing Regulation were presented to the Board of Trustees as a Notice of Motion for consideration at the January 20, 2020 Board Meeting. It is recommended that the Board of Trustees approve the revisions to the DDSB Purchasing Regulation.

6. Appendices

Appendix A – Purchasing Regulation

Appendix B – Purchasing Procedure

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Carla Kisko, Interim Associate Director of Corporate Services

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REGULATION

BUSINESS

Purchasing

- 1.0** The Purchasing Department shall be responsible for the procurement of all goods and Services acquired by the Board in accordance with Board policies and procedures. The Board uses leading purchasing methods and procedures to support a competitive bidding process that demonstrates openness and fairness to all potential suppliers.
- 1.1** This regulation applies to purchases from all sources of funds including school generated funds.
- 1.2** All purchases will be conducted in accordance with the Broader Public-Sector Accountability Act (BPS), Ministry of Government and Commercial Services mandates and government trade Agreements.
- 1.3** The Purchasing department will use an existing and/or applicable government agency Vendor of Record (VOR) arrangement, where possible and appropriate for new procurements.
- 1.4** Exceptions to the bidding process as set out in this regulation will be permitted in accordance with the BPS and/or related trade agreements for Non-Competitive Procurement consisting of single, sole source and non-application requirements. The justification is to be documented and submitted to the Purchasing Department for approval by the Supervisory Officer responsible for the Business function or designate and the Director of Education where applicable.
- 1.5** Purchase orders, contracts (including construction), and agreements e.g. purchase, lease, rent or commitments of Board funds for all goods and services will be authorized by the Manager of Purchasing and administered under the direction of the Supervisory Officer responsible for the Business function or designate and the Director of Education where applicable.
- 1.6** Environmental and Health and Safety concerns must be incorporated, where applicable and possible, in all aspects of the procurement function.
- 1.7** Decisions to exclude any supplier from access to Board contracts must be approved by the Manager of Purchasing in conjunction with the requisitioner and in conjunction with the Supervisory Officer responsible for the department.
- 1.8** Purchasing Department will ensure that all methods and practices will be executed in compliance with all local, municipal, provincial and federal laws, regulations, ordinances and directives.
- 1.9** Contract Management issues will be administered by the Purchasing Department responsibly and effectively as required. This will include authorization of contracts, vendor performance and bid dispute resolution.

Appendix:

None

Effective Date

82-05-25

Amended/Reviewed

83-04-25

94-06-27

2006-08-02

2010-03-22

2012-01-26

2013-01-25

2018-02-20

2020-XX-XX



PROCEDURE

BUSINESS

Purchasing

- 1.0** The Purchasing Department shall be responsible for the procurement of all goods and services acquired by the Board in accordance with Board policies and procedures. The Board uses leading purchasing methods and procedures to support a competitive bidding process that demonstrates openness and fairness to all potential suppliers.

This procedure applies to purchases from all sources of funds including school generated funds.

1.1 DDSB School Purchases

These are purchases which are generally classified as orders less than \$10,000.00. Purchases under \$10,000.00 require a minimum of one quotation.

Purchases less than \$100.00

May be permitted via Petty Cash Funds in accordance with Appendix "A" Petty Cash Funds or a Purchasing Card in accordance with Appendix "B" Purchasing Card Use and Purchasing Regulation.

Purchases less than \$2,000.00

Should be acquired with the use of a Purchasing Card except for furniture, equipment, software and unique technologies which require a purchase order.

Purchases above \$2,000.00 to \$10,000.00

Require a purchase order for Board Approved Vendors. Pricing is located on the Purchasing Portal <https://portal.ddsb.ca/BusinessTechnology/Purchasing/Pages/default.aspx>. Purchases above \$10,000.00 generally apply to Facilities and IT Department purchases, however a school may purchase a Sound System and therefore must follow the bidding process. Purchasing will assist in facilitating the bidding process for these types of requests and obtain the quotes.

Exception to the use of a purchase order are as outlined in Appendix "C" Cheque Requisition.

A Purchasing Card may only be used for exceptional circumstances above \$2000.00 with prior approval by the Manager of Purchasing.

Business Meetings, and Business Travel refer to Appendix "D" along with the Travel outside of Ontario and Canada approval form.

- 1.2** The overall value of procurement must not be reduced (e.g., dividing a single procurement into multiple procurements) in order to circumvent the competitive procurement process thresholds. The total value of procurement must include the total aggregate value based on the full term of the contract.
- 1.3** It is implied herein that all references to Board officials or staff will include the designate of position referenced.
- 2.0** In accordance with leading procurement practices, the Purchasing Department will ensure that the widest possible selection of suppliers/contractors will be given an opportunity to compete for Board business using the following methods:
- Request for Tenders (RFT): A sealed bid document used to request supplier responses to supply goods or services based on stated delivery requirements, performance specifications, terms and conditions. An RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

Appendix B

- Request for Proposals (RFP): A sealed bid document used to request a proposal for the provision of various products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria to determine award.
- Request for Quotations (RFQ): The requisitioner has described exactly what needs to be purchased and the evaluation is made on price, quality, delivery and other related factors and specifications which can be defined by a threshold value within the organization.
- Request for Information (RFI): A document issued to potential suppliers to gather general supplier, service or product information. It is a procurement procedure whereby suppliers are provided with a general or preliminary description of a problem or need and are requested to provide information or advice about how to better define the problem or need, or alternative solutions.
- Request for Expression of Interest (RFEI): A document used to gather information on supplier interest in an opportunity, or supplier capabilities/qualifications. This mechanism may be used when an organization decides to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed.
- Request for Supplier Qualifications (RFSQ): A document used to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers/contractors. This mechanism may be used to identify qualified candidates in advance of expected future competitions.

2.1 Soliciting bids for goods and services will be conducted by the authorized Purchasing Department staff and will normally be in accordance with the following:

- For purchase requests of goods and/or services having an estimated value of less than \$10,000.00, bids will be solicited, verbally or written, where possible;
- For purchase requests of goods and/or services having an estimated value of \$10,000.00 or more, but less than \$100,000.00, a minimum of three (3) written bids will be requested where possible;
- For purchase requests of goods and/or services having an estimated value of \$100,000.00 or more, Request for Tender (RFT) or a Request for Proposal (RFP) will be advertised unless previously advertised through a related process, such as a Request for Supplier Qualification (RFSQ). Methods of bid solicitation will follow the prescribed terms and conditions e.g. evaluation criteria, debriefing, and bid protest procedures will be incorporated in the process.

Bidding timetables will be established by the Purchasing Department. The closing date and time will be specified in all formal bid documents and postings.

All sealed bids received by the Board Purchasing office must be date and time stamped.

Bid submissions that are received after the closing time will be returned unopened to the respective bidder.

The Manager of Purchasing will have the latitude to determine the method by which goods/services will be acquired, having regard for all the factors of the purchasing request and the use of leading practices notwithstanding the above.

2.2 Procedures for Request for Tenders (RFT) will be administered in accordance with the following:

- All RFT's will be advertised unless previously advertised through a related process such as a Request for Supplier Qualification (RFSQ).
- Closing time and dates will permit reasonable time for preparation and bid submission.
- All RFT's will be received by the Board Purchasing Department, date and time stamped and retained in a locked receptacle until the closing time.
- A public tender opening meeting will be conducted by a Purchasing Official and a designated Board witness immediately after the closing time. Interested parties will be permitted to attend.
- All RFT's will be opened, and the Bidder name along with total bid amount will be read aloud.
- Minor and major bid irregularities will be subject to the criteria as outlined in the bid documents and in accordance with generally accepted principles.
- Addendums to bid solicitations will be issued as authorized by a Board Purchasing Official.
- Bidders will be permitted to withdraw a RFT confirmed in writing or in person, prior to the closing date and time.
- Bidders requesting to withdraw a RFT after the closing date and time and prior to bid opening will be at the discretion of the Manager of Purchasing.

- 2.3** All purchase requests shall be initiated by the requisitioned and approved in accordance with the following authorization limits: A purchase request is necessary to conduct the bid process. It is for internal purposes only and it does not bind the Durham District School Board to any contracts or purchase orders.

Authority Level - Purchase Requests	Total Purchase Amount
Family of Schools Superintendent/Officer/Manager/Principal	0 to \$25,000.00
Supervisory Officer responsible for the Business Division	Above \$25,000.00

The above chart excludes all tangible capital assets i.e. furniture, equipment, which require the authorization of the Manager of Capital Budget or Manager of Finance.

- 2.4** All purchase orders for the Board shall be approved in accordance with the following authorization limits:

Authority Level - Purchase Orders Reference 2.8 below	Total Purchase Amount
Purchasing Analyst	0 to \$500,000.00
Manager of Purchasing & Assistant Manager	Less than \$1,000,000.00
Comptroller of Finance	Less than \$3,000,000.00
Supervisory Officer responsible for the Business Division	Less than \$5,000,000.00
Director of Education	Above \$5,000,000.00

- 2.5** Major capital construction projects are subject to Board approval where applicable (Reference Policy No. 7415 Tenders for Building Construction Projects). Change orders initiated by the Supervisor or Manager of the project are to be signed by their immediate supervisor. Change orders estimated at over \$25,000 are to be signed by the Supervisory Officer responsible for the Business function or designate.

- 2.6** Under normal circumstances, Consultant and Consulting Services will be procured in accordance with Section 2.1 of this regulation. Any non-competitive procurement for Consultant and Consulting Services must be approved in accordance with the following:

Delegated Purchasing Authority Level Non-Competitive Consultant & Consulting Services	Total Purchase Amount
Director of Education	0 to \$1,000,000.00
Board Approval	Above \$1,000,000.00

Definitions of a Consultant and Consulting Services will be understood in accordance with the following:

- "Consultant" a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision making.
- "Consulting Services" is the provision of expertise or strategic advice that is presented for consideration and decision making.

Appendix B

- 2.7** Exceptions to the bidding process as set out in this regulation will be permitted in accordance with the Canada-European Union (EU) Comprehensive Economic and Trade Agreement (CETA) and Canadian Free Trade Agreement (CFTA) for Non-Competitive Procurement consisting of single, sole source and non-application requirements. The justification is to be documented and submitted to the Purchasing Department for approval by the Supervisory Officer responsible for the Business function or designate and the Director of Education where applicable.
- 2.8** Purchase orders, contracts (including construction), and agreements e.g. purchase, lease, rent or commitments of Board funds for all goods and services will be authorized by the Manager of Purchasing and administered under the direction of the Supervisory Officer responsible for the Business function or designate.
- 2.9** Environmental and Health and Safety concerns must be incorporated, where applicable and possible, in all aspects of the procurement function.
- 3.0** Decisions to exclude any supplier from access to Board contracts must be approved by the Manager of Purchasing in conjunction with the requisitioner.
- 3.1** Purchasing Department will ensure that all methods and practices will be executed in compliance with all local, municipal, provincial and federal laws, regulations, ordinances and directives.
- 3.2** Contract Management issues will be administered by the Purchasing Department responsibly and effectively as required. This will include authorization of contracts, vendor performance and bid dispute resolution.
- 3.3** DDSB employees may not purchase from relatives and the like. A Conflict of Interest must be declared in advance of purchase.
- 3.4** School trips are to be authorized by the school principal and the Family of Schools Superintendent without exception.

Appendix:

Appendix A - Petty Cash Funds

Appendix B - Purchasing Card Use

Appendix C - Cheque Requisition

Appendix D – Business Travel, Meal and Hospitality Expenses

Effective Date

82-05-25

Amended/Reviewed

83-04-25

94-06-27

2006-08-02

2010-03-22

2012-01-26

2013-01-25

2018-02-20

2020-xx-xx

School Petty Cash Fund

- 1.0** Each Secondary School will be allowed the maximum of \$1,500.00 and each Elementary School the maximum of \$900.00.
- 1.1** The cash will be kept in a cash box that can be locked, which will be stored in a safe place in the school office. At office closing time the cash box should be placed in the vault. If no vault is available it should be placed in locked desk drawer or locked filing cabinet.
- 1.2** Any losses will become a block budget expenditure.
- 1.3** The Petty Cash Fund must not be removed from the school premises. One senior member of the office staff will be assigned the responsibility of controlling the Fund and no other person will be allowed direct access to the cash.
- 1.4** The Fund is to be used only for small, incidental purchases and payments, which should not exceed a maximum of \$100.00 for any one purchase. It is not permissible to take a purchase over \$100.00 and split it into smaller amounts in order to come below the maximum of \$100.00. The Fund is intended to provide cash for small quantities of materials required on short notice, and for services which need to be paid for immediately. For all other purchases the purchasing procedure should be followed.
- 1.5** Schools must not access other school funds for Petty Cash purposes.
- 1.6** Staff reimbursements for conferences should not be processed through petty cash. Appropriate forms are to be used and sent through the appropriate process.
- 1.7** When reimbursement is required the form "Request for Petty Cash" must be used and signed by the Principal.

