



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING STANDING COMMITTEE PUBLIC SESSION

Monday, March 1, 2021

Chairperson: Christine Thatcher

Vice-Chairperson: Patrice Barnes

Director of Education: Director Norah Marsh

Recording Secretary: Kathy Fitzpatrick

DATE: Monday, March 1, 2021

TIME: 7:00 p.m.

LOCATION: Virtual

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Monday, March 1, 2021
7:00 p.m.

		PAGE
1.	<u>Call to Order</u>	
2.	<u>Land Acknowledgement</u>	
	<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3.	<u>Declarations of Interest</u>	Verbal
4.	<u>Motion to Approve Agenda</u>	Verbal
5.	<u>Community Presentations</u>	
6.	<u>DDSB Presentations</u>	
7.	<u>Director's Update</u> (Director Norah Marsh)	Verbal
8.	<u>Recommended Actions</u>	
9.	<u>Information Items</u>	
	(a) FSL Review, Supplementary Report (Superintendent Margaret Lazarus)	1-17
	(b) School Naming Policy (Associate Director David Wright)	18-34
	(c) Student Trustee Report (Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya)	

10. Committee Reports

(a) Equity and Diversity Ad Hoc Committee Meeting Report, January 20, 2021 35-36

(Trustee Patrice Barnes)

(b) Governance Ad Hoc Committee Meeting Report, January 11, 2021 and October 26, 2020. 37-47

(Trustee Linda Stone)

11. Correspondence

12. Other Business

13. Adjournment

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DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: March 1, 2021

SUBJECT: Supplemental Report on
FSL Review Grade 1 Capping and
Additional Public Feedback Received

PAGE NO.: 1 of 9

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services
Margaret Lazarus, Superintendent of Education, French Curriculum
Robert Cerjanec, Executive Officer (I), Communications and Public Relations
Christine Nancekivell, Chief Facilities Officer

1. Purpose

The purpose of this report is to provide supplemental information for Trustees with respect to the capping of Grade 1 enrolment in the French Immersion program, as proposed in the Draft French as a Second Language (FSL) Review Report, dated January 4, 2021, and on the additional public feedback received on the recommendations contained in the report.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Align resources to where they are most needed to support equitable outcomes for all students.
- Provide safe, inclusive and respectful learning environments which support positive academic, mental and physical growth.

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

- Engage diverse voices of parents and community members to provide feedback on the FSL Review Report

3. Background

Information in this report is being provided as supplemental information to the *Draft French as a Second Language Programming Review*, <https://bit.ly/3byaUYA>, presented to Trustees at the Standing Committee Meeting held on January 4, 2021. Following the feedback received at the Standing Committee Meeting, staff undertook additional public consultation between January 8 and 18, 2021 on the draft report's recommendations, as well as providing more information on the capping of Grade 1 enrolment in the French Immersion program.

4. Analysis

1.1 Historical Enrollment in French Immersion Programming

DDSB has created classes at all elementary schools offering French Immersion based on enrolment and registrations. There has not been a cap or limit placed on the number of pupils that can enroll in the French Immersion program.

Creating classes without limits has led to accommodation pressures at many schools offering French Immersion. To alleviate the accommodation pressures, boundary adjustments have occurred, new schools have been constructed or there has been the relocation of a program (part or in whole). The District has also struggled with maintaining a large enough roster of qualified French Immersion teachers to keep pace with the growth of French Immersion programming, an issue being felt by many school boards across the province. Moving forward, the Ministry of Education has also stipulated that any new school build cannot be a single-track French Immersion school. This change in Ministry policy impacts one of the key strategies the DDSB has used to manage enrollment pressures from French Immersion.

The following is a list of schools that have been impacted by changes related to French Immersion programming, over the last several years:

- 2009 Brooklin Village PS
- 2009 Romeo Dallaire PS and Cadarackque PS
- 2013 Meadowcrest PS and Brooklin Village PS
- 2013 David Bouchard PS, Walter E. Harris PS and Seneca Trail PS
- 2014 Maple Ridge PS, Frenchman's Bay PS, Sir John A. Macdonald PS
- 2014 Pickering HS and Dunbarton HS
- 2015 Sinclair SS and Donald A. Wilson SS
- 2015 Michaëlle Jean PS and Romeo Dallaire PS
- 2016 Julie Payette PS and John Dryden PS
- 2016 Seneca Trail PS and Jeanne Sauvé PS

Capping enrolment annually will assist in the management of future growth within the program and provide the DDSB with the opportunity to strategically manage the growth of the program proportionately to the growth of the District. In doing so, the District is ensuring that quality French programming can be planned for and achieved despite shortages of French teachers in Ontario and accommodation pressures.

The capping of Grade 1 enrolment needs to consider the following factors:

- Overall Grade 1 enrolment
- Building capacity in the system
- Grade 7 and 8 enrolment viability
- Growth areas within the region
- Balance between the regular program and French Immersion program at dual track schools

Enrolment within French Immersion is not static. There will be variation in the number of Grade 1 classes offered at each school offering French Immersion, based on the various factors noted above. As any capping would take a phased-in approach, there would be management in the number of French Immersion classes in the elementary panel, year-over-year.

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Capping would see Grade 1 enrolment at each school offering French Immersion limited to a percentage of the overall Grade 1 enrolment within its French Immersion boundary. There would be an annual review of enrolment, tied to enrolment projections, to determine the capping figure.

The number of Grade 1 classes offered at schools that have enrolment growth within their boundaries would increase the number of classes offered in relation to the overall Grade 1 enrolment within the boundary area. Conversely, if enrolment declines within an area, the number of Grade 1 classes would be reduced.

The following list includes the current French Immersion schools acting as holding schools for enrolment from new development areas:

- Frenchman’s Bay PS (Pickering) – Seaton
- Captain Michael VandenBos PS (Whitby) – West Whitby
- Brooklin Village PS and Meadowcrest PS (Whitby) – Brooklin expansion
- Jeanne Sauvé PS (Oshawa) – North Oshawa

These are the schools where there will be substantial growth due to new development. The need to increase the number of Grade 1 French Immersion classes over time, in relation to the growth, will justify the need for future dual track schools within the new development areas.

The following two charts, one for single track and one for dual track schools, (using 2019 enrolment data) show what the number of Grade 1 classes would have been, if capped at 20% and 25% of total Grade 1 enrolment within each school boundary area.

Dual Track French Immersion schools

School	Capacity	a	b	c=(a*.20)	d=(a*.25)	e=(c-b)	f=(g-b)	g	h=(c/20)	i=(d/20)	j=(h-g)	k=(i-g)
		Total 2019 Grade 1 Enrolment within French Immersion Boundary	2019 Grade 1 French Immersion Enrolment	20% of Total Grade 1 Enrolment within French Immersion Boundary	25% of Total Grade 1 Enrolment within French Immersion Boundary	Difference at 20%	Difference at 25%	Actual 2019 Number of Grade 1 French Immersion classes	Number of classes if 20% of Total Grade 1 Enrolment	Number of classes if 25% of Total Grade 1 Enrolment	Difference in classes based on 20%	Difference in classes based on 25%
Brooklin Village PS	674	180	64	36	45	-28	-19	3.0	2.0	2.5	-1.0	-0.5
Captain M VandenBos PS	619	111	43	22	28	-21	-15	2.0	1.0	1.5	-1.0	-0.5
Cadarackque PS	570	340	63	68	85	5	22	3.0	2.5	4.5	-0.5	1.5
David Bouchard PS	602	457	56	91	114	35	58	3.0	4.5	6.0	1.5	3.0
John Dryden PS	639	157	46	31	39	-15	-7	2.0	1.5	2.0	-0.5	0.0
Maple Ridge PS	441	313	74	63	78	-11	-4	4.0	3.0	4.0	-1.0	0.0
McCaskills Mills PS	441	112	21	22	28	1	7	1.0	1.0	1.5	0.0	0.5
RH Cornish PS	639	169	48	34	42	-14	-6	2.5	1.5	2.0	-1.0	-0.5
SJA Macdonald PS	489	144	30	29	36	-1	6	1.5	1.5	2.0	0.0	0.5
Southwood Park PS	639	252	81	50	63	-31	-18	4.0	2.5	3.0	-1.5	-1.0
TOTALS	5,753	2,235	526	447	559	-79	33	26.0	21.0	29.0	-5.0	3.0

Single Track French Immersion schools

School	Capacity	a	b	c=(a*.20)	d=(a*.25)	e=(c-b)	f=(g-b)	g	h=(c/20)	i=(d/20)	j=(h-g)	k=(i-g)
		Total 2019 Grade 1 Enrolment within French Immersion Boundary	2019 Grade 1 French Immersion Enrolment	20% of Total Grade 1 Enrolment within French Immersion Boundary	25% of Total Grade 1 Enrolment within French Immersion Boundary	Difference at 20%	Difference at 25%	Actual 2019 Number of Grade 1 French Immersion classes	Number of classes if 20% of Total Grade 1 Enrolment	Number of classes if 25% of Total Grade 1 Enrolment	Difference in classes based on 20%	Difference in classes based on 25%
Frenchman's Bay PS	650	294	87	59	74	-28	-14	4.5	3.0	3.5	-1.5	-1.0
Jeanne Sauvé PS	576	421	96	84	105	-12	9	5.0	4.0	5.0	-1.0	0.0
Julie Payette PS	668	540	98	108	135	10	37	5.0	5.5	7.0	0.5	2.0
Meadowcrest PS	285	218	46	44	55	-2	9	2.5	2.0	3.0	-0.5	0.5
Michaëlle Jeanne PS	553	434	107	87	109	-20	2	6.0	4.5	5.5	-1.5	-0.5
Uxbridge PS	466	167	44	33	42	-11	-2	2.0	2.0	2.0	0.0	0.0
Walter E Harris PS	443	514	76	103	129	27	53	4.0	5.0	6.5	1.0	2.5
TOTALS	3,641	2,588	554	518	647	-36	93	29.0	26.0	32.5	-3.0	3.5

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1.2 Capping of French Immersion Grade 1 Enrolment

Registration for the capped French Immersion grade 1 classes would be conducted through a random selection of registrations at each school. Schools that have fewer registrations than their capped number, would have the potential to accommodate pupils from out of area. The annual random selection of registration would occur for each school through a registration window that would be well promoted to ensure parental awareness of the registration dates. The selection of students for all locations will occur on a specific day and all families would be notified at the same time.

