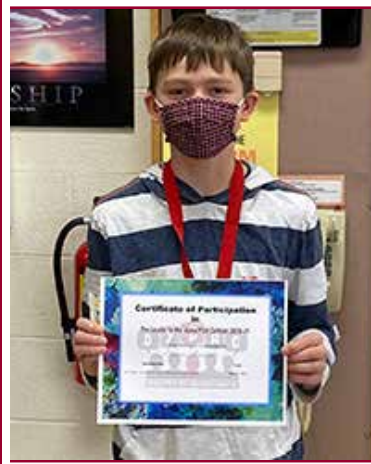




# Board Meeting Agenda

March 22, 2021 — 7:00 p.m.



*Make the right choice.*

## DDSBS Students Create Public Service Announcements

Durham District School Board in partnership with Lakeridge Health, CAREA Community Health Centre, and the Durham Catholic District School Board, held a PSA video contest for students.

The goal was to promote well-being and healthy alternatives to substance use.

All participants were awarded certificates for their creativity and strong messages. Special congratulations to students from Quaker Village and Robert Munsch public schools, Sinclair and Uxbridge secondary schools whose videos stood out and were awarded prizes!

*Members of the public can participate in the board meeting by watching the live-stream on YouTube.*

Durham District School Board  
[calendar.ddsbs.ca/meetings](https://calendar.ddsbs.ca/meetings)  
Twitter: @Durhamsb

Carolyn Morton  
Chair of the Board  
Townships of Brock,  
Scugog & Uxbridge

Christine Thatcher  
Vice Chair of the Board  
Town of Whitby

Patrice Barnes  
Vice Chair, Standing  
Committee  
Town of Ajax  
Wards 1 & 2

Michael Barrett  
City of Oshawa

Chris Braney  
City of Pickering

Paul Crawford  
City of Pickering

Donna Edwards  
Chair, Education Finance  
Town of Ajax, Ward 3

Darlene Forbes  
City of Oshawa

Niki Lundquist  
Town of Whitby

Linda Stone  
City of Oshawa

Scott Templeton  
Town of Whitby

Aaliyah Jaleel  
Student Trustee

Logan Keeler  
Student Trustee

Arpita Savaliya  
Student Trustee

# DURHAM DISTRICT SCHOOL

## BOARD MEETING

Monday, March 22, 2021 - 7:00 p.m.

- |   | PAGE   |
|---|--------|
| 1. <u>Call to Order</u>   |        |
| 2. <u>Moment of Silence/Acknowledgement</u>   | Verbal |
| <p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p> |        |
| 3. <u>O Canada</u>  |        |
| 4. <u>Declarations of Interest</u>  |        |
| 5. <u>Adoption of Agenda</u>  |        |
| <u>Minutes</u>  |        |
| APPROVED Minutes of the Regular Board Meeting of January 18, 2021   | 1-13   |
| DRAFT Minutes of the Regular Board Meeting of February 16, 2021   | 13-20  |
| 6. <u>Community Presentations</u>   |        |
| 7. <u>Ministry Memorandums-Information Update</u><br>(Director Norah Marsh)   | Verbal |
| 8. <u>Public Question Period</u>  | Verbal |
| 9. <u>DDSB Presentations</u>  |        |
| (a) Anti-Oppressive Practice, Support for 2SLGBTQI Student and Staff Community: DDSB@Home Secondary, Student Presentation<br>(Superintendent Mohamed Hamid, Margaret Lazarus)   | 21-24  |

- |     |  |        |
|-----|--|--------|
| 10. | <u>Report from the Committee of the Whole in Camera</u>  | Verbal |
| 11. | <u>Good News from the System</u><br>(Director Norah Marsh)   | Verbal |
| 12. | <u>Recommended Actions</u>   |        |
|     | (a) Menstrual Products<br>(Associate Director David Wright)  | 25-27  |
|     | (b) Notice of Motion: Naming of Schools Policy<br>(Associate Director David Wright)  | 28-43  |
|     | (c) Report: Standing Committee Meeting March 1, 2021<br>(Trustee Christine Thatcher)   | 44-48  |
|     | (d) Notice of Motion: Establish a Standing Committee of the Board for Policy Development Management<br>(Trustee Donna Edwards) | 49-50  |
| 13. | <u>Information Items</u>   |        |
|     | (a) PPM 165: School Board Teacher Hiring Practices<br>(Superintendent Heather Mundy)   | 51-87  |
|     | (b) Quarterly Construction and Major Projects Progress Report<br>(Associate Director David Wright)                             | 88-94  |
|     | (c) Report: SEAC Meeting of January 21, 2021<br>(Trustee Donna Edwards)  | 95-103 |
|     | (d) OPSBA Report<br>(Trustee Patrice Barnes)   | Verbal |
| 14. | <u>Correspondence</u>  |        |
|     | (a) <u>Action Requested:</u>   |        |
|     | (b) <u>Other:</u>  |        |
| 15. | <u>Other Business</u>  |        |
| 16. | <u>Adjournment</u>   |        |

Ad Hoc Committees

- (a) Equity and Diversity Ad Hoc Steering Committee
- (b) Governance Ad Hoc Committee

# APPROVED

## MINUTES

### The Regular Meeting of the Board

Monday, January 18, 2021

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

1. Call to Order:

Chair Carolyn Morton called the meeting to order at 7:10 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

Officials Present: Director Norah Marsh, Associate Director David Wright, Acting Associate Director Jim Markovski, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Legal Counsel Patrick Cotter, Executive Officer Communications Robert Cerjanec

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Chair Carolyn Morton advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

4. O Canada

Regular Meeting of the Board Minutes  
January 18, 2021

5. Adoption of Agenda

2021:RB01  
MOVED by Trustee Linda Stone  
SECONDED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

2021:RB02  
MOVED by Trustee Michael Barrett  
SECONDED by Trustee Niki Lundquist

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF NOVEMBER 16, 2020; and

SPECIAL BOARD MEETING MINUTES OF NOVEMBER 23, 2020

CARRIED

2021:RB03  
MOVED by Trustee Niki Lundquist  
SECONDED by Trustee Patrice Barnes

THAT THE AMENDED DRAFT MINUTES OF THE REGULAR BOARD MEETING OF DECEMBER 7, 2020 BE APPROVED.

The regular Board meeting minutes of December 7, 2020 were amended by:

Election of Standing Committee Vice-Chair, Page 4 and 5:

Adding the sentence, Trustee Donna Edwards declined the nomination. Substituting the word elected to acclaimed, Trustee Patrice Barnes was acclaimed to the position of Standing Committee, Vice-Chair of the Durham District School Board.

Code of Conduct Alternate Liaison Trustee, Page 11:

Adding the sentence, Trustee Michael Barrett declined the nomination. Substituting the word elected to acclaimed, Trustee Niki Lundquist was acclaimed as alternate Code of Conduct Liaison Trustee of the Durham District School Board.

CARRIED

Regular Meeting of the Board Minutes  
January 18, 2021

6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums – Information

Director Norah Marsh provided trustees with an update of the recent Ministry Memorandums:

The Ministry is now making masking mandatory for students in grades one to three and masking for students in kindergarten will be encouraged. Further guidelines will be coming forward from the Ministry.

The Ministry has committed to expanding the asymptomatic testing. Further details will be coming forward from Durham Region Health Department. The Ministry has communicated that information will be shared on Wednesday, January 20, 2021 as to whether the remote learning will be extended. All workers in the education sector have been prioritized for the immunization in the roll out of phase two in the province of Ontario. Phase two window is planned to begin in March and April and extend to August.

Additional information has been rolled out in relation to the new grade nine mathematics curriculum. The academic and applied courses have been eliminated, there will be one math course offered to students in grade 9. District engagement from the Ministry of Education will begin in February. More details to follow.

Director Norah Marsh answered trustee questions.

8. Public Question Period

There were no public questions at this time.

9. Director's update on Lock-Down and Schools

Director Norah Marsh provided an overview of the two models that are currently running in the system, the first one is remote learning and the second, under the Ministry direction, schools are open for students with special education needs who are not able to access remote learning due to their educational needs. We are working with and providing support to staff who are providing in class learning. The Ministry has included staff on the list for emergency childcare if they are expected to be in schools e.g., educators, office staff, custodians.

Regular Meeting of the Board Minutes  
January 18, 2021

Director Norah Marsh acknowledged and thanked staff that are serving students during this period in schools and remotely. She also thanked families for their understanding as we work through this unique period.

The Director commended staff in the system on their creativity, ingenuity and their business continuity and thanked staff who have direct engagement of students for their focus on positive relationships during this challenging time.

Director Norah Marsh followed up on responses she provided earlier in the meeting in terms of the monitoring of technology deployment. Deployment took place on the weekend, one device per family (K-6) where needed. We are looking at the potential for devices to be returned from families who no longer need them. Wi-Fi is being provided to families when requested.

Director Norah Marsh answered trustee questions.

10. Presentations

There were no DDSB presentations at this time.

11. Good News from the System

Lauren and Olivia, Grade 12 students from DDSB@Home, Secondary, on behalf of the students and staff at the DDSB, shared the good news from across the system via video.

Three Bayview Heights students, Melina, Bailie, and Jhontae were selected to receive \$200.00 in gifts for showing resiliency, kindness, and personal achievement, as part of the annual Durham Region Police Service Cop Shop. The Chief of Police Todd Rollauer and Director Norah Marsh were in attendance when the students were presented with the gifts from Durham Regional Police Services and the Pickering Town Centre staff.

Elementary students that are currently learning at home, start the school day with a 30-minute interactive broadcast called Campus Connect. Over 2,000 students in Kindergarten to Grade 8 tune in before their online classes to talk about character traits and to get moving with physical exercises and brainstorming activities.

The Durham Black Educators' Network launched a pilot tutoring program to support students who self-identify as Black. So far, they have received great reviews and hope to continue the program in the 2021/2022 school year.

DDSB joined with the Canadian Centre for Substance Use and Addiction, Lakeridge Health, and Ontario Addiction Treatment Centres to host a question-and-answer webinar on drug and substance use awareness with expert panelists. Students



Regular Meeting of the Board Minutes  
January 18, 2021

across Durham Region and other school boards attended.

Before the winter break, DDSB schools across Durham Region organized various holiday giving drives to support their communities. Here are a few highlights:

- Food security is top of mind for many of our families in Durham, the Make A Difference Poverty team launched the 'Giving Pantry'.
- Community members were invited to fundraise or "foodraise" during the holiday season and beyond. Our teams worked in partnership with school administrators and social workers to get winter break food baskets out to families.
- Ajax High School and Roland Michener Public School collected 1,250 pounds of food and 1,000 dollars for Feed the Need Durham, for a total donation worth 7,000 dollars. Their donation helped to feed approximately 1,000 Durham residents facing food insecurity.
- Students at multiple schools came together to make the holiday season a little brighter for seniors in our community. Students at Michaëlle Jean Public School created 660 handmade holiday cards for residents at local retirement communities: Residents of Fairview Lodge, Hillsdale Estates, and Hillsdale Terraces were overjoyed to receive the beautifully designed cards.
- With help from over 200 volunteers, Pine Ridge Secondary School graduate, Noor Syed and current Grade 12, DDSB At Home student Keelin, created 1,804 unique handmade cards addressed to residents of Whitby's Fairview Lodge, along with Taunton Mills, and Winbourne Park in Ajax.

Waverly Public School has accepted the challenge to fundraise and build the school's first ever playground. All grades will enjoy this awesome fitness-based playground. The school has received a \$2,000 grant from "At Your Best," in addition to community donations.

We would like to recognize Uxbridge Public School teacher, Cindy Rainville on her acceptance into the Welland Sports Wall of Fame. She was a standout soccer star at the University of South Alabama and is one of the many talented teachers at DDSB who has transitioned athletic success into a master's degree in education. Congratulations on your wall of fame induction Ms. Rainville!

The DDSB Mental Health team made up of the Psychological Services and Social Work Departments recently released a joint video to support school communities. It was created to provide students with a visual connection to their school mental health team. The video explains who they are, and how students can access supports.

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The Dates of Significance to the end of February are below:

Dates of Significance:

January	Tamil Heritage Month
Jan. 18	Martin Luther King Day
Jan. 21	Lincoln Alexander Day
Jan. 21	Special Education Advisory Committee Meeting
Jan. 27	International Day of Commemoration in Memory of the Victims of the Holocaust
February	Black History Month
February	Psychology Month
Feb. 1	Standing Committee Meeting
Feb. 2	Wicca
Feb. 4	Grade 1 French Immersion Information Night
Feb. 9	Parent Involvement Committee Meeting
Feb. 12	Lunar New Year
Feb. 12	PA Day Secondary Schools
Feb. 14	Louis Riel Day
Feb. 14-20	Random Acts of Kindness Week
Feb. 15	Family Day
Feb. 16	Basant Panchami/Saraswati Puja
Feb. 16	Board Meeting
Feb. 16	Ash Wednesday
Feb. 21	International Mother Language Day
Feb. 18	Special Education Advisory Committee Meeting
Feb. 20	World Social Justice Day
Feb. 23	Pink Shirt Day
Feb. 24	Parent Engagement Series
Feb. 26	Purim

12. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera meeting and confirmed that the Board approved the actions of the Committee of the Whole in Camera. The Committee dealt with administrative transfers and placements, the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian.

2021:RB04

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Scott Templeton

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

CARRIED

Regular Meeting of the Board Minutes  
January 18, 2021

13. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of January 4, 2021

Trustee Christine Thatcher presented the Standing Committee meeting minutes of January 4, 2021.

A resolution was passed by the standing committee on January 4, 2021 in closed session on matters involving the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian.

2021:RB05  
MOVED by Trustee Christine Thatcher  
SECONDED by Trustee Patrice Barnes

I MOVE THAT THE BOARD NOW RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE JANUARY 4, 2021 STANDING COMMITTEE, INCLUDING DURING CLOSED SESSION, AND ADOPT THE RESOLUTION THAT WAS PASSED.

CARRIED

(b) Report: SEAC Meeting of November 19, 2020

Trustee Donna Edwards presented the SEAC meeting minutes of November 19, 2020.

2021:RB06  
MOVED by Trustee Donna Edwards  
SECONDED by Trustee Christine Thatcher

THAT THE SEAC MEETING MINUTES OF NOVEMBER 19, 2020 BE RECEIVED.

CARRIED

(c) Incident Ad Hoc Committee Report

Trustee Donna Edwards provided an overview of the report. The purpose of the report is to summarize for the committee the work completed by the Incident Ad Hoc Committee from January 2018 to November 2020 and to provide recommendations for next steps. A review of the work of the Incident Ad Hoc Committee indicates that the committee has fulfilled its mandate. This has resulted in regularized reporting to board and greater transparency of the challenges engaged in managing these complex issues. Two reports are prepared and

Regular Meeting of the Board Minutes  
January 18, 2021

presented to board each year that provide the board with a strong view of incident data and trends as well as staff's approach to emergent issues. Trustee questions were answered.

2021:RB07

MOVED by Trustee Donna Edwards

SECONDED by Trustee Linda Stone

THAT STAFF MAINTAIN THE PRACTICE OF PROVIDING THE BOARD WITH MEANINGFUL REPORTS THAT ALLOW FOR EFFECTIVE AND APPROPRIATE OVERSIGHT AND/OR POLICY DEVELOPMENT.