**DURHAM DISTRICT SCHOOL BOARD
REQUEST FOR PETTY CASH**

Please Print

PRINCIPAL'S NAME:	DATE:
SCHOOL NAME:	SCHOOL #
CLASSIFICATION:	

DESCRIPTION	AMOUNT	ACCOUNT #	SUBTOTALS
TOTAL REIMBURSEMENT			
PETTY CASH FLOAT			
LESS CASH ON HAND			
TOTAL REIMBURSEMENT			
PRINCIPAL'S SIGNATURE			

INSTRUCTIONS:

- enter school name, date, school #, and classification in spaces provided
- enter description and amount for each item paid
- group items by account and enter subtotal
- add subtotals and enter sum in "Total Reimbursement" block
- count cash and enter amount in "Cash on Hand" block
- add "Total Reimbursement" and total "Cash on Hand" and enter sum in "Petty Cash Float" block
- the Total Petty Cash must equal the amount advanced by the Durham District School Board
- retain one copy and forward the original to the Accounts Payable Department
- the request must be signed by the Principal

Purchasing Card Use**1.0 PURPOSE**

The purpose of the Purchasing Card is to establish a more efficient, cost-effective method of purchase and payment for low dollar transactions and also to enhance control, convenience of purchase, reporting and reconciliation.

1.1 GENERAL

- Durham District School Board Purchasing Card is designed to be used for low-value purchase of goods and services under \$2,000.
- Only appropriate Board related expenses may be charged.
- Purchasing cards will be issued to requisitioners upon approval of Principal/Manager.
- The card is attached to the school and remains the property of the card issuer.
- Cardholders will sign an employee acknowledgement form prior to receiving the card (see attached).

2.0 CONTROL FEATURES:

Authorization controls set by the Board include:

- Single transaction limit will be \$2,000
- Monthly credit limit for individual cardholders as follows:
 - Elementary Schools \$10,000
 - Secondary Schools \$25,000
 - Secondary Department Heads \$10,000 up to a maximum of \$25,000 at the discretion of the Principal.
 - Other/Central \$10,000

For control purposes, the following credit card transaction types will not be authorized:

2.1 Travel and entertainment expenditures including:

- Airlines
- Car Rentals
- Hotels
- Restaurants
- Liquor and Beer Stores

2.2 Cash Advances**3.0 P-CARD USE****3.1 Pick-Up Purchases:**

- The card holder selects merchandise and presents it with the card to the cashier.
- The card holder signs a detailed cash register receipt and receives a copy to be retained in his/her records.
- The cardholder then returns the receipt to the office for later reference.

3.2 ONLINE/TELEPHONE PURCHASES

The card holder must provide a copy of the invoice and packing slip as support documentation.

4.0 RECONCILIATION AND PAYMENT

Each card holder will receive a monthly statement identifying the transactions made during the previous month. DO NOT PAY THIS STATEMENT. The Accounting Department will process the payment.

The following steps are required of each card holder for the reconciliation of all credit card purchases:

- The card holder matches the credit card receipts to the statement.
- The receipts are attached to the statement and submitted to the Principal/Manager or Supervisor for authorization.
- forward the authorized statement and receipts to the Accounts Receivable Department before the end of the month.
- Responsibility rests with the card holder and Principal/Manager to ensure all transactions are accurate and legitimate.

5.0 TERMINATED OR TRANSFERRING EMPLOYEES

- The Principal/Manager is responsible for collecting and destroying the card.
- The Principal/Manager notifies the Central Card Coordinator.
- The Central Card Coordinator advises the bank to cancel the card.

6.0 LOST OR STOLEN CARDS

- Employees should safeguard this card as they would their own personal credit card.
- The card holder must notify the bank immediately of a lost or stolen card. The bank's phone number is 1-800-588-8065.
- The cardholder must notify the Central Card Coordinator of a lost or stolen card.

7.0 KEY CONTACTS

- U.S. Bank Canada Customer Service phone number is 1-800-588-8065.
- Central Card Coordinator is Susan Nakamura, Supervisor of Accounting/F.I.M.S. Co-ordinator (905) 666-6462 or by e-mail: susan.nakamura@ddsb.ca

PURCHASING CARD EMPLOYEE ACKNOWLEDGMENT

This document outlines the responsibilities I have as a holder of a Durham District School Board Royal Bank VISA Purchasing Card for procurement. My signature indicates that I have read and understood these responsibilities and agree to adhere to the policies and procedures established for the program.

1. The purchase card is intended to facilitate the purchase and payment of materials and services required to conduct Durham District School Board business. I will not use the card for any personal purchases.
2. Unauthorized use of the card can be considered misappropriation of funds. Unauthorized use of the card will result in immediate forfeiture of the card.
3. I understand that the card must be surrendered upon termination of employment. I may also be requested to surrender the card for reasons not related to my own personal situation. I may also be asked to temporarily return the card where I am on an extended leave of absence.
4. I will maintain the card with appropriate security whenever and where ever I may use the card. If the card is lost or stolen, I agree to notify the Royal Bank and the card coordinator immediately. I further understand that failure to report a stolen/lost card promptly could result in my being responsible for the first \$50.00 of fraudulent charges.
5. The Durham District School Board Purchasing Card is issued in my name. I will not allow any other person to use my card.
6. I understand that since the Board is responsible for payment and I am required to comply with internal control procedures designed to protect the organization assets. This may include being asked to produce the purchasing card records for audit purposes.
7. I understand that I will receive a monthly statement that will report all activity during the last cycle. I will resolve any discrepancies by either contacting the supplier, Royal Bank, or the Card Coordinator as appropriate. I understand that I will be required to obtain the original detailed cash register receipt or when using the internet, a printed copy of the confirmation and reconcile them with the monthly statement.
8. I understand that all charges will be billed directly to and paid directly by the Board. I understand that Royal Bank cannot accept payment from me directly.
9. I understand that the charges made against my card are automatically recorded against the appropriate budget as specified by management. I agree to charge only those purchases consistent with the type of materials and services authorized by management.
10. I understand that I will not split transactions in order to exceed the approved card limits.

Employee Signature	Date
Employee Name (Please Print)	
School/Department	

Cheque Requisition**1.0 PURPOSE**

The purpose of a cheque requisition is to facilitate the payment for goods and/or services where a purchase order is not required, and a P-Card cannot be utilized.

1.1 GENERAL

- Expenditures over \$1,000 will be permitted via cheque requisitions issued by the school to Accounts Payable directly.
- All expenditures over \$10,000 must have Purchasing approval prior to the acquisition of any goods or services.
- Splitting of expenditures to circumvent spending thresholds will not be permitted.

The following expenditures are permitted:

- Bus charters, Taxis, Handi-transit
- Graduation/Commencement expenditures (e.g. flowers, awards, room rentals, caterers, etc.)
- Sporting events (registration entry fees etc.)
- Class Trips
- Fund raising for schools and students (e.g. rings, pictures, yearbooks, chocolates, etc.)
- Professional and Consulting services (architects, consulting engineers, legal, medical.)
- Programs in schools (e.g. Scientist, Big Brother, artists, up to \$10,000 with full contract attached)

2.0 CONTROL FEATURES

- The attached cheque requisition must be used. The cheque requisition must be completed in full including proper approval signatures.
- All original invoices or supporting documentation must be attached.
- Purchasing Policy and Regulation #3310 must be followed for all procurement activities.

Business Travel, Meal and Hospitality Expenses**1.0 INTRODUCTION**

The Government of Ontario released the Broader Public Sector (BPS) Expenses Directive April 1, 2011 requiring all BPS organizations to establish rules for individuals in the organization with respect to travel, meal and hospitality expenses.

The BPS expense directive is based upon four key principles:

- Accountability - organizations are accountable for public funds used to reimburse travel, meal and hospitality expense. All expenses support business objectives.
- Transparency - The rules for incurring and reimbursing travel, meal and hospitality expenses are clear, easily understood and are made available to the public.
- Value for Money - Taxpayer dollars are used prudently and responsibly. Plans for travel, meals, accommodation and hospitality are necessary and economical with due regard for health and safety.
- Fairness - Legitimate authorized expenses incurred during the course of the business of an organization are reimbursed.

2.0 GENERAL

This procedure sets out the rules for Durham District School Board (Board) personnel for managing travel, meal and hospitality expenses and is intended to be in compliance with the government directive in this regard.

3.0 RESPONSIBILITIES

Claimants Must:

- Obtain approval at an appropriate level of authority as outlined in this document before incurring expenses;
- Submit original, itemized receipts with all claims on appropriate standard expense form. If there is not an itemized receipt, a written explanation must be submitted to explain why the receipt is unavailable;
- Claims should normally be made within the quarter in which the expense was incurred. All claims incurred in a specific fiscal year must be submitted within three weeks after that fiscal year end to be eligible for reimbursement, subject to extenuating circumstances;
- Repay any overpayments;
- If leaving employment with the Board, submit any claims for expenses before leaving the Board.

Approvers Must:

- Provide approval only for expenses that were necessarily incurred in the performance of Board business;
- Provide approval only for claims that include all appropriate documentation (e.g. original itemized receipts);
- Forward approved claims for payment in accordance with regular practices of the Board;
- Not approve their own expenses. For example, expenses for a group can only be claimed by the most senior person present.

4.0 BUSINESS TRAVEL

- Use the most economical mode of transportation whenever possible;
- Shared transportation is encouraged whenever possible;
- Economy (coach) class is to be the standard option for train or air travel. In certain circumstances (with prior approval) business class may be acceptable for health and safety considerations or when business class actually reduces travel expenditures for meals and accommodation.

The following chart provides direction on the level of authority required for approving business travel requests. Written prior approval is required for travel outside Ontario.

Local Travel (within 250 km of board office/work location)	Provincial Travel (outside 250Km from board office/work location)	Canada Travel (outside Province)	International Travel (outside Canada)
Supervisor	Manager *	Superintendent	Director

*Manager for the purpose of this procedure refers to the claimant's supervisor, manager, principal or officer position that reports directly to a Superintendent.

5.0 PERSONAL VEHICLE

The Board assumes no responsibility for costs incurred in use of personal vehicles. The Board will however pay the approved kilometer rate if, with prior approval, a personal vehicle is used for Board business.

The approved kilometer rate is to be established from time to time, by resolution of the Board, in accordance with Policy 4133: Travel Allowance. The current rate of \$0.52 per km was confirmed at the Board of Trustees board meeting on June 26, 2019.

Kilometers are to be measured from the shorter of work location to destination or home to destination (if travel originates from home). Travel from home to work location or work location to home is not reimbursed.

6.0 PARKING AND TOLL

Reimbursement is provided for necessary and reasonable expenditures for parking, as well as tolls for bridges, ferries and highways, when driving on Board business.

There is no reimbursement for traffic or parking violations.

7.0 MEALS

Meals will not be eligible for reimbursement:

- When normal duties require an employee to travel within the Board territory and may be away from his/her usual work location;
- If meals are being provided as part of a conference, professional development session or business meeting/function.

Alcohol cannot be claimed and will not be reimbursed as part of travel or meal expense. There are no exceptions.

Appendix "D"

Reimbursement for eligible meal expenses incurred in Canada is subject to the maximum rates set out in the following chart:

Meals	Maximum Amount
Breakfast	\$12.00
Lunch	\$20.00
Dinner	\$35.00
Daily Maximum	\$67.00

The above rates include all taxes and tips/gratuities.

When eligible to claim more than one meal for any day, the combined maximum rates may be allocated between the meals. For example, if eligible to claim both breakfast and lunch the combined rate is \$32.00. This now becomes the maximum rate for the two meals, regardless of what is spent on each meal.

Personnel required to work late/overtime or during labour negotiations and related issues may be eligible for meal reimbursement.

For travel outside of Canada, meals will be reimbursed at reasonable amounts and should be in keeping with the rates as set out by the Federal government for staff travelling abroad.

8.0 TELEPHONE

Long-distance calls made for Board business, using a personal telephone, may be eligible for reimbursement. Detailed receipts must be provided.

9.0 ACCOMMODATION

Single accommodation in a standard room is to be the option for hotel stays when on Board business.

Personal expenses such as hotel movies and mini bar snacks are not eligible for reimbursement.

Personnel may be reimbursed for one personal call to home for each night away, provided such calls are kept to a reasonable level.

Personnel required to be available during labour negotiations and related issues may be eligible for accommodation reimbursement.

10.0 TIPS/GRATUITIES

Personnel may be reimbursed for reasonable gratuities paid, up to 15% of the total receipted expenditure

prior to the application of taxes.

Appendix "D"

11.0 HOSPITALITY EXPENSES

For the purpose of this procedure, hospitality is the provision of food, beverage, accommodation, transportation and other amenities

Hospitality at Board expense may never be offered solely for benefit of people who are engaged to work for the Board, other designated broader public sector organizations, or the Ontario Public Service.

Examples of ineligible expenses would be: office social events, retirement parties and holiday luncheons. Expenses for these activities are not to be charged to the Board or reimbursed.

Hospitality may be extended if it can facilitate Board business or is considered desirable as a matter of courtesy or protocol. Examples of hospitality include:

- Engaging in discussions/or sponsoring a formal conference with representatives from governments; business and industry. public interest groups or labour groups;
- Honouring distinguished guests;
- Conducting prestigious ceremonies; or
- Other hospitality functions as approved by the Director.

In rare circumstances, hospitality may include the consumption of alcohol at a meal or a reception with invitees, but only when there is written approval provided by the Director.

Hospitality expense claims must include event details regarding purpose; dates(s); location; invitees; and type of hospitality.

12.0 GIFTS OF APPRECIATION

Appropriate token gifts of appreciation, valued at up to \$30, may be offered in exchange for gifts of service or expertise to people who are not engaged in work for the Board. Gifts of appreciation should normally be limited to two gifts per individual per year.

Expenses for gifts valued over \$30 are to be approved by a Superintendent or the Director.

Any gifts received must be provided to the Sr. Manager of Early Years.