The DDSB out of area process would apply (Permission to Enrol a Resident Internal Student) and transportation would not be provided, with a random selection of out of area applications would occur. This would allow pupils to enter the program that otherwise would not have been randomly selected within their designated boundary area to maximize the number of students who can enter the French Immersion program.

To further balance enrolment, boundary adjustments may need to occur. With a phased-in approach, it would be prudent to allow 3 to 5 years of the phase-in to occur before adjusting boundaries. Within that time, enrolment trends under the new process would start to emerge and assist with understanding the adjustments needed.

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The following charts are examples of 20% and 25% capping at four schools. The data in the tables shows the existing projections along with the projections if capping were in place.

Maple Ridge PS

Year	Existing 2020 Projections				Projection with 20% Capping				Projection with 25% Capping			
	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #
2019 actual	219	448	667	74	219	448	667	74	219	448	667	74
2020	218	456	674	60	218	454	672	58	214	474	688	78
2021	224	484	708	60	224	480	704	58	216	520	736	78
2022	241	500	741	60	241	494	735	58	229	554	783	78
2023	252	511	763	60	252	503	755	58	236	583	819	78
2024	269	512	781	60	269	502	771	58	249	602	851	78

RH Cornish PS

Year	Existing 2020 Projections				Projection with 20% Capping				Projection with 25% Capping			
	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #
2019 actual	304	345	649	48	304	345	649	48	304	345	649	48
2020	294	335	629	40	297	328	625	33	294	337	631	42
2021	262	329	591	40	268	315	583	33	262	333	595	42
2022	252	337	589	40	261	316	577	33	252	343	595	42
2023	245	331	576	40	257	303	560	33	245	339	584	42
2024	234	322	556	40	249	287	536	33	234	332	566	42

Sir John A. Macdonald PS

Year	Existing 2020 Projections				Projection with 20% Capping				Projection with 25% Capping			
	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #
2019 actual	163	183	346	30	163	183	346	30	163	183	346	30
2020	166	180	346	30	166	180	346	30	166	186	352	36
2021	164	195	359	30	164	195	359	30	164	207	371	36
2022	159	208	367	30	159	208	367	30	159	226	385	36
2023	153	212	365	30	153	212	365	30	153	236	389	36
2024	148	226	374	30	148	226	374	30	148	256	404	36

* Currently trending 20%

Southwood Park PS

Year	Existing 2020 Projections				Projection with 20% Capping				Projection with 25% Capping			
	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #
2019 actual	199	511	710	81	199	511	710	81	199	511	710	81
2020	184	503	687	76	191	477	668	50	187	490	677	63
2021	172	522	694	76	186	470	656	50	178	496	674	63
2022	168	543	711	76	189	465	654	50	177	504	681	63
2023	153	560	713	76	181	456	637	50	165	508	673	63
2024	149	574	723	76	184	444	628	50	164	509	673	63

1.3 Public Feedback on Draft Report Recommendations

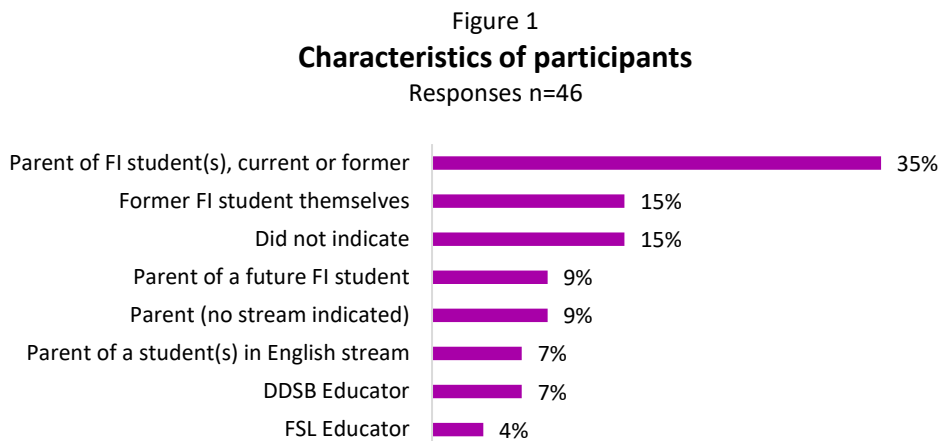
The FSL Review Draft Report was presented to the Board of Trustees at Standing Committee on January 4, 2021. As part of the FSL Review's ongoing public consultation process, which included surveys, Thoughtexchanges, and online gatherings over the past 14 months, an additional opportunity was provided to community members to provide feedback on the draft report and recommendations through the designated FSL Review email address. The FSL Review Committee sent a direct email to anyone who had participated in the virtual consultation process. In addition, an invitation to participate was sent out to school communities, and submissions were accepted from January 8 to 18, 2021.

A total of 37 emails were received at fsl@ddsb.ca. The Accountability and Assessment department assigned a general designation on the comments provided regarding whether they expressed strong opposition or acceptance of the FSL Review and strong opposition or acceptance to at least one or more of the recommendations:

- sixteen emails expressed strong opposition to at least one or more of the recommendations;
- nine emails accepted at least one or more of the recommendations and recognized the need for change;
- eight emails posed questions and concerns regarding one or more of the recommendations; and
- four emails offered ideas and suggestions regarding the recommendations for FSL programming.

Participant Characteristics

Participants were not required to share any personal details; however, many of those who emailed commented on their connection to and interest in the FSL programs. A summary of these details is presented in the following figure to describe who shared feedback about the draft report and recommendations.



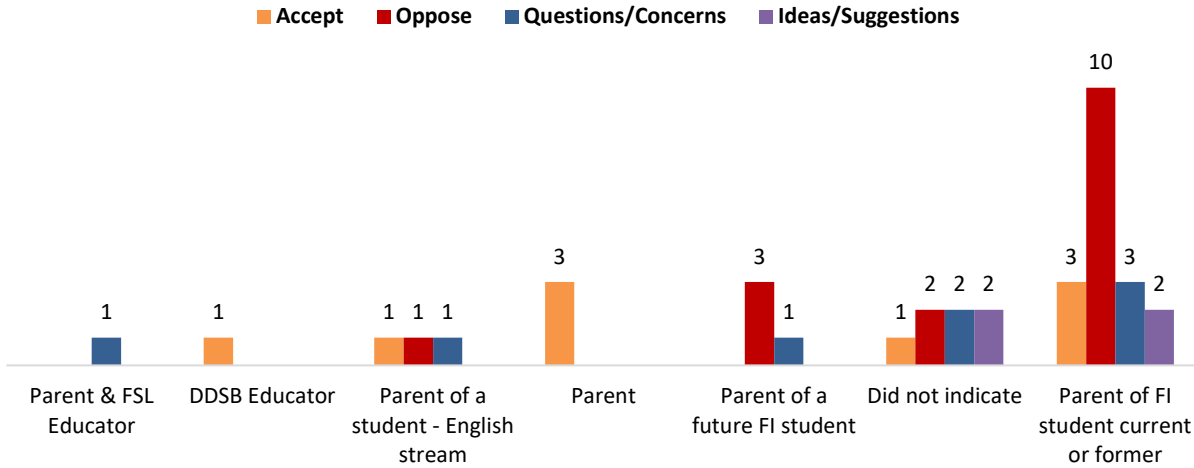
Note: There are more responses (46) than emails (37) because some participants indicated they had many different connections to the FSL programs. For example, an email may include comments such as "As a parent..." followed by "As a teacher..." later in the same email.

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The following figure presents a more detailed summary of the kind of feedback that each participant group shared.