CARRIED

(d) Retainer of Integrity Commissioner

Trustee Scott Templeton spoke to the report and shared that the committee was established pursuant to the provisions of section 2.1 of By-Law #12, Trustee Code of Conduct. The purpose of this report is to provide the Board with the Committee's recommendations as to the appointment of a new Integrity Commissioner.

The DDSB invited proposals from lawyers, law firms, mediators, workplace investigators and others with the necessary skills and qualifications, for the provision of services as Integrity Commissioner under the Board's By-Law #12, Trustee Code of Conduct.

The Committee granted the top scoring bidders with an opportunity to move to the interview phase. Those interviews are now complete, and the Committee has determined that the highest scoring bidder is ADR Chambers Inc. The individual working with ADR Chambers who will be the primary contract for the Board is Mr. Michael Maynard.

2021:RB08

MOVED by Trustee Scott Templeton

SECONDED by Trustee Patrice Barnes

THAT THE BOARD APPOINT ADR CHAMBERS INC. AS THE INTEGRITY COMMISSIONER UNDER BY-LAW #12, TRUSTEE CODE OF CONDUCT, SUBJECT TO APPROPRIATE TERMS AND CONDITIONS BEING AGREED UPON BETWEEN ADR CHAMBERS INC. AND THE DURHAM DISTRICT SCHOOL BOARD.

The motion (2021:RB08) of Trustees Scott Templeton was put to a vote and carried on the following recorded 2/3 majority vote:

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Yes: Trustees Patrice Barnes, Chris Braney, Donna Edwards, Darlene Forbes, Carolyn Morton, Linda Stone, Scott Templeton

No: Trustees Michael Barrett, Paul Crawford, Christine Thatcher

Absent: Trustee Nick Lundquist

(e) Director's Performance Appraisal Committee

Chair Carolyn Morton shared that under the Director Performance Review Committee Policy a committee is to be established to oversee the selection of the external consultant and work with the consultant and Director of Education to prepare the Director of Education position profile and objectives document.

The terms of reference are as follows:

- (i) in consultation with the Director of Education, oversee the selection of the external consultant that will be retained by the Board and any additional consultant that may be retained as referenced in paragraph 4.1.2;
- (ii) work with the external consultant to implement the Director of Education's Performance Review in accordance with this Policy and to carry out any other activities specified in this Policy; and
- (iii) work with the external consultant to develop and implement the self-assessment performance evaluation tool for the Director of Education.

All Trustees are eligible to sit on the Director of Education's Performance Review Committee, but there shall be a minimum of three Trustees plus the Chair and Vice- chair of the Board. The members of the Committee shall be approved by the Board annually.

2021:RB09

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Michael Barrett

THAT A DIRECTOR'S PERFORMANCE APPRAISAL COMMITTEE IS ESTABLISHED WITH THE TERMS OF REFERENCE AS OUTLINED.

CARRIED

(f) Unnamed North Ajax French Immersion PS Boundary

Superintendents Mohamed Hamid and Margaret Lazarus presented the report to trustees, the purpose of the report is to seek Trustee approval for the Unnamed North Ajax French Immersion PS boundary, effective September 2021. Superintendent Mohamed Hamid introduced the Manager of Property & Planning Services Carey Trombino and the Chief Facilities Officer Christine Nancekivell who answered trustee questions.

Regular Meeting of the Board Minutes  
January 18, 2021

2021:RB10

MOVED by Trustee Donna Edwards  
SECONDED by Trustee Patrice Barnes

THAT THE DURHAM DISTRICT SCHOOL BOARD APPROVE OPTION A, AS THE BOUNDARY FOR UNNAMED NORTH AJAX FRENCH IMMERSION PS, EFFECTIVE SEPTEMBER 2021 AS DESCRIBED IN THE REPORT.

CARRIED

(g) Unnamed North Whitby PS Boundary

Superintendents Georgette Davis and Margaret Lazarus presented the report to trustees. The purpose of this report is to seek trustee approval for the Unnamed North Whitby PS boundaries, effective September 2021. Superintendent Georgette Davis introduced the Manager of Property & Planning Services Carey Trombino and the Chief Facilities Officer Christine Nancekivell who answered trustee questions.

2021:RB11

MOVED by Trustee Christine Thatcher  
SECONDED by Trustee Scott Templeton

THAT THE DURHAM DISTRICT SCHOOL BOARD APPROVE OPTION A, AS THE APPROVED BOUNDRY FOR THE UNNAMED NORTH WHITBY PUBLIC SCHOOL EFFECTIVE SEPTEMBER 2021. PROVIDED AS APPEDIX A, IS A MAP OUTLINING THE BOUNDRY FOR THE NORTH WHITBY PUBLIC SCHOOL.

CARRIED

14. Information Items

(a) Bell Time Review

Associate Director David Wright provided trustees with an overview of the consultation process, review of current bell times and the following adjustments that are to occur for the 2021-2022 school year. He indicated that given the impact of the pandemic and some uncertainty associated with planning for next year, that other changes may be forthcoming. Associate Director David Wright and Chief Administrative Officer Kelly Mechoulan answered trustee questions.

Regular Meeting of the Board Minutes  
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(b) 2020-2021 Interim Financial Report

Associate Director David Wright provided trustees with enrolment information and budget changes as part of the 2020-2021 Revised Estimates, and operating expenditures as of November 30, 2020 (Quarter 1). Associate Director David Wright introduced Jennifer Machin who answered trustee questions.

(c) 2020-2021 Supplementary Funds Summary

Associate Director David Wright provided trustees with an update on the Supplementary Funding announced or received to date for 2020-2021.

(d) Secondary Staffing Update

Acting Associate Director Jim Markovski provided Trustees with an overview of secondary staffing for 2020-2021 for both in-person and virtual schools (DDSB@Home). Trustee questions were answered.

(e) 2019-2020 Trustee Expenses

Associate Director David Wright provided trustees with information regarding the annual reporting of Trustees Expenses, in accordance with Board Policy and Regulation: Trustee Expenses.

(f) Trustees Expense Update

Associate Director David Wright shared with trustees that as part of the transition from Board Regulations to Policies and Procedures, staff will undergo a jurisdictional review of Trustee Expense Policies and bring a draft policy and procedure to replace the current DDSB Regulation for Trustees to review and approve.

2021:RB12

MOVED by Trustee Michael Barrett

SECONDED by Trustee Linda Stone

COMMENCING JANUARY 1, 2021 THAT THE TRUSTEE EXPENSE SUMMARIES OUTLINING EACH TRUSTEE'S TOTAL SPENDING AMOUNT WILL BE POSTED ON A QUARTERLY BASIS TO THE BOARD WEBSITE. THIS DISCLOSURE INCLUDES THOSE EXPENSE REPORTS OF THE CHAIR AND VICE-CHAIR.

CARRIED

Regular Meeting of the Board Minutes  
January 18, 2021

(g) Quarterly Construction and Major Projects Progress Report

Associate Director David Wright introduced Chief Facilities Officer Kelly Mechoulan who provided trustees with information related to the quarterly report of the current construction and major projects progress, as information. She also answered trustee questions.

(h) OPSBA Report

Trustee Patrice Barnes provided trustees with an OPSBA update from the January 7, 2021 meeting, the following items were discussed at the meeting, education funding overview and GSN consultation.

15. Correspondence

(a) Action Requested

(b) Other

There was no correspondence at this time.

16. Other Business

There was no Other Business at this time.

17. Adjournment

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:35 p.m.

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Chair

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Secretary



## DRAFT

### MINUTES

#### The Regular Meeting of the Board Tuesday, February 16, 2021

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

1. Call to Order:

Chair Carolyn Morton called the meeting to order at 7:10 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Arpita Savaliya

Regrets: Trustee Chris Braney, Student Trustee Logan Keeler

Officials Present: Director Norah Marsh, Associate Director David Wright, Acting Associate Director Jim Markovski, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Executive Officer Communications Robert Cerjanec, General Counsel Patrick Cotter,

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Chair Carolyn Morton advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

4. O Canada

5. Adoption of Agenda

2021:RB013

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

2021:RB014

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Scott Templeton

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING AMENDED MINUTES OF DECEMBER 7, 2020

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF JANUARY 18, 2021

CARRIED

6. Definitely Durham Celebration

Chair Carolyn Morton, Trustees Paul Crawford, Darlene Forbes and Christine Thatcher introduced and presented awards to Christine Elliott, Dale Hawerchuk, Jessica Phoenix and Geoff Warbutron. Trustee Scott Templeton inducted the former DDSB students into the Durham District School Board's Hall of Fame – 2020.

7. Community Presentations

Dylan R. a student of DDSB presented 3 questions and staff responded.

8. Ministry Memorandums – Information

Director Norah Marsh provided trustees with an update of the recent Ministry Memorandums:

A Ministry memo was received regarding the delay of the March Break. The District will be going ahead with the Board holiday on Friday, March 12, 2021. Classes will resume the following week. The senior team has been meeting to discuss how to mitigate the negative impact on students and staff because of the delay of the vacation period. More information will be shared on the strategies to support a focus on well-being.

The Ministry was notified of the DDSB's modified calendar for the elementary panel and that their holiday schedule was different from the system, it is a small group that will be impacted by the schedule. A response has not yet been received from the Ministry.

A memo was received from the Ministry of Education regarding teacher candidates within the DDSB who are on a teacher practicum and meet the criteria. Teacher candidates can now provide support when there are teacher shortages. The policy has changed so that teacher candidates can be employed as occasional teachers on an emergency basis if there are no qualified occasional teachers available.

Associate Director David Wright provided an update on the Federal Safe Return Funding, Memo B1 and the implication to DDSB. The funding is to be committed by March 31, 2021. A report will be shared with trustees which will highlight the impact of the funding on operations. Associate Director David Wright answered trustee questions.

9. Public Question Period

There were no public questions at this time.

10. DDSB Presentations

(a) Student Census Data

Director Norah Marsh acknowledged staff for their work on the Student Census Data and thanked the students, families and communities for their support and participation in the survey.

Superintendent Mohamed Hamid introduced Principal Jacqueline Steer who acknowledged the team that prepared the data and the report. The team shared a PowerPoint with the trustees and provided an overview of the achievement summaries from the analysis of the 2019 DDSB Know Every Student Census. Trustee questions were answered.

(b) Anti-Black Racism Strategy Update

Superintendent Margaret Lazarus introduced Administrative Officer Merrill Mathews, Facilitator Camille Alli, Principals Chrystal Bryan, Jacqueline Steer, Vice-Principals Geoffrey DeCarlo and Leah Franklin who shared a PowerPoint with the trustees and provided trustees with an update on the work that DDSB is doing as part of its ongoing efforts to address anti-Black racism. The Equity Department is continuing to work with and train all stakeholders to ensure equitable outcomes for all students and increase an understanding of the impact of anti-Black racism. Trustee questions were answered.

11. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera meeting and confirmed that the Board approved the actions of the Committee of the Whole in Camera. Trustees dealt with staff positions, an external committee member and decisions around negotiations with employees of the Board.

Trustee Christine Thatcher welcomed Olufunke Majebi to the DDSB Audit Committee as an external member.

2021:RB15

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Patrice Barnes

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

CARRIED

12. Good News from the System

Director Norah Marsh Shared that over 700 families have registered for the Parent Engagement Learning, "How to Talk to Your Children About Anti-Black Racism" which will take place on the evening of February 24<sup>th</sup>.

Maliea and Elijah, students from Ajax High School shared good news from across the system through a video on behalf of the students and staff at the DDSB.

Dunbarton High School welcomed two Indigenous scholars, Wilfred Buck and Dr. Juan Carlos Chavez to speak virtually to grade nine students in January. Buck, is an Elder who is known as one of the foremost Indigenous star-story experts in the world. Chavez, is the Director for NASA STEM Initiatives for the Northwest Earth and Space Sciences Pipeline project.

The City of Pickering provided an Environmental Schools Grant up to \$4,000, in 2020 for Pickering schools to create pollinator gardens, plant trees, shrubs and other vegetation native to Ontario. The amazing projects completed by staff and students will help sustain local and healthy ecosystems for years to come.

DDSB secondary schools and students are taking to social media to celebrate Black History Month through a High School Black Excellence Challenge. Staff and students are participating by using hashtag-Black-Excellence-DDSB to participate in a challenge on Twitter, Instagram and Facebook. The challenge features videos, pictures, poetry, and art showcasing Black excellence.

Coronation Public School invited Dr. Nicole West-Burns to analyze their Anti-Black Racism Plan and to offer suggestions to the school moving forward. The school is dedicated to ensuring a safe, welcoming space for Black students and the community, and continues working on moving forward to address anti-Black racism on all school levels.

Recently, Bolton C. Falby Public School hosted Durham's first ever Virtual Special Olympics Sport Festival. Students from Durham to Peterborough participated in various physical activities throughout the day at their schools, while maintaining physical distancing. Thirteen schools, 16 classrooms, and 122 students in total took part in the event. All students earned a certificate to show their achievement.

The DDSB Special Education Advisory Committee hosted a virtual session called "The Edge of Compassion: Tools to Manage Caregiver Fatigue," through a partnership with the TEND Academy. Presenters from the TEND Academy and members of SEAC guided discussions on strategies for self-care, how to navigate caregiving during the pandemic and tailoring well-being tips for one's self.

Since the beginning of January, the DDSB Make A Difference team has provided grocery gift cards, essential food, clothing, and school supplies to DDSB families across the region. So far, they have:

- Mailed \$4,525 in gift cards to 160 secondary students
- Mailed \$3,000 in gift cards to 119 elementary students
- Delivered \$2,500 worth of school supplies, toiletries, food, and winter clothing to seven families with children and youth of varying ages.

Helping families is made possible thanks to the ongoing Make a Difference Students in Need fundraising campaign, and funding through the Durham Child Nutrition Project.

Alumnus Jeff Mitsuo and current R.S. McLaughlin CVI Visual Arts Teacher, Jake Stevens, developed a friendship when they attended Pickering High School. Jeff has cerebral palsy and graduated in 2008. With Jake's help and Jeff's beautiful artwork they now have over one million followers on TikTok.

#### Dates of Significance-March:

February	Black History Month
February	Psychology Month
Feb. 17	Ash Wednesday
Feb. 18	Special Education Advisory Committee Mtg
Feb. 20	World Social Justice Day
Feb. 21	International Mother Language Day
Feb. 24	Pink Shirt Day
Feb. 24	Parent Engagement Series
Feb. 26	Purim
March	Bangladeshi Heritage Month
March	Social Work Month
March 1	Standing Committee Meeting
March 2	Lent

## Regular Meeting of the Board Minutes

February 16, 2021

March 8	International Women's Day
March 11	Shivratri
March 15	Lent (Orthodox)
March 17	Irish Heritage Day
March 20	Nowruz
March 20	Spring Equinox
March 20	Eostre
March 20	Shunki-Sorei-Sai
March 21	United Nations International Day for the Elimination of Racism
March 21	World Down Syndrome Day
March 22	Board Meeting
March 25	International Day of Remembrance of Victims of Slavery and the Transatlantic Slave Trade
March 25	SEAC Meeting
March 28	Holi
Mar 28-Apr 4	Passover
March 28	Palm Sunday

13. Recommended Actions

## (a) Preliminary Budget Planning

Associate Director David Wright and Senior Manager Finance Jennifer Machin provided trustees with information on the Education Finance Committee meeting dates for the development of the 2021-2022 Board budget, with the integration of Multi-Year Strategic Planning to enhance organizational direction.