13.0 EXPENSES FOR CONSULTANTS AND OTHER CONTRACTORS

Consultants and other contractors will not be reimbursed for any hospitality, incidental or food expenses, including:

- Meals, snacks and beverages
- Gratuities
- Personal telephone calls

Reimbursement for allowable expenses can be claimed only when the contract with the Board specifically allows it.

14.0 PERQUISITES

All expenses paid or reimbursed by the Board will be for business purposes and be consistent with the BPS directive on perquisites.

Appendix "D"

Under no circumstances will the following items be paid or reimbursed:

- Club memberships for personal recreation or socializing purposes, such as fitness clubs, golf clubs or social clubs.
- Seasons tickets to cultural or sporting events.
- Clothing allowances not related to health and safety or special job requirements.
- Access to private health clinics - medical services outside those provided by the Provincial health care system or by the employer's group insured benefit plans.
- Professional advisory services for personal matters, such as tax or estate planning.

15.0 BUSINESS MEETINGS

Offsite meeting room expenses are to be approved by the Manager of Purchasing.

- (a) In general, provision of snacks and meals as part of business meetings should be avoided.
- (b) If a workshop or business meeting requires snacks and/or meals you are required to submit a meeting agenda, date and location of a meeting and a list of all participants to support the invoice.
- (c) Snacks including coffee or alternate beverage are acceptable for workshops and meetings of reasonable duration especially if people have travelled to be present. Orders should not exceed \$3.50 per person, including applicable taxes.
A workshop or business meeting of a reasonable duration that is less than half a day in duration may have up to one (1) snacks order, whereas a full day workshop or business meeting may have up to two (2) snacks orders.
Breakfast is not to be provided.
- (d) Meals may be ordered for lengthy workshops or business meetings that have significant working sessions both before and after a normal meal time.
- (e) Alcohol cannot be claimed and will not be reimbursed as part of a meal.
- (f) Meals ordered for over the lunch hour should be light, example sandwiches, vegetables and fruits. Orders should not exceed \$12.00 per person, including applicable taxes.
Meals ordered over the dinner hour may include hot dishes, vegetables and desserts. Orders should not exceed \$35.00 per person, including applicable taxes.
- (g) Total costs for snacks/meals ordered for workshops or business meetings occurring during the day should not exceed \$19.00 per person, including applicable taxes.
Total costs for snacks/meals ordered for workshops or business meetings occurring during the evening should not exceed \$35.00 per person, including applicable taxes.
- (h) On occasion, meals for business meetings cannot be ordered in advance due to meeting logistics and location. Reimbursement for these meals should follow the maximum rates established in this Appendix. Claimants should include original receipts; date; location; and participants. Alcohol cannot be claimed and will not be reimbursed as part of a meal.
- (i) The Director may authorize variation to this procedure.
- (j) Breakfast is only to be expensed in cases where out of town meetings may require overnight accommodations.

REPORT TO: Durham District School Board

DATE: Feb. 18, 2020

SUBJECT: Notice of Motion on Policy: Use of Service Animals in Schools

PAGE NO. 1 of 3

ORIGIN: Norah Marsh, Acting Director of Education
Andrea McAuley, Superintendent of Education

1. Purpose

The creation of the policy for Use of Service Animals in Schools is being presented to Trustees with request for Notice of Motion.

2. Ignite Learning Strategic Priority/Operational Goals

Equity: Collaborating on services and supports to meet the needs of children and youth inclusive of those with accommodations which may include use of a service animal.

3. Background

3.1 PPM 163 School Board Policies on Service Animals

In September 2019, the Ministry of Education released PPM 163 School Board Policies on Service Animals. The PPM sets out expectations that all boards in Ontario:

- Allow a student to be accompanied by a service animal in school when doing so would be an appropriate accommodation to support the student's learning needs and would meet the school board's duty to accommodate students with disabilities under the Ontario Human Rights Code;
- Make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- Put into place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.
- Development of a process for data collection

PPM 163

3.2 Definition of a "Service Animal"

PPM 163 includes the following definition of a service animal: "an animal that provides support relating to a student's disability to assist that student in meaningfully accessing education".

The PPM further states that, "Due consideration should be given to any documentation on how the service animal assists with the student's learning need, and disability-related needs (documentation from the student's medical professionals)".

It is to be noted that service animals are distinct from two other categories of animals for whom permission is often sought to accompany student(s) at school:

Service Animal incl. Guide Dog	Support Animal	Visiting Animal
Use of a service animal or guide dog requires that both the animal and the student handler must be certified as having been successfully trained by an accredited training facility.	Use of an animal for emotional support. Important to note that these are animals who are not trained to provide specific supports.	An animal from a service or community group providing support to a group of students, or individual students, to foster inclusion but not as accommodation requirement. e.g., St. John's Ambulance Therapy Dogs

It is important to note, for consideration of any animal (service, support or visiting) at school, due diligence and process related to considerations of benefit to student/s and risk to others as well as animal health (proof of vaccination and, potentially, related training) is required.

3.3 Background: DDSB Policies and Procedures for Service Animals

The Durham DSB has had a procedure in place for Use of Service Animals since November 2010. This procedure was updated in both 2017 and in December 2019; the later to ensure compliance with PPM 163.

Our schools have been incredible partners in supporting the use of service animals where appropriate as an accommodation for a student.

As the use of animals has increased in the community and in requests to schools, it is essential, concurrent to requirement, to ensure that we have a procedure which is consistently applied as well as the delineation of service, support and visiting animals.

Currently, the DDSB does not have a policy in place in regards to Service Animals. A proposed policy can be found attached (Appendix A: Use of Service Animals in Schools)

4. Analysis

This proposed policy for Use of Service Animals in Schools has been created to align with PPM 163 and is in alignment with recent, related procedural update. It is based on legal recommendation to CODE drafted by Miller Thompson.

5. Recommendation

The policy for Use of Service Animals in Schools is presented to Trustees with request for a Notice of Motion towards approval during the March 2020 Board Meeting.

6. Appendices

Appendix A: PPM 163 School Board Policies on Service Animals

Appendix B: Proposed Policy: Use of Service Animals in Schools

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Andrea McAuley, Superintendent of Education



Ministry of Education

Policy/Program Memorandum No. 163

Date of Issue: September 9, 2019

Effective: Until revoked or modified

Subject: **School Board Policies on Service Animals**

Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Executive Director, Provincial and Demonstration Schools
Principals of Elementary Schools
Principals of Secondary Schools

Purpose

All school boards¹ in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools.² The purpose of this memorandum is to provide direction to school boards on the development and implementation of their policy. The ministry's expectations regarding the components of a board's policy are identified in this memorandum as well as the implementation and reporting requirements.

School boards are expected to:

- allow a student to be accompanied by a service animal in school when doing so would be an appropriate accommodation to support the student's learning needs and would meet the school board's duty to accommodate students with disabilities under the Ontario Human Rights Code;
- make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities. This memorandum also applies to Provincial and Demonstration Schools.

2. This policy is established under the authority of paragraph 29.5 of subsection 8(1) of the Education Act and school boards are required to develop their policies on service animals in schools in accordance with this policy.

This memorandum applies to all publicly funded elementary and secondary schools, including extended-day programs operated by school boards. However, this memorandum does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

Context

The Ministry of Education is committed to supporting school boards in providing appropriate accommodations to all students with demonstrable learning needs, including special education programs and services in Ontario's schools.

The term "service animal" refers to any animal that provides support to a person with a disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

In Ontario, the Accessibility for Ontarians with Disabilities Act, 2005 (the "AODA") sets out a framework related to the use of service animals by individuals with a disability. The Blind Persons' Rights Act sets out a framework specifically for the use of guide dogs for individuals who are blind.

People with disabilities who use service animals to assist them with disability-related needs are protected under the ground of "disability" in the Ontario Human Rights Code. Under the Human Rights Code, school boards have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. The Ontario Human Rights Commission's *Policy on Accessible Education for Students with Disabilities* (2018) states that: "Depending on a student's individual needs and the nature of the education service being provided, accommodations may include . . . modifying 'no pets' policies to allow guide dogs and other service animals."³

Nothing in this memorandum detracts from other legal obligations of school boards under applicable law, including the Ontario Human Rights Code.

3. *Policy on Accessible Education for Students with Disabilities* (Ontario: Ontario Human Rights Commission, 2018), pp. 59–60.

Definition of “Service Animal”

In the context of this memorandum, “service animal” means an animal that provides support relating to a student’s disability to assist that student in meaningfully accessing education. Due consideration should be given to any documentation on how the service animal assists with the student’s learning needs, and disability-related needs (e.g., documentation from the student’s medical professionals).

School boards must make a determination, on a case-by-case basis, as to whether a service animal may accompany a student taking into account all the circumstances, including the needs of the student and the school community and a school board’s obligation to provide meaningful access to education.

School boards may also consider including service animals in training in their service animal policies.

Components of School Board Policies on Service Animals

When developing their policy on student use of service animals, school boards must respect their obligations under the Ontario Human Rights Code, the AODA, the Blind Persons’ Rights Act, and collective agreements as well as other applicable laws and government policies. When developing their policies on student use of service animals, school boards are encouraged to consult with local partners, as appropriate.

Each school board policy on student use of service animals must contain, at a minimum, the following components:

Communication Plan. The school board policy should say how the school board will inform the school community about the process by which parents⁴ can apply to have their child’s service animal in the school. It should also say how it will inform the school community of the presence of any service animals at the school.

Process. The school board policy should lay out how requests for students to be accompanied by service animals in schools can be made and the steps in the school board decision-making process. School board processes must be timely, equitable, and readily available, and decisions must be based on a student’s individual strengths and needs.

4. In this memorandum, *parent(s)* refers to parent(s) and guardian(s).

Policies should include the following:

- a clearly articulated process for a parent to follow when making a request for a student to be accompanied by a service animal in school, including:
 - a primary point of contact;
 - supporting materials for initiating requests (e.g., templates);
- information around the process through which a determination is made about whether or not a service animal is an appropriate accommodation. This could include:
 - a meeting or meetings for all appropriate parties (e.g., parents, school staff) to discuss the request for a service animal;
 - a list of documentation that a parent must provide;
 - a list identifying who must be consulted in making the determination;
- information about the factors the board will consider when making a case-by-case determination, including:
 - any documentation on how the service animal supports the student's learning needs and/or disability-related needs, including documentation from the student's medical professionals;
 - the disability-related needs and learning needs of the student;
 - other accommodations available;
 - the rights of other students and the needs of the school community;
 - any training or certification of the service animal;
 - any special considerations that may arise if the animal is a species other than a dog;
- consideration of privacy rights of the student seeking to bring a service animal to school;
- information about how the school board will document its decision regarding a request. For example, if a school board approves a request, that information could be recorded in the student's Individual Education Plan (IEP), if one exists;
- *if the school board approves a request for a service animal:* a process for developing a plan that addresses:
 - the ongoing documentation required for the animal (e.g., annual vaccination records);
 - the type of support the service animal will provide to the student;
 - who will be the handler of the service animal while at the school;

- a plan for how the care of the animal will be provided (including supporting the safety and biological needs of the animal);
- how the animal will be readily identifiable;
- transportation of the animal to and from school;
- timeline for implementation;
- *if the school board approves a request for a service animal:* strategies for sharing information with members of the broader school community who may be impacted by the decision (e.g., other students, parents, educators, school staff, volunteers, Special Education Advisory Committees) and organizations that use the school facilities (e.g., licensed child-care providers operating in schools of the board), while identifying how the student's privacy will be considered;
- *if the school board denies a request for a service animal:* a statement that the school board will provide a written response to the family that made the request in a timely manner.

Health, Safety, and Other Concerns. The school board policy should include a protocol for the board to hear and address concerns from other students and staff who may come in contact with a service animal, and from parents of other students, including health and safety concerns such as allergies and fear or anxiety associated with the animal. Wherever possible, school boards should take steps to minimize conflict through cooperative problem-solving, and/or other supports which may include training for staff and students.

Roles and Responsibilities. The school board policy should clearly outline the roles and responsibilities of students, parents, and school staff regarding service animals at school, taking into account local circumstances.

Training. The school board policy should consider strategies for providing training related to service animals, as appropriate, for school staff who have direct contact with service animals in schools.

Review of School Board Service Animal Policies and Data Collection. The school board policy should be reviewed by the board on a regular basis.

School boards are expected to develop a process for data collection and to collect data regularly, including, but not limited to:

- total number of requests for students to be accompanied by service animals;
- whether requests are for elementary or secondary school students;
- the number of requests approved and denied;

- if denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to education;
- species of service animals requested and approved;
- types of needs being supported (e.g., medical, physical, emotional).

School boards should use this data to inform their cyclical policy reviews.

Implementation

School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by January 1, 2020.

School Board Reporting

School boards are required to report to the Ministry of Education, upon request, regarding their activities to achieve the expectations outlined in this memorandum. This could include specific data collected.

DRAFT NEW POLICY

Use of Service Animals in Schools

- 1.1 The Durham District School Board is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student success. It is the policy of the Durham District School Board (DDSB), in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.
- 1.2 In circumstances where a parent/guardian or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the DDSB considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.
- 1.4 The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board
Standing Committee

DATE: February 18, 2020

SUBJECT: Dress Code Policy Update

PAGE NO. 1 of 3

ORIGIN: Norah Marsh, Acting Director of Education
Georgette Davis, Superintendent of Education FOS, Safe Schools, Well-Being

1. Purpose

The purpose of this report is to provide the Board of Trustees with a Notice of Motion regarding the proposed revisions to the Policy *Student Dress Code*.