Figure 2
General view of FSL Review and recommendations

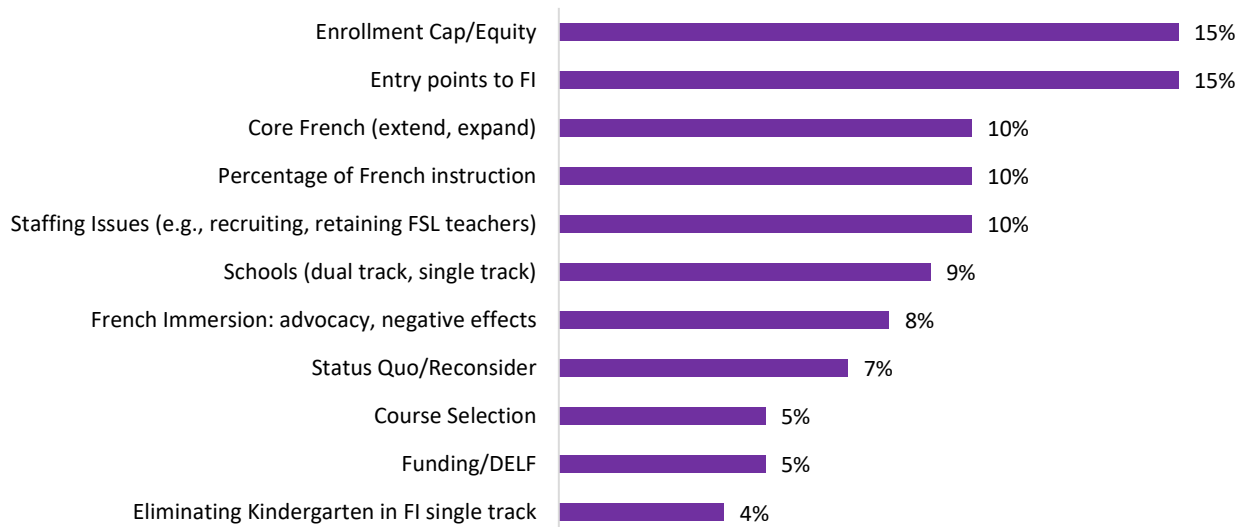
n=37



Further analysis of the feedback highlighted common topics that were discussed in the shared emails. The following graph presents each of the issues by the percentage of emails that mentioned them. This graph has been sorted from most to least commonly mentioned topic. A topic mentioned more frequently does not mean it is more important, but it does indicate the issues that are more top-of-mind for those sharing feedback. Please see Appendix A for an overall summary of the comments shared.

Figure 3
Topics and subjects expressed by theme

Responses n=106
n=37



5. Financial Implications

This review has been conducted to ensure quality French programming continues to thrive within the DDSB and was not conducted with a view for savings. However, with the capping of Grade 1 French Immersion enrolment, there could be a reduction in the number of portable classrooms required at schools offering French Immersion programming. On average, it costs \$17,000 to relocate a portable from one site to another, and an average annual cost of \$7,000 to operate a portable. For the 2019 school year, there were 29 portables relocated within the elementary panel, of which 6 were related to French Immersion. For the 2020 school year, there were 27 portables relocated within the elementary panel, of which 3 were related to French Immersion.

6. Evidence of Impact

The necessity of managing future growth within the French Immersion program would include a reduction in French Immersion driven accommodation pressures at schools where the program is offered, as well as helping to ensure a suitable number of qualified teachers are available to support the sustainability of high-quality French language instruction.

7. Conclusion

This supplemental report is provided to the Board of Trustees for information and feedback prior to a final report being presented to the April 19, 2021 Board Meeting.

Capping the number of Grade 1 French Immersion classes will help ensure that there is a more balanced and managed enrolment within the English and French Immersion programs at dual track schools and will help control the over-utilization of schools.

Tying the number of available French Immersion classes to the overall Grade 1 enrolment within the school boundary as well as the random selection method of entering the program, will ensure ongoing equitable access to the program.

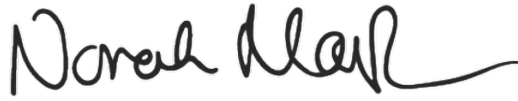
Without managing French Immersion enrolment, the projected increase in the program will lead to both an insufficient number of qualified teachers, as well as ongoing accommodation pressures at many schools offering French Immersion.

8. Appendices

Appendix A – Summary of Public Feedback Received on Draft FSL Review Recommendations and Report

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Report reviewed and submitted by:



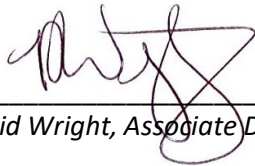
Norah Marsh, Director of Education



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



Robert Cerjanec, Executive Officer (I), Communications and Public Relations



David Wright, Associate Director of Corporate Services



APPENDIX A

Summary of Public Feedback Received on Draft FSL Review Recommendations and Report

FSL Review 2020-2021

Additional Public Feedback Received

Introduction

A Draft FSL Review Report was presented to the Board of Trustees at the Standing Committee Meeting on January 4, 2021. As part of the FSL Review's ongoing public consultation process, which included surveys, Thoughtexchanges, and online gatherings over the past 14 months, an additional opportunity was provided to community members to provide feedback on the draft report and recommendations through the designated FSL Review email address. The FSL Review Committee sent a direct email to anyone who had participated in the virtual consultation process. In addition, an invitation to participate was sent out to school communities, and submissions were accepted from January 8 to 18, 2021.

A total of 37 emails were received at fsl@ddsb.ca. Due to the number of responses submitted, it may not be entirely representative of the feedback received through previous consultations on FSL programming at the Durham District School Board (DDSB). While not all, some of the additional feedback received has been addressed in the supplementary report and in the draft report presented.

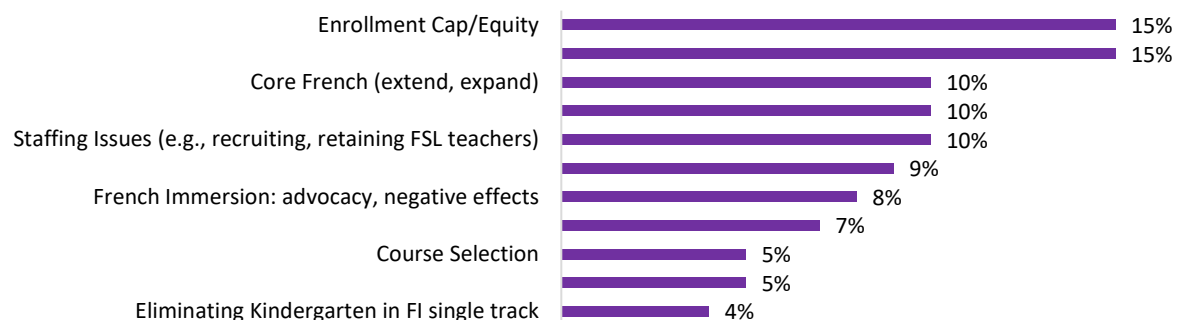
The assigned themes below represent the various topics and subject matter discussed in the correspondence received and reflect opposition, acceptance, questions and concerns, as well as alternative suggestions and ideas.

Figure 3

Topics and subjects expressed by theme

Responses n=106

n=37



Enrollment Cap/Equity (15%)

Those opposed to an enrollment cap for the French Immersion program focused on whether this program should be available to all students because Canada is a bilingual country. Several participants pointed out that under a random selection process, students who would be most likely to stay with the program to graduation (e.g., students with parents who speak French) could be denied that opportunity because they were not selected. They expressed a sense of unfairness that those students would be turned away, while other students whose success in the program was less than certain would be accepted.

The notion of restricting enrollment was viewed as inequitable regardless of the criteria or capping method used to implement this recommendation.

Participants also expressed concern over the difficulties that families could experience if one of their children were accepted into the French Immersion program, but their other children were not selected. This scenario is compounded if it involves having to send their children to different schools.

It was proposed that applying a cap to the FI program would unintentionally make it susceptible to elitism. Several inequitable practices were envisioned to obtain access to the program, such as families misrepresenting their address or families with the means to drive their children to move across school boundaries to gain access to schools with openings in their FI program. Another parent expressed concern that a "*sense of superiority*" could be associated with successful enrollment into the FI program.

Several questions around a potential cap highlight the need for more information to describe the process and make it easier to understand how it would work. In particular, those who shared feedback were interested in knowing:

- How will a cap be determined?
- Will there be a preference for students who have a sibling already attending the FI program?
- Which of the various options cited in the document will be adopted?
- What will the registration or application process look like?

The enrollment process was also seen as a place where inequitable practices could emerge. Issues like online registration can disadvantage families who do not have access to the internet or unreliable access. One participant highlighted the difficulties that in-person registration had on single-parents, citing a scenario in which they might be required to camp out for an extended period (overnight) with their children to make an application.

Entry points to FI (15%)

The recommendation for a grade 2 entry-point was supported by many participants who referenced the benefits of introducing French at an early age to maximize language acquisition. One person felt that two years of schooling (Kindergarten and Grade 1) before entering FI would allow students to adjust to the learning environment and acquire necessary subject skills in English. On the other hand, others felt that a grade 2 or grade 4 start was too late and preferred children begin French in the early years (Kindergarten or Grade 1), stating that the longer the delay for the introduction of a language, the greater the challenges and difficulties students will experience.

Concerns were raised about the viability of a single-entry point for the FI program. Suppose restrictions were placed on the initial enrollment. In that case, there could be unintended consequences such as split grades at the intermediate level (Grades 5-8) as some students might transfer out of the program over time. Multiple entry-points for the FI program were seen as a better approach, with later entry seen as a favorable option, particularly if paired with an extended/enhanced Core French program. It was suggested that this would afford students who excel or enjoy learning French the opportunity to transfer into FI.

