



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING STANDING COMMITTEE PUBLIC SESSION

Tuesday, April 6, 2021

Chairperson: Christine Thatcher

Vice-Chairperson: Patrice Barnes

Director of Education: Director Norah Marsh

Recording Secretary: Kathy Fitzpatrick

DATE: Tuesday, April 6, 2021

TIME: 7:00 p.m.

LOCATION: Virtual

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Tuesday, April 6, 2021
7:00 p.m.

		PAGE
1.	<u>Call to Order</u>	
2.	<u>Land Acknowledgement</u>	Verbal
	<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3.	<u>Declarations of Interest</u>	Verbal
4.	<u>Motion to Approve Agenda</u>	Verbal
5.	<u>Community Presentations</u>	
	(a) French Immersion Program-Delegations	
6.	<u>DDSB Presentations</u>	
	(a) Elementary Mathematics Plan (Superintendent Jack Nigro)	1-5
	(b) DDSB@Home - Secondary Update (Superintendent Stephen Nevills, Georgette Davis)	6-15
7.	<u>Director's Update</u> (Director Norah Marsh)	Verbal
8.	<u>Recommended Actions</u>	
9.	<u>Information Items</u>	
	(a) Indigenous Student Achievement Data (Superintendent Erin Elmhurst, Mohamed Hamid)	16-22

	(b) Draft Trustee Expense Policy (Associate Director David Wright)	23-63
	(c) Draft Community Use of Schools Policy (Associate Director David Wright)	64-85
	(d) 2019-2020 Interim Financial Report (Associate Director David Wright)	86-88
	(e) Student Trustee Report (Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya)	Verbal
10.	<u>Committee Reports</u>	
	(a) Equity and Diversity Ad Hoc Committee Meeting Report, February 17, 2021 (Trustee Patrice Barnes)	89-93
11.	<u>Correspondence</u>	
12.	<u>Other Business</u>	
13.	<u>Adjournment</u>	

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Standing Committee

DATE: April 6, 2021

SUBJECT: Elementary Mathematics Plan

PAGE NO.: Page 1 of 5

ORIGIN: Norah Marsh, Director of Education
Jack Nigro, Superintendent of Education

1. Purpose

The purpose of this report is to provide trustees with information on the 2020-2021 DDSB Elementary Mathematics Plan.

Updates included in this report outline the current plans and initiatives of the Student Achievement and Curriculum Department for providing system professional learning and resources focused on mathematics teaching and learning.

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.

- The DDSB Elementary Math Plan demonstrates a focus on success by providing administrators, educators, and their students with tools, strategies, and knowledge to support effective mathematics teaching and learning.

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

- Addressing social-emotional learning needs of our students within culturally responsive and relevant classroom programming is a key component of our system plan.

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

- This plan sets high expectations for all staff and their students and strives to remove existing oppressive and racist structures which are barriers to success in mathematics.

Innovation – Re-imagine learning and teaching spaces through digital technologies and innovative resources.

- Building system capacity with respect to digital tools and online math resources is a key component of this plan.

3. Background

- 3.1 Current public health and safety guidelines have required a flexible and responsive approach in the development and implementation of the 2020 to 2021 DDSB Elementary Mathematics Plan.

- 3.2 With the current reduction in opportunities to offer system professional learning sessions, this plan reflects alternative and differentiated strategies including on-demand resource development, after school sessions, and school-based facilitator supports.
- 3.3 Specific priorities within this plan include virtual (synchronous) practices for mathematics instruction and assessment and building system familiarity with the newly introduced mathematics curriculum.
- 3.4 In June of 2020, the Ministry of Education released the Mathematics 2020 Ontario Curriculum for elementary students (Grades 1 to 8). Building familiarity with this curriculum, with a focus on the key changes and revisions from the previous 2005 curriculum, is an important component of the elementary math plan. The new Mathematics 2020 Ontario Curriculum includes several additions and key changes which necessitate system professional learning, including:
- A heightened priority on human rights and equity
 - New strands of Financial Literacy and Social Emotional Learning
 - The addition of coding and mathematical modelling
 - Changes in assessment, evaluation, and reporting approaches
 - Revisions to grade-level mathematics content
- 3.5 On December 1st, 2020, the Ministry of Education issued a provincial memorandum to provide updates on the new math reporting procedures. This communication included references to emerging research demonstrating the negative impact of educator bias within the evaluation of social-emotional learning skills in relation to particular groups of students (e.g., Black, Indigenous, racialized students, male students, students with disabilities and students experiencing other socio-demographic disadvantages).
- 3.6 In consideration of this research, it was recommended that boards consider pausing on the evaluation and reporting of *Mathematics Strand A: Social Emotional Learning* for this school year. Further Ministry of Education professional learning resources and supports focused on bias-free assessment of social-emotional learning skills, anti-racist, anti-discriminatory, and culturally relevant and responsive approaches to instruction, assessment and evaluation are forthcoming.
- 3.7 Addressing the new learning connected to the revised curriculum will require a multi-year plan to ensure effective implementation in all elementary classrooms. Engaging additional departments, including Equity, Indigenous Education, Innovation, Inclusive Student Services, and STEM/Science, will ensure an interdepartmental leadership approach which leverages system knowledge and expertise.
- 3.8 In the spring of 2021, the Ministry of Education is scheduled to release the new destreamed mathematics curriculum for grade 9 students. To ensure a successful transition for our grade 8 students moving to secondary school, strategic planning will be needed to address any gaps in learning due to shifts in curriculum expectations found within grades 8 and 9 grade levels.
- 3.9 In September of 2020, DDSB@Home was launched as an alternative to in-person instruction. Currently there are 12,492 students (Grades 1 to 8) receiving mathematics instruction within this virtual school approach.

- 3.10 Educators within the DDSB@Home campuses have unique professional learning needs as a result of the shift from in-person to virtual mathematics instruction and assessment. After-school sessions, along with board-produced on-demand resources, offer insights on the effective use of digital tools, resources, and lesson structures for virtual mathematics instruction and assessment.
- 3.11 Elementary Student Achievement and Curriculum facilitators continue to provide differentiated school-based support within their assigned family of schools. This support has included working with educator teams to co-plan math lesson clusters, facilitating professional learning sessions (staff meetings and ‘lunch and learns’), and curating and creating resources for both virtual and in-person learning.

4. Analysis

- 4.1 The elementary Student Achievement and Curriculum team is engaging in professional learning to build our system knowledge and leadership connected to the new math curriculum. A specific focus has been unpacking the impact of implicit bias on the teaching and assessment of social-emotional learning skills. This is a specific area of concern, as identified by the Ministry of Education.
- 4.2 *DDSB Professional Learning Hub* includes a dedicated link for educators to access information about the new math curriculum, making available a growing list of resources and professional learning videos. Currently there are over 40 available resources and seven board-created videos posted at this site.
- 4.3 As of January 2021, over 40 professional learning sessions have been provided to support educator use of math digital tools, with a focus on Knowledgehook, Gizmos, Mathology and Edwin. Board data reflects an increasing educator/student use of these digital math tools.
- 4.4 *DDSB Professional Learning Hub* includes a dedicated link for elementary administrators, making available professional learning sessions ready for use with staff. Currently there are seven sessions specific to the new mathematics curriculum, including:
- Human Rights and Equity in Mathematics
 - Top Ten Key Changes in the New Curriculum
 - Introduction to Social Emotional Learning
 - Best Practices for Math Long Range Planning (two parts)
 - Coding Skills
 - Assessment and Evaluation
- 4.5 Student Achievement facilitators continue to support school teams with their assigned family of schools. This support for the new curriculum has included:
- Co-planning lessons and learning clusters with educators
 - Providing recommendations for math resources
 - Facilitating professional learning sessions, including a strong focus on math digital tools and resources.

- 4.6 The number of requests for this school-based support continues to grow. A conservative estimate indicates that over 50% of elementary schools have reached out for facilitator support related to math curriculum, with many of these schools accessing multiple bookings/support.
- 4.7 Differentiated support has been provided for DDSB@Home educators. Professional learning sessions, curated and board-developed resources, and facilitator weekly “office hours” are in place to support educators within our virtual school campuses.
- 4.8 *Strand A: Social-Emotional Learning* will not be reported upon this year. All educators from grades 1 to 8 have been instructed to exclude this strand from term report card math comments and marks/grades. Further professional development focused on bias-free assessment of social-emotional learning skills, anti-racist, anti-discriminatory, and culturally relevant and responsive approaches to instruction, assessment and evaluation is forthcoming and will support reporting practices next year.

5. Financial Implications

- 5.1 Cost for digital tools and resources, including licenses for Knowledgehook, Gizmos, and Mathology.
- 5.2 To date, supply teacher costs have been minimal because of limitations placed on system professional learning due to the pandemic.

6. Evidence of impact

- 6.1 Classroom programming will reflect culturally responsive and relevant pedagogy to engage all learners and ensure equitable and proportional learning outcomes.
- 6.2 Educators and administrators will access the professional learning resources and supports resulting in increased system knowledge/capacity connected to high impact math pedagogy and assessment/evaluation practices, as identified in the newly revised curriculum.
- 6.3 Classroom mathematics instruction and assessment/evaluation will reflect the key changes and revisions of the Mathematics 2020 Ontario curriculum.
- 6.4 Targeted and differentiated school-based supports provided by facilitators will increase educator and administrator learning, confidence, and implementation of the new curriculum.
- 6.5 Use of board purchased digital tools and resources will continue to increase within both virtual and in-person teaching modes. As a result, students will demonstrate increased engagement, learning and efficacy.

7. Communication Plan

- 7.1 Monthly Trustee Updates will provide information regarding impact and next steps connected to the DDSB Math Elementary Plan.

- 7.2 The *Ignite Learning Strategic Priorities and Operational Goals* include metrics connected to stages of implementation in relation to the system elementary math-focused goals. These metrics are available to all stakeholders and revised at strategic points in the school year as an ongoing measure of our impact.
- 7.3 Weekly Student Achievement and Curriculum system email entitled *Curriculum Currents* is shared with all elementary administrators and educators. This communication provides ongoing information and updates for new math resources, professional learning opportunities, Ministry updates for the new curriculum, and facilitator office hours for individualized questions/support.

8. Conclusion

This report is provided to Administrative Council for information.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Jack Nigro, Superintendent of Education

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Standing Committee **DATE:** April 6, 2021

SUBJECT: DDSB@Home-Secondary Update **PAGE:** 1 of 8

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 Stephen Nevills, Superintendent of Education
 Georgette Davis, Superintendent of Education

1.0 Purpose

The purpose of this report is to provide trustees with an update regarding DDSB@Home-Secondary virtual school and its evolution during the 2020-2021 school year in response to the extenuating circumstance of the pandemic.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Providing an environment that is supportive and sets high expectations for students in alignment with home school experiences.

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

- Professional development, focused on well-being and equitable online practices.

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

- Focus on knowing our students, including their individual learning strengths, needs, and identity to support proportional outcomes for students.

Innovation – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

- Focus on digital tools to support student engagement, and online assessment and evaluation.

3.0 Background

Following the closure of schools and the implementation of distance learning at the end of the 2019-2020 school year, the Ministry of Education asked school boards to develop options to allow for virtual learning. It was proposed that some students and families may not feel comfortable returning to in-person learning. The Durham District School Board developed plans to establish centralized elementary and secondary virtual schools to support students wishing to learn from home.

3.1 DDSB@Home-Secondary

The goal of DDSB@Home-Secondary was to provide a safe and welcoming virtual learning environment that met the needs of secondary students requesting to learn virtually, by offering a variety of courses that would support as many educational pathways as possible.

In line with Ministry requirements, the 2020-2021 secondary school year was shifted from a semester model to a four-period day quadmester model. Following the same model as in-person schools for the 2020-2021 school year. DDSB@Home-Secondary scheduled classes daily from 10:00 a.m. until 4:00 p.m. consisting of three 75-minute periods of RealTime synchronous learning, and one 75-minute period of FlexTime learning where students could access additional supports.

In conjunction with the start of Quadmester 3, students who had selected in-person learning initially were given the additional opportunity to choose virtual learning courses with DDSB@Home-Secondary. Due to the significant increase in enrolment at DDSB@Home-Secondary, a decision was made to organize the school into two separate campuses.

Table 1.1: Changes in enrolment and staffing for DDSB@Home-Secondary:

September 2020 (Quads 1 and 2)	February 2021 (Quads 3 and 4)	February 2021 Student Supports Within both campuses, there are Inclusive Student Services (ISS) and Guidance/Student Success Teacher (SST) support teams. Each campus has:
3,238 students	4,173 students	<ul style="list-style-type: none"> • 4 Special Education Resource Teachers (SERT)
2 Principals	2 Principals	<ul style="list-style-type: none"> • 4 guidance counselors
4 Vice Principals	8 Vice Principals	2 SST/Re-engagement Teachers
4 Clerical Staff	8 Clerical Staff	
192.5 Teachers and EAs	282 Teachers and EAs	
	Creation of a Junior (9/10) and Senior (11/12) Campus	

4.0 Analysis

4.1 Professional Development Needs (DDSB@Home-Secondary)

In September, DDSB@Home-Secondary staff were surveyed to understand their professional learning needs. A professional learning plan was developed with a team from the Student Achievement and Curriculum, Equity, and Innovation Departments, which

focused on three areas of need: Building Community Online, Assessment and Evaluation, and Technology at the point of Instruction.

On the November 13, 2020 professional development day, which coincided with the beginning of Quadmester 2, secondary staff were engaged in a large group session on the importance of building community in an online classroom for improved equity and well-being for all students.

Department heads and teacher leaders from the @Home-Secondary School Improvement Team led breakout groups which provided an opportunity for teachers to share best practices while building community among departments.

To provide staff with additional professional development opportunities throughout the quadmesters, release time for professional learning was created by having students participate in FlexTime learning for either Block 1 or Block 2 of the two 75-minute periods in the morning. On December 10, 2020, the staff participated in a session involving two workshops. One session was a group session on online assessment and evaluation, and session two was a series of smaller group sessions focusing on using technology at the point of instruction, as well as an orientation to the D2L Brightspace student learning platform.

On January 19, 2021, the entire staff was engaged in a session on anti-Black racism organized by the Equity Department and led by Dr. Nicole West-Burns. DDSB@Home teachers from the leadership teams were given additional training to prepare them to lead group discussions in smaller breakout sessions. The next phase of professional learning involves a small group of DDSB@Home-Secondary teachers participating as part of Cohort 1 of the Anti-Black Racism Collaborative Inquiry Project. Each of the teachers involved will be able to take their learning from the Collaborative Inquiry Project to their home schools when they return in the fall.

At the beginning of Quadmester 3, professional development has focused on continuing to share promising practices and supporting the positive transition of new staff and students to the virtual learning environment. February 2 and 3, 2021, were designated to support this transition. Staff and students were first trained on the new centralized DDSB@Home D2L Brightspace Virtual Learning Environment (VLE) landing page. This landing page operates as DDSB@Home's virtual front door to the school.

During these transition days, students were given instructions on logging on to the new D2L Brightspace landing page and provided with a series of modules to work through asynchronously.

Student modules included topics such as:

- Setting up Your D2L Brightspace Account
- Making a Learning Plan
- How to Navigate D2L Brightspace
- Communicating in an Online Platform
- Online Responsibilities and Expectations
- Protecting Your Online Reputation
- Sourcing Information Properly
- Digital Citizenship

Student support was provided through Virtual Support Hubs staffed by SERTs, EAs, teacher leaders, and student peer helpers. During this time, staff were able to engage in either synchronous or asynchronous workshops to support their learning in the areas of online learning platforms (D2L and Google), and various apps (Wakelet, Screencastify, Google Slides, Pear Deck, Google Forms, Kahoot, Flipgrid, EdPuzzle, Flashcard Factory, etc.) to both engage and assess students online.

Frequent feedback is requested from staff so that professional development remains responsive to their ongoing needs. Teachers are provided with ongoing support and resources within the “Coaching Classroom” and through a weekly “Tuesday Tech Tips” newsletter.

4.2 Building Community for Students

Student feedback indicated the desire for more extra-curricular opportunities. As a result, student clubs and activities have been an essential part of the plan for building online communities and supporting the well-being of students. Students are encouraged to maintain connections with their home school clubs and activities. DDSB@Home-Secondary provides opportunities for students to be involved in the following extracurricular clubs and activities:

- Chess Club
- Philosophy Club
- Student Tech Team
- Fitness Club
- Mindfulness Mondays Group
- VIBES - Black Student Group
- GSA – Gender Sexuality Alliance
- Coding Club
- STEM Club
- Student Leadership Group
- December Talent Show.

In Quadmester 2, Virtual Morning Announcements (VMAs) were introduced to the school community as a way of bringing together students and staff each morning with a shared experience.

The daily VMAs are a collaborative project combining the talents of students, teachers, and administrators to unite the school community through announcements, music, culturally relevant information, and laughter. These VMAs are now available through the DDSB@Home D2L landing page.