2. Ignite Learning Strategic Priorities/Operational Goals

The revision of the Policy Student Dress Code addresses the following Ignite Learning Strategic Priorities/Operational Goals:

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

Well-Being: Create safe, welcoming, inclusive learning spaces for all students and staff.

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

Engagement: Engage students, parents and community members to improve student outcomes and build public confidence

3. Background

As a part of the regular Policy review cycle the Policy *Student Dress Code* was scheduled to be revised.

Each school in the DDSB is responsible for establishing and annually reviewing a Dress Code for students that promotes a safe and respectful environment for teaching and learning. The Dress Code shall comply with the Ontario Education Act, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms and the Durham District School Board's Guidelines and Procedures for the Accommodation of Religious Requirements, Practices and Observances.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

4. Analysis

Attached is an outline of the process and timelines used to revise the *Policy Student Dress Code*.

As a result of a review of the *Policy Student Dress Code*, the revisions in Appendix B are recommended.

5. Financial Implications

The revision of the *Policy Student Dress Code* will occur within the constraints of the Safe Schools budget.

6. Evidence of Impact

The *Policy Student Dress Code* is presented at the February 18, 2020 Board as a Notice of Motion, and then to the following Board meeting as a Recommendation. Once the *Policy Student Dress Code* is approved there will be a communication plan to ensure that schools understand the expectations for the revision of their Dress Codes. As outlined in the attachment, the process for the revision of the *Policy Dress Code* included opportunities for input from various stakeholders. This input was used to inform/revise the *Policy Student Dress Code* and create a District Procedure.

7. Communication Plan

An important part of the process of revising the *Policy Student Dress Code* is the creation of a communication plan to ensure that schools understand the expectations for the revision of their Dress Codes. Communication will take many forms, including options such as digital input, meetings, and input from stakeholder groups.

8. Recommendation

This item is presented as a Notice of Motion. It is recommended that the revisions listed in the attached Policy be approved at the March 23, 2020 Board Meeting.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

9. Appendices

Appendix A: Dress Code Policy Flowchart/Critical Pathway – 2019/2020

Appendix B: Dress Code Policy with suggested revisions


Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Georgette Davis, Superintendent of Education,
Safe Schools/Mental Health and Well-Being

Dress Code Policy Flowchart/Critical Pathway – 2019/2020				Flowchart
Task	Timelines	Responsibility		
1. Critical Pathway draft flowchart	September, 2019	Safe Schools Superintendent, Officer	Confirm New Committee Members	
2. Confirm Committee members	September, 2019	Safe Schools Superintendent/Officer		
3. Discuss initial draft with: 1. Director 2. Admin Council 3. Trustees	October, 2019	Safe Schools Superintendent/Officer		
4. Expanded Committee meeting <ul style="list-style-type: none">o Increase membership for stakeholder voiceo Review timelineso Review dress codes from other boardso Work on draft Policy/Procedureo Create draft of Policy/Procedure	October, 2019	Safe Schools Department Equity Department Inclusive Education Department Engagement Department Operations Department Health and Safety Department	Share Draft and Other Board Models	
5. Solicit input ("voice") from students, parents/guardians and community, including, but not limited to: <ul style="list-style-type: none">1. Face to face focus groups2. Thought exchange3. Student Trustees4. Parent Involvement Committee5. Equity partners6. SEAC7. Make a Difference, etc...	October/November/ December, 2019	Safe Schools Department Equity Department Inclusive Education Department Engagement Department Operations Department Health and Safety Department	Revised and Expanded Committee Meeting	
6. Dress Code Committee	January 16, 2020	Safe Schools Dept. etc.	Engagement Process	
7. Solicit input from the Safe Schools/Well-Being Committee/Dress Code Committee on Draft	January 24, 2020	Safe Schools/Well-Being Committee Feedback due to Safe Schools – January 31, 2020	Committee Meetings	
8. Present Draft Report to Administrative Council	February 10, 2020	Superintendents of Safe Schools, Equity and Inclusive Education	Admin. Council Report	
9. Board Meeting – Notice of Motion	February 18, 2020	Superintendents of Safe Schools, Equity and Inclusive Education	Board Meeting Motion	
10. Updated Administrative Council Report	February 24 or March 2, 2020	Superintendents of Safe Schools, Equity and Inclusive Education	Board Recommendation	
11. Board Meeting – Recommendation for approval/final vote (with Procedure for information)	March 23, 2020	Superintendents of Safe Schools, Equity and Inclusive Education	Updated Admin. Council Report Based on Trustee Input	
12. Communication to system <ul style="list-style-type: none">o Principals/Vice- Principals /Officerso Training through FoS, with a focus on proper/equitable implementationo Creation and sharing of posters/resources/flow chart for schoolso Create a key message to System	March, 2020	Safe Schools, Equity and Inclusive Department	Communication to System	
13. Schools to use the expectations to update their School Code of Conduct based on the Code of Conduct Policy, Regulation and Procedure	April – June, 2020	School Administration	Communication Campaign	
			School Implementation Plan	



POLICY

STUDENTS

Student Dress Code

The Durham District School Board believes that a Student Dress Code, supported by parents/guardians, staff and students, promotes a safe, equitable, welcoming inclusive environment for teaching and learning that supports student well-being.

A Principal will follow the guidelines outlined in the Student Dress Code Procedure and work with their Students, Staff and School Community Council in developing, implementing and reviewing their School Student Dress Code.

A school's Student Dress Code will be consistent with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Ontario Education Act.

Appendix:

None

Effective Date

2001-09-01

Amended/Reviewed

2006-05-07

2010-05-17

2015-03-23

2020-03-23



POLICY

STUDENTS

Student Dress Code

The Durham District School Board believes that a **Student** Dress Code for students, supported by parents/guardians, staff and students, promotes a safe, **equitable, welcoming and respectful inclusive** environment for teaching and learning **that supports student well-being**.

A Principal will follow the guidelines outlined in the **Student Dress Code Procedure** and A Principal, working with her/his **their Students, Staff and School Community Council**, shall in developing, implementing and reviewing the **Student** Dress Code for students.

A school's **Student** Dress Code for students will be consistent with the Canadian Charter of Rights and Freedoms, the **Ontario Education Act** and the Ontario Human Rights Code, **and the Ontario Education Act**.

Appendix:

None

Effective Date

2001-09-01

Amended/Reviewed

2006-05-07

2010-05-17

2015-03-23

2020-03-23

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** February 18, 2020**SUBJECT:** Trustees Expenses**PAGE NO.** 1 of 6

ORIGIN: Norah Marsh, Acting Director of Education
Carla Kisko, Interim Associate Director of Corporate Services
Nick Bobrow, Interim Comptroller of Finance
Jennifer Machin, Manager of Finance

1. Purpose

To provide the Board of Trustees with information regarding the annual reporting of Trustees Expenses, in accordance with Board Policy and Regulation #4135: Trustee Expenses.

2. Background

Regulation #4135: Trustee Expenses 1. (l) states "Expenses are tracked on an individual Trustee basis and published annually as part of the year-end reporting process". As in past years, individual Trustee expenses relating to OPSBA conferences are shown against their individual Trustee accounts. The annual OPSBA fee is a board expense, and not shown against individual Trustee accounts.

2.1 New Reporting Period

At the June 3, 2019 Standing Committee meeting, the Board of Trustees approved an adjustment to the annual Trustee expense reporting period to December 1 – November 30 to better align the reporting period with the Trustees' elected term.

At the January In-Camera Standing Committee meeting, the current Trustees expense report was presented.

The report includes two separate charts: one for the previous Board of Trustees for the stub-year June 1, 2018 to November 30, 2018 with comparatives of the previous twelve months; and one for the current Board of Trustees for the period December 1, 2018 to November 30, 2019. This provides a better comparison for both Trustees and the community.

2.2 Eligible Basic Expenses

In accordance with Policy and Regulation #4135: Trustee Expenses, the Board will reimburse individual Trustee expenses incurred in carrying out his or her responsibilities. Expenses eligible for reimbursement are grouped into the following general categories:

a) Office Expenses

i. Telephone

Appropriate charges for the cost of one dedicated telephone/fax line including call answering and call display services for Trustees home office for the purpose of Board business.

The monthly cost of a cellphone at the minimum monthly rate for emergency/safety purposes is eligible for reimbursement, up to \$100 per month including taxes.

Long distance calls related to Board business are eligible for reimbursement.

ii. Computer Workstation and Printers

To facilitate communication with the Board, its schools and the community through access to the Board's network and email system and the Internet, a board-standard laptop computer and related computer equipment/supplies (printer/fax, paper, replacement printer cartridges, and Office suite of software) is purchased in accordance with the Board's procurement policy and provided to each Trustee.

The cost of a high-speed internet connection is eligible for reimbursement.

iii. Other Trustee Expenses

Other supplies related to the role of Trustee (ie business cards, office supplies) are provided through the Board's usual procurement process.

b) Professional Development

Conference/Workshops

Trustees are eligible to attend up to two annual Ontario Public School Boards' Association (OPSBA) events – January and the Annual General meeting – and claim the related expenses.

- Trustees may submit for reimbursement the receipt for conference registration. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for hotel, travel, and meals not included in the conference registration fee.
- Accommodation expenses are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement.
- Charges incurred for personal telephone calls, room or bar service, movies, etc. will not be eligible for reimbursement.

- Eligible meal expenses will be reimbursed in accordance with procedure 3170: Business Travel, Meal and Hospitality Expenses.

c) Travel Expenses

Travel for all Board business including attendance at Board meetings, Committee meetings, school visits or system area/regional functions.

d) Discretionary Expenses

A Trustee may claim up to \$1,000 per year for discretionary expenses, or allocate a total allowance of up to \$4,000 at the start of the Trustee's term of office to cover all four years, for items set out as follows:

- i. Communication and Technology - Personal mobile communication devices and applicable incremental monthly charges
- ii. Events - Board related events
- iii. Personal Professional Development and Conferences - These activities must relate specifically to the role of Trustee, and be approved in advance by the Board in public session. Expenses are eligible for reimbursement consistent with the criteria for conferences and workshops outlined under b) above.
 - Educational opportunities
 - Development conference expense
- iv. Other Eligible Meeting Expenses - Child minding expenses

3. Analysis

The following charts provide the individual Trustee expense analysis for the previous Board of Trustees for the stub period June 1, 2018 to November 30, 2018.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Page 4 of 6

**Expenses While Fulfilling the Role of DDSB Trustee
For the Period June 1, 2018 to November 30, 2018**

Trustee	Office Expense	Professional Development	Travel	For the Six Months Ended Nov 30, 2018	For the Twelve Months Ended May 31, 2018
Patrice Barnes	1,297	2,300	605	4,201	3,870
Michael Barrett	680	1,498	454	2,632	3,662
Gordon Baxter	2,803	-	1,577	4,379	-
Chris Braney	2,007	-	575	2,582	4,488
Paul Crawford	307	-	295	602	1,864
Donna Edwards	600	695	761	2,056	5,073
Estate of Larry Jacula	-	-	-	-	518
Linda Lowery	1,080	1,371	343	2,794	3,474
Carolyn Morton	702	-	737	1,439	5,852
Linda Stone	1,278	-	180	1,459	5,741
Christine Winters-Ferel	1,912	-	-	1,912	1,301
Kim Zeppieri	534	-	166	700	1,296
	13,199	5,864	5,694	24,757	37,138

The following chart provides the individual Trustee expense analysis for the current Board of Trustees for the period December 1, 2018 to November 30, 2019:

**Expenses While Fulfilling the Role of DDSB Trustee
For the Period December 1, 2018 to November 30, 2019**

Trustee	Office Expense	Professional Development	Travel	Total
Patrice Barnes	1,794	100	-	1,894
Michael Barrett	1,318	2,647	1,207	5,172
Chris Braney	2,155	1,058	886	4,099
Paul Crawford	620	1,317	988	2,925
Donna Edwards	830	2,369	1,003	4,201
Darlene Forbes	398	472	-	870
Niki Lundquist	-	-	-	-
Carolyn Morton	1,161	1,297	2,657	5,115
Ashley Noble	683	-	-	683
Scott Templeton	-	1,698	19	1,717
Christine Thatcher	291	1,212	500	2,004
	9,249	12,170	7,259	28,679

The following chart provides the final discretionary budget spending for the previous Board of Trustees:

Discretionary Budget Balances
For the Period June 1, 2018 to November 30, 2018

Trustee	Opening Budget Allowance	Professional Development	Telephone	Remaining Budget Allowance
Patrice Barnes	3,384		15	3,369
Michael Barrett	3,919			3,919
Gordon Baxter	4,000			4,000
Chris Braney	1,075		314	761
Paul Crawford	3,645			3,645
Donna Edwards	4,000			4,000
Linda Lowery	4,000			4,000
Carolyn Morton	2,373			2,373
Linda Stone	3,260			3,260
Christine Winters	4,000			4,000
Kim Zeppieri	4,000			4,000
	37,656	-	329	37,327

The following chart provides the discretionary budget spending for the current Board of Trustees:

Discretionary Budget Balances
For the Period December 1, 2018 to November 30, 2019

Trustee	Opening Budget Allowance	Professional Development	Telephone	Remaining Budget Allowance
Patrice Barnes	4,000	100		3,900
Michael Barrett	4,000			4,000
Chris Braney	4,000		453	3,547
Paul Crawford	4,000	112		3,888
Donna Edwards	4,000			4,000
Darlene Forbes	4,000		22	3,978
Niki Lundquist	4,000			4,000
Carolyn Morton	4,000			4,000
Ashley Noble	4,000			4,000
Scott Templeton	4,000			4,000
Christine Thatcher	4,000			4,000
	44,000	212	475	43,313

4. Conclusion

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

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Carla Kisko, Interim Associate Director of Corporate Services

V:\Business\Associate Director Corporate\REPORTS\2019-2020\Board Meetings\BDPUB Feb 18 2020 Trustees Expenses.docx

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 18, 2020

SUBJECT: Incident Ad Hoc Committee Report **PAGE NO.** 1 of 8

ORIGIN: Norah Marsh, Acting Director of Education
Georgette Davis, Superintendent of Education, FOS/Safe Schools/Mental Health and Well-Being

1. Purpose

This report provides Trustees with an update of the work completed by the Incident Ad Hoc Committee from June 2019 to February 2020.