Core French (extend, expand) (10%)

The possibility of expanding or enhancing the Core French program was well received by those who shared their feedback. Many expressed their enthusiastic support for the introduction of French starting in Grade 1. One parent of a FI student felt that this would be very beneficial, as it can act as a bridge to FI in grade 2 and affords families who may choose the English program for their children to have the opportunity to learn French. This approach was also suggested as a possible alternative to capping enrollment in FI. If a quality Core French was available, then the demand for full Immersion may not be as high.

Some felt that this recommendation was the natural progression of bilingualism, that both official languages should be taught throughout the elementary grades. Participants anticipated that this proposal had tremendous potential for success and may influence students to continue their French studies into secondary school.

Several questions were raised to revise the FSL curriculum and instruction hours to better align with Core French's proposed expansion. It was mentioned that more thought might be needed about how these changes could be implemented and what effects they might have on the FI program. Although support was strong for this recommendation, parents of FI students were concerned that improvements to the Core French program could come at the FI program's expense. Concerns were also shared about how this could impact FSL staffing. Could it make the existing staff shortage worse? Will this be a risk to student success; does this potentially affect comprehension levels and French proficiency of FI students adversely?

Percentage of French instruction (10%)

There was strong opposition to the proposed reduction of French instruction. Many parents of current FI students stress the importance of having a full immersion experience in French to achieve maximum language acquisition, especially in younger students. They were doubtful that the current percentage of French instruction is adequate to obtain mastery of the oral and written French language, let alone a decrease in this percentage of French instruction. A reduction in this percentage was considered to be even more inadequate.

Many felt the DDSB was moving in the wrong direction, that the percentage of French language instruction should be increased, not decreased as the draft report suggests. Some parents argued that reducing the amount of instruction time will "*greatly affect our program's strength*" and will likely negatively impact student fluency. Many participants called for full Immersion (100%) of the French language in the primary grades. They maintained that the greatest chance for success (fluency, bilingualism) relies on complete Immersion in the formative early years.

Staffing Issues (e.g., recruiting, retaining FSL teachers) (10%)

Participants who commented on this issue found it frustrating and unacceptable that many qualified FSL educators are presently teaching in the English program. One parent felt there must be incentives that teachers would find appealing and would overcome barriers (e.g., seniority) to draw them back or keep them to fill positions in FSL programs.

Given the difficulty the DDSB has had recruiting and retaining French educators, one parent felt the recommendations' logic was inconsistent. Whereas the draft report outlines changes to the FI program as a response to the staffing shortage, it also proposes expanding Core French and adding an Expanded French program. These proposed actions were considered to diminish FI further and, therefore, should be rejected. To address this issue, the parent recommended that the best approach be to intensify the recruitment efforts to staff the FI program.

Participants shared concerns that the option to have FI educators teach two classes would make the position less attractive when compared with other boards where FI educators are given a single class of their own. One possible solution shared for the secondary level is to amalgamate FI programs from various schools into one school. Split classes in FI were also considered an issue to address in an appeal to attract more teachers. Split classes were considered less preferable as they are more challenging to teach and could lead to educator burn-out.

Many participants shared feedback on possible approaches to address the staffing issue. Regarding the retention of current FSL educators, one suggestion was to provide opportunities for FI/FSL peer-grade collaboration and networking, which was considered to be particularly important in smaller dual-track schools. It was also suggested to consider introducing "*English as a rotary subject in primary grades*" to "*free up French teachers across the board to fill in existing gaps*." If teachers could become available this way, they could then provide instruction in English for subjects such as Math, Physical Education, Art, and Health. It was also recommended that Core French teachers be provided with upgrading/training to move into FI teaching positions.

One approach that was offered for recruiting new FSL staff suggested creating a "*talent pipeline*" of former bilingual students who could return to the Board as qualified FI educators. The "talent pipeline could be developed in partnership with post-secondary institutions such as Queen's University to recruit teacher candidates before graduation. It is also crucial that the Ministry connect with teacher colleges to increase enrollment and enhance their FSL post-secondary programs.

It was also suggested that consideration be given to expanding recruitment efforts for FSL educators beyond Ontario and Quebec and broadening the search internationally. Several people mentioned implementing a minimum 5-year commitment to teach FSL as a hiring requirement for French positions. Another approach suggested creating two separate employment positions, teacher – English program and teacher – French program, and not permitting staff transfer between these two programs. Finally, the suspension of the FSL proficiency test for those teaching Core French was offered to increase the number of teachers available.

Schools (dual track, single track) (9%)

Parents of students in the English program had strong opinions about converting dual-track schools into single-track FI schools. They expressed disappointment over the possible loss of their neighbourhood schools and frustration that their children would be denied access to an English learning experience in their home school. The expectation to attend a school outside their neighbourhood to accommodate students from other areas was upsetting and was described as being "*zoned out of our home school*." Parents used the example of a school under review for such a change and explained how the possible displacement of some students favoring other students had caused a rift to develop in their community.

In contrast, one parent of an FI student described the differences they perceived between the quality of education provided and shared that they believed a single-track French Immersion school would offer a better-quality program.

French Immersion: advocacy, adverse effects (8%)

Many parents felt the recommendations contained in the draft report could diminish the FI program and were very clear in their advocacy for French language education, as one of Canada's official languages. Parents of FI students view the proposed changes as a loss of opportunity for current and future students.

The benefits attributed to the FI program included cognitive development, math, and reading scores in English. It was also noted that bilingualism provides more employment opportunities with higher wages.

A non-French-speaking parent shared how they rely on the school system to provide the FI program so their child can learn French. Another parent with a student in the English program suggested that what is needed is a shift in how language is taught. They offered that if French instruction focused more on the conversational side than on the technical aspects, student engagement and program retention might improve.

Finally, it was implied that focusing on addressing logistical issues by implementing the recommended actions would dissuade families from enrolling their children in FI, thereby lessening system pressures to accommodate the current demand.

Status Quo/Reconsider (7%)

The feedback received from many parents of FI students appealed to the DDSB to reconsider making changes to their children's program. Considering impact of COVID-19 this past year (Covid-19), they strongly suggest delaying any decision on the recommendations until additional public consultations can occur.

Parents expressed significant concern and disappointment over the perceived loss of opportunity for children to engage in a French education if the draft report's recommendations are implemented. Many shared that as a bilingual country, the educational goal should be to improve and expand French acquisition; parents urged the Board to maintain the FI program as it currently exists and search out alternative solutions that don't reduce or diminish it. Furthermore, the French instruction level should remain unchanged, as one parent wrote, "*I would like the integrity of the French Immersion program to remain intact.*"

Course Selection (5%)

Although the draft report notes that course selection is not an issue at all secondary schools, participants share how some schools have retention issues in French Immersion because of a lack of options. The deficit of courses was viewed as causing students to withdraw from the program because they could not achieve the required credits for the FI certification and get the pre-requisites for their post-secondary goals. One parent of a FI student expressed sadness that

after years of commitment to the program, the lack of course selection in some cases made it impossible to achieve the certification.

The current selection of courses was seen to force students to make a hard choice; remain with the FI or leave the program to take required courses only offered in English. As one parent stated, the limited course offerings, especially in the STEM subjects, are unfair, and "*these kids work so hard, and we are setting them up to fail*" by forcing them to take classes they would not otherwise want or need simply because it is taught in French.

A possible solution that one participant proposed recommended a reduction or adjustment to the FI program's requirements so that attaining a certificate is reasonably possible given the limited courses being offered in a school.

Funding/DELF (5%)

Participants shared that students in FI program tend to be high academic achievers and dedicated learners who demonstrate extra initiatives to learn another language. Removing the DELF funding for these students was described as an injustice. Parents shared that FI secondary students have already experienced reductions in their program, and the removal of DELF funding felt punitive. It was mentioned that while programming for English track students increased and more opportunities were provided, the opposite is occurring for FI students. This disparity was described as discriminatory and unfair.

Parents of FI students are concerned by the continued loss of courses and the increased difficulty meeting graduation requirements. They feel that students have earned the 'right' to access the DELF without cost. They question why students should have to apply for a subsidy to obtain something they consider to be part of the FI program. Parents feel that the DELF should be available to them based on their academic success and dedication to this challenging program.

One person wished to bring to the Trustees' attention Table 7 of the draft report and challenged the premise that Core French students are as successful at challenging the DELF. Core French students challenge the DELF more often at the basic French level (A2) and not at the higher language level (B1/B2) like their FI counterparts do.

Eliminating Kindergarten in FI single track (4%)

Several people shared that eliminating Kindergarten in FI single-track schools would cause stress for them and other families. They described their scheduling difficulties with their children attending multiple schools and how it disadvantages children unable to participate in Kindergarten programs at the same school as their siblings.

One parent commented specifically about a school that may be converted to a single-track FI. They expressed concern that the phasing out of Jr. Kindergarten enrollment so hastily could negatively impact families with pre-school children and children currently attending that school. They expected that when the time came for their child to attend school, they would be at the same location as their older children.

Parents expressed interest in obtaining more information on this recommendation's potential impact on families with children currently in JK. Will those children have to undergo an application process to remain at the same school with their siblings? It is unclear from the draft report how families in this situation will be handled.