5.0 Financial Implications

Some staff were reassigned from supporting in-person learners to supporting virtual learners. Close to 130 additional full-time equivalent positions were required to staff both DDSB@Home-Elementary and Secondary. These additional staff positions have increased expenses by approximately \$12.5 million, and are being supported by COVID-19 specific Priorities and Partnership Grant funding, Federal Safe Return to School Funding, as well as DDSB’s accumulated surplus.

DDSB@Home administrators have worked with Innovation and Curriculum Team Members to purchase a range of resources for all students. These resources include online text resources, opportunities for educational learning software, and digital tools for teachers to support their online teaching.

Approximately \$375,000 has been spent on resources to support virtual student learning, and more than \$2.5 million has been spent on new technology and internet access for students.

6.0 Evidence of impact

DDSB@Home-Secondary has been able to provide courses that meet the needs of students in all educational pathways. They offer over 200 courses and provide academic courses within most subject areas.

The Department Head leadership structure has been pivotal in supporting staff and student success at DDSB@Home-Secondary. With 268 staff working virtually, Department Heads have communicated with groups of teaching staff to gather information to share with administration, to support student learning in the classroom. Ongoing staff surveys have been administered to provide teachers with an opportunity to reflect on their practice and professional development needs. Staff and department head feedback has been used to drive initiatives, focused on creating engaging and welcoming learning environments to support equitable outcomes for students.

When comparing the DDSB@ Home student achievement results to those attending in-person classes, it was found that there were minimal differences between the two. The 2020-2021 achievement results for all students, including those with IEPs, are consistent with past achievement results for the 2018-2019 and 2019-2020 school years.

Table 1.2: Comparison of DDSB students with and without an IEP in DDSB@Home and in person for quadmester 1 and quadmester 2.

Quadmester 1

	DDSB@Home	In-Person
All Students		
Number of Students:	3,174	17,406
Number of Marks	5,983	33,288
% Level 3 and 4:	73%	74%
% of Remediation Required:	4.7%	4.0%
% of Insufficient Information:	1.1%	0.5%
Average Mark:	77.4%	77.5%
Average Absence (Per Student):	8.8	5.4
Average Lates (Per Student)	1.3	0.7
Students with IEP		
Number of Students:	757	4,109
Number of Marks	1,403	7,789
% Level 3 and 4:	57%	62%
% of Remediation Required:	8.3%	6.4%
% of Insufficient Information:	2.4%	1.3%
Average Mark:	70.7%	72.5%
Average Absence (Per Student):	12.2	7.8
Average Lates (Per Student)	1.6	0.9

	DDSB@Home	In-Person
Students without IEP		
Number of Students:	2,417	13,297
Number of Marks	4,580	25,498
% Level 3 and 4:	78%	77%
% of Remediation Required:	3.6%	3.3%
% of Insufficient Information:	0.7%	0.3%
Average Mark:	79.5%	79.1%
Average Absence (Per Student):	7.8	4.7
Average Lates (Per Student)	1.2	0.6

Quadmaster 2

	DDSB@Home	In-Person
All Students		
Number of Students:	3,130	17,441
Number of Marks	5,674	32,031
% Level 3 and 4:	74%	75%
% of Remediation Required:	4.4%	4.2%
% of Insufficient Information:	4.4%	0.6%
Average Mark:	78.2%	78.1%
Average Absence (Per Student):	7	4.2
Average Lates (Per Student)	1.4	0.9
Students with IEP		
Number of Students:	752	4,109
Number of Marks	1,320	7,425
% Level 3 and 4:	61%	63%
% of Remediation Required:	6.4%	7.0%
% of Insufficient Information:	1.4%	1.3%
Average Mark:	72.4%	72.7%
Average Absence (Per Student):	10.1	6.3
Average Lates (Per Student)	1.6	1.2
Students without IEP		
Number of Students:	2,378	13,332
Number of Marks	4,354	24,596
% Level 3 and 4:	78%	78%
% of Remediation Required:	3.7%	3.4%
% of Insufficient Information:	0.5%	0.4%
Average Mark:	80.0%	79.6%
Average Absence (Per Student):	6.1	3.6
Average Lates (Per Student)	1.3	0.8

7.0 **Communication Plan**

7.1 DDSB@Home Families

Communicating with families has been a priority for DDSB@Home-Secondary, and the school has utilized a variety of approaches. This has included sending regular email messages to families, utilizing social media platforms (website, Twitter, Instagram), and messaging through our School Community Council (SCC), which meets regularly throughout the year.

With the addition of over 1300 students in Quadmester 3, DDSB@Home-Secondary hosted a successful Family Information Evening in January to address any questions and concerns.

Parents and guardians were presented with a DDSB@Home overview, a sample of a student's daily schedule, attendance expectations, details of student supports available at DDSB@Home, timetable, and schedule updates. A live question and answer period followed, and parents/guardians were provided with information on how to stay connected with the school.

7.2 DDSB@Home-Secondary Staff and Students

As with all secondary schools, DDSB@Home schedules monthly staff meetings, has a virtual staff room, and distributes weekly updates. In Quadmester 3, DDSB@Home-Secondary launched its D2L Brightspace Landing Page to support additional communication throughout the virtual school. The D2L Brightspace Landing Page allows DDSB@Home-Secondary to utilize a secure environment to:

- Post centralized office school announcements for both staff and students (Power/Internet outages, etc.)
- Add additional Navigational links to a variety of school resources e.g. VMA's, Staff Room, Learning Hubs, etc.
- Provide quick access to virtual classrooms for Administrator visits
Improve efficiency and consistent communication across the campuses

8.0 **Conclusion**

From its development and progress throughout this school year, DDSB@Home-Secondary has continued to be a stable virtual option and has provided essential learning experiences for students. It should be noted that there are key student experiences that this report does not comment upon where more research would be required. For example, the long-term impact on social development and well-being is not accounted for at this time. However, as a short-term strategy to support student learning DDSB@Home-Secondary has experienced success.

The Ministry of Education has indicated that they will provide specific direction to schools on considerations for virtual learning for the 2021-2022 school year. Until the Ministry direction is provided, planning for the 2021-2022 school year, all students in Grades 8-11 and those in Grade 12 returning were asked to complete course requests indicating their preference in all in-person or all virtual courses for the following year.

Not knowing the student and family interest in virtual learning for the 2021-2022 school year, potential options for program delivery were investigated. These options included offering virtual learning within each home school, virtual course sharing between schools or groups of schools, and a smaller centralized model with the flexibility to support school timetables with course sharing. At this time, based on initial student course requests, plans are underway to maintain DDSB@Home-Secondary as a central model.

Subsequent information outlining specific details will follow at a later date.

This report is provided to Standing Committee for information.

9.0 Appendices

Appendix A – Organization Chart of DDSB@Home schools

Appendix B – Infographic: DDSB@Home by numbers

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



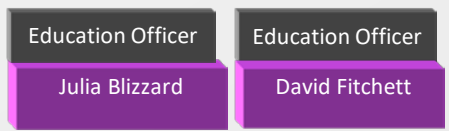
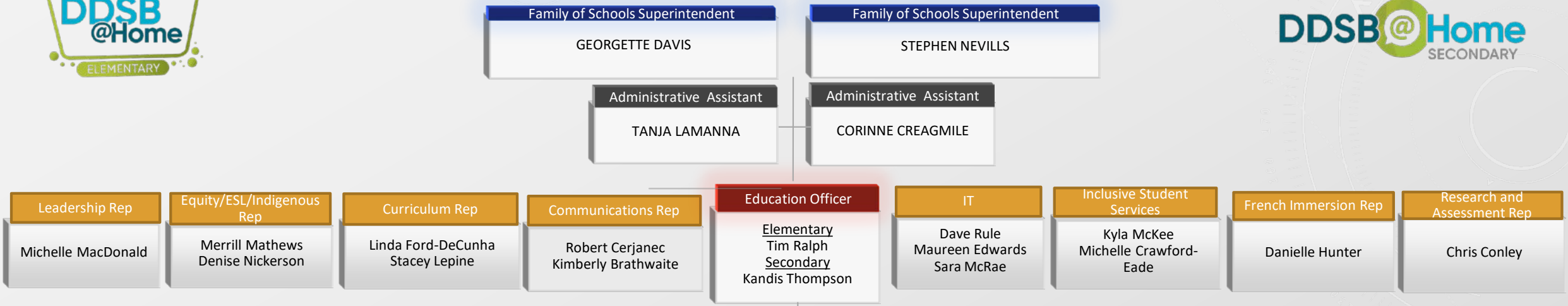
Stephen Nevills, Superintendent of Education



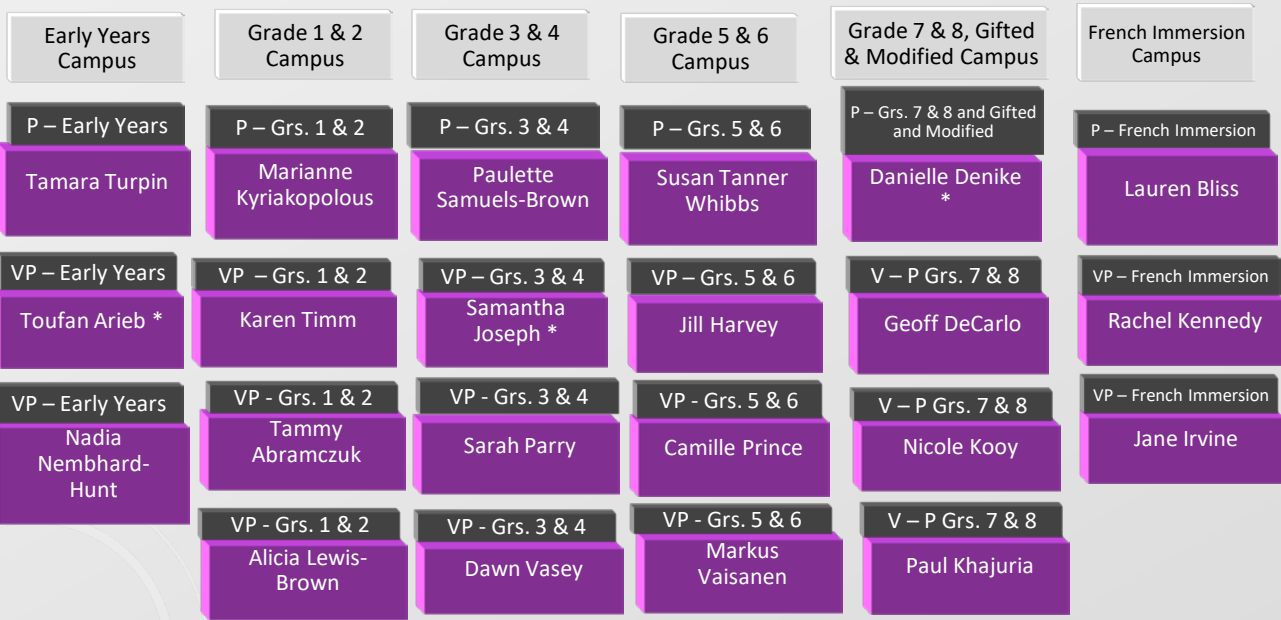
Georgette Davis, Superintendent of Education



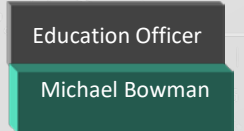
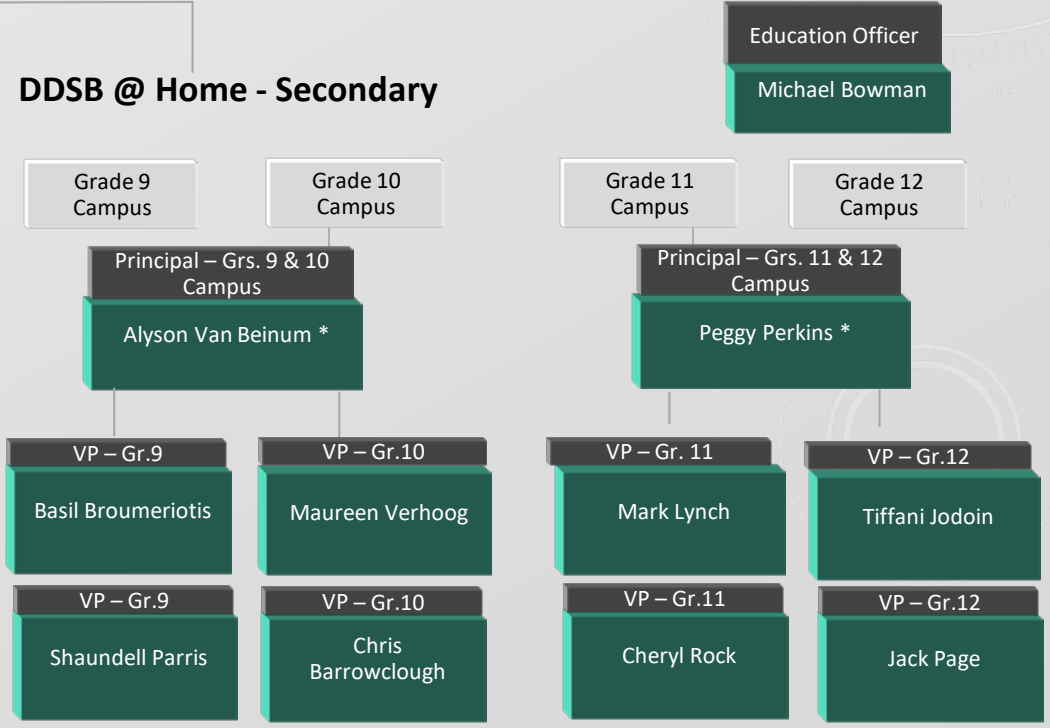
Organizational Chart



DDSB @ Home - Elementary



DDSB @ Home - Secondary



* Leadership Team Representatives – Elementary: Danielle Denike, Toufan Arieab; Secondary - Peggy Perkins, Alyson Van Beinum



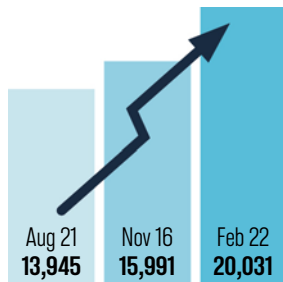
DDSB@Home

Virtual School



DDSB@ Home Enrollment

15,858 Elementary and **4,173** Secondary Students have currently enrolled (March, 2021)



More than **2,700** students watch Campus Connect, also known as **RazzMaTazz** an educational program broadcast live to DDSB@Home students by the Campus Connect team



Over **1000+** DDSB@Home Secondary and Elementary Educators have participated in Anti-Black Racism workshops led by Dr. Nicole West-Burns



DDSB@Home works great for me. Being able to focus more on each of the two subjects helps me gain a more thorough understanding of them.

—Student comment

My experience is going well, I'm engaged and learning, I've joined clubs that are going well, this is a good school experience.

—Student comment

322 DDSB@Home staff participated in **18** support training sessions



1,000+

staff are supporting virtual education including...

ELEMENTARY	SECONDARY	INCLUSIVE STUDENT SERVICES
2 Education Officers	1 Education Officer	Mental Health & Well-Being Lead
6 Principals	2 Principals	6 Instructional Facilitators*
16 Vice Principals	8 Vice Principals	6 Psychological Services*
18 Clerical	8 Clerical	9 Speech and Language Pathologists*
942 Teachers, EAs, ECEs, Supply	269 Teachers, EAs, ECEs, Supply	8 Social Workers*
		Hearing & Vision Resource Supports

* Student Services staff are working on assignments to both DDSB@Home/specific campuses and in-person schools

Inclusive Student Services Supports

DDSB@Home is the home for over **2600** students who have an IPRC. This includes **1,626** elementary students and **969** secondary students in regular classroom placements, **six** regional Special Education classes for Gifted Learners.

These students are supported by every educator in DDSB@Home Schools and the Inclusive Student Services support team.

Over **45,000**

devices have been shared including 1:1 devices for 7-12 students, loaner devices to K-6 and SEA devices for all grades



DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 6, 2021

SUBJECT: Indigenous Student Achievement Data **PAGE NO.:** 1 of 5

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 Mohamed Hamid, Superintendent of Education
 Erin Elmhurst, Superintendent of Education

1. Purpose

The purpose of this report is to share with the Board of Trustees achievement data over time for students who self-identify as Indigenous.

2. Ignite Learning Strategic Priority/Operational Goals

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

Human Rights - The Durham District School Board is committed to learning, and working environments that centre on 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.*

- Support programming that will positively impact Indigenous students' well-being and achievement and uphold their inherent and human rights.
- Work in partnership with Indigenous community members to continuously create, modify and enhance learning opportunities and outcomes for Indigenous students.

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

- Identify and remove the ongoing impacts of colonialism and oppressive structures.
- Provide safe, inclusive, and respectful learning environments that support positive physical, spiritual, emotional and mental health.

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 Indigenous histories 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.

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

- Foster and develop healthy reciprocal relationships with Indigenous community, Indigenous educators, parent(s)/guardian(s), families, students and community members.