2. Ignite Learning Strategic Priorities/Operational Goals

The content of this report supports and is connected to the Operational Goals of the Board including but not limited to:

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

- Increase Student Achievement and Well-Being
- Use data and research to develop programs to support learning

Well-Being: Create safe, welcoming, inclusive learning spaces for all students and staff.

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

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

- Align resources to where they are most needed to support equitable outcomes for all students

3. Background

On November 20, 2017 the Board of Trustees passed the following motion:

That an Incident Ad Hoc Committee be established to prepare a response to recent presentations on reporting of violent incidents. It is necessary to study the implications and impacts and present legislation and policies before responding in public. It should

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

be a full Board Committee with the objective to report at the Board Meeting scheduled to be held on June 18, 2018.

To date, the Incident Ad Hoc Committee has met on the following dates:

September 24, 2018
October 30, 2018
December 13, 2018
February 28, 2019
October 30, 2019

The Terms of Reference for the Incident Ad Hoc Committee include the following:

1. To understand the historical context of violent incidents and violent incident reporting in the DDSB.
2. Analysis of existing data on violent incidents in the DDSB.
3. Identify emerging trends in the data in the DDSB related to violent incidents in schools.
4. Understand existing structures, supports and next steps that staff use to address and reduce incidents of violence in DDSB schools.
5. Make recommendations to the Board within the parameters of the governance model.

The Incident Ad Hoc Committee presents reports in February and June of each school year.

For this report, in addition to updating the trustees on the progress of implementation of the Ad Hoc Committee's recommendations there was a request by trustees to provide more in-depth information about aggressive incidents and their impact. In response to the request, this report will address the following:

- *Request for the next Incident Data Report to include a flowchart, process, regulations and interventions*
- *That the report also includes statistics on litigation, injuries, staff injuries and police involvement, suspensions and expulsions*

Applicable Legislation and Policy Procedure Memorandums (PPM)

The following legislation informs the work of the Incident Ad Hoc Committee:

School boards are required to report incidents of violence under both Ministry of Labour (Ontario Occupational Health and Safety Act) and Ministry of Education (PPM 120 and PPM 144/145) legislation and guidelines.

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Occupational Health and Safety Act (OHSA)

The OHSA defines workplace violence as:

- the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker. It also includes an:
 - attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker; and
 - a statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Furthermore, under the OHSA, employers are required to develop and maintain a program with respect to workplace violence. The program must include measures and procedures for employees to report incidents of workplace violence to their employer or supervisor. DDSB Policy and Procedure: *Workplace Violence Management Program* outlines those requirements.

Bullying Prevention and Intervention – PPM 144**Progressive Discipline and Promoting Positive Student Behaviour – PPM 145**

The Education Act states that an employee of a Board who becomes aware that a student has engaged in a serious student incident shall report the matter to the principal. This is documented by the employee in the Safe Schools Incident Reporting Form and is further detailed in DDSB Policy and Procedure: *Security and Safety*.

Ontario Human Rights Commission Policy (2018) Accessible Education for Students with Disabilities

The Policy on accessible education for students with disabilities (2018) updates the former Guidelines on accessible education (2004). The policy has foundations in the guaranteed Rights of each student we serve.

The Ontario Human Rights Commission's (OHRC) Policy on accessible education for students with disabilities provides practical guidance on the legal rights and responsibilities set out in the Code as they relate to the ground of disability in the context of education. (p.5)

"Under the Code, education providers have a legal obligation to accommodate students with disabilities up to the point of undue hardship. All student with disabilities, even students whose behaviour is disruptive, are entitled to receive accommodation." (p.39)

"Ultimately, an education provider must balance the rights of the student with a disability with the rights of others. There may be situations where a student poses a health and safety risk to him or herself or to others that would amount to an undue hardship, or an otherwise appropriate

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

accommodation is impossible to implement in the particular circumstances. However, it is important that education providers not rush to such a conclusion. Further training for staff or further supports for the student may resolve the issue. The accommodation process must be fully explored, to the point of undue hardship.” (p.92)

Reporting of Violent Incidents to the Ministry of Education – PPM 120

Under PPM 120, the term violent incident is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

All violent incidents, meeting the above criteria that occur on school premises during school-run programs, must be reported to the Ministry of Education, whether the violent incident was committed by a student of the school or whether it was committed by any other person. This reporting is done by the Principal through the Ontario School Information System (OnSIS) and is supported by DDSB Policy and Procedure *Security and Safety*.

4. Analysis

4.1 Incident Report Data Dashboard

The DDSB has led the province with the development of an online employee self-reporting tool. The tool is designed to collect data from staff which is monitored for immediate support and which can inform staff and workers about incident trends. Being able to identify trends informs future practices to establish and support safe workspaces for staff and students.

The Incident Ad Hoc Committee, in asking questions about trends and patterns in the incident report data, identified the need for an easier, more responsive way to see and sort through the data. For example, trends and patterns indicate that most of the reported incidents involve students who are in Kindergarten and the Primary grades. This is likely caused by the fact that students, including Kindergarten students, and students who move into the area are new to the DDSB and haven't received the benefits of programming and support. In addition, reported incidents are higher in September and October because students are still getting used to routines.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

The data collected is rich with information but can be quite complex when trying to find the trends and patterns across all of our schools, all grades and all employee groups. The new data dashboard creates a graphical interface which will make it much easier to identify trends, patterns, areas of improvement, areas of growth and be responsive to support identified needs.

Although the number of violent incidents reported by staff has increased, anecdotal data indicates that the increase is due to staff using the reporting tool more frequently because they are confident that Board staff will respond.

4.2 Data Reporting

The Incident Ad Hoc Committee determined that a public report on the incident reports should be made to Board on a bi-annual basis.

Incident Data for the current school year is included in this report as Appendix C.

4.3 Recommendations

The Incident Ad Hoc Committee created on-going recommendations. The implementation of these recommendations is discussed at each Incident Ad Hoc Committee meeting. A detailed update of the recommendations is provided in Appendix A.

The implementation of the Incident Ad Hoc Committee recommendations is governed by required legislation. This includes, but is not limited to:

The Durham District School Board is committed to analysis and implementation of the recommendations for School Boards and Private Educational Providers as outlined in the Ontario Human Rights Commission Policy (2018) Accessible Education for Students with Disabilities (2018), including:

- #17. Provide timely and effective accommodation (e.g. early assessment and intervention)
- #18. Monitor and support education providers to respond appropriately to new or changing demands in the provision of educational services

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

The Durham District School Board is committed to the protection of privacy. The following legislation sets the expectations for confidentiality and the protection of privacy:

- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act, 2005 (PHIPPA). These laws require that the Board protect the privacy of individuals with respect to personal information about themselves held by institutions and to provide individuals with a right of access to their own personal information. The protection of privacy includes the appropriate collection, use, retention and disclosure of personal information, including the use of appropriate security measures to protect information from unauthorized access. Staff shall only access, use and disclose personal information within the custody and control of the Board in performance of their professional duties
- The Education Act 3.2.1. The Education Act sets out the authority of a school board to collect and use personal information of students for the provision of educational services to students. Personal information is collected in accordance with section 265(1)(d) of the Education Act, which states that information may be collected in accordance with the Act, Regulations or Guidelines issued by the Minister. Additionally, section 266 of the Education Act provides for the establishment of the student's Ontario Student Record (OSR) in accordance with the OSR Guideline. Section 266 of the Education Act requires that every person shall preserve secrecy in respect of the content of an OSR that comes to the person's knowledge in the course of his or her duties or employment, and no such person shall communicate any such knowledge to any other person except, (a) as may be required in the performance of his or her duties; or (b) with the written consent of the parent or guardian of the student where the student is a minor; or (c) with the written consent of the student where the student is an adult
- The Ethical Standards for the Teaching Profession. The Ethical Standards for the Teaching Profession represents a vision of professional practice. The standard of respect states: "Intrinsic to the ethical standard of Respect are trust and fairmindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment."
- The Ontario College of Teachers Act - Professional Misconduct The Ontario College of Teachers Act, Regulation 437/97 defines the following as professional misconduct for the purposes of section 30 (2) of the Act: Releasing or disclosing information about a student to a person other than the student or, if the student is a minor, the student's parent or guardian. The release or disclosure of information is not an act of professional misconduct if, the student (or if the student is a minor, the student's parent or guardian) consents to the release or disclosure, or if the release or disclosure is required or allowed by law

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

5. Financial Implications

All of the recommendations and actions that resulted from the work of the committee will be covered from within existing funding allocations.

6. Evidence of Impact

At each meeting, the Incident Ad Hoc Committee discusses the implementation of recommendations created by the committee. From that discussion next steps are determined. The recommendations discussed by the committee include:

- *A report from the Ad Hoc Committee will be provided to Board bi-annually*
- *The report from the "Dashboard" summarizing violent incidents will be provided to Superintendents and Administrators for discussion and action on a monthly basis*
- *Create tool kits for schools on self-regulation and well-being strategies*
- *Create a monthly update on Safe School and Mental Health initiatives to share with System*
- *Create a process to disaggregate, and develop a process to distinguish between reports and incidents*
- *Establish baselines for longitudinal comparison*
- *Expand the "Faces on the Data" tool to include interventions to monitor and address students who may exhibit risk of injury behaviours*
- *Strategically focus support on JK to Grade 3*
 - *Training*
 - *Strategies*
 - *Resources*
- *Establish a focus group of EAs, ECEs, teachers and students and conduct an input session to gather voice, ideas and strategies in addressing violent incidences*
- *Establish specific training programs for ECEs and EAs to support needs based on the patterns and trends identified from the data and employee needs*
- *Expansion of training on Behaviour Management Systems (BMS) for EAs, ECEs, SERTS and Teachers*
- *Training for all new P/VPs in dealing with incidents and parents/guardians*
- *Work with Early Years partners to provide training on addressing challenges to parents/guardians of JK/SK children*
- *Create and implement parenting programs with community partners*

DURHAM DISTRICT SCHOOL BOARD

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7. Conclusion

Staff will continue to implement the recommendations from the Ad Hoc Committee and the next steps as outlined in this report. This report is provided to Trustees for information.

8. Appendices

Appendix A: Incident Ad Hoc Steering Committee Recommendations/Next Steps

Appendix B: A Responsive Approach to Incident Data

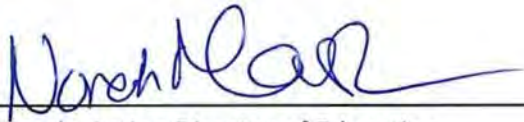
Appendix C: Incident Data Report

Appendix D: Suspensions and Expulsions

Appendix E: Staff and Student Injuries/Litigation

Appendix F: Police/School Board Protocol

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Georgette Davis, Superintendent of Education,
FOS/Safe Schools/Mental Health and Well-Being

	Incident Ad Hoc Steering Committee Communication			
Recommendations	Next Steps	Timelines	Key Staff Involved	
<p>A report from the Ad Hoc Committee will be provided to Board bi-annually</p>	<ul style="list-style-type: none"> A report is being prepared to present at Feb Board Reports from the Incident Ad Hoc Committee will be presented in Feb and June 2019 Staff from the Incident Ad Hoc will prepare the report based on expectations from the Committee The report in February will include recommendations along with next steps, timelines and key staff 	<ul style="list-style-type: none"> Current and on-going Updated report to Board June 2019 	<ul style="list-style-type: none"> Superintendent of Safe Schools, Georgette Davis and Safe Schools Officer, Ken MacNaughton 	
<p>The report from the “Dashboard” summarizing violent incidents will be provided to Superintendents and Administrators for discussion and action on a monthly basis</p>	<ul style="list-style-type: none"> Discussions occur at Admin Council. SOs have access to the dashboard. This allows them to analyse the data and follow-up with schools Each Family of Schools (FOS) Superintendent will use the data to follow-up with schools FOS in collaboration with Safe Schools and Inclusive Student Services will develop interventions that can be used with schools to create and sustain positive learning environments that are safe, equitable and inclusive. The interventions will be used at the Dec FOS meetings, and will be incorporated into The Feb report from the Incident Ad Hoc Committee 	<ul style="list-style-type: none"> Current and on-going Discussed monthly at Admin Council 	<ul style="list-style-type: none"> Superintendent of Safe Schools, Georgette Davis, Superintendent of Inclusive Education, Andrea McAuley, Safe Schools Officer, Ken MacNaughton, and Research Analyst, Chris Conley FOS Superintendents 	