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Standing Committee **DATE:** March 1, 2021

SUBJECT: Naming of Schools Policy and Procedure **PAGE NO.** 1 of 2

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services

1. Purpose

The purpose of this report is to provide the Standing Committee with a draft update to the Naming of Schools Policy

2. Ignite Learning Strategic Priority/Operational Goals

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

- The Naming of Schools Policy ensures community involvement in the setting of school names and builds confidence in the Board by establishing an accessible, transparent process.

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

- Supporting students in learning environments where they see themselves reflected, helps to develop a sense of belonging and positively contributes to their success and well-being.

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

- Providing a mechanism to change school names that aligns with the Board’s commitment to Indigenous rights, human rights, anti-oppression, anti-discrimination, and equitable and inclusive education helps to create a sense of equity within school communities.

3. Background

At the January 18, 2021 meeting of the Board of Trustees, a motion was approved to review and update the policy for the naming of schools, and for the revised policy to include parameters for the re-naming of schools.

As per the Board direction of March 2020, all Board Regulations are being phased out and replaced with Policies and/or Procedures to align with good governance practices.

4. Analysis

A jurisdictional scan of school naming policies was performed, and the Board's current Naming of Schools Policy and Regulation were revised (in draft) to reflect the sensitivity and importance of school naming and school re-naming.

The Trustee Committee met to review, discuss and amend the draft Policy. A copy of the updated draft is included with this report as Appendix A. A clean copy for ease of reading is provided as Appendix B. For Trustee information, the Draft Procedure is also included as Appendix C with tracked changes and a clean copy is included as Appendix D.

Community feedback on the updated draft will be received and reviewed with the Trustee Committee for inclusion in the draft Policy as may be appropriate.

5. Communication

Following this meeting, the draft will be provided to School Community Council chairs for discussion at their SCC meetings, the Parent Involvement Committee, the Equity and Diversity Committee and the Indigenous Advisory Circle with feedback requested.

6. Conclusion

This report is provided to the Standing Committee for discussion and feedback. The policy will be brought to the Board for approval at the April Board meeting.

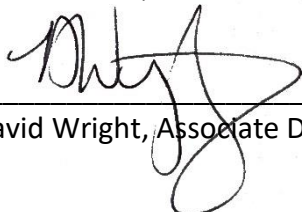
7. Appendices

- Appendix A – Draft Policy: Naming of Schools -Tracked Version
- Appendix B- Draft Policy: Naming of Schools - Clean Version
- Appendix C– Draft Procedure: Naming of Schools- Tracked Version
- Appendix D- Draft Procedure: Naming of Schools - Clean Version

Report reviewed and submitted by:



Norah Marsh, Director of Education



David Wright, Associate Director of Corporate Services



POLICY

NEW CONSTRUCTION

Business – School Operations

Naming of Schools

1.0 Rationale

1.0 — It is the responsibility of the Ad Hoc Committee to make a school name recommendation to a regular meeting of the Board.

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

2.0 Objective

- 2.1 **The objective of this policy is to establish the process and parameters for the naming or re-naming of schools that supports the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize this Policy.**
 - 2.2 **Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.**
- 2.0 — Schools shall be named or re-named in accordance with the following guidelines, giving consideration to the numbering as being a guide to priority for the source names:
- (a) ~~After persons recognized as having made a significant contribution to our society in the region, province, or country. The school will not be named after a current employee of the Board, or a member of the Board, or a member of the immediate family of the foregoing.~~
 - (b) ~~A historical name which once applied to the area in which the school is located.~~
 - (c) ~~The name of the District which the school will serve.~~
 - (d) ~~The name of the street on which the school is located.~~

3.0 Definitions

In this Policy,

3.1 Board refers to the Board of Trustees for Durham District School Board.

3.2 District refers to the corporate entity of Durham District School Board.

3.3 Staff refers to any individual who is employed by DDSB.

4.0 Responsibilities

4.1 Trustees: As per the Education Act, Trustees:

(a) promote student achievement and well-being;

(a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;

(a.2) promote the prevention of bullying;

(b) ensure effective stewardship of the board's resources;

(c) deliver effective and appropriate education programs to its pupils;

(d) develop and maintain policies and organizational structures that,

(i) promote the goals referred to in clauses (a) to (c), and

(ii) encourage pupils to pursue their educational goals;

(e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;

(f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);

(g) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education; and

(h) monitor and evaluate the performance of the board's director of education, or the supervisory officer acting as the board's director of education, in meeting,

(i) his or her duties under this Act or any policy, guideline or regulation made under this Act, including duties under the plan referred to in clause (f), and

ii) any other duties assigned by the board.

4.2 Director of Education: For the purposes of this policy, the operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board Policy by adapting and implementing appropriate Procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

5.0 Policy

- 5.1 To name a new or consolidated school, a School Naming Committee shall be established to provide a short-list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this policy.**
- 5.2 The School Naming Committee shall reflect the diverse communities DDSB serves and be comprised of the area Trustees (no fewer than two Trustees), and the Family of Schools Superintendent, together with those representatives from the community and the school's staff and students as may be selected in accordance with the procedure adopted under this Policy.**
- 5.3 If a written request is received to rename an existing school, the Director shall bring a report to Trustees to determine whether the request meets one or more of the renaming criteria stipulated in section 5.4 of this Policy. In addition, either the Board or Administrative Council may, on their own initiative, determine that one or more of the renaming criteria stipulated in section 5.4 of this Policy are engaged. The rationale for a name change, the composition of the School Naming Committee and a financial analysis of the associated costs will be included in the report to Trustees. If, in any case, one or more of the renaming criteria are engaged, a School Naming Committee will be established to provide a short list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this Policy.**
- 5.4 A school shall be eligible to be renamed under this policy if:**
- a) The current name does not align with the Board's commitment or legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination and equitable and inclusive education; or**
 - b) the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values; or**
 - c) the current name was appropriated from a culture or community without the necessary engagement and consultation with representatives from the community; or**
 - d) The Board, in conjunction with the school community, has developed a new identity for the school.**
- 5.5 Notwithstanding the establishment of a School Naming Committee, the Committee has the discretion to recommend that the name of school remain unchanged. Further, the Board may choose to accept or reject any recommendation of a School Naming Committee but shall not choose any name not on the short-list of names recommended by the School Naming Committee.**
- 5.6 The name for a school shall align with 2.1 and 2.2 of this Policy and include:**
- a) the name of a renowned individual of historical significance whose contribution to**

**the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB;
or**

b) The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or

c) The name of a significant Canadian event.

5.7 In no case, shall any school be named after a corporation, a sitting politician, a current employee of the Board, a member of the Board, or a member of the immediate family of the foregoing.

6.0 Evaluation

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

7.0 Reference Documents

7.1 Procedures

- **Naming of Schools**

Appendix:

None

Effective Date

85-06-10

Amended/Reviewed

2003-09-03

2003-11-17

2006-08-02

2013-05-22

2013-11-20

2021



POLICY

Business – School Operations

Naming of Schools

1.0 Rationale

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

2.0 Objective

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

3.0 Definitions

In this Policy,

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

4.0 Responsibilities

4.1 Trustees: As per the Education Act, Trustees:

- (a) promote student achievement and well-being;
 - (a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
 - (a.2) promote the prevention of bullying;
- (b) ensure effective stewardship of the board's resources;
- (c) deliver effective and appropriate education programs to its pupils;
- (d) develop and maintain policies and organizational structures that,
 - (i) promote the goals referred to in clauses (a) to (c), and
 - (ii) encourage pupils to pursue their educational goals;
- (e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;
- (f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);
- (g) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education; and
- (h) monitor and evaluate the performance of the board's director of education, or the supervisory officer acting as the board's director of education, in meeting,
 - (i) his or her duties under this Act or any policy, guideline or regulation made under this Act, including duties under the plan referred to in clause (f), and
 - (ii) any other duties assigned by the board.

- 4.2 Director of Education: For the purposes of this policy, the operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board Policy by adapting and implementing appropriate Procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

5.0 Policy

- 5.1 To name a new or consolidated school, a School Naming Committee shall be established to provide a short-list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this policy.
- 5.2 The School Naming Committee shall reflect the diverse communities DDSB serves and be comprised of the area Trustees (no fewer than two Trustees), and the Family of Schools Superintendent, together with those representatives from the community and the school's staff and students as may be selected in accordance with the procedure adopted under this Policy.
- 5.3 If a written request is received to rename an existing school, the Director shall bring a report to Trustees to determine whether the request meets one or more of the renaming criteria stipulated in section 5.4 of this Policy. In addition, either the Board or Administrative Council may, on their

own initiative, determine that one or more of the renaming criteria stipulated in section 5.4 of this Policy are engaged. The rationale for a name change, the composition of the School Naming Committee and a financial analysis of the associated costs will be included in the report to Trustees. If, in any case, one or more of the renaming criteria are engaged, a School Naming Committee will be established to provide a short list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this Policy.

5.4 A school shall be eligible to be renamed under this policy if:

- a) The current name does not align with the Board's commitment or legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination and equitable and inclusive education; or
- b) the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values; or
- c) the current name was appropriated from a culture or community without the necessary engagement and consultation with representatives from the community; or
- d) The Board, in conjunction with the school community, has developed a new identity for the school.

5.5 Notwithstanding the establishment of a School Naming Committee, the Committee has the discretion to recommend that the name of school remain unchanged. Further, the Board may choose to accept or reject any recommendation of a School Naming Committee but shall not choose any name not on the short-list of names recommended by the School Naming Committee.