3. Background

In 2007, the Ministry of Education released the resources, *Building Bridges to Success for First Nation, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards* to enable school boards to develop effective policies and practices for voluntary, confidential Indigenous student self-identification. The information gathered through this process is intended to help school boards improve programs and supports for Indigenous students to address systemically created barriers to well-being and achievement.

The Durham District School Board (DDSB) provides the opportunity for voluntary, confidential self-identification of First Nation, Métis and Inuit ancestry to inform responsive programming and highlight and make visible the ongoing legacy of colonialism and how it continues to affect Indigenous students within the District. Data availability on Indigenous student achievement is a critical foundation for developing, implementing, and evaluating programs that increase Indigenous student engagement, well-being, and achievement.

The collection of this data will be in accordance with the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act, the Canadian Charter of Rights and Freedom, the Anti-Racism Directorate's Data Standards and the Canadian Constitution. Results are not reported publicly for fewer than 15 students because it might be possible to identify individual students.

4. Analysis

Indigenous peoples have expressed concerns about the uses and possible misuses of their personal information and the issue of security and institutions' ability to protect the data they have collected. Such concerns are rooted in previous experiences involving tracking and reporting on Indigenous peoples by governments and other organizations. We must ensure the data collected serves to inform our practices as a system to identify, address, and eliminate anti-Indigenous racism and discrimination. Creating an environment of trust in the school system will take time, collaboration and intentional, ongoing demonstration of commitment to Indigenous student well-being and anti-colonial systemic practices.

Each student has the right to an education, free from racism and discrimination of any kind. The DDSB "shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society." (United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Article 15)

Key Findings

The DDSB Indigenous Student Self-Identification Data infographic (Appendix A) highlights the achievement trends experienced by students who self-identify as Indigenous over the past 6 years. We recognize that the education system has its foundation in Eurocentric thinking and assimilation practices that have historically marginalized and continue to disproportionately and negatively impact Indigenous students.

- Over the past 6 years, there has been a steady increase in the number of students who self-identify as Indigenous, from 957 students in 2015 to 1827 in 2020. The Indigenous population is also the fastest-growing population in Canada.
- Elementary students who self-identified as Indigenous had lower achievement levels than "all students" with an average 13% achievement gap in Reading and Mathematics and an average 16% achievement gap in Writing as reported on Term 2 report cards.
- Although an increase in the percentage of Indigenous students who graduated in 4 years is evident, the percentage is still much lower than the percentage of "all students" graduating from within the same time frame.

Our responsibility as a District is to respond to this data by implementing anti-colonial practices and culturally relevant and responsive programming that upholds Indigenous inherent rights and centre Indigenous voices, histories and perspectives. We must prioritize relationships with Indigenous students, families and community members, ensuring their individual gifts are honoured and valued in our schools and classrooms.

As the DDSB continues to focus on upholding UNDRIP and fulfilling the Truth and Reconciliation Calls to Action, we will work alongside educators and Indigenous community partners to engage in professional learning that will deepen a collective understanding of colonization's long-lasting and current impacts. This knowledge will drive a systemic response to Indigenous students who are disproportionately represented in negative outcomes.

With this in mind, the DDSB is making the following commitments to Indigenous students and families:

- More intentionally focused efforts in supporting and reaching Indigenous students through rigorous analysis of self-identification data;
- Continued transparency with Indigenous community members about the use of self-identification data so that individuals understand how the data is collected and used to change practice and support students;
- Mandatory Grade 11 Indigenous English course for all students;
- Examining the structures, practices and resources within schools and classrooms and ensuring they do not impose barriers as a result of anti-Indigenous racism;
- Exploring innovative practices and pedagogies to bridge gaps, eliminate existing barriers to engagement, well-being, student achievement to enable all students to thrive;
- Ensuring Indigenous knowledge systems, histories and perspectives are present in learning experiences and Indigenous knowledge systems as equal and on par with Eurocentric knowledge;
- Continued opportunities for Indigenous students and families to connect with Indigenous scholars in the community

- Providing opportunities for educators to engage in ongoing learning and training in understanding the inherent rights of Indigenous peoples, the deep impacts of colonialism and how it continues today;
- Providing an after-school literacy-based tutoring program for Indigenous students;
- Ongoing inter-departmental planning and the re-centering of priorities in education towards human rights, wellness, and a learning orientation based on trust, respect and human dignity in service of student achievement and engagement; and
- Writing an updated Indigenous Education policy that addresses systemic barriers and upholds Indigenous inherent and human rights.

5. Financial Implications

The Ministry of Education Indigenous Education Board Action Plan funding supports:

- Indigenous Lead/Facilitator position;
- Indigenous Coach;
- Professional development opportunities for DDSB staff;
- Indigenous teaching and learning resources in schools;
- Indigenous community members co-plan and co-teach in classrooms; and
- Student and family engagement opportunities.

6. Evidence of impact

We will know we have been successful when we see evidence of where we are making a difference as a Board.

- Indigenous student graduation rates are on par with the DDSB average, and the disproportionate outcomes experienced by Indigenous students decreases;
- Schools ensure programming is reflective of the upcoming Indigenous Education Policy, UNDRIP, Truth and Reconciliation Calls to Action and Ontario Human Rights Code;
- School learning plans address the teaching and learning of accurate Indigenous histories and perspectives and student-centered pedagogical approaches; and
- System leaders engage in ongoing learning guided by Indigenous scholars about colonization's historical and ongoing impacts on Indigenous student well-being and achievement.

7. Conclusion and/or Recommendations

This report is respectfully submitted to Trustees for information.

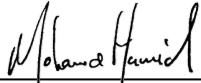
8. Appendices

Appendix A – DDSB Indigenous Student Self-Identification Data

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Mohamed Hamid, Superintendent of Education



Erin Elmhurst, Superintendent of Education

Indigenous Student Self-Identification Data

The DDSB recognizes that the education system has its foundation in Eurocentric thinking and assimilation practices that have historically marginalized and continue to disproportionately and negatively impact First Nations, Metis and Inuit students.

“
I self-identify
as Métis– I am
PROUD TO BE
”

In 2016, there were **1,673,780** Indigenous people in **Canada**, making up **4.9%** of the population.

Ontario Census 2016- **374,395; 2.8%**

Durham Census 2016- **12,530; 2%**

2.5% of DDSB students self-identify as Indigenous

735

person increase in self-identification over the past 2 years

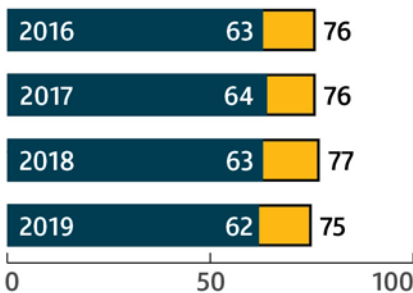
with a steady increase over the last 6 years.

Elementary Achievement

% of students at level 3/4 aggregated across all grades

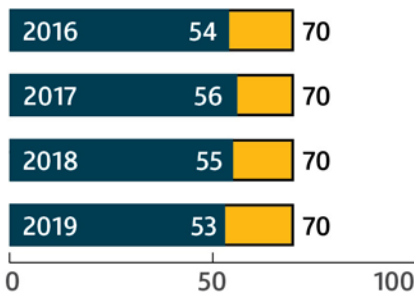
■ Indigenous Students
■ All Students

Reading Term 2



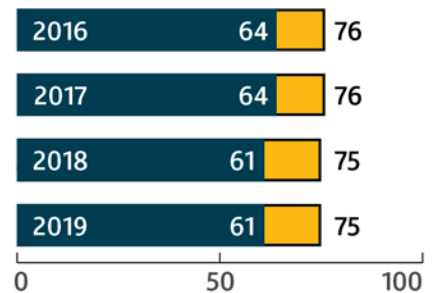
Average discrepancy over 4 years **▶ 13%**

Writing Term 2



Average discrepancy over 4 years **▶ 16%**

Mathematics Term 2



Average discrepancy over 4 years **▶ 13%**

* 2020-2021 achievement data is not included as per Ministry of Education direction grades primarily reflect September-March and not a regular school year of September to June.

22 Listen to Indigenous students



Indigenous student enrollment in **DDSB @Home** 2020-2021 virtual school
Grades 1-8: **419** of **12,542** students • Grades 9-12: **93** of **3,104** students

Secondary Achievement

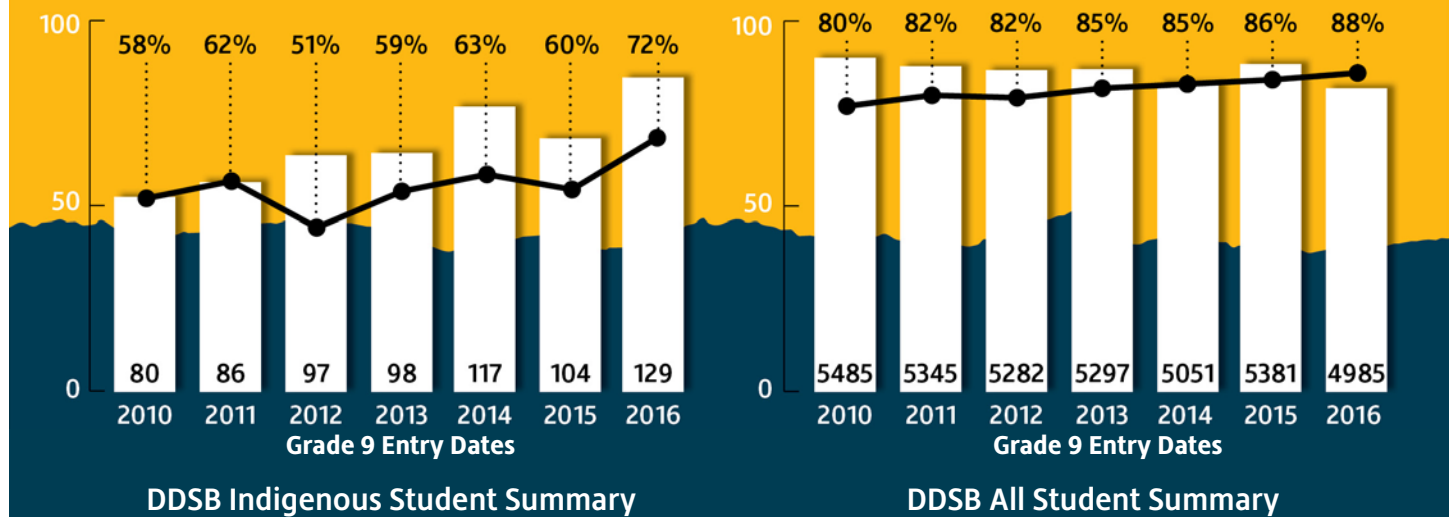
Aggregated across all grades

20%

Average graduation gap between Indigenous students and all DDSB students over a 7 year period

Total Students and 4th Year Percent Graduated by Cohort

Graduation Metrics: Summary of students who were in grade 12 courses in the DDSB (excludes students who left prior to grade 12)



University and College Application

More students who self-identify as Indigenous apply to college than university. Across the DDSB, students tend to apply in greater numbers to university rather than college. University confirmation of students who identify as Indigenous has been declining over the past 2 years resulting in an 8% point gap when compared with all DDSB students trends.

8%

University confirmation gap between Indigenous students and all DDSB students

“ I would like to be recognized for who I am ”

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Standing Committee **DATE:** April 6, 2021
SUBJECT: Update of Trustee Expense Policy and Procedure **PAGE:** 1 of 2
ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with a draft update to the Trustee Expense Policy and Procedure.

2.0 Background

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.

A few issues have arisen over the last several months highlighting ambiguity with the Trustee Expense policy and Regulation, and the need to add some clarity. At the January 18th Board meeting, Trustees passed a motion to post quarterly expenses online. At that meeting, a commitment was made by staff to update the Policy/Procedure in an effort to remove the ambiguity.

3.0 Analysis

A jurisdictional scan of Trustee expense policies and procedures has shown that there is little consistency across the province.

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. The updated Trustee Expense Template is provided as Appendix E and a clean copy is included as Appendix F.

The Education Act and the Ministry of Education's Trustee Expense Guideline (Appendix G) were reviewed to ensure the updated Policy and Procedure aligned with regulation and leading practice.

The current Trustee Expense Regulation did not seem entirely out of line with what is seen in other Boards, and what is inline with the Education Act and the Ministry of Education Trustee Expense Guideline, therefore many of the existing parameters carry over into the updated draft.

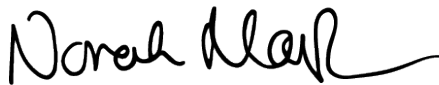
4.0 Conclusion

The Trustee Expense Policy and Procedure have been updated to reflect the most current template format, and the content has been updated to ensure alignment with Ministry regulation and leading practice.

5.0 Appendices

- Appendix A - Draft Policy: Trustee Expenses -Tracked Version
- Appendix B - Draft Policy: Trustee Expenses - Clean Version
- Appendix C - Draft Procedure: Trustee Expenses - Tracked Version
- Appendix D - Draft Procedure: Trustee Expenses - Clean Version
- Appendix E - Draft Trustee Expense Template – Tracked Version
- Appendix F – Draft Trustee Expense Template – Clean Version
- Appendix G – Ministry of Education Trustee Expense Guideline
- Appendix H – Purchasing Procedure

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

POLICY

BUSINESS

Trustee Expense Policy

1.0 Purpose Rationale

As elected officials, school board Trustees are guardians of the public trust. The establishment of a Trustee expense policy promotes financial integrity, accountability and transparency all of which improves public confidence in Ontario's public education system. —The purpose of the Trustee Expense Policy is to establish the principles and the approval process for the reimbursement of Durham District School Board (Board) Trustees' expenses.

2.0 The Principles Objective

The objective of this policy is to establish the process and parameters for reimbursement of eligible expenses incurred by Trustees in the course of their duties.

As provided for under the Education Act, the Board will reimburse individual Trustee expenses in accordance with the following principles:

- A reimbursement of appropriate and reasonable Trustee expenses incurred in carrying out their responsibilities.
- Flexibility in utilising Trustee expense budgets.
- Recognition of the divergent needs of each Trustee.
- A desire to ensure that an expense policy empowers a Trustee to better serve their constituency.
- A process that provides appropriate levels of controls.

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 Durham District School Board

4.0 Responsibilities

4.1 Trustees: 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: 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 policies by adopting 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 3.0 The Setting of the Budget Policy

5.1 On an annual basis, Trustees shall establish and approve an appropriate budget for Trustee expenses as part of the established budget process for the District.

5.2 For the duration of a Trustee's term in office, their expenses shall be posted publicly on the Durham District School Board website on a quarterly basis, based on approved expense claims.

5.3 Reimbursable expenses are those that are directly related to Board business and may be claimed for reimbursement in accordance with the Procedure adopted under this Policy, as may be amended from time to time. The Procedure shall align with procedures for District staff, with appropriate modification to apply to Trustees. All claims for reimbursement of expenses must be submitted within three weeks of the fiscal year end to be eligible for reimbursement.

5.4 The following rules apply to define expenses related to Board business:

5.4.1 Community Expenses

- i. Donations to political or community activities or charitable/fundraising events are not eligible for reimbursement;
- ii. Attendance at community activities or other similar events as a representative of the Board are eligible for reimbursement when approved in advance by the Board;

5.4.2 Gifts

- i. Gifts are generally not provided by individual Trustees. With prior approval by resolution of the Board, Trustees may be reimbursed for gifts of appreciation that are of nominal value;

5.4.3 Communications, Technology, Office

- i. A cell phone shall be provided to any Trustee that requests it. Costs associated with the provided cell phone, replacement, and refresh cycle will be subject to the same terms as for District staff;
- ii. For those Trustees that do not request that a cell phone be provided by the District, the monthly cost of a cell phone shall be eligible for reimbursement, up to \$100 per month, excluding taxes. Cell phone costs incurred for Board business above \$100 per month are eligible for reimbursement as a discretionary expense (under clause 5.4.5 below);
- iii. If appropriate cellular coverage is not available at the Trustee's primary residence, the cost of one dedicated telephone line to the primary residence (including call answering and call display services) for the purpose of Board business is eligible for reimbursement;
- iv. Long distance calls related to Board business are eligible for reimbursement. The cost of personal long distance and fax calls are not eligible;

- v. The cost of a high-speed internet connection to the Trustee's primary residence is eligible for reimbursement;
- vi. To facilitate communication with the Board, its schools and the community through access to the Board's network and e-mail system and the Internet, a board-standard laptop computer and related computer equipment/supplies (printer, paper, replacement printer cartridges, and Office suite of software) shall be provided by the District to each Trustee for use during their term. Personal purchases of such items are not eligible for reimbursement;
- vii. At the end of the Trustees' term, all District issued equipment shall be returned, or may be purchased by a Trustee for fair value;
- viii. Other supplies related to the role of Trustee (i.e. business cards, office supplies) shall be provided by the District on the same terms as for District staff. Personal purchases of such items are not eligible for reimbursement;

5.4.4 Conferences and Workshops

- i. Trustees are entitled to claim reimbursement for reasonable expenses incurred in attending up to two annual Ontario Public School Boards' Association (OPSBA) events – January and the Annual General meeting;
- ii. Student Trustees are entitled to claim reimbursement for reasonable expenses incurred in attending four annual Ontario Student Trustees' Association – l'Association des Eleves conseillers et conseillieres de l'Ontario (OSTA-AECO) conferences;

5.4.5 Discretionary

A Trustee is entitled to reimbursement of up to a total of \$1,000 per year for:

- i. Expenses incurred for attendance at Professional Development sessions or Conferences, provided the attendance has been pre-approved by resolution of the Board in public session; and;
- ii. Childcare expenses incurred in order to attend Board or committee meetings; and
- iii. Cellphone expenses as stipulated in clause 5.4.3 ii. above.