Recommendations	Next Steps	Timelines	Key Staff Involved
<p>Create tool kits for schools on self-regulation and well-being strategies</p>	<ul style="list-style-type: none"> Self-Regulation Tool Kits have been created, distributed to staff and used in P.D. The Self-Regulation Tool Kits have been updated to include relevant strategies and information from Safe Schools and Mental Health Provide professional learning on the proper use for elementary and secondary school teams Explore DDSB participation in pilot programs of Conscious Classroom and Mindful Educators 	<ul style="list-style-type: none"> Completed by the end of the 2018-2019 school year PD is on-going Distribution of kits to schools in November 2019 October 2019 	<ul style="list-style-type: none"> Superintendent of Safe Schools, Georgette Davis, Safe Schools Officer, Ken MacNaughton and Mental Health Lead, Steffanie Pellebour Superintendent of Inclusive Education, Andrea McAuley and Superintendent of Safe Schools, Georgette Davis
<p>Create a monthly update on Safe School and Mental Health initiatives to share with System</p>	<ul style="list-style-type: none"> The first monthly update (For October) was completed as an "e-blast", and sent to Education staff, trustees, school staff, administrators and contacts from the Safe and Accepting Schools Teams and Mental Health contacts The Safe Schools and Mental Health "e-blast" will continue on a monthly basis A Health and Safety "e-blast" will also be distributed 	<ul style="list-style-type: none"> Current and on-going; monthly 	<ul style="list-style-type: none"> Superintendent of Safe Schools, Georgette Davis, Safe Schools Officer, Ken MacNaughton, Mental Health Lead, Steffanie Pellebour, and Health and Safety Officer, Kerri Stewart
<p>Create a process to disaggregate, and develop a process to distinguish between reports and incidents</p>	<ul style="list-style-type: none"> Disaggregate the data to separate multiple reports for reports from the same incident Work has been completed to add features that allows further disaggregation Update the Data Section in the February report to disaggregate and redesign data sharing format 	<ul style="list-style-type: none"> Completed February 2019 Established 	<ul style="list-style-type: none"> Superintendent of Safe School, Georgette Davis, Superintendent of Inclusive Education, Andrea McAuley, Safe Schools Officer, Ken MacNaughton, Research Analyst, Chris Conley, and Manager of Health and Safety, Kerri Stewart, Research Analyst, Chris Conley

Recommendations	Next Steps	Timelines	Key Staff Involved
Establish baselines for longitudinal comparison	<ul style="list-style-type: none"> Updates are prepared and distributed each month at Admin Council. These summaries highlight the number of reports that have been submitted to date with a comparison to the number of reports that were submitted during the same time frame in 2017-2018. These comparisons allow discussions on monitoring and the next steps to support schools. 	<ul style="list-style-type: none"> Completed 	<ul style="list-style-type: none"> Research Analyst, Chris Conley
Expand the "Faces on the Data" tool to include interventions to monitor and address students who may exhibit risk of injury behaviours	<ul style="list-style-type: none"> Develop an electronic monitoring tool to support student success Under <i>Additional Information</i>, within the tool, the Behaviour Safety Plan will be noted. This will prompt school teams to review and recalibrate the strategies in their plan. School Support Plan – provides Tier 1 focus from Inclusive Student Services to support, data informed needs in individual school communities. This will be connected to SPSAW planning 	<ul style="list-style-type: none"> Current and on-going Tool refinement (Sep/Oct 2019) Pilot Schools training & implementation (Nov 2019) 	<ul style="list-style-type: none"> Superintendent Silvia Peterson, Superintendent of Safe Schools, Georgette Davis, Superintendent of Inclusive Education, Andrea McAuley, and Safe Schools Officer Ken MacNaughton
Strategically focus support on JK to Grade 3 <ul style="list-style-type: none"> training strategies resources Establish a focus group of EAs, ECEs, teachers and students and conduct an input session to gather voice, ideas and strategies in addressing violent incidences Establish specific training programs for ECEs and EAs to support needs based on	<ul style="list-style-type: none"> Create focus groups to gather Best Practices (including classroom staff) A working group will create resources, and provide professional development Kindergarten EA, ECE and teacher survey will gather educator voice Kindergarten Educator Steering Committee sub-group will create a "Strategies from the Field" document Develop a video of Staff (teachers, EAs ECEs) sharing Best Practices and strategies. 	<ul style="list-style-type: none"> On-going updates Shared with system May 2019 Completed June 2019 Winter 2019 Ongoing 	<ul style="list-style-type: none"> Superintendent Jim Markovski, Superintendent of Inclusive Education, Andrea McAuley, Superintendent, Silvia Peterson, Early Years Manager, Stacey Lepine, and Education Officer Linda Ford-DeCunha Superintendent Jim Markovski, Superintendent Silvia Peterson, and Superintendent Andrea McAuley

Recommendations	Next Steps	Timelines	Key Staff Involved
the patterns and trends identified from the data and employee needs	<ul style="list-style-type: none"> Videos will be launched in October, to align with ECE Appreciation Day, and in November to align with EA Appreciation Day Allocate resources to support Kindergarten transition planning 	<ul style="list-style-type: none"> Ongoing Completed 	
Expansion of training on Behaviour Management Systems (BMS) for EAs, ECEs, SERTS and Teachers	<ul style="list-style-type: none"> Review the training process to build capacity for training/retraining Bi-Annual Training Mandatory P/VP training 	<ul style="list-style-type: none"> Current and on-going On-going 	<ul style="list-style-type: none"> Superintendent of Inclusive Education, Andrea McAuley and Chief Psychologist, Dr. Steve Graffi
Training for all new P/VPs in dealing with incidents and parents/guardians	<ul style="list-style-type: none"> Training will occur at FOS meetings and at the VP Network, Safe and Accepting Schools Teams Training and New to the Role training 	<ul style="list-style-type: none"> Current and on-going 	<ul style="list-style-type: none"> Superintendent of Safe Schools, Georgette Davis, Safe Schools Officer, Ken MacNaughton, and Administrative Officers, Michelle MacDonald and Brent Woodward
Work with Early Years partners to provide training on addressing challenges to parents/guardians of JK/SK children Create and implement parenting programs with community partners	<ul style="list-style-type: none"> Working with Early Years and the Parent Involvement Committee to create a plan e.g. Regional SCC meetings, Parents as Partners Creation of Early Year parent videos and podcasts focused on child development in progress Work with Community Partners <ul style="list-style-type: none"> Dr. Jean Clinton-50 to 60 parents/guardians from 28 schools Parents as Partners Symposium, April 13, 2019 with over 350 attendees "Together We Program" partnership with John Howard 	<ul style="list-style-type: none"> Early Years and Inclusive Schools Action Plan completed Current and on-going Winter 2019 Completed 	<ul style="list-style-type: none"> Superintendent Jim Markovski, Superintendent Heather Mundy, and Early Years Manager, Stacey Lepine

Recommendations	Next Steps	Timelines	Key Staff Involved
	<p>Society @ Dr. Roberta Bondar PS and Bayview Heights PS 2019-2020</p> <ul style="list-style-type: none"> • Regional SCC – October 29, 2019 and February 25, 2020 • Parents as Partners – April 4, 2020 • Make A Difference Family Engagement/ Supports Brochure updated to reflect 2019-2020 programming 	<ul style="list-style-type: none"> • Current and on-going 	



A RESPONSIVE APPROACH TO INCIDENT DATA



Sustaining Safe Learning Environments

Staff, students and parents/guardians have a shared responsibility for developing and sustaining safe learning environments. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour. –Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour" (December 5, 2012)

The prevention and reduction of incidents of aggression is a shared responsibility of employees and employers. The cause and reduction of aggressive incidents are complex, and a part of the complexity is the impact that these incidents have on students, staff and families. The Durham District School Board is committed to creating safe, inclusive learning and working environments. Specific processes have been developed at the provincial, local and school level to support and assist the safety of students and staff. The well-being of students and staff is a core priority for the Durham District School Board.

A positive school climate is a crucial component of the prevention of inappropriate behaviour.

Types of Reporting Processes

Ministry of Education	Ministry of Labour Process	The Durham District School Board (DDSB) Internal Reporting Process
The Principal or Supervisor is responsible to report to the Ministry of Education when a student is in possession of a weapon, commits physical assault causing bodily harm requiring medical attention, commits sexual assault, commits robbery, uses a weapon to cause or threaten bodily harm, commits extortion, participates in hate and/or bias motivated occurrences.	A Principal/Supervisor must complete the critical injury report when an injury occurs. The injury may or may not be the result of a violent incident.	Online reporting allows employees to self-report incidents when they feel the incident caused or could cause injury, namely physical force, the attempt of physical force, and/or a threat or statement that is reasonable for a worker to interpret as a threat to exercise physical force that could cause physical injury to the worker. School board staff tracks these reports. The impact and severity of the reported incident is reviewed for potential action and follow-up. The incident reporting process and incident action plan is outlined on page 5 and 6.

Responses to a Reported Incident

Submitted online, and the data is collected by the Ministry according to PPM 120	Reported to the Health and Safety Department as defined by the Ministry of Labour. When appropriate, the Health and Safety Department follow-up with the Ministry of Labour. Ministry of Labour will respond appropriately according to the severity of incident.	All reports are monitored by Board staff following the incident reporting process, and if necessary an incident action plan is created
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The DDSB Internal Reporting Process



Summary of Incident Report Submissions

Background: This is a summary of reports that are submitted by staff through a form that has been collaboratively developed by Staff Associations and DDSB staff. Staff are able to submit reports detailing incidents they have been involved with or have witnessed. No student identifiers are collected in this process.

STAFF

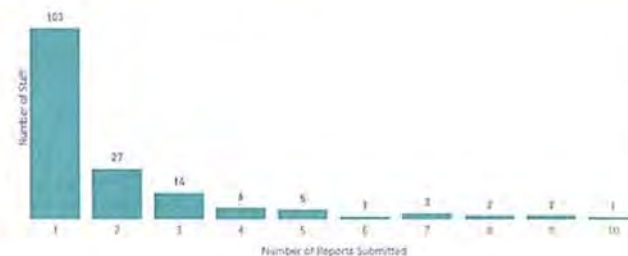
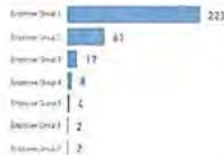
SCHOOLS

SETTING

STATUS

STAFF: Number of Staff by Frequency of Report Submissions

Number of Reports by Staff Group



64 out of 135 work sites submitted reports.

164 staff members submitted reports.

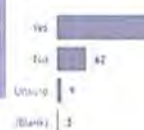
319 reports were submitted.

Number of Reports by Grade



This is an average of 2 reports submitted by each of the 164 staff.

Number of reports by type



Number of Reports by Month and Type (incident's resolution)

Type: ● Bile ● Head Injury ● Other ● Scratched ● Struck ● Verbal Threat

Select Municipality

Select Type of Incident Reported

Select Type of Incident Reported	Select Grade		
Bile	JK	SK	1
Head Injury	2	3	4
Other	5	6	7
Scratched	8	9	10
Struck	12		
Verbal Threat			

In order to be responsive and to ensure that the learning environments in our schools are safe and inclusive, we collect and analyze the data from reported incidents. Uploading incident data into a dashboard format assists staff in disaggregating data to determine specific trends and patterns. Examples of patterns in the data include multiple reports at one school, grade level trends, the nature of the incident, reports by employee group and, increases/decreases of reporting over time.

This dashboard supports understanding the complex nature and needs associated with reported incidents of aggression. The dashboard also assists staff in implementing a structured incident action plan that supports staff, students, schools and families.

The Complex Nature of Understanding Incidents

Every child in the DDSB is valued. Our role is to support the academic social-emotional and well-being of all students. It is always important to understand the whole child, and their lived experiences and realities. Every incident of aggression must be reviewed in context as the need of each and every child is unique. At times, aggressive incidents may be connected to the challenges that a child has endured such as trauma, mental health, or health issues. Other incidents can be related to the challenges faced by students with special needs and a student's ability to regulate their behavior and emotions. Staff at the DDSB are committed to understanding and supporting the needs of every student and the challenges they experience.

Communicating Incidents

Staff at the DDSB endeavor to communicate to parents/guardians in a timely fashion when there has been an incident that has directly impacted their child. That being said, this desire to communicate is influenced by legislation from the Ministry of Education, provincial and municipal privacy legislation. In addition, at times when a student is experiencing difficulty, he or she may be provided with a quiet space and the class moved to support him or her. These incidences are responsive, and may not require specific communication.

Responsive Strategies



SCHOOL PRACTICES

- Procedures for student transitions, recognizing the triggers of behaviours
- Procedures for student transportation that recognize staffing and environmental elements which may trigger behaviors
- Appropriate students' safety behavioural plans with actions for staff safety that is accessible to all education workers
- Review, update and maintain availability of appropriate student related information
- Initial and ongoing assessment/ reassessment (collaborative assessment of the risk of violent situations)
- Procedures for workplace violence risk assessment/ reassessment to ensure up to date information is available
- Practice using personal safety response systems such as Behaviour Management Systems (BMS)
- Workplace violence emergency procedures
- Implement school and board emergency response teams
- Ensuring debriefing meetings with site team when an incident has occurred

STAFFING

- Provide staff training to support students with specific exceptionalities and/or individual students and the needs that are presented at a specific site (e.g. students who require lifting need staff adequately trained in safe-lifting techniques)
- A responsive staffing model that allows adjustments throughout the school year to meet student and school needs
- Board support teams may be deployed to support school team to provide job embedded support to school team members.

The well-being of students and staff is a core priority for the Durham District School Board.