5.6 The name for a school shall align with 2.1 and 2.2 of this Policy and include:

- a) the name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or
- b) The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or
- c) The name of a significant Canadian event.

5.7 In no case, shall any school be named after a corporation, a sitting politician, a current employee of the Board, a member of the Board, or a member of the immediate family of the foregoing.

6.0 Evaluation

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

7.0 Reference Documents

7.1 Procedures

- Naming of Schools

Appendix:

None

Effective Date

85-06-10

Amended/Reviewed

2003-09-03

2003-11-17

2006-08-02

2013-05-22

2013-11-20

2021



REGULATION PROCEDURE

NEW CONSTRUCTION

Business – School Operations

Naming of Schools

1.0 Rationale

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

2.0 Objective

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

3.0 Definitions

In this Procedure,

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

4.0 Responsibilities

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

5.0 Guidelines and Considerations

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

6.0 Procedures

- 6.1 In accordance with the School naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be **struck** to name a new or consolidated school, or to rename an existing school with the approval of the Board. ~~the District shall establish a Naming Committee to make a recommendation to the Board.~~
- 6.2 ~~An Ad Hoc~~ **School Naming Committee shall first and foremost reflect the diverse communities that DDSB serves** and be composed of:
- (a) ~~no more than four~~ **the area trustees (no fewer than two)** including one trustee from another municipality;
 - (b) the Superintendent of Education/Area, and appropriate supporting Officer;
 - (c) the Principal designate, ~~and/or Vice Principal designate~~;
 - (d) two School Community Council representative(s) **or one School Community Council member** representing the ~~community or~~ amalgamating communities;
 - (e) two Student Council representative(s) representing school or schools **or one Student Council representative from the schools that are being consolidated**
 - (f) two school community members invited by the Superintendent of Education/Area in consultation with the Trustees.
 - (g) **A member of the indigenous Advisory Circle**
 - (h) where a member has a conflict of interest i.e. descendent or an immediate family member of a name put forward, that person shall not be a member of the ~~ad hoc~~ committee.

- 6.3 No two members of the ad hoc committee shall be members of the same immediate family.
- 6.4 All members of the Ad Hoc committee are voting members.
- 6.5 The Family of Schools Superintendent will **Chair the** establish an Ad Hoc Naming Committee, **and will be a non-voting member.**
~~The principal designate of the new school shall Chair the Committee.~~

6.6 Role of the Naming Committee

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

The School Naming Committee will review and consider submissions made to it and narrow them for a second round of consultation with the school community. In circumstances where renaming a school is being considered, the committee will consider all voices and perspectives, including the community(ies) that raised the concern.

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

The Family of Schools Superintendent will bring forward a report to Board with the top three choices from the School Naming Committee to the Board of Trustees with a rationale for all three choices. The report should indicate the top choice of the School Naming Committee for the Board of Trustees' consideration.

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

- ~~1.1 The Ad Hoc Committee shall invite suggested school names from:~~
- ~~(a) adjacent schools (schools accommodating the new school students) through a newsletter.~~
 - ~~(b) the school community councils of adjacent schools where appropriate.~~
 - ~~(c) Board trustees and staff.~~
 - ~~(d) the community through the media.~~
 - ~~(f) the local historical society.~~

~~No person submitting a suggested school name shall be a member of the ad hoc committee.~~

- ~~1.2 All suggestions are to be in writing and to be returned within 30 days of the invitation. A detailed background (history) of the suggested names shall be requested with all submissions.~~
- ~~1.3 The Ad Hoc Committee shall request permission to let a name stand, where appropriate.~~
- ~~1.4 The Ad Hoc Committee shall meet to review the names and vote to select the name.~~
- ~~1.4 The Ad Hoc Committee shall send letters of acknowledgement to the people who submitted suggestions for a school name. This should be done before submitting the report to the Board.~~
- ~~1.5 The Ad Hoc Committee shall provide a report and recommendation to the Board for approval.~~

7.0 Reference Documents

7.1 Policies - Naming of Schools

Appendix:

None

Effective Date

87-03-23

Amended/Reviewed

98-10-05

2003-04-22

2003-09-03

2003-11-17

2006-08-02

2010-03-22

2013-05-22

2013-11-21

2018-10-15

2021



PROCEDURE

Business – School Operations

Naming of Schools

1.0 Rationale

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

2.0 Objective

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

3.0 Definitions

In this Procedure,

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

4.0 Responsibilities

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

5.0 Guidelines and Considerations

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

6.0 Procedures

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

6.6 Role of the Naming Committee

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

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

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

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

The Family of Schools Superintendent will bring forward a report to Board with the top three choices from the School Naming Committee to the Board of Trustees with a rationale for all three choices. The report should indicate the top choice of the School Naming Committee for the Board of Trustees' consideration.

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

7.0 Reference Documents

- 7.1 Policies
- Naming of Schools

Appendix:

None

Effective Date

87-03-23

Amended/Reviewed

98-10-05

2003-04-22

2003-09-03

2003-11-17

2006-08-02

2010-03-22

2013-05-22

2013-11-21

2018-10-15

2021



Equity/Diversity Ad Hoc Steering Committee
Wednesday, January 20, 2021
Google Hangout Meeting
Minutes

Present: Camille Alli, Patrice Barnes, Chrystal Bryan, Mo Hamid, Mary Hindle, Margaret Lazarus, Norah Marsh, Merrill Mathews, Devika Mathur, Ken MacNaughton, Eleanor McIntosh, Donald McLeod, Carolyn Morton, Cheryl Rock, Charles Senior, Jacqui Steer, Symone Taylor, Kenroy Wilson

Regrets: Oliver Forbes

1. **Land Acknowledgement**

- Patrice Barnes read the Land Acknowledgement

2. **Welcome**

- Patrice Barnes welcomed committee members

3. **Minutes from November 18, 2020**

- Reviewed and passed

4. **Student Census**

- we have amalgamated the Affinity Network groups with the Director, Norah Marsh
- we should gather some input from the Affinity networks recognizing that it is not a tokenistic engagement with the Affinity networks
- we need to gather thinking around an engagement strategy
- there will be a public launch over March Break
- we will report back and prepare for the 2.0 simulatnt
- the upcoming meeting should facilitate a bit of a process where we can start to generate some thinking around the communities that are represented disproportionately with negative outcomes by the census
- what does the process look like for engaging those communities in a dignified way?

5. **Terms of Reference for the Equity Ad Hoc Steering Committee**

- thinking about moving to an Advisory Committee
 - this may expos us to issues we may not see as African Canadians
-
- A decorative graphic at the bottom of the page consists of several overlapping, wavy lines in shades of red, orange, yellow, and blue, creating a sense of movement and energy.

- it may embrace all those who are victimized by policies and practices
- there are mixed feelings about an Advisory Committee
- we are in a place where we can as an affinity with other organizations. help to move this board into a new place of equity
- expanding this committee to include other diverse experiences would be beneficial
- the Terms of Reference need some updating especially around language
- we don't want to lose the Integrity behind why this steering committee was here in the first place
- we should “share the wealth” and make sure that all the other communities that we have in our board benefit from some of the things that we have been doing
- there are several advisory committees within the board in terms of companion entities and so our conversation then lies around defining our relationship with trustees and working within the mandate of governance and how that sort of manifests itself
- there is language that says that committees need to be reflective of the board
- we look for and apply to grants to find funding from sources
- we need to think about how we design a mechanism to engage with trustees in a manner that supports the government governance requirements of committees, and allows us to have the working power of this committee, and supports the broader intersection of identities that we have within the system
- there is a lot of work that the committee has done that still needs to filter down to the kids in the schools
- are the kids feeling the change?
- the Committee hasn't finished what we started and morphing into something else before we've kind of finished this work is worrisome
- the focus of this group and the combination of staff and our critical friends, has been pivotal and going forward this committee will prevail and could help and reach out and support others as well
- some of the operational structures that are currently working should be maintained in order to maintain the success of this committee
- it is suggested that a small group look over the terms and come back to the committee with suggestions

6. **Next Meeting Date – February 17, 2021, at 6:00 pm**

- The Committee established the agenda items for the next meeting

7. **Adjournment**

The meeting adjourned at 8:00 p.m.





Governance Meeting

Monday, January 11, 2021 – 5:30 p.m., Virtual

Trustees: Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Carolyn Morton, Niki Lundquist, Scott Templeton, Christine Thatcher

Regrets: Chris Braney, Darlene Forbes

Staff Present: Director of Education Norah Marsh, General Counsel Patrick Cotter, Executive Officer Robert Cerjanec

Minutes: Kathy Fitzpatrick

1. Call to Order

Trustee Carolyn Morton, Chair of the Committee, called the meeting to order at 5:30 p.m.

2. Declarations of Interest

There were no Declarations of Interest.

3. Election of Chair

Chair Morton informed the committee that she is stepping down from the position of Chair of the Governance Ad Hoc Committee.

Nominations were called for the position of Chair of the Governance Ad Hoc Committee.

Trustee Linda Stone self-nominated for the position.

Trustees Linda Stone was acclaimed to the position of Chair of the Governance Ad Hoc Committee.

CARRIED

The Meeting was turned over to Trustee Linda Stone.

