



Board Meeting Agenda

June 19, 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
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DURHAM DISTRICT SCHOOL BOARD

BOARD MEETING- Amended

Monday, June 19, 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

Cadarackque Public School's Primary and Junior Choir
(Lead teachers: Alicia Gauvreau, Christos Kaldis)

Video

4. Declarations of Interest

Verbal

5. Adoption of Agenda

Verbal

6. Minutes

- | | | |
|-----|---|-------|
| (a) | APPROVED Minutes of the Regular Board Meeting of April 17, 2023 | 1-8 |
| (b) | APPROVED Minutes of the Special Board Meeting of May 1, 2023 (6:55 pm.) | 9-10 |
| (c) | APPROVED Minutes of the Special Board Meeting of May 1, 2023 (8:00 pm.) | 11-12 |
| (d) | DRAFT Minutes of the Regular Board Meeting of May 15, 2023 | 13-22 |
| (e) | DRAFT Minutes of the Continuation of the May 15, 2023 Regular Board Meeting on May 23, 2023 | 23-27 |
| (f) | DRAFT Minutes of the Special Board Meeting of June 5, 2023 | 28-31 |

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

Verbal

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| 8. | <u>Public Question Period</u> | Verbal |
| 9. | <u>Report from the Committee of the Whole in Camera</u> (Trustee Christine Thatcher) | Verbal |
| 10. | <u>Good News from the System</u> (Director Camille Williams-Taylor) | Verbal |
| 11. | <u>DDSB Presentation</u> | |
| (a) | Student Trustee Recognition (Chair Donna Edwards, Director Camille Williams-Taylor) | Verbal |
| (b) | Chairperson's Scholarship Award-2023 (Chair Donna Edwards) | 32 |
| (c) | Abilities Scholarship Award (Superintendent Andrea McAuley) | 33-34 |
| (d) | Parent Involvement Committee (PIC) Annual Report (Trustee Stephen Linton, PIC Co-Chairs Huma Choudhary, Jim Van Allen) | 35-42 |
| 12. | <u>Recommended Actions</u> | |
| (a) | Report and Adoption of Any Resolutions: Standing Committee Meeting, June 5, 2023 (Trustee Christine Thatcher) | 43-49 |
| (b) | Consideration of the 2023-2024 Draft Budget (Associate Director David Wright) | 50-103 |
| (c) | 2023-2024 Inclusive Student Services/Special Education Plan (Superintendent Andrea McAuley) | 104-234 |
| (d) | SEAC Membership Recommendation Re: Ontario Parents of Vision Impaired Children (OPVIC)- Amended (Superintendent Andrea McAuley) | 235 |
| (e) | Naming of the New Unnamed Beaverton Public School (Superintendent Erin Elmhurst) | 236-240 |
| (f) | Consideration of Integrity Commissioner Findings (General Counsel Patrick Cotter) | 241-290 |

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|-----|--|----------------------------|
| (g) | Recommendations from the Governance and Policy Committee Meeting, May 24, 2023 (Trustee Tracy Brown) | |
| | i. Rescission of Recognition of Long Service and Retirement of Employees Policy and Regulation | 291-298 |
| | ii. Rescission of Contests in Art Sponsored by Outside Agencies Policy and Regulation | 299-303 |
| | iii. Revised French Instruction Policy | 304-318 |
| | iv. Revised Consolidated Bylaws | 319-359 |
| | v. Revised Board Member Code of Conduct | 360-384 |
| (h) | Approval of Trustee Professional Development, Trustee Emma Cunningham | |
| 13. | <u>Information Items</u> | |
| | (a) Update: Multi-Year Strategic Planning Process (Interim Executive Lead Kathy Witherow) | 385-414 |
| | (b) 2023 Official Enrolment Projections (Associate Director David Wright) | 415-430 |
| | (c) DDSB Summer Learning Programs (Superintendents Erin Elmhurst, Mohamed Hamid, Andrea McAuley, Stephen Nevills, Kandis Thompson) | 431-439 |
| | (d) Governance and Policy Committee Report, March 29, 2023 (Trustee Tracy Brown) | 440-446 |
| | (e) Special Education Advisory Committee (SEAC) Report, April 20, 2023 (Trustees Kelly Miller, Deb Oldfield) | 447-455 |
| | (f) OPSBA Report (Trustee Emma Cunningham) | Verbal |
| 14. | <u>Days of Significance</u> | 456 |
| 15. | <u>Memos</u> | |
| | (a) No. 2023:29 Bill 98 Update | Under Separate Cover |
| 16. | <u>Adjournment</u> | |

APPROVED

MINUTES

The Regular Meeting of the Board Monday, April 17, 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 7:00 p.m.

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

Regrets: Trustees Stephen Linton, Shailene Panylo, Student Trustee Lauren Edwards

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor Associate Director Jim Markovski, Associate Director 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

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 Emma Cunningham welcomed and introduced the video performance from the Altona Forest Public School band and choir. The members are Grades 6 and 7 students and are directed by teacher Andrew Tyas. In addition to singing O Canada, the band performed "Pomp and Circumstance" by Sir Edward Elgar. Later this year the students will perform this piece during the Grade 8 Graduation Ceremony.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Adoption of Agenda

2023:RB30
MOVED by Trustee Emma Cunningham
SECONDED by Trustee Carolyn Morton

THAT THE AGENDA BE APPROVED.

CARRIED

6. Minutes

2023:RB31
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Kelly Miller

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

- (a) THE REGULAR BOARD MEETING MINUTES OF FEBRUARY 21, 2023.
- (b) THE SPECIAL BOARD MEETING MINUTES OF MARCH 6, 2023.

CARRIED

2023:RB32
MOVED by Trustee Tracy Brown
SECONDED by Trustee Jill Thompson

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

- (c) THE REGULAR BOARD MEETING MINUTES OF MARCH 20, 2023.
- (d) THE SPECIAL BOARD MEETING MINUTES OF APRIL 3, 2022.

CARRIED

7. Ministry Memorandums-Information Update

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

Director Williams-Taylor shared that the planning for the 2023 Student Art Gallery is underway, and that the submission deadline is Tuesday, April 18, 2023. Students in Grades 7 to 12 are encouraged to be creative in showcasing their unique perspectives about connection and community through art. We look forward to seeing the incredible student artwork displayed at this year’s gallery taking place here at the Education Centre on June 8, 2023.

DDSB's French Immersion Information evening is Tuesday, April 25, 2023 from 7:00 to 8:00 p.m. The evening session will provide families with important information about the French Immersion program and the opportunities for developing French language skills. Families interested in attending should speak with their child's principal for details about where sessions are taking place.

Next week the Diplome d'Etudes en Langue Francais or DELF exam will be taking place here at the Education Centre and more than 300 secondary students from both Core French and Immersion programs will be participating. This exam is voluntary and available to students who registered in Grade 12 French as a Second Language programs during this school year. The DELF is an internationally recognized assessment of French proficiency.

On Wednesday, April 26, 2023, we recognize Administrative Professionals' Day. Director Williams-Taylor shared a message of thanks to all DDSB's administrative staff. Your work provides valuable benefits to students, your colleagues, and the community. You are appreciated.

Finally, there were multiple announcements by the Ministry of Education over the past two days:

- An announcement yesterday on investing \$180 million province-wide in additional targeted support in the classroom to help students build math and reading skills.
- The release of the Grants for Student Needs (GSN), which provides school boards with operating funding to support the operation of schools; and
- Earlier today, the Government of Ontario introduced the proposed Better Schools and Student Outcomes Act which has been tabled in the legislature. The proposed act contemplates improvements for students learning experiences in general with a focus on Math and Literacy outcomes. Staff will be reviewing the details of these announcements and the proposed legislation in the coming days and weeks to understand how staff will work together for effective implementation, should the proposed Act be passed.

8. Public Question Period

Dylan R., a student of DDSB presented a question virtually regarding the School Year Calendar. Staff responded to the question.

Teresa Keefe, a community member presented a question in person with regards to the approval of library resources. Staff responded to the question.

Janice Strasbourg, a community member presented a question in person with regards to the LGBTQ community. Staff responded to the question.

Jessica Wilkins, a community member presented a question in person with regards to questions and discussions. Staff responded to the question.

A community member submitted a question with regards to library resources and sexually explicit content that was read out. Staff responded to the question.

The Chair called a recess at approximately 7:30 p.m. due to disruptive conduct in the gallery.

The meeting resumed at approximately 7:33 p.m., the Chair called the meeting to order.

The Chair called a second recess at approximately 7:37 p.m. due to disruptive conduct in the gallery.

The meeting resumed at approximately 7:48 p.m., the Chair called the meeting to order.

Public Question Period continued.

James Bountrogiannis, a community member provided a written question with regards to inclusive policies. 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:

- Litigation affecting the board.
- Administrative transfers and placements.

2023:RB33

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Emma Cunningham

THAT THE BOARD RECEIVE THE ACTIONS OF THE APRIL 17, 2023, IN CAMERA MEETING.

CARRIED

10. Good News from the System

Alesha and Anousheh from Altona Forest Public School shared good news from across the system on behalf of DDSB students.

Students, staff, parents, guardians, and community members across the District have been celebrating Ramadan. Many of our schools have celebrated alongside students, staff, and families by hosting evening Iftars, a fast-breaking meal by Muslims during the month of Ramadan immediately after sunset.

On March 31, 2023 DDSB students and educators raised awareness about Transgender Day of Visibility. Classes celebrated the accomplishments of transgender and gender non-conforming people while raising awareness of the work that still needs to be done to

achieve justice. The transgender flag was raised at the Education Centre and at schools across the DDSB.

The DDSB Ontario Youth Apprenticeship program was thrilled to host Jamie McMillan, a motivational speaker, journeywoman ironworker, apprentice boilermaker, author, and an advocate for skilled trades, technology, mental health, homelessness, and youth. Jamie visited 10 DDSB schools and spoke to more than 2,300 students in Grades 7 to 12, about pathways into the skilled trades.

The Ignite Durham Learning Foundation (IDLF) team would like to thank all staff, students, and parents/guardians for participating in the second annual Make Tomorrow Brighter Online Auction!

The auction provided the opportunity to bid on more than 200 amazing prizes including NBA and NHL tickets, a spa experience, and so much more. Through your participation, \$17,820 was raised to help ensure DDSB students have food, clothing, and the opportunity to participate in extracurricular activities.

Students across the District continue to show compassion for their neighbours through multiple giving campaigns:

- Students from Seneca Trail Public School sold bracelets in support of mental health programs at Lakeridge Hospital.
- Maxwell Heights Secondary School students brought in gently used items to donate.
- Port Perry High School students raised more than \$1,300 for the Oak Ridges Hospice.

The Muslim Educators' Network of Durham (MEND) organized their annual Ramadan Iftar dinner this year on March 30, 2023 at J. Clarke Richardson Collegiate. The dinner raised over \$1,000 for the Turkey and Syria Earthquake Relief Fund.

The second annual Empower Her Conference took place on March 30, 2023, where elementary schools from across the DDSB joined together. This conference is designed to “uplift, inspire, and give a voice” to young women of colour, provided students with the opportunity to interact with strong female mentors. These girls left the conference understanding the importance of setting goals to achieve their fullest potential and become leaders and changemakers within their community.

Lochlan M., a Grade 3 student at Maple Ridge Public School, got his big screen debut this year in the film *‘Women Talking’*. The film was featured at the Toronto International Film Festival, and Lochlan couldn't be prouder of the well-received film and the important messages it conveys. He is now working on a new Netflix limited series and is grateful for all the support from his school community.

Dates of Significance:

| | |
|----------------|--------------------------------------|
| April 17-18 | Yom HaShoah - Holocaust Memorial Day |
| April 18 | Laylat al-Qadr |
| April 20-May 2 | Ridvan |
| April 22 | International Earth Day |

Regular Meeting of the Board Minutes

April 17, 2023

| | |
|---------------|--|
| April 26 | Administrative Professionals' Day |
| May | Speech, Language and Hearing Month |
| | Asian and South Asian Heritage Month |
| | Jewish Heritage Month |
| | Dutch Heritage Month |
| 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, 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 |

11. DDSB Presentation(a) Youth Liaison Worker Update

Associate Director Jim Markovski introduced Community and Partnership Development Specialist Nicole Brown, who shared along with staff and student, a PowerPoint presentation which provided an overview of the program for trustees.

Trustee questions were answered.

12. 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 April 3, 2023.

2023:RB34

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Emma Cunningham

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

CARRIED

(b) Update: Strategic Planning Process

Executive Lead Robert Cerjanec provided the Board of Trustees with an update on activities related to the Strategic Planning process since the last update on November 21, 2022, and the 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.

Trustee questions were answered.

2023:RB35

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Deb Oldfield

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.

CARRIED

13. Information Items

(a) Integrity Commissioner Report

i. Annual Report

General Counsel Patrick Cotter provided an overview of the Durham District School Board Integrity Commissioner Annual Report for the Operating Period of January 22, 2022 to January 21, 2023.

ii. Code of Conduct Complaint-Summary Report

General Counsel Patrick Cotter shared with trustees the Code of Conduct Complaint – Summary Report dated March 23, 2023.

Trustee questions were answered.

Trustee Tracy Brown provided trustees with the following Notice of Motions coming out of the March 29, 2023, Governance and Policy Committee meeting for trustees information:

(b) Notice of Motion: Rescission of Legal Opinions Policy and Regulation

(c) Notice of Motion: Rescission of School Operations Policies and Regulations

(d) Notice of Motion: Rescission of Youth and Adult Student Engagement and Success Grades 7 - 12+ Policies and Regulations

(e) Notice of Motion: Revised Consolidated Bylaws

Trustee Tracy Brown shared that the policies will be presented at the May 15, 2023, Board meeting for trustee approval.

Trustee questions were answered.

(f) Governance and Policy Committee Report-February 1, 2023

Trustee Tracy Brown shared the minutes of the February 1, 2023, Governance and Policy Committee Meeting.

(g) Special Education Advisory Committee (SEAC) Report, February 16, 2023

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

(h) OPSBA Report

Trustee Emma Stone provided trustees with an OPSBA update.

13. Dates of Significance

The dates of significance were shared with trustees for information.

14. Adjournment

2023:RB36
MOVED by Trustee Carolyn Morton
SECONDED by Trustee Tracy Brown

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

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



Chair



Secretary

APPROVED

MINUTES

The Special Meeting of the Board

Monday, May 1, 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 6:50 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, Gwen Kuyt

Regrets: Student Trustee Lauren Edwards

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, Interim Executive Lead Kathy Witherow, 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. Adoption of Agenda

2023:SB020

MOVED by Chair Donna Edwards

THAT THE AGENDA IS APPROVED.

CARRIED

5. Recommended Actions

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

2023:SB21

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Christine Thatcher

THAT THE BOARD NOW ADOPT THE RESOLUTION AND APPROVE THE ACTIONS OF THE MAY 1, 2023 COMMITTEE OF THE WHOLE, IN-CAMERA, STANDING COMMITTEE MEETING.

CARRIED

6. Adjournment

2023:SB22

MOVED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 7:07 p.m.



Chair



Secretary

APPROVED

MINUTES

The Special Meeting of the Board

Monday, May 1, 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 10:35 p.m.

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

Regrets: Trustee Linda Stone, Student Trustee Lauren Edwards

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

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4. Adoption of Agenda

2023:SB023
MOVED by Trustee Emma Cunningham
SECONDED by Trustee Tracy Brown

THAT THE AGENDA IS APPROVED.

CARRIED

5. Recommended Actions

(a) Adoption of Any Resolution from the Standing Committee Meeting Regarding Bill 98

2023:SB24
MOVED by Trustee Emma Cunningham
SECONDED by Trustee Tracy Brown

THAT THE BOARD NOW ADOPT THE RESOLUTION AND APPROVE THE ACTIONS OF THE MAY 1, 2023, STANDING COMMITTEE MEETING REGARDING BILL 98.

CARRIED

6. Adjournment

2023:SB25
MOVED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 10:45 p.m.



Chair



Secretary

DRAFT

MINUTES

The Regular Meeting of the Board Monday, May 15, 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 7:30 p.m.

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

Regrets: Student Trustee Lauren Edwards

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

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3. O Canada

Trustee Carolyn Morton welcomed and introduced the video performance from the R.H. Cornish Junior Intermediate Choir for their performance of O Canada. The choir included members from Grades 4 to 8 and were led by R.H. Cornish Public School staff: Leigh-Anne Harrington, Robin McKay, and Michele Murphy.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Adoption of Agenda

2023:RB37

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Tracy Brown

The agenda was amended to add item 14.(b) Memo 2023:24, Vetting of Public Presentation and Questions.

THAT THE AMENDED AGENDA BE APPROVED.

CARRIED

6. Minutes

2023:RB38

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Christine Thatcher

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

- (a) THE REGULAR BOARD MEETING MINUTES OF MARCH 20, 2023.
- (b) THE SPECIAL BOARD MEETING MINUTES OF APRIL 3, 2023.

CARRIED

2023:RB39

MOVED by Trustee Michelle Arseneault

SECONDED by Trustee Shailene Panylo

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

- (a) THE SPECIAL BOARD MEETING MINUTES OF APRIL 17, 2023
- (b) THE SPECIAL BOARD MEETING MINUTES OF MAY 1, 2023. (6:55 p.m.)
- (c) THE SPECIAL BOARD MEETING MINUTES OF MAY 1, 2023 (8:00 p.m.)

CARRIED

7. Ministry Memorandums-Information Update

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

The DDSB Student Census launched on May 10 and will close on June 30. The findings of the digital, voluntary survey will help the DDSB to better understand student populations and school communities, identify barriers to student success, engagement, and well-being, and help develop strategies to improve experiences and outcomes for all students. Together we will ensure that diversity continues to be our strength.

Wednesday, May 17 is International Day Against Homophobia, Transphobia and Biphobia. It is a day that recognizes the need to combat the ongoing violence and hate that is perpetuated against people with diverse sexual orientations, gender identities and gender expressions.

The DDSB recognizes the historical and ongoing oppression that 2SLGBTQI peoples face, across our greater society including education systems, and commits to moving forward with the intention to acknowledge past traumas and build a system that celebrates, supports, respects, values, and embraces Two-Spirit and LGBTQI peoples.

Raising the Pride Flag in May and June at all DDSB schools and work sites is one way to demonstrate our ongoing support to the 2SLGBTQI community and will help to raise awareness throughout the Durham Region. Every school in the DDSB has been raising the Pride flag since 2015, with some school communities doing so for many years before that. This is a well-established practice across the province among public school boards.

On Thursday, May 18 the Living Compendium Community Engagement Evening is taking place, this event is an important opportunity for students, families and community members to continue the conversation around dismantling anti-Black racism. The initial Compendium of Action for Black Student Success was launched in 2018 as an outcome of consultation with the Black community conducted by Justice Donald McLeod. The resulting 24 recommendations informed an improvement strategy. For more information and to register for the May 18 event please visit the DDSB website.