TRAINING

Safe intervention training in the Durham District School Board includes, but is not limited to:

- Behavioural Management System (BMS)
- Occupational Health and Safety Act and other provincial health and safety requirements
- Training for staff, including Supervisors, on reporting processes

Adapted from: Violence Risk Assessment Toolkit for the Education Sector. Public Services Health & Safety Association (2018)

Responsive Strategies for Processing and Responding to Incidents

INCIDENT REPORTING PROCESS

Immediate Response – First Aid/Safety

Part A: Employee Report

Assessment by

- Special Education Officer
- Safe Schools Education Officer
- FOS Education Officer

Incident is Level 1 unless these Level 2 conditions are met:

- Multiple staff are injured
- Incident generates a report to CAS and/or DRPS
- Incident requires medical attention
- Incident is of a sexualized nature (if not already covered by CAS/DRPS condition)
- The report is about a Parent/Guardian
- There are multiple reports from the same school over a short period of time

Response to Level 1 Incident

- Monitor for further incidents from school

Response to Level 2 Incident

- Special Education Officer/FOS Education Officer/Safe Schools Education Officer consult with principal to determine supports/interventions

INFORM (as required)

- Superintendent of Family of Schools
- Superintendent of Inclusive Services
- Superintendent of Safe Schools
- Consult with other school and Board team members as required

FOLLOW UP

- Review incident
- Develop strategies
- Allocate support/resources
- Determine Next Steps including support for all students and staff

MONITOR SITUATION

Part B: Principal Report

Reviewed by

Health and Safety Officer

NOTE: On-going monitoring of incident reporting directs response. The time interval between an employee's submission (Part A) and the supervisor's follow up (Part B) should be completed within five days. This process is monitored with appropriate follow up when interval extends beyond this range.

DATA MONITORING

- Regular and ongoing monitoring of data will occur using the data dashboard by internal staff (Safe Schools, Health & Safety, Assessment /Accountability and Inclusive Student Services)
- Significant trends reported to Family of Schools Superintendents immediately
- Updates provided regularly to Administrative Council

Responsive Strategies for Processing and Responding to Incidents

INCIDENT ACTION PLAN

Immediate Response First Aid/Safety

Assessment by

- Special Education Officer
- FOS Education Officer
- Safe Schools Education Officer

Student without Special Needs

(No Individual Education Plan/
Behaviour Safety Plan)

FOS Education Officer connects with the
Principal to provide immediate support

Debrief

- Principal organizes incident debrief and who will attend
- Gather information regarding incident:
 - Possible triggering event
 - Nature of student behaviour
 - Staff response and effectiveness

Action Plan

- Principal develops Action Plan:
- Progressive Discipline considerations
 - Student support plan
 - Student Brief (if applicable)
 - Transition plan (if required)

Follow Up

- If Behaviour Safety Plan required – Consult with Special Education Officer
- Ongoing support to Principal and school team

Student with Special Needs

(Individual Education Plan/
Behaviour Safety Plan)

FOS Education Officer connects with the
Principal to provide immediate support

Debrief

- Principal organizes incident debrief and who will attend
- Gather information regarding incident:
 - Possible triggering event
 - Nature of student behaviour
 - Behaviour Safety Plan
 - Programming effectiveness
 - Staff response and effectiveness

Programming Supports

- Instructional Facilitator
- Social Work/ Psych Services
- Short Term Assistance Response Team
- Autism Resource Team

Action Plan

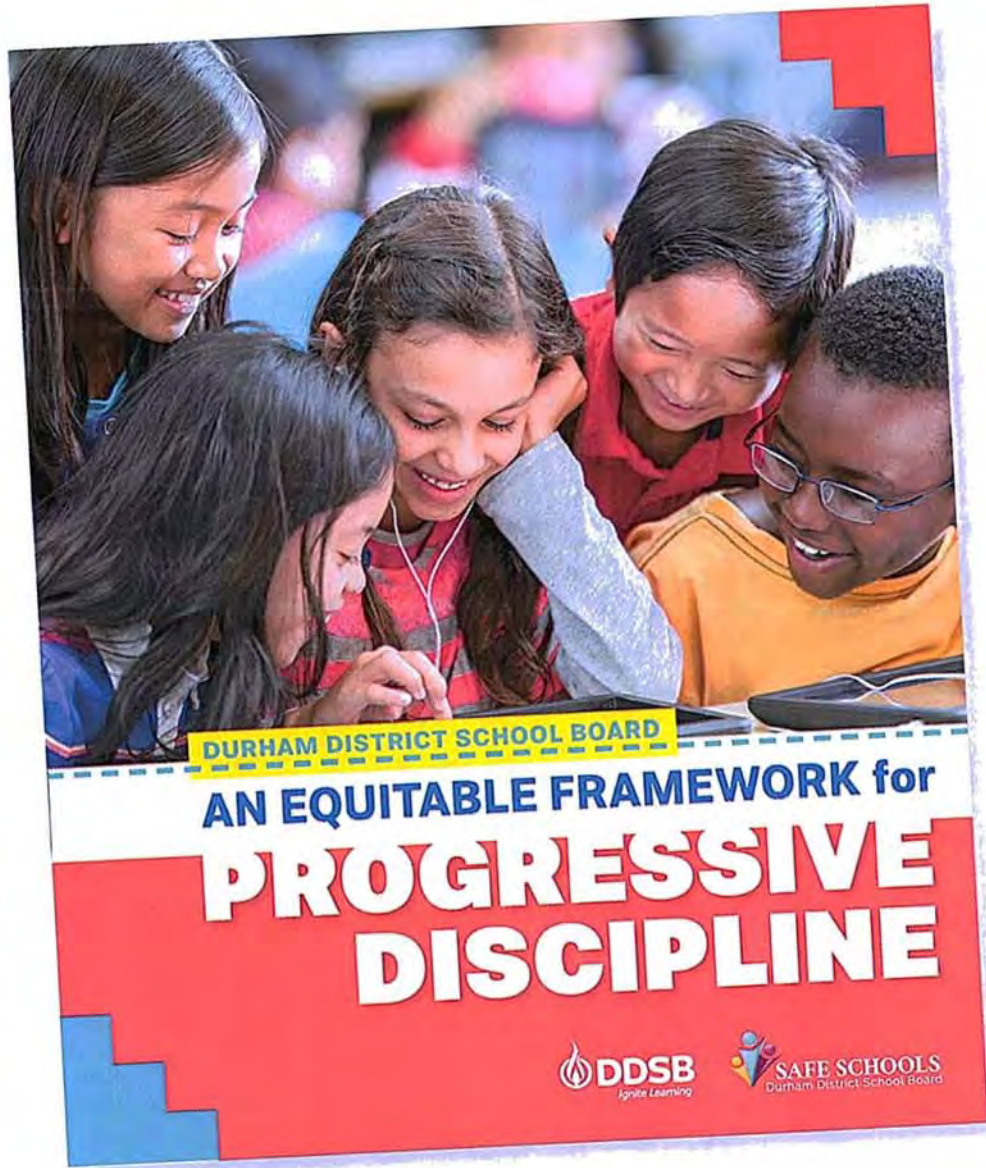
- Principal develops Action Plan:
- Progressive Discipline considerations
 - Student support plan
 - Student Brief (if applicable)
 - Transition plan (if required)

Follow Up

- Ongoing support to Principal and school teamschool team

Ongoing Monitoring
and Support

Responsive Strategies: A Bias-Aware Progressive Discipline Approach



The DDSB is committed to understanding and supporting the needs of every student and the challenges they experience.

Responding to aggressive incidents may include the application of Bias-Aware Progressive Discipline. The Durham District School Board's approach to progressive discipline includes many strategies to support students, staff and families when challenging behavior occurs. These strategies begin with proactive measures at the school and classroom level, interventions and supports for individual students and then the application of consequences as learning opportunities or discipline when appropriate and after the consideration of mitigating factors.

Working Together

The DDSB is committed to being inclusive and to ensure the respect and dignity of all students and staff. Dealing with the complex nature and challenges of aggressive incidents requires a team approach that demonstrates empathy and compassion, and at the same time is proactive and responsive. The role of parents in this process is important. The DDSB strives to work collaboratively with parents as we work to meet the needs of all students.

"When everyone in a school participates and commits to mobilizing resources to deal with violence, working conditions and academic achievement are poised for improvement. Collaborative professionalism is a key component in enabling healthy culture. All voices are valued and essential to sharing responsibility in keeping everyone healthy and safe."

All voices are valued
and essential to
sharing responsibility
in keeping everyone
healthy and safe.

Adapted from: Violence Risk Assessment Toolkit for the Education Sector. Public Services Health & Safety Association (2018) p.8

Frequently Asked Questions

Are the number of reports and number of incidents the same?

No, a single incident can generate a report from multiple people who were impacted by the incident, witness to the incident, or the same person reporting multiple acts/ threats from a single incident. There are more reports than there are incidents.

How does an employee know when to fill out a report?

Although there is no set threshold of what would constitute an incident of violence and generate a report within the DDSB or the province, employees are informed of the criteria set out in the Occupational Health and Safety Act

Does every report mean someone got hurt?

No, while an injury will absolutely generate a report from an incident, reports can also be made when there is an attempt to injure or a threat to injure an employee but no contact is made. All reports are monitored for the seriousness of each incident and the report informs how we support staff, schools and students.

How does the school board respond when an incident occurs?

Staff at the board office monitor the reports to determine the level of response that is required. If an incident is serious, a number of steps are put in place to support the staff, student and school through the incident.

When there is an incident, why are all parents not informed?

Communication and partnering with parents is a priority for the DDSB. Communication relating to students however must consider the laws on privacy and safety when we consider what we must, what we can, and what we cannot communicate about incidents. The School Team in collaboration with support staff will address each individual incident, and develop an Incident Action Plan. A part of the Action Plan may include how and to whom the incident will be communicated. The goal will always be to respect the privacy and dignity of all student and staff.

How will all this data be reported to the public?

Reporting data of incidents, including data patterns and next steps to address aggressive incidents, will be shared with the Board of Trustees on an annual basis. This is consistent with other annual reporting cycles.

REVISED DECEMBER 2019

INFORMED DATA for Incident Reporting

The DDSB has been recognized by the Ministry of Labour (February 14, 2018) as leaders who are working hard at addressing and responding to violence in the workplace. As leaders in workplace violence prevention and management strategies, we need to continue to work on implementing strategies and interventions to reduce incidents of aggression. According to the document, *"Workplace Violence in School Boards: A Guide to the Law" (2018)* the implementation of these strategies is a shared responsibility of staff, students, parents and community agencies.

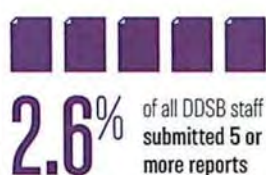
The DDSB appreciates the work that is being done by staff to understand the needs of students and implement interventions to reduce aggressive interactions.



On average each month...

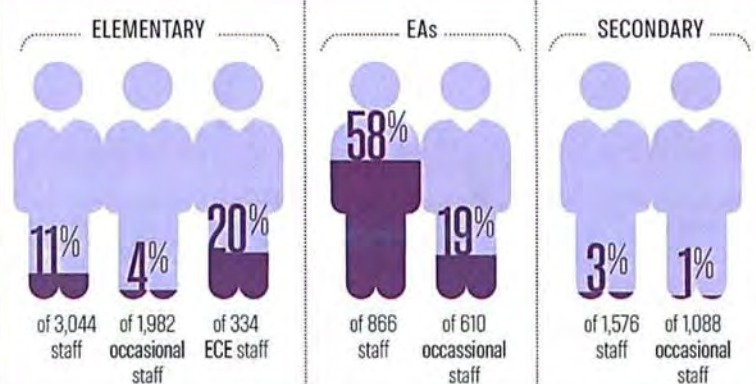


From September to June...

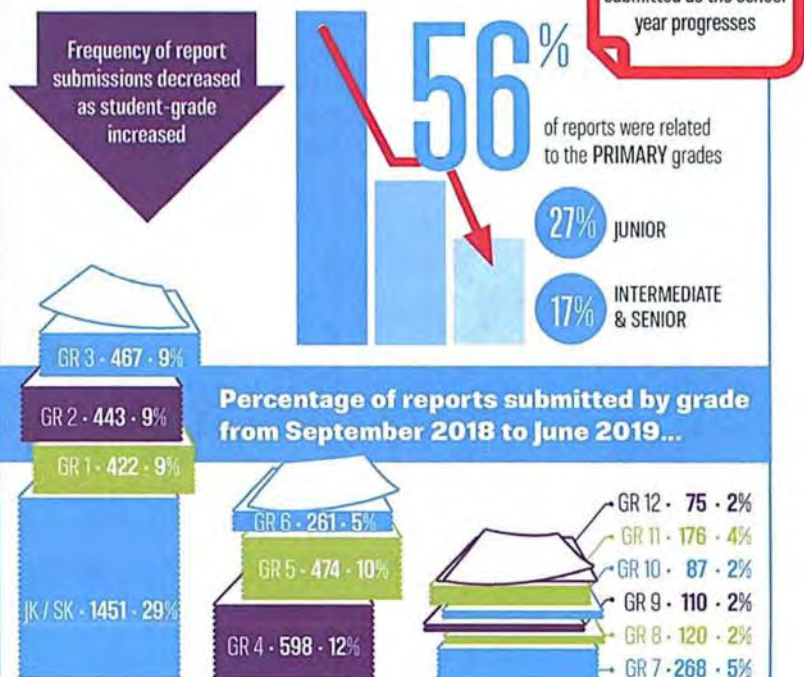


* The number of reports is not the same as the number of incidents. Multiple reports can be submitted for one incident. Approximately 18% of reports are duplicate reporting. Raw data only provides a number. Data analysis informs and allows us to be responsive.