4. Approval of Minutes – November 23, 2020.

Moved by Trustee Christine Thatcher

THAT THE GOVERNANCE AD HOC COMMITTEE MEETING MINUTES OF NOVEMBER 23, 2020 BE APPROVED.

CARRIED

5. Finalize Code of Conduct

- General Counsel Patrick Cotter shared the document with the group and went over the following track changes that are in bold and italic.
- **14.2:** If a complaint is filed with the Integrity Commissioner, after an initial assessment, the Integrity Commissioner may determine the appropriate next steps, including *treating the matter as a Formal Complaint* or referral of the complaint to an independent investigator. Upon receipt of *any independent investigator's findings, the Integrity Commissioner shall report to the Board in the same manner as report following an investigation into a Formal Complaint.*
- **17.1:** If a Trustee is uncertain about whether a proposed action or activity by that Trustee is prohibited by the Code of Conduct, the Trustee may directly seek the advice of the Integrity Commissioner prior to engaging in the proposed action or activity. This shall not constitute an inquiry or investigation by the Integrity Commissioner pursuant to the Complaint Protocol. The advice is not binding on the member nor on the Board but must be considered by the Integrity Commissioner in any subsequent investigation involving the member and the same or related conduct. *Any advice by the integrity Commissioner to a Trustee under this provision shall be in writing or, if oral, confirmed in writing by the Integrity Commissioner.* The fact that a member did not seek advice under this section shall not be considered by the Integrity Commissioner or the Board in any subsequent investigation or determination.
- **18.1:** If the Integrity Commissioner determines that a Trustee has breached this Code of Conduct, the Integrity Commissioner shall report to the Board of Trustees reciting the findings of the Integrity Commissioner. The Board of Trustees shall consider the report of the Integrity Commissioner and the Board of Trustees shall make its own assessment and determination of whether there has been a breach of the Code of Conduct and, if so, may impose one or more *sanctions as provided for in section 218.3 of the Education Act, as may be amended from time to time.*
- A discussion took place on the need for clarification on section 218.3 of the Education Act.

Moved by Trustee Paul Crawford

AS PER ITEMS 18.1 (A), (B) AND (C) TO REQUEST THE MINISTRY TO GIVE BACKGROUND INFORMATION ON THE WORDING OF THOSE THREE ITEMS.

The motion was then put to a vote and DEFEATED.

Governance Ad Hoc Committee Meeting

January 11, 2021

- General Counsel Patrick Cotter shared the following changes to Appendix 1 and 2:
- **Appendix 1, Section 1.3:** *The Integrity Commissioner may be terminated by the Board of Trustees by 2/3 vote.* He answered trustee questions.
- Patrick Cotter asked for background information on **Appendix 1, Section 3.5.** Patrick's advice was that this section be deleted as it should be covered under the code. He answered trustee questions.
- Language was added to **Appendix 2, section 5.0 (f)** as a place holder and for trustees to discuss further. The following language will be added to **Appendix 2, section 5.0 (f):** *In no case shall a complaint be investigated if it is not made within 1 year of the events at issue.* There were no objections to the language being added.
- Changes were shared: **Appendix 2, Section 5.4 (b):** The inquiry will be conducted in private and will remain confidential, save and except as may be disclosed in any report by the Integrity Commissioner to the Board of Trustees *or as necessary for the conduct of the investigation.* There was no question on this item.
- Changes were shared: **Appendix 2, Section 5.5 (c):** Where a Formal Complaint is sustained in whole or in part, the Integrity Commissioner shall report to the Board of Trustees outlining the findings of the investigation. *The report shall make recommendations as to sanction with reference to section 281.3 of the Education Act together with any relevant decisions of other Boards that the Integrity Commissioner believes may be of assistance to the Board in considering sanction.* There was no question on this item.
- A discussion took place around **Appendix 2, Section 5.0** Informal Complaint Process and adding additional language around the process.
- Patrick Cotter will review further **Appendix 2, Section 5.0** and look at adding the following language: *The complainant can as part of the informal process speak to the Chair of the Board to see if the matter can be resolved.* Further discussion will take place offline around the process.
- **Mediation Process:** Patrick Cotter will review the by-law and look at including the mediation process throughout the documents.
- The following changes will be made to **Section 4.0, 4.4:** Trustees should not access or attempt to gain access to confidential information in the custody of the Board unless it is necessary for the performance of their duties and not prohibited by Board policy It is understood that any staff providing access to any such confidential information ~~will~~ *may* share it with other *Trustees as may be appropriate in the circumstances.*

6. Draft Consolidated By-Law

- The draft Consolidated By-Law is almost complete, General Counsel Patrick Cotter will share with trustees and will go through the document at the next meeting.
- Patrick Cotter went through the changes that trustee might want to consider.
- The by-law incorporates all the relevant terms of the existing by-laws #1-15.
- The Code of Conduct will be an appendix to the by-laws. The by-laws govern the internal governance of the Board of Trustees.
- Patrick Cotter went over the highlighted changes and asked trustees to review:
 - 4.1: Standing Committees
 - 5.4: Resolutions coming out in camera sessions

Governance Ad Hoc Committee Meeting

January 11, 2021

- 5.5.6: Scheduling and agendas
 - 5.5.8: Policy
- A discussion took place on the process/flow for a new policy:
 - Policies**
 1. Standing Committee: For Information/Discussion
 - ↓
 2. Board Meeting: For Notice
 - ↓
 3. Standing Committee: For Community Presentation (if Applicable)
 - ↓
 4. Board Meeting: For Approval/Recommended Action
 - If a policy only effects the Board of Trustees and does not impact students or families, the notice period could be reviewed and waived.
 - Committees: certain committees are enshrined in the by-laws; any additional committees are established by the Board. All committees would report through Standing Committee to the Board.
 - Patrick Cotter will use track changes on the by-law document.
 - The 4 committee categories are as follows:
 - Statutory Committees-Determined by the Ed Act and Regulation
 - Standing Committees
 - Other Standing Committees
 - Ad Hoc Committees

7. Other Business

- A concern was raised around by-law distribution and accessing them on the website. It was shared that the new Policy Analyst has been hired and will manage this area and will provide an updated online platform for policy and procedures.

8. Next Meeting Date

- Kathy will send out a poll to determine the next meeting date.

9. Adjournment

The meeting adjourned at 7:30 p.m.



Governance Meeting
Monday, October 26, 2020 – 5:30 p.m. (Amended)
Virtual

Trustees: Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Scott Templeton, and Christine Thatcher

Regrets: Chris Braney

Staff Present: Norah Marsh, Acting Director of Education, Patrick Cotter, General Counsel

Minutes: Kim Cox

1. Call to Order

Trustee Carolyn Morton, Chair of the Committee, called the meeting to order at 5:30 p.m.

The agenda was amended to include new Items: 5. Updated Draft Copy of the Code of Conduct and 6. Consolidated By-Law.

MOVED by Trustee Niki Lundquist

THAT THE AGENDA BE APPROVED.

CARRIED

2. Declarations of Interest

There were no Declarations of Interest.

3. Approval of Minutes – November 28, 2019.

Moved by Trustee Christine Thatcher

THAT THE GOVERNANCE AD HOC COMMITTEE MEETING MINUTES OF NOVEMBER 28, 2019 BE APPROVED.

CARRIED

Trustees agreed that the meeting will end no later than 7:30 p.m.

4. Notice of Motion from November 2019

Trustee Paul Crawford noted that this matter was discussed a year ago as it relates to a motion that was made to revise By-Law #9 and if the motion that passed without a 2/3 majority results in a breach of the rules. He suggested that the Board affirm that a 2/3 vote is used when amending by-laws in the future. He presented the following motion:

Moved by Trustee Paul Crawford

THAT THE COMMITTEE AFFIRM THAT THE REQUIREMENT FOR AMENDING BY-LAWS IS: PREVIOUS NOTICE AND A 2/3 VOTE AS OUTLINED IN OUR RULES BY-LAW, RONR 11, P. 588 AND STRENGTHENED THROUGHOUT OUR PARLIAMENTARY AUTHORITY AND REPEATED IN ROBERTS IN BRIEF P. 85; AND

THAT THIS PRACTICE HAS BEEN IN EFFECT FOR MANY YEARS INCLUDING 2018 AND TO DATE.

AMENDED LATER IN THE MEETING
(See Following Motion)

Trustees discussed the context of the motion as it relates to the vote taken in November 2018 relating to trustee distribution.

Moved by Trustee Niki Lundquist
Seconded by Trustee Darlene Forbes

THAT THE FOREGOING MOTION OF TRUSTEE PAUL CRAWFORD BE AMENDED BY SUBSTITUTING THE FOLLOWING WORDS:

THAT THE COMMITTEE AFFIRM THAT THE REQUIREMENT FOR AMENDING BY-LAWS IS PREVIOUS NOTICE AND A 2/3 VOTE.

CARRIED

The motion, as amended, of Trustee Paul Crawford was then put to a vote and CARRIED AS AMENDED.