5.5 Approved Trustee expenses shall be paid in accordance with regular practices for District staff and the Procedure adopted under this Policy. A Trustee has the right to submit a request for reimbursement of any disallowed expense directly to the Board for re-consideration and potential approval under this Policy at any public meeting of the Board.

Each year, the Trustees will establish and approve an appropriate budget for Trustee expenses as part of the established budget process for the Board.

6.0.4.0 Reimbursement of Eligible Expenses 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.

Expenses eligible for reimbursement, and the approval process, are described in detail within Regulation 4135.

7.0 Reference Documents

7.1 Trustee Procedure

Appendix:

None

Effective Date

2005-04-19

Amended/Reviewed

2006-08-08

2009-11-16

2013-01-25

2017-11-29

2021

POLICY

BUSINESS

Trustee Expense Policy

1.0 Rationale

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The objective of this policy is to establish the parameters for reimbursement of eligible expenses incurred by Trustees in the course of their duties.

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4.0 Responsibilities

- 4.1 Trustees: 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: 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 policies by adopting 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.

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the Durham District School Board website on a quarterly basis, based on approved expense claims.

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- i. A cell phone shall be provided to any Trustee that requests it. Costs associated with the provided cell phone, replacement, and refresh cycle will be subject to the same terms as for District staff;
- ii. For those Trustees that do not request that a cell phone be provided by the District, the monthly cost of a cell phone shall be eligible for reimbursement, up to \$100 per month, excluding taxes. Cell phone costs incurred for Board business above \$100 per month are eligible for reimbursement as a discretionary expense (under clause 5.4.5 below);
- iii. If appropriate cellular coverage is not available at the Trustee's primary residence, the cost of one dedicated telephone line to the primary residence (including call answering and call display services) for the purpose of Board business is eligible for reimbursement;
- iv. Long distance calls related to Board business are eligible for reimbursement. The cost of personal long distance and fax calls are not eligible;
- v. The cost of a high-speed internet connection to the Trustee's primary residence is eligible for reimbursement;
- vi. To facilitate communication with the Board, its schools and the community through access to the Board's network and e-mail system and the Internet, a board-standard laptop computer and related computer equipment/supplies (printer, paper, replacement printer cartridges, and

Office suite of software) shall be provided by the District to each Trustee for use during their term. Personal purchases of such items are not eligible for reimbursement;

- vii. At the end of the Trustees' term, all District issued equipment shall be returned, or may be purchased by the Trustee for fair value;
- viii. Other supplies related to the role of Trustee (i.e. business cards, office supplies) shall be provided by the District on the same terms as for District staff. Personal purchases of such items are not eligible for reimbursement;

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5.4.5 Discretionary

A Trustee is entitled to reimbursement of up to a total of \$1,000 per year for:

- i. Expenses incurred for attendance at Professional Development sessions or Conferences, provided the attendance has been pre-approved by resolution of the Board in public session; and;
- ii. Childcare expenses incurred in order to attend Board or committee meetings; and
- iii. Cellphone expenses as stipulated in clause 5.4.3 ii. above.

5.5 Approved Trustee expenses shall be paid in accordance with regular practices for District staff and the Procedure adopted under this Policy. A Trustee has the right to submit a request for reimbursement of any disallowed expense directly to the Board for re-consideration and potential approval under this Policy at any public meeting of the Board.

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 Trustee Procedure
- 7.2 Education Act 191.2

Appendix:

None

Effective Date

2005-04-19

Amended/Reviewed

2006-08-08

2009-11-16

2013-01-25

2017-11-29

2021

Trustee Expenses

General-1.0 Objective

- 1.1 - The objective of this Procedure is to support the processing and payment of eligible expenses incurred by Trustees in accordance with the Trustee Expense Policy.
- 1.2 -This Procedure is to be interpreted and applied in accordance with the District's commitment to the Ontario Human Rights Code in providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under applicable legislation.

2.0 Definitions

In this Procedure,

- 2.1 Board refers to the Board of Trustees for Durham District School Board.
- 2.2 District refers to the corporate entity of the Durham District School Board.
- 2.3 Staff refers to any individual who is employed by the Durham District School Board.

3.0 Responsibilities

- 3.1 The Chair of the Board and the Vice-Chair of the Board: For the purpose of this Procedure, the Chair and Vice-Chair of the Board are responsible for approving all Trustee expense claims and for forwarding approved claims to the Associate Director, Corporate Services.
- 3.2 Associate Director, Corporate Services: For the purposes of this Procedure, the Associate Director, Corporate Services shall ensure expense claims submitted for reimbursement are evaluated and processed in accordance with this Procedure and the Trustee Expense Policy.

4.0 Procedures

- 4.1 -Trustees shall be reimbursed for eligible expenses incurred in the course of their duties and as stipulated in the Trustee Expense Policy, and this Procedure. Expenses claims shall be submitted for reimbursement using the Trustee Expense Form (Appendix A). Expense claims should be submitted on a monthly basis to facilitate quarterly reporting.
- 4.2 -Detailed receipts/statements shall be submitted with any expense claim with the exception of mileage. Credit card slips by themselves are insufficient to support an expense claim. Items of a personal nature such as sundries, traffic and parking violations, late payment fees, etc., or related to the attendance of a family member or friend at an event are not eligible for reimbursement.
- 4.3 -Approved Trustee expenses are paid in accordance with regular practices for Board staff. A Trustee has the right to submit a request for reimbursement of any disallowed expense, for consideration at a public meeting of the Board.

4.4 Travel, Accommodation and Hospitality

- i. Personal vehicle travel shall be reimbursed at a rate per kilometer, as may be approved by the Board from time to time. The current mileage rate of \$0.52/km was approved by the board on June 26, 2019. Toll charges will not be reimbursed;
 - ii. Travel by air or rail should be booked at lowest available (economy) rates and expenses incurred in accordance with the Policy for such travel are eligible for reimbursement;
 - iii. Travel for Board business including attendance at Board meetings, Committee meetings, school visits or District functions is eligible for reimbursement;
 - iv. Student Trustees may submit reimbursement request forms for all reasonable out-of-pocket expenditures including travel and meals for OSTA-AECO Executive meetings if a student Trustees is elected an OSTA-AECO Executive member;
 - v. Travel for other Board business is eligible for reimbursement when it is in accordance with the Policy on workshops/conferences, or when authorized in advance by Board resolution;
 - vi. Destinations and reasons for mileage expense claims or other travel expenses incurred in accordance with the Policy and with this Procedure must be specified on the prescribed claim form (Appendix A). Reimbursement for vehicle travel may be made either from the Education Centre or from a Trustee's primary residence. Residence information must be kept up to date with the Board office;
 - vii. Alcohol expense shall not be reimbursed;
 - viii. Accommodation expenses incurred in accordance with the Policy are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;
 - ix. Charges incurred for personal telephone calls while at a hotel, room or bar service, movies, etc. will not be eligible for reimbursement;
 - x. Eligible meal expenses will be reimbursed in accordance with the Purchasing Procedure;
-
- i. ~~Items of a personal nature (sundries, traffic and parking violations, late payment fees, etc.) or related to the attendance of a family member at an event are not eligible for reimbursement;~~
 - ii. ~~Alcohol expenses are not eligible for reimbursement;~~
 - iii. ~~Donations to political or community activities or charitable/fund raising events are not eligible for reimbursement;~~
 - iv. ~~Attendance at community activities or other similar events as a representative of the Board are eligible for reimbursement;~~
 - v. ~~At the end of the Trustees' term, all equipment purchased with Board funds shall be returned to the Board, or may be purchased by a Trustee for fair value;~~
 - vi. ~~Approved Trustee expenses are paid in accordance with regular practices for Board staff;~~
 - vii. ~~Expenses are tracked on an individual Trustee basis, and published annually as part of the year end reporting process.~~

2. Approval of Expense Claims

- (a) ~~The Chair of the Board and the Vice chair of the Board are responsible to approve all Trustee expense claims and forward it to the Supervisory Officer responsible for Business for payment;~~

- ~~(b) — The Supervisory Officer responsible for Business and the Supervisory Officer responsible for Employee Relations are responsible for approval of the Chair's and Vice chair's expense claims;~~
- ~~(c) — A Trustee has the right to submit a request for reimbursement of any disallowed expense, for consideration at a public meeting of the Board.~~

3. Basic Expenses

a) Vehicle Travel

- ~~i. — Vehicle travel shall be reimbursed at a rate per kilometer, as may be approved by the Board from time to time in accordance with Policy 4133: Travel Allowance;~~
- ~~ii. — Travel for all Board business including attendance at Board meetings, Committee meetings, school visits or system-area/regional functions is eligible for reimbursement; iii. — Destinations and reasons for expenses must be specified on the prescribed claim form.~~

Page 1 of 3

b) Telephone

- ~~i. — Appropriate charges for the cost of one dedicated telephone/fax line including call answering and call display services for Trustee's home office for the purpose of Board business is eligible for reimbursement;~~
- ~~ii. — The monthly cost of a cell phone is eligible for reimbursement, up to \$100 per month, excluding taxes. Costs incurred for Board Business above the \$100 per month rate may be claimed by the Trustee through discretionary expenses;~~
- ~~iii. — Long distance calls related to Board business are eligible for reimbursement. The cost of personal long distance and fax calls are not eligible;~~
- ~~iv. — Trustees are encouraged to use 1-800 numbers where available when making long distance calls;~~
- ~~v. — Detailed billing statements must be submitted in support of expenses being claimed.~~

c) Computer Workstations and Printers

- ~~vi. — i. — To facilitate communication with the Board, its schools and the community through access to the Board's network and e-mail system and the Internet, a board standard laptop computer and related computer equipment/supplies (printer/fax, paper, replacement printer cartridges, and Office suite of software) is purchased in accordance with the Board's procurement policy and provided to each Trustee. Personal purchases are not eligible for reimbursement; ii. — The cost of a high-speed internet connection is eligible for reimbursement.~~

~~**d) Other Trustee Expenses** — Other supplies related to the role of Trustee (i.e. business cards, office supplies) are provided through the Board's usual procurement process. Personal purchases are not eligible for reimbursement.~~

e) Conferences/Workshops

~~Trustees are eligible to attend up to two annual Ontario Public School Boards' Association (OPSBA) events — January and the Annual General meeting — and claim the related expenses as a Board expenditure:~~

~~Trustees may submit for reimbursement the receipt for conference registration. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for hotel, travel, and meals not included in the conference registration fee;~~

- ~~i. Accommodation expenses are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;~~
- ~~ii. Charges incurred for personal telephone calls, room or bar service, movies, etc. will not be eligible for reimbursement.~~
- ~~iii. Eligible meal expenses will be reimbursed in accordance with Procedure 3170: Business Travel, Meal and Hospitality Expenses.~~

f) Student Trustee Conferences/OSTA-AECO Leadership

~~Student Trustees are eligible to attend four annual Ontario Student Trustees' Association (l'Association des Elèves conseillers et conseillères de l'Ontario (OSTA-AECO)) conferences and claim the related expenses as a Board expenditure.~~

Page 2 of 3

- ~~i. Trustees may submit for reimbursement the receipt for conference registration. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for hotel, travel, and meals not included in the conference registration fee;~~
- ~~ii. Accommodation expenses are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;~~
- ~~iii. Charges incurred for personal telephone calls, room or bar service, movies, etc. will not be eligible for reimbursement;~~
- ~~iv. Eligible meal expenses will be reimbursed in accordance with Procedure 3170: Business Travel, Meal and Hospitality Expenses.~~
- ~~v. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for travel and meals for OSTA-AECO Executive meetings if a student Trustee is elected an OSTA-AECO Executive member.~~

4. Discretionary Expenses

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

- ~~i. **Communication and Technology**—Personal mobile communication devices and applicable incremental monthly charges.~~
- ~~ii. **Events**—Board related events.~~
- ~~iii. **Personal Professional Development and Conferences**—These activities must relate specifically to the role of Trustee, and be approved in advance by the Board in public session. Expenses are eligible for reimbursement consistent with the criteria for conferences and workshops outlined under 2.0 above.

 - ~~i. Educational opportunities;~~
 - ~~ii. Development conference expense.~~~~
- ~~iv. **Other Eligible Meeting Expenses**—Child minding expenses.~~

5.0 Reference Documents

5.1 Trustee Expense Policy

5.2 -Purchasing Procedure

5.3 Ministry of Education Trustee Expense Guideline

Appendix:

Appendix ~~A1~~ – Trustee Expense Statement

Effective Date

2009-11-16

Amended/Reviewed

2010-04-19

2011-03-25

2013-01-25

2016-11-21

2017-11-29

2021

PROCEDURE

BUSINESS

Trustee Expenses

1.0 Objective

- 1.1 The objective of this Procedure is to support the processing and payment of eligible expenses incurred by Trustees in accordance with the Trustee Expense Policy.
- 1.2 This Procedure is to be interpreted and applied in accordance with the District's commitment to the Ontario Human Rights Code in providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under applicable legislation.

2.0 Definitions

In this Procedure,

- 2.1 Board refers to the Board of Trustees for Durham District School Board.
- 2.2 District refers to the corporate entity of the Durham District School Board.
- 2.3 Staff refers to any individual who is employed by the Durham District School Board.

3.0 Responsibilities

- 3.1 The Chair of the Board and the Vice-Chair of the Board: For the purpose of this Procedure, the Chair and Vice-Chair of the Board are responsible for approving all Trustee expense claims and for forwarding approved claims to the Associate Director, Corporate Services.
- 3.2 Associate Director, Corporate Services: For the purposes of this Procedure, the Associate Director, Corporate Services shall ensure expense claims submitted for reimbursement are evaluated and processed in accordance with this Procedure and the Trustee Expense Policy.

4.0 Procedures

- 4.1 Trustees shall be reimbursed for eligible expenses incurred in the course of their duties and as stipulated in the Trustee Expense Policy and this Procedure. Expense claims shall be submitted for reimbursement using the Trustee Expense Form (Appendix A). Expense claims should be submitted on a monthly basis to facilitate quarterly reporting.
- 4.2 Detailed receipts/statements shall be submitted with any expense claim, with the exception of mileage. Credit card slips by themselves are insufficient to support an expense claim. Items of a personal nature such as sundries, traffic and parking violations, late payment fees, etc., or related to the attendance of a family member or friend at an event are not eligible for reimbursement.

4.3 Travel, Accommodation and Hospitality

- i. Personal vehicle travel shall be reimbursed at a rate per kilometer, as may be approved by the Board from time to time. The current mileage rate of \$0.52/km was approved by the Board on June 26, 2019. Toll charges will not be reimbursed;
- ii. Travel by air or rail should be booked at lowest available (economy) rates and expenses incurred in accordance with the Policy for such travel are eligible for reimbursement;
- iii. Travel for Board business including attendance at Board meetings, Committee meetings, school visits or District functions is eligible for reimbursement;
- iv. Student Trustees may submit reimbursement request forms for all reasonable out-of-pocket expenditures including travel and meals for OSTA-AECO Executive meetings if a student Trustees is elected an OSTA-AECO Executive member;
- v. Travel for other Board business is eligible for reimbursement when it is in accordance with the Policy on workshops/conferences or when authorized in advance by Board resolution;
- vi. Destinations and reasons for mileage expense claims or other travel expenses incurred in accordance with the Policy and with this Procedure must be specified on the prescribed claim form (Appendix A). Reimbursement for vehicle travel may be made from either the Education Centre or a Trustee's primary residence. Residence information must be kept up to date with the Board office;
- vii. Alcohol expenses shall not be reimbursed;
- viii. Accommodation expenses incurred in accordance with the Policy are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;
- ix. Charges incurred for personal telephone calls while at a hotel, room or bar service, movies, etc. will not be eligible for reimbursement;
- x. Eligible meal expenses will be reimbursed in accordance with the Purchasing Procedure.

5.0 Reference Documents

5.1 Trustee Expense Policy

5.2 Purchasing Procedure

5.3 Ministry of Education Trustee Expense Guideline

Appendix:

Appendix A – Trustee Expense Statement

Effective Date

2009-11-16

Amended/Reviewed

2010-04-19

2011-03-25

2013-01-25

2016-11-21

2017-11-29

2021

TRUSTEE EXPENSE GUIDELINE

Guiding Principle:

As elected officials, school trustees are guardians of the public trust. The establishment of a distinct trustee expense policy by school boards to promote financial integrity, accountability and transparency will improve public confidence in Ontario's public education system.

