



# Board Meeting Agenda

April 17, 2023 - 7:00 p.m.



Michelle Arseneault  
Trustee  
Town of Whitby

Tracy Brown  
Trustee  
Town of Whitby

Emma Cunningham  
Trustee  
City of Pickering

Donna Edwards  
Chair of the Board  
Trustee  
Town of Ajax

Stephen Linton  
Trustee  
City of Pickering

Kelly Miller  
Trustee  
Town of Ajax

Carolyn Morton  
Trustee  
Townships of Brock, Scugog &  
Uxbridge

Deb Oldfield  
Trustee  
City of Oshawa

Shailene Panylo  
Trustee  
City of Oshawa

Linda Stone  
Trustee  
City of Oshawa

Christine Thatcher  
Vice Chair of the Board  
Trustee  
Town of Whitby

Jill Thompson  
Trustee  
First Nations Representative

Ben Cameron  
Student Trustee

Lauren Edwards  
Student Trustee

Gwen Kuyt  
Student Trustee

Durham District School Board  
[calendar.ddsbs.ca/meetings](https://calendar.ddsbs.ca/meetings)  
Facebook: [DurhamDistrictSchoolBoard](https://www.facebook.com/DurhamDistrictSchoolBoard)  
Instagram: [@DDSBSchools](https://www.instagram.com/DDSBSchools)  
Twitter: [@DDSBSchools](https://twitter.com/DDSBSchools)  
YouTube: [DurhamDSB](https://www.youtube.com/DurhamDSB)

# DURHAM DISTRICT SCHOOL BOARD

## BOARD MEETING

Monday, April 17, 2023 - 7:00 p.m.

PAGE

1. Call to Order

2. Land Acknowledgement

Verbal

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. O Canada

Altona Forest Public School  
(Teacher Andrew Tyas and Principal Sabrina Hooper)

4. Declarations of Interest

Verbal

5. Adoption of Agenda

Verbal

6. Minutes

- |     |  |       |
|-----|--|-------|
| (a) | APPROVED Minutes of the Regular Board Meeting of February 21, 2023 | 1-10  |
| (b) | APPROVED Minutes of the Special Board Meeting of March 6, 2023     | 11-14 |
| (c) | DRAFT Minutes of the Regular Board Meeting of March 20, 2023       | 15-23 |
| (d) | DRAFT Minutes of the Special Board Meeting of April 3, 2023        | 24-25 |

7. Ministry Memorandums-Information Update  
(Director Camille Williams-Taylor)

Verbal

8. Public Question Period

Verbal

|     |   |         |
|-----|---|---------|
| 9.  | <u>Report from the Committee of the Whole in Camera</u><br>(Trustee Christine Thatcher)   | Verbal  |
| 10. | <u>Good News from the System</u><br>(Director Camille Williams-Taylor)  | Verbal  |
| 11. | <u>DDSB Presentation</u>  |         |
|     | (a) Youth Liaison Worker Update<br>(Associate Director Jim Markovski)   | 26-27   |
| 12. | <u>Recommended Actions</u>  |         |
|     | (a) Report: Standing Committee Meeting, April 3, 2023<br>(Trustee Christine Thatcher)   | 28-34   |
|     | (b) Update: Strategic Planning Process<br>(Executive Lead Robert Cerjanec)  | 35-74   |
| 13. | <u>Information Items</u>  |         |
|     | (a) Integrity Commissioner Report<br>(Legal Counsel Patrick Cotter)   |         |
|     | i. Annual Report  | 75-76   |
|     | ii. Code of Conduct Complaint-Summary Report  | 77-78   |
|     | (b) Notice of Motion: Rescission of Legal Opinions Policy and Regulation<br>(Trustee Tracy Brown)   | 79-82   |
|     | (c) Notice of Motion: Rescission of School Operations Policies and Regulations<br>(Trustee Tracy Brown)   | 83-90   |
|     | (d) Notice of Motion: Rescission of Youth and Adult Student Engagement and Success Grades 7 - 12+ Policies and Regulations<br>(Trustee Tracy Brown) | 91-99   |
|     | (e) Notice of Motion: Revised Consolidated Bylaws<br>(Trustee Tracy Brown)  | 100-153 |
|     | (f) Governance and Policy Committee Report-February 1, 2023<br>(Trustee Tracy Brown)  | 154-156 |

- |     |  |         |
|-----|--|---------|
| (g) | Special Education Advisory Committee (SEAC) Report, February 16, 2023<br>(Trustees Kelly Miller, Deb Oldfield) | 157-163 |
| (h) | OPSBA Report<br>(Trustee Emma Cunningham)  | Verbal  |

|     |                              |     |
|-----|------------------------------|-----|
| 14. | <u>Dates of Significance</u> | 164 |
|-----|------------------------------|-----|

|     |                    |  |
|-----|--------------------|--|
| 15. | <u>Adjournment</u> |  |
|-----|--------------------|--|



# APPROVED

## MINUTES

### The Regular Meeting of the Board

Tuesday, February 21, 2023

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

1. Call to Order:

Chair Donna Edwards called the meeting to order at 7:03 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham (virtual), Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield (virtual), Shailene Panylo, Christine Thatcher, Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt

Regrets: Trustee Linda Stone, Director of Education and Secretary to the Board Camille Williams-Taylor

Officials Present: Associate Director Jim Markovski (acting in place of the Director of Education), Associate Director David Wright (virtual), Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Land Acknowledgement

Chair Donna Edwards gave the Land Acknowledgment: 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

Trustee Christine Thatcher welcomed and introduced the Willows Walk Rhythm & Blues Choir, led by staff Bill Houlden, Amy Bourdon, Andrea James and Andrew Watson. The choir is made up of students in grades 4 to 6. In addition to O Canada, the choir performed *Lift Every Voice and Sing*.

5. Adoption of Agenda

Trustee Stephen Linton amended the agenda to include 12.(f) Naloxone on School Properties under Information Items.

2023:RB07

MOVED by Trustee Stephen Linton

SECONDED by Trustee Christine Thatcher

THAT THE AGENDA BE AMENDED TO INCLUDE NALOXONE ON SCHOOL PROPERTIES.

CARRIED

2023:RB08

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT THE AMENDED AGENDA IS APPROVED.

CARRIED

6. Minutes

2023:RB09

MOVED by Trustee Michelle Arseneault

SECONDED by Trustee Shailene Panylo

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

(a) THE ORGANIZATIONAL BOARD MEETING MINUTES OF NOVEMBER 15, 2022.

(b) THE SPECIAL BOARD MEETING MINUTES OF NOVEMBER 21, 2022.

(c) THE SPECIAL BOARD MEETING MINUTES OF DECEMBER 5, 2022.

CARRIED

2023:RB10

MOVED by Trustee Tracy Brown  
SECONDED by Trustee Kelly Miller

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

- (d) THE REGULAR BOARD MEETING MINUTES OF JANUARY 23, 2023.
- (e) THE SPECIAL BOARD MEETING MINUTES OF FEBRUARY 6, 2022.

CARRIED

7. Ministry Memorandums-Information Update

Associate Director Jim Markovski shared the following update with Trustees:

Associate Director Markovski acknowledged the incredible achievements of Eastdale CVI student Bethany Findlay, who has been selected as a Loran Scholarship Finalist for 2023. Out of a pool of nearly 4,800 applicants, Bethany is among the 90 young people who are being recognized as finalists. Loran Scholars are leaders in their communities, students who show compassion and a commitment to service and who actively look for ways to make positive changes in the world around them. Bethany will be moving on to the final phase of the scholarship selection process later this month and we wish her the very best of luck.

On February 7, 2023 the Ministry of Education announced the approval to proceed with construction of the new elementary school that will replace both the current Beaverton and Thorah Central public schools. This is a long-awaited announcement that will ensure that students will be able to learn in a brand new, state of the art building for generations to come.

As of February 16, 2023 secondary student report cards for the first semester were available through the Parent Portal and course selection is ongoing for the 2023-2024 school year.

The District will recognize Pink Shirt Day on February 22, 2023. Staff are committed to upholding the human rights of all students and staff and to creating positive spaces where everyone feels safe, included and heard. Pink Shirt Day reminds us of the importance of allyship and that we need to be constantly ready and willing to stand with each other for what is right.

8. Public Question Period

Dylan R., a student of DDSB presented a question regarding transportation. Staff responded to the question.

Teresa Rekar, a community member presented a question regarding the School Climate Survey. Staff responded to the question.

9. 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: administrative transfers and placements.

2023:RB11

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Shailene Panylo

THAT THE BOARD RECEIVE THE ACTIONS OF THE FEBRUARY 21, 2023, IN CAMERA MEETING.

CARRIED

10. Good News from the System

Cleveland and Julia from O'Neil CVI shared good news from across the system on behalf of DDSB students.

Congratulations to Maxwell Heights Secondary School and Brooklin High School students Hannah Clark and Alex Law on helping to lead Team Canada to gold at the women's under-18 hockey championship.

Congratulations to Pickering High School alumni Boi-1da, on his second-time Grammy nomination for his work on Drake's song "God's Plan." He was first recognized in 2019 for his producing success, with six Grammy nominations that year, including 'Producer of the Year.'

Grades 4, 5 and 6 students at Meadowcrest Public School were excited to welcome Mike Shoreman and Pachi the porcupine to show their support for the athletes competing in the Ontario Parasport Games. Director Williams-Taylor and local Trustees also joined in the fun. The students wrote letters, designed posters, and cheered on the 300-plus athletes and Paralympians competing this year by participating in the 'Be the Roar' program.

In January, the DDSB recognized Tamil Heritage Month and the contributions that Tamil-Canadians have made to Canadian society, as well as the richness of their language and culture through engaging lessons, displays, and social media posts. Schools across the District are also recognizing and celebrating Black History Month. Students have built interactive displays showcasing Black Canadian excellence past and present. Schools will continue to integrate Black history and excellence in learning throughout the year.

Port Perry High School student Brooklyn Doucette appeared on Rogers Durham to discuss her book "Navigating Life." Brooklyn writes about overcoming bullying and helping others who may be going through a similar experience.

At Carruthers Creek Public School, Grade 7 and 8 students are learning about structures, hydraulics and pneumatics. Through the 'Engineer in Residence' program, students have been joined by Candice Chan, a Structural Engineer from the City of Toronto. Candice shared real world projects in Toronto that she has

worked on and highlighted the different types of engineering as well as career paths for women in STEM.

Toronto Raptor's forward Pascal Siakam's PS43 Foundation partnered with The Ignite Durham Learning Foundation to bring 'Coding for Champions' to the DDSB. The program provided 70 secondary students with a brand-new laptop and access to six weeks of free online coding classes. We hope that having the right tools and access opens a world of opportunities for our students to explore the ever-evolving world of technology.

With heavy snowfall last month across Durham, students made the best of the snowy weather. Blair Ridge Public School students snowshoed at Camp Samac, Quaker Village Public School students made beautiful snow angels, and Greenbank Public School students built an innovative snow fort.

Elementary team sports are taking place across the District with schools engaging in competition and meeting new friends.

Dates of Significance:

|                  |   |
|------------------|---|
| Feb. 21          | International Mother Language Day   |
| Feb. 22          | Ash Wednesday   |
| Feb. 22          | Pink Shirt Day  |
| Feb. 22-April 6  | Lent  |
| Feb. 27-April 15 | Orthodox Lent   |
| March            | Social Work Month   |
|                  | Hellenic Heritage Month   |
| March 6-7        | Purim   |
| March 8          | Holi  |
| March 8          | International Women's Day   |
| March 14         | Pi Day  |
| March 14-18      | March Break   |
| March 17         | Irish Heritage Day  |
| March 20         | Spring Equinox  |
| March 20         | Eostre  |
| March 21         | Shunki-Sorei-Sai  |
| March 21         | Nowruz  |
| March 21         | World Down's Syndrome Day   |
| March 21         | United Nations International Day for the Elimination of Racial Discrimination |
| March 23         | Ramadan Begins  |
| March 23         | Atheist Day   |
| March 25         | Earth Hour  |
| March 26         | Epilepsy Awareness Day and Purple Day for Epilepsy                            |
| March 31         | International Transgender Day of Visibility                                   |

11. Recommended Actions(a) Report: Standing Committee Meeting Minutes of February 6, 2023

Trustee Christine Thatcher shared with trustees the minutes of the Standing Committee meeting on February 6, 2023.

2023:RB12

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Kelly Miller

THAT THE BOARD NOW RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE FEBRUARY 6, 2023, STANDING COMMITTEE MEETING.

CARRIED

(b) Clara Hughes Public School-Boundary Review

Associate Director David Wright introduced Manager of Property and Planning Carey Trombino and Senior Planner & Accommodations Coordinator Lygia Dallip who provided trustees with an overview of the revised Clara Hughes PS attendance boundary due to accommodation pressures and the inability to accommodate the 2023-2024 projected enrolment at the Clara Hughes PS site.

Trustee questions were answered.

2023:RB13

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Christine Thatcher

THAT THE BOARD OF TRUSTEES CONSIDER AND APPROVE THE STAFF RECOMMENDATION OF OPTION 1, AS THE REVISED BOUNDARIES FOR CLARA HUGHES PS AND VILLAGE UNION PS, EFFECTIVE SEPTEMBER 2023. PROVIDED AS APPENDIX B IS A MAP OUTLINING THE REVISED BOUNDARIES.

CARRIED

(c) Education Finance Committee Meeting Dates, 2023-2024 Budget

Associate Director David Wright shared with trustees, the Education Finance Committee meeting dates for the development of the 2023-2024 Board budget, with the integration of the Multi-Year Strategic Plan to enhance organizational direction.

Trustee questions were answered.

2023:RB14

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD OF TRUSTEES APPROVE THE 2023-2024 MEETING SCHEDULE FOR THE EDUCATION FINANCE COMMITTEE WITH STAFF

LOOKING AT AN ADDITIONAL DATE FOR A PUBLIC CONSULTATION AFTER THE DRAFT IS RELEASED.

CARRIED

Chair Edwards requested that Vice Chair Christine Thatcher chair the portion of the meeting pertaining to item 11.(d) Appointment of Indigenous Trustee and 11.(e) Director's Performance Review Committee Membership

(d) Appointment of Indigenous Trustee

Chair Donna Edwards provided trustees with an overview on the appointment of the Indigenous Trustees for the remainder of the 2022-2026 term of the Board.

Trustee questions were answered.

2023:RB15

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES APPROVE THE APPOINTMENT OF JILL THOMPSON AS TRUSTEE, AS THE FIRST NATION REPRESENTATIVE TO THE BOARD OF TRUSTEES FOR THE REMAINDER OF THE 2022-2026 TERM.

CARRIED

(e) Director Performance Review Committee Membership

Chair Donna Edwards introduced General Counsel Patrick Cotter who provided trustees with the background information on the Director of Education Performance Review Committee. All trustees are eligible to sit on the Committee. The Committee requires at least three trustees and the Chair and Vice Chair of the Board.

Trustee questions were answered.

2023:RB16

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT THE COMMITTEE CONSIST OF ALL TRUSTEES AND STUDENT TRUSTEES, SUBJECT TO 207(2)(b) EXCLUDING THE FOLLOWING TRUSTEES: MICHELLE ARSENAULT, DEB OLDFIELD, SHAILENE PANYLO AND LINDA STONE.

CARRIED

(f) Naming of Schools Policy-Lord Elgin Public School

Associate Director Jim Markovski provided trustees with information on the establishment of a School Naming Committee to make recommendations to the Board in accordance with the Naming of Schools Policy and Procedure in response to a community request to rename Lord Elgin Public School.

Trustee questions were answered.

2023:RB17

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES APPROVE THE ESTABLISHMENT OF A SCHOOL NAMING COMMITTEE FOR LORD ELGIN PUBLIC SCHOOL IN ACCORDANCE WITH THE NAMING OF SCHOOLS POLICY.

CARRIED

12. Information Items

(a) Notice of Motion: People and Culture: Rescission of Policies and Regulation

Trustee Tracy Brown provided trustees with the People and Culture: Rescission of Policies and Regulation as a Notice of Motion so that the policy moves to the March 20, 2023, Board meeting for consideration.

Trustee questions were answered.

(b) Notice of Motion: Inclusive Student Services: Rescission of Policy

Trustee Tracy Brown provided trustees with the Inclusive Student Services: Rescission of Policy as a Notice of Motion so that the policy moves to the March 20, 2023, Board meeting for consideration.

Trustee questions were answered.

(c) Governance and Policy Committee Report, October 3, 2022

Trustee Tracy Brown presented the Governance and Policy Committee minutes for the October 3, 2022, meeting.

(d) Special Education Advisory Committee (SEAC) Report, December 15, 2022

Trustee Kelly Miller presented the SEAC meeting minutes to trustees for information.



(e) OPPSBA Report

There was nothing to report at this time.

(f) Naloxone on School Properties

Trustee Stephen Linton provided trustees with information regarding naloxone kits.

General Counsel Patrick Cotter provided an overview of Bill 88 and the legislative requirements and shared that as a workplace the board is bound by the amendments to OHSA, to have kits available in the workplace if the board meets the threshold. Staff are currently undergoing a review of the board's data so that a decision can be made before June 1, 2023, in terms of compliance with the Ontario Health and Safety Act and kits in schools and workplaces.

Staff will provide an update to trustees on this item.

13. Dates of Significance

The dates of significance were shared with trustees for information.

14. Correspondence

## (a) Action Items

## i. Toronto Region Conservation Authority

The following trustees self-nominated as the DDSB trustee representative on the Toronto Region Conservation Authority Committee during the four-year term:

1. Debra Oldfield
2. Emma Cunningham (alternate trustee)

The following correspondence was shared with trustees for information:

## (b) Information Items

## i. The Regional Municipality of Durham

A discussion took place around the Board of Trustees responding to the correspondence that was shared from the Durham region regarding Envision Durham and the release of the draft new Regional Official Plan.

2023:RB18

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Emma Cunningham

THAT FACILITIES STAFF HELP CREATE A LETTER BY FEBRUARY 28, 2023 AND SHARE THE LETTER WITH TRUSTEES FOR FEEDBACK, BY MARCH 2, 2023 AND THAT STAFF COMPLETE THE LETTER BY MARCH 3, 2023 SO THAT THE LETTER IS SUBMITTED BY MARCH 6, 2023.

15. Memos

The memos were shared with trustees for information.

(a) No.2023:04 Background Information on the Durham District School Board (DDSB) Student Census

(b) No.2023:05 Durham Student Transportation Services (DSTS)

Trustee questions were answered.

16. Adjournment

2023:RB19

MOVED by Chair Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:55 p.m.



Chair



Secretary

# APPROVED

## MINUTES

### The Special Meeting of the Board

Monday, March 6, 2023

**A Special Meeting of the Durham District School Board was held on this date.**

1. Call to Order:

Chair Donna Edwards called the meeting to order at 8:00 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Stephen Linton (joined the meeting virtually at 8:33 p.m.), Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Linda Stone, Christine Thatcher, Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter, Human Rights and Equity Advisor Devika Mathur

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Land Acknowledgement

Chair Donna Edwards gave the Land Acknowledgment: 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. Adoption of Agenda

2023:SB012

MOVED by Trustee Kelly Miller

SECONDED by Trustee Carolyn Morton

THAT THE AGENDA IS APPROVED.

CARRIED

5. Recommended Actions

(a) Adoption of Any Resolution from Committee of the Whole, In Camera  
Standing Committee

2023:SB13

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Christine Thatcher

THAT THE BOARD NOW ADOPT THE RESOLUTION AND APPROVE THE  
ACTIONS OF THE MARCH 6, 2023, COMMITTEE OF THE WHOLE, IN CAMERA,  
STANDING COMMITTEE MEETING.

CARRIED

(b) Consideration of Submissions re: Code of Conduct

Chair Donna Edwards shared the following information with trustees:

At the February 6, 2023, Special Board meeting the Board of Trustees considered the Integrity Commissioner report and found that Trustee Linda Stone breached the Code of Conduct.

As required under the Education Act, the Board provided Trustee Stone with written notice of the findings of the breach and of the sanctions. Trustee Stone was given 14 days to provide a written submission to the Board of Trustees for consideration.

The Board of Trustees have received the written submission in the required timeline.

Chair Edwards noted that the Board must consider the written submission as per the Education Act and make a determination to confirm or revoke the determination of breaches made at the February 6, 2023, Special Board meeting and further determine whether to confirm or revoke the sanctions imposed.

Chair Donna Edwards introduced external Legal Counsel Dolores Barbini who provided additional information to the Board of Trustees with regards to the process.

2023:SB14

MOVED by Trustee Donna Edwards

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES CONFIRM ALL SIX FINDINGS OF THE BREACHES THAT WERE PRESENTED ON FEBRUARY 6, 2023

CARRIED

Student trustee Ben Cameron call for a recorded vote.

The motion was carried on the following recorded vote:

| <u>Yes</u>          | <u>No</u> | <u>Abstain</u> | <u>Absent</u> |
|---------------------|-----------|----------------|---------------|
| Michelle Arseneault |           |                |               |
| Tracy Brown         |           |                |               |
| Emma Cunningham     |           |                |               |
| Stephen Linton      |           |                |               |
| Kelly Miller        |           |                |               |
| Carolyn Morton      |           |                |               |
| Deb Oldfield        |           |                |               |
| Shailene Panylo     |           |                |               |
| Christine Thatcher  |           |                |               |
| Donna Edwards       |           |                |               |

Student Trustees (Non-Binding Vote)

Ben Cameron  
Lauren Edwards  
Gwen Kuyt

2023:SB15

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Emma Cunningham

I MOVE THAT THE BOARD CONFIRM ITS DECISION OF FEBRUARY 6, 2023, WHERE THE BOARD DETERMINED TO IMPOSE THE FOLLOWING SANCTIONS:

1. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE NEXT BOARD MEETING;
2. THAT TRUSTEE STONE BE BARRED FROM SITTING ON ANY AND ALL COMMITTEES OF THE BOARD UNTIL DECEMBER 31, 2023; AND
3. THAT TRUSTEE STONE BE CENSURED.

Trustee Emma Cunningham called for a recorded vote.

The motion was carried on the following recorded vote:

| <u>Yes</u>          | <u>No</u> | <u>Abstain</u> | <u>Absent</u> |
|---------------------|-----------|----------------|---------------|
| Michelle Arseneault |           |                |               |
| Tracy Brown         |           |                |               |
| Emma Cunningham     |           |                |               |
| Stephen Linton      |           |                |               |
| Kelly Miller        |           |                |               |
| Carolyn Morton      |           |                |               |
| Deb Oldfield        |           |                |               |
| Shailene Panylo     |           |                |               |
| Christine Thatcher  |           |                |               |
| Donna Edwards       |           |                |               |

Student Trustees (Non-Binding Vote)

Ben Cameron  
Lauren Edwards  
Gwen Kuyt

6. Adjournment

2023:RB16

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Michelle Arseneault

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:50 p.m.



Chair



Secretary

## DRAFT

### MINUTES

#### The Regular Meeting of the Board

Monday, March 20, 2023

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

1. Call to Order:

Chair Donna Edwards called the meeting to order at 7:07 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Linda Stone, Christine Thatcher, Jill Thompson, Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor Associate Director Jim Markovski, Associate Director David Wright (virtual), Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

Chair Donna Edwards gave the Land Acknowledgment: 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.

3. O Canada

Trustee Christine Thatcher welcomed and introduced the Blair Ridge Bobcat Senior Band who performed O Canada. The band is made up of students in Grade 8 and is accompanied and conducted by music director Reagan Jones who is the junior/intermediate music teacher at Blair Ridge. Principal Elaine Warburton was also in attendance.

4. Declaration of Office

Under the guidance of Director of Education and Secretary to the Board Camille Williams-Taylor, Jill Thompson made her declaration of office both orally and in writing to fulfill the swearing in process for the Board. Director Camille Williams-Taylor welcomed Jill Thompson as a Trustee of the Board.

5. Declarations of Interest

There were no declarations of interest at this time.

6. Adoption of Agenda

2023:RB20

MOVED by Trustee Tracy Brown

SECONDED by Trustee Kelly Miller

THAT THE AGENDA BE APPROVED.

CARRIED

Minutes

2023:RB21

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Michelle Arseneault

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

(a) THE REGULAR BOARD MEETING MINUTES OF JANUARY 23, 2023.

(b) THE SPECIAL BOARD MEETING MINUTES OF FEBRUARY 6, 2023.

CARRIED

2023:RB22

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Carolyn Morton

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

(c) THE REGULAR BOARD MEETING MINUTES OF FEBRUARY 21, 2023.

(d) THE SPECIAL BOARD MEETING MINUTES OF MARCH 6, 2022.

CARRIED



7. Ministry Memorandums-Information Update

March Break: Director Camille Williams-Taylor shared that she hoped that students, families and staff had a chance to experience a slower pace or a break with some time for reflection during the March Break last week. Today marks the Spring equinox in the Northern hemisphere, as we are moving together into a cycle of rebirth and renewal. For many the longer hours of sunlight are welcome and uplifting after a long winter.