2021:RB16

MOVED by Trustee Donna Edwards

SECONDED by Trustee Niki Lundquist

THAT THE BOARD OF TRUSTEES APPROVE THE 2021-2022 MEETING SCHEDULE FOR THE EDUCATION FINANCE COMMITTEE.

CARRIED

## (b) School Year Calendar Update

Acting Associate Director Jim Markovski provided trustees with an overview of the proposed consultative process for stakeholder input of the draft School Year Calendars for 2021-2022. A final board report, which includes the results of the consultation will be shared with Trustees for approval of the final School Year Calendars for 2021-2022 prior to submission to the Ministry of Education. Acting Associate Director Jim Markovski noted that we have not yet received the memorandum from the Ministry of Education and will provide necessary updates to the calendars once that is received.

2021:RB17  
MOVED by Trustee Patrice Barnes  
SECONDED by Trustee Scott Templeton

THAT TRUSTEES APPROVE THE DRAFT SCHOOL YEAR CALENDARS FOR 2021-2022 TO BE DISTRIBUTED FOR STAKEHOLDER FEEDBACK. A FINAL BOARD REPORT, WHICH INCLUDES THE RESULTS OF THE CONSULTATION WILL BE SHARED WITH TRUSTEES FOR APPROVAL OF THE FINAL SCHOOL YEAR CALENDARS FOR 2021-2022 PRIOR TO SUBMISSION TO THE MINISTRY OF EDUCATION.

CARRIED

(c) Report: Standing Committee Meeting Minutes of February 1, 2021

Trustee Christine Thatcher presented the Standing Committee meeting minutes of February 1, 2021.

2021:RB18  
MOVED by Trustee Christine Thatcher  
SECONDED by Trustee Niki Lundquist

THAT THE BOARD DIRECT THE DIRECTOR OF EDUCATION TO BRING FORWARD A PROPOSED REVISED DRAFT POLICY ON THE NAMING AND RENAMING OF SCHOOLS TO THE BOARD MEETING IN MARCH 2021 AND THAT A COMMITTEE BE STRUCK THAT INCLUDES 3 TRUSTEES FROM DIFFERENT MUNICIPALITIES TO PROVIDE INPUT INTO THE POLICY BEFORE THE POLICY COMES BEFORE THE STANDING COMMITTEE ON MARCH 1, 2021.

CARRIED

2021:RB19  
MOVED by Trustee Christine Thatcher  
SECONDED by Trustee Niki Lundquist

THAT THE CHAIR WRITE A LETTER TO METROLINX TO EXPRESS THE BOARD'S CONCERNS WITH RESPECT TO THE PROPOSED ROUTE AND OTHER CONCERNS RELATED TO THE DURHAM-SCARBOROUGH BUS RAPID TRANSIT PROJECT, WITH A COPY TO THE REGIONAL MUNICIPALITY OF DURHAM, IMPACTED MUNICIPALITIES, THE MINISTER OF SENIORS AND ACCESSIBILITY, LOCAL MPPS, DSTS AND DCDSB.

CARRIED

2021:RB20  
MOVED by Trustee Christine Thatcher

THE CHAIR OF THE STANDING COMMITTEE SOUGHT APPROVAL OF THE MINUTES AND THE ACTIONS OF THE FEBRUARY 1, 2021 STANDING COMMITTEE.

CARRIED

14. Information Items

(a) Report: SEAC Meeting of December 17, 2020

Trustee Donna Edwards presented the SEAC meeting minutes of December 17, 2020.

(b) OPSBA Report

Trustee Patrice Barnes provided trustees with an OPSBA update. Trustees attended the Public Education Symposium on January 23-25, 2021 which included sessions on anti-Black racism and anti-Indigenous racism. OPSBA held a speaker series on student and adult mental health with Dr. Haley Hamilton on February 11, 2021. The next session is being held on Thursday February 25<sup>th</sup>.

15. Correspondence

There was no correspondence at this time.

16. Other Business

There was no other business at this time.

17. Adjournment

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:11 p.m.

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Chair

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Secretary



## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** March 22, 2021

**SUBJECT:** Anti-Oppressive Practice, Support for 2SLGBTQI Student and Staff Community **PAGE:** 1 of 4

**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
Margaret Lazarus, Superintendent of Education  
Mohamed Hamid, Superintendent of Education

### 1.0 Purpose

The purpose of this report is to build upon previous reports and provide Trustees with an update on the work happening in schools to support anti-oppressive practices in relation to our 2SLGBTQI students and educators.

### 2.0 Ignite Learning Strategic Priority/Operational Goals

**Human Rights** – The Durham District School Board is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

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

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

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

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

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

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

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

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

### 3.0 Discussion

The Durham District School Board continues to uphold equity and inclusivity as essential in ensuring excellence in all schools and departments. Under the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and as outlined in PPM 119, and the Education Equity Action Plan, the Board and our staff are committed to ensuring that all students reach their full potential by eliminating all discriminatory barriers.

A critical aspect of this work is the Culturally Responsive and Relevant Pedagogy (CRRP), which is an anti-oppressive framework developed by the Board that asks educators to transform the educational experience of students who have been historically marginalized through holding high academic and behavioural expectations, having cultural competence, and being willing to engage in building critical consciousness (which translates into sharing power and constructing knowledge and action together).

A key partner in the CRRP work related to 2SLGBTQI (Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer and Questioning people along with many more sexually and gender diverse individuals) perspectives is the DDSB 2SLGBTQI Pride Network. This work is being done through the model of **Knowledge Building, Coaching and Mentoring, and Job-Embedded Practice**.

Examples of this work include the following:

**The CRRP and 2SLGBTQI Pride Network Google Classrooms:** These serve to provide educators with resources to: support their Culturally Relevant and Responsive programming; keep up to date on events and conversations held locally and across Canada; and, ask questions and share ideas. The classrooms are utilized by approximately 1500 DDSB staff.

**2SLGBTQI Pride Network Drop-in:** In collaboration with the Equity and Inclusive Education Department, this is a weekly space for educators who identify as 2SLGBTQI and allies where they can share ideas, challenges and promising practices in a safe environment.

**Anti-Oppression Book Club:** Student Achievement, Curriculum and Equity and Inclusive Education Departments provide an opportunity for Grades 7-12 educators to participate in a book club with DDSB staff facilitators from the 2SLBGTQI community. The educators receive coaching and mentoring on implementing and supporting students in their classrooms.

**Culturally Relevant and Responsive (CRRP) Coaching Conversations for Educators and Administrators:** Over the course of the school year, the 2SLGBTQI Pride Network and Equity Department have been supporting schools with coaching conversations for both administrators and educators from Kindergarten to Grade 12. The COVID 19 pandemic has left many students in precarious situations regarding access to some of the curricular and co-curricular supports and experiences that have been important to their sense of mattering and their ability to thrive in school. These coaching sessions are aimed at helping administrators and educators better address these issues in the context of the current pandemic.

The COVID 19 pandemic has presented unique challenges in effectively implementing the CRRP framework; however, schools have continued to offer opportunities to support the growth of knowledge and understanding. For example, when the Equity and Inclusive Education Department received a request for support around using the play *Outside* by Paul Dunn, CRRP was the framework that grounded the coaching conversation with the educators at O'Neil Secondary School. These educators wanted to take an important step to integrate 2SLGBTQI identities into the curriculum. However, because of some of the play's language, they were unsure of how to mitigate the risk of harm for all involved. Together, we discussed the possible impact/harm that some of the language could cause. Through critical reflections, we came up with options that would enable the educators to proceed in the safest way possible.

The work of secondary school teachers Tara Sarre, Jordan Bayliss, and Madeline Fray from DDSB@Home present another example of how 2SLGBTQI perspectives are being infused into course content. Using the same play, they explored issues of homophobic bullying and the role of allyship. By the end of the 2020/2021 school year, over 100 students will have participated in virtual performances, which will be presented to classmates, families and educators. In their presentations, students will speak about how they brought the play to life and why these conversations are essential to have in our classrooms.

Understanding that students may feel particularly isolated during the pandemic and while enrolled in DDSB@Home, the school has created a Gender and Sexuality Alliance (GSA) virtual classroom. It is a drop-in program. DDSB@Home staff focus on icebreakers and games that allow students the opportunity to have conversations, build relationships and share their identity if they choose. Staff created communication to bring awareness about Transgender Day of Remembrance and hosted student-led discussions to allow student members to be heard, represented and celebrated for their differences. In their weekly conversations, they often hear that representation matters. This space has become a safe and vibrant community for student members. The educators involved have actively worked to bring these topics to their classrooms. This has helped students from the 2SLGBTQI community feel represented in their classrooms, to hear fellow student allies' positive conversations, and to feel comfortable enough to self-identify in these diverse spaces. Both GSA and classroom 2SLGBTQI lessons allow students to feel safe, valued and celebrated for their differences.

From supporting students who are transitioning in a dignified and honourable way to using materials in the classroom that elevate the identities of 2SLGBTQI students to establishing virtual GSAs, schools are collaboratively constructing unique pathways to best ensure that 2SLGBTQI students across the system experience a positive educational experience that fosters well-being and that allows these students to thrive.

#### 4.0 Conclusion

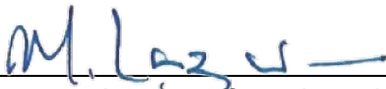
This report is provided to Trustees for information.

Report reviewed and submitted by:



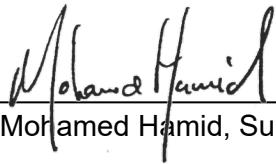
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Norah Marsh, Director of Education and Secretary to the Board



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Margaret Lazarus, Superintendent of Education



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Mohamed Hamid, Superintendent of Education

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** March 22, 2021

**SUBJECT:** Menstrual Products **PAGE NO.:** 1 of 3

**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
 David Wright, Associate Director of Corporate Services  
 Christine Nancekivell, Chief Facilities Officer

### 1. Purpose

The purpose of this report is to provide the Board of Trustees with an update regarding the costs associated with providing menstrual products free of charge to DDSB students. This information is provided as supplemental data to a presentation to Trustees on January 4, 2021 by two secondary school students.

### 2. Ignite Learning Strategic Priority/Operational Goals

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

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

### 3. Background

On January 4, 2021, two student representatives presented information to Trustees on an initiative to provide free menstrual products in secondary schools. Their presentation outlined the inequities for students associated with charging for menstrual products: period poverty, absenteeism from school and mental health.

Within the presentation, information was provided about potential options for providing menstrual products free of charge. Staff have reached out to the organization outlined in the student presentation. At this time, the free menstrual products mentioned are part of a pilot program with the Toronto District School Board. The program is dependent on product donations. The organization is hoping to reach out to all school boards in the future, to provide emergency student care packs.

### 4. Analysis

#### 4.1. DDSB Costs for Menstrual Products

The following are the actual costs of products purchased by DDSB in the following years:

2015/2016 = \$0  
 2016/2017 = \$82.32  
 2017/2018 = \$0  
 2018/2019 = \$225.45

The current products supplied are not name brand products and may be contributing to the minimal use that is currently being seen. The current costs to purchase products are as follows:

- \$0.32 per menstrual pad
- \$0.22 per tampon

Through the current supplier, brand name products would cost the following:

- \$0.44 per menstrual pad
- \$0.59 per tampon

It is difficult to accurately estimate the cost of providing menstrual products free of charge, as current usage is very low. However, it is anticipated that it will be a nominal amount for the district.

#### 4.2. Dispensers

DDSB has dispensers for menstrual products in female bathrooms within all secondary schools and some elementary schools. Dispensers are in place in some gender neutral and accessible washrooms throughout the system. Though there is currently a cost of 25¢ for each item from a dispenser, dispensers can be reconfigured to dispense products free of charge. Maintenance staff are able to reconfigure these machines efficiently.

Facilities Services staff have sourced a dispensing machine, that is set up to dispense without charge, at a cost of \$326 per dispenser. Disposal receptacles are required where there are dispensers.

#### 4.3. Location of Dispensers

The same rationale for providing access to menstrual products free of charge in secondary schools is applicable to elementary schools.

Equitable access to menstrual products for transgender students is also an important consideration. Dispensers should be installed in all gender neutral and accessible washrooms as well as in some male washrooms.


#### 4.4. Cost of Installation

To install dispensers and disposal receptacles in all system washrooms (elementary, secondary, gender neutral and accessible, male and female), the estimated cost is \$200,000. To install receptacles where there are dispensers, the estimated cost is approximately \$60,000. These amounts will be included in the 2021/22 budget for consideration.

### 5. Recommendation

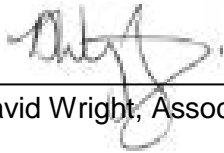
This report is presented to Trustees for their consideration of the recommendation that the DDSB provide free of charge menstrual products for student use. Pending Trustee approval, dispensers will be phased in so all schools, have washrooms with free menstrual products by March 2022.

Report reviewed and submitted by:



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Norah Marsh, Director of Education and Secretary to the Board



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David Wright, Associate Director of Corporate Services

DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** March 22, 2021

**SUBJECT:** Notice of Motion: Naming of Schools Policy **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 Board of Trustees 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 resolution was adopted to review and update the Board’s 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 incorporated, as appropriate, within 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 drafts was presented and discussed at the March 1, 2021 Standing Committee meeting. Feedback was incorporated into the attached updated drafts.

The updated draft Policy 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**

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 presented to the Board of Trustees for a Notice of Motion for consideration at the April 19, 2021 Board Meeting.

**7. Appendices**

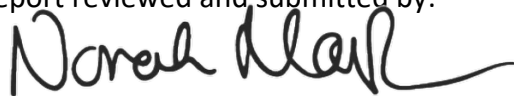
Appendix A – Draft Policy: Naming of Schools -Tracked Version

Appendix B- Draft Policy: Naming of Schools - Clean Version

Appendix C– Draft Procedure: Naming of Schools- Tracked Version

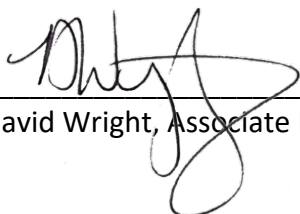
Appendix D- Draft Procedure: Naming of Schools - Clean Version

Report reviewed and submitted by:



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Norah Marsh, Director of Education



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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:** For the purposes of this policy, Trustees are responsible for setting the strategic direction of the Board and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.

**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: For the purposes of this policy, Trustees are responsible for setting the strategic direction of the Board and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.
- 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. Where there is only one area trustee or one or more area trustee is not able to participate, other trustees will be added so that there are 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. The Family of Schools Superintendent will ensure that a rigorous vetting process has taken place, to ensure all choices put forward for consideration reflect the values of the District.**

- 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

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- 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.
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- 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.
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  - (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.

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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. The Family of Schools Superintendent will ensure that a rigorous vetting process has taken place, to ensure all choices put forward for consideration reflect the values of the district.

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

Report of the Durham District School Board  
Standing Committee Public Session  
March 1, 2021

The regular meeting of the Standing Committee of the Durham District School Board was held virtually.