Outline:

This Guideline addresses the following five topics:

- I. **Legislative Framework** - summary of the relevant legislation;
- II. **Scope** - issues for a board's policy to consider;
- III. **Appropriateness** - expenses that are eligible for reimbursement;
- IV. **Reasonableness** - expenses are consistent with common values and accepted practices and are not perceived as excessive; and
- V. **Process** - procedure for reimbursement should be transparent and accountable.

I. Legislative Framework – summary of the relevant legislation.

Pursuant to the *Education Act* (the "Act"), boards are permitted to provide honoraria to their trustees for their services.

- The Act deems one-third of the annual honorarium to cover a trustee's out-of-pocket expenses.

In addition to the honorarium, the Act also provides:

- Boards may establish a policy in order to reimburse trustees "for all or part of his or her out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member."
- Boards are authorized to reimburse trustees for travel to and from a trustee's residence to a meeting of the board, or of a committee of the board, by either a per kilometre rate established by the board or for all or part of their reasonable out-of-pocket expenses incurred in connection with the travel.
- Trustees may be reimbursed for all or part of their out-of-pocket expenses incurred for travelling on specific business of the board provided that the board authorizes such travel by resolution.

TRUSTEE EXPENSE GUIDELINE

II. Scope — Issues for a board's policy to consider.

Best Practices:

- The policy addresses whether and under what circumstances the following types of expenses are eligible for reimbursement:
 - Travel and Accommodations;
 - Meals;
 - Hospitality;
 - Community expenses;
 - Gifts;
 - Advertising and promotion;
 - Office Equipment and supplies; and
 - Professional Development.
- In addition, examples of events that do and do not qualify as board business are specified.
- Supplementary details are also provided to clarify what constitutes appropriate hospitality expenses, particularly as these relate to meetings with constituents, out of jurisdiction expenses, and individual meals.
- A procedure is established for trustees to obtain prior approval to participate in an event if the trustee is unsure of whether it is directly related to board business.
- The policy outlines a standard equipment package to be provided to all trustees and provides for the return of any equipment when duties cease. Duplication of services and equipment should be avoided, for example:
- Trustees have access to either a laptop or desktop computer.
- The board's procurement process is used to purchase all supplies and office equipment necessary to perform the function of a trustee as well as advertising services and promotional items.
- The policy ensures equitable treatment between staff and trustees.

Examples of Events that may be related to Board Business:

- Trustee Association meetings or events.
- Board or committee meeting (e.g. Budget committee).
- Events or professional development related to the board's mission or objectives.

Examples of Events that may not be related to Board Business:

- Community fundraising gala or charity function.
- Political activities or events.

TRUSTEE EXPENSE GUIDELINE

III. Appropriateness – expenses that are eligible for reimbursement.**Best Practices:**

- Reimbursable expenses are those that relate directly to board business.
- In regards to travel expenses, trustees are reimbursed for out-of-pocket travel expenses or receive a per/km travel rate as opposed to a travel allowance.
- A directive related to the reimbursement of alcohol expenses is included in the policy.
- Trustees do not receive board purchasing cards since all purchasing of supplies and office equipment is procured through the board.
- The board outlines its policy in regards to issuing trustees credit cards for the purposes of travel.
- The board's policy on cash advances is attentive to the unique circumstances of student trustees.
- With respect to an election year, there is a cut-off date specified (e.g. Labour Day) after which expenses such as advertising and newsletters are ineligible for reimbursement.
- Meals are reimbursed on an out-of-pocket basis as opposed to a per diem.
- As meals are often provided during meetings, circumstances where it would be appropriate to claim an individual meal are clearly outlined.

Examples of Potentially Eligible Expenses:

- Lunch purchased while attending a seminar or conference where meals are not included as part of the registration fee.
- Transportation costs and accommodation expenses incurred for attending out-of-town professional development seminar held by trustee association.

Examples of Potentially Ineligible Expenses:

- Donations to community groups or charities.
- Donations to schools.*
- Reimbursement for household expenses such as a home phone line or an internet connection if other viable alternatives have already been provided.

***Note: Although a donation to a school is not a reimbursable trustee expense related to board business, there are other well-established processes a board may use to provide funds to schools, such as a school recognition program.**

TRUSTEE EXPENSE GUIDELINE

IV. Reasonableness – expenses are consistent with common values and accepted practices and are not perceived as excessive.

Best Practices:

- A reasonable budget for projected out-of-pocket trustee expenses is established that is consistent with the overall goals, geography and financial circumstances of the board.
 - Any part of a board's budget for trustee expenditures that remains at the end of a fiscal year should be treated like any other cost savings in the board's overall budget.
- In addition to reimbursable expenses, the policy establishes a reasonable budget for indirect costs in relation to trustees' activities incurred by the board, such as:
 - Accommodations provided by the board;
 - Ancillary costs associated with meetings; and
 - Administrative support.
- Pre-determined limits are included for certain types of expenses. For instance, a board may decide to reimburse up to a maximum of \$8.75 for breakfast.
- There is a limit set for any individual expense above which prior approval of the board is required. For instance, a board may decide that an expense beyond \$100 requires prior written approval.
- There is an approval process for gifts of appreciation within a predetermined amount.

Examples of Potentially Reasonable Expenses:

- Registration fee for attending professional development course that is directly related to board business and for which prior approval of the board has been obtained.
- A lunch expense claim that exceeds the board's limit due to a lack of alternative, suitable options. For example, dining at a hotel restaurant when there are no other options reasonably close by.

Examples of Potentially Unreasonable Expenses:

- A dinner expense claim that exceeds the board's limit despite the existence of alternative, more suitable options. For example, dining at an expensive restaurant when there are other options close by. In such a case, an amount up to the board's dinner limit should be claimed.

TRUSTEE EXPENSE GUIDELINE

V. Process — procedure for reimbursement should be transparent and accountable.

Best Practices:

- A standard expense claim form, which is readily accessible by all trustees, is used to claim for reimbursement.
- To substantiate reimbursement, the claim form is supported by:
 - Original documentation including proof of payment to support the expenditure (with the exception of mileage claims);
 - Provide business reasons for the expenditure;
 - Signature of the claimant to certify the expense claim; and
 - Credit card vouchers that are not accompanied by a receipt are not sufficient for reimbursement.
- Expense claims are submitted in a timely fashion such as within one month of incurring the expense.
- The deadline for submitting expenses relating to a fiscal year, such as within the first two weeks of September, is to be respected to be eligible for reimbursement.
- There is a verification and approval process to minimize potential conflicts of interest and ensure appropriate segregation of duties. Two best practice models are

Model #1:

- The Chair of the Board or Audit Committee certifies that individual trustee expense claims meet the requirements of board policy and approves payment of the claim;
- A senior board official, typically the Senior Business Official but excluding the Director, certifies that the Chair of the Board's expense claims meet the requirements of board policy and recommends that the Director approves payment of the claim;
- The Chair of the Board or Audit Committee certifies that the Director of the Board's expense claims meet the requirements of board policy and approves payment of the claim;
- Should there be a dispute about the eligibility of any expense, e.g. if deemed as inappropriate or unreasonable, the policy refers the dispute to the external member of the Audit Committee and, if a satisfactory resolution is not reached then the affected party shall contest the decision during a public session of the board.

Model #2:

- The Chair of the Board or Audit Committee certifies that individual trustee expense claims meet the requirements of board policy and approves payment of the claim;
- The external member of the Audit Committee certifies that expense claims of both the Chair of the Board and the Director meet the requirements of board policy and approves payment of the claim;
- The Senior Board Official certifies that expense claims of the external member of the Audit Committee meet the requirements of board policy and approves payment of the claim; and
- Should there be a dispute about the eligibility of any expense, the policy includes a process to contest the decision during a public session of the board.

TRUSTEE EXPENSE GUIDELINE

- Before a payment is processed, the accounting department confirms that the expense claim has received appropriate authorization.
- Each trustee's annual expenditure is published.
- All documentation is retained in accordance with the board's record retention policy.

PROCEDURE

BUSINESS

Purchasing

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

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

1.1 DDSB School Purchases

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

Purchases less than \$100.00

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

Purchases less than \$2,000.00

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

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

Require a purchase order for Board Approved Vendors. Pricing is located on the Staff Portal Purchasing page. Purchases above \$10,000.00 generally apply to Facilities and IT Department purchases, however a school may purchase a Sound System and therefore must follow the bidding process. Purchasing will assist in facilitating the bidding process for these types of requests and obtain the quotes.

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

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

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

- 1.2** The overall value of procurement must not be reduced (e.g., dividing a single procurement into multiple procurements) in order to circumvent the competitive procurement process thresholds. The total value of procurement must include the total aggregate value based on the full term of the contract.

- 1.3** It is implied herein that all references to Board officials or staff will include the designate of position referenced.

- 2.0** In accordance with leading procurement practices, the Purchasing Department will ensure that the widest possible selection of suppliers/contractors will be given an opportunity to compete for Board business using the following methods:

- Request for Tenders (RFT): A sealed bid document used to request supplier responses to supply goods or services based on stated delivery requirements, performance specifications, terms and conditions. An RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix:

Appendix A - Petty Cash Funds

Appendix B - Purchasing Card Use

Appendix C - Cheque Requisition

Appendix D - Business Travel, Meal and Hospitality Expenses

Effective Date

82-05-25

Amended/Reviewed

83-04-25

94-06-27

2006-08-02

2010-03-22

2012-01-26

2013-01-25

2018-02-20

2020-02-18

School Petty Cash Fund

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

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

Please Print

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

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

INSTRUCTIONS:

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

Purchasing Card Use

1.0 PURPOSE

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

1.1 GENERAL

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

2.0 CONTROL FEATURES:

Authorization controls set by the Board include:

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

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

2.1 Travel and entertainment expenditures including:

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

2.2 Cash Advances

3.0 P-CARD USE

3.1 Pick-Up Purchases:

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

3.2 ONLINE/TELEPHONE PURCHASES

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

4.0 RECONCILIATION AND PAYMENT

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

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

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

5.0 TERMINATED OR TRANSFERRING EMPLOYEES

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

6.0 LOST OR STOLEN CARDS

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

7.0 KEY CONTACTS

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

PURCHASING CARD EMPLOYEE ACKNOWLEDGMENT

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

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

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

Cheque Requisition

1.0 PURPOSE

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

1.1 GENERAL

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

The following expenditures are permitted:

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

2.0 CONTROL FEATURES

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

Business Travel, Meal and Hospitality Expenses

1.0 INTRODUCTION

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

The BPS expense directive is based upon four key principles:

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

2.0 GENERAL

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

3.0 RESPONSIBILITIES

Claimants Must:

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

Approvers Must:

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

4.0 BUSINESS TRAVEL

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

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

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

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

5.0 PERSONAL VEHICLE

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

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

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

6.0 PARKING AND TOLL

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

There is no reimbursement for traffic or parking violations.

7.0 MEALS

Meals will not be eligible for reimbursement:

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

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

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

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

The above rates include all taxes and tips/gratuities.

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

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

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

8.0 TELEPHONE

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

9.0 ACCOMMODATION

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

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

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

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

10.0 TIPS/GRATUITIES

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

11.0 HOSPITALITY EXPENSES

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

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

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

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

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

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

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

12.0 GIFTS OF APPRECIATION

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

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

Any gifts received must be provided to the Sr. Manager of Early Years for the Make a Difference or Poverty Strategy initiatives.

13.0 EXPENSES FOR CONSULTANTS AND OTHER CONTRACTORS

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

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

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

14.0 PERQUISITES

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

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

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

15.0 BUSINESS MEETINGS

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

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

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Standing Committee **DATE:** April 6, 2021
SUBJECT: Update of Community Use of Schools Policy **PAGE:** 1 of 2
ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with a draft update to the Community Use of Schools Policy and Procedure.

2.0 Background

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.

Community Use of Schools permits have been suspended since the beginning of the COVID-19 pandemic.

3.0 Analysis

With over 130 school sites, Durham District School Board (DDSB) manages significant public assets. School buildings and grounds are used extensively by many different community organizations throughout the course of a normal school year and over the summer months, as operational needs allow.

As summer nears, inquiries about Community Use of Schools permits are starting to be received. All available resources are currently being directed to support the safe operation of schools for students so unfortunately DDSB is not yet in a position to approve that access. However, it is prudent to plan ahead to resume Community Use of Schools permits as the COVID-19 pandemic continues to evolve.

Before welcoming community groups back onto DDSB sites and into buildings, it seems an appropriate opportunity to highlight the District's commitment to Human Rights, Equity, Anti-Discrimination, and Anti-Oppression by updating the Community Use of Schools Policy and to update the Policy and Procedure in a manner that best ensures users of DDSB facilities are committed to respecting these same values. One particular concern is to ensure that community use of schools is consistent with our obligations and commitments to historically marginalized groups.

The updated draft policy is included with this report as Appendix A. The original copy of the policy is included for comparison as Appendix B. For Trustee information, the draft procedure is also included as Appendix C and the original regulation is included as Appendix D.

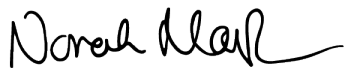
4.0 Conclusion

The Community Use of Schools Policy and Procedure have been updated to reflect the most current template format.

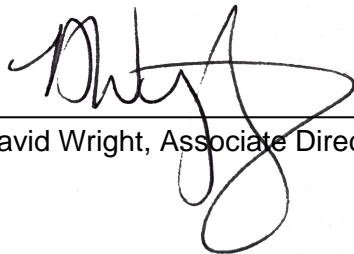
5.0 Appendices

- Appendix A - Draft Policy: Community Use of Schools
- Appendix B - Community Use of Schools Policy – Original Version
- Appendix C - Draft Procedure: Community Use of Schools
- Appendix D - Community Use of Schools Regulation - Original Version

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

Community Use of Schools

1.0 Rationale

- 1.1 The property of the Durham District School Board including school buildings, grounds, parking lots, fields and equipment are primarily for the use and benefit of students. However, the Board recognizes that it is in the interest of the public that the fullest possible use be made of the District's facilities. Therefore, the District may permit their use of facilities and grounds outside of normal school hours in accordance with the terms of this Policy and the Procedure adopted under this Policy.

2.0 Policy Objective

- 2.1 The objective of this Policy is to establish the parameters for community use of District property and facilities. In doing so, the Board adopts the following principles for Community Use of Schools:
- I. Hate and Bias will not be tolerated - The Board values the rich diversity of our communities and strives to promote inclusiveness for all individuals and communities that access our schools. In order to promote safe environments, free from hatred, prejudice or discrimination, the District shall not permit space to hate groups or individuals that engage in hatred, violence, discrimination or bias against any groups or individuals based on prohibited grounds of discrimination under the Human Rights Code.
 - II. School Activities Take Priority - School activities, extra-curricular activities and parent involvement activities organized or administered by the school or school board have priority use of school space during and after regular school hours.
 - III. Schools are Hubs - Schools are the hubs of their communities and offer an effective use of space by providing citizens with a place to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities.
 - IV. Support for a Positive Climate for Youth Community Use of Schools supports and promotes healthy, active lifestyles for community youth.
 - V. Fair Equitable Access - Schools are welcoming and inclusive environments and offer parent groups and community organizations fair and equitable access to use of school space at affordable rates for community purposes, outside of regular school hours.
 - VI. Respect for Roles and Responsibilities - Community Use of Schools partners and stakeholders respect each other's roles, responsibilities and obligations to the community and education system.
 - VII. Not-For-Profit organizations to be charged affordable rates - after school user fees for school facilities are to be affordable for Not-For-Profit users.
- 2.2 This policy is to be interpreted and applied in accordance with the District's commitment to the Ontario Human Rights Code in providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under applicable legislation.

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 Durham District School Board.
- (Definitions of hate and prejudice are included in the body of the Policy (section 5.6)).

4.0 Responsibilities

- 4.1 **Trustees:** Trustees are responsible for setting the strategic direction 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:** 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 policies by adopting 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 – Rules and Requirements

5.1 Buildings, Grounds and Equipment

- 5.1.1 Permit holders shall be responsible to the District for all damages they may cause and shall agree to indemnify the Board and to provide proof of liability insurance in accordance with the Procedure adopted under this Policy. The District assumes no liability for any items stored on Board property.
- 5.1.2 Smoking/vaping of tobacco or cannabis is not permitted within 20 metres of District property. The consumption of alcoholic beverages is not permitted on District property with the exception of licensed events at the Education Centre.
- 5.1.3 Permission to charge an admission fee and/or to sell refreshments or other goods may be granted by the District, in accordance with any Procedure adopted under this Policy.
- 5.1.4 The issuance of any permit under this Policy shall not establish any form of lease or rental contract between the District and any person or entity. Subject to the terms of any Procedure adopted under this Policy, the District may, at any time whatsoever and regardless of whether a fee has been paid, withdraw the use of any facility or property if in the opinion of the District (in its unfettered discretion) the use to which the facility or property is to be or is being put, is not in the best interests of the District or community or is not aligned with the with District's commitment to advancing human rights.
- 5.1.5 Permit holders shall not represent in any way that they are affiliated with the District by virtue of the permit and shall not reference the name of the school or District property or facility in any

notice, sign or advertising without also confirming, with the same prominence, that the permit holder is not affiliated with the District and subject to approval of District staff in accordance with the Procedure adopted under this Policy.