Ramadan: For the Muslim community, the start of Ramadan is expected to begin the evening of March 22, which signals a period of fasting, prayer and deep reflection. Director Williams-Taylor wished a peaceful month to all DDSB families observing Ramadan.

Summer School 2023: Summer school course information is now available. Durham Continuing Education offers a variety of credit and non-credit programs for students in Grades 6–12. Anyone interested in finding out more about summer learning opportunities is encouraged to visit the DCE website at [DCE.ca](http://DCE.ca).

Graduation Requirements: The Government of Ontario recently announced that they are implementing a new high school graduation requirement. Starting with students entering Grade 9 in September 2024. All students will be required to earn a Grade 9 or 10 Technological Education credit as part of their Ontario Secondary School Diploma. There are many questions about the new requirement, which will require discussion with our partners and the sector. More information about this new requirement will be shared with students, families and staff as it becomes available.

Director Williams-Taylor referenced two important upcoming days of significance:

March 21, 2023 is the International Day for the Elimination of Racial Discrimination. The theme for this year focuses on the urgency of combatting racism and racial discrimination, 75 years after the adoption of the Universal Declaration of Human Rights.

March 31, 2023 marks International Transgender Day of Visibility. On this day staff reiterate the ongoing commitment to the transgender community in DDSB places of learning and work, to ensure that the transgender community, feel seen, and heard.

Director Williams-Taylor shared that the United Nations statement really resonated, when preparing her comments for this evening, all human beings are born free and equal in dignity and rights and have the potential to contribute constructively to the development and well-being of their societies. As a school board, staff are committed to the dignity of our students and families not just through our actions, policies and procedures, but also in the spirit of all of our interactions.

Tomorrow, on the International Day for the Elimination of Racism, and on March 31, 2023 Transgender Day of Visibility, we are all called upon to reflect with care and concern for those who have been and continue to be negatively impacted because of

their identities and turn our minds, hearts and actions to eradicating the oppression, erasure and dehumanization that targets some people in our community. Healthy debate is an important aspect of democratic society. As evidence of tonight staff will work hard to ensure that each and every child, family staff member knows that they are valued and that they belong just the way they are.

8. Public Question Period

Dylan R., a student of DDSB presented a question virtually regarding the Maple Ridge Boundary Review. Staff responded to the question.

Jessica Wilkins, a community member presented a question in person with regards to reading materials. Staff responded to the question.

Mandy Dalton, a community member presented a question in person with regards to gender identity data. Staff responded to the question.

Barry Bedford, a parent presented a question in person with regards to support for the DDSB 2SLGBTQ population. Staff responded to the question.

Clint Cole, a community member presented a question in person with regards to parent representation in the DDSB. Staff responded to the question.

9. 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:

- 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;
- Decisions in respect of negotiations with employees of the board; and
- Administrative transfers and placements.

2023:RB23

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Emma Cunningham

THAT THE BOARD RECEIVE THE ACTIONS OF THE MARCH 20, 2023, IN CAMERA MEETING.

CARRIED

10. Good News from the System

Yamen and Mya from Sinclair Secondary School shared good news from across the system on behalf of DDSB students.

Dr. Pam Palmater, a Mi'kmaw lawyer, spoke with passion and understanding of the myths and facts about Indigenous Rights at the recent Parent Engagement speaker series presentation.

Robert Cutting joined students at Sinclair Secondary School to talk about the history of Indigenous people, storytelling, and traditions.

O'Neill CVI presented *The SpongeBob Musical*, with 45 students taking the stage and many more working behind the scenes.

Whitby Shores Public School presented *The Wizard of Oz*, an inclusive play with many different roles and entry points into the arts, and students played them incredibly well.

Cadarackque Public School students are participating in *Manie Musicale*, an engaging competition that spotlights 16 popular French songs and competes in a March Madness style competition.

GL Roberts CVI was very excited to host a "Taste of Culture" event. The Black Student Association, with the assistance of staff, provided an amazing experience for every student that included music and food.

Each year, the Anderson CVI Raiders and Henry Street High School Hawks participate in Rivalry Week. During this three-day competition both the Raiders and the Hawks, experienced incredible spirit, school pride, and a deeper sense of community.

In February, Olympic silver medalist and DDSB educator Shelley-Ann Brown spoke to students at Pierre Elliott Trudeau Public School about dedication, perseverance, and Black excellence. She shared messages of inspiration and believing in yourself. After the assemblies, staff and students inducted Shelley-Ann into the school's Black Excellence Wall of Fame.

Scott Central Public School students Isaac and Daniel are budding comic book creators. They gather ideas from different movies and then collaborate on writing and drawing comic books. Isaac is currently working on a new comic book called *Star Wars 2*, which will be ready soon.

Uxbridge Secondary School hosted the first-ever Inclusive Culinary Competition for students across Durham Region. The event had celebrity judges. This is the first competition of its kind, allowing all students to compete at a regional level.

Students at Eastdale CVI worked, collaborated, and brainstormed on who to feature on their highly anticipated Black Excellence Mural. The Mural was revealed on March 16, 2023. A huge thank you to Eastdale Black People Speak Group and their staff advisors, Ms. Griffiths, Ms. Rose, and Ms. Steer for helping to organize this beautiful mural.

Pink Shirt Day that is celebrated worldwide, had humble beginnings, originally inspired by an act of kindness in a small town in Nova Scotia. Schools throughout the District showed their support by dressing up in pink shirts and displaying acts of kindness, empathy, and understanding in support of those impacted by bullying.

Students across the DDSB have their own unique cultures, traditions, languages, and style. DDSB loves to celebrate what makes us unique. These characteristics contribute

March 20, 2023

to our diverse makeup. It is important to celebrate our differences all year long and to create an inclusive environment for all of our students.

Congratulations to all DDSB students who competed from February 12 to 14, 2023 in the DECA provincial competition. Winners will compete in their categories at the International Career Development Conference.

Dates of Significance:

|                |   |
|----------------|---|
| March 20       | Spring Equinox  |
| March 20       | Eostre  |
| March 21       | Shunki-Sorei-Sai  |
| March 21       | Nowruz  |
| March 21       | World Down Syndrome Day   |
| March 21       | United Nations International Day for the Elimination of Racial Discrimination |
| March 22       | Ramadan Begins  |
| March 23       | Atheist Day   |
| March 25       | Earth Hour  |
| March 26       | Epilepsy Awareness Day  |
| March 26       | Purple Day for Epilepsy   |
| March 31       | International Transgender Day of Visibility                                   |
| April          | Sikh Heritage Month /   |
|                | Genocide Awareness Month  |
| April 2        | World Autism Day  |
| April 2        | Palm Sunday   |
| April 5-13     | Passover/Pesach   |
| April 7        | Good Friday   |
| April 9        | Vimy Ridge Day  |
| April 9        | Easter Sunday   |
| April 10       | Easter Monday   |
| April 12       | International Day of Pink   |
| April 14       | Holy Friday (Orthodox)  |
| April 14       | International Day of Silence  |
| April 14       | Tamil and Sinhala New Year  |
| April 14       | Vaisakhi  |
| April 16       | Easter (Orthodox)   |
| April 17-18    | Yom HaShoah - Holocaust Memorial Day  |
| April 18       | Laylat al-Qadr  |
| April 20-May 2 | Ridvan  |
| April 22       | International Earth Day   |
| April 26       | Administrative Professionals' Day   |

11. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of March 6, 2023

Trustee Christine Thatcher shared with trustees the minutes of the Standing Committee meeting on March 6, 2023.

2023:RB23

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Shailene Panylo

THAT THE BOARD NOW RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE MARCH 6, 2023, STANDING COMMITTEE MEETING.

CARRIED

(b) People and Culture: Rescission of Policies and Regulation

Trustee Tracy Brown provided trustees with the People and Culture: Rescission of Policies and Regulation report that was presented as a Notice of Motion at the February 21, 2023, Board meeting.

Trustee questions were answered.

2023:RB24

MOVED by Trustee Tracy Brown

SECONDED by Trustee Christine Thatcher

THAT THE BOARD OF TRUSTEES RESCIND THE POLICIES AND REGULATIONS AS OUTLINED IN APPENDIX A.

CARRIED

(c) Inclusive Student Services: Rescission of Policy

Trustee Tracy Brown provided trustees with the Inclusive Student Services: Rescission of Policy report that was presented as a Notice of Motion at the February 21, 2023, Board meeting.

Trustee questions were answered.

2023:RB25

MOVED by Trustee Tracy Brown

SECONDED by Trustee Carolyn Morton

THAT THE BOARD OF TRUSTEES RESCIND THE SCHOOL ATTENDANCE OFFICER POLICY.

CARRIED

(d) School Year Calendar 2023-2024

Associate Director Jim Markovski provided trustees with an overview of the proposed 2023-2024 School Year Calendars:

- Elementary Regular
- Secondary Regular
- Elementary Modified (C.E. Broughton Public School, Winchester Public School)
- Secondary Modified (Brock High School, Henry Street High School, Maxwell Heights Secondary School)

Trustee questions were answered.

Trustee Ben Cameron proposed the following motion:

2023:RB26

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Emma Cunningham

THAT THE SCHOOL YEAR CALENDARS CONTAINED IN APPENDICES A-D BE AMENDED TO INCLUDE A BOARD HOLIDAY ON APRIL 10, 2024, INSTEAD OF A PA DAY ON APRIL 19, 2024, AND

THAT THOSE AMENDED SCHOOL YEAR CALENDARS BE APPROVED.

2023:RB27

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Christine Thatcher

THAT THE BOARD OF TRUSTEES DEFER TO THE APRIL 3 STANDING COMMITTEE MEETING WITH AS MUCH INFORMATION THAT STAFF CAN PULL FOR US AT THIS TIME AND MAKE A DETERMINATION ON HOW TO PROCEED.

CARRIED

12. Information Items

(d) Special Education Advisory Committee (SEAC) Report, January 19, 2023

Trustee Kelly Miller and Deb Oldfield presented the SEAC meeting minutes to trustees for information.

2023:RB28

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Kelly Miller

THAT THE REPORT BE RECEIVED AS WRITTEN.

CARRIED

(e) OPSBA Report

There was nothing to report at this time.

13. Dates of Significance

The dates of significance were shared with trustees for information.

14. Memos

The memos were shared with trustees for information.

(a) No.2023:09 Definitely Durham

(b) No.2023:10 Positive School Climates Report Update

Trustee questions were answered.

15. Adjournment

2023:RB29

MOVED by Trustee Tracy Brown

SECONDED by Trustee Emma Cunningham

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

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

---

Chair

---

Secretary

**DRAFT**

**MINUTES**

**The Special Meeting of the Board**

**Monday, April 3, 2023**

**A Special Meeting of the Durham District School Board was held on this date.**

**1. Call to Order:**

Chair Donna Edwards called the meeting to order at 9:43 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Stephen Linton (virtual), Kelly Miller, Carolyn Morton, Deb Oldfield (virtual), Christine Thatcher, Jill Thompson, Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt

Regrets: Trustees Emma Cunningham, Shailene Panylo, Linda Stone

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter, Human Rights and Equity Advisor Devika Mathur

Recording Secretary: Gillian Venning

**2. Declarations of Interest**

There were no declarations of interest at this time.

**3. Land Acknowledgement**

Chair Donna Edwards gave the Land Acknowledgment: 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. Adoption of Agenda

2023:SB017

MOVED by Chair Donna Edwards

THAT THE AGENDA IS APPROVED.

CARRIED

5. Recommended Actions

- (a) Adoption of Any Resolution from Standing Committee Regarding the School Year Calendar 2023-2024

2023:SB18

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD NOW ADOPT THE RESOLUTION AND APPROVE THE ACTIONS OF THE APRIL 3, 2023 STANDING COMMITTEE MEETING.

CARRIED

6. Adjournment

2023:SB19

MOVED by Trustee Tracy Brown

SECONDED by Trustee Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:46 p.m.

---

Chair

---

Secretary

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** April 17, 2023**SUBJECT:** Youth Liaison Worker, Update**PAGE:** 1 of 2

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Jim Markovski, Associate Director of Equitable Education  
Stacey Lepine-Fisher, Senior Manager Early Years, Community and Partnership  
Nicole Brown, Community and Partnership Development Specialist

**1.0 Purpose**

The purpose of this report is to share an update with the Board of Trustees on the role of the Youth Liaison Workers within the Community and Partnership Development Department.

**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.*

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

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

**3.0 Background**

The Youth Liaison Worker position was created as a pilot and launched in 2018, in response to the research identified in the *Positive Youth Development Strategy*. These positions serve as a liaison for identified groups of youth, providing leadership and mentorship to successfully navigate the transition from elementary to secondary school. The Youth Liaison Worker role has expanded to three full-time positions.

**4.0 Analysis**

The responsibilities of Youth Liaison Workers include the following:

- Work with elementary feeder school teams and their corresponding secondary school to facilitate effective transitions between elementary and secondary schools to assist in building networks of support for students.
- Build capacity with families through community connections, assisting with access to community-based resources and programs.
- Foster and build positive relationships between schools and families.
- Build relationships, and facilitate connections between community groups, social service agencies, and programs that benefit youth, schools, and families.

- Provide direct support to youth and families in accessing programs and services at a Youth Hub and promote and facilitate connections with schools and Youth Hubs.
- Provide direct in-school support to intermediate students at elementary feeder schools and work with school teams to develop a plan of support for the youth and their family.
- Initiate and/or support student success and engagement through involvement with:
  - BSLA (Black Student Leadership Alliance)
  - Female Empowerment Group/Girls Club
  - BeMe (Black Excellence Made Evident)
  - BPS (Black People Speak)
  - BSA (Black Student Alliance)
  - The Cypher

The Youth Liaison Workers currently provide supports and services to the Family of Schools for Dunbarton H.S., Ajax H.S., Henry St. H.S., Eastdale C.V.I, Brock H.S., and GL Roberts C.V.I, for a total of 15 schools across the District.

## 5.0 **Financial Implications**

The funding for the Youth Liaison Worker positions are embedded within the 2022-2023 budget.

## 6.0 **Conclusion and/or Recommendations**

This report is provided to Trustees for information and will be accompanied by a presentation for an illustration of evidence of impact.

Report reviewed and submitted by:




---

Camille Williams-Taylor, Director of Education and Secretary of the Board




---

Jim Markovski, Associate Director of Equitable Education

## Report of the Durham District School Board Standing Committee Public Session April 3, 2023

A meeting of the Standing Committee of the Durham District School Board was held on this date.

### 1. Call to Order:

The Chair, Christine Thatcher called the meeting to order at 7:20 p.m.

Roll Call: Chair Christine Thatcher

Members Present: Trustees Michelle Arseneault, Tracy Brown, Donna Edwards, Stephen Linton (virtual), Kelly Miller, Carolyn Morton, Deb Oldfield (virtual), Shailene Panylo (virtual), Jill Thompson, Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt

Regrets: Trustee Emma Cunningham

Not In Attendance: Trustee Linda Stone

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter, Human Rights and Equity Advisor Devika Mathur

Recording Secretary: Gillian Venning

### 2. Land Acknowledgement

Chair Christine Thatcher gave the 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 treaty lands that we teach, learn and live.

### 3. Declarations of Interest

There were no declarations of interest at this time.

4. Motion to Approve the Agenda

The agenda was amended to add item 7.(b) Motion: Striking an Ad Hoc Committee

2023:SC08

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Shailene Panylo

THAT THE AGENDA BE AMENDED TO INCLUDE ITEM 7.(b) MOTION: STRIKING AN AD HOC COMMITTEE

CARRIED

2023:SC09

MOVED by Trustee Michelle Arseneault

SECONDED by Trustee Carolyn Morton

THAT THE AMENDED AGENDA BE APPROVED.

CARRIED

5. DDSB Presentations

(a) Special Education Programs and Services

Andrea McAuley, Superintendent of Equitable Education, Inclusive Student introduced Michelle Crawford-Eade and Conor Jinkinson, Special Education Leads, who provided a presentation to trustees summarizing inclusive practices, wrap-around services and Special Education programs available to DDSB students.

Trustee questions were answered.

6. Director's Update

Director Camille Williams-Taylor provided trustees with the following update:

April is typically a month filled with optimism – the days are longer, the flowers start to come up and we catch a renewed energy as we approach the home stretch of the 2022-2023 school year. It's also a month where we recognize many significant events across cultures and communities, and I am pleased to share the following update this evening:

Sikh Heritage Month takes place in April and we take this time to celebrate the long and vibrant history of Sikhs in Canada and to educate future generations

## Standing Committee Meeting Minutes

April 3, 2023

about the experiences of Sikh Canadians and the important role that they have played in shaping the identity of our country.

April is also recognized as Genocide Awareness, Education, Condemnation and Prevention Month – an important time for us all to recognize that many religious and ethnic communities who have been persecuted in the past now call Ontario home and that genocide and cultural genocide continues to cause trauma and suffering in the lives of many. Awareness and education are the first steps toward change, prevention and the protection of human rights.

On Friday March 31 we recognized Transgender Day of Visibility. This is a day dedicated to valuing transgender people and to raising awareness of the realities of exclusion and discrimination faced by this community worldwide. To show support and stand in solidarity with the transgender community as we reflect on visibility, rights and allyship, along with the work we must continue to do to dismantle all forms of oppression, a flag raising ceremony took place at the Education Centre last Friday. This session was very well attended with students, staff and community partners bringing messages of our collective commitment to upholding human rights.

The second annual Empower Her Conference took place in DDSB elementary schools on March 30. The full day event provided an opportunity for students in Grades 6, 7 and 8 who identify as Black and female to connect with each other and learn from strong female mentors about the importance of setting goals to achieve their fullest potential. Participants were encouraged to become leaders and changemakers within their own communities.

Lastly, registration for students in Grades 7 – 12 to attend Durham Integrated Arts Camp (DIAC) this fall is now open until Friday, April 28. DIAC's creative learning environment provides students who have a passion for music, visual art, musical theatre and dance with opportunities to develop a deeper understanding of their art and abilities by making authentic connections among the arts disciplines.

## 7. Recommended Actions

### (a) School Year Calendar 2023-2024

Associate Director Jim Markovski provided trustees with an overview of the proposed 2023-2024 school year calendars, in response to a March 20, 2023 resolution of the Board.

Trustee questions were answered.

2023:SC10

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Donna Edwards

THAT THE PROPOSED 2023-2024 SCHOOL YEAR CALENDARS AS OUTLINED IN APPENDICES A – D OF THE REPORT BE APPROVED AND

## Standing Committee Meeting Minutes

April 3, 2023

FORWARDED TO THE MINISTRY OF EDUCATION, ENSURING THE DURHAM DISTRICT SCHOOL BOARD IS COMPLIANT WITH REQUIREMENTS OUTLINED IN REGULATION 304.

Trustee Deb Oldfield brought forward an amendment to revise the above foregoing motion (2023:SC10) by including an additional sentence.

2023:SC11

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Jill Thompson

THAT THE FOLLOWING SENTENCE BE ADDED TO THE MOTION:

THAT STAFF, WHEN CRAFTING THE 2024-2025 PROPOSED SCHOOL YEAR CALENDARS, CONSULT ON AND CONSIDER INCLUDING DIVERSE RELIGIOUS AND NON-RELIGIOUS HOLIDAYS AND DAYS OF OBSERVANCE.

DEFEATED

Trustee Stephen Linton brought forward an amendment to revise the above foregoing motion (2023:SC10) by including an additional sentence.

2023:SC12

MOVED by Trustee Stephen Linton

SECONDED by Trustee Tracy Brown

THAT THE FOLLOWING SENTENCE BE ADDED TO THE MOTION:

THAT STAFF WHEN CRAFTING THE 2024-2025 PROPOSED SCHOOL YEAR CALENDARS, CONSULT ON AND CONSIDER DATES OF OBSERVANCE THROUGH AN EQUITY LENS.

Student Trustee Ben Cameron called for a recorded vote.

The motion was defeated on the following recorded vote:

### Yes

Tracy Brown

Stephen Linton

Deb Oldfield

Shailene Panylo

Jill Thompson

### No

Michelle Arseneault

Donna Edwards

Kelly Miller

Carolyn Morton

Christine Thatcher

### Abstain

### Absent

Emma Cunningham

### Student Trustees (Non-Binding Vote)

Ben Cameron

Lauren Edwards

Gwen Kuyt

2023:SC13

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Donna Edwards

THAT THE PROPOSED 2023-2024 SCHOOL YEAR CALENDARS AS OUTLINED IN APPENDICES A – D OF THE REPORT BE APPROVED AND FORWARDED TO THE MINISTRY OF EDUCATION, ENSURING THE DURHAM DISTRICT SCHOOL BOARD IS COMPLIANT WITH REQUIREMENTS OUTLINED IN REGULATION 304.

CARRIED

(b) Motion: Striking an Ad Hoc Committee

Trustee Shailene Panylo put forth the following motion:

2023:SC14

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Deb Oldfield

THAT THE BOARD OF TRUSTEES STRIKE AN AD HOC COMMITTEE COMPRISED OF TRUSTEES, WITH INPUT FROM STUDENT TRUSTEES, SCHOOL ADMINISTRATORS, UNION REPRESENTATIVES, AND SENIOR STAFF WITH THE PURPOSE OF MONITORING AND EVALUATING ISSUES SUCH AS BULLYING PREVENTION AND INTERVENTION, SUSPENSIONS AND EXPULSIONS, PROGRESSIVE DISCIPLINE, WORKPLACE VIOLENCE AND HARASSMENT. THE COMMITTEE SHALL COLLABORATIVELY BUILD POLICY, STRATEGIES AND STANDARDS FOR SAFETY AND SUSTAINABILITY, AND MEASURE THE IMPLEMENTATION OF THE COLLABORATIVE PLANS OVER 3 YEARS.

2023:SC15

MOVED by Trustee Kelly Miller

SECONDED by Trustee Donna Edwards

THAT THE MOTION BE DEFERRED TO THE NEXT STANDING COMMITTEE MEETING ON MAY 1, 2023.

CARRIED

## 8. Information Items

(a) Student Trustee Report

Student Trustee Ben Cameron provided the following update:



## Standing Committee Meeting Minutes

April 3, 2023

On March 7 & 8, the first round of Student Trustee Elections were held across the Board. 4 candidates will advance to the second round of elections in Pickering-Ajax and Whitby-Oshawa on April 18 & 19. Student trustee Ben Cameron shared that the candidate from the North Region has been acclaimed as trustee for the 2023-2024 school year.

Student trustees have created a Senate committee to review the Senate constitution and structures to make that the Senate is an effective conduit for student voice and engagement.

(b) Student Census Update Report

Superintendent of Equitable Education Mohamed Hamid provided trustees with an overview of the development and upcoming May 2023 administration of the DDSB Student Census.

Trustee questions were answered.

(c) Interim Financial Report-Operating Expenditures

Associate Director David Wright introduced Jennifer Machin, Senior Manager of Finance who provided trustees with an overview and update on the status of operating expenditures for the period ending February 28, 2023, or Quarter 2, within the 2022-2023 financial year.

Trustee questions were answered.

(d) Audit Committee Meeting Summary

Associate Director David Wright introduced the report, summarizing actions of the March 22, 2023 Audit Committee meeting.

Trustee questions were answered.

(e) OPSBA Report

There was no update at this time.

9. Adjournment

2023:SC16

MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:37 p.m.

Standing Committee Meeting Minutes  
April 3, 2023

---

Chair

---

Secretary

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** April 17, 2023**SUBJECT:** Update: Strategic Planning Process**PAGE:** 1 of 6**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with:

1. An update on activities related to the Strategic Planning process since the last update on November 21, 2022, and;
2. A recommendation to extend the existing Ignite Learning strategic plan through to December 31, 2023 to allow sufficient time for the consultation and development process of the new multi-year strategic plan.

**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.*

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

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

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

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

**3.0 Background**

School Boards in Ontario are responsible for the development, implementation and ongoing monitoring of a multi-year strategic plan. These plans set the direction for the District's work, based on the mandate of the Board of Trustees. They typically span 3-5 year timeframes and include an annual reporting component. The Durham District School Board's (DDSB) current multi-year strategic plan, Ignite Learning, was adopted in 2018. In 2020, due to the COVID-19 pandemic, the Ignite Learning strategic plan was extended through to September 2023 through a resolution of the Board. Initiatives aligned with the current strategic plan continue to be advanced by staff with a focus on student learning and well-being, and people and culture. Staff develop operational plans to implement the direction set by the multi-year strategic plan.