Moved by Trustee Paul Crawford

THAT THE COMMITTEE RESOLVE THE QUESTION AS TO WHETHER THERE IS A CONTINUING BREACH RELATIVE TO THE PASSING OF OUR MOTION WHICH AMENDED OUR BY-LAW 9 PRIOR TO THE 2018 ELECTION, OR THERE WAS NO BREACH, OR THAT THERE WAS A BREACH, BUT IT IS NOT OF A CONTINUING NATURE; AND

4. Notice of Motion from November 2019 (Continued)

THAT IF THE COMMITTEE DETERMINES IT IS NOT A BREACH, BUT IT IS THE PRODUCT OF AN IMPROPER MOTION, THEY SHOULD DETERMINE THAT A PROPER REMEDY WOULD BE TO RESCIND OR AMEND THE ACTIONS OR SUGGEST A REMEDY FOR CONSIDERATION AT BOARD.

AMENDED LATER IN THE MEETING
 (See Following Motion)

For the information of new trustees, there was discussion with respect to the context of the report dated November 18, 2019 as it relates to trustee determination, the amendment of By-Law #9 and whether a 2/3 vote was required. The report states that By-Law #9 incorporates O. Reg 412/00 of the Education Act which addresses the distribution of trustees. By-law #9 stipulates the municipalities represented by the Durham District School Board without expressly stating the distribution of trustees. Therefore, there was no need to amend By-Law #9 to address trustee distribution and the matter was appropriately dealt with on a majority basis.

Trustee Paul Crawford spoke in opposition to the position stating that any change to a by-law is an amendment and, in this instance, it is the effect of the action taken as it relates to the change in trustee distribution for the northern townships.

Trustees Niki Lundquist and Donna Edwards noted that they do not believe there is a breach or a continuing breach.

Trustees discussed the amendments made to By-Law #9 in 2018 and 2019 with respect to the references to the breakdown of trustee distribution by municipality. It was noted that the amendment in 2018 reflected Brock/Uxbridge/Scugog with one trustee representative, but the by-law was not published. The 2019 amendment removes reference to distribution of trustees by municipality. Trustees agreed that they will vote on whether trustees breached their obligation under By-Law #9 by changing the distribution of trustees.

Moved by Niki Lundquist

THAT THE FOREGOING MOTION OF TRUSTEE PAUL CRAWFORD BE AMENDED BY
 SUBSTITUTING THE FOLLOWING WORDS:

THAT THERE WAS NO BREACH OF BY-LAW #9 BY DETERMINING THE DISTRIBUTION OF
 TRUSTEES IN MARCH 2018 ON A MAJORITY VOTE RATHER THAN A 2/3 BASIS.

CARRIED

~~The motion, as amended, of Trustee Paul Crawford was then put to a vote and DEFEATED.~~

5. Draft Code of Conduct

General Counsel Patrick Cotter provided trustees with a draft copy of the Code of Conduct for their review noting that the changes have been tracked to easily identify the areas of change. He highlighted the following proposed key changes:

- Section 18.2 – remove the ability of the Board to impose sanctions other than those that are contained within the Education Act.
- Section 18.3 – repeats language of Education Act.
- Section 18.4 – repeats language of Education Act. The Education Act will address these issues and if the Education Act changes, we don't want to have to revisit the Code. The Act will speak to the rights of the trustee therefore it is redundant and covered in the Act.
- Sections 5 & 5.1 – remove time limits of 6 months – to flag for Committee consideration.
- Section 5.4 – cleaned up formal complaint definitions.
- Confirmed that a formal complaint may be withdrawn by the complainant at any time prior to the board making a determination.
- 5.5 – report to the board: tried to be as brief as possible as set out in the Education Act in the event the Act changes, or we are not consistent. Confirming that once the report comes to the board, the board will make the determination on breach and make any determination on sanction.
- Flagged for discussion: Does the board want the Integrity Commissioner report to include recommendations on breach or sanction? It may be appropriate to have the IC make a recommendation on breach, but sanction is more problematic, and trustees may want to leave this silent for trustee discussion.
- 5.7 – cleaned up confidentiality around the complaint process.
- Peel Report: board was criticized when a report came from the IC, finding that there was no breach re. racist comments. Most important to make clear that it is the boards determination that the report will be delivered and considered and that it is the board's decision.

The last review of the Code was in the spring and fall of 2019 and it was noted that a review is to take place every four years.

The draft Code of Conduct will be reviewed at the next Governance Adhoc Committee meeting.

6. Consolidated By-Law

General Counsel Patrick Cotter provided trustees with excerpts from TDSB Board and Committee Meetings: Rules and Procedures for their information. He proposed that the key amendments to the consolidated by-law include the important procedural rules as it will be helpful to have the information in one document. Trustees were asked to review the document and advise Patrick Cotter if there is something that they wish to include in the consolidated by-law. It was also noted that the by-law should confirm that committee meetings are public unless Section 207 is engaged. One section of the by-law should set out our statutory, standing, and adhoc committees. A

reference should be made to advisory committees, as they are basically ad hoc committees that include non trustees.

6. Consolidated By-Law (Continued)

General Counsel Patrick Cotter clarified that the by-law would outline the category of committee and reference which committee includes trustees. Clarification would also outline how the committee was established and set out basic requirements for terms of reference.

General Counsel Patrick Cotter will circulate a draft consolidated by-law including the proposed procedural rules.

7. Committee Attendance

Trustee Patrice Barnes noted that this item was added to the agenda in order to have a discussion regarding the Equity & Diversity Ad Hoc Committee. She noted that the committee may need to be redefined. She provided trustees with background information relating to the formation of the committee and the delicacy around committee representation. She stressed the importance of an environment that allows relevant, sensitive, open, honest discussion. The terms of reference will also need to be reviewed.

General Counsel Patrick Cotter noted that language will need to be drafted for the committee.

Acting Director Norah Marsh provided trustees with information regarding the work and function of an Equity Advisory committee and using the term ad hoc committee. An ad hoc committee is a work team that fulfills certain responsibilities. The work of an advisory committee fulfills an ongoing goal of the district to inform policy and ensures voice according to the parameters provided to the committee. A trustee could chair the committee and voice from the community around the table would then go back to the board to advise on policy. Too many subcommittees may deviate from the policy mandate. Committee membership should probably be determined by the board to determine the key groups in the community that should be sitting at that table and the groups will determine who represents them. A parameter of how the board is going to navigate that, whether a trustee chairs the committee or a community member chairs, who chooses the chair and who chooses the membership would be determined. This would all be under the category of an advisory committee. It would look different than an ad hoc committee in terms of a longer term and open to community members. The point is to provide voice on policy setting. We can also look at other boards regarding their criteria around advisory committees.

General Counsel Patrick Cotter advised that the Education Act contains restrictions on the types of committees that non trustees can sit on. It is important to have advisory committees and have non trustees cognizant of the limits in terms of the matters they can consider.

It was noted that:

- Defining committees will ensure a strong voice and a mechanism for the board to make decisions on advice and direction.

- Conversations and issues identified at the Equity & Diversity ad hoc committee meetings are a concern for all trustees especially if the issue is related to policy.
- Rights and obligations of the committee and the need for approval of actions at board need to be re-examined carefully.
- Allowing the selected representatives to fulfill their role without stepping over boundaries.
- Lost opportunity for growth for representatives if trustees are permitted to attend any meeting.
- Broader connotations to other committees on who can attend especially in certain cases.
- Look at legislated committees, but key committees should be defined as advisory or ad hoc. When we look at committee structures consider the type of input that we want and the information that can be shared while maintaining a safe environment.
- Incident ad hoc committee unable to share some information in a public forum.
- Important to determine the point of the committee and if it is to inform policy how is information conveyed back to trustees/staff to move forward on issues.
- Board should proceed with caution on how it defines the Equity & Diversity Committee. Work being done on the ad hoc committee is reflected in the work of the Equity Committee. Caution that reigning in the committee may appear controlling.
- Consider what is expected from the committee and where we want to go with the committee.
- Operational side of work being completed by the Equity Committee would not come to board for approval as it is about the operational initiatives.
- Advantage of Advisory Committee is that you would be able to share work if concerns are coming from the community, but also a broader picture of the policy side of things.
- Work will continue and there will be a place in the Advisory Committee for staff to report and share what they are doing.
- Important to amplify the voice of community members on the ad hoc committee and consider carefully when making any changes.
- Consider an advisory structure, the criteria of what that is, and recognize that there may be a transitional approach implemented over time privileging their voice into a broader advisory committee.
- Other pieces of equity are not lost at the Equity & Diversity Committee. Always an intersectionality with anti-black racism that is dominant in special education and student achievement.
- Depending on how the board approves a different structure, the staff piece of the work would be preserved in terms of staff not coming to board for approval of the operational side of the strategic plan.
- Role for staff to play in terms of advisory committees in hearing voice from community members and answering questions as they are often about procedural or operational issues.
- May be other equity seeking groups that may not feel that they have a voice.
- Possible change in direction relating to special education exceptionality constraints listed in the Education Act and as we move towards Human Rights may see changes in committee structure changes.

8. Ministry Invitations

This item will be considered at the next Governance Ad Hoc Committee meeting as the first item.

9. Next Meeting Date

The next meeting of the Governance Ad Hoc Committee meeting is scheduled to be held on November 23, 2020 at 5:30 p.m.

10. Adjournment

Moved by Trustee Paul Crawford
Seconded by Trustees Michael Barrett

THAT THE MEETING BE ADJOURNED.

CARRIED.

The meeting adjourned at 7:27 p.m.