



# Board Meeting Agenda

June 21, 2021 — 7:00 p.m.



## Student Recognition Awards Presented at DDSB Secondary Schools

The Durham District School Board presented student recognition awards to a total of 65 students across all secondary schools. The awards acknowledge students for their contributions to the school, community and for overcoming obstacles to achieve personal success. Secondary school staff chose three students per school to receive this Award of Recognition to celebrate their hard work and success.

These students have been excellent role models for their fellow students during a tumultuous year. The Durham District School Board wishes all students well in their future endeavours as the 2020-2021 school year comes to an end.

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

Durham District School Board  
[calendar.ddsb.ca/meetings](https://calendar.ddsb.ca/meetings)  
Twitter: [@Durhamdsb](https://twitter.com/Durhamdsb)

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

Christine Thatcher  
Vice Chair of the Board  
Town of Whitby

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

Michael Barrett  
City of Oshawa

Chris Braney  
City of Pickering

Paul Crawford  
City of Pickering

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

Darlene Forbes  
City of Oshawa

Niki Lundquist  
Town of Whitby

Linda Stone  
City of Oshawa

Scott Templeton  
Town of Whitby

Aaliyah Jaleel  
Student Trustee

Logan Keeler  
Student Trustee

Arpita Savaliya  
Student Trustee

# DURHAM DISTRICT SCHOOL

## BOARD MEETING

Monday, June 21, 2021 - 7:00 p.m.

- |   | PAGE   |
|---|--------|
| 1. <u>Call to Order</u>   |        |
| 2. <u>Moment of Silence/Acknowledgement</u>   | Verbal |
| <p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p> |        |
| 3. <u>O Canada</u>  |        |
| 4. <u>Declarations of Interest</u>  |        |
| 5. <u>Adoption of Agenda</u>  |        |
| 6. <u>Minutes</u>   |        |
| (a) APPROVED Minutes of the Regular Board Meeting of April 19, 2021   | 1-12   |
| (b) APPROVED Minutes of the Special Board Meeting of May 3, 2021  | 13-15  |
| (c) DRAFT Minutes of the Regular Board Meeting of May 17, 2021  | 16-25  |
| 7. <u>Community Presentations</u>   |        |
| 8. <u>Ministry Memorandums-Information Update</u><br>(Director Norah Marsh)   | Verbal |

9.	<u>Public Question Period</u>	Verbal
10.	<u>DDSB Presentations</u>	
(a)	Student Trustee Recognition (Chair Carolyn Morton)	Verbal
(b)	Chairperson's Scholarship Award-2021 (Chair Carolyn Morton)	26
(c)	Abilities Scholarship Award (Superintendent Andrea McAuley)	27-28
11.	<u>Report from the Committee of the Whole in Camera</u>	Verbal
12.	<u>Good News from the System</u> (Director Norah Marsh)	Verbal
13.	<u>Recommended Actions</u>	
(a)	Report: Standing Committee Meeting June 7, 2021 (Trustee Christine Thatcher)	29-34
(b)	Proposed Notice of Motion: Indigenous Education Policy (Superintendent Erin Elmhurst, Mohamed Hamid)	35-63
(c)	Report: Name Change and Proposed Mandate for the Governance and Policy Standing Committee (Trustee Linda Stone)	64
(d)	Notice of Motion: Amended Consolidated By-Laws (Trustee Linda Stone)	65-163
(e)	Official Naming of the Unnamed North Ajax French Immersion Public School (Superintendent Mohamed Hamid)	164-169
(f)	Official Naming of the Unnamed North Whitby Public School (Superintendent Georgette Davis)	170-174
(g)	International Education Attestation (Superintendent Mohamed Hamid)	175-201
(h)	Consideration of the 2021-2022 Draft Budget (Associate Director David Wright)	202-256

14. Information Items

- |     |  |         |
|-----|--|---------|
| (a) | Quarterly Construction and Major Projects Progress Report<br>(Associate Director David Wright)                                 | 257-263 |
| (b) | 2021 to 2025 Official Enrolment Projections<br>(Associate Director David Wright)   | 264-293 |
| (c) | Summer Learning Opportunities<br>(Superintendent Erin Elmhurst, Mohamed Hamid,<br>Andrea McAuley, Stephen Nevills, Jack Nigro) | 294-311 |
| (d) | Report: SEAC Meeting of April 8, 2021<br>(Trustee Donna Edwards)   | 312-321 |
| (e) | OPSBA Report<br>(Trustee Patrice Barnes)   | Verbal  |

15. Correspondence

- |     |                                       |     |
|-----|---------------------------------------|-----|
| (a) | <u>Action Requested:</u>              |     |
| (b) | <u>Other:</u>                         |     |
| i.  | Halton Catholic District School Board | 322 |

16. Other Business

17. Adjournment

Ad Hoc Committees

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



# APPROVED

## MINUTES

### The Regular Meeting of the Board Monday April 19, 2021

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

1. Call to Order:

Chair Carolyn Morton called the meeting to order at 7:02 p.m.

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

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no Declarations of Interest at this time.

3. Moment of Silence/Acknowledgement

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

4. O Canada

Following the National Anthem, Chair Carolyn Morton acknowledged and welcomed the new Student Trustees for the 2021-2022 school year.

5. Adoption of Agenda

2021:RB30

MOVED by Trustee Michael Barrett

SECONDED by Trustee Niki Lundquist

That the agenda be amended to remove item 12. (b) Appointment of External Auditor.

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

2021:RB31

MOVED by Trustee Chris Braney

SECONDED by Trustee Niki Lundquist

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF FEBRUARY 16, 2020

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF MARCH 22, 2021

SPECIAL BOARD MEETING MINUTES OF APRIL 6, 2021

The April 6, 2021 Special Board meeting minutes were amended to Item 3. (a), page 2 as follows:

Trustee Christine Thatcher reported that a motion was moved at the Standing Committee meeting of April 6, 2021 by Trustee Niki Lundquist and that a resolution was adopted by the committee.

CARRIED

6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums-Information Update

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

Vaccinations: On April 7, 2021 the Ministry of Education announced that education staff working with students with complex needs can register for vaccinations. Letters have been sent to the staff who meet the Ministry of Education's criteria. DDSB has offered to provide schools/sites for vaccination clinics.

On April 12<sup>th</sup>, 2021, the Ministry announced the extension of the stay-at-home order which included the closure of schools. Most DDSB students are learning remotely, however, students with complex education needs that are not able to engage in remote learning, could potentially access in person learning. Staff and administrators are working with families to communicate which students meet the criteria for in person learning.

Director Norah Marsh noted that remote learning has been challenging for students, families and educators. Prior to the break the number of COVID 19 cases were increasing and transmission was happening in schools as well as the community. The Ministry is watching the modelling and will not open school until the community spread has decreased.

Active screening will be in place for students attending in-person learning. Parents will be responsible for screening their children for symptoms before each school day. If a student tests positive for COVID 19, all students in the class will need to stay home until direction has been received from Durham Region Public Health.

Technology: Staff are reviewing inventory and continue to distribute technology. As we receive new orders, they will be distributed to students. Replacement laptops are being distributed when possible to students in Grades 9 and 10, whose learning is impacted due to the age of the laptop.

Staff continue to focus on engagement, connection and well-being.

8. Public Question Period

Dylan R. a student of DDSB presented 2 questions and staff responded.

9. DDSB Presentations

There were no DDSB presentations at this time.

10. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera meeting and confirmed that the Board approved the actions of the Committee of the Whole in Camera with regards to the acquisition or disposal of a school site.

2021:RB32

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Scott Templeton

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

CARRIED

11. Good News from the System

Director Norah Marsh shared that Superintendent Andrea McAuley and staff will be launching Well-Being Strategies by the end of next week.

James and Hannah, DDSB students, shared good news from across the system.

Shaundell Parris is not only a DDSB@Home Secondary Vice Principal, but she is also an accomplished, professional musician and song writer. She wrote and produced a song being played in schools across the District called *Stay Six Feet Apart (Fight COVID)*, to help students follow health and safety regulations and stay safe.

World Down Syndrome Day-March 21<sup>st</sup>, 2021: staff and students across the DDSB participated in the “Rock Your Socks” campaign. Everyone wore colourful and mismatched socks to raise awareness, support inclusion and celebrate the contributions of people with Down Syndrome.

During Autism Awareness Day, students and staff at McCaskill’s Mills Public School purchased custom blue t-shirts made by community member Taryn Talsma. Students with Autism provided her with positive words to describe themselves, which were included in the design. A portion of the proceeds were donated to Precious Minds, a charity for children in North Durham Region.

Vic Lua, a Lunchroom Supervisor, from Gandatsetiagon Public School, shared a video with the school community, where he spoke about his experience as someone with Autism. Students were so inspired by Vic’s story, they responded with heartfelt comments such as “everyone is different and unique in their own way”.

Organized by the Equity and Inclusive Education department, Canadian folk and jazz singer-songwriter Faith Nolan joined over 4,000 students in Grades 5 to 8 for the virtual event Free to Be Me: A 2SLGBTQI Musical Journey. Nolan’s powerful lyrics and catchy tunes reminded students to be themselves and to stand up for others.

Abigail D. is a Grade 10 student at Brooklin High School. She is also a budding journalist who recently helped to broadcast a Toronto Maple Leafs’ game. Abigail has written stories for CBC News Kids and Sports Illustrated Kids.

Congratulations to Pickering High School alumnus, Alex Cappuccitti who has just been named to the Canadian Special Olympic Team for speedskating. Alex is scheduled to go to Kazan, Russia for the Special Olympics World Winter Games in January 2022.

We would like to congratulate an alumna of Dunbarton High School, Shaina Pellington who recently played for the University of Arizona in the finals of the

Women's NCAA March Madness basketball tournament. She had a stellar performance.

There is a lot of work to do to ensure the safety and visibility of Transgender youth, staff and families. On March 31, 2021, the DDSB recognized International Transgender Day of Visibility. On this day and every day, we continue to celebrate our students' identities and our commitment to ensuring Transgender students feel seen, heard, and valued.

Parents Reaching Out Grants: the DDSB at Home School Community Council and administrative team have been hosting virtual wellness events every Wednesday for families. Some of the engaging sessions include, How to Support Your Child's Mental Health and Well-Being, Family Coding, and Digital Wellness. With the help of guest speakers from a range of professional fields, Wellness Wednesdays have been a great success and will continue until the end of the school year.

We teamed up with the Durham District Catholic School Board, for an exclusive virtual concert with French recording artist Corneille. Grade 9 French and elementary students had the opportunity to ask questions and receive a response from the well-known Francophone singer.

Dates of Significance, April/May:

April 20	Ridvan
April 22	International Earth Day
April 23	International Day of Silence
April 30	Holy Friday (Orthodox)
May	Asian Heritage Month
May	South Asian Heritage Month
May	Jewish Heritage Month
May	Dutch Heritage Month
May 3	Standing Committee Meeting
May 9	Mother's Day
May 13	Ascension (Christianity)
May 14	Eid-ul-Fitr (Islam)
May 15	International Day of Families
May 17	International Day against Homophobia, Biphobia, and Transphobia
May 17	Shavuot
May 17	Board Meeting
May 19	Education Finance Committee Meeting
May 20	SEAC Meeting
May 23	Pentecost (Christianity)
May 24	Victoria Day
May 26	Wesak (Buddhist)
May 28	Ascension of Bahá'u'lláh

12. Recommended Actions

(a) Naming of School Policy

Associate Director David Wright provided Trustees with an overview of the revisions to the Naming of Schools Policy that were presented to the Board of Trustees at the January 19<sup>th</sup>, 2021, Board meeting for information and as a Notice of Motion for consideration at the March 22, 2021, Board Meeting.

2021:RB33

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Donna Edwards

IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES APPROVE THE REVISIONS AS PRESENTED.

CARRIED

(b) Report: Standing Committee Meeting Minutes of April 6, 2021

Trustee Christine Thatcher presented the Standing Committee meeting minutes of April 6, 2021.

A resolution was passed by the standing committee on April 6, 2021, in closed session on matters involving the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian and decisions in respect of negotiations with employees of the board, litigation of the board and administrative transfers and placements.

2021:RB34

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Scott Templeton

I MOVE THAT THE BOARD NOW RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE APRIL 6, 2021, STANDING COMMITTEE, INCLUDING DURING CLOSED SESSION, AND ADOPT THE RESOLUTION THAT WAS PASSED.

CARRIED

(c) Motion: Establish a Standing Committee of the Board for Policy Development

Trustee Donna Edwards provided trustees with an overview with regards to her notice of motion that was brought forward at the March 22, 2021, Board meeting.

2021:RB35

MOVED by Trustee Donna Edwards

SECONDED by Trustee Christine Thatcher

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

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

CARRIED

(d) Proposed Notice of Motion: Draft Trustee Expense Policy

2021:RB36

THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED NOTICE OF MOTION FOR CONSIDERATION AT THE MAY 17, 2021, BOARD MEETING.

(e) Proposed Notice of Motion: Draft Community Use of Schools

2021:RB37

THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED NOTICE OF MOTION FOR CONSIDERATION AT THE MAY 17, 2021 BOARD MEETING.

(f) FSL Review

Associate Director Jim Markovski, David Wright and Superintendent Margaret Lazarous provided the Board of Trustees with a supplementary report on the French as a Second Language (FSL) review to assist with their decision-making process. As set out in the initial report of January 4, 2021, three recommendations to adjust FSL programming were presented for the Board's consideration, with the intent of supporting sustainable growth for French Immersion (FI) while balancing robust FSL and English programming within the DDSB.

2021:RB38

MOVED by Trustee Paul Crawford

THAT THE BOARD OF TRUSTEES ADOPT THE FOLLOWING  
RECOMMENDATIONS:

RECOMMENDATION 1: PHASE OUT KINDERGARTEN IN ALL SINGLE-TRACK FRENCH IMMERSION (FI) SCHOOLS. GIVEN THE CAPACITY ISSUES AT FI SCHOOLS, REMOVING THE ENGLISH KINDERGARTEN PROGRAM IS DESIGNED TO PROVIDE MORE FLEXIBILITY WITHIN SCHOOLS TO FOCUS ON FI CLASSROOMS.

CARRIED ON THE FOLLOWING RECORDED VOTE:

Yes:

Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Christine Thatcher

No:

Abstain:

2021:RB39

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE BOARD OF TRUSTEES ADOPT THE FOLLOWING  
RECOMMENDATIONS:

RECOMMENDATION 2: CHARGE A PARTIAL FEE FOR THE DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE (DELF) EXAMINATION. IT IS RECOMMENDED THAT DDSB CHARGE STUDENTS A FEE OF FOR THE DELF EXAM THAT IS A PERCENTAGE OF THE ACTUAL COST INCURRED BY THE DDSB. FOR THOSE WHERE ECONOMIC HARDSHIP PREVENTS THE PAYING OF THE FEE, THE DDSB WILL FULLY SUBSIDIZE THOSE STUDENTS.

DEFEATED ON THE FOLLOWING RECORDED VOTE:

Yes:

No:

Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Christine Thatcher

Abstain:



2021:RB40

MOVED by Trustee Paul Crawford

SECONDED by Trustee Patrice Barnes

THAT THE BOARD OF TRUSTEES ADOPT THE FOLLOWING  
RECOMMENDATIONS:

RECOMMENDATION 3: ADJUST FSL PROGRAMMING. GIVEN THE CURRENT GROWTH IN DEMAND FOR FI PROGRAMMING AND THE CHALLENGES OUTLINED IN THE REPORT, THE STATUS QUO OF GROWING THE FI PROGRAM WITHOUT CHECKS IS NOT SUSTAINABLE, NOR IN THE BEST INTEREST OF QUALITY FRENCH PROGRAMMING WITHIN CORE AND FI. FURTHERMORE, THERE IS A NEED TO ADDRESS THE NEGATIVE IMPACT ON THE ENGLISH PROGRAMS IN DUAL SITE SCHOOL THAT HAVE REDUCING POPULATIONS OF ENGLISH STUDENTS. IN THIS REGARD, IT IS NOTED THAT THE MINISTRY OF EDUCATION HAS RECENTLY PASSED POLICY THAT FUNDING FOR NEW SCHOOL BUILDS CANNOT BE USED FOR SINGLE-TRACK FI SCHOOLS IN ENGLISH LANGUAGE BOARDS. MOVING FORWARD, THE DDSB IS REQUIRED TO CONSIDER FI OFFERINGS IN NEW SCHOOL BUILDS WITHIN THE CONTEXT OF DUAL TRACK SCHOOLS.

RECOMMENDATION 3 INCLUDES THREE OPTIONS. PLEASE NOTE THAT EACH OPTION IS A "COMPLETE PACKAGE".

Extension of April 19, 2021, Board Meeting

2021:RB41

MOVED by Trustee Michael Barrett

SECONDED by Trustee Niki Lundquist

THAT THE MEETING MOVE BEYOND 10:00 p.m.

CARRIED

(f) FSL Review Continued

2021:RB42

MOVED by Trustee Paul Crawford

SECONDED by Trustee Patrice Barnes

OPTION 1: EXPAND CORE FRENCH IN THE PRIMARY GRADES/INITIATE AN EXTENDED FRENCH PROGRAM (GR. 7 ENTRY)/REDUCE FI TO 50% OF THE PROGRAM BEING TAUGHT IN FRENCH IN THE PRIMARY GRADES/CAP FI ENROLLMENT.

DEFEATED ON THE FOLLOWING RECORDED VOTE:

Yes:

No:

Trustees Patrice Barnes, Michael Barrett, Chris Braney, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Christine Thatcher

Abstain:

Absent: Trustee Paul Crawford

2021:RB43

MOVED by Trustee Paul Crawford

SECONDED by Trustee Patrice Barnes

OPTION 2: EXPAND CORE FRENCH IN THE PRIMARY GRADES/MOVE THE FI ENTRY POINT FROM GRADE 1 TO GRADE 4 WITH 100% INTENSITY IN GRADE 4, 80% IN GRADES 5-7 AND 50% IN GRADE 8.

DEFEATED ON THE FOLLOWING RECORDED VOTE:

Yes:

No:

Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Christine Thatcher

Abstain:

Absent: Trustee Paul Crawford

2021:RB44

MOVED by Trustee Paul Crawford

SECONDED by Trustee Patrice Barnes

OPTION 3: EXPAND CORE FRENCH IN THE PRIMARY GRADES/MOVE THE FI ENTRY POINT FROM CURRENT GRADE 1 TO GRADE 2 WITH 100% INTENSITY IN GRADES 2 AND 3 AND 50% IN THE JUNIOR AND INTERMEDIATE GRADES/CAP FI ENROLLMENT.

DEFEATED ON THE FOLLOWING RECORDED VOTE:

Yes:

No:

Trustees Patrice Barnes, Michael Barrett, Chris Braney, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Christine Thatcher

Abstain:

Absent: Trustee Paul Crawford

Staff indicated that they will proceed with boundary reviews as needed.

13. Information Items

(a) Mental Health Update

Superintendent Andrea McAuley provided trustees with updated information on the implementation of a tiered approach to Mental Health and Well-Being supports that have been put in place for students across the Durham District School Board. This is being implemented by the Mental Health Leadership Team and Psychological Services and Social Work Teams.

(b) Report: SEAC Meeting of February 18, 2021

Trustee Donna Edwards presented the SEAC meeting minutes of February 18, 2021 and put forward the following motion for receipt with regards to a SEAC membership change.

2021:RB45

MOVED by Trustee Donna Edwards

SECONDED by Trustee Darlene Forbes

THAT CHRISTINA SALISBURY WILL BE THE SEAC ALTERNATE FOR THE  
EASTER SEALS ONTARIO.

RECEIVED

(c) OPSBA Report

Trustee Patrice Barnes provided trustees with an OPSBA update on the meeting that took place on April 10, 2021. Trustee Patrice Barnes shared that OPSBA has sent out a governance survey to trustees for their feedback.

15. Correspondence

- i. Bluewater District School Board
- ii. Rainbow District School Board
- iii. Upper Canada District School Board
- iv. Metrolinx

The above correspondence was presented to trustees for the information.

16. Other Business

There was no other business at this time.

17. Adjournment

2021:RB46

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 10:15 p.m.

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Chair

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Secretary

**APPROVED**

**MINUTES**

**The Special Meeting of the Board**

**May 3, 2021**

**8:45 p.m.**

A Special Meeting of the Durham District School Board was held on this date virtually, directly after the Committee of the Whole, Standing Committee meeting.

1. Call to Order:

Roll Call: Trustee Carolyn Morton, Chair of the Board

The Chair called the meeting to order at 8:51 p.m.

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

Regrets: Trustee Michael Barrett

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Adoption of Agenda

2020:SB47

MOVED by Trustee Scott Templeton

SECONDED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

Special Meeting of the Board Minutes  
May 3, 2021

3. Report from Committee of the Whole In-Camera

Trustee Christine Thatcher brought forward two motions for recommended action from the May 3, 2021 Standing Committee meeting where a resolution was adopted by the committee.

2020:SB48

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Niki Lundquist

Trustee Christine Thatcher put forward the motion that was moved by Trustee Niki Lundquist.

THAT TRUSTEES WRITE TO THE MINISTRY THROUGH THE CHAIR TO ADVOCATE FOR THE MINISTRY TO PROVIDE EXTRA AND FLEXIBLE PANDEMIC FUNDING FOR THE 2021-22 SCHOOL YEAR TO ALLOW THE DDSB TO MORE APPROPRIATELY ADDRESS THE NEEDS OF FAMILIES AND STUDENTS IN THE SYSTEM.

CARRIED

2020:SB49

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Patrice Barnes

Trustee Christine Thatcher put forward the motion that was moved by Trustee Patrice Barnes

THAT THE BOARD WRITE A LETTER TO ALL DURHAM REGION MPPS THROUGH THE CHAIR INFORMING THEM OF THE BOARD'S CONCERNS OVER THE PERMANENT ONLINE LEARNING PROPOSAL AND THE USE OF TVO/TFO AS DETAILED IN RECENT MEDIA ARTICLES.

CARRIED

5. Adjournment

2020:SB50

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

Special Meeting of the Board Minutes  
May 3, 2021

The meeting adjourned at approximately: 9:00 p.m.

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Chair

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Secretary

## DRAFT

### MINUTES

#### The Regular Meeting of the Board Monday May 17, 2021

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

1. Call to Order:

Chair Carolyn Morton called the meeting to order at 7:01 p.m.

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

Regrets: Trustee Darlene Forbes

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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



4. O Canada

Following the singing of O Canada, Chair Carolyn Morton acknowledged the International Day Against Homophobia, Transphobia and Biphobia and that the Pride Flag has been raised today until the end of June 2021.

5. Adoption of Agenda

2021:RB51

MOVED by Trustee Scott Templeton

SECONDED by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED.

CARRIED

2021:RB52

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF MARCH 22, 2021

SPECIAL BOARD MEETING MINUTES OF APRIL 6, 2021

SPECIAL BOARD MEETING AMENDED MINUTES OF APRIL 6, 2021

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF APRIL 19, 2021

SPECIAL BOARD MEETING MINUTES OF MAY 3, 2021

CARRIED

6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums-Information Update

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

Director Marsh shared that at this time the Ministry of Education does not have any new information regarding the return to school. The Ministry is consulting with

health officials and continue to review the number of COVID cases provincially. As updated information is received it will be shared.

The Ministry announced that roll out of the first vaccination for children, ages 12 to 17 will occur in June. All 12 to 17 year old children will have the opportunity to have the second vaccination prior to the return to school in September. Staff have connected with the Durham Region Health Department to provide support where needed. Additional information will be shared with families when received from the Durham Region Health Department.

The Ministry of Education announced that they will be providing \$6.7 million to be allocated to COVID-19 funding for next year.

The Ministry has provided information regarding September planning for secondary schools. They are looking at potential quadesters with a maximum of two courses, for all school Boards. DSTS staff are reviewing the continuation of the 10:00 am – 4:00 pm school day for secondary schools, due to bus driver shortages. Our commitment to families, is that in August, once further direction is received from the Ministry of Education, specific information will be provided around what school will look like in the fall.

Director Norah Marsh shared that the Ministry of Education released a memo on the math proficiency test. Students who are attending the Facility of Education need to pass the proficiency test to graduate as a teacher. The DDSB currently has 57 certified teachers. Director Marsh acknowledged the work of these teachers who have started their carrier during the pandemic. Staff have connected with the Ontario College of Teachers to ensure that we offer support to these teachers and that they will be able to proceed as employees of the DDSB.

Funding confirmation has been received from the Ministry, DDSB can proceed with summer learning programs. Staff will start planning and focus on a camp like experience with a focus on joy as well as learning. Trustee questions were answered.

## 8. Public Question Period

Dylan R. a student of DDSB presented 2 questions virtually and staff responded.

John Higo presented 2 questions virtually and staff responded.

## 9. DDSB Presentations

### (a) SAL Program Update and Student Presentation

Superintendent Stephen Nevills introduced Facilitator Nicole Rands who shared with trustees the Supervised Alternative Learning presentation and provided an overview of the SAL Program. Trustee questions were answered.

10. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera meeting and confirmed that the following matters were discussed: decisions in respect of negotiations with employees, litigation update and administrative transfers and placements.

2021:RB53

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Patrice Barnes

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

CARRIED

11. Good News from the System

Tatiana and Caelan, shared good news from across the system on behalf of the DDSB students.

Schools across the District are hosting pop-up vaccine clinics to help hot spot communities roll up their sleeves. Pine Ridge, Dunbarton, and Valley Farm in Pickering, Bolton C. Falby in Ajax and Maxwell Heights in Oshawa have all helped community members get their shot.

We would like to congratulate two former Pickering high school graduates who are lending a helping hand. Zain Manji and Ashish Yelekar developed a tool where residents can text their postal code to a number and receive a response with the three closest vaccine clinics.

May is Speech, Language and Hearing Month, Inclusive Student Services is running a social media campaign to promote awareness, focusing on the professionals that parents and educators can use for support.

Two new DDSB schools are scheduled to open this September. Administrative staff at the new Unnamed North Whitby and new Unnamed North Ajax elementary schools are working hard to get the buildings ready to welcome students in the fall.

Children's Mental Health Week, May 3-7, 2021: Shaun Boothe, an award-winning hip-hop artist presented "Hope in Challenging Times". He invited everyone to find their greatness by opening their hearts to others, showing up for each other, and being "here for a cause, not applause".

The DDSB Mental Health and Well-Being team shared helpful resources with schools. Educators took part in a week of mental health activities focused on themes: Mindful Monday, Talk About It Tuesday, Wellness Wednesday, Thankful Thursday and Fitness Friday.

On May 6, 2021, schools participated in Shine Green for Mental Health by wearing green, a simple way to remember that student well-being and mental health is a priority.

The Durham Pride Prom took place virtually on May 7<sup>th</sup>. Each year the event provides an end-of-year celebration and graduation party for 2SLGBTQI students and their allies with the goal of promoting diversity and inclusiveness, while providing a safe space.

On April 28, 2021 J. Clarke Richardson Collegiate students, in the Musical Theatre program attended a national Town Hall with Prime Minister Justin Trudeau and Deputy Prime Minister Chrystia Freeland to highlight and advocate for the arts and culture. Grade 12 student Jasmine J. asked Prime Minister Trudeau a question on educational arts programs post-pandemic. Thank you to teacher Jeffrey White for organizing this opportunity.

Over 300 students in Grades 7 to 12 joined award-winning entrepreneur and trade industry ambassador Mandy Rennehan to explore the benefits of skilled trade jobs. Students learned from the DDSB Student Achievement and Curriculum Team, career pathways through the Ontario Youth Apprenticeship Program, elementary and secondary Skills Ontario competitions, and achieving dual credits with the School-College-Work initiative.

The Positive School Climates department in partnership with local school Districts hosted "Questions About Drugs? Parents Ask the Experts"- a virtual panel discussion on substance use. Expert panelists emphasized the building of healthy relationships with parents, frequent and clear communication, and the role modelling of responsible and healthy substance use.

Brock High School recently hosted a digital wellness program with the help of the Pinewood Centre and Lakeridge Health, which provided remote learning support for 130 families.

The Early Years Team with childcare and EarlyON partners, hosted a virtual parent session for 230 incoming Junior Kindergarten families. Families asked questions and presenters shared learning opportunities for our youngest learners in preparation for September.

Dates of Significance: May and June

May	Asian Heritage Month
May	South Asian Heritage Month
May	Jewish Heritage Month
May	Dutch Heritage Month
May 18	French Immersion Information Night
May 19	Education Finance Committee Meeting
May 20	SEAC Meeting
May 23	Pentecost (Christianity)

## Regular Meeting of the Board Minutes

May 17, 2021

May 24	Victoria Day
May 26	Wesak (Buddhist)
May 28	Ascension of Bahá'u'lláh (Bahá'í)
June	National Indigenous History Month
June	Italian Heritage Month
June	Portuguese History and Heritage Month
June	Pride Month
June 2	Education Finance Committee Meeting
June 4	PA Day: all elementary schools only
June 7	Pentecost (Eastern Orthodox)
June 7	Standing Committee Meeting
June 16	Martyrdom of Guru Arjan Dev
June 17	SEAC Meeting
June 20	Litha (Wicca)
June 20	Father's Day
June 21	National Indigenous Peoples Day
June 21	Board Meeting
June 22	Gahambar Maidyoshem (Zoroastrianism)
June 24	St. Jean-Baptiste Day (Quebec)
June 27	Multiculturalism Day
June 28	Stonewall Rebellion Day

12. Recommended Actions(a) Report: Standing Committee Meeting Minutes of May 3, 2021

Trustee Christine Thatcher presented the Standing Committee meeting minutes of May 3, 2021.

The following resolution was passed at the Standing Committee on May 3, 2021.

THAT THE 2021-2022 SCHOOL CALENDAR BE APPROVED.

2021:RB54

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Scott Templeton

THAT THE BOARD NOW RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE MAY 3, 2021 STANDING COMMITTEE AND ADOPT THE RESOLUTIONS THAT WERE PASSED.

CARRIED

(b) Motion: To Engage the Naming of Schools Policy and Strike a School Naming Committee

Trustee Niki Lundquist shared with trustees that pursuant to the recently amended DDSB Naming of Schools Policy and Procedure, the name of a school must promote a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning. Concerns have been raised by staff, parents and students

Regular Meeting of the Board Minutes  
May 17, 2021

about DDSB schools named after Sir John A. MacDonald and Julie Payette. The Policy and Procedure also require the Board to engage with communities, solicit input, and place value on community contributions in school naming.

2021:RB55

MOVED by Trustee Niki Lundquist

SECONDED by Chris Braney

THAT ONE OR MORE OF THE RENAMING CRITERIA SET OUT IN SECTION 5.4 OF THE POLICY ARE ENGAGED WITH RESPECT TO EACH OF JULIE PAYETTE PS AND SIR JOHN A. MACDONALD PS AND, THEREFORE, THAT A SCHOOL NAMING COMMITTEE BE ESTABLISHED FOR EACH SCHOOL TO CONSIDER POTENTIAL RENAMING IN ACCORDANCE WITH THE PROVISIONS OF SECTIONS 5.1 AND 5.2 AND 5.3 OF THE POLICY AND THE TERMS OF THE NAMING OF SCHOOLS PROCEDURE.

CARRIED

2021:RB56

MOVED by Trustee Linda Stone

SECONDED by Trustee Paul Crawford

THAT THE MOTION BE AMENDED TO DIVIDE THE FOREGOING MOTION (2021: RB55) INTO TWO MOTIONS.

CARRIED

2021:RB57

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Chris Braney

THAT ONE OR MORE OF THE RENAMING CRITERIA SET OUT IN SECTION 5.4 OF THE POLICY ARE ENGAGED WITH RESPECT TO JULIE PAYETTE PS, AND THEREFORE, A SCHOOL NAMING COMMITTEE BE ESTABLISHED TO CONSIDER POTENTIAL RENAMING IN ACCORDANCE WITH THE PROVISIONS OF SECTIONS 5.1 AND 5.2 AND 5.3 OF THE POLICY AND THE TERMS OF THE NAMING OF SCHOOLS PROCEDURE.

CARRIED

2021:RB58

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Chris Braney

THAT ONE OR MORE OF THE RENAMING CRITERIA SET OUT IN SECTION 5.4 OF THE POLICY ARE ENGAGED WITH RESPECT TO SIR JOHN A. MACDONALD PS, AND THEREFORE, A SCHOOL NAMING COMMITTEE BE ESTABLISHED TO CONSIDER POTENTIAL RENAMING IN ACCORDANCE WITH THE PROVISIONS OF SECTIONS 5.1 AND 5.2 AND 5.3 OF THE POLICY AND THE TERMS OF THE NAMING OF SCHOOLS PROCEDURE.

CARRIED

(c) Trustee Expense Policy

Associate Director David Wright provided an overview of the updated draft policy that was presented and discussed at the April 6, 2021, Standing Committee meeting. Feedback was incorporated into the draft and presented to the Board of Trustees as a Notice of Motion for consideration at the April 19, 2021, Board meeting. It was noted that no feedback or input was received from stakeholders.

2021:RB59

MOVED by Trustee Michael Barrett

SECONDED by Scott Templeton

THAT THE BOARD OF TRUSTEES APPROVE THE REVISIONS TO THE TRUSTEE EXPENSE POLICY.

CARRIED

(d) Community Use of Schools

Associate Director David Wright provided an overview of the revisions to the Community Use of Schools Policy that was presented to the Board of Trustees as a Notice of Motion for consideration at the April 19, 2021, Board Meeting. It was noted that no feedback or input was received from stakeholders.

2021:RB60

MOVED by Trustee Paul Crawford

SECONDED by Trustee Donna Edwards

THAT THE BOARD OF TRUSTEES APPROVE THE REVISIONS TO THE COMMUNITY USE OF SCHOOLS POLICY.

CARRIED

(e) Former Ritson PS Circulation of Surplus Site Regulation

Associate Director David Wright introduced Chief Facilities Officer Christine Nancekivell who provided trustees with an update on the disposition of the Ritson PS site for information. The process for the circulation of the property commenced on April 20, 2021.

2021:RB61

MOVED by Trustee Michael Barrett

SECONDED by Trustee Paul Crawford

THAT THE FORMER RITSON PS CIRCULATION OF SURPLUS SITE REGULATION 444/98 REPORT THAT WAS PROVIDED TO TRUSTEES FOR INFORMATION BE RECEIVED.

RECEIVED

(f) Capital Priorities Program Report

Associate Director David Wright introduced Chief Facilities Officer Christine Nancekivell who provided an overview of the report for information of the Ministry of Education's recent request for capital projects, including childcare.

2021:RB62

MOVED by Trustee Donna Edwards

SECONDED by Trustee Paul Crawford

THAT THE CAPITAL PRIORITIES PROGRAM REPORT THAT WAS PROVIDED TO TRUSTEES FOR INFORMATION BE RECEIVED.

RECEIVED

13. Information Items

(a) Report: SEAC Meeting of March 18, 2021

Trustee Donna Edwards presented the SEAC meeting minutes of March 18, 2021.

OPSBA Report

Trustee Patrice Barnes provided trustees with an OPSBA update on the meeting that took place on May 20, 2021. Student Trustee Scholarship applications are now open. The application closing date is May 24, 2021.

Trustee Patrice Barnes shared the following motions and asked trustees for their feedback.

Be it resolved, that OPSBA advocate for the Ministry to provide school boards, with dedicated funding for an array of much needed supports best configured to meet each board's needs, including but not limited to:

- a. Additional teaching staff to provide immediate evaluation of learning gaps, using tools such as PM Benchmarks;
- b. Additional teaching staff to provide immediate remediation of identified learning gaps;
- c. Additional mental health staff to provide immediate mental health supports; and
- d. Additional funding for professional development for education staff to focus on gap closing and mental health supports.

15. Correspondence

- i. York Region District School Board
- ii. Thames Valley District School Board

The above correspondence was presented to trustees for the information.

16. Other Business



There was no other business at this time.

17. Adjournment

2021:RB63

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:45 p.m.

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Chair

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Secretary

**REPORT TO:** Durham District School Board

**DATE:** June 21, 2021

**SUBJECT:** Chairperson's Scholarship Award - 2021

**PAGE:** 1 of 1

**ORIGIN:** Carolyn Morton, Chair of the Board

A Chairperson's Scholarship Fund was established by the Durham District School Board in May 2003 to be awarded by the Chairperson of the Board to a graduating student.

The prize is to be awarded annually to a student who:

- Is a graduating student;
- A student who exemplifies excellent leadership and citizenship; and
- A student who has represented student issues to others.

The criteria for the award is based upon the applicant meeting the eligibility requirements and a recommendation by their secondary school principal. The amount of the scholarship is \$1,000.

A committee consisting of the Chairperson of the Board, Carolyn Morton, Trustees Paul Crawford, Niki Lundquist, Linda Stone and Scott Templeton reviewed the nominations. The Committee decided to award the Chairperson's Scholarship for 2021 to Zaid Cathcart, a student at Eastdale C.V.I.

Zaid is a well-rounded student, who excels at academics, athletics, and who is a true leader at Eastdale C.V.I. Zaid goes above and beyond in everything he does.

He has extremely high standards and works hard. He has a 97% average in his 4U semester one classes which included English, Biology, Functions and Physics. He is passionate about math and science and wants to pursue a career in STEM.

Zaid is involved in every area of his school community and gives his time and energy selflessly. He is a peer mentor, peer tutor, Drug Youth Awareness Committee leader, Diversity Club leader, Student Senator, Athletic Council leader, Student Council Deputy Prime Minister, cross country runner, swim team member, Safe School Committee member, and Mental Health Committee leader. He has earned over 100 community service hours throughout his time at Eastdale C.V.I.

Zaid is extremely hard working and an excellent role model to students due to his impeccable work ethic, high standards and kind spirit. He been an incredible support to grade 9 math students. He worked 1:1 with students, teaching small groups, and supporting the teacher in delivering lessons.

Zaid has had to overcome barriers to be successful and does not let these barriers impact his success. He works extremely hard and pushes through challenges to succeed.

Zaid exemplifies compassion, kindness, and always has time for others. He leads because he cares and wants to make a difference. He volunteers and actively works to better his school community and help others.

Zaid has big dreams of making a difference in the world. He already made a difference at Eastdale C.V.I. and will continue, through his hard work, to have a positive impact on others, his community, and the world.

Zaid Cathcart exemplifies leadership and citizenship making him a worthy recipient of the Chairperson's Scholarship.

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** June 21, 2021

**SUBJECT:** Abilities Scholarship Award

**PAGE #:** 1 of 2

**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
Andrea McAuley, Superintendent of Education

### 1. Purpose

The purpose of this report is to celebrate and provide the Board of Trustees with information about the Abilities Scholarship 2021 Recipient.

### 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.

- Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential and are celebrated for their achievement.

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

- Partnerships are an important foundation to supports and services for students. We appreciate the ongoing collaboration with the Learning Disabilities Association of Durham Region.

### 3. Background

#### 3.1 Abilities Scholarship

The Learning Disabilities Association of Durham Region (LDADR) and the Durham District School Board (DDSB) partner to provide an annual Abilities Scholarship Award in the amount of \$1,000. This scholarship recognizes a DDSB high school student who has a diagnosed Learning Disability and who will be continuing studies (apprenticeship, college or university) in the upcoming academic year.

A committee comprised of members of the Learning Disabilities Association of Durham Region, DDSB SEAC Chair and SEAC Trustee representatives, reviewed the nominations to determine the recipient.

#### 3.2 2021 Abilities Scholarship Recipient

We would like to congratulate Aidan Campbell from Brooklin High School, who is the 2021 Abilities Scholarship recipient.

Aidan's submission, "Unlocking my Potential," was a photo essay which highlighted his journey as a learner through high school including the challenges and successes related to having a Learning


Disability. He has a love of photography. Aidan's incredible photo essay highlights his skill as a photographer as he shares his journey of self-empowerment through secondary school.

In September, Aiden will be continuing his studies at college in a Sports Administration Program.

#### **4. Conclusion and/or Recommendations**

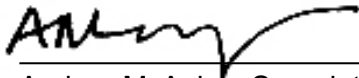
This report is provided to Trustees for information and celebration.

Report reviewed and submitted by:



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Norah Marsh, Director of Education and Secretary to the Board



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Andrea McAuley, Superintendent of Education

**Report of the Durham District School Board  
Standing Committee Public Session  
June 7, 2021**

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

1. Call to Order:

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

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

Regrets: Trustee Linda Stone

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

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

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

3. Moment of Silence

The DDSB Indigenous Advisory Circle, trustee representative, Darlene Forbes shared a moment of silence to honour the 215 children who lost their lives at the Kamloops Residential School and for all those who have been lost as a result of the actions of the past and present.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Motion to Approve the Agenda

2021:SC25

MOVED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

6. Community Presentations

There were no community presentations at this time.

7. DDSB Presentations

(a) Parent Involvement Committee (PIC) Annual Report

Trustee Scott Templeton introduced the PIC Chair Valerie Estridge who provided trustees with an overview of the PIC Annual Report on behalf of the committee. Trustee questions were answered.

8. Director's Update

Director Norah Marsh provided trustees with the following update:

Director Norah Marsh recognized that there have been challenges for parents and staff that are working full time at home and supporting their children who are learning remotely. The school communities continue to create caring connections and an engaging learning environment for students. Director Marsh thanked staff who are providing in-person learning for students that have special education needs where remote learning was not possible and thanked staff who volunteered or were part of the virtual school transfer process as they adapted their engagement practices during past year.

Director Marsh commented that the Board of Trustees had the foresight prior to any provincial discussion on the matter, to fund additional classroom staffing to ensure a minimum of 1 metre distance between students. They funded additional safety measures with \$8.1M from their reserves. Despite these safety measures being in place, in March and April, there was still a rapid escalation of the number and cases of COVID 19 outbreaks within schools as reported to trustees through regular briefings at this time given the concern.

Vaccinations have been rolling out provincially. Approximately 43% of educators province-wide have received their first vaccination, although more have received it

but did so under a category other than educator. Students aged 12-17 are eligible for their first vaccination. In Durham Region approximately 5% of students have received their first vaccination. This is lower than the provincial rate, but over the next two weeks DRHD has a ramp up of student vaccinations which will put our students in a good position by early July with at least one vaccination. Medical Officers of Health are indicating that a second vaccination will be important to prevent a fourth wave dominated by the Delta variant. The Ministry has identified educators and students as a priority group for second vaccinations prior to the start of school in September.

Volunteer staff and School Community Councils have been working collaboratively to plan the end of year graduations for school communities. During this process staff have been working and receiving advice from Durham Region Health Department. The plans that have been in the works since February for virtual graduations will go ahead. There will be opportunities for some in-person acknowledgements, where feasible and without large group gatherings. When planning in-person acknowledgements, schools will have to follow Durham Region Health Department protocols. Director Marsh shared that staff recognize the disappointment for students and families and that it has been a difficult year. Educators have been planning and working to make end of year and graduations as special as possible.

Staff are currently planning for a safe return in September. The Ministry is providing additional funding to support the reopening of schools. Information will be shared with families in early August with specific details regarding September opening and the final registration for virtual or in-person school.

Staff have met with the Ministry to discuss the return of the semester system for secondary schools if education workers and students ages 12-17 have received their second vaccination. The Ministry will share more information during the summer.

Director Marsh provided an update on the new Ministry of Education mathematics curriculum and shared that it is a key equity strategy in the province. The Ministry has not released the information to school boards with regards to the new curriculum.

9. Recommended Actions

There were no recommended actions at this time.

10. Information Item

(a) Student Trustee Report

The student trustees shared the “2020-2021 Student Senate Year in Review” and “Students Equity” videos with the trustees.

## Standing Committee Meeting Minutes

June 7, 2021

Student Trustee Aaliyah Jaleel shared that as the year is coming to an end, Student Senate is finalizing initiatives for the year. Last week, the DDSB In-person ThoughtExchange was completed. During the last senate celebration meeting, they will be discussing the results. They had the opportunity to discuss the results of the DDSB@Home Thoughtexchange, to help reflect on the structure and roles of the senate for the next school year.

A number of social media posts have been shared with a connection to equity and well-being. There will be collaboration with the Durham Catholic District School Board for an end of year spirit week from June 21-25, 2021.

Student Trustee Logan Keeler shared that from May 27- 30, 2021 Aaliyah Jaleel, Arpita Savaliya, De-Mario Knowles, James Kay, Kayla Malcolm, attended the OSTA's Annual General Meeting. During this meeting Student Trustees Aaliyah Jaleel, Arpita Savaliya and Logan Keeler learned about life after being a student trustee, and ways to stay involved and how to use the skills they have learned going forward. The incoming student trustees De-Mario Knowles, James Kay, Kayla Malcolm, had the chance to meet incoming student trustees from other boards and received professional development.

OSTA just released the second volume of the "Volume of Our Voices", it is titled "Negative Spaces" and dives into how race, ethnicity, nationality, and/or cultural identity affects the student school experience.

We'd like to thank and congratulate Habiba, the student senate's Social Studies Lesson Plan Project Coordinator on completing the lesson plan. The goal of the plan is to inform grade five and six students on the student senate, and the role of the student trustee.

Student Trustee Arpita Savaliya shared that on May 20, 2021 they had the opportunity to host the second Elementary Leadership Conference led by Makayla Marshall. There were over 140 elementary students who join students throughout the day. Students had the opportunity to have one-on-one conversations with Student Senators and ask questions about leadership and high school. Students were challenged to organize a potential movie night in different logistical teams. On May 25, 2021 they had the honour of hosting a virtual Student Senate Open House which engaged students, parents, and staff members allowing attendees to ask questions of the senate panelists about their journey.

Both events received positive feedback and demonstrated that DDSB's elementary and secondary students are excited to become involved in their community. They expressed their appreciation for the leadership opportunities that the senate has provided this year. They thanked all of the people involved in making these events possible, the staff advisors who connected us with the board staff, the project coordinators Makayla and Ananya, senators who volunteered for the events, and senior staff members and trustees for their support. We thank each and every one of you for empowering us with the opportunity to leverage student leadership.



June 7, 2021

Student Trustee Arpita Savaliya shared that every moment of being a student trustee is one to remember. In a year full of uncertainty, we were able to find comfort in one another and our teams every step of the way. Thank you to all of you for your unconditional support and allowing us to extend beyond the potential we thought we had, making memories and creating opportunities.

A special thank you goes out to Arpita Savaliya for her relentless work behind the scenes with senate, OSTA. Her guidance has been invaluable over the course of the year.

(b) Draft Indigenous Education Policy

Superintendent Erin Elmhurst and Mohamed Hamid provided trustees with an overview of the proposed draft Indigenous Education Policy and Procedures. The Aboriginal Education Policy and Regulation were last updated on March 17, 2014, and the Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy and Procedure were updated on January 15, 2015. This shift has been guided by the release of the Truth and Reconciliation Commission Calls to Action (2015), the adoption of the United Nations Declaration of Rights for Indigenous Peoples (UNDRIP) by the Government of Canada in 2016 and work with our Treaty partners, DDSB Advisory Circle and Indigenous Scholars. The draft policy focuses on centering Indigenous Inherent Rights, furthering the DDSB's systemic commitment to reconciliation, preventing anti-Indigenous racism and addressing the disproportionate outcomes for Indigenous students. Trustee questions were answered.

11. Committee Reports

(a) Equity & Diversity Ad Hoc Steering Committee Meeting of April 28, 2021

Trustee Patrice Barnes provided trustees with the Equity & Diversity Ad Hoc Steering Committee minutes from the April 28, 2021, meeting.

12. Correspondence

- i. Halton District School Board
- ii. Hamilton-Wentworth District School Board
- iii. Waterloo Region District School Board

The above correspondence was shared with trustees for information.

13. Other Business

There was no other business at this time.

14. Adjournment

Standing Committee Meeting Minutes  
June 7, 2021

2021:SC26  
MOVED By Trustee Michael Barrett

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:16 p.m.

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Chair

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Secretary

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 21, 2021**SUBJECT:** Proposed Notice of Motion: Indigenous Education Policy **PAGE:** 1 of 4**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
Mohamed Hamid, Superintendent of Education  
Erin Elmhurst, Superintendent of Education**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with the opportunity to pass a resolution related to an upcoming policy change.

**2.0 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.

The Durham District School Board is committed to learning and working environments that are centered around 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 Indigenous Inherent rights.

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

- Provide learning and work environments that are welcoming, respectful, safe, inclusive, equitable and free from oppression, discrimination, racism, harassment and harm.

**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 truths to identify and eliminate barriers to learning.

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

- Fostering and developing healthy reciprocal relationships with Indigenous staff, students, families and community members.

### 3.0 **Background**

At the June 7, 2021 Standing Committee Meeting, Trustees had the opportunity to review proposed changes to the Aboriginal Education Policy and Regulation that were last updated on March 17, 2014, and the Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy and Procedure were updated on January 15, 2015. Since this time, our knowledge of Indigenous Inherent Rights and promising anti-colonial Indigenous education practices have developed dramatically. This shift has been guided by the release of the Truth and Reconciliation Commission Calls to Action (2015), the adoption of the United Nations Declaration of Rights for Indigenous Peoples (UNDRIP) by the Government of Canada in 2016 and work with our Treaty partners, DDSB Advisory Circle and Indigenous Scholars.

### 4.0 **Analysis**

The proposed draft Indigenous Education Policy and subsequent procedures are intended to consolidate and update both the Aboriginal Education Policy and the Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy in alignment with the above-mentioned guiding documents and initial consultation with the DDSB Indigenous Education Advisory Circle, Indigenous community members and Indigenous policy specialists, Nancy Rowe and Kylie Fox-Pelcier. The draft policy focuses on centering Indigenous Inherent Rights, furthering the DDSB's systemic commitment to reconciliation, preventing anti-Indigenous racism and addressing the disproportionate outcomes for Indigenous students.

The previous Aboriginal Education Policy (Appendix A), Regulation (Appendix B), the Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy (Appendix C) and Procedure (Appendix D) have been included with all text being struck out. The proposed draft Indigenous Education Policy is provided as Appendix E, and for Trustee information, two draft procedures have also been included, Indigenous Education Procedure, Classroom Practice/Curriculum Delivery (Appendix F) and First Nation, Métis and Inuit Student Self-Identification Procedure (Appendix G).

The proposed draft Indigenous Education Policy is intended to:

- Uphold the distinct and Inherent Rights of Indigenous students, staff, families and community members;
- Act upon, reconcile and be accountable for addressing the impacts of colonialism and anti-Indigenous racism;
- Foster the development of healthy reciprocal relationships with Indigenous community members;
- Establish and maintain a process to collect, aggregate, and report the self-identification data in accordance with The Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act, the Freedom of Information and Protection of Privacy Act, the Anti-Racism Act and the Education Act to develop, implement, and evaluate responsive programming that increases well-being, and achievement of Indigenous students; and
- Support a systemic approach to identifying, addressing, preventing and eliminating anti-Indigenous racism and discrimination.

The Indigenous Education Procedure: Classroom Practice/Curriculum Delivery is intended to:

- Guide curriculum design and delivery that aligns with true histories, contemporary realities and upholds Indigenous, Inherent Rights and Human Rights.

The First Nation, Métis and Inuit Student Self-Identification Procedure is intended to:

- Outline the process the DDSB has developed to provide the opportunity for parents/guardians of Indigenous students to voluntarily, confidentially self-identify as having First Nation, Métis and Inuit (Indigenous) ancestry.
- Guide the analysis of Indigenous student achievement data to identify, address, and eliminate anti-Indigenous racism and discrimination and develop and implement programs and strategies that increase Indigenous student well-being and achievement.

## **5.0 Conclusion and/or Recommendations**

The proposed draft Indigenous Education Policy and accompanying Procedures have been updated to reflect the most current template format.

This report is presented to the Board of Trustees as a proposed Notice of Motion for consideration at the September 20, 2021 Board Meeting.

## **6.0 Appendices**

Appendix A - Aboriginal Education Policy- Tracked Version

Appendix B - Aboriginal Education Regulation- Tracked Version

Appendix C - The Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy - Tracked Version

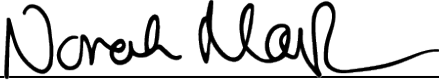
Appendix D - The Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Procedure - Tracked Version

Appendix E- Draft Indigenous Education Policy

Appendix F- Indigenous Education Procedure: Classroom Practice: Curriculum Delivery

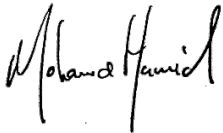
Appendix G - The Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Procedure

Report reviewed and submitted by:



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Norah Marsh, Director of Education and Secretary to the Board



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Mohamed Hamid, Superintendent of Education



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Erin Elmhurst, Superintendent of Education

## **Aboriginal Education**

The Durham District School Board is committed to providing culturally relevant programs, activities and supports to increase Aboriginal student identity, success and achievement.

Educational opportunities will be provided that are appropriate to First Nation, Metis and Inuit (FNMI) learner needs and are reflective of FNMI cultures, histories and perspectives.

FNMI student and parent engagement will be fostered through a variety of outreach programs and activities that are inclusive and value the contributions of the Aboriginal Community.

**Appendix:**

None

**Effective Date:**

2014-03-17

## Aboriginal Education

### Introduction

The Durham District School Board values the First Nations, Métis and Inuit cultures, histories and perspectives and is committed to providing quality programs and supports to increase Aboriginal student success and achievement. Strategies, activities, programs, services and supports will be integrated across all curriculum areas to increase knowledge and awareness among all staff and students.

The First Nation, Métis and Inuit Education Policy Framework states that school boards will:

- Increase the capacity of the education system to respond to the learning and cultural needs of First Nation, Métis, and Inuit students;
- Provide quality programs, services, and resources to help create learning opportunities for First Nation, Métis, and Inuit students that support improved academic achievement and identity-building;
- Provide a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and
- Develop and implement strategies that facilitate increased participation by First Nation, Métis, and Inuit parents, students, communities, and organizations in working to support academic success.

As a school Board we are committed to:

- Improving students' literacy and numeracy skills;
- Encouraging more parents to get involved in their children's education or school;
- Identifying and implementing strategies to integrate First Nations, Métis and Inuit cultures, histories and perspectives throughout the curriculum to increase knowledge and awareness among all students;
- Incorporating Aboriginal perspectives kindergarten to Grade 12;
- Responding to the learning and cultural needs of First Nation, Métis, and Inuit students;
- Providing quality programs, services, and resources to help create learning opportunities for First Nation, Métis, and Inuit students that support improved academic achievement and identity-building;
- Providing a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and
- Developing and implementing strategies that facilitate increased participation by First Nation, Métis, and Inuit parents, students, communities, and organizations in working to support student academic success.

### 1.0 Goals

1.1 Build capacity for effective teaching, assessment, and evaluation practices

1.1.1 The Durham District Board will:



- Consult on, develop, and implement strategies for voluntary, confidential Aboriginal student self-identification, in partnership with local First Nation, Métis, and Inuit parents and communities;
- Ensure that First Nation, Métis, and Inuit students benefit from school-based early screening and intervention programs;
- Provide professional development activities focused on the needs of First Nation, Métis, and Inuit students, including students with special education needs;
- Support teachers in adopting a variety of approaches and tools to teach and assess Aboriginal students more effectively;
- Review First Nation tuition agreements in collaboration with local First Nations to ensure they are designed with strategies to improve student achievement in mind.

#### 1.1.2 Schools will:

- Develop awareness among teachers of the learning styles of First Nation, Métis, and Inuit students;
- Employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students;
- Incorporate meaningful First Nation, Métis, and Inuit cultural perspectives and activities when planning instruction;
- Implement targeted learning strategies for effective oral communication and mastery of reading and writing;
- Implement strategies for developing critical and creative thinking.

#### 1.2 Promote system effectiveness, transparency, and responsiveness.

##### 1.2.1 The Durham District School board will:

- In collaboration with First Nation, Métis, and Inuit communities and organizations, parents, and students, integrate the First Nation, Métis, and Inuit Education Policy Framework into school board planning in order to improve Aboriginal student achievement;
- Develop a process for reporting to First Nation, Métis, and Inuit parents and communities on Aboriginal student achievement.

##### 1.2.2 Schools will:

- Develop a process for reporting to First Nation, Métis, and Inuit parents and communities on Aboriginal student achievement.

#### 1.3 Enhance support to improve literacy and numeracy skills.

##### 1.3.1 The Durham District School Board will:

- Develop yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students, including students with special education needs;
- Ensure that First Nation, Métis, and Inuit students are included in early screening and intervention programs aimed at the identification and remediation of learning difficulties.

##### 1.3.2 Schools will:

- In collaboration with ministry resource staff, implement yearly action plans focused on improving the literacy and numeracy skills of First Nation, Métis, and Inuit students.

#### 1.4 Provide additional support in a variety of areas to reduce gaps in student outcomes.

##### 1.4.1 The Durham District School Board will:

- Create strategic partnerships with First Nations to help students make a smoother transition from schools in First Nation communities to provincially funded elementary and secondary schools;

- Develop strategies and procedures to ensure smooth placement, and any necessary subsequent adjustments, for First Nation students with special education needs as they move between schools in First Nation communities and provincial school boards;
- Provide First Nation, Métis, and Inuit students with access to programs that focus on Aboriginal cultures and traditions;
- Develop lighthouse programs focused on Aboriginal students under the Ministry's Student Success and literacy/numeracy initiatives.

#### 1.4.2 Schools will:

- In cooperation with First Nations, provide support for First Nation students making the transition to provincially funded elementary and secondary schools;
- Provide a supportive and safe environment for all First Nation, Métis, and Inuit students in provincially funded elementary and secondary schools.

### 1.5 Build educational leadership capacity and coordination.

#### 1.5.1 The Durham District School Board will:

- Build strong positive connections with local First Nations and other Aboriginal organizations;
- Engage in shared planning with First Nation, Métis, and Inuit families and communities with respect to student transitions, curriculum, resource materials, and student supports;
- Maintain continuous dialogue with First Nations regarding tuition agreements, thus ensuring transparency and accountability;
- Research and promote effective practices for helping First Nation, Métis, and Inuit students succeed in school.

#### 1.5.2 Schools will:

- Implement best practices relating to First Nation, Métis, and Inuit student success;
- In cooperation with First Nation, Métis, and Inuit communities and organizations, offer career events involving First Nation, Métis, and Inuit role models;
- Foster Aboriginal students' leadership skills.

### 1.6 Build capacity to support identity building, including the appreciation of Aboriginal perspectives, values, and cultures by all students, school board staff, and elected trustees.

#### 1.6.1 The Durham District School Board will:

- Offer training for teachers about First Nation, Métis, and Inuit histories, cultures, and perspectives;
- Develop and implement programs and services that are supportive and reflective of First Nation, Métis, and Inuit cultures and languages;
- Increase access to Native Language and Native Studies programming for all students;
- Facilitate intercultural dialogue throughout school communities.

#### 1.6.2 Schools will:

- Increase knowledge of First Nation, Métis, and Inuit cultures among all school staff;
- Acquire and provide access to a variety of accurate and reliable Aboriginal resources;
- Recognize and promote Native Language and Native Studies programming for all students;
- Foster school community projects with appropriate cultural components.

### 1.7 Foster supportive and engaged families and communities.

#### 1.7.1 The Durham District School Board will:

- Establish First Nation, Métis, and Inuit Education Advisory Committees that include representation from First Nations, community members, and local Aboriginal service delivery organizations;

- ~~Develop creative strategies to encourage more First Nation, Métis, and Inuit parents to participate more actively and directly in the education of their children;~~
- ~~Develop strategies to involve First Nation, Métis, and Inuit communities and service providers in ensuring that integrated and seamless services are provided to First Nation, Métis, and Inuit students with special education needs;~~
- ~~Increase involvement of First Nation, Métis, and Inuit parents, Elders, and other community resources;~~
- ~~Provide continuing education programs for First Nation, Métis, and Inuit parents;~~
- ~~Develop creative strategies to engage more First Nation, Métis, and Inuit students in school activities and encourage them to participate more actively in school.~~

#### ~~1.7.2 Schools will:~~

- ~~Implement specific strategies, including support networks, to increase First Nation, Métis, and Inuit parents' participation in their children's education and First Nation, Métis, and Inuit student participation in school;~~
- ~~Support First Nation, Métis, and Inuit families in the areas of literacy, numeracy, and career development.~~

## 2.0 Policy Review

Through its cyclical policy reviews, the Board will embed the principles of Aboriginal Education in other policies, regulations, programs, guidelines and practices so that an Aboriginal focus is an integral part of Board operations and what happens in schools. The Aboriginal Education Department will consult during the review of policies.

### **Appendix:**

None

### **Effective Date**

2014-03-17



# POLICY

## STUDENTS

### ~~Voluntary, Confidential First Nation, Métis And Inuit Students Self-Identification Policy~~

~~The Durham District School Board is committed to providing quality programs and supports to increase student identity, success and achievement. The culture, history and perspectives of the First Nation, Métis and Inuit communities will be honoured in a culturally responsive manner. All students, parents and staff will have the opportunity to experience, appreciate and value the contributions of the First Nation, Métis and Inuit.~~

~~Collaboration among First Nation, Métis, and Inuit students, parents and their communities, First Nation Chief and Councils, First Nation, Métis and Inuit organizations and the Durham District School Board will develop strong relationships.~~

~~All staff, students and their parents/guardians will have the opportunity for voluntary, confidential self-identification of their ancestry as First Nation, Métis or Inuit as outlined in the 2007 Ontario, First Nation, Métis and Inuit Education Policy Framework.~~

~~A process is established to collect, aggregate, and report the self-identification data in accordance with The Ontario Human Rights Code, The Municipal Freedom of information and Protection of Privacy Act, The Freedom of Information and Protection of Privacy Act, and the Education Act. This relevant information will be used to develop effective strategies and establish comprehensive programs to meet the goals of Aboriginal education in the Durham District School Board.~~

**Appendix:**

~~None~~

**Effective Date:**

~~2008-03-17~~

**Reviewed and Amended:**

~~2015-01-15~~

# PROCEDURE

## STUDENTS

### **Voluntary, Confidential First Nation, Métis And Inuit Student Self-Identification Procedure**

#### 1.0—Rationale:

The 2007 Ontario First Nation, Métis and Inuit Education Policy Framework outlines strategies to improve achievement among First Nation, Métis and Inuit students and to close the gap of achievement in the areas of literacy and numeracy, engagement and retention of students in school, credit accumulation, special education, graduation rates, and advancement to post-secondary studies. The Durham District School Board (DDSB) is providing the opportunity for voluntary, confidential self-identification of First Nation, Métis and Inuit ancestry so that the Board can provide programs and supports to increase Aboriginal student success and achievement, and to build partnerships with First Nation, Métis and Inuit parents/guardians and their communities.

#### 2.0—Data Collection Process:

A voluntary confidential First Nation, Métis and Inuit student self-identification process exists resulting from consultation with all stakeholders, including students, parents/guardians, local First Nation, Métis and Inuit communities, DDSB staff and trustees, and the Education Quality and Accountability Office (EQAO). Voluntary, confidential First Nation, Métis and Inuit student self-identification information occurs during the initial Junior Kindergarten registration process, and on the Registration Form for new students and the Verification Form used annually to update information for all students. All DDSB students, parents/guardians and students age 18 years and older have the opportunity to voluntarily and confidentially self-identify their ancestry as First Nation, Métis and Inuit at any time. 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, and the Canadian Constitution.

#### 3.0—Data Analysis and Application:

The data acquired through voluntary, confidential First Nation, Métis and Inuit student self-identification will be analysed collectively and used by the DDSB to improve education opportunities for Aboriginal students. The information gathered will enable the DDSB to develop comprehensive programs to:

- Address the demographics of the First Nation, Métis and Inuit population
- Provide effective strategies and learning opportunities to meet the needs of the Aboriginal learner
- Increase student achievement in supported learning environments
- Improve EQAO test scores for First Nation, Métis and Inuit students
- Increase the retention rate of First Nation, Métis and Inuit students
- Prepare learners for post-secondary studies or the world of work
- Promote effective, respectful working relationships and partnerships with Aboriginal parents/guardians and their communities
- Increase awareness of First Nation, Métis and Inuit cultures, histories and perspectives

EQAO collects and reports First Nation, Métis and Inuit student self-identification for only those students in Grade 3, 6, 9 and 10 on an annual basis when they participate in provincial assessments. EQAO

~~values students' privacy and only reports aggregated student results for both system and provincial assessments to the Durham District School Board. Results are not reported publicly for schools where fewer than 15 students participated because it might be possible to identify individual students. Privacy legislation will be used to protect individual student information.~~

#### ~~4.0—Evaluation:~~

~~The policy will be reviewed as required for its effectiveness and need for continuation.~~

~~The voluntary, confidential First Nation, Métis and Inuit student self-identification data will be collected annually to determine program modifications required to support student achievement.~~

~~A progress report to the Ministry of Education on the implementation of the 2007 Ontario First Nation, Métis and Inuit Policy Framework will occur every three years.~~

#### ~~Definitions:~~

~~First Nation is used to describe the various Nations of Indigenous peoples of Canada who are not Métis or Inuit. The term "First Nation" also has been adapted to replace the word "band" in the names of communities.~~

~~Métis are distinct people with a unique history, culture and language. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Anishinaabe, and Cree.~~

~~An Inuit person is known as an Inuk. Inuktitut means "the people". Aboriginal people in Northern Canada, who have lived in Nunavut, Northwest Territories, Northern Quebec and Northern Labrador.~~

#### **~~Appendix:~~**

~~Aboriginal Self ID Brochure PRINT~~

#### **~~Effective Date~~**

~~2008-03-17~~

#### **~~Amended~~**

~~2015-01-15~~

# POLICY

## Indigenous Education

Aanii, boozhoo, gakina gweya dinawaymaagmnidoowak. Miigwechwendam gaye e-gakina bimaadizijik, miigwech eshkawgimikwe aki'ing, miigwech giizis, miinwaa dibik giizis, miigwech noodin, giizhigoong, miinwaa ji-animikiikag, miigwech nibi waaboo, miigwech anungoohns, ogii-miizhiyaang wesiinyag, beneshiiyag, amooodejik, miinwaa nbiishing aa-yaa-jig, Miigwech biidaabung, Nimkii anupowaagun, nimkii bineshii, minwaa waasnoodo. Miigwech gizhemanidoo. Miigwech, Miigwech, Miigwech, Miigwech. Nahaaw, aambe goshkoozin! Gidaa-naakiimewe, ne'iikaanagaanaa.

(Beedahbin Peltier- Wikwemikong First Nation)

I see you, how things have come together here in this place, inclusively to everyone, and all of your relations - past, present and future. The influencers of energy and spirit, the ancestors foresaw the potential of today. We are grateful for our families, grateful for Mother Earth, and the land, grateful for the sun and the wind, the air, sky, and the thunders that come; the water and abilities of water and the stars. Thank you for bringing together the animals, birds, animals that crawl, and animals in the water. We thank the keepers of the four directions. Thank you to the universal energy, from the smallest particles to our Milky Way. Our perpetual commitment to reciprocity. Ok, let's go and ignite our fires/hearts! We will uphold our responsibilities to self, community, and creation for all of our relations and the ones to come.

### 1.0 Rationale

- 1.1 The Durham District School Board adopts this policy in recognition that Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information.
- 1.2 The Durham District School Board adopts the following as a foundational statement of our commitment to indigenous peoples: "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)

### 2.0 Objective

- 2.1 This policy is informed by UNDRIP and is informed by and compliant with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act, the Municipal Freedom of Information and Protection of Privacy Act, the Freedom of Information and Protection of Privacy Act, the Anti-Racism Directorate's Data Standards and the DDSB's Guidelines and Procedures for the Accommodation of Creed in Schools: An Inclusive Approach.
- 2.2 The District recognizes that the education system has its foundation in Eurocentric thinking, assimilation practices and genocidal laws that have historically marginalized Indigenous peoples and continue to disproportionately and negatively affect Indigenous students.
- 2.3 The District acknowledges that learning about Indigenous knowledge systems, truths, histories and contributions benefits all students in all schools and must be present in all curriculum areas.

- 2.4 The District recognizes all stakeholders have shared roles and responsibilities for supporting and not infringing Indigenous rights.
- 2.5 This policy is adopted to support Indigenous rights within the context of the statements and commitments made in the preceding paragraphs.

### 3.0 Definitions

In this policy,

- 3.1 **Board:** The Board of Trustees for the DDSB.
- 3.2 **District:** the corporate entity of the Durham District School Board.
- 3.3 **Staff:** any individual who is employed by the DDSB.
- 3.4 **Indigenous Peoples:** Indigenous has become the more widely accepted general term to refer to First Nations, Métis and Inuit people.
- 3.5 **Colonialism:** Colonialism is a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their Cultures, traditions and ties to the land.
- 3.6 **Anti-Colonial:** intentional and critical analysis of structures, processes and decision making to identify, challenge and address or change (and not perpetuate) the legacies and ongoing harmful impacts of colonialism.
- 3.7 **Cultural Appropriation-**is the adoption of an element of elements of one culture or identity, knowingly or unknowingly, by members of another culture or identity without engaging or consulting with the community, which can often result in diminishing or trivializing significant cultural or spiritual meaningful practices/traditions, and can be discriminatory and racist. For Indigenous peoples in Canada, cultural appropriation is rooted in colonization and ongoing oppression.
- 3.8 **Giikendaaswin-** is an Anishinaabe word to describe Anishinaabe worldview; knowledge, information, and the synthesis of personal teachings that everything is connected.
- 3.9 **Inherent Rights:** derive from Indigenous peoples political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources.
- 3.10 **Indigenous Education Advisory Circle:** an advisory committee of various stakeholders from Indigenous educators and administrators to Indigenous community members, parents and students that collaborate and advise the Board on Indigenous education initiatives and programs throughout the DDSB.



## 4.0 Policy

### *Ancestral Lands*

- 4.1 The District recognizes that it is situated on the ancestral and treaty lands of Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island, two Anishinaabek Ojibwe Nations. The Durham District School Board acknowledges that many Indigenous Nations have long-standing 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 Mississauaga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral land treaty lands that we teach, learn and live. These Nations hold legal and specific rights in their respective territories. This area has been and continues to be home for Indigenous peoples and non-Indigenous peoples.

The District is committed to fostering and maintaining healthy reciprocal relationships with urban First Nations, Métis and Inuit community members, Métis Nation of Ontario, Mississaugas of Scugog Island First Nation, Chippewas of Georgina Island First Nation and the Anishinabek Education System.

### *Distinct Rights and Consultation*

- 4.2 The District recognizes that Indigenous rights are distinct.
- 4.3 These distinct Indigenous rights are recognized in numerous international covenants and conventions and also in pre and post confederation treaties.
- 4.4 The District also recognizes that Indigenous Peoples are distinct from equity-seeking groups in that they are self-determining Nations with inherent rights, laws, and institutions. In the exercise of their rights, they should be free from racism and discrimination of any kind.
- 4.5 Indigenous staff and students shall not be subject to actions with the aim or effect of depriving them of their distinct rights. The District is committed to providing services, workplaces and learning environments that centre Indigenous rights, human rights and equity and that are welcoming, respectful, safe, inclusive, equitable and free from oppression, discrimination, racism, harassment and harm.
- 4.6 The District is committed to upholding Indigenous Inherent Rights in a manner that prioritizes ethical conduct and healthy relationships with Indigenous community members. In this regard, the District is committed to meaningful consultation and engagement with Indigenous peoples in accord with the expectations of local Indigenous community members on matters related to Indigenous education policy and procedure development, amendment and/or implementation and on curriculum and programs or other policy or systemic issues impacting Indigenous peoples or their rights as confirmed in this Policy. Local Indigenous community members could include Indigenous parents or parent councils, Indigenous policy consultants, Indigenous employees, Indigenous lawyers, Indigenous human rights specialists, Indigenous Elders, Indigenous activists, and Indigenous scholars.
- 4.7 The District will ensure that Indigenous community voice is present in board governance, strategic direction and priorities and policy setting.

*School Climate and Curriculum*

- 4.8 Indigenous Peoples have the right to the dignity that comes with acknowledgement of the diversity of nations, cultures, traditions, histories and aspirations and this shall be appropriately reflected in curriculum, programs and public information.
- 4.9 There is a shared responsibility between the District and local Indigenous community members to promote and protect the rights of Indigenous students, families and staff and to ensure the maintenance of a respectful, safe and positive school climate and the actions that support Giikendaaswin.
- 4.10 Indigenous students have the right to an education free from racism and discrimination of any kind and to learning experiences that align with and promote Giikendaaswin.
- 4.11 Indigenous (First Nations, Métis, and Inuit) education delivered within the DDSB is to comply with legislative requirements, the terms of this policy and shall support the District's commitment to human rights, anti-oppression, anti-racism, non-discrimination, and equitable and inclusive education.
- 4.12 Discrimination and harassment such as, but not limited to, cultural appropriation, harmful narratives, stereotypes and racial slurs are unacceptable and are incompatible with District values and expectations.
- 4.13 The District shall value and present Indigenous expertise and knowledge systems as equal to, and on par with, Eurocentric knowledges, in accordance with terms of any procedure adopted under this Policy.

*Anti-Colonialism*

- 4.14 The District is committed to understanding the ongoing legacies of colonialism which continue to negatively impact the social, legal, economic, cultural and political lives of Indigenous Peoples and their lands, including Indigenous peoples' right to education without discrimination.
- 4.15 The District recognizes that uninterrupted existing structures replicate or perpetuate colonial and discriminatory structures, processes and decision making and negatively affect Indigenous rights and, therefore, that the District must begin to engage in anti-colonial actions to address these structures. In this regard, the District adopts UNDRIP as a guiding document to inform the creation of District policies, and procedures. The District is committed to acting upon, reconciling and being accountable to Indigenous Peoples in addressing the impacts of colonialism.

*Self-Identification*

- 4.16 In response to the Ministry of Education's Ontario First Nation, Metis and Inuit Education Policy Framework (2007), the DDSB shall provide students 18 years or older and all parents/guardians of Indigenous students the opportunity to voluntarily provide confidential self-identification of First Nation, Métis and Inuit ancestry.
- 4.17 The District shall establish and maintain a strictly voluntary process to collect, aggregate, and report confidential indigenous self-identification data in accord with applicable privacy legislation and best industry practices to maintain privacy and confidentiality.

- 4.18 Any such data shall only be used to identify and remove barriers experienced by Indigenous students and families, inform anti-colonial practices and improve Indigenous education programs within the District. The District shall respectfully utilize relevant voluntary, confidential self-identification data to develop, implement, and evaluate culturally relevant and responsive programming that increases Indigenous student engagement, well-being, and achievement of Indigenous students within the District.

### *Implementation*

- 4.19 Implementation of this policy will be an ongoing effort by the Director and delegates and the Board, within the scope of their respective responsibilities, that will involve amongst other things:
- Examining existing colonial structures and supporting anti-colonial efforts;
  - Monitoring and assessing organizational compliance with this policy;
  - Putting in place appropriate and sustainable organizational structures, resources and expertise to support the successful implementation of this policy and related procedures;
  - Revising or removing policies, procedures and practices that conflict with this policy and adopting and implementing new policies, procedures and practices that proactively promote and support inherent Indigenous Rights and anti-discrimination; and
  - Engaging in ongoing learning and training in understanding the rights of Indigenous Peoples and the deep impacts of colonialism and how it continues today.

## 5.0 Evaluation

- 5.1 This policy is to be reviewed and updated as required but at a minimum of five years or as may be requested by the local First Nation (Mississaugas of Scugog Island and Chippewas of Georgina Island First Nation) or the Indigenous Advisory Circle.

## 6.0 Reference Documents

### 6.1 Policies

- [Equity and Inclusion](#)
- [Consultative Process](#)
- [Voluntary, Confidential First Nation, Métis and Inuit Student Self-Identification Policy](#)

### 6.2 Procedures

- [Equity and Inclusion](#)
- [Positive School Climate](#)
- [Land Acknowledgement](#)
- [Opening and Closing Exercises](#)
- [Voluntary, Confidential First Nation, Métis and Inuit Student Self-Identification Procedure](#)
- [Learning Resource Materials Selection](#)

### 6.3 Other Documents

- Anishinabek Education System
- Anishinabek Education System Master Agreement
- Canadian Charter of Rights and Freedoms
- Charter of the United Nations
- The Ontario Education Act
- Constitution Act
- Truth and Reconciliation Commission of Canada: Calls to Action

- Municipal Freedom of Information and Protection of Privacy Act
- Ontario First Nation, Métis, and Inuit Education Policy Framework
- Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan
- Ontario Human Rights Commission: Policy on preventing discrimination based on creed
- 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
- Strengthening Our Learning Journey. Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework
- Durham District School Board's Guidelines and Procedures for the Accommodation Creed in Schools: An Inclusive Approach
- United Nations Convention on the Rights of a Child (UNCRC) Constitution Act;
- Canadian Charter of Rights and Freedoms (CCRF) (section 15, 35);
- Ontario Human Rights Code;
- United Nations Universal Declaration of Human Rights (UDHR);
- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP);
- Pre and post-confederation treaties as so entered into.

## Appendix:

None

## Effective Date

YYYY-MM-DD

## Amended/Reviewed

YYYY-MM-DD

YYYY-MM-DD

# PROCEDURE

## STUDENTS

### Indigenous Education Classroom Practices: Teaching and Learning

#### 1.0 Objective

- 1.1 The purpose of this Indigenous Education procedure is to guide teaching and learning that demonstrates respect and appreciation for Indigenous knowledge systems, histories and truths and upholds Indigenous inherent and human rights.
- 1.2 This procedure acknowledges that learning about Indigenous knowledge systems, perspectives, histories and contributions benefits all students in all schools and must be present in all curriculum areas.
- 1.3 This procedure is informed by and compliant with the United Nation Declaration of Rights for Indigenous Peoples (UNDRIP), Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, The Truth and Reconciliation Commission of Canada: Calls to Action, the Ontario Education Act and the Durham District School Board's Guideline and Procedures for the Accommodating Creed in Schools: An Inclusive Approach.

#### 2.0 Definitions

In this procedure,

- 2.1 **Board:** The Board of Trustees for the Durham District School Board (DDSB).
- 2.2 **District:** the corporate entity of the Durham District School Board (DDSB).
- 2.3 **School Leaders:** any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB.
- 2.4 **Indigenous Peoples:** Indigenous has become the more widely accepted general term to refer to First Nations, Métis and Inuit people.
- 2.5 **Colonialism:** Colonialism is a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their Cultures, traditions and ties to the land.
- 2.6 **Anti-Colonial:** intentional and critical analysis of structures, processes and decision making to identify, challenge and address or change (and not perpetuate) the legacies and ongoing harmful impacts of colonialism.

- 2.7 **Cultural Appropriation-** is the adoption of an element of elements of one culture or identity, knowingly or unknowingly, by members of another culture or identity without engaging or consulting with the community, which can often result in diminishing or trivializing significant cultural or spiritual meaningful practices/traditions and can be discriminatory and racist. For Indigenous peoples in Canada, cultural appropriation is rooted in colonization and ongoing oppression.
- 2.8 **Tokenism-** the practice of doing something or engaging in actions only to prevent criticism and give the appearance that people are being treated fairly.
- 2.9 **Giikendaaswin-** is an Anishinaabe word to describe Anishinaabe worldview; knowledge, information, and the synthesis of personal teachings that everything is connected.
- 2.10 **Inherent Rights:** derive from Indigenous political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources.
- 2.11 **Indigenous Education Advisory Circle:** committee of various stakeholders from Indigenous educators and administrators to Indigenous community members, parents and students that collaborate and advise on Indigenous education initiatives and programs throughout the DDSB.

### 3.0 Responsibilities

All employees must comply with the Indigenous Education policy and this procedure within their job duties and responsibilities, including recognizing biases, discriminatory structural barriers and inequities, responding to and addressing inequities, discriminatory structural barriers and actively engaging in anti-colonial approaches and practices within their sphere of responsibility, authority and influence.

- 3.1 The **Director of Education** (and designates) is responsible for the operations of the DDSB and implementing (or overseeing the implementation of) initiatives, practices and measures to support all educators in complying with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Ontario Human Rights Code and this procedure. In addition to the responsibilities set out in the Indigenous Education Policy and related procedures, the Director of Education is responsible for:
- Setting clear direction and expectations to help educators fulfill their individual roles, responsibilities and accountabilities. These will embed the objectives of the Indigenous Education Policy and this procedure in learning environments;
  - Integrating and embedding systemic, organizational approaches to support the examination of existing colonial structures and supporting anti-colonial efforts;
  - Putting in place appropriate organizational structures and resources, funding and expertise to support the implementation of the Indigenous Education Policy and this procedure.
  - Ensuring central staff responsible for Indigenous Education self-identify as Indigenous wherever possible and demonstrate reciprocal connections to Indigenous knowledge systems and community.
- 3.2 **Superintendent of Education:**
- Supporting the development of and supervising educational programs in schools related to the Indigenous Education Policy and this procedure, inclusive of First Nations, Metis and Inuit Studies courses; and
  - Building capacity and providing professional learning to equip employees with knowledge and skills to support the implementation of the Indigenous Education Policy and this procedure.

### 3.3 Central Staff Responsible for Indigenous Education

In an effort to model, “nothing about us without us” and honour Indigenous sovereignty, Indigenous Education central support staff are responsible for:

- Providing consultation to ensure that all curriculum and resources are current, inclusive of First Nations, Métis and Inuit perspectives, accurate historical context, avoid harmful stereotypes and narratives and positively promoting Indigenous voices and perspectives;
- Providing guidance based on Indigenous community members directions on all matters impacting Indigenous families and students;
- Promoting capacity building to support the implementation of the Indigenous Education Policy, this procedure and the Indigenous Education Board Action Plan; and
- Collaborating with the Indigenous Education Advisory Circle on plans for Indigenous Education.

### 3.4 School Leaders:

In addition to what is set out in this procedure, school leaders are responsible for:

- Engaging in and providing opportunities for educators to engage ongoing learning and training in understanding the inherent rights of Indigenous peoples and recognizing and understanding the deep impacts of colonialism and how it continues today;
- Facilitating the review of school and classroom resources to be inclusive of First Nations, Métis and Inuit perspectives, accurate historical context, avoid harmful stereotypes and narratives, positively promoting Indigenous voices and perspectives in alignment with the Learning Resource Materials Selection Procedure;
- Identifying and removing the ongoing impacts of colonialism and oppressive structures within their schools; and
- Ensuring school learning plans address the teaching and learning of accurate Indigenous histories and perspectives and student-centred pedagogical approaches.

## 4.0 Guidelines and Considerations

### Indigenous Rights

- 4.1 Indigenous peoples have the inherent right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information. 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." (UNDRIP- Article 15).
- 4.2 Indigenous peoples are the guardians and interpreters of their civilizations, traditions, and knowledge systems. They have the right to exercise, control, and protect their culture, intellectual properties, and knowledge (UNDRIP).
- 4.3 The District is committed to providing services and workplaces that centre around Human Rights and equity and are safe, welcoming, respectful, inclusive, equitable and accessible, and are free from discrimination and harassment under the Ontario Human Rights Code. Indigenous students have the right to educational services free from discrimination based on ancestry and other Human Rights Code-protected grounds.

## 5.0 Procedures

- It is the expectation that staff will engage in ongoing learning and training to seek understanding of the rights of Indigenous peoples and recognizing and understanding the deep impacts of colonialism and how it continues today; and
- Schools and other worksites will provide opportunities, fostering healthy reciprocal relationships with Indigenous educators, parent(s)/guardian(s), families, students and community members.

- 5.1 Practice will reflect Universal Design for Learning (UDL), inclusive design and equity principles to create learning environments that are inclusive for everyone; this includes and is not limited to revising or developing new strategies, practices, curriculum, books/course materials and resources, learning plans, assessment strategies, etc.

UDL involves and considers:

- Developing flexible ways to learn;
- Creating an engaging classroom environment;
- Maintaining high expectations for all students while allowing multiple ways to meet expectations;
- Empowering educators to think differently about their teaching;
- Focusing on educational outcomes for all;
- Designing and implementing curricula that meet and adjusts to the requirements of all students; and
- Flexible and multiple forms of assessments that recognize individual progress and provide alternative routes for learning.

UDL principles include offering:

- Multiple means of representation to give learners various ways of acquiring information and knowledge;
- Multiple means of expression to provide learning alternatives for demonstrating what they know; and
- Multiple means of engagement to tap into learners' interests, challenge them appropriately and motivate them to learn.

- 5.2 Curriculum design and delivery will ensure that programming is authentic and reflects the lived experiences and abilities of students through differentiation of content, process, product, or learning environment.

- 5.3 Curriculum resources, including visual representations, will:

- Reflect positive Indigenous role models in a variety of subject areas and a balance of perspectives of Métis and Inuit in addition to those from First Nations and diverse and intersecting Indigenous identities (e.g., Two Spirit);
- Include and prioritize Indigenous voices (authors, artists, scholars, etc.);
- Be current and will be free of harmful stereotypes and narratives;
- Accurately represent Indigenous contributions both past and present, Treaties, residential schools, accurate histories and the ongoing colonization;
- Ensure Indigenous expertise and knowledge systems as equal and on par with Eurocentric knowledge;
- Expose students to learning, centred around current issues involving Indigenous Rights; and
- Align with the guidelines of the vetted [Indigenous Education Resource Guide](#) found on the District's intranet.



- 5.4 Educators will refrain from replicating and/or mimicking cultural practices. Cultural perspectives will only be shared in a responsible and measured way through engagement with the Indigenous Education Department who works closely with the Indigenous Advisory Circle.
- 5.5 Ensure all curriculum resources and items that have been purchased that are no longer aligned with the Indigenous education policy and this procedure will be returned to the Indigenous Education Department for disposal or recycling. They shall not be shared or reused elsewhere. This includes sacred and ceremonial items.
- 5.6 Administrators and educators will consult with the Indigenous Education Resource Guide when welcoming Indigenous guests to ensure guest speakers or facilitators related to Indigenous Education are on an approved speakers list, which has been co-created with Indigenous community partners, and protocol guidelines will be provided.

## 6.0 Review Process

- 6.1 Through its cyclical policy reviews, the Board will embed the principles of Indigenous Education in other policies. The Indigenous Education Department will be consulted during the review of policies and will engage in Indigenous community consultation where it has significant impact.
- 6.2 The District's operations will be regularly reviewed to ensure that programs, procedures, and practices reflect an Indigenous focus. The Indigenous Education Department will engage in ongoing consultation with Indigenous community members and the DDSB Indigenous Education Advisory Circle.
- 6.3 Input and consultation meetings should be well advertised and communicated with Indigenous community members and follow the DDSB Consultations Policy. Consultation may involve surveys, focus group meetings, ongoing conversations and or formal meetings.
- 6.4 Information gathered through the consultation process will be shared with stakeholders.

## 7.0 Communications and Information Accessibility

- 7.1 The Indigenous Education Procedure, Guidelines, and Resources lists will be shared with system leaders, school leaders and educators.

## 8.0 Reference Documents

### 8.1 Policies

- [Equity and Inclusion](#)
- [Consultative Process](#)
- [Voluntary, Confidential First Nation, Metis and Inuit Student Self-Identification Policy](#)
- Human Rights Policy

### 8.2 Procedures

- [Equity and Inclusion](#)
- [Positive School Climate](#)
- [Land Acknowledgement](#)
- [Opening and Closing Exercises](#)
- [Voluntary, Confidential First Nation, Metis and Inuit Student Self-Identification Policy](#)
- [Learning Resource Materials Selection](#)
- Human Rights Procedures

### 8.3 Other Documents

- Canadian Charter of Rights and Freedoms
- The Ontario Education Act
- Constitution Act
- Truth and Reconciliation Commission of Canada: Calls to Action
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario First Nation, Métis, and Inuit Education Policy Framework
- Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan
- Ontario Human Rights Commission: Policy on preventing discrimination based on creed
- United Nations Declaration on the Rights of Indigenous Peoples
- 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
- Strengthening Our Learning Journey. Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework

#### **Appendix:**

None

#### **Effective Date**

YYYY-MM-DD

#### **Amended/Reviewed**

YYYY-MM-DD

YYYY-MM-DD

# PROCEDURE

## STUDENTS

### Voluntary, Confidential First Nation, Métis, and Inuit Students Self-Identification

#### 1.0 Objective

- 1.1 The purpose of this procedure is to outline the process the Durham District School Board (DDSB) has developed to provide the opportunity for parents/guardians of Indigenous students to voluntarily, confidentially self-identify as having First Nation, Métis and Inuit (Indigenous) ancestry and how this data is used to inform programming for Indigenous students.
- 1.2 The identification, collection and use of Indigenous student achievement data serves to identify, address, and eliminate anti-Indigenous racism and discrimination and develop, implement, and evaluate programs and strategies that increase Indigenous student well-being, and achievement.
- 1.3 All data collected will be used in agreement with the Municipal Freedom of Information and Privacy Act or other applicable legislation. All personal information is treated as confidential, and is collected, used, disclosed and disposed of only in accordance with relevant legislation and regulations. Individual data will not be reported and will be used to develop and implement supportive programming.

#### 2.0 Definitions

In this procedure,

- 2.1 **Board:** The Board of Trustees for the DDSB.
- 2.2 **District:** the corporate entity of the Durham District School Board.
- 2.3 **School Leader:** any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB.
- 2.4 **Indigenous Peoples:** Indigenous has become the more widely accepted general term to refer to First Nations, Métis and Inuit people.
- 2.5 **Colonialism:** Colonialism is a practice of domination, which involves the subjugation of one people to another. Settler colonialism - such as in the case of Canada - is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions and ties to the land.
- 2.6 **Anti-Colonial:** intentional and critical analysis of structures, processes and decision making to identify, challenge and address or change (and not perpetuate) the legacies and ongoing harmful impacts of colonialism.

- 2.7 **Inherent Rights:** derive from Indigenous peoples political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources.
- 2.8 **Self-Identification:** A process that will allow students to voluntarily and confidentially declare their origin as First Nations, Métis or Inuit.

### 3.0 Responsibilities

All employees must comply with the Indigenous Education policy and this procedure within their job duties and responsibilities, including recognizing biases and inequities, responding to and addressing inequities and actively engaging in anti-colonial approaches and practices within their sphere of responsibility, authority and influence.

- 3.1 **Director of Education** (and designates) is responsible for the operations of the DDSB and implementing (or overseeing the implementation of) initiatives, practices and measures to support all educators in complying with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Ontario Human Rights Code and this procedure. In addition to the responsibilities set out in the Indigenous Education Policy and related procedures, the Director of Education is responsible for:
- Ensuring that self-identification for Indigenous students is available through the on-line registration process;
  - Allocating staff and resources to address and support Indigenous student, achievement and well-being; and
  - Ensuring accurate and timely reporting of assessment data related to Indigenous student achievement and well-being.

### 3.2 School Leaders:

In addition to what is set out in this procedure, School leaders are responsible for:

- Engaging in and providing opportunities for educators to engage ongoing learning and training in understanding the Inherent rights of Indigenous peoples and recognizing and understanding the deep impacts of colonialism and how it continues today;
- Identifying and removing the ongoing impacts of colonialism and oppressive structures within their schools; and
- Fostering a safe, welcoming, respectful, inclusive, equitable and accessible learning environment that encourages Indigenous students to self-identify.

### 4.0 Guidelines and Considerations

#### Human Rights and Accommodation

The District is committed to providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code.

This means:

- 4.1 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)

### **Data Standards**

- 4.2 Results are not reported publicly for fewer than 15 students because it might be possible to identify individual students.
- 4.3 Individual information is not communicated unless requested by the parent/guardian of/and for their children.
- 4.4 Information collected is used only as a part of a collection where individuals cannot be specifically identified.

## **5.0 Procedures**

### **5.1 Data Collection Process:**

- Voluntary confidential First Nation, Métis and Inuit student self-identification occurs annually within the online registration process.
- School leaders will inform parent(s)/guardian(s) and families of Indigenous students and community members about the rationale and goals of self-identification through school-based annual communication to the school community.
- Any DDSB students, parents/guardians and students age 18 years and older has the opportunity to voluntarily and confidentially self identify at any time through the completion of the First Nation, Métis and Inuit Self-Identification Form (Appendix A) at their home school.
- Schools will ensure the update of student records in PowerSchool following the completion of the First Nation, Métis and Inuit Self-Identification Form.

### **5.2 Data Analysis and Application:**

The data acquired through voluntary, confidential First Nation, Métis and Inuit student self-identification will be analysed collectively and used by the DDSB to improve education opportunities for Indigenous students. The information gathered will enable the DDSB to develop comprehensive programs to:

- Address the demographics of the Indigenous population the DDSB services;
- Examine the structures, practices and resources within schools and classrooms and ensure they free from barriers as a result of anti-Indigenous racism;
- Provide innovative practices and pedagogies to bridge gaps, eliminate existing barriers to well-being, student achievement to enable all students to thrive;
- Provide opportunities for Indigenous students and families to connect with Indigenous scholars in the community;
- Increase the retention and graduation rate of Indigenous students; and
- Promote effective, respectful working relationships and partnerships with Indigenous parents/guardians and their communities

## 6.0 Review Process

- 6.1 The policy will be reviewed as required for its effectiveness and need for continuation and will follow the cyclical review process.
- 6.2 The voluntary, confidential First Nation, Métis and Inuit student self-identification data will be collected annually to determine program modifications required to support student achievement.

## 7.0 Communications and Information Accessibility

- 7.1 The Voluntary, Confidential First Nation, Métis, and Inuit Students Self-identification Procedure, will be shared with system leaders, school leaders and educators.

## 8.0 Reference Documents

### 8.1 Policies

- Indigenous Education Policy
- Equity and Inclusion Policy
- Consultative Process Policy
- Voluntary, Confidential First Nation, Métis and Inuit Student Self-Identification Policy
- Human Rights Policy

### 8.2 Procedures

- Indigenous Education: Teaching and Learning
- Equity and Inclusion
- Positive School Climate
- Human Rights Procedures

### 8.3 Other Documents

- Anishinabek Education System
- Anishinabek Education System Master Agreement
- The Ontario First Nations, Métis and Inuit Education Policy Framework (2007)
- The Truth and Reconciliation Commission of Canada: Calls to Action (2015)
- The United Nations Declaration on the Rights of Indigenous Peoples (2007)
- The Ontario Human Rights Code
- Anti-Racism Act
- Canadian Charter of Rights and Freedoms
- Charter of the United Nations
- Constitution Act
- Municipal Freedom of Information and Protection of Privacy Act
- Education Act and related policy and procedure memoranda professional obligations for educators and other DDSB employee
- 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
- Strengthening Our Learning Journey. Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework
- Ontario Human Rights Commission: Policy on preventing discrimination based on creed
- United Nations Declaration on the Rights of Indigenous Peoples
- Durham District School Board's Guidelines and Procedures for the Accommodation Creed in Schools: An Inclusive Approach
- International Covenant on Economic, Social and Cultural Rights (ICESCR)

- United Nations Universal Declaration of Human Rights (UDHR)
- United Nations Convention on the Rights of a Child (UNCRC)

**Appendix:**

Indigenous Self ID Brochure PRINT

**Effective Date**

YYYY-MM-DD

**Amended/Reviewed**

YYYY-MM-DD

YYYY-MM-DD



## **DURHAM DISTRICT SCHOOL**

### **BOARD MEETING Monday, June 21, 2021**

#### **REPORT OF THE GOVERNANCE COMMITTEE**

#### **NAME CHANGE AND MANDATE FOR THE GOVERNANCE AND POLICY STANDING COMMITTEE**

1. THE COMMITTEE RECOMMENDS THAT THE BOARD OF TRUSTEES ADOPT THE NAME OF THE COMMITTEE "THE GOVERNANCE AND POLICY COMMITTEE".
2. THE COMMITTEE RECOMMENDS THE FOLLOWING TERMS OF REFERENCE:
  - To ensure all of the Board's policies are up-to-date, accurate and consistent with the current legislation and government requirements;
  - To ensure that the Board of Trustees review policies at least once every five years or when required by a new legislative act or regulation, new government policy, resolution of the Board or as recommended by staff;
  - To develop policies that are developed with evidence-based data, equitable and reflect the Board's vision, values and strategic plan;
  - Monitor the effectiveness of Board policies through consultation and evidence based data;
  - Monitor the effectiveness of Board policies in addressing human rights and equity in consultation with the Human Rights and Equity Advisor, through the Director of Education;
  - Report and make recommendations to the Board of Trustees on governance and Board policies;
  - Review Bylaw/Policies for ad-hoc committees and develop/review/document procedures (document mandate, clearly identify quorum, membership);
  - The committee shall meet at least twice annually; and
  - All trustees are eligible to sit on the committee. The Chairperson and Vice-Chairperson shall be elected annually at the Organizational Meeting.



**CONSOLIDATED BY-LAWS  
DURHAM DISTRICT SCHOOL BOARD**

**SECTION 1: GENERAL**

**1.1 Purpose and Application**

- 1.1 These Consolidated By-Laws are enacted by the Board of Trustees (the “Board” or the “Board of Trustees”) of the Durham District School Board (the “DDSB”) to govern meetings of the Board and Committees of the Board and to advance good governance practices at the Board in accordance with the governance structure for school boards established under the *Education Act*. These Consolidated By-laws advance democratic decision-making with rules that facilitate fair and respectful debate.
- 1.2 Committees of the Board are Committees with only trustees as voting members. Advisory Committees are not Committees of the Board and they are not governed by these Consolidated By-Laws (except that certain Advisory Committees are established by these By-Laws and except that the Board is bound by these By-Laws in establishing or dissolving any such committee).
- 1.3 Subject to any applicable legislation or regulation, any procedural rule(s) in these By-Laws may be suspended by a two-thirds majority vote of the members present and voting.
- 1.4 Subject to any applicable legislation or regulation, any gap in these By-Laws shall be addressed by reference to the latest edition of *Robert’s Rules of Order, Newly Revised* (“RONR”).
- 1.5 Subject to any applicable legislation or regulation, these By-Laws may be amended, at any time, by a two-thirds majority vote of the members present and voting, provided that the matter is listed on the agenda prior to the commencement of a Board meeting and provided that written notice of any proposed amendment(s), and any supporting materials, shall have been delivered at the previous meeting of the Board.

**SECTION 2: ROLES AND RESPONSIBILITIES**

**2.1 Board of Trustees**

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

## 2.2 Chair/Vice-Chair

- 2.2.1 The Chair of the Board of Trustees, as an individual member, has no greater rights or powers than any other member of the Board but does have a unique role as expressly set out in the *Education Act*.
- 2.2.2 The role of the Chair of the Board of Trustees (or Vice-Chair in the Chair's absence) is as set out in the *Education Act* and is to:
- (a) Preside over meetings of the Board;
  - (b) Conduct meetings in accordance with these Bylaws;
  - (c) Establish agendas for Board meetings, in consultation with the Director;
  - (d) Ensure that members of the Board have the information needed for informed discussion of the agenda items;
  - (e) Act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board;
  - (f) Convey the decisions of the Board to the Director; and
  - (g) Provide leadership to the Board in maintaining the Board's focus on the Multi-Year Strategic Plan and the Board's mission and vision.

## 2.3 Committee Chair or Vice-Chair

- 2.3.1 The role of Committee Chair (or Vice-Chair in the Chair's absence) is to:
- (a) Preside over meetings of Committee;
  - (b) Establish agendas for Committee meetings, in consultation with the Director;
  - (c) Conduct meetings in accordance with these Bylaws;
  - (d) Ensure that members of the Committee have the information needed for informed discussion of the agenda items;
  - (e) Liaise with the Director to bring forward Committee recommendations to the Board, or to the Committee of the Whole – Standing, through a staff report delivered on behalf of the Committee.

## 2.4 Student Trustees

- 2.4.1 Student Trustees are not elected members of the Board but play an important role in representing the interests of secondary school students through their participation in meetings of Student Senate, the Board and its Committees. As outlined in the *Education Act* and the regulations thereunder, including Ontario Regulation 7/07, Student Trustees:
- (a) May attend Board and Committee meetings but are not considered members of the Board and may not exercise a binding vote on a matter;
  - (b) May request that a matter before the Board be put to a recorded vote;
  - (c) Must disclose any conflict of interest to the Board or Committee. During the discussion

of the matter that gives rise to conflict, the Student Trustee cannot participate in the discussion, attempt to influence the vote of Board members, cannot suggest a motion or exercise a non-binding recorded vote;

- (d) May not move or second motions but are entitled to suggest a motion to be moved by a member;
  - (e) May attend closed session of a committee unless the matters under consideration include the disclosure of intimate, personal or financial information with respect to a member of the Board or Committee, an employee or prospective employee of the TDSB, a pupil or their parent or guardian; and
  - (f) Must not disclose to any member of the public, confidential information acquired by virtue of their office or during closed session.
- 2.4.2 The Durham District School Board shall have three Student Trustees on the Board. If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process outlined in these By-Laws.
- 2.4.3 A person is qualified to act as a Student Trustee if he or she is a full-time pupil of the DDSB in the senior division. In addition, the Student Trustee must be a Canadian citizen and a resident in the jurisdiction of the Durham District School Board.
- 2.4.4 A Student Trustee shall be disqualified from serving if the student is suspended or expelled or is otherwise not a student in good standing according to his or her principal from the date of his or her nomination until the last day of his or her term. A Student Trustee who, in the opinion of the Director of Education and the Chair, has engaged in any conduct, either at school, in Board meeting or otherwise, including on social media, which is incompatible with the responsibilities of the position shall be disqualified from serving as a Student Trustee on the Board.
- 2.4.5 A Student Trustee who ceases to be a student in the DDSB shall be disqualified from serving as a Student Trustee on the Board.
- 2.4.6 A Student Trustee who is absent, from three consecutive regular meetings of the Board shall be disqualified from serving as a Student Trustee on the Board, unless the absence is authorized by resolution of the Board entered in the minutes.
- 2.4.7 Student Trustees shall be reimbursed for their routine expenses reasonably incurred in connection with carrying out the responsibilities of Student Trustees. Such reimbursement of expenses shall be according to the same rules that govern the reimbursement of Board member expenses. All other expenses are to be pre-approved by the Chair of the Board and the Director. Examples of other expenses that may be approved would be conference fees, accommodation and travel expenses.
- 2.4.8 The Director shall hold a meeting with the Student Trustees by the end of the first month of their term to outline and clarify all matters and questions relating to these Bylaws, reimbursement of expenses and budget for Student Trustees and for Student Senate. The Director shall appoint a staff member to act as mentor/advisor to the Student Trustees.
- 2.4.9 A Student Trustee may apply to the co-operative education teacher at his/her school before the beginning of his/her term to use the experience of Student Trustees to fulfill the requirements of a co-operative education credit(s).
- 2.4.10 Student Trustees shall be expected to:
- a) attend regular Board meetings;

- b) notify the Secretary of the Board when unable to attend a meeting;
- c) participate in the Student Senate and report student matters to the Board;
- d) provide a Student Trustee report at meetings of the Committee of the Whole – Standing;
- e) with the approval of the Chair and the Director of Education, Student Trustees may be members of the Ontario Student Trustees' Association - l'Association des élèves conseillères et conseillers de l'Ontario (OSTA - AECO) and attend OSTA-AECO conferences, including the FGM and the AMG, to further develop their skills and to be kept informed of issues across the province.
- f) Ensure that a Student Senate is organized for their term, with each sharing duties as Chair.
- g) Model the conduct expected of Board members as set out in the Trustee Code of Conduct.

2.4.11 The amount of the honorarium for Student Trustees as referenced in subsection 5.5 (8) of the Act is:

- a) \$2,500, if the Student Trustee holds office for a complete term of office;
- b) \$2,500 prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office

2.4.12 The term of office of a Student Trustee starts on August 1 of the year in which he or she is elected, and ends on July 31 of the following year.

### **SECTION 3: ORGANIZATIONAL MEETING**

#### **3.1 Purpose of Organizational Meeting**

3.1.1 An inaugural meeting of the Board shall take place at the first meeting of the Board in December of each year (the "Organizational Meeting") during which the Board shall:

- (a) Elect the Chair and Vice-Chair of the Board;
- (b) Establish and review Committees of the Board;
- (c) Appoint members to Committees of the Board;
- (d) Elect the Chair and Vice-Chair of the Committee of Whole - Standing of the Board;
- (e) Appoint members to represent the Board on external organizations; and
- (f) Adopt an annual schedule of meetings (including meeting times) of the Board and its Committee of Whole - Standings.

#### **3.2 Scheduling of Organizational Meeting**

3.2.1 In an election year, the Organizational Meeting will be held immediately following the Municipal Election and no later than seven (7) days after the start of the term of the Board.

3.2.2 In all other years, the Board will hold the Organizational Meeting at the first meeting in December.

#### **3.3 Presiding Officer**

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

### **3.4 Election of Chair and Vice-Chair**

- 3.4.1 Written or oral nominations, including any self-nominations, shall be received by the presiding officer. When two or more members are nominated and have agreed to stand, voting shall be by secret ballot.
- 3.4.2 Nominees for the position of Chair and Vice-Chair shall be present at the Organizational Meeting or, if absent, shall have declared in writing to the Secretary of the Board their intention to stand as candidates for the positions.
- 3.4.3 The presiding officer or designate and other scrutineers so designated by the presiding officer shall count the ballots.
- 3.4.4 The member receiving a majority vote of the members present shall be declared the Chair.
- 3.4.5 Should no member receive such a majority, the name of the member receiving the smallest number of votes shall be dropped and the members shall proceed to vote anew and so continue until the Chair is elected.
- 3.4.6 In the event of an equality of votes, there shall be another ballot and, should there be another equality of votes, the candidates shall draw lots to fill the position.
- 3.4.7 The presiding officer shall announce the result by declaring the name of the member who has been elected Chair.
- 3.4.8 Once elected, the Chair shall then assume the role of Chair/presiding officer.
- 3.4.9 This same procedure in this (section 3.4) shall apply to the election of the Vice-Chair of the Board.
- 3.4.10 The Chair and Vice-Chair serve in these roles until the next Organizational Meeting but may resign from that role upon one week's written notice delivered to the Secretary of the Board. The Chair and/or Vice-Chair may be removed from the role on a two-thirds majority vote of the members present and voting.
- 3.4.11 If the Chair of the Board resigns the office or is removed from office, the Vice-Chair of the Board shall assume the role of Chair until the next regularly scheduled Board meeting. At that meeting, the election of a new Chair shall be held and, if the Vice-Chair is elected as the Chair, the election of a new Vice-Chair shall also be held.
- 3.4.12 If Chair and Vice-Chair of any Committees have not been elected at the Organizational Meeting, the Committee will elect a Chair and Vice-Chair from amongst themselves.
- 3.4.13 The term of office of a Committee Chair and Vice-Chair shall be one year.

- 3.4.14 A Committee Chair and Vice-Chair may be re-elected to a subsequent term(s) of office by the Committee, subject to any appointments made at Organizational Meeting each year.

#### **SECTION 4: COMMITTEE STRUCTURE AND COMPOSITION**

##### **4.1 Approval of Committees**

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

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

- 4.2.1 The Committee of the Whole will be composed of all Trustees with full participation and voting privileges.
- 4.2.2 The term of the Committee of the Whole will coincide with the term of the Board.
- 4.2.3 During a Board meeting, the Board may convene into Committee of the Whole by majority vote of members present and voting to consider matters in closed session, as permitted under section 207 of the *Education Act*, or for any other reason the Board may deem appropriate. In any such case, the presiding officer for the Committee of the Whole will be the Vice-Chair of the Board.
- 4.2.4 The Committee of the Whole shall also meet regularly on the first (1st) Monday of the month (which shall be referred to as "The Committee of Whole – Standing"). Should the date of such a meeting fall on a statutory, civic, or school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week.
- 4.2.5 A Chair and Vice-Chair of the Committee of Whole - Standing shall be elected at the Organizational Meeting of the Board. The presiding officer for any closed session of the Committee of the Whole – Standing will be the Vice-Chair of the committee.
- 4.2.6 There will be a quorum for Committee of the Whole – Standing. A trustee who cannot attend a meeting should so notify the Trustees' Office Administrative Assistant as early as possible.
- 4.2.7 It is the function of the Committee of Whole - Standing to consider and debate matters in a more informal way than may be available at Board meetings and to provide to the Board, in concise form, relevant information and recommendations. Except for matters considered in closed sessions, any and all resolutions of the Committee of Whole – Standing shall be set out in a numbered list as an appendix to the minutes and shall be referenced by the Board when it moves to adopt any such resolution.
- 4.2.8 Public presentations to the Committee of the Whole – Standing are welcomed. The individual or group seeking to make a presentation shall follow the process and rules set out in these Bylaws.

4.2.9 The terms of reference of the Committee of the Whole - Standing are as follows:

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

#### **4.3 Statutory Committees**

4.3.1 The Board shall establish Statutory Committees as called for in the *Education Act* and the regulations thereunder including:

- (a) Audit Committee;
- (b) Parent Involvement Advisory Committee;
- (c) Special Education Advisory Committee;
- (d) Supervised Alternative Learning Committee(s);
- (e) Accommodation Review Committee (when necessary).

4.3.2 The mandate, membership composition and terms of reference for Statutory Committees shall be governed by applicable legislation and regulations.

#### **4.4 Additional Standing Committees**

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

##### *Education Finance Standing Committee:*

- a) Develop and maintain the procedures by which the Board establishes budget objectives and audits the budget expenditures;
- b) When deemed necessary by the Board, study and recommend to the Board desirable changes in the Board's financial system;
- c) Recommend to the Board expenditures other than those within the Budget;

- d) Consider and recommend to the Board the annual Budget;
- e) Review the annual financial statement and all expenditures, revenues, trust, capital account reserves, and investment reports;
- f) Consider the annual transportation budget;
- g) All trustees are eligible to sit on the committee; the Chairperson and Vice-Chairperson shall be elected annually at the Organizational Meeting.

*Governance and Policy Standing Committee:*

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

*Director's Performance Review Standing Committee:*

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

## **4.5 Advisory Committees**

- 4.5.1 There shall be an Equity and Diversity Advisory Committee and an Indigenous Advisory Committee (which shall be referred to as the Indigenous Advisory Circle).
- 4.5.2 The purpose of these Advisory Committees is to consider any matter within the jurisdiction of the Board that the committee may deem appropriate and to make policy recommendations to the Board. The membership and composition of these committees, as well as the election of a chair, shall be left to the committee but members shall include at least one Trustee and/or staff member, at the discretion of the Advisory Committee.



#### **4.6 Additional Committees**

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

#### **4.7 Committee Structure**

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

- 4.7.9 Once an ad hoc committee has satisfied the terms of reference, it shall report to the Committee of Whole – Standing confirming that it has satisfied the terms of reference at which point it shall be automatically dissolved.

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

### **5.1 Purpose**

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

### **5.2 Quorum**

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

### **5.3 Public Sessions**

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

### **5.4 Closed Sessions**

- 5.4.1 Resolutions passed in closed session of a Committee are of no force or effect unless and until approved at a meeting of the Board. Any such approval will be done by adopting the resolution(s) of the Committee in a manner that maintains the confidentiality of the matter unless the Committee has pre-authorized making the resolution public.

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

## 5.5 Scheduling and Agendas

- 5.5.1 Regular public meetings of the Board will be held on the third (3<sup>rd</sup>) Monday of each month commencing at 7:00 p.m. or, in any case where that Monday is a statutory holiday or other school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week. As may be deemed appropriate by the Chair in consultation with the Director, the Board will convene into Committee of Whole, closed session, prior to the commencement of the public Board meeting, typically commencing at 6:00 p.m. and again, if necessary, following public session, in which case the meeting shall not extend past 11:00 p.m.
- 5.5.2 The Board may vary the schedule for regular board meetings at any time during the year on resolution of a two-thirds majority of the members present and voting.
- 5.5.3 Agendas for Board meetings shall be determined by the Chair in consultation with the Director. Agendas for Committee meetings shall be determined by the Committee Chair in consultation with the Director.
- 5.5.4 The Chair and the Vice-Chair of the Board and the Chair and Vice-Chair of the Committee of Whole – Standing together with the Director of Education and such other staff as the Director may engage from time to time, shall hold at least one session per month (either in-person or electronically) to consider and discuss the agendas for upcoming Board and Committee of the

Whole – Standing meetings. An additional Trustee shall be entitled to attend at each meeting. Attendance shall be scheduled annually following the Organizational Meeting with Trustees being scheduled in reverse alphabetical order.

- 5.5.5 All Trustees shall be provided with advance notice of the date of the meeting referenced in the preceding paragraph and may email the Chair and Vice-Chair of the Board and the Chair and Vice-Chair of the Committee of the Whole-Standing to request that an item of business be added to the draft agenda for an upcoming meeting. The email shall disclose the rationale for the proposed addition to the agenda and any factors as to the appropriate timing for the matter to be addressed. If the matter is not added to the draft agenda, the Chair of the Board or the Chair of Committee of the Whole – Standing, as the case may be, shall advise by email of the reason it was not added to the draft agenda and shall copy all trustees.
- 5.5.6 The Director or designate shall deliver an e-mail notice of each regular Board meeting and Committee of the Whole – Standing accompanied by the agenda and any supporting materials for the meeting, to each Trustee no later than 3 days prior to the meeting (not counting the day of the meeting but counting the day of delivery). At the discretion of the Chair of the Board or Chair of the Committee of the Whole-Standing, as the case may be, supporting materials may be delivered within the 3-day notice period based on urgency or exceptional circumstances.
- 5.5.7 A matter not on the agenda or directly related to matters on the agenda cannot be introduced at a Board or Committee meeting unless approved by the presiding officer prior to the start of the meeting based on urgency or exceptional circumstances or, if during the meeting following the approval of the agenda, by a majority vote of the members present and voting. Notice of any change to an agenda made prior to the meeting shall be provided to Trustees as soon as possible.
- 5.5.8 The introduction of a new Board Policy or the amendment to an existing Board policy shall not be considered unless written notice is provided to Trustee no later than 5 days prior to the meeting (not counting the day of the meeting but counting the day of delivery) together with any supporting materials and provided that notice of the intention to introduce the new board policy or amendment, as the case may be, was given at the prior meeting of the Board. The initial notice to the Board of an intention to bring forward a new Policy or proposed amendment is only proper if the matter, together with any supporting material, was first brought to the Committee of Whole – Standing.
- 5.5.9 In addition to regularly scheduled meetings, a special meeting of the Board may be called by the Chair or by a majority of the members. In either case, email notice of the call for a special meeting shall be sent to the Secretary of the Board or designate. Reasonable efforts should be made to schedule any such meeting to avoid a scheduling conflict with other scheduled Committee meetings. A special meeting is not a “regular meeting” under the *Education Act* or the regulations thereunder.
- 5.5.10 The Director or designate shall deliver an e-mail notice of a special meeting to the members, accompanied by the agenda and any supporting materials for the meeting no later than 24 hours prior to the meeting. At the discretion of the Chair, the 24-hour notice period may be waived based on urgency or exceptional circumstances but notice, the agenda and any supporting materials should be delivered as early as possible prior to the commencement of the meeting.

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

## **5.6 Record of Decisions**

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

## **5.7 Attendance at Meetings**

- 5.7.1 Trustee attendance at regular Board meetings is governed by the *Education Act* and the regulations thereunder.
- 5.7.2 A Trustee who cannot attend a Board Meeting should notify the Secretary of the Board or designate as soon as possible. If it appears that there will be no quorum for a meeting, the Secretary shall notify the Chair and, at the Chair's discretion, the meeting may be postponed or cancelled and notice therefore shall be delivered to the Trustees as soon as possible.
- 5.7.3 In accordance with section 228 (1) of the *Education Act*, a Trustee vacates their seat if they are absent (electronically or physically), as recorded in the minutes, from three (3) consecutive regular Board meetings, unless authorized by resolution of the Board or if one of the exemptions in the *Education Act* is engaged.
- 5.7.4 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, and subject to any accommodation as to attendance provided under the Board's *Attendance Accommodation Policy*, Trustees must be physically present for at least three (3) regular Board meeting annually.
- 5.7.5 When a seat becomes vacant, the provisions of the *Education Act*, and any relevant provision(s) of these Bylaws, shall govern the filling of the vacancy.
- 5.7.6 At the Organization Meeting each year, the Chair will deliver to the Board an annual report of Trustee attendance at meetings of the Board and Committee of the Whole - Standing since the last Organizational Meeting.

## **5.8 Electronic Participation**

- 5.8.1 Members attending a meeting electronically must advise the Chair when they join the meeting to be deemed present at the meeting.

- 5.8.2 Members who leave the meeting before adjournment, whether temporary or permanent, shall advise the Chair.
- 5.8.3 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every Board or Committee of the Whole meeting, the following persons must be physically present:
  - (a) The Board Chair or designate;
  - (b) At least one additional member of the Board; and
  - (c) The Director of Education or designate.
- 5.8.4 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every Committee meeting, the following persons must be physically present:
  - (a) The Committee Chair or designate; and
  - (b) The Director of Education or designate.
- 5.8.5 Notwithstanding the foregoing, the Chair is able to preside over a meeting electronically when:
  - (a) Weather conditions do not allow the Chair to travel to the meeting location safely; or
  - (b) The Chair cannot be physically present at the meeting for health reasons.
- 5.8.6 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, no more than half of Board or Committee meetings in a twelve (12) month period can be chaired electronically in accordance with Ontario Regulation 463/97.
- 5.8.7 All members participating via audio or video conference who are not speaking must use the mute function on their device. Members will make every effort to avoid disrupting a meeting by turning personal and electronic devices to a non-audible function, reducing all background noise (including audible sounds transmitted from placing a call on hold), and refraining from private conversations.

## 5.9 Presiding Officer

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

- 5.9.4 In the absence of the Director of Education, the presiding officer shall appoint a person to act as a secretary of the meeting.

## 5.10 Quorum

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

## 5.11 Acknowledgement of Traditional Lands

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

## 5.12 Debate/Voting

- 5.12.1 Members and participants in a meeting will address their comments through the Chair of the meeting.
- 5.12.2 Members shall not interrupt another member who has the floor, except as permitted hereunder or under Robert's Rules of Order (for example, to raise a point of order or question of personal privilege).
- 5.12.3 Members shall confine their comments to the merits of the motion being considered.
- 5.12.4 The Chair is entitled to move or second a motion, but only once they have passed the role of presiding officer to another member for the duration of the matter under consideration. The

Chair will resume the role of presiding officer once the motion has been dealt with.

- 5.12.5 At any time before a motion is put to a vote, a member may request that the motion be read aloud.
- 5.12.6 The mover of a motion shall be given first opportunity to speak. A member who has not spoken in debate has preference in recognition to speak over a member who has already spoken.
- 5.12.7 A member who has not spoken to a motion may move that debate on the motion be closed and that the pending motion be put to a vote. Such a motion is not debatable.
- 5.12.8 If a motion to end debate is supported by majority, no further debate can take place and the Chair shall put the pending motion to a vote.
- 5.12.9 Trustees who are not members of a Committee may attend any Committee meetings but are not entitled to debate or vote. Only Committee members may debate and vote at Committee meetings.
- 5.12.10 A member, who is present and fails to vote on a motion, will be deemed to have abstained from voting.
- 5.12.11 It is for members to declare their own conflict of interest and no other member may declare a conflict of another member. A member who declares a conflict of interest must abstain from voting, and will be recorded as abstaining due to a conflict of interest. When a member abstains due to a conflict of interest, their vote will be recorded neither for nor against the motion, and the number of members required to pass a vote will be reduced by the number of members with a declared conflict.
- 5.12.12 Before a motion is voted on, a member may request that a motion containing divisible parts be voted on separately.
- 5.12.13 When a motion is put to a vote, the Chair will first call votes in favour and then votes against. The Chair is entitled to vote on any motion but it is expected that typically the Chair will only vote on a motion once all other votes have been counted and only if the Chair's vote would be determinative of the result of the motion.
- 5.12.14 After a vote is taken, the Chair shall declare whether the motion was carried or defeated.
- 5.12.15 A tie vote means the motion is defeated.
- 5.12.16 Votes taken at Board meetings, but not at Committee meetings, may be recorded.
- 5.12.17 A student trustee is not a member of the board and is not entitled to exercise a binding vote on any matter before the board or any of its committees.
- 5.12.18 A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any



matter at a meeting of the Board or of one of its committees on which the student trustee sits, and if no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

- 5.12.19 A student trustee is entitled to require that a matter before the board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case, there shall be a recorded non-binding vote that includes the student trustee's vote and a recorded binding vote that does not include the student trustee's vote.
- 5.12.20 Subject to the notice requirements as to a new Policy or an amendment to an existing Policy or to these Bylaws, any member present at a Board meeting, or at a Committee meeting on which the member sits, may move or second a motion related to an item on the Agenda, unless disqualified from participating due to a conflict of interest.
- 5.12.21 A motion that has been moved and seconded is considered to be on the floor and will be decided by a vote, unless withdrawn. A motion need not be seconded during a committee meeting, except during meetings of Committee of the Whole and Committee of the Whole – Standing.
- 5.12.22 A member who moved a motion may only withdraw it from consideration before the vote is taken on the motion if no other member present objects to the withdrawal.

#### Motions - Order of Precedence

- 5.12.23 When a motion is being considered, no other motion will be considered except a motion of precedence, as set out in RONR.
- 5.12.24 A motion of precedence may be introduced and will take precedence over any current motion under consideration. A chart outlining the precedence of common motions as stipulated in RONR is attached as Appendix "B". The chart is included for convenience and in the event of any conflict between the chart and the terms of RONR, the terms of RONR will govern.
- 5.12.25 If a motion of precedence is defeated, another motion of precedence to the same effect cannot be made until some other business has been taken up and decided.

#### Chair Ruling on Motion

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

#### Amendments to a Motion

5.12.29 A motion on the floor may be amended, except those motions that are not debatable or motions that are not amendable. Motions that are not amendable include:

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

5.12.30 To be in order, an amendment must:

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

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

#### Motion to Refer

5.12.32 A matter may be referred to:

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

#### Extending Meeting Time

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

#### Motion to Reconsider

5.12.34 Subject to the limits prescribed in RONR:

- (a) a decision of the Board made earlier in an ongoing (current) meeting may be reconsidered on a motion without notice. A reconsideration motion may only be brought by a member who voted on the prevailing side of the previous motion.
- (b) a previous decision of the Board cannot be reconsidered for at least twelve (12) months after the decision was made unless by resolution approved by a two-thirds

(2/3) majority of the members present and voting and provided notice of the proposed reconsideration shall have been provided at the prior Board meeting.

## Point of Order

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

## Questions of Privilege

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

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

#### Parliamentary Inquiry

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

#### Point of Information

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

### **5.13 Public Participation in Meetings**

- 5.13.1 In keeping with Board's Policy on Public Consultation, the Board welcomes presentations by individuals and groups. Presentations shall be made in the first instance to the Committee of Whole - Standing.
- 5.13.2 In Order to obtain permission to make a presentation to the Committee of Whole - Standing, a person shall email the Director at least eight working days before the next scheduled meeting of the Committee of Whole - Standing. A presenter to the Committee of Whole - Standing may also be invited to present at a Board Meeting, at the discretion of the Chair of the Board.
- 5.13.3 Any application submitted to the Director shall be forward to the Chair of the Committee of Whole - Standing.
- 5.13.4 An email requesting permission to present to the Committee of Whole - Standing shall:
- State the matter to be discussed;
  - Include materials intended to be distributed to trustees;
  - Provide the name of any organization or interested party to be represented;
  - Confirm the authority of the spokesperson.
- 5.13.5 Any application to present to the Committee of Whole - Standing may be approved at the discretion of the Chair of the Committee of Whole - Standing who shall:

- determine if an opportunity for presentation is available through any other public consultation process, which shall be utilized prior to approval being given;
  - determine the date on which any approved presentation shall take place;
  - limit the number of presentations at any meeting to allow the Committee of Whole - Standing sufficient time to conduct its business;
- 5.13.6 The Chair may waive the eight working days' notice period.
- 5.13.7 Presenters should use the appropriate format and protocol for presentations, available from the Director's office.
- 5.13.8 Anyone wishing to make a presentation shall be informed if the issue to be addressed will be discussed at any meeting of the Board or Committee of Whole - Standing of the Board prior to their opportunity to present.
- 5.13.9 Presenters shall be limited to speaking not more than 15 minutes including time for questions. At the discretion of the Chair of the Committee of Whole - Standing, this may be extended for a specific amount of time or deferred to a later point in the meeting.
- 5.13.10 Presenters shall be restricted to topics outlined in the application.
- 5.13.11 One or more presentations on a topic do not necessarily lead to a Committee of Whole - Standing or Board decision. The topic of a presentation should not be debated by Trustees unless and until it is on an agenda.
- 5.13.12 Members of the public may also pose questions of a general nature or regarding Board processes to the Board at any regular Board meeting.
- 5.13.13 The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chair shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature.
- 5.13.14 Questions shall not be entertained if they relate to a matter which is under consideration by the Board and for which another public input and questioning process is available (e.g. school boundaries, accommodation reviews, school naming).
- 5.13.15 The following procedure applies to public question period:
- Each person shall be allowed to ask one question and one supplementary question.
  - Before the beginning of the Board meeting, the Questioner shall submit the question in writing to the Executive Officer of Communications;
  - The Questioner shall be called to the podium;
  - The Questioner or, if the Questioner prefers, the Chair, shall read the question;
  - The question shall be addressed by the Chair who may direct staff to answer;
  - The Questioner may ask a supplementary question for clarification;
  - Questions to individual trustees will not be addressed at public question period;
  - Individual Trustees will not respond or comment on questions posed.

## SECTION 6: FILLING TRUSTEE VACANCIES

### 6.1 The Education Act

- 6.1.1 The Education Act provides for the Board to fill a trustee vacancy by either:
- i. requiring the municipality to hold a by-election, or
  - ii. appointing a qualified person (as defined in the *Education Act*) to the position, within 90 days of the office becoming vacant. The method of appointment is not specified in the *Education Act*.
- 6.1.2 A by-election may not be held after March 31 in an election year (i.e., within approximately 8 months of a regularly scheduled municipal election). All costs for a by-election are borne by the Board (subsection 7(3) Municipal Elections Act, 1996).

### 6.2 Vacancy Committee

- 6.2.1 In the event of a vacancy, the Board shall establish a Vacancy Committee to consider and determine the means of filling the vacancy.
- 6.2.2 All members of the Board are eligible to sit on the Vacancy Committee which shall be made up of at least half of the members of the Board. The Vacancy Committee shall obtain and consider information regarding the implications of holding a by-election, including previous election results and estimated costs.
- 6.2.3 For an appointment, there are two options: (i) appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area provided that the candidate remains a qualified person as defined under the Education Act; or (ii) consider a broader range of electors for the appointment in which case the following actions will occur:
- a) Advertising
 

The vacancy shall be advertised in all the local papers.
  - b) Applications
    - Individuals interested in the position shall be required to submit in writing an application for the position, to be received by the Secretary to the Board.
    - The Appointment Committee shall establish a deadline for the appointment process.
  - c) Information Required
 

Applicants shall be asked to provide the following information:

    - i. confirmation of eligibility;
    - ii. why they are interested in the position;
    - iii. background, interests, experience, concerns;

iv. other information they think is pertinent.

Application material shall be copied and distributed to all trustees at least 48 hours prior to an interview date.

d) Information Provided

Upon written or verbal indication from an individual that she/he intends to apply for the position, a package of information shall be made available for pick-up from the Trustees' Secretary, as follows:

- i. Durham District School Board Facts Folder;
- ii. By-Law #8 - Responsibilities and Code of Conduct;
- iii. Schedule of Board and Committee Meetings;
- iv. Committee Membership List.

e) Interviews

- i. The Vacancy Committee shall establish the interview date and the schedule of interviews.
- ii. Only candidates who have submitted written applications by the deadline date shall be interviewed. Interviews shall be conducted in the Board room. All trustees shall be invited to participate in the interviews. Trustees shall be asked to indicate their intentions about their attendance and participation in the interviews. Each candidate shall be requested to address the Board for up to five minutes, and to respond to questions from the trustees for up to five minutes. Interviews shall be conducted on the Monday of the Board meeting, arranged so that all interviews shall be completed by 4:30 p.m. If an inordinate number of candidates is to be interviewed, a second day for interviews shall be determined by the Chairperson, after consultation with trustees. If a quorum of trustees is present for the interviews, the interviews shall be conducted as part of a special Board meeting. Should a quorum of trustees not be present, those present shall form a Selection Committee which shall make a recommendation to the Board. The chairperson of the Board or designate shall preside over the interviews and be responsible for adhering to the timelines. The interviewing process shall be open to the public. Candidates shall be advised of their right to attend any or all interviews.

f) Voting

- i. Only trustees present for all interviews are eligible to vote.
- ii. Voting shall be by secret written ballot
- iii. The Director and Superintendent of Education/Business and Finance shall count the ballots.
- iv. On the first ballot, trustees shall vote for three (3) candidates. (Any ballot without three names shall be considered a spoiled ballot)
- v. The ten (10) candidates achieving the greatest number of votes shall proceed to the second ballot. Their names shall be posted in the Board Room. Any candidate who does not receive any votes will be dropped from subsequent voting.
- vi. On the second and subsequent ballots, trustees shall vote for only one (1) candidate.
- vii. Voting shall continue, and on each subsequent vote the candidate(s) receiving

the lowest number of votes shall be dropped from the ballot until one (1) candidate receives at least a simple majority of votes cast., except on the first ballot.

- viii. Any candidate who does not receive any votes will be dropped from subsequent voting. This shall also apply to all subsequent ballots.
  - ix. In the event of a tie, a second ballot shall be cast. If a tie remains, the decision shall be determined by lot.
  - x. Following the swearing in of the successful candidate, all ballots shall be destroyed.
- g) A recommendation shall be brought forward the Committee of the Whole (closed session) to approve the appointment. All trustees are eligible to vote on the recommendation. The person shall be advised by telephone of the Board's decision.
  - h) The appointed candidate shall attend the next Board meeting at the beginning of the public session to be sworn in.

## **SECTION 7: TRUSTEE DETERMINATION AND DISTRIBUTION**

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

## **SECTION 8: EXECUTION OF DOCUMENTS AND CORPORATE SEAL**

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

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

### **8.2 Signing Authority**

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



- 8.2.3 The Treasurer shall be authorized to sign cheques by means of a cheque signing machine and a facsimile of the signatures of the Chairperson of the Board and the Treasurer.
- 8.2.4 The Chairperson of the Board and the Treasurer shall be authorized to sign all necessary bank forms or documents required by the bank to implement the authority granted to them under these Bylaws.
- 8.2.5 The Treasurer shall be authorized to have printed all the necessary forms required for the banking business of the Board.

## **SECTION 9: ELECTION OF STUDENT TRUSTEES**

- 9.1.1 Every attempt shall be made to elect a Student Trustee from Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The election of Student Trustees shall be a two-stage process in municipalities which have more than one secondary school.
- 9.1.2 A notice shall be sent to each secondary school principal before February 1, advising of the election process. Notice will also be sent to teachers in Civics classes, with a request to discuss the election process in class.

### **Stage I: Municipal Election of Candidates**

- 9.1.3 Section 13.3 shall apply in a municipality which has more than one secondary school.
- 9.1.4 Each secondary school student council or parliament shall be invited to elect one Student Trustee nominee who shall be the candidate for the municipality. The notice shall also invite each secondary school student council or parliament to elect ten (10) Student Trustee electors for the municipal election.
- 9.1.5 The elections for either Student Trustee nominees or electors may be either a direct election from the entire student body or an indirect election from the student council or parliament. The elections for the electors shall take place at the same time or prior to the elections for Student Trustee nominees.
- 9.1.6 The municipal elections shall be moved annually among the secondary schools in the municipality so that all secondary schools have an opportunity to host the election.
- 9.1.7 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote. In each municipality, the candidate receiving a clear majority shall be declared the municipal Student Trustee nominee for the electoral college. A clear majority is 50 per cent plus one of the total votes cast. Should no candidate receive a clear majority of the votes cast, the name of the candidate with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one candidate has a clear majority.

### **Stage II: Electoral College Process**

- 9.1.8 The Director of Education or designate shall cause three electoral colleges to take place in

a secondary school in Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The three electoral colleges will meet before April 30 in each school year. The Board will pay for any transportation or other expenses such as food or the printing of ballots.

- 9.1.9 Each municipality in the electoral college will receive 40 votes for the election. The votes shall be divided equally among the number of schools in an area. If the division of votes is such that a whole number of votes per school is not determined, additional votes shall be apportioned by lottery through the Director's office. The secondary school student council or parliament shall elect the assigned number of electors for the electoral college. Any school which declares that it will not send delegates to the electoral college will have its votes divided among the remaining schools for the municipality according to this process.
- 9.1.10 The function of each electoral college is to elect one Student Trustee.
- 9.1.11 Each electoral college will have any appropriate number of staff advisors to help conduct the Student Trustee nominees speeches and the balloting.
- 9.1.12 The winning candidate from Stage I (Section 13.3 above) shall be the municipal candidate for the electoral college.
- 9.1.13 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote.
- 9.1.14 In each electoral college, the Student Trustee nominee receiving a clear majority shall be declared elected. A clear majority is 50 percent plus one of the total votes cast. Should no Student Trustee nominee receive a clear majority of the votes cast, the name of the student nominee with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one Student Trustee nominee has a clear majority.
- 9.1.15 In the event of an equality of votes, there shall be a final ballot, and should there be another equality of votes, the candidates shall draw lots to fill the position of Student Trustee.
- 9.1.16 The location of the electoral college for Student Trustee will be rotated annually among the municipalities to be represented by the Student Trustee (e.g. Oshawa-Whitby). Within a municipality, the school location of the electoral college shall be moved for each election, so that over the course of several years, all secondary schools in the municipality will have an opportunity to host the electoral college.
- 9.1.17 The Student Trustee nominees and Student Trustee electors shall be qualified according to these By-Laws.
- 9.1.18 Any election material of any kind of media brought to the municipal election or to the electoral college must be approved by the Student Trustee nominee's principal or staff designate.
- 9.1.19 If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process as outlined above.

## **SECTION 10: ELECTRONIC MEETINGS**

### **10.1 Introduction**

The Board shall provide for the use of electronic means for the holding of meetings of the Board and meetings of a committee of the Board, including a committee of the whole Board.

#### **10.1.2 Attendance**

At every meeting of the Board or committee of the whole Board, the following persons shall be physically present in the meeting room of the Board.

- a) The Chair of the Board or her or his designate;
- b) At least one additional member of the Board; and
- c) The Director of Education of the Board or her or his designate.

10.1.3 At every meeting of the Board or committee of the whole Board, the following persons shall be physically present in the meeting room of the Board.

- a) The chair of the committee or her or his designate; and
- b) The Director of Education of the Board or his or her designate.

10.1.4 Subject to 10.1.2 and 10.1.3, at the request of any Board member or student trustee, the board shall provide the member or representative with electronic means of participating in one or more meetings of the Board or of a committee of the Board, including a committee of the whole Board.

10.1.5 A Trustee or Student Trustee who participates in a meeting through electronic means shall be deemed to be present at the meeting. Subject to any exemptions for physical attendance under relevant legislation or Board policy, a member of the Board shall be physically present in the meeting room of the Board for at least three regular meetings of the Board in each twelve-month period beginning December 1. (Education Act 1998 s.229(1)).

10.1.6 Subject to any exemptions for physical attendance under relevant legislation or Board policy, for the period beginning when a member of a Board is elected or appointed to fill a vacancy and ending on the following November 30, the member shall be physically present in the meeting room of the Board for at least one regular meeting of the Board for each period of four full calendar months that occurs during the period beginning with the election or appointment and ending the following November 30. (Education Act 1998 s.229(2)).

### **10.2 Participation of Board Members and Student Trustees**

10.2.2 The electronic means shall permit the member or representative to hear and be heard by all other participants in the meeting.

10.2.3 The electronic means shall be provided in such a way that the rules governing conflict of

interest of members are complied with.

- 10.3.1 The Board may provide, at one or more locations within its jurisdiction, electronic means to permit participation in Board or Committee meetings by members of the public. Electronic meetings shall be made available for public viewing.
- 10.3.2 The extent and manner of public participation shall be determined by the Chair based on the electronic means available.
- 10.3.3 Members of the public participating through electronic means shall not participate in any proceedings that are closed to the public.

## Appendix “A” to the Consolidated By-Laws: School Board Member (Trustee) Code of Conduct

### Definitions

*Board* means the Durham District School Board, also referred to as the DDSB, a statutory corporation under section 58.5 of the Education Act.

*Discrimination* means discriminatory behaviour as defined by the DDSB Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.

*Harassment* means harassing behaviour as defined by the DDSB workplace Violence and Harassment Prevention policies and the Occupational *Health and Safety Act, Ontario*.

*Integrity Commissioner* means the Integrity Commissioner duly appointed by the Board of Trustees.

*Members* (also referred to as Trustees) are the members of the Board of Trustees of the DDSB.

*Official Business* means duties and responsibilities of Trustees as set out in the *Education Act* and further delineated in the Board’s Consolidated By-Laws and Policies.

Unless specified otherwise, *staff* means any employee of the Durham District School Board.

*Trustee’s office* or *office* means the authority and public duties attached to the position of being a Trustee.

### **1.0 Purpose and Application**

- 1.1 The *Education Act* and the regulations thereunder mandate that school boards adopt a code of conduct that applies to Board members.
- 1.2 Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the provincial government. The conduct of the members of the Board of Trustees must be of the highest standard to maintain the confidence of the public.
- 1.3 This Code of Conduct meets the Board’s statutory obligations and supports the Board’s commitment to meeting high standards of conduct by trustees.
- 2.1 This Code of Conduct applies to all members of the Board of Trustees. It applies to members of the Board of Trustees from the date the Declaration is filed under section 209(1) of the *Education Act* and only while they hold the office. Conduct of a Trustee outside of this timeframe is not subject to sanction under this Code of Conduct.
- 2.3 The *Selection, Appointment and Jurisdiction of the Integrity Commissioner* together with the *Complaints Protocol* are attached at Appendix 1 and 2 respectively.

- 2.4 This Code is to be interpreted and applied in accordance with the Board'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 Integrity and Dignity of Office – Principles**

- 3.1 Trustees shall discharge their duties, as set out in the *Education Act*, loyally, faithfully, honestly, impartially and in a manner, that will inspire public confidence in the abilities and integrity of the Board.
- 3.2 Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner at all times, and especially when attending Board events, or while on Board property.
- 3.3 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to any person, including Board staff or fellow Board members.
- 3.4 No Trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Trustee or Board.
- 3.5 A Trustee shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.
- 3.6 Trustees shall serve and be seen to serve in a constructive, respectful, conscientious and diligent manner.
- 3.7 Trustees shall be committed to performing their functions with integrity and to avoiding the improper use of the influence of their office and conflicts of interest, both apparent and real.
- 3.8 Trustees are expected to perform the duties of their office and arrange their private affairs in a manner that promotes public confidence.
- 3.9 Trustees shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and the By-Laws and policies of the Board.
- 3.10 Trustees agree to the common understanding that individual trustees will not participate in activities that grant, or appear to grant, any special consideration, treatment, or advantage to an individual Trustee which is not available to every other Trustee. Allowable activities include those activities that are reasonably related to a Trustee's office, taking into consideration the different interests and the diverse profiles of their wards/communities.
- 3.11 Trustees recognize that their Oath of Office binds them to the provisions of the *Municipal Conflict of Interest Act* (MCIA).

#### **4.0 Confidential Information**

- 4.1 Confidential Information includes,
- (a) information in the custody and/or control of the DDSB that is subject to the privacy provisions of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) or other legislation, including, but not limited to personal information of staff and students, third party corporate, commercial, scientific, or technical information, solicitor-client or litigation privileged information;
  - (b) information in respect of litigation or potential litigation affecting the Board, and information that is subject to solicitor-client privilege;
  - (c) information discussed during closed sessions of Board committees pursuant to section 207 of the *Education Act*;
  - (d) intimate, personal or financial information of a Trustee, staff member or prospective staff member, student, parent or guardian;
  - (e) the acquisition or disposal of the Board's real property, including a school site; and,
  - (f) information in respect of negotiations with staff members.
- 4.2 No Trustee shall disclose or release, to anyone, by any means, any confidential information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board to do so. This is a continuous obligation that extends beyond the Trustee's term of office.
- 4.3 No Trustee shall use confidential information for either personal gain or to the detriment of the Board.
- 4.4 Trustees should not access or attempt to gain access to confidential information in the custody of the Board unless it is necessary for the performance of their duties and not prohibited by Board policy. It is understood that any staff providing access to any such confidential information may share it with other Trustees, as may be appropriate in the circumstances.
- 4.5 Under the Board's Consolidated By-Laws, a matter that has been discussed by any committee of the Board, including a committee of the whole board, in closed session in accordance with section 207(2) or 207(2.1) of the *Education Act* is confidential. Trustees shall not disclose the content of any such matter, or the substance of deliberations, of the closed session unless and until, and only to the extent that, the Board of Trustees discusses the information at a meeting that is open to the public or releases the information to the public or the Board of Trustees otherwise gives prior authorization for the disclosure.
- 4.6 Members of the Board are only entitled to information in the possession of the DDSB that is relevant to matters before the Board of Trustees or a committee of the Board. Otherwise,

members enjoy the same level of access rights to information as any other member of the community.

- 4.7 If there is uncertainty about whether information is confidential, a Trustee may seek guidance from the Board's General Counsel.

## **5.0 Upholding Decisions**

- 5.1 All Trustees of the Board shall accept that authority rests with the Board of Trustees, and that a Trustee has no individual authority other than as may be delegated by the Board of Trustees. Trustees shall be mindful of this in all of their interactions with others and will not commit the Board, any Board committee or staff to any particular course of action.
- 5.2 Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, or the like, if permitted by the Consolidated By-Laws and Robert's Rules of Order, if applicable, may be brought forward by a Trustee.
- 5.3 A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
- 5.4 Each Trustee shall comply with Board the Board's Consolidated By-Laws, Policies and applicable Procedures.
- 5.5 The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or the Board of Trustees to do so. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board and must otherwise comply with this Code of Conduct.

## **6.0 Gifts, Benefits and Hospitality**

- 6.1 Trustees are expected to carry out their duties with impartiality and objectivity. Trustees shall not accept a gift, benefit or hospitality to avoid the risk that this will compromise their objectivity or lead to an appearance of lack of objectivity, bias or influence.
- 6.2 For these purposes, a gift, benefit or hospitality provided with the Trustee's knowledge to a Trustee's spouse, child, or parent, or to a Trustee's staff that is connected directly or indirectly to the performance of the Trustee's duties is deemed to be a gift to that Trustee.
- 6.3 There are circumstances in which the acceptance of a gift, benefit or hospitality occurs as part of the social protocol or community events linked to the duties of an elected official and his/her role in representing the Board. The exceptions do not apply in the case of vendors of goods and services, or those expecting to be vendors to the DDSB. The following is a list of recognized exceptions:



- (a) compensation authorized by law;
- (b) gifts of a nominal value (eg. gift card, hat, t-shirt, mug, not exceeding approximately \$100.00)
- (c) such gifts or benefits that normally accompany the responsibilities of office and are received as an incident of protocol or social obligation;
- (d) a political contribution otherwise reported by law, in the case of members running for office;
- (e) services provided without compensation by persons volunteering their time;
- (f) a suitable memento of a function honouring the member;
- (g) food, lodging, transportation and entertainment provided by provincial, regional and local governments or political subdivisions of them, by the federal government or by a foreign government within a foreign country, or by a conference, seminar or event organizer where the member is either speaking or attending in an official capacity. For the purposes of this exception, “*official capacity*” refers to attendance in a ceremonial, presentational or representational role on behalf of the Board or where the DDSB has authorized the member to attend on behalf of the organization;
- (h) food and beverages consumed at banquets, receptions or similar events, if:
  - (i) attendance serves a legitimate business purpose;
  - (ii) the person extending the invitation, or a representative of the organization is in attendance; and
  - (iii) the value is reasonable and the invitations infrequent;
- (i) communication to the offices of a member, including newspapers and periodicals; and,
- (j) no Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board. Any gifts received shall be reported to the Chair of the Board.

6.4 An invitation to attend a function where the invitation is connected directly with the performance of a Member’s duties of office (i.e. for which the Trustees has a ceremonial, presentational or representational official role) is not considered to be a gift. This type of attendance is considered to be fulfillment of official public duties.

## 7.0 **Conflict of Interest**

7.1 A Trustee shall not use his or her office to advance the Trustee’s interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.

- 7.2 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.
- 7.3 Members of the Board shall comply with the *Municipal Conflict of Interest Act* and avoid conflicts of interest as defined by this Code of Conduct, and the Broader Public Sector (BPS) Directive and Code of Ethics.

## **8.0 Use of Board Property, Services and Other Resources**

- 8.1 No Trustee should use, or permit the use of Board resources, including but not limited to staff members, Board events, Board facilities, Board funds, Board information and Board infrastructure or other resources (e.g., Board-owned materials, websites, and social media platforms) for activities other than the business of the DDSB. No Trustee may obtain personal financial gain from the use or sale of Board-developed intellectual property (eg., inventions, creative writings and drawings), computer programs, technical innovations, or other items capable of being patented, or from the sale of Board provided mobile phones and all other technological equipment, since all such property remains exclusively that of the Board.

## **9.0 Election Campaign Work**

- 9.1 Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.
- 9.2 No Trustee shall use the facilities, equipment, supplies, services or other resources of the Board (including newsletters, social media sites and websites linked through the Board's website, contact information including email addresses obtained as a result of the member's performance of his or her duties as a Trustee) for any election campaign or campaign-related activities. No Trustee shall undertake campaign-related activities on Board property unless permitted by Board policy. No Trustee shall use the services of persons for election-related purposes during hours in which those persons receive any compensation from the Board.

## **10.0 Improper Use of Influence**

- 10.1 No Trustee shall use the influence of his or her office for any purpose other than for the exercise of his or her official duties. This includes using the influence of the office to obtain employment for a family member, or otherwise using one's status as a Trustee to improperly influence the decision of another person to the private advantage of oneself, or one's parents, children or spouse, staff members, friends, or associates, business or otherwise. Also prohibited is the holding out of the prospect or promise of future advantage through a Trustee's supposed or actual influence within the Board in return for present actions or inaction. This includes refraining from using one's status to improperly influence the decision of another person to improperly prejudice another person or persons.
- 10.2 For the purposes of the above provisions, "private advantage" and "improperly prejudice" does not include discussion of a matter at a Board or committee meeting that:

- (i) is of general application;
- (ii) affects a Trustee, his or her parents, children or spouse, staff members, friends, or associates, business or otherwise as one of a broad class of persons; or
- (iii) concerns the remuneration or benefits of a Trustee.

#### **11.0 Conduct Regarding Current and Prospective Employment**

- 11.1 No Trustee shall allow any current employment or the prospect of his or her future employment by a person or entity to improperly affect the performance of his or her duties to the Board.
- 11.2 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member of the Trustee.

#### **12.0 Conduct at Board and Committee Meetings**

- 12.1 Trustees shall respect procedural rulings at Board and committee meetings and respect the views and opinions expressed by staff members, delegates and other Trustees. Trustees shall conduct themselves with decorum at Board and Committee meetings and in accordance with the provisions of the Consolidated By-laws.

#### **13.0 Conduct Respecting Staff Members**

- 13.1 Trustees shall carry out their duties as defined within section 218.1 of the *Education Act*.
- 13.2 Trustees shall respect their role and the distinct role and responsibility of staff in accordance with the provisions of the *Education Act*, the Board's Consolidated By-Laws, and OPSBA's Good Governance guide, as amended from time to time.
- 13.3 In dealing with parent/guardian concerns or community concerns, Trustees shall not provide express or implicit direction or suggested outcomes to school administrators or educators.

#### **14.0 Discreditable Conduct**

- 14.1 All Trustees have a duty to treat members of the public, one another, and staff members respectfully and free from discrimination and harassment. This applies to all forms of written and oral communications, including via social media.
- 14.2 DDSB Workplace Harassment Prevention and Human Rights policies, the *Ontario Human Rights Code* and the *Occupational Health and Safety Act*, apply to the conduct of members which occurs in the course of, or is related to, the performance of official business and duties of Trustees, and to that extent are incorporated into and form part of this Code of Conduct. If an employee or a member of the public brings forward a harassment complaint against a Member of the Board to staff, it shall be immediately forwarded to the Integrity

Commissioner. If a complaint is filed with the Integrity Commissioner, after an initial assessment, the Integrity Commissioner may determine the appropriate next steps, including treating the matter as a Formal Complaint or referral of the complaint to an independent investigator. Upon receipt of any independent investigator's findings, the Integrity Commissioner shall report to the Board in the same manner as a report following an investigation into a Formal Complaint.

**15.0 Failure to Adhere to Board Policies and Procedures**

- 15.1 Trustees are required to observe the terms of all policies and procedures established by the Board that apply to members of the Board.

**16.0 Reprisals and Obstruction**

- 16.1 Trustees should respect the integrity of this Code of Conduct and are obliged to cooperate with inquiries conducted in accordance with the Complaints Protocol and any other procedures set by the Board of Trustees for addressing complaints of a breach of this Code of Conduct. Any reprisal or threat of reprisal against a complainant or anyone else for providing relevant information to the Integrity Commissioner is prohibited. It is a violation of this Code of Conduct to obstruct the Integrity Commissioner in the carrying out the duties of that office.

- 16.2 Trustees shall be respectful of the role of the office of the Integrity Commissioner.

**17.0 Acting on Advice of Integrity Commissioner**

- 17.1 If a Trustee is uncertain about whether a proposed action or activity by that Trustee is prohibited by the Code of Conduct, the Trustee may directly seek the advice of the Integrity Commissioner prior to engaging in the proposed action or activity. This shall not constitute an inquiry or investigation by the Integrity Commissioner pursuant to the Complaint Protocol. The advice is not binding on the member nor on the Board, but must be considered by the Integrity Commissioner in any subsequent investigation involving the member and the same or related conduct. Any advice by the integrity Commissioner to a Trustee under this provision shall be in writing or, if oral, confirmed in writing by the Integrity Commissioner. The fact that a member did not seek advice under this section shall not be considered by the Integrity Commissioner or the Board in any subsequent investigation or determination.
- 17.2 Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or Committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to expel or exclude from any meeting any person who has demonstrated improper conduct at the meeting.
- 17.3 The Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.

- 17.4 The Chair of the Board or Presiding Officer shall always attempt to follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures under the Consolidated By-Laws.

**18.0 Sanctions**

- 18.1 If the Integrity Commissioner determines that a Trustee has breached this Code of Conduct, the Integrity Commissioner shall report to the Board of Trustees reciting the findings of the Integrity Commissioner. The Board of Trustees shall consider the report of the Integrity Commissioner and the Board of Trustees shall make its own assessment and determination of whether there has been a breach of the Code of Conduct and, if so, may impose one or more sanctions as provided for in section 218.3 of the *Education Act*, as may be amended from time to time. The Board has no power to declare the Trustee's seat vacant.

**19.0 Evaluation**

- 19.1 This Code of Conduct is to be reviewed and updated as required but at a minimum every four (4) years, on or before May 15 beginning in May, 2019.

**Appendix:**

1-2

**Document Links:**

**Effective Date**

2012-06-18

**Amended/Reviewed**

2015-11-16

2018-11-19

2019-03-14

## **Appendix 1 – Appointment, Selection and Jurisdiction of the Integrity Commissioner**

### **1.0 Appointment of the Integrity Commissioner**

- 1.1 The Board of Trustees shall appoint an Integrity Commissioner by 2/3 vote. The Integrity Commissioner may be an individual or a firm/corporation. In the latter case, an individual in that firm/corporation may be referenced as the Board's Integrity Commissioner, with the consent of the Board and the firm/corporation.
- 1.2 The term of the Integrity Commissioner shall be five (5) years. The term may be extended by the Board of Trustees by 2/3 vote.
- 1.3 The Integrity Commissioner may be terminated by the Board of Trustees by 2/3 vote.

### **2.0 Selection of the Integrity Commissioner**

- 2.1 The Integrity Commissioner shall be selected using the Board's hiring practices, overseen by a selection committee appointed by the Board and chaired by the Chair or designate. The selection committee shall make a recommendation to the Board.

### **3.0 Role of the Integrity Commissioner**

- 3.1 The Integrity Commissioner has the following responsibilities:
  - a) fulfilling his or her responsibilities as set out in the Code of Conduct;
  - b) providing general instruction to Trustees about the Code of Conduct and Complaint Protocol;
  - c) providing general information to Trustees about their duties and obligations under the Municipal Conflict of Interest Act;
  - d) reviewing and making inquiries related to complaints made about Trustees in relation to the Code of Conduct and the Complaint Protocol, pursuant to the Complaint Protocol;
  - e) providing educational programs to Trustees on issues of ethics and integrity;
  - f) maintaining custody and control of complaint and inquiry files and, on completion of their term, transfer any open files related to ongoing matters to the incoming Integrity Commissioner or as the Board may direct; and
  - g) providing such other duties respecting ethical and conduct matters as assigned by the Board.
- 3.2 The Integrity Commissioner does not have jurisdiction over complaints about Board staff.

- 3.3 The Integrity Commissioner shall act in an independent and objective manner.
- 3.4 The Integrity Commissioner is accountable to and reports to the Board of Trustees.
- 3.5 The Director of Education shall, for the sole purpose of an inquiry or investigation undertaken by the Integrity Commissioner pursuant to the Complaint Protocol, provide information to the Integrity Commissioner, and facilitate access to all documents including, but not limited to books, accounts, financial records, electronic records and communications, files, papers, things or property in the possession or control of the DDSB that the Integrity Commissioner believes are necessary for an investigation of a complaint made in accordance with the Complaint Protocol, provided first that the Board's General Counsel has vetted the proposed access to confirm that same will not breach the Board's legal obligations.

## **Appendix 2 – Complaints Protocol – Integrity Commissioner**

### **1.0 Rationale**

The Board has established a Board Member Code of Conduct (“Code of Conduct” or “Code”) to govern the conduct of Trustees and to provide transparency, accountability, and public confidence in its governance. This Protocol supports the implementation of the Code of Conduct, particularly as related to the complaints process, including the reporting, investigation and resolution of complaints.

### **2.0 Objective**

To outline the processes for making, investigating, resolving and reporting on the outcomes of complaints made under the Code of Conduct.

### **3.0 Definitions**

Terms are as defined in the Code of Conduct.

### **4.0 Complaint Protocol**

This Complaint Protocol describes informal and formal ways for members of the public, staff members and members of the Board of Trustees to address complaints concerning the Code of Conduct and members of the Board. The Complaint Protocol provides a number of ways to resolve complaints in addition to the process described in section 218.3 of the *Education Act*. Nothing in this Code of Conduct impacts the ability of a member to elect to bring a complaint directly to the Board of Trustees under section 218.3 of the *Education Act*, rather than to the Integrity Commissioner.

The Complaint Protocol is intended to ensure that there is an opportunity to resolve complaints as fairly, expeditiously and as meaningfully as possible.

### **5.0 Informal Complaint Process**

Individuals (including staff members of the Board, members of the public, or members of the Board) may elect to pursue an informal process to address conduct prohibited by the Code of Conduct. With the consent of the complainant and the Trustee, the Integrity Commissioner may be a part of any informal process.

Individuals (including staff members of the Board, members of the public, or Trustees) who have identified or witnessed conduct by a Trustee that they believe is in contravention of the Code of Conduct may wish to consider addressing the conduct in an informal way including one or more of the following:

- (a) advise the Trustee that they believe the conduct contravenes the Code of Conduct with an explanation as to why;



- (b) encourage the Trustee to stop the conduct;
- (c) keep a written record of the conduct including dates, times, locations, other persons present, and any other relevant information; advise the Integrity Commissioner about the concerns related to the Trustee and any response of the Trustee;
- (d) if applicable, confirm to the Trustee the satisfaction with the response of the Trustee; or, if applicable, advise the Trustee of the dissatisfaction with the response;
- (e) speak to the Chair of the Board to see if the matter can be resolved;
- (f) if the parties agree, the Integrity Commissioner can participate in resolving or attempting to resolve the issues;
- (g) consider the need to pursue a formal complaint as described in section 5.1.

Delay in making a formal or informal complaint to the Integrity Commissioner and any prejudice to the Trustee against whom the complaint is made as a result of such delay, shall be considered by the Integrity Commissioner and may, at the discretion of the Integrity Commission, be a sufficient basis for not proceeding with an investigation. In no case, shall a complaint be investigated if it is not made within 1 year of the events at issue.

The informal complaint process is encouraged; however, it is not required prior to beginning the formal complaint process.

Anonymous complaints will not be considered by the Integrity Commissioner, but the Integrity Commissioner has the discretion to hide the identity of a complainant where the safety of the complainant is an issue or where the disclosure could have a material impact on the functioning of the Board and/or professional working relationships within the Board.

If an informal complaint is brought to the attention of the Integrity Commissioner during the pre-election period described in subsection 5.1(f), the Integrity Commissioner shall not participate in the informal process until after a new Board is deemed organized under section 6 of the *Municipal Elections Act*.

## 5.1 Formal Complaint

### *Requests for Inquiries*

- (a) A request for an inquiry into a complaint that a Trustee has contravened the Code of Conduct (the “Formal Complaint”) may be made to the Integrity Commissioner and if so, shall be made in writing on the prescribed form.
- (b) All Formal Complaints shall be signed by an identifiable individual.

- (c) The Integrity Commissioner shall know the identity of the complainant, but where the safety of the complainant is an issue, or the identity of the complainant can impact the functioning of the Board and/or professional working relationships, the Integrity Commissioner can maintain the anonymity of the complainant, provided that the Integrity Commissioner is satisfied that the failure to identify the complainant does not and will not have a material impact on the fairness of the process to the member(s) against whom the allegations are made. Further, where the identity of the complainant is not disclosed to the Board of Trustees, the Board of Trustees may consider the fairness of the process to the member(s) against whom the allegations are made in considering the alleged breach and any sanction.
- (d) A Formal Complaint shall set out reasonable and probable grounds for the allegation(s) that a Trustee has contravened the Code of Conduct. The complaint should include the name of the alleged violator, the provision allegedly contravened, the facts constituting the alleged contravention, the names and contact information of witnesses, and contact information for the complainant during regular business hours.
- (e) Where a complaint is brought forward by a Board member under s. 218.3(1) of the *Education Act* it may be referred to the Integrity Commissioner and, in that case, the Board shall direct whether the Integrity Commissioner is to treat the matter as a Formal Complaint or pursue informal inquiry and potential resolution. In any such matter where the Board has directed the Integrity Commissioner to pursue an informal inquiry and potential resolution, the Integrity Commissioner shall advise the Board in the event that the Integrity Commissioner has determined that the informal process is not likely to resolve the matter. Upon receipt of such advice, the Board may then direct that the Integrity Commissioner to treat the matter as if it were a Formal Complaint; otherwise, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached this Code of Conduct and, if so, it shall consider whether to sanction the member under section 218.3(3) of the *Education Act*.
- (f) In a municipal election year, a Code of Conduct complaint respecting a Trustee who is seeking re-election will not be received by the Integrity Commissioner and any open complaint investigation shall be suspended during the period starting on Civic Monday and ending when a new Board is deemed organized under section 6 of the *Municipal Elections Act*.

## **5.2 Classification of Complaints by the Integrity Commissioner**

- (a) An original written Formal Complaint shall be filed with the Integrity Commissioner for initial classification to determine if the matter is a complaint with respect to noncompliance with the Code of Conduct or whether it is covered by other legislation or other policies.

- (b) If the complaint is not a complaint with respect to non-compliance with the Code of Conduct or the complaint is covered by other legislation, the Integrity Commissioner shall advise the complainant in writing as follows:
- i. if the complaint is an allegation of a criminal nature consistent with the *Criminal Code of Canada*, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
  - ii. if the complaint is with respect to non-compliance with the *Municipal Conflict of Interest Act*, the complainant shall be advised to review the matter with the complainant's own legal counsel;
  - iii. if the complaint is with respect to non-compliance with the *Municipal Freedom of Information and Protection of Privacy Act*, the complainant shall be referred to the Board's General Counsel;
  - iv. in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to consider, with any additional reasons and referrals as the Integrity Commissioner considers appropriate.
- (c) The Integrity Commissioner shall undertake a threshold assessment of any Formal Complaint and shall determine whether the complaint is outside the timelines stipulated herein or is frivolous, vexatious, or not made in good faith, or that there are no grounds or insufficient grounds for an investigation, in which case the Integrity Commissioner shall not initiate an investigation, or, where that becomes apparent in the course of an investigation, the Integrity Commissioner shall terminate the investigation. The complainant and Trustee, as appropriate, shall be advised of the decision with the rationale. Where the complainant breaches the integrity of an investigation by sharing the details on social media, or in the public arena, the Integrity Commissioner may terminate the investigation.
- In assessing whether a complaint is frivolous, vexatious, or not made in good faith, the Integrity Commissioner shall consider whether the complainant is advancing a concern, issue or complaint that is consistent with the purpose of the Code of Conduct and also whether the complaint is, in essence, in the nature of a private interest.

### **5.3 Reports from the Integrity Commissioner: No Jurisdiction or Inquiry**

- (a) The Integrity Commissioner may report to the Board of Trustees that a specific complaint is not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify the complainant.

- (b) The Integrity Commissioner shall report annually to the Board of Trustees on complaints not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify a person concerned.
- (c) Other than in exceptional circumstances, the Integrity Commissioner will not report to the Board of Trustees on any complaint described in subsection 5.2(c) except as part of an annual report.

#### **5.4 Formal Complaint Inquiries by the Integrity Commissioner**

- (a) If a Formal Complaint has been classified as being within the Integrity Commissioner's jurisdiction, the Integrity Commissioner shall proceed with an investigation as follows;
  - i. provide the complaint and supporting material to the Trustee whose conduct is in question with a request that a written response to the allegation be provided within ten days; and
  - ii. Provide a copy of the response to the complainant with a request for a written reply within ten days.
- (b) If necessary, after reviewing the written materials delivered under subsection 5.4(a), the Integrity Commissioner may speak to anyone he or she deems relevant to the complaint, access and examine any of the information, documents or electronic materials and may enter any Board work location relevant to the complaint for the purposes of investigation and/or settlement, provided that the Board's General Counsel has pre-approved the release of any information, documents or materials to the Integrity Commission in accord with the Board's legal obligations.
- (c) The inquiry will be conducted in private and will remain confidential, save and except as may be disclosed in any report by the Integrity Commissioner to the Board of Trustees or as necessary for the conduct of the investigation.
- (d) The Formal Inquiry may involve both written and/or oral statements by any witnesses, persons with relevant information to the complaint, the complainant or the Trustee alleged to have breached the Code.
- (e) The *Statutory Powers Procedure Act* does not apply.
- (f) Subject to the provisions of 5.4(g), at any time following receipt and review of a Formal Complaint or at any time during the Formal Inquiry, where the Integrity Commissioner believes there is an opportunity to successfully resolve the matter without a formal investigation, and both the complainant and the Trustee alleged to have breached the Code agree, an informal resolution may be pursued. If this process leads to a result that is satisfactory to the Complainant and the Trustee alleged to have breached the Code, then the complaint shall be deemed withdrawn.

- (g) Section 5.4(f) shall not be engaged unless the parties consent and unless the Integrity Commissioner is of the view that it is unlikely, on a balance of probabilities, that there would be a finding of a breach of the Code of Conduct.
- (h) A Formal Complaint may be withdrawn by the Complainant at any time prior to the Board making a determination on the alleged breach(es) under section 218.3 of the *Education Act*.

## 5.5 Reports to the Board of Trustees

- (a) The Integrity Commissioner shall report to the complainant and the Trustee generally no later than 90 days after the receipt of a Formal Complaint unless the Integrity Commissioner determines that a longer period of time is required to complete the final report and the reason is explained in the final report. The Board of Trustees and the complainant shall be advised of the need for the extension of time with an expected date of delivery of the report.
- (b) The Integrity Commissioner may make interim reports to the Board of Trustees where necessary and as required to report on any instances of interference, obstruction or retaliation encountered during the investigation.
- (c) Where a Formal Complaint is sustained in whole or in part, the Integrity Commissioner shall report to the Board of Trustees outlining the findings of the investigation. The report shall make recommendations as to sanction with reference to section 218.3 of the *Education Act* together with any relevant decisions of other Boards that the Integrity Commissioner believes may be of assistance to the Board in considering sanction.
- (f) A report following an investigation into of a Formal Complaint will be delivered to the Board of Trustees for consideration in accordance with the provisions of sections 218.3 and 207 of the *Education Act*. Where the Integrity Commissioner's investigation into a Formal Complaint concludes that there has been no breach of the Code of Conduct, the Integrity Commissioner's investigative report shall not be delivered to the Board of Trustees, but a summary of the investigation shall be provided to the Board of Trustees.
- (g) Where the Integrity Commissioner determines that a contravention of Code of Conduct occurred although the Trustee took all reasonable measures to prevent it, or that a contravention occurred through inadvertence or an error of judgment made in good faith, the Integrity Commissioner shall so state in the report.
- (h) The Integrity Commissioner shall give a copy of the report to the complainant and the Trustee whose conduct is concerned.

- (i) The Integrity Commissioner shall bring the report before the next available meeting of the Board of Trustees.
- (j) The Board of Trustees shall consider and make a decision in response to the Integrity Commissioner's report in a timely manner, and shall comply with the provisions of section 218.3 of the *Education Act* in considering and making a determination as to whether a breach has occurred and, if so, any sanction.
- (k) The Board of Trustees shall consider the report of the Integrity Commissioner and the Board of Trustees shall make its own assessment and determination of whether there has been a breach of the Code of Conduct and, if so, may accept, reject or amend the Integrity Commissioner's recommendation, if any, as to sanction.
- (l) The Integrity Commissioner may attend at the meeting at which the Board of Trustees will be considering the final report to answer questions of members of the Board of Trustees.
- (m) Where a matter is being handled by the Integrity Commissioner, Individual Trustees shall not undertake their own investigation of any matter, including questioning a complainant, the Trustee who is alleged to have breached the Code or any witnesses or persons participating in any investigation.

## 5.6 Payment of Costs

- (a) Subject to subsection 5.6(e), a member of the Board who is a respondent to a formal complaint under this procedure shall be reimbursed by the Board for actual and reasonable legal and related expenses up to a maximum of \$5,000.
- (b) Subject to subsection 5.6(e), in the case of an application under the *Judicial Review Procedure Act* for judicial review of actions taken on a complaint against a member of the Board by the Integrity Commissioner,
  - i. where a member of the Board made the judicial review application, the member is entitled to reimbursement of legal costs, including additional legal costs in a successful application, that are not recovered by any costs awarded by the court, up to a maximum of \$20,000.
  - ii. a member of the Board is entitled to reimbursement of the legal costs of intervention in a judicial review application where the member's interests are at stake, up to a maximum of \$20,000.

- (c) Subject to subsection 5.6(e), the Board of Trustees may consider the reimbursement of costs above the limit in subsections 5.6(b)i. and 5.6(b)ii. on a case-by-case basis.
- (d) The Board of Trustees may consider an advance payment to a Trustee for legal expenses prior to completion of an investigation for a maximum amount of \$5,000. While the Trustee must return to the Board all unused funds upon completion of an investigation, the Trustee will not be required to reimburse the spent funds if, upon completion of the investigation, either of subsections 5.6(e) i or ii, apply. Otherwise, all advanced funds must be returned to the Board immediately upon conclusion of the investigation.
- (e) Costs shall only be reimbursed under this section to the member of the Board:
  - i. if the Integrity Commissioner concludes that there has been no contravention of the Code of Conduct by the member or that the member is not blameworthy, and the Integrity Commissioner's conclusion is not overturned on judicial review; or
  - ii. if the member is successful, in whole or in part, on any judicial review application either as an applicant or intervenor.
- (f) Any request for costs under subsection 5.6 shall be made in writing to the General Counsel who shall report to the Board of Trustees.

## 5.7 Confidentiality and Formal Complaints

A Formal Complaint will be processed as follows:

- (a) The Integrity Commissioner and every person acting under the Integrity Commissioner's instructions shall preserve confidentiality with respect to all Code of Conduct matters except as required by law or in accordance with the provisions of the Code of Conduct and the *Education Act*. The following persons involved in any aspect of a Code of Conduct complaint, including any investigation, shall preserve confidentiality:
  - i. the complainant;
  - ii. individual Trustees;
  - iii. witnesses;
  - iv. the Integrity Commissioner, and
  - v. staff.

Except that the Integrity Commissioner may disclose relevant information in a public report but only to the extent that the Integrity Commissioner deems it appropriate to do so and provided same has been pre-approved by the Board's General Counsel as being in accord with Board's legal obligations.

- (b) All reports from the Integrity Commissioner to the Board of Trustees will be made available to the public. The report may be redacted appropriately to reflect the requirements of section 207(2) of the Education Act.
- (c) Any references by the Integrity Commissioner in an annual or other periodic report shall not disclose confidential information that could identify the trustee concerned, except where the trustee's name has been disclosed in the public sphere, or the Integrity Commissioner deems it necessary to identify the person concerned.
- (d) The Integrity Commissioner in a report to the Board of Trustees on whether a member of the Board has violated the Code of Conduct shall only disclose such matters as in the Integrity Commissioner's opinion are appropriate for the purposes of the report.

## **6.0 Evaluation**

This Code of Conduct is to be reviewed and updated as required but at a minimum every four (4) years.

## **7.0 Appendices**

Appendix A: Complaint Form



## Durham District School Board Code of Conduct - Formal Complaint Form

### COMPLAINT OF

I, \_\_\_\_\_ (full name), of the  
(City, Town, etc.) \_\_\_\_\_ (municipality of  
residence) in the Province of Ontario.

### STATE THE FOLLOWING:

1. I have personal knowledge of the facts as outlined in this affidavit, because

\_\_\_\_\_  
\_\_\_\_\_  
(insert reasons e.g. I work for . . . I attended a meeting at which . . . etc.)

2. I have reasonable and probable grounds to believe that:

\_\_\_\_\_ (specify name of Trustee) a member of the  
Durham District School Board, has contravened Section (s) \_\_\_\_\_  
\_\_\_\_\_ (specify section(s) of the  
Trustee Code of Conduct. The particulars of which are as follows:

(Set out the statements of fact in consecutively numbered paragraphs in the space below, with each paragraph being confined as far as possible to a particular statement of fact. If you require more space, please use the attached Schedule A form and check the appropriate box below. If you wish to include exhibits to support this complaint, please refer to the exhibits as Exhibit A, B, etc. and attach them to this form.)

\*Where a complainant chooses to litigate this matter in the court of public opinion and/or social media platforms, the Integrity Commissioner reserves the right to dismiss this complaint.

Please see the attached Schedule "A"

DATED THIS        DAY OF        , 20        at the City/Town of  
In the Province of Ontario.

\_\_\_\_\_  
(Signature of person making the complaint)

Page \_\_\_\_ of \_\_\_\_

**Schedule “A”**

(Additional Information)

To the complaint form required under the Complaint Protocol - Formal Complaint of Durham District School Board Code of Conduct for Trustees.

(If more than one page is required, please photocopy this blank page and mark each additional page as 2 of #, 3 of #, etc. at the top right corner.)

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(Signature of Person Making the Complaint)

## BY-LAW

### Index - By-Laws and Procedures

#### Durham District School Board Responsibilities (Overview)

By-Law	Rules
By-Law	Definitions
By-Law #1	Regular Public Meetings
By-Law #2	Rules of Procedure - Board
By-Law #3	Public Presentations to Board and Standing Committee Meetings
By-Law #4	Standing Committee
By-Law #5	Statutory Committees
By-Law #6	Non-Statutory Committees
By-Law #7	Ad Hoc Committees
By-Law #8	Filling Trustee Vacancies on the Board of Education
By-Law #9	Trustee Determination and Distribution
By-Law #10	Durham District School Board Responsibilities
By-Law #11	Trustee Responsibilities
By-Law #12	School Board Member (Trustee) Code of Conduct
By-Law #13	Execution of Documents and Corporate Seal
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By-Law #15	Electronic Meetings

#### Appendix:

None

#### Effective Date

91-06-24

#### Amended/Reviewed

93-11-08

94-11-28

98-02-16

99-10-18

99-11-08

2002-10-07

2006-08-08

2009-09-02

2010-02-16

2015-11-16

**RULES****By-Laws and Procedures**

The rules and regulations contained within these By-Laws and Procedures shall be the rules and regulations for the order and dispatch of business of The Durham District School Board and in the Committees thereof.

Any of the rules of procedure contained herein may be suspended by a vote of two-thirds of the Trustees of the Board present (physically or electronically) and voting.

Any reference in the By-Laws to a written request or a written notice shall be understood to include an electronic or a faxed notice or request.

In any case for which provision is not made herein, the procedure to be followed shall be, as near as may be, that followed according to Robert's Rules of Order.

By-Laws may be amended by a two-thirds vote of those members voting at any meeting of the Board, provided that notice of intention to introduce such amendment has been given in writing at the previous Regular Meeting of the Board and is referred to in the Notice of the Meeting, and provided that such proposed amendment is not in conflict with any statutory provision or regulation then in force.

**Appendix:**

None

**Effective Date**

91-06-24

**Amended/Reviewed**

93-11-08

94-11-28

99-10-18

2006-08-08

2010-02-16

2015-11-16

## BY-LAW

### Definitions

Director: "A board shall not appoint or employ a person as a director of education unless the person is a supervisory officer who qualified as such as a teacher." (Education Act s. 283(1)).

"A director of education is the chief education officer and chief executive officer of the board by which he or she is employed." (Education Act s. 283(2))

Trustee: "A member of a board may be referred to as a trustee for any purpose related to this Act." (Education Act s.1(12)).

Two-thirds majority: "A two-thirds vote means at least two thirds of the votes cast by persons legally entitled to vote, excluding blanks or abstentions, at a regular or properly called meeting at which a quorum is present." (Roberts Rules of Order, s. 44).

### Appendix:

None

### Effective Date

2015-11-16

### Amended/Reviewed

**BY-LAW****Regular Public Meetings****1.0 Regular Meetings**

- 1.1 Unless otherwise ordered by special motion of the Board, Regular Meetings of the Board shall be held in camera on the third (3rd) Monday in each month, beginning at 6:00 p.m. Should the date of any meeting of the Board fall on a statutory, civic, or school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week. The public session shall commence at 7:00 p.m.
- 1.2 A trustee who cannot attend a Board Meeting should so notify the Trustees' Office as early as possible and if it should appear that a quorum will be lacking, the Secretary shall so notify the Chairperson of the Board who will instruct the Secretary to notify the trustees of the postponement or cancellation of the meeting.
- 1.3 Notice of each regular meeting, accompanied by the agenda for the meeting, shall be delivered to each trustee at least 72 hours prior to the time the meeting is to take place. The Chairperson of the Board will publish an annual report of trustee attendance at Board Meetings and Standing Committee Meetings in December of each year.
- 1.4 Meetings of the Board shall not extend beyond the hour of 10:00 p.m. unless by majority consent of all the members present. If, at that time, there is no quorum, the meeting shall forthwith be adjourned. In the event that the meeting continues past the hour of 10:00 p.m. and no motion to extend has been put, all business conducted after 10:00 p.m. shall be deemed to be regular.
- 1.5 The in-camera portion of meetings of the board shall not extend past 11:00 p.m.

**2.0 Public Attendance at Board Meetings**

The public is welcome to attend meetings of the Board. The Education Act, 1998, outlines the conditions for access to meetings.

**2.1 Excerpts from the Education Act, 1998:****a) Section 207 (1):**

The meetings of a Board and, subject to subsection (2), meetings of a Committee of the Board, including a Committee of the Whole Board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct.

**b) Section 207 (2):**

A meeting of the Board, including a Committee of the Whole Board, may be closed to the public when the subject matter under consideration involves:

- i. the security of the property of the Board;
- ii. the disclosure of intimate, personal, or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board, or a pupil or his parent or guardian;
- iii. the acquisition or disposal of a school site;
- iv. decisions in respect of negotiations with employees of the Board; or,
- v. litigation affecting the Board.

### 3.0 Special Meetings

- 3.1 Special meetings of the Board shall be at the call of the Chairperson, or on the written request of a simple majority of the Board. When special sessions are being scheduled, every attempt should be made to avoid conflicting with dates of other scheduled meetings of the Board or Committees. Written notice of an intended special meeting, accompanied by a statement of all the business intended to be transacted, must be delivered to the trustees 24 hours before the meeting is to take place. No other business shall be considered unless all members of the Board are present and unanimously agree. The 24-hour notification time limit may be waived by the Board Chairperson in the event of an emergency requiring Board action, and every attempt will be made to notify all trustees prior to the meeting. Special meetings shall not be considered "regular meetings" as described in the Education Act, 1998, Section 229.

### 4.0 Board Quorum

- 4.1 A quorum of the Board shall consist of a simple majority of the Board members elected or appointed to the Board under the statutes of Ontario.
- 4.2 Should there not be a quorum present within fifteen minutes after the time appointed for the meeting, the names of those present shall be recorded and the meeting shall stand adjourned until the next regular or special meeting unless the person presiding secures the unanimous consent of those present to delay adjournment for an additional fifteen minutes, in which event, unless a quorum then be present, the meeting shall be so adjourned.
- 4.3 In the event that the Chairperson does not attend within five minutes after the time appointed for the meeting, the Vice-Chairperson shall preside during the meeting or until the arrival of the Chairperson. In the absence of both, the members shall come to order and a chairperson of the meeting shall be chosen who shall preside during the meeting or until the arrival of the Chairperson or the Vice-chairperson.
- 4.4 In the absence of the Director of Education, the Chairperson of the meeting shall appoint a person to act as a secretary of the meeting.

### 5.0 Election of Chairperson and Vice-Chairperson

- 5.1 In accordance with the Education Act, 1998, Section 208, the election of the Board Chairperson shall take place at the first meeting of the Board in December of each year, designated as the Inaugural Meeting.
- 5.2 Written or oral nominations shall be received by the Secretary of the Board who is acting as Chairperson.
- 5.3 When two or more trustees are nominated and have agreed to stand, voting shall then begin by secret ballot.
- 5.4 When an election is held, the Secretary of the Board and other scrutineers so designated by the Secretary of the Board shall count the ballots.
- 5.5 The member receiving a clear majority (which shall mean at least 50% plus 1 of the total votes cast) shall be declared elected.
- 5.6 Should no member receive a clear majority of the votes cast, the name of the member receiving the smallest number of votes shall be dropped and the members shall proceed to vote anew and so continue until the Chairperson is elected.
- 5.7 The Secretary presiding shall announce the result of the ballot by declaring the name of the member who has received a clear majority of the votes cast.
- 5.8 In the event of an equality of votes, there shall be another ballot and, should there be another equality of votes, the candidates shall draw lots to fill the position.

- 5.9 The same procedure as outlined in subsections 5.1 through 5.7 shall apply to the election of the Board Vice-Chairperson, except that the Board Chairperson shall preside over the election, in place of the Secretary of the Board.
- 5.10 Nominees for the position of Chairperson and Vice-Chairperson shall be present at the meeting in which the election is held or, if absent, shall have declared in writing to the Secretary of the Board their intention to stand as candidates for the positions.
- 5.11 The Chairperson shall then take the Chair and continue to serve until the next Inaugural Meeting. Resignation of the chairperson may take place upon one week's written notice or upon being removed from office on a two-thirds clear majority of the trustees voting at a meeting of the Board.
- 5.12 In the event that the Chairperson resigns the office or is removed from office, the Board Vice-Chairperson shall assume the role of chairperson until the next regularly scheduled meeting. At that meeting, the election of a new Chairperson shall be held and, if necessary, the election of a new Vice-Chairperson shall be held.

**Appendix:**

None

**Effective Date**

91-06-24

**Amended/Reviewed**

93-11-08

94-11-28

99-10-18

2001-04-17

2006-08-08

2010-02-16

2015-11-16



**BY-LAW****Rules of Procedure - Board****1.0 Parliamentary Authority**

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern all matters of procedure, statutes, or regulations in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Durham District School Board may adopt or any statutes or regulations.

**1.1 Notice of Motion**

Notice must be provided to bring forward any substantive motion to the Board to amend a Board policy, or to request the establishment of a new policy. Such notice shall be a minimum of five (5) days (including holidays and weekends and the day the notice is sent, excluding the day of the meeting). The notice, along with any supporting materials, shall be included in the agenda package.

Under extenuating circumstances where Board action is immediately required, notice may be waived, by a two thirds vote, so long as every attempt has been made to notify all trustees prior to its consideration.

**1.2 Rules of Debate**

Each member may speak twice, up to four minutes on the first occasion, two minutes on the second occasion, on each debatable motion. The maker of the motion shall be given first opportunity to speak. A member who has not spoken in debate has preference in recognition to speak over a member who has already spoken.

**1.3 Chairs Ruling and Appealing the Decision of the Chair**

The Chairperson shall decide all questions of order stating the rule on which a decision is based. The decision of the Chairperson may be appealed. A majority or tie vote sustains the decision of the Chair. A motion to appeal the decision of the Chair is debatable unless:

- a) it relates to decorum or a breach in the rules of debate;
- b) relates to the priority order of business; or
- c) is moved when an undebatable motion is immediately pending or is involved in the appeal.

**Appendix:**

None

**Effective Date:**

91-06-24

**Amended/Reviewed:**

93-11-08

94-11-28

99-10-18

2006-08-08

2010-02-16

2015-04-20

2015-11-17

**BY-LAW****Public Presentations to Board and Committee Meetings****1.0 Introduction**

- 1.1 In keeping with Durham District School Board Policy #1200 - Public Consultation, the Durham District School Board welcomes presentations by individuals and groups. Presentations shall be made in the first instance with the Standing Committee.
- 1.2 The following procedure shall apply in all cases:

**2.0 Approval to Present**

- 2.1 Each presenter must apply to present (see 3.1) at least eight working days before the next scheduled meeting of the Standing committee (except as in 2.3 below).
- 2.2 Application may be made to the Office of the Director. Any application submitted to the Office of the Director shall be sent to the Chairperson of the Standing Committee.
- 2.3 Any application to present at the Standing Committee shall be approved at the discretion of the Chairperson of the Standing Committee who shall:
  - determine if the opportunity for presentation is available through any other public consultation process, which shall be utilized prior to approval being given for presentation in the Boardroom;
  - determine the date on which the presentation shall take place. Notwithstanding 2.1, the Standing Committee Chairperson may waive the notice of eight working days in certain situations;
  - limit the number of presentations at any meeting to allow the Standing Committee sufficient time to conduct its business.
- 2.4 Approval to present at a Board meeting is at the discretion of the Chairperson of the Board.

**3.0 Submission**

- 3.1 Any application to present to the Standing Committee shall state in detail:
  - the matter to be discussed;
  - materials intended to be distributed to trustees;
  - the name of any organization or interested party to be represented;
  - the authority of the spokesperson.
- 3.2 Presenters should use the appropriate format and protocol for presentations, available from the Director's Office.
- 3.3 The Chairperson of the Board or Standing Committee shall delay the distribution of any materials which may not be acceptable under Freedom of Information legislation or any other legislation.
- 3.4 Anyone wishing to make a presentation shall be informed if the issue to be addressed will be discussed at any meeting of the Board or Standing Committee of the Board prior to her or his opportunity to present.

## 4.0 Presentations

- 4.1 Presentations shall be heard at all Standing Committee meetings commencing at 7:00 p.m. or as soon thereafter as is practicable.
- 4.2 Presenters shall be limited to speaking not more than 15 minutes including time for questions. At the discretion of the Chairperson, this may be extended for a specific amount of time or deferred to a later point in the meeting.
- 4.3 Presenters shall be restricted to topics outlined in the application.

## 5.0 Decisions

- 5.1 One or more presentations on a topic do not necessarily lead to a Standing Committee or Board decision. The Standing Committee Chairperson shall direct presenters to any added sources of information if appropriate.
- 5.2 If a presentation raises one or more issues that require decision, the Standing Committee shall deal with the issue(s) at the Board Meeting following the presentation. Any exceptions to this rule shall be at the majority vote of the Standing Committee.
- 5.3 When a decision is required on the topic raised by a presentation, presenters shall be notified in writing of the meeting at which the decision is to be made or a staff report is to be considered.
- 5.4 If a presentation is approved by the Chairperson of the Board and placed on a Board Meeting agenda, issues raised by the presenters that require decision may be referred to a committee or placed on a future Board agenda.
- 5.5 If items are referred by the Board, the Standing Committee shall deal with each item as soon as possible after such referral.

## 6.0 Public Question Period

- 6.1 In addition to appearing before the Board as a delegation, members of the public are invited to pose questions of a general nature or regarding Board processes to the Board at all Regular Meetings.
- 6.2 The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chairperson shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature.
- 6.3 Questions shall not be entertained if they relate to a matter which is under consideration by the Board and for which another public input and questioning process is available (e.g. school boundaries, accommodation reviews, school naming).
- 6.4 The following procedure applies to public question period:
  - Each person shall be allowed to ask one question and one supplementary question.
  - Before the beginning of the Board meeting, the Questioner shall submit the question in writing to the Manager of Communications;
  - The Questioner shall be called to the podium;
  - The Questioner or, if the Questioner prefers, the Chairperson, shall read the question;
  - The question shall be addressed by the Chairperson who may direct staff to answer;
  - The Questioner may ask a supplementary question for clarification;
  - Questions to individual trustees will not be addressed at public question period.

**Appendix:**  
None

**Effective Date**

93-06-28

**Amended/Reviewed**

93-11-08

94-11-28

99-10-18

2000-12-18

2006-08-08

2010-02-16

2013-05-21

2015-11-16

## BY-LAW

### Standing Committee

- 1.0 The Board shall meet as a Standing Committee on the first (1st) Monday of the month. Should the date of a Standing Committee meeting fall on a statutory, civic, or school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week. All Trustees shall sit on the Standing Committee.
- 1.1 A Chairperson and Vice-Chairperson of the Standing Committee shall be elected at the Inaugural Meeting of the Board.
- 1.2 There will be a quorum for Standing Committee meetings. A trustee who cannot attend a meeting should so notify the Trustees' Office Administrative Assistant as early as possible.
- 1.3 The Standing Committee shall have access to all board information and the assistance of appropriate staff. The allocation of staff resources is the responsibility of the Director and is monitored by the Director. Where the service required by the Standing Committee necessitates more staff time than can be made available, this situation is to be referred by the Standing Committee Chairperson to the attention of the Board Chairperson for consultation with the Director.
- 1.4 The Standing Committee of the Board shall be dissolved as the Board directs.
- 1.5 Tasks assigned to the Standing Committee, if incomplete on the dissolution of the Committee, shall be completed in the succeeding year by the Standing Committee.

### 2.0 Terms of Reference – Standing Committee

- 2.1 It is the function of the Standing Committee to provide to the Board, in concise form, relevant information and recommendations. Presentations to the Standing Committee are welcomed. The individual or group shall follow the guidelines for "Public Presentation to Board and Standing Committee Meetings" as outlined in By-Law #3. It is necessary that the functions of the Standing Committee to be complementary to the work of the Board and Administration.

### 3.0 Responsibilities of Standing Committee

- 3.1 Evaluate and promote the educational programs of the Board and make recommendations to the Board with respect to the operation, amendment, addition or deletion of, or to, the same.
- 3.2 Conduct, from time to time, studies of existing or proposed educational programs of this or other Boards and report to the Board thereon.
- 3.3 Receive and seek representations and opinions from staff, area residents, and others, with respect to the educational programs of the Board, both specific and general, to assist in its responsibilities.
- 3.4 Receive reports regarding curriculum development, implementation, and assessment projects.
- 3.5 Receive and consider communications regarding curriculum issues from agencies, councils, commissions, associations, and societies.
- 3.6 Consider other matters involving the Board, including, but not limited to, curriculum, facilities and Employee Relations, and make recommendations to the Board as required.

**Appendix:**

None

**Effective Date**

93-02-08

**Amended/Reviewed**

93-11-08

94-11-28

96-08-26

99-10-18

2006-08-08

2010-02-16

2015-11-16

**BY-LAW****Statutory Committees****1.0 Obligation to Establish and Maintain**

Statutory Committees are those committees that the Board must establish and maintain in accordance with the Education Act and the Regulations made thereunder.

**2.0 Special Education Advisory Committee**

The Durham District School Board shall establish and maintain a Special Education Advisory Committee in accordance with Regulation 464/97 - Special Education Advisory Committees.

**3.0 Supervised Alternative Learning Committee**

The Durham District School Board shall establish and maintain a Supervised Alternative Learning Committee in accordance with Regulation #374/10 - Supervised Alternative Learning.

**4.0 Accommodation Review Committees**

The Durham District School Board shall establish (when necessary) an Accommodation Review Committee in accordance with the Ministry Pupil Accommodation Review Guidelines.

**5.0 Parent Involvement Committee**

The Durham District School Board shall establish a Parental Involvement Committee in accordance with Student Achievement and School Board Governance Act, and Regulations.

**6.0 Audit Committee**

The Durham District School Board shall establish an Audit Committee in accordance with Ontario Regulations

**Appendix:**

None

**Effective Date**

91-05-31

**Amended/Reviewed**

93-11-08

94-11-28

99-10-18

2006-08-08

2006-11-22

2007-10-01

2010-02-16

2015-11-16

## BY-LAW

### Non-Statutory Committees

1.0 Non-Statutory Committees shall be established as necessary by the Board.

1.1 The function, membership tenure, mandate, and reporting relationship of each committee shall be established as appropriate.

### 2.0 Education Finance

2.1 The Chairperson of the Education Finance Committee shall be elected at the Inaugural Meeting of the Board.

2.2 The Chair of the Education Finance Committee will be responsible for communicating with the Superintendent of Education/Business and Treasurer, facilitating the introduction of issues to the Standing Committee as the issues relate to Section 4.0 of this By-Law.

2.3 Develop and maintain the procedures by which the Board establishes budget objectives and audits the budget expenditures.

2.4 When deemed necessary by the Board, study and recommend to the Board desirable changes in the Board's financial system.

2.5 Recommend to the Board expenditures other than those within the Budget.

2.6 Considers and recommends to the Board the annual Budget.

2.7 Review the annual financial statement and all expenditures, revenues, trust, capital account reserves, and investment reports.

2.8 Consider the annual transportation budget.

#### Appendix:

None

#### Effective Date

91-11-25

#### Amended/Reviewed

93-11-08

94-02-28

94-11-28

95-02-27

99-10-18

2006-08-08

2010-02-16

2015-11-16



**BY-LAW****Ad Hoc Committees****1.0 Name and Origin**

- 1.1 This By-Law is implemented by the Durham District School Board to regularize the structures and practices of the ad hoc committees created by the Board.

**2.0 Chairperson of Committee**

The Chairperson may be designated by the Board or the Chairperson of the Board. If the Chairperson has not been designated by the Board or the Chairperson of the Board, the Chairperson of each ad hoc committee shall be chosen by the members of the ad hoc committee.

**3.0 Membership, Structure, and Tenure****3.1 Membership**

Members of an ad hoc committee shall be trustees. The Director shall assign a senior staff person to every ad hoc committee and any other staff needed would be seconded by the senior staff person assigned. The ad hoc committee may seek additional input from other resource people.

**3.2 Tenure**

Trustees shall remain members of the ad hoc committee until the specified task is completed. The Committee, by resolution, may add members to the committee as the need arises. At the completion of the specified task, which would normally be the presentation of its final report, the committee would automatically cease to exist.

**4.0 Mandate**

The mandate of any ad hoc committee is to carry out a specified task as charged by the Board through resolution.

**5.0 Reporting on Ad Hoc Committees****5.1 Reporting Relationship**

An ad hoc committee reports to the Standing Committee through the chair of the ad hoc committee

**5.2 Board Agenda**

A list of ad hoc committees currently at work shall be included in the regular Board agenda.

**Appendix:**

None

**Effective Date**

96-04-22

**Amended/Reviewed**

99-10-18

2006-08-08

2010-02-16

2015-11-16

## BY-LAW

### Filling Trustee Vacancies on The Board of Education

#### a) Background

- b) The Education Act, 1998, allows a Board to fill a trustee vacancy by either of two means:
- require the municipality to hold a by-election, or
  - appoint a qualified person to the position.
- c) A by-election may not be held after March 31 in an election year (i.e., within approximately 8 months of a regularly scheduled municipal election). All costs for a by-election are borne by the Board (subsection 7(3) Municipal Elections Act, 1996).
- d) The method of appointment is not specified in the Act (Section 221(1)(a)).

#### e) The Following Steps/Decisions Need to be Considered:

##### f) By-Election or Appointment:

- If by-election, the matter is virtually out of the hands of the Board and is the responsibility of the municipality. The process for filling a vacancy in this manner takes approximately 2-1/2 months. Information regarding the implications of holding a by-election, including previous election results and estimated costs, will be provided to the Board.
- If appointment, the Education Act requires the vacancy to be filled within ninety days after the office becomes vacant. The Board, will by special motion, establish an Appointment Committee with the authority to interview and appoint. The Committee must have quorum of the Board.

##### g) Qualifications:

- The Education Act, 1998, Section 219(1) specifies the qualifications necessary to be elected as a member of a Board (and, presumably, to be appointed):
  - qualified to vote for members of the Board
  - a resident in the area of jurisdiction of the Board
  - disqualifications are outlined in the Education Act, 1998 Section 219(4)(5)(7).
- The Board may choose to appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area providing the candidate remains a qualified person. IF the Board chooses to offer the position to a broader range of electors, the following actions will occur:
  - Advertising

The vacancy shall be advertised in all the local papers.
  - Applications
    - Individuals interested in the position shall be required to submit in writing an application for the position, to be received by the Secretary to the Board.
    - The Appointment Committee shall establish a deadline for the appointment process.

## c) Information Required

Applicants shall be asked to provide the following information:

- i. confirmation of eligibility as per Section 2.2 (a);
- ii. why they are interested in the position;
- iii. background, interests, experience, concerns;
- iv. other information they think is pertinent.

Application material shall be copied and distributed to all trustees at least 48 hours prior to an interview date.

## d) Information Provided

Upon written or verbal indication from an individual that she/he intends to apply for the position, a package of information shall be made available for pick-up from the Trustees' Secretary, as follows:

- i. Durham District School Board Facts Folder;
- ii. By-Law #8 - Responsibilities and Code of Conduct;
- iii. Schedule of Board and Committee Meetings;
- iv. Committee Membership List.

## e) Interviews

- i. The Appointment Committee shall establish the interview date and the schedule of interviews.
- ii. Only candidates who have submitted written applications by the deadline date shall be interviewed. Interviews shall be conducted in the Board room. All trustees shall be invited to participate in the interviews. Trustees shall be asked to indicate their intentions about their attendance and participation in the interviews. Each candidate shall be requested to address the Board for up to five minutes, and to respond to questions from the trustees for up to five minutes. Interviews shall be conducted on the Monday of the Board meeting, arranged so that all interviews shall be completed by 4:30 p.m. If an inordinate number of candidates is to be interviewed, a second day for interviews shall be determined by the Chairperson, after consultation with trustees. If a quorum of trustees is present for the interviews, the interviews shall be conducted as part of a special Board meeting. Should a quorum of trustees not be present, those present shall form a Selection Committee which shall make a recommendation to the Board. The chairperson of the Board or designate shall preside over the interviews and be responsible for adhering to the timelines. The interviewing process shall be open to the public. Candidates shall be advised of their right to attend any or all interviews.

## f) Voting

- i. Only trustees present for all interviews are eligible to vote.
- ii. Voting shall be by secret written ballot
- iii. The Director and Superintendent of Education/Business and Finance shall count the ballots.
- iv. On the first ballot, trustees shall vote for three (3) candidates. (Any ballot without three names shall be considered a spoiled ballot)
- v. The ten (10) candidates achieving the greatest number of votes shall proceed to the second ballot. Their names shall be posted in the Board Room. Any candidate who does not receive any votes will be dropped from subsequent voting.
- vi. On the second and subsequent ballots, trustees shall vote for only one (1) candidate.

- vii. Voting shall continue, and on each subsequent vote the candidate(s) receiving the lowest number of votes shall be dropped from the ballot until one (1) candidate receives at least a simple majority of votes cast., except on the first ballot.
  - viii. Any candidate who does not receive any votes will be dropped from subsequent voting. This shall also apply to all subsequent ballots.
  - ix. In the event of a tie, a second ballot shall be cast. If a tie remains, the decision shall be determined by lot.
  - x. Following the swearing in of the successful candidate, all ballots shall be destroyed.
- g) A recommendation shall be brought forward to the Board in Committee of the Whole to approve the appointed candidate. All trustees are eligible to vote on the recommendation. of the selection committee. The person shall be advised by telephone of the Board's decision.
- h) The appointed candidate shall attend the next Board meeting at the beginning of the public session to be sworn in.

**Appendix:**

None

**Effective Date**

93-05-25

**Amended/Reviewed**

93-11-08

94-11-28

99-10-18

2006-08-08

2010-02-16

2015-11-16

**BY-LAW****Trustee Determination and Distribution**

The Durham District School Board (“DDSB”) is a statutory corporation under section 58.5 of the Education Act, R.S.O. 1990, C. E.2, (the “Education Act”). The Board of Trustees is the governing body of the DDSB. The duties and powers of the Board of Trustees are as set out in the Education Act. Decision making authority rests with the Board of Trustees as a single body, not with individual trustees.

The number and distribution of elected trustees is determined pursuant to the provisions of the Education Act and the regulations thereunder.

**Appendix:**

None

**Effective Date**

93-05-25

**Amended/Reviewed**

93-11-08

94-11-28

99-10-18

2003-06-16

2006-08-08

2009-11-16

2010-02-16

2015-11-16

2019-09-16

**BY-LAW****Durham District School Board Responsibilities**

The *Education Act* provides for the establishment of locally elected school boards responsible for operating publicly-funded schools within their jurisdiction and for the delivery and quality of educational programs and services. Legal accountability for board decisions applies to the board as a corporate entity rather than to individual trustees.

The Durham District School Board's major areas of responsibility are:

**1.0 Accountability for Student Achievement and Well Being in the District**

- 1.1 Nurture a culture that supports student academic success and provides an environment that promotes well-being.
- 1.2 Provide a safe environment to promote student learning.
- 1.3 Promote effective educational programming for all students in the district.
- 1.4 Make decisions that reflect the belief that all students can learn
- 1.5 Use student achievement data to make informed decisions
- 1.6 Foster a professional climate that puts educators in the role of champions of their students.

**2.0 Accountability to the Provincial Government**

- 2.1 Act in accordance with the Education Act, Regulations, and other statutory requirements to ensure the implementation of provincial and education standards and policies.
- 2.2 Perform Durham District School Board functions required by provincial legislation and board policy.
- 2.3 Provide advice and input to the Ministry of Education regarding relevant issues.

**3.0 Accountability to the Community**

- 3.1 Promote community consultation and outreach that seeks and provides communities at large with opportunities for input and the exchange of ideas
- 3.2 Recognize the role of individual Trustees as advocates and as liaisons for their communities
- 3.3 Annually review the communication plan to ensure that the district is fulfilling its commitment to communicate with the community at large.
- 3.4 Provide two-way communications between Durham District School Board, Special Education Advisory Committee (SEAC) and School Community Councils.
- 3.5 Support the growth and development of the district Parent Involvement Committee.
- 3.6 Provide reports outlining district results in accordance with provincial policy.
- 3.7 Develop district processes to hear appeals in accordance with appropriate statutes and district policies.
- 3.8 The Audit Committee is accountable to the Board of Trustees.

**4.0 Policy Development, Implementation and Review**

- 4.1 Develop policies that outline how the district will successfully function.
- 4.2 Ensure the processes for policy development, implementation and review comply with the Board Policy on Policy Development and Implementation.

**5.0 Director/ Board Relations**

- 5.1 Select the Director of Education.
- 5.2 Provide the Director with a clear job description and corporate direction.
- 5.3 Delegate through policy, administrative authority and responsibility subject to the provisions and restrictions of the *Education Act* and Regulations.

- 5.4 Evaluate the Director in the first year of service and annually thereafter. Use the Director's job description and Durham Directions as the basis for the evaluation.
- 5.5 At the Director's request provide the Director with the opportunity to meet alone with the board in closed session.
- 5.6 To establish and review the contract of the Director and in consultation with the Director, the senior staff.

## 6.0 Board Development

- 6.1 Conduct an annual Board self assessment.
- 6.2 Develop and support an annual development plan for trustees with the ability to utilize professional resources where applicable.

## 7.0 Strategic Planning

- 7.1 Establish and/or confirm overall direction for the Durham District School Board by establishing the mission, vision and belief statements. (Durham Directions)
- 7.2 Annually set priorities and develop a process for communicating this with the system.
- 7.3 Annually use the established priorities to drive the budget process.

## 8.0 Fiscal Responsibility

- 8.1 Ensure a budget review process is in place to help determine annual resource allocations. (Use the system priorities and other provincial and local directions.)
- 8.2 Annually approve the budget to ensure that the financial resources are allocated to achieve the system priorities and comply with provincial requirements.
- 8.3 Approve as per legislation all capital plans and other planning documents that will drive budget decisions.
- 8.4 To ensure compliance with the provincial regulations.
- 8.5 Ratify applicable Memoranda of Agreements with all bargaining units.
- 8.6 To monitor significant financial expenditures and fiscal variances.

## 9.0 Political Advocacy

- 9.1 Articulate the role of Trustees as advocates for public education
- 9.2 Annually develop a plan, including the focus, key messages, mechanisms, and relationships for district advocacy.
- 9.3 Develop and maintain partnerships to strengthen the advocacy role.
- 9.4 Meet on an on-going basis with elected municipal, provincial and federal officials.

## 10.0 Recognition

- 10.1 Ensure that Durham District School Board recognizes students and student achievements
- 10.2 Ensure that the contributions of all staff are recognized and appreciated.
- 10.3 Ensure that Durham District School Board recognizes community members and volunteers.

The board also has the following responsibilities:

- 1. Approval of school year calendars
- 2. Naming of educational facilities
- 3. Approval of tender selection for major building construction and modernization
- 4. Approval of disposition of land and buildings
- 5. Approval of educational development charges
- 6. Approval for the issuance of debentures

7. Designation of the “lead” for Freedom of Information and Protection of Privacy
8. Involvement in Superintendent interviews as per succession plan model.

**Appendix:**

None

**Effective Date**

2010-02-16

**Amended/Reviewed**

2015-11-16



**BY-LAW****Trustee Responsibilities****1.0 Areas of Responsibility****Trustee Responsibilities**

- Articulate the Board's vision for education
- Establish and monitor Board policy based on vision and provincial policy
- Establish a budget and monitor its implementation
- Provide, equip and maintain schools
- Hold schools accountable for the results achieved by students
- Employ and compensate staff
- Provide equity of program for all students throughout the Board
- Advocate for public education.

**Principles of Policy Governance**

- The Board of trustees as a body has the responsibility to serve the general public rather than groups of the population or the professionals whom the Board employs.
- The Board of trustees exists to govern the school system, not manage it.
- The Board of trustees has multiple and varied responsibilities, but involvement in the details of these concerns should never displace students as the central focus of the system.

**1.1 Trustees**

In addition to the responsibilities set down in the Education Act and incorporated in the by-laws and procedures of the Board, an individual Trustee shall be expected to:

- a) Attend regular Board Meetings;
- b) Serve on statutory, regulatory, and ad hoc committees of the Board as required;
- c) Notify the Secretary of the Board when unable to attend a meeting;
- d) Safeguard and keep confidential, materials and information discussed or placed in confidence with trustees in Committee of the Whole in Camera or through other venues;
- e) Be prepared for, and actively participate in, discussion and decision-making;
- f) Ensure, when making public statements, that it is clear whether she/he speaks on behalf of the Board or as an individual Trustee;
- g) Exercise her/his power to govern only as a trustee of the corporate body, not as an individual;
- h) Be aware that she/he can be held personally liable if she/he is guilty of bad faith, neglect, or willful or malicious use of power.

Trustees as full participating members of the Board may be expected to:

- i) Act as a representative of the Board at official functions;
- j) Be involved in provincial Trustee organizations and committees;
- k) Consult and communicate with ratepayers, community and business organizations regarding Board activities.
- l) Attend conferences, workshops, etc., in order to be kept informed of current educational issues;
- m) Reflect community attitudes while also providing leadership in decision-making.
- n) Chair community meetings in their representative areas.

Trustees shall be expected to model ethical practices which include:

- o) Making decisions in a manner which is open, accessible and equitable;
- p) Approaching all Board issues with an open mind, and being prepared to make the best decisions for the organization as a whole;
- q) Respecting different points of view;
- r) Conducting Board business through appropriate channels;
- s) Ensuring that public office is not used for personal gain;
- t) Protecting the integrity of the Board.

## 1.2 Chairpersons of the Board shall be expected to:

- a) Organize the agenda for Board meetings:
  - schedule delegations and presentations
  - follow up on Board directions
  - speak with press
  - chair meetings of the Board in an impartial manner, facilitating deliberation and resolution;
- b) Consult with individual trustees, chairpersons of committees, and to resolve problems. Be well informed and prepared;
- c) Sit as a voting member of the hiring committee for Supervisory Officers and other staff appointments as required;
- d) Represent the Board at school/community events as an advocate for public education and communicator of corporate Board Policy;
- e) Liaise with local municipalities, organizations, MP's, MPP's, Federations;
- f) Will be the primary contact for public speaking engagements, interviews;
- g) Sign contracts, respond to mail and phone calls, consult with the Director and staff on issues;
- h) Organize, in consultation with trustees and staff, the Board committee structure and representation on committees;
- i) Be involved in workshops for professional development for trustees;
- j) Organize the selection of a new Director (as required);
- k) Prepare the evaluation of the Director;
- l) Attend meetings of Chairpersons with the Minister of Education and Training;
- m) Perform the responsibilities of a local trustee;
- n) Counsel and guide fellow trustees in private and in confidence.

## 1.3 Vice-Chairperson of the Board shall be expected to:

- a) Perform the duties of the Chairperson in her/his absence;
- b) Preside over Board meetings when the Chairperson is absent or challenged;
- c) Assume special duties as requested by the chairperson of the Board;
- d) Chair Committee of the Whole In Camera Meetings;
- e) Chair Standing Committee Meetings;
- f) Organize the agenda for Standing Committee.

## 1.4 Chairperson of the Standing Committee:

A Chairperson shall be expected to:

- a) Be knowledgeable about Robert's Rules of Order and Parliamentary Procedure;
- b) Chair public meetings of the Standing Committee, encouraging participation while maintaining control;
- c) Consult regularly with appropriate Liaison Trustees, Superintendents and staff members to prepare the agenda for each meeting and to stay informed on relevant issues;
- d) Approve the minutes of the meeting before they go to Board;
- e) Represent the Standing Committee at Board Meetings, presenting motions passed by the Standing Committee and answering questions;
- f) Be knowledgeable about Board Policy and Ministry Regulations;

- g) Inform all trustees and appropriate staff members of meeting dates, times, and locations; distribute agenda and back-up material;
- h) Represent the Standing Committee to employee and community groups and at public functions;
- i) Participate in conferences and workshops related to the Standing Committee's work;
- j) Follow up on items sent to the Standing Committee from the Board, as well as staff and community requests;
- k) Prepare an Items Pending List;
- l) Represent the Board at the provincial level if required;
- m) Be knowledgeable about topics within the Standing Committee's terms of reference and speak with the press and public when required;
- n) Establish ad hoc committees when appropriate;
- o) Assume other duties as assigned by the Board or Chairperson of the Board.

## 1.5 Vice-Chairperson of the Standing Committee

A Vice-Chairperson of the Standing Committee shall be expected to:

- a) Perform the duties of the Chairperson of the Standing Committee in her/his absence;
- b) Preside over the Standing Committee meetings when the chairperson is absent or challenged;
- c) Assume special duties as requested by the Chairperson of the Standing Committee;
- d) Chair Standing Committee In Camera Meetings.

## 1.6 Chairperson of the Education Finance Committee:

The Chair of the Education Finance Committee shall be expected to:

- a) Chair all Education Finance Committee Meetings;
- b) Be knowledgeable about Education Finance issues;
- c) Liaise with the Superintendent of Education/Business and Treasurer in the creation of agendas and dates for the Education Finance Committee.

## 2.0 Code of Conduct

- 2.1 Trustees shall exercise their power to govern only as trustees of the corporate body, not as individuals.
- 2.2 Trustees shall abide by existing legislation, the by-laws, policies, regulations and procedures of the Board, and their declarations of office.
- 2.3 Trustees shall maintain confidentiality regarding matters discussed at in-camera sessions of meetings and all other confidential information which is entrusted to them.

## 3.0 Criminal Reference Check

- 3.1 Trustees will complete a Criminal Background Check within two months of being sworn in as a Trustee, in accordance with the requirements of the Durham District School Board. These checks will be collected and administered by the Director of Education for the Durham District School Board.
- 3.2 Trustees shall complete a signed Annual Offence Declaration, in accordance with DDSB Regulation #4221 to be collected by the Director of Education to the Board. This offense declaration is to be submitted by September 1 each year in which the Trustee serves.

### Appendix:

None

### Effective Date

2010-02-16

### Amended/Reviewed

2015-11-16

**BY-LAW****School Board Member (Trustee) Code of Conduct****1.0 Purpose**

- 1.1 This Board Member Code of Conduct (“Code of Conduct”) supports both legislated requirements and Board-established by-laws, policies and procedures that set out the governance and accountability framework at the Durham District School Board (DDSB). The Education Act gives school boards the authority to adopt codes of conduct that apply to board members. This Code of Conduct supports the Board’s commitment to meeting high standards of conduct by trustees.
- 1.2 A Trustee position is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour.
- 1.3 A code of conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It deals with acceptable and respectful behaviours.
- 1.4 Trustees will support the Vision and Values, and Strategic Priorities of the Durham District School Board.
- 1.5 Trustees responsibilities can be found in By-Law #11.
- 1.6 The Selection, Appointment and Jurisdiction of the Integrity Commissioner and the Complaints Procedure is set out in Appendix 1.
- 1.7 Trustees shall sign the Trustee Code of Conduct Acknowledgement and Undertaking, set out at Appendix 3, at the annual inaugural meeting of the Board.

**2.0 Objective**

- 2.1 To establish governing principles and standards for accepted behavior by members of the Board of Trustees, including the Chair of the Board.

**3.0 Responsibility**

- 3.1 The Board of Trustees, the DDSB’s Integrity Commissioner and the Director of Education.

**4.0 Application and Scope**

- 4.1 This Code of Conduct applies to all members of the Board of Trustees.

**5.0 Definitions**

*Board* means the Durham District School Board, which is also referred to as the DDSB.

*Discrimination* means discriminatory behaviour as defined by the DDSB Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.

*Harassment* means harassing behaviour as defined by the DDSB workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.

*Integrity Commissioner* means the Integrity Commissioner appointed by the Board of Trustees in accordance with the Durham District School Board Bylaws.

*Members of the Board* (also referred to as trustees) means the Chair and all members of the Board of Trustees.

*Official Business* means duties and responsibilities of Trustees as prescribed by the Education Act and further explained in the By-Law #11 Trustee Responsibilities, and directly related to operations of the Durham District School Board.

*Staff members* means employees of the Durham District School Board.

*Trustees Office* means the authority and public duties attached to the position of being elected as a DDSB Trustee.

## 6.0 Code of Conduct

6.1 Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the provincial government. The conduct of the members of the Board of Trustees must be of the highest standard to maintain the confidence of the public.

6.2 This Board Member Code of Conduct ("Code of Conduct") represents the Board's commitment to meeting high standards of conduct.

### **Integrity and Dignity of Office – Principles**

6.3 Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.

6.4 Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.

6.5 Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner at all times, and especially when attending Board events, or while on Board property.

6.6 Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to any person, including Board staff or fellow Board members.

6.7 No Trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Board;

6.8 A Trustee shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board;

6.9 Trustees shall serve and be seen to serve their school communities in a constructive, respectful, conscientious and diligent manner;

6.10 Trustees shall recognize the public trust in the expenditure of DDSB funds efficiently and in the best interests of students;

6.11 Trustees shall be committed to performing their functions with integrity and to avoiding the improper use of the influence of their office, and conflicts of interest, both apparent and real;

6.12 Trustees are expected to perform their duties in office and arrange their private affairs in a manner that promotes public confidence;

- 6.13 Trustees shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and the bylaws and policies adopted by the Board;
- 6.14 Trustees agree to the common understanding that individual trustees will not participate in activities that grant, or appear to grant, any special consideration, treatment, or advantage to an individual Trustee which is not available to every other individual. Allowable activities include those activities that are reasonably related to a Trustee's Office, taking into consideration the different interests and the diverse profiles of their wards/communities;
- 6.15 Trustees recognize that their Oath of Office binds them to the provisions of the *Municipal Conflict of Interest Act* (MCIA); and,
- 6.16 The following provincial and federal legislation also applies to Trustees:
- a) *Criminal Code of Canada.*
  - b) *Education Act*
  - c) *Municipal Conflict of Interest Act*
  - d) *Municipal Elections Act, 1996*
  - e) *Municipal Freedom of Information and Protection of Privacy Act*
  - f) *Occupational Health and Safety Act*
  - g) *Ombudsman Act*
  - h) *Ontario Human Rights Code.*

## **Confidential Information**

- 6.17 Confidential Information includes,
- a) information in the custody and/or control of the DDSB that is subject to the privacy provisions of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) or other legislation, including, but not limited to personal information of staff and students, third party corporate, commercial, scientific, or technical information, solicitor-client or litigation privileged information;
  - b) information in respect of litigation or potential litigation affecting the Board, and information that is subject to solicitor-client privilege;
  - c) information discussed during closed sessions of the Board pursuant to section 207 of the Education Act;
  - d) intimate, personal or financial information of a Trustee, staff member or prospective staff member, student, parent or guardian;
  - e) the acquisition or disposal of the Board's real property, including a school site; and,
  - f) decisions in respect of negotiations with staff members.
- 6.18 No Trustee shall disclose or release by any means to any member of the public, any confidential information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board to do so. This is a continuous obligation that extends beyond the Trustee's term of office.
- 6.19 No Trustee shall use confidential information for either personal gain or to the detriment of the Board.
- 6.20 Trustees should not access or attempt to gain access to confidential information in the custody of the Board unless it is necessary for the performance of their duties and not prohibited by Board policy.
- 6.21 Under the DDSB Bylaws, a matter that has been discussed by the Board of Trustees in closed session in accordance with section 207(2) of the Education Act is confidential. Trustees shall not disclose the content of any

such matter, or the substance of deliberations, of the closed session meeting until the Board of Trustees discusses the information at a meeting that is open to the public or releases the information to the public.

- 6.22 Individual members of the Board are only entitled to information in the possession of the DDSB that is relevant to matters before the Board or a committee of the Board. Otherwise, an individual Trustee enjoys the same level of access rights to information as any other member of the community.
- 6.23 If there is uncertainty about whether information is confidential, the Trustee should check with the appropriate staff member, consult with the Director of Education or seek the advice of the Integrity Commissioner.

#### **Upholding Decisions**

- 6.24 All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.
- 6.25 Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, if permitted by the Board's Rules of Order, can be brought by a Trustee.
- 6.26 A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
- 6.27 Each Trustee shall comply with Board policies, procedures, By-Laws, and Rules of Order.
- 6.28 The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

#### **Gifts, Benefits and Hospitality**

- 6.29 Trustees are expected to carry out their duties with impartiality and objectivity. Trustees shall not accept a gift, benefit or hospitality in order to avoid the risk that this will compromise their objectivity or lead to an appearance of lack of objectivity, bias or influence on the part of the Trustee.
- 6.30 For these purposes, a gift, benefit or hospitality provided with the Trustee's knowledge to a Trustee's spouse, child, or parent, or to a Trustee's staff that is connected directly or indirectly to the performance of the Trustee's duties is deemed to be a gift to that Trustee of the Board.
- 6.31 There are circumstances in which the acceptance of a gift, benefit or hospitality occurs as part of the social protocol or community events linked to the duties of an elected official and his/her role in representing the Board. The exceptions do not apply in the case of vendors of goods and services, or those expecting to be vendors to the DDSB. The following is a list of recognized exceptions:
  - a) compensation authorized by law;
  - b) such gifts or benefits that normally accompany the responsibilities of office and are received as an incident of protocol or social obligation;
  - c) a political contribution otherwise reported by law, in the case of members running for office;
  - d) services provided without compensation by persons volunteering their time;
  - e) a suitable memento of a function honouring the member;

- f) food, lodging, transportation and entertainment provided by provincial, regional and local governments or political subdivisions of them, by the federal government or by a foreign government within a foreign country, or by a conference, seminar or event organizer where the member is either speaking or attending in an official capacity. For the purposes of this exception, “official capacity” refers to attendance in a ceremonial, presentational or representational role on behalf of the Board or where the DDSB has authorized the member to attend on behalf of the organization;
- g) food and beverages consumed at banquets, receptions or similar events, if:
  - i. attendance serves a legitimate business purpose;
  - ii. the person extending the invitation or a representative of the organization is in attendance; and
  - iii. the value is reasonable and the invitations infrequent;
- h) communication to the offices of a member, including newspapers and periodicals; and,
- i) no Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board. Any gifts received shall be reported to the Chair of the Board.

6.32 An invitation to attend a function where the invitation is connected directly with the performance of a Member’s duties of office (i.e. for which the Trustees has a ceremonial, presentational or representational official role) is not considered by this Code of Conduct, to be a gift. This type of attendance is considered to be fulfillment of official public duties.

#### **Conflict of Interest**

- 6.33 A Trustee shall not use his or her office to advance the Trustee’s interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 6.34 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.

#### **Use of Board Property, Services and Other Resources**

- 6.35 No Trustee should use, or permit the use of Board resources, including but not limited to staff members, Board events, Board facilities, Board funds, Board information and Board infrastructure or other resources (e.g., Board-owned materials, websites, and social media platforms) for activities other than the business of the DDSB. No Trustee may obtain personal financial gain from the use or sale of Board-developed intellectual property (e.g., inventions, creative writings and drawings), computer programs, technical innovations, or other items capable of being patented, since all such property remains exclusively that of the Board.

#### **Election Campaign Work**

- 6.36 Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.
- 6.37 No Trustee shall use the facilities, equipment, supplies, services or other resources of the Board (including newsletters, social media sites and websites linked through the Board’s website, contact information including email addresses obtained as a result of the member's performance of his or her duties as a Trustee) for any election campaign or campaign-related activities. No Trustee shall undertake campaign-related activities on Board property unless permitted by Board policy. No Trustee shall use the services of persons for election-related purposes during hours in which those persons receive any compensation from the Board.

#### **Improper Use of Influence**

- 6.38 No Trustee shall use the influence of his or her office for any purpose other than for the exercise of his or her



official duties. This includes using the influence of the office to obtain employment for a family member, or otherwise using one's status as a Trustee to improperly influence the decision of another person to the private advantage of oneself, or one's parents, children or spouse, staff members, friends, or associates, business or otherwise. Also prohibited is the holding out of the prospect or promise of future advantage through a Trustee's supposed or actual influence within the Board in return for present actions or inaction. It includes refraining from using one's status to improperly influence the decision of another person to improperly prejudice another person or persons.

- 6.39 For the purposes of this provision, "private advantage" and "improperly prejudice" does not include a matter:
- i. that is of general application;
  - ii. that affects a Trustee, his or her parents, children or spouse, staff members, friends, or associates, business or otherwise as one of a broad class of persons; or
  - iii. a committee or Board matter that concerns the remuneration or benefits of a Trustee.

#### **Conduct Regarding Current and Prospective Employment**

- 6.40 No Trustee shall allow any current employment or the prospect of his or her future employment by a person or entity to improperly or for personal gain affect the performance of his or her duties to the Board.
- 6.41 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member of the Trustee.

#### **Conduct at Board and Committee Meetings**

- 6.42 Trustees act in the service of the community. They have the opportunity to set an example for future leaders who may look to them for guidance and leadership. They are expected to respect the procedural rulings of the Chair and behave respectfully in respect of the information, views and opinions expressed by staff members, delegates and other Trustees. It is vital that members of the Board conduct themselves with decorum at Board and Committee meetings and in accordance with the provisions of the DDSB's Bylaw concerning meeting procedures.

#### **Conduct Respecting Staff Members**

- 6.43 Trustees shall carry out their duties as defined within section 218.1 of the Education Act. The Board of Trustees as a whole approves budget, policy, Committee processes, and other such matters. Staff members serve the Board of Trustees as a whole.
- 6.44 Trustees shall be respectful of the role of staff members to provide advice based on political neutrality and objectivity and without undue influence from any individual Trustee or faction of the Board of Trustees.
- 6.45 Trustees will respect the distinct roles of staff in implementing policy in accordance with the provisions of the Education Act, the Board's Governance By-Law #11, and OPSBA Good Governance.
- 6.46 Trustees shall not provide direction to staff. Trustees work with the Chair and Director of Education. The Director of Education is responsible for communicating directives and expectations to staff.
- 6.47 Trustees shall respect the professionalism, reputations, duties and expertise of staff members.
- 6.48 By way of example and for greater certainty, Trustees shall not falsely or maliciously injure the professional or other reputation of staff members; compel staff members to engage in partisan political activities or subject staff to threats or other maltreatment for refusing to engage in such activities; or use or attempt to use their authority or influence to intimidate, threaten, coerce, command or influence staff members or interfere with staff members' duties, including to disclose improper activities.

#### **Discreditable Conduct**

- 6.49 All Trustees have a duty to treat members of the public, one another, and staff members respectfully and without abuse, bullying or intimidation, and to ensure that the work environment at the Board is free from discrimination and harassment. This provision applies to all forms of written and oral communications, including via social media.
- 6.50 Harassing or discriminatory behavior, as indicated in the DDSB Workplace Harassment Prevention and Human Rights policies and the Ontario Human Rights Code, which occurs in the course of, or is related to, the performance of official business and duties of Trustees, is subject to this Code of Conduct. If an employee or a member of the public brings forward a harassment complaint against a Member of the Board to the DDSB Human Rights Office, it shall be immediately forwarded to the Integrity Commissioner. If a complaint is filed with the Integrity Commissioner, after an initial assessment, the Integrity Commissioner may determine the appropriate next steps, including referral of the complaint to an independent investigator. Upon receipt of the independent investigator's findings, the Integrity Commissioner shall make a final recommendation in respect of compliance with the Code of Conduct.

#### **Failure to Adhere to The Board Policies and Procedures**

- 6.51 Trustees are required to observe the terms of all policies and procedures established by the Board that apply to members of the Board.
- 6.52 Trustees shall comply with the provisions of the Employee and Trustee Expenses Policy and Regulation #4135 and corresponding procedures, as amended from time to time.

#### **Reprisals and Obstruction**

- 6.53 Trustees should respect the integrity of this Code of Conduct and are obliged to cooperate with inquiries conducted in accordance with the Complaints Protocol and any other procedures set by the Board for addressing complaints of a breach of this Code of Conduct. Any reprisal or threat of reprisal against a complainant or anyone else for providing relevant information to the Integrity Commissioner is prohibited. It is a violation of this Code of Conduct to obstruct the Integrity Commissioner in the carrying out of her or his responsibilities, for example, by destroying documents or erasing electronic communications.
- 6.54 Trustees of the Board have a duty to respond to and comply with all requests of the Integrity Commissioner and failure to do so is a violation of this Code of Conduct.

#### **Acting on Advice of Integrity Commissioner**

- 6.55 If there is uncertainty about whether an action or activity refers to conduct prohibited by the Code of Conduct, a Trustee may directly seek the advice of the Integrity Commissioner. This shall not constitute an inquiry or investigation by the Integrity Commissioner pursuant to the Complaint Protocol. Where a member of the Board has received written advice from the Integrity Commissioner on a particular matter, the advice is binding on the Board in any subsequent consideration of the conduct of the Trustee in the same matter as long as the Trustee disclosed all relevant facts to the Integrity Commissioner before the advice was provided.
- 6.56 The Integrity Commissioner will work with the Chair and Director when providing advice to Trustees.

### **7.0 Chair/Presiding Officer**

- 7.1 The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice Chair of the Board.
- 7.2 Each year two alternate Trustees shall be chosen by the Board to be used when the circumstance warrant that one or both Trustees are needed in place of the Chair and/or Vice Chair of the Board to carry out any of the

duties required under this Code of Conduct. The two alternate Trustees will be selected annually at the inaugural meeting of the Board in December.

- 7.3 Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or Committee of the Board from exercising their power pursuant to s. 207(3) of the Education Act to expel or exclude from any meeting any person who has demonstrated improper conduct at the meeting. For greater certainty, this may be done at the discretion of the Chair or Presiding Officer as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting.
- 7.4 The Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.
- 7.5 The Chair of the Board or Presiding Officer shall follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures contained in any Policy or By-Law of the Board. A breach of a rule of order should be dealt with at the meeting in question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the Enforcement of the Code of Conduct, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.

## 8.0 Sanctions

- 8.1 If the Board determines that the Trustee has breached the Board's Code of Conduct, the Board may impose one or more of the following sanctions:
  - a) Censure of the Trustee.
  - b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
  - c) Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.
- 8.2 The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development courses at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.
- 8.3 A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
- 8.4 The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Education Act regarding absences from meetings.

## 9.0 Specific Directives

- 9.1 The Board of Trustees has authority to issue operational procedures to implement this policy.

## 10.0 Evaluation

- 10.1 This Code of Conduct is to be reviewed and updated as required but at a minimum every four (4) years, on or before May 15 beginning in May 2019.

## 11.0 Appendices

N/A

## 12.0 Reference Documents

### Policies:

- Trustee Expenses Policy & Regulation #4135
- Workplace Harassment Policy & Regulation #4245

### By-laws

- Trustee Responsibilities Principles of Policy Governance By-Law #11)
- DDSB Bylaws

### Procedures:

- Workplace Violence Management Procedure #4146

### Legislation:

#### *Criminal Code of Canada*

- *Education Act*
- *Municipal Conflict of Interest Act*
- *Municipal Elections Act, 1996*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Occupational Health and Safety Act*
- *Ombudsman Act*
- *Ontario Human Rights Code*

## **Appendix 1 – Appointment, Selection and Jurisdiction of the Integrity Commissioner**

### **1.0 Appointment of the Integrity Commissioner**

- 1.1 The Board of Trustees shall appoint an Integrity Commissioner by 2/3 vote.
- 1.2 The term of the Integrity Commissioner shall be five (5) years. The term may be extended by the Board of Trustees by 2/3 vote.
- 1.3 The Integrity Commissioner may be removed or terminated for cause by 2/3 vote.
- 1.4 The Integrity Commissioner may resign from his or her position with 90 days written notice to the Board of Trustees.

### **2.0 Selection of the Integrity Commissioner**

- 2.1 The Integrity Commissioner shall be selected using the Board's hiring practices, overseen by a selection committee appointed by the Board and chaired by the Chair or designate. The selection committee shall make a recommendation to the Board.

### **3.0 Role of the Integrity Commissioner**

- 3.1 The Integrity Commissioner has the following responsibilities:
  - a) providing advice to Trustees about the application of the Code of Conduct, Board policies and procedures, Complaint Protocol
  - b) providing general information to Trustees about their duties and obligations under the Municipal Conflict of Interest Act;
  - c) reviewing and making inquiries related to complaints made about Trustees in relation to the Code of Conduct and the Complaint Protocol, pursuant to the Complaint Protocol;
  - d) providing educational programs to Trustees on issues of ethics and integrity;
  - e) maintaining custody and control of their complaint and inquiry files and, on completion of their term, transfer any open files related to ongoing matters to the incoming Integrity Commissioner; and
  - f) providing such other duties respecting ethical and conduct matters as assigned by the Board.
- 3.2 The Integrity Commissioner does not have jurisdiction over complaints about Board staff.
- 3.3 The Integrity Commissioner shall carry out his/her duties independently.
- 3.4 The Integrity Commissioner is accountable to and reports to the Board of Trustees.
- 3.5 The Integrity Commissioner does not have jurisdiction to investigate or make inquiries in respect of complaints that are related to the Criminal Code, the Municipal Conflict of Interest Act, the Municipal Elections Act, or the Municipal Freedom of Information and Protection of Privacy Act.
- 3.6 The Director of Education, for the sole purpose of an inquiry or investigation undertaken by the Integrity Commissioner pursuant to the Complaint Protocol, provide information to the Integrity Commissioner, and facilitate access to all documents including, but not limited to books, accounts, financial records, electronic records and communications, files, papers, things or property belonging to or used by the Board of Trustees that the Commissioner believes are necessary for an investigation of a complaint made in accordance with the Complaint Protocol.

## **Appendix 2 – Complaints Protocol – Integrity Commissioner**

### **1.0 RATIONALE**

The Board has established a Board Member Code of Conduct (“Code of Conduct”) to govern the conduct of Trustees and to provide transparency, accountability, and public confidence in its governance. This Protocol supports the implementation of the Board Member Code of Conduct, particularly as related to the complaints process, including the reporting, investigation and resolution of complaints.

### **2.0 OBJECTIVE**

To outline the processes for making, investigating, resolving and reporting on the outcomes of complaints made under the Code of Conduct.

### **3.0 DEFINITIONS**

*Board* refers to the Durham District School Board, which is also referred to as the DDSB.

*Discrimination* means discriminatory behavior as defined by the DDSB Workplace Violence and Harassment Prevention policy and the Ontario Human Rights Code. [NTD add in other policies/procedures at the board addressing this]

*Harassment* means harassing behavior as indicated by the DDSB Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code.

*Inquiry* includes an investigation.

*Integrity Commissioner* means the Integrity Commissioner appointed by the Board of Trustees in accordance with the DDSB Bylaws.

*Members of the Board* (also referred to as Trustees) means Trustees of the Board of Trustees.

*Official Business* means duties and responsibilities of trustees as prescribed by the Education Act and By-Law #11, Trustee Responsibilities, and directly related to operations of the Durham District School Board.

*Staff members* means staff members of the Durham District School Board.

### **4.0 RESPONSIBILITY**

The Board of Trustees, the DDSB’s Integrity Commissioner, and the Director of Education.

### **5.0 APPLICATION AND SCOPE**

This procedure applies to all members of the Board.

### **6.0 COMPLAINT PROTOCOL**

This Complaint Protocol describes informal and formal ways for members of the public, staff members and members of the Board of Trustees to address complaints concerning the Code of Conduct and members of the Board. The Complaint Protocol provides a number of ways to resolve complaints in addition to the process described in section 218.3(2) of the Education Act which permits a member to bring an alleged breach directly to the attention of the Board of Trustees.

The Integrity Commissioner may provide advice to members of the Board, information to staff members, and members of the public as well as options for resolving complaints as described in this Complaint Protocol. All of these processes are intended to ensure that there is an opportunity to resolve complaints as fairly, expeditiously and meaningfully as possible.

### 6.1 Informal Complaint Process

Individuals (including staff members of the Board, members of the public, or members of the Board) are encouraged to use informal means first to address conduct prohibited by the Code of Conduct. With the consent of the complaining individual and the Trustee, the Integrity Commissioner may be a part of any informal process.

Individuals (including staff members of the Board, members of the public, or Trustees) who have identified or witnessed conduct by a Trustee that they believe is in contravention of the Code of Conduct may address the prohibited conduct as follows:

- a) advise the Trustee that the conduct contravenes the Code of Conduct with an explanation as to why;
- b) encourage the Trustee to stop the prohibited conduct;
- c) keep a written record of the incidents including dates, times, locations, other persons present, and any other relevant information; tell someone else (for example, the Integrity Commissioner, a senior staff member or an officer of the organization) about the concerns related to the Trustee and any response of the Trustee;
- d) if applicable, confirm to the Trustee the satisfaction with the response of the Trustee; or, if applicable, advise the Trustee of the dissatisfaction with the response;
- e) if the parties agree, the Integrity Commissioner can participate in resolving or attempting to resolve the issues relating to the; and
- f) consider the need to pursue a formal complaint as described in section 6.2.

An informal complaint must be made within six (6) months of the alleged violation or no action will be taken on the complaint.

The informal complaint process is encouraged; however, it is not required prior to beginning the formal complaint process.

Anonymous complaints will not be considered by the Integrity Commissioner.

If an informal complaint is brought to the attention of the Integrity Commissioner during the pre-election period described in subsection 6.2(e), the Integrity Commissioner shall not participate in the informal process until after a new Board is deemed organized under section 6 of the *Municipal Elections Act*.

### 6.2 Formal Complaint and Request for Inquiry Process

#### *Requests for Inquiries*

- a) A request for an inquiry into a complaint that a Trustee has contravened the Code of Conduct (the "complaint") may be made to the Integrity Commissioner and if so, shall be made in writing on the prescribed form (sworn affidavit).
- b) All written complaints shall be signed by an identifiable individual.
- c) A written complaint shall set out reasonable and probable grounds for the allegation that the Trustee has contravened the Code of Conduct. The complaint should include the name of the alleged violator, the provision allegedly contravened, the facts constituting the alleged contravention, the names and contact information of witnesses, and contact information for the complainant during regular business hours.

- d) Where a complaint is brought forward by way of a Board decision under s. 218.3(a) of the Education Act, 6.2(a) will not apply.
- e) In a municipal election year, a Code of Conduct complaint respecting a Trustee who is seeking re-election will not be received by the Integrity Commissioner and any open complaint investigation shall be suspended during the period starting on Civic Monday and ending when a new Board is deemed organized under section 6 of the Municipal Elections Act.
- f) A formal complaint must be made within six (6) months of the alleged violation or no action will be taken on the complaint.

### **6.3 Classification of Complaints by the Integrity Commissioner**

- a) The original written complaint shall be filed with the Integrity Commissioner for initial classification to determine if the matter is a complaint with respect to non-compliance with the Code of Conduct and not covered by other legislation or other policies.
- b) If the complaint is not a complaint with respect to non-compliance with the Code of Conduct or the complaint is covered by other legislation or a complaint procedure under another Board policy, the Integrity Commissioner shall advise the complainant in writing as follows:
  - i. if the complaint is an allegation of a criminal nature consistent with the Criminal Code of Canada, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
  - ii. if the complaint is with respect to non-compliance with the Municipal Conflict of Interest Act, the complainant shall be advised to review the matter with the complainant's own legal counsel;
  - iii. if the complaint is with respect to non-compliance with the Municipal Freedom of Information and Protection of Privacy Act, the complainant shall be referred to the appropriate Board department;
  - iv. if the complaint is with respect to non-compliance with a specific Board policy with a separate complaint procedure, the complainant shall be advised to pursue the complaint under that procedure; and
  - v. in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to consider, with any additional reasons and referrals as the Integrity Commissioner considers appropriate.
- c) If the Integrity Commissioner is of the opinion that the formal complaint and request for an inquiry is frivolous, vexatious, or not made in good faith, or that there are no grounds or insufficient grounds for an investigation, the Integrity Commissioner shall not initiate an investigation, or, where that becomes apparent in the course of an investigation the Integrity Commissioner shall terminate the investigation. The complainant and Trustee, as appropriate, shall be advised of the decision with a rationale. No report shall be presented to the Board of Trustees except as provided for in section 6.4(a).

### **6.4 Reports from the Integrity Commissioner: No Jurisdiction or Inquiry**

- a) The Integrity Commissioner may report to the Board of Trustees that a specific complaint is not within the jurisdiction of the Integrity Commissioner.
- b) The Integrity Commissioner shall report annually to the Board of Trustees on complaints not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify a person concerned.



- c) Other than in exceptional circumstances, the Integrity Commissioner will not report to the Board of Trustees on any complaint described in subsection 6.3 except as part of an annual or other periodic report.

#### **6.5 Formal Complaint Inquiries by the Integrity Commissioner**

- a) If a complaint has been classified as being within the Integrity Commissioner's jurisdiction, the Commissioner shall proceed with an investigation as follows;
- i. Serve the complaint and supporting material upon the Trustee whose conduct is in question with a request that a written response to the allegation be provided within ten days; and
  - ii. Provide a copy of the response provided upon the complainant with a request for a written reply within ten days.
- b) If necessary, after reviewing the written materials, the Integrity Commissioner may speak to anyone relevant to the complaint, access and examine any of the information, documents or electronic materials and may enter any Board work location relevant to the complaint for the purposes of investigation and/or settlement.
- c) The inquiry will be conducted in private.
- d) The Statutory Powers Procedure Act does not apply.

#### **6.6 Reports to the Board of Trustees**

- a) The Integrity Commissioner shall report to the complainant and the Trustee generally no later than 90 days after the receipt of the Complaint Form/Affidavit of the complaint. If the investigation process takes more than 90 days, the Integrity Commissioner shall provide an interim report to the Board and will advise the parties of the anticipated date that the report will be available.
- b) The Integrity Commissioner shall not issue a final report to the Board in which there is a finding of a violation of the Code of Conduct on the part of any member of the Board unless the member has had reasonable notice of the basis for the proposed finding and any recommended sanction and an opportunity either in person or in writing to comment on the proposed finding and any recommended sanction, that the Integrity Commissioner may take into consideration in the final report submitted to the Board.
- c) The Integrity Commissioner may make interim reports to the Board of Trustees where necessary and as required to address any instances of interference, obstruction or retaliation encountered during the investigation.
- d) Where the complaint is sustained in whole or in part, the Integrity Commissioner shall also report to the Board of Trustees outlining the findings, the terms of any settlement, or recommended corrective action or sanction.
- e) Report of a formal complaint investigation by the Integrity Commissioner will be considered by the Board of Trustees in a public meeting, subject to the following exceptions:

In accordance with section 207(2) of the Education Act, a report of a formal complaint investigation may be considered in a meeting closed to the public when the subject matter under consideration involves:

- the security of the property of the board;
  - the disclosure of intimate, personal or financial information in respect of a member of the board or Committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
  - the acquisition or disposal of a school site;
  - decisions in respect of negotiations with employees
  - of the board; or
  - litigation or any potential litigation affecting the Board.
- f) Where the complaint is dismissed, the Integrity Commissioner shall not report to the Board of Trustees other

than in an annual or periodic report or in exceptional circumstances.

- g) Any recommended corrective action must be permitted in law, by-law or policy and shall be designed to ensure that the inappropriate conduct does not continue.
- h) Where the Integrity Commissioner determines that a contravention of the Code of Conduct occurred although the Trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial or committed through inadvertence or an error of judgment made in good faith, the Integrity Commissioner shall so state in the report and shall recommend that no penalty be imposed.
- i) The Integrity Commissioner shall give a copy of the report to the complainant and the Trustee whose conduct is concerned.
- j) The Integrity Commissioner shall bring the report before the next available meeting of the Board of Trustees.

#### **6.7 Duty of the Board of Trustees**

- a) The Board of Trustees shall consider and make a decision in response to the Integrity Commissioner's report within 60 days after the day the report is considered at a Public Board Meeting.
- b) In responding to a report from the Integrity Commissioner, the Board of Trustees may accept, reject or amend the Integrity Commissioner's recommendation to impose a sanction or it may refer the recommendation back to the Integrity Commissioner.

#### **6.8 Payment of Costs**

- a) Subject to subsection 6.8(e), a member of the Board who is a respondent to a complaint under this procedure shall be reimbursed for actual and reasonable legal and related expenses up to a maximum of \$5,000.
- b) In the case of an application under the Judicial Review Procedure Act for judicial review of actions taken on a complaint against a member of the Board by the Integrity Commissioner,
  - i. where a member of the Board made the judicial review application, the member is eligible for reimbursement of legal costs, including additional legal costs in a successful application, that are not covered by the costs awarded by the court, up to a maximum of \$20,000.
  - ii. a member of the Board may apply for reimbursement of the legal costs of intervention in a judicial review application where the member's interests are at stake, up to a maximum of \$20,000.
- c) The Board may consider the reimbursement of costs above the limit in subsections 6.8(b)i. and 6.8(b)ii. on a case by case basis.
- d) The Board may consider an advance payment to a Trustee for legal expenses prior to completion of an investigation for a maximum amount of \$5,000. While the Trustee must return to the Board all unused funds upon completion of an investigation, the Trustee will not be required to reimburse the spent funds if, upon completion of the investigation, either subsection 6.8(e)i or 6.8(e)ii below applies. Otherwise, all advanced funds must be returned to the Board immediately upon conclusion of the investigation
- e) Costs shall only be reimbursed under this section to the member of the Board:
  - i. if the Integrity Commissioner concludes that there has been no contravention of the Code of Conduct by the member or that the member is not blameworthy, and the Integrity Commissioner's conclusion is not overturned on judicial review; or
  - ii. where the Board of Trustees receives the Integrity Commissioner's report on a violation and

determines that it should not take any action.

- f) Any award of costs under subsection 6.8(e) shall be contingent on a report to the Board of Trustees from the General Counsel

## 6.9 Confidentiality and Formal Complaints

A formal complaint will be processed as follows:

- a) The Integrity Commissioner and every person acting under her or his instructions shall preserve confidentiality with respect to all matters that come to his or her knowledge in the course of any investigation except as required by law in a criminal proceeding or in accordance with the provisions of the Code of Conduct and this related procedure concerning reporting to the Board of Trustees.
- b) All reports from the Integrity Commissioner to the Board of Trustees will be made available to the public. The report may be redacted appropriately to reflect the requirements of section 207(2).
- c) Any references by the Integrity Commissioner in an annual or other periodic report to a complaint or an investigation shall not disclose confidential information that could identify a person concerned.
- d) The Integrity Commissioner in a report to the Board of Trustees on whether a member of the Board has violated the Code of Conduct shall only disclose such matters as in the Integrity Commissioner's opinion are necessary for the purposes of the report.

## 7.0 EVALUATION

This procedure is to be reviewed and updated as required but at a minimum every four (4) years.

## 8.0 APPENDICES

Appendix A: Complaint Form (Form 708A)

Legislative Acts and Regulations:

- *Judicial Review Procedure Act*
- *Municipal Elections Act*
- *Ontario Human Rights Code*

## Appendix 3: ACKNOWLEDGEMENT AND UNDERTAKING

I confirm that I have read, understand and agree to abide by the Board's Code of Conduct and that I understand the Complaints Protocol for complaints made to the Integrity Commissioner.

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

Please Print Name: \_\_\_\_\_

### Appendix:

None

### Effective Date

2012-06-18

### Amended/Reviewed

2015-11-16

2018-11-19

## BY-LAW

### Execution of Documents and Corporate Seal

- 1.0 The corporate seal of the Board shall be in the form impressed on the original copy of By-Laws located in the Administrative Offices of the Durham District School Board.
- 2.0 Deeds, transfers, assignments, contracts, obligations, and similar and related documents, on behalf of the Board, shall be signed by the following with the corporate seal of the Board to be affixed by the Director of Education:
  - a) The Chairperson of the Board or, in her/his absence, the Vice-Chairperson of the Board;
  - b) The Director of Education or, in her/his absence, the Treasurer of the Board.

### 3.0 SIGNING AUTHORITY

- 3.1 The Chairperson or the Vice-Chairperson of the Board and the Treasurer shall be authorized to sign cheques and orders for payment of money on behalf of, and in the name of, the Board.
- 3.2 The Treasurer shall be authorized to endorse bills of exchange, cheques, drafts, and orders for payment of money, for deposit to the credit of the Board, and to receive all paid cheques and vouchers, and any documents the bank may have from time to time, belonging to the Board, and to sign the bank's form of settlement and release.
- 3.3 The Treasurer shall be authorized to sign cheques by means of a cheque signing machine and a facsimile of the signatures of the Chairperson of the Board and the Treasurer.
- 3.4 The Chairperson of the Board and the Treasurer shall be authorized to sign all necessary bank forms or documents required by the bank in respect to parts 3.1, 3.2, and 3.3 of this resolution.
- 3.5 The Treasurer shall be authorized to have printed all the necessary forms required for the banking business of the Board.

#### Appendix:

None

#### Effective Date

91-06-24

#### Amended/Reviewed

93-11-08

99-10-18

2006-08-08

2010-02-16

2015-11-16

## **Student Trustees on The Durham District School Board**

### **1.0 Student Trustees**

- 1.1 The Durham District School Board shall have three Student Trustees on the Board.
- 1.2 A person is qualified to act as a Student Trustee if he or she is a full-time pupil of the Board in the senior division. In addition, the Student Trustee must be a Canadian citizen and a resident in the jurisdiction of the Durham District School Board.
- 1.3 The Student Trustees shall be elected not later than April 30 of each school year, to take office for the following school year.
- 1.4 A Student Trustee shall be a student in good standing according to his or her principal from the date of his or her nomination until the last day of his or her term.

### **2.0 Election of Student Trustees**

- 2.1 Every attempt shall be made to elect a Student Trustee from Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The election of Student Trustees shall be a two-stage process in municipalities which have more than one secondary school.

A notice shall be sent to each secondary school principal before February 1, advising of the election process. notice will also be sent to teachers in Civics classes, with a request to discuss the election process in class.

- 2.2 Stage 1: Municipal Election of Candidates

Section 2.2 shall apply in a municipality which has more than one secondary school.

Each secondary school student council or parliament shall be invited to elect one Student Trustee nominee who shall be the candidate for the municipality. The notice shall also invite each secondary school student council or parliament to elect ten (10) Student Trustee electors for the municipal election.

The elections for either Student Trustee nominees or electors may be either a direct election from the entire student body or an indirect election from the student council or parliament. The elections for the electors shall take place at the same time or prior to the elections for Student Trustee nominees.

The municipal elections shall be moved annually among the secondary schools in the municipality so that all secondary schools have an opportunity to host the election.

Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote. In each municipality, the candidate receiving a clear majority shall be declared the municipal Student Trustee nominee for the electoral college. A clear majority is 50 per cent plus one of the total votes cast. Should no candidate receive a clear majority of the votes cast, the name of the candidate with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one candidate has a clear majority.

- 2.3 Stage II: Electoral College Process

The Director of Education or designate shall cause three electoral colleges to take place in a secondary school in Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The three electoral colleges will meet before April 30 in each school year. The Board will pay for any transportation or other expenses such as food or the printing of ballots.

Each municipality in the electoral college will receive 40 votes for the election. The votes shall be divided equally among the number of schools in an area. If the division of votes is such that a whole number of votes per school is not determined, additional votes shall be apportioned by lottery through the Director's office. The secondary school student council or parliament shall elect the assigned number of electors for the electoral college. Any school which declares that it will not send delegates to the electoral college will have its votes divided among the remaining schools for the municipality according to this process.

The function of each electoral college is to elect one Student Trustee.

Each electoral college will have any appropriate number of staff advisors to help conduct the Student Trustee nominees speeches and the balloting.

The winning candidate from Stage 1 (Section 2.2 above) shall be the municipal candidate for the electoral college.

Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote.

In each electoral college, the Student Trustee nominee receiving a clear majority shall be declared elected. A clear majority is 50 percent plus one of the total votes cast. Should no Student Trustee nominee receive a clear majority of the votes cast, the name of the student nominee with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one Student Trustee nominee has a clear majority.

In the event of an equality of votes, there shall be a final ballot and should there be another equality of votes, the candidates shall draw lots to fill the position of Student Trustee.

The location of the electoral college for Student Trustee will be rotated annually among the municipalities to be represented by the Student Trustee (e.g. Oshawa-Whitby). Within a municipality, the school location of the electoral college shall be moved for each election, so that over the course of several years, all secondary schools in the municipality will have an opportunity to host the electoral college.

2.4 The Student Trustee nominees and Student Trustee electors shall be qualified according to this By-Law.

2.5 Any election material of any kind of media brought to the municipal election or to the electoral college must be approved by the Student Trustee nominee's principal or staff designate.

### **3.0 Disqualification of a Student Trustee**

3.1 A Student Trustee who ceases to be a student in the Durham District School Board shall be disqualified from serving as a Student Trustee on the Durham District School Board.

3.2 A Student Trustee who absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the Board shall be disqualified from serving as a Student Trustee in the Durham District School Board.

3.3 A Student Trustee is disqualified if he or she is serving a sentence or imprisonment in a penal or correctional institution or is convicted of an indictable offence.

3.4 A Student Trustee who is suspended or expelled may be disqualified from serving as a Student Trustee on the Durham District School Board.

3.5 A Student Trustee who, in the opinion of the Director of Education and the Chairperson, behaves in a manner which is deemed to be incompatible with the responsibilities of the position shall be disqualified from serving as a Student Trustee on the Durham District School Board.

#### 4.0 Vacancies

- 4.1 If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process as outlined in section 2.0 above.

#### 5.0 The Type and Extent of Participation of Student Trustees

- 5.1 A Student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees.
- 5.2 A Student Trustee is entitled to require that a matter before the Board or one of the committees on which the Student Trustee sits be put to a recorded vote and the Student Trustee's non-binding vote be recorded.
- 5.3 Student Trustees are eligible to attend in camera meetings of the Board with the exception of matters of personnel, property and students (i.e. individual students).
- 5.4 Subject to Sections 5.1, 5.2, and 5.3, Student Trustees shall have the same opportunities for participation at meetings of the Board and of the committees as all Board members.

#### 6.0 Reimbursement of Expenses

- 6.1 Student Trustees shall be reimbursed for their routine expenses reasonably incurred in connection with carrying out the responsibilities of Student Trustees. Such reimbursement of expenses shall be according to the same rules that govern the reimbursement of Board members' expenses.
- 6.2 The Director shall hold a meeting with the three Student Trustees by the end of the first month of their term to outline and clarify all matters and questions relating to reimbursement of expenses and budget for Student Trustees and for Student Senate.
- 6.3 All other expenses are to be pre-approved by the Chair of the Board, excluding those expenses covered in 6.1. These expenses include conference fees, accommodation and travel expenses.

#### 7.0 Mentor/Advisor

- 7.1 The Durham District School Board shall appoint a mentor/advisor to the Student Trustees on the Board.

#### 8.0 Co-Operative Education Credit

- 8.1 A Student Trustee may apply to the co-operative education teacher at his/her school before the beginning of his/her term to use the experience of Student Trustees to fulfill the requirements of a co-operative education credit(s).

#### 9.0 Roles and Responsibilities

- 9.1 Student Trustees shall be expected to:
- a) Attend regular Board meetings;
  - b) Notify the Secretary of the Board when unable to attend a meeting;
  - c) Be prepared for, and actively participate in decision and decision-making;
  - d) Ensure, when making public statements, that it is clear whether she/he speaks on behalf of the Board or as an individual Student Trustee;
  - e) To participate in the Student Senate and report student matters to the Board.
  - f) Provide a Student Trustee report for Standing Committee meetings.
- 9.2 Student Trustees may be expected to:
- a) Serve on statutory, regulatory and ad-hoc committees of the Board as required;



- b) Act as a representative of the Board at official functions;
- c) Be involved in provincial trustee organizations and committees;
- d) Attend conferences, workshops, etc. in order to be kept informed of current educational issues;
- e) Reflect community attitudes while also providing leadership in decision-making;
- f) Student Trustees may become a member of the Ontario Student Trustees' Association - l'Association des élèves conseillers et conseillers de l'Ontario (OSTA - AECO) and attend OSTA-AECO conferences, including the FGM and the AMG, to further develop their skills as a Student Trustee and to be kept informed of issues across the province.

9.3 Student Trustees shall be expected to model ethical practices which include:

- a) Making decisions in a manner which is open, accessible, and equitable;
- b) Approaching all Board issues with an open mind, and being prepared to make the best decisions of the organization as a whole;
- c) Respecting different points of view;
- d) Conducting Board business through appropriate channels;
- e) Protecting the integrity of the Board.

## 10.0 Student Senate

10.1 Student Trustees are required to ensure that a Student Senate is organized for their term.

10.2 Student Trustees share the Chairpersonship of the Student Senate.

## 11.0 Honorarium

11.1 The amount of the honorarium referred to in subsection 5.5 (8) of the Act is:

- a) \$2,500, if the Student Trustee holds office for a complete term of office;
- b) \$2,500 prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.

## 12.0 Term of Office

12.1 A Student Trustee's term of office starts on August 1 of the year in which he or she is elected, and ends on July 31 of the following year.

### Appendix:

None

### Effective Date

98-02-16

### Amended/Reviewed

99-03-22

99-10-18

2005-01-19

2006-08-08

2007-04-16

2010-02-16

2014-06-25

2015-11-16

**BY-LAW****Electronic Meetings****Introduction**

The Durham District School Board shall provide for the use of electronic means for the holding of meetings of the board and meetings of a committee of the Board, including a committee of the whole board.

**1.0 Attendance**

- 1.1 At every meeting of the Board or committee of the whole Board, the following persons shall be physically present in the meeting room of the Board.
  - a) The Chair of the Board or her or his designate
  - b) At least one additional member of the Board
  - c) The Director of Education of the Board or her or his designate.
- 1.2 At every meeting of the Board or committee of the whole Board, the following persons shall be physically present in the meeting room of the Board.
  - a) The chair of the committee or her or his designate
  - b) The Director of Education of the Board or his or her designate.
- 1.3 At the request of any Board member or student trustee, the board shall provide the member or representative with electronic means of participating in one or more meetings of the board or of a committee of the Board, including a committee of the whole Board, except where to do so would not comply with sections 1.1 and 1. 2.
- 1.4 A member of the Board or pupil representative of the Board who participates in a meeting through electronic means shall be deemed to be present at the meeting.
- 1.5 A member of the Board shall be physically present in the meeting room of the Board for at least three regular meetings of the Board in each twelve month period beginning December 1. (Education Act 1998 s.229(1)).
- 1.6 For the period beginning when a member of a Board is elected or appointed to fill a vacancy and ending on the following November 30, the member shall be physically present in the meeting room of the Board for at least one regular meeting of the Board for each period of four full calendar months that occurs during the period beginning with the election or appointment and ending the following November 30. (Education Act 1998 s.229(2)).

**2.0 Participation of Board Members and Pupil Representatives**

- 2.1 The electronic means shall permit the member or representative to hear and be heard by all other participants in the meeting.
- 2.2 The electronic means shall be provided in such a way that the rules governing conflict of interest of members are complied with.

**3.0 Public Participation**

- 3.1 Section 3.0 applies to meetings of the Board or of a committee of the Board, including a committee of the whole Board, that are open to the public.
- 3.2 The Board may provide, at one or more locations within its jurisdiction, electronic means to permit participation in meetings by members of the public.

- 3.3 Where such locations are provided, members of the public shall participate only in those parts of the Board meeting or committee of the Board meeting where the public would normally participate. The extent and manner of participation shall be determined by the Board Chairperson based on the electronic means available.
- 3.4 Members of the public participating through electronic means shall not participate in any proceedings that are closed to the public.

**Appendix:**

None

**Effective Date**

98-06-15

Reviewed 2010

**Amended/Reviewed**

99-10-18

2006-08-08

2010-02-16

2012-02-06

2015-11-01 - 2015-11-16

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** June 21, 2021

**SUBJECT:** Official Naming of the Unnamed North Ajax  
French Immersion Public School

**PAGE:** 1 of 6

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

### 1.0 Purpose

To request approval from the Board of Trustees for the official naming of the Unnamed North Ajax French Immersion Public School.

### 2.0 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.

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

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

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

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

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

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

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

### 3.0 Background

The Unnamed North Ajax French Immersion Public School is located at 270 Williamson Drive, West in Ajax. The school will have a Ministry capacity of 558 pupil places and is scheduled to open in September of 2021.

### 3.1 As per the Naming of Schools Procedure:

“In accordance with the School Naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board.”

The School Naming Committee met on Tuesday, May 25, 2021 and Thursday, June 3, 2021, and is comprised of the following members:

- Patrice Barnes - Trustee, Town of Ajax, Wards 1 and 2
- Donna Edwards - Trustee, Town of Ajax, Ward 3
- Avril Addie - School Community Council Member
- Greer Atkinson - Education Advisor, Ogemawahj Tribal Council
- Cassandra Carmichael - Community Representative
- Philippe Coutu - Vice Principal
- Keisha Facey - Community Representative
- Mohamed Hamid - Superintendent of Education
- Diandre Hull - Student
- Sean McCormack - Principal

### 3.2 Criteria Guidelines as per Naming of Schools Policy:

- The objective of this policy is to establish the process and parameters for the naming or re-naming of schools that support the Board’s commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize this Policy.
- Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all students and employees to an environment that is free from discrimination.
- The name for a school shall align with the points above and include:
  - The name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or
  - The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or
  - The name of a significant Canadian event.

The School Naming Committee invited community members to submit names for the school as per the Naming of Schools Procedure:

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

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

## **4.0 Analysis**

### **4.1 Submissions**

There were 118 names submitted, including duplicates. Of those, 83 names met the Naming of Schools Procedure criteria.

### **4.2 Committee Decision Making Process:**

The school name was selected using the following process: The policy outlining the process for naming a school was reviewed by the committee. The DDSB Indigenous Rights and Human Rights Statements were shared with the committee. The beginning of a vision for the school was explained by Principal Sean McCormack. Each committee member received a package containing the submissions of school names. After reviewing the names, each person completed a secure survey process facilitated by the DDSB Accountability and Assessment Department to select their top choices. After the process was completed, the least popular school names were eliminated. The committee members then discussed the favoured name(s) in an open discussion. The survey exercise was repeated, using the remaining names until a consensus was reached.

### **4.3 Committee Decision:**

The following name was selected as the recommended choice of the committee members:

- Rosemary Brown Public School

The following names were selected as the second and third choices:

- Jean Augustine Public School
- Nelson Mandela Public School (tie)
- Harriet Tubman Public School (tie)

### **4.4 Background information for Rosemary Brown Public School:**

As we look to open the doors to the Unnamed North Ajax French Immersion Public School this September, welcoming our staff, students and community, it is fitting that Rosemary Brown says, "We must open the doors and we must see to it they remain open, so that others can pass through."

Rosemary Brown was a Jamaican-born Canadian who resided in Vancouver, British Columbia. A social worker by education and practice, Brown was also Canada's first Black female member of a provincial legislature and the first woman to run for leadership of a federal political party. In addition to her impact in politics, she was an activist who fought for the advancement of people of colour and Women's voices.

According to the Canadian Encyclopedia, "During the 1960s, Brown found renewed purpose in her role as a political advocate against both racism and sexism. At the time, traditional roles of race and gender were being challenged in Canadian politics. As a Black

woman, Brown was qualified to speak for both groups. Today we call this intersectionality.

During her 14 years as a Member of the Legislative Assembly, Brown created a committee to remove sexism in British Columbia's educational material.

After her political career, Brown turned her attention to the international stage and worked tirelessly in gaining support for overseas projects that promoted the political, economic and social advancement of women in developing countries.

In 1993, Brown was named Chief Commissioner of the Ontario Human Rights Commission.

For her exceptional work and dedication, Brown received many awards and distinctions from a variety of governing bodies and institutions for her ongoing commitment to equity. Brown was dedicated to breaking down traditional barriers against both women and Black persons in Canada.

Although much of her work and legacy will be associated with Women's rights and changing the experiences of Black people in Canada, Brown's work also connects to truth and reconciliation as we continue to teach and live in a way that honours the land, voices and rich culture and history of our First Nations partners. Brown's message of, *"Until all of us have made it, none of us have made it"* captures our belief that we must continue to make advancements in our schools and world that lead to all of us "making it".

Her legacy and work will live on with her family and will be embodied in our school's vision as we prioritize equity, welcoming and belonging and creating an environment where all voices from our diverse school community are heard and all people are respected and honoured in meaningful ways.

Rosemary Brown's family was contacted to let them know that the committee would like to put her name forward and they gave permission to do so. No other schools are named after her and therefore staff thought it was prudent to check with the family.

#### 4.5 Background Information for Jean Augustine Public School

Jean Augustine was born in St. George's, Grenada in 1937. She lost her father at a young age and blossomed into an outstanding young student raised by a wise grandmother. In 1960, already a qualified teacher, she immigrated to Canada on the Canada-Caribbean Domestic Program. With focus, she attended Toronto Teachers' College before earning a Bachelor of Arts degree from the University of Toronto. She earned her Masters in Education while working as an elementary school teacher with the Metropolitan Separate School Board in Toronto. She was later promoted to principal, then Supervisory Officer, where she helped shape the lives of a number of young students; all the while deeply involved in grassroots efforts out in the community. She was married and had two daughters.

Ms. Augustine's contribution expanded to many social causes through her involvement on boards such as that of York University, The Hospital for Sick Children, the Stephen Lewis Foundation and Harbourfront Corporation. She also served as the National President of the Congress of Black Women of Canada. Her capacities and work ethic were recognized by political leaders who began to call upon her for various tasks ranging from the development

and launch of Canada's official multiculturalism policy in 1971; to providing advice on cabinet-level appointments.

In 2007, Jean Augustine was called on by the Government of Ontario to lead an important initiative commemorating the 200th anniversary of the Abolition of the 1807 British Slave Trade Act. Later that year, she was appointed the first-ever Fairness Commissioner for the Province of Ontario, a role in which she would set new regulatory standards for clarity, openness and more streamlined access to employment conditions for foreign-trained professionals until her retirement in 2015.

Her achievements and contributions to Canadian society align with the school's visions for equity and excellence. This school will be a place where students and staff will be successful. Staff, students and the community will have a deep understanding that we are all unique, (physically, emotionally, cognitively, mentally, racially and religiously). Ms. Augustine's focus on social causes and her direct connections to education would be leveraged and celebrated as well as reflected in all of our practices both inside and outside of the classroom.

#### 4.6 Background Information for Nelson Mandela Public School

Nelson Mandela was a social rights activist, politician and philanthropist who became South Africa's first Black president from 1994 to 1999. After becoming involved in the anti-apartheid movement in his twenties, Mandela joined the African National Congress in 1942. For 20 years, he directed a campaign of peaceful, nonviolent defiance against the South African government and its racist policies.

Beginning in 1962, Mandela spent 27 years in prison for political offences. In 1993, Mandela and South African President F.W. de Klerk were jointly awarded the Nobel Peace Prize for their efforts to dismantle the country's apartheid system. For generations to come, Mandela will be a source of inspiration for civil rights activists worldwide.

The name Nelson Mandela inspires a culture of high expectations for all students and from all backgrounds. Our school will be a solutions/asset-based environment that will be rooted in "what is best for the students" Student success in a variety of areas will be celebrated. The quote "Education is the most powerful weapon which you can use to change the world." clearly represents the impact that such a name would have on our community.

#### 4.7 Background Information for Harriet Tubman Public School

Born into slavery in Maryland, Harriet Tubman escaped to the North in 1849 to become the most famous "conductor" on the Underground Railroad. Tubman risked her life to lead hundreds of family members and other slaves from the plantation system on this elaborate secret network of safe houses. A leading abolitionist before the American Civil War, Tubman also helped the Union Army during the war, working as a spy among other roles.

After the Civil War ended, Tubman dedicated her life to helping impoverished former slaves and the elderly. In honour of her life and by popular demand, in 2016, the U.S. Treasury Department announced that Tubman will replace Andrew Jackson on the center of a new \$20 bill.



We believe that students will be successful when they are engaged and involved in their school community. Harriet Tubman's contributions and bravery in the face of oppression were made possible by the contributions and the engagement of an entire community and multiple stakeholders. As we move to open a new school, we recognize that students become engaged and involved when they are welcomed and celebrated for who they are. All of which we will do in collaboration with our staff and community partners. Engagement of community members as well as students and key stakeholders would be well represented with an emphasis on community service and engagement.

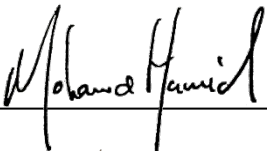
## 5.0 Recommendation

Based on the recommendation of the School Naming Committee, it is recommended that the Board of Trustees select the first choice, Rosemary Brown Public School, as the official name of the currently Unnamed North Ajax French Immersion Public School in Ajax, Ontario.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Mohamed Hamid, Superintendent of Education

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** June 21, 2021

**SUBJECT:** Official Naming of the Unnamed North Whitby Public School

**PAGE:** 1 of 5

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

### 1.0 Purpose

To request approval from the Board of Trustees for the official naming of the Unnamed North Whitby Public School.

### 2.0 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.

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

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

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

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

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

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

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

### **3.0 Background**

The Unnamed North Whitby Public School is located at 51 Lazio Street, just east of Anderson St, north of Taunton Road in Whitby. The school will have a Ministry capacity of 490 pupil places and is scheduled to open in September of 2021.

As per the Naming of Schools Procedure:

“In accordance with the School Naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board.”

The School Naming Committee met on Thursday, May 27, 2021 and Tuesday June 8, 2021, and is comprised of the following members:

- Niki Lundquist - Whitby Trustee
- Scott Templeton - Whitby Trustee
- Christine Thatcher - Whitby Trustee
- Greer Atkinson - Education Advisor, Ogemawahj Tribal Council
- Georgette Davis - Superintendent of Education
- Nazneen Dindar - Principal
- Eric Hammond - Community Representative
- Jennifer Hook - School Community Council Representative for Robert Munsch P.S.
- Amber Kageyma - School Community Council Representative for Dr. Robert Thornton P.S.
- Michael Loscavo - Vice-Principal
- Heena Ram - Student Representative for Dr. Robert Thornton P.S.
- Amanda Roch Moya – Student Representative for Robert Munsch P.S.
- Amy Simpson - Community Representative

Criteria Guidelines as per Naming of Schools Policy:

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

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

The School Naming Committee invited community members to submit names for the school as per the Naming of Schools Procedure:

- The School Naming Committee shall undertake a process to receive submissions from the broader school community.
- Only submissions that adhere to the guidelines in section 5.6 and 5.7 of the Policy as highlighted below will be considered. All submissions should include background information and context as may be appropriate to support the submission.

#### **4.0 Analysis**

##### **4.1 Submissions:**

There were 217 names submitted, including duplicates. 103 of those names met the criteria of the Naming of Schools Procedure.

##### **4.2 Committee Decision Making Process:**

The short-listing was completed using the following process: The policy outlining the process for naming a school was reviewed by the committee. The DDSB Indigenous Rights and Human Rights Statements were shared with the committee. The beginning of a vision for the school was explained by Principal Nazneen Dindar. Each committee member received a package containing the submissions of school names. After reviewing the names, each person completed a secure survey process facilitated by the DDSB Accountability and Assessment department to select their top choices. After the process was completed, the least popular school names were eliminated. The committee members then discussed the favoured name(s) in an open discussion. The survey exercise was repeated, using the remaining names until a consensus was reached.

##### **4.3 Committee Decision:**

The following name was selected as the recommended choice of the committee members:

- Willows Walk Public School

The following names were selected as the second and third choices:

- North Whitby Public School
- Shannen Koostachin Public School

#### 4.3.1 Background information for Willows Walk Public School:

Willows Walk was the name given to the community, in which the school is located, when the subdivision was established in 2002. Black willow trees are native to the area of Whitby where the school was built. The willow is a symbol of new life. A willow branch can be planted in the ground and from it, a new tree will grow in its place. Its ability to grow and survive is powerfully symbolic and shows how we can thrive even in challenging conditions. The willow tree gives us hope, a sense of belonging, and safety. Furthermore, the ability to let go of the pain and suffering to grow new, strong and bold. The image of the willow tree is our path to stability, hope, and healing.

According to the encyclopedia, the willow has many uses in a variety of industries. It can be used as a source of charcoal for Art as well as for experiments and energy for the environment in Math and Science as well as for food for animals.

The unnamed North Whitby School will centre inherent Indigenous Rights and Human Rights in all aspects of school life. It will be a welcoming, innovative learning community where individual identities are valued and represented. Willows Walk is a name associated with the land. It is connected to strength, education, nature and continuous growth.

#### 4.3.2 Background information for North Whitby Public School:

Whitby Township (now the Town of Whitby) was named after the seaport town of Whitby, Yorkshire, England. While the southern portion of Whitby is predominantly urban and an economic hub, the northern part of the municipality is more rural and includes communities such as Ashburn, Brooklin and Myrtle.

Like much of Durham Region, demographics in Whitby are characterized mainly by rapid population growth. The 2006 census population of the town is 111,184 inhabitants, compared with the 2001 Statistics Canada total of 87,413. This represents population growth of over 27.2% in five years. The number of inhabitants has more than doubled since 1986, when Whitby had a census population of 45,819 people.

The vision for the school includes creating welcoming, innovative and equitable learning communities where individual identities are valued and represented. This name is associated with the location of the school.

#### 4.3.3 Background information for Shannen Koostachin Public School:

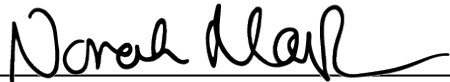
Shannen was a Cree youth leader and Indigenous education activist, who was born July 12, 1994, in Attawapiskat First Nation, Ontario. Koostachin became a leader of Students Helping Students, a campaign to have a new school built in her Indigenous community. This became the largest youth-led rights movement in Canadian history.

Shannen's campaign to improve Indigenous education in Canada continues today as "Shannen's Dream"- a movement launched by children from Attawapiskat in November 2010. Although she is no longer with us, her legacy and achievements align with the vision of the school community where all children have a voice and are encouraged to be critical thinkers and problem solvers.

## 5.0 Recommendation

Based on the recommendation of the School Naming Committee, it is recommended that the Board of Trustees select the first choice, Willows Walk Public School, as the official name of the currently Unnamed North Whitby Public School in Whitby, Ontario.

Report reviewed and submitted by:



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Norah Marsh, Director of Education and Secretary to the Board



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Georgette Davis, Superintendent of Education

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 21, 2021**SUBJECT:** International Education Attestation**PAGE:** 1 of 3**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
Mohamed Hamid, Superintendent of Education**1.0 Purpose**

The purpose of this report is to request a Board resolution on the plan for the Durham District School Board (DDSB) to accept international students following the Designated Learning Institute (DLI) and Ministry of Education guidelines. The attestation is a new requirement from the Ministry of Education.

**2.0 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.

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

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

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

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

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

### **3.0 Background**

While the COVID-19 pandemic has presented a number of challenges worldwide, Canada's approach is aimed at protecting the health of Canadians and its residents while minimizing the economic and social impact of the health and travel restrictions.

After October 20, 2020, international students may travel to Canada only if they:

- have a valid study permit and letter of introduction; and
- will be attending a designated learning institution (DLI) with a COVID-19 readiness plan approved by the province or territory they are going to and listed on the Immigration, Refugees and Citizenship Canada (IRCC) website

DDSB has accepted international students in previous years, approximately 130 students in total each year. This year 34 international students have remained at DDSB during COVID-19. As these students were already enrolled in DDSB schools and living in Durham Region, the DDSB was not required to have DLI status. Moving forward the plan is for DDSB to begin accepting international students as per federal requirements.

### **4.0 Analysis**

To be approved by the Ministry of Education as a DLI, an International Student Handbook: Pre-departure, Travel and Arrival Guide was developed which outlines the DDSB protocols and strategies. The International Student Handbook and the District's COVID-19 Protocols, meets the new Ministry Attestation Form requirements.

### **5.0 Financial Implications**

International students are a source of additional revenues for the Durham District School Board. However, the goal when accepting them is to enrich our school cultures with the presence of international students. Currently the tuition fees for Ontario Non-Resident Students are:

- Day school: Non-refundable application fee (\$200)
  1. Elementary \$15,600
  2. Secondary \$16,700

### **6.0 Evidence of Impact**

International Students will be permitted to enroll in our schools following DLI approval by the Ministry of Education.

The AODA compliant International Student Handbook will be posted on the DDSB website.

### **7.0 Recommendation**

This report is to request a resolution from the Board of Trustees to approve the DDSB International Student Program, which meets federal and provincial requirements as per Ministry Guidelines.



**8.0 Appendices**

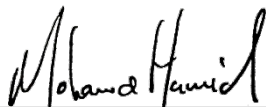
Appendix A - International Student Handbook

Report reviewed and submitted by:



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Norah Marsh, Director of Education and Secretary to the Board



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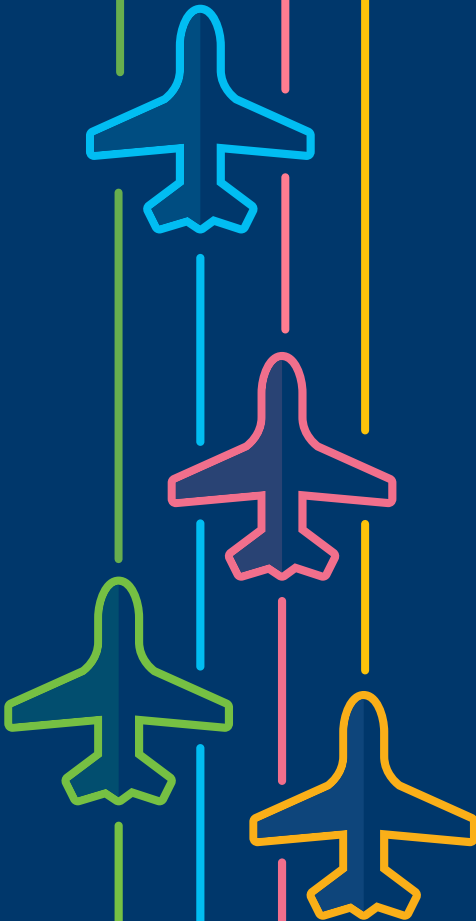
Mohamed Hamid, Superintendent of Education

Durham District School Board

# International Student HandBook

Pre-Departure, Travel  
and Arrival Guide

Keeping Yourself and Others  
Safe During COVID-19



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# INTERNATIONAL EDUCATION OFFICE

## CONTACT INFORMATION

**Durham District School Board**

400 Taunton Road East

Whitby ON L1R 2K6 Canada

**Telephone:** (905) 666-5500;

1-800-265-3968

**Fax:** (905) 666-6474

**Email:** [internationaled@ddsb.ca](mailto:internationaled@ddsb.ca)

**Denise Nickerson**

Education Officer, International Education

**Telephone:** (905) 666-6301

**Email:** [Denise.nickerson@ddsb.ca](mailto:Denise.nickerson@ddsb.ca)

**Melanie Haight**

Non-Resident Clerk, Accounting  
Department

**Telephone:** 1-800-265-3968

**Fax:** (905) 666-69645

**Email:** [Melanie.haight@ddsb.ca](mailto:Melanie.haight@ddsb.ca)



# LAND ACKNOWLEDGMENT AND HUMAN RIGHTS STATEMENT

MISSISSAUGAS OF SCUGOG ISLAND  
FIRST NATION



## Land Acknowledgment

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 treat lands that we teach, learn and live.



*Acknowledge and make visible  
Indigenous Peoples who have been  
silenced, invisible, and marginalized  
yet are original owners and caretakers  
of the land, territory, and ecology.*

**- Marie Battiste**

## Human Rights and Equity Statement

The Durham District School Board is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination while placing Human Rights and Equity at the center.



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## INTRODUCTION

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### Welcome to the Durham District School Board (DDSB).

We are very happy that you will be joining us this year and wish you a wonderful educational, cultural and social experience during your time in the Durham Region. It is our goal to assist all International students have a safe, welcoming and positive experience.

Due to the COVID-19 pandemic, we need to be mindful of travel and arrival protocols for all students this year. Please take some time to review the information in this package and make sure to ask for help with any part you don't understand. This is important you understand and follow the protocols detailed in this document to ensure your entry into Canada is smooth and problem free. Consequences of not following these protocols could include:

- › Denied entry by Canadian immigration
- › Fines for non-compliance of COVID-19 safety protocols
- › Refused enrollment by your school principal

Please know that our top priority is the health and safety of all our students, staff, host families, schools and communities. We are obligated to follow the regulations and recommendations of the Canadian and Ontario Governments, as well as the local Durham Region Public Health Authority.

At the end of this document you will find the COVID-19 Travel and Arrival Protocol Form. This document must be completed in full, signed by the student and their parent/legal guardian and sent to [international@ddsb.ca](mailto:international@ddsb.ca), BEFORE you arrive Canada.

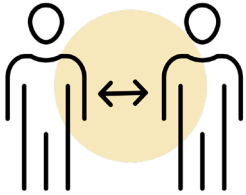


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## DEFINITIONS

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Below you will find COVID-19 vocabulary. Please become familiar with these terms:



### **Social/Physical Distancing**

Keep at least 2 meters between you and others and avoid crowded spaces. Ontario Requires masks to always be worn in public indoor spaces unless you have a medical condition that prevents you from safely doing so.



### **Self-Isolation**

Stay in a place in isolation to prevent exposing others or yourself to COVID-19.



### **Self-Monitoring**

Check your health for possible symptoms of COVID-19. Let your parents, care givers or host family know if you are feeling unwell or are experiencing any health-related issues.



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## PRE-DEPARTURE

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Here are a few important tips and steps for you before you leave your home to come to Canada.



### Communication and Relationship Building

Get to know your host family ahead of time. A video chat using ZOOM or Skype is probably the best way since your parents or care givers can also join in. Remember to exchange emails and cell phone numbers with your host family and make sure to enter the International Education office number into your contact list 1-905-666-6301.



### Household Isolation/14 Day Quarantine

Before you leave your home country to come to Canada, it is recommended that you self-isolate in your home for two weeks and only interact with your immediate family during that time. It is recommended that you make a plan for your physical and emotional wellness during quarantine. Please consider whether there is anything you want to bring to keep you busy, entertained during the mandatory 14-day quarantine period.



### Medical Check/Testing

You should obtain a letter from your doctor within 72 hours (3 days) prior to departure confirming that you are healthy and that it is safe for you to travel. You should also get a COVID-19 test. Bring the letter and test results, if applicable when you through immigration and remember to send a copy to the International Education Office by **email**.





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## PRE-DEPARTURE

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### Packing

Include the following items in your carry-on bag, which you will bring with you on the plane:



- › Passport
- › Study permit or immigration approval letter (if you already have one)
- › Custodianship documents
- › School letter of acceptance issued by DDSB
- › Your school transcripts (translated to English)
- › Record of immunization (vaccination)
- › Host family profile with contact information
- › Quarantine/self-isolation plan
- › Change of clothes
- › Snacks (no liquids)
- › Masks, hand sanitizer, disinfecting wipes and gloves



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## ARRIVAL PLANS

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Before you leave your home country, you must complete the mandatory Quarantine/Self-Isolation plan, using the form provided in this document. Please email your completed form to [internationaled@ddsb.ca](mailto:internationaled@ddsb.ca) before you travel to Canada and remember to bring a copy with you along with the documents mentioned in the previous section. In addition to this step you must also download the new ArriveCAN app from the Government of Canada, as you will be asked to show your information to an immigration office at your point of entry. Here is more information on the Quarantine/Self-Isolation plan and the ArriveCAN app.

### Quarantine/Self-isolation Plan

Before you leave your home country it is very important that you complete the form found at the end of the document, called Quarantine/Self-Isolation plan. When you arrive at the airport in Canada, the government immigration officer may ask you to show proof of your plan, so you should present this form, and the information must be correct. Our office will have received your emailed copy of the form earlier, so our staff will be able to make sure the information is correct in advance of your trip. Please make sure to fill out the Travel Information and Certify Declaration sections very carefully before emailing it to our office. Again, once you have completed the form:

1. Email a copy of the Quarantine/Self-Isolation plan to the International Education office at [internationaled@ddsb.ca](mailto:internationaled@ddsb.ca) at least two weeks in advance of arrival
2. Bring a copy to bring with you in your carry on bag.
3. Keep a copy on your phone.

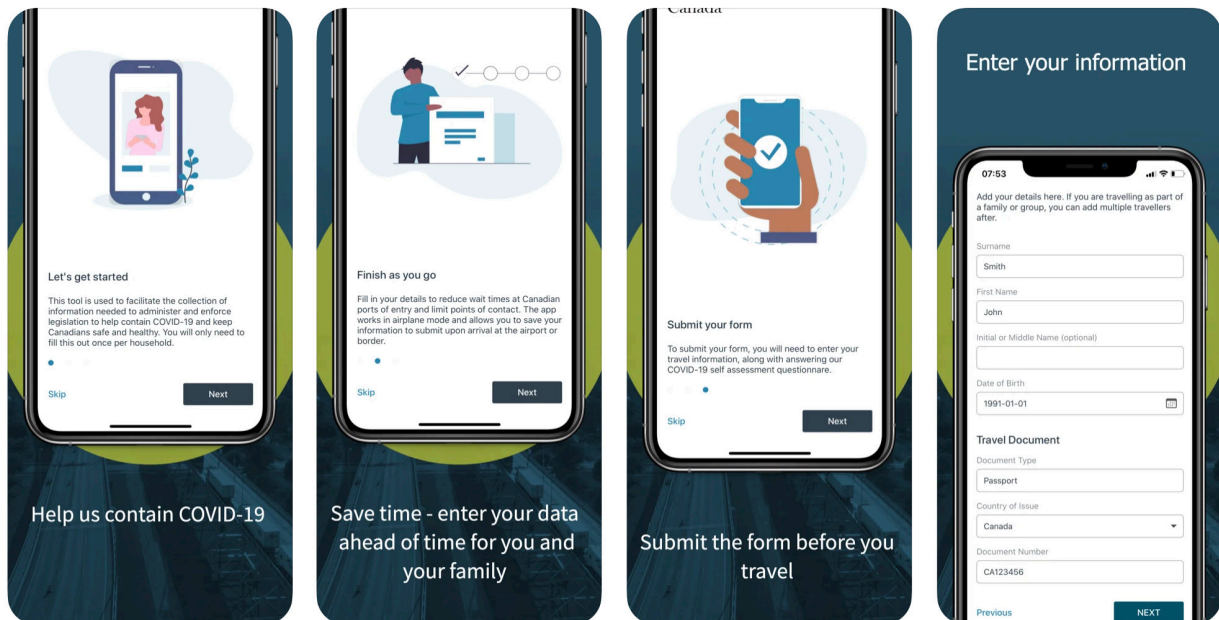


## ARRIVECAN APP

The ArriveCAN app is available for iPhone and Android and can be downloaded from the App Store or Google Play. This app must be set up before you arrive at immigration in Canada. The immigration officer at the airport will provide you with a TOKEN NUMBER, which you will need to enter in your profile. You can view and download the app by visiting the following [website](#).

**YOU MUST COMPLETE THE COVID-19 SELF-ASSESSMENT ON THE ArriveCAN app PRIOR TO YOUR ARRIVAL IN CANADA.**

Here are the steps to set-up the app, once you start the download:



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## TRAVEL BY AIR: BEST PRACTICES

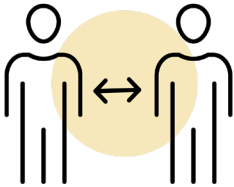
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We are sure your parents/care-givers will give you lots of instructions for you to remember during your trip to Canada. Here are a few more to add to your list to help you arrive safe and well



### **Wearing a Mask-Hand Washing**

Remember to wear a mask at all times. Wash your hands before you board the airplane and bring hand sanitizer to use as often as you can during the journey, particularly before eating. Please make sure that your hand sanitizer meets the regulations for onboard liquids to use as needed during the journey.



### **Practicing Social Distancing**

It is important to try to keep your distance from other people. You should try to keep at least 2 meters from other people as much as possible. When not possible, make sure to have your mask on.



### **Keeping Safe**

Keep your cell phone charged in case you need to contact your host family. Bring some snacks in your carry-on bag because the restaurants in the airport may not be open, or there will be long lines. When you get to your airplane seat, remember to sanitize personal space and high-touch areas (armrests, seat belts, tray tables, screens, etc) Don't be embarrassed, everyone is doing it!!



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## ARRIVING IN CANADA

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**Congratulations!!** You finally made it to Canada. We are sure you are excited to begin your Canadian experience in Durham Region with your Durham District School Board school. As you get ready to go through Canadian Immigration, remember to do the following:

- › Replace the mask you wore on your flight with a new one
- › Text your host family or homestay coordinator when you land so they know you arrived
- › Have your Quarantine/Self-Isolation Plan printed and ready to show to the immigration officer
- › Have a copy of your host family profile
- › Have copies of any documents provided to you by the Durham District School

Board, including a copy of your Letter of Acceptance:

1. Don't forget to get your Study Permit from the immigration officer if you are coming for more than six (6) months of study (paper copy of the permit)
2. Meet the person picking you up on the other side of the Arrivals Gate (host family or homestay coordinator) at the spot you decided with them ahead of time. You will have to retrieve your luggage items from the Baggage claim area of the Toronto Pearson International Airport
3. Proceed directly from the Toronto Pearson International Airport to your host family's residence without stopping anywhere along the way.



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## SELF-ISOLATION QUARANTINE

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### Government Rules and Communication

You made it through the airport and now are heading to your new home! In Ontario, everyone is working hard to keep COVID-19 manageable. We did this by following some important rules from the government. When you get to your new home you **MUST** self-isolate for 14 days. This means you are to stay in your room and avoid direct contact with your host family and others. The governments of Canada and Ontario want to make sure all new arrivals to Canada are safe and healthy. To do this, they may call you, your custodian or your host family to make sure you are self-isolating and following the law. A staff member from the International Education Office of the DDSB may also call to see how you are doing. You must be prepared to answer those calls, since that person will verify you are following the expectations of self-isolation.

You will be required to have a mandatory COVID-19 test towards the end of your self-isolation. The International Education office will need to give approval for you to begin your studies after you have received your negative COVID-19 test and the 14 day self-isolation has ended. Please note that the day that you arrive in Canada counts as day ZERO (0).



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## STUDENT RESPONSIBILITIES

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To keep you and your host family safe while you are self-isolating, it is important that you stay in your room. You are able to leave your room to go to the bathroom. Remember to keep your room clean and practice good hygiene. This includes:

- › Washing your hands often
- › Showering every day
- › Cleaning the bathroom after using it
- › Covering your mouth and nose with your elbow when you cough or sneeze
- › Wearing a mask when you are in contact with the host family if you can safely do so
- › All food and other necessities will be provided by your host family so you are able to remain in isolation

### Physical Health

Staying active during self isolation. This is a great opportunity for you to try a new exercise routine. It is important to make sure you establish a healthy routine as quickly as possible. Also, try to go to bed at a reasonable hour and don't stay up all night playing video games or chatting with your friends back in your home country. If you are not feeling well, contact your custodian to help you complete an online self-assessment to determine if you need further assessment or testing.



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## STUDENT RESPONSIBILITIES

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### Settlement Workers in Schools (SWIS)

The DDSB has a collaborative partnership with SWIS Durham who is committed to providing quality initial settlement services to newcomer families with school aged children in the region of Durham: offering service that is: confidential, culturally appropriate, non-judgmental and sensitive to the needs of the client in an inclusive, accessible manner that empowers and fosters client independence.

Here is their [website](#), which is also listed at the back of this document in the Reference section.

### If a Student Develops Symptoms or is Diagnosed with COVID-19:

If experiencing even mild symptoms including fever, chills, cough, shortness of breath, loss of sense of smell, headache, muscle ache, fatigue or loss of appetite, contact your host. Use the [self-assessment tool](#) and seek medical attention as necessary.

To avoid spreading COVID-19, the following may occur:

- › Student will remain in the accommodation, in accordance with Durham Region Public Health
- › Natural-biological parents/agents/custodians and care givers will be informed

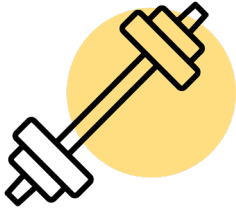




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## WHAT TO DO DURING SELF-ISOLATION

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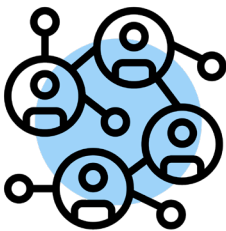
### Monitor your Physical Health

It is important that you pay close attention to how your body is feeling during your self-isolation period. Being in a new country is exciting, but being in self-isolation may be challenging. Communicate with your host family and custodian regularly, and let them know how you are feeling. While feeling tired from jet-lag is normal other symptoms (sore throat, fever, nausea, persistent cough etc.) could indicate something more serious such as COVID-19. Self-monitor each day and report any symptoms using the ArriveCan app.



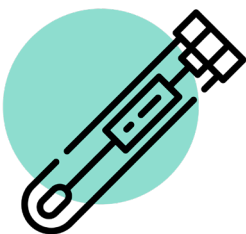
### Monitor your Mental Health

Being in a new country is exciting but being in self-isolation may be challenging. Communicate with your host family and custodian or care givers regularly and let them know how you are feeling. We are here to support you! Contact the International Education Office if you have any questions or need assistance.



### Stay Connected

Contact your friends and family when you are self-isolating. Check with your host family to make sure you have access to wi-fi. It is important to check your email regularly because the International Education office or your school might try to contact you.



### Get a COVID Test

During your self-isolation period, you are required to have at least one COVID-19 test, even if you are not experiencing any symptoms. Your host family will arrange this. You will need proof of this test in order to enter school. Here is the [website](#) for the Durham Region Health Department for a list of COVID-19 Testing sites.

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## RESOURCES

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**ArriveCan App**

[canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19/arrivecan.html](https://canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19/arrivecan.html)

**Durham Region Health Department – COVID-19 Testing Sites**

[durham.ca/en/health-and-wellness/covid-19-testing.aspx](https://durham.ca/en/health-and-wellness/covid-19-testing.aspx)

**Government of Canada – COVID-19 International Students**

[canada.ca/en/immigration-refugees-citizenship/services/coronavirus-covid19/students.html](https://canada.ca/en/immigration-refugees-citizenship/services/coronavirus-covid19/students.html)

**Government of Canada – COVID-19 Travel Restrictions**

[canada.ca/en/public-health/services/diseases/2019-novelcoronavirus-infection/latest-travel-health-advice.html](https://canada.ca/en/public-health/services/diseases/2019-novelcoronavirus-infection/latest-travel-health-advice.html)

**Government of Ontario**

[covid-19.ontario.ca/index.html](https://covid-19.ontario.ca/index.html)

**How to Self-Isolate – Public Health Ontario**

[publichealthontario.ca/-/media/documents/ncov/factsheet-covid-19-how-to-self-isolate.pdf](https://publichealthontario.ca/-/media/documents/ncov/factsheet-covid-19-how-to-self-isolate.pdf)

**Ontario Ministry of Education**

[ontario.ca/page/ministry-education](https://ontario.ca/page/ministry-education)

**Public Health Ontario**

[publichealthontario.ca/](https://publichealthontario.ca/)

**Social Stigma Associated with COVID-19**

[who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf?ua=1](https://who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf?ua=1)

**SWIS Durham**

[cdcd.org/swis/](https://cdcd.org/swis/)

**Toronto Pearson International Airport Health Measures**

[torontopearson.com/en/healthy-airport/measures-in-place-in-response-to-covid-19](https://torontopearson.com/en/healthy-airport/measures-in-place-in-response-to-covid-19)

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# DDSB - INTERNATIONAL STUDENT TRAVEL AND ARRIVAL PROTOCOL FORM

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We look forward to welcoming you to the Durham District School Board International Education Program. However, while we must ensure your well-being, we must also ensure the health and safety of all our students, staff and host families during the COVID-19 pandemic.

The following document will outline the expectations of government, health authorities and the school board. Students must abide by these expectations to participate in the program. Please go over each line of this document and check-mark each point to indicate you understand, agree and will follow that guideline. Once completed, this document must be signed and emailed to (at least two weeks before arrival) to [internationaled@ddsb.ca](mailto:internationaled@ddsb.ca).

## Pre-Departure:

1. Contact host family and discuss expectations, provide your host family with a current photo of you. Provide arrival information and exchange contact information (cell, email)
2. Read How to quarantine (self-isolate) at home when you may have been exposed to COVID-19 and have no symptoms from the Government of Canada website
3. Complete, print and email the mandatory Quarantine/Self-Isolation Plan to [internationaled@ddsb.ca](mailto:internationaled@ddsb.ca)
4. Download the ArriveCAN App (iOS and Android)
5. Pack a minimum of 30 disposable and 2 or more cloth face masks, one large bottle of hand sanitizer, one box of nitrile gloves, and if possible, a thermometer
6. In carry on, pack the following:
  - › Passport and Study Permit/Confirmation document
  - › Custodianship documents and Letter of Acceptance
  - › Host family profile and contact information
  - › Copy of this document signed by yourself and your parents
  - › Printed Quarantine/Self-Isolation Plan form
  - › 2 masks, 3 pair of gloves, travel-size hand sanitizer, disinfecting wipes



# DDSB - INTERNATIONAL STUDENT TRAVEL AND ARRIVAL PROTOCOL FORM

## Airport:

### Wear mask and gloves:

- › Wash hands frequently and use hand sanitizer
- › Practice social distancing and touch as few surfaces as possible (2 meters apart)
- › Sanitize your personal space and minimize washroom trips
- › Keep cell phone charged
- › Bring your own food and refillable water bottle

### Arrival in Canada:

- › Contact host family/custodian/homestay coordinator and confirm pick up point
- › Wear fresh mask and gloves
- › Have all documents ready to proceed through immigration
- › Maintain physical distancing when picking up luggage
- › Load your own luggage into the car and sit in back seat, if possible



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# DDSB - INTERNATIONAL STUDENT TRAVEL AND ARRIVAL PROTOCOL FORM

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## In your Home or Homestay – Self-Isolation:

- › You are required to self-isolate for 14 days
- › Staying in your room and avoid contact with others
- › When you arrive at your host family's home, immediately remove your travel clothes and place them in a plastic bag for your host family to wash for you
- › Your homestay family will provide you with food, clean linens, a comfortable room and internet access
- › Keep your room well ventilated and clean – open your window to allow air circulation
- › Practice good hygiene and use a separate bathroom, if possible
- › Clean the bathroom after every use
- › Stay connected with friends and family by phone or internet
- › Monitor your physical/mental well-being. If you don't feel well, let your host family know
- › Empty garbage frequently, and remember to wash hands after
- › Follow your host family's advice to wash clothes / do laundry
- › Keep personal items separate from those belonging to others
- › Ask for help from your host family or homestay coordinator if you need it
- › Get a COVID-19 test at least once during the quarantine period, even if not experiencing symptoms
- › If your quarantine time is extended due to a POSITIVE COVID-19 test, your host family will continue to support your needs (medically, physically, socially, emotionally) during this time period
- › You will need proof of this to enter school

Please complete pages 20-23 of this document and submit to [international@ddsb.ca](mailto:international@ddsb.ca) two weeks before Arriving in Canada.



# DDSB - INTERNATIONAL STUDENT TRAVEL AND ARRIVAL PROTOCOL FORM

**Student and Parent, read very carefully before signing:**

Self-Isolation is a requirement of the Quarantine Act and is not optional. Students who are in private homestay arrangements or with parents must also self-isolate for 14 days.

By signing below, I affirm that I have read, understand and agree to comply with the expectations listed in this document. I clearly understand that if I do not follow these expectations, I will not be allowed to start in the school and I risk being dismissed from the program.

We understand that students and parents are responsible for any government imposed fines incurred due to breach of the Quarantine Act and regulations from the Governments of Canada and Ontario.

**STUDENT**

Student's Legal Name (Printed): \_\_\_\_\_

Student's Signature : \_\_\_\_\_

Date: \_\_\_\_\_

**FIRST PARENT/GUARDIAN**

Parent/Guardian Legal Name (Printed): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship: \_\_\_\_\_

**SECOND PARENT/GUARDIAN (IF APPLICABLE)**

Parent/Guardian Legal Name (Printed): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship: \_\_\_\_\_

Please complete pages 20-23 of this document and submit to [international@ddsb.ca](mailto:international@ddsb.ca) two weeks before Arriving in Canada.



## QUARANTINE/SELF-ISOLATION PLAN

### Student Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Date of birth: (YY/MM/DD) \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ Province or Territory: \_\_\_\_\_ Postal Code: \_\_\_\_\_

### Primary Contact Information in Canada

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

Email: \_\_\_\_\_

Home address: \_\_\_\_\_

City: \_\_\_\_\_ Province or Territory: \_\_\_\_\_ Postal Code: \_\_\_\_\_

### Travel Information

Arrival Date: (YY/MM/DD) \_\_\_\_\_

Arrival From: (City, Country) \_\_\_\_\_ Airline/Flight Number: \_\_\_\_\_

### Quarantine/Self-Isolation Plan

Do you have accommodation arrangements for your self-isolation period?

\_\_\_\_\_

If yes, at what address will you completing the 14 day quarantine/self-isolation period?

\_\_\_\_\_

Is this a private residence? OR Supervised Hotel stay?

\_\_\_\_\_

Have you made the necessary arrangements for your 14-day self-isolation period?

(food, medication etc.) Please specify.

\_\_\_\_\_

What form of transportation will you take to your quarantine/self-isolation location?

\_\_\_\_\_



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## QUARANTINE/SELF-ISOLATION PLAN

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### Certify Declaration

I, \_\_\_\_\_, certify this to be accurate.  
(Student's first/last name printed)

Date: (YY/MM/DD) \_\_\_\_\_

Student's Signature: \_\_\_\_\_

I, \_\_\_\_\_, certify this to be accurate.  
(Student's Parent/Guardian first, last name printed)

Date: (YY/MM/DD) \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_

**NOTE:** By the end of the 14-day quarantine, you are required to have at least one COVID-19





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**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board **DATE:** June 21, 2021

**SUBJECT:** Consideration of the 2021-2022 Draft Budget **PAGE:** 1 of 2

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

**1.0 Purpose**

The purpose of this report is to seek approval from the Board of Trustees on the 2021-2022 draft budget.

**2.0 Background**

On May 4, 2021, the Ministry announced the Grants for Student Needs (GSNs) to school boards for the 2021-2022 school year. Typically, the GSN is released in early spring to provide school boards enough time to develop, approve and submit their balanced budget to the Ministry by the end of June.

This year, given the delay of the funding announcement, the Board of Trustees and staff have worked through a very compressed budget process. Given the stability of DDSB's enrolment and with little change in the funding for next year, staff were able to develop a balanced budget plan for 2021-2022.

The 2021-2022 draft budget was presented to the Education Finance Committee on June 9, 2021. A motion to present the 2021-2022 draft budget to the Board of Trustees for approval was moved and approved.

**3.0 Analysis**

The following information regarding the 2021-2022 Budget is attached as Appendix A:

- Budget Model & Process
- Key Areas of Focus and Challenges
- Enrolment
- 2021-2022 Operating Revenue
- 2021-2022 Operating Expenditures
- 2021-2022 Special Education Operating Revenue & Expenditures
- 2021-2022 Capital Budget
- Expenditure Details
- Capital Schedules
- Board Staffing Comparison
- Priorities & Partnership Funding

The Education Finance Committee public meeting minutes are attached as Appendix B.

**4.0 Communication Plan**

The final 2021-2022 Budget Book will be posted to the board's website, once approved by the Board of Trustees.

**5.0 Recommendation**


It is recommended that the 2021-2022 draft budget containing total revenues of \$959,181,205 and total expenses of \$959,181,205, be approved as presented.

**6.0 Appendices**

Appendix A – 2021-2022 Draft Budget Book

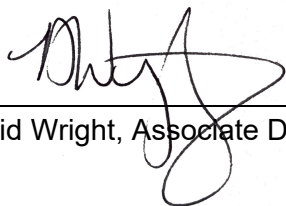
Appendix B – Education Finance Committee Public Meeting Minutes

Report reviewed and submitted by:



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Norah Marsh, Director of Education and Secretary to the Board



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David Wright, Associate Director of Corporate Services

DURHAM DISTRICT SCHOOL BOARD

# BUDGET

2021-2022

Draft June 21, 2021



## MESSAGE FROM THE BOARD OF TRUSTEES

On behalf of the Board of Trustees for the Durham District School Board (DDSB), it is our collective pleasure to share the 2021-2022 budget booklet. Over the last few years, the Board has taken strides to provide a budget document that is detailed, accountable and transparent.

The budget presented balances the approximately \$959 million in operating and capital budgets for the 2021-2022 school year. Balancing a budget is not only about balancing dollars, but more importantly, about representing the needs of students, staff and school communities.

Within the funding provided by the Ministry of Education, it is our responsibility as Trustees to develop and approve a balanced budget. This budget supports both the Ignite Learning Strategic Priorities and Operational Goals. Our multi-year strategic plan which was recently extended by two years reflects direction, priorities and our responsiveness to the community when aligning budget resources.

The ongoing COVID-19 pandemic resulted in many changes over the last year and this budget year continues to pose challenges as the educational landscape continues to shift. While we all hope for a more normal school year, it is important that we are prepared for every possible scenario. Incorporating flexibility into the budget has been an important consideration as we are all called upon to continue to respond to changes in our schools and daily lives.

Our main priority is to ensure that the budget prioritizes the health, safety, well-being and human rights of our students, staff and school communities.

As DDSB Trustees, we are committed to ensuring strong stewardship of resources to provide quality programs to meet the needs of those we serve, while also improving student achievement and well-being. To meet these goals, this budget reflects the projected costs of the annual operational plan and considers the possibility of changes to Ministry funding as circumstances evolve.

The budget process is a collaborative process with our key stakeholders. While we have met virtually this year, the budget process includes open meetings where we actively seek the viewpoints of our communities, including the Special Education Advisory Committee, School Councils and our Parent Involvement Committee. These public sessions are livestreamed over the internet and provide an opportunity for the community to be part of the process in understanding budget allocation, alignment of resources and accountability to the communities we serve.

We are committed to providing our communities with a voice on what this budget looks like and what it does to support student achievement. We thank everyone who has volunteered their valuable time to be part of our budget discussions.

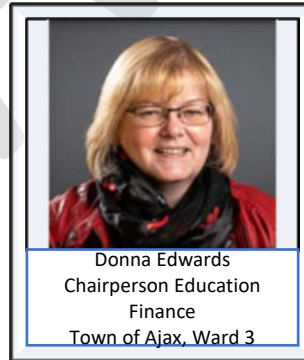
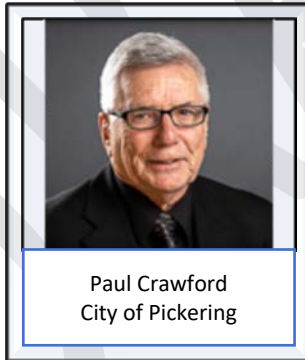
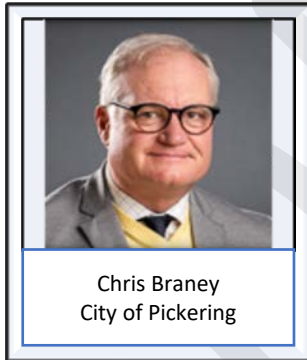
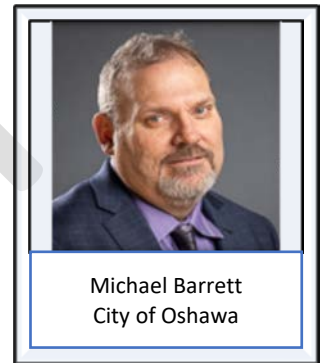
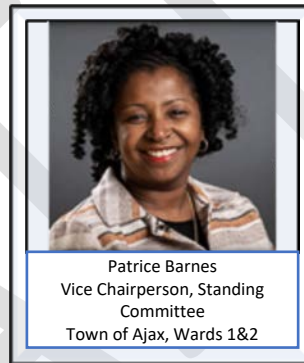
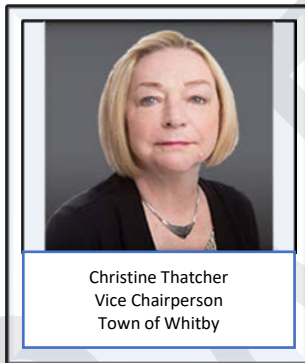
## BOARD OF TRUSTEES

Public school trustees are the critical link between communities and school boards. They are elected by their local communities during municipal elections every four years and are responsible for the stewardship of the entire District. DDSB is currently governed by 11 trustees.

Working together, school board trustees are responsible, as members of the Board for the following:

- To govern and set policy.
- To govern for the provision of curriculum, facilities, human and financial resources.
- To advocate for the needs of the Durham District to the Province of Ontario.
- To explain the policies and decisions of DDSB to residents, as a constituency representative.
- To be fiscally responsible in developing and approving a budget through a consultative process with key stakeholders' input that will support strategic priorities.

Trustees are available to help taxpayers, parents and others address any issues they may have about the public school system.





## MESSAGE FROM THE DIRECTOR OF EDUCATION

On behalf of the staff of the Durham District School Board, we are pleased to present the 2021-2022 budget document. A school board's budget is approved by the Board of Trustees to ensure that the Strategic Plan is able to come to life in the operations of the District through the support of financial resources. The budget is responsive to the needs of students and supports the Board's Multi-Year Ignite Learning Strategic Plan.

The budget process is integrated and connected to both the vision and strategic priorities to ensure resources are allocated to support the *Ignite Learning Strategic Plan*. Our strategic plan is driven by six core priorities, which are at the heart of everything we consider, fund and implement. These six priorities are: Success, Well-Being, Leadership, Equity, Engagement, and Innovation. At the foundation of all this work is the framing of understanding the inherent rights of Indigenous Peoples and the Ontario Human Rights Code.

Our commitment to improving student achievement, proportional outcomes and ongoing training and development of DDSB staff is outlined in the budget in our allocation of resources to support student success. A focus on instructional strategies and culturally responsive curriculum through a fiscally responsible budget supports our ongoing commitment in achieving academic and well-being outcomes.

Over the course of the last year, we have been faced with the ongoing COVID-19 pandemic and the ever-changing challenges that have come with it. Through our collective efforts and by working in partnership with our stakeholders, we prioritized a safe working and learning environment for staff and students, while being responsive to the changing COVID-19 pandemic.

With a balanced capital and operating budget of approximately \$959 million, implementing the guidelines presented by the Ministry in the second year of a pandemic has required us to be flexible with a view to the upcoming school year. Throughout the budget process and school operations during the COVID-19 pandemic, we have ensured that our school communities have had the opportunity to voice their opinions and ideas – forming the basis of our future planning.

As a result, we have undertaken important considerations in crafting this budget by focusing on:

- Ensuring in-person and DDSB@Home program delivery to support students during the pandemic;
- Physical modifications to schools to support increased COVID-19 response measures;
- A focus on Indigenous education and the implementation of new Native Studies courses;
- The Board's continued commitment to Equity, Human Rights and Inclusion (with a focus on anti-Black racism and intersectionality of identities);
- Ensuring additional mental health and well-being supports are in place for students as we come through the pandemic period;
- Closing achievement gaps that have developed over the past year; and
- Increased technology requirements to ensure equitable access for students learning at home.

I wish to thank the Trustees and staff for their hard work and collaboration during the budget process. This year required extreme diligence and dedication, with meetings taking place virtually. The shared common goal was always to arrive at the best possible solutions to support our students, staff and school communities, and for that you have my appreciation.

For Board information, including the budget, news, highlights and events from the DDSB, please visit [ddsb.ca](https://ddsb.ca) and your school's website.

You can also visit us on [Facebook](https://www.facebook.com/DDSB), [Instagram](https://www.instagram.com/DDSB) or follow us on Twitter at [@DDSBschools](https://twitter.com/DDSBschools).

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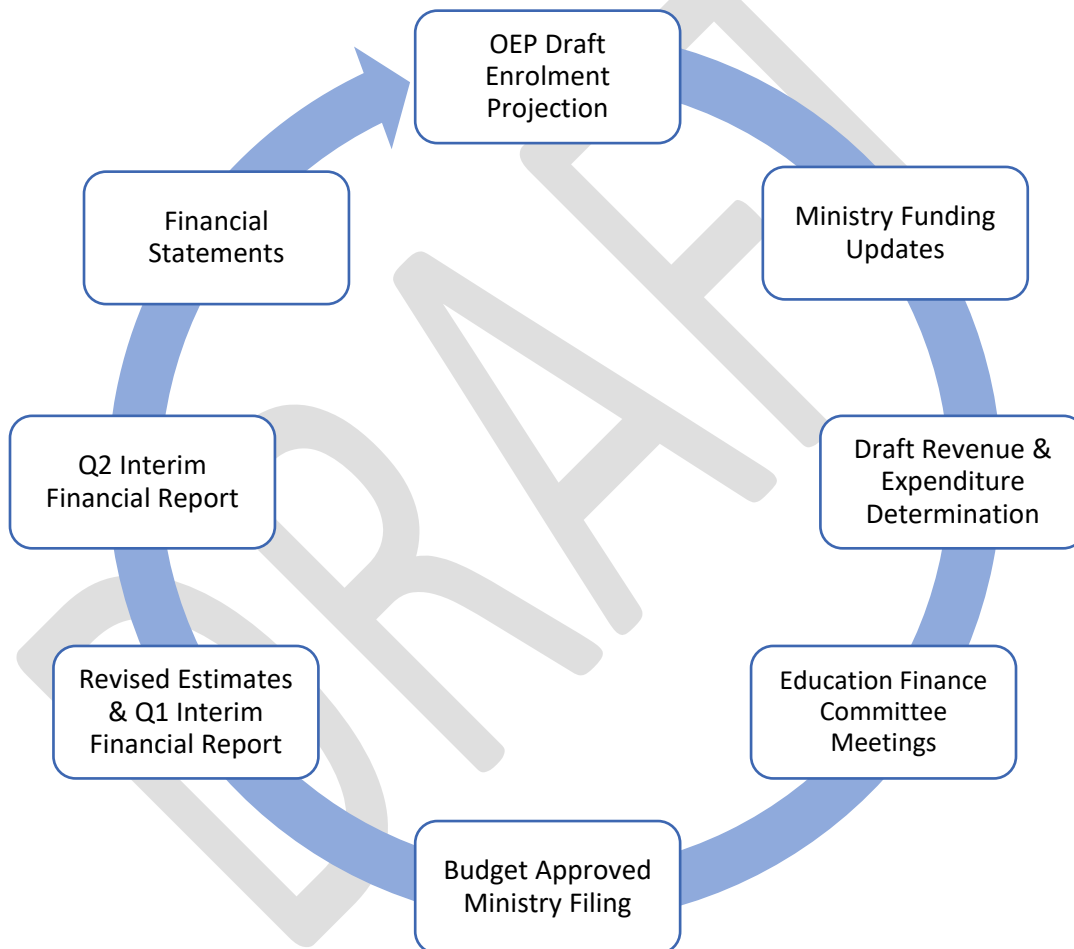
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## 1. Budget Process and Financial Reporting

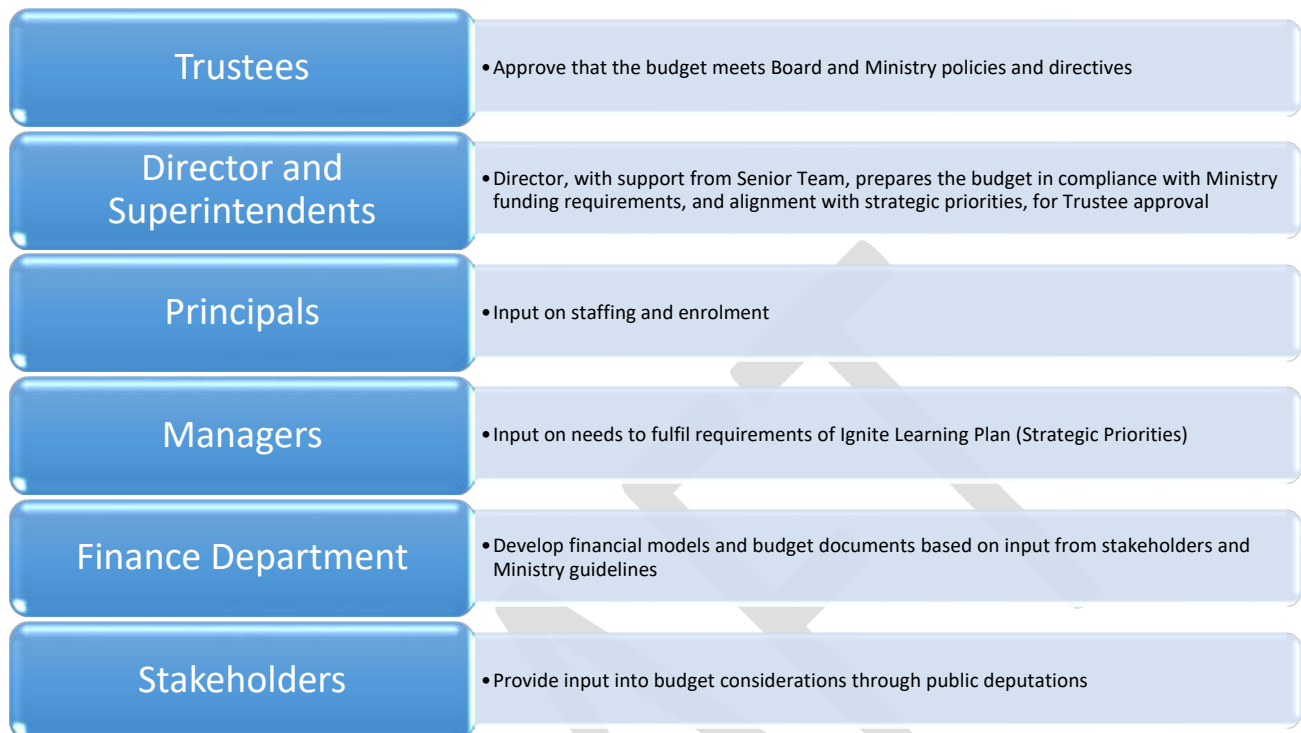
Provincial funding to school boards is provided through a series of grants referred to as the Grants for Student Needs (GSN). The GSN includes detailed grant formulas and other criteria to support school board operations and capital expenditures. Typically, the GSN is released in early spring each year, providing school boards with time to develop and submit an approved budget plan by the end of June to meet the Ministry's required timeline.

The Ministry of Education announced the Grants for Student Needs (GSN) for the 2021-2022 school year on May 4, 2021. As shown in the figure below, the board's budget process begins with developing a viable projection of elementary and secondary enrolment for the next school year. Following the announcement of grants for the next school year, staff develop an expenditure plan that is balanced to revenues.



## BUDGET APPROVAL AND RESPONSIBILITIES

In the Durham District School Board, there are many voices that influence the development and approval of the annual budget. These include:



## MINISTRY GUIDELINES AND LIMITATIONS

Student-focused funding is an important component of the government's overall commitment to accountability. The Ministry holds school boards accountable for ensuring that the annual budget is aligned with the grant regulations, and that school boards comply with provincial standards and legislation on class size, instructional time, funding envelopes and budget management.

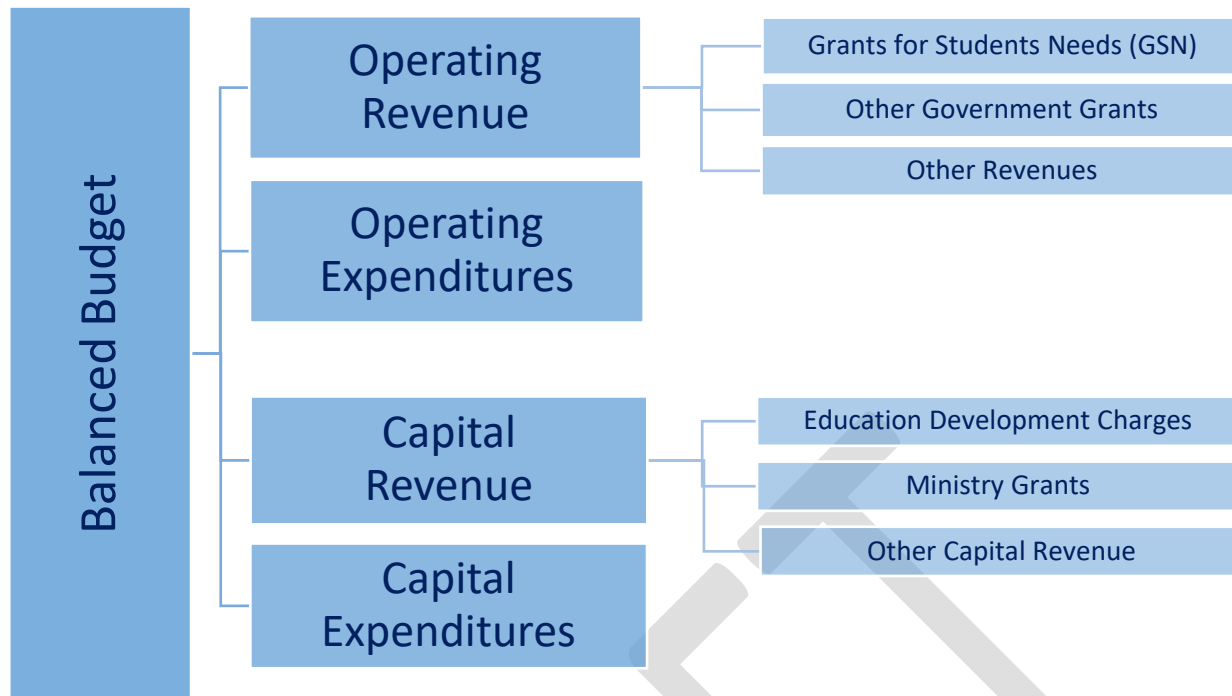
### ***Balanced Budget and Compliance***

Boards are required by the Education Act to submit a balanced budget to the Ministry of Education. If a board incurs a deficit during the year, they must make up the deficit in the following years.

- Operating Revenue = Operating Expenditures
- Capital Revenue = Capital Expenditures

### ***Kindergarten and Primary Class Size***

Boards are required to submit class organizations in all elementary schools showing the Kindergarten and Primary class size. The Ministry imposes financial penalties on school boards that do not comply with class size requirements set out in *Ontario Regulation 132/12 – Class Size*. The DDSB has consistently been compliant with Kindergarten and Primary class size requirements and has therefore avoided these financial penalties.



## OPERATING BUDGET RESTRICTIONS

### ***Special Education Grant Envelope***

Special Education funding is limited to special education expenditures; however, boards may spend more on special education programs and support. If there are unspent special education funds, boards must report these funds in a deferred revenue account to be used to support the special education program in the future.

### ***Other Grant Envelopes***

Funding for programs such as Learning Opportunities, Rural and Northern Education Fund, Mental Health and Well-Being Grant, Indigenous Education and New Teacher Induction Program (NTIP) are restricted to expenditures for these programs. The Program Leadership Allocation (PLA) is to be used to fund the program leader positions included within the grant and the travel and professional development associated with these positions.

### ***Board Administration and Governance Grant***

Boards may not spend more on administration and governance than the revenue allocated for this purpose, excluding the Curriculum and Assessment Implementation Allocation.

**CAPITAL BUDGET RESTRICTIONS*****Capital Funding for Construction Projects***

Construction projects are funded on a project by project basis with funding restricted to a specific project.

***School Condition Improvement (SCI) and Proceeds of Disposition (POD)***

Boards must use this funding on schools that are expected to remain open and operating for at least five years. It is required that 70% of SCI and 80% of POD funding must be spent on existing major building components.

***School Renewal***

The portion of this grant that boards may use for operating expenditures is capped.

***Child Care and Child and Family Support Programs Space***

Funding for these projects is granted on a project by project basis and is restricted to each individual project.

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## 2. Key Areas of Focus and Challenges

### KEY AREAS OF FOCUS AND CHALLENGES IN BALANCING THE BUDGET

#### *Program Delivery during a Pandemic*

Over the course of the past year, the COVID-19 pandemic has had an impact on how school boards across Ontario operate. The rapidly changing environment and multiple waves of the pandemic have led to uncertainty at every step of the way for everyone. Fortunately, school boards, staff, students and families have done our best to adapt and all of us have learned many lessons to help shape this year's budget. As we look ahead to the 2021-2022 school year, it is critical that we continue to budget cautiously and build in flexibility so that we can continue to respond to a variety of scenarios that we may encounter. Our main goal is to provide as much stability as possible throughout the system and to ensure that schools are healthy and safe places to learn and work.

At this stage, the Ministry of Education has provided initial guidance to school boards on the return to learning in September. The Ministry's current direction asks boards to plan for elementary and secondary schools to be full time in-person, with some limitations to student groupings. Boards have also been asked to plan contingency scenarios to move to other modes of delivery such as an adapted timetable where instruction at secondary schools are split between in-person and remote to allow for further cohorting, and for full remote delivery. The Ministry's direction also includes the requirement to provide elementary and secondary students an online learning option through our DDSB@Home program, alongside in-person learning at all bricks and mortar schools. Although the Ministry of Education's current funding plan provides COVID-19 related supports for the first half of the school year, the DDSB recognizes the importance of providing families with stability and will be offering the DDSB@Home program for the entire 2021-2022 school year. The Ministry will be confirming further details on school operations over the summer, in consultation with the Ministry of Health and the Chief Medical Officer of Health, on the health and safety measures that must be implemented for the upcoming school year.

We have recently observed some promising signs with COVID-19 case numbers once again trending down, and the likelihood that students aged 12 and up may be able to receive two doses of the COVID-19 vaccine before the start of the school year. However, with the risk that new and emerging COVID-19 variants pose and the overall unpredictability of the pandemic, the landscape may be very different in a few months time and much uncertainty remains.

Families have been surveyed about their preferred mode of learning (in-person or virtual) for September and this feedback has dictated school and class organizations at this point in time. In August, families will be provided another opportunity to confirm their selection of in-person learning at a bricks and mortar school or virtual learning through the DDSB@Home program. Should current trends continue until August, it is anticipated that a different pandemic landscape may cause a significant shift in the choices that families have made. This may require a reorganization of schools and classes before the start of the school year. Though many lessons have been learned about planning during a pandemic, the scope and impact of this reorganization, coupled with the ever-present potential for the Ministry to add new requirements for school opening, it is difficult to accurately estimate the requirement for additional staff supports at this point in time. It is however, easy to foresee that there will be a need for flexibility and access to resources to support the return to school in September. That is why this draft budget includes a request to the Board of Trustees to access board working reserve funds in order to balance the draft budget for the following reasons:

- The outcome of the August/September reorganization may include a requirement to reduce class sizes at elementary where a vaccination has not yet been made available to help manage social distancing;
- It is likely that as the year evolves, students and families will have an ongoing desire to change their mode of learning. It is also possible that the Ministry of Education will require this transition to take place at different points in the school year. As staff, students and parents/guardians have experienced over this school year, the transition between modes of learning has required additional reorganizations of schools and classes, the impact of which is not necessarily best for student learning;
- It is expected that there will be a greater demand for student mental health supports after significant periods of isolation from peers and the transition to a new learning environment;
- It is anticipated that some students will return with gaps in their learning who will require intervention supports to ensure they are meeting their potential;
- Additional transportation related costs will be incurred to ensure appropriate student spacing, ensure a sufficient driver pool, and to support enhanced cleaning;
- Enhanced ventilation requires a higher level of particulate filtration, which is significantly more expensive than filters that have traditionally been used; and
- Supporting students with technology at pivot points between learning in-person and virtually have created an unreliable IT inventory that needs to be verified and corrected.

## **Challenges**

### ***Class Size - Secondary***

The Ministry of Education has mandated that two online courses must be taken by all graduating students, beginning in the 2021-2022 school year. The funded class-size for online courses has been set at 30:1, and a commensurate change has been made to the secondary school benchmark to reflect the differentiated funding amount. The impact will be felt over time, as this continues to be phased-in. Outside of the reduction in funding associated with the larger average class-size, impact on future teacher staffing levels cannot be determined at this time.

### ***Statutory Deductions***

With the increase of hiring to meet pandemic related requirements, Board contributions to Canada Pension Plan, Employment Insurance, and Ontario Municipal Employees Retirement System have increased this year with no offsetting increase to the benefits benchmark funding received as part of the Grants for Student Needs. The additional outlay for these increases is expected to be almost two million dollars in the 2021-2022 school year.

### ***School Block Budgets***

The intermittent interruptions over the 2020-2021 school year, combined with the significant number of students attending DDSB@Home have reduced the consumption of typical school supplies and learning materials. As well, most schools have only spent a portion of their annual budget. In considering school block budgets for 2021-2022 given the inventories and unspent budget balances from, it is proposed that individual school budgets will include the school's total unspent budget from 2020-2021 and 70% of the calculated total annual budget.

### ***Enrolment***

As enrolment is a critical factor in the overall calculations, all school boards in the province are exposed to the two competing enrolment pressures. An overstatement of enrolment will result in an over projection of revenues and higher staffing levels than required. It is very difficult to make in-year adjustments to address over staffing, and consequently, the board would likely fall into deficit by year-end.

If actual enrolment at the start of the school year is higher than projected enrolment, and that increase holds until the end of October, the board can expect to receive additional funding in recognition of the enrolment increase. Although grants will “catch up”, the challenge of experiencing higher than projected enrolment is to staff permanent teachers after the school year begins. Schools may be required to revise timetables to ensure that class-sizes are within collective agreement levels and may experience accommodation pressures as well.

In the 2020-2021 school year, the Ministry of Education provided relief to school boards in the form of stabilization funding to help mitigate the impact many Boards felt from unanticipated enrolment decline due to the pandemic. The Ministry has indicated that stabilization funding will not be provided for the 2021-2022 school year, so conservative enrolment estimates should be made.

### **Transportation**

Though some additional funding has been provided to support pandemic related considerations, for the second year in a row, the Ministry has held the base transportation funding rate static despite local transportation contracts guaranteeing a 3% annual increase. The Ministry has indicated that the rate is being held pending that outcome of a very long running transportation review.

### **Special Education**

The funding for special education is not increasing at the same rate as the demand for services. This shortfall in funding places financial pressure on the rest of the board, as the Special Education envelope is estimated to be overspent by \$6.7M in the coming year.

There are also concerns regarding components of the Differentiated Special Education Needs Amount (DSENA) funding model:

- **Special Education Statistical Prediction Model (SESPM):** does not utilize the most recent census-derived demographic characteristics (out of date census data also impacts the Mental Health and Well-Being and Learning Opportunities grants)
- **Measures of Variability (MOV):** only considers students with special education needs who were exempt, below, or reached level 1 when calculating the EQAO assessment category.

**EDC Deficit**

The current by-law is in place from 2019-2024. Presently, the by-law is in a deficit as a result of site costs beyond estimates and the rate cap imposed by the Ministry. In October 2018, the Ministry of Education advised boards of their intention to undertake a review of the EDC policy framework and regulation. As a result, the Ministry also implemented a temporary cap on EDC rate increases. An update was provided by the Ministry in March 2019 which included an amendment to Ontario Regulation 20/98 which lifted the previously implemented cap and allowed boards a restricted rate increase.

The EDC background study indicates 102,676 net new residential units over the next 15 years producing projected net growth-related increases of 21,539 elementary pupil places and 8,104 secondary pupil places, or 29,643 students in total. In order to accommodate this growth, the DDSB will need to acquire additional sites at a forecasted cost of \$1.2B over 15 years. To fund this land requirement and balance the by-law, the rate calculated as part of the by-law renewal indicated that an increase from \$1,949 to \$11,876 per permit would be necessary. The amended regulation allows only a modest rate increase of \$300 per year over the 5 years of the by-law, resulting in the following rates:

Year 1	\$2,249
Year 2	\$2,549
Year 3	\$2,849
Year 4	\$3,149
Year 5	\$3,449

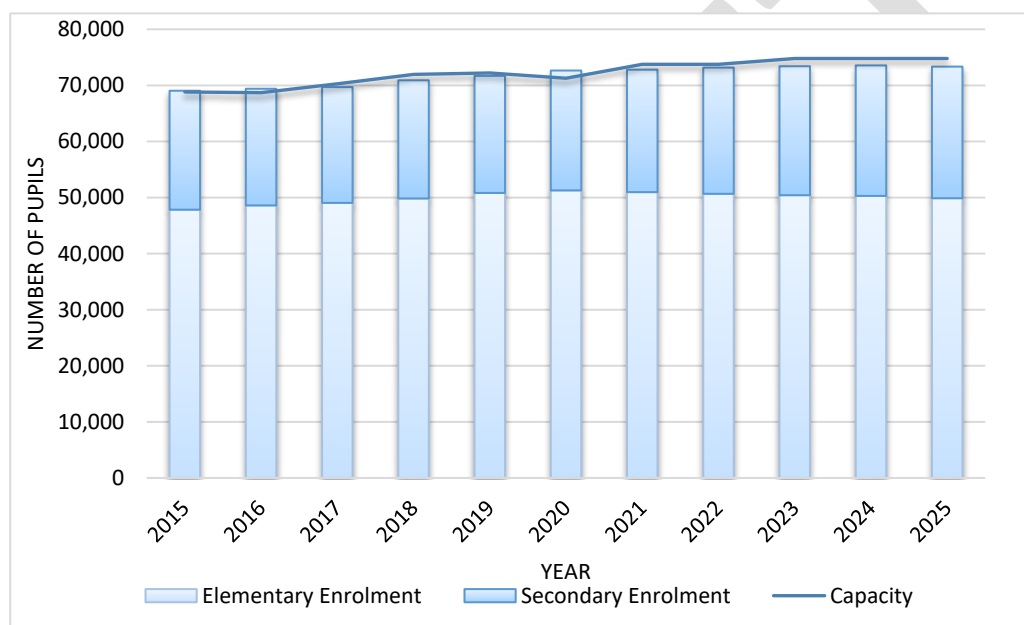
As a result, the deficit at the beginning of the current by-law of \$13M will increase to approximately \$270M over the 5 years of the by-law if no further amendments are made to the regulation to permit the necessary rate increases.



### 3. Enrolment

#### 2021-2022 ENROLMENT

From 2015, elementary enrolment increased by 3,439 students, while capacity increased by 3,186. The increase in capacity was as a result of new school construction and additions/renovations. Elementary capacity decreased by 848 pupil places in 2020 as a result of a full review of all classroom loading throughout the system. The review ensured up to date Ministry of Education loading of each room and ensured all renovations and conversions had been captured (i.e. purpose-built Kindergarten and Inclusive Student Services rooms). Overall, the board has sufficient capacity to accommodate moderate growth; however, the distribution of available space is not necessarily aligned to the areas of enrolment growth. To align with specific areas of growth, the board will continue to submit requests for capital funding to build new schools and to expand existing schools in growth areas. Additionally, the board will need to consider how best to support students in areas of declining enrolment.



#### 2021-2022 ENROLMENT PROJECTIONS

	2021	2022	2023	2024	2025
Total Enrolment	73,200	73,622	73,860	74,005	73,793
Capacity	73,764	73,740	74,788	74,788	74,788
Surplus / (Shortfall)	564	118	928	783	995

#### 2021-2022 ENROLMENT PROJECTIONS YEAR OVER YEAR VARIANCE

	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrolment	422	238	145	-212
Capacity	-24	1,048	0	0
Surplus / (Shortfall)	446	810	-145	212

It is important to note that the enrolment projections shown in the charts only include registered plans of subdivision. Areas such as Seaton, West Whitby, Brooklin and North Oshawa for which plans of residential subdivisions have yet to be submitted, are expected to increase future enrolment for the board. This potential future growth has not been included in the enrolment projections shown in the charts, which means that future enrolment projections looking out to 2025 and beyond will likely increase. In addition, enrolment projections for DASS are excluded.

The board's Official Enrolment Projection for 2021-2022 is a key factor in several critical aspects of operations including:

- Operating revenue and expenditures, including teacher staffing for class size
- Student instruction and accommodation
- Capital revenue and expenditures

As in past years, DDSB Planning staff have forecasted an enrolment projection that has enabled finance staff and senior team to confidently develop a balanced 2021-2022 budget plan.

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## 4. 2021-2022 Operating Revenue

### OPERATING REVENUE DESCRIPTIONS

School boards receive operating revenue from three main sources, as outlined in the section below. A detailed list of operating revenues, along with comparison years, is provided in *Operating Budget – Revenue Summary* on page 19.

#### i. Grants for Student Needs (GSN)

The GSN calculations are outlined in the Ministry of Education [Technical Paper](#) that can be found on the Ministry of Education website. The GSN allocation is flowed to school boards through a combination of local tax assessments, as well as a Ministry of Education allocation. This model allows school boards to be funded province-wide under the same funding model regardless of tax assessment base. The following are the GSN grants for 2021-2022:

<ul style="list-style-type: none"> <li>Pupil Foundation</li> </ul>	To support the common classroom experience and core education. Accounts for approximately half of the GSN and is calculated on a per-pupil basis. Provides funding for salaries of classroom teachers, early childhood educators, educational assistants, teacher librarians and guidance counsellors, as well as textbooks, classroom supplies and classroom computers.
<ul style="list-style-type: none"> <li>School Foundation</li> </ul>	To support in-school administration and leadership. Provides funding for principals, vice-principals and office support staff, as well as school administrative supplies and library staff.
<ul style="list-style-type: none"> <li>Special Education</li> </ul>	Incremental funding for students who require Special Education programs, services and equipment. Boards may use this grant only for special education and must save any unspent funding to use for special education expenses in future school years.
<ul style="list-style-type: none"> <li>Language</li> </ul>	Provides funding to meet costs for language instruction. Allocations support FSL (French as a Second Language), ESL/ELD (English as a Second Language/English Literacy Development), FFL (French as a First Language), etc.
<ul style="list-style-type: none"> <li>Indigenous Education</li> </ul>	Funding supports programs designed for Indigenous learning, and are aimed at improving Indigenous student achievement and well-being. Boards may use this grant only to support Indigenous learning.
<ul style="list-style-type: none"> <li>Geographic Circumstances</li> </ul>	To support the additional costs associated with operating small schools, considering geography, board size and dispersion.
<ul style="list-style-type: none"> <li>Learning Opportunities</li> </ul>	Provides funding to help students who are at greater risk of lower academic achievement.
<ul style="list-style-type: none"> <li>Student Transportation</li> </ul>	Funding to transport students to and from home and school, including transporting students with special needs.

<ul style="list-style-type: none"> <li>• Mental Health and Well-Being</li> </ul>	Provides funding for mental health workers in secondary schools. Supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods. Supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. Also supports programs for long-term suspended and expelled students.
<ul style="list-style-type: none"> <li>• Supports for Students</li> </ul>	Provides flexible funding to support the learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education and STEM programming. All funds are to be used consistent with central agreement obligations.
<ul style="list-style-type: none"> <li>• Program Leadership</li> </ul>	Funding to support Early Years Leads, Indigenous Education Leads, Mental Health Leaders, School Effectiveness Leaders, Student Success Leads, Technology Enabled Learning and Teaching (TELT) Contacts Leads.
<ul style="list-style-type: none"> <li>• Cost Adjustment and Teacher Qualifications and Experience</li> </ul>	Recognizes the difference in salary ranges of both teaching and various non-teaching staff. Provides additional funding for teachers and non-teaching staff acknowledging qualifications and experience above salary benchmark levels. Includes New Teacher Induction Program (NTIP) funding to support the growth and professional development of new teachers in the system.
<ul style="list-style-type: none"> <li>• Continuing Education</li> </ul>	Supports adult day-school programs including correspondence and self-study, Continuing Education (including transfer courses for secondary students moving between applied and academic streams), as well as summer school for adults and secondary students.
<ul style="list-style-type: none"> <li>• School Board Administration and Governance</li> </ul>	Funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including supervisory officers and their secretarial support.
<ul style="list-style-type: none"> <li>• School Facility Operations</li> </ul>	Supports the costs of operating and repairing schools, including costs for heating, lighting, maintenance and cleaning of schools, including custodial staff.
<ul style="list-style-type: none"> <li>• Declining Enrolment Adjustment</li> </ul>	Provides transitional funding for boards to adjust their cost structures to declines in enrolment. As board funding is determined by enrolment, revenue decreases as enrolment declines. Board costs, however, do not decline in a way that is strictly proportional to declining enrolments.
<ul style="list-style-type: none"> <li>• Debt Service Support</li> </ul>	Funding to support capital debt that was financed through either third-party debentures or Ontario Financing Authority (OFA). This grant is being flowed to school boards over the remaining term of their existing capital debt instruments.

## ii. Other Government Grants

The Ministry, other ministries and other agencies provide grants that are directed for specific programs and is often for a limited time. These grants are included in *Operating Budget – Revenue Summary* on page 19.

## iii. Other Revenues

The board generates a small amount of revenues for such items as tuition fees for international students, rentals and leases, community use fees and interest earned.

## 2021-2022 FUNDING MODEL CHANGES

The following is an overview of the significant changes to the Grants for Student Needs for 2021-2022.

### • Benchmark Changes

- A differentiated funded average class size is used for online learning (average class size of 30) and in-person learning (average class size of 23).
- To reflect collective agreements, salary benchmarks have been increased by 1%, with the exception of senior administration staff, principals and vice-principals.
- The benefits portion of benchmarks was reduced by 0.167% as part of the ongoing phase-out of funding for retirement gratuities.
- An increase of 2% was made to the non-staff component of the School Operations grant.

### • Priorities and Partnerships Funding (PPF) Transferred to GSN

- Specialist High Skills Major (SHSM) allocation transferred to the Learning Opportunities Grant
- After-School Skills Development (ASSD) Programs allocation transferred to the Behaviour Expertise Amount (BEA) Allocation of the Special Education Grant

### • Grant Movement within GSN

Updated Grant	Previous Grant
Supporting Student Mental Health Allocation Mental Health and Well-Being Grant	Mental Health Supports Support for COVID-19 Outbreak Allocation
Student Technological Devices Pupil Foundation Grant	Technology Supports Support for COVID-19 Outbreak Allocation
Parent Engagement Allocation School Foundation Grant	Parent Engagement Allocation School Board Administration and Governance Grant
Capital Planning Capacity (CPC) Allocation School Operations Grant	Capital Planning Capacity (CPC) Allocation School Board Administration and Governance Grant

### • New GSN Allocations

- The new ESL-ELD Recent Immigrant Supplement is time-limited mitigation funding provided to offset the temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic.

## OPERATING BUDGET – REVENUE SUMMARY

The following provides the 2021-2022 estimated revenue, with comparative figures and change in revenues from the prior year.

REVENUE CATEGORIES	2019-2020 Revised Estimates	2020-2021 Revised Estimates	2021-2022 Estimates	Change 2020-2021 to 2021- 2022
<b><i>Grants for Student Needs (GSN) Operating Funding</i></b>				
Pupil Foundation	375,995,580	403,890,127	409,356,903	5,466,776
School Foundation	49,821,948	50,664,357	51,215,648	551,291
Special Education - SEPPA	56,107,889	57,500,200	58,056,604	556,404
Special Education - Differentiated Special Needs (DSENA)	35,941,015	36,956,250	37,742,531	786,280
Special Education - SIP	2,795,579	2,992,330	2,851,800	-140,530
Special Education - SEA	2,620,330	2,640,429	2,654,640	14,211
Special Education - Behaviour Expertise Funding	806,911	822,315	969,510	147,195
Special Education - Education and Community Partnership Program	5,838,581	5,716,634	6,064,146	347,512
Language - FSL	10,454,461	10,696,037	10,840,317	144,280
Language - ESL	5,706,672	5,926,316	6,242,467	316,151
Indigenous Education Grant	1,118,819	1,371,325	3,509,388	2,138,063
Rural and Northern Education Allocation	45,785	46,700	49,906	3,206
Learning Opportunities - Demographic Table Amount	3,500,363	3,570,652	3,595,425	24,773
Learning Opportunities - Student Success	1,297,786	1,340,236	1,371,313	31,077
Learning Opportunities - Tutoring Allocation	300,062	302,395	304,044	1,649
Learning Opportunities - Specialist High Skills Major	702,646	702,646	1,519,750	817,104
Learning Opportunities - Gr 7 - 8 Literacy & Numeracy Coaches	830,406	856,432	898,417	41,985
Learning Opportunities - Outdoor Education	614,433	619,171	622,521	3,350
Learning Opportunities - Library Staff	233,441	0	0	0
Learning Opportunities - Experiential Learning Allocation	0	238,708	241,144	2,436
Mental Health & Well-Being	1,222,943	1,787,299	2,016,799	229,501
Cost Adjustment - Teacher Qualification & Experience	54,807,822	57,925,951	68,792,963	10,867,012
Cost Adjustment - ECE Qualification & Experience	4,202,796	4,047,587	4,289,771	242,184
Cost Adjustment - MAT leave/Sick leave	922,593	922,593	922,593	0
Cost Adjustment - Early Payout Ret. Grat. Funding Adjustment	-104,650	-104,650	-104,650	0
Cost Adjustment - Teacher Job Protection Funding	24,053,358	0	0	0
Cost Adjustment - Online Learning Adjustment	0	-88,382	0	88,382
Cost Adjustment - Benefits Trust Funding	12,076,425	13,586,377	14,730,289	1,143,912
New Teacher Induction Program (NTIP)	526,377	604,099	507,599	-96,500
Adult Education/Continuing Education (Con. Ed.)	2,726,705	2,997,192	2,934,957	-62,235
Learning Opportunity - Literacy & Numeracy (Con. Ed.)	829,584	275,197	339,727	64,530
Transportation	23,555,377	23,755,243	23,859,374	104,131
Administration and Governance	19,594,695	18,934,962	18,879,965	-54,998
Program Leadership Allocation	0	998,302	1,091,688	93,386
School Operations	71,457,661	72,857,091	73,675,660	818,569
Community use of schools	973,500	980,994	992,725	11,731
Public Sector Wage Constraint	-418,575	-418,575	-418,575	0
Support for Students Fund	0	6,893,709	6,893,709	0
Support for COVID-19 Outbreak Allocation	0	709,120	0	-709,120
<b>Grants for Student Needs (GSN) Operating Funding Total</b>	<b>771,159,318</b>	<b>793,517,370</b>	<b>817,511,068</b>	<b>23,993,697</b>

REVENUE CATEGORIES	2019-2020 Revised Estimates	2020-2021 Revised Estimates	2021-2022 Estimates	Change 2020-2021 to 2021- 2022
<b>Other Government Grants /Fees</b>				
Min. Citizenship & Immigration - Adult ESL (Con. Ed.)	626,216	638,800	638,800	0
Govt of Canada/Fees Non-Resident	1,126,848	545,959	376,568	-169,391
Min. Education - Math Strategy	999,000	999,000	999,000	0
Min. Education - SHSM Expansion	0	0	514,500	514,500
Min. Education - CUPE Investment in System Priorities	0	1,494,226	1,494,226	0
Min. Education - COVID-19 PPF	0	15,620,191	7,365,541	-8,254,650
<b>Other Government Grants /Fees Total</b>	<b>2,752,064</b>	<b>19,298,176</b>	<b>11,388,635</b>	<b>-7,909,541</b>
<b>Other Revenues/Expenditure Recovery</b>				
Rental/Lease Fees	2,332,750	1,753,835	1,802,064	48,229
Community Use Fees	450,000	0	0	0
Misc. recoveries/rebate	173,000	8,000	10,000	2,000
Staff on Loan	2,655,345	2,899,551	3,022,933	123,382
Fees - Continuing Education	758,067	598,997	541,397	-57,600
Interest Revenue	1,242,574	1,000,000	800,000	-200,000
<b>Other Revenues/Expenditure Recovery Total</b>	<b>7,611,736</b>	<b>6,260,383</b>	<b>6,176,394</b>	<b>-83,989</b>
<b>Deferred Revenue</b>				
Deferred Revenue - Indigenous Education	0	196,373	0	-196,373
Deferred Revenue - ABA Training	0	35,037	0	-35,037
Deferred Revenue - CUPE Investment in System Priorities	0	0	171,229	171,229
<b>Deferred Revenue Total</b>	<b>0</b>	<b>231,410</b>	<b>171,229</b>	<b>-60,181</b>
<b>Operating Revenue Total</b>	<b>781,523,119</b>	<b>819,307,339</b>	<b>835,247,325</b>	<b>15,939,986</b>
<b>Accumulated Surplus</b>				
<b>Use of Accumulated Surplus</b>				
Local Priorities - Accumulated Surplus	507,257	0	0	0
Retirement Gratuities - Accumulated Surplus	2,276,345	1,961,829	1,939,353	-22,476
Special Education Reserve - Accumulated Surplus	0	0	230,001	230,001
Working Funds - Accumulated Surplus	3,466,315	8,130,000	7,870,330	-259,670
<b>Accumulated Surplus</b>	<b>6,249,917</b>	<b>10,091,829</b>	<b>10,039,684</b>	<b>-52,145</b>
<b>Grand Total</b>	<b>787,773,036</b>	<b>829,399,168</b>	<b>845,287,009</b>	<b>15,887,841</b>

## OPERATING BUDGET – REVENUE ANALYSIS

### i) Grants for Student Needs (GSN)

#### a) Enrolment Changes \$2.0M

- **Overall Enrolment \$2.0M** – For funding purposes, overall enrolment is measured by Average Daily Enrolment (ADE). ADE is calculated by averaging the FTE of students at the October 31 and March 31 count dates. This calculation excludes fee paying students and students covered under federal government agreements. Elementary ADE decreased by 128.4 FTE and Secondary ADE increased by 522.1 FTE, which resulted in an increase of funding by \$2.0M.

#### b) Priorities and Partnerships Funding (PPF) Transferred to GSN \$0.9M

- **Specialist High Skills Major (SHSM) \$0.8M** – included in the Learning Opportunities Grant, to support secondary SHSM programs.
- **After-School Skills Development \$0.1M** – included in the Special Education Grant, Behaviour Expertise funding to provide skills development programs outside the instructional day

#### c) Benchmark Changes \$6.7M

- **Compensation \$5.1M** – to reflect the September 1, 2019 to August 31, 2022 collective agreements, salary benchmarks were increased by 1.0% with the exception of senior administration staff, principals and vice-principals. Increased benefits funding also provided to reflect central agreements. As part of the ongoing phase-out of funding for retirement gratuities, the benefit portion of benchmarks was reduced by 0.167%.
- **Online Learning (\$-0.2M)** – A differentiated funded average class size used for online learning (average class size of 30) and in-person learning (average class size of 23).
- **Special Education Per Pupil Amount (SEPPA) \$0.5M** – increased per pupil amount for all grade levels
- **Differentiated Special Education Needs Amount (DSENA) \$0.8M** – increase in table amounts for the Measures of Variability (MOV), Special Education Statistical Prediction Model (SESPM) and Base Amount for Collaboration and Integration.
- **School Operations \$1.0M** - increased by 2% of non-staff portion to assist in managing increases in electricity, natural gas and other costs.
- **Classroom Loading Factors (\$-0.6M)** – 2021-2022 marks the third year of a five-year phase in of a reduced Supplementary Area Factor to reflect updated funded class sizes.
- **Program Level Changes \$0.1M** – small increases in per-pupil and table amount at the program level such as French as a Second Language (FSL), English as a Second Language (ESL), School Foundation and Learning Opportunities.

#### d) Other Changes \$14.4M

- **Staffing Changes \$10.3M** – an increase in the Cost Adjustment and Teacher Qualifications and Experience grant to reflect higher expenditures associated with increases in experience and qualification of teachers and Early Childhood Educators (ECE)
- **First Nation, Métis and Inuit Studies Credits \$2.2M** – an increase in First Nation, Métis and Inuit Studies funding due to the implementation of one mandatory Indigenous Education course. Grade 11 English will shift to a First Nations, Metis and Inuit studies course, *English: First Nations, Metis and Inuit Voices*.



- **ESL-ELD Recent Immigrant Supplement \$1.9M** – funding provided in the Language – ESL grant to offset the temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic.

## ii) **Other Government Grants/Fees (\$-7.9M)**

- **Non-Resident Student Enrolment (\$-0.2M)** – decrease in projected FTE of non-resident, fee paying students
- **2020-2021 COVID-19 Priorities and Partnerships Funding (PPF) (-\$15.6M)** - funding provided to school boards by the Ministry of Education in response to the COVID-19 pandemic for the 2020-2021 school year.
- **2021-2022 COVID-19 Priorities and Partnerships Funding (PPF) \$7.4M** – Half of the potential funding provided to school boards by the Ministry of Education in response to the COVID-19 pandemic for the 2021-2022 school year. The remainder of funding may be confirmed in Fall 2021 by the Ministry pending public health advice.
- **Specialist High Skills Major Expansion (SHSM) Funding \$0.5M** – enveloped funding from the Ministry of Education for staffing of SHSM sections at secondary schools.

## iii) **Other Revenues/Expenditure Recovery (\$-0.1M)**

- **Staff on Loan \$0.1M** – expenditure recovery funding received for staff that are seconded to positions with organizations such as the Ministry of Education or labour unions.
- **Interest Revenue (\$-0.2M)** - decrease in projected amount based upon prior year actuals

## iv) **Accumulated Surplus/Deferred Revenue (-\$0.1M)**

- **2020-2021 Accumulated Surplus (-\$8.1M)** - use of accumulated surplus in 2020-2021 to support increased COVID-19 related expenditures.
- **2021-2022 Accumulated Surplus \$8.1M** - use of accumulated surplus in 2021-2022 to support increased COVID-19 related expenditures.
- **2020-2021 Deferred Revenue (-\$0.2M)** - one-time use of deferred revenue from Indigenous Education and ABA Training funding from 2019-2020 financial statements.
- **2020-2021 Deferred Revenue \$0.1M** - one-time use of deferred revenue from CUPE Investment in System Priorities funding unspent in 2020-2021.

## 5. 2021-2022 Operating Expenditures

### OPERATING EXPENDITURE DESCRIPTIONS

Operational expenditures are to be supported by operational revenue. This section provides information on each major expenditure line in the Operating Budget.

#### a) *Instruction*

<b>Teachers</b>	Salaries and benefits for classroom teachers to support funded average class sizes, and preparation time for classroom teachers, as well as Special Education specialist teachers, Student Success and English as a Second Language (ESL) teachers.
<b>Educational Assistants</b>	Salaries and benefits for educational assistants who support teachers in the classroom.
<b>Early Childhood Educators</b>	Salaries and benefits for early childhood educators to support the Full-Day Kindergarten program.
<b>Computers</b>	Instructional technology and associated network costs.
<b>Textbooks/Supplies</b>	Textbooks and learning materials required to meet the learning expectations of the curriculum including workbooks, science supplies, and lab materials.
<b>Professional/Paraprofessional/Technicians</b>	Salaries and benefits for staff who provide support services to students and teachers, such as psychologists, psychometrists, speech and language pathologists, interpreters and intervenors, attendance counsellors, lunchroom supervisors, social workers, child/youth workers and computer technicians.
<b>Library/Guidance</b>	Salaries and benefits for teacher librarians and guidance teachers.
<b>Staff Development</b>	Expenditures to support instructional leadership and ongoing professional development.
<b>Principals and Vice-Principals</b>	Salaries and benefits for principals and vice-principals.
<b>School Office</b>	Salaries and benefits for clerical support staff, school office supplies and equipment.
<b>Officers and Facilitators</b>	Salaries and benefits for officers, facilitators and administration staff who support school programs and required equipment and supplies.
<b>Continuing Education</b>	Salaries and benefits for Continuing Education principal, vice-principal, teachers, instructors, support staff and required supplies and textbooks.

***b) Administration and Governance***

Costs for administration and governance such as operating board offices and central facilities, trustees, central based staff and expenditures, including supervisory officers and their secretarial support.

***c) Transportation***

Cost to transport students to and from home and school, including transporting students with special needs and school teams/clubs.

***d) School Operations and Maintenance***

Costs of operating school facilities (heating, lighting, maintaining and cleaning). Includes custodial salaries, benefits and required supplies.

***e) Other Non-Operating***

Primarily includes the cost of employees seconded for assignments with the Ministry or Unions (Staff on Loan). This category also includes costs associated with selected Priorities and Partnerships Funding (PPF) such as the *Math Strategy*.

## OPERATING BUDGET - EXPENDITURE ANALYSIS

EXPENDITURE CATEGORIES	2019-2020 FTE	2019-2020 Revised Estimates	2020-2021 FTE	2020-2021 Revised Estimates	2021-2022 Estimates FTE	2021-2022 Estimates
<b>Instruction</b>						
Teachers	4,330	445,987,086	4,390	459,657,025	4,376	474,092,109
Supply Staff	0	17,947,460	0	20,110,408	0	19,768,241
Educational Assistants	862	48,586,554	903	56,918,859	912	53,688,565
Early Childhood Educator	333	17,634,403	360	19,053,741	350	19,696,152
Computers	0	11,771,295	0	12,032,630	0	11,863,360
Textbooks / Supplies	0	14,262,730	0	11,788,309	0	12,342,568
Prof./ParaProf./Tech.	165	21,620,884	173	25,442,268	183	26,323,023
Library / Guidance	165	16,964,317	145	15,175,266	165	17,828,943
Staff Development	0	4,134,259	0	4,417,205	0	4,288,326
Principals and VPs	239	33,068,390	247	33,691,983	252	35,465,437
School Office	215	18,188,500	227	19,157,076	237	19,726,774
Officers & Facilitators	92	12,731,631	90	13,667,800	96	15,356,062
Continuing Education	25	4,838,305	23	4,206,360	21	3,779,817
<b>Instruction Total</b>	<b>6,426</b>	<b>667,735,814</b>	<b>6,556</b>	<b>695,318,930</b>	<b>6,592</b>	<b>714,219,377</b>
<b>Administration &amp; Governance</b>						
Governance	14	251,785	14	255,342	14	255,673
Board Administration	134	19,366,464	140	22,272,078	142	21,767,573
<b>Administration &amp; Governance Total</b>	<b>148</b>	<b>19,618,249</b>	<b>154</b>	<b>22,527,420</b>	<b>156</b>	<b>22,023,246</b>
<b>Transportation</b>						
Transportation	1	23,748,709	0	26,122,183	0	25,889,922
<b>Transportation Total</b>	<b>1</b>	<b>23,748,709</b>	<b>0</b>	<b>26,122,183</b>	<b>0</b>	<b>25,889,922</b>
<b>School Operations &amp; Maint.</b>						
School Operations & Maint.	522	72,481,533	545	77,793,515	545	78,948,789
<b>School Operations &amp; Maint. Total</b>	<b>522</b>	<b>72,481,533</b>	<b>545</b>	<b>77,793,515</b>	<b>545</b>	<b>78,948,789</b>
<b>Other Non-Operating</b>						
Other Non-Operating	0	4,188,730	0	7,637,120	0	4,205,675
<b>Other Non-Operating Total</b>	<b>0</b>	<b>4,188,730</b>	<b>0</b>	<b>7,637,120</b>	<b>0</b>	<b>4,205,675</b>
<b>Grand Total</b>	<b>7,097</b>	<b>787,773,035</b>	<b>7,256</b>	<b>829,399,168</b>	<b>7,293</b>	<b>845,287,009</b>

NOTE(s):

The presentation of the 2021 -2022 Budget is similar to prior years, however minor variances in certain expenditure categories may exist due to updates in the Ministry of Education's standardized code of accounts. Some prior year expenditure adjustments may have been made for consistency and comparison purposes.

### *Salary and Benefits*

- **Grid Shifts \$6.9M** – annual salary increases for staff not at the maximum pay rate for their respective salary grids
- **Collective Agreements \$5.8M** – salary costs increased by 1.0% to reflect collective agreements, with the exception of senior administration staff, principals and vice-principals.
- **Benefit Rate Changes \$3.1M** – adjustment to reflect updated costs associated with the benefit trusts and increased employer contribution rate on statutory benefits.
- **Staffing Changes \$1.4M**
  - Additional staff required for administrative support at the 2 new elementary schools opening in September 2021, including a principal, vice-principal and head secretary for each school.
  - Increased central staffing positions to support board initiatives, including a human rights investigator and information security analyst.

### *COVID-19 Expenditures*

- **2020-2021 COVID-19 Expenditures (-\$24.1M)** – reduction of COVID-19 expenditures related to temporary funding provided by the Ministry of Education and 2020-2021 use of accumulated surplus from working funds.
- **2021-2022 COVID-19 Expenditures \$15.4M** – COVID-19 expenditures related to temporary ongoing funding provided by the Ministry of Education and use of accumulated surplus from working funds and the special education reserve. Expenditures support additional teaching and support staff positions, as well as additional transportation, technology and ventilation costs.

## 6. 2021-2022 Special Education – Operating Revenue and Expenditures

### SPECIAL EDUCATION – OPERATING REVENUE

The Special Education grant is a component of GSN funding made up of six different allocations. These allocations are enveloped, which means the funding may only be used for special education programs, services and/or equipment. This grant is the minimum amount that must be spent on special education, however the Board uses other funding to support special education programs as well.

#### ***Special Education Per Pupil Amount (SEPPA) \$58.1M***

To assist with the costs of providing additional support to students with special education needs. It is allocated to school boards on the basis of total enrolment of all students, not just students with special education needs.

#### ***Differentiated Special Education Needs Amount (DSENA) \$37.7M***

This allocation addresses the variation among school boards with respect to their population of students with special education needs. The model includes four components:

- ***Special Education Statistical Prediction Model \$27.9M:*** predicted percentages for the population likely to have special education needs based on neighbourhood profiles;
- ***Measures of Variability \$8.1M:*** number of students receiving special education programs and services, participation and achievement of students with special education needs in EQAO assessments, credit accumulation and participation in locally developed and alternative non-credit courses (K-courses) by students with special education needs, remote and rural adjustment, Indigenous education grant adjustment;
- ***Base Amount for Collaboration and Integration \$0.5M:*** base funding of \$468,832;
- ***Multi-Disciplinary Supports \$1.2M:*** to support increased special education programs and services
  - Multi-Disciplinary Team \$0.4M
  - Other Staffing Resources \$0.8M

#### ***Special Equipment Amount (SEA) \$2.7M***

To support the purchase of equipment that may be required by students with special education needs. The model includes two components:

- ***Per Pupil Amount:*** base amount for each school board and total ADE multiplied by a benchmark rate;
- ***Claims-based Funding:*** to cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase.

#### ***Special Incidence Portion (SIP) \$2.8M***

To support those students who require more than two full-time staff to address their health and/or safety needs. Funding is based on claims submitted by school boards.

#### ***Education and Community Partnership Programs (ECP) \$6.1M***

Formerly named the Care, Treatment, Custody and Correctional (CTCC) amount, this allocation is to support the provision of education programs to school aged children and youth in care and/or treatment centres, and

in custody and correctional facilities. Funding is based on an approval process specified in the guideline issued for these programs. The (\$0.3M) year over year change in funding is as a result of the approved submission.

### ***Behaviour Expertise Amount (BEA) \$0.9M***

To provide funding to hire professional staff who have expertise in applied behavior analysis. This model includes three components, all of which are comprised of a fixed amount for each school board and a per pupil amount:

- ***Applied Behaviour Analysis (ABA) Expertise Professionals Amount \$0.6M:*** To hire board level ABA expertise professionals;
- ***ABA Training Amount \$0.2M:*** To provide training to build school board capacity in ABA;
- ***After-School Skills Development (ASSD) \$0.1M:*** Previously provided through PPF, to provide skills development programs outside the instructional day.

## **SPECIAL EDUCATION – EXPENDITURE ANALYSIS**

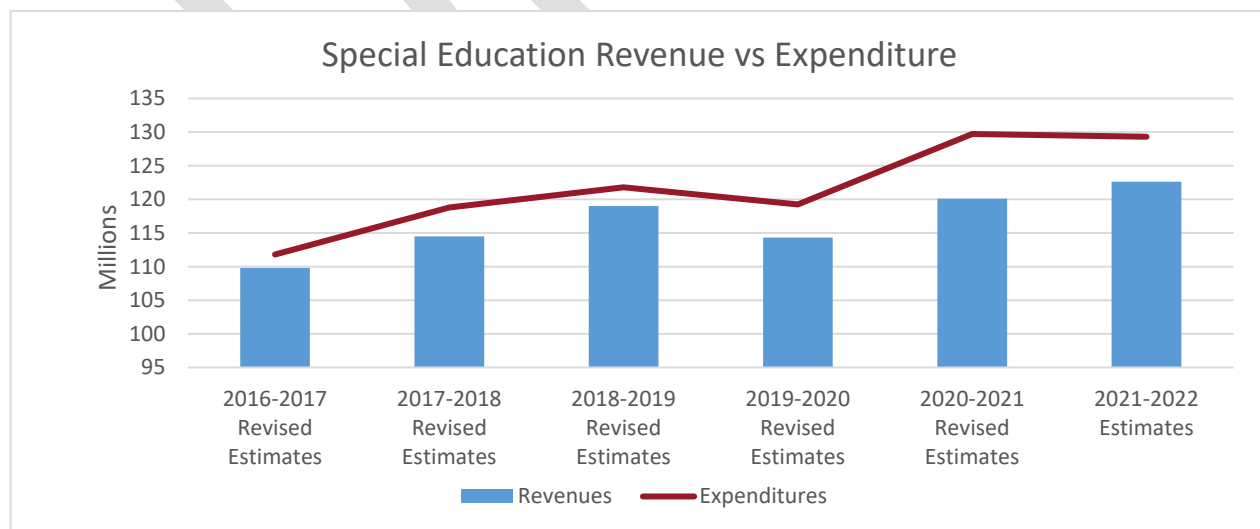
Professional learning for the 2021-2022 school year has a foundation supporting the well-being and success of students and the staff supporting them. Professional learning supports are being implemented which have focus on centring Human Rights & Equity as we continue to reform student services, Empathy Strain, Trauma Informed Practice, and increasing use of Targeted Behavioural Intervention strategies for programming (e.g., escalation continuums).

The changing dynamics of the COVID-19 pandemic amplify the need for focused strategies to support transitions into the 2021-2022 school year. To increase supports for students with special education strengths and needs during the first eight weeks of the school year, an intentional draw on the Special Education reserve is built into the 2021-2022 budget to augment Special Education supports during this time period. Specifically, use of 40% of the reserve to support eight-week in-class support positions (Educational Assistant roles). Use of other funding, such as Student Support Funds, provides increased supports for students within current year but is not guaranteed for the subsequent 2022-2023 school year. Balancing the draw on reserve across two school years is reflected to be responsive to anticipated increased student needs during these time periods.

Educational Assistants are frontline with our students with individualized programming; it is essential that we continue to build supports for this critical employee group. Inclusive Student Services leadership staff meet regularly to discern the professional and employment needs of Educational Assistants through commitments such as the EA Support Team, which is a collaborative group which reviews system needs and plans proactive and responsive support for Educational Assistants. A specific focus for 2021-2022 will continue be on the delineation of supports for both the physical safety and the mental health and well-being of EA staff, the latter figuring to be essential to optimizing job performance and service to students. Inclusive Student Services leadership will co-design, in consult with CUPE and other partners such as Health & Safety, a strategic response to EA well-being that can serve to mitigate the need for absence and/or injury claims.

## SPECIAL EDUCATION – OPERATING EXPENDITURES

	Revised Estimates 2019-2020	Revised Estimates 2020-2021	Estimates 2021-2022	Change 2020- 2021 to 2021- 2022
<b>SPECIAL EDUCATION - REVENUE</b>				
Special Education -SEPPA	56,107,888	57,500,200	58,056,604	556,404
Special Education - DSENA (formerly High Needs Amount)	35,941,015	36,956,250	37,742,531	786,281
Special Education -SIP	2,795,579	2,992,330	2,851,800	-140,530
Special Education -SEA	2,620,330	2,640,429	2,654,640	14,211
Special Education -Behaviour Expertise Funding	806,911	822,314	969,510	147,196
Special Education -Care & Treatment (Grove)	5,838,582	5,716,634	6,064,146	347,512
<b>Total Special Education Allocation</b>	<b>104,110,305</b>	<b>106,628,157</b>	<b>108,339,231</b>	<b>1,711,074</b>
Re-allocation of Foundation Grant for Self Contained Classes	10,206,757	11,073,885	11,926,823	852,938
Support for Students Fund - CUPE Special Education	0	1,655,465	1,655,465	0
Special Education Reserve - Accumulated Surplus	0	0	230,001	230,001
COVID-19 Supports - Special Education	0	545,503	202,680	-342,824
COVID-19 Supports - Mental Health Supports	0	196,521	266,991	70,470
<b>Total Revenue Available for Special Education</b>	<b>114,317,062</b>	<b>120,099,531</b>	<b>122,621,190</b>	<b>2,521,660</b>
<b>SPECIAL EDUCATION - EXPENDITURES</b>				
Teachers	55,869,909	57,426,410	62,439,323	5,012,913
Educational Assistants	48,586,554	56,918,859	51,146,362	-5,772,497
Textbooks / Supplies / Computers	1,696,079	1,717,750	1,439,177	-278,573
Prof./ParaProf./Tech.	9,505,858	9,939,610	10,617,622	678,012
Staff Development	432,324	286,800	286,793	-7
Principals and VPs	278,751	333,490	335,046	1,556
School Office	252,858	240,560	243,365	2,805
Officers & Facilitators	2,629,012	2,860,044	2,813,090	-46,954
<b>Total Special Education Expenditures</b>	<b>119,251,345</b>	<b>129,723,523</b>	<b>129,320,778</b>	<b>-402,745</b>
<b>TOTAL SPECIAL EDUCATION SURPLUS/(DEFICIT)</b>	<b>-4,934,283</b>	<b>-9,623,992</b>	<b>-6,699,588</b>	<b>2,924,405</b>





## 7. 2021-2022 Capital Budget

For the 2021-2022 year, the Capital Budget of the Board is \$113.9M.

In analyzing the capital budget, it is important to understand that the revenues recognized in any given year are directly related to the expenditure for the year. As a result, while a grant may be allocated in one year, it may be recognized over multiple years as it is spent. There are no significant changes to capital grants for the year.

### Education Development Charges (EDC)

The Education Development Charges By-law provides the funding for school boards to purchase land on which to construct schools. This by-law imposes a fee on new residential building permits which fund both the acquisition and development of school sites to accommodate growth-related pupil needs. In the current by-law, the rates over the period of the by-law have been capped by the Ministry resulting in a significant projected deficit.

Site purchases can include expenditures from sites purchased in prior years, as well as sites being purchased in the current year.

For 2021-2022, the collection of fees from residential permits is anticipated to be \$6.5M and will be applied to prior years site purchases. The estimated site purchases of \$41.0M will be funded by EDC collections in future years.

### Ministry Grants

#### i) Facility Upgrade Projects

School Condition Improvement (SCI)	<ul style="list-style-type: none"> <li>To address the renewal priorities of the board, including replacing and repairing building components and improving the energy efficiency of schools</li> <li>Allocated in proportion to a board's total assessed renewal needs under the Condition Assessment Program</li> <li>Must be used to fund depreciable renewal expenditures in schools that are expected to remain open and operating for at least five years</li> <li>70% must be used for major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing), remaining 30% can be used to address any locally identified needs</li> </ul>
School Renewal (SR)	<ul style="list-style-type: none"> <li>To address the costs of repairing and renovating schools</li> <li>Largest component is based on a benchmark renewal cost associated with a standard floor area for each elementary/secondary pupil</li> <li>Adjusted to reflect the renewal needs of older schools and regional variations in construction costs</li> </ul>
COVID-19 Resilience Infrastructure Stream (CVRIS)	<ul style="list-style-type: none"> <li>Combined federal-provincial funding to support retrofits, repairs and upgrades to school board facilities to respond to the COVID-19 pandemic by supporting health and safety</li> <li>Funding for these projects was allocated based on an application process</li> <li>Construction must be substantially complete by December 31, 2021</li> </ul>

The DDSB is responsible for maintaining 852,841 m<sup>2</sup> of facilities and 435 hectares of land. These projects include expenditures for repairing, upgrading and renovating those schools and sites. The projects listed in Appendix B: Schedules 1, 2 and 3 are critical to ensure the Board's facilities and properties are maintained.

The Board's allocation from the Ministry for SCI has decreased in comparison to last year from \$19.5M to \$16.5M. As the condition of the Board's buildings improve, DDSB's portion of the funding will naturally decrease. For 2021-2022, the SR allocation has increased very slightly from \$10.8M to \$10.9M as a result of enrolment. The CVRIS allocation is one-time funding as a result of the pandemic that will be spent over the course of the 2020-2021 and 2021-2022 school years.

## ii) *Retrofit Projects*

Child Care	<ul style="list-style-type: none"> <li>• To provide funding to create space for new child care programs within existing school spaces</li> <li>• Funding for these projects was allocated based on business case submissions and calculated based on elementary school construction benchmarks for 26 pupils per room</li> </ul>
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This grant allows the Board to continue to expand the ways in which its schools serve surrounding communities. Through business case submissions, the Child Care allocation received from the Ministry will fund the creation of Child Care Centres as outlined below for which work has commenced and will continue in 2021-2022:

- **Under Construction:**
  - Bayview Heights PS
  - Bobby Orr PS
  - Glengrove PS
  - Lakeside PS
- **Awaiting Ministry Approval to Proceed:**
  - Rosebank PS
  - Scott Central PS
  - Seneca Trail PS
  - Sunderland PS
  - Vaughan Willard PS

## iii) *Portable Purchases & Relocations*

Temporary Accommodation	<ul style="list-style-type: none"> <li>• Provides for leasing costs, portable relocation and acquisition costs</li> <li>• Allocation is based on history of net portable additions and relocations</li> </ul>
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This category includes the purchase cost of the portables as well as costs associated with set-up on school sites. Relocation expenditures include transportation and set-up costs associated with portable moves. Portables are relocated from school to school to accommodate temporary fluctuations in enrolment.

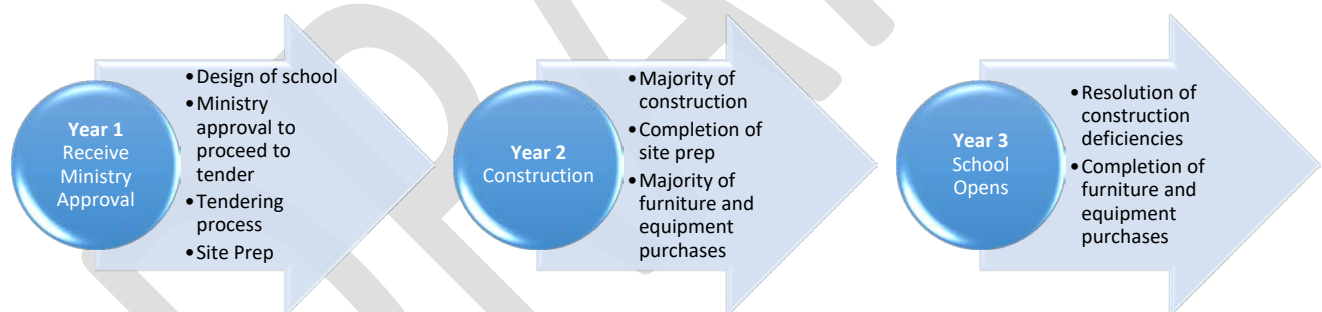
The Temporary Accommodation funding for 2021-2022 has decreased significantly compared to 2020-2021 from \$1.6M to \$0.6M as a result of a net board-wide decrease in portables and portable moves over the past few years. This funding will be used for portable moves for the 2021-2022 school year.

iv) **New Construction**

Capital Priorities (CP)	<ul style="list-style-type: none"> <li>To fund the construction of new and replacement schools, as well as additions to existing schools</li> <li>Allocated by the Ministry based on business case submissions on a project by project basis</li> <li>The funding formula for these grants is based on construction and per pupil area benchmarks set by the Ministry</li> </ul>
Full Day Kindergarten (FDK) – New Construction	<ul style="list-style-type: none"> <li>To construct kindergarten classrooms as part of the construction of new and replacement schools, as well as additions to existing schools</li> <li>Allocated as part of project approvals and calculated on a per room basis</li> </ul>
Child Care (CC) and EarlyON – New Construction	<ul style="list-style-type: none"> <li>Funding is received as part of the project approvals for new and replacement schools and additions to existing schools to cover the costs of building a child care centre or EarlyON hub room within the school</li> <li>Calculated on a per room basis</li> </ul>

New construction expenditures include the costs to design, construct and furnish new schools and additions to existing schools. As construction projects span multiple years, the revenues and expenditures associated with a construction project will span across multiple school year capital budgets.

The following provides a sample new school construction cycle:



Current construction projects include the following:

- **Under Construction:**
  - Unnamed North Ajax PS
  - Unnamed North Whitby PS
- **Awaiting Ministry Approval to Proceed:**
  - Beaverton PS/Thorah Central PS Rebuild
  - Unnamed North Oshawa PS
  - Unnamed Pickering Creekwood PS
  - Mary Street Community School - Addition

The timing of expenditures for current new construction projects can be seen in Appendix B: Schedule 4.

### v) *Interest on Long-Term Financing*

Long Term Financing	<ul style="list-style-type: none"> <li>Funding is based on debt payments required including principal and interest</li> </ul>
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This interest expenditure is as a result of the long-term financing associated with the construction of new schools and additions.

The decrease in Long Term Financing funding and interest expenditure is due to the natural decline as principal balances decline. This trend will continue as the Ministry has shifted from long term financing to cash flow financing, based on reporting of expenses twice annually.

### **Proceeds of Disposition (POD)**

Revenues are generated from the sale of Board properties and buildings that have been declared surplus through Ontario Regulation 444/98. These funds are to be used for the renewal of existing schools through the repair or replacement of components. As outlined in the Ministry of Education Proceeds of Disposition Policy, 80% must be spent on the repair or replacement of key building components and systems with the remaining 20% being used to address other locally identified renewal needs. To use POD funds for purposes other than those outlined in the policy, a Ministers approval is required.

The Board currently has 6 properties that have been declared surplus, circulated through O. Reg 444/98 and are in the process of being sold.

- Former Administration Building site, 555 Rossland Road, Oshawa
- Former Athabasca PS, 65 Athabasca Street, Oshawa
- Former Cartwright HS, 14220 Old Scugog Road, Blackstock
- Former Palmerston Avenue PS site, 400 Palmerston Avenue, Whitby
- Undeveloped School Site, Garrard Road at Erick Clarke Drive, Whitby
- Former Ritson PS, 300 Ritson Road South, Oshawa

The proceeds from these sales will be used to address capital needs throughout the system including roof replacements, mechanical systems upgrades, building envelope and site improvements within the boundaries of the POD policy.

For 2021-2022, there are no anticipated property sales and as a result no POD expenditures.

## CAPITAL BUDGET SUMMARY

	2021-2022
	ESTIMATES
<b>Site Purchases</b>	
Prior years purchases	6,500,000
Current site purchases	40,998,000
<b>Total Site Purchases (A)</b>	<b>47,498,000</b>
<b>Facility Upgrades</b>	
School Condition Improvement - facility upgrades - Appendix B, Schedule 1	16,539,673
School Renewal - facility upgrades and equipment - Appendix B, Schedule 2	10,882,529
COVID-19 Resilience Infrastructure Stream - retrofits, repairs and upgrades - Appendix B, Schedule 3	9,079,550
<b>Total Facility Upgrades (B)</b>	<b>36,501,752</b>
<b>Retrofits</b>	
Child Care and Child and Family Support Programs retrofits	4,769,476
<b>Total Retrofits (C)</b>	<b>4,769,476</b>
<b>Portable purchases and relocations (D)</b>	<b>598,364</b>
<b>New construction - Appendix B, Schedule 4 (E)</b>	<b>15,307,992</b>
<b>Interest on Long-Term Financing (F)</b>	<b>9,218,612</b>
<b>Total Capital Expenditures (A+B+C+D+E+F)</b>	<b>113,894,196</b>



Durham District School Board  
BUDGET  
2021-2022

**APPENDICES**

## Appendix A: Expenditure Details

EXPENDITURE CATEGORIES	Salaries & Wages	Payroll Taxes & Benefits	Total Staffing Costs	% Staffing Costs	Other Operating Expenditures	% Other Operating Expenditures	Total Operating Expenditures
<b>Instruction</b>							
Teachers	417,124,434	56,967,675	474,092,109	100.0%	----	0.0%	474,092,109
Supply Staff	17,971,091	1,797,150	19,768,241	100.0%	----	0.0%	19,768,241
Educational Assistants	41,001,547	12,687,018	53,688,565	100.0%	----	0.0%	53,688,565
Early Childhood Educator	15,132,000	4,564,152	19,696,152	100.0%	----	0.0%	19,696,152
Computers	----	----	----	0.0%	11,863,360	100.0%	11,863,360
Textbooks / Supplies	----	----	----	0.0%	12,342,568	100.0%	12,342,568
Prof./ParaProf./Tech.	19,193,836	4,225,575	23,419,411	89.0%	2,903,612	11.0%	26,323,023
Library / Guidance	15,691,544	2,137,399	17,828,943	100.0%	----	0.0%	17,828,943
Staff Development	3,730,836	373,130	4,103,966	95.7%	184,360	4.3%	4,288,326
Principals and VPs	31,449,098	3,926,339	35,375,437	99.7%	90,000	0.3%	35,465,437
School Office	14,173,905	4,048,789	18,222,694	92.4%	1,504,080	7.6%	19,726,774
Officers & Facilitators	10,540,690	1,485,784	12,026,474	78.3%	3,329,588	21.7%	15,356,062
Continuing Education	2,967,908	566,934	3,534,842	93.5%	244,975	6.5%	3,779,817
<b>Instruction Total</b>	<b>588,976,889</b>	<b>92,779,945</b>	<b>681,756,834</b>	<b>95.5%</b>	<b>32,462,543</b>	<b>4.5%</b>	<b>714,219,377</b>
<b>Administration &amp; Governance</b>							
Trustees	209,530	14,143	223,673	87.5%	32,000	12.5%	255,673
Board Administration	14,295,508	3,379,903	17,675,411	81.2%	4,092,162	18.8%	21,767,573
<b>Administration &amp; Governance Total</b>	<b>14,505,038</b>	<b>3,394,046</b>	<b>17,899,084</b>	<b>81.3%</b>	<b>4,124,162</b>	<b>18.7%</b>	<b>22,023,246</b>
<b>Transportation</b>							
Transportation	553,160	140,779	693,939	2.7%	25,195,983	97.3%	25,889,922
<b>Transportation Total</b>	<b>553,160</b>	<b>140,779</b>	<b>693,939</b>	<b>2.7%</b>	<b>25,195,983</b>	<b>97.3%</b>	<b>25,889,922</b>
<b>School Operations &amp; Maint.</b>							
School Operations & Maint.	38,493,675	10,027,911	48,521,586	61.5%	30,427,203	38.5%	78,948,789
<b>School Operations &amp; Maint. Total</b>	<b>38,493,675</b>	<b>10,027,911</b>	<b>48,521,586</b>	<b>61.5%</b>	<b>30,427,203</b>	<b>38.5%</b>	<b>78,948,789</b>
<b>Other Non-Operating</b>							
Other Non-Operating	----	----	----	0.0%	4,205,675	100.0%	4,205,675
<b>Other Non-Operating Total</b>	<b>----</b>	<b>----</b>	<b>----</b>	<b>0.0%</b>	<b>4,205,675</b>	<b>100.0%</b>	<b>4,205,675</b>
<b>Total Operating Expenditures</b>	<b>642,528,762</b>	<b>106,342,681</b>	<b>748,871,443</b>	<b>88.6%</b>	<b>96,415,566</b>	<b>11.4%</b>	<b>845,287,009</b>

## Appendix B: Capital Schedules

### Appendix B: Schedule 1 - School Condition Improvement

School Condition Improvement	
<b>Projects</b>	
Full/partial roof replacements	5,000,000
Priority projects: Anderson CVI, Dr. Robert Thornton PS, E.A. Fairman PS, Eastdale CVI, J. Clarke Richardson Collegiate	
Cladding	1,000,000
Priority projects: Ajax HS, E.A. Lovell, Sir John A. MacDonald PS	
Window replacements	500,000
Priority projects: College Hill PS	
HVAC replacements and upgrades	4,500,000
Priority projects: O'Neill CVI, Port Perry HS, Woodcrest PS	
Controls upgrades	1,000,000
Priority projects: Dunbarton HS - south campus, Maple Ridge PS, J. Clarke Richardson Collegiate	
Service upgrades	500,000
Priority projects: Bolton C. Falby PS, Waverly PS	
Domestic water supply - various locations	1,400,000
Lighting - various locations	500,000
Contingency to address locally identified needs during the year	2,139,673
<b>Total School Condition Improvement</b>	<b>16,539,673</b>



Appendix B: Schedule 2 - School Renewal

<b>School Renewal</b>	
<b>Projects</b>	
Interior modification - library	1,500,000
Priority projects: C.E. Broughton PS, Norman G. Powers PS, Stephen G. Saywell PS, William Dunbar PS	
Interior modification - special classrooms	1,300,000
Priority projects: Pringle Creek PS	
Interior modification - program needs	1,200,000
Priority projects: R.S. McLaughlin CVI	
Interior modification - classroom refresh	500,000
Priority projects: Fairport Beach PS, Vincent Massey PS	
Interior modification - washrooms	800,000
Priority projects: Coronation PS, Lester B. Pearson PS, Vincent Massey PS	
Exterior Sitework	500,000
Priority projects: R.S. McLaughlin CVI	
Asphalt	1,500,000
Priority projects: Cadarackque PS, DASS, Greenbank PS, Pine Ridge SS	
Glass replacement - various locations	500,000
Accessibility improvements - various locations	500,000
Contingency to address locally identified needs during the year	2,582,529
<b>Total School Renewal</b>	<b>10,882,529</b>

Appendix B: Schedule 3 – COVID-19 Resilience Infrastructure Stream

COVID-19 Resilience Infrastructure Stream		
	2020-21	2021-22
<b>Projects</b>		
Wireless infrastructure upgrades - 131 schools	3,317,660	-
Ventilation upgrades - 7 schools	-	3,946,000
Window replacements - 4 schools	-	1,360,500
Exterior door FOB access - 131 schools	740,000	740,000
Child care vestibules to conduct COVID screening - 13 locations	-	1,170,000
Outdoor classrooms - 23 schools	-	1,150,000
Portables - 30 portables	3,240,000	360,000
Water bottle filling stations - 131 schools	777,000	259,000
Measures to promote health and safety and social distancing including power door operators, interior FOB access, hand sanitizer stations	436,150	94,050
<b>Total COVID-19 Resilience Infrastructure Stream</b>	<b>8,510,810</b>	<b>9,079,550</b>

Appendix B: Schedule 4 - Capital Projects in Progress, Ministry Approved

	Project Budget	Funding		New Construction Expenditures		
		Ministry Approved Funding*	Board Funding**	2020-21 and Prior	2021-22 Estimated Expenditures	Future Years
New Schools						
Beaverton PS/Thorah Central PS Rebuild	11,253,212	11,253,212	-	1,613,582	9,002,570	637,060
Unnamed North Ajax PS (Williamson Drive West/Bellinger Drive)	12,698,463	12,106,453	592,010	11,978,190	720,273	-
Unnamed North Whitby PS (Samandria Avenue/Lazio Street)	13,293,815	12,861,195	432,620	12,540,624	753,191	-
Unnamed Pickering Creekwood PS (Tillings Road/Scenic Lane Drive)	13,676,371	13,676,371	-	-	1,959,806	11,716,565
Unnamed North Oshawa PS (Windfields Farm Drive West/Wintergrace Avenue)	14,360,190	14,360,190	-	-	2,062,378	12,297,812
Total New Schools	65,282,051	64,257,421	1,024,630	26,132,396	14,498,218	24,651,437
Additions						
Mary Street Community School	5,588,496	5,588,496	-	-	809,774	4,778,722
Total Additions	5,588,496	5,588,496	-	-	809,774	4,778,722
					15,307,992	

\*Ministry Approved Funding includes Capital Priorities, Full Day Kindergarten, Child Care and EarlyON

\*\*Board Funding includes Proceeds of Disposition

## Appendix C: Board Staffing Comparison

	2019- 2020 FTE	2020- 2021 FTE	CHANGE 2020- 2021 vs 2019- 2020	2021- 2022 FTE	CHANGE 2021- 2022 vs 2020- 2021
<b>Instruction</b>					
<b>Teachers</b>					
Classroom Teachers	3760.2	3842.4	82.3	3806.3	-36.2
Care & Treatment Teacher	51.0	48.0	-3.0	50.0	2.0
Special Education Teacher	258.3	257.6	-0.7	264.6	7.0
Special Education Resource Teachers	188.8	192.1	3.2	210.5	18.5
English as a Second Language	29.0	29.0	0.0	29.0	0.0
Hearing and Vision Teacher	11.0	12.0	1.0	12.0	0.0
Literacy Coaches	26.0	0.0	-26.0	0.0	0.0
Safe Schools (Program Costs)	3.5	1.5	-2.0	1.5	0.0
Students Success Grades 7-12 (Program Costs)	2.0	2.0	0.0	2.0	0.0
E- Learning Teacher	0.0	0.0	0.0	0.0	0.0
<b>Teachers Total</b>	<b>4329.8</b>	<b>4384.6</b>	<b>54.8</b>	<b>4375.8</b>	<b>-8.7</b>
<b>Educational Assistants</b>					
Educational Assistants	851.8	893.4	41.6	902.4	9.0
START Team/District	10.0	10.0	0.0	10.0	0.0
<b>Educational Assistants Total</b>	<b>861.8</b>	<b>903.4</b>	<b>41.6</b>	<b>912.4</b>	<b>9.0</b>
<b>Early Childhood Educator</b>					
Early Childhood Educator	333.0	360.0	27.0	350.0	-10.0
<b>Early Childhood Educator Total</b>	<b>333.0</b>	<b>360.0</b>	<b>27.0</b>	<b>350.0</b>	<b>-10.0</b>
<b>Prof./ParaProf./Tech.</b>					
Administration	9.0	9.0	0.0	9.0	0.0
Administrative Support Staff	3.0	3.0	0.0	3.0	0.0
Instructors	4.0	4.0	0.0	4.0	0.0
Coordinator	1.0	1.0	0.0	1.0	0.0
Support Staff	26.0	30.0	4.0	30.0	0.0
Cafeteria Assistants Salaries	12.0	12.0	0.0	12.0	0.0
Psychologists & Psychometrists	30.0	31.2	1.2	34.2	3.0
Social Workers & Attendance Counsellors	20.0	23.0	3.0	26.0	3.0
Speech & Language Pathologists	25.0	25.0	0.0	25.0	0.0
Interpreters & Intervenors	16.0	17.0	1.0	17.0	0.0
Mental Health Lead	1.0	1.0	0.0	1.0	0.0
Work Experience Coordinator (Spec. Ed.)	1.0	1.0	0.0	2.0	1.0
Youth Worker	1.0	2.0	1.0	5.5	3.5
I.T. Specialists	10.0	11.0	1.0	11.0	0.0
Outdoor Education Interpreter	1.0	1.0	0.0	1.0	0.0
Educational Assistant-Technology	0.5	0.5	0.0	0.5	0.0
Safe Schools (Program Costs)	5.0	1.0	-4.0	1.0	0.0
<b>Prof./ParaProf./Tech. Total</b>	<b>165.5</b>	<b>172.7</b>	<b>7.2</b>	<b>183.2</b>	<b>10.5</b>

	2019- 2020 FTE	2020- 2021 FTE	CHANGE 2020- 2021 vs 2019- 2020	2021- 2022 FTE	CHANGE 2021- 2022 vs 2020- 2021
<b>Library / Guidance</b>					
Teacher Librarians	100.4	88.6	-11.8	102.0	13.4
Teacher Guidance Counsellor	64.6	56.0	-8.5	63.1	7.1
<b>Library / Guidance Total</b>	<b>164.9</b>	<b>144.6</b>	<b>-20.3</b>	<b>165.1</b>	<b>20.5</b>
<b>Principals and VPs</b>					
School Principal	131.0	139.0	8.0	141.0	2.0
School Vice-Principal	108.2	107.6	-0.6	110.6	3.0
<b>Principals and VPs Total</b>	<b>239.2</b>	<b>246.6</b>	<b>7.4</b>	<b>251.6</b>	<b>5.0</b>
<b>School Office</b>					
Clerical Support Staff Permanent	214.9	223.4	8.5	236.9	13.5
Clerical Support Staff Casual Salaries	0.0	0.0	0.0	0.0	0.0
<b>School Office Total</b>	<b>214.9</b>	<b>223.4</b>	<b>8.5</b>	<b>236.9</b>	<b>13.5</b>
<b>Officers &amp; Facilitators</b>					
Administration	7.0	11.0	4.0	11.5	0.5
Administrative Support Staff	14.0	13.0	-1.0	13.0	0.0
Officer	12.0	11.0	-1.0	10.0	-1.0
Facilitators	45.5	48.7	3.2	52.5	3.8
Coordinator	0.0	0.0	0.0	0.0	0.0
Support Staff	0.0	0.0	0.0	0.0	0.0
Safe Schools (Program Costs)	4.0	4.0	0.0	4.0	0.0
Students Success Grades 7-12 (Program Costs)	4.0	4.0	0.0	4.0	0.0
Emp. Computer Training Instructor	6.0	0.0	-6.0	0.0	0.0
Experiential Learning Envelope	0.0	1.0	1.0	1.0	0.0
<b>Officers &amp; Facilitators Total</b>	<b>92.5</b>	<b>92.7</b>	<b>0.2</b>	<b>96.0</b>	<b>3.3</b>
<b>Continuing Education</b>					
Administration	0.0	2.0	2.0	2.0	0.0
Administrative Support Staff	14.0	14.0	0.0	14.0	0.0
School Principal	1.0	1.0	0.0	1.0	0.0
School Vice-Principal	1.0	2.0	1.0	2.0	0.0
Classroom Teachers	9.0	3.5	-5.5	2.0	-1.5
<b>Continuing Education Total</b>	<b>25.0</b>	<b>22.5</b>	<b>-4.5</b>	<b>21.0</b>	<b>-1.5</b>
<b>Instruction Total</b>	<b>6426.6</b>	<b>6550.4</b>	<b>121.8</b>	<b>6592.0</b>	<b>41.5</b>
<b>Administration &amp; Governance</b>					
<b>Governance</b>					
Trustee	11.0	11.0	0.0	11.0	0.0
Student Trustee	3.0	3.0	0.0	3.0	0.0
<b>Governance Total</b>	<b>14.0</b>	<b>14.0</b>	<b>0.0</b>	<b>14.0</b>	<b>0.0</b>
<b>Board Administration</b>					
Administration	106.0	105.0	-1.0	110.5	5.5
Administrative Support Staff	26.5	29.5	3.0	29.5	0.0

	2019- 2020 FTE	2020- 2021 FTE	CHANGE 2020- 2021 vs 2019- 2020	2021- 2022 FTE	CHANGE 2021- 2022 vs 2020- 2021
Work Accommodation	1.7	1.6	-0.1	1.6	0.0
<b>Board Administration Total</b>	<b>134.2</b>	<b>136.1</b>	<b>1.9</b>	<b>141.6</b>	<b>5.5</b>
<b>Administration &amp; Governance Total</b>	<b>148.2</b>	<b>150.1</b>	<b>1.9</b>	<b>155.6</b>	<b>5.5</b>
<b>School Operations &amp; Maint.</b>					
<b>School Operations &amp; Maint.</b>					
Administration	34.0	35.0	1.0	36.0	1.0
Administrative Support Staff	8.0	9.0	1.0	8.0	-1.0
Custodial Salaries	420.8	449.8	29.0	449.8	0.0
Cleaners Salaries	4.8	4.3	-0.5	4.3	0.0
Repair Person	1.0	1.0	0.0	1.0	0.0
Security Monitors	4.2	4.2	0.0	4.2	0.0
Absence Coverage/Casual	7.0	0.0	-7.0	0.0	0.0
Co-op Student	1.0	1.0	0.0	1.0	0.0
Maintenance Staff	37.0	37.0	0.0	37.0	0.0
Energy Support Staff	4.0	4.0	0.0	4.0	0.0
<b>School Operations &amp; Maint. Total</b>	<b>521.7</b>	<b>545.2</b>	<b>23.5</b>	<b>545.2</b>	<b>0.0</b>
<b>School Operations &amp; Maint. Total</b>	<b>521.7</b>	<b>545.2</b>	<b>23.5</b>	<b>545.2</b>	<b>0.0</b>
<b>Transportation</b>					
<b>Transportation</b>					
Administration Costs - DSTS	1.0	0.0	-1.0	0.0	0.0
<b>Transportation Total</b>	<b>1.0</b>	<b>0.0</b>	<b>-1.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Transportation Total</b>	<b>1.0</b>	<b>0.0</b>	<b>-1.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Grand Total</b>	<b>7,097.5</b>	<b>7,245.7</b>	<b>146.2</b>	<b>7,292.7</b>	<b>47.0</b>

## Appendix D: Priorities and Partnerships Funding

Contact Division/Department	Project Description	2020-2021 Grant	2021-2022 Grant	Variance	Included in 2021/2022 PPF Memo
Ministry of Education, French as a Second Language Policy and Implementation Unit	French as a Second Language (FSL)	205,853		-205,853	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Renewed Mathematics Strategy	999,000	999,000	0	Y
Ministry of Education, Student Achievement Division, Program Implementation Branch	Specialist High Skills Major	* 690,679		-690,679	
Ministry of Citizenship and Immigration	Language Instruction for Newcomers (LINC)	428,104		-428,104	
Ministry of Citizenship and Immigration	Adult Non-Credit Language Training Program	638,800		-638,800	
Ministry of Advanced Education and Skills Development	Literacy and Basic Skills (LBS)	149,893		-149,893	
Ministry of Advanced Education and Skills Development	Ontario Youth Apprenticeship Program (OYAP)	218,897	238,590	19,693	
Ministry of Education, Teaching Policy and Standards Branch	Apprenticeship Pathway and Skilled Trades	34,369		-34,369	
Ministry of Education, Special Education / Success for All Branch	After School Skills Development Programs	* 135,400		-135,400	
Ministry of Education, Special Education / Success for All Branch	Pilot to support transitions to post secondary pathways for students with developmental disabilities	104,000		-104,000	
Ministry of Education, Inclusive Education Branch	Parent Reaching Out Grants	39,600	75,800	36,200	Y
Ministry of Education, Safe and Healthy Schools Branch	Well Being: Safe Accepting and Healthy Schools and Mental Health	87,600	87,600	0	Y
Ministry of Education, Inclusive Education Branch	Innovative Education Programs for Children and Youth in Care	100,000		-100,000	
Ministry of Education, Indigenous Education & Well Being Division	Legalization of Recreational Cannabis	37,097		-37,097	
Ministry of Education Equity Secretariat	Hire A Senior Leader With Expertise In Human Rights, Dispute Resolution And Organization Change	170,400		-170,400	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	NTIP Enhancing Teacher Development Fund	99,450		-99,450	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Analyzing Identity-Based Data Collection	70,000		-70,000	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Math AQ Subsidy Program	146,250	17,500	-128,750	Y
Ministry of Education, Indigenous Education & Well Being Division	Cricket Program	8,750		-8,750	
Ministry of Advanced Education and Skills Development	Literacy and Basic Skills (LBS) - Additional Funding	331,817		-331,817	
Ontario Public School Boards' Association	Ignite Professional Learning in FSL	4,875		-4,875	
Ontario Public School Boards' Association	French Language Proficiency Assessment Toolkit Project	5,000		-5,000	
Ministry of Education, Safe and Healthy Schools Branch	Focus on Youth Summer Program	80,000		-80,000	
Ministry of Education, Indigenous Education & Well Being Division	Focus on Youth Summer Program	81,000		-81,000	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Support the professional learning for ECE/DECE	337,857		-337,857	
Ministry of Education, Education Research and Evaluation Strategy Branch	Create and facilitate effective conditions for learning	30,000		-30,000	
Ministry of Education, Labour and Finance Implementation Branch	CUPE - Investment in System Priorities (ISP)	1,494,226	1,494,226	0	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Learning and Innovation Fund for Teachers		63,000	63,000	Y
Ministry of Education	Investments To Support School Reopening In Response To COVID-19-19 Outbreak - Custodial Staffing Supports	1,772,920		-1,772,920	
Ministry of Education	Investments To Support School Reopening In Response To COVID-19-19 Outbreak - Health And Safety Training For Occasional Teachers And Casual Ed. Workers	332,580		-332,580	
Ministry of Education	Investments To Support School Reopening In Response To COVID-19-19 Outbreak - Special Education Supports	260,299		-260,299	
Ministry of Education	Investments To Support School Reopening In Response To COVID-19 Outbreak - Mental Health Supports	196,521		-196,521	
Ministry of Education	Investments To Support School Reopening In Response To COVID-19 Outbreak - Enhanced Cleaning Allocation	137,169		-137,169	
Ministry of Education	Additional Guidance And Funding For School Reopening - Remote Learning Funding	556,280		-556,280	
Ministry of Education	Additional Guidance And Funding For School Reopening - Additional Funding For Teachers	929,275		-929,275	

Contact Division/Department	Project Description	2020-2021 Grant	2021-2022 Grant	Variance	Included in 2021/2022 PPF Memo
Ministry of Education	Optimizing Air Quality In Schools - Ventilation In Classrooms	1,439,500		-1,439,500	
Ministry of Education	Student Transportation Funding Support For Enhanced Cleaning And PPE For Drivers - Transportation	452,216		-452,216	
Ministry of Education	Additional Funding For School Reopening - Federal Safe Return To Class Fund - Additional Funding For Teachers	2,102,062		-2,102,062	
Ministry of Education	Additional Funding For School Reopening - Federal Safe Return To Class Fund - School Reopening Emerging Issues	3,170,559		-3,170,559	
Ministry of Education	Additional Funding For School Reopening - Federal Safe Return To Class Fund - Transportation	576,576		-576,576	
Ministry of Education	Additional Funding For School Reopening - Federal Safe Return To Class Fund - Remote Learning Funding	1,044,158		-1,044,158	
Ministry of Education	Additional Funding For School Reopening - Federal Safe Return To Class Fund - Special Education Supports	285,204		-285,204	
Ministry of Education	Covid-19 Funding: Additional High Priority Areas And Funding For The Education And Community Partnership Program - PPF-Additional High Priority Areas	2,269,301		-2,269,301	
Ministry of Education	Education And Community Partnership Program Ecpp Technology - Education And Community Partnership Program ECPP Technology	95,571		-95,571	
Ministry of Education	Federal Safe Return To Class Fund And Expanded Targeted Testing In Schools - Additional Funding For Technological Devices	2,787,929		-2,787,929	
Ministry of Education	Federal Safe Return To Class Fund And Expanded Targeted Testing In Schools - Additional Funding For Ventilation	1,439,500		-1,439,500	
Ministry of Education	Federal Safe Return To Class Fund And Expanded Targeted Testing In Schools - Additional Funding For Health And Safety	2,284,730		-2,284,730	
Ministry of Education	Federal Safe Return To Class Fund And Expanded Targeted Testing In Schools - Additional Funding For Student Transportation	112,251		-112,251	
Ministry of Education	Federal Safe Return To Class Fund: 2020-21 Spring And Summer Learning Opportunities For School Boards - De-Streaming Transition Support Program	70,951		-70,951	
Ministry of Education	Federal Safe Return To Class Fund: 2020-21 Spring And Summer Learning Opportunities For School Boards - Transportation CYIC	9,825		-9,825	
Ministry of Education	Federal Safe Return To Class Fund: 2020-21 Spring And Summer Learning Opportunities For School Boards - In-Year Mental Health Supports	192,487		-192,487	
Ministry of Education	Federal Safe Return To Class Fund: 2020-21 Spring And Summer Learning Opportunities For School Boards - Summer Mental Health Supports	156,927		-156,927	
Ministry of Education	Federal Safe Return To Class Fund: 2020-21 Spring And Summer Learning Opportunities For School Boards - Summer Staffing Supports	200,329		-200,329	
Ministry of Education	Federal Safe Return To Class Fund: 2020-21 Spring And Summer Learning Opportunities For School Boards - Summer Transition Programs	174,685		-174,685	
Ministry of Education	Federal Safe Return To Class Fund: 2020-21 Spring And Summer Learning Opportunities For School Boards - Summer Evidence-Based Reading Intervention Programs	176,768		-176,768	
Ministry of Education	Federal Safe Return To Class Fund: 2020-21 Spring And Summer Learning Opportunities For School Boards - In-Year Evidence-Based Reading Intervention Programs	122,083		-122,083	
Ministry of Education	Additional Staffing Supports	**	9,949,682	9,949,682	
Ministry of Education	Additional School Operations Support	**	999,955	999,955	
Ministry of Education	Transportation	**	1,476,200	1,476,200	
Ministry of Education	Special Education Supports	**	405,359	405,359	
Ministry of Education	Mental Health Supports	**	533,982	533,982	
Ministry of Education	Re-Engaging Students and Reading Assessment Supports		682,952	682,952	

Total Supplementary Funding

30,077,572

17,023,846

-13,053,726

\* Transferred to GSN

\*\* Only 50% Confirmed



DURHAM DISTRICT SCHOOL BOARD

# BUDGET

2021-2022

**SUCCESS**

We value  
your achievements.

**WELL-BEING**

We value  
how you feel.

**LEADERSHIP**

We value  
how you grow.

**EQUITY**

We value  
who you are.

**ENGAGEMENT**

We value  
your involvement.

**INNOVATION**

We value  
forward thinking.





**Durham District School Board**  
**Education Finance Committee Meeting**  
**APPROVED MINUTES**

A PUBLIC meeting of the Education Finance Committee was held on Wednesday, March 31, 2021, virtually via ZOOM, and livestreamed on YouTube.

**1. Call to Order**

Education Finance Committee Chair called the meeting to order at approximately 6:04 p.m.

<b>Members Present:</b>	Trustees Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Christine Thatcher, Scott Templeton
<b>Members Regrets/Absent:</b>	Trustee Chris Braney
<b>Officials Present:</b>	Director Norah Marsh; Associate Director David Wright, Associate Director Jim Markovski; Superintendents, Gary Crossdale, Georgette Davis, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro; Interim Executive Officer of Communication Robert
<b>Staff Present:</b>	Melissa Durward, Senior Manager of Finance Jennifer Machin, Senior Manager of Finance
<b>Recording Secretary:</b>	Kristin Talbot, Executive Assistant

**2. Land Acknowledgement**

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

**3. Declaration of Conflict of Interest**

There were no declarations of conflict of interest at this time.

**4. Approval of the Agenda**

**MOVED** by Trustee Carolyn Morton

THAT THE AGENDA BE APPROVED AS PRESENTED

**CARRIED**

**5. Approval of the July 8, 2020 Education Finance Committee PUBLIC Meeting Minutes**

**MOVED** by Trustee Darlene Forbes

THAT THE MINUTES BE APPROVED AS PRESENTED

**CARRIED**

**6. Deputations**

- Special Education Advisory Committee (SEAC)  
Tara Culley, a representative of SEAC, made a presentation to the Committee.
- Written Submissions  
Associate Director advised two written submissions were received regarding the budget process.
  - i. 'What initiatives has the Durham District School Board budgeted for to combat systemic racism in schools?'  
Superintendent Hamid provided a response.
  - ii. Question was paraphrased 'Request for funding for continuing virtual options for elementary and secondary students for 2021-2022 due to varying comfort levels and uncertainty around in person learning.'  
Superintendent Davis provided a response.

Discussion ensued and questions were responded to.

**7. 2021-2022 Preliminary Budget Analysis**

Associate Director Wright provided an update including the recent provincial announcement, one-time funding for COVID, projected enrolments, indications of GSN funding changes, and cost drivers. It was noted the GSN package, PPF grants and technical paper are expected to be released the week of April 19. The Guiding Principles, as presented at the February 16, 2021 Board Meeting, will be used to guide internal budget discussion and decisions.

Questions were responded to.

Minutes of the Durham District School Board  
Education Finance Committee PUBLIC Meeting  
March 31, 2021

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**8. Supplementary Budget Report**

Melissa Durward and Jennifer Machin reviewed the report, highlighting potential liabilities from Education Development Charge Deficit, Asset Retirement Obligation, Uxbridge Oil Contamination, and Accumulated Surplus.

Discussion ensued and questions were responded to.

**9. Other Business**

There was no other business.

**10. Next Meeting Date**

May 5, 2021

**11. Adjournment**

**MOVED** by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN

**CARRIED**

The meeting adjourned at approximately 7:00 p.m.

Trustee Donna Edwards  
Chair of the Committee

***APPROVED JUNE 2, 2021***



**Durham District School Board**  
**Education Finance Committee Meeting**  
**APPROVED MINUTES**

A PUBLIC meeting of the Education Finance Committee was held on Wednesday, June 2, 2021, virtually via ZOOM and livestreamed on YouTube.

**1. Call to Order**

Education Finance Committee Chair called the meeting to order at approximately 7:04 p.m.

<b>Members Present:</b>	Trustees Patrice Barnes, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Carolyn Morton, Linda Stone, Christine Thatcher, Scott Templeton
<b>Members Regrets/Absent:</b>	Trustees Michael Barrett, Niki Lundquist
<b>Officials Present:</b>	Director Norah Marsh; Associate Director David Wright; Associate Director Jim Markovski; Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro; Legal Counsel, Patrick Cotter; Executive Officer of Communication, Robert Cerjanec
<b>Staff Present:</b>	Melissa Durward, Senior Manager of Finance Jennifer Machin, Senior Manager of Finance Carey Trombino, Manager of Property & Planning
<b>Recording Secretary:</b>	Kristin Talbot, Executive Assistant

**2. Land Acknowledgement**

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

**3. Declaration of Conflict of Interest**

There were no declarations of conflict of interest at this time.

**4. Approval of the Agenda**

**MOVED** by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED AS PRESENTED

**CARRIED**

**5. Approval of the March 31, 2021 Education Finance Committee PUBLIC Meeting Minutes**

**MOVED** by Trustee Christine Thatcher

THAT THE MINUTES BE APPROVED AS PRESENTED

**CARRIED**

**6. Draft 2021-2022 Budget Book**

Associate Director Wright provided insight on the draft 2021-2022 budget.

- Jennifer Machin reviewed the Budget Process & Financial Reporting section
- Carey Trombino reviewed the Enrolment section
- Jennifer Machin reviewed the 2021-2022 Operating Revenue section

Questions were responded to.

**7. Other Business**

There was no other business.

**8. Next Meeting Date**

June 9, 2021

**9. Adjournment**

The meeting adjourned at approximately 7:44 p.m.

Trustee Donna Edwards  
Chair of the Committee

***APPROVED JUNE 9, 2021***



**Durham District School Board**  
**Education Finance Committee Meeting**  
**DRAFT MINUTES**

A PUBLIC meeting of the Education Finance Committee was held on Wednesday, June 9, 2021, virtually via ZOOM and livestreamed on YouTube.

**1. Call to Order**

Education Finance Committee Chair called the meeting to order at approximately 7:01 p.m.

<b>Members Present:</b>	Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Niki Lundquist, Carolyn Morton, Linda Stone, Christine Thatcher, Scott Templeton
<b>Members Regrets/Absent:</b>	Trustee Darlene Forbes (joined at 7:55 p.m.)
<b>Officials Present:</b>	Director Norah Marsh; Associate Director David Wright; Associate Director Jim Markovski; Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro; Legal Counsel, Patrick Cotter; Executive Officer of Communication, Robert Cerjanec
<b>Staff Present:</b>	Melissa Durward, Senior Manager of Finance Jennifer Machin, Senior Manager of Finance Christine Nancekivell, Chief Facilities Officer David Rule, Chief Technology Officer
<b>Recording Secretary:</b>	Kristin Talbot, Executive Assistant

**2. Land Acknowledgement**

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

**3. Declaration of Conflict of Interest**

There were no declarations of conflict of interest at this time.

**4. Approval of the Agenda**

**MOVED** by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED AS PRESENTED

**CARRIED**

**5. Approval of the June 2, 2021 Education Finance Committee PUBLIC Meeting Minutes**

**MOVED** by Trustee Scott Templeton

THAT THE MINUTES BE APPROVED AS PRESENTED

**CARRIED**

**6. Stakeholder Deputations**

There were no stakeholder deputations.

**7. Consideration of the 2021-2022 Draft Budget**

Associate Director Wright presented the report and draft 2021-2022 budget book.

- Jennifer Machin reviewed the Operating Expenditures
- Superintendent McAuley reviewed the Special Education Review and Expenditures
- Melissa Durward reviewed the 2021-2022 Capital Budget

Questions were responded to.

**MOVED** by Trustee Niki Lundquist

PENDING ANY CHANGES REQUIRED RESULTING FROM STAKEHOLDER INPUT, IT IS RECOMMENDED THAT THE EDUCATION FINANCE COMMITTEE RECOMMEND TO THE BOARD THAT THE 2021-2022 DRAFT BUDGET CONTAINING TOTAL REVENUES OF \$959,181,205 AND TOTAL EXPENSES OF \$959,181,205 BE APPROVED AS PRESENTED.

A revised motion was put forward.

**MOVED** by Trustee Paul Crawford

IT IS RECOMMENDED THAT THE EDUCATION FINANCE COMMITTEE RECOMMEND TO THE BOARD THAT THE 2021-2022 DRAFT BUDGET CONTAINING TOTAL REVENUES OF \$959,181,205 AND TOTAL EXPENSES OF \$959,181,205 BE APPROVED AS PRESENTED.

None Opposed

All in Favour

**CARRIED**

**8. Other Business**

There was no other business.

**9. Next Meeting Date**

It was determined that no further meetings regarding the draft 2021-2022 budget are required.

**10. Adjournment**

**MOVED** by Trustee Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN

**CARRIED**

The meeting adjourned at approximately 8:22 p.m.

Trustee Donna Edwards  
Chair of the Committee



**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 21, 2021**SUBJECT:** Quarterly Construction and Major Projects**PAGE:** 1 of 7

**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
David Wright, Associate Director of Corporate Services  
Christine Nancekivell, Chief Facilities Officer  
Lisa Bianca, Senior Manager of Facilities Services  
Lindsay Wells, Manager of Facilities Design and Construction

**1.0 Purpose**

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

**2.0 Ignite Learning Strategic Priority/Operational Goals**

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

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

**3.0 Background****3.1 Capital Projects**

The Board is in a fortunate capital position to have received approval for several capital projects, as follows:

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

### 3.2 Ministry Approval Process

The Ministry approval process must be carefully considered when undertaking any major capital projects. The stages of Ministry approval include announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on cost consultant report and post tender approval if the tender exceeds the approved funding amount. Each stage requires Ministry approval prior to proceeding to the next step.

### 3.3 Intention

The intention of this report is to provide a quarterly update in the months of September, January, March, and June. This report will be posted on the Board's website and will serve as an update in a non-technical manner.

## 4.0 Analysis

### 4.1 New Elementary School Construction Projects

#### Beaverton PS/Thorah Central PS Rebuild

Project Type:	Rebuild Elementary School including child care centre and Early ON hub
Occupancy Date:	September 2023 (Rescheduled from September 2022)
Architect:	Moffet & Duncan Architects Inc.
Contractor:	To be determined

Tender documents are being revised to include the recently approved program increase of 4 classrooms. This program expansion will support the expected enrollment increase. Authority approvals are complete, except for final execution fees. The project is waiting for the Ministry of Education's final approval to proceed to tender. Project completion date has been rescheduled from September 2022 to September 2023 due to time frame of final approvals and the current COVID 19 situation. Staff communicate with Ministry staff on an ongoing basis, regarding approvals. The last inquiry into the status of approval was May 4, 2021.

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

Project Type:	New French Immersion Elementary School, including Early ON hub
Occupancy Date:	September 2021
Architect:	Cellucci + Pace
Contractor:	Deciantis Construction Ltd.

Project construction is approaching substantial completion with roofing and brick veneer completed. Mechanical and electrical work along with interior finishing is nearing completion. Exterior site work is well underway with sidewalks and curbs complete and fence installation started.

#### Unnamed North Whitby PS (Samandria Avenue/Lazio Street)

Project Type:	New Elementary School, including child care centre and Early ON hub
Occupancy Date:	September 2021
Architect:	MC Architects Inc.
Contractor:	Percon Construction Inc.

Project construction is approaching substantial completion with roofing and brick veneer completed. Mechanical and electrical work along with interior finishing is nearing completion. Exterior site work is well underway with asphalt, sidewalks and fence installation ongoing.

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

Project Type: New Elementary School, including child care centre  
Occupancy Date: September 2024 (Rescheduled from September 2023)  
Architect: Cellucci + Pace  
Contractor: To be determined

Facilities Services staff continue to move through the process of arranging DDSB's purchase of the property. The preliminary design meeting has taken place with the City of Pickering. The Board has provided comments on the City's proposed site remediation plan and awaits a response. Project completion date has been rescheduled from September 2023 to September 2024 due to time frame of approvals and remediation work required for property acquisition. Design development of the new facility is progressing while site issues are resolved.

Mary Street PS Oshawa – Addition

Project Type: Replacement of existing portapac with a new addition  
Occupancy Date: September 2023  
Architect: Moffet & Duncan Architects Inc.  
Contractor: To be determined

Design development of the building addition is underway. DDSB staff continue to review construction options for modular built facilities as an alternative to a traditional build. DDSB has engaged in discussions with the City of Oshawa regarding the purchase of the property, which will impact the means and method of construction.

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

Project Type: New Elementary School, including child care centre  
Occupancy Date: September 2023  
Architect: To be determined  
Contractor: To be determined

Design development of the new facility has commenced with site surveying well underway. The initial site plan agreement meeting took place with the City of Oshawa and the purchase of the property is progressing with the closing expected in mid-June.

## 4.2 Major Projects

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

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

### 4.3 Ventilation and Air Conditioning Projects

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

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Fully air-conditioned schools-ongoing	S.A. Cawker PS Donald A. Wilson SS	Project complete.  Chiller replacement project successfully tendered. Fall 2021 replacement.
Partial air-conditioning /cooling centres-ongoing	Cadarackque PS Glen Dhu PS Harmony Heights PS Lincoln Avenue PS Prince Albert PS Valley Farm PS  Bellwood PS Lord Elgin PS  Uxbridge PS  Uxbridge SS  Glengrove PS Westney Heights PS	Construction complete, project turnover underway.       Projects tendered. Construction underway.  Provision of ventilation, including air conditioning, for the 3-storey original school building. Provision of ventilation, including air conditioning, for the original 3-storey school and adjacent 1956 addition.  Projects currently out for tender.
Ventilation Projects (non air-conditioned)	Sir J.A. MacDonald PS Glengrove PS Lincoln Avenue PS	Projects have been tendered and are under construction.
Partial air-conditioning/cooling centres-pending	Greenbank PS Valley View PS	Project ready for design pending availability of funding.

This initiative will continue into the 2021/2022 fiscal year with additional sites being added.

**5.0 Financial Implications**

A total of \$54,838,656 will be used of the Ministry of Education currently approved Capital Priority Funds and \$69,355,754 will be used for Major Projects.

**6.0 Evidence of impact**

A total of 1,910 new pupil places will be created, 190 replacement pupil places (at Mary St PS) and a total of 195 new child care places, which will result in the removal of 26 portables.

**7.0 Communication Plan**

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

- The report is posted on the DDSB's website: [Construction and Property Updates](#)

**8.0 Conclusion**

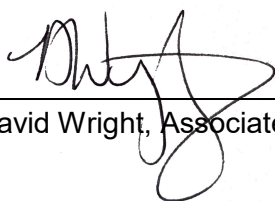
This report is provided to Trustees for information.

Report reviewed and submitted by:



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Norah Marsh, Director of Education and Secretary to the Board



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David Wright, Associate Director of Corporate Services

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board **DATE:** June 21, 2021

**SUBJECT:** 2021 to 2025 Official Enrolment Projections **PAGE:** 1 of 4

**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
David Wright, Associate Director of Corporate Services  
Christine Nancekivell, Chief Facilities Officer  
Carey Trombino, Manager of Property and Planning  
Anne Dobos, Senior Planner

**1.0 Purpose**

The purpose of this report is to provide information to the Board of Trustees on the October 31, 2021 Official Enrolment Projections (OEP). A copy of the OEP Summary tables are attached as Appendix A.

**2.0 Ignite Learning Strategic Priority/Operational Goals**

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

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

**3.0 Background**

Board Planning staff, in conjunction with Operations and Business staff, have developed the Official Enrolment Projections for October 31, 2021. Staff received input from Principals at both the elementary and secondary level through discussions, virtual meetings and/or email correspondence.

**4.0 Analysis****4.1 Official Enrolment Projections**

The methodology used to determine the 2021 OEP can be found in the attached copy of the projections as Appendix B. Based on the 2021 projections, the DDSB is anticipated to have, from October 2020 to October 2021:

- A decline of 310 elementary pupils
- An increase of 528 secondary pupils
- An overall enrolment increase of 238 pupils



## 4.2 Enrolment and Capacity Charts

The following charts visually reflect the Board's overall utilization, actual from 2015 to 2020 and projection from 2021 through to 2025. There are three charts shown below: a combined elementary and secondary enrolment and capacity; an elementary enrolment and capacity; and a secondary enrolment and capacity. A breakdown of enrolment by municipality and by school is included in Appendix A. Students attending DDSB@Home are included in home school enrolment numbers, as highlighted in the projection methodology in Appendix B.

From these charts, the over/under utilization by year, can be seen. The changes in capacity reflect the opening of new schools/additions, closures of schools, partnerships in schools and changes in Ministry Rated Capacity loadings to reflect primary class size and Full Day Kindergarten (FDK).

Chart 1 below shows combined elementary and secondary total enrolments (actuals and projected) as well as the total combined capacity for each year.

Chart 1 – Durham District School Board Enrolment and Capacity (2015 – 2025)

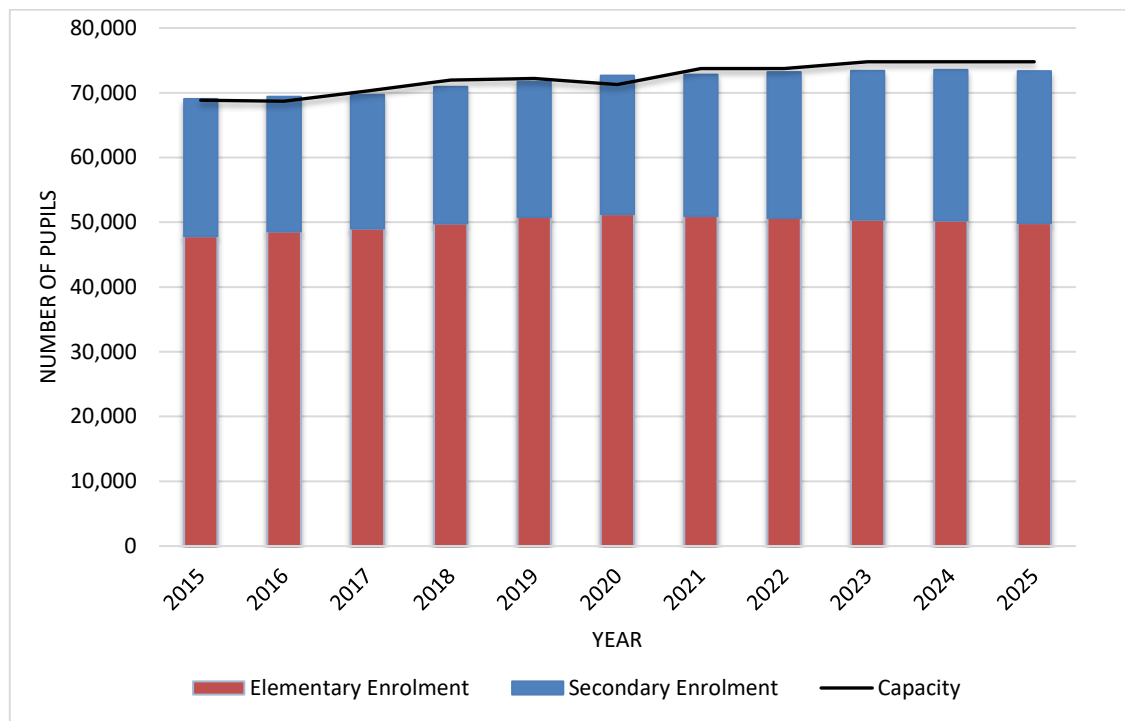


Chart 2 below shows the total elementary enrolment (actuals and projected) and capacity for each of the years.

Chart 2 – Elementary Enrolment and Capacity (2015 – 2025)

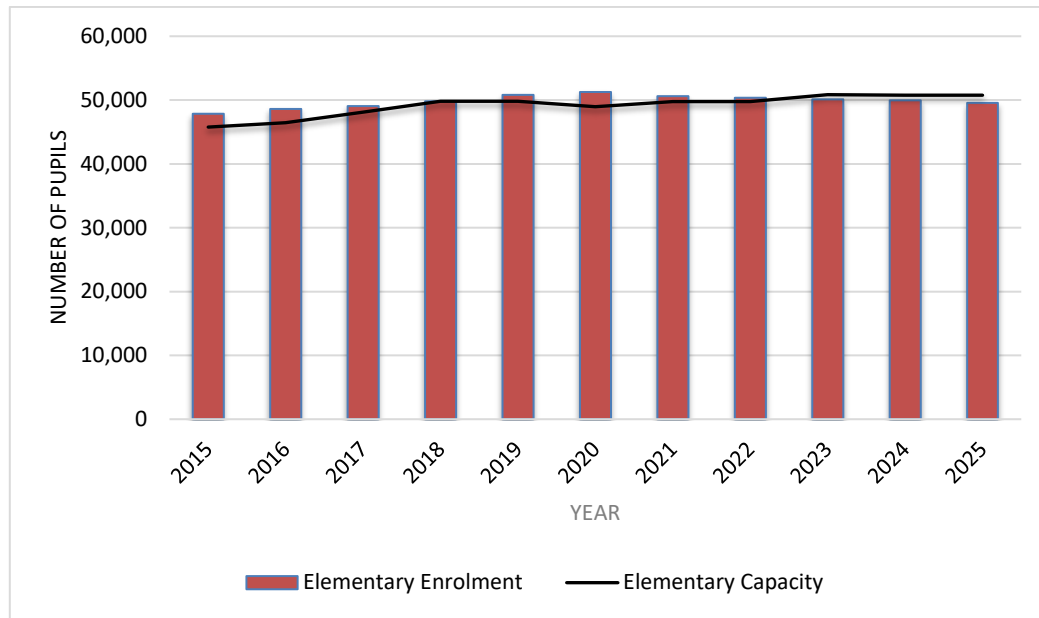
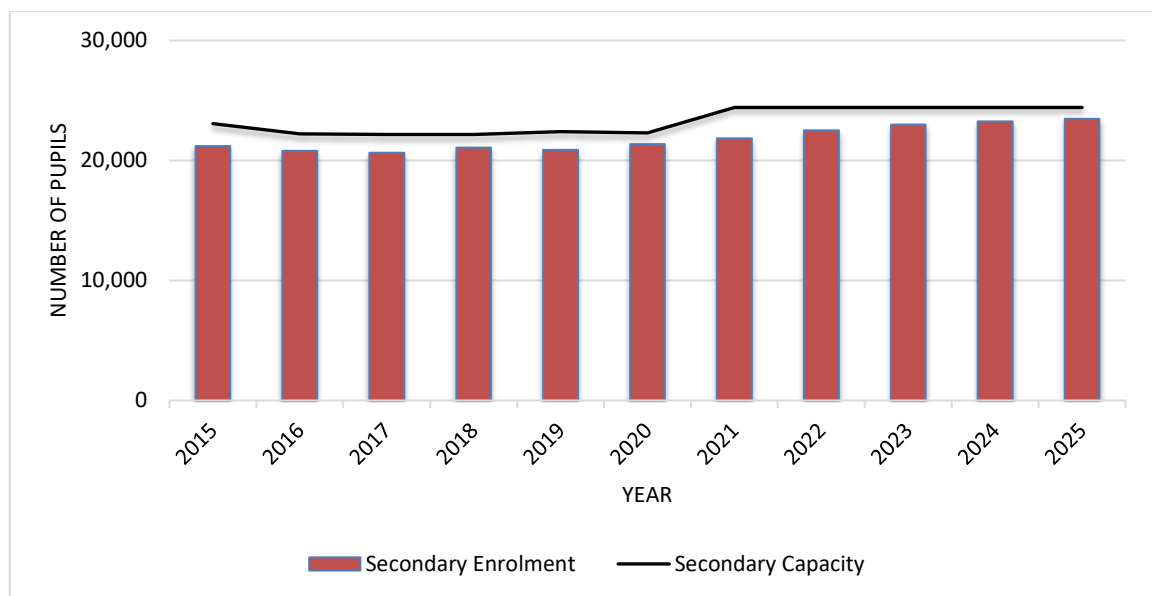


Chart 3 below shows the total secondary enrolment (actuals and projected) and capacity for each of the years.

Chart 3 – Secondary Enrolment and Capacity (2015 – 2025)



#### 4.3 Trends, Issues and Future Opportunities Report

In September, staff will present the Accommodation Plan 2021-2025: Trends, Issues and Future Opportunities report which will address accommodation in all areas and at individual, specific schools. The report will review all accommodation needs, which include growth areas, closures and consolidations, boundary adjustments and program relocations for both elementary and secondary schools.

#### 5.0 **Communication Plan**

The 2021 OEP document will be made available on the DDSB website.

#### 6.0 **Conclusion**

The October 2021 Official Enrolment Projections project a total of 50,963 elementary pupils and 22,237 secondary pupils, for a combined total of 73,200 pupils.

This report is provided to Trustees for their information.

#### 7.0 **Appendices**

Appendix A – OEP Summary Tables

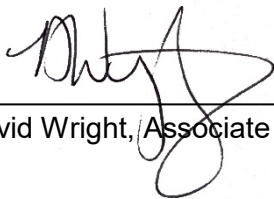
Appendix B – Methodology

Report reviewed and submitted by:



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Norah Marsh, Director of Education and Secretary to the Board



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David Wright, Associate Director of Corporate Services

# 2021 OFFICIAL ENVELOPE 268 TUDENT PROJECTIONS

## SUMMARY TABLES

### Elementary Student Summary

Municipality	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
City of Pickering	6,915	7,247	7,242	7,278	7,344	7,405	7,453
Town of Ajax	11,339	11,692	11,595	11,427	11,314	11,240	11,088
Town of Whitby	12,503	13,202	13,045	12,960	12,852	12,763	12,653
City of Oshawa	13,487	14,401	14,373	14,323	14,218	14,196	13,991
Township of Uxbridge	1,934	1,741	1,732	1,709	1,683	1,688	1,699
Township of Scugog	1,964	1,793	1,743	1,714	1,689	1,666	1,664
Township of Brock	1,192	1,197	1,233	1,255	1,313	1,331	1,328
Total	49,334	51,273	50,963	50,666	50,413	50,289	49,876

### Secondary Student Summary

Municipality	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
City of Pickering	3,565	2,513	2,607	2,685	2,723	2,827	2,899
Town of Ajax	4,907	4,969	5,081	5,273	5,466	5,438	5,481
Town of Whitby	6,130	5,799	5,981	6,162	6,315	6,465	6,471
City of Oshawa	6,222	5,598	5,727	5,884	6,011	6,064	6,173
Township of Uxbridge	1,435	1,099	1,064	1,113	1,088	1,087	1,087
Township of Scugog	1,504	988	963	976	966	958	930
Township of Brock	667	406	414	413	428	427	426
Durham Alternative	0	337	400	450	450	450	450
Total	24,430	21,709	22,237	22,956	23,447	23,716	23,917
Grand Total	73,764	72,982	73,200	73,622	73,860	74,005	73,793

# 2021 OFFICIAL ENERGY EQUIVALENT PROJECTIONS

## Secondary Full-Time Equivalent Summary

Municipality	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
City of Pickering	3,565	2,480.27	2,572.66	2,649.99	2,687.50	2,790.60	2,861.57
Town of Ajax	4,907	4,959.70	5,071.47	5,263.05	5,455.59	5,427.58	5,470.48
Town of Whitby	6,130	5,781.75	5,963.17	6,143.69	6,296.19	6,445.81	6,451.87
City of Oshawa	6,222	5,548.00	5,675.97	5,831.52	5,957.72	6,010.39	6,118.52
Township of Uxbridge	1,435	1,094.60	1,059.74	1,108.55	1,083.65	1,082.65	1,082.65
Township of Scugog	1,504	982.07	957.22	970.14	960.20	952.25	924.42
Township of Brock	667	403.97	411.93	410.94	425.86	424.87	423.87
Durham Alternative	0	237.29	350.00	387.90	387.90	387.90	387.90
Total	24,430	21,487.67	22,062.16	22,765.78	23,254.61	23,522.05	23,721.28

# 2021 OFFICIAL ENROLMENT PROJECTIONS

2021 to 2025 Projected Elementary Enrolment (Total Enrolment Numbers)

## City of Pickering

Sch #	School Name	Grades	2021 Ministry Rated Capacity	Actual February 2021	Projected October 2021	Projected October 2022	Projected October 2023	Projected October 2024	Projected October 2025
384	Altona Forest	JK to 8	349	328	325	333	341	345	347
370	Bayview Heights	JK to 8	495	390	389	386	383	379	377
419	Claremont	JK to 8	187	160	162	160	154	163	168
375	Elizabeth B. Phin	JK to 8	400	408	405	394	402	405	402
373	Fairport Beach	JK to 8	328	230	228	250	267	287	312
372	Frenchman's Bay	JK to 8	650	569	571	555	531	524	536
374	Gandatsetiagon	JK to 8	403	591	572	559	562	557	549
379	Glengrove	JK to 8	357	314	314	305	298	289	285
383	Highbush	JK to 8	610	658	645	626	625	618	587
382	Maple Ridge	JK to 8	441	686	679	678	688	685	684
377	Rosebank	JK to 8	190	203	193	190	191	190	184
371	Sir John A. Macdonald	JK to 8	489	355	354	359	360	362	367
381	Valley Farm	JK to 8	628	686	712	740	744	763	768
412	Valley View	JK to 8	167	395	395	393	387	376	367
380	Vaughan Willard	JK to 8	300	292	282	274	274	278	276
385	Westcreek	JK to 8	426	368	426	482	552	611	664
376	William Dunbar	JK to 8	495	614	590	594	585	573	580

# 2021 OFFICIAL ENROLMENT PROJECTIONS

2021 to 2025 Projected Elementary Enrolment (Total Enrolment Numbers)

## Town of Ajax

Sch #	School Name	Grades	2021 Ministry Rated Capacity	Actual February 2021	Projected October 2021	Projected October 2022	Projected October 2023	Projected October 2024	Projected October 2025
402	Alexander Graham Bell	JK to 8	512	488	518	513	523	523	509
397	Applecroft	JK to 8	308	322	308	303	297	289	286
390	Bolton C. Falby	JK to 8	712	611	605	604	608	610	607
398	Cadarackque	JK to 8	570	678	648	651	654	664	661
414	Carruthers Creek	JK to 8	758	816	819	813	813	815	816
368	da Vinci	JK to 8	565	865	804	769	740	704	678
401	Dr. Roberta Bondar	JK to 8	305	198	194	187	175	163	153
394	Duffin's Bay	JK to 8	397	196	194	189	191	188	184
403	Eagle Ridge	JK to 8	435	667	655	659	653	653	625
393	Lakeside	JK to 8	328	275	272	279	278	276	281
415	Lester B. Pearson	JK to 8	403	362	332	329	315	309	307
399	Lincoln Alexander	JK to 8	412	517	515	502	498	500	499
400	Lincoln Avenue	JK to 8	305	338	338	337	335	328	322
392	Lord Elgin	JK to 8	282	192	196	197	201	201	205
410	Michaelle Jean	JK to 8	553	780	547	521	515	516	519
408	Nottingham	JK to 8	521	553	499	478	465	445	432
396	Roland Michener	JK to 8	248	249	240	229	223	230	227
454	Romeo Dallaire	JK to 8	490	569	555	538	526	517	514
395	Southwood Park	JK to 8	639	694	656	656	648	656	648
405	Terry Fox	JK to 8	349	445	417	419	415	423	420
389	Unnamed North Ajax Fi	JK to 8	558	0	414	395	375	385	387
386	Vimy Ridge	JK to 8	562	726	695	669	667	639	613
390	Viola Desmond	JK to 8	663	785	816	823	822	819	806
417	Westney Heights	JK to 8	464	366	358	367	377	387	389

# 2021 OFFICIAL ENROLMENT PROJECTIONS

2021 to 2025 Projected Elementary Enrolment (Total Enrolment Numbers)

## Town of Whitby

Sch #	School Name	Grades	2021 Ministry Rated Capacity	Actual February 2021	Projected October 2021	Projected October 2022	Projected October 2023	Projected October 2024	Projected October 2025
430	Bellwood	JK to 8	380	431	418	416	406	399	396
444	Blair Ridge	JK to 8	593	571	518	481	453	428	404
443	Brooklin Village	JK to 8	674	749	697	683	675	677	679
436	C.E. Broughton	JK to 8	354	334	335	323	316	308	304
418	Cpt. Michael VandenBos	JK to 8	619	702	695	681	677	670	655
441	Chris Hadfield	JK to 8	657	813	758	733	695	675	643
425	Col. J.E. Farewell	JK to 8	524	577	592	598	592	602	596
420	Dr. Robert Thornton	JK to 8	420	365	314	306	307	298	287
424	E.A. Fairman	JK to 8	256	282	307	344	379	406	422
437	Fallingbrook	JK to 8	426	519	545	562	586	569	547
431	Glen Dhu	JK to 8	527	586	609	648	676	709	737
404	Jack Miner	JK to 8	386	420	439	438	420	414	410
434	John Dryden	JK to 8	639	727	706	683	674	647	629
473	Julie Payette	JK to 8	668	769	743	698	666	658	671
421	Meadowcrest	JK to 8	285	375	354	317	291	286	270
433	Ormiston	JK to 8	472	517	568	616	661	675	691
429	Pringle Creek	JK to 8	564	554	572	573	575	578	570
446	Robert Munsch	JK to 8	559	666	440	428	411	389	376
439	Sir Samuel Steele	JK to 8	469	520	479	458	442	432	413
411	Sir William Stephenson	JK to 8	438	454	456	458	460	450	465
442	Unnamed North Whitby	JK to 8	490	0	306	324	322	322	327
435	West Lynde	JK to 8	449	462	488	525	568	629	673
416	Whitby Shores	JK to 8	571	671	636	620	596	570	554
413	Williamsburg	JK to 8	513	654	598	560	527	499	472
438	Winchester	JK to 8	570	484	472	487	477	473	462



# 2021 OFFICIAL ENROLMENT PROJECTIONS

## 2021 to 2025 Projected Elementary Enrolment (Total Enrolment Numbers)

### City of Oshawa

Sch #	School Name	Grades	2021 Ministry Rated Capacity	Actual February 2021	Projected October 2021	Projected October 2022	Projected October 2023	Projected October 2024	Projected October 2025
101	Adelaide McLaughlin	JK to 8	397	335	334	337	341	351	362
103	Beau Valley	JK to 8	236	217	211	212	212	217	213
104	Bobby Orr	JK to 8	360	266	268	277	279	280	275
454	Clara Hughes	JK to 8	490	823	844	849	836	828	819
107	College Hill	JK to 8	225	261	262	265	260	270	273
111	Coronation	JK to 8	400	369	362	352	344	337	323
119	David Bouchard	JK to 8	602	572	543	525	527	540	534
113	Dr. C. F. Cannon	JK to 8	676	391	379	386	399	393	395
133	Dr. S. J. Phillips	JK to 8	452	409	399	385	382	373	357
105	Elsie MacGill	JK to 8	519	455	437	423	406	410	407
102	Forest View	JK to 8	444	491	492	499	507	516	511
120	Glen Street	JK to 8	472	364	366	355	352	354	353
126	Gordon B. Attersley	JK to 8	481	419	425	440	438	444	451
122	Harmony Heights	JK to 8	317	293	293	284	271	273	268
125	Hillsdale	JK to 8	233	131	133	132	131	132	118
116	Jeanne Sauvé	JK to 8	576	783	821	794	779	763	738
302	Kedron	JK to 8	262	389	385	378	365	371	361
108	Lakewoods	JK to 8	504	281	272	265	264	255	248
131	Mary Street	JK to 8	0	180	185	193	196	187	188
114	Norman G. Powers	JK to 8	513	595	546	514	474	436	413
132	Northern Dancer	JK to 8	513	826	862	902	902	916	902
124	Pierre Elliott Trudeau	JK to 8	495	677	643	617	586	559	525
135	Queen Elizabeth	JK to 8	427	499	494	489	484	479	469
134	Seneca Trail	JK to 8	565	585	606	611	620	633	625
112	Sherwood	JK to 8	467	438	452	469	468	467	467
154	Stephen G. Saywell	JK to 8	389	504	479	462	442	432	434
143	Sunset Heights	JK to 8	380	592	667	740	801	840	846
147	Village Union	JK to 8	549	366	357	360	361	360	355
145	Vincent Massey	JK to 8	441	553	549	560	573	577	585
127	Walter E. Harris	JK to 8	443	585	569	532	513	520	516
153	Waverly	JK to 8	354	401	383	370	362	347	331
149	Woodcrest	JK to 8	305	351	355	346	343	336	329

## 2021 OFFICIAL ENROLMENT PROJECTIONS

2021 to 2025 Projected Elementary Enrolment (Total Enrolment Numbers)

### Township of Uxbridge

Sch #	School Name	Grades	2021 Ministry Rated Capacity	Actual February 2021	Projected October 2021	Projected October 2022	Projected October 2023	Projected October 2024	Projected October 2025
364	Goodwood	JK to 8	213	218	221	220	217	215	212
306	Joseph Gould	JK to 8	541	509	499	499	496	495	489
304	Quaker Village	JK to 8	409	358	344	336	338	344	342
321	Scott Central	JK to 8	305	309	309	312	314	311	318
305	Uxbridge	JK to 8	466	347	359	342	318	323	338

### Township of Scugog

Sch #	School Name	Grades	2021 Ministry Rated Capacity	Actual February 2021	Projected October 2021	Projected October 2022	Projected October 2023	Projected October 2024	Projected October 2025
110	Cartwright Central	JK to 8	446	292	295	289	281	275	273
453	Greenbank	JK to 6	141	139	129	129	135	127	125
451	Prince Albert	JK to 8	251	266	266	264	269	269	266
440	R. H. Cornish	JK to 8	639	639	599	602	589	573	573
445	S. A. Cawker	JK to 8	487	457	454	430	415	422	427

### Township of Brock

Sch #	School Name	Grades	2021 Ministry Rated Capacity	Actual February 2021	Projected October 2021	Projected October 2022	Projected October 2023	Projected October 2024	Projected October 2025
309	Beaverton	JK to 8	167	246	275	294	309	327	319
307	McCaskill's Mills	JK to 8	441	454	444	442	449	454	461
341	Sunderland	JK to 8	354	367	375	369	399	390	381
310	Thorah Central	JK to 8	230	130	139	150	156	160	167

### Regional Total

Regional Total	2021 Ministry Rated Capacity	Actual February 2021	Projected October 2021	Projected October 2022	Projected October 2023	Projected October 2024	Projected October 2025
Total	49,334	51,273	50,963	50,666	50,413	50,289	49,876

## 2021 OFFICIAL ENROLMENT PROJECTIONS

2021 to 2025 Projected Elementary Enrolment (Total Enrolment Numbers)

### Summary Tables

Municipality	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
City of Pickering	6,915	7,247	7,242	7,278	7,344	7,405	7,453
Town of Ajax	11,339	11,692	11,595	11,427	11,314	11,240	11,088
Town of Whitby	12,503	13,202	13,045	12,960	12,852	12,763	12,653
City of Oshawa	13,487	14,401	14,373	14,323	14,218	14,196	13,991
Township of Uxbridge	1,934	1,741	1,732	1,709	1,683	1,688	1,699
Township of Scugog	1,964	1,793	1,743	1,714	1,689	1,666	1,664
Township of Brock	1,192	1,197	1,233	1,255	1,313	1,331	1,328
Total	49,334	51,273	50,963	50,666	50,413	50,289	49,876

# 2021 OFFICIAL ENROLMENT PROJECTIONS

## October 2021 Projected Elementary Enrolment by Grade

### City of Pickering

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
Altona Forest	37	33	30	35	30	36	32	30	26	27	0	9	325
Bayview Heights	45	60	33	39	32	34	35	37	44	30	0	0	389
Claremont	17	16	18	17	17	19	11	7	22	18	0	0	162
E.B. Phin	35	49	37	41	42	47	39	34	29	42	0	10	405
Fairport Beach	28	33	27	28	19	22	13	18	23	17	0	0	228
Frenchman's Bay	30	20	65	67	75	69	53	72	59	61	0	0	571
Gandatsetiagon	45	72	56	50	59	50	65	62	49	64	0	0	572
Glengrove	30	35	23	29	35	32	28	33	31	32	0	6	314
Highbush	43	70	46	72	68	50	81	57	53	76	0	29	645
Maple Ridge	26	41	75	94	70	88	75	77	66	67	0	0	679
English	26	41	10	21	12	19	14	17	26	21	0	0	207
French Immersion			65	73	58	69	61	60	40	46	0	0	472
Rosebank	10	30	18	21	18	20	23	18	17	18	0	0	193
Sir John A. Macdonald	30	31	39	31	34	35	35	38	39	34	0	8	354
English	30	31	11	7	13	15	16	20	16	17	0	8	184
French Immersion			28	24	21	20	19	18	23	17	0	0	170
Valley Farm	67	76	65	68	64	68	69	66	83	62	0	24	712
Valley View	41	36	30	41	55	35	41	43	38	35	0	0	395
Vaughan Willard	28	31	22	26	23	24	26	20	24	31	0	27	282
Westcreek	43	40	41	36	56	38	43	42	37	50	0	0	426
William Dunbar	42	41	50	58	39	48	38	57	54	41	0	122	590

# 2021 OFFICIAL ENROLMENT PROJECTIONS

## October 2021 Projected Elementary Enrolment by Grade

### Town of Ajax

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
Alexander Graham Bell	26	27	27	27	43	32	37	33	35	51	0	180	518
Applecroft	25	29	34	33	32	32	28	33	32	30	0	0	308
Bolton C. Falby	70	69	60	60	39	61	58	54	52	57	0	25	605
Cadarackque	29	28	76	77	78	76	77	64	71	72	0	0	648
English	29	28	16	21	30	25	24	21	29	29	0	0	252
French Immersion	0	0	60	56	48	51	53	43	42	43	0	0	396
Carruthers Creek	84	84	88	75	79	96	74	73	75	81	0	10	819
da Vinci	52	75	69	65	70	107	87	97	90	92	0	0	804
Dr. Roberta Bondar	10	24	25	20	23	17	19	21	20	15	0	0	194
Duffin's Bay	16	26	15	22	18	11	23	22	17	24	0	0	194
Eagle Ridge	56	62	63	50	68	78	86	58	65	54	0	15	655
Lakeside	33	26	30	18	29	24	25	32	31	24	0	0	272
Lester B Pearson	18	29	30	38	32	48	28	32	42	29	0	6	332
Lincoln Alexander	46	57	57	41	60	44	50	47	48	65	0	0	515
Lincoln Avenue	29	48	26	31	20	38	34	35	40	37	0	0	338
Lord Elgin	23	20	28	19	17	18	16	20	16	19	0	0	196
Michaelle Jean	25	33	65	60	65	69	62	64	46	58	0	0	547
Nottingham	32	55	44	46	35	54	54	61	57	61	0	0	499
Roland Michener	21	29	20	23	26	14	23	13	26	30	0	15	240
Romeo Dallaire	51	62	45	54	42	46	51	57	64	66	0	17	555
Southwood Park	28	33	73	82	77	61	81	65	84	72	0	0	656
English	28	33	8	12	14	15	21	13	29	17	0	0	190
French Immersion			65	70	63	46	60	52	55	55	0	0	466
Terry Fox	39	47	43	37	43	39	45	35	48	41	0	0	417
Unnamed North Ajax Fl	29	29	41	50	57	39	48	40	41	40	0	0	414
Vimy Ridge	49	60	65	64	76	80	80	82	58	81	0	0	695
Viola Desmond	75	109	87	81	67	81	85	75	83	73	0	0	816
Westney Heights	39	38	32	38	27	39	38	30	30	31	0	16	358

# 2021 OFFICIAL ENROLMENT PROJECTIONS

## October 2021 Projected Elementary Enrolment by Grade

### Town of Whitby

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
Bellwood	40	27	48	40	41	55	39	43	46	39	0	0	418
Blair Ridge	35	30	38	44	54	62	59	60	63	73	0	0	518
Brooklin Village	44	62	71	70	72	73	67	67	84	78	0	9	697
English	44	62	21	22	25	21	24	30	40	43	0	9	341
French Immersion			50	48	47	52	43	37	44	35	0	0	356
C. E. Broughton	27	48	25	31	30	32	28	32	31	37	0	14	335
Regular calendar	16	25	17	19	22	23	16	18	21	17	0	14	208
Modified calendar	11	23	8	12	8	9	12	14	10	20	0	0	127
Capt. Michael VandenBos	41	47	68	88	64	70	81	73	70	76	0	17	695
English	41	47	18	27	24	32	40	30	34	39	0	17	349
French Immersion			50	61	40	38	41	43	36	37	0	0	346
Chris Hadfield	32	52	57	60	88	87	98	86	106	92	0	0	758
Col J. E. Farewell	45	67	87	56	39	57	65	49	66	51	0	10	592
Dr. R. Thornton	29	38	26	32	34	25	37	35	25	33	0	0	314
E. A. Fairman	36	27	31	28	29	27	35	36	32	26	0	0	307
Fallingbrook	46	53	42	54	54	57	57	63	50	59	0	10	545
Glen Dhu	43	60	53	66	66	69	61	63	67	61	0	0	609
Jack Miner	24	30	31	21	27	33	32	34	46	29	0	132	439
John Dryden	41	62	63	73	67	64	83	92	78	83	0	0	706
English	41	62	25	40	28	30	49	58	43	58	0	0	434
French Immersion			38	33	39	34	34	34	35	25	0	0	272
Julie Payette	32	26	85	76	86	84	72	93	85	104	0	0	743
Meadowcrest	17	28	30	35	37	33	51	40	44	39	0	0	354
Ormiston	61	64	50	58	53	43	70	61	48	50	0	10	568
Pringle Creek	53	48	45	48	37	53	56	45	47	48	0	92	572
Robert Munsch	42	35	31	54	25	37	48	57	53	58	0	0	440
Sir Samuel Steele	31	48	42	43	54	43	54	45	53	56	0	10	479
Sir William Stephenson	46	48	45	34	37	37	32	57	45	45	0	30	456
Unnamed North Whitby	25	31	26	28	36	41	28	33	36	22	0	0	306

# 2021 OFFICIAL ENROLLMENT PROJECTIONS

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
West Lynde	47	48	49	44	53	46	53	43	50	45	0	10	488
Whitby Shores	36	68	47	62	76	61	67	77	76	66	0	0	636
Williamsburg	46	48	44	52	52	60	67	68	73	78	0	10	598
Winchester	48	40	41	35	42	42	62	55	62	37	0	8	472
Regular calendar	30	23	27	20	22	27	32	35	47	22	0	8	293
Modified calendar	18	17	14	15	20	15	30	20	15	15	0	0	179

# 2021 OFFICIAL ENROLMENT PROJECTIONS

## October 2021 Projected Elementary Enrolment by Grade

### City of Oshawa

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
Adelaide McLaughlin	26	47	32	35	27	34	22	23	30	29	0	29	334
Beau Valley	22	18	20	22	15	31	25	16	21	21	0	0	211
Bobby Orr	20	37	25	25	21	20	28	22	21	13	0	36	268
Clara Hughes	77	87	103	84	85	72	82	81	86	67	0	20	844
College Hill	28	26	26	26	21	34	23	16	31	23	0	8	262
Coronation	18	26	28	25	29	35	39	32	34	35	0	61	362
David Bouchard	27	43	63	49	66	49	63	44	55	66	0	18	543
English	27	43	18	18	26	20	24	16	27	31	0	18	268
French Immersion			45	31	40	29	39	28	28	35	0	0	275
Dr. C. F. Cannon	24	47	40	42	30	50	36	44	26	30	0	10	379
Dr. S. J. Phillips	30	39	39	34	38	40	50	43	38	48	0	0	399
Elsie MacGill	38	35	36	54	39	41	47	41	54	52	0	0	437
Forest View	44	57	53	51	47	57	53	39	40	41	0	10	492
Glen Street	30	36	40	37	37	34	33	30	36	43	0	10	366
Gordon B. Attersley	43	44	52	34	33	53	36	37	45	28	0	20	425
Harmony Heights	27	21	32	24	17	21	31	24	40	36	0	20	293
Hillsdale	7	17	11	16	10	11	24	9	12	11	0	5	133
Jeanne Sauvé	29	28	90	99	86	103	115	106	76	89	0	0	821
Kedron	31	45	36	38	37	37	44	28	48	41	0	0	385
Lakewoods	22	24	23	32	31	21	29	31	23	26	0	10	272
Mary Street	19	11	25	14	19	22	18	28	17	12	0	0	185
Norman G. Powers	31	40	36	42	53	50	61	76	80	71	0	6	546
Northern Dancer	80	106	81	80	85	78	93	65	90	84	0	20	862
Pierre Elliott Trudeau	50	52	43	64	63	76	78	71	76	70	0	0	643
Queen Elizabeth	39	50	49	58	40	48	51	46	47	46	0	20	494
Seneca Trail	44	66	46	63	60	60	58	65	64	61	0	19	606
Sherwood	45	43	38	34	56	45	42	45	45	29	0	30	452
Stephen G. Saywell	25	43	40	52	55	62	36	50	60	56	0	0	479
Sunset Heights	77	74	59	79	62	82	43	75	60	56	0	0	667
Village Union	23	42	35	33	31	33	38	34	32	29	0	27	357



# 2021 OFFICIAL ENROLLMENT PROJECTIONS

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
Vincent Massey	45	56	51	54	48	64	53	59	53	56	0	10	549
Walter E. Harris	29	29	65	59	64	68	69	58	55	73	0	0	569
Waverly	27	31	34	41	43	28	44	43	36	41	0	15	383
Woodcrest	30	34	28	53	41	35	34	34	30	36	0	0	355

## Township of Uxbridge

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
Goodwood	16	21	18	25	20	21	23	22	24	21	0	10	221
Joseph Gould	42	49	49	54	42	47	55	50	52	49	0	10	499
Quaker Village	28	31	27	31	31	35	37	29	33	43	0	19	344
Scott Central	31	34	23	29	30	32	25	35	30	29	0	11	309
Uxbridge	35	23	45	38	41	34	30	40	34	39	0	0	359

## Township of Scugog

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
Cartwright Central	28	33	29	35	25	21	25	29	31	29	0	10	295
Greenbank	11	16	17	17	18	24	10	16	0	0	0	0	129
Prince Albert	31	23	27	22	33	21	30	27	22	30	0	0	266
R. H. Cornish	41	30	59	50	64	61	55	71	68	59	0	41	599
English	41	30	19	16	24	25	19	25	22	29	0	41	291
French Immersion			40	34	40	36	36	46	46	30	0	0	308
S. A. Cawker	40	39	32	26	35	31	37	35	68	84	0	27	454

## Township of Brock

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
Beaverton	27	28	27	32	29	32	27	19	24	22	0	8	275
McCaskill's Mills	30	39	49	44	39	36	40	42	44	49	0	32	444
English	30	39	26	20	22	21	24	22	24	35	0	32	295
French Immersion			23	24	17	15	16	20	20	14	0	0	149
Sunderland	30	53	42	43	33	37	37	37	20	33	0	10	375

# 2021 OFFICIAL ENROLMENT PROJECTIONS

School	JK	SK	1	2	3	4	5	6	7	8	ISS JK/SK	ISS 1-8	Total
Thorah Central	19	19	10	11	14	12	11	14	12	7	0	10	139

October 2021 Projected Elementary Enrolment by Grade

## Summary Tables

Municipality	JK	SK	1	2	3	4	5	6	7	8	ISS JK/ SK	ISS 1-8	Total
City of Pickering	597	714	675	753	736	715	707	711	694	705	0	235	7,242
Town of Ajax	905	1,099	1,143	1,111	1,123	1,204	1,209	1,143	1,171	1,203	0	284	11,595
Town of Whitby	967	1,135	1,175	1,232	1,253	1,291	1,402	1,407	1,436	1,385	0	362	13,045
City of Oshawa	1,107	1,354	1,379	1,453	1,389	1,494	1,498	1,415	1,461	1,419	0	404	14,373
Township of Uxbridge	152	158	162	177	164	169	170	176	173	181	0	50	1,732
Township of Scugog	151	141	164	150	175	158	157	178	189	202	0	78	1,743
Township of Brock	106	139	128	130	115	117	115	112	100	111	0	60	1,233
Total	3,985	4,740	4,826	5,006	4,955	5,148	5,258	5,142	5,224	5,206	0	1,473	50,963

## 2021 OFFICIAL ENROLLMENT PROJECTIONS

2021 to 2025 Projected Secondary FTE (Full-Time Equivalent Numbers)

### City of Pickering

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Dunbarton HS	1886	1,427.38	1,500.81	1,527.24	1,548.78	1,584.02	1,630.04
Pine Ridge SS	1679	1,052.89	1,071.85	1,122.75	1,138.72	1,206.58	1,231.53

### Town of Ajax

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Ajax HS	1513	1,252.23	1,287.13	1,331.99	1,411.75	1,408.76	1,430.70
J. Clarke Richardson Col.	1559	1,812.37	1,867.26	1,994.00	2,107.78	2,144.70	2,169.65
Pickering HS	1835	1,895.10	1,917.08	1,937.06	1,936.06	1,874.12	1,870.13

### Town of Whitby

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Anderson CVI	1099	755.24	701.30	695.30	687.31	684.32	678.32
Brooklin HS	1283	1,357.28	1,380.23	1,393.21	1,408.18	1,446.10	1,461.07
Donald A. Wilson SS	1375	1,651.69	1,778.43	1,920.15	1,990.01	2,074.84	2,111.77
Henry Street HS	1007	850.58	941.22	951.18	1,006.96	1,023.89	988.03
Sinclair SS	1366	1,166.96	1,161.99	1,183.85	1,203.73	1,216.66	1,212.68

## 2021 OFFICIAL ENROLLMENT PROJECTIONS

284

2021 to 2025 Projected Secondary FTE (Full-Time Equivalent Numbers)

### City of Oshawa

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Eastdale CVI	1283	993.89	1,024.45	1,066.85	1,109.25	1,126.01	1,153.62
G.L. Roberts CVI	993	428.36	455.75	489.00	475.31	478.24	481.18
Maxwell Heights SS	1375	1,615.97	1,588.19	1,557.44	1,586.21	1,565.38	1,573.31
O'Neill CVI	1380	1,351.10	1,353.09	1,372.93	1,396.74	1,411.62	1,446.34
R.S. McLaughlin CVI	1191	1,158.68	1,254.49	1,345.30	1,390.21	1,429.14	1,464.07

### Township of Uxbridge

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Uxbridge SS	1435	1,094.60	1,059.74	1,108.55	1,083.65	1,082.65	1,082.65

### Township of Scugog

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Port Perry HS	1504	982.07	957.22	970.14	960.20	952.25	924.42

### Township of Brock

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Brock HS	667	403.97	411.93	410.94	425.86	424.87	423.87

## 2021 OFFICIAL ENROLLMENT PROJECTIONS

285

2021 to 2025 Projected Secondary FTE (Full-Time Equivalent Numbers)

### Durham Alternative SS

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
DASS	0	237.29	350.00	387.90	387.90	387.90	387.90

### Totals

2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
24,430	21,487.67	22,062.16	22,765.78	23,254.61	23,522.05	23,721.28

### Summary Table

Municipality	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
City of Pickering	3,565	2,480.27	2,572.66	2,649.99	2,687.50	2,790.60	2,861.57
Town of Ajax	4,907	4,959.70	5,071.47	5,263.05	5,455.59	5,427.58	5,470.48
Town of Whitby	6,130	5,781.75	5,963.17	6,143.69	6,296.19	6,445.81	6,451.87
City of Oshawa	6,222	5,548.00	5,675.97	5,831.52	5,957.72	6,010.39	6,118.52
Township of Uxbridge	1,435	1,094.60	1,059.74	1,108.55	1,083.65	1,082.65	1,082.65
Township of Scugog	1,504	982.07	957.22	970.14	960.20	952.25	924.42
Township of Brock	667	403.97	411.93	410.94	425.86	424.87	423.87
Durham Alternative	0	237.29	350.00	387.90	387.90	387.90	387.90
Total	24,430	21,487.67	22,062.16	22,765.78	23,254.61	23,522.05	23,721.28

# 2021 OFFICIAL ENROLLMENT PROJECTIONS

## Secondary Student Summary

### City of Pickering

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Dunbarton HS	1,886	1,458	1,533	1,560	1,582	1,618	1,665
Pine Ridge SS	1,679	1,055	1,074	1,125	1,141	1,209	1,234

### Town of Ajax

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Ajax HS	1,513	1,256	1,291	1,336	1,416	1,413	1,435
J. Clarke Richardson Col.	1,559	1,816	1,871	1,998	2,112	2,149	2,174
Pickering HS	1,835	1,897	1,919	1,939	1,938	1,876	1,872

### Town of Whitby

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Anderson CVI	1,099	756	702	696	688	685	679
Brooklin HS	1,283	1,360	1,383	1,396	1,411	1,449	1,464
Donald A. Wilson SS	1,375	1,655	1,782	1,924	1,994	2,079	2,116
Henry Street HS	1,007	854	945	955	1,011	1,028	992
Sinclair SS	1,366	1,174	1,169	1,191	1,211	1,224	1,220

# 2021 OFFICIAL ENROLLMENT PROJECTIONS

## Secondary Student Summary

### City of Oshawa

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Eastdale CVI	1,283	1,008	1,039	1,082	1,125	1,142	1,170
G.L. Roberts CVI	993	438	466	500	486	489	492
Maxwell Heights SS	1,375	1,629	1,601	1,570	1,599	1,578	1,586
O'Neill CVI	1,380	1,362	1,364	1,384	1,408	1,423	1,458
R.S. McLaughlin CVI	1,191	1,161	1,257	1,348	1,393	1,432	1,467

### Township of Uxbridge

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Uxbridge SS	1,435	1,099	1,064	1,113	1,088	1,087	1,087

### Township of Scugog

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Port Perry HS	1,504	988	963	976	966	958	930

### Township of Brock

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
Brock HS	667	406	414	413	428	427	426

# 2021 OFFICIAL ENR 288 ENT PROJECTIONS

## Secondary Student Summary

### Durham Alternative SS

School	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
DASS	0	337	400	450	450	450	450

### Totals

2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
24,430	21,709	22,237	22,956	23,447	23,716	23,917

### Summary Table

Municipality	2021 Ministry Rated Capacity	Actual February 2021	Projected Oct 2021	Projected Oct 2022	Projected Oct 2023	Projected Oct 2024	Projected Oct 2025
City of Pickering	3,565	2,513	2,607	2,685	2,723	2,827	2,899
Town of Ajax	4,907	4,969	5,081	5,273	5,466	5,438	5,481
Town of Whitby	6,130	5,799	5,981	6,162	6,315	6,465	6,471
City of Oshawa	6,222	5,598	5,727	5,884	6,011	6,064	6,173
Township of Uxbridge	1,435	1,099	1,064	1,113	1,088	1,087	1,087
Township of Scugog	1,504	988	963	976	966	958	930
Township of Brock	667	406	414	413	428	427	426
Durham Alternative	0	337	400	450	450	450	450
Total	24,430	21,709	22,237	22,956	23,447	23,716	23,917



# 2021 OFFICIAL ENROLMENT PROJECTIONS

## October 2021 Projected Secondary Enrolment by Grade

### City of Pickering

School	9	10	11	12	1SS	Sub-Total	Total	FTE
Dunbarton HS	360	377	372	424	45	1,533	1,533	1,500.81
Pine Ridge SS	280	246	269	279	55	1,074	1,074	1,071.85

### Town of Ajax

School	9	10	11	12	ISS	Sub-Total	Total	FTE
Ajax HS	330	343	281	337	28	1,291	1,291	1,287.13
J. Clarke Richardson Col.	513	489	434	435	56	1,871	1,871	1,867.26
Pickering HS	460	485	490	484	187	1,919	1,919	1,917.08

### Town of Whitby

School	9	10	11	12	ISS	Sub-Total	Total	FTE
Anderson CVI	167	166	176	193	78	702	702	701.30
Brooklin HS	340	330	357	356	32	1,383	1,383	1,380.23
Donald A. Wilson SS	483	439	463	397	25	1,782	1,782	1,778.43
Henry Street HS	249	220	212	264	31	945	945	941.22
Sinclair SS	299	295	291	284	44	1,169	1,169	1,161.99

### City of Oshawa

School	9	10	11	12	ISS	Sub-Total	Total	FTE
Eastdale CVI	270	261	251	257	62	1,039	1,039	1,024.45
G.L. Roberts CVI	115	109	131	111	60	466	466	455.75
Maxwell Heights SS	390	404	370	437	43	1,601	1,601	1,588.19
O'Neill CVI	336	330	348	350	75	1,364	1,364	1,353.09
R.S. McLaughlin CVI	350	315	315	277	81	1,257	1,257	1,254.49

## 2021 OFFICIAL ENROLMENT PROJECTIONS

### October 2021 Projected Secondary Enrolment by Grade

#### Township of Uxbridge

School	9	10	11	12	ISS	Sub-Total	Total	FTE
Uxbridge SS	250	260	290	264	45	1,064	1,064	1,059.74

#### Township of Scugog

School	9	10	11	12	ISS	Sub-Total	Total	FTE
Port Perry HS	245	225	238	255	80	963	963	957.22

#### Township of Brock

School	9	10	11	12	ISS	Sub-Total	Total	FTE
Brock HS	95	102	91	126	29	414	414	411.93

#### Durham Alternative SS

School	9	10	11	12	ISS	Sub-Total	Total	FTE
DASS	0	0	400	0	0	400	400	350.00

#### Summary Tables

Municipality	9	10	11	12	ISS	Sub-Total	Total	FTE
City of Pickering	640	623	641	703	100	2,607	2,607	2,572.66
Town of Ajax	1,303	1,317	1,205	1,256	271	5,081	5,081	5,071.47
Town of Whitby	1,538	1,450	1,499	1,494	210	5,981	5,981	5,963.17
City of Oshawa	1,461	1,419	1,415	1,432	321	5,727	5,727	5,675.97
Township of Uxbridge	250	260	290	264	45	1,064	1,064	1,059.74
Township of Scugog	245	225	238	255	80	963	963	957.22
Township of Brock	95	102	91	126	29	414	414	411.93
Durham Alternative SS	0	0	400	0	0	400	400	350.00
Total	5,532	5,396	5,779	5,530	1,056	22,237	22,237	22,062.16

## **Projection Methodology**

The purpose of this appendix is to provide an accurate account of the process used to reach the 2021 Official Enrolment Projections (OEP) for each school within the Durham District School Board. The Ministry of Education requires an enrolment reporting date of October 31.

### **Elementary Schools**

Various data sources were used to determine the elementary enrolment projections. Historically, the primary data source for the OEP is the enrolment data collected from the previous year effective October 31. However, with the impact that the pandemic has had on the learning environment since March of 2020, the enrolment has fluctuated between in-person and virtual learning.

Due to the addition of virtual learning over the past 14 months, the October 31 enrolment data was difficult to decipher as virtual learning students were grouped under DDSB@home rather than identified in their home school. As a result, the first data source used for the 2021 OEP are February 2021 actual enrolment numbers, which includes in-person and virtual/DSDB@home.

The second data source used is the pre-registration data collected from virtual registration for Junior Kindergarten (JK) and Senior Kindergarten (SK) students for September 2021. Pre-registration began in January 2021 and assists staff in verifying JK and SK class size. If the pre-registration number was larger than the projected enrolment, the number is revised to match the pre-registration, if historically the students attended at the school in September. Also, pre-registrations were adjusted downwards if historically lower pre-registrations translated to lower September actual registrations. The 2021 January and February pre-registration numbers were significantly lower than historical pre-registrations, possibly resultant from pandemic hesitancy. These registrations were monitored through the months of March and April. Adjustments will be made to schools where significant additional JK and SK registrations will impact staffing requirements for Full Day Kindergarten (FDK) classes for September.

The third data source used is an average percent increase of SK enrolments from the previous JK enrolment, done by school. This factor is used in determining the SK enrolments. In some instances, a municipal average was used for a school, as the school average had been skewed by a boundary change etc.

The fourth data source used is a 4-year average percentage of JK enrolments to that of SK enrolments, by school. This factor is used in determining the JK enrolments.

The fifth data source used is the overflow transportation listings for all schools.

The sixth data source used is registered subdivision development information. The data is collected from the Board's Education Development Charges database, through registered plans of subdivision, and verified by visits to individual subdivision developments.

The final source of data is used when new schools are opened, or boundary changes occur. The names and addresses of potential students within the boundary area for the new/existing school are collected and sorted by grade. The projection for the new school is created from existing school populations.

The following general assumptions have been used to project pupils forward at the elementary level:

- Grade 1 to 8 students are moved forward from one grade to the next.
- To account for the Grade 1 French Immersion pupils, without double counting them, pupils have been deducted from Grade 1 enrolments at English program schools.
- French Immersion Grade 1 students are calculated based on a five-year average percent of students in the SK program going to Grade 1.
- All grades for French Immersion students were adjusted if historically, the school has shown a decline in enrolment from grade to grade progression.
- Students starting in the Grade 4 gifted program is based upon data received from the Inclusive Student Services department. To avoid double counting, pupils have been deducted from Grade 3 enrolments at each pupils' current school.
- Where overflow transportation occurs, students are returned to their home school for the following years.
- Inclusive Student Services enrolments shown at each school remains constant with the actual October enrolment, unless program changes are known at the time of creating the OEP.
- Growth pupils from registered plans of subdivisions are added to the OEP annually for each appropriate school, with distribution evenly distributed between Grades 1 to 8. The JK and SK factors that are used, account for growth trends.
- Feeder schools are assigned on historical boundaries. Where the programs and/or school boundaries are altered, each school is accordingly adjusted to eliminate missed data and double counting.

### Secondary Schools

The primary data source used in creating the secondary projections for October 2021 is the October 31, 2020 secondary enrolment data.

The second data source used is the elementary October 31, 2020 Grade 8 figures, to determine the Grade 9 class size in each municipality. If the number of entries in *myBlueprint* course selection requests are greater or significantly lower than that of the projection, the number is revised to reflect this.

The following assumptions have been used to project pupils forward at the secondary level:

- Self-Contained students are assumed to remain constant for each year.
- Grades 9 to 11 are moved forward to the next grade based on an average 3-year retention rate, by grade, for each individual school.
- Growth from new developments is captured in the retention rates for each of the grades.
- Even though secondary schools are a 4-year program, there continues to be retention of pupils for a 5<sup>th</sup> year. This retention has been reflected by school, based on the number of students at the school moving from Grade 11 to Grade 12 (which includes 5<sup>th</sup> year students). The retention rate has been adjusted for the 2022-2025 projections at some of the secondary schools as 5<sup>th</sup> year return to some of the schools in 2020 was unusually high and drove the refactor much higher than normal. This is not anticipated to be a trend, and as a result will not be used in a three-year average.
- Secondary numbers are verified in meetings with Principals of each school. Principals verify the enrolment totals based on student entries for course selections in *myBlueprint*.

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Board of Trustees**DATE:** June 21, 2021**SUBJECT:** Summer Learning Opportunities**PAGE:** 1 of 9

**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
Erin Elmhurst, Superintendent of Education  
Mohamed Hamid, Superintendent of Education  
Andrea McAuley, Superintendent of Education  
Stephen Nevills, Superintendent of Education  
Jack Nigro, Superintendent of Education

**1.0 Purpose**

The purpose of this report is to provide a summary of the Durham District School Board (DDSB) 2021 Summer Learning Opportunities for students (Kindergarten to Grade 12). This report contains information on a range of differentiated and responsive programs intended to increase student learning and achievement. All Summer Learning Opportunities will have an intentional focus on supporting student mental health and well-being.

**2.0 Ignite Learning Strategic Priority/Operational Goals**

**Indigenous Rights** – *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 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.*

- Summer learning programs will increase student learning outcomes and ensure that participating students are supported to reach their full potential.

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

- Increased learning and achievement enhances student confidence and self-efficacy which promotes a sense of well-being.

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

- Differentiated, relevant, and responsive instruction will increase equitable and proportional student learning outcomes

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

- Improved student learning outcomes resulting from differentiated summer learning opportunities will increase community/public confidence in our district school board.

### **3.0 Background**

- 3.1 The past school year has been interrupted by the pandemic, and this has meant that funding normally allocated to activities such as tutoring and other intensive student support has been unspent. Some of this funding has been reallocated to summer learning opportunities to support students.
- 3.2 School administrators have expressed concerns regarding interruptions to regular student learning as a result of school closures and accommodations and modifications to classroom instruction and assessment due to current provincial health and safety procedures.
- 3.3 Through Durham Continuing Education (DCE) there are two elementary summer learning opportunities for students offered each year, including summer 2021:
  - **SMILE-e:** The elementary SMILE-e summer program runs for 16 days in July (beginning July 5<sup>th</sup>) and provides students who have completed Grades 6, 7 or 8 the opportunity to deepen and extend their skills in literacy and numeracy or to reach ahead and learn new skills to prepare for the next grade through our innovative SMILE-e program. The SMILE-e program will engage students in coding activities that incorporate problem solving, critical thinking, creativity, collaboration, reasoning, spatial awareness, and sequencing. This program builds literacy and numeracy skills for student success.

Through the Summer Learning Transfer Payment Agreement (TPA) funding, student learning within the SMILE-e program will include Special Education Resource Teacher (SERT) and Educational Assistant (EA) support. Registration is underway and there are currently 196 student registrations.

- **Getting Ready for High School:** This program allows students who are entering Grade 9 in the fall to become familiar with their new school and prepares them for the transition to Grade 9. Getting Ready for High School will be offered in an online, real-time model via Google Classroom. The program will run in late August the week before school starts for four days (regular calendar schools) or three days (modified calendar schools). There are currently 211 student registrations for this program.
- 3.4 A heightened focus on well-being along with support specific to students (focus on self-advocacy skills, understanding accommodations, and navigating secondary school experiences) will be included in the SMILE-e and Getting Ready for High School summer 2021 programs. In addition, a more concentrated approach on mathematics will be included to help prepare students for the new de-streamed Grade 9 mathematics.

- 3.5 The Ministry of Education has provided funding specific to summer evidence-based Reading Intervention Programs (Summer Reading Supports for Students Affected by COVID-19). As noted in the chart found in section 4.0 Analysis, this funding will be used for the Early Reading Summer Camp and the Kindergarten/Grade 1 Transition Program.
- 3.6 The Council of Ontario Directors of Education will continue to administer the Kindergarten to Grade 8 Summer Learning Program (SLP) and support boards as they provide opportunities for students to minimize learning loss, and for those students who may face social and economic challenges that affect their learning.

In addition to providing Kindergarten to Grade 6 summer learning classes for their more vulnerable students, there are two new areas boards are encouraged to focus on this year:

- Bridging the gaps in learning created by the current year-long health crisis and preparing students for a possible return to school in September.
  - Offering Grade 7 and 8 students an opportunity to participate in a three-week program to support the entry into the Ministry of Education's new Grade 9 De-streamed Mathematics classes.
- 3.7 The Indigenous Education and English Second Language Departments will be offering a three-week program for self-identified Indigenous students and English Language Learning (ELL) students who are STEP 5 or below on the STEP assessment chart. This program will be offered July 5-23, 2021 (Monday to Friday), and with Council of Ontario Directors of Education (CODE) funding we will be running up to 14 classes in total (12 classes, Kindergarten-Grade 6 and 2 classes, Grade 7-8).

#### **4.0 Analysis**

- 4.1 Summer Learning Opportunities will have an intentional focus on promoting student well-being and will engage learners by prioritizing literacy and numeracy support which, where available/possible, infuses outdoor learning and/or land-based inquiry approach and includes:
- A joy of learning through fun, interactive, and collaborative tasks and activities, culturally relevant and responsive programming.
- 4.2 Programming accommodations and modifications for students working within an Individual Education Plan. This chart summarizes the 2021 elementary summer learning opportunities (not including Continuing Education Courses SMILE-e and Getting Ready for High School as detailed above).



<b>Departmental Collaboration for Planning and Providing Support/Staffing</b>	<b>Focus/Goals of SLO Grade Level(s)</b>	<b>Staffing</b>	<b>Mode of Delivery: Location, Duration, Additional Details</b>
<p>Student Achievement and Curriculum</p> <p>Inclusive Student Services</p> <p>With support from DDSB Mental Health Lead</p>	<p>Intermediate Mathematics (Grade 7 and 8 students)</p> <p><b>Goal:</b> To close learning gaps and consolidate learning, with a focus on new mathematics 2020 curriculum Strand B (specifically fraction concepts)</p>	<p>30 teachers</p> <p>Educational Assistants - number to be determined</p> <p>Support staff (Facilitators)</p> <p>Administrator</p>	<p>Virtual Learning from July 5-16, 8:30 to 11:30 daily</p> <p>There are 568 students registered with a wait list of 12</p> <p>Registration has now closed</p> <p>Camp class size will be between 15 to 20 students per teacher</p>
<p>Student Achievement and Curriculum</p> <p>Speech and Language</p> <p>ESL</p> <p>Inclusive Student Services</p> <p>With support from DDSB Mental Health Lead</p>	<p>Early Reading Summer Camp (for students entering Grade 1 or Grade 2 in the fall of 2021)</p> <p><b>Goal:</b> To provide fun and engaging learning opportunities which will build early reading skills, with a focus on phonological awareness</p>	<p>31 teachers</p> <p>Educational Assistants - number to be determined</p> <p>Support Staff (Facilitators, Speech and Language, ESL)</p> <p>Administrator/Lead</p>	<p>Virtual Learning from July 5-16, 8:30 to 11:30 daily</p> <p>There are 450 students registered</p> <p>Registration has now closed</p> <p>Camp class size will be 15 students per teacher</p>
<p>Early Years</p> <p>Student Achievement and Curriculum</p> <p>Social Work</p> <p>Speech and Language</p> <p>Mental Health Lead</p>	<p>Supporting student transition from Kindergarten to Grade 1</p> <p><b>Goal:</b> To support school teams in providing a summer learning opportunity specifically focused on supporting students who are transitioning from Kindergarten to Grade 1 in the fall of 2021</p>	<p>Educators (number to be determined based on school interest/request)</p>	<p>Schools can select up to two days during the week of August 23-27</p> <p>In-person summer learning camp</p> <p>Program recommendations/ tasks will be provided to participating school teams</p>

Departmental Collaboration for Planning and Providing Support/Staffing	Focus/Goals of SLO Grade Level(s)	Staffing	Mode of Delivery: Location, Duration Additional Details
English as a Secondary Language (ESL) Department	<b>Planned:</b> Language and numeracy support for supported and funded students Focus on STEP 5 or less ELL students Grades 2-8	Educators (number to be determined based on interest) Summer Student support, Inclusive Student Services (ISS) Outdoor Environmental Education (OEE) supports EA, Child Youth Worker (CYW) Administrator	Three weeks July 5-23 (five hours/day) Virtual programming with opportunity to attend OEE site
Indigenous Education Department	<b>Planned:</b> Language and numeracy support for Indigenous and Self-Identified students Grades 1-8	Educators (number to be determined based on interest) Summer Student support (ISS) OEE supports Administrator	Three weeks July 5-23 (five hours/day) Virtual programming with opportunity to attend OEE site
Autism Resource Team (ART)	<b>Planned:</b> TeachTown Basics, TeachTown Social Skills and Strategies for Teaching Based on Autism Research (STAR) Online Learning System (SOLS) supporting students with Autism	Teachers and other education support staff trained in TeachTown and STAR Online Learning System (SOLS); supported by a lead Board Certified Behaviour Analyst (BCBA) from ART	Virtual Program TeachTown - Individualized/Through out Summer SOLS - Three weeks in August (four days/week)
Integration of Wellbeing activities into each day	Suggested resources: <a href="#">SEL (Social Emotional Learning) Elementary Posters</a> <a href="#">SEL Secondary Posters</a> First 10 days		Embedded in all summer learning programs with guidance from Mental Health Lead

Departmental Collaboration for Planning and Providing Support/Staffing	Focus/Goals of SLO Grade Level(s)	Staffing	Mode of Delivery Location Duration Additional Details
Transition Supports	Link to Transition Support Planning and current resources	Transition Coordinator Educational Assistants SERTs	As appropriate to all summer learning programs

#### 4.3 Summer Learning for Secondary Students

The following chart outlines the planned offerings for each of the programs traditionally run in the District and their format of delivery for summer 2021. Current enrollment requests for summer school 2021 are 6,420. This is higher from summer 2020 which had a course request of 5,775.

PROGRAM	CURRENT DIRECTIONS
Accelerated	Only offered through asynchronous eLearning for summer 2021
Credit Recovery	Only offered through Real-Time Remote Learning for summer 2021
Upgrading	Only offered through Real-Time Remote Learning for summer 2021
Co-op/SHSM	Will not be offered formally during summer 2021
Youth in Policing	Police partners will offer part of the program via a virtual platform – DDSB will offer the leadership DCO30 (2-Credit) course through eLearning for summer 2021
SWAC – Centres for Success	Will run virtually for summer 2021
Focus of Future	Will not be offered during 2021
eLearning	Running as historically offered with increased numbers of sections
Boyd Field Study	Will not be offered during 2021
Getting Ready for High School	May run in a face-to-face format, a blended format, or through interactive remote learning
Small Group Physical Education (Grade 9)	Running remotely depending on numbers for summer 2021
Summer Adult ESL	Planning to run remotely July 5 to July 30 (Real-Time), AM, PM and evening classes
International Languages	Farsi program for Kindergarten – grade 8 students, offered remotely in Real-Time, July 7 to August 18, 9:00 – 11:30 am

#### 4.4 Mental Health Supports and Programs

Funding has also been received to provide mental health supports for students and families. These include:

- Direct access button on the DDSB webpage for families to connect with a member of the DDSB mental health team. This is not an emergency line; connects through the button are responded to Monday to Thursday throughout the summer. Emergency contact information provided on the website for families in immediate need. Link: connecting with our mental health team.
- Collaboration with the curriculum department on the integration of well-being themes into summer learning programs.
- Continuity of direct service for some students.
- Opportunity for access assessments (Psychological Services and Speech Language Services).
- Summer Parent/Caregiver Workshop Series on topics of:
  - Thriving, Not Just Surviving Another Pandemic Summer with Jennifer Kolari (June 17 or July 15).
  - Supporting Your Child's Mental Health through the Impact of Racism and Oppression with Charmaine Laine (August 19 or September 23).
  - From Zoom to Classroom: How to Support Your Child's Social-Emotional Development When Return to School\* with Nicole Tuzi from Sick Kids Learning Institute (August 26th or September 28th).
  - The series has been planned in partnership, and cost sharing between DDSB and DCDSB. Registration details can be found in Appendix A: Summer Parent Caregiver Mental Health Series Flier.

Grove School, our ECPP (Education Community Partnership Programs) operates 12 months of the year. Summer programming funded by the Ministry of Education involves 15 programs run centrally out of the DASS/Grove Oshawa facility. During this summer, the programs will support 75 students in partnership with 7 different agencies.

## **5.0 Financial Implications**

All summer programming is funded through different funding sources, mainly Ministry grants for summer learning or in-year Ministry funds that were repurposed due to the pandemic.

## **6.0 Evidence of Impact**

- 6.1 Students participating in 2021 summer learning programs will increase learning outcomes, consolidate key concepts, increase confidence and self-efficacy. Their transition to a new grade in September will be successful.
- 6.2 Measures of Student Impact include the following areas of metrics and some highlights:
  - **Parent Survey** - Parent surveys indicate that parents' value and support the program and were actively engaged
  - **Continued Monitoring of Achievement Data Throughout the Course of the 2021-2022 School Year** - Students are performing close to or at standard throughout the school year
  - **Pedagogical Documentation** - Reflects growth in the identified areas of need
  - **Student Voice** - Student voice indicates positive student and parent engagement in the program
  - **Conversation/Observation/Product** - Work samples collected at the beginning and completion of the program to measure growth in critical thinking

- **Professional Learning** - Teacher training, focused on the creation of an online community of learners using culturally responsive pedagogy e.g., training on the creation of interactive Google sites with activities for flex time that promote Literacy and Numeracy skills
- **Parent Engagement** – Parents will be invited to participate in learning sessions led by community members within both the Indigenous and ESL summer learning programs.
- **Connecting Summer Learning to School Year Programs** - A focus for this year's summer learning program is to bridge the gaps in learning created by the current health crisis and to prepare students for a possible return to school in September.

## **7.0 Communication Plan**

7.1 Communication planning includes the following:

- CODE plan submitted April 30, 2021.
- Registration process for Indigenous and ELL SLP program in May-June 2021
- Indigenous and ELL summer learning program parent orientation meeting in June 2021.
- Social media and communication across the system May-July 2021.
- A report of learning will be sent to parents and a 2021-22 classroom teacher at the completion of the Summer learning program.
- Parents receive weekly newsletters including learning celebrations, to support their children at home, invitations to events, etc.
- A number of Ministry reports will be filed upon completion of the summer programs.

7.2 Communication of mental health and well-being supports for students and families includes:

- Connect 'button' on DDSB website to access connection with a member of the DDSB mental health team.
- Parent and Caregiver series promotion through social media for both DDSB and DCDSB. Posters displayed at Durham Region Youth Immunization Clinics.
- Promotion through school media accounts and @DDSBHealthyMinds.
- Continuity of individual service planned with students/families.

## **8.0 Appendix**

Appendix A: Summer Parent Caregiver Mental Health Series Flier

Appendix B: Summer Learning Camp Early Reading Camp Brochure

Appendix C: Summer Learning Camp Grade 7/8 Mathematics Brochure

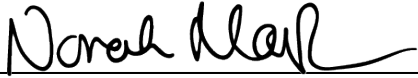
Appendix D: Summer Learning Program ELL and Indigenous Education Brochures

## **9.0 Conclusion**

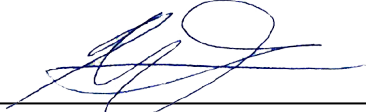
The Durham District School Board is providing a range of programs and services for students to optionally access through the summer of 2021. Interdepartmental collaboration has been foundational in planning for summer supports with a focus on well-being and learning.

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

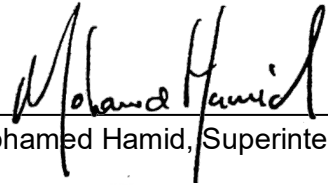
Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



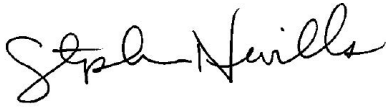
Erin Elmhurst, Superintendent of Education



Mohamed Hamid, Superintendent of Education



Andrea McAuley, Superintendent of Education



Stephen Nevills, Superintendent of Education



Jack Nigro, Superintendent of Education



## SUMMER PARENT/CAREGIVER WORKSHOP SERIES

# SAVE THE DATE

• Look for registration info soon •



**Thursday, JUNE 17th OR Thursday, JULY 15th**

**6:30-8:00 pm**

## **THRIVING, NOT JUST SURVIVING** **Another Pandemic Summer**

with **Jennifer Kolari** MSW, RSW from Connected Parenting

**Thursday, August 19th OR Thursday September, 23rd**

**6:30-8:00 pm**

## **SUPPORTING YOUR CHILD'S MENTAL HEALTH** through the **IMPACT OF RACISM AND OPPRESSION**

with **Charmaine Lane** BA, MSc, RP

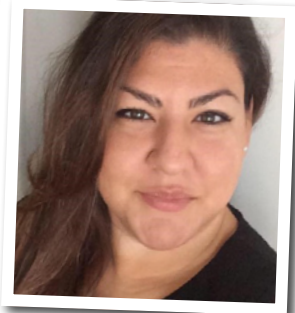


**Thursday, August 26th OR Tuesday September, 28th**


**6:30-7:30 pm**

## **FROM ZOOM TO CLASSROOM: How to support your child's social-emotional development when returning to school.\***

with **Nicole Tuzi** RECE, BCD, M.Ed from SickKids Learning Institute



\*Focus will be on families/caregivers of Early Years and Kindergarten Aged Students

**VIRTUAL****DURHAM DISTRICT  
SCHOOL BOARD  
GRADE 1 TO 2****EARLY READING  
SUMMER CAMP****JULY 5 TO JULY 16, 2021**  
**MONDAY TO FRIDAY****FREE!****REGISTER ONLINE BY JUNE 10, 2021**<http://bit.ly/RegisterSummer2021-ReadingCamp12>

**\*Please contact Linda Ford-DeCunha at [linda.forddecunha@ddsb.ca](mailto:linda.forddecunha@ddsb.ca)  
OR Julie Tran at [julie.tran@ddsb.ca](mailto:julie.tran@ddsb.ca) for assistance**



May 28th, 2021

Dear Parent/Guardian,

This summer the Durham District School Board will be offering a Virtual Early Reading Summer Camp for students who will be in Grade 1 or Grade 2 as of September 2021. This program will provide fun and interactive online summer learning focusing on further developing early reading skills. Using a range of online tools and resources, students will enjoy opportunities to collaborate with other children and their teacher within games, activities and tasks designed to help prepare students for their upcoming literacy programming expectations in the fall.

This virtual camp will run for 3 hours each morning and include both synchronous (RealTime) and asynchronous (FlexTime) learning opportunities. It runs for 2 weeks (10 days) beginning July 5 - July 16, 2021. By registering for the program parents are asked to commit to having their child participate **ALL 10 DAYS**. Please complete the online registration form at <http://bit.ly/RegisterSummer2021-ReadingCamp12> by **June 10, 2021**.

Registration is on a first come, first serve basis. You will be notified by June 30 if your child has been accepted into this program. A wait list will be developed and spaces will be offered as they become available. If you have any questions, please contact **Linda Ford-DeCunha** at [linda.forddecunha@ddsb.ca](mailto:linda.forddecunha@ddsb.ca) OR **Julie Tran** at [julie.tran@ddsb.ca](mailto:julie.tran@ddsb.ca). The teachers of this unique summer learning camp are looking forward to meeting your children and providing them with an engaging Virtual Summer Learning Program to build their early reading skills and increase their confidence as readers.

Sincerely,

*Linda Ford-DeCunha*

**Linda Ford-DeCunha**  
Education Officer  
Literacy/Numeracy K-8 and NTIP

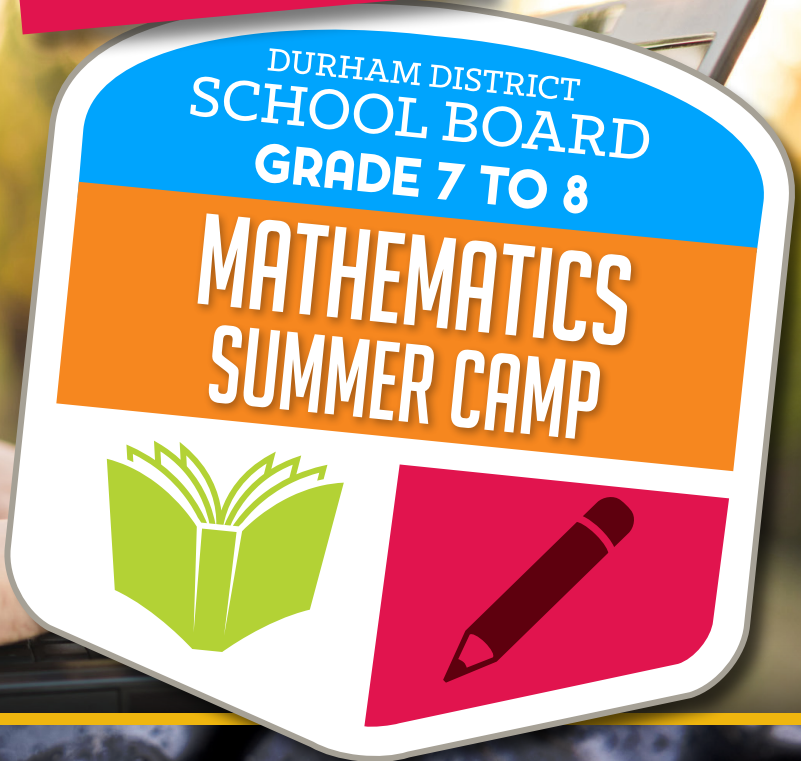
**VIRTUAL**

DURHAM DISTRICT  
SCHOOL BOARD  
GRADE 1 TO 2

**EARLY READING  
SUMMER CAMP**





**VIRTUAL**

DURHAM DISTRICT  
SCHOOL BOARD  
GRADE 7 TO 8

**MATHEMATICS  
SUMMER CAMP**



**JULY 5 TO JULY 16, 2021**  
**MONDAY TO FRIDAY**

**FREE!**

**REGISTER ONLINE BY JUNE 10, 2021**

<http://bit.ly/RegisterSummer2021-MathCamp78>

\*Please contact Linda Ford-DeCunha at [linda.forddecunha@ddsb.ca](mailto:linda.forddecunha@ddsb.ca)  
OR Julie Tran at [julie.tran@ddsb.ca](mailto:julie.tran@ddsb.ca) for assistance

May 28th, 2021

Dear Parent/Guardian,

This summer the Durham District School Board will be offering a Virtual Summer Mathematics Camp for students who will be in Grade 7 or Grade 8 as of September 2021. This camp will provide fun and interactive online activities and games focusing on further developing and consolidating mathematics skills and knowledge connected to Number and Operations skills. Using a range of engaging online tools, students will enjoy collaborative learning opportunities designed to help prepare students for their upcoming math program expectations in the fall.

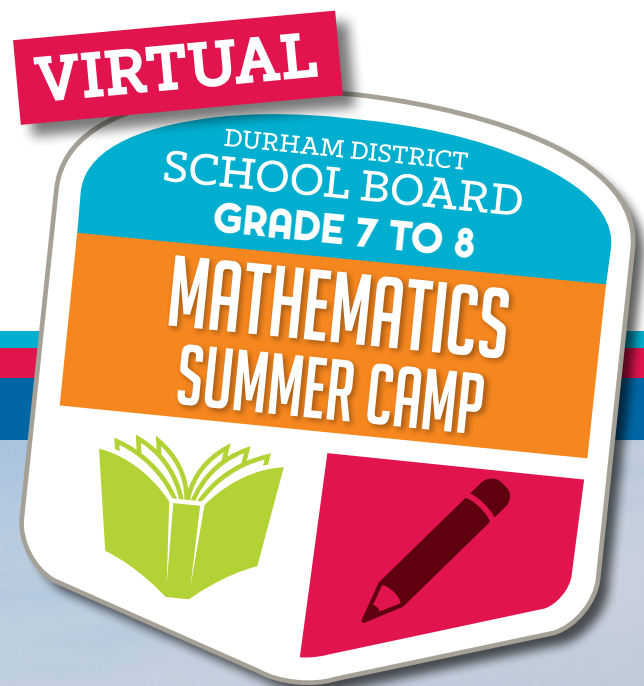
Math Camp will run for 3 hours each morning. This will include both synchronous (RealTime) and asynchronous (FlexTime) learning games, tasks and activities. This camp runs for 2 weeks (10 days) beginning July 5 - July 16, 2021. By registering for the program parents are asked to commit to having their child participate **ALL 10 DAYS**. Please complete the online registration form at <http://bit.ly/RegisterSummer2021-MathCamp78> by **June 10, 2021**.

Registration is on a first come, first serve basis. You will be notified by June 30 if your child has been accepted into this program. A wait list will be developed and spaces will be offered as they become available. If you have any questions, please contact **Linda Ford-DeCunha** at [linda.forddecunha@ddsb.ca](mailto:linda.forddecunha@ddsb.ca) OR **Julie Tran** at [julie.tran@ddsb.ca](mailto:julie.tran@ddsb.ca). The teachers of this unique summer learning camp are looking forward to meeting your children and providing them with an engaging Virtual Summer Learning Program to build their mathematical knowledge, skills, and confidence.

Sincerely,

*Linda Ford-DeCunha*

**Linda Ford-DeCunha**  
Education Officer  
Literacy/Numeracy K-8 and NTIP





**VIRTUAL**DURHAM DISTRICT  
SCHOOL BOARD  
GRADE 2 TO GRADE 8**SUMMER LEARNING PROGRAM****JULY 5 TO JULY 23, 2021**  
**MONDAY TO FRIDAY****FREE!****REGISTER ONLINE BY MAY 28, 2021**<https://forms.gle/4GzNmUn6yguY2Sqt8>**\*Please contact Melissa Morton at [melissa.morton@ddsb.ca](mailto:melissa.morton@ddsb.ca) for assistance**



April 28, 2021

Dear Parent/Guardian,

This summer the Durham District School Board will be offering a Virtual Summer Learning Program for Early English Language Learners. The program provides engaging and interactive online summer learning for current Grade 2 to Grade 8 ELL's, focusing on further developing students' literacy skills and language development in a virtual classroom that is culturally relevant and responsive. Students will receive 5 hours of instruction daily. This will include both synchronous (RealTime) and asynchronous (FlexTime) learning opportunities. This program runs for 3 weeks (15 days) beginning July 5 - July 23, 2021.

By registering for the program parents are asked to commit to having their child participate **ALL 15 DAYS**. Please complete the online registration form at <https://forms.gle/4GzNmUn6yguY2Sqt8> by **May 28, 2021**. Registration is on a first come, first serve basis by age groupings. You will be notified by June 30 if your child has been accepted into this program. A wait list will be developed and spaces will be offered as they become available.

If you have any questions, please contact Denise Nickerson at [denise.nickerson@ddsb.ca](mailto:denise.nickerson@ddsb.ca) OR Melissa Morton at [melissa.morton@ddsb.ca](mailto:melissa.morton@ddsb.ca).

The teachers of this unique opportunity are looking forward to meeting your children and providing them with an engaging and culturally relevant Virtual Summer Learning Program that focuses on language development.

Sincerely,

*Denise Nickerson*

**Denise Nickerson**  
ESL Education Officer

*Abeir Estwani*

**Abeir Estwani**  
ESL Facilitator





310

**VIRTUAL**

DURHAM DISTRICT  
SCHOOL BOARD  
GRADE 1 TO 8

**SUMMER LEARNING PROGRAM  
FOR SELF IDENTIFIED  
INDIGENOUS STUDENTS**



**JULY 5 TO JULY 23, 2021**

**3 WEEK PROGRAM**

**FREE!**

**MONDAY TO FRIDAY**

**REGISTER ONLINE BY JUNE 4, 2021**

\*Please contact Denise Nickerson at [denise.nickerson@ddsb.ca](mailto:denise.nickerson@ddsb.ca) for assistance



May 27, 2021

Dear Parent/Guardian,

This summer the Durham District School Board will be offering a Virtual Summer Learning Program for Self Identified Indigenous students. The program provides engaging and interactive online summer learning for current Grades 1 to Grade 8 students focusing on developing students' literacy and numeracy skills in a virtual classroom that is culturally relevant and responsive. Students will receive 5 hours of instruction daily. This will include both synchronous (RealTime) and asynchronous (FlexTime) learning opportunities. This program runs for 3 weeks (15 days) beginning July 5 - July 23, 2021. (8:30am - 2:00pm, with two 20 min nutrition breaks).

By registering for the program parents are asked to commit to having their child participate **ALL 15 DAYS**.

Please complete the online registration form at <https://forms.gle/kkPqwa2bdcu9vhvF9> by **June 4, 2021**. Registration is on a first come, first serve basis by age groupings. You will be notified by June 30/21 if your child has been accepted into this program. A wait list will be developed and spaces will be offered as they become available.

If you have any questions, please contact **Denise Nickerson** at [denise.nickerson@ddsb.ca](mailto:denise.nickerson@ddsb.ca) OR **Melissa Morton** at [melissa.morton@ddsb.ca](mailto:melissa.morton@ddsb.ca). The teachers of this unique opportunity are looking forward to meeting your children and providing them with an engaging and culturally relevant Virtual Summer Learning Program that focuses on student well being, mental health and language/numeracy development.

Sincerely,

*Denise Nickerson*

**Denise Nickerson**  
Indigenous Education Officer

*Michelle Evans*

**Michelle Evans**  
Indigenous Lead

**VIRTUAL**

DURHAM DISTRICT  
SCHOOL BOARD  
GRADE 1 TO 8

**SUMMER LEARNING PROGRAM  
FOR SELF IDENTIFIED  
INDIGENOUS STUDENTS**



## REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday April 8, 2021 6:30 P.M.

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

### ROLL CALL:

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

Trustees: Donna Edwards Darlene Forbes

Staff: Superintendent Andrea McAuley  
Special Education Officer Kyla McKee  
Mental Health Lead Steffanie Pelleboer

Recording Secretary: Lisa Wry

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

SEAC Chair Eva Kyriakides called the meeting to order at 6:31 p.m.

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

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

### 3. **DDSB Human Rights & Equity Statement**



Eva Kyriakides advised the Durham District School Board is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination while placing Human Rights and Equity at the center.

**4. Regrets:**

- Kathy Kedey-VOICE for the Deaf and Hard of Hearing Children
- Craig Cameron-Member at Large

**5. Welcome Guests:**

SEAC Chair Eva Kyriakides welcomed special guests: Melissa Sparkman & Shannon Robertson, Elementary Representatives, Michelle Monk & Russell Davidson, Secondary Representatives.

**6. Approval of Agenda:**

That the agenda for April 8, 2021 be approved.

MOVED BY: Claudine Burrell

SECONDED BY: Darlene Forbes

CARRIED

**7. Approval of the Minutes from March 18, 2021:**

That the minutes from March 18, 2021 be approved.

MOVED BY: Tara Culley

SECONDED BY: Carolyn McLennon

CARRIED

**8. Inclusive Student Services Report – April 2021:**

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

- Focus on Children and Youth Mental Health
- Making Mental Health and Well-Being Our Priority
- DDSB Strategic Plan for Mental Health and Well-Being
- Supports for “All”/Tier One Highlights
- Supports for “Some” or “Few”/Tier Two/Three Highlights
- ABR & Reminder: Toolkit
- Children’s Mental Health Week May 3-7, 2021

Focus on Children and Youth Mental Health

Schools are an ideal environment for supporting and promoting student mental health and well-being.

- We recognize students are being impacted by COVID-19 related restrictions, including the loss of milestones such as: in person celebrations, assemblies and activities which help to make our school vibrant places.
- As an important component of cultivating learning spaces in which all students can thrive, we focus on developing and sustaining strong, healthy, and safe relationships between students, staff and our school community.
- This has been a challenging year for everyone, and it's okay to not be okay; talking about our feelings and worries and reaching out for help is okay too. We are here to help.
- As student needs for supports have increased this year, our staff are alert and attuned to those students who may require an additional level of support.

## Making Mental Health and Well-Being Our Priority

The DDSB realizes:

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

## DDSB Strategic Plan for Mental Health and Well-Being

- The vision of the DDSB is to create safe, welcoming, inclusive learning and working spaces to promote well-being for all students and staff.
- The implementation of the Plan is guided by a multi-tiered approach to meeting the mental health needs of students so that:
  - We can promote mental health and well-being for **ALL** students,
  - Where we can also help **SOME** students with, or at risk for developing, mental health challenges and can help with targeted skill-building and with referrals for mental health interventions by Social Work and Psychological Services Staff.
  - With the assistance of these professionals with mental health expertise, we can also lend support to the **FEW** students who require more intensive intervention while at school.

## **Supports for "ALL"/Tier One Highlights**

Actions Implemented this school year include:

- Addressing Anti-Black Racism & Its Impact: A Well-being Toolkit for Families <https://bit.ly/3dAQwst>
- Well-Being Youth Workers; 9 staff, delivering Social Emotional Learning Programming to 12 schools/campuses totaling 33 intermediate and secondary classrooms in the first of three cycles of program delivery.
- Early Years Project: Development of WTK activities.
- Promoting Positive Mental Health and Well-Being Campaign (focused promotion of School Mental Health Resources, DDSB developed Tier One resources, PSA promotional videos); embedded in social media feeds and weekly system communication memos.
- Creating Positive School Climate and Resilience & Mental Health PD Sessions.

- Positive School Climates Learning Series: “Healthy Relationships” “Anti-Oppressive Foundations” “Teaching in the Age of Social Media” is slated to run later in the spring.
- School Mental Health Ontario Mental Health: LIT course promotion.
- Human Resource Wellness Series offered to all staff; “Overcoming Burnout” “Mental Health Awareness” and “Stress Reduction Tool Bag” accessed by 120 staff and a leadership focused session. Compassion Fatigue Training offered to all DDSB staff.
- Trauma Informed Awareness Training for Administrators and System Leaders led by Dr. Kristen McLeod.

### **Supports for "SOME" or "FEW"/Tier Two/Three Highlights**

Actions Implemented this school year include:

- Increased direct Mental Health Services and Supports to students at risk or with mental health challenges.
- Service pathways and access options for students and families were revised to allow for direct access to Tier 2/Tier 3 mental health services provided by Psychological Services and Social Work Services Staff including services for students learning through DDSB@Home.
- Increased FTE Psychological Services and Social Work teams.
- “Connect with a member of your mental health team” direct connect (non-emergency) button on the DDSB website.
- Revised Suicide Intervention, Prevention and Postvention Guidelines.
- Reasons for referrals to mental health services include increase in student reported concerns related to low mood, worry, feelings of isolation and fear, as well as experiencing anxious feelings, challenges related to the loss of sports, artistic forums, other forms of expression which is reported to having an impact on motivation and connection. Front line mental health staff are noticing increased student use of substances, loss of connection to schools and communities, as well as school disengagement, increased stress on parents who are working from home and supporting student learning needs, as well as supporting children who may be missing the routine and structure of school.

### Addressing Anti-Black Racism & Its Impact: A Well-Being Toolkit for Families

- Intersection of racial trauma and mental health
- Launched in February
- Available through: [Addressing Anti-Black Racism: A Well-Being Toolkit](#)
- Resource will be shared through School Mental Health Ontario website

### Children's Mental Health Week May 3-7, 2021

**Each year, schools across Ontario mark the first full week of May as Children's Mental Health Week.**

We all have mental health, just like we all have physical health.

*This important week is about:*

- Increasing awareness of child and youth mental health
- Decreasing stigma, and
- Understanding that help is available.

*Resources:*

- Promotional Video
- Weekly activities that promote mental health and well-being

Report Special Education Advisory Committee (cont'd)  
April 8, 2021

- Activities Card
- School Mental Health Ontario (SMHO) Student Mental Health Action Kit

**Self-care** is an important part of wellness.

Take time and discover what helps you to feel good and recharge.

- Eat
- Sleep
- Hydrate
- Move
- Enjoy
- Connect
- Pause
- Recognize
- Reflect
- Repeat

SMHO Student Mental Health Action Kit:

Educator Resources: <https://smho-smso.ca/covid-19/educators/>

Caregiver Resources: <https://smho-smso.ca/covid-19/parents-and-families/>

Students Resources: <https://smho-smso.ca/covid-19/students/>



Andrea - on behalf of the Inclusive Student Services Team

Discussion amongst the committee members took place following the presentation and the following reflections were shared:

- Student with mental health concerns are seen as soon as the referral is received.
- Educators are tuned into their students, any concerns that are observed can be brought to the school team. This also spans into the virtual classroom. Educators are experts at developing relationships.
- When a school reaches out for Board support, they are there immediately.
- DDSB@home Elementary and Secondary have weekly meetings and Mental Health and Well-Being are a focus every meeting.



**9. Staff Reports:**

**Administration:**

**Superintendent Andrea McAuley  
Administrator's Report – April 2021**

Well-being, mental health and learning are intertwined. Our teams feel privileged to be able to support students in all these areas. Our students continue to amaze us and challenge us to our most creative thinking in individualizing their school experiences.

Next week the system takes a breath. Although classrooms will not be active, safety nets have been put in place for students and for key processes such as traumatic event response should it be needed. Students, families who are able to and staff will collectively pause. This is important for well-being.

Over the past couple of weeks, we have experienced another change in education with a number of in-person schools switching to virtual for periods of two weeks. Durham Region Health Department directs when in-person class dismissals or whole school switches to virtual learning are necessary due to COVID. We thank our students, families and staff for continuing to navigate changes.

Yesterday, the Ministry announced that staff supporting students with special education needs are now eligible for vaccination with all education staff on the horizon. We thank DDSB Trustees, Director Marsh and our union partners for their advocacy efforts for achievement of this important milestone in our COVID journey. Principals are verifying staff lists for all individuals eligible under supports for students with special education needs. Although we believe that all staff are important to our students, the scope at this time is limited to those in roles providing most direct support such as all Educational Assistants, all special education classroom teachers, all Administrators and SERTs, Interpreters, Intervenors, and Hearing & Vision Resource. Staff will soon be provided letters through our HR team in order to support booking vaccination appointments.

A reminder of the opportunity for SEAC feedback. Our Inclusive Student Services team will soon commence updates to the Special Education Plan. Direct link to the document on the DDSB website has been circulated to member's email addresses; feedback sought please by end of April.

This continues to be a challenging school year – for students, staff and families. What is strong within, is a commitment to community and each other with a centering on Human Rights and equity. Always keeping children and youth at the core.

This is our Administrator report for April 2021.

**Board:**

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations and information on: COVID-19 update for schools, deep cleaning during the break, and renewed training efforts for safety protocol for after the break. The Board of Trustees wrote a report to the Durham Region Health Department requesting vaccination for EAs. Presentations were made on changes to the French as a Second

Language (FSL) program; new elementary math curriculum, as well as Indigenous and DDSB@Home students achievement data. Policy and procedures draft updates for Trustee Spending and Community Use of Schools Policies from an equity and human rights perspective were also presented.

**10. Presentation:**

Presentation A: Mental Health Presentation *item 8*

**11. a) Open Discussion Period:**

SEAC Feedback: Building Relationships for Open Communication re: IPRC/IEPs

Discussions took place among the committee members and the following reflections were shared from the collective Jam Board:

- Encourage communication with families on an informal level- natural check ins- do not wait for IPRC or IEP.
- Celebrate and communicate milestones related to the IEP.
- IEP should reflect the everchanging influences and needs of the child and their abilities.
- Moving an IEP to the next year/semester-thorough review of the transition plan is essential for families as well as educators-less explaining for families to new and/or multiple educators.
- An IEP should have new measurable goals-living document to be used as an ever-evolving tool.
- Support Agency resources should be shared frequently throughout the school year.
- Family members should be encouraged to be involved within the school-to help build better relationships and understanding.
- New recommendations/accommodations should not be found on report cards-communicated before report cards are received.
- Suggestion to create an introduction letter-fill in the blanks to be shared with the various educators in contact with the child explaining their strengths and needs, and a little about themselves.
- Suggestion: to have a survey for parent/caregiver feedback about their experience with the IEP/IPRC process.
- Consider the individual before the disability.

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

**Member Tara Culley – Deputation for Finance, March 31, 2021 meeting**

There is not yet a direct budget; however, the deputation is basically the same as in previous years. There are some of the new items of concern because of our current situation: we still need to make physical and mental health a priority which may not be funded by Ministry; there has been an additional influx of students from other areas, many will have needs that will require added capacity within our system, and there may be an increased demand for practical leaning programs. Any questions for Tara Culley can be sent to SEAC Chair Eva Kyriakides or Lisa Wry

### **Member Claudine Burrell – Ontario Autism Program**

As of now, any family that applied for the Ontario Autism Program (OAP) before (or on) March 31<sup>st</sup>, 2021 is eligible to receive One-Time funding and Foundational Family Services. Anyone registering after this date can access the Foundational Family Services. The Foundational Family Services are a collection of services that are all Free when families register with their OAP number. More information about these can be found here: <https://www.ontario.ca/page/ontario-autism-program-foundational-family-services>

The 600 families being pulled are essentially being put through the new needs-based model to pilot it and to help the ministry figure out how the process will work and then gather family feedback to improve it. We don't have any information as to when more kids will be invited, but it is not only 600 kids who will be receiving service, the 600 are just to pilot the program. The ministry has yet to select the Independent Intake Organization that will manage the waitlist and program etc. There is no way to know at this point exactly how the program will run.

Families can be assured that they are keeping their spots on the waitlist and it will not be a "lottery" situation, the random selection was just for the pilot.

Link for families to check OAP updates:

<https://www.ontario.ca/page/ontario-autism-program-news-and-program-updates>

Member Claudine Burrell suggested future concerns regarding Autism Ontario take a more formal approach, perhaps an email or letter from SEAC Chair c: Autism Ontario; with information about how families are being affected.

Superintendent Andrea McAuley commented that as a school board we are not privy to the Ministry's OAP related data; consequently, we do not have information on how many of our families are involved or at which stage in the program.

SEAC Chair Eva Kyriakides suggested that a move to a motion for a formal letter addressed to the Ministry of Children, Community and Social Service (MCCSS) be made. Superintendent Andrea McAuley offered to assist with the letter writing process as well as include input from staff within the Inclusive Student Services Department (ISS).

MOTION To move forward on a formal inquiry to MCCSS:

Motion

Claudine Burrell

SECOND

Donna Edwards

CARRIED

### **Letter Written to Metrolinx**

The letter written to Metrolinx March 25, 2021 was well received, and both SEAC Chair Eva Kyriakides and Trustee Donna Edwards were invited to attend a meeting with Metrolinx, the Rapid Transit Planning Accessibility Group and the DDSB Planning

Department. The Groups acknowledged that SEAC raised issues previously not considered and going forward will include these suggestions in the planning process. The committee had focused on physical needs and had not considered intellectual needs. Moving forward there will be committees formed for implementation and the offer was extended to the Members to be involved. The above-mentioned letter was forwarded to both the Accessibility Committee for the Town of Ajax, as well as the Accessibility Committee for the Town of Whitby, for consideration on busing in these areas. Both Members advised the group that the meeting was very positive.

**12. Association Reports:**

No Association Reports received

**13. Correspondence:**

- Superior-Greenstone DSB UDL and Accessibility in eLearning
- Ministry of Education Student Achievement Supports Branch

Letter from Easter Seals Ontario

Received a letter from the association, Claire Perrin has stepped down from her position as SEAC Alternate. Easter Seals Ontario has nominated Christina Salisbury to the position of Alternate.

**RECOMMENDATION:**

To move forward to Board for acceptance

THAT CHRISTINA SALISBURY WILL BE THE ALTERNATE FOR EASTER SEALS ONTARIO

MOVED BY: Donna Edward

SECONDED BY: Elizabeth Daniels

CARRIED

**14. Community Concerns:**

Trustee Donna Edwards spoke of the implementation of continuing on-line learning. How the government sees the continued choice of online learning in Ontario. Common concern is the government is moving forward with changes to education and proceeding at a rapid pace with no true public input. At a time when parents are struggling in many other areas because of the current pandemic. Concerns on the direction education is taking. Students with special needs involved in online learning, already have gaps. The provincial budget release says 40 million dollars is going to be allocated to TVO for continuing with on-line learning.

Trustee Darlene Forbes highly encourages sharing the article from *The Globe and Mail*, titled led "Online Learning the Future in Ontario," with community groups. Concerns about where we might be trending in education.

**15. Celebrations and Success:**

**16. Next S.E.A.C. meeting – Thursday, May 20, 2021.**

**17. Adjournment:**

That the meeting does now adjourn at 8:36 p.m.



# 321

Report Special Education Advisory Committee (cont'd)

April 8, 2021

MOVED BY: Trustee Darlene Forbes

SECONDED BY: Rowin Jarvis

CARRIED

Report respectfully submitted by:  
Eva Kyriakides, SEAC Chair

## **ACTION PLAN**

ACTIVITY	RESPONSIBILITY	COMPLETION
Formal letter to MCCSS	Claudine Burrell Eva Kyriakides	
Recommendation to the Board To replace Easter Seals Alternate	Lisa Wry Donna Edwards	Week of May 3, 2021
Links to Community Concerns Ontario's Future Online Education	Trustee Donna Edwards	April 9, 2021

June 16, 2021

Via email: [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)

The Honorable Stephen Lecce  
Minister of Education  
Mowat Block, 22<sup>nd</sup> Floor  
900 Bay Street  
Toronto, ON  
M7A 1L2

Dear Minister Lecce:

Recently the Halton Catholic District School Board (HCDSB), received letters from the Renfrew County Catholic District School Board (RCCDSB) and the Brant Haldimand Norfolk Catholic District School Board (BHNCDNB), regarding its support of Bill 172, the Education Statute Law Amendment Act for Fetal Alcohol Spectrum Disorder (FASD). This proposed legislation will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD and require the Ontario College of Teachers and ECE programs to provide training with respect to FASD.

The HCDSB has a number of students diagnosed with FASD that are receiving supports and assessment for their complex behavioural and physical needs. At HCDSB, we have benefited from increasing staff knowledge and support for students who are suspected to have or have received a diagnosis of FASD. Currently, these students have access to the Halton FASD Diagnostic Team, which includes some members of the HCDSB, and can conduct assessments. HCDSB also has an FASD lead that co-ordinates the use of FASD practices and provides consultation to our schools to support skill development and improved function within the classroom.

An FASD diagnosis impacts children's ability to thrive in school due to the combination of deficits associated with the diagnosis and their often limited capacity to understand expectations and demands. For this reason, staff need to be taught about the early signs and symptoms of FASD and how to provide appropriate accommodations in the classroom, and the school boards need to develop policies and guidelines with respect to FASD for the academic environment.

Like RCCDSB and BHNCDNB, the HCDSB asks that you acknowledge our support for Bill 172 as it will help our students and educators experience success in their classrooms and improve their overall wellbeing.

Yours in Catholic Education,



B. Agnew  
Chair of HCDSB SEAC



M. Lourenco  
Vice Chair of HCDSB SEAC

cc: C. Munroe, Director, Special Education and Success for all Branch  
Minister's Advisory Council on Special Education  
Chairs of Ontario Special Education Advisory Committees