And finally, as we look ahead to next school year and supporting incoming DDSB students, on May 23 the Early Years team will present “Promoting Learning Through Play” - a virtual event for parents, guardians and caregivers of current and future Junior Kindergarten students. Families will explore the benefits of play and how it connects to the Kindergarten Program and will also be provided with practical strategies that can be used at home to support learners transitioning into Kindergarten. Families are encouraged to check our website to learn about the Great Beginnings Afrocentric Program and the Great Beginnings School Success Program being offered this summer.

8. Public Question Period

Dylan R., a student of DDSB presented a question virtually regarding the extreme weather guidelines. Staff responded to the question.

Ashley Lalonde, a community member presented a question with regards to human trafficking. Staff responded to the question.

Noor Kharrat, a community member presented a question with regards to Bylaw 5.13.15. Staff responded to the question.

Syed Muzammil-not in attendance

Nicole Bell, a community member presented a question with regards to anti-Black racism. Staff responded to the question.

Mario Caggianello, a community member presented a question with regards to the Graduation Coach for Black Students Program. Staff responded to the question.

Jessica Wilkins, a community member presented a question with regards to student attire in public schools. Staff responded to the question.

Tish Conlin, a community member presented a question with regards to the mental health. Staff responded to the question.

The Chair called a recess at approximately 8:20 p.m. due to disruptive conduct in the gallery.

The meeting resumed at approximately 8:30 p.m., the Chair called the meeting to order.

Jennette Miller, a community member presented a question with regards to flags. Staff responded to the question.

Chris, a community member, presented a question with regards to the process for raising flags. Staff responded to the question.

Teresa Rekar, a community member, presented a question with regard to sexual and gender identities and the Pride Flag. Staff responded to the question.

Jim Bountrogiannis, a community member presented a question with regards to visitors in schools and Police Reference Checks. Staff responded to the question.

Naveed Bahadur on behalf of Syed Muzammil presented a question with regards to the Pride flag. Staff responded to the question.

The Chair called a second recess at approximately 8:51 p.m., the public were cleared from the Boardroom gallery and the Education Centre by police and security due to disruptive conduct.

The meeting resumed at approximately 9:14 p.m., the Chair called the meeting to order.

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;
- 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
- Litigation affecting the Board.

10. Good News from the System

The Good News video will be posted to the DDSB website.

<https://youtu.be/4KyyjM732y8>

11. Recommended Actions

(a) Student Trustee Vacancy

General Counsel Patrick Cotter provided trustees with information regarding a Student Trustee vacancy for the 2023-2024 term.

Trustee questions were answered.

2023:RB40

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES FILL THE STUDENT TRUSTEE VACANCY IN ACCORDANCE WITH THE BY-ELECTION BYLAW.

CARRIED

(b) Report: Standing Committee Meeting Minutes of May 1, 2023

Trustee Christine Thatcher shared with trustees the minutes of the Standing Committee meeting on May 1, 2023 and shared that the following motion was moved by Trustee Deb Oldfield and Seconded by Trustee Shailene Panylo.

2023:RB41
MOVED by Trustee Deb Oldfield
SECONDED by Trustee Shailene Panylo

THAT THE BOARD OF TRUSTEES STRIKE AN AD HOC COMMITTEE COMPRISED OF ALL TRUSTEES AND STUDENT TRUSTEES, WITH INPUT FROM, SCHOOL ADMINISTRATORS, UNION REPRESENTATIVES, AND SENIOR STAFF WITH THE PURPOSE OF INFORMATION GATHERING, MONITORING AND EVALUATING ISSUES RELATED, BUT NOT LIMITED TO, INCIDENTS OF VIOLENCE AND HARASSMENT INCLUDING ANY AND ALL INTERRELATED ISSUES THAT MAY ARISE OR BE PRESENTED TO THE COMMITTEE. THE COMMITTEE SHALL COLLABORATIVELY BUILD POLICY, STRATEGIES AND STANDARDS FOR SAFETY AND SUSTAINABILITY, AND MEASURE THE IMPLEMENTATION OF THE COLLABORATIVE PLANS.

CARRIED

2023:RB42
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Shailene Panylo

THAT THE BOARD APPROVE THE MINUTES OF THE MAY 1, 2023 STANDING COMMITTEE AND ADOPT THE OTHER RESOLUTION THAT WAS PASSED.

CARRIED

(c) Parliamentarian Support

Director Camille Williams-Taylor provided the Board of Trustees with information on the proposed plan of engagement for learning with the Parliamentary consultant from May 2023 to December 31, 2023.

Trustee questions were answered.

2023:RB43
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Shailene Panylo

THAT THE BOARD OF TRUSTEE APPROVE THE PROPOSED FRAMEWORK FOR LEARNING ENGAGEMENT ON PARLIAMENTARY PROCEDURE AS PRESENTED.

CARRIED

(d) Revised Consolidated Bylaws

Trustee Tracy Brown provided trustees with information on the Governance and Policy Committee’s recommendation to amend the Consolidated Bylaws.

General Counsel Patrick Cotter reviewed each section of the document with trustees.

SECTION 1:

2023:RB44
MOVED by Trustee Tracy Brown
SECONDED by Trustee Christine Thatcher

THAT THE AMENDMENTS TO SECTION 1: PURPOSE AND APPLICATION 1.5 BE ADOPTED.

CARRIED

SECTION 2:

2023:RB45
MOVED by Trustee Tracy Brown
SECONDED by Trustee Shailene Panylo

THAT THE AMENDMENTS TO SECTION 2: STUDENT TRUSTEES, 2.4.10 BE ADOPTED.

CARRIED

SECTION 3:

2023:RB46
MOVED by Trustee Tracy Brown
SECONDED by Trustee Carolyn Morton

THAT THE AMENDMENTS TO SECTION 3: ORGANIZATIONAL MEETING, 3.1.1, BE ADOPTED.

CARRIED

SECTION 5:

2023:RB47
MOVED by Trustee Tracy Brown
SECONDED by Trustee Christine Thatcher

THAT THE AMENDMENTS TO SECTION 5: BOARD AND COMMITTEE MEETINGS- RULES AND PROCEDURES, 5.5.8, BE ADOPTED.

CARRIED

2023:RB48
MOVED by Trustee Deb Oldfield
SECONDED by Trustee Christine Thatcher

THAT THE BOARD MEETING BE EXTENDED UNTIL 11:00 P.M.

CARRIED

2023:RB49
MOVED by Trustee Tracy Brown
SECONDED by Trustee Christine Thatcher

THAT THE AMENDMENTS TO SECTION 5: BOARD AND COMMITTEE MEETINGS-
RULES AND PROCEDURES, 5.13.4 BE ADOPTED.

Trustee Linda Stone called for a recorded vote.

The following motion was carried on a recorded vote.

| | | | |
|-----------------------------|-----------|-----------------|----------------|
| <u>Yes</u> | <u>No</u> | <u>Absent</u> | <u>Abstain</u> |
| Michelle Arseneault | | Emma Cunningham | Stephen Linton |
| Tracy Brown | | Kelly Miller | Linda Stone |
| Carolyn Morton | | | |
| Deb Oldfield | | | |
| Shailene Panylo | | | |
| Christine Thatcher | | | |
| Jill Thompson | | | |
| Donna Edwards | | | |
| <u>Student Trustees</u> | | | |
| Ben Cameron | | Lauren Edwards | |
| Gwen Kuyt | | | |

2023:RB50
MOVED by Trustee Linda Stone
SECONDED by Trustee Michelle Arseneault

THAT SECTION 5: 5.13.5 BE LAID ON THE TABLE.

Trustee Linda Stone called for a recorded vote.

The following motion was defeated on a recorded vote.

| | | | |
|-----------------------------|--------------------|-----------------|----------------|
| <u>Yes</u> | <u>No</u> | <u>Absent</u> | <u>Abstain</u> |
| Michelle Arseneault | Tracy Brown | Emma Cunningham | Jill Thompson |
| Stephen Linton | Kelly Miller | | |
| Carolyn Morton | Deb Oldfield | | |
| Linda Stone | Shailene Panylo | | |
| | Christine Thatcher | | |
| | Donna Edwards | | |
| <u>Student Trustees</u> | | | |
| | Ben Cameron | Lauren Edwards | |
| | Gwen Kuyt | | |

2023:RB51
MOVED by Trustee Stephen Linton
SECONDED by Trustee Tracy Brown

THAT SECTION 5: 5.13.5 BE DEFERRED BACK TO THE GOVERNANCE AND
POLICY COMMITTEE.

CARRIED

2023:RB52
MOVED by Trustee Tracy Brown
SECONDED by Trustee Linda Stone

THAT THE AMENDMENTS TO SECTION 5.13.6 BE ADOPTED.

CARRIED

2023:RB53
MOVED by Trustee Linda Stone
SECONDED by Trustee Shailene Panylo

THAT SECTION 5: 5.13.15 BE DEFERRED BACK TO THE GOVERNANCE AND
POLICY COMMITTEE.

Trustee Linda Stone called for a recorded vote.

The following motion was carried on a recorded vote.

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

Student Trustees

Ben Cameron Lauren Edwards
Gwen Kuyt

2023:RB54
MOVED by Trustee Shailene Panylo
SECONDED by Trustee Tracy Brown

THAT THE AMENDMENTS TO SECTION 5: BOARD AND COMMITTEE MEETINGS-
RULES AND PROCEDURES, 5.13.16, BE ADOPTED.

CARRIED

At 11:00 p.m. the meeting was paused as per the Board's Bylaw 5.5.1, (the meeting shall not extend past 11:00 p.m.). The Chair proposed that the meeting continue on Tuesday, May 23, 2023 at 7:00 p.m.

2023:RB55

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD MEETING BE DEFERRED TO MAY 23, 2023.

CARRIED

13. Adjournment

2023:RB56

MOVED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 11:00 p.m.

Chair

Secretary

MINUTES

The Regular Meeting of the Board

Monday, May 15, 2023 (continued on Tuesday, May 23, 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 7:09 p.m.

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

Regrets: Trustees Michelle Arseneault, Linda Stone, Student Trustee Lauren Edwards

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, Interim Executive Lead Kathy Witherow, General Counsel Patrick Cotter

Recording Secretary: Gillian Venning

Chair Donna Edwards shared that at the May 15, 2023, Board meeting the board did not attend to all items on the agenda, as required by the DDSB Bylaws, the meeting concluded at 11:00 p.m., with approval from the Board of Trustees to a continuation Board meeting scheduled for May 23, 2023. Accordingly, the Board meeting continuation will resume under the same conditions that were in place at the conclusion of the May 15, 2023 meeting, including no in-person involvement from members of the public. It is important to note that no new business has been added to the agenda.

11. Recommended Actions

(a) Revised Consolidated Bylaws

Sections 1 to 5 of the Consolidated Bylaws were completed on May 15, 2023.

SECTION 6:

2023:RB57

MOVED by Trustee Tracy Brown

SECONDED by Trustee Carolyn Morton

THAT THE AMENDMENTS TO SECTION 6: FILLING TRUSTEE VACANCIES, 6.2.1,
BE ADOPTED.

CARRIED

A discussion took place regarding the review process for Sections 6 and 9 of the revised Bylaws and it was agreed by trustees that the same review process followed on May 15 would take place.

2023:RB58

MOVED by Trustee Tracy Brown

SECONDED by Trustee Jill Thompson

THAT THE AMENDMENTS TO SECTION 6: FILLING TRUSTEE VACANCIES, 6.2.2,
BE ADOPTED.

CARRIED

SECTION 9:

2023:RB59

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Emma Cunningham

THAT THE BOARD REFER SECTION 9 OF THE CONSOLIDATED BYLAWS BACK TO THE GOVERNANCE AND POLICY COMMITTEE FOR FURTHER CONSIDERATION AND ASK STAFF TO PREPARE A REPORT FOR THE COMMITTEE ON THE POTENTIAL IMPACT OF THE PROPOSED AMENDMENT ON AREA REPRESENTATION.

Student Trustee Ben Cameron called for a recorded vote.

The following motion was defeated on a recorded vote.

| Yes | No | Absent | Abstain |
|-----------------|--------------------|---------------------|---------|
| Emma Cunningham | Tracy Brown | Michelle Arseneault | |
| Stephen Linton | Deb Oldfield | Linda Stone | |
| Kelly Miller | Shailene Panylo | | |
| Carolyn Morton | Christine Thatcher | | |
| | Jill Thompson | | |
| | Donna Edwards | | |

Student Trustee Non-Binding Vote

| Yes | No | Absent | Abstain |
|-----|-------------|---------------|---------|
| | Ben Cameron | Lauren Edward | |
| | Gwen Kuyt | | |

2023:RB60
 MOVED by Trustee Tracy Brown
 SECONDED by Trustee Stephen Linton

THAT THE AMENDMENTS TO SECTION 9: ELECTION OF STUDENT TRUSTEES, SECTIONS 9.1.1 – 9.13.1 BE ADOPTED.

CARRIED

(b) Rescission of Legal Opinions Policy and Regulation

General Counsel Patrick Cotter provided trustees with information regarding the Governance and Policy Committee's recommendation to rescind the Legal opinions Policy and Regulation.

2023:RB61
 MOVED by Trustee Tracy Brown
 SECONDED by Trustee Shailene Panylo

THAT THE BOARD OF TRUSTEES CONSIDER, AND AS IT MAY DEEM APPROPRIATE, RESCIND THE LEGAL OPINIONS POLICY AND REGULATION.

CARRIED

(c) Rescission of School Operations Policies and Regulations

Associate Director Jim Markovski provided trustees with information on the Governance and Policy Committee's recommendation to rescind selected policies and regulations under School Operations.

2023:RB62
 MOVED by Trustee Tracy Brown
 SECONDED by Trustee Christine Thatcher

THAT THE BOARD OF TRUSTEES CONSIDER, AND AS IT MAY DEEM APPROPRIATE, RESCIND THE SELECTED POLICIES AND REGULATIONS AS OUTLINED IN APPENDIX A OF THE REPORT.

CARRIED

(d) Rescission of Youth and Adult Student Engagement and Success Grades 7 - 12+ Policies and Regulations

Superintendent of Equitable Education Stephen Nevills provided trustees with information on the Governance and Policy Committee's recommendation to rescind selected policies and regulations that fall under the Youth and Adult Student Engagement and Success Grades 7-12+ portfolio.

2023:RB63
MOVED by Trustee Tracy Brown
SECONDED by Trustee Deb Oldfield

THAT THE BOARD OF TRUSTEES CONSIDER, AND AS IT MAY DEEM APPROPRIATE, RESCIND THE SELECTED POLICIES AND REGULATIONS AS OUTLINED IN APPENDIX A OF THE REPORT.

CARRIED

12. Information Items

(a) Special Education Advisory Committee (SEAC) Report, March 23, 2023

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

2023:RB64
MOVED by Trustee Deb Oldfield
SECONDED by Trustee Emma Cunningham

THAT THE MARCH 23, 2023 SEAC REPORT BE RECEIVED FOR INFORMATION.

CARRIED

(b) OPSBA Report

Trustee Emma Cunningham noted there was no information to report at this time.

13. Dates of Significance

The dates of significance were shared with trustees for information.

14. Memo

(a) No. 2023:23 Equity and Diversity Advisory Committee Plan

(b) No. 2023:24 Vetting of Public Presentations and Questions

Trustee questions were answered.

15. Adjournment

2023:RB65
MOVED by Trustee Emma Cunningham
SECONDED by Trustee Stephen Linton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:13 p.m.

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Monday, June 5, 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 8:20 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo (virtual), Linda Stone (left at 8:32 pm), Christine Thatcher, Jill Thompson, Student Trustees Ben Cameron, Gwen Kuyt, Lauren Edwards

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, Interim Executive Lead Kathy Witherow, 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. Adoption of Agenda

2023:SB028
MOVED by Trustee Carolyn Morton
SECONDED by Trustee Stephen Linton

THAT THE AGENDA IS APPROVED.

CARRIED

5. Recommended Actions

(a) Adoption of Any Resolutions from the Committee of the Whole, In-Camera, Standing Committee Meeting

2023:SB29
MOVED by Trustee Emma Cunningham
SECONDED by Trustee Christine Thatcher

THAT THE BOARD NOW ADOPT THE RESOLUTIONS OF THE JUNE 5, 2023 COMMITTEE OF THE WHOLE, IN-CAMERA, STANDING COMMITTEE MEETING.

CARRIED

(b) Code of Conduct

Chair Donna Edwards shared that the Board made findings on March 6, 2022, which were subsequently confirmed by the Board, that Trustee Stone committed a number of breaches of the operative Code of Conduct. As a result of those findings, the Board imposed a number of sanctions.

Under those sanctions, Trustee Stone was:

- (i) censured;
- (ii) barred from attending one board meeting,
- (iii) barred from committee meetings until December 31, 2023.

As for the third sanction only, the Board considered amending that sanction to change the date so that Trustee Stone be barred from committee meetings until September 1, 2023 rather than December 31, 2023.

2023:SB30
MOVED by Trustee Emma Cunningham
SECONDED by Trustee Christine Thatcher

THAT THE BOARD AMEND ONE OF THE SANCTIONS IMPOSED ON TRUSTEE STONE ON MARCH 6, 2023, TO CHANGE THE LENGTH OF TIME THAT TRUSTEE STONE BE BARRED FROM COMMITTEE MEETINGS FROM DECEMBER 31, 2023 TO SEPTEMBER 1, 2023.

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>Absent</u> | <u>Abstain</u> |
|---|-----------|---------------|-----------------|
| Michelle Arseneault Emma Cunningham Tracy Brown Stephen Linton Kelly Miller Carolyn Morton Deb Oldfield Christine Thatcher Jill Thompson Donna Edwards | | | Shailene Panylo |

Student Trustee Non Binding Vote

Ben Cameron
Lauren Edwards
Gwen Kuyt

Trustee Linda Stone shared the following statement with trustees:

“I would like to announce that I have withdrawn my application for the judicial review with the Durham District School Board and will begin attending committee meetings as of September 1st and I will once again continue as I have in the past to attend future professional development sessions including D.I.E. Sessions similar to the ones that I have attended previously. As a member of the Board, I have always taken D.I.E. seriously and I look forward to continuing to do so and to work with the Board to ensure all students and parents of the DDSB are treated with the dignity and respect that they deserve and are given all the support they require.”

(c) Appointment of a Voting Delegate for OPSBA Annual General Meeting

2023:SB31
MOVED by Trustee Carolyn Morton
SECONDED by Trustee Tracy Brown

THAT THE BOARD NOW APPOINT CHAIR DONNA EDWARDS AS OPSBA VOTING MEMBER AT THE JUNE AGM.

CARRIED

6. Adjournment

2023:SB32

MOVED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:35 p.m.