1. Call to Order:

The Chair Christine Thatcher called the meeting to order at 7:00 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

Officials Present: Director Norah Marsh, Associate Director David Wright, Acting Associate Director Jim Markovski, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Executive Officer Communications Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

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

3. Declarations of Interest

There were no declarations of interest at this time.



Standing Committee Meeting Minutes  
March 1, 2021

4. Motion to Approve the Agenda

2021:SC09

THAT THE AGENDA BE APPROVED.

CARRIED

5. Community Presentations

There were no Community Presentations at this time.

6. DDSB Presentations

There were no DDSB Presentations at this time.

7. Director's Update

Director Norah Marsh provided an update on the management of the pandemic and school operations. She noted that schools have adapted to the provincial initiatives that have come forward this week around updating Health and Safety Protocols in terms of COVID 19 management which includes compulsory eyewear for staff within schools, compulsory screening and reporting out in secondary schools prior to the school day and continued screening for grades K-12. Director Marsh shared that the province has introduced a revised screening tool for COVID 19 symptoms and self-isolating. The revised procedure states, if you have one or more symptom, you must self-isolate. Director Marsh noted that this could have a potential impact on schools and staff attendance.

8. Recommended Actions

There were no recommended actions at this time.

9. Information Item

(a) FSL Review, Supplementary Report

Director Norah Marsh introduced the FSL Review, supplementary report on capping and the community consultation process.

Associate Director David Wright provided trustees with supplemental information 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.

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March 1, 2021

Superintendent Margaret Lazarus provided trustees with an overview 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.

Staff responded to questions from trustees.

(b) Naming of Schools Policy

Associate Director David Wright provided trustees with an overview of the draft Naming of Schools Policy. 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.

A discussion took place on items 4.0 in the policy and updating this section to reflect the trustees' responsibilities as it pertains to policy.

Staff responded to questions from trustees.

(c) Student Trustee Report

Student Trustee Logan Keeler shared that during the February 8th Student Senate meeting, Director Marsh attended and spoke to the senators and answered questions regarding Chromebooks, guidance, co-op programs, and accessibility in schools. During the meeting, there were breakout groups to give feedback on the Compendium of Action for Black Student Success. Thank you to Symone Taylor and Principal McIntosh for running the session and allowing the Senate a chance to provide feedback. At the end of the meeting, the Durham District School Board Student Senate and the Durham Catholic District School Board's Student Senate came together for a game night where senators got the chance to meet and participate in activities.

Student Trustee Arpita Savaliya shared that on Wednesday, February 24th, the student senate had the opportunity to host an elementary leadership conference, virtually. There were over 112 elementary students registered for the event. In the three sessions, there was a minimum attendance of 45 people, including the attendees, guest speakers, organizers, facilitators, and staff supervisors. Trustee Savaliya extended a special thank you to all of those involved in making the

Standing Committee Meeting Minutes  
March 1, 2021

conference possible. At the conference, they learnt how the senate can better support elementary students with resources around transitioning to high school and providing leadership opportunities through more events like this conference so they can continue to foster student voice.

Student Trustee Aaliyah Jaleel shared that from February 18-21, 2021, they had the opportunity to engage in the OSTA-AECO Board Council Conferences. The four days were filled with speakers, breakouts, and engagement opportunities for Student Trustees across Ontario. The focus of these conferences was the work of both the Catholic Board Council (CBC) and Public Board Council (PBC). As the Communications Officer of PBC, trustee Jaleel worked to receive feedback from different regions on the Wellness Position Paper that they are currently developing. They broke out into working groups to focus on individual initiatives, and addressed OSTA's advocacy project, Volume of the Voices, continuing to receive student input on their experiences with COVID-19, cultural diversity, and gender identity.

9. Committee Reports

(a) Equity & Diversity Ad Hoc Steering Committee Meeting of January 20, 2021

Trustee Patrice Barnes provided trustees with an overview of the Equity & Diversity Ad Hoc Steering Committee meeting held on January 20, 2021.

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

Trustee Linda Stone provided trustees with an overview of the Governance Ad Hoc Committee meeting of January 11, 2021.

10. Correspondence

There was no correspondence at this time.

11. Other Business

There was no other business at this time.

12. Adjournment

2021:10

THAT THE MEETING DOES NOW ADJOURN.

Standing Committee Meeting Minutes  
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CARRIED

The meeting adjourned at approximately 8:38 p.m.

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Chair

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Secretary

## DURHAM DISTRICT SCHOOL BOARD

March 22, 2021

### NOTICE OF MOTION:

Establish a standing committee of the Board for Policy Development

**MOVED by:** Trustee Donna Edwards

### MOTION:

THAT THE DDSB TRUSTEES CHANGE THE NAME AND MANDATE OF THE EXISTING GOVERNANCE COMMITTEE TO REFLECT OUR RESPONSIBILITIES OF GOVERNANCE, POLICY AND ACCOUNTABILITY UNDER THE *EDUCATION ACT* AND MAKE IT A STANDING (PERMANENT) COMMITTEE OF THE BOARD.

THAT THE COMMITTEE WOULD BE CONSTITUTED ANNUALLY AT THE BOARD ORGANIZATIONAL MEETING.

### Background:

Section [169.1 of the \*Education Act\*](#) outlines the responsibilities of School Board Trustees. Key responsibilities include development of policy and organization structures to promote the boards goals.

Summary of responsibilities from Education Act:

- Promote student achievement and well-being
- Promote a positive school climate that is inclusive and accepting of all students
- Promote the prevention of bullying
- Ensure effective stewardship of the board's resources
- Deliver effective and appropriate education programs to its students
- **Develop and maintain policies and organizational structures that promote the board's goals, and encourage pupils to pursue their educational goals**
- **Monitor and evaluate the effectiveness of policies developed by the board in achieving the board's goals and the efficiency of the implementation of those policies**
- Develop a multi-year plan aimed at achieving the board's goals
- Review the multi-year plan with the board's director of education or the supervisory officer acting as the board's director of education on an annual basis
- 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 their duties under the *Act* or any policy, guideline or regulation made under the *Act*, including duties under the multi-year plan, and any other duties assigned by the board

The current process for policy development requires Trustees to establish an Ad-hoc committee to review or develop a specific policy. Recent Ad-hoc committees have been

established to review: policy for naming of schools and renaming, code of conduct, Trustee distribution, Consolidate Governance bylaws, to name a few. In many cases, the Board of Trustees rely on staff to recommend and report on purposed changes to policies around legislative changes with little discussion, except at Board meetings where time can be limited.

When the governance committee was first created, it was created with a purpose to review and consolidate the Board's Bylaws. Since the establishment of the governance committee, the board of trustees have referred several other items to this committee. With recent issues around board governance, policy compliance, clarity of policies, and trustees' responsibility to monitor and evaluate the effectiveness of the board's policies, I believe there is a need for a standing committee (permanent committee of the board) for governance, policy and accountability.

### **Good Governance and Policy Management**

As we know, governance is how a board operates and conducts itself and boards must establish a good framework to give direction, monitor and ensure accountability. Governance can have a significant impact on student, staff, parents and the community and the trust in public education.

Quite few school boards have a standing (permanent) policy review, governance or bylaw review committee whose mandate is to develop, review and monitor policies. The DDSB does not have a standing policy review or development committee. It is for these reason:

I move that the DDSB trustees change the name and mandate of the existing governance committee to reflect our responsibilities of governance, policy and accountability under the *education act* and make it a standing (permanent) committee of the board.

That the committee would be constituted annually at the board organizational meeting.

The proposed mandate of the committee would be:

- To ensure all of the board policies are up-to-date, accurate and consistent with the current legislation and government requirements.
- The Board of Trustees review policies at least once in four years or when required by a new legislative act or regulation, new government policy, resolution of the Board or as recommended by staff.
- To develop policies that are developed with evidence-based data, equitable and reflect the board's vision values and strategic plan.
- Monitor the effectiveness of board policies through consultation and evidence based data.
- Report and make recommendations to the Board of Trustees on governance and board policies.
- Review Bylaw/Policies for ad-hoc committees and develop/review/document procedures (document mandate, clearly identify quorum, membership)

I feel that a standing governance committee will allow for greater input by Trustees to develop stronger, evidence based policies that will aid decision making.

**DURHAM DISTRICT SCHOOL BOARD**  
**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board **DATE:** March 22, 2021  
**SUBJECT:** PPM 165: School Board Teacher Hiring Practices **PAGE:** 1 of 4  
**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
 Heather Mundy, Superintendent of Human Resource Services

**1. Purpose**

The purpose of this report is to provide Trustees with updated information on teacher hiring guidelines in regard to Policy/Program Memorandum No.165, School Board Teacher Hiring Practices.

**2. Ignite Learning Strategic Priority/Operational Goals**

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

- Ensure a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.

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

- Development and implementation of fair, consistent and transparent teacher hiring practices.

**3. Background**

On October 15, 2020, the Ministry of Education announced that it would revoke Ontario Regulation 274/12 under the Education Act (“Regulation 274”), effective October 29th, 2020. Regulation 274 came into effect in September 2012 and provided direction to Districts on maintaining seniority lists for their roster of Occasional Teachers as well as a separate Long Term Occasional (LTO) list, which gave priority consideration to those with the most seniority within the bargaining unit to access teaching assignments on a permanent and long-term basis. The only other consideration in selecting a successful candidate to a position was holding the required qualifications as dictated by the Ministry of Education.

On November 4, 2020, the Ministry of Education released the DRAFT PPM: School Board Teacher Hiring Practices to address hiring practices in the absence of Regulation 274. The expectations outlined in the PPM identify components of a teacher hiring program that school boards are expected to adopt as well as recommend effective practices to assist districts in developing a fair, consistent and transparent teacher hiring process. The draft PPM confirmed that the Ministry of Education expects that all hiring decisions will be made in accordance with the final PPM and reminded school boards that their decisions are subject to the provisions of their collective agreements, the Human Rights Code and applicable laws. Accompanying the PPM is a Teacher Hiring Conflict of Interest Policy.

This memorandum upholds the principles mandated in Regulation 298, “Operation of Schools – General”, R.R.O, 1990, including those related to providing the best possible education program for students and ensuring their safety and well-being.

On February 22, 2021, the new (final) PPM 165: School Board Teacher Hiring Practices was released with an effective date of March 31<sup>st</sup>, 2021.

Appendix A – PPM 165, Link to <http://www.edu.gov.on.ca/extra/eng/ppm/165.html>

#### 4. **Analysis**

PPM 165 acknowledges that it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills and attributes needed to ensure students reach their full potential. School districts are directed to develop and implement teacher hiring processes that are fair, consistent and transparent and consistent with the PPM.

The PPM identifies five components that need to be included in teacher hiring practices:

- Qualifications and Merit
- Diversity, Equity, and Human Rights
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

##### **4.1 DDSB Equitable Recruitment Policy, Procedure and Framework**

As of February 22, 2021, PPM 165: School Board Teacher Hiring Practices was released with an effective date of March 31<sup>st</sup>, 2021. With this short timeline, HRS has reviewed the PPM and determined that our current Equitable Recruitment Policy and Procedure meets the expectations outlined in the PPM.

The content of the five components aligns with the DDSB Equitable Recruitment Policy (Appendix B), Equitable Recruitment Procedure (Appendix C) and the Equitable Recruitment Framework (Appendix D).

Within the PPM, there is a clear focus on achieving a diverse and representative teacher workforce with varying social identities and lived experiences. The PPM also emphasizes that practices need to be anti-discriminatory. This is a goal identified in both the DDSB Equitable Recruitment Policy and Procedure.

The PPM also emphasizes the importance of a fair and transparent process for all candidates. This is a key principle of the DDSB policy and outlined in greater detail in the procedure through the recruitment process: Recruiting and Sourcing Candidates, Posting Positions, Shortlisting, and Selection Process.

The PPM indicates that boards should develop a monitoring and evaluation plan to review the effectiveness of their teacher hiring practices. The Equitable Recruitment Framework section on Securing Accountability outlines the steps that DDSB takes to review and monitor our hiring practices.



#### **4.2 DDSB Hiring Guidelines – Occasional and Permanent Teaching Positions**

As an adjunct to the Procedure, Human Resource Services has created the DDSB Hiring Guidelines – Occasional and Permanent Teaching Positions (Appendix E). The Guidelines include the requirements of the PPM. The focus on Diversity, Equity and Human Rights is evident throughout the document.

The Guidelines contain information to support administrators with hiring of occasional and permanent teaching staff in alignment with PPM 165. The Guidelines include:

- Preparation for Recruitment
- Candidate Attraction and Outreach
- Posting Positions
- Shortlisting Candidates for Selection Process
- Interview Process
- Notifying Unsuccessful Candidates
- Securing Accountability
- Conflict of Interest- Hiring

#### **4.3 Consultation Process**

Staff within Human Resources worked with key organizations to seek their input into the creation of the Guidelines. Those groups were:

- DSSA
- DESA
- ETFO Occasional
- ETFO Permanent
- OSSTF Occasional
- OSSTF Permanent
- Accountability and Assessment
- Human Rights and Equity Advisor
- Equity team
- Indigenous Education

#### **4.4 Tools/Resources in Development**

In addition to the new Guideline there a variety of tools/resources under development to support hiring process to ensure consistency of practice. Bias Aware Training for Hiring is also being updated at this time.

#### **4.5 Monitoring and Evaluation: Data Collection**

The PPM states “The collection of teacher workforce demographic data will provide a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision. Quantitative data collection is the first step to helping boards identify employment barriers.”

HRS Recruitment partnered with Accountability and Assessment team to develop a voluntary equity survey to capture candidate demographic information upon applying to positions. This data along

with the Employee Census data will be assessed and reviewed by both departments. The data will assist in identifying any barriers to the recruitment process and inform any additional outreach initiatives.

## 5. Financial Implications

There are no expected financial implications to the development of new teacher hiring practices. Any potential financial impact related to the implementation of the Teacher Hiring Guidelines (Appendix E) will be allocated within the HRS current budget.

## 6. Evidence of impact

Fair, consistent and transparent teacher hiring practices will improve the ability to achieve and maintain a strong and diverse teacher workforce. This will be monitored through regular reviews of job competition processes and identification of any gaps in the skills or diversity of our teacher workforce using data gathered through the recruitment self-identification.

## 7. Communication Plan

The guidelines and resources will be shared with administrators and federations in conjunction with an active training program for those on hiring panels.

## 8. Conclusion and/or Recommendations

This report is provided to Trustees for information.

## 9. Appendices

Appendix A: PPM No. 165, School Board Teacher Hiring Practices

Appendix B: Equitable Recruitment Policy


Appendix C: Equitable Recruitment Procedure

Appendix D: Equitable Recruitment Framework

Appendix E: DDSB Teacher Hiring Guidelines – Occasional and Permanent Teaching Positions

Appendix F: Conflict of Interest – Hiring Declaration Form

Report reviewed and submitted by:




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Norah Marsh, Director of Education and Secretary to the Board




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Heather Mundy, Superintendent of Human Resource Services

# Ontario



## Appendix A

Ministry of  
Education

## Policy/Program Memorandum No. 165

**Date of Issue:** February 22, 2021

**Effective:** March 31, 2021

**Subject:** School Board Teacher Hiring Practices

**Application:** Directors of Education  
School Authorities

**Reference:** This memorandum is effective following the revocation of Ontario Regulation 274/12, "Hiring Practices".

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### Purpose

The Ministry of Education is committed to having the best education system in the world in order to prepare students<sup>1</sup> for success, now and in the future. To achieve this, it is critical to have a well-prepared, qualified and diverse teacher workforce with the knowledge, skills, and attributes needed to ensure that all students reach their full potential, regardless of their background or social identity.