From September 2018 to June 2019, reports were submitted by...



From September 2018 to June 2019...



DDSB—A Responsive Approach

TRANSITIONS...



Reports are submitted with the greatest frequency in the first three months of school with the highest submission in November, then decline as programs and supports are put in place.

What we are doing...

- Expansion of Behaviour Management Systems (BMS) including Administrators, EAs, ECEs and Special Education Resource Teachers (SERTs)
- Incident Report and Incident Action Process Flowcharts
- Early Years (Kindergarten) Transition Support – EA Allocation pilot
- Data dashboard for incident report monitoring
- EA Task Force is ongoing and looks at proactive supports (e.g., Everyday Fitness Erg program) as well as collaborative, responsive supports.
- Public reporting on data findings
- Partnership with Lakeridge Community Support Services (LRCSS) to pilot an intensive support program for students with complex needs.

Greatest successes were achieved when students were encouraged to follow the class schedule, promoting healthy peer interactions through modelling, and helping to foster independence.

—DDSB Kindergarten Teacher

Early Years strategies...

- Transition to school
- Learning routines
- Interventions
- Self regulation and support
- Focus on communicating effectively using words
- Home and school partnerships
- Connection to professional services



1382



staff have completed self-regulation training in last five years

We currently have over

160



Spark Bikes in DDSB schools to support student self-regulation

We have over...

109

schools

43

libraries

450

classrooms

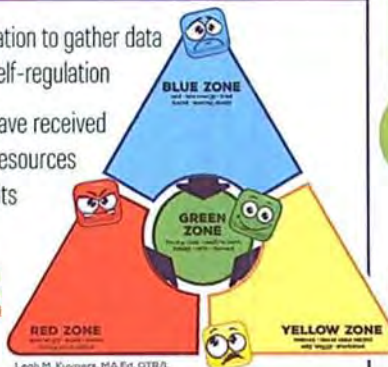
using innovative furniture and advanced technology to support student self-regulation

Using Zones of Regulation to gather data to inform the use of self-regulation

131

schools have received posters, resources and toolkits

What **ZONE** are you?



Leah M. Kuyper, MA Ed, OTR/L

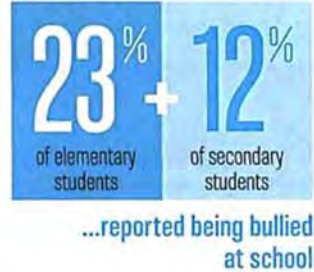
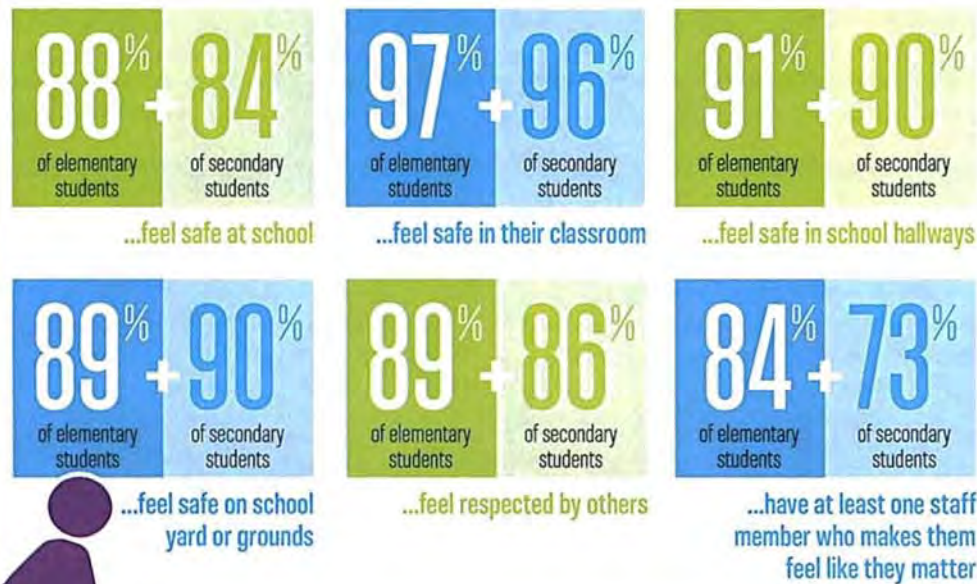
DURHAM DISTRICT SCHOOL BOARD

CHARACTER Education



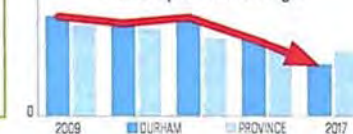
The implementation of the DDSB Character Education traits help build positive relationships and a framework for positive behaviour.

Results from the 2017-2018 School Climate Survey indicated that...



Results from the Public Health Monitoring of Risk Factors in Ontario (PMO) indicates that in 2017 **16% of Durham students in Grades 7-12 reported they were bullied at least once in the past year. A significant decrease from 2009.**

Current statistics show **fewer incidents of bullying in Durham** when compared with the provincial average.



Recommendations from the Incident Ad Hoc Committee...

Next steps...

- ✓ Increase training, strategies and resources with:
 - ECEs and EAs
 - JK to Grade 3 teachers
 - All new Principals and Vice Principals
- ✓ Monitoring process
- ✓ Evolving reporting platform
- ✓ Early Years partners on addressing challenges and supporting parents/guardians
- ✓ Establishing focus groups of teachers, EAs, and ECEs to gather "voice", ideas and strategies in addressing violent incidents
- ✓ Establishing a writing team of teachers, EAs, and ECEs to develop strategies from the field and best practices that will create safe and inclusive settings
- ✓ Programs for parents with community partners and DDSB staff
- ✓ Developing school tool kits on self-regulation and well-being strategies
- ✓ Monthly updates to senior administration on reporting
- ✓ Monthly updates on Safe Schools and Mental Health initiatives shared with system
- ✓ Establish baseline data for longitudinal comparison in order to identify patterns and trends and be responsive
- ✓ Public reporting provided twice a year

Whole Board Approach...

Incident data is provided to Family of Schools Superintendents in order to work with principals and school staff to review and address student needs and reduce incidents of aggression. This work is supported by sessions created and conducted in collaboration with Inclusive Student Services, Safe Schools, and Health & Safety at Family of Schools with representation from staff and unions. In addition, the incident data is shared and discussed at Joint Health & Safety Committee meetings. Incident Ad Hoc Committee meets and works with staff on being responsive and developing initiatives and programs. The DDSB is committed to a collaborative approach in addressing incidents and needs. **It is our collective responsibility to work together to support students and staff.**

Suspensions and Expulsions

Bias-Aware Progressive Discipline

Schools in the DDSB use Bias-Aware Progressive Discipline when addressing inappropriate behavior. Bias-Aware Progressive Discipline is both corrective and supportive. The process involves using prevention strategies to reinforce positive behaviour, and providing students with the supports they need to learn from their mistakes and to make appropriate choices in the future. Although Bias-Aware Progressive Discipline tends to work in a step-by-step manner, the process doesn't preclude the implementation of more serious consequences e.g., a suspension or a recommendation to expel.

Suspensions and Expulsions

When using Bias-Aware Progressive Discipline, there may be situations where the misbehaviour is serious enough to warrant a suspension or a recommendation to expel.

Regulation Code of Conduct and Discipline for Students outlines the expectations for suspensions and expulsions.

A suspension is defined in the regulation as a consequence imposed upon a student whereby the student is prohibited from attending school and from engaging in all school-related activities for a defined period of time (anywhere from 1-20 school days).

A suspension is most effective when it is used along with the use of age-appropriate interventions and supports. For the most part, suspensions are implemented to withdraw students when their behaviour places their safety or the safety of others in jeopardy. A suspension gives the school time to conduct a team meeting, and to create a plan to ensure the student's safe return. After a suspension occurs it is important that the Principal/Vice-Principal work in collaboration with supportive staff, the student and parents/guardians to create and implement a plan that will allow the student to successfully transition back to classes.

Regulation Code of Conduct and Discipline for Students lists the reasons why a Principal or Vice-Principal shall consider whether to suspend a student. These reasons apply if the student is at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate. In addition, *Regulation Code of Conduct and Discipline for Students* states when a reason requires mandatory police involvement or when the police involvement is discretionary (outlined in the Policy and Procedure *Police/School Board Protocol*)

Regulation Code of Conduct and Discipline for Students states that an expulsion "is a consequence imposed upon a student, by the Board, for an activity that is determined to warrant that the student be excluded from his or her school, or from all schools in the Board, and from engaging in all school-related activities, for an undefined period of

time". A Principal/Vice-Principal can only suspend a student with a recommendation to expel. A Board Expulsion Committee decides the outcome. If the Board Expulsion Committee expels a pupil, the Board shall assign the student to a program for expelled students. In the DDSB, this program is called Return Ticket. The Return Ticket program is a restorative, alternative education program employing a multidisciplinary team.

Applying Mitigating and Other Factors

As stated in the Education Act, (Ontario Regulation 472/07) Principals or Vice-Principals must consider Mitigating and Other Factors when implementing a suspension or recommending an expulsion as a part of the continuum of Bias-Aware Progressive Discipline. In addition, these factors should also be considered when implementing Bias-Aware Progressive Discipline. Considering these factors will help staff better understand the student's behaviour, and how to effectively address the behaviour.

Mitigating Factors include:

- The student does not have the ability to control their behaviour
- The student does not have the ability to understand the foreseeable consequences of their behaviour
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person

Other Factors that need to be considered include:

- The student's history
- Whether a progressive discipline approach has been used with the student
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student due to their race, ethnic origin, religion, disability, gender, or sexual orientation or to any other harassment
- How the suspension or expulsion would affect the student's ongoing education
- The age of the student
- In the case of a student for whom an Individual Education Plan (IEP) has been developed:
 - Whether the behaviour was a manifestation of a disability identified in the student's individual education plan
 - Whether appropriate individual accommodation has been provided
 - Whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct

Human Rights

The Human Rights Code prohibits actions that discriminate against people based on a protected ground and/or in a protected social area. The provisions of the Code are

aimed at creating a climate of understanding and mutual respect for the dignity and worth of each person, so that people feel that they are a part of the community and able to contribute to the community. In addition, schools have a legal duty to accommodate the Code-related needs of people who are adversely affected by a requirement, rule or standard. As a result, Principals and Vice-Principals must consider the provisions of the Code when implementing a suspension or recommending an expulsion as a part of the continuum of Bias-Aware Progressive Discipline.

The Protected Grounds identified in the Human Rights Code include:

- Age
- Ancestry, Colour, Race
- Citizenship
- Ethnic Origin
- Place of Origin
- Creed
- Disability
- Family Status
- Marital Status (including single status)
- Gender Identity, gender expression
- Receipt of Public Assistance (in housing only)
- Record of Offences (in employment only)
- Sex (including pregnancy and breastfeeding)
- Sexual Orientation

FEB 5 - 2020

Friday, January 10, 2020

Honourable Christine Elliott, M.P.P.
Minister of Health and Long-Term Care
Ontario Ministry of Health and Long-Term Care
80 Grosvenor Street
Toronto, ON
M7A 2C4

Dear Minister Elliott:

I am writing on behalf of the trustees, staff and 65000 students of the Waterloo Region District School Board, to highlight the most serious health issue facing our school communities.

Minister, there is unanimous agreement within our Board, that Vaping and the consumption of Vaped products, has quickly become the number one threat to student health and well-being.

We are deeply concerned about the rapidly increasing rate at which our youth are experimenting with vaping products, and are hoping to work with you and your government on a strategy to protect young Ontarians from the harms and risks associated with vaping use.

As you may have seen, in our community, University of Waterloo Professor David Hammond has published research showing that between 2017 and 2018 vaping increased by 74 percent among Canadian teens between the ages of 16 and 19.

We are pleased with your recent remarks to the CBC, (December 5, 2019) confirming your government's understanding that this is a serious issue, and that "there is more to be done." Further, the recent decision to ban the promotion of vaping products in convenience stores and gas stations as of January 1, 2020 is a welcome start to this New Year.

Although an important step, it is one of many, which need to be made in order to address this issue, and we are urging you to follow the example of other jurisdictions and increase the minimum age of 21 for the sale of tobacco and vaping products and prohibit the sale of flavoured vaping products.

These regulatory changes are supported by our school board and public health partners across the Province and across Canada, as they are proven to help deter students from



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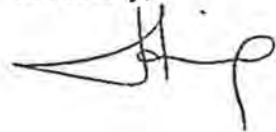


YOUTUBE.COM/WRDSBVIDEO

engaging in vaping and the negative-and often unexpected-health consequences associated with these products.

Minister, we share a mutual goal which is to protect young Ontarians from the risks and harms of vaping, and to work to reverse this concerning trend. We are committed to working with you and all stakeholders to reduce the promotion and appeal of these products and look forward to hearing from you on our recommendations.

Sincerely,

A handwritten signature in black ink, appearing to be 'JH', with a long horizontal stroke extending to the left.

Jayne Herring
Chair of the Board of Trustees
Waterloo Region District School Board

Cc: Premier Doug Ford
Education Minister Stephen Lecce
Region of Waterloo Public Health
OPSBA
Chairs of Ontario English Public School Boards