Chair

Secretary

REPORT TO: Durham District School Board

DATE: June 19, 2023

SUBJECT: Chairperson's Scholarship Award - 2023

ORIGIN: Donna Edwards Chair of the Board

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

The \$1,000.00 scholarship prize is to be awarded to a student who:

- is graduating secondary school;
- exemplifies excellent leadership and citizenship; and
- has represented student issues to others.

The criteria for the award includes the applicant meeting the eligibility requirements and receiving a recommendation by their secondary school principal.

A committee consisting of the Chair of the Board, Donna Edwards, Trustees Emma Cunningham, Kelly Miller, Carolyn Morton and Jill Thompson reviewed the nomination applications. The Committee decided to award the Chairperson's Scholarship Award for 2023 to Danielle Burnett, a student at Anderson C.V.I.

Danielle has been involved in the Anderson community for the past four years. She has been a member of the Student Council and a leader in the community. Danielle has been part of the team that has organized food drives, bake sales and stress relief week spirit events. She has used her leadership skills as an integral member of the Eco-club which focuses on bringing forward environmental issues and promoting eco-friendly solutions.

Danielle has excelled academically and has successfully balanced her school workload with a wide variety of volunteer leadership work, including Grade 9 Orientation Day, the Terry Fox BBQ, the Homecoming Semi-Formal and Holiday Hope.

Outside of school, she actively coaches with the Whitby Girls' Softball Association and is a program assistant for the Whitby Figure Skating Club. She has participated in the IMPACT Youth Forum through Youth in Policing and in operation GIVE to help restore a local beach area. Danielle has co-organized charity events such as Go with the Flo to support a local women's shelter.

As well as all of the above accomplishments Danielle finds the time to work as a lunchroom supervisor for the Special Education Classroom at Anderson C.V.I.

Danielle Burnett exemplifies leadership and citizenship, while representing several diverse student issues, making her a worthy recipient of the Chairperson's Scholarship Award.

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: Abilities Scholarship Award **PAGE:** 1 of 2

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Education

1.0 Purpose

The purpose of this report is to provide information to the Board of Trustees about the Learning Disability Association of Durham Region (LDADR) and the Durham District School Board's (DDSB) Abilities Scholarship 2023 recipient.

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.*

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

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

- Partnerships are an important foundation in providing support and services for students. Staff appreciate the ongoing collaboration with the LDADR.

3.0 Background

3.1 Abilities Scholarship

The LDADR and the DDSB partner to provide an annual \$1,000.00 Abilities Scholarship Award. This scholarship recognizes a DDSB secondary student who has a diagnosed Learning Disability and who will be continuing studies (apprenticeship, college or university) in the upcoming academic year. Eligible students submitted applications, in an accessible format of their choice, describing their lived experience of having a learning disability at school.

A committee comprised of members of the LDADR, the DDSB Special Education Advisory Committee (SEAC) Chair and SEAC Trustee representatives reviewed the submissions to determine the recipient of the scholarship.

3.2 2023 Abilities Scholarship Recipient

Congratulations goes to Breanna Littman, of Eastdale CVI, who is the 2023 Abilities Scholarship recipient.


Breanna's submission detailed how she overcame obstacles and implemented strategies for success. Breanna thanked her teachers for their help, in particular Guidance staff, for their support throughout her time at Eastdale.

In September, Breanna will be continuing her studies at George Brown College in the Interior Design Program.

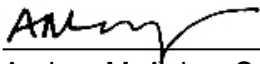
4.0 **Conclusion and/or Recommendations**

This report is provided to Trustees for information and celebration.

Report reviewed and submitted by:



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



Andrea McAuley, Superintendent of Education

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: Parent Involvement Committee Annual Report **PAGE NO.:** 1 of 4

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Margaret Lazarus, Superintendent of Equitable Education

1. Purpose

The DDSB, as required by Ontario Regulation 330/10, 5.6., Parent Involvement Committee (PIC) Year-End Report 2022-2023, is being shared with the Board of Trustees to provide a summary of the Committee's activities for the year.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Gathering parent/guardian/caregiver voice through the Parent Involvement Committee.
- Improving student achievement through the engagement of parents/guardians/caregivers in their children's learning and school communities.

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

- Enhancing student well-being and creating safe, welcoming, and inclusive learning spaces through parent/guardian engagement.

3. Background

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

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

As outlined in Ontario Regulation 612/00, all school boards in Ontario are required to have a Parent Involvement Committee (PIC). While School Community Councils (SCCs) are an advisory body for individual schools, the PIC is the advisory body for the Board of Trustees and acts as a direct link for parents to the Board of Trustees, undertakes district-wide events to engage parents, guardians and caregivers and shares information and advice to help support their children's learning at home and school. Additionally, the PIC works collaboratively with other departments in the DDSB to promote and provide sessions and resources for parents, guardians, and caregivers to increase student success.

In November 2022, the DDSB School Community Council and Parent Involvement Committee Policy and procedure were updated to include a focus on DDSB priorities. Within the scope of PIC's mandate, purpose, roles, and responsibilities, all PIC decisions, recommendations, practices, and activities (for example, initiatives, strategies, communications, events, and committee membership application and selection processes) must uphold and align with the principles, responsibilities, and requirements of DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy, Safe and Respectful Workplace and Harassment Prevention Policy, and the related procedures. The PIC membership and partnerships reflect and represent the diverse communities that DDSB serves.

To become a member of the PIC, a letter of interest must be submitted to the Superintendent of Equitable Education responsible for Engagement. Parent member and/or community representative positions are advertised through community newspapers, social media platforms, the DDSB website, and by communication with community partnerships and agencies.

4. Analysis

To support a variety of engagement opportunities for parents/guardians, the PIC established the following working groups that led to several key initiatives:

- Parent Reaching Out (PRO) Grants
- Parent Engagement Series
- Social Justice and Human Rights (created this current year)
- Durham Partners Symposium; and
- Parent Engagement Communication

The Parent Involvement Year-End Report 2022-2023 (Appendix A) summarizes the Committee's activities:

- Volunteer of Distinction Recognition
- 4 Parent Engagement [Newsletters](#)
- 3 School Community Council (SCC) Training Sessions
- 35 Parent Reaching Out (PRO) Grant projects involving 38 school communities across the District and DDSB Affinity Network
- Parent Engagement Series (formerly Regional SCC) events, and
- Durham Partners Symposium

5. Evidence of Impact

As outlined in Appendix A, the PIC led a range of activities with diverse themes and dynamic, inspirational speakers that covered a wide variety of topics that engaged DDSB parents/guardians/caregivers and the community. The activities and topics reflected and promoted DDSB priorities and commitments related to upholding Indigenous rights and human rights and supporting mental health, well-being, and student success. The impact of the various initiatives is evidenced in the attendance data and the statements of satisfaction that attendees communicate when giving feedback on the event.

Parents Reaching Out Grant:

The Ministry provided \$75,000.00 to support parent engagement across the district, 35 ProGrants were awarded involving 38 school communities funding a wide range of events and initiatives. Following is a sampling of events held at schools this year:

- Family Wellness Evening
- Aspire, Engage, and Empower Through the Arts
- Building Healthy Communities Together
- Promoting Human Rights, and Indigenous Rights
- Family Science and STEM Night
- Engaging, inspiring, and creating through Math
- Water meets Art
- Dismantling Anti-racism Through Dance, Martial Arts, Social Inclusion, and Mindfulness
- Nurturing Healthy Minds
- Family STEM and Technology Event
- Parenting: Managing Everyday Life
- Family Fun Night: Engaging Parents with Literacy, Numeracy, and the Arts
- Health and Nutrition
- Lift Me Up: Taking Ownership of Your Story

Parent Engagement Series:

Dr. James Makokis, “The Amazing Journey Continues!” - 270 parents/guardians/caregivers registered for the session, 140 parents/guardians/caregivers attended and remained in the virtual session.

- “Thank you so much for your story. It is so important to see representation from the 2SLGBTQIA community. Sadly, in the Durham area, there are still a lot of unsupportive people, and it makes it so difficult for the DDSB students, staff, and community members when we so often hear ourselves being called negative, abusive names. We appreciate your story, your identity, and your willingness to share your journey. Despite it being 2023, it is still not easy to be 2SLGBTQ”.
- “Thank you so much for sharing with us tonight and for the work you do in transgender care and how to take care of our wellbeing in the face of rising anti-2SLGBTQI sentiment, so we have the strength and determination to continue advocacy work.”

Dr. Pam Palmater, “Myths vs. Facts about Indigenous Rights” - 356 people registered, and 218 parents attended and remained in the virtual session.

- “Awesome presentation! Thank you!”
- “Thank you, Dr. Palamater, for the humbling and inspiring evening.”
- “Best gift to hear you on International Women’s Day... Thank you for all you do, represent, and stand up for.”

In-Person Durham Partners Conference: Fostering Resilience in Children - 111 parents/guardians/caregivers registered for the event, 40 attended and remained for the session.

- “Parenting in the age of social media – eye-opening.”
- “Things in life don’t have to be perfect for things to be okay. Seek help and resources. Mental health wellness is important for me in order to help my child.”
- “The Keynote Perdita was amazing. I think that voices like hers are SO important!”

6. Communication Plan

The Parent Involvement Year-End Report 2022-2023 will be shared with PIC members and SCC Chairs and will be made available on the DDSB Parent Involvement Committee web page.

7. Conclusion

This report is provided to Trustees for information.

8. Appendices

Appendix A – The Parent Involvement Year-End Report 2022-2023

This report was reviewed and submitted by:



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



Margaret Lazarus, Superintendent of Equity Education

PARENT INVOLVEMENT

YEAR END REPORT 2022-2023

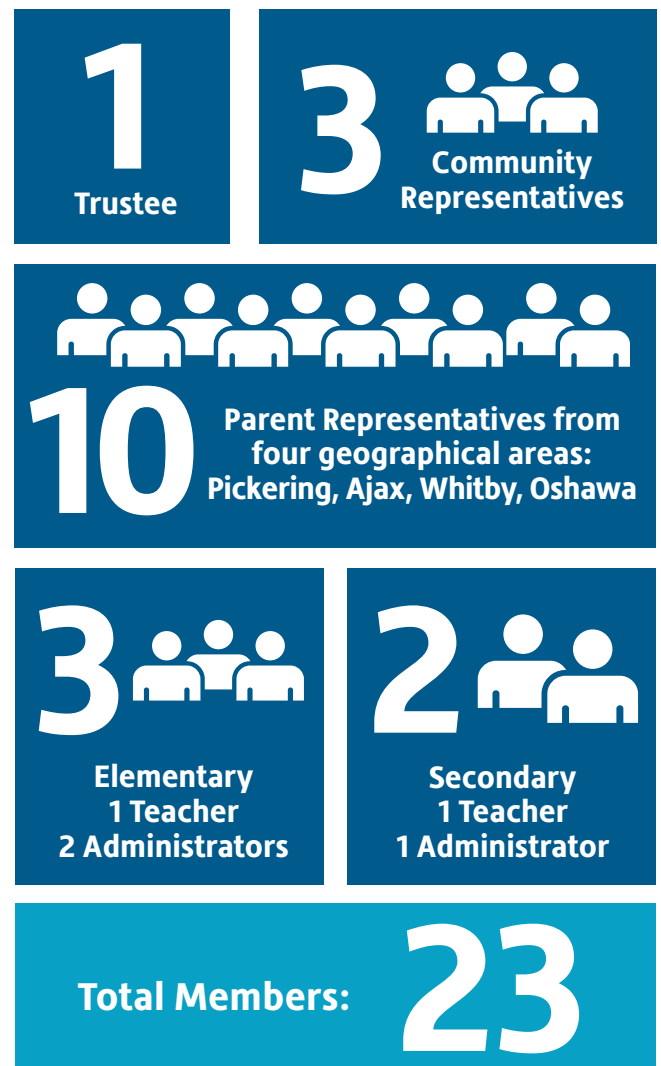
This report has been provided to the Board of Trustees as required by the DDSB Regulation: Parent Involvement Committee and Ontario Regulation 330/10 which states that "The Parent Involvement Committee shall annually submit a written summary of the committee's activities to the Chair of the Board and the Director of Education"

The Parent Involvement Committee (PIC)

provides the school board with information and advice to help engage parents. The PIC undertakes activities to help parents support their children's learning at home and school. They also share information with and support School Community Councils.



The Parent Involvement Committee comprises



Parents Reaching Out (PRO) Grants

A key focus for PRO Grant Initiatives is to reduce barriers to parent engagement and meet the individual needs in the school communities. The Ministry of Education provided \$75,000 to support PRO Grants in the DDSB. With a focus on collaboration between school communities, School Community Councils (SCC) members were invited to attend an information and PRO Grant co-planning session on January 18, 2023.

35 Applications were approved involving 38 schools.

The Parent Engagement Speaker Series welcomed two Indigenous presenters this school year.

In March, we were honoured to have Dr. Pam Palmater, a Mi'kmaw lawyer, professor, author, and social justice activist from Ugpi'ganjig (Eel River Bar First Nation) who spoke about Indigenous Rights, Social Justice, and Human Rights. Professor Palmater welcomed and answered so many questions across a range of topics from an enthralled audience.

In early May, our second speaker was Dr. James Makokis, a Cree Two-Spirit physician, who is a strong advocate for marginalized populations, particularly Indigenous and 2SLGBTQIA+ peoples. He has been recognized both nationally and internationally for his approach to medicine by combining traditional Cree medicine and Western medicine. With his partner Anthon Johnson by his side, Dr. Makokis also won season seven of "The Amazing Race: Canada." Dr. Makokis gave a deeply moving presentation that encompassed Indigenous learning, respect for the land and an empathetic understanding of the particular challenges faced by the 2SLGBTQIA+ community.

Both speakers presented Indigenous ways of knowing, learning, and an understanding that enriched all attendees.

PARENT ENGAGEMENT

Parent Engagement Series
presented by DDSB Parent Involvement Committee

MYTHS vs FACTS
about Indigenous Rights

with **Dr. Pamela Palmater**

WEDNESDAY, MARCH 8, 2023
7:30-9:00 PM

What does it mean when we say that Indigenous Rights are distinct? Join Professor Pam Palmater, a Mi'kmaw lawyer, professor, author, and social justice activist from Ugi'ganjig (Eel River Bar First Nation) as she educates and inspires us with her knowledge and insights about Indigenous Rights, powers and relationships.

There will be a question and answer period following the presentation.

Register for the online presentation

DDSB
Ignite Learning

PARENT ENGAGEMENT

Parent Engagement Series
presented by DDSB Parent Involvement Committee

The AMAZING JOURNEY
continues!

with **Dr. James Makokis**

TUESDAY, MAY 9, 2023
7:30-9:00 PM

Dr. James A. Makokis is a Nehiyô (Plains Cree) Family Physician from the Saddle Lake Cree Nation in northeastern Alberta and the winner of Season 7 of "The Amazing Race Canada" with his husband Anthon Johnson as "Team Akameyjenok" ("Never give up" in the Plains Cree language).

Dr. Makokis is an internationally recognized leader and author in Indigenous and transgender health. His philosophy of leadership is based on Nehiyô iyintiw wiyasawewina (Cree Natural Laws) including kinowattawin (kindness), kowiyak itatitawin (honesty), schayitawewin (strength/determination), and pahewewamawewin (sharing) as taught to him by his Elders. He believes that power should be shared, especially with those who have been disempowered.

Register for this online presentation where Dr. James Makokis will share his experiences, stories, challenges and successes!

This event will be signed by interpreters from the Toronto Sign Language Institute.

There will be a question and answer period following the presentation.

DDSB
Ignite Learning

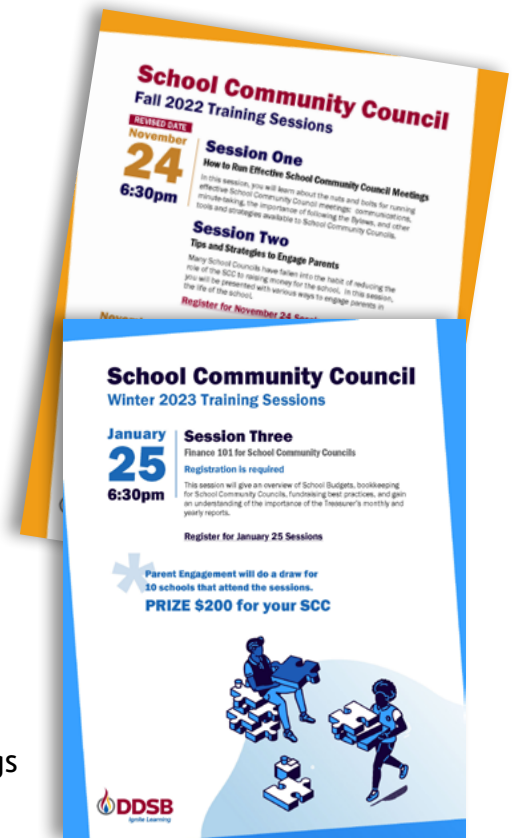
SCC Training Sessions

The PIC provided four training sessions this year for SCCs across the District. The first session, *Running Effective SCC Meetings*, was held on November 24, 2022. Facilitated by Dawn White, Principal at G.L. Roberts CVI, this session offered attendees the basics of serving on school councils. Effective school councils prioritize and support student learning, promote meaningful parental and community involvement, and actively seek input from their school community. Other topics discussed included communication as a key to ensuring strong partnerships and strategies for resolving conflicts.

The second session, *How to Attract and Engage Members of Your SSC*, was held on November 24, 2022. This session featured presenter Kristen McKinnon, parent member of the PIC, who included suggestions on creating dynamic meetings and breaking down barriers to attending and being a part of a school council. Some of the tips that were shared included; providing food, childcare, scheduling different meeting times, and alternate formats for meetings (virtual, in-person, hybrid, breakfast meetings, walk and talk, after school, and evening meetings).

The third session, *Finance 101 for SCC Chairs and Treasurers*, was held on January 25, 2023. This session was facilitated by Melissa Durward, Senior Manager of Finance, DDSB, and Sid Lashley, Internal Auditor, DDSB. The presenters gave insight into activities, equipment, and resources that school councils can utilize for fundraising and subsidy. The presentation also gave an overview of school budgets, block budgets, and school-generated funds.

The final session was held on April 24, 2023 and focused on *SCC's Bylaws*. This session was facilitated by Phanny Im, our in-house Legal Counsel and provided an overview of bylaws as they relate to our School Community Councils. Phanny addressed questions including: What are bylaws, and what is their purpose? How do we create them for our SCC? How do Rules of Engagement and bylaws differ, if at all?



Durham Partners Conference: Fostering Resilience in Children: Supporting Mental Health and Social Well-Being, May 27 2023

The Parent Engagement department hosted the annual Durham Partners Symposium, inviting families to engage in learning about fostering resilience in children, while supporting their mental health and social well-being.