The purpose of this memorandum is to provide direction to school boards<sup>2</sup> on the development and implementation of fair, consistent, and transparent teacher hiring policies and processes. The memorandum identifies the components of a teacher hiring policy that school boards are expected to adopt as well as recommended effective practices. The expectations set out in this memorandum apply to hiring processes that begin after the revocation of Ontario Regulation 274/12: Hiring Practices, on October 29, 2020.

This memorandum is informed by leading research on pedagogy and best practices in creating a well-prepared, qualified and diverse workforce in the education sector. It is also informed by the results of consultations with stakeholders who have asked for more fairness and flexibility, mobility, merit and quality in the hiring of teachers.

### Expectations for School Board Hiring Policies

The Ministry of Education expects all hiring decisions to be made in accordance with this memorandum and in accordance with applicable laws, including the *Human Rights Code*, and with school board collective agreements. Hiring decisions must respect the rights of denominational schools and of French-language schools. Where any direction of the PPM conflicts with these other requirements, the applicable laws and collective agreement provisions prevail.

In outlining expectations for teacher hiring, this memorandum upholds the principles mandated in Regulation 298, "Operation of Schools – General", R.R.O., 1990, including those related to teacher qualifications and providing the best possible education program for students.

All school boards in Ontario's publicly funded education system are expected to establish fair, consistent, and transparent policies for teacher hiring. School boards' requirements and selection criteria for hiring should be clearly laid out and publicly available on their websites.

School boards are expected to include the following inter-dependent components in their teacher hiring policies:

- ♦ Qualifications and Merit
- ♦ Diversity, Equity, and Human Rights
- ♦ Employment Mobility
- ♦ Fairness and Transparency
- ♦ Monitoring and Evaluation

### **Qualifications and Merit**

Teacher hiring policies must adhere to the qualification requirements set out in Regulation 298, "Operation of Schools – General". School boards should also rely on the following when developing their selection and evaluation criteria:

- ♦ valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment; providing the best possible program as determined by the principal, and considering applicants demonstrated:
  - ◊ teaching commitment;
  - ◊ experience or time spent in a particular school; and
  - ◊ suitability for a particular assignment.
- ♦ valuing applicants' additional experiences, skills, backgrounds, lived and work experience;
- ♦ responding to school and board priorities based on clearly defined criteria, including qualifications.

### **Diversity, Equity, and Human Rights**

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of a diverse student body. There is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. Research demonstrates that all students benefit from having teachers with varying social identities and lived experiences. The way to achieve a diverse and representative workforce is to:

- ♦ ensure that all employment policies and practices are anti-discriminatory;
- ♦ work to intentionally identify and remove barriers for Indigenous peoples and equity-seeking groups at each stage of the hiring process. This involves examining each part of the process – from setting job requirements and employment conditions to establishing the recruitment, application, screening, interview, and selection processes so that no stage creates a barrier for candidates.

### **Employment Mobility**

The teacher hiring process should address employment mobility by providing equal opportunity to all OCT certified teachers to apply for any position (occasional, long-term occasional, or

permanent) for which they are qualified irrespective of where they are currently employed.

## **Fairness and Transparency**

To support a fair and transparent process for candidates, teacher hiring policies should include:

- a conflict of interest disclosure policy based on the conflict of interest template provided by the Ministry of Education;
- clear steps to avoid nepotism (the attached Teacher Hiring Conflict of Interest Template represents the minimum standard which boards are expected to meet in developing a local policy);
- a process for adherence to the bona fide or “legitimate” job requirements and qualifications through the hiring process, while following the requirements outlined in Regulation 298, “Operation of Schools – General”;
- a process and criteria for all aspects of teacher hiring – setting job requirements, postings, outreach and recruitment, application, screening, interview, and selection processes, including the communication of these;
- a process for tracking and communicating with applicants;
- processes to promote demographically diverse hiring panels that draw on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source;
- provisions for structured evaluation criteria, questions and tools that prevent interview and selection bias;
- a process for providing constructive interview feedback for candidates, upon request;
- a process for providing accommodation based on needs related to the Human Rights Code; and
- a process for the disclosure of information to the appropriate bargaining units.

## **Monitoring and Evaluation**

Boards should develop a monitoring and evaluation plan to review the effectiveness of their teacher hiring policy and make adjustments as necessary.

## **Effective Practices**

School boards should develop the following effective practices to remove barriers and gaps in teacher hiring. To implement the expectations outlined in this memorandum and to provide that their policies remain relevant, school boards are expected to establish a mechanism, or use existing mechanisms, to collaborate with local teachers' federations and associations.

## **Candidate Selection Practices**

### **Newly Qualified Teachers**

Hiring policies should acknowledge the importance of supporting renewal in the teacher workforce and help to provide career pathways for newly qualified teachers, including those who have been on long-term assignments for a number of years and have not yet secured a permanent position.

The hiring of newly qualified teachers presents:

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity; and

- ♦ an opportunity to strengthen pathways to the teaching profession and invest in the people who will be the experienced teachers of the future.

## **Representation**

Encouraging diversity of the teaching workforce in the school board is vital because the workforce should be reflective of the diversity in the province. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or equity-seeking students.

## **Monitoring and Evaluation Practices to Strengthen Accountability**

### **Data Collection**

The collection of teacher workforce demographic data will provide a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision. Quantitative data collection is the first step to helping boards identify employment barriers.

When developing a voluntary workforce census and analysing results, boards should consider the following questions:

- ♦ Does the teacher workforce reflect the social identities of the student population and the region as well as the diversity of the province?
- ♦ What identities, and intersections of identities, should be represented in the teacher workforce in order to help reflect and meet the needs of the school board community and the diversity of the province?
- ♦ Are there some under-represented communities whose members are reluctant to self-identify, which makes it necessary to use alternative or supplement approaches to a census?

School boards are encouraged to explore how they can collect voluntary demographic information from candidates in order to assess whether there is diversity in the candidates that are applying for positions, as well as where there may be barriers to candidates in the teacher hiring process.

### **Employment Systems Review (ESR)**

The collection and analysis of workforce data provides the foundation for an Employment Systems Review (ESR). Each school board should examine its employment systems to determine whether they create barriers for potential candidates or otherwise unfairly impact their chances to succeed. An effective review will also examine the organizational culture for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.

A centralized applicant tracking and file management system for all hiring-related documentation is recommended as a key monitoring tool. In some boards, such a system may already be in place.

### **Creating a Fairness in Employment Plan**

The goal at the end of the ESR is to have identified and made recommendations to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive work environment. Working together, school boards and employee representatives and unions should use the result of the workforce census and ESR to develop a fairness in employment plan

that includes goals and timelines for closing those gaps and removing those barriers. This can include specially constructed measures to address the ongoing effects of systemic discrimination.

## Conclusion

The Ministry of Education is committed to having the best education system in the world in order to prepare our students for success, now and in the future. We recognize teachers, and the quality of their teaching, as the single most important factor in the improvement of student achievement.

Fair and transparent school board teacher hiring policies that align with the expectations outlined in this PPM will enable students to have access to teachers who can make a positive difference in their lives. They will be teachers hired based on qualifications, merit and the ability to meet the diverse needs of all students.

The ministry will continue to work with school boards and education partners to provide ongoing support and resources as boards develop and implement local teacher hiring policies and processes aligned with this PPM.

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1 In this memorandum, unless otherwise stated, student(s) includes children in Kindergarten and students in Grades 1 to 12.

2 In this memorandum *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools (including the schools operated by the Centre Jules-Léger Consortium).

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## Appendix

### Teacher Hiring Conflict of Interest Policy

#### 1. Application of this Policy

This Policy applies to all Employees of the School Board involved in teacher hiring.

#### 2. Preamble

This Policy is intended to facilitate Employees' ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of Employees in the course of their teacher hiring responsibilities to the School Board.

This Policy defines and addresses potential, apparent and actual conflicts of interest. It provides guidance to Employees so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management.

The fundamental principle underlying this Policy is that Employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the Board.

#### 3. Definitions

Conflict of Interest means a potential, apparent, or actual conflict where an Employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the Employee's responsibility to the Board, or with the Employee's participation in any recommendation or decision pertaining to teacher hiring within the Board.

Employee means full-time or part-time Employees of the School Board involved in teacher hiring.

External Activity means any activity of an Employee outside the scope of her/his employment with the School Board undertaken as part of a commercial or volunteer enterprise.

Relationship means any relationship of the Employee to persons of his or her immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Supervisor means the person to whom an Employee reports.

#### **4. Specific Conflicts**

Without restricting the generality of this Policy, the following circumstances may give rise to Conflicts of Interest:

- i) participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the Employee has, or has had, a Relationship;
- ii) acceptance by an Employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the School Board:
  - a) a person, group, or entity that has dealings with the School Board;
  - b) a person, group, or entity to whom the Employee provides services in the course of his or her duties to the School Board;
  - c) a person, group, or entity that seeks to do business with the School Board.

An Employee who is offered a gift in the circumstances described in ii) above shall, in writing, notify his or her Supervisor.

#### **5. Procedures for Disclosure of Conflicts of Interest**

- i) All Employees have an obligation to disclose to their Supervisor or the Director of Education any Conflict of Interest. The Employee must disclose in writing as soon as she/he could reasonably be aware that a Conflict of Interest exists. The existence of a Conflict of Interest does not necessarily preclude involvement in the issue which has given rise to the Conflict ("the Matter"). The Employee must declare, in writing, the nature and extent of the Conflict of Interest no later than any meeting or process in which the Employee participates and at which the Matter is to be considered. The Employee must refrain from taking part in any discussion or decision-making in relation to the Matter, and withdraw from any meeting or process when the Matter is being discussed until a decision has been reached regarding the manner in which the Conflict of Interest will be addressed.



ii) A Conflict of Interest involving an Employee may also be reported to a Supervisor by any other person. A report to a Supervisor about the existence of a potential, apparent or actual conflict of interest shall be made in writing.

## 6. Procedures for Management of Conflicts of Interest

- i) If the Supervisor or Director of Education to whom the disclosure is made also has a Conflict of Interest, the disclosure should be made in writing to the person at the next highest level of authority.
- ii) The Supervisor or Director of Education will investigate to determine if a Conflict of Interest exists. Where appropriate, the Supervisor or Director of Education may consult with the Employee and/or others.
- iii) If the Supervisor or Director of Education determines there is a Conflict of Interest, the Supervisor or Director of Education should resolve the matter as per paragraph 7 below and shall document, in writing, any remedies that have been applied.

## 7. Options for Resolving Conflicts of Interest

If a Supervisor or Director of Education determines that a Conflict of Interest exists, the Supervisor or Director of Education will decide a course of action from the following options:

- i) If the Matter pertains to paragraph 4 i) above, and where the Employee may be knowledgeable and have information central to the discussion, the Employee with a Conflict or appearance of Conflict may be permitted to be involved in the Matter without participating in the final decision described in paragraph 4 i) above.
- ii) If an Employee fails to disclose a Conflict as per paragraph 5 above, a range of remedies can be applied, up to and including the termination of employment.

## 8. Contraventions of this Policy

Adherence to this Policy, in letter and in spirit, is crucial to the relationships of trust that exist between the Board, its Employees, and the public. Contraventions of this Policy, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For Employees, disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention and could include dismissal from employment.

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## **Equitable Recruitment**

### **Introduction**

The DDSB demonstrates its commitment to embracing and valuing equity and diversity by ensuring that equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging.

### **1.0 Goals**

- 1.1 The Board will make every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals for employment, mentoring, retention, promotion, and succession planning in all Board and school positions, including those groups that have traditionally been and/or are currently marginalized within our society.
  
- 1.2 The Board and school principals will implement strategies to attract and retain a staff that reflects the diversity within the region and that is capable of understanding and responding to the experiences of the diverse communities within the Board's jurisdiction.

### **2.0 Principles for Equitable Recruitment**

- All applicants will experience a hiring process that is accessible, fair, consistent and transparent, regardless of the position that is sought
- Tools, training and processes are in place to mitigate bias in the recruitment process
- The DDSB employee cohorts will increasingly reflect the communities that are served by the DDSB
- Job competitions are conducted within the parameters of the Collective Bargaining Agreements where applicable.
- The Equitable Recruitment Framework guidelines will be reflected in all aspects of the organization, for every job competition.
- Human Resources Services will be a resource to the organization to train, support, model and monitor for coherence and alignment with the framework expectations.
- Processes and actions undertaken by all employees who are in a position to hire staff will comply with Ontario Human Rights Code legislation.

#### **Appendix:**

None

Effective Date

2017-05-15

Amended/Reviewed

## **Equitable Recruitment**

### **Introduction**

The DDSB demonstrates its commitment to embracing and valuing equity and diversity by ensuring that equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging.

This procedure outlines the expectations for practice required to adhere to the principles for equitable recruitment as well as the expected practices for the five steps in the recruitment process: recruiting and sourcing candidates, posting positions, shortlisting candidates for the selection process, selection process, on-boarding. In addition, this procedure outlines the guidelines for securing accountability.

### **1.0 Principles for Equitable Recruitment that apply to all processes for hiring and promotion**

The DDSB employee cohorts will increasingly reflect the communities that are served by the DDSB

- All applicants will experience a recruitment process that is accessible, fair, consistent and transparent, regardless of the position that is sought
- Tools, training and processes are in place to mitigate bias in the recruitment process
- Job competitions are conducted within the parameters of the Collective Bargaining Agreements where applicable
- The Equitable Recruitment Framework guidelines will be reflected in all aspects of the organization, for every job competition
- Human Resources Services will be a resource to the organization to train, support, model and monitor for coherence and alignment with the framework expectations
- Processes and actions undertaken by all employees who are in a position to hire staff will comply with Ontario Human Rights Legislation

### **2.0 Recruiting and Sourcing Candidates**

- a) For competitions open to the public, outreach recruitment will be conducted in order to attract a diverse pool of qualified candidates reflective of the community.
- b) Outreach recruitment involves partnering with community groups, advertising beyond the Board's website, being specific and targeted towards diverse candidate groups.
- c) Include diversity representation of Board staff in recruitment initiatives.
- d) Provide ongoing professional development for Human Resource Services on recruitment, hiring and equity.
- e) Provide training for Board representatives on recruitment, equity and best practices.
- f) All aspects of recruiting and sourcing candidates comply with Ontario Human Rights Legislation

### **3.0 Posting positions**

- a) Ensure job postings have consistent and complete information including information about the nature of the job, qualifications and assets. This ensures consistency of format for all postings for the Board.
- b) Postings include the equity and accommodation statement: "The DDSB is committed to equity and inclusion in the recruitment of qualified staff who reflect the diversity of our region. We encourage submissions from candidates who represent the various dimensions of diversity.
- c) Job postings may be made available in various forms of media (e.g. print, digital, etc.).
- d) All aspects of the posting process comply with Ontario Human Rights Legislation.