- 5.1.6 Permit holders shall not advertise products, businesses or other services and shall not solicit business while on District property.
- 5.1.7 School audio visual equipment and sports equipment may be made available, at the discretion of District staff in accordance with the Procedure adopted under this Policy.
- 5.1.8 No changes or additions to electrical wiring are to be made without written pre-approval of the District in accordance with the Procedure adopted under this Policy.
- 5.1.9 In the interest of health and safety, animals, with the exception of Service Animals that may be permitted under the relevant policies and procedures of the Board, shall not be permitted in the school buildings.
- 5.1.10 A cafeteria may be made available for community use under the terms of this Policy and any Procedure adopted under this Policy; however, neither the kitchen area nor servery shall be made available for community use.

5.2 Supervision & Security

- 5.2.1 The use of any facilities or property shall, at all times, be subject to the supervision of District employees, unless the District authorizes otherwise in accordance with the Procedure adopted under this Policy.
- 5.2.2 A custodian shall be on the premises at all times when a facility is used by a permit holder unless otherwise approved by the Associate Director, Corporate Services.

5.3 Facility Permits – School Board/Use

- 5.3.1 School/student programmes requiring facilities after 6:00 p.m. shall obtain a permit for the space through Community Use of Schools in accordance with the terms of any Procedure adopted under this Policy.

5.4 Facility Permits – Community Use Groups

- 5.4.1 Any and all community use of District property or facilities shall only be pursuant to a permit issued by the Community Use of Schools office in accordance with the terms of the Procedure adopted under this Policy. The minimum age of a permit holder shall be 18 years of age. Permits are not transferrable.
- 5.4.2 Any permit for use shall be subject to being pre-empted by a school or District use in accordance with the terms of any Procedure adopted under this Policy.
- 5.4.3 Children's programmes shall be given priority in the Procedure adopted under this Policy.
- 5.4.4 Provided there is compliance with section 5.6 of this Policy, and any related terms and conditions of the Procedure adopted under this Policy, a permit may be granted to an organization or group of persons associated with a religious or spiritual belief.
- 5.4.5 School gymnasias or similar facilities may be made available to municipal clerks as polling stations. School gymnasias or similar facilities may be made available to Elections Ontario and

Elections Canada pursuant to any agreement entered into between the District and Elections Ontario or Elections Canada as the case may be.

5.5 Fees

- 5.5.1 Reasonable fees may be levied for all use of school facilities in accordance with the Procedure adopted under this Policy. All community use permits shall be subject to an administrative processing fee that is not refundable once a permit is processed. Charges may be levied for custodial overtime in accordance with the Procedure adopted under this Policy.
- 5.5.2 The Procedure adopted under this Policy shall provide a process for consideration of exemptions for all or a portion of fees and charges associated with any permit based on the financial ability of the applicant and based on the Board's commitment to advancing equity, inclusion and with a view to providing opportunities for group that are discriminated against, marginalized or minoritized.
- 5.5.3 In any case, no fees or charges shall be levied (except for extra custodial services) for use Monday to Friday in respect of:
- i) Board sponsored activities or staff programming.
 - ii) School Advisory Committee Meetings or school related parents' groups meetings.
 - iii) Community Recreation Department Programmes that have reciprocal agreements with the Board for shared use of space.
 - iv) Meetings of any local unit of a union or federation with members employed by the District.
 - v) Staff professional groups (Example: Librarian Associations, Union Committee) for regular meetings.

5.6 Equity, Diversity and Inclusion

- 5.6.1 The Board values the rich diversity of our communities and promotes inclusiveness for all individuals and communities that access our schools. In order to promote safe environments, free from hatred and prejudice, the Board will not permit space to hate groups or individuals that promote hatred, violence, discrimination or bias against any groups or individuals based on prohibited grounds of discrimination under the Human Rights Code.
- 5.6.2 All permit holders shall, and shall confirm in any permit application that they will, promote equitable, safe and accepting practices consistent with the Provincial Code of Conduct and the Ontario Human Rights Code. Copies of the Provincial Code of Conduct are available at the Ministry of Education's website at: <http://www.edu.gov.on.ca/extra/eng/ppm/ppm-128-nov-2019.pdf>.
- 5.6.3 All permit holders are prohibited from engaging in or permitting any activity on any District property that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected ground under the Human Rights Code. All permit holders are prohibited from engaging in any behaviour that threatens or harasses staff, students or anyone else while on District property.
- 5.6.4 The Procedure adopted under this Policy shall provide for a process to review and consider complaints of breach by a permit holder of this Policy or the Procedure adopted under this Policy which shall allow for permits to be revoked without notice. The Procedure shall also provide for consideration of special or extenuating circumstances in relation to an alleged breach of this Policy.

5.6.5 Hate includes expressions of bias, prejudice and bigotry that are carried out by individuals, groups, organizations and states, directed against stigmatized and marginalized persons and groups in communities, and intended to affirm and secure existing structures of domination and subordination. Hate activities and incidents represent some of the most destructive forms of human rights-based discrimination by promoting hatred against identifiable groups of people. Some hate incidents are also considered criminal offences committed against a person or property and motivated, in whole or in part, by bias or prejudice based on real or perceived race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, socio-economic status or disability/ level of ability/ or any other prohibited ground under the Human Rights Code. Prejudice is the pre-judgment (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias, or stereotypes.

6.0 Evaluation

6.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

7.0 Reference Documents

7.1 Policies
N/A

7.3 Other Documents (Legislation, Provincial Regulations, Etc.)
The Provincial Code of Conduct
The Ontario Human Rights Code
The Education Act

Appendix:
None

Effective Date:
69-04-14

Reviewed and Amended:
73-12-10
85-02-11
91-11-25
2006-08-08
2013-01-25
2017-11-29

Reviewed without Amendment:
YYYY-MM-DD

COMMUNITY

Community Use of Schools

The Board accepts and endorses the concept of the Community Use of Schools.

1.0 School Functions in the Following Ways:

- 1.1 As an education facility - as the place where children and adults have opportunities for study and learning.
- 1.2 As a community use facility where citizens of all ages may avail themselves of opportunities for leisure education.

2.0 The Board Accepts an Important Role in the Community Use of Schools Within the Following Framework:

- 2.1 The major responsibility of the Board is to provide a good educational programme for children and youth and to be responsive to the needs and interests of all citizens.
- 2.2 School buildings are public buildings and as such, should be readily available for public use in after-school hours, provided the arrangements are consistent with the priority for regular school programming, normal maintenance and cleaning.
- 2.3 The Board is responsible for the scheduled use of all school buildings and grounds, and cannot relinquish or delegate this authority to any other public or private group. This does not preclude arrangements for use on a long-term basis subject to periodic review by the Board.
- 2.4 The Board will operate a Community Use Of School programme, on a cost recovery basis, where deemed appropriate.

Appendix:

None

Effective Date

69-04-14

Amended/Reviewed

73-12-10

85-02-11

91-11-25

2006-08-08

2013-01-25

2017-11-29



PROCEDURE

COMMUNITY

Community Use of Schools

1.0 Objective

- 1.1 The objective of this procedure is to implement the Community Use of Schools Policy.
- 1.2 This procedure is to be interpreted and applied in accordance with the District's commitment to the Ontario Human Rights Code in providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under applicable legislation.

2.0 Definitions

In this procedure,

- 2.1 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 Durham District School Board.

3.0 Responsibilities

- 3.1 **Director of Education:** 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 policies by adopting 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.

4.0 Procedure

4.1 Permit Application

- 4.1.1 With the exception of school use, A permit shall be required for the use of school grounds or facilities after normal school hours by all users, including District and/or a community groups in accordance with the Community Use of Schools Policy and this Procedure. A permit shall be required for School use of school grounds or facilities after 6pm.
- 4.1.2 All Applications for community use of schools under the Community Use of Schools Policy shall be submitted to the Corporate Services Department, Community Use of Schools office in the form attached as Appendix "A" which may also be found on the DDSB website. All Applications must be submitted through the link provided on the DDSB website.

- 4.1.3 The terms and conditions of Appendix “A” are incorporated into and form an integral part of this Procedure. Failure to comply with the terms and conditions as stipulated and agreed to in the Application shall be a breach of this Procedure. Any material misrepresentation in an Application shall be deemed a breach of this Procedure and shall result in revocation of the permit without notice.
- 4.1.4 All permit holders shall confirm in the Application (Appendix “A”) that they will promote equitable, safe and accepting practices consistent with the Provincial Code of Conduct and the Ontario Human Rights Code. Failure to complete this section will result in an incomplete Application that will not be considered. Copies of the Provincial Code of Conduct are available at the Ministry of Education’s website at: <http://www.edu.gov.on.ca/extra/eng/ppm/ppm-128-nov-2019.pdf>
- 4.1.5 Notwithstanding an applicant’s completed Application in accordance with the preceding paragraph, the Associate Director of Corporate Services may refuse to issue a permit to an applicant if the Associate Director determines that there is sufficient publicly available information, or that there are prior breaches of the Community Use of Schools Policy or Procedure by the applicant or an affiliate of the applicant, indicating a reasonable likelihood that the applicant:
- (i) is unlikely to honour the commitments made in the Application, particularly as to equity, diversity and inclusion;
 - (ii) presents an unacceptable legal or reputational risk to the District beyond what is contemplated by the Policy.
- 4.1.6 Completed Applications must be submitted at least 14 days before the date on which the applicant seeks to first use the facility or property and by no later than June 1 for bookings outside the regular school year.
- 4.1.7 Changes to a permit may be requested by the permit holder by contacting the Community Use of Schools Office.
- 4.1.8 All Applications, flyers, brochures or any other written or electronic materials announcing, promoting, advertising or referencing an event on District property shall clearly state that the Durham District School Board is the rental agent only and is not participating in or endorsing the program or event. A written notice, in a form pre-approved by the Community Use of Schools Office shall be placed on the entrance/exit to the space being used with the name of the permit holder and stating that the event is not a District event and that the District is not participating in or endorsing the event. The entrance and exit doors to the space may be ordered closed by the Custodian(s) as may be deemed necessary for the security of the facility or the benefit of other users of school space.
- 4.1.9 Permit holders shall not advertise products, businesses or other services and shall not solicit business while on District property.
- 4.1.10 The District reserves the right to cancel a permit in the event of unforeseen circumstances or emergencies such as inclement weather, breakdown of the school plant, job action, order of the Medical Officer of Health or similar emergency.
- 4.1.11 All questions regarding permits or community use of schools should be directed to the Community Use of Schools Office at the Durham District School Board Education Centre, 400 Taunton Road East, L1R 2K6 Telephone: 905-666-6930. All permits are processed through the Community Use of Schools Office, not through the individual schools.

4.2 Fees

- 4.2.1 Permit and custodial fees as well as acceptable methods of payment are listed on the DDSB website (<https://www.ddsb.ca/en/our-schools/booking-school-spaces.aspx>).
- 4.2.2 The premises must be left clean and orderly, so that nothing is required prior to the start of regularly scheduled school-based activities. If custodial time is required to return the premises to an acceptable condition outside of any custodial time already included or paid for with the permit, the permit holder will be billed for the custodial costs incurred. Likewise, any borrowed equipment (eg. volleyball standards) must be left in good repair and left in the same location and in the same condition as prior to the permit holder's use.
- 4.2.3 Payment of all fees must be received by the Community Use of Schools office at least 14 days prior to the use of the facility.
- 4.2.4 Notwithstanding the foregoing, no fees or charges shall be levied (except for extra custodial services as stipulated above) for use Monday to Friday in respect of:
- (i) District sponsored activities or staff programming.
 - (ii) School Advisory Committee Meetings or school related parents' groups meetings.
 - (iii) Community Recreation Department Programmes subject to reciprocal agreements with the District for shared use of space.
 - (iv) Meetings of any local unit of a union or federation with members employed by the District.
 - (v) Staff professional groups (for example: Librarian Associations, Union Committee) regular meetings.
- 4.2.5 Applicants or permit holders may request that all or a portion of fees and charges associated with a permit be waived based on the financial ability of the applicant and based on the District's commitment to advancing equity, inclusion and with a view to providing opportunities for historically marginalized and disadvantaged groups. Applicants or permit holders wishing to apply for exemption/waiver must do so in writing to the Community Use of Schools Office with details supporting the request. Waiver of fees may be provided to applicants and permit holders consistent with this paragraph and with the objectives of the Policy, as approved by the Associate Director of Corporate Services or delegate.

4.3 Liability and Insurance

- 4.3.1 A permit holder is responsible for any and all loss or injury to the permit holder, their visitors and invitees, to buildings or to equipment, caused in whole or in part by the permit holder, their agents, employees, invitees or visitors and shall indemnify and hold harmless the District from any claim whatsoever by or in respect of any person or entity. The District requires the applicant to provide a certificate of liability insurance prior to the event in the amount of not less than \$5,000,000.00 which includes the District as an Additional Insured Party.

4.4 Complaint Process

- 4.4.1 Any person may file a complaint with the Community Use of Schools office about the conduct of a permit holder, through the DDSB website.

- 4.4.2 When a complaint has been received, the Community Use of Schools office will email the permit holder (or phone if email is not available) describing the complaint and requesting a written response.
- 4.4.3 The Associate Director of Corporate Services shall review the complaint and any response to determine if there has been a breach of the Community Use of Schools Policy or Procedure. A failure by the permit holder to respond to a complaint shall be deemed a breach of this Procedure.
- 4.4.4 If the Associate Director determines that there has been a breach:
- (i) that compromises the integrity of the permit holder which will include consideration of any prior breaches;
 - (ii) related to the permit holder's commitment to equity, diversity and inclusion; or
 - (iii) that indicates allowing the permit holder to continue with use of District premises presents legal or reputational risks to the District beyond what is contemplated by the Policy,
- the permit shall be revoked without notice and the permit holder shall not be entitled to any future permits, subject only to special or extenuating circumstances that establish that allowing the permit holder to maintain the permit would not, on a go forward basis, undermine the Policy or compromise the reputation of the District.
- 4.4.5 For any other breach, the permit holder shall be given a written warning and shall meet (electronically or by way of telephone call) with a staff member from the Community use of Schools Office to review the terms of the Policy and Procedure and to confirm the permit holder's commitment to abiding by those terms. Multiple such breaches may cause the permit to be revoked without notice and the permit holder may not be entitled to any future permits.

4.5 General Terms and Conditions

- 4.5.1 In addition to the terms and conditions stated in the Community Use of Schools Policy and elsewhere in this Procedure, the following terms and conditions are also noted.
- 4.5.2 The school Custodian is not authorized to permit use of special school equipment or other facilities unless pre-approved and explicitly stated on the permit.
- 4.5.3 The permit holder shall ensure that all activities adhere to all municipal by-laws and that all necessary licenses and/or permits have been obtained prior to use.
- 4.5.4 Audio Visual equipment may be available at schools that have trained student technicians, subject to an hourly rate of \$14.
- 4.5.5 Plans for stage setting or use of special equipment must be pre-approved by the Community Use of Schools Office in consultation with the Principal or designate of the school. Moving in of stage equipment must be pre-arranged with the Community Use of Schools Office. All stage properties and other equipment must be removed immediately after the event or as arranged prior to the performance with the Community Use of Schools Office. The District is not responsible for any equipment remaining on school property after an event.
- 4.5.6 Any requests for power connections, other than 15amp wall plugs, must be pre-approved by the District and must be completed by, or at the sole direction of, the District with all costs payable by the permit holder.

- 4.5.7 Any decorations shall be flameproof materials and must never be attached to electrical lights or outlets and must in every respect conform to fire safety practices as recommended by the local Fire Department.
- 4.5.8 It is prohibited to attach signs, tape or nails, etc. to the floors or walls of the school property or to carry on any other activities that may cause damage to the fabric of the building or equipment located there.
- 4.5.9 All exits must be kept clear at all times from any obstruction.
- 4.5.10 The permit holder shall ensure that all persons admitted to the function have vacated the school buildings and grounds promptly at the time specified on the permit.
- 4.5.11 By special permit, school buildings may occasionally be used for overnight occupancy. Permits for this use may be subject to additional requirements as to supervision and liability insurance and must be approved in writing by the local Fire Department. The local Fire Department may require an inspection of the areas and a review of the plans under consideration prior to approving the event.
- 4.5.12 Food and beverages other than water may not be taken into any school space unless approved on the permit.
- 4.5.13 If extra clean-up is required, the group using the facility will be charged. Under certain well-supervised conditions, washrooms may be made available to permit holders accessing school grounds, provided staff is on duty in the schools.
- 4.5.14 The Custodian is charged with the responsibility of maintaining the security and supervision of the school building and with monitoring Community Use of School permits. Requests from the Custodian for community users to abide by the conditions of the permit or to desist from an activity shall be complied with by the permit holder.
- 4.5.15 For use of facilities by the school or by the District, a Custodian, the Principal or a staff member acting as the Principal designate, shall be on duty to open the school, secure the school at the completion of the programme, handle any emergencies that arise and generally protect the interest of the District in relation to the use of facility.
- 4.5.16 Schools may be allotted a maximum of two evenings per week for secondary schools and one evening per week for elementary schools. Requests for additional allocations or to switch nights for school use must be made by the Principal or designate to the Community Use of Schools Office no later than June 15th annually of the previous year.
- 4.5.17 Permit requests detailing the school year activities must be entered into the Community Use of Schools booking database no later than June 15th annually for the upcoming school year. Special events are to be scheduled, as often as possible, on the evening(s) reserved for school activities.
- 4.5.18 Requests by the school or the District for facility space for special events must be received by the Community Use of Schools Office at least 14 days prior to the event so that the pre-empted community users may notify their members. For special events, the Principal or designate at the school will be contacted by the Community Use of Schools Office prior to confirming.
- 4.5.19 All permits are pre-numbered, and an electronic copy will be forwarded to the permit holder, the school Principal (or designated contact), and Chief Custodian(s).