The work to establish a new strategic plan began in the fall of 2022. Reports were presented to the Board of Trustees for information on October 3 and November 21, 2022. The Request for Proposals (RFP), to select an external consultant, was published through December 2022 and January 2023. In February 2023 a working group was formed to consider proposals and select a consulting firm. The working group was made up of four trustee members, the Director of Education, the Executive Lead of Strategic Initiatives and External Relations, and the Manager of Purchasing and Distribution Services. Together the working group determined that external consultant Maximum City, was the best fit to support trustees through the strategic planning process.

#### **4.0 Analysis**

##### **Introductory and Visioning Sessions**

An introductory session for Trustees and Student Trustees with Maximum City took place on March 1, 2023, with a focus on the following:

- Fundamentals of multi-year strategic planning, including the role of trustees in the process, components of a strong strategic plan and the phases of strategic plan development;
- Best practices of strategic planning development and consultations;
- Timeline; and,
- Proposal for a path for the work.

Visioning sessions have since taken place on April 12, 2023, where Trustees, Student Trustees and senior staff had the opportunity to engage in workshops guided by the consultant to review the current plan, share aspirations, identify priorities for the next term, and work towards a draft direction for the new strategic plan.

##### **Guiding Principles and Understanding the Strategic Planning Process**

Module 6 of the Ontario Education Services Corporation's (OESC) Professional Development Program for School Board Trustees (included as Appendix A and referenced as 'Module 6' throughout this report) outlines the importance of understanding that a Board's strategic plan is more than just a mandated process. "An organization's strategic plan is the master of other plans – it provides an overall strategic direction to the organization. It also gives guidance for success in specific areas such as financial strategy, media and communications strategy, human rights compliance, organizational development strategy and human resources strategy." Further, "effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will assess its success."

Module 6 suggests the following for inclusion in an organization's strategic plan:

- A shared vision and mission;
- Clear values and beliefs that will drive actions;
- A small number of strategic priorities that will drive the organization;
- Results or outcomes congruent with these priorities;
- Respect for human rights and equity for staff and students;
- Accountabilities and performance measures for tracking progress in equity of outcomes for students and staff;
- Alignment of resources – a balance between strategies and budget;

- Key success indicators;
- Strategy for monitoring progress;
- A framework for leadership and accountability;
- Alignment of policy with strategic directions;
- An effective communication strategy; and
- Provision for continuous capacity building throughout the school board in order to obtain end results.

During the term of the previous strategic plan, the DDSB exercised bold leadership in the approval of the Human Rights, Anti-Discrimination Policy and the Indigenous Education Policy in the interest of securing high achievement, positive mental health and well-being, advancing equitable outcomes and ethical leadership and innovative practice.

### Working Groups

Following discussion with trustees at the March 1, 2023 introductory session and April 12, 2023 visioning session, a trustee working group comprised of trustees, student trustees, the Director of Education, both Associate Directors, the Executive Lead, Strategic Initiatives and External Relations and coordinated by Maximum City as the consultants has been formed to guide the strategic plan consultation and development process.

The trustee working group through the Director of Education's role as Secretary to the Board will report to the Board of Trustees regularly throughout the strategic planning process. In addition, a staff working group with the consultant has been formed to ensure effective resourcing and coordination of the consultative process, communication plan, operational alignment and the back-end work required to develop the strategic plan.

### Timeline of Activities

Module 6 defines the strategic planning process using the following graphic:



DDSB's tentative timeline is noted below:

- April 2023: Establish Trustee-led working group to guide the critical path, including the approach to data strategy and broad consultation; establish staff working group to ensure effective resourcing, coordination and operational alignment;
- March/April: Conduct environmental scan to understand the direction of strategic plans across the province;
- Late April: Draft direction of strategic plan (staff working group to lead);
- May: First round consultative process (gather feedback from trustees, students, families, staff, partners, community);
- June/September: Re-draft direction based on data and feedback collected through the development and consultative process;
- September/October: Second round of consultation and feedback received from trustees, students, families, staff, partners, community;
- Final report to Board for approval in November 2023;
- Additionally, the Board will receive updates of the work at the April, May and June 2023 Board meetings.

### **Consultative Process**

Identifying stakeholders, engaging them in the most appropriate way and using their feedback to inform development of the strategic plan are essential steps to the success of the development and consultative process.

DDSB is committed to seeking input and feedback throughout the process from the following working draft of groups:

- Students
- Staff
- Parents/guardians/caregivers
- Partners (includes unions, federations, associations)
- Community
- Others as deemed appropriate throughout the process

Using a variety of methodologies to ensure every member of the DDSB community who wishes to provide input has the opportunity to do so, including but not limited to:

- One on one conversations
- Surveys and other electronic feedback
- Small group settings
- Large group settings
- Others as deemed appropriate throughout the process

A detailed consultation strategy will be included in the next update report.

### **Extension of Current Ignite Learning Strategic Plan**

In November 2020 the Board of Trustees approved a two-year extension of the current Ignite Learning Strategic Plan through to June 2023. With an anticipated completion date of November 2023 for development of the new Strategic Plan, staff are seeking Board approval to extend the

Ignite Learning Strategic Plan to December 2023. This will allow sufficient time for extensive consultation throughout the strategic planning process.

## **5.0 Financial Implications**

A budget of \$95,000 has been allocated and is estimated to include all costs associated with facilitation of consultations and the creation of the new strategic plan.

## **6.0 Evidence of impact**

The development of a multi-year strategic plan is a fundamental statutory obligation established under the Education Act.

Once adopted, in the past, staff provide reports to the Board of Trustees for information at three points in time throughout each school year related to the operational side of the multi-year strategic plan:

1. Fall Report, Annual Operational Plan – outlines key initiatives that form the focus of work across the District for School Operations and Corporate Services staff).
2. Update Report, Annual Operational Plan – provides a status update on work related to key initiatives.
3. Year End Report, Annual Operational Plan – a detailed progress update including outcomes and data from each key initiative.

A new monitoring methodology and reporting schedule may be developed as part of the multi-year strategic plan implementation.

## **7.0 Communication Plan**

In consultation with the Board and consultant, a communications and marketing plan will be created in parallel with the new multi-year strategic plan and will include extensive promotion across the DDSB website, social media platforms and internal and public meetings to ensure the DDSB community is aware of the vision, priorities and plans for the years to be covered by the strategic plan.

DDSB community members and partners will be informed of opportunities to become involved in the strategic planning process during consultation and feedback sessions through schools, the DDSB website, email and social media.

## **8.0 Conclusion and/or Recommendations**

That the Board of Trustees extend the current Ignite Learning strategic plan through to December 31, 2023 to allow sufficient time for the consultation and development process of the new multi-year strategic plan.

## **9.0 Appendices**

Appendix A: Module 6 of the Ontario Education Services Corporation's (OESC) Professional Development Program for School Board Trustees

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations



# 6 The Strategic Role and Multi-Year Strategic Planning



ONTARIO EDUCATION SERVICES CORPORATION

Revised for 2017

## Professional Development Program for School Board Trustees

Core Modules

### A note about this Module

In 2017, Ontario's Ministry of Education released its new strategic planning guide, [Multi-Year Strategic Planning: A Guide for School Board Trustees](#). The Ministry's guide was created with the advice and input of many Ontario school board trustees and directors of education. The guide offers comprehensive information on the process of developing and monitoring multi-year strategic plans.

This Professional Development Module, Module #6 - The Strategic Role and Multi-Year Strategic Planning supports and enhances the Ministry of Education's new guide. Consider Module #6 as a pocket guide to multi-year strategic planning – it offers trustees a primer on the subject and provides a consolidated overview of the planning process. This module also introduces additional supports for school boards such as resource videos focusing on key areas of multi-year strategic planning and an online portal where school boards can view and share documents related to their plans.

### In this module, you will explore:

- The importance of setting a strategic direction and developing a multi-year strategic plan
- How the governance role of the elected board is linked to the multi-year strategic plan
- The requirements of a strong multi-year strategic plan
- The four phases in the development of the multi-year strategic plan

*All too often, school board members are like firefighters on the ground, battling the flames when they should be in a helicopter above the fire, able to see how extensive the blaze is, which way the wind is blowing and where the resources need to be deployed. –Anonymous*

### Introduction to Strategic Planning

The role of the board of trustees is not that of firefighter, but like that of helicopter pilot – to see the bigger picture, survey the environment, determine where resources are most needed, monitor progress, and adapt to meet changing needs and challenges. Engaging in strategic planning can often prevent “fires” and allows the board of trustees to proactively respond to external forces in the environment. Having a strategic plan in place creates the context for purposeful and meaningful work, helps reduce day-to-day obstacles, and allows trustees to direct their time and energy in support of student achievement and well-being.<sup>1</sup>

## 6 The Strategic Role and Multi-Year Strategic Planning

### Introduction to Strategic Planning (continued)

Generally speaking, strategic planning is an organizational activity that is used to:

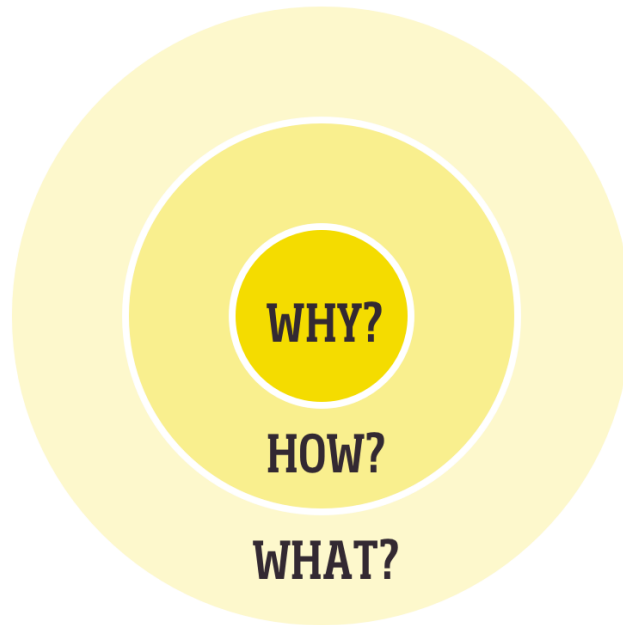
- set priorities
- ensure equity of access and in outcomes
- focus energy and resources
- strengthen operations
- ensure that employees and other stakeholders are working toward common goals
- establish agreement around intended outcomes and processes for monitoring results
- assess and adjust the organization's direction in response to a changing environment

Strategic planning takes disciplined effort, but it produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it – always with a focus on an optimal future. In the case of school boards, that means equitable opportunities for all students, staff and families with a focus on student achievement and well-being. Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will assess its success.

An organization's strategic plan is the master of other plans – it provides an overall strategic direction to the organization. It also gives guidance for success in specific areas such as financial strategy, media and communications strategy, human rights compliance, organizational development strategy, and human resources strategy. These other strategies, some of which are confused with strategic planning, are intended for specific parts, functions or processes within the organization. All of these other types of planning should be guided and informed by an organization's strategic plan.

Engaging in strategic conversations is a developing role for many boards of trustees. To begin, school boards need to be able to clearly articulate why they exist and who they serve, and these questions need to frame all strategic decisions. Simon Sinek (2009, *Start with Why*) suggests that the most successful organizations use the “golden circle” model presented below in their planning. The inner and most important circle is “Why?” – this is the vision and mission of the board and the inspiration and purpose for its work. The second circle is “How?” and the third is “What?” Trustees can focus on the “Why?” and the “What?” while depending on their director of education to manage the “How?” – implementing the operational, day-to-day aspects of the board's work. As Sinek puts it, “The Golden Circle provides compelling evidence of how much more we can achieve if we remind ourselves to start everything we do by first asking why.”<sup>2</sup>

## 6 The Strategic Role and Multi-Year Strategic Planning



### Strategic Planning & Good Governance

Strategic planning is one of the most significant leadership roles of a board of trustees. Strategic planning begins with establishing a purpose and asking the question “Why?” and continues with understanding the bigger picture, determining the board’s goals and strategies, ensuring equity in every aspect of the board’s business, setting relevant and inclusive policy, ensuring effective stewardship of the board’s resources, and monitoring progress towards the realization of the board’s mission and vision. Strategic planning is fundamental to good governance. It supports accountability, transparency and public confidence in school boards. Most importantly, developing a strong plan and seeing it through will have a direct impact on student achievement and well-being for every student in the board.

### Why is strategic planning important?

- to bring everyone on board – to engage and to mobilize towards the vision, the “Why?”
- to motivate staff and to acknowledge the value of their work
- to be proactive rather than reactive to external forces of the environment
- to ensure human rights compliance and equity for all students and staff
- to guide decision making at all levels
- to ensure sustainability
- to be accountable to the key stakeholders and to the community
- to improve organizational learning and capacity
- to communicate and engage with the board’s diverse communities on what is important
- to move from board compliance to overall performance
- to fulfil a school board’s obligations under the Education Act <sup>3</sup>, the [Ontario Human Rights Code](#) and other relevant legislation
- to provide a framework for allocating resources

## 6 The Strategic Role and Multi-Year Strategic Planning

### A School Board's Multi-Year Strategic Plan (MYSP)

Establishing and monitoring the implementation of a multi-year strategic plan (MYSP), with a budget that supports it, is a very important legislated responsibility of the board of trustees. Each Ontario school board is required under the Education Act to create a multi-year plan that spans a minimum of three years. The purpose of the plan is to assist school boards in setting long-term strategic priorities and goals. Once the MYSP is developed, all other short-term planning can then be aligned with the MYSP and support progress towards the plan's long-term vision.

The MYSP and its accompanying implementation and operations plans must address:

- Equity, student achievement and well-being
- Ensuring a safe and inclusive school environment and promoting anti-bullying initiatives
- Effective stewardship of the board's resources
- The delivery of effective and appropriate educational programs

More specifically, a MYSP includes:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ A shared vision and mission</li> <li>▪ Clear values and beliefs that will drive actions</li> <li>▪ A small number of strategic priorities that will drive the organization</li> <li>▪ Results or outcomes congruent with these priorities</li> <li>▪ Respect for human rights and equity for staff and students</li> <li>▪ Accountabilities and performance measures for tracking progress in equity of outcomes for students and staff</li> </ul> | <ul style="list-style-type: none"> <li>▪ Alignment of resources – a balance between strategies and budget</li> <li>▪ Key success indicators</li> <li>▪ Strategy for monitoring progress</li> <li>▪ A framework for leadership and accountability</li> <li>▪ Alignment of policy with strategic directions</li> <li>▪ An effective communication strategy</li> <li>▪ Provision for continuous capacity building throughout the school board in order to obtain end results</li> </ul> |
|---|--|

A board's MYSP is its "face" to the community. It informs constituents of what the board intends to achieve, what its priorities are and how it plans to achieve them. It reflects the vision for the board including its overall purpose (mission statement), beliefs, and strategic directions. The local practices, traditions and cultures of boards will inform its goal-setting process.

While final decisions relating to the MYSP are the responsibility of the board of trustees, the plan is developed through a partnership involving the board of trustees, the director of education (and staff), students, and the community. It may take several months to develop and should be the result of consultation with all of the board's stakeholders - especially those who are marginalized, under-represented, or under-served. The public should have access to the board's MYSP. To promote community

## 6 The Strategic Role and Multi-Year Strategic Planning

### A School Board's Multi-Year Strategic Plan (continued)

engagement and enhance accountability, many boards also provide a more “user-friendly” summarized version of the MYSP on the board website, as well as the full plan with accompanying implementation and operations plans. A strong MYSP will shine the spotlight on a board's ability to govern and its commitment to its children and students.

#### What makes a strong MYSP?

A strong MYSP requires careful and detailed planning at every step of the process. A well-designed MYSP will create meaningful impact by reflecting what a board has learned and experienced in the past. It will move a board into the future and will be innovative, inclusive, and courageous by design – pointing the way forward and providing a framework to get there and for measuring progress against goals. The plan should engage the board's diverse communities, promote collaboration among stakeholders, and help integrate different points of view. A board's MYSP should be hopeful and address new realities such as changing communities, new technologies, and expanding parental and community expectations.

### The Multi-Year Strategic Plan: A collaborative process

With a solid understanding of the concept of strategic planning and what is required of their school boards, trustees can confidently begin the strategic planning process. The requirement to create a MYSP is a legislated responsibility and boards have recognized for a long time that this is an important governance practice. The approach to multi-year strategic planning that follows is designed to assist boards as they develop their plans.

The following section summarizes the planning process and breaks it down into four phases:

1. Getting Organized
2. Gathering Information: Collecting Data & Engaging Key Stakeholders
3. Setting Strategic Direction: Developing the MYSP
4. Implementing the MYSP & Monitoring Progress

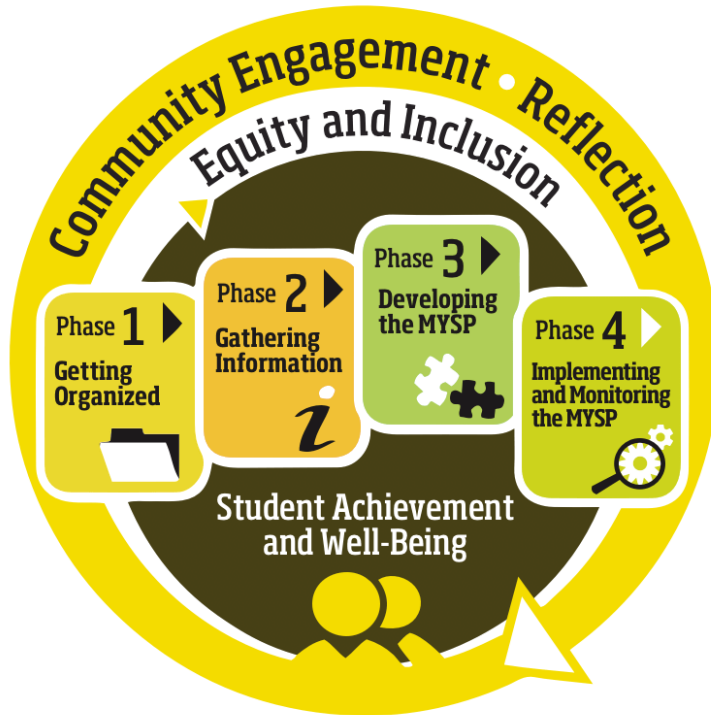
While the first three phases may take only a few months to complete, the final phase (implementing & monitoring the plan) will last between three to five years. Boards should be mindful that all phases of the strategic planning process should be framed by an overarching commitment to student achievement and well-being, equity, and the diverse needs of the board's communities.



The following graphic helps illustrate the phases involved in the MYSP process:

## 6 The Strategic Role and Multi-Year Strategic Planning

### The Multi-Year Strategic Planning Process



#### Phase 1. Getting Organized

Developing a strong MYSP begins with taking the time to get organized. A good place to start is reviewing the planning process from the previous MYSP and establishing what worked, areas for improvement, and what approach will be taken this time around. A commitment to good record keeping now will help to inform the next cycle of planning too.

This is also a good time for boards to take inventory of their collective strategic planning abilities, review the board's capacity to use their own staff and resources for strategic thinking and strategic planning, and design a process to include voices that were missing last time around. Some boards may discover that they could benefit from the help and perspective of an external consultant – a third party advisor who can assist the board with specific aspects of their plan or the entire process. Boards who have seen a large turnover in trustees or a change in their goals may find particular benefits in seeking the support of an outside facilitator to enhance the board's skills in strategic planning.

#### Strategic Planning Committees

When getting organized, the director and the board will also have to decide how they want to assign responsibility for guiding the MYSP process. Larger school boards usually establish strategic planning committees, while smaller boards may need all trustees on the strategic planning committee and work closely with senior staff in the plan's development. No matter the size of the board, committee members should include those with the greatest responsibility for carrying out the plan (e.g. the board chair, director, senior staff) and First Nation trustees and student trustees who can lend crucial voices to the plan's development. The committee should be sure to establish clear roles and responsibilities for its members from the outset and timelines for each stage of the plan's development.



## 6 The Strategic Role and Multi-Year Strategic Planning

### Mission, Vision and Values

Another crucial step to this initial phase of getting organized is conducting a review of the board's mission, vision and value statements. The mission statement is a statement of the board's "Why?" - the inspiration and purpose for its work. A vision statement will provide a vivid description of long-term success that answers the question, "if our board succeeds at its highest most equitable level – what would that look like?" Boards can ask themselves "What do we want for our students who are thriving? What do we want for those who are struggling? What do we want for our students when they leave school?" The board should also review its values statement – it outlines the board's shared values and beliefs.

All of these statements help the board make fundamental choices that will shape the board's future, drive action, and inform all aspects of the MYSP. When conducting the review, boards will need to ensure that the statements remain reflective of their beliefs and needs. A board's mission and values statements will likely remain stable over time. Establishing a renewed vision statement is critical to the MYSP process – the renewed vision should address equity, achievement and well-being in the ever-changing context of students, staff, and communities in Ontario.



### Phase 2. Gathering Information: Collecting Data & Engaging Key Stakeholders

The second phase in the development of a successful MYSP begins with research. It's critical to establish a clear understanding of what is happening in the board. The strategic planning committee can accomplish this by gathering current and relevant information through an environmental scan and making recommendations based on the best available data they uncover. Engaging with key stakeholders (such as board staff, students, families, and community groups) is also essential to getting a clear snapshot of the state of the board and is a necessary step before setting the strategic direction for the MYSP. Particular attention should be paid to collecting the kind of data that may highlight systemic issues in the board specifically related to equity.

If you don't use data, you're making decisions in a fog.  
–Shere Calouri, school board chair, Beaverton School District, Ore.

### Scanning the Environment & Analyzing the Data

An environmental scan calls on the committee to gather and analyze information and data pertaining to the board's internal and external environments. The committee will work together to identify emerging issues, trends and challenges, and to recommend the areas where the school board needs to shift, change or improve.

To perform the environmental scan, the board can engage in a process of reflection, learning and open dialogue by using different approaches such as a SWOT analysis to identify Strengths, Weaknesses (pertains to the internal environment), Opportunities and Threats (pertains to the external environment). An alternative and very effective approach to SWOT is the Appreciative Inquiry method.<sup>4</sup>

## 6 The Strategic Role and Multi-Year Strategic Planning

The core message of this approach is to lead an organization from a position of positive aspects and strengths and not from negativity and problems. With Appreciative Inquiry, the committee can look at what a board is doing well and take a strengths-based approach to planning.

In conducting the environmental scan, the committee must take into account a broad range of internal and external information and data such as:

### Internal Environment

- The impact of the previous MYSP
- Academic achievement rates
- Student and staff well-being
- Parent engagement
- School climates
- Status of buildings and infrastructure
- Enrolment trends
- Human resources capacity
- Trends in rotation and retention of staff
- Results from provincial assessments
- Results of surveys to students, families, constituents and staff

The committee should gather demographic data and cross-reference that data with the information collected on the above areas. This analysis should uncover systemic issues and surface equity issues in the board. This process will allow the board to work toward full human rights compliance and ensure that equity is at the core of the educational services the board provides. The committee should both identify areas for improvement and confirm what is working well – globally and for marginalized groups – and set tentative strategic priorities accordingly.

### External Environment

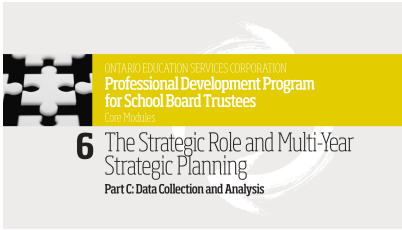
- Socio-economic and demographic characteristics
- Immigration patterns
- Changes in the political environment
- New provincial directives and legislative changes
- New collective agreements
- Economic and market trends
- Technological trends
- New approaches or changes in pedagogy

The committee must then interpret their data in the context of the schools, of the school board, and of the entire education system in order to understand how the information impacts on the multi-year strategic planning process. The committee will likely see common themes emerging that will begin to suggest a direction for the board. Attention should also be paid to any information that falls outside of the main themes that have emerged – this outlying information may be significant, particularly if it relates to issues of equity.

While analyzing the data, the committee will find through their collaborative process that areas of strategic priority begin to emerge. These priorities should highlight the general results the board would like to achieve. And while they will likely shift as the MYSP process moves forward, working with a set of priority areas will help drive the formal stakeholder engagement and planning processes to come.



# 6 The Strategic Role and Multi-Year Strategic Planning



## Stakeholder Engagement

Stakeholder engagement is an essential component in developing the MYSP. This is a special opportunity for the board to engage its stakeholders as valid, essential and interdependent members of a larger network. Unlike the process of community engagement (which is two-way communication that should be happening on a regular basis no matter what the board of trustees is working on) stakeholder engagement is a formal part of the MYSP process. It can be broken down into four steps:

**1. Identify your board's stakeholders.** Stakeholders will include students, board staff, families, and members of the community. An inclusive list encompasses the voices of Indigenous peoples, newcomers to Ontario, the LGBTQ community, the racialized community, organizations engaged with families of low socio-economic status, community groups engaged with special education needs, and other community groups speaking on behalf of underserved children. Staff and student members from these communities can help identify these groups and support trustees to develop ongoing relationships.