#### 4.0 Shortlisting candidates for selection process

- a) Criteria is established and used to screen application packages for shortlisting candidates
- b) Selection criteria (which includes screening tools) shall be developed in collaboration with at least two (2) persons who are connected to the selection process
- c) Candidates who meet the selection criteria shall be shortlisted to proceed to the next phase of the selection process.
- d) Where multiple candidates have met the selection criteria, any further discretionary shortlisting, must be determined in collaboration with at least two (2) persons.
- e) At a minimum, 50% of the qualified applicants should be offered an interview. Where there are more than eight (8) qualified applicants a minimum of four (4) applicants should be offered an opportunity to enter the selection process.
- f) All aspects of the shortlisting process comply with Ontario Human Rights Legislation

#### 5.0 Selection process

- a) Selection teams shall be comprised at a minimum of two (2) people
- b) At least one member of a selection committee shall have bias-free interviewing training within the past two years
- c) Each selection team will have a chairperson responsible for co-ordination, facilitation, documentation and adherence to the expectation outlined in this framework.
- d) Consultation with, or participation by a subject specialist, who will contribute their expertise to the selection process, interview tools, look-fors/criteria for success.
- e) Develop and revise screening tools including practicum assignments, interview questions, interview assessment forms and reference check questions to ensure they reflect the requirements outlined in the posting and the selection criteria for each job.
- f) Ensure that each candidate is offered accommodation based on any of the Human Rights protected grounds when the interview is arranged.
- g) All candidates in a competition will experience the same process: time allocated, interview questions and format for the selection process, reference check process.
- h) Ensure interview questions assess the candidates' ability to work with a diverse student population and a diverse group of co-workers.
- i) Explain the selection process to each candidate: introduce the team, communicate timelines, reference check process and communication of outcomes.
- j) Fully document the selection process including rationale for shortlisting and selection decisions
- k) Each interview process is documented and records are maintained by the selection committee chair for two (2) years.
- l) Upon completion of the selection process, communicate personal outcomes to each candidate (successful or not) before the successful candidate is publicly announced.
- m) All aspects of the selection process comply with Ontario Human Rights Legislation

#### 6.0 On-Boarding staff into new roles or positions

- a) Internal candidates who are unsuccessful in a selection process will be offered feedback on all or any aspect of their process with a view for growth and improvement.
- b) Include diversity training as part of the on-boarding process and as a requirement for promotion.
- c) Provide opportunities for connecting with the Leadership Department and mentoring programs to newly hired employees.
- d) Provide newly-hired employees with information about professional development opportunities
- e) Collect demographic data during the registration of a new employee.
- f) Direct new employees to Getting on Board with the DDSB, for New Employees
- g) All aspects of the on-boarding and feedback process comply with Ontario Human Rights Legislation.

## 7.0 Securing Accountability

- a) All recruitment processes shall take place in consultation with, a representative from the Recruitment team of the Human Resource Services Department Recruitment/ HRS
- b) Recruitment/HRS shall continue to collaborate with the Equity Department to monitor, review, and amend the Framework and this procedure as appropriate
- c) Recruitment/ HRS shall conduct regular reviews of job competition processes to ensure adherence with expected practices for equitable recruitment
- d) Recruitment processes found to be non-compliant with the Equitable Recruitment Framework may be interrupted or redirected by the Recruitment Manager in consultation with the Superintendent of Human Resource Services

**Appendix:**

None

Effective Date

2017-06-26

Amended/Reviewed



DURHAM DISTRICT SCHOOL BOARD

# EQUITABLE RECRUITMENT FRAMEWORK



DURHAM DISTRICT SCHOOL BOARD

# EQUITABLE RECRUITMENT FRAMEWORK



*To recruit, develop, support and inspire employees through positive, reliable, and respectful customer service and equitable practices in pursuit of high quality public education.*



# DURHAM DISTRICT SCHOOL BOARD

## EQUITABLE RECRUITMENT FRAMEWORK

### DELIVERABLES

- The DDSB employee cohorts will increasingly reflect the communities that are served by the DDSB.
- All applicants will experience a recruitment process that is accessible, fair, consistent and transparent, regardless of the position that is sought.
- Tools, training and processes are in place to mitigate bias in the recruitment process.
- Job competitions are conducted within the parameters of the Collective Bargaining Agreements where applicable.
- The Equitable Recruitment Framework guidelines will be reflected in all aspects of the organization, for every job competition.
- Human Resource Services will be a resource to the organization to train, support, model and monitor for coherence and alignment with the framework expectations.
- Processes and actions undertaken by all employees who are in a position to hire staff will comply with Ontario Human Rights Legislation.





# DDSB HIRING GUIDELINES

## Occasional and Permanent Teaching Positions





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# Introduction

This document is intended to assist Administrators with the hiring of occasional and permanent teaching positions following the revocation of O. Reg. 274/12, and meets the expectations set out in the Policy/Program Memorandum (PPM 165): School Board Teacher Hiring Practices. The memorandum upholds the principles mandated in Regulation 298, “Operation of Schools – General”, R.R.O., 1990 including those related to teacher qualifications and providing the best possible education program for students.

## **These Guidelines support, and are committed to:**

- Providing learning environments, services and workplaces that are welcoming, respectful, safe, inclusive, equitable, accessible and free from oppression, racism, discrimination and harassment
- Meeting the legal duty to accommodate and to proactively identify, prevent and address potential discrimination and harassment under the Human Rights Code and other legislation
- Developing and implementing fair, consistent and transparent hiring procedures and practices to support a qualified and diverse workforce with the knowledge, skills and attributes to best serve students and ensure their safety and well-being

## **The DDSB demonstrates these commitments by critically and intentionally identifying, preventing and addressing discriminatory biases and barriers in policies, procedures and practices to support:**

- Equitable recruitment and employment experiences and outcomes
- Inclusive environments where all DDSB community members feel safe and that they belong.

These *Guidelines* outline the expectations for hiring practice which adheres to the DDSB Equitable Recruitment Policy and Procedure: Recruiting and Sourcing Candidates, Posting Positions, Shortlisting Candidates for Selection Process, Selection Process, and Securing Accountability.

**The PPM 165 identifies five components that need to be included in the teacher hiring guidelines:**

- Qualifications and Merit
- Diversity, Equity, and Human Rights
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

The Ministry of Education expects that all hiring decisions will be made in accordance with this memorandum and in accordance with applicable laws, including the Human Rights Code, and with school board collective agreements. In the event of a conflict between these *Guidelines* and the terms within a collective agreement, the collective agreement will prevail.

**Diversity, Equity and Human Rights**

Administrators, in collaboration with Human Resource Services, will make every effort to identify, prevent and address biases and discriminatory and inequitable practices, processes, barriers and outcomes in all aspects of recruitment, including job descriptions, outreach, recruitment, hiring, onboarding, mentoring, promotion, retention and succession planning. **They will:**

- Incorporate, apply and reflect human rights, equity, anti-oppression and anti-racism principles, competencies and approaches throughout all steps in the recruitment process (including job descriptions, outreach, interviews and other assessment tools, reference checks, hiring decisions, onboarding, coaching and mentoring, succession planning and promotions)
- Consider individual, systemic and unique factors and barriers for groups who:
  - » experience the effects of historical and ongoing systemic discrimination and marginalization (for example, Indigenous, Black and other racialized peoples, people with disabilities, women, people who identify as 2SLGBTQ+ and other Human Rights Code protected groups, and those with intersecting identities)
  - » are underrepresented in the DDSB.

- Implement recruitment and other employment related policies, procedures and initiatives in ways that align with human rights obligations and that assess and address potential discriminatory impacts
- Consider candidates' Human Rights Code related needs on an individual basis throughout the recruitment process and provide accommodation when required
- Candidates with a Human Rights Code-related characteristic(s) or combination of characteristics (e.g., ancestry, race, disability, gender identity, gender expression, sexual orientation, creed/religion, etc.) will be treated with a bias aware mentality (no assumptions or stereotypes associated with their application)
- Design and implement strategies to:
  - » Enhance outreach to diverse communities
  - » Attract, recruit and retain a qualified workforce that:
    - » Reflects the school community, the communities the DDSB serves (and its changing demographics) and Ontario
    - » Understands and has the skills, experience and competencies to effectively identify and respond to the diverse identities, strengths, needs, interest and experiences of these communities.

### **Recruitment requirements under Accessibility for Ontarians with Disabilities Act (AODA)**

If a selected applicant makes a request, employers must consult with the applicant to provide the accommodation. AODA requires that employers must make their workplace and employment practices accessible to potential or current employees with disabilities.

## Equitable Recruitment Framework: Key Deliverables

- The DDSB employee cohorts will increasingly reflect the communities that are served by the DDSB
- All applicants will experience a recruitment process that is non-discriminatory, accessible, equitable, respectful, fair, consistent and transparent, regardless of the position that is sought
- Tools, training and processes are in place to mitigate bias, stereotypes and assumptions and to help identify, address and prevent discrimination and barriers in the recruitment process
- Job competitions are conducted within the parameters of the Collective Bargaining Agreements where applicable
- Human Resource Services will be a resource to the organization to train, support, model and monitor for coherence and alignment with the framework expectations and to support accountability
- Processes and actions undertaken by all employees who are in a position to hire staff will comply with the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, other applicable Ministry of Education Policy and Procedure Memoranda and DDSB policies and procedures.



Individuals involved in recruitment initiatives are to have the skills, experiences and tools to be able to ensure that the recruitment process effectively identifies and responds to potential barriers, that biases are identified and checked. The staff involved in the recruitment should also be able to help the recruitment panel identify qualified candidates who not only reflect the community in terms of their identity, but that they also have the required qualifications, skills and experiences to recognize and respond to the diverse identities, strengths, needs, interests and experiences of DDSB communities.

**This will be accomplished by:**

- Providing training (such as Bias Aware Interviewing training) for district representatives on recruitment, equity and best practices and to help identify, prevent and address biases, stereotypes, assumptions and discriminatory and inequitable practices, processes, barriers and outcomes.



- For competitions open to the public, outreach recruitment will be conducted in order to attract a diverse pool of qualified candidates reflective of the community.
- Outreach recruitment involves partnering with community groups, advertising beyond the Board's website, being specific and targeted towards diverse candidate groups.
- Administrators with work with Recruitment Consultants assigned to support their FOS to help identify what their needs are. Recruitment will determine what data or other information they need to help determine what their needs are, how best to do the outreach, what strategies worked and didn't work in any previous recruitment, what they need to think about for the current recruitment process.
- Strategies will include diverse representation of district staff in recruitment initiatives
- All aspects of recruiting and sourcing candidates comply with the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, other applicable Ministry of Education Policy and Procedure Memoranda and DDSB policies and procedures.

The Principal is asked to summarize the position requirements taking the needs of the students and the school community into consideration. To provide the best possible program and a safe and inclusive environment that is supportive of student well-being.

### Minimum Requirements

OCT qualifications (it is understood that applicants who do not meet the minimum requirements will not be considered). The minimum requirement is that a teacher has the qualifications in the division that is posted. Qualifications in the primary division (JK to Grade 3), the junior division (Grades 4 to 6), and/or the intermediate division (Grades 7 to 10) Intermediate division (Grades 7 to 10) in a general education subject, or the senior division (Grades 11 and 12) in a general education subject and any required AQ as per the Ministry to teach the class (example gifted class, special education required).

### Additional Requirements

This may include additional OCT qualifications, lived experiences, skill sets, backgrounds and varied work experience that may be considered valuable to the position (e.g. unique perspectives of under-represented groups, such as Indigenous peoples, Black or other racialized people, people with a disability, people who identify as a member of the 2SLGBTQ+ community, people who identify as a member of a diverse faith/religious community, etc., the ability to speak multiple languages in addition to English or French, working with diverse communities locally or abroad, ability to lead a school band, or professional experience outside of the classroom).

Requirements must be **bona fide (means "good faith" or "genuine")** and must not systemically discriminate on any of the protected grounds as outlined in the Human Rights Code. All positions will be posted in accordance with timelines outlined in the Collective Agreement. Where the collective agreement is silent positions will be posted for 5 business days. All job postings will be written with unbiased and inclusive language and follow a consistent format. Alternative formats must be made available upon request. All postings are reviewed by Recruitment prior to being posted to candidates.



Applicants will be informed that interview accommodation needs will be respected. All elementary positions and secondary occasional positions will be posted on Apply to Education, the district's electronic posting and applicant tracking system.

The following language will be used on all teaching postings to provide candidates the purpose of the district inquiring about their "lived experience"

**The DDSB is committed to:**

- providing learning and working environments, services and workplaces that are welcoming, respectful, safe, inclusive, equitable, accessible and free from discrimination
- meeting its legal requirements under the Human Rights Code to accommodate Human Rights Code related needs and to proactively identify, address and prevent potential discrimination and harassment.

**The DDSB will implement fair, consistent and transparent hiring procedures and practices to attract, recruit and retain a qualified and diverse work force that:**

- reflects the diverse communities the DDSB serves and of Ontario
- has the knowledge, skills, attributes and lived and other experiences to best support students and to effectively respond to the diverse identities, strengths, needs and experiences of the DDSB communities.

**To support these commitments, the DDSB will adhere to teacher hiring qualifications and requirements and, when selecting and evaluating qualified applicants, will also consider:**

- applicants' additional work and other experiences, skills, backgrounds and lived experiences that respond to local needs and support the best possible program
- hiring staff from under-represented groups to better reflect the diverse communities the DDSB serves.

We consider “lived experience” as a person who self-identifies as a member of a group that experiences the effects of historical and ongoing discrimination and marginalization based on ancestry, race, disability (visible and non-visible), sexual orientation, gender identity and gender expression, religion/creed and/or other grounds (or combination of grounds) protected by the Human Rights Code.

Do you have any lived experiences, skillsets, background or varied work experience that may be considered valuable to the position? (Yes/No Answer)

- If you answered yes, please outline in greater detail specific examples related to your lived experiences, skillsets, background or varied work experience. If you answered no, enter “not applicable” (Free Text Answer)



- All qualified applicants will be considered for a specific posting.
- Additional requirements that are outside of the regular Ontario College of Teachers qualifications for the position may be used as “preferred criteria” to help screen applicants. Any preferred requirements are documented with the rationale for why these are preferred criteria; also, if any qualified applicants are not shortlisted based on the preferred requirements, that should be noted in the competition file with a rationale.
- The preferred requirements must be consistently applied to all qualified candidates.
- **Per the Equitable Recruitment Framework, at a minimum, 50% of the qualified applicants should be offered an interview.** Where there are more than eight (8) qualified applicants a minimum of four (4) applicants should be offered an opportunity to enter the selection process. The decision to select or not select a qualified applicant should be noted with a rationale.
- When applicants have demonstrated their ability to meet the mandatory requirements, Principals are asked to consider the candidate’s lived experience as a valuable asset. We consider **“lived experience”** as a person who self-identifies as a member of a group that experiences the effects of historical and ongoing discrimination and marginalization based on ancestry, race, disability (visible and non-visible), sexual orientation, gender identity and gender expression, religion/creed and/or other grounds or combination of grounds protected by the Human Rights Code.