We were joined by Perdita Felicien, our keynote speaker and former DDSB student. In her inspiring presentation, Perdita explored what it means to chase a dream and overcome the “hurdles” life can put before you and shared her life experiences.

Breakout speakers included:

- **Holly Richard** - Parenting in the Age of Social Media
- **Saroya Tinker** - Adversity and Resiliency
- **Alyson Schafer** - Parents Mental Health and Emotional Well-Being Matters, Too
- **Natasha Halliday** - Mental Health and Resiliency

All of the speakers were well received by our attendees. All registrants received a copy of Perdita’s book *My Mother’s Daughter* and had the opportunity to speak with the guest speakers.

Volunteer of Distinction

Each year the PIC and DDSB recognize the valued work of volunteers. Due to ongoing COVID-19 restrictions in the 2021/2022 year, staff recognised our volunteers at their school location with a gift and certificate in the Fall of 2022. The volunteers for 2022/2023 will be recognized at the first in-person ceremony since 2019. It will take place on October 24, 2023 at Sinclair Secondary School.

Parent Engagement Communication

Parent Engagement produced 4 e-newsletters this year, including information, resources and strategies for parents/guardians, and these were shared with communities.




Report of the Durham District School Board Standing Committee Public Session June 5, 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 7:00 p.m.

Roll Call: Chair Christine Thatcher

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

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, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson, Interim Executive Lead Kathy Witherow, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

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

2023:SC25

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Tracy Brown

THAT THE AGENDA BE APPROVED.

CARRIED

5. Community Presentations

Trustee Christine Thatcher welcomed the delegate and provided an overview of the delegation process and shared that the Durham District School Board welcomes presentations by individuals and groups at the Standing Committee meetings. The trustees heard from 1 delegate virtually with regards to parent voice.

6. DDSB Presentations

(a) Supervised Alternative Learning (SAL)

Superintendent Stephen Nevills introduced SAL Facilitator Melissa Provost and Child and Youth Worker Heather Hawco-Gray who provided trustees with information on Supervised Alternative Learning.

Trustee questions were answered.

7. Director's Update

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

June is a month where many significant events and dates are acknowledged, including National Indigenous History Month – this is a time to engage in learning about the diverse history and contributions of Indigenous Peoples, the United Nations Declaration on the Rights of Indigenous Peoples and the responsibilities that we all have in fulfilling the calls to action of the Truth and Reconciliation Commission of Canada. Also, on June 21 it is National Indigenous Peoples Day in Canada as well as the Summer Solstice. June 21 recognizes, honours and celebrates Indigenous achievement, culture and magnificence.

June 1st marked the beginning of Pride month around the world. Pride is a time to demonstrate our commitment to making every person in the 2SLGBTQI community feel welcome, included, safe and affirmed in their unique perspectives and lived experiences in every DDSB school and workplace. As part of the Durham Pride Festival that took place yesterday, we had a great turnout of DDSB trustees, staff, students and families participating in the Pride Parade in Ajax. By raising the Progress Pride flag at schools and worksites we are confirming to 2SLGBTQI students that they are seen and that they matter.

Our recent GSA Youth Conference welcomed 119 students to the Education Centre where they networked with friends and engaged in learning workshops that were tailored to their needs and interests.

The commitment to properly and respectfully acknowledge and include 2SLGBTQI identities has been endorsed by Minister Lecce's recent memo (page 4 of the minutes) to school boards, with a message to all students that the Ministry stands with them.

Portuguese Heritage Month also takes place in June. Canada is home to over half a million Portuguese Canadians; one of the largest Portuguese diasporas in the world. We are grateful to those of Portuguese heritage for sharing their traditions and culture with our community.

Filipino Heritage Month is recognized in June and the Canadian Filipino community is one of the fastest growing populations across the country. We appreciate the opportunity to be part of welcoming and preserving Filipino heritage and celebrating the positive impact of Filipino Canadians.

Recognition of Italian Heritage Month also takes place in June and is a time to celebrate the rich history of generations of Italians in Canada and to appreciate their contributions to shaping the culture of our communities.

On May 25th the Cypher Black Male Empowerment Conference took place at Durham College. This year, the conference was hosted by keynote speaker Matthew Samuels, known professionally as Boi-1da ("Boy Won-Da"), a Pickering High School alumnus and Grammy award winning music producer. Students engaged in networking opportunities with community agencies, followed by workshops facilitated by Black male professionals in the industry. Students were exposed to a wide range of pathways beyond high school and post-secondary education and were inspired and encouraged to unapologetically live up to their own potential and brilliance.

National Accessibility Week took place from May 28th to June 3rd. As an organization the DDSB embraces inclusion and accessibility for people with diverse abilities. DDSB schools and staff continue to make positive changes to increase accessibility and inclusion and to be supportive of individual autonomy and uniqueness. Our commitment to inclusive designs and challenging ableist stereotypes and assumptions, helps students and staff address accessibility barriers in their everyday lives.

As you can see this is an incredibly busy time of the year, but a time that also reflects our commitment to our students and our diverse communities. Thank you, that is my update for this evening.

Standing Committee Meeting Minutes
June 5, 2023

Memorandum to: Chairs of District School Boards
Directors of Education
Secretary/Treasurers of School Authorities

From: Stephen Lecce
Minister of Education

Subject: **Pride Month in Ontario**

June 1 marks the beginning of Pride month in Ontario and around the world. For many, Pride is a time to celebrate the things that make us unique and special, to look to community for acceptance and support and to demonstrate our commitment to making every single person feel welcome.

Recognizing that many 2SLGBTQ+ students face increasing levels of bullying, harassment, and mental health issues, it is my expectation that school boards will redouble their efforts to protect these students and ensure their inclusion within Ontario schools.

It is incumbent on all school boards to ensure all students – most especially 2SLGBTQ+ students – feel supported, reflected in their schools, and welcomed within our communities. That includes celebrating Pride in a constructive, positive and meaningful ways to affirm that 2SLGBTQ+ students know that their educators and staff, school board administrators, and government stand with them.

We firmly believe that all publicly funded schools must be safe spaces for all children, regardless of race, heritage, faith, sexuality, and gender.

My message to children in our schools, particularly 2SLGBTQ+ students is that Ontario's government sees them, values them, and we are proud to stand with them.

Sincerely,

Stephen Lecce
Minister of Education

8. Recommended Actions

There were no recommended actions at this time.

9. Information Items

(a) Workforce Census 2022 and Employee Experience (2 Reports)

Superintendent Heather Mundy and staff provided a PowerPoint presentation on the analysis of the Workforce Census 2022 data and the DDSB Employee Experience data gathered through the 2022 Listening Tour surveys.

Trustee questions were answered.

(b) Student Trustee Report

Student Trustees provided the following update:

From May 18-21st, Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt and incoming student trustee Neha Kasoju attended the OSTA-AECO's annual general meeting. Student Trustees elected the OSTA's 2023-2024 executive team, reviewed the organization's work, participated in a variety of skills and professional development workshops, and connected with incoming student trustees to prepare them for the 2023-2024 term.

OSTA's AGM, awarded Student Trustee Ben Cameron with the best at Robert's Rules of Order. Ben was also elected to the Executive Council as Chair of the Indigenous Student Trustees' Council.

Student Trustee Ben Cameron is one of two Student Trustees who are Indigenous and who do not fill the Indigenous Student Trustee position.

Student Trustees were part of the Student Recognition Night. It was an evening to recognize and celebrate the many achievements of high school students all across the DDSB.

On June 6th Student Trustees will be holding their last Student Senate meeting of the term. At the meeting the group will be reviewing the work from the term, discussing Senate's successes and the renewed Senate constitution. The meeting will end with an awards ceremony to reward students. Student Trustees thanked the Student Senators who participated and supported the positive change that they have worked towards in the DDSB.

Student Trustees provided some recommendations for the Board and staff on how to empower Student Trustees going forward and making sure they have all of the tools they need to thrive:

Standing Committee Meeting Minutes
June 5, 2023

1. That Student Trustees are given a standardized orientation prior to their first Board meeting, that covers the scope of their role, rights and responsibilities under the Board bylaws and Education Act.
2. That incoming Student Trustees are introduced to all Superintendents and Trustees.
3. That this Board establish a Trustee advisor to assist the Student Trustees and move motions on their behalf at meetings.
4. That the role and responsibilities of the Student Trustees' Superintendent and Staff Advisors be clearly outlined and defined.
5. That the Student Trustee should always be free to speak independently on all matters.
6. That a clear process to refer student concerns that are operational in nature to appropriate staff members is developed.

Student Trustees thanked staff for their support over the past year.

(c) Improving Environmental Sustainability and Planning

Associate Director David Wright provided trustees with an update on environmental sustainability across Durham District School Board facilities and operations.

Trustee questions were answered.

(d) Quarterly Construction and Major Projects Progress Report

Associate Director David Wright introduced Head of Facilities Lisa Bianca who provided trustees with an update on the status of construction and major projects as of May 31st, 2023. Updates to this report will be provided to Trustees on a quarterly basis (January, March, June and September), and will be posted on the Board's website.

Trustee questions were answered.

(e) 2023-2024 Inclusive Student Services/Special Education Plan

Superintendent Andrea McAuley provided trustees with an overview of the Inclusive Student Services/Special Education Plan for the 2023-2024 school year for information. A report for consideration of the 2023-2024 Inclusive Student Services/Special Education Plan will be brought forward during the June 19, 2023 Board Meeting.

(f) OPSBA Report

There was nothing to report at this time.

Standing Committee Meeting Minutes
June 5, 2023

10. Memo

- (a) 2023:26 Special Education Advisory Committee (SEAC)
Parent/Caregiver Survey

11. Adjournment

2023:SC26
MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:15 p.m.

Chair

Secretary

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: Consideration of the 2023-2024 Draft Budget **PAGE:** 1 of 3

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services and Treasurer of the Board
 Melissa Durward, Senior Manager of Finance
 Jennifer Machin, Senior Manager of Finance

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees on the 2023-2024 draft budget.

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

Typically, the Grants for Student Needs (GSN) is released in early spring to provide school boards enough time to develop, approve and submit their balanced budget to the Ministry of Education by the end of June. This year, the Ministry of Education announced the GSN for the 2023-2024 school year on April 17, 2023.

At the June 7, 2023 Education Finance Committee meeting, the 2023-2024 draft budget was presented, and a motion was approved to present the 2023-2024 draft budget to the Board of Trustees.

4.0 **Analysis**

4.1 2023-2024 Budget

The following information regarding the 2023-2024 Budget is included in Appendix A:

- Budget Model and Process
- Key Areas of Focus and Challenges
- Enrolment
- 2023-2024 Operating Revenue
- 2023-2024 Operating Expenditures
- 2023-2024 Special Education Operating Revenue and Expenditures
- 2023-2024 Capital Budget
- Expenditure Details
- Capital Schedules
- Board Staffing Comparison
- Priorities and Partnership Funding

4.2 In-Year Deficit Elimination Plan

A school board may incur an in-year deficit up to the lower of accumulated surplus or one per cent of operating revenue. School boards who budget an in-year deficit must submit an In-Year Deficit Elimination Plan that is approved by the Board of Trustees. The plan must outline measures that will be taken to eliminate the deficit.

The budgeted in-year deficit for compliance purposes under Ontario Regulation 280/19 is \$2,693,558. The In-Year Deficit Elimination Plan reflects the following one-time expenditures budgeted in 2023-2024 and are not expected to continue for the 2024-2025 budget.

| | |
|---|-------------|
| Implementation of Enterprise Resource Planning (ERP) System | \$1,000,000 |
| IT Hardware Replacement | \$1,587,924 |
| EA Support for School Transition | \$120,416 |

4.3 Education Finance Committee Public Meeting Minutes

The meeting minutes of the public sessions are attached as Appendix B.

5.0 **Financial Implications**

The preparation of the Board's draft budget is required to comply with Ontario Regulation 232/1 of the Education Act.

6.0 **Evidence of Impact**

Resources are allocated to achieve strategic priorities as outlined in the Board's Multi-Year Ignite Learning Strategic Plan.

7.0 Communication Plan

The final 2023-2024 Budget Book will be posted to the Board's website, once approved by the Board of Trustees.

8.0 Recommendation

It is recommended that the Board of Trustees approve the following motions:

1. That the 2023-2024 draft budget containing total revenues of \$1,050,743,433 and total expenses of \$1,050,743,433 be approved as presented; and
2. That the 2023-2024 draft In-Year Deficit Elimination Plan outlined in section 4.2 be approved as presented.

9.0 Appendices

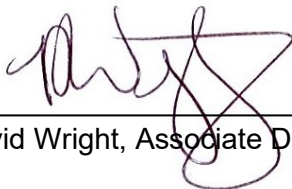
Appendix A – 2023-2024 Draft Budget

Appendix B – Education Finance Committee Public Meeting Minutes

Report reviewed and submitted by:



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



David Wright, Associate Director of Corporate Services and Treasurer of the Board



DURHAM DISTRICT SCHOOL BOARD

BUDGET

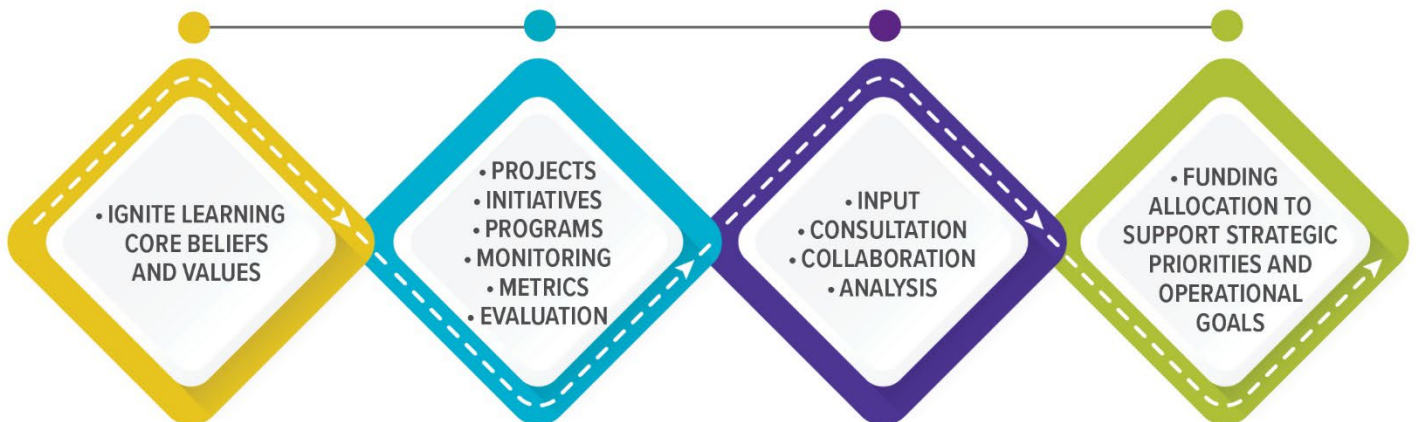
2023-2024

STRATEGIC PRIORITIES

OPERATIONAL GOALS

INPUT/PLANNING

BUDGET ALLOCATION



MESSAGE FROM THE CHAIR OF THE BOARD

On behalf of the Board of Trustees for the Durham District School Board (DDSB), I would like to share the 2023-2024 budget package. The Board has engaged in a collaborative process with partners, groups, organizations and staff to ensure the development of a budget document that is detailed, accountable, fiscally responsible, and transparent. We want to acknowledge all contributions to the process and express appreciation for the hard work of staff in providing the information needed to pass a balanced budget.

We also want to acknowledge that this budget does include a small deficit. There are significant funding shortcomings that could impact student achievement and well-being in the district. We would like to see benchmarks utilized in the education funding model that reflect actual costs and more flexible funding flow from the Ministry of Education to school boards to target closing gaps in learning while providing comprehensive student supports, based on local priorities.

As a Board, we set and follow guiding principles when developing the annual budget. These guiding principles define key criteria for making budget decisions and include:

- Centering student success and well-being;
- Making budget decisions that will support student and staff equity and human rights;
- Aligning financial resource allocation to match operational goals and priorities as identified in the Multi-Year Strategic Plan and planning for district growth;
- Investing in the future of the DDSB by focusing on leadership, equity, engagement, and innovation; and
- Budgeting to ensure strong fiscal responsibility now and in the future.

In alignment with the funding provided by the Ministry of Education, it is our responsibility as elected Trustees to develop and approve a balanced budget. The result of the criteria outlined above is presented in the budget outlined for 2023-2024 and is made up of \$924,436,88 in operating funds and \$126,306,553 in capital funds for a total budget of \$1,050,743,433.

The DDSB strives to maintain a fiscally solid position as we continue to see strong growth across many school communities. The ongoing development coupled with housing expansion in the Durham Region will continue to increase enrolment in our schools, for which we need to be prepared. We will continue to advocate for funding for new schools in growth areas to ensure we are well positioned in the coming years to manage the increased demand for access to DDSB schools across our district.

As Trustees, we understand we play an essential role in maintaining the trust of our school communities. We remain committed to ensuring the strong stewardship of resources to provide quality educational programs to meet the local needs of those we serve, while also improving student achievement and well-being. As a result, the budget process engaged key partners and organizations who interact with the DDSB to assist in setting priorities.

While we have moved from primarily meeting virtually to in-person opportunities, the budget process has continued to include open meetings where we actively seek the viewpoints of our communities, including the Special Education Advisory Committee, School Councils, and the Parent Involvement Committee. These public sessions were live streamed and provided an opportunity for the community to be part of the process in understanding budget allocation, resource alignment, and accountability to the communities we serve.

We are committed to providing our communities with a voice on what this budget looks like and how it supports student achievement. We thank everyone who has volunteered their valuable time to be part of our budget discussions.

Sincerely,



Donna Edwards

BOARD OF TRUSTEES

Public school trustees are the critical link between communities and school boards. They are elected during municipal elections every four years and are responsible for the stewardship of the entire District. DDSB is currently governed by 12 trustees.

Working together, school board trustees are responsible, as members of the Board for the following:

- To govern and set policy.
- To govern for the provision of curriculum, facilities, human and financial resources.
- To advocate for the needs of the Durham District to the Province of Ontario.
- To explain the policies and decisions of DDSB to residents.
- To be fiscally responsible in developing and approving a budget through a consultative process with key stakeholders' input that will support strategic priorities.

Trustees are available to help taxpayers, parents and others address any issues they may have about the public school system.



Michelle Arseneault
Town of Whitby



Tracy Brown
Town of Whitby



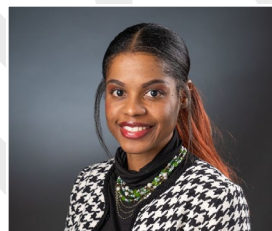
Emma Cunningham
City of Pickering



Donna Edwards
Chair of the Board
Town of Ajax



Stephen Linton
City of Pickering



Kelly Miller
Town of Ajax



Carolyn Morton
Chair of Education Finance
Townships of Brock, Scugog, Uxbridge



Deb Oldfield
City of Oshawa



Shailene Panylo
City of Oshawa



Linda Stone
City of Oshawa



Christine Thatcher
Vice Chair of the Board
Town of Whitby



Jill Thompson
First Nations Representative

MESSAGE FROM THE DIRECTOR OF EDUCATION

On behalf of Durham District School Board (DDSB) staff and senior team, we are pleased to present the 2023-2024 budget package.

A school board's budget is a powerful tool used to allocate resources to help achieve the strategic priorities outlined in the Board's [Multi-Year Ignite Learning Strategic Plan](#) and reflect and support our values of centering Indigenous rights and human rights in all that we do.

While we continue to respond to our post-pandemic lessons, we are working with our DDSB community to build a more welcoming, inclusive, and supportive education community and workspace for all learners and employees.

The renewed sense of optimism that emerged since the pandemic will be built on to achieve student success. DDSB students, educators, and staff work tirelessly to build a strong sense of community and support each other's well-being. Our ongoing responsibility and commitment to improving student achievement, realizing equitable outcomes, and ongoing training and development of DDSB staff are outlined in our budget package.

Mental health and well-being will be an ongoing focus for us as we move forward into the 2023-2024 school year. That focus along with instructional strategies and culturally responsive curriculum within a fiscally responsible budget underscores our continued commitment to achieving academic success and well-being.

We look toward 2023-2024 with a clear vision that students, staff, and our community will thrive as we apply valuable lessons learned about the importance of identity and connection.

We have undertaken important considerations in crafting this budget by focusing on:

- Special education requirements for students in Inclusive Student Services supporting programs at both the elementary and secondary level that promote integration and independence;
- Focusing on Equity, Inclusion, and Diversity for all students;
- Providing Mental Health/Well-being supports for our students and staff;
- Math and Literacy Intervention supports to close achievement gaps for all students; and
- A continued commitment to Indigenous rights, equity, and human rights

I wish to express my sincere appreciation to Trustees and staff for their hard work and collaboration during the budget process. I also want to thank and acknowledge our community for their insightful input and feedback. Our shared common goal continues to be arriving at the best possible solutions to support students, staff, and school communities.

For Board information, including the budget, news, highlights, and events from the DDSB, please visit [ddsbc.ca](https://www.ddsbc.ca) and your school's website. You can also visit us on [Facebook](#), [Instagram](#), [LinkedIn](#) or [Twitter](#).

Sincerely,



Camille Williams-Taylor

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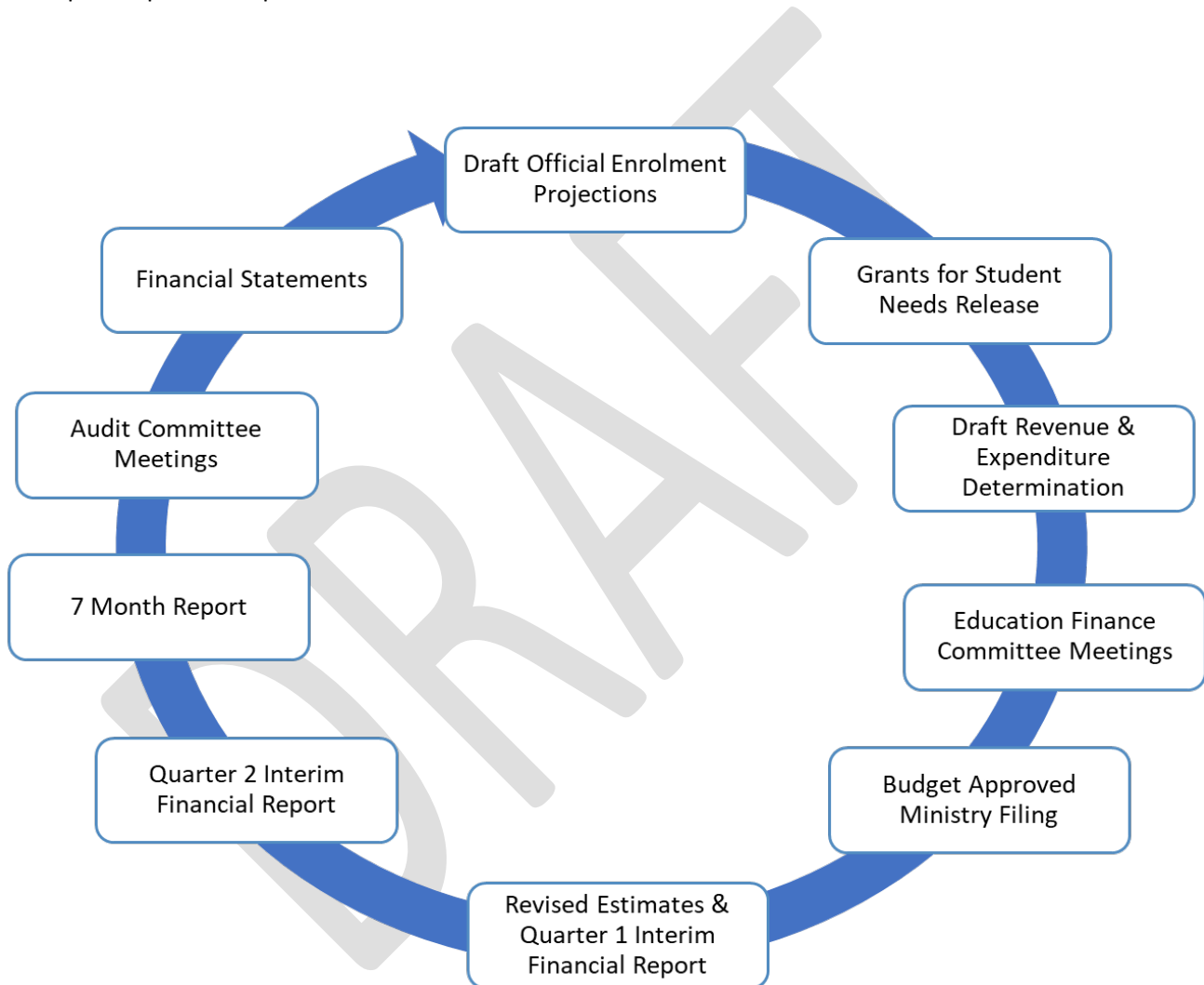
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DRAFT

1. Budget Process and Financial Reporting

Provincial funding to school boards is provided through a series of grants referred to as the Grants for Student Needs (GSN). The GSN includes detailed grant formulas and other criteria to support school board operations and capital expenditures. Typically, the GSN is released in early spring each year, providing school boards with time to develop and submit an approved budget plan by the end of June to meet the Ministry of Education (the Ministry) required timeline.

The Ministry announced the [2023-2024 Grants for Student Needs](#) on April 17, 2023. As shown in the figure below, the board's budget process begins with developing a viable projection of elementary and secondary enrolment for the next school year. Following the announcement of grants for the next school year, staff develop an expenditure plan that is balanced to revenues.



BUDGET APPROVAL AND RESPONSIBILITIES

In the DDSB, there are many voices that influence the development and approval of the annual budget. These include:

| | |
|------------------------------|--|
| Trustees | <ul style="list-style-type: none"> • Develop a multi-year strategic plan that includes the effective stewardship of Board resources • Approve an annual budget that meets Board and Ministry policies and directives |
| Director and Superintendents | <ul style="list-style-type: none"> • Director, with support from Senior Team, prepares the budget in compliance with Ministry funding requirements, and alignment with strategic priorities, for Trustee approval |
| Principals | <ul style="list-style-type: none"> • Input on staffing and enrolment |
| Managers | <ul style="list-style-type: none"> • Input on needs to fulfil requirements of Ignite Learning Multi-Year Strategic Plan (2018-2023) |
| Finance Department | <ul style="list-style-type: none"> • Develop financial models and budget documents based on input from stakeholders and Ministry guidelines |
| Stakeholders | <ul style="list-style-type: none"> • Provide input into budget considerations through public deputations |

MINISTRY GUIDELINES AND LIMITATIONS

Student-focused funding is an important component of the government's overall commitment to accountability. The Ministry holds school boards accountable for ensuring that the annual budget is aligned with the grant regulations, and that school boards comply with provincial standards and legislation on class size, instructional time, funding envelopes and budget management.

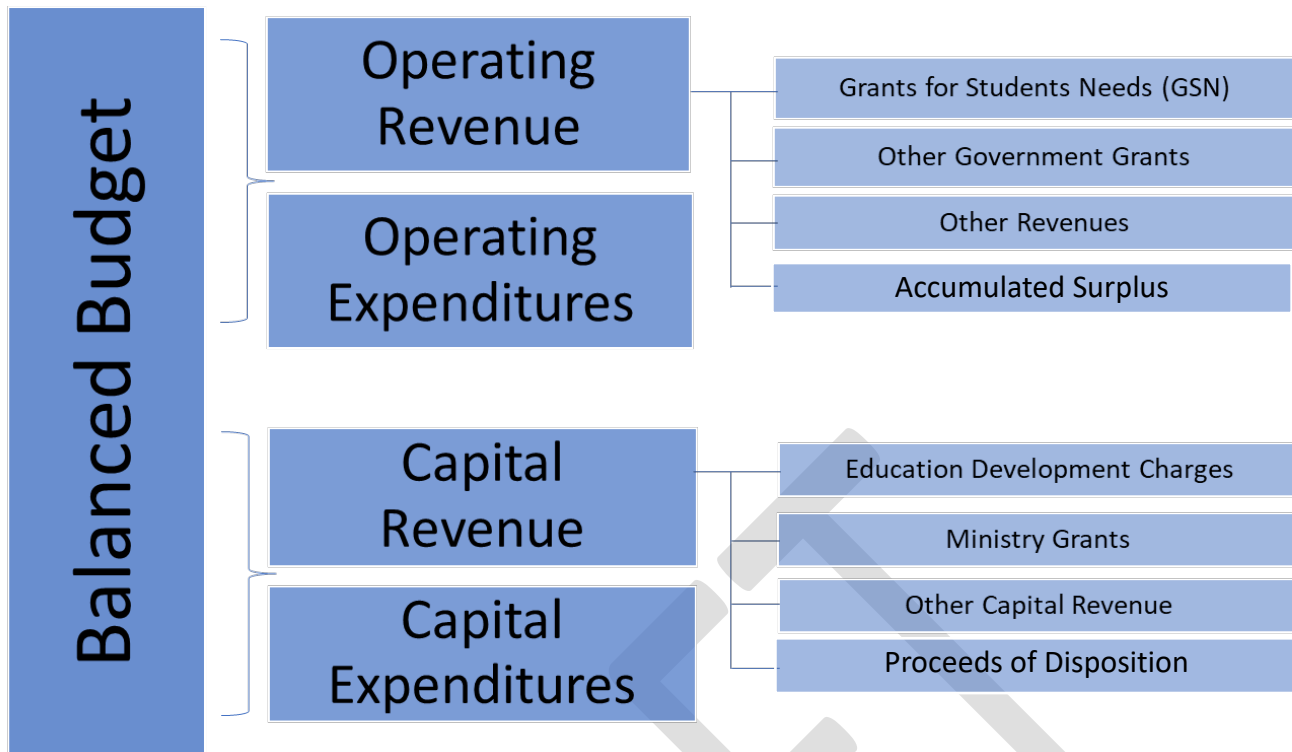
Balanced Budget and Compliance

Boards are required by the Education Act to submit a balanced budget to the Ministry of Education. If a board incurs a deficit during the year, they must make up the deficit in the following years.

- Operating Revenue = Operating Expenditures
- Capital Revenue = Capital Expenditures

Elementary and Secondary Class Size

Boards are required to report both elementary and secondary class sizes to the Ministry. The Ministry imposes financial penalties on school boards that do not comply with class size requirements set out in *Ontario Regulation 132/12 – Class Size*. The DDSB has consistently been compliant with class size requirements and has therefore avoided these financial penalties.



OPERATING BUDGET RESTRICTIONS

Special Education Grant Envelope

Special Education funding is limited to special education expenditures; however, boards may spend more on special education programs and support. If there are unspent special education funds, boards must report these funds in a deferred revenue account to be used to support the special education program in the future.

Other Grant Envelopes

Funding for programs such as Learning Opportunities, Rural and Northern Education Fund, Mental Health and Well-Being Grant, Indigenous Education and New Teacher Induction Program (NTIP) is restricted to expenditures for these programs. The Program Leadership Allocation (PLA) is to be used to fund the program leader positions included within the grant and the travel and professional development associated with these positions.

Board Administration and Governance Grant

Boards may not spend more on administration and governance than the revenue allocated for this purpose, excluding the Curriculum and Assessment Implementation Allocation.

CAPITAL BUDGET RESTRICTIONS

Capital Funding for Construction Projects

Construction projects are funded on a project-by-project basis with funding restricted to a specific project.

School Condition Improvement (SCI)

Boards must use this funding on schools that are expected to remain open and operating for at least five years. It is required that 70% of the funding must be spent on existing major building components. In prior years, school boards were permitted to carry forward any unspent funds under this allocation without restrictions. Starting with the 2023-2024 allocation, these funds will expire 2.5 years after allocation (i.e. unspent funds from the 2023-2024 allocation will expire March 31, 2026). All existing funds from prior school years will expire March 31, 2027.

Proceeds of Disposition (POD)

Boards must use this funding on schools that are expected to remain open and operating for at least five years. It is required that 80% of POD funding must be spent on existing major building components.

School Renewal

The portion of this grant that boards may use for operating expenditures is capped. Similar to SCI funds, unspent School Renewal funds will now have an expiry date 2.5 years after allocation.

Child Care and Child and Family Support Programs Space

Funding for these projects is granted on a project-by-project basis and is restricted to each individual project.

2. Key Areas of Focus and Challenges

KEY AREAS OF FOCUS AND CHALLENGES IN BALANCING THE BUDGET

Student Accommodation

DDSB enrolment growth is projected to be strong next year and continue for the foreseeable future. Though it is not always clear when new residential developments will begin construction, Durham Region has forecast the population in the Region to almost double by 2050. This sustained enrolment growth will help to mitigate the impact of some of the funding reductions being seen and help to support the stability of services to students over time. This is a positive outlook.

The challenge associated with the enrolment growth forecast is ensuring adequate availability of space within schools and portables to accommodate the total student population. Residential construction easily outpaces school construction, requiring the reliance on temporary accommodations (portables). Even with the approved new schools coming online, utilization will remain over 100%. Temporary accommodation grant funding is currently insufficient to procure enough portables to satisfy projected needs, causing a financial pressure.

Inflation

Though an increase of two percent to the non-staff portion of the school operations grant was included in the Grants for Student Needs funding announcement, with average inflation over the past year close to eight percent and ongoing inflation projected for coming year, the marginal increase to grant funding is clearly not sufficient to maintain purchasing power. The demands of maintaining DDSB facilities are significant, and inflationary pressures will continue to prove challenging to manage.

Additionally, increases to statutory benefit rates (CPP, EI) have increased significantly over the last couple of years, with no associated increase to the funding benchmark. This unfunded difference is not within the control of the Board and is a noticeable area of financial pressure.

Technology

Funding for information technology within the current grant structure is well below the amount required to meet the needs of the system. Managing this funding gap with the current level of technology deployment is not sustainable. With no increase to the funding model on the horizon, changes will be implemented to ensure sustainability going forward.

Labour Relations

Agreements for all staff who collectively bargain expired on August 31, 2022. Though all parties work to maintain positive relationships overall, collective bargaining can be contentious. While the two-tiered bargaining process is well-established at this point, negotiating collective agreements is inherently unpredictable.

Special Education

The funding for special education is not increasing at the same rate as the demand for services. This shortfall in funding places financial pressure on the rest of the Board. In spite of the fact that funding for special education remains a priority for the Board, if the funding model does not change, the gap between the level of service we are able to provide and the expectations of the system will continue to widen.

Education Development Charge (EDC) Deficit

The current school board EDC by-law is in place from 2019-2024. Presently, the by-law is in a deficit (\$27M at August 31, 2022) as a result of site costs beyond estimates, the legislative rate cap imposed by the Ministry and lower than anticipated collections.

At the time of by-law renewal, the Background Study identified the need to acquire additional sites at a forecasted cost of \$1.2B over 15 years to accommodate the projected growth in the District. To fund this land requirement and balance the by-law, the rate calculated as part of the by-law renewal indicated that an increase from \$1,949 to \$11,876 per permit would be necessary. The amended regulation allows only a modest rate increase of \$300 per year over the 5 years of the by-law, resulting in the following rates:

| | |
|--------|---------|
| Year 1 | \$2,249 |
| Year 2 | \$2,549 |
| Year 3 | \$2,849 |
| Year 4 | \$3,149 |
| Year 5 | \$3,449 |

Consequently, the deficit at the beginning of the current by-law of \$13M will increase significantly over the 5 years of the by-law if no further amendments are made to the regulation to permit the necessary rate increases.

As we enter the final year of the by-law period, staff have again updated various pieces of the EDC projections including timing of site purchases, financing assumptions and the number of permits on which EDCs will be collected. The projections have not been updated to reflect current land values which may be higher than those reflected in the by-law even after applying the escalation factor. Based on these updated assumptions the EDC deficit is projected to increase by \$630M over 15 years. The projected deficit over the term of the by-law is as follows:

| | Collections | Expenditures | In-Year Surplus (Deficit) | Cumulative Surplus (Deficit) |
|------------------|-------------|--------------|---------------------------|------------------------------|
| Opening Deficit* | | | | (\$10.6M) |
| 2019-2020* | \$7.6M | (\$23.8M) | (\$16.2M) | (\$26.8M) |
| 2020-2021* | \$15.3M | (\$17.7M) | (\$2.4M) | (\$29.2M) |
| 2021-2022* | \$18.3M | (\$16.4M) | \$1.9M | (\$27.3M) |
| 2022-2023** | \$22.1M | (\$55.8M) | (\$36.7M) | (\$64.0M) |
| 2023-2024** | \$20.4M | (\$29.8M) | (\$9.4M) | (\$73.4M) |

*actual results based on annual financial statements

** projected based on updated assumptions

While there is a process in place in the legislation whereby the Board could amend the current by-law to reflect some of these updated assumptions, it would be of no affect as the rate has already been capped. Staff continue to monitor the situation and update the Ministry regarding the growing deficit.

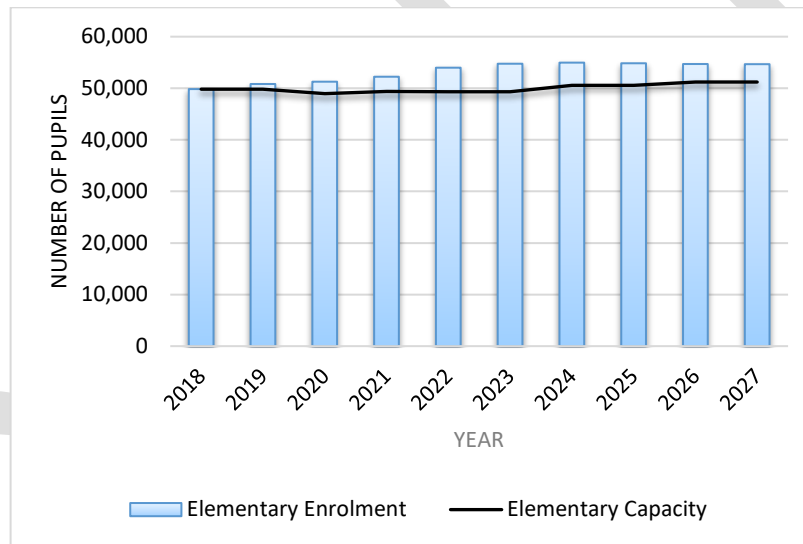
3. Enrolment

2023-2024 ENROLMENT

Looking at enrolment and capacities system-wide, there is limited space to accommodate the current growth. This is magnified when focusing on the elementary panel, where from October 2018 to October 2022, elementary enrolment increased by 4,149 students while capacity decreased by 494 pupil places. Though new schools have opened between October 2018 and October 2022 to accommodate the increased enrolment, a system-wide review and update to school capacities, coupled with child care conversions, has resulted in an overall reduction of capacity at the elementary level.

Enrolment pressures will continue into the future from new development, along with the regeneration of mature communities across the District. Over the next few years new capital priorities funding will allow for the construction of new schools to provide some accommodation relief. To align with specific areas of growth, the Board will continue to submit requests for capital funding to build new schools and to expand existing schools in growth areas. Additionally, the Board will need to consider how best to support students in those areas of declining enrolment.

ELEMENTARY ENROLMENT AND CAPACITY 2018-2027



SECONDARY ENROLMENT AND CAPACITY 2018-2027



INTERPRETATION OF ENROLMENT PROJECTIONS

It is important to note that the enrolment projections shown in the charts only include registered plans of subdivisions.

Areas such as Seaton, West Whitby, Brooklin and North Oshawa, for which some plans of residential subdivisions have yet to be registered, are expected to increase future enrolment for the District. This potential future growth has not been included in the enrolment projections shown in the charts, which means that future enrolment projections looking out to 2027 and beyond will likely increase. In addition, enrolment projections for DASS are excluded.

As identified in the elementary and secondary charts above, DDSB's accommodation pressures, based on current enrolment projections, is at the elementary level. These details are provided in the enrolment table below.

2023-2024 ENROLMENT PROJECTIONS

| | 2023 | 2024 | 2025 | 2026 | 2027 |
|----------------------------------|--------|--------|--------|--------|--------|
| Elementary Enrolment | 54,751 | 54,964 | 54,840 | 54,695 | 54,664 |
| Elementary Capacity | 49,289 | 50,572 | 50,572 | 51,206 | 51,206 |
| Elementary Surplus/Shortfall | -5,462 | -4,392 | -4,268 | -3,489 | -3,458 |
| Secondary Enrolment | 22,990 | 23,303 | 23,199 | 22,946 | 22,160 |
| Secondary Capacity | 24,430 | 24,430 | 24,430 | 25,817 | 25,817 |
| Secondary Surplus/Shortfall | 1,440 | 1,127 | 1,231 | 2,871 | 3,657 |
| Total District Enrolment | 77,741 | 78,267 | 78,039 | 77,641 | 76,824 |
| Total District Capacity | 73,719 | 75,002 | 75,002 | 77,023 | 77,023 |
| Total District Surplus/Shortfall | -4,022 | -3,265 | -3,037 | -618 | 199 |

APPROVED CAPITAL PRIORITIES - SCHOOL CAPACITY

| | 2023 | 2024 | 2025 | 2026 | 2027 |
|------------|------|------|------|------|------|
| Elementary | 0 | 1072 | 0 | 634 | 0 |
| Secondary | 0 | 0 | 0 | 1387 | 0 |
| Total | 0 | 1072 | 0 | 2021 | 0 |

Approved capital priorities, at both the elementary and secondary level, outlined in the table above provides an overview of the capacity changes currently approved for DDSB.

The Board's Official Enrolment Projections (OEP) for 2023-2024 is a key factor in several critical aspects of operations including:

- Operating revenue and expenditures, including teacher staffing for class size
- Student instruction and accommodation
- Capital revenue and expenditures

Grade-by-grade enrolment information is provided below comparing OEP for 2022-2023 and 2023-2024, as well as the actual enrolment for 2022-2023 compared to enrolment projections for that year.

OEP COMPARISON 2022-2023 TO 2023-2024

| Elementary | JK | SK | GR1 | GR2 | GR3 | GR4 | GR5 | GR6 | GR7 | GR8 | ISS | TOTAL |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| OEP 2022-2023 | 4,714 | 4,744 | 5,116 | 5,188 | 5,076 | 5,046 | 5,270 | 5,325 | 5,241 | 5,391 | 1,464 | 52,575 |
| OEP 2023-2024 | 5,156 | 5,170 | 5,206 | 5,417 | 5,364 | 5,369 | 5,141 | 5,407 | 5,556 | 5,475 | 1,490 | 54,751 |

| Secondary | GR9 | GR10 | GR11 | GR12 | ISS* | TOTAL |
|-----------------|-------|-------|-------|-------|-------|--------|
| OEP 2022-2023** | 5,569 | 5,521 | 5,458 | 5,649 | 1,176 | 22,197 |
| OEP 2023-2024** | 5,919 | 5,629 | 5,590 | 5,852 | 1,055 | 22,990 |

* secondary ISS numbers are separated for information. For purposes of OEPs they are included in grade-by-grade data.

** DASS number not included in data provided

COMPARISON OF REALIZED ENROLMENT TO PROJECTED ENROLMENT 2022-2023

| Elementary | JK | SK | GR1 | GR2 | GR3 | GR4 | GR5 | GR6 | GR7 | GR8 | ISS | TOTAL |
|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| OEP 2022-2023 | 4,714 | 4,744 | 5,116 | 5,188 | 5,076 | 5,046 | 5,270 | 5,325 | 5,241 | 5,391 | 1,464 | 52,575 |
| Oct 2022 Actual | 4,986 | 5,083 | 5,317 | 5,300 | 5,298 | 5,036 | 5,317 | 5,424 | 5,339 | 5,376 | 1,507 | 53,983 |
| Difference | 272 | 339 | 201 | 112 | 222 | -10 | 47 | 99 | 98 | -15 | 43 | 1,408 |

| Secondary | GR9 | GR10 | GR11 | GR12 | ISS* | TOTAL |
|------------------|-------|-------|-------|-------|-------|--------|
| OEP 2022-2023* | 5,569 | 5,521 | 5,458 | 5,649 | 1,176 | 22,197 |
| Oct 2022 Actual* | 5,564 | 5,519 | 5,503 | 5,695 | 1,048 | 22,281 |
| Difference | -5 | -2 | 45 | 46 | -128 | 84 |

* secondary ISS numbers are separated for information. For purposes of OEPs they are included in grade-by-grade data.

** DASS number not included in data provided

4. 2023-2024 Operating Revenue

OPERATING REVENUE DESCRIPTIONS

School boards receive operating revenue from three main sources, as outlined in the section below. A detailed list of operating revenues, along with comparison years, is provided in *Operating Budget – Revenue Summary*.

i. Grants for Student Needs (GSN)

The GSN calculations are outlined in the [Ministry Technical Paper](#) that can be found on the Ministry of Education website. The GSN allocation is flowed to school boards through a combination of local tax assessments, as well as a Ministry allocation. This model allows school boards to be funded province-wide under the same funding model regardless of tax assessment base.

The following are the GSN grants for 2023-2024:

| | |
|--------------------------|--|
| Pupil Foundation | To support the common classroom experience and core education. Accounts for approximately half of the GSN and is calculated on a per-pupil basis. Provides funding for salaries of classroom teachers, early childhood educators, educational assistants, teacher librarians and guidance counsellors, as well as textbooks, classroom supplies and classroom computers. |
| School Foundation | To support in-school administration and leadership. Provides funding for principals, vice-principals and office support staff, as well as school administrative supplies and library staff. |
| Special Education | Incremental funding for students who require Special Education programs, services and equipment. Boards may use this grant only for special education and must save any unspent funding to use for special education expenses in future school years. |
| Language | Provides funding to meet costs for language instruction. Allocations support FSL (French as a Second Language), ESL/ELD (English as a Second Language/English Literacy Development), FFL (French as a First Language), etc. |
| Indigenous Education | Funding supports programs designed for Indigenous learning and are aimed at improving Indigenous student achievement and well-being. Boards may use this grant only to support Indigenous learning and must save any unspent funding to use for Indigenous education expenses in future school years. |
| Geographic Circumstances | To support the additional costs associated with operating small schools, considering geography, board size and dispersion. |
| Learning Opportunities | Provides funding to help students who are at greater risk of lower academic achievement. |
| Student Transportation | Funding to transport students to and from home and school, including transporting students with special needs. |

| | |
|---|--|
| Mental Health and Well-Being | Provides funding for mental health workers in secondary schools, to strengthen positive school climates and targeted support to secondary schools in priority urban neighbourhoods. Supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. Also supports programs for long-term suspended and expelled students. |
| Supports for Students | Provides flexible funding to support the learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education and STEM programming. All funds are to be used consistent with central agreement obligations. |
| Program Leadership | Funding to support Early Years Leads, Indigenous Education Leads, Mental Health Leaders, School Effectiveness Leaders, Student Success Leads, Technology Enabled Learning and Teaching (TELT) Contacts Leads. |
| Cost Adjustment and Teacher Qualifications and Experience | Recognizes the difference in salary ranges of both teaching and various non-teaching staff. Provides additional funding for teachers and non-teaching staff acknowledging qualifications and experience above salary benchmark levels. Includes New Teacher Induction Program (NTIP) funding to support the growth and professional development of new teachers in the system. |
| Continuing Education and Other Programs | Supports adult day-school programs including correspondence and self-study, Continuing Education (including transfer courses for secondary students moving between applied and academic streams), as well as summer school for adults and secondary students. |
| School Board Administration and Governance | Funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including superintendents and their secretarial support. |
| One-Time Realignment Mitigation Fund | Provides transitional funding for boards to adjust their cost structures to realignment within the Indigenous Education Grant. |
| School Facility Operations and Renewal | Supports the costs of operating and repairing schools, including costs for heating, lighting, maintenance and cleaning of schools, including custodial staff. |
| Declining Enrolment Adjustment | Provides transitional funding for boards to adjust their cost structures to declines in enrolment. As board funding is determined by enrolment, revenue decreases as enrolment declines. Board costs, however, do not decline in a way that is strictly proportional to declining enrolments. |
| Debt Service Support | Funding to support capital debt that was financed through either third-party debentures or Ontario Financing Authority (OFA). This grant is being flowed to school boards over the remaining term of their existing capital debt instruments. |

ii. Other Government Grants

The Ministry, other ministries and other agencies provide grants that are directed for specific programs and is often for a limited time. These grants are included in *Operating Budget – Revenue Summary*.

iii. Other Revenues

The board generates a small amount of revenues for such items as tuition fees for international students, rentals and leases, community use fees and interest earned.

2023-2024 FUNDING MODEL CHANGES

The following is an overview of the significant changes to the GSNs for 2023-2024.

● Benchmark Changes

- Funded secondary credit load of 7.5 credits per pupil split between 0.225 credits online learning (average class size of 30) and 7.2575 credits in-person learning (average class size of 23).
- Salary benchmarks were increased for education workers by \$1 per hour for 2022-2023 and an additional \$1 per hour for 2023-2024 to support the Canadian Union of Public Employees (CUPE) central collective agreement.
- Teacher salary benchmarks were increased by 1.25% for 2022-2023 and an additional 1.25% for 2023-2024 as a labour provision.
- The benefits portion of benchmarks was reduced by 0.167% as part of the ongoing phase-out of funding for retirement gratuities.
- A 2% cost update provided for non-staff benchmarks and funding amounts.
- 2023-2024 marks the fifth year of a five-year phase in of a reduced Supplementary Area Factor to reflect updated funded class sizes.

● Priorities and Partnerships Funding (PPF) Transferred to GSN

| 2023-2024 GSN Allocation | Previous Priorities and Partnerships Funding (PPF) Grant |
|--|---|
| Demographic Data Gathering Allocation | Demographic Data Gathering |
| Early Math Intervention Amount | Early Intervention Math Supports for Students with Special Education Needs (Grades K-8) |
| Specialist High Skills Major (SHSM) Allocation | Specialist High Skills Major (SHSM) Expansion |
| * Included in Learning Opportunities Grant | Summer Learning Programs (SLP) |

* Not a specific allocation within the Learning Opportunities Grant, details of the allocation and funding methodology will be communicated by the Ministry at a later date

● New GSN Allocations

- Safe and Clean Schools Supplement added to the Learning Opportunities Grant to support costs associated with student well-being and maintaining clean schools.

● Accountability Measures

- External Audit Allocation added to the School Board Administration and Governance Grant to support external auditors to perform enrolment audits and staffing FTE compliance audits.

- **Funding Model Changes**

- Student Transportation: New model implemented using provincially set criteria to determine the number of buses needed, spare capacity and benchmark rates including vehicle, fuel, and driver components.
- Indigenous Education Grant and One-Time Realignment Mitigation Fund: The First Nations, Métis and Inuit Studies Allocation revised to only support courses with less than 23 students with funding realigned into a new Board Action Plan (BAP) Allocation and One-Time Realignment Mitigation Fund transitional funding.
- Remote Learning Administration: With remote learning enrolment excluded from school and facility-based allocations, this grant was added to the School Foundation Grant to partially offset administration costs.

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OPERATING BUDGET – REVENUE SUMMARY

The following provides the 2023-2024 estimated revenue, with comparative figures and change in revenues from the prior year.

| REVENUE CATEGORIES | 2021-2022 Revised Estimates | 2022-2023 Revised Estimates | 2023-2024 Estimates | Incr/(Decr) |
|---|-----------------------------------|-----------------------------------|------------------------|-------------------|
| Grants for Student Needs (GSN) Operating Funding | | | | |
| Pupil Foundation | 416,996,863 | 435,976,500 | 452,944,952 | 16,968,453 |
| School Foundation | 51,847,172 | 54,433,471 | 56,168,466 | 1,734,996 |
| Special Education – Special Education Per-Pupil Amount (SEPPA) | 59,391,749 | 61,909,263 | 65,130,233 | 3,220,970 |
| Special Education - Differentiated Special Needs (DSENA) | 37,742,531 | 39,374,285 | 41,501,181 | 2,126,896 |
| Special Education – Special Incidence Portion (SIP) | 3,237,406 | 2,707,482 | 2,707,482 | 0 |
| Special Education – Special Equipment Amount (SEA) | 2,699,666 | 3,050,940 | 3,117,570 | 66,630 |
| Special Education - Behaviour Expertise Funding | 982,169 | 1,012,733 | 1,062,326 | 49,593 |
| Special Education - Education and Community Partnership Program | 6,064,146 | 6,157,461 | 6,076,617 | -80,844 |
| Language - FSL | 10,930,151 | 11,392,772 | 11,621,857 | 229,085 |
| Language - ESL | 6,412,710 | 8,146,234 | 6,398,886 | -1,747,348 |
| Indigenous Education Grant | 3,709,777 | 7,500,749 | 3,851,944 | -3,648,805 |
| Rural and Northern Education Allocation | 49,906 | 51,850 | 57,536 | 5,686 |
| Learning Opportunities - Demographic Table Amount | 3,595,425 | 3,641,246 | 3,722,605 | 81,359 |
| Learning Opportunities - Student Success | 1,369,175 | 1,422,732 | 1,496,037 | 73,305 |
| Learning Opportunities - Tutoring Allocation | 309,270 | 319,173 | 326,248 | 7,075 |
| Learning Opportunities - Specialist High Skills Major | 1,519,750 | 1,611,945 | 1,799,790 | 187,845 |
| Learning Opportunities - Gr 7 - 8 Literacy & Numeracy Coaches | 882,697 | 900,635 | 954,344 | 53,709 |
| Learning Opportunities - Outdoor Education | 633,135 | 653,249 | 667,618 | 14,369 |
| Learning Opportunities - Experiential Learning Allocation | 243,543 | 250,295 | 258,254 | 7,959 |
| Learning Opportunities - Safe and Clean Schools Supplement | 0 | 0 | 501,997 | 501,997 |
| Mental Health & Well-Being | 2,037,570 | 3,151,917 | 3,335,942 | 184,025 |
| Cost Adjustment - Teacher Qualification & Experience | 60,348,582 | 59,843,994 | 73,530,986 | 13,686,992 |
| Cost Adjustment - ECE Qualification & Experience | 4,294,416 | 5,048,451 | 4,880,258 | -168,193 |
| Cost Adjustment - Maternity leave/Sick leave | 922,593 | 922,593 | 922,593 | 0 |
| Cost Adjustment - Early Payout Retirement Gratuity Funding Adjustment | -104,650 | -10,465 | 0 | 10,465 |
| Cost Adjustment - Teacher Learning and Innovation Allocation | 0 | 63,000 | 63,000 | 0 |
| Cost Adjustment - Benefits Trust Funding | 14,730,289 | 14,579,849 | 14,250,933 | -328,916 |
| New Teacher Induction Program (NTIP) | 507,599 | 580,839 | 567,693 | -13,146 |
| Adult Education/Continuing Education (Continuing Education) | 3,082,923 | 3,984,856 | 3,936,001 | -48,855 |
| Learning Opportunity - Literacy & Numeracy (Continuing Education) | 323,797 | 321,687 | 305,119 | -16,568 |
| Transportation | 24,262,477 | 27,003,230 | 27,467,370 | 464,140 |
| Administration and Governance | 19,104,264 | 20,480,040 | 21,265,838 | 785,798 |
| Program Leadership Allocation | 1,091,688 | 1,092,654 | 1,100,229 | 7,575 |
| School Operations | 74,793,765 | 78,943,688 | 82,953,884 | 4,010,195 |
| Community use of schools | 992,725 | 1,011,403 | 1,031,705 | 20,302 |
| Public Sector Wage Constraint | -418,575 | -418,575 | -418,575 | 0 |
| Support for Students Fund | 6,893,709 | 7,155,367 | 7,243,444 | 88,077 |
| One-Time Realignment Mitigation Fund | 0 | 0 | 1,779,407 | 1,779,407 |
| COVID-19 Learning Recovery Fund | 0 | 9,949,682 | 0 | -9,949,682 |
| Grants for Student Needs (GSN) Operating Funding Total | 821,480,413 | 874,217,224 | 904,581,770 | 30,364,546 |

| REVENUE CATEGORIES | 2021-2022 Revised Estimates | 2022-2023 Revised Estimates | 2023-2024 Estimates | Incr/(Decr) |
|---|-----------------------------------|-----------------------------------|------------------------|-------------------|
| Other Government Grants /Fees | | | | |
| Ministry of Citizenship & Immigration - Adult ESL (Continuing Education) | 638,800 | 542,240 | 626,533 | 84,293 |
| Govt of Canada/Fees Non-Resident | 581,529 | 878,693 | 530,154 | -348,539 |
| Min. Education - Math Recovery Plan | 999,000 | 999,000 | 1,350,200 | 351,200 |
| Min. Education - Tutoring Allocation | 0 | 3,146,091 | 0 | -3,146,091 |
| Min. Education - Specialist High Skills Major Expansion | 514,500 | 491,000 | 0 | -491,000 |
| Min. Education - Education Staff to Support Reading Interventions | 0 | 0 | 2,296,200 | 2,296,200 |
| Min. Education - Staffing to Support De-Streaming and Transition to High School | 0 | 0 | 3,654,600 | 3,654,600 |
| Min. Education - CUPE Investment in System Priorities | 1,494,226 | 0 | 0 | 0 |
| Min. Education - COVID-19 PPF | 14,219,849 | 0 | 0 | 0 |
| Other Government Grants /Fees Total | 18,447,904 | 6,057,024 | 8,457,687 | 2,400,663 |
| Other Revenues/Expenditure Recovery | | | | |
| Rental/Lease Fees | 2,164,580 | 2,440,826 | 2,539,240 | 98,414 |
| Community Use Fees | 0 | 400,000 | 370,000 | -30,000 |
| Misc. recoveries/rebate | 10,000 | 136,512 | 100,000 | -36,512 |
| Staff on Loan | 2,833,345 | 2,831,456 | 2,873,239 | 41,783 |
| Fees - Continuing Education | 505,997 | 640,275 | 640,275 | 0 |
| Interest Revenue | 800,000 | 1,000,000 | 2,000,000 | 1,000,000 |
| Other Revenues/Expenditure Recovery Total | 6,313,922 | 7,449,069 | 8,522,754 | 1,073,685 |
| Deferred Revenue | | | | |
| Deferred Revenue - Indigenous Education | 170,907 | 345,248 | 75,000 | -270,248 |
| Deferred Revenue – Applied Behaviour Analysis Training (ABA) | 20,538 | 0 | 0 | 0 |
| Deferred Revenue - Experiential Learning | 0 | 81,984 | 0 | -81,984 |
| Deferred Revenue - Mental Health Workers | 0 | 25,331 | 0 | -25,331 |
| Deferred Revenue – Special Equipment Amount (SEA) | 0 | 1,139,763 | 0 | -1,139,763 |
| Deferred Revenue - Targeted Student Supports | 593,909 | 734,871 | 179,256 | -555,615 |
| Deferred Revenue - Investment in System Priorities | 1,384,639 | 0 | 0 | 0 |
| Deferred Revenue Total | 2,383,548 | 2,327,197 | 254,256 | -2,072,941 |
| Operating Revenue Total | 848,625,787 | 890,050,514 | 921,816,467 | 31,765,953 |
| Accumulated Surplus | 10,019,821 | 909,822 | 2,620,413 | 1,710,592 |
| Grand Total | 858,645,608 | 890,960,336 | 924,436,880 | 33,476,544 |

OPERATING BUDGET – REVENUE ANALYSIS

i) Grants for Student Needs (GSN) \$30.4M

a) Enrolment Changes \$13.9M

- **Overall Enrolment \$13.9M** – For funding purposes, overall enrolment is measured by Average Daily Enrolment (ADE). ADE is calculated by averaging the FTE of students at the October 31 and March 31 count dates. This calculation excludes fee paying students and students covered under federal government agreements. Elementary ADE is projected to increase 741.0 FTE and Secondary ADE is projected to increase 947.96 FTE.

b) Priorities and Partnerships Funding (PPF) Transferred to GSN \$0.4M

- **Early Math Intervention Amount \$0.1M** - Included in the Special Education Grant, Differentiated Special Education Needs Amount (DSENA) to support early math intervention for elementary students with special education needs.
- **Demographic Data Gathering \$0.1M** – Included in the School Board Administration and Governance Grant to support school board capacity to collect, analyze, and use voluntary student and workforce demographic data.
- **Specialist High Skills Major (SHSM) Expansion \$0.2M** – Included in the Learning Opportunities Grant, Specialist High Skills Major Allocation to provide students with access to more SHSM programs.

c) New Funding \$0.5M

- **Safe and Clean Schools Supplement \$0.5M** – Included in the Learning Opportunities Grant, for additional services that support student well-being and maintain clean schools.
- **External Audit Allocation \$0.01M** – Included in the School Board Administration and Governance Grant, to support external auditors to perform enrolment audits and staffing FTE compliance audits.

d) Indigenous Education Funding Model Change (\$-1.9M)

- **First Nation, Métis and Inuit Studies Allocation (\$-6.9M)** – Allocation revised to only support courses with less than 23 students using a lower benchmark.
- **Board Action Plan (BAP) Supplemental Amount \$3.2M** – New Supplemental Amount included in the enveloped BAP Allocation, to support provincially determined Indigenous Education priorities.
- **One-Time Realignment Mitigation Fund \$1.8M** – Transitional funding provided as a new GSN allocation, to support boards while adjusting cost structures to realignment within the Indigenous Education Grant.

e) Benchmark Changes \$16.3M

- **Compensation \$9.9M** – Salary benchmarks were increased for education workers by \$1 per hour for 2022-2023 and an additional \$1 per hour for 2023-2024 to support the Canadian Union of Public Employees (CUPE) central collective agreement. Teacher salary benchmarks were increased by 1.25% for 2022-2023 and an additional 1.25% for 2023-2024 as a labour provision. As part of the ongoing phase-out of funding for retirement gratuities, the benefit portion of benchmarks was reduced by 0.167%.

- **Online Learning (\$-0.2M)** – Funded secondary credit load of 7.5 credits per pupil split between 0.225 credits online learning (average class size of 30) and 7.2575 credits in-person learning (average class size of 23).
- **Special Education Per Pupil Amount (SEPPA) \$2.0M** – Increased per pupil amount for all grade levels.
- **Differentiated Special Education Needs Amount (DSENA) \$1.9M** – Increase in table amounts for the Measures of Variability (MOV), Special Education Statistical Prediction Model (SESPM) and Base Amount for Collaboration and Integration.
- **Remote Learning Administration Allocation (\$-0.1M)** – Per pupil amount added to the School Foundation Grant to support costs related to the administration of remote learning instruction, with remote learning enrolment excluded from all other school and facility-based allocations.
- **School Operations \$2.9M** - Increased by 2.0% of non-staff portion to assist in managing increases in electricity, natural gas and other costs.
- **Classroom Loading Factors (\$-0.6M)** – 2023-2024 marks the fifth year of a five-year phase in of a reduced Supplementary Area Factor to reflect updated funded class sizes.
- **Program Level Changes \$0.5M** – Increases in per-pupil and table amounts at the program level such as French as a Second Language (FSL), English as a Second Language (ESL), School Foundation, Mental Health and Well-Being and Learning Opportunities.

f) Other Changes \$1.2M

- **Staffing Changes \$10.8M** – An increase in the Cost Adjustment and Teacher Qualifications and Experience grant to reflect higher expenditures associated with increases in experience and qualification of teachers and Early Childhood Educators (ECE).
- **COVID-19 Learning Recovery Fund (-\$9.9M)** – Discontinued funding that provided additional staffing supports for learning recovery, delivery of remote learning and supports for special education and enhanced cleaning standards.
- **Transportation Services Allocation \$0.5M** – New model implemented using provincially set criteria to determine optimal number of buses needed and benchmark rates including vehicle, fuel, and driver components.
- **Education and Community Partnership Program (ECP) Allocation (-\$0.1M)** – Funding adjusted to the projected expense associated with the program.
- **Total number of 2022 T4 Slips (-\$0.1M)** – Funding for payroll and human resource functions is generated within the Administrative and Governance grant based on number of T4 slips issued. The number of slips decreased by 135 in 2022, resulting in a \$0.1M decrease in funding.

ii) Other Government Grants/Fees \$2.4M

- **Math Recovery Plan \$0.4M** – Funding from the Ministry of Education comprised of allocations for a Board Math Lead, School Math Facilitators and Digital Math Tools, replacing prior year Math Strategy funding.
- **Education Staff to Support Reading Interventions \$2.3M** - Funding from the Ministry of Education for additional teachers to provide reading support to students in Kindergarten to Grade 3.
- **Staffing to Support De-Streaming and Transition to High School \$3.6M** - Funding from the Ministry of Education for additional teachers to provide early supports to prepare students in Grades 7 and 8 prior to transitioning into a de-streamed Grade 9 and to continue to support students in a de-streamed Grade 9 and their transition to Grade 10.

- **Specialist High Skills Major (SHSM) Expansion (-\$0.5M)** – Transferred to the GSN, included in the Learning Opportunities Grant, Specialist High Skills Major Allocation.
- **Non-Resident Student Enrolment (\$-0.3M)** – Decrease in projected FTE of non-resident, fee paying students.
- **Tutoring Supports Program (-\$3.1M)** – Discontinued enveloped funding from the Ministry of Education to provide tutoring support programs that supported learning recovery and renewal in response to the COVID-19 pandemic.

iii) Other Revenues/Expenditure Recovery \$1.1M

- **Interest Revenue \$1.0M** – Increase in projected amount based on prior year actuals.
- **Staff on Loan \$0.05M** – Expenditure recovery funding received for staff that are seconded to positions with organizations such as the Ministry of Education or labour unions.
- **Other \$0.05M** – Adjusted projected revenue from daycare leases, community use permits and cafeteria revenue.

iv) Deferred Revenue (-\$2.1M)

- **2022-2023 Deferred Revenue (-\$2.3M)** - One-time use of deferred revenue from Indigenous Education, Experiential Learning, Mental Health Workers, Targeted Student Supports and Special Equipment Amount (SEA) funding from 2021-2022 financial statements.
- **2023-2024 Deferred Revenue \$0.2M** - One-time use of deferred revenue from Targeted Student Supports and Indigenous education funding unspent in 2022-2023.

v) Accumulated Surplus \$1.7M

- **2022-2023 Accumulated Surplus (-\$0.8M)** - Use of accumulated surplus in 2022-2023 to support increased COVID-19 related expenditures.
- **2023-2024 Accumulated Surplus \$2.5M** - Use of accumulated surplus in 2023-2024 to provide support while adjusting cost structures to align with the discontinuation of COVID-19 Learning Recovery Fund.

5. 2023-2024 Operating Expenditures

OPERATING EXPENDITURE DESCRIPTIONS

Operational expenditures are to be supported by operational revenue. This section provides information on each major expenditure line in the Operating Budget.

a) Instruction

| | |
|---|--|
| Teachers | Salaries and benefits for classroom teachers to support funded average class sizes, and preparation time for classroom teachers, as well as Special Education specialist teachers, Student Success and English as a Second Language (ESL) teachers. |
| Educational Assistants | Salaries and benefits for educational assistants who support teachers in the classroom. |
| Early Childhood Educators | Salaries and benefits for early childhood educators to support the Full-Day Kindergarten program. |
| Computers | Instructional technology and associated network costs. |
| Textbooks/Supplies | Textbooks and learning materials required to meet the learning expectations of the curriculum including workbooks, science supplies, and lab materials. |
| Professional/Paraprofessional/ Technicians | Salaries and benefits for staff who provide support services to students and teachers, such as psychologists, psychometrists, speech and language pathologists, interpreters and intervenors, attendance counsellors, lunchroom supervisors, social workers, child/youth workers and computer technicians. |
| Library/Guidance | Salaries and benefits for teacher librarians and guidance teachers. |
| Staff Development | Expenditures to support instructional leadership and ongoing professional development. |
| Principals and Vice-Principals | Salaries and benefits for principals and vice-principals. |
| School Office | Salaries and benefits for clerical support staff, school office supplies and equipment. |
| Coordinators and Consultants | Salaries and benefits for leads, facilitators and administration staff who support school programs and required equipment and supplies. |
| Continuing Education | Salaries and benefits for Continuing Education principal, vice-principal, teachers, instructors, support staff and required supplies and textbooks. |

b) Administration and Governance

Costs for administration and governance such as operating board offices and central facilities, trustees, central based staff and expenditures, including superintendents and their secretarial support, finance, human resource, and information technology administration.

c) Transportation

Cost to transport students to and from home and school, including transporting students with special needs and school teams/clubs.

d) School Operations and Maintenance

Costs of operating school facilities (heating, lighting, maintaining and cleaning). Includes custodial salaries, benefits and required supplies.

e) Other Non-Operating

Includes the cost of employees seconded for assignments with the Ministry or unions (Staff on Loan).

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OPERATING BUDGET - EXPENDITURE ANALYSIS

| EXPENDITURE CATEGORIES | 2021-2022 Revised Estimates FTE | 2021-2022 Revised Estimates | 2022-2023 Revised Estimates FTE | 2022-2023 Revised Estimates | 2023- 2024 Estimates FTE | 2023-2024 Estimates |
|--|--|-----------------------------------|--|-----------------------------------|-----------------------------------|------------------------|
| Instruction | | | | | | |
| Teachers | 4,542 | 483,002,944 | 4,553 | 492,274,146 | 4,638 | 515,004,811 |
| Supply Staff | 0 | 19,711,334 | 0 | 19,934,255 | 0 | 19,824,670 |
| Educational Assistants | 913 | 53,763,150 | 891 | 53,339,824 | 890 | 56,162,886 |
| Early Childhood Educator | 359 | 19,280,741 | 358 | 20,200,951 | 356 | 20,619,708 |
| Computers | 0 | 13,434,639 | 0 | 15,146,793 | 0 | 13,350,624 |
| Textbooks / Supplies | 0 | 13,781,753 | 0 | 16,973,425 | 0 | 18,449,944 |
| Prof./ParaProf./Tech. | 186 | 27,556,129 | 215 | 30,271,452 | 220 | 29,627,867 |
| Library / Guidance | 160 | 17,052,113 | 169 | 18,236,965 | 194 | 21,451,383 |
| Staff Development | 0 | 3,824,389 | 0 | 4,715,949 | 0 | 4,412,108 |
| Principals and VPs | 252 | 35,812,075 | 249 | 36,676,762 | 253 | 36,315,217 |
| School Office | 235 | 19,681,833 | 266 | 19,643,857 | 262 | 19,915,995 |
| Continuing Education | 92 | 14,409,263 | 18 | 5,495,426 | 18 | 5,456,049 |
| Coordinators and Consultants | 18 | 4,543,885 | 109 | 16,843,018 | 114 | 17,618,090 |
| Instruction Total | 6,756 | 725,854,248 | 6,828 | 749,752,823 | 6,944 | 778,209,353 |
| Administration & Governance | | | | | | |
| Governance | 14 | 255,723 | 14 | 255,732 | 15 | 276,558 |
| Board Administration | 147 | 22,991,923 | 153 | 25,096,216 | 154 | 29,080,830 |
| Administration & Governance Total | 161 | 23,247,646 | 167 | 25,351,948 | 169 | 29,357,388 |
| Transportation | | | | | | |
| Transportation | 0 | 26,424,044 | 8 | 26,322,212 | 8 | 28,980,597 |
| Transportation Total | 0 | 26,424,044 | 8 | 26,322,212 | 8 | 28,980,597 |
| School Operations & Maint. | | | | | | |
| School Operations & Maint. | 554 | 79,129,629 | 565 | 83,370,493 | 567 | 84,865,391 |
| School Operations & Maint. Total | 554 | 79,129,629 | 565 | 83,370,493 | 567 | 84,865,391 |
| Other Non-Operating | | | | | | |
| Other Non-Operating | 0 | 3,990,041 | 0 | 6,162,859 | 0 | 3,024,152 |
| Other Non-Operating Total | 0 | 3,990,041 | 0 | 6,162,859 | 0 | 3,024,152 |
| Grand Total | 7,471 | 858,645,608 | 7,568 | 890,960,335 | 7,688 | 924,436,880 |

NOTE(s):

The presentation of the 2023-2024 Budget is similar to prior years, however minor variances in certain expenditure categories may exist due to updates in the Ministry's standardized code of accounts. Some prior year expenditure adjustments may have been made for consistency and comparison purposes.

Salary and Benefits \$34.2M

- **Grid Shifts \$6.3M** – Annual salary increases for staff not at the maximum pay rate for their respective salary grids.
- **Labour Relations \$13.8M** – Salary benchmarks were increased for education workers by \$1 per hour for 2022-2023 and an additional \$1 per hour for 2023-2024 to support the Canadian Union of Public Employees (CUPE) central collective agreement. Teacher salary benchmarks were increased by 1.25% for 2022-2023 and an additional 1.25% for 2023-2024 as a labour provision.
- **Benefit Rate Changes \$2.7M** – Adjustment to reflect updated costs associated with the benefit trusts and increased employer contribution rate on statutory benefits.
- **Staffing Changes \$11.4M** - Increased enrolment generated an overall increase of 48.05 FTE elementary teacher positions and an increase of 54.4 FTE secondary teacher positions.

Other Changes (-\$0.7M)

- **Transportation \$2.6M** – Increase of expected transportation costs in comparison to the 2022-2023 school year, due to increased enrolment and the addition of expenditures for spare driver capacity and operator recruiting and retention.
- **Retirement Gratuity (-\$3.0M)** – Expenditure decrease to reflect the retirement gratuity liability being fully funded by the retirement gratuity reserve as per the 2021-2022 actuarial valuation.
- **COVID-19 Learning Recovery Fund (-\$4.4M)** – Decrease in expenditures for air filters, PPE and classroom staffing related to the discontinued COVID-19 Learning Recovery Fund.
- **2022-23 Deferred Revenue (-\$1.8M)** – Decrease in expenditures for SEA equipment and tutors in schools related to the one-time use of deferred revenue in 2022-2023.
- **Software Licensing and Implementation \$2.1M** – Increased cost of software licensing and expenses associated with the implementation of an enterprise resource planning (ERP) system.
- **Priorities and Partnerships Funding (PPF) \$3.4M** – Expenditure adjustment to reflect Priorities and Partnerships funding grants.
 - **Education Staff to Support Reading Interventions \$2.5M:** Includes resources for schools, 18.0 FTE elementary classroom teachers and 3.0 FTE speech language pathologists.
 - **Staffing to Support De-Streaming and Transition to High School \$3.7M:** Includes 18.0 FTE secondary guidance teachers and 15.0 FTE elementary guidance teachers.
 - **Math Recovery Plan \$0.5M:** Includes digital math tools, 6.0 math facilitators and 1.0 FTE board math lead.
 - **Tutoring Allocation (-\$3.3M):** Includes a reduction in tutoring supports and 10.0 FTE secondary classroom teachers.
- **Other \$0.4M** – Miscellaneous year over year adjustments such as department head allowances, staff on loan and school block budget adjustments. Includes enveloping to match funding changes with corresponding changes in expenditures for programs such as Indigenous Education, Special Education, Continuing Education and Mental Health and Well-Being.

6. 2023-2024 Special Education – Operating Revenue and Expenditures

SPECIAL EDUCATION – OPERATING REVENUE

The Special Education grant is a component of GSN funding made up of six different allocations. These allocations are enveloped, which means the funding may only be used for special education programs, services and/or equipment. This grant is the minimum amount that must be spent on special education; however, the Board uses other funding to support special education programs as well.

Special Education Per Pupil Amount (SEPPA) \$65.1M

To assist with the costs of providing additional support to students with special education needs. It is allocated to school boards on the basis of total enrolment of all students, not just students with special education needs.

Differentiated Special Education Needs Amount (DSENA) \$41.5M

This allocation addresses the variation among school boards with respect to their population of students with special education needs. The model includes five components:

- ***Special Education Statistical Prediction Model \$30.2M***: Predicted percentages for the population likely to have special education needs based on neighbourhood profiles;
- ***Measures of Variability \$9.0M***: Number of students receiving special education programs and services, participation and achievement of students with special education needs in EQAO assessments, credit accumulation and participation in locally developed and alternative non-credit courses (K-courses) by students with special education needs, remote and rural adjustment, Indigenous education grant adjustment;
- ***Local Special Education Priorities \$0.5M***: To support local priorities such as additional educational staff, additional professional or paraprofessional staff, evidence-based programs and interventions and transition supports;
- ***Early Math Intervention Amount \$0.1M***: To support early math intervention for elementary students with special education needs;
- ***Base Amount for Collaboration and Integration \$0.5M***: Base funding of \$492,611; and
- ***Multi-Disciplinary Supports \$1.2M***: To support increased special education programs and services
 - Multi-Disciplinary Team \$0.4M
 - Other Staffing Resources \$0.8M

Special Equipment Amount (SEA) \$3.1M

To support the purchase of equipment that may be required by students with special education needs. The model includes two components:

- ***Per Pupil Amount***: Base amount for each school board and total ADE multiplied by a benchmark rate;
- ***Claims-based Funding***: To cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase.

Special Incidence Portion (SIP) \$2.7M

To support those students who require more than two full-time staff to address their health and/or safety needs.

Education and Community Partnership Programs (ECPP) \$6.1M

Formerly named the Care, Treatment, Custody and Correctional (CTCC) amount, this allocation is to support the provision of education programs to school aged children and youth in care and/or treatment centres, and in custody and correctional facilities. Funding is based on an approval process specified in the guideline issued for these programs.

Behaviour Expertise Amount (BEA) \$1.1M

To provide funding to hire professional staff who have expertise in applied behavior analysis. This model includes three components, all of which are comprised of a fixed amount for each school board and a per pupil amount:

- ***Applied Behaviour Analysis (ABA) Expertise Professionals Amount \$0.7M:*** To hire board level ABA expertise professionals;
- ***ABA Training Amount \$0.2M:*** To provide training to build school board capacity in ABA; and
- ***After-School Skills Development (ASSD) \$0.2M:*** To provide skills development programs outside the instructional day.

SPECIAL EDUCATION – EXPENDITURE ANALYSIS

Direct service and supports for students and families is prioritized within special education and mental health expenditure planning. The majority of funds are utilized to provide school based and direct service (e.g., clinical support) staffing in support of student well-being, mental health and learning. Staffing is inclusive of 1) classroom-based support staff, 2) school-based support staff and 3) Inclusive Student Services teams. Services are provided to students in all schools inclusive of single-track French Immersion schools. The next layers of priority are Special Equipment Allocation (SEA) and supporting professional learning that directly impacts on programs and services.

Classroom Supports

Classroom support staff includes: Educational Assistants, Interpreters and Intervenors. We also consider special education class teachers within the primary, most direct support to students. These roles are supported by Special Education Resource Teachers (SERTs); funded as part of the special education budget. Overall, from the 2022-2023 school year, we are increasing the number of special education classes providing additional program access for students through additional Practical Learning, life skills, and Developmental Programs at the elementary level.

Mental Health & Well-Being

Embedded in the DDSB Mental Health and Well-Being Action Plan is our collective commitment to support the everyday mental health and well-being of students and staff, to provide for our students and staff inclusive, identity affirming, and culturally relevant supports, and to strive to connect all students and staff to, from, and through access to those supports. In the DDSB, all staff roles support student well-being and include teams providing direct mental health related supports (Psychological Services, Social Work Services and Child and Youth Support Workers).

Professional Learning

Professional learning for the 2023-2024 school year has a foundation supporting the well-being and success of students and the staff supporting them. Professional learning supports are engaged which have focus on centring Indigenous Rights, Human Rights & equity as we continue to reform student services. We need to uncover, name, challenge and disrupt biases, barriers, structures and practices that impede the achievement and well-being of our learners. It is through an examination of our practices that we will ensure that we better

serve all our learners and support our staff. Our Inclusive Student Services team, specifically Speech Language Pathologists, are key within collaborations that support the learning and district actions in response to the Right to Read Inquiry Report.

Special Education Reserve Funding

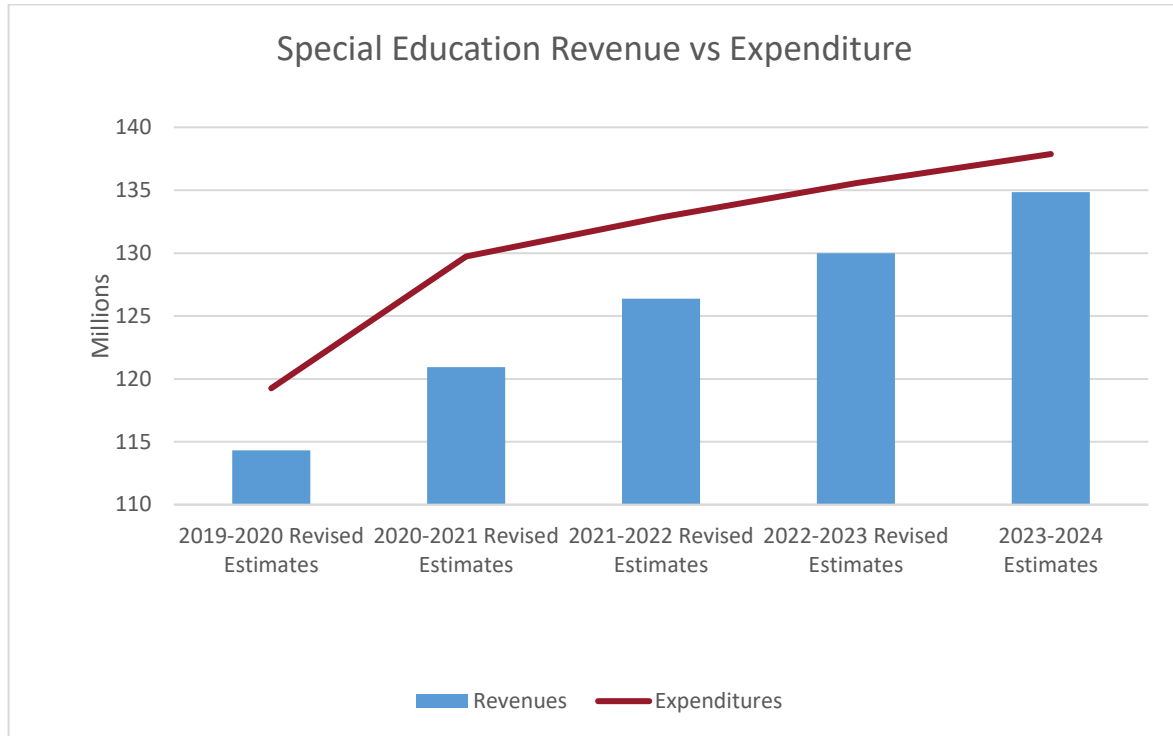
As a growth enrolment district, attractive to families of children & youth seeking local services such as through a strong Children's Treatment Centre partner, student transitions including a boundary review within Oshawa, and many new construction neighbourhoods, we have built in recommendation for the final of a multi-year planned draw on the special education reserve to bolster EA FTE for the first eight weeks of the school year. This model had positive feedback when implemented the past two Septembers. For both September 2021 and September 2022, a draw of 40% of the reserve was made in addressing transitions within and from the pandemic. Planning at this time last year left a 20% final draw on the reserve funds for the start of the 2023-2024 school year.

Potential Augmentative Funding

Application-based funding for school boards, such as the call for submissions for 'Removing Barriers Students with Disabilities' funding will continue to be utilized as opportunities to augment initiatives to address barriers experienced by students with disabilities and foster inclusive programs.

SPECIAL EDUCATION – OPERATING EXPENDITURES

| | Revised Estimates 2021-2022 | Estimates 2022-2023 | Revised Estimates 2022-2023 | Estimates 2023-2024 | Change 2022- 2023 to 2023- 2024 |
|--|-----------------------------------|------------------------|-----------------------------------|------------------------|---------------------------------------|
| SPECIAL EDUCATION - REVENUE | | | | | |
| Special Education - Special Education Per-Pupil Amount (SEPPA) | 59,391,749 | 60,430,475 | 61,909,263 | 65,130,232 | 3,220,969 |
| Special Education - Differentiated Special Education Needs Amount (DSENA) | 37,742,531 | 39,368,136 | 39,374,285 | 41,501,182 | 2,126,897 |
| Special Education - Special Incidence Portion (SIP) | 3,237,406 | 3,081,921 | 2,707,482 | 2,707,482 | 0 |
| Special Education - Special Equipment Amount (SEA) | 2,699,666 | 2,991,904 | 3,050,940 | 3,117,570 | 66,630 |
| Special Education - Behaviour Expertise Amount (BEA) | 982,169 | 997,457 | 1,012,732 | 1,062,327 | 49,595 |
| Special Education - Education and Community Partnership Program (ECP) | 6,064,146 | 6,064,146 | 6,157,461 | 6,076,617 | -80,844 |
| Total Special Education Allocation | 110,117,667 | 112,934,039 | 114,212,163 | 119,595,410 | 5,383,247 |
| Re-allocation of Foundation Grant for Self Contained Classes | 12,600,423 | 12,533,908 | 12,759,135 | 13,378,214 | 619,079 |
| Support for Students Fund - CUPE Special Education | 1,655,465 | 1,655,465 | 1,655,465 | 1,763,281 | 107,816 |
| Min. Education - CUPE Investment in System Priorities | 827,732 | 0 | 0 | 0 | 0 |
| Special Education Reserve - Accumulated Surplus | 230,001 | 230,001 | 230,001 | 120,413 | -109,588 |
| Deferred Revenue - Special Equipment Amount (SEA) | 0 | 0 | 1,139,763 | 0 | -1,139,763 |
| COVID-19 Supports - Special Education | 405,359 | 0 | 0 | 0 | 0 |
| COVID-19 Supports - Mental Health Supports | 533,982 | 0 | 0 | 0 | 0 |
| Total Revenue Available for Special Education | 126,370,629 | 127,353,413 | 129,996,527 | 134,857,318 | 4,860,791 |
| SPECIAL EDUCATION - EXPENDITURES | | | | | |
| Teachers | 63,040,036 | 64,013,487 | 63,578,606 | 64,350,338 | 771,732 |
| Educational Assistants | 53,763,150 | 52,867,388 | 53,339,824 | 56,162,886 | 2,823,062 |
| Textbooks / Supplies / Computers | 1,859,748 | 1,882,493 | 2,034,456 | 1,360,356 | -674,100 |
| Prof./ParaProf./Tech. | 10,489,147 | 11,200,603 | 12,618,578 | 12,016,943 | -601,635 |
| Staff Development | 283,763 | 467,413 | 415,343 | 438,963 | 23,620 |
| Principals and VPs | 335,110 | 339,100 | 347,050 | 292,191 | -54,859 |
| School Office | 256,678 | 259,499 | 259,561 | 273,980 | 14,419 |
| Officers & Facilitators | 2,797,557 | 2,887,288 | 2,953,885 | 2,977,814 | 23,929 |
| Total Special Education Expenditures | 132,825,189 | 133,917,270 | 135,547,302 | 137,873,471 | 2,326,168 |
| TOTAL SPECIAL EDUCATION SURPLUS/(DEFICIT) | -6,454,560 | -6,563,858 | -5,550,775 | -3,016,153 | 2,534,623 |



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7. 2023-2024 Capital Budget

For the 2023-2024 year, the capital budget of the Board is \$126.3M.

In analyzing the capital budget, it is important to understand that the revenues recognized in any given year are directly related to the expenditure for the year. As a result, while a grant may be allocated in one year, it may be recognized over multiple years as it is spent. There are no significant changes to capital grants for the year.

Education Development Charges (EDC)

The EDC by-law provides the funding for school boards to purchase land on which to construct schools. This by-law imposes a fee on new residential building permits which fund both the acquisition and development of school sites to accommodate growth-related pupil needs. In the current by-law, the rates over the period of the by-law have been capped by the Ministry resulting in a significant projected deficit.

Site purchases can include expenditures from sites purchased in prior years, as well as sites being purchased in the current year.

For 2023-2024, the collection of fees from residential permits is anticipated to be \$9.0M and will be applied to prior years site purchases. The estimated in-year site purchases of \$20.5M will be funded by EDC collections in future years.

Ministry Grants

i) Facility Upgrade Projects

| | |
|------------------------------------|---|
| School Condition Improvement (SCI) | <ul style="list-style-type: none"> • To address the renewal priorities of the board, including replacing and repairing building components and improving the energy efficiency of schools • Allocated in proportion to a board's total assessed renewal needs under the Condition Assessment Program • Must be used to fund depreciable renewal expenditures in schools that are expected to remain open and operating for at least five years • 70% must be used for major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing), the remaining 30% can be used to address any locally identified needs • Starting with 2023-24, unspent annual allocations will expire after 2.5 years |
| School Renewal (SR) | <ul style="list-style-type: none"> • To address the costs of repairing and renovating schools • Largest component is based on a benchmark renewal cost associated with a standard floor area for each elementary/secondary pupil • Adjusted to reflect the renewal needs of older schools and regional variations in construction costs • Starting with the 2023-24 allocation, any unspent funds will expire 2.5 years after initial allocation |

DDSB is responsible for maintaining 854,297 m² of facilities and 436 hectares of land. These projects include expenditures for repairing, upgrading and renovating those schools and sites. The projects listed in Appendix B: Schedules 1 and 2 are critical to ensure the Board's facilities and properties are maintained.

The Board's allocation from the Ministry for SCI has increased slightly in comparison to last year from \$17.8M to \$18.0M. As the Board's buildings age, DDSB's portion of the funding will fluctuate. For 2023-2024, the SR allocation has also increased slightly from \$11.2M to \$11.6M as a result of enrolment.

Retrofit Projects

| | |
|------------|--|
| Child Care | <ul style="list-style-type: none"> • To provide funding to create space for new child care programs within existing school spaces • Funding for these projects was allocated based on business case submissions and calculated based on elementary school construction benchmarks for 26 pupils per room |
|------------|--|

This grant allows the Board to continue to expand the ways in which its schools serve surrounding communities. Through business case submissions, the Child Care allocation received from the Ministry will fund the creation of child care centres as outlined below for which work has commenced and will continue in 2023-2024:

- **Awaiting Ministry Approval to Proceed to Tender:**
 - Seneca Trail PS
 - Sunderland PS
- **Awaiting Ministry Approval to Award Tender:**
 - Scott Central PS
 - Vaughan Willard PS

ii) Portable Purchases & Relocations

| | |
|-------------------------|---|
| Temporary Accommodation | <ul style="list-style-type: none"> • Provides for leasing costs, portable relocation and acquisition costs • Allocation is based on history of net portable additions and relocations |
|-------------------------|---|

This category includes the purchase cost of the portables as well as costs associated with set-up on school sites. Relocation expenditures include transportation and set-up costs associated with portable moves. Portables are relocated from school to school to accommodate temporary fluctuations in enrolment.

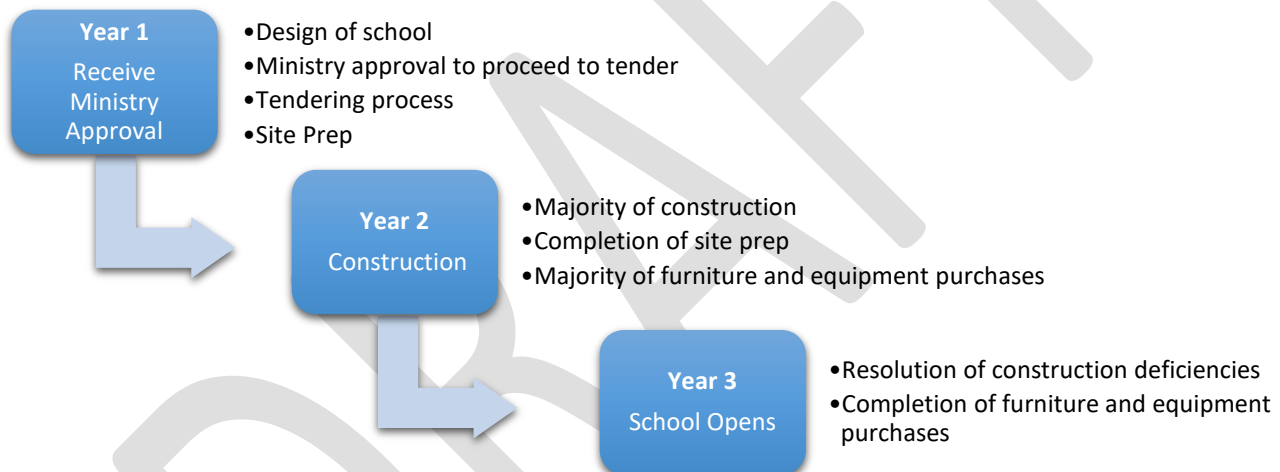
The Temporary Accommodation funding for 2023-2024 has increased compared to 2022-2023 from \$1.1M to \$1.5M as a result of a net board-wide increase in portables and portable moves over the past few years.

iii) New Construction

| | |
|--|--|
| Capital Priorities (CP) | <ul style="list-style-type: none"> To fund the construction of new and replacement schools, as well as additions to existing schools Allocated by the Ministry based on business case submissions on a project-by-project basis The funding formula for these grants is based on construction and per pupil area benchmarks set by the Ministry |
| Child Care (CC) and EarlyON – New Construction | <ul style="list-style-type: none"> Funding is received as part of the project approvals for new and replacement schools and additions to existing schools to cover the costs of building a child care centre or EarlyON hub room within the school Calculated on a per room basis |

New construction expenditures include the costs to design, construct and furnish new schools and additions to