- 4.5.20 Physical Education equipment such as basketballs, volleyballs and nets may be made available at no charge, but any request for such equipment must be noted on the permit Application and is subject to availability and prior approval of the Community Use of Schools Office.
- 4.5.21 Use of any District property or facility under a permit is restricted to the permit holder(s) listed on the permit.
- 4.5.22 The minimum age for a permit holder shall be 18 years of age.
- 4.5.23 Permits cannot be transferred or assigned by the permit holder.
- 4.5.24 A permit holder seeking to cancel the use of a facility in time to secure a refund shall, for bookings on a regular school evening, notify the Community Use of Schools Office as early as circumstances allow and, in any event, no less than 48 hours before the event at issue. A permit holder wishing to cancel a booking on non-school days in time to secure a refund shall provide a minimum of 5-days' notice. Where a permit holder fails to give the minimum notice as stipulated in this paragraph, the permit holder shall be responsible for the full cost of the permit, unless the District is able to re-permit the space for the time that was booked. Where minimum notice for a permit cancellation has been provided, the permit processing fee will still apply, and all other fees shall be refunded.
- 4.5.25 When the District cancels a scheduled use, notice of cancellation shall be sent by email to the permit holder, Principal (or designate), and Chief Custodian(s).
- 4.5.26 Schools are requested to refer any purported notice of cancellation or requested change by permit holders to the Community Use of Schools office.
- 4.5.27 Requests for extensions, changes or additions to existing permits must be made through the Community Use of Schools Office. An administration fee will be charged for processing changes without more than 2-days' notice. Where the change is initiated by the District, the charge is not applicable. Notification of changes will be sent to the permit holder, Principal (or designated contact), and Chief Custodians.
- 4.5.28 When an event is for the purpose of fund-raising, and an admission fee is charged, a letter from a registered charity shall be included with the permit Application stating that all funds raised will go to the charity.

School Events Held in Another District School

- 4.5.29 Prior to being submitted to the Community Use of Schools Office:
- (i) Arrangements must be made between the Principals or designates of both schools regarding supervision and security of the school, set up and tear down and any equipment needs.
 - (ii) Where an adult group has booked a facility, it will be understood that, should a permit request be received for a children's programme for that facility at the same time, the children's programme would have priority for that time period. In such a case we will do our best to find another space, school or time for the displaced group.

4.6 Custodial Services

- 4.6.1 In schools where there is custodial staff on a regular afternoon or evening shift, no additional custodial staff will be provided unless the activities are such that staff is interrupted from their normal duties for tasks such as setting up chairs, supervising parking, setting up and cleaning up

after a banquet or meeting. An additional charge as detailed in the current Fee Schedule will be levied against permit holders requiring specific custodial services.

- 4.6.2 Supervision of school activities outside of regular school hours that are subject to a permit shall be the responsibility of the Principal, or designate, at the school. Custodial overtime will be scheduled for all these activities and charged back to the school.
- 4.6.3 Use of school facilities by Superintendents, Consultants and other Board administration personnel that is subject to a permit, will require a Custodian to be on duty at all times. Events that will incur custodial overtime costs will be charged to Facilities Services to the limit of the budget allocation.
- 4.6.4 Custodians shall include the permit number when submitting time sheets for any overtime.

5.0 Reference Documents

- 5.1 Policies
 - Community Use of Schools Policy

Appendix A: Permit Application Form

Effective Date
YYYY-MM-DD

Amended
YYYY-MM-DD

COMMUNITY**Community Use of Schools****1.0 Buildings**

- 1.1 The school buildings, grounds, and equipment are primarily for the use and benefit of the students. However, it is recognized that it is in the interest of the citizens that the fullest possible use shall be made of such facilities. Subject to such primary use for school programmes, the Board will permit their use outside of normal school hours in accordance with the regulations.
- 1.2 Permit requests shall be made to the Community Use of Schools Office not less than 14 days before the date on which the facility is required and by June 1 for bookings outside the regular school year. . All requests will be responded to within 2 weeks. We are unable to guarantee provision of accommodation within 2 weeks.
- 1.3 Smoking/vaping of tobacco or cannabis is not permitted within 20 metres of Board property. The consumption of alcoholic beverages is not permitted on Board property with the exception of licensed events at the Education Centre.
- 1.4 Permission to charge an admission fee and to sell refreshments or other goods may be granted by the Board, but only if such permission is requested in the application.
- 1.5
 - (a) The holders of a permit shall be responsible to the Board for all damages to the buildings or equipment, and shall indemnify and save harmless the Board from any claim whatsoever by or in respect of any person or persons.
 - (b) For all bookings, the Board will require the applicant to provide a certificate of liability insurance prior to the event in the amount of not less than \$5,000,000.00 as requested by the Superintendent of Education/Business or designate and this policy shall include the Board as an Additional Insured Party. When hosting certain high risk activities the Board may require a certificate for a greater amount. The applicant agrees to provide the Board with written information from the agent or insurer that ensures that coverage on the terms and in the amount specified above has been arranged prior to the date of activity. Such written notice must be filed no later than 14 days prior to the date of activity.
- 1.6 The use of any facilities shall be at all times subject to the supervision of employees of the Board except when authorized under separate agreement.
- 1.7 The issuance of any permit shall not establish a contract of rental or otherwise whatsoever between the Board and any person. The Board may, at any time whatsoever and regardless of whether a fee has been paid, withdraw the use of any such facility if in the opinion of the Board (in its unfettered discretion) the use which the facility is to be or is being put, is not in the best interests of the Board or community.

2.0 Equipment

- 2.1 School instructional equipment will not generally be available for use and outside organizations using school facilities may be required to provide all or any necessary equipment. Physical Educational equipment such as basketballs, volleyballs and nets may be made available at no charge, but any requests for such equipment must be noted on the permit request and are subject to availability in individual schools and permission of the Board.
- 2.2 Audio Visual equipment may be available at schools that have trained student technicians. There would be an hourly rate, as determined by the Board for these services.

- 2.3 Plans of stage setting or use of special equipment must be approved by the Board in consultation with the Principal in advance of the reservation date before a permit is issued.
- 2.4 No changes or additions to electrical wiring are to be made without authority. Any power connections, other than 15 amp wall plugs, must be completed by a licensed electrician, approved by the Superintendent of Education/Facilities Services, and all costs will be charged to the user. Decorations will be limited to flameproof materials and must never be attached to electrical lights or outlets and in every respect conform to fire safety practices as recommended by the Fire Department. All exits must be kept clear at all times from any obstruction.
- 2.5 Use of school premises or facilities is restricted to those agreed upon. The school custodian is not authorized to permit use of special school equipment unless ordered by the Board and approved on the permit.
- 2.6 Moving in of stage equipment or the setting of stage properties must be done outside school hours or as arranged with the Community Use of Schools Office. All stage properties and other equipment must be removed immediately after the event or as arranged prior to the performance with the Community Use of Schools Office.
- 2.7 It shall be the responsibility of the applicant to see that all persons admitted to the function being held have vacated the school buildings and grounds promptly at the time specified on the permit.
- 2.8 By special permission of the Board, school buildings may occasionally be used for overnight occupancy. Permits for this use shall be subject to Board regulations regarding supervision and liability insurance and approval in writing from the Fire Department.
- 2.9 Food and beverages other than water may not be taken into any school space unless approved on the permit..
- 2.10 In the interest of health and safety, animals, with the exception of Service Animals, shall not be permitted in the school buildings.

3.0 Storage

- 3.1 Generally speaking storage space will not be granted to outside organizations except with the permission of the school administration and the Community Use of Schools Office. The Board assumes no liability for any items stored on Board property.

4.0 School Grounds

- 4.1 School grounds, parking lots, and playing fields are available for community use subject to approval by the Board. All organizations requiring use of these facilities must apply to the Community Use of Schools Office for a permit. If extra clean-up is required, the group using the facility will be charged. Under certain well-supervised conditions, washrooms may be made available in conjunction with grounds use, provided staff is on duty in the schools.

5.0 Cafeterias

- 5.1 Organizations may request school cafeterias, however, the use of the Kitchen area or Servedry would not be available.

6.0 Supervision & Security

- 6.1 A permit will be required for the use of any school facility after normal hours by the school, Board and/or any community group.

- 6.2 A custodian shall be on the premises at all times when a school is used by community groups unless otherwise approved by the Superintendent of Education/Facilities Services. The custodian is charged with the responsibility of maintaining the security and supervision of the school building and with monitoring the Community Use of School permits. Requests from the custodian for community users to abide by the conditions of the permit or to desist some activity must be complied with immediately.
- 6.3 For use of facilities by School/Board programmes a custodian, the Principal or a staff member acting as the Principal designate, shall be on duty to open the school, secure the school at the completion of the programme, handle any emergencies that arise and generally protect the interest of the Board.

7.0 Facility Permits – School Board/Use

7.1 School Use Allocations

- (a) School/student programmes requiring facilities after 6:00 p.m. may be allotted a maximum of two evenings per week for secondary schools and one evening per week for elementary schools. Requests for additional allocations or to switch nights for school use must be made by the Principal to the Community Use of Schools Office no later than June 1st annually of the previous year.
- (b) Permit requests detailing the school year activities must be entered to the Community Use of Schools booking database no later than June 15th annually of the previous school year. Special events are to be scheduled, **as often as** possible, on the evening(s) reserved for school activities.
- (c) Additional requests for facility space for special events must be received by the Community Use of Schools Office at least 14 days prior to the event so that the pre-empted community users may notify their membership.

8.0 Facility Permits – Community Use Groups

8.1 A permit for the use of school facilities will be issued from the Community Use of Schools office located at the Durham District School Board.

- (a) All permits are pre-numbered and an electronic copy will be forwarded to the Applicant, Principal (or designated contact), and Chief Custodians, upon approval of the booking.
- (b) For special events, the Principal designate at the school will be contacted by the Community Use of Schools Office prior to confirming.
- (c) Custodians are required to include the permit number when submitting time sheets for any overtime payment.
- (d) The minimum age for a permit holder shall be 18 years of age.
- (e) Permits are not transferable.

8.2 Permit Cancellations

- (a) Organizations wishing to cancel the use of a facility on a regular school evening must notify the Community Use of Schools Office as early as circumstances allow and in no case less than 48 hours before the required date. Organizations wishing to cancel bookings on non-school days must provide a 5-days' notice. Where an organization fails to give notice they will incur the full cost of the permit. Where notice for a permit cancellation is received, the permit processing fee will still apply and all other fees will be refunded.

- (b) Community users who must be pre-empted for special school events will be given no less than 14 days advance notice of such cancellation. Where circumstances exist over which the Board has no control, it may be necessary to enact a shorter notification period.
- (c) When a cancellation occurs, a notice of cancellation will be sent by email to the Applicant, Principal (or designated contact), and Chief Custodians.
- (d) Where a time factor does not allow for written cancellation, the school will be notified by telephone.
- (e) Schools are requested to refer any cancellations or programme changes by community groups of individuals to the Community Use of Schools office.

8.3 Programme Extensions, Facility Changes and Additions

Extensions, changes and additions to existing permits must be made through the Community Use of Schools Office. An administration fee will be charged for processing changes with more than 2-days' notice. Where the change is initiated by the Board, the charge is not applicable. Notification of changes will be sent to the Applicant, Principal (or designated contact), and Chief Custodians.

9.0 Fees

- 9.1 Fees are levied for all use of school facilities as detailed in the current Fee Schedule.
- 9.2 All community user permits are subject to an administrative processing fee that is not refundable once a permit is processed.
- 9.3 Permits that run after 10:15 p.m. Mondays – Friday, on a holiday or weekend will be charged a custodial overtime fee. The permit holder will also be charged at least 1 extra hour to open/close/clean the building. Further time could be charged based on the amount of people involved, the number of spaces used, etc.
- 9.4 Exemptions/Waivers From the Fee Schedule

Individuals or organizations wishing to apply for exemption/waiver from rental charges must do so in writing to the Community Use of Schools Office at least twelve weeks prior to the date of the event. Such application must contain details regarding the organization and an explanation of why a waiver should be granted. A written response will be given for each request.

10.0 Payment

- 10.1 Payment must be received at least 14 days prior to the use of the facility.
- 10.2 In the event that cleaning over and above the normal amount is needed, the extra time will be billed to the client.
- 10.3 If a permit is cancelled prior to the date of the event, all prepaid fees will be refunded, with the exception of the permit processing fee, provided that the Community Use of Schools Office is notified at least 48 hours prior for school day bookings and 120 hours prior for non-school day bookings.

11.0 Custodial Services

11.1 Community Use of School Permits

In schools where there is custodial staff on a regular afternoon or evening shift, no additional custodial staff will be provided unless the activities are such that staff is interrupted from their normal duties for tasks such as setting up chairs, supervising parking, setting up and cleaning up after a banquet or meeting. An additional charge as detailed in the current Fee Schedule will be levied against organizations requiring specific custodial services.

11.2 School Events

A permit must be requested for all school events booked outside of regular school days and after 6:00 p.m. Supervision of all activities outside of regular school hours will be the responsibility of the Principal, or his/her designate, at the host school. Custodial overtime will be scheduled for all these activities and charged back to the school.

11.3 Board Administration Events

Use of school facilities by Superintendents, Consultants and other Board administration personnel will require a custodian to be on duty at all times. Events that will incur custodial overtime costs will be charged to Facilities Services to the limit of the budget allocation.

11.4 School Events Held in Another Board School

Prior to being submitted to the Community Use of Schools Office:

- (a) Arrangements must be made between the Principals of both schools regarding supervision and security of the school, set up and tear down and any equipment needs;

12.0 Programme

- 12.1 All children's programmes will be given priority. Where an adult group has booked a facility, it will be understood that, should a children's programme require the facility on a regular basis, the children's programme would have priority for that time period. In such a case we will do our best to find another space, school or time for the displaced group.

13.0 Faith Groups

- 13.1 Schools may be rented to Faith Groups for Worship services for a period up to three years. If, at the end of this three year period, the Church's building programme is active, an extension may be granted.
- 13.2 During summer months, school facilities will be made available to Faith Groups provided scheduling does not interfere with the cleaning and maintenance programme and custodial services can be provided.

14.0 Elections – Municipal/Provincial/Federal

- 14.1 School gymnasias or similar facilities shall be made available to municipal clerks as polling stations.
- 14.2 School Principals are required to rearrange existing programmes to accommodate election proceedings.
- 14.3 Issues regarding the use of school facilities should be directed to the Community Use of Schools office so that appropriate action may be taken.

15.0 GROUP CLASSIFICATIONS

15.1 Group A: PROFIT MAKING

All profit-making organizations of a professional, commercial, or retail nature, including individuals carrying on a business, whether or not they are located within the jurisdiction of the Board, are classified under Group A.

15.2 Group B: NON-PROFIT

Non-profit shall be defined as a local group or organization which is supported in whole or in part by Government funds, or is a registered charitable or non-profit organization under the Income Tax Act, and where the function is open to the public. Also included in this classification are all religious, cultural, community service organizations, amateur sports organizations, citizens' groups, and recognized political organizations.

Groups may sponsor entertainment, productions, public meetings, displays, demonstrations, or recreational activities where no fee is charged or collection taken. When an event is sponsored for the purpose of fund-raising, and an admission fee is charged, a letter from a charity stating that all funds raised will go to them must be included with the permit request. Net proceeds are to be used for educational, cultural, or welfare purposes within the community. The Board, in its discretion, may limit a particular group in the number of events booked on a non-profit basis in a given year.

15.3 Group C: FREE-USE

Activities for which no charge is levied:

- (a) Board sponsored activities and staff programming.
- (b) School Advisory Committee Meetings or school related parents groups for meetings to be held monthly, Monday to Friday.

The following groups will be granted free-use:

- (a) Boy Scouts and Girl Guides, Boys and Girls Clubs Affiliated with the Boys and Girls Clubs of Canada.
- (b) Community Recreation Department Programmes with reciprocal agreements with the Durham Board for shared use of space.
- (c) Secondary and Elementary Teachers' Federation meetings.
- (d) Staff professional groups (Example: Librarian Associations, Union Committee) for regular meetings.

When free-use is granted, the following conditions apply:

- (a) Groups are limited to double-shift schools
- (b) Facility must be used Monday to Friday only.
- (c) Free-use does not include special programmes, extra custodial services, heat or air conditioning. Such activities will involve rental fees as detailed in Classification B.

16.0 Code of Conduct

- 16.1 All organizations using school property are required to follow standards consistent with the Provincial Code of Conduct. Copies of the Ontario Code of Conduct are available at the Ministry of Education's website at: <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

17.0 Resolution of Issues

17.1 General

For minor rules infractions, the Board will generally use the following process.

Notwithstanding this, the Board Reserves the right to take into consideration any special or extenuating circumstances when applying this process and to respond to infractions and apply consequences in a manner as it may deem appropriate.

The Board also reserves the right to cancel permit with no notice. Permit cancellation will likely occur in the event of infractions that involve threatening or inappropriately touching staff, vandalism, theft and other Criminal Code infractions.

17.2 Process When Infraction Occurs

- (a) When an infraction occurs, the main contact for the permit will receive an email (or phone call if email is not available) describing the infraction and asking for written confirmation that it will not occur again.
- (b) Upon a second occurrence within a year of the first, the main contact for the permit will be asked to come in and discuss the issue. If there is a different supervisor on site for the permit, they will be expected to attend as well. The issue will be discussed in depth in an attempt to find a solution. If necessary, this meeting could happen at the permit location if this leads to clarification of the issues and/or solution.
- (c) If there is a third occurrence within the year of the first, the permit will be cancelled and the group is welcome to apply for space again at a different school in the following school year.
- (d) If there is a fourth occurrence within the next year, the permit will be cancelled and the group will not be able to apply for space with the DDSB until the 3rd school year from then.
- (e) If the group does apply again 3 years later and there is a fifth occurrence within a year of the new permit starting, the group will be banned from renting space within the DDSB.

Appendix:

None

Effective Date

69-04-14

Amended/Reviewed

2006-08-08

2013-01-25

2018-02-20

2018-09-12

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Standing Committee **DATE:** April 6, 2021

SUBJECT: 2020-2021 Interim Financial Report
Operating Expenditures **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services
Jennifer Machin, Senior Manager of Finance
Melissa Durward, Senior Manager of Finance

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with information relating to the operating expenditures for the period ending February 28, 2021 (Quarter 2).

2.0 Background

A 2020-2021 Interim Financial Report was presented at the Board meeting on January 18, 2021. The report provided updated revenue and expenditure information from the Budget to the Revised Estimates, as well as operating expenditures as at November 30, 2020 (Quarter 1).

Attached as Appendix A is the 2020-2021 Interim Financial Report – Operating Expenditures for the period ending February 28, 2021 (Quarter 2), which has been prepared on a similar basis as previous reports.

3.0 Analysis

Operating expenditures for the period ending February 28, 2021 (Quarter 2) are 48.2% of the 2021-2022 Revised Estimates amount of \$829,399,168. In the prior year, 50.8% of the 2019-2020 Revised Estimates was spent at Quarter 2.

This variance is largely due to the impact of COVID-19 and school closures on expenditures such as supply staff, staff development, school office and transportation. There are also differences due to timing of payments and unpaid outstanding purchase orders impacting individual lines such as school operations and maintenance, transportation and computers.

4.0 Conclusion

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

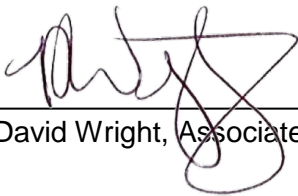
5.0 Appendices

Appendix A - Interim Financial Report for the Period Ending February 28, 2021

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

Durham District School Board
 Interim Financial Report
 For the Period Ending February 28, 2021 (Q2)

EXPENDITURE CATEGORIES	2020-2021 Revised Estimates	2020-2021 Expenditures at Q2	2020-2021 % Spent at Q2	2019-2020 % Spent at Q2
Instruction				
Teachers	459,657,025	240,806,315	52.4%	50.6%
Supply Staff	20,110,408	7,729,151	38.4%	55.3%
Educational Assistants	56,918,859	20,862,205	36.7%	54.0%
Early Childhood Educator	19,053,741	10,667,620	56.0%	55.5%
Textbooks / Supplies	11,788,309	7,515,981	63.8%	52.3%
Computers	12,032,630	2,150,746	17.9%	62.7%
Prof./ParaProf./Tech.	25,442,268	11,323,682	44.5%	49.0%
Library / Guidance	15,175,266	8,195,748	54.0%	48.1%
Staff Development	4,417,205	372,508	8.4%	45.6%
Principals and VPs	33,691,983	17,495,939	51.9%	53.6%
School Office	19,157,076	8,869,680	46.3%	48.7%
Officers & Facilitators	13,667,800	6,194,126	45.3%	49.8%
Continuing Education	4,206,360	1,503,093	35.7%	39.7%
Instruction Total	695,318,930	343,686,795	49.4%	51.2%
Administration & Governance				
Governance	255,342	108,631	42.5%	50.9%
Board Administration	22,272,078	10,680,321	48.0%	50.8%
Administration & Governance Total	22,527,420	10,788,952	47.9%	50.8%
Transportation				
Transportation	26,122,183	9,237,889	35.4%	53.7%
Transportation Total	26,122,183	9,237,889	35.4%	53.7%
School Operations & Maint.				
School Operations & Maint.	77,793,515	32,122,477	41.3%	46.7%
School Operations & Maint. Total	77,793,515	32,122,477	41.3%	46.7%
Other Non-Operating				
Other Non-Operating	7,637,120	4,232,108	55.4%	41.5%
Other Non-Operating Total	7,637,120	4,232,108	55.4%	41.5%
Grand Total	829,399,168	400,068,222	48.2%	50.8%

Notes:

- | |
|--|
| a. The expenditure categories are based upon the Ministry of Education's standardized chart of accounts. |
| b. The expenditures at Q2 and the corresponding percentages are based upon items paid within the stated period.
Certain expenditures may be non-cyclical in nature, which may make year-to-year comparisons somewhat difficult. |
| c. Some prior year expenditure mapping adjustments may have been made for consistency and comparison purposes. |



Equity/Diversity Ad Hoc Steering Committee
Wednesday, February 17, 2021
Google Hangout Meeting
Minutes

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

Regrets: Norah Marsh

1. **Land Acknowledgement**

- Patrice Barnes read the Land Acknowledgement

2. **Welcome**

- Patrice Barnes welcomed committee members

3. **Minutes from January 20, 2021**

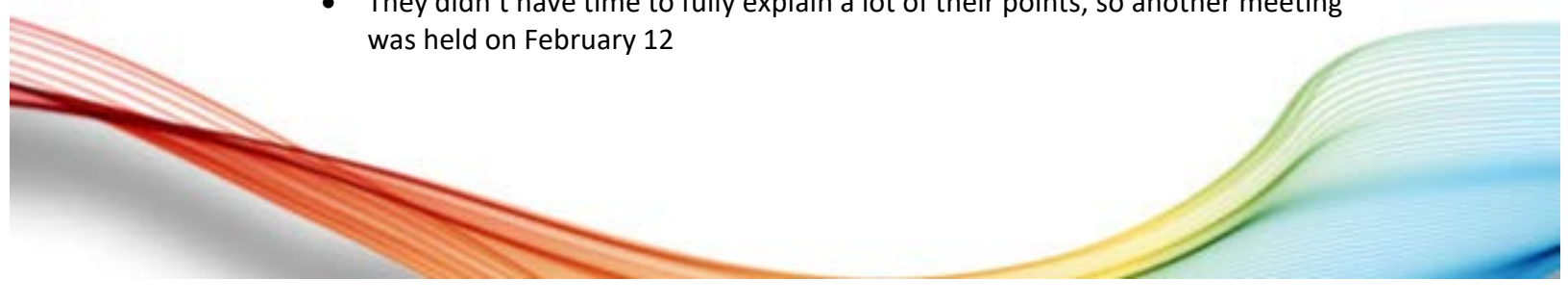
- Reviewed and passed

4. **Compendium for Black Student Success and Equity Update**

- Committee completed going through all the sections and their revisions and additions will be put together for an updated version of the Compendium
 - A lot of the work Dr. Nicole West-Burns is doing is related to items that are in the Compendium
 - For example, in the inclusive curriculum section, one of the action points speaks to Educators using equity and well-being to ensure that black students are represented in the resources that they see
 - Dr. Nicole West-Burns was a co-author of that document, and she has been doing work with us that connects very much to anti-Black racism in schools
 - We are building capacity through her work so that everyone is being educated with respect to anti-Black racism and we're certainly hoping that going forward, we will see the benefits of the work that she's been doing with all the groups within our system
-
- A decorative graphic at the bottom of the page consists of several overlapping, wavy lines in shades of red, orange, yellow, and blue, creating a sense of movement and energy.

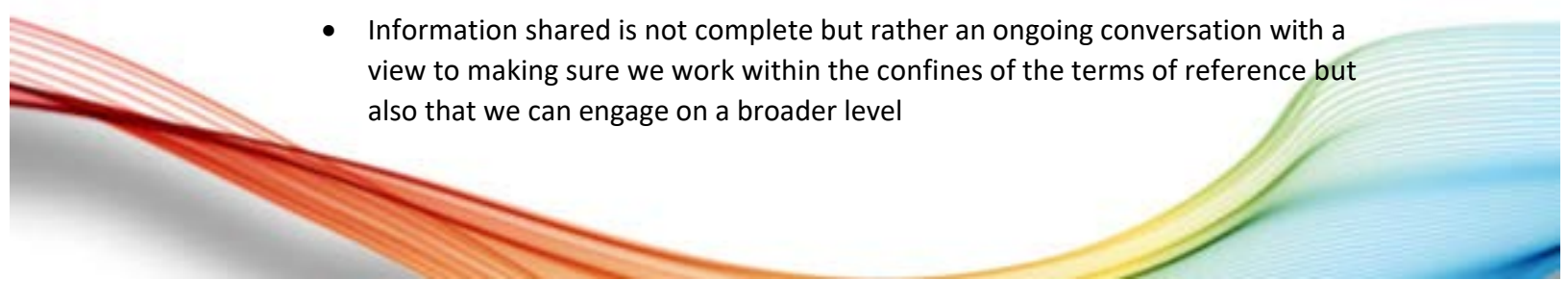
- As part of the compendium review, we are looking for parental input and we do have a set of questions that we are going to put out to different community groups and to parents, to get their input on the compendium and the action items that have been implemented through the compendium
- Teachers have been provided with a variety of resources they can use to support them in their work to celebrate Black History Month

5. Feedback Session with Student Senate

- A graphic was shared of the model of support that we're using
 - The first part of the Trifecta is knowledge building
 - In the knowledge building, we have three questions that has been really anchoring the work with Dr. Nicole West-Burns;
 - how well do I understand the context for anti-Black racism?
 - how well do I understand myself in terms of race, racism, my ideologies and positionality?
 - How well do I understand the possible actions that I might take in my practice?
 - Those are three things we are constantly building knowledge around
 - Then we slide into the coaching and mentoring piece
 - There are different models of what the coaching and mentoring piece looks like
 - Then it slides into the job embedded supports which is where we're seeing student voice, talking about their different experiences with Africentric curriculum and Justice Education
 - We surveyed students and teachers who began the school year in September, who were part of the professional development from the beginning as well as the students and teachers who joined the Virtual School part way through November
 - We used the Equity Continuum to develop some of the questions
 - We were looking for student feedback to go towards the next iteration of the compendium
 - A presentation was made to the Student Senate at a meeting on February 8th
 - We explained to the Student Senate what it is the Equity and Diversity Ad hoc Committee is working towards and what the compendium is
 - We presented them with questions to kind of lead their discussion about self-identity, anti-Black racism in school, and self belonging at school
 - We received feedback through Google forms and had jam boards and breakout rooms
 - The students were really engaged in conversations
 - They didn't have time to fully explain a lot of their points, so another meeting was held on February 12
- 

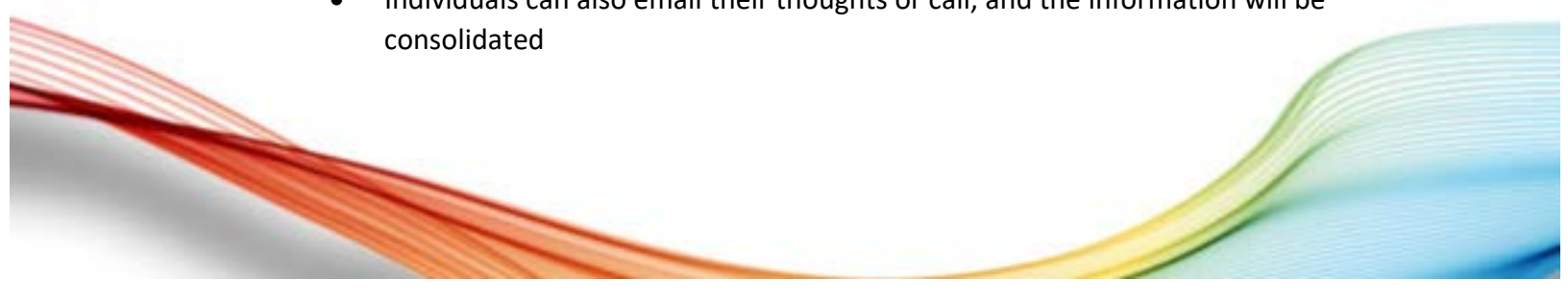
- Overall the outcome was very good but we didn't really see a lot of the things heard and discussed put onto the jam board, so that was a bit unfortunate but overall it was great feedback
- There was approximately 44 people on the meeting call, so it was cross-district
- It was a great opportunity and hopefully the trustees and senators were able to capture the qualitative comments that occurred
- Also received feedback from some of the student ambassadors who represent different parts of the district
- The results of this survey really showed us that the training made a difference, so it has had an impact on teachers
- Many of our teachers reconsidered the text and stories that are in their classrooms
- By bringing anti-Black racism work forward with a Canadian context, it creates engagement
- Many of our students are familiar with the American context, but with the Canadian context, it seems like new learning
- Started the Cypher Webinar Series, one of the most important in the past few years, is a session where black males students in the transition years, come together to have a specific learning opportunity
- We often would connect to the notion of you can't be what you cannot see, so making sure that students had an opportunity to connect, not only with black male educators within the system, but also with community representation from different fields
- This year it's transitioned into the Cypher webinar series
- We had a professional development or a professional learning session last week
- Part of the message today was, "I am not a stereotype" and kids left saying, "You know, I think I'm going to say that to myself every day." That was a huge uplifting feeling.
- It was a great day and we're really looking forward to the next session

6. Purpose and Terms of Reference for the Equity Ad Hoc Committee

- There was a suggestion that we should look at the terms of reference to see whether we were still in the scope as we had initially been in 2017 and then go from there to see what the next steps for this particular group would be, if there were next steps that were required
 - A small group of people from this meeting were able to go through the terms of reference and add to the terms of reference
 - There has been good feedback being presented today and the opportunity to receive more feedback
 - Information shared is not complete but rather an ongoing conversation with a view to making sure we work within the confines of the terms of reference but also that we can engage on a broader level
- 

- Current terms of reference, operational procedures, membership and composition were reviewed
- We came up with a document that could be an extension, keeping in mind that they are under the mandate numbers three and four, areas we believe we would be growing into
- A presentation was provided and discussed
- We wanted to have something written down so that this committee could see what we were thinking
- See how best to set up the next meeting and then we can go from there and get feedback back to this group
- As a way of homework if this group can start to think of some names or potential names that would help for both the ad hoc committee as we have it now and this diversity council, that would be the other extension of this

7. **Student Census – Next Steps**

- How do we report back to the black community about the census?
 - Parents know what we are doing right now but what they want to know is what we are doing to help their child
 - Document where we wouldn't mind gathering some input and feedback from this committee around how to do that, in particular for the black community in Durham
 - Listed are commitments that are not set in stone but are our initial sort of look at commitments that are guiding what we're trying to do
 - From a community perspective, we think there's going to be a question about accountability
 - We acknowledge that we know that these barriers exist, the data shows it does
 - We're trying to build trust so we can increase participation to better see where those barriers are in the future
 - How we define accountability and whether that's different for each community
 - How does the community define accountability?
 - We heard community voices, but do we know if priorities have changed?
 - Are there additional priorities that we need to be aware of?
 - We're talking about a commitment to transparency and system barriers
 - In terms of time, there's more of the document to be discussed
 - Suggested options would be that the document be shared, and people can put their thoughts within the document
 - Individuals can also email their thoughts or call, and the information will be consolidated
- 

8. **Next Meeting Date – March 25, 2021 at 6:00 p.m.**

- The Committee established the agenda items for the next meeting

7. **Adjournment**

The meeting adjourned at 8:00 p.m.