- We encourage applications from candidates with diverse backgrounds, including people who self-identify as:
  - » First Nations, Métis and Inuit, and all other Indigenous peoples;
  - » Black, racialized, a person with a disability, a member of the 2SLGBTQ+ community and/or are members of diverse religious/faith communities.

**A resume scoring rubric based on required and preferred qualifications and experience must be used to objectively rank applicants for interviews.**

- When scheduling interviews, ensure that applicants' current work schedules do not conflict with the interview time provided.
- Administrators should allow up to 24 hours for candidates to respond to an interview request.
- Remind applicants that Human Rights Code-related accommodations can be provided.



Where possible, ensure diversity on hiring panels to include individuals who have the knowledge and experience, including lived experience, to understand and reflect the needs and interests of communities in the school that have been historically or currently under-represented in decision making.

- A consistent structure must be used for each selection process.
- The structure may vary depending on the position, it may include a technical question, a pre-question for presentation or submission prior to the interview, a written exercise or other assessment tools.
- **The interview team should inform teachers, who are being invited for an interview, ahead of time of the method that will be used to evaluate teachers during the interview process (i.e. interview, presentation, written component).**
- **A scoring rubric shall be prepared in advance of the interview. All applicants must be asked the same questions and scored on the same rubric to ensure a fair and equitable process.**
- Applicants shall be informed of the interview time and the structure of the interview when the interview is scheduled.
- Inform applicants that accommodations can be made if required on any of the grounds outlined in the Human Rights Code and in compliance with the AODA.

**All hiring committee members are required to continue to take good interview and reference notes with clear, consistent scoring criteria.**

- Selection teams shall be comprised at a minimum of two (2) people
- All members of a selection committee shall have bias-free interviewing training within the past two years
- Each selection team will have a chairperson responsible for co-ordination, facilitation and documentation. The chairperson should have completed the bias-free interviewing training with the past year.

- All candidates in a competition will experience the same process: time allocated, interview questions and format for the selection process, reference check process. Unless adjustments are required to address accommodation needs; if so this should be documented and the rationale provided (without disclosing any confidential details about accommodation needs)
- Ensure interview questions and scoring criteria assess the candidates' skills, experiences and competencies to effectively identify and respond to the diverse identities, strengths, needs, interests and experiences of DDSB communities;
- Explain the selection process to each candidate: introduce the team, communicate timelines, reference check process and communication of outcomes. Inquire if the candidate has any Code related needs that require accommodation for them to participate in the interview or any other assessments.
- Fully document the selection process including rationale for shortlisting and selection decisions
- Each interview process is documented and records are maintained by the selection committee chair for two (2) years.
- Upon completion of the selection process, communicate personal outcomes to each candidate (successful or not) before the successful candidate is publicly announced.
- All aspects of the selection process comply with the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, applicable Ministry of Education Policy and Procedure Memoranda and DDSB policies and procedures.
- A member of the selection team will complete reference checks on the selected qualified candidate(s) and will share results with the selection team.
- Reference questions asked will only be related to the bona fide requirements of the job, and will not create barriers, advantage or disadvantage, and diverse types of references (e.g., community/volunteer work instead of strictly formal employment) will be considered.

Applicants who are not successful during the interview process will be notified by the Administrator after the hiring process has been completed. This will take place after the offer has been accepted by the successful candidate. Unsuccessful applicants who were interviewed, are entitled, on request, to contact with the person or panel that conducted the interview to discuss:

- Their performance during the interview;
- Measures the teacher could take to enhance their professional qualifications; and
- Other ways to improve their chance of being successful in a similar interview in the future.



The DDSB will enhance its efforts to collect voluntary workforce data through a staff census and other data collection projects to help and address potential barriers and to support its goals to have a workforce that reflects the diverse communities it serves and of Ontario.

Recruitment/ HRS shall conduct regular reviews of job competition processes and outcomes to ensure adherence with expected practices for equitable recruitment and that the framework is meeting its goals. Workforce data will be used to show progress and/or to revise/enhance the framework, policy and/or procedure to support ongoing improvements and accountability.

**Recruitment processes found to be non-compliant with the guidelines may be interrupted or redirected by the Recruitment Manager in consultation with the Superintendent of Human Resource Services.**





All individuals involved in the hiring process must disclose conflicts of interest and indicate where a “relationship” exists between themselves and any individual who is involved in the hiring exercise.

**A “relationship” means any relationship of the employee to persons of:**

- their family whether related by blood, adoption, marriage, or common-law relationship;
- an intimate and/or financial nature during the preceding five years; or
- past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.

If an individual fails to disclose a Conflict of Interest, a range of remedies can be applied, up to and including the termination of employment.

**The Conflict of Interest disclosure process involves the following:**

**A. Disclosing the Conflict of Interest**

All Employees have an obligation to disclose to their Supervisor or Human Resource Services any Conflict of Interest in relation to any hiring exercise they are involved in. A Conflict of Interest Hiring Form (Appendix C) is to be completed for each job competition for which the individual is on the hiring panel. This form will require the individual to declare the nature and extent of the Conflict of Interest no later than any meeting or process in which the individual participates, or to indicate that no conflict exists. Should a conflict exist, the individual must refrain from taking part in any discussion or decision-making in relation to the hiring process until a decision has been reached regarding the manner in which the Conflict of Interest will be addressed.

A Conflict of Interest involving an Employee may also be reported to a Supervisor or Human Resource Services by any other person. A report to a Supervisor or Human Resources Services about the existence of a potential, apparent or actual conflict of interest shall be made in writing.

### **B. Managing the Conflict of Interest**

If the Supervisor or Human Resource Services to whom the disclosure is made also has a Conflict of Interest, the disclosure should be made in writing to the person at the next highest level of authority.

The Supervisor or Human Resource Services will investigate to determine if a Conflict of Interest exists. Where appropriate, they may consult with the individual and/or others.

If it is determined that a Conflict of Interest exists, the Supervisor or Human Resource Services shall resolve the matter as per C. below and shall document, in writing, any remedies that have been applied.

### **C. Resolving Conflicts of Interest**

If a Supervisor or Human Resource Services determines that a Conflict of Interest exists, they will decide a course of action from the following options:

- i. An individual with a conflict or an appearance of a conflict may be permitted to be involved in the hiring exercise but without participating in the final hiring decision; or
- ii. The individual with a conflict is replaced on the hiring panel; or
- iii. Any other remedy deemed appropriate under the circumstances and in line with our Equitable Recruitment Framework

# Conflict of Interest - Hiring Declaration Form

I, \_\_\_\_\_ am participating in the hiring exercise  
for posting number \_\_\_\_\_ at location \_\_\_\_\_.

- I declare there is no conflict of interest in relation to the  
aforementioned job competition.
- I declare there is a conflict of interest in relation to the aforementioned  
job competition.

If a conflict of interest has been declared, please check all situations that apply and  
provide details in comments section below (including name of individual where  
relationship exists):

- family whether related by blood, adoption, marriage, or  
common-law relationship
- an intimate and/or financial nature during the preceding five years
- past or present private interests in connection with a candidate or  
applicant where their involvement in the hiring process could conflict  
with their duties
- Other- please explain: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If a conflict exists, a copy of this form is to be forwarded to your supervisor and the  
Human Resource Services department. You must refrain from taking part in any  
discussion or decision-making in relation to the hiring process until a decision has  
been reached regarding the manner in which the Conflict of Interest will be addressed.

**A copy of this completed form must be included in the job competition file.**

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board **DATE:** March 22, 2021

**SUBJECT:** Quarterly Construction and Major Projects **PAGE NO.** 1 of 7  
Progress Report

**ORIGIN:** Norah Marsh, Director of Education  
David Wright, Associate Director of Corporate Services  
Christine Nancekivell, Chief Facilities Officer  
Lisa Bianca, Senior Manager of Facilities Services  
Brenda Coward, Manager of Facilities Design/Construction

**1. Purpose**

The purpose of this report is to provide the Board of Trustees with a quarterly report of the current construction and major projects progress, as information.

**2. Ignite Learning Strategic Priority/Operational Goals**

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

Increase Student Achievement and Well-Being

- Align resources to where they are most needed to support equitable outcomes for all students.
- Use data and research to develop programs to support learning.
- Provide safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth.
- Provide a range of rich programming options which allow students to pursue multiple pathways.

**3. Background**

3.1. The Board has been in a fortunate capital position to have approved several capital oriented projects, as follows:

- In February 2018, the Durham District School Board received Ministry of Education approval to build Beaverton PS/Thorah Central PS replacement school to consolidate Beaverton PS and Thorah Central PS on the Beaverton PS site, in Beaverton and to build two new elementary schools, Unnamed North Ajax PS (Williamson Drive West/Bellinger Drive) in Ajax, and Unnamed North Whitby PS (Samandria Avenue/Lazio Street) in Whitby.
- In July 2020, the Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Creekwood PS at Tillings Road and Scenic Lane Drive in Pickering and an addition at Mary St PS in Oshawa to replace the existing portapac.

- In October 2020, the Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed North Oshawa PS at Windfields Farm Drive West and Wintergrace Avenue in Oshawa.
- 3.2. The Ministry approval process must be carefully considered when undertaking any major capital projects. The stages of Ministry approval include; announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on cost consultant report and post tender approval if the tender exceeds the approved funding amount. Each stage requires Ministry approval prior to proceeding to the next step.
- 3.3. The intention of this report is to provide a quarterly update in the months of September, January, March, and June. This report would be posted on the Board's website and would allow the greater community a "snap shot" of the activities. These reports will serve as an update in a non-technical manner.

#### 4. Analysis

##### 4.1. **New Elementary School Construction Projects**

###### Beaverton PS/Thorah Central PS Rebuild

Project Type: Rebuild Elementary School including child care centre and Early ON hub

Occupancy Date: September 2022 (Rescheduled from September 2021)

Architect: Moffet & Duncan Architects Inc.

Contractor: To be determined

Tender documents are complete. Authority approvals are complete, except for final execution and fees.

Project is awaiting Ministry of Education's final approval to proceed to tender. Project completion date has been rescheduled from September 2021 to September 2022 due to time frame of final approvals and the current COVID 19 situation. Staff communicate with Ministry staff on an ongoing basis, regarding the approvals. The last inquiry into the status of the approval was November 19, 2020.

###### Unnamed North Ajax PS (Williamson Drive West/Bellinger Drive)

Project Type: New French Immersion Elementary School, including Early ON hub

Occupancy Date: September 2021

Architect: Cellucci + Pace

Contractor: Deciantis Construction Ltd.

Main structure is complete including roofing. Brick veneer installation is nearing completion. Mechanical and electrical work is ongoing. Interior finishing work is well underway. Scheduled to open September 2021/22.

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

Unnamed North Whitby PS (Samandria Avenue/Lazio Street)

Project Type: New Elementary School, including child care centre and Early ON hub

Occupancy Date: September 2021

Architect: MC Architects Inc.

Contractor: Percon Construction Inc.

Main structure is complete including roofing. Brick veneer installation is nearing completion. Mechanical and electrical work is ongoing. Interior finishing work is well underway. Scheduled to open September 2021/22

Unnamed Pickering Creekwood PS (Tillings Road/Scenic Lane Drive)

Project Type: New Elementary School, including child care centre

Occupancy Date: September 2023

Architect: Cellucci + Pace

Contractor: To be determined

Facilities Services staff are in the process of arranging DDSB's purchase of the property. Approval to appoint an architect was received from the Ministry of Education in September 2020. Ministry approval was based on the new school's area to be 90% of the standard benchmark area. For example, the building area for this 536-pupil place school (not including child care area) of 58, 573 square feet is required to be reduced by 90% to 52, 716 square feet. Design development has commenced.

Mary Street PS Oshawa – Addition

Project Type: Replacement of existing portapac with a new addition

Occupancy Date: September 2023

Architect: Moffet & Duncan Architects Inc.

Contractor: To be determined

DDSB staff are in the process of researching construction options for modular built facilities as an alternative to traditional build. Approval to appoint an architect was received from the Ministry of Education in February 2021. Ministry approval was based on the addition's area to be 92.54% of the standard benchmark area. For example, the building area for this 190-pupil place addition of 11,955 square feet is required to be reduced by 92.54% to 11,0063 square feet. Design development has commenced.

Unnamed North Oshawa PS (Windfields Farm Drive West/Wintergrace Avenue)

Project Type: New Elementary School, including child care centre

Occupancy Date: September 2023

Architect: To be determined

Contractor: To be determined

Facilities Services staff are in the process of arranging DDSB's purchase of the property. In November 2020, approval from the Ministry of Education was received to appoint an architect. Ministry approval was based on the new school's area to be 90% of the standard benchmark area. For example, the building area for this 536-pupil place school (not including child care area) of 58, 573 square feet is required to be reduced by 90% to 52, 716 square feet.

#### 4.2. Major Projects

<b>PROJECT</b>	<b>SCHOOL/SITE</b>	<b>PROGRESS DETAILS</b>
Main office renovations	Frenchman's Bay PS Waverly PS	Projects under design and preparation for tender.
Family Studies classroom	Ajax HS	Modernization and upgrades under design and preparing to tender.
Elevator replacement	Village Union PS	Construction has been completed and the elevator is operational. Project included lift to access stage in gym.
Roofing projects	DASS Simcoe (Gym only) Eagle Ridge PS Fallingbrook PS Gordon B. Attersley PS O'Neill CVI Port Perry HS R.H. Cornish PS Westcreek PS Williamsburg PS	Tendering underway for summer 2021 construction.
Masonry/wall cladding restoration and window replacement	Anderson CVI Dr. SJ Phillips PS Bolton C. Falby PS Vincent Massey PS Glen St PS	Project wrap up and demobilization complete.  New cladding and window projects under design and preparation for tender.
Library/Learning Commons Upgrades	Anderson CVI Claremont PS Glengrove PS Joseph Gould PS  Lincoln Avenue PS Cartwright Central PS	Projects under design and preparation for tender throughout 2021.  Projects tendered and construction imminent or underway.

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

Interior Modifications - Washroom Upgrade projects	R.S. McLaughlin CVI Dr. Robert Thornton PS	Projects have been tendered and construction is imminent.
Child Care projects	McCaskill's Mills PS Roland Michener PS Winchester PS  Bobby Orr PS Dr. Roberta Bondar PS  Bayview Heights PS Glengrove PS  Lakeside PS Vaughan Willard PS  Seneca Trail PS Scott Central PS	Projects are complete in in the process of turnover to partners.  Projects are under construction and progressing well.  Projects have received Ministry approval to proceed and tendering underway.  Projects have been submitted to Ministry and await approval to proceed.  Project has received Ministry approval to redesign in response to utilization issues.
Boiler replacement projects	Dr. Roberta Bondar PS Valley Farm PS	Projects under design in preparation for spring tender and summer 2021 construction.
Accessibility projects	Cartwright Central PS  Dunbarton HS  Uxbridge PS	New ramp created to provide barrier free access to library has been completed.  New elevator being constructed to provide access to two lower levels and main level of the school. Construction nearing completion.  Design underway for ramp to replace stair lift providing access to gym.