**2. Decide on the right approach to engagement.** The committee should be mindful of the many diverse communities of the board and be sure to offer their preferred method for engagement. Stakeholders should be invited to create the engagement process itself – not just respond to it.

This could include community forums, town halls, online surveys, collaboration software, teleconferences, interviews or focus groups. Committees should consider using existing meetings and getting the MYSP on meeting agendas. In approaching the engagement, the committee can ask itself this question: “What method(s) will work best to obtain multiple perspectives from all stakeholders to identify common critical issues, needs, expectations and possibilities?”

Questions should be brief, unambiguous and meaningful to the stakeholders. They should be based on the potential strategic priority areas identified through the data analysis stage; this will assure stakeholders that the committee has prepared well and has a sound context for the discussions.

**3. Conduct the Engagements.** Actively engage stakeholders to share their views, concerns, ideas and questions on areas of strategic priority. This process may be led by the committee, a third-party facilitator or stakeholders themselves. Be sure to reflect back to stakeholders what the committee has heard so that all feedback is captured accurately in the record of the stakeholder sessions.

## 6 The Strategic Role and Multi-Year Strategic Planning

**4. Analyze the findings.** Turn stakeholder thinking into evidence-based action by sifting through the feedback to find the common themes that can then shape the board's direction. Pay particular attention to the way some groups experience and interact with the board compared to others. If there are significant differences between demographic groups that can be seen, it likely flags real equity and human rights issues in the board that need to be addressed. Again be sure to look for the outlying points of view that may be unpopular but bring important information to light. The difference between the two can inform issues that need to be addressed. This step also includes comparing stakeholder feedback with the data the committee has gathered on its own. The findings should be similar – if they are not there may be a need for more research. Based on stakeholder feedback, this is also the time to review and refine the strategic priorities identified earlier.



### Phase 3. Setting Strategic Direction: Developing the MYSP

The committee is now equipped with relevant, accurate and useful information and is well-positioned to finalize strategic priorities and goals. Together, with the board of trustees and senior staff, the committee will solidify the school board's strategic direction and decide on the steps to take in realizing the board's vision for the future.

#### Length of the MYSP

A key consideration now will be deciding on the duration of the MYSP. A plan typically lays out the direction for the board for a minimum of three years (as required by the Education Act) up to a maximum of five. Four years, however, can be considered as an ideal MYSP length as this provides enough time to achieve improvements over the short and long-term. A four-year plan also correlates with the trustee election cycle; offsetting the implementation of the MYSP by one year or two years before an election allows new trustees to come into a board with a plan firmly in place and also allows them to participate in the creation of a MYSP later during their term.

#### Setting Strategic Priorities and Corresponding Goals

The committee's next step is to affirm areas of strategic priority. An initial list has been developed during the earlier phases of planning – now it is time to finalize three to five major priorities for the school board. The selected strategic priorities should reflect the research, stakeholder engagements and analysis done to date; they should be representative of the needs of all stakeholders, seek to strengthen the achievement and well-being of every student, and enhance public confidence in the board. The goals should have equity at the fore. They should be ambitious, motivational, and be powerful enough to pave the way forward for the board.

The committee can now build goals around each area of strategic priority. These goals are the things the board plans to achieve over the course of its strategic plan. Goals will flow from the mission and vision

## 6 The Strategic Role and Multi-Year Strategic Planning

and address each area of strategic priority. It's advisable to attach at least one clearly defined and measurable goal to each strategic priority. Goals focus on results and goals should be SMART: Specific, Measurable, Achievable, Realistic and Time-based.



### Developing an Evaluation Framework

Evaluation frameworks are tools to answer the question, “How will we know if we’re succeeding?” Evaluation frameworks establish accountabilities, name performance measures, and identify the desired outcomes. They make evaluation easier and help turn high-level priorities into measurable goals. When done well, evaluation frameworks place equity at the forefront of the board’s success. The committee is tasked with developing a high-level evaluation framework to outline what needs to be done and how this will be measured. One tool for doing this is the logic model.

Logic models are ideal frameworks to use when laying out a MYSP. The template provided below would work well for a school board’s MYSP. It presents each strategic priority with its corresponding goals and sets out how the committee will:

- Establish outcome statements for each goal. These statements describe the goal’s desired impact – they are specific descriptions of what success would look like. Equity should be evident in the crafting of outcome statements. It is helpful to identify a short-term outcome for each goal (as a direct result of the MYSP) and intermediate outcomes where evidence of change in behaviours, practices, decision-making, policies and social action will become evident.
- Assign targets to each goal. These are key success indicators in the form of specific quantitative and qualitative data to indicate the progression or level of success in achieving a goal. Targets should be measurable and achievable within a set period of time. At the outset, every outcome statement should specify methods of assessment and data collection tools. Many quantitative measures already exist and others can be created as needed. These measures will track how progress is being made.
- Define the monitoring and reporting structure for each goal. The board is accountable to the public for the results achieved in the MYSP. How often will students, staff, families, community groups, and the larger community want to be updated on progress towards goals? The MYSP will also include a schedule for the director to report on progress for each strategic goal to demonstrate accountability for results achieved in the MYSP. The schedule would consider, for example, how to engage the Indigenous Education Advisory Council, the Special Education Advisory Council, the Parent Involvement Committee, the Equity Advisory Committee, and others in monitoring and reporting, and how often the board community will want to hear progress updates.

# 6 The Strategic Role and Multi-Year Strategic Planning

## Logic Model Template

|                      |        |                       |                         |        |                      |
|----------------------|--------|-----------------------|-------------------------|--------|----------------------|
| Strategic Priority 1 | Goal 1 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
|                      | Goal 2 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
|                      | Goal 3 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
| Strategic Priority 2 | Goal 1 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
|                      | Goal 2 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
|                      | Goal 3 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |

Creating Logic Models may seem complex, but they can be relatively straightforward and highly useful tools. For excellent resources on evaluation frameworks and understanding logic models, please visit: [this guide](#).



## Writing the MYSP

With the evaluation framework complete, the board can now draft the actual MYSP document and transform the logic model into a more relatable and engaging plan for the board and stakeholders. The MYSP document should feature the board's mission, vision and value statements, explain how the plan came to be, the research and stakeholder engagements that guided the selection of strategic priorities, and a refined presentation of the logic model itself. The final document should be ambitious, relatable and inspiring. It should be inclusive of diverse points of view and showcase the board's commitment to its students, staff and community, and point a positive way forward for all. Everyone should see themselves reflected in the MYSP.

When the final MYSP document has been drafted and before it is brought to the board for approval, the committee should provide it to the board of trustees for review. This review can lead to revisions that will improve the plan and ensure that the views of all stakeholders are well reflected. Following this review, it can be formally presented to the board for final approval, which is the final step in the creation of the MYSP.

The committee should also establish an effective communications strategy to promote the MYSP upon its launch, making it available to board staff, students, families, community organizations, and other stakeholders.

## 6 The Strategic Role and Multi-Year Strategic Planning

The communications plan should include specific outreach to the board's marginalized communities. A summary on the board's website with a link to the full version of the MYSP is a first step in promoting the plan. It can also be shared through in-person presentations, printed summaries, news releases and electronic notices. The MYSP should be referenced regularly in board communications.

### Online Strategy Portal

School boards are invited to peruse and upload documents associated with the multi-year strategic planning process on OESC's Online Strategy Portal. Documents will include multi-year strategic plans, board reports, annual reports, director appraisal templates/policies and evaluation frameworks. This is an excellent resource to share effective practices and collaborate on the the planning process. To view the Online Strategy Portal, please visit: [the OESC online strategy portal for board generated content](#).

### 4. Implementing the MYSP & Monitoring Progress

The MYSP is complete and now it's time to implement the plan and see it through. Both the board of trustees and the director of education have specific duties in implementing the MYSP and monitoring its progress.

#### Overview of Director's Responsibilities

Under the Education Act, the director is responsible for the implementation of the MYSP. The director, with senior staff, will transform the MYSP into concrete action plans for which they will own responsibility. More specifically, the director will:

- **Work with senior staff to build upon the existing logic model.** Each strategic goal identified in the MYSP will now require its own detailed logic model. Building this out will help with implementation and monitoring of each goal. Tip: To see the Ministry of Education's resources for creating detailed logic models visit [this guide](#).
- **Align the MYSP with board operational and improvement plans and school-level plans.** Working with the completed logic models, these plans will outline how to achieve the MYSP's priorities and goals and work to bring the MYSP to life. The director must pay careful attention to ensure that data collection tools from the logic models are woven into these plans. This will allow the director to track the success of each initiative.
- **Develop the annual board budget to support the MYSP.** The budget process involves multiple consultations between the board and senior staff. With the assistance of the finance committee, the director presents to the Board for approval a proposed board budget which is a financial reflection of the strategic priority areas and goals set out in the MYSP.

## 6 The Strategic Role and Multi-Year Strategic Planning

- **Monitor the progress of the MYSP** by analyzing data collected, assessing the impact of each initiative, and adjusting implementation actions and resources to support these initiatives as required. This is when it is most important to track progress toward achieving academic excellence, equity of outcomes, and well-being of students and staff. If expected progress is not being made, the director and senior staff can make adjustments to ensure that the MYSP goals get back on track.
- **Report regularly to the board on the progress of the MYSP;** this allows trustees to keep their constituents up to date on achievements and setbacks. The director is required to review the plan annually with the board.

### Overview of Board's Responsibilities

With the approval of the MYSP the board has provided its director and staff with a set of strategic priorities and goals to guide the work of the board. The board of trustees can then concentrate on progress and outcomes. The board should expect progress reports from the director and senior staff, seek cogent explanations about results, and insist on clear next steps in relation to the results being obtained. The board of trustees is responsible for:

- Approving the annual board budget
- Being accountable to key stakeholders and to the public for the results achieved and setbacks encountered in the implementation of the MYSP
- Developing a communications strategy to promote the MYSP, sharing it with the community, and reporting on achievements and progress regularly
- Monitoring the progress of the MYSP towards the achievement of strategic goals by referring back to the initial MYSP logic module
- Reviewing the MYSP annually with the director to measure success and maintain focus on the board's strategic direction
- Reviewing the director's performance based on the progress made toward realizing the MYSP's goals



### Conclusion

A strong and well-implemented MYSP has the power to shape an optimal future for students and staff, and can have a positive and meaningful impact on the board's diverse communities. Trustees are leaders



## 6 The Strategic Role and Multi-Year Strategic Planning

of publicly funded education and leaders in their communities and in the province. Together, they are responsible for creating the winning conditions within their school boards and beyond that enable every student to meet high standards of achievement, that foster cultures of well-being and inclusion, and that ensure equitable and healthy school environments. Setting a strategic direction is essential to this commitment and to the governance role of the elected board.

### Ministry Resources

The Ministry of Education has created a new guide for school board trustees on multi-year strategic planning. The guide is designed to support boards of trustees in the process of developing and monitoring their MYSPs. The guide, and its accompanying resources, are very thorough and build on the work school boards have done to date. Excellent guidance and resources for areas such as data collection, evaluation frameworks, stakeholder engagement, and communications planning are [available here](#).

### Board Professional learning Sessions

Skilled facilitators are available to assist boards in the development and review of their Multi-Year Strategic Plans. English and French speaking facilitators can offer professional learning around:

- Strategic Thinking
- Developing and Reviewing Mission, Vision and Value Statements
- Data Collection and Analysis
- Stakeholder Engagement
- Setting Strategic Priorities and Goals
- Evaluation and Monitoring Progress (including evaluation frameworks and logic models)
- Living the MYSP: Alignment & Implementation (including annual plans, communication strategy and director's performance appraisal)

**For more information** or to book a facilitated session for your board, please visit/contact the [OESC web site](#).

### Notes

1. MacBeth, Theresa. "From scorecards to storyboards." Presentation, Public Education Symposium, Toronto, January, 2017
2. *Start with Why*, Simon Sinek, 2009, page 38
3. *Education Act*, s. 169.1(1)
4. *Appreciative Inquiry: A Positive Revolution in Change*, Cooperrider, David L. and Diana Whitney and <http://appreciativeinquiry.case.edu/>

# 6 The Strategic Role and Multi-Year Strategic Planning

## ***The Education Act, Section 169.1***

### ***Board responsibility for student achievement and effective stewardship of resources***

169.1 (1) Every board shall,

- (a) promote student achievement and well-being;
- (a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- (a.2) promote the prevention of bullying;
- (b) ensure effective stewardship of the board's resources;
- (c) deliver effective and appropriate education programs to its pupils;
- (d) develop and maintain policies and organizational structures that,
  - (i) promote the goals referred to in clauses (a) to (c), and
  - (ii) encourage pupils to pursue their educational goals;
- (e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;
- (f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);
- (g) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education; and
- (h) monitor and evaluate the performance of the board's director of education, or the supervisory officer acting as the board's director of education, in meeting,
  - (i) his or her duties under this Act or any policy, guideline or regulation made under this Act, including duties under the plan referred to in clause (f), and
  - (ii) any other duties assigned by the board. 2009, c. 25, s. 15; 2012, c. 5, s. 3 (1).

### **Multi-year plan**

(2) A multi-year plan is a plan for three or more school years. 2009, c. 25, s. 15.

### **School climate surveys**

(2.1) In fulfilling its duties under clause (1) (e) with respect to the effectiveness of policies developed by the board to promote the goals referred to in clauses (1) (a.1) and (a.2), every board shall use surveys to collect information from its pupils and staff, and parents and guardians of its pupils at least once every two years in accordance with any policies and guidelines made under paragraph 31 of subsection 8 (1). 2012, c. 5, s. 3 (2).

### **Same**

(2.2) In collecting information under subsection (2.1), a board shall not collect any name or any identifying number, symbol or other particular assigned to a person. 2012, c. 5, s. 3 (2).

### **Measures in plan**

(3) Every board shall ensure that the plan referred to in clause (1) (f) includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations made under section 11.1. 2009, c. 25, s. 15.



## 6 The Strategic Role and Multi-Year Strategic Planning

### *The Education Act, Section 169.1*

#### **Communications**

(4) Every board shall take steps to,

(a) bring the plan referred to in clause (1) (f) to the attention of supporters and employees of the board;  
and

(b) report to supporters and employees of the board about progress in implementing the plan referred to in clause (1) (f). 2009, c. 25, s. 15.

#### **Effective stewardship**

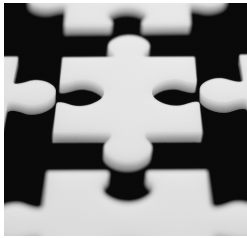
(5) Every board shall,

(a) effectively use the resources entrusted to it;

(b) use the resources entrusted to it for the purposes of delivering effective and appropriate education;  
and

(c) manage the resources entrusted to it in a manner that upholds public confidence. 2009, c. 25, s. 15

# 6 The Strategic Role and Multi-Year Strategic Planning



ONTARIO EDUCATION SERVICES CORPORATION

Revised for 2017

## Professional Development Program for School Board Trustees

Core Modules

### A note about this Module

In 2017, Ontario's Ministry of Education released its new strategic planning guide, [Multi-Year Strategic Planning: A Guide for School Board Trustees](#). The Ministry's guide was created with the advice and input of many Ontario school board trustees and directors of education. The guide offers comprehensive information on the process of developing and monitoring multi-year strategic plans.

This Professional Development Module, Module #6 - The Strategic Role and Multi-Year Strategic Planning supports and enhances the Ministry of Education's new guide. Consider Module #6 as a pocket guide to multi-year strategic planning – it offers trustees a primer on the subject and provides a consolidated overview of the planning process. This module also introduces additional supports for school boards such as resource videos focusing on key areas of multi-year strategic planning and an online portal where school boards can view and share documents related to their plans.

### In this module, you will explore:

- The importance of setting a strategic direction and developing a multi-year strategic plan
- How the governance role of the elected board is linked to the multi-year strategic plan
- The requirements of a strong multi-year strategic plan
- The four phases in the development of the multi-year strategic plan

*All too often, school board members are like firefighters on the ground, battling the flames when they should be in a helicopter above the fire, able to see how extensive the blaze is, which way the wind is blowing and where the resources need to be deployed. –Anonymous*

### Introduction to Strategic Planning

The role of the board of trustees is not that of firefighter, but like that of helicopter pilot – to see the bigger picture, survey the environment, determine where resources are most needed, monitor progress, and adapt to meet changing needs and challenges. Engaging in strategic planning can often prevent “fires” and allows the board of trustees to proactively respond to external forces in the environment. Having a strategic plan in place creates the context for purposeful and meaningful work, helps reduce day-to-day obstacles, and allows trustees to direct their time and energy in support of student achievement and well-being.<sup>1</sup>

## 6 The Strategic Role and Multi-Year Strategic Planning

### Introduction to Strategic Planning (continued)

Generally speaking, strategic planning is an organizational activity that is used to:

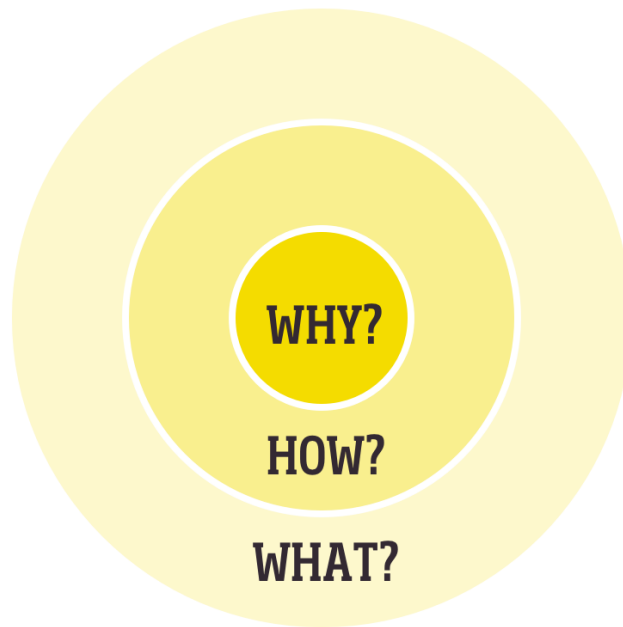
- set priorities
- ensure equity of access and in outcomes
- focus energy and resources
- strengthen operations
- ensure that employees and other stakeholders are working toward common goals
- establish agreement around intended outcomes and processes for monitoring results
- assess and adjust the organization's direction in response to a changing environment

Strategic planning takes disciplined effort, but it produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it – always with a focus on an optimal future. In the case of school boards, that means equitable opportunities for all students, staff and families with a focus on student achievement and well-being. Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will assess its success.

An organization's strategic plan is the master of other plans – it provides an overall strategic direction to the organization. It also gives guidance for success in specific areas such as financial strategy, media and communications strategy, human rights compliance, organizational development strategy, and human resources strategy. These other strategies, some of which are confused with strategic planning, are intended for specific parts, functions or processes within the organization. All of these other types of planning should be guided and informed by an organization's strategic plan.

Engaging in strategic conversations is a developing role for many boards of trustees. To begin, school boards need to be able to clearly articulate why they exist and who they serve, and these questions need to frame all strategic decisions. Simon Sinek (2009, *Start with Why*) suggests that the most successful organizations use the “golden circle” model presented below in their planning. The inner and most important circle is “Why?” – this is the vision and mission of the board and the inspiration and purpose for its work. The second circle is “How?” and the third is “What?” Trustees can focus on the “Why?” and the “What?” while depending on their director of education to manage the “How?” – implementing the operational, day-to-day aspects of the board's work. As Sinek puts it, “The Golden Circle provides compelling evidence of how much more we can achieve if we remind ourselves to start everything we do by first asking why.”<sup>2</sup>

## 6 The Strategic Role and Multi-Year Strategic Planning



### Strategic Planning & Good Governance

Strategic planning is one of the most significant leadership roles of a board of trustees. Strategic planning begins with establishing a purpose and asking the question “Why?” and continues with understanding the bigger picture, determining the board’s goals and strategies, ensuring equity in every aspect of the board’s business, setting relevant and inclusive policy, ensuring effective stewardship of the board’s resources, and monitoring progress towards the realization of the board’s mission and vision. Strategic planning is fundamental to good governance. It supports accountability, transparency and public confidence in school boards. Most importantly, developing a strong plan and seeing it through will have a direct impact on student achievement and well-being for every student in the board.

### Why is strategic planning important?

- to bring everyone on board – to engage and to mobilize towards the vision, the “Why?”
- to motivate staff and to acknowledge the value of their work
- to be proactive rather than reactive to external forces of the environment
- to ensure human rights compliance and equity for all students and staff
- to guide decision making at all levels
- to ensure sustainability
- to be accountable to the key stakeholders and to the community
- to improve organizational learning and capacity
- to communicate and engage with the board’s diverse communities on what is important
- to move from board compliance to overall performance
- to fulfil a school board’s obligations under the Education Act <sup>3</sup>, the [Ontario Human Rights Code](#) and other relevant legislation
- to provide a framework for allocating resources

## 6 The Strategic Role and Multi-Year Strategic Planning

### A School Board's Multi-Year Strategic Plan (MYSP)

Establishing and monitoring the implementation of a multi-year strategic plan (MYSP), with a budget that supports it, is a very important legislated responsibility of the board of trustees. Each Ontario school board is required under the Education Act to create a multi-year plan that spans a minimum of three years. The purpose of the plan is to assist school boards in setting long-term strategic priorities and goals. Once the MYSP is developed, all other short-term planning can then be aligned with the MYSP and support progress towards the plan's long-term vision.

The MYSP and its accompanying implementation and operations plans must address:

- Equity, student achievement and well-being
- Ensuring a safe and inclusive school environment and promoting anti-bullying initiatives
- Effective stewardship of the board's resources
- The delivery of effective and appropriate educational programs

More specifically, a MYSP includes:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ A shared vision and mission</li> <li>▪ Clear values and beliefs that will drive actions</li> <li>▪ A small number of strategic priorities that will drive the organization</li> <li>▪ Results or outcomes congruent with these priorities</li> <li>▪ Respect for human rights and equity for staff and students</li> <li>▪ Accountabilities and performance measures for tracking progress in equity of outcomes for students and staff</li> </ul> | <ul style="list-style-type: none"> <li>▪ Alignment of resources – a balance between strategies and budget</li> <li>▪ Key success indicators</li> <li>▪ Strategy for monitoring progress</li> <li>▪ A framework for leadership and accountability</li> <li>▪ Alignment of policy with strategic directions</li> <li>▪ An effective communication strategy</li> <li>▪ Provision for continuous capacity building throughout the school board in order to obtain end results</li> </ul> |
|---|--|

A board's MYSP is its "face" to the community. It informs constituents of what the board intends to achieve, what its priorities are and how it plans to achieve them. It reflects the vision for the board including its overall purpose (mission statement), beliefs, and strategic directions. The local practices, traditions and cultures of boards will inform its goal-setting process.

While final decisions relating to the MYSP are the responsibility of the board of trustees, the plan is developed through a partnership involving the board of trustees, the director of education (and staff), students, and the community. It may take several months to develop and should be the result of consultation with all of the board's stakeholders - especially those who are marginalized, under-represented, or under-served. The public should have access to the board's MYSP. To promote community

## 6 The Strategic Role and Multi-Year Strategic Planning

### A School Board's Multi-Year Strategic Plan (continued)

engagement and enhance accountability, many boards also provide a more “user-friendly” summarized version of the MYSP on the board website, as well as the full plan with accompanying implementation and operations plans. A strong MYSP will shine the spotlight on a board's ability to govern and its commitment to its children and students.

#### What makes a strong MYSP?

A strong MYSP requires careful and detailed planning at every step of the process. A well-designed MYSP will create meaningful impact by reflecting what a board has learned and experienced in the past. It will move a board into the future and will be innovative, inclusive, and courageous by design – pointing the way forward and providing a framework to get there and for measuring progress against goals. The plan should engage the board's diverse communities, promote collaboration among stakeholders, and help integrate different points of view. A board's MYSP should be hopeful and address new realities such as changing communities, new technologies, and expanding parental and community expectations.

### The Multi-Year Strategic Plan: A collaborative process

With a solid understanding of the concept of strategic planning and what is required of their school boards, trustees can confidently begin the strategic planning process. The requirement to create a MYSP is a legislated responsibility and boards have recognized for a long time that this is an important governance practice. The approach to multi-year strategic planning that follows is designed to assist boards as they develop their plans.

The following section summarizes the planning process and breaks it down into four phases:

1. Getting Organized
2. Gathering Information: Collecting Data & Engaging Key Stakeholders
3. Setting Strategic Direction: Developing the MYSP
4. Implementing the MYSP & Monitoring Progress

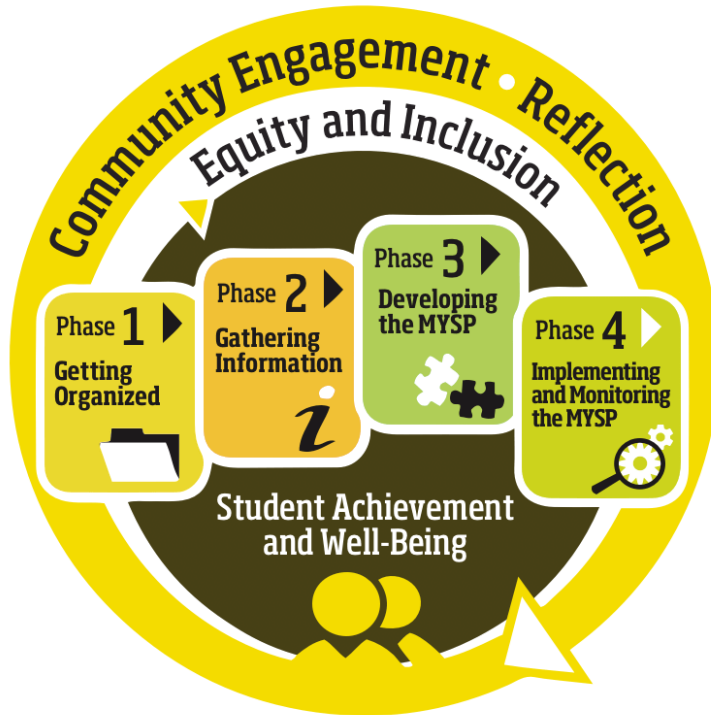
While the first three phases may take only a few months to complete, the final phase (implementing & monitoring the plan) will last between three to five years. Boards should be mindful that all phases of the strategic planning process should be framed by an overarching commitment to student achievement and well-being, equity, and the diverse needs of the board's communities.



The following graphic helps illustrate the phases involved in the MYSP process:

## 6 The Strategic Role and Multi-Year Strategic Planning

### The Multi-Year Strategic Planning Process



#### Phase 1. Getting Organized

Developing a strong MYSP begins with taking the time to get organized. A good place to start is reviewing the planning process from the previous MYSP and establishing what worked, areas for improvement, and what approach will be taken this time around. A commitment to good record keeping now will help to inform the next cycle of planning too.

This is also a good time for boards to take inventory of their collective strategic planning abilities, review the board's capacity to use their own staff and resources for strategic thinking and strategic planning, and design a process to include voices that were missing last time around. Some boards may discover that they could benefit from the help and perspective of an external consultant – a third party advisor who can assist the board with specific aspects of their plan or the entire process. Boards who have seen a large turnover in trustees or a change in their goals may find particular benefits in seeking the support of an outside facilitator to enhance the board's skills in strategic planning.

#### Strategic Planning Committees

When getting organized, the director and the board will also have to decide how they want to assign responsibility for guiding the MYSP process. Larger school boards usually establish strategic planning committees, while smaller boards may need all trustees on the strategic planning committee and work closely with senior staff in the plan's development. No matter the size of the board, committee members should include those with the greatest responsibility for carrying out the plan (e.g. the board chair, director, senior staff) and First Nation trustees and student trustees who can lend crucial voices to the plan's development. The committee should be sure to establish clear roles and responsibilities for its members from the outset and timelines for each stage of the plan's development.



# 6 The Strategic Role and Multi-Year Strategic Planning

## Mission, Vision and Values

Another crucial step to this initial phase of getting organized is conducting a review of the board's mission, vision and value statements. The mission statement is a statement of the board's "Why?" - the inspiration and purpose for its work. A vision statement will provide a vivid description of long-term success that answers the question, "if our board succeeds at its highest most equitable level – what would that look like?" Boards can ask themselves "What do we want for our students who are thriving? What do we want for those who are struggling? What do we want for our students when they leave school?" The board should also review its values statement – it outlines the board's shared values and beliefs.

All of these statements help the board make fundamental choices that will shape the board's future, drive action, and inform all aspects of the MYSP. When conducting the review, boards will need to ensure that the statements remain reflective of their beliefs and needs. A board's mission and values statements will likely remain stable over time. Establishing a renewed vision statement is critical to the MYSP process – the renewed vision should address equity, achievement and well-being in the ever-changing context of students, staff, and communities in Ontario.



## Phase 2. Gathering Information: Collecting Data & Engaging Key Stakeholders

The second phase in the development of a successful MYSP begins with research. It's critical to establish a clear understanding of what is happening in the board. The strategic planning committee can accomplish this by gathering current and relevant information through an environmental scan and making recommendations based on the best available data they uncover. Engaging with key stakeholders (such as board staff, students, families, and community groups) is also essential to getting a clear snapshot of the state of the board and is a necessary step before setting the strategic direction for the MYSP. Particular attention should be paid to collecting the kind of data that may highlight systemic issues in the board specifically related to equity.

If you don't use data, you're making decisions in a fog.  
–Shere Calouri, school board chair, Beaverton School District, Ore.

## Scanning the Environment & Analyzing the Data

An environmental scan calls on the committee to gather and analyze information and data pertaining to the board's internal and external environments. The committee will work together to identify emerging issues, trends and challenges, and to recommend the areas where the school board needs to shift, change or improve.

To perform the environmental scan, the board can engage in a process of reflection, learning and open dialogue by using different approaches such as a SWOT analysis to identify Strengths, Weaknesses (pertains to the internal environment), Opportunities and Threats (pertains to the external environment). An alternative and very effective approach to SWOT is the Appreciative Inquiry method.<sup>4</sup>



## 6 The Strategic Role and Multi-Year Strategic Planning

The core message of this approach is to lead an organization from a position of positive aspects and strengths and not from negativity and problems. With Appreciative Inquiry, the committee can look at what a board is doing well and take a strengths-based approach to planning.

In conducting the environmental scan, the committee must take into account a broad range of internal and external information and data such as:

### Internal Environment

- The impact of the previous MYSP
- Academic achievement rates
- Student and staff well-being
- Parent engagement
- School climates
- Status of buildings and infrastructure
- Enrolment trends
- Human resources capacity
- Trends in rotation and retention of staff
- Results from provincial assessments
- Results of surveys to students, families, constituents and staff

The committee should gather demographic data and cross-reference that data with the information collected on the above areas. This analysis should uncover systemic issues and surface equity issues in the board. This process will allow the board to work toward full human rights compliance and ensure that equity is at the core of the educational services the board provides. The committee should both identify areas for improvement and confirm what is working well – globally and for marginalized groups – and set tentative strategic priorities accordingly.

### External Environment

- Socio-economic and demographic characteristics
- Immigration patterns
- Changes in the political environment
- New provincial directives and legislative changes
- New collective agreements
- Economic and market trends
- Technological trends
- New approaches or changes in pedagogy

The committee must then interpret their data in the context of the schools, of the school board, and of the entire education system in order to understand how the information impacts on the multi-year strategic planning process. The committee will likely see common themes emerging that will begin to suggest a direction for the board. Attention should also be paid to any information that falls outside of the main themes that have emerged – this outlying information may be significant, particularly if it relates to issues of equity.

While analyzing the data, the committee will find through their collaborative process that areas of strategic priority begin to emerge. These priorities should highlight the general results the board would like to achieve. And while they will likely shift as the MYSP process moves forward, working with a set of priority areas will help drive the formal stakeholder engagement and planning processes to come.

# 6 The Strategic Role and Multi-Year Strategic Planning



## Stakeholder Engagement

Stakeholder engagement is an essential component in developing the MYSP. This is a special opportunity for the board to engage its stakeholders as valid, essential and interdependent members of a larger network. Unlike the process of community engagement (which is two-way communication that should be happening on a regular basis no matter what the board of trustees is working on) stakeholder engagement is a formal part of the MYSP process. It can be broken down into four steps:

**1. Identify your board's stakeholders.** Stakeholders will include students, board staff, families, and members of the community. An inclusive list encompasses the voices of Indigenous peoples, newcomers to Ontario, the LGBTQ community, the racialized community, organizations engaged with families of low socio-economic status, community groups engaged with special education needs, and other community groups speaking on behalf of underserved children. Staff and student members from these communities can help identify these groups and support trustees to develop ongoing relationships.

**2. Decide on the right approach to engagement.** The committee should be mindful of the many diverse communities of the board and be sure to offer their preferred method for engagement. Stakeholders should be invited to create the engagement process itself – not just respond to it.

This could include community forums, town halls, online surveys, collaboration software, teleconferences, interviews or focus groups. Committees should consider using existing meetings and getting the MYSP on meeting agendas. In approaching the engagement, the committee can ask itself this question: “What method(s) will work best to obtain multiple perspectives from all stakeholders to identify common critical issues, needs, expectations and possibilities?”

Questions should be brief, unambiguous and meaningful to the stakeholders. They should be based on the potential strategic priority areas identified through the data analysis stage; this will assure stakeholders that the committee has prepared well and has a sound context for the discussions.

**3. Conduct the Engagements.** Actively engage stakeholders to share their views, concerns, ideas and questions on areas of strategic priority. This process may be led by the committee, a third-party facilitator or stakeholders themselves. Be sure to reflect back to stakeholders what the committee has heard so that all feedback is captured accurately in the record of the stakeholder sessions.

## 6 The Strategic Role and Multi-Year Strategic Planning

**4. Analyze the findings.** Turn stakeholder thinking into evidence-based action by sifting through the feedback to find the common themes that can then shape the board's direction. Pay particular attention to the way some groups experience and interact with the board compared to others. If there are significant differences between demographic groups that can be seen, it likely flags real equity and human rights issues in the board that need to be addressed. Again be sure to look for the outlying points of view that may be unpopular but bring important information to light. The difference between the two can inform issues that need to be addressed. This step also includes comparing stakeholder feedback with the data the committee has gathered on its own. The findings should be similar – if they are not there may be a need for more research. Based on stakeholder feedback, this is also the time to review and refine the strategic priorities identified earlier.



### Phase 3. Setting Strategic Direction: Developing the MYSP

The committee is now equipped with relevant, accurate and useful information and is well-positioned to finalize strategic priorities and goals. Together, with the board of trustees and senior staff, the committee will solidify the school board's strategic direction and decide on the steps to take in realizing the board's vision for the future.

#### Length of the MYSP

A key consideration now will be deciding on the duration of the MYSP. A plan typically lays out the direction for the board for a minimum of three years (as required by the Education Act) up to a maximum of five. Four years, however, can be considered as an ideal MYSP length as this provides enough time to achieve improvements over the short and long-term. A four-year plan also correlates with the trustee election cycle; offsetting the implementation of the MYSP by one year or two years before an election allows new trustees to come into a board with a plan firmly in place and also allows them to participate in the creation of a MYSP later during their term.

#### Setting Strategic Priorities and Corresponding Goals

The committee's next step is to affirm areas of strategic priority. An initial list has been developed during the earlier phases of planning – now it is time to finalize three to five major priorities for the school board. The selected strategic priorities should reflect the research, stakeholder engagements and analysis done to date; they should be representative of the needs of all stakeholders, seek to strengthen the achievement and well-being of every student, and enhance public confidence in the board. The goals should have equity at the fore. They should be ambitious, motivational, and be powerful enough to pave the way forward for the board.

The committee can now build goals around each area of strategic priority. These goals are the things the board plans to achieve over the course of its strategic plan. Goals will flow from the mission and vision

## 6 The Strategic Role and Multi-Year Strategic Planning

and address each area of strategic priority. It's advisable to attach at least one clearly defined and measurable goal to each strategic priority. Goals focus on results and goals should be SMART: Specific, Measurable, Achievable, Realistic and Time-based.



### Developing an Evaluation Framework

Evaluation frameworks are tools to answer the question, “How will we know if we’re succeeding?” Evaluation frameworks establish accountabilities, name performance measures, and identify the desired outcomes. They make evaluation easier and help turn high-level priorities into measurable goals. When done well, evaluation frameworks place equity at the forefront of the board’s success. The committee is tasked with developing a high-level evaluation framework to outline what needs to be done and how this will be measured. One tool for doing this is the logic model.

Logic models are ideal frameworks to use when laying out a MYSP. The template provided below would work well for a school board’s MYSP. It presents each strategic priority with its corresponding goals and sets out how the committee will:

- Establish outcome statements for each goal. These statements describe the goal’s desired impact – they are specific descriptions of what success would look like. Equity should be evident in the crafting of outcome statements. It is helpful to identify a short-term outcome for each goal (as a direct result of the MYSP) and intermediate outcomes where evidence of change in behaviours, practices, decision-making, policies and social action will become evident.
- Assign targets to each goal. These are key success indicators in the form of specific quantitative and qualitative data to indicate the progression or level of success in achieving a goal. Targets should be measurable and achievable within a set period of time. At the outset, every outcome statement should specify methods of assessment and data collection tools. Many quantitative measures already exist and others can be created as needed. These measures will track how progress is being made.
- Define the monitoring and reporting structure for each goal. The board is accountable to the public for the results achieved in the MYSP. How often will students, staff, families, community groups, and the larger community want to be updated on progress towards goals? The MYSP will also include a schedule for the director to report on progress for each strategic goal to demonstrate accountability for results achieved in the MYSP. The schedule would consider, for example, how to engage the Indigenous Education Advisory Council, the Special Education Advisory Council, the Parent Involvement Committee, the Equity Advisory Committee, and others in monitoring and reporting, and how often the board community will want to hear progress updates.

# 6 The Strategic Role and Multi-Year Strategic Planning

## Logic Model Template

|                      |        |                       |                         |        |                      |
|----------------------|--------|-----------------------|-------------------------|--------|----------------------|
| Strategic Priority 1 | Goal 1 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
|                      | Goal 2 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
|                      | Goal 3 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
| Strategic Priority 2 | Goal 1 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
|                      | Goal 2 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |
|                      | Goal 3 | Short-term Outcome(s) | Intermediate Outcome(s) | Target | Reporting Structures |

Creating Logic Models may seem complex, but they can be relatively straightforward and highly useful tools. For excellent resources on evaluation frameworks and understanding logic models, please visit: [this guide](#).



## Writing the MYSP

With the evaluation framework complete, the board can now draft the actual MYSP document and transform the logic model into a more relatable and engaging plan for the board and stakeholders. The MYSP document should feature the board's mission, vision and value statements, explain how the plan came to be, the research and stakeholder engagements that guided the selection of strategic priorities, and a refined presentation of the logic model itself. The final document should be ambitious, relatable and inspiring. It should be inclusive of diverse points of view and showcase the board's commitment to its students, staff and community, and point a positive way forward for all. Everyone should see themselves reflected in the MYSP.

When the final MYSP document has been drafted and before it is brought to the board for approval, the committee should provide it to the board of trustees for review. This review can lead to revisions that will improve the plan and ensure that the views of all stakeholders are well reflected. Following this review, it can be formally presented to the board for final approval, which is the final step in the creation of the MYSP.

The committee should also establish an effective communications strategy to promote the MYSP upon its launch, making it available to board staff, students, families, community organizations, and other stakeholders.

## 6 The Strategic Role and Multi-Year Strategic Planning

The communications plan should include specific outreach to the board's marginalized communities. A summary on the board's website with a link to the full version of the MYSP is a first step in promoting the plan. It can also be shared through in-person presentations, printed summaries, news releases and electronic notices. The MYSP should be referenced regularly in board communications.

### Online Strategy Portal

School boards are invited to peruse and upload documents associated with the multi-year strategic planning process on OESC's Online Strategy Portal. Documents will include multi-year strategic plans, board reports, annual reports, director appraisal templates/policies and evaluation frameworks. This is an excellent resource to share effective practices and collaborate on the the planning process. To view the Online Strategy Portal, please visit: [the OESC online strategy portal for board generated content](#).

### 4. Implementing the MYSP & Monitoring Progress

The MYSP is complete and now it's time to implement the plan and see it through. Both the board of trustees and the director of education have specific duties in implementing the MYSP and monitoring its progress.

#### Overview of Director's Responsibilities

Under the Education Act, the director is responsible for the implementation of the MYSP. The director, with senior staff, will transform the MYSP into concrete action plans for which they will own responsibility. More specifically, the director will:

- **Work with senior staff to build upon the existing logic model.** Each strategic goal identified in the MYSP will now require its own detailed logic model. Building this out will help with implementation and monitoring of each goal. Tip: To see the Ministry of Education's resources for creating detailed logic models visit [this guide](#).
- **Align the MYSP with board operational and improvement plans and school-level plans.** Working with the completed logic models, these plans will outline how to achieve the MYSP's priorities and goals and work to bring the MYSP to life. The director must pay careful attention to ensure that data collection tools from the logic models are woven into these plans. This will allow the director to track the success of each initiative.
- **Develop the annual board budget to support the MYSP.** The budget process involves multiple consultations between the board and senior staff. With the assistance of the finance committee, the director presents to the Board for approval a proposed board budget which is a financial reflection of the strategic priority areas and goals set out in the MYSP.



## 6 The Strategic Role and Multi-Year Strategic Planning

- **Monitor the progress of the MYSP** by analyzing data collected, assessing the impact of each initiative, and adjusting implementation actions and resources to support these initiatives as required. This is when it is most important to track progress toward achieving academic excellence, equity of outcomes, and well-being of students and staff. If expected progress is not being made, the director and senior staff can make adjustments to ensure that the MYSP goals get back on track.
- **Report regularly to the board on the progress of the MYSP;** this allows trustees to keep their constituents up to date on achievements and setbacks. The director is required to review the plan annually with the board.

### Overview of Board's Responsibilities

With the approval of the MYSP the board has provided its director and staff with a set of strategic priorities and goals to guide the work of the board. The board of trustees can then concentrate on progress and outcomes. The board should expect progress reports from the director and senior staff, seek cogent explanations about results, and insist on clear next steps in relation to the results being obtained. The board of trustees is responsible for:

- Approving the annual board budget
- Being accountable to key stakeholders and to the public for the results achieved and setbacks encountered in the implementation of the MYSP
- Developing a communications strategy to promote the MYSP, sharing it with the community, and reporting on achievements and progress regularly
- Monitoring the progress of the MYSP towards the achievement of strategic goals by referring back to the initial MYSP logic module
- Reviewing the MYSP annually with the director to measure success and maintain focus on the board's strategic direction
- Reviewing the director's performance based on the progress made toward realizing the MYSP's goals



### Conclusion

A strong and well-implemented MYSP has the power to shape an optimal future for students and staff, and can have a positive and meaningful impact on the board's diverse communities. Trustees are leaders

## 6 The Strategic Role and Multi-Year Strategic Planning

of publicly funded education and leaders in their communities and in the province. Together, they are responsible for creating the winning conditions within their school boards and beyond that enable every student to meet high standards of achievement, that foster cultures of well-being and inclusion, and that ensure equitable and healthy school environments. Setting a strategic direction is essential to this commitment and to the governance role of the elected board.

### Ministry Resources

The Ministry of Education has created a new guide for school board trustees on multi-year strategic planning. The guide is designed to support boards of trustees in the process of developing and monitoring their MYSPs. The guide, and its accompanying resources, are very thorough and build on the work school boards have done to date. Excellent guidance and resources for areas such as data collection, evaluation frameworks, stakeholder engagement, and communications planning are [available here](#).

### Board Professional learning Sessions

Skilled facilitators are available to assist boards in the development and review of their Multi-Year Strategic Plans. English and French speaking facilitators can offer professional learning around:

- Strategic Thinking
- Developing and Reviewing Mission, Vision and Value Statements
- Data Collection and Analysis
- Stakeholder Engagement
- Setting Strategic Priorities and Goals
- Evaluation and Monitoring Progress (including evaluation frameworks and logic models)
- Living the MYSP: Alignment & Implementation (including annual plans, communication strategy and director's performance appraisal)

**For more information** or to book a facilitated session for your board, please visit/contact the [OESC web site](#).

### Notes

1. MacBeth, Theresa. "From scorecards to storyboards." Presentation, Public Education Symposium, Toronto, January, 2017
2. *Start with Why*, Simon Sinek, 2009, page 38
3. *Education Act*, s. 169.1(1)
4. *Appreciative Inquiry: A Positive Revolution in Change*, Cooperrider, David L. and Diana Whitney and <http://appreciativeinquiry.case.edu/>



# 6 The Strategic Role and Multi-Year Strategic Planning

## ***The Education Act, Section 169.1***

### ***Board responsibility for student achievement and effective stewardship of resources***

169.1 (1) Every board shall,

- (a) promote student achievement and well-being;
- (a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- (a.2) promote the prevention of bullying;
- (b) ensure effective stewardship of the board's resources;
- (c) deliver effective and appropriate education programs to its pupils;
- (d) develop and maintain policies and organizational structures that,
  - (i) promote the goals referred to in clauses (a) to (c), and
  - (ii) encourage pupils to pursue their educational goals;
- (e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;
- (f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);
- (g) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education; and
- (h) monitor and evaluate the performance of the board's director of education, or the supervisory officer acting as the board's director of education, in meeting,
  - (i) his or her duties under this Act or any policy, guideline or regulation made under this Act, including duties under the plan referred to in clause (f), and
  - (ii) any other duties assigned by the board. 2009, c. 25, s. 15; 2012, c. 5, s. 3 (1).

### **Multi-year plan**

(2) A multi-year plan is a plan for three or more school years. 2009, c. 25, s. 15.

### **School climate surveys**

(2.1) In fulfilling its duties under clause (1) (e) with respect to the effectiveness of policies developed by the board to promote the goals referred to in clauses (1) (a.1) and (a.2), every board shall use surveys to collect information from its pupils and staff, and parents and guardians of its pupils at least once every two years in accordance with any policies and guidelines made under paragraph 31 of subsection 8 (1). 2012, c. 5, s. 3 (2).

### **Same**

(2.2) In collecting information under subsection (2.1), a board shall not collect any name or any identifying number, symbol or other particular assigned to a person. 2012, c. 5, s. 3 (2).

### **Measures in plan**

(3) Every board shall ensure that the plan referred to in clause (1) (f) includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations made under section 11.1. 2009, c. 25, s. 15.

## 6 The Strategic Role and Multi-Year Strategic Planning

### *The Education Act, Section 169.1*

#### **Communications**

(4) Every board shall take steps to,

(a) bring the plan referred to in clause (1) (f) to the attention of supporters and employees of the board;  
and

(b) report to supporters and employees of the board about progress in implementing the plan referred to in clause (1) (f). 2009, c. 25, s. 15.

#### **Effective stewardship**

(5) Every board shall,

(a) effectively use the resources entrusted to it;

(b) use the resources entrusted to it for the purposes of delivering effective and appropriate education;  
and

(c) manage the resources entrusted to it in a manner that upholds public confidence. 2009, c. 25, s. 15



ADR  
CHAMBERS

Integrity Commissioner Office  
for Durham District School Board

MICHAEL L. MAYNARD  
Interim Integrity Commissioner  
Durham District School Board  
E-mail: [integrity@adr.ca](mailto:integrity@adr.ca)

April 13, 2023

**SENT VIA EMAIL TO:**

Mr. Patrick J. Cotter  
General Counsel  
Durham District School Board  
400 Taunton Road East  
Whitby, ON L1R 2K6  
[patrick.cotter@ddsb.ca](mailto:patrick.cotter@ddsb.ca)

Dear Mr. Cotter:

**Re: Durham District School Board Annual Report (File No. IC-22331-0223) for the  
Operating Period of January 22, 2022 to January 21, 2023**

---

Thank you for the opportunity to act as the Integrity Commissioner (or “IC”) for the Durham District School Board over the past year. I am providing our Annual Report for the second operating period of January 22, 2022 to January 21, 2023.

The IC’s role is to help Trustees ensure that they are performing their functions in accordance with the School Board Member (Trustee) Code of Conduct (“Code”) and the *Municipal Conflict of Interest Act* (“Act”). The IC is available to educate and provide advice to Trustees on matters governing their ethical behaviour and compliance with the Code and Act. The IC is also responsible for receiving, assessing, and investigating appropriate complaints respecting alleged breaches of the Code by Trustees.

**Annual Report from the Integrity Commissioner: No Jurisdiction or Inquiry, Per Section 4.4.**

I declined to investigate one complaint as the subject matter pertained to comments made by someone during a period in which they were not serving as a Trustee and thus not subject to the Code.

We received three complaints that were not properly filed; the Complainants abandoned these complaints when asked to follow the Complaint Protocol for the proper filing of their Complaints.

Two other complaints raised allegations of misconduct against the school board's staff members and school administration. These complaints were determined to be outside the scope of the IC's authority as the IC's jurisdiction is limited to Code complaints against Trustees and does not extend to staff and school administration.

**Education and Training**

There were no education / training sessions during this operating period. A recent session will be included in the next Annual Report.

**Billing**

Billing for the reporting period totaled \$43,392.00, inclusive of HST.

**Final Comments**

It has been a pleasure assisting the school board and its Trustees during this operating period. We look forward to continuing to provide the services of Integrity Commissioner to the school board in the forthcoming year.

Yours very truly,



Michael L. Maynard  
Office of the Integrity Commissioner



**ADR**  
CHAMBERS

Integrity Commissioner Office  
for Durham District School Board

**MICHAEL L. MAYNARD**

Integrity Commissioner

E-mail: [mmaynard@adr.ca](mailto:mmaynard@adr.ca)

March 23, 2023

SENT BY EMAIL TO:

**DDSB Board of Trustees**  
**c/o Patrick Cotter, General Counsel**

**Re: Code of Conduct Complaint – Summary Report**  
**File No. IC-21316-1222**

---

Dear Chair Edwards and Trustees of the DDSB,

I am writing to advise that I have now completed a *Code of Conduct* (“Code”) complaint (“Complaint”) investigation. Through my investigation, I have determined that **no Code violation occurred**. I am accordingly providing you with an investigation summary pursuant to s. 4.6 (d) of the *Complaints Protocol*, which reads, in part:

(d) [...] 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.

*Summary of Investigation*

A Complaint about a Trustee was filed with my office by a resident in December 2022. After an initial review of the Complaint submissions, the application was processed and accepted for investigation. In carrying out my inquiry, I followed a process that ensured fairness to both sides. This included facilitating an exchange of written submissions between the Parties, and one-on-one interviews with them. My investigation was completed on or around March 2, 2023, following which I

prepared a peer-reviewed Investigation Report of 22 pages in length (including appendices). My Investigation Report was delivered to the Parties on March 22, 2023, in conclusion of this matter.

As a result of my determination that the *Code of Conduct* was not contravened, the details of this matter – including the identities of the Parties, the subject matter of the Complaint, any related correspondence and other documentation, and my Investigation Report – shall remain confidential pursuant to s. 4.8 of the *Complaints Protocol*, which reads, in part:

#### **4.8 Confidentiality and Formal Complaints**

A Formal Complaint will be processed as follows:


(a) The Integrity Commissioner [...] 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 [...] shall preserve confidentiality:

- i. the complainant;
- ii. individual Trustees;
- iii. witnesses;
- iv. the Integrity Commissioner, and
- v. staff.

Both the Complainant and Respondent have been formally reminded of these confidentiality requirements.

I now consider this matter to be concluded.

Yours very truly,



---

Michael L. Maynard  
Integrity Commissioner

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** April 17, 2023

**SUBJECT:** Notice of Motion: Rescission of Legal Opinions Policy and Regulation **PAGE:** 1 of 2

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
 Patrick Cotter, General Counsel  
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

### 1.0 Purpose

The purpose of this report is to bring forward the recommendation of the Governance and Policy Committee to rescind the Legal Opinions Policy and Regulation as a Notice of Motion.

### 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.*

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

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

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

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

### 3.0 Background

Legal Services staff undertook a detailed review of policies and regulations under its responsibility and recommended to the Governance and Policy Committee that the Legal Opinions Policy and Regulation be rescinded.

At the March 29, 2023 Governance and Policy Committee meeting, the Committee passed a resolution to recommend to the Board of Trustees that the Legal Opinions Policy and Regulation included in Appendix A be rescinded.

### 4.0 Financial Implications

Not applicable.

**5.0 Evidence of Impact**

Rescinding outdated and obsolete policies and regulations will bring clarity to applicable processes for system leaders and staff.

**6.0 Communication Plan**

Once approved, the policy and regulation recommended for rescission will be removed from circulation on the DDSB website and staff will be informed as applicable.

**7.0 Conclusion and/or Recommendations**

That the rescission of the Legal Opinions Policy and Regulation proceed as a Notice of Motion so that it comes before the Board for consideration at the next regular meeting on May 15, 2023.

**8.0 Appendices**

Appendix A: Policy and regulation recommended for rescission.

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations



**CORPORATE SERVICES**

**Legal Opinions**

- 1.0 The Director may on behalf of the Board or a Trustee engage and instruct solicitors and obtain their advice in connection with the activities of the Board.

**Appendix:**

None

**Effective Date**

70-06-08

**Amended/Reviewed**

82-11-09

2006-08-02

2005-06-11

2012-02-06

2017-10-18

### Legal Opinions

- 1.0 Wherever possible in routine land transactions, solicitors shall be engaged as required, in accordance with the Broader Public Sector Accountability Act.

**Appendix:**

None

**Effective Date**

82-11-09

**Amended/Reviewed**

2006-08-02

2018-02-01

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board **DATE:** April 17, 2023

**SUBJECT:** Notice of Motion: Rescission of School Operations Policies and Regulations **PAGE:** 1 of 2

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Jim Markovski, Associate Director of Equitable Education  
Patrick Cotter, General Counsel  
Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

**1.0 Purpose**

The purpose of this report is to bring forward the recommendation of the Governance and Policy Committee to rescind selected policies and regulations under School Operations as a Notice of Motion.

**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.*

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

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

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

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

**3.0 Background**

Staff undertook a detailed review of selected policies and regulations under School Operations, included as Appendix A, and recommended to the Governance and Policy Committee that these selected policies and regulations be rescinded.

At the March 29, 2023 Governance and Policy Committee meeting, the Committee passed a resolution to recommend to the Board of Trustees that the policies and regulations listed in Appendix A be rescinded.

**4.0 Financial Implications**

Not applicable.

**5.0 Evidence of Impact**

Rescinding outdated and obsolete policies and regulations will bring clarity to applicable processes for system leaders and staff.

**6.0 Communication Plan**

Once approved, the policies and regulations recommended for rescission will be removed from circulation on the DDSB website and staff will be informed as applicable.

**7.0 Conclusion and/or Recommendations**

That the rescission of the policies and regulations as outlined in Appendix A proceed as a Notice of Motion so that it comes before the Board for consideration at the next regular meeting on May 15, 2023.

**8.0 Appendices**

Appendix A: Policies and regulations recommended for rescission.

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Jim Markovski, Associate Director of Equitable Education



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

**PERSONNEL**

**Appointment and Transfer of Staff in Positions of Principal, Vice Principal and Officer**

The Durham District School Board strives to ensure that highly qualified teachers are developed, selected and appointed to lead public education.

In the related promotion and transfer process, every effort is made to ensure that these educational leaders are appointed to positions that best meets the system needs of Durham's diverse population.

**Appendix:**

None

**Effective Date**

2010-03-22

**Amended/Reviewed**

2014-03-17

# REGULATION

## PERSONNEL

### Appointment and Transfer of Staff in Positions of Principal, Vice Principal and Officers

Superintendents and Trustees recognize and value the importance of school leaders. While the decision related to appointment and placement of Principals, Vice Principals and Officers are determined by Administrative Council, it is recognized that Trustees represent the community and provide valuable input to Superintendents in this decision making process.

- 1.0 Regular and ongoing discussions starting in September between the Superintendent and Trustee will occur regarding the administrative needs of the schools in their area. This discussion should include possible transfers and short list update (remaining short list from prior years).
- 2.0 The school characteristics and needs form completed by the SCC will be forwarded to the local Trustee in the autumn when it is created.
- 3.0 The Career Planning forms submitted to the Superintendent of Education/Operations and the Administrator's Terms and Conditions provides information to be considered in potential placements.
- 4.0 Following the short list process in a given year, the confidential short list will be sent electronically to Trustees as soon as determined by Administrative Council. A short list, transfer and promotion report will be created as appropriate. The short list will include a candidate information form for successful candidates.
- 5.0 The Superintendent of Education/Operations who is responsible for building the interview teams will make every attempt to ensure that conflict of interest issues are discussed and avoided at the beginning of the process. Members of the interview team will declare any conflict of interest at the beginning of the process when lists are brought forward for discussion at the Administrative Council meeting.
- 6.0 Where a conflict of interest is identified, the interviewer will declare a conflict and remove him/herself from that particular interview team and any subsequent discussions and or deliberations that include the particular candidate that is affected by the conflict.
- 7.0 Information regarding presentation of information to the Board of Trustees is contained in Procedure 4117.

**Appendix:**

None

**Effective Date**

2010-03-22

**Amended/Reviewed**

2014-03-24

**PERSONNEL****Principals' /Vice-Principals' Duties and Responsibilities**

- 1.0 The Principal is the educational leader and manager of the school. In this capacity he or she is the chief agent of the Board for policy implementation, information, and evaluation recommendations on teacher competency, tenure, and of persons in positions of responsibility. In the performance of these duties the Principal is responsible to the Board through the appropriate Supervisory Officer.

**2.0 Definitions:**

- **Duty** - a specified mandatory requirement for which one is held personally accountable to senior authority.
- **Responsibility** - an extension of the duties not otherwise stated of an ex-officio or moral order for which one is held personally accountable to senior authority.

**3.0 Duties**

- 3.1 To administer the relevant sections of:

- (a) Ministry of Education Acts, Regulations, and Memoranda;
- (b) Board of Education Policies, including Regional Curriculum Outlines;
- (c) Administrative Procedures and Instructions;
- (d) Collective Agreements.

**4.0 Responsibilities****4.1 Staff**

- (a) To organize, supervise, and evaluate staff.
- (b) To devote a major portion of time and effort to the improvement of instruction.
- (c) To monitor staff attendance and, in the absence of a teacher, arrange for alternate student programs.
- (d) To ensure that a program of tutorial assistance is available to students.
- (e) To work with staff on program evaluation.
- (f) To allocate staff duties, curricular and extra-curricular, equitably and consistently.
- (g) To ensure that staff makes use of resource people; i.e., program consultants, psychological services, assessment teachers, etc.
- (h) To communicate all relevant information that is received to staff, e.g., Ministry, Board, Administration, etc.
- (i) To arrange supervision scheduling as appropriate.

**4.2 Students**

- (a) To ensure that the school's evaluation system (among subject areas and among teachers) achieves a fair and consistent treatment for each student.
- (b) To encourage recognition of all students who achieve to the best of their abilities in curricular, co-curricular and extra-curricular programs.
- (c) To identify and refer students who require additional assistance to appropriate agencies and cooperate in the follow up program.
- (d) To maintain a consistent, fair and clearly understood system for disciplinary procedures and actions as per Reg. 5500.
- (e) Where appropriate, to make available to students diploma requirements, courses of study, school rules and regulations, and a calendar of events.

4.3 Program

- (a) To formulate and implement a written statement of the aims and objectives of the school within those guidelines established by the Ministry and the Board.
- (b) To be personally aware and knowledgeable about current program directions.
- (c) To monitor the review, revision, and the implementation of school adaptations of Ministry Guidelines and Regional Curriculum Outlines.
- (d) To develop procedures for evaluating instructional material.
- (e) To establish an excursion policy in keeping with program aims and objectives.
- (f) Where appropriate, to provide a work experience program.
- (g) Where appropriate, to participate in the Early School Leavers' program.
- (h) To provide for a well-organized, balanced and supervised extra-curricular program.

4.4 Management

- (a) To communicate to the Board, through the appropriate Supervisory Officer, the effects of Board policy.
- (b) To communicate Board policy to the staff, to the students, and to the school community.
- (c) To hold regular staff meetings and to ensure that regular department/staff meetings are called.
- (d) To maintain all relevant office and student records.
- (e) To make effective and efficient use of supplies and materials and to be accountable for the allocation of school funds.
- (f) To be aware of, knowledgeable about, and informed of changes in Teachers' and C.U.P.E. contracts and Transportation and Grove School Agreements.

4.5 Parents

- (a) To maintain an organization of parents for communication and consultation.
- (b) To inform parents of the school program and student progress.
- (c) To provide opportunities for parents to meet with staff to discuss student progress.

4.6 Community

- (a) To make use of community resources.
- (b) To arrange for public occasions that demonstrate the school's activities to the community.
- (c) To cooperate with public agencies related to the community and youth.
- (d) To maintain liaison with local media.
- (e) To facilitate the school community council as per Regulation 1219.

4.7 Other

- (a) To demonstrate clearly his/her professional development.
- (b) To maintain first-hand involvement to the instructional program.
- (c) To increase public confidence in education.

**Appendix:**

None

**Effective Date**

79-01-31

**Amended/Reviewed**

2011-02-24



**PERSONNEL**

**Professional Activity Days**

- 1.0 The Board recognizes the need for planned professional development activities.
  - 1.1 The activities are subject to the approval of the Director, who will report to Board as requested.
  - 1.2 All P.A. days will be included in the school year calendar.

**Appendix:**

None

**Effective Date**

78-11-14

**Amended/Reviewed**

83-11-14

2006-08-08

2010-10-04

2012-03-29

# REGULATION

## PERSONNEL

### Professional Activity Days

- 1.0 Principals will file a planning outline for each Professional Activity Day with their Superintendent of Education/Area in advance of the actual day.
  - 1.1 It will be the responsibility of the teachers to be in attendance within the school or at planned regional curriculum programs for the full day of each date noted on the School Year Calendar.
  - 1.2 Superintendent of Education/Area will monitor their own schools, and will require a summary evaluation report from Principals on the use of Professional Activity Days.
  - 1.3 Principals shall notify parents of the specific dates of each Professional Activity Day for the entire year in a school year calendar which is distributed to each student in September.
  - 1.4 Principals shall provide parents with a brief description of the program and the objectives for the day through individual newsletters.

**Appendix:**

None

**Effective Date**

78-11-14

**Amended/Reviewed**

83-11-14

2006-08-08

2012-03-29

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** April 17, 2023

**SUBJECT:** Notice of Motion: Rescission of Youth and Adult Student Engagement and Success Grades 7 – 12 + Policies and Regulations **PAGE:** 1 of 2

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
 Stephen Nevills, Superintendent of Equitable Education  
 Patrick Cotter, General Counsel  
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

### 1.0 Purpose

The purpose of this report is to bring forward the recommendation of the Governance and Policy Committee to rescind selected policies and regulations that fall under the Youth and Adult Student Engagement and Success Grades 7-12+ portfolio as a Notice of Motion.

### 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.*

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

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

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

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

### 3.0 Background

Staff undertook a detailed review of selected policies and regulations under the Youth and Adult Student Engagement and Success Grades 7 – 12+ portfolio, included as Appendix A, and recommended to the Governance and Policy Committee that these selected policies and regulations be rescinded.

At the March 29, 2023 Governance and Policy Committee meeting, the Committee passed a resolution to recommend to the Board of Trustees that the policies and regulations listed in Appendix A be rescinded.

**4.0 Financial Implications**

Not applicable.

**5.0 Evidence of Impact**

Rescinding outdated and obsolete policies and regulations will bring clarity to applicable processes for system leaders and staff.

**6.0 Communication Plan**

Once approved, the policies and regulations recommended for rescission will be removed from circulation on the DDSB website and staff will be informed as applicable.

**7.0 Conclusion and/or Recommendations**

That the rescission of the policies and regulations as outlined in Appendix A proceed as a Notice of Motion so that it comes before the Board for consideration at the next regular meeting on May 15, 2023.

**8.0 Appendices**

Appendix A: Policies and regulations recommended for rescission.

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Stephen Nevills, Superintendent of Equitable Education,



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

## **SCHOOL OPERATIONS & EQUITABLE EDUCATION**

### **Cooperative Education for Secondary Schools**

- 1.0 The Durham District School Board recognizes that, in general, all basic skills acquired by a student in courses of the regular school program can be reinforced and expanded by local, national and/or global community connected experiential learning opportunities on-site, blended and/or virtual.
- 1.1 To this end, the Board encourages staff to develop cooperative education credit courses utilizing a wide variety of resources.

**Appendix:**

None

**Effective Date**

79-05-28

**Amended/Reviewed**

2006-06-07

2011-03-04

2017-02-21

## **SCHOOL OPERATIONS & EQUITABLE EDUCATION**

### **Daily Physical Activity (Elementary Schools)**

1. The Durham District School Board is committed to supporting a healthy school environment through student participation in daily physical activity (DPA).
2. In line with the Ministry of Education's Policy/Program Memorandum No. 138, the Durham District School Board will ensure that each day, during instructional time, all elementary students, including students with special needs, will have an opportunity to participate in a minimum of twenty minutes of sustained, moderate to vigorous physical activity.

#### **Appendix:**

None

#### **Effective Date**

2006-11-20

#### **Amended/Reviewed**

2011-03-04

2016-11-02

# REGULATION

## SCHOOL OPERATIONS & EQUITABLE EDUCATION

### Daily Physical Activity (Elementary Schools)

#### 1.0 Introduction:

- 1.1 The Durham District School Board is committed to supporting a healthy school environment through student participation in daily physical activity (DPA). The goal of a daily physical activity program is to enable all elementary students to maintain their physical fitness, improve their overall health and wellness, and enhance their learning opportunities.

#### 2.0 Responsibility:

- 2.1 The Durham District School Board will provide the necessary direction, leadership, equipment and staff training to implement daily physical activity in all schools. The Durham District School Board will develop tools to monitor the implementation of daily physical activity to ensure that every student has the opportunity to be physically active.
- 2.2 Principals will ensure their schools provide the opportunity for all elementary students to participate in safe, high-quality physical activities. In addition to providing health and physical education programs, each elementary school will, on days when students do not have a scheduled physical education program, provide a minimum of twenty minutes of sustained moderate to vigorous physical activity during instructional time.

#### 3.0 Safety:

- 3.1 All Daily Physical Activity programs are supervised activities.
- 3.2 Safety considerations are integral to the planning and implementation of daily physical activity for students. The primary responsibility for the delivery rests with the Board and its employees. The OPHEA Manual's safety section should be consulted to ensure reasonably foreseeable risks are identified, and procedures are developed to help prevent and minimise the risk of accidents or injuries.

#### 4.0 Inclusion of all Students in DPA:

- 4.1 Instruction should meet the special needs of a variety of students by being flexible, supportive, and adjustable to ensure all students are successful. All daily physical activities should be designed to ensure that students with varying physical abilities can participate and can experience success.

#### Appendix:

None

#### Effective Date

2005-07-30

#### Amended/Reviewed

2010-10-25

2016-11-15

**SCHOOL OPERATIONS & EQUITABLE EDUCATION**

**Materials for Personal Projects**

- 1.0 Where a student undertakes a project which will on completion become the property of the student and which uses material of a quantity, quality or kind more expensive than that necessary for the purpose of instruction only, such student shall be required to provide or pay for such material.

**Appendix:**

None

**Effective Date**

70-11-16

**Amended/Reviewed**

73-12-10

2006-06-07

2011-03-04

2016-11-15



# REGULATION

## SCHOOL OPERATIONS & EQUITABLE EDUCATION

### Materials for Personal Projects

- 1.0 Cash received in the school in payment for projects or materials will be recorded in the school, and a receipt issued to the student. The school will record the receipt and disbursement of all funds in a manner consistent with sound business practice.
- 1.1 Cash receipt with supporting information will be submitted to the Office Manager, at the Durham District School Board, to be credited to the appropriate school account.

**Appendix:**

None

**Effective Date**

71-05-17

**Amended/Reviewed**

2006-06-07

2011-03-04

2016-11-15

**SCHOOL OPERATIONS & EQUITABLE EDUCATION**

**Music - Elementary Schools**

1.0 The Ministry of Education lists the component parts of the Music Program as:

- (a) Creating Music
- (b) Listening to Music
- (c) Performing Music:
  - Vocal
  - Instrumental

1.1 It is the goal of The Durham District School Board that all Grade 7 and 8 students shall have the opportunity to experience both a vocal and instrumental music program as part of the regular day school music education.

**Appendix:**

None

**Effective Date**

74-05-13

**Amended/Reviewed**

85-02-11

2006-06-07

2011-03-04

2016-11-15

# REGULATION

## SCHOOL OPERATIONS & EQUITABLE EDUCATION

### Music - Elementary Schools

- 1.0 The provision of an orchestra or band music program as part of the regular music program shall be limited to the grade 7 and 8 levels including split grade 6 and 7.
  - 1.1 On a phased in basis funding shall be made available to provide basic minimum instrumentation for a class of thirty-five (35) students in each school with Grade 8 and/or 7 students.
  - 1.2 The Durham Instrumental Music Curriculum Outline will be the basis for the program.
  - 1.3 The time scheduled for Instrumental classes shall be in accordance with administrative guidelines for time allocation. Preferably classes should be scheduled so that there is a minimum of three instructional periods spread over each week.
  - 1.4 All Board owned instruments and music equipment shall be considered as part of a central inventory.
  - 1.5 A central catalogue of all instrumental music folios available in Durham schools shall be maintained where feasible for information of all Instrumental Music Teachers.
  - 1.6 No instrument or music fee should be charged. Purchase of reeds is an exception.

#### Appendix:

None

#### Effective Date

74-05-13

#### Amended/Reviewed

85-02-11

2006-06-07

2011-03-04

2016-11-15

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board **DATE:** April 17, 2023  
**SUBJECT:** Notice of Motion: Revised Consolidated Bylaws **PAGE:** 1 of 18  
**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Patrick Cotter, General Counsel  
Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

**1.0 Purpose**

The purpose of this report is to bring forward the Governance and Policy Committee's recommendation to amend the Consolidated Bylaws as a Notice of Motion.

**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.*

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

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

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

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

**3.0 Background**

Staff undertook a detailed review of sections of the Consolidated Bylaws to address points of potential improvement and bring processes in line with best practices. At the March 29, 2023 meeting of the Governance and Policy Committee, the Committee passed resolutions to amend the Bylaws and recommend their adoption by the Board of Trustees.

**4.0 Analysis**

All revisions to the Bylaws are outlined in tracked changes in Appendix A and noted in the table below as a clean copy. The revised language is a combined effort of changes discussed at the most recent Governance and Policy Committee meeting and recommendations proposed through staff review.

Table 1: Summary of Revisions to Consolidated Bylaws

| Bylaw Section                               | Proposed Revised Language   | Rationale  |
|---|---|--|
| Section 1: Purpose and Application<br>- 1.5 | <del>A proposed amendment should come to the Board in the same manner as a policy amendment under Section 5.5.8., 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.</del>  | Regarding Notices of Motion to Board, to provide the Governance and Policy Committee with the option to bring forward proposed changes to policies directly to the next Board Meeting without a Notice of Motion. Intended to shorten the length of time it takes for a new policy to be approved, or an existing policy to be rescinded or amended. |
| Section 2: Student Trustees<br>- 2.4.10     | Student Trustees shall be expected to: <ol style="list-style-type: none"> <li>attend regular Board meetings;</li> <li>notify the Secretary of the Board when unable to attend a meeting;</li> <li>participate in the Student Senate and report student matters to the Board;</li> <li>provide a Student Trustee report at meetings of the Committee of the Whole - Standing;</li> <li><u>Communicate and forward all resolutions passed and recommendations made by the Student Senate to the Board.</u></li> <li>with approval of the Chair and the Director of Education, Student Trustees may become 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 as Student Trustees and to be kept informed of issues across the province;</li> </ol> | To address a gap regarding Senate resolutions and to provide a more democratic process for chairing Senate.  |

|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>g) ensure that a Student Senate is organized for their term, <del>with each sharing duties as Chair</del>;</li> <li>h) model the conduct expected of Board members as set out in the DDSB's Member Code of Conduct at Appendix "A".</li> </ul>  |  |
| Section 3:<br>Organizational Meeting<br>- 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: <ul style="list-style-type: none"> <li>a) Elect the Chair and Vice-Chair of the Board;</li> <li>b) Establish and review Committees of the Board;</li> <li>c) Appoint members to Committees of the Board;</li> <li>d) Elect the <del>Chair and</del> Vice-Chair of the Committee of Whole – Standing <u>and appoint the Vice Chair of the Board as the Chair of the Committee of the Whole – Standing</u>;</li> <li>e) Appoint members to represent the Board on external organizations; and</li> <li>f) Adopt an annual schedule of meetings for Board and Committee of Whole - Standing meetings.</li> </ul> | To address a gap regarding Vice-Chair of Committee of the Whole – Standing.  |
| Section 5: Board and Committee Meetings – Rules and Procedures<br>- 5.5.8 | The introduction of a new Board policy, <u>rescission of a Board policy</u> or an amendment to an existing Board policy shall <u>come before the Board on the recommendation of the Governance and Policy Committee. In bringing a matter to the Board for consideration, the Governance and Policy Committee shall recommend to the Board whether the matter should be considered at that meeting or at the next meeting of the Board. In cases of urgency, such a matter may be brought directly to the Board without first going to the Governance and Policy Committee provided that written notice of the proposed policy, rescission or amendment is provided</u>  | Regarding Notices of Motion to Board, to provide the Governance and Policy Committee with the option to bring forward proposed changes to policies directly to the next Board Meeting without a Notice of Motion. Intended to shorten the length of time it takes for a new policy to be approved, or an existing policy to be rescinded or amended. |

|  |  |  |
|--|--|--|
|  | <p><del>to Trustees at least 5 days prior to the Board meeting, not be considered unless written notice is provided to Trustees 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.</del></p>  |  |
| <p>Section 5: Board and Committee Meetings – Rules and Procedures</p> <ul style="list-style-type: none"> <li>- 5.13.4</li> <li>- 5.13.5</li> <li>- 5.13.6</li> <li>- 5.13.15</li> <li>- 5.13.16</li> </ul> | <p>5.13.4<br/>An email requesting permission to present to the Committee of Whole - Standing shall:</p> <ol style="list-style-type: none"> <li>a) State the matter to be discussed;</li> <li>b) Include materials intended to be distributed to trustees <u>and/or be presented at the meeting</u>;</li> <li>c) Provide the name of any organization or interested party to be represented;</li> <li>d) Confirm the authority of the spokesperson.</li> </ol> <p>5.13.5<br/>Any application to present at the Committee of Whole - Standing Committee may be approved at the good faith discretion of the Chair of the Committee of Whole – Standing who shall, <u>in considering whether to grant approval</u>:</p> <ol style="list-style-type: none"> <li>a) <del>Determine</del><u>Consider</u> if an opportunity for presentation is available through any other public consultation process, which shall be utilized prior to approval being given;</li> <li>b) <u>Consider</u> <del>Determine</del> <u>if there is a matter</u> <del>is a matter within the proper scope and authority of</del></li> </ol> | <p>Changes to clarify the process around asking questions during public question period and public presentations at standing committee meetings.</p> |

|  |   |  |
|--|---|--|
|  | <p><u>the Board of Trustees or whether the matter is operational in nature or within the jurisdiction of the Ministry of Education or some other entity that should come before the Board;</u></p> <p>c) <u>Consider whether the proposed presentation would be consistent with the Board's commitment to the Ontario Human Rights Code, the Board's Human Rights Policy and Procedures and Indigenous Education Policy and Procedures.</u></p> <p>d) <u>Determine the date on which</u> <u>Consider the time available for presentations at a given meeting and</u> <u>whether allowing the proposed presentation will allow the</u> <u>any approved presentation shall take place</u> <u>Limit the number of presentations at any meeting to allow the</u> Committee of Whole - Standing sufficient time to conduct its business.</p> <p>5.13.6<br/> <u>The Chair of Committee of the Whole-Standing shall inform the members of the Board when an application has been denied, including the rationale.</u></p> <p>5.13.15<br/>       Subject to the discretion of the Chair, questions will 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). <u>Questions will also not be entertained if they are contrary to the Board's commitment to the Ontario Human Rights Code, or the Board's Human Rights Policy or Indigenous Education Policy and Procedures.</u></p> |  |
|--|---|--|



|  |   |   |
|--|---|---|
|  | <p>5.13.16<br/>The following procedure applies to public question period:</p> <ul style="list-style-type: none"> <li>a) Each person shall be allowed to ask one question <del>and one supplementary question;</del> <u>and may, following the answer provided at the meeting, ask a supplementary question for clarification purposes only;</u></li> <li>b) Before the beginning of the Board meeting, the Questioner shall submit the question in writing <u>through the appropriate form made available on the DDSB website to the Executive Officer of Communications and Public Relations;</u></li> <li>c) The Questioner shall <u>have the option to ask their question in-person or virtually subject to availability-be called to the podium;</u></li> <li>d) The Questioner or, if the Questioner prefers, the Chair, shall read the question;</li> <li>e) The question shall be addressed by the Chair who may direct staff to answer;</li> <li>f) <del>The Questioner may ask a supplementary question only for clarification purposes of the main question;</del></li> <li>g) Questions to individual Trustees <u>or staff</u> will not be addressed at public question period;</li> <li>h) Individual Trustees will not respond or comment on questions posed.</li> </ul> |   |
| <p>Section 6: Filling Trustee Vacancies</p> <ul style="list-style-type: none"> <li>- 6.2.1</li> <li>- 6.2.2</li> </ul> | <p>6.2.1<br/>In the event of a vacancy, the Board shall establish a Vacancy Committee to consider and determine the means of filling the vacancy. All members of the Board are eligible to sit on the Vacancy Committee. <u>The Director shall prepare a report to the Vacancy Committee outlining the options as set out in this section which shall include</u></p>   | <p>Proposed changes to simplify and streamline the process for filling trustee vacancies. Instead of interviews taking place on the Monday of a Board Meeting during the daytime and the potential of an additional meeting being called to confirm the appointment, they are</p> |

|  |  |  |
|--|--|--|
|  | <p><u>the results from the previous election for relevant electoral area and the estimated costs of a by-election, if applicable.</u></p> <p>6.2.2<br/>For the appointment, there are two options:</p> <ol style="list-style-type: none"> <li>I. appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area providing the candidate remains a qualified person as defined under the <i>Education Act</i>; or</li> <li>II. consider a broader range of electors for the appointment in which case, the following actions will occur:</li> </ol> <p>Advertising</p> <ul style="list-style-type: none"> <li>• The vacancy shall be advertised in <del>all the</del> local <u>newspapers and on social media for a minimum period of one week.</u></li> </ul> <p>Applications</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Vacancy Committee shall establish <u>the timeline and set a</u> deadline for the appointment process.</li> </ul> <p>Information Required<br/>Applicants shall be asked to provide the following information <u>by completing a form that will be made available on the Board's website that has been created for the purposes of filling the vacancy:</u></p> <ol style="list-style-type: none"> <li>I. Confirmation of eligibility <del>to be appointed;</del></li> <li>II. Why they are interested in the position;</li> </ol> | <p>proposed to take place at a date/time of the Board's choosing at a Special Board Meeting.</p> |
|--|--|--|

|  |  |  |
|--|--|--|
|  | <p>III. Background, interests, experience, concerns;</p> <p>IV. Other information they think is pertinent.</p> <p>Application materials shall be copied and distributed to all Trustees at least 48 hours prior to an interview date.</p> <p>Information Provided<br/>       Upon written or verbal indication from an individual that <del>they</del><u>she/he</u> intends to apply for the position, <del>package of the following</del> information <u>will be emailed</u> to interested <u>individuals or</u> <del>shall be</del> made available for pick-up from the Trustee <u>Services Coordinators' Secretary</u>, <del>as follows:</del></p> <ol style="list-style-type: none"> <li>I. DDSB Facts Folder</li> <li>II. These Bylaws including the Member Code of Conduct</li> <li>III. Schedule of Board and Committee meetings</li> <li>IV. Committee Membership List</li> </ol> <p>Interviews</p> <ol style="list-style-type: none"> <li>I. The Vacancy Committee shall establish the interview date and the schedule of interviews.</li> <li>II. Only candidates who have submitted written applications by the deadline date shall be interviewed. Interviews shall be conducted <u>in the Boardroom at a Special Meeting of the Board</u>. All Trustees shall be invited to participate in the interviews. <del>Trustees shall be asked to indicate their intentions about their attendance and participation in the interviews.</del> Each candidate shall be requested to address the Board for up to five minutes, and to respond to questions from <del>the</del> Trustees for up to five minutes. Interviews shall be conducted on <u>a date and time determined by the Vacancy Committee</u> <del>the Monday of the Board meeting, arranged so</del></li> </ol> |  |
|--|--|--|

|  |   |  |
|--|---|--|
|  | <p>that all interviews shall be completed by 4:30 p.m. If an inordinate number of candidates <u>are is</u> to be interviewed, a second day for interviews shall be determined by the Chair <u>of the Vacancy Committee in consultation with the Chair of the Board.</u>, <del>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.</del> Should a quorum of Trustees not be present <u>on the meeting date</u>, those present <u>constitute a shall form</u> <del>a</del> Selection Committee which shall <u>meet, conduct the interviews and</u> make a recommendation to the Board <u>at a meeting of the Board of Trustees (either at the next regular meeting or, at a special Board Meeting, at the discretion of the Chair of the Board).</u> The Chair of the Board or designate shall preside over the <u>meeting(s) during which the interviews are conducted</u> <del>and be responsible for adhering to the timelines.</del> The interview <del>ing process</del> shall be open to the public. Candidates shall be advised of their right to attend any or all interviews <u>(virtually or in-person).</u></p> <p>Voting</p> <ol style="list-style-type: none"> <li>I. <del>Only Trustees present for all interviews are eligible to vote.</del></li> <li>II. Voting shall be by secret <del>written</del> ballot.</li> <li>III. The Director <u>or designate</u> and <u>the General Counsel or designate Superintendent of Education/Business and Finance</u> shall count the ballots.</li> </ol> |  |
|--|---|--|

|  |  |  |
|--|--|--|
|  | <p>IV. On the first ballot, Trustees shall vote for three (3) candidates <u>and</u>. <del>(Any ballot without three names shall be considered a spoiled ballot).</del></p> <p>V. The ten (10) candidates achieving the greatest number of votes shall proceed to the second ballot. Their names shall be posted in the Boardroom <u>and on-screen for virtual attendees</u>.</p> <p>VI. On the second and subsequent ballots, Trustees shall vote for only one (1) candidate.</p> <p>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.</p> <p>VIII. Any candidate who does not receive any votes will be dropped from subsequent voting. This shall also apply to all subsequent ballots.</p> <p>IX. In the event of a tie, a second ballot shall be cast. If a tie remains, the decision shall be determined by lot.</p> <p>X. Following the swearing in of the successful candidate, all ballots shall be destroyed.</p> <p><del>A recommendation shall be brought forward to 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.</del></p> <p>The appointed candidate shall attend the next Board meeting at the beginning of the public session to be sworn in.</p> |  |
|--|--|--|

|  |   |   |
|--|---|---|
| <p>Section 9: Election of Student Trustees</p> | <p><u>9.1.1 Student Trustees shall be elected before February 28 in each school year, and may be re-elected.</u></p> <p><u>9.1.2 Subject to being re-elected, Student Trustees shall serve a one-year term.</u></p> <p><u>9.2.1 A notice shall be sent to each secondary school principal before December 10, advising of the election process. Notice will also be sent to homeroom teachers and Civics classes, with a request to discuss the election in class.</u></p> <p><u>Stage 1: Candidate Nomination</u></p> <p><u>9.3.1 Each secondary school shall be invited to elect one Student Trustee nominee, who shall be a candidate for the municipal stage of the election.</u></p> <p><u>9.3.2 The election for Student Trustee nominee may be either a direct election from the entire student body or an indirect election from the student council/parliament/government.</u></p> <p><u>Stage 2: Municipal Election</u></p> <p><u>9.4.1 The municipal elections shall apply only in municipalities which have more than one secondary school.</u></p> <p><u>9.4.2 Candidates from municipalities with only one secondary school shall be declared municipal Student Trustee nominees.</u></p> <p><u>9.5.1 Voting shall be by secret, ranked ballot. Every student, from grade 9 to 12, shall be entitled to vote. Voting shall take place over at least 5 school days.</u></p> <p><u>9.5.2 Each secondary school shall be allotted 100.000 points. Points will be allocated proportionally to</u></p> | <p>To streamline the process and provide for a more fair process.</p> |
|--|---|---|

|  |  |  |
|--|--|--|
|  | <p><u>candidates based on the percentage of the vote they received in each school. Points shall be decimalized.</u></p> <p><u>9.5.3 In each municipality, the candidate receiving a clear majority shall be declared the municipal Student Trustee nominee. A clear majority is half plus one thousandth of available points.</u></p> <p><u>9.5.4 Should no candidate receive a clear majority, the votes and corresponding points for the candidate with the smallest number of points shall be redistributed based on rank, and this shall be repeated until one candidate receives a clear majority.</u></p> <p><u>9.5.5 In the event of an equality of points, the tie breaker shall be the number of votes that a candidate received. In the event of an equality of votes, candidates shall draw lots to determine the winner.</u></p> <p><u>9.5.6 All calculations shall be to the thousandth decimal place.</u></p> <p><u>9.5.7 All election results, including vote and point count, shall be publicly released.</u></p> <p><u>9.6.1 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.</u></p> <p><u>Stage 3: Board-Wide Election</u></p> <p><u>9.7.1 The municipal Student Trustee nominees shall be the candidates in the board-wide election.</u></p> <p><u>9.8.1 Voting shall be by secret, ranked ballot. Every student, from grade 9 to 12, shall be entitled to vote. Voting shall take place over at least 5 school days.</u></p> |  |
|--|--|--|

|  |   |  |
|--|---|--|
|  | <p><u>9.8.2 Each secondary school shall be allotted 100.000 points. Points will be allocated proportionally to candidates based on the percentage of the vote they received in each school. Points shall be decimalized.</u></p> <p><u>9.8.3 The candidates who reach the quota shall be declared to be elected. The quota is <math>1/(1 + \text{the number of regularly elected student trustees referenced in section 2.4.2})</math> plus one thousandth of available points.</u></p> <p><u>9.8.4 All points exceeding the quota shall be distributed to remaining candidates based on the average rank of the elected candidate's points and corresponding votes.</u></p> <p><u>9.8.5 After a candidate reaches the quota and their points exceeding the quota have been distributed, they shall be excluded from further distribution of votes and points.</u></p> <p><u>9.8.6 Should sufficient candidates not reach the quota after all points exceeding the quota have been distributed, the votes and corresponding points for the candidate with the smallest number of points shall be redistributed based on rank, and shall be repeated until a sufficient number of candidates have reached the quota.</u></p> <p><u>9.8.7 In the event of an equality of points, the tie breaker shall be the number of votes that a candidate received. In the event of an equality of votes, candidates shall draw lots to determine the winner.</u></p> <p><u>9.8.8 All calculations shall be to the thousandth decimal place.</u></p> <p><u>9.8.9 All election results, including vote and point count, shall be publicly released.</u></p> |  |
|--|---|--|



|  |  |  |
|--|--|--|
|  | <p><u>9.9.1 The location of the board-wide election will be rotated annually among the municipalities so that over the course of several years, all secondary schools in the municipality will have an opportunity to host the election.</u></p> <p><u>9.10.1 The Board will pay for any transportation or other expenses such as food or the printing of ballots.</u></p> <p><u>9.11.1 The Student Trustee nominees and voters shall be qualified according to these Bylaws.</u></p> <p><u>9.12.1 Any election material of any kind of media used by candidates must be approved by the Student Trustee nominee's principal or staff designate.</u></p> <p><u>9.13.1 If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process as outlined above.</u></p> <p><del>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.</del></p> <p><del>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.</del></p> <p><del>Stage 1: Municipal Election of Candidates</del></p> <p><del>The municipal elections shall apply in a municipality which has more than one secondary school.</del></p> <p><del>Each secondary school student council or parliament shall be invited</del></p> |  |
|--|--|--|

|  |  |  |
|--|--|--|
|  | <p><del>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.</del></p> <p><del>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.</del></p> <p><del>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.</del></p> <p><del>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.</del></p> <p><del>Stage II: Electoral College Process</del></p> <p><del>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-Seugog-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.</del></p> |  |
|--|--|--|

|  |  |  |
|--|--|--|
|  | <p><del>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.</del></p> <p><del>The function of each electoral college is to elect one Student Trustee.</del></p> <p><del>Each electoral college will have any appropriate number of staff advisors to help conduct the Student Trustee nominees' speeches and the balloting.</del></p> <p><del>The winning candidate from Stage 1 shall be the municipal candidate for the electoral college.</del></p> <p><del>Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote.</del></p> <p><del>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.</del></p> |  |
|--|--|--|

|  |  |  |
|--|--|--|
|  | <p><del>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.</del></p> <p><del>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.</del></p> <p><del>The Student Trustee nominees and Student Trustee electors shall be qualified according to these Bylaws.</del></p> <p><del>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.</del></p> <p><del>If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process as outlined above.</del></p> |  |
|--|--|--|

## 5.0 Financial Implications

Not applicable.

## 6.0 Evidence of Impact

Rescinding outdated and obsolete policies and regulations will bring clarity to applicable processes for system leaders and staff.

## 7.0 Communication Plan

Once approved, the Consolidated Bylaws will be circulated to all Board members and will be updated on the DDSB website.

**8.0 Conclusion and/or Recommendations**

That the revised Consolidated Bylaws outlined in Appendix A proceed as a Notice of Motion so that it comes before the Board for consideration at the next regular meeting on May 15, 2023.

**9.0 Appendices**

Appendix A: Revised Consolidated Bylaws.

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations



# BYLAWS

## Consolidated Bylaws

### 1.0 PURPOSE AND APPLICATION

- 1.1 These Bylaws are enacted by the Board of Trustees (the “Board” or the “Board of Trustees”) of the Durham District School Board (the “DDSB”) to govern 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 Bylaws 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 Bylaws (except that certain Advisory Committees are established by the Bylaws and except that the Board is bound by these Bylaws in establishing or dissolving any such committee).
- 1.3 Subject to any applicable legislation or regulation, any procedural rule(s) in these Bylaws may be suspended by a two-thirds majority vote of the members present and voting.
- 1.4 The rules contained in the latest edition of Robert’s Rules of Order (“RONR” or “Robert’s Rules of Order”), shall govern all matters of procedure provided they are not inconsistent with these Bylaws or any special rules of order that the Board may adopt, or with any applicable statutes or regulations.
- 1.5 Subject to any applicable legislation or regulations, these Bylaws may be amended by a two-thirds majority vote of the members present and voting. A proposed amendment should come to the Board in the same manner as a policy amendment under Section 5.5.8., 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 Consistent with the terms of s.218.4 of the *Education Act*, the role of the Chair of the Board of Trustees (or Vice-Chair in the Chair's absences) is as set out in the *Education Act* and is to:
  - (a) Preside over meetings of the Board in an impartial and fair manner;
  - (b) Conduct meetings in accordance with these Bylaws;
  - (c) Establish draft agendas for Board meetings in consultation with the Director;
  - (d) Ensure the 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;
  - (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;
  - (h) Share with the Board of Trustees any correspondence delivered to the Chair in that capacity that addresses the business of the Board of Trustees. Subject to any issue of urgency, such correspondence shall be shared at the next meeting of the Board of Trustees. However, the Chair shall not share any correspondence that contains personal attacks against any individual Trustee or staff member. In any such case, the Chair shall consider the Code of Conduct in determining how best to respond to the correspondence; and,
  - (i) Assume such other responsibilities as may be assigned by the Board of Trustees.

## 2.3 Committee Chair or Vice-Chair

2.3.1 The role of the Committee Chair (or Vice-Chair in the Chair's absence) is to:

- (a) Preside over meetings of the Committee in an impartial and fair manner;
- (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 section 55 of 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 DDSB, 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 Bylaws.

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 DDSB, 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 members' 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 Durham District School Board shall appoint a mentor/advisor to the Student Trustees.
- 2.4.9 A Student Trustee may apply to the co-operative education teacher at their school before the beginning of the term to use the experience of being a Student Trustee 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;  
Communicate and forward all resolutions passed and recommendations made by the Student Senate to the Board.
  - ~~(e)~~
  - ~~(e)~~(f) with approval of the Chair and the Director of Education, Student Trustees may become members of the Ontario Student Trustees' Association - l'Association des élèves conseillers et conseillères de l'Ontario (OSTA - AECO) and attend OSTA-AECO conferences, including the FGM and the AMG, to further develop their skills as Student Trustees and to be kept informed of issues across the province;
  - ~~(f)~~(g) ensure that a Student Senate is organized for their term, ~~with each sharing duties as Chair~~;
  - ~~(g)~~(h) model the conduct expected of Board members as set out in the DDSB's Member Code of Conduct at Appendix "A".

- 2.4.11 The amount of the honorarium for Student Trustees as referenced-in subsection 5.5 (8) of the Education 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 as long as they remain eligible.

## 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 and appoint the Vice Chair of the Board as the Chair of the Committee of the Whole – Standing;
  - (e) Appoint members to represent the Board on external organizations; and
  - (f) Adopt an annual schedule of meetings for Board and Committee of Whole - Standing meetings.

### 3.2 Scheduling of Organizational Meeting

- 3.2.1 The Board will hold the Organizational Meeting at the first meeting in December.
- 3.2.2 In an election year, the Organizational Meeting will be held no later than seven (7) days after the start of the term of the Board.

### 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, they may vote on 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 position(s).
- 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 and voting 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, or until the next Organizational Meeting, whichever comes first.
- 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 the 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 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 the 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 shall 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 Trustee Services Co-Ordinator as soon 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 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 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 proposed new policy or a proposed amendment to an existing policy;
- (d) Receive 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 made thereunder including:
  - (a) Audit Committee;
  - (b) Parent Involvement Committee;
  - (c) Special Education Advisory Committee;
  - (d) Supervised Alternative Learning Committee(s);
  - (e) Accommodation Review Committees.
- 4.3.2 The mandate, membership composition and terms of reference for Statutory Committees shall be governed by applicable legislation and regulations.
- 4.3.3 The term of appointment of Trustees on the Audit Committee shall be for a two-year term, effective December 2022.

### 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 Chair and Vice-Chair shall be elected annually at the Organizational Meeting.

*Governance and Policy Standing Committee:*

- (a) To ensure all of the Board's policies are up-to-date, accurate and consistent with the current legislation and government requirements;
- (b) To ensure that the Board of Trustees reviews 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;
- (c) To develop policies that are developed with evidence-based data, equitable and reflect the Board's vision, values and strategic plan;
- (d) Monitor the effectiveness of Board policies through consultation and evidence-based data;
- (e) 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;
- (f) Report and make recommendations to the Board of Trustees on governance and Board policies;
- (g) Review bylaws/policies for ad-hoc committees and develop/review/document procedures (document mandate, clearly identify quorum, membership);
- (h) The committee shall meet at least twice annually;
- (i) All trustees are eligible to sit on the committee. The Chair and Vice-Chair 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 Standing 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 Advisory 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. Ad Hoc Committees report to the Committee of Whole - Standing. Standing Committees report to the Board of Trustees.
- 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 RONG, is to facilitate meaningful, respectful, and orderly debate to advance the interest 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 the 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 then be present, the meeting shall be so adjourned.

### 5.3 Public Sessions

- 5.3.1 Except as permitted under section 207 of *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 member of the public or staff 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(s) 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 related matters are 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 to 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 session 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 (MFIPPA)*.

## **5.5 Scheduling and Agendas**

- 5.5.1 Regular Meetings of the Board will be held on the third (3rd) 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 the 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 Subject to the procedures described below, draft agendas for Board meetings shall be determined by the Chair in consultation with the Director; while 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/or 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 three 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 three 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 a majority of the Committee or Board amends the agenda prior to approval. If a member seeks to introduce a matter not on the agenda or directly related to matters on the agenda during the meeting following the approval of the agenda, it may only be introduced by a two-thirds majority of the members present and voting. Notice of any change to a draft 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, rescission of a Board policy or an amendment to an existing Board policy shall come before the Board on the recommendation of the Governance and Policy Committee. In bringing a matter to the Board for consideration, the Governance and Policy Committee shall recommend to the Board whether the matter should be considered at that meeting or at the next meeting of the Board. In cases of urgency, such a matter may be brought directly to the Board without first going to the Governance and Policy Committee provided that written notice of the proposed policy, rescission or amendment is provided to Trustees at least 5 days prior to the Board meeting. ~~not be considered unless written notice is provided to Trustees 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 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 early 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 thereof 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 temporarily or permanently, shall advise the Chair.
- 5.8.3 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.
- 5.8.4 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 Indigenous 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 RONR (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 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. At Board meetings, each member may speak twice, up to four minutes on the first occasion, two minutes on the second occasion, on each debatable motion. The Board may consider extending or limiting the time for debate at the commencement of the Board meeting or on any given motion, in accordance with the provisions of RONR.
- 5.12.6 At a Board meeting, 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. Before putting a motion to end debate to a vote, the Chair shall provide any member who has not spoken to the main motion with an opportunity to do so.

- 5.12.7 A motion to end debate at a Board meeting will only pass on two-thirds majority of the members present and voting. If the motion to end debate carries, no further debate can take place on the main motion and the Chair shall put the pending motion to a vote.
- 5.12.8 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.
- 5.12.9 A member, who is present and fails to vote on a motion, will be deemed to have abstained from voting.
- 5.12.10 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 because the results of a motion are determined on the basis of the members present and voting.
- 5.12.11 Before a motion is voted on, a member may request that a motion containing divisible parts be voted on separately.
- 5.12.12 At any time before a motion is put to a vote, the Chair shall read the motion aloud.
- 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 the Chair will typically abstain and 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. This is particularly applicable for the Board Chair and the Chair of the Committee of the Whole – Standing. It is expected that other Committee Chairs may choose to exercise their voting rights more often given the informal nature of committees.
- 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 and 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. 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.
- 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 10:00 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. In no case, will the meeting extend beyond 11:00 p.m.

#### *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 the 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 the 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, the 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 forwarded 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:

- (a) State the matter to be discussed;
- (b) Include materials intended to be distributed to trustees [and/or be presented at the meeting](#);
- (c) Provide the name of any organization or interested party to be represented;
- (d) Confirm the authority of the spokesperson.

5.13.5 Any application to present at the Committee of Whole - Standing Committee may be approved at the good faith discretion of the Chair of the Committee of Whole – Standing who shall, in considering whether to grant approval:

- (a) ~~Determine~~Consider if an opportunity for presentation is available through any other public consultation process, which shall be utilized prior to approval being given;
- (b) ~~Consider Determine if this is a matter~~ is a matter within the proper scope and authority of the Board of Trustees or whether the matter is operational in nature or within the jurisdiction of the Ministry of Education or some other entity that should come before the Board;
- (c) Consider whether the proposed presentation would be consistent with the Board's commitment to the Ontario Human Rights Code, the Board's Human Rights Policy and Procedures and Indigenous Education Policy and Procedures.
- (d) ~~Determine the date on which~~Consider the time available for presentations at a given meeting ~~and~~and whether allowing the proposed presentation will allow the ~~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 of Committee of the Whole-Standing shall inform the members of the Board when an application has been denied, including the rationale.

~~5.13.65.13.7~~ The Chair may waive the eight working days' notice period.

~~5.13.75.13.8~~ Presenters should use the appropriate format and protocol for presentations, available from the Director's office.

~~5.13.85.13.9~~ 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 prior to her or his opportunity to present.

~~5.13.95.13.10~~ 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.

~~5.13.105.13.11~~ Presenters shall be restricted to topics outlined in the application.

~~5.13.115.13.12~~ 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.

~~5.13.125.13.13~~ Members of the public may also pose questions of a general nature or regarding Board processes to the Board at any regular Board meeting.

~~5.13.135.13.14~~ 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.

~~5.13.145.13.15~~ Subject to the discretion of the Chair, questions will 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). Questions will also not be entertained if they are contrary to the

Board's commitment to the Ontario Human Rights Code, or the Board's Human Rights Policy or Indigenous Education Policy and Procedures.

~~5.13.15~~5.13.16 The following procedure applies to public question period:

- (a) Each person shall be allowed to ask one question ~~and one supplementary question;~~ and may, following the answer provided at the meeting, ask a supplementary question for clarification purposes only;
- (b) Before the beginning of the Board meeting, the Questioner shall submit the question in writing through the appropriate form made available on the DDSB website to the Executive Officer of Communications and Public Relations;
- (c) The Questioner shall have the option to ask their question in-person or virtually subject to availability ~~be called to the podium;~~
- (d) The Questioner or, if the Questioner prefers, the Chair, shall read the question;
- (e) The question shall be addressed by the Chair who may direct staff to answer;
- ~~(f) The Questioner may ask a supplementary question only for clarification purposes of the main question;~~
- ~~(g)~~(f) Questions to individual Trustees or staff will not be addressed at public question period;
- ~~(h)~~(g) Individual Trustees will not respond or comment on questions posed.

## SECTION 6: FILLING TRUSTEE VACANCIES

### 6.1 The Education Act

6.1.1 Section 221 of 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 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).

### 6.1 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. All members of the Board are eligible to sit on the Vacancy Committee. The Director shall prepare a report to the Vacancy Committee outlining the options as set out in this section which shall include the results from the previous election for relevant electoral area and the estimated costs of a by-election, if applicable.

~~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~~ 6.2.2 For the appointment, there are two options:

- i. appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area providing 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 newspapers and on social media for a minimum period of one week.

#### (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 Vacancy Committee shall establish the timeline and set a deadline for the appointment process.

#### (c) Information Required

Applicants shall be asked to provide the following information by completing a form that will be made available on the Board's website that has been created for the purposes of filling the vacancy:

- i. Confirmation of eligibility to be appointed;
- 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 they/she/he intends to apply for the position, ~~package of the following~~ information will be emailed to interested individuals or shall be made available for pick-up from the Trustee Services Coordinators' Secretary, as follows:

- i. Durham District School Board Facts Folder;
- ii. These Bylaws including the Member 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 Boardroom at a Special Meeting of the Board. 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 a date and time determined by the Vacancy Committee 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 ~~are is~~ to be interviewed, a second day for interviews shall be determined by the Chair of the Vacancy Committee in consultation with the Chair of the Board, 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 on the meeting date, those present constitute a shall form a Selection Committee which shall meet, conduct the interviews and make a recommendation to the Board at a meeting of the Board of Trustees (either at the next regular meeting or, at a special Board Meeting, at the discretion of the Chair of the Board). The Chair of the Board or designate shall preside over the meeting(s) during which the interviews are conducted and be responsible for adhering to the timelines. The interview sing process shall be open to the public. Candidates shall be advised of their right to attend any or all interviews (virtually or in-person).



## (f) Voting

- i. ~~Only Trustees present for all interviews are eligible to vote.~~
- ii. Voting shall be by secret ~~written~~ ballot.
- iii. The Director or designate and the General Counsel or designate ~~Superintendent of Education/Business and Finance~~ shall count the ballots.
- iv. On the first ballot, Trustees shall vote for three (3) candidates and. ~~(A~~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 Boardroom and on-screen for virtual attendees.
- 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 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)~~(g) 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 Bylaws located in the Administrative Offices of the Durham District School Board.

**8.2 Signing Authority**

- 8.2.1 The Chair or the Vice-Chair 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 Chair of the Board and the Treasurer.
- 8.2.4 The Chair 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 Student Trustees shall be elected before February 28 in each school year, and may be re-elected.

9.1.2 Subject to being re-elected, Student Trustees shall serve a one-year term.

9.2.1 A notice shall be sent to each secondary school principal before December 10, advising of the election process. Notice will also be sent to homeroom teachers and Civics classes, with a request to discuss the election in class.

### Stage 1: Candidate Nomination

9.3.1 Each secondary school shall be invited to elect one Student Trustee nominee, who shall be a candidate for the municipal stage of the election.

9.3.2 The election for Student Trustee nominee may be either a direct election from the entire student body or an indirect election from the student council/parliament/government.

### Stage 2: Municipal Election

9.4.1 The municipal elections shall apply only in municipalities which have more than one secondary school.

9.4.2 Candidates from municipalities with only one secondary school shall be declared municipal Student Trustee nominees.

9.5.1 Voting shall be by secret, ranked ballot. Every student, from grade 9 to 12, shall be entitled to vote. Voting shall take place over at least 5 school days.

9.5.2 Each secondary school shall be allotted 100,000 points. Points will be allocated proportionally to candidates based on the percentage of the vote they received in each school. Points shall be decimalized.

9.5.3 In each municipality, the candidate receiving a clear majority shall be declared the municipal Student Trustee nominee. A clear majority is half plus one thousandth of available points.

9.5.4 Should no candidate receive a clear majority, the votes and corresponding points for the candidate with the smallest number of points shall be redistributed based on rank, and this shall be repeated until one candidate receives a clear majority.

9.5.5 In the event of an equality of points, the tie breaker shall be the number of votes that a candidate received. In the event of an equality of votes, candidates shall draw lots to determine the winner.

9.5.6 All calculations shall be to the thousandth decimal place.

9.5.7 All election results, including vote and point count, shall be publicly released.

9.6.1 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.

### Stage 3: Board-Wide Election

9.7.1 The municipal Student Trustee nominees shall be the candidates in the board-wide election.

9.8.1 Voting shall be by secret, ranked ballot. Every student, from grade 9 to 12, shall be entitled to vote. Voting shall take place over at least 5 school days.

9.8.2 Each secondary school shall be allotted 100.000 points. Points will be allocated proportionally to candidates based on the percentage of the vote they received in each school. Points shall be decimalized.

9.8.3 The candidates who reach the quota shall be declared to be elected. The quota is  $1/(1 + \text{the number of regularly elected student trustees referenced in section 2.4.2})$  plus one thousandth of available points.

9.8.4 All points exceeding the quota shall be distributed to remaining candidates based on the average rank of the elected candidate's points and corresponding votes.

9.8.5 After a candidate reaches the quota and their points exceeding the quota have been distributed, they shall be excluded from further distribution of votes and points.

9.8.6 Should sufficient candidates not reach the quota after all points exceeding the quota have been distributed, the votes and corresponding points for the candidate with the smallest number of points shall be redistributed based on rank, and shall be repeated until a sufficient number of candidates have reached the quota.

9.8.7 In the event of an equality of points, the tie breaker shall be the number of votes that a candidate received. In the event of an equality of votes, candidates shall draw lots to determine the winner.

9.8.8 All calculations shall be to the thousandth decimal place.

9.8.9 All election results, including vote and point count, shall be publicly released.

9.9.1 The location of the board-wide election will be rotated annually among the municipalities so that over the course of several years, all secondary schools in the municipality will have an opportunity to host the election.

9.10.1 The Board will pay for any transportation or other expenses such as food or the printing of ballots.

9.11.1 The Student Trustee nominees and voters shall be qualified according to these Bylaws.

9.12.1 Any election material of any kind of media used by candidates must be approved by the Student Trustee nominee's principal or staff designate.

9.13.1 If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process as outlined above.

~~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 1: Municipal Election of Candidates**

~~9.1.3 The municipal elections 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 1 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 Bylaws.~~

~~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~~9.1.1 ~~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. The rules in this section apply to the extent they are not suspended or modified by Provincial regulation.

**10.2 Attendance**

10.2.1 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every meeting of the Board or Committee of the Whole, 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.

10.2.2 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every meeting of the Board or Committee of the Whole, 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.

10.2.3 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.

10.2.4 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, including a Committee of the Whole Board.

10.2.5 A Trustee or Student Trustee who participates in a meeting through electronic means shall be deemed to be present at the meeting.

**10.3 Participation of Board Members and Student Trustees**

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

10.3.2 The electronic means shall be provided in such a way that the rules governing conflict of interest of members are complied with.



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

## **Reference Documents**

### **Appendix:**

Appendix A: Board Member (Trustee) Code of Conduct

### **Effective Date**

2022-03-22

### **Amended**

2022-09-19



## **Minutes - Governance and Policy Committee Meeting**

**Wednesday, February 1, 2023, 6:00 p.m., Hybrid**

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

Trustee Tracy Brown, Committee Chair, called the meeting to order at 6:16 p.m.

Members Present: Trustees Emma Cunningham, Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Shailene Panylo, Christine Thatcher, Student Trustee Ben Cameron

Regrets: Trustees Michelle Arseneault, Deb Oldfield, Linda Stone, Student Trustees Lauren Edwards, Gwen Kuyt

Staff Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Director Jim Markovski, General Counsel Patrick Cotter, Executive Lead Robert Cerjanec, Superintendents of Equitable Education Andrea McAuley and Heather Mundy, Policy Analyst Ahmad Khawaja

Recording Secretary: Gillian Venning

### **2. Land Acknowledgment**

Trustee Tracy Brown read out the Land Acknowledgement.

### **3. Acknowledgment of Black History Month**

Trustee Shailene Panylo noted that today, February 1, represents the beginning of Black History Month, a month that is intended to highlight, reflect, celebrate and honour the excellence that exists within Black, African and Caribbean communities both on Turtle Island and abroad, as the diaspora is large, diverse, and filled with brilliance that deserves to be highlighted. It is also a month that some struggle with because of the ongoing challenges, barriers, and anti-Black racism that persists across the globe and within our own community, institutions, and in communities not so far from us. The violence, harm, and trauma associated with simply existing as a Black person remains a significant issue that needs action and awareness every month, not just February.

While we celebrate and remember the excellence that has and continues to exist, stretching long before slavery, I also point out that DDSB here tonight has perhaps made history, because for the first time there are two Black women chairing and vice-chairing a meeting in this space. So, to the communities we are privileged to serve, happy Black History Month. We hope you take this

opportunity to recommit to challenging anti-Black racism and oppression in every space, and help make our world a bit better than it was yesterday.

**4. Declarations of Interest**

There were no declarations of interest.

**5. Approval of Agenda**

Moved by Trustee Christine Thatcher:

That the agenda be approved.

CARRIED

**6. Approval of Minutes – October 3, 2022**

Moved by Trustee Donna Edwards:

That the draft minutes of the October 3, 2022 Governance and Policy Committee meeting be approved.

CARRIED

**7. Information Items**

**(a) Committee Overview and the Policy Development process**

General Counsel Patrick Cotter introduced the report, noting it deals with the functions of the Governance and Policy Committee, the policy development and adoption process, delineation of policy development and development and implementation of procedures as well as the process through which Regulations will be dealt with in accordance with a previous resolution of the Board.

Trustee questions were answered.

**(b) Communications from the Board Chair**

There was not an update on this item.

**8. Recommended Actions**

**(a) People and Culture: Rescission of Policies and Regulations**

Superintendent of Equitable Education Heather Mundy introduced the report, noting that the People and Culture department has undertaken a review of policies and regulations that fall under its area of responsibility and is recommending that the list as outlined in the report are recommended to be rescinded, in accordance with the Board's direction to phase out Regulations.

Trustee questions were answered.

Moved by Trustee Carolyn Morton:

That the Governance and Policy Committee recommend to the Board of Trustees that the policies and regulations in Appendix A be rescinded.

CARRIED

**(b) Inclusive Student Services: Rescission of Policy**

Superintendent of Equitable Education Andrea McAuley introduced the report, noting that the Inclusive Student Services department has undertaken a review of policies and regulations that fall under its area of responsibility. As part of that review, it was found that the School Attendance Officer Policy is no longer required within the current context and is therefore recommended to be rescinded as the DDSB has fulfilled its statutory role to appoint a primary school attendance counsellor lead in the Senior Manager and Clinical Lead of Social Work.

Trustee questions were answered.

Moved by Trustee Donna Edwards:

That the Governance and Policy Committee recommend to the Board of Trustees that the School Attendance Officer policy be rescinded.

CARRIED

**9. Adjournment**

Moved by Trustee Stephen Linton:

That the meeting does now adjourn.

CARRIED

The Meeting adjourned at 6:47 p.m.

**REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**  
**Thursday February 16, 2023 6:30 P.M.**

**ROLL CALL:**

Eva Kyriakides, Association for Bright Children (ABC) SEAC Chair  
 sensaRAneb Burrell, Autism Ontario – Durham Chapter  
 Tara Culley, Durham Down Syndrome Association  
 Hanah Nguyen, Easter Seals Ontario  
 Rowin Jarvis, Learning Disabilities Association of Durham Region  
 Elizabeth Daniel, Member at Large  
 Morgann Cameron, Member at Large  
 Jennifer McLaughlin, Sawubona Africentric Circle of Support  
 Kathy Kedey, VOICE for Deaf and Hard of Hearing Children  
 Vera Mercier, Early Years Consortium – Non-voting member

Trustees: Kelly Miller Debora Oldfield

Staff: Superintendent, Andrea McAuley  
 System Lead, Michelle Crawford-Eade  
 Senior Manager & Clinical Lead of Psychological Services,  
 Sara Schleien

Recording Secretary: Lisa Wry

**1. Call to Order:**

SEAC Vice-chair Tara Culley called the meeting to order at 6:32 p.m.

**2. Land Acknowledgement:**

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

**3. DDSB Human Rights & Equity Statement**

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subject to action 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.

4. **Welcome Guests:** Jennifer Machin- Senior Manager of Finance, Margeaux Levy, Vice-Principal-Gordon B. Attersley, Dawn White – Principal, G. L. Roberts CVI.

**Regrets:** Eva Kyriakides, Rowin Jarvis, Hanah Nguyen, Trustee Deb Oldfield

**Absent:** Vera Mercier

5. **Approval of Agenda:**

That the agenda for February 16, 2023 be approved:

MOTION BY: Kathy Kedey

SECONDED BY: Elizabeth Daniel

CARRIED

6. **Approval of the Minutes from January 19, 2023:**

That the minutes from January 19, 2023 be approved:

MOVED BY: Kathy Kedey

SECONDED BY: Elizabeth Daniel

CARRIED

7. **Staff Reports:**

Superintendent Andrea McAuley, shared with members a brief update on a few consultative items as well as touched on the collaborative department report:

- Acknowledge the commitment of staff across the board for coming together in service of kids particularly those with special education strengths and needs, as well as mental health and well-being
- Planning for next year is in full swing as well as the budget process planning
- Options for virtual and in-person selection has been provided for families and course selection is open to secondary students for the 2023-2024 school year
- The District drafts next school year calendars in collaboration with the Durham Catholic District School Board in order to assist in aligning PA Days and holidays, which in turn is helpful for transportation planning
- This draft is then shared through school and consultative bodies like SEAC for feedback prior to going to Board
- Four academic calendars Elementary and Secondary as well as modified calendars for 2 elementary and 3 secondary both which begin school in August and vacation weeks are distributed throughout the school year
- Part of the design for starting with the PA day on the first Tuesday gives opportunity for new enrolments which may alleviate some reorganization needs
- January and June dates show an 'S' which is for the summative period where the ministry required 30% summative course evaluation will take place, which may or may not include an exam

**Board:** Trustee Kelly Miller shared with SEAC members that Board of Trustee received information and presentations on: Excellence in Black student achievement which included Administrators as well as students.

#### 8. **Inclusive Student Service Department Report- February 16, 2023**

Updates this month include:

- DDSB Let's Listen
- Program Highlight: GL Roberts CVI
- February is Psychology Month
- Professional Learning Highlights

#### **DDSB Mental Health & Well-Being**

"The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention."

– Rachel Naomi Remen

#### **GL Roberts CVI: Students Visit Melly's Café**

##### **@GLRobertsCVI on Twitter:**

So much gratitude to Melly's Workplace, Café + Marketplace for hosting our Practical Learning Program students. Melly's is a training centre for youth with disabilities, providing youth the chance to learn skills, in a 6-month program, such as: handling financial transactions & food service.

They truly work through an asset base lens.

#### **February is Psychology Month**

DDSB Psychological Services team members provide:

- Consultation services
- Assessment services
- Direct services (individual and group)
- Capacity building
- Crisis response (in partnership with colleagues in Social Work services)

Understanding that relationships are essential to well-being, trust and sense of belonging, we offer services that respect student and caregiver identity and voice. We embrace a strength-based approach, and collaborate with students, their caregivers and team members to promote inclusive, safe and welcoming school communities.

#### **Highlight: BeMe Conferences**

Members of Psychological Services and Social Work have formed the BeMe (Black Excellence Made Evident) Collective, and are wrapping up their first round of secondary school conference events

- Based on feedback from last year's virtual sessions, the Collective has run two sets of two-day conferences – Ajax HS and Pickering HS, with another planned event for this spring at GL Roberts.
- Feedback so far has been very positive. The Collective has worked with over 80 students on topics that affirm and validate Black youth identity and well-being.

- During the conference, youth and members of the Collective engage on strategies to confront marginalization and Anti-Black Racism, promote positive leadership amongst Black students, engage in mentorship opportunities and build connection to community.
- These are presented by Black and racialized members of the DDSB's Social Work, Psychological Services & Youth Outreach teams who facilitate and mentor.
- Anticipated outcomes of the BeMe symposium include student reports of increased sense of affirmation and support in their school spaces, increased sense of connection to peers in their school community, and development of strategies that help Black youth to confront marginalization.

### **Mental Health & Well-Being Learning Opportunities**

Supporting Student Mental Health Community of Practice: Focus- Attunement  
PA Day learning opportunity for Classroom Support Staff

- School Based Learning with Teams with focus on policy into practice: Indigenous Rights, Human Rights & Equity
- BMS Full training / Refresher / Physicals Refreshers
- Well-Being: Two-part learning session with focus in: 1) Social Emotional Learning led by the Child and Youth Support Worker team and 2) Compassion Fatigue & Empathy Strain facilitated by TEND Academy.
- <https://www.tendacademy.ca/>

### **Highlight: Speech-Language/Occupational Therapy Collaboration**

- Speech Language Pathologist (SLP) team recently met with Communication and Writing Aids through Holland Bloorview Kids Rehab and Occupational Therapy (OT) through Grandview Kids Treatment Centre.
- Discussions centred around reviewing pathways and identifying system needs for students who have Augmentative and Alternate Communication (AAC) needs at school and home.

### **Special Education Class Planning Process**

The interdepartmental planning process for the 2023-2024 school year has begun.

- Process begins with individual student considerations, individual program/class considerations and an examination of current trends at a district/regional level.

Trends at this time include:

- Expression from students and families of value of range of outcome-based programs where a child/youth requires more intensive support
- Increasing requests in pace with regional growth
- Increases to students with complexity of strength and needs



### **Grade 8 to Grade 9 Transition Information Night**

- Student Success and Inclusive Student Services collaborated to offer an information session /focused on preparing and informing students and families who are receiving Inclusive Student Services supports to transition between Grade 8 to Grade 9
- Over 150 attendees participated. Many participant questions were responded to during the live session.
- Participants will have an FAQ and connection to the presentation sent to them and the presentation will be offered publicly for those who may want to review or were not able to attend.
- Information regarding this session was shared with families by school SERTs and Administrators, in Social Media and on websites.
- Secondary schools also host Transition to High School nights which includes Inclusive Student Services support.

### **9. Presentation: Special Education Funding**

Senior Manager of Financial Services Jennifer Machin shared with members a break down of special education funding and the budget process.

Highlights included:

- Some key terms and language
- Special Education Grants
- Support for Students Funding
- Priorities and Partnership Fund (PPF) Grants
- Accumulated Surplus-Special Education Reserve
- 2022-23 Special Education Budget

The members had a few questions

- Funds were allocated to facilitate the addition of EAs for an 8-week period at the beginning of the school which was very helpful in transitioning students back to school
- Education and Community Partnership Program (ECPP) from a provincial lens we are second in size only to Toronto
  - Clinical program and Education programs work concurrently in these settings.
  - Some are situated in school and some are located inside of medical partners spaces.
  - Thinking about fund and who we are serving and how we are serving them in terms of everyday conditions and Mental Health and positive well-being the Durham Boards commitment is very strong
  - These are intervention programs not the totality of a student's education
- SEAC members are reminded that the Public Deputation will be presented in the near future.
- When we look at totality of budget, 96% is staffing and benefits; this does not include transportation, facilities.
- Might be helpful for new members to know the process and information used last year to inform the request for the deputation
- Might be helpful to include what feedback and pressures are you seeing within members associations and communities.

**10. Open Discussion Period: SEAC Handbook**

- What would be helpful to new members joining to SEAC.
- In need of a refresh
- Perhaps including links to videos

**11. Business Arising from the Minutes:**

Decision was made to share document where track changes can be made with suggestions.

**12. Association Reports & Committee Reports:**

None

**13. Correspondence:**

None

**14. Community Concerns:**

None

**15. Celebrations and Successes:**

Superintendent Andrea McAuley and System Lead Michelle Crawford-Eade are thrilled to be Heading the Uxbridge Secondary School on February 24, for the Practical Learning Program Culinary Skills competition.

**16. Next S.E.A.C meeting – March 23, 2023:**

**17. Adjournment:**

That the meeting does now adjourn at 7:56 p.m. Adjournment called by SEAC Vice Chair Tara Culley.

MOVED BY: Kathy Kedey

SECONDED BY: sensaRAneb Burrell

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

**Table 1- Action Plan**

| ACTIVITY                | RESPONSIBILITY | COMPLETION        |
|-------------------------|----------------|-------------------|
| Circulate SEAC Handbook | Lisa Wry       | February 23, 2023 |
|                         |                |                   |
|                         |                |                   |



## **REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**

At the March 23, 2023, meeting, SEAC approved a motion to have the following statement provided to the Board of Trustees:

SEAC has become aware of harm directed at the transgender community in particular, as well as the broader 2SLGBTQIA+ community, that has occurred recently. As a Ministry mandated committee comprised of representatives for associations that support students and families of marginalized students with special education needs, SEAC would like to reiterate our commitment to advocating for school environments that are welcoming, respectful, safe, inclusive, equitable, accessible, and free from all forms of discrimination, harassment, racism, oppression and harm for all of our staff and students.



## Dates of Significance

### April-May 2023

#### April

|                |                                      |
|----------------|--------------------------------------|
| April 17-18    | Yom HaShoah - Holocaust Memorial Day |
| April 18       | Laylat al-Qadr                       |
| April 20-May 2 | Ridvan                               |
| April 22       | International Earth Day              |
| April 26       | Administrative Professionals' Day    |
| May            | Speech, Language and Hearing Month   |
|                | Asian and South Asian Heritage Month |
|                | Jewish Heritage Month                |
|                | Dutch Heritage Month                 |

#### May

|               |   |
|---------------|---|
| May 1         | National Principal's Day  |
| May 4-8       | Education Week  |
| May 5         | Wesak   |
| May 5         | Cinco de Mayo   |
| May 11-18     | Tamil Genocide Education Week                                     |
| May 14        | Mother's Day  |
| May 15        | International Day of Families                                     |
| May 17        | International Day Against Homophobia,<br>Transphobia and Biphobia |
| May 18        | Mullivaikkal Remembrance Day                                      |
| May 18        | Ascension   |
| May 22        | Victoria Day  |
| May 29        | Ascension of Bahá'u'lláh  |
| May 28-June 3 | National Accessibility Week                                       |
| May 1-5       | Children's Mental Health Week                                     |
| May 28        | Pentecost   |
| May 31        | Red Shirt Day   |