4.3. **Ventilation and Air Conditioning Projects**

The following is a status report updating the progress of the Board approved initiative to provide air-conditioned cooling centres at each school site and a minimum of one fully air-conditioned building in each geographic area. This project has been ongoing since November 2017.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Fully air-conditioned schools-ongoing	S.A. Cawker PS  Donald A. Wilson SS	Construction complete, project turnover underway.  Chiller replacement project being prepared for tender. Fall 2021 replacement.
Partial air-conditioning /cooling centres-ongoing	Cadarackque PS Glen Dhu PS Harmony Heights PS Lincoln Avenue PS Prince Albert PS Valley Farm PS  Bellwood PS Lord Elgin PS Uxbridge PS Uxbridge SS	Construction complete, project turnover underway.  Projects being prepared for and/or out for tender.
Partial air-conditioning/cooling centres-pending	Greenbank PS Valley View PS	Project ready for tender pending availability of funding. Spring 2021 target date. Project design work to begin fall 2020.

This initiative will continue into the 2020/2021 fiscal year with additional sites being added.

5. **Financial Implications**

Use of a total of \$54,838,656 Ministry of Education current approved Capital Priority Funds and \$69,355,754 for Major Projects.

6. **Evidence of Impact**

Creation of a total of 1,910 new pupil places, 190 replacement pupil places (at Mary St PS) and a total of 195 new child care places, resulting in the removal of a total of 26 portables.

**7. Communication Plan**

Quarterly Construction and Major Projects Progress Report to Board in the months of September, January, March and June.

- o Report is posted on the DDSB's website under About DDSB, School Properties, Construction and Property Updates.

**8. Conclusion**

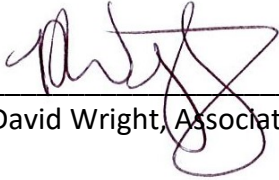
That the Board of Trustees receive this report as information.

Report reviewed and submitted by:



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Norah Marsh, Director of Education



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David Wright, Associate Director of Corporate Services

## REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday, January 21, 2021 6:30 P.M.

An on-line meeting of the Special Education Advisory Committee was held on this date.

### ROLL CALL:

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

Trustees: Donna Edwards Darlene Forbes

Staff: Superintendent Andrea McAuley  
Special Education Officer Michelle Crawford-Eade

Recording Secretary: Diane Kent

### 1. **Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:30 p.m.

### 2. **Land Acknowledgement:**

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

3. **Regrets:**

- Darlene Forbes, Trustee

Absent:

- Hanah Nguyen, Easter Seals Ontario

4. **Welcome Guests:**

SEAC Chair Eva Kyriakides welcomed special guests: Russ Davidson, Secondary Representative and Melissa Sparkman & Shannon Robertson, Elementary Representatives.

5. **Approval of Agenda:**

That the agenda for January 21, 2021 be approved.

MOVED BY: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

6. **Approval of the Minutes from December 17, 2020:**

That the minutes from December 17, 2020 be approved.

MOVED BY: Kathy Kedey

SECONDED BY: Claudine Burrell

CARRIED

7. **Inclusive Student Services Report – January 2021:**

In this edition of the Inclusive Student Services Department Update to SEAC:

- Current School Year Updates
- Mental Health Team Connections
- Supporting Schools – Shift to Virtual
- Annual Update: Service Animals in the DDSB
- Local Advocacy: GrandviewKids Aims for Local Paediatric Complex Care Program
- Supporting Professional (Adult) Learners
- NEW Secondary Course Selection – New Process Winter/Spring 2021
- UPDATED FOR 2021: Grade 8 to Grade 9 Transition Resources
- Team Transitions – Celebrating Diane Kent

**7. Inclusive Student Services Report – January 2021:(cont'd)**

2020-2021 School Year Update Learners at Home and In-Person

**January Return Information**

- Survey sent to families of students in Developmental Programs, Practical Learning Programs and Structured Learning Programs.
- Individual considerations also made.
- Approximately 320 learners returned to in-person learning on January 5th.
- Transportation in place for January 11<sup>th</sup>.

**January Revised – Provincial Announcement January 12, 2021**

- Communication with all families with in-person learners to plan for either move to virtual or confirm in-person program access.

*Note: Grove (ECP) School maintains in-person access for programming.*

Making Mental Health and Well-Being Our Priority

'You Matter'

The DDSB realizes that:

- This is a challenging school year.
- Educators care and want to do their best as they support students and families.
- Relationships matter and are essential to resilience.
- Supports and resources are available to students and families.
- Educator well-being matters as well!

Mental Health Team Connections

Every DDSB school has a mental health team with staff from Psychological Services and Social Work. This video was created to provide students with information about connecting with their school's mental health team. The aim is to increase avenues of access for students in need of mental health supports. Link: <https://bit.ly/2JRU4tR>

Annual Update: Service Animals in the DDSB

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

**7. Inclusive Student Services Report – January 2021: (cont'd)**

Annual Update: Service Animals in the DDSB (cont'd)

Summative Data – 2020 Calendar Year

Service Animal Requests

Received: 9

Approved: 9

Declined: 0

With school closures, Visiting Animals Programs remained "paused" at this time.

Local Advocacy: Durham Ontario Health Care Team (OHT) Paediatric Complex Care Initiative

Recently, the DDSB provided a letter of support toward the advocacy for establishment of a Durham Region based Pediatric Complex Care Initiative.

GrandviewKids, along with other local partners and health care providers such as Hospital for Sick Children, is in the process of positioning services locally for children who are living with medical fragility or technological dependence.

The successful launch of this initiative would increase services, transition, and coordination of care. It also would reduce hospital admissions, hospital stays, and increase quality of life for families accessing the related services.

Supporting Professional (Adult) Learning

- Supporting professional learning is a commitment of all Inclusive Student Services teams. For some teams, members have training in teaching and for other teams that is not an expected part of certification training. For all members, it is important to understand needs of adult learners.

Earlier this month:

- Full day workshop provided by our Chief of Speech and Language Services for members of the Social Work and Psychological Services teams
- Focus on developing and delivering professional development for adult learners in the system
- Aim is to increase learning and knowledge translation opportunities for the system

NEW Secondary Course Selections for 2021/2022

NEW: Students are selecting their courses for 2021/2022 through myBluePrint.

Course selection timelines: Tuesday Feb 16th – March 25th at 9:00 am

Important to note:

- Introduction of the de-streamed Grade 9 compulsory Mathematics course (MTH1W)
- Secondary students currently with DDSB@Home will be enrolled back at their home high school
- Planning is based on two semester calendar (not quadesters)
- Students have option of selecting in-person or virtual for many course offerings

7. **Inclusive Student Services Report – January 2021: (cont'd)**

Revised Transitions Resource: Grade 8 to Grade 9

- Video resource for students and families supporting with information
- Created for January 2020; Updated for January 2021
- Will be shared through school teams and social media
- Link will be emailed to SEAC team members

Team Transitions: Retirement of Diane Kent

Congratulations Diane and thank you for the amazing dedication to students with special education strengths & needs, families, SEAC, and ISS teams. Diane will continue to share her immense talents through to March. Our February SEAC will be a transition point for Diane, and we'll set aside time for an acknowledgement of her contributions on behalf of SEAC. Stay tuned for a link of how to share your best wishes as we will be honouring Diane's request for subtle & quieter celebrations.



Andrea - on behalf of the Inclusive Student Services Team



8. **Staff Reports:**

**Administration:**

**Superintendent Andrea McAuley**

An important part of well-being is gratitude, finding a few minutes each day for it and expressing thanks to boost those we feel grateful for. Our Administrators report begins with gratitude.

The Inclusive Student Services leadership team thanks our students who continue to inspire us, our families for continuing partnership, to our ISS teams who continue to navigate services during a pandemic and to school teams. School teams, staff across all roles, have continually adapted to the changes this year continues to bring. Most DDSB staff have made the full switch to virtual learning; many while navigating professional and family commitments as their own children are impacted with school closures. Many, across forty-three schools continue to provide in-person learning for almost 400 students who require in-person programming as their needs are not met through virtual formats.

## 8. **Staff Reports: (cont'd)**

### **Superintendent Andrea McAuley (cont'd)**

Our most recent information is that 392 learners are accessing programming. 267 learners through programs such as Developmental, Practical Learning Program, Structured Learning Class Program and a few through individual consideration. The other 125 learners are students of Grove School, day treatment, who are accessing in-person learning supported by DDSB staff and staff of our agency partners.

Recently the Province amended direction of mask requirements. Wearing a mask is now mandatory for all students in Grades 1-3, however reasonable exceptions still apply. Families are encouraged to speak with their child's classroom teacher in seeking to explore an exemption due to a medical condition. This masking requirement is in addition to the existing requirement for students in Grades 4-12.

The new requirements also mean that students learning in-person are required to wear a mask while inside the school, in class, in hallways, on school buses as well as outside when physical distancing cannot be maintained (i.e. recess).

Currently, 39 students attending in-person are in Grades 1-3. We are working with school teams through process of whether students are already wearing masks regularly, qualify for exemption (for example, based on medical requirements) or where Inclusive Student Services can assist with programming to develop mask tolerance.

As we work through the Pandemic, the board also keeps press on key commitments outlined in our Operational Plan. The Senior Team looks forward to providing Trustees and the public with a mid-year update in February. This update will subsequently be shared with SEAC and will highlight the intersection with service & programs supporting students with special education strengths & needs at that time.

We continue to grow our partnerships. Tonight, we recognize the Abilities Centre and Virtual Therapeutic Recreation pilot program. Three schools participated in Cohort One and four schools will be participating in the eight-week long program which will run as Cohort Two. This program brings Therapeutic Recreation twice per week to participating PLP classes and, new in this session, an all participants third session on Fridays.

Our final update is the start of appreciation for Diane Kent for the support to SEAC and Inclusive Student Services in service of students and families. Diane has announced plans for retirement, and we look forward to honouring her closer to her retirement in the next couple months.

### **Board:**

Trustee Donna Edwards informed SEAC members that the Board of Trustees received information on the retainer of the new Integrity Commissioner; Unnamed North Ajax French Immersion PS Boundary; Unnamed North Whitby PS Boundary and the 2020-2021 Interim Financial Report at the virtual Board meeting that was held on Monday, January 18, 2021.



**9. a) Open Discussion Period**

- Parent/Caregiver Engagement Event Planning

SEAC hosted the TEND Academy’s on-line virtual sessions “Parent & Caregiver Well-Being Taking Care of Ourselves” in the evening on Tuesday, January 19, 2021 and in the morning on Wednesday, January 20, 2021. Both sessions were a huge success in both supports for families and in raising awareness of SEAC. There was discussion regarding the following items:

- Recorded sessions and if they could be shared with families that were unable to attend the live sessions.
- The contract with TEND for the SEAC sessions included a 30-day access for participants to a recording, not having publication/sharing rights beyond that.
- When sending out the link to participants to also include the TEND attachments, SEAC brochure and SEAC Association Connections.
- When sending out the recorded session to copy all SEAC members in the e-mail and blind carbon copy the participants – for further SEAC awareness and connections – Superintendent Andrea McAuley to check with the TEND Academy.
- Participants feedback was requested.
- How were participants informed of the sessions?

Superintendent Andrea McAuley and SEAC Chair Eva Kyriakides thanked Media Technicians Andrew Hunter and Jon Rennie and Inclusive Student Services Assistant Jennifer Durning for all their hard work in organizing and running the sessions.

**9. b) Business Arising from the Minutes:**

- Stats – Secondary Split Gifted Classes

Special Education Officer Michelle Crawford-Eade shared the following stats in regard to secondary split gifted classes.

**Secondary Gifted Program - Course Summary 2020-2021**

School	Course Summary
Anderson CVI	10 fully gifted classes, 0 blended ENG1DG, MPM1DG, CGC1DG, SNC1DG, ENG2DG, MPM2DG, CHC2DG, SNC2DG, ENG3UG, MCR3UG
O'Neill CVI	0 fully gifted, 11 blended ENG1DG, MPM1DG, CGC1DG, SNC1DG, ENG2DG, MPM2DG, CHC2DG, SNC2DG, ENG3UG, MCR3UG
Pickering HS	9 fully gifted, 21 blended  English - 7 Blended Math 2 Self Contained, 4 Blended Science - 1 Self Contained, 4 Blended Geography/History - 4 Self Contained
Port Perry HS	0 fully gifted, 11 blended (Gifted/Talent Pool/Academic/University Streamed Blended)

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Report Special Education Advisory Committee (cont'd)  
January 21, 2021

DDSB@Home Secondary	14 blended
System Total	19 fully gifted sections, 57 blended

SEAC Chair Eva Kyriakides shared her concern and inquired if schools had reached out to the Inclusive Student Services Department ahead of scheduling to plan on how the streaming self-contained gifted classes could still be honoured. Eva noted that in some cases there were 2 blended classes running at the same time. She acknowledged that there is a pandemic occurring but wanted to ensure this would be addressed if schools need to pivot again.

- Ratio of students with special needs on-line vs in-classroom

## Students with IEPs – February 2020

DDSB@Home Elementary: 1605\*  
DDSB@Home Secondary: 1015  
In-Person Schools: 10 056\*\*

\*Includes 7 class sections of students with placement in the Gifted program

\*\*Including students in Special Education Programs with flexibility to move between in-person and virtual modes

*Note: Information at start of Quadmester 3 in Secondary & pre mid-February shift in Elementary which will slightly impact data. Data not validated through report to Ministry and represents an information pull from our student data systems which are live and changing. Provided in response to SEAC inquiry regarding distribution of students with special education needs between virtual and in-person modes of learning.*

- “Draft” letter to Ministry re: old & new on-line content compliance with the Accessibility for Ontarians with Disabilities Act (AODA) & Universal Design for Learning (UDL)

Discussions took place among committee members regarding if the Support for Learners funding should be included in the on-line content compliance with AODA & UDL letter to the Ministry. It was agreed upon that a separate letter would be sent to the Ministry regarding this funding and the delivery issues of student’s technology. SEAC Chair Eva Kyriakides asked committee members to provide any additional feedback to the on-line learning supports/universal design letter to herself or Administrative Assistant Diane Kent by early next week to expedite the sending of the letter to the Ministry.

## 10. Association Reports:

There were no association reports at this time.

## 11. Correspondence:

There was no correspondence at this time.

**12. Community Concerns:**

Tara Culley shared that she had received a few parent concerns regarding feeling pressured and guilty to change their children with special educational needs from attending in-person learning to on-line under the recent lockdown announcement.

Superintendent Andrea McAuley responded that at the start of the school year, special education classes were kept together as a community. The health and safety of staff and students also needs to be considered. Andrea encouraged parents to reach out to their Principal and school teams as student accommodations are an on-going collaborative process.

**13. Celebrations and Success:**

SEAC Chair Eva Kyriakides shared that SEAC's first public virtual event, "Parent & Caregiver Well-Being – Taking Care of Ourselves" with speakers Françoise Matthieu and Sarah Stewart from the TEND Academy was a great success.

**14. Next S.E.A.C. meeting – Thursday, February 18, 2021.**

**15. Adjournment:**

That the meeting does now adjourn at 7:55 p.m.

MOVED BY: Tara Culley

SECONDED BY: Trustee Donna Edwards

CARRIED

Report respectfully submitted by:  
Eva Kyriakides, SEAC Chair

**ACTION PLAN**

ACTIVITY	RESPONSIBILITY	COMPLETION
"Draft" letter to Ministry of Education re: Support for Learners funding	SEAC Chair Eva Kyriakides	By next SEAC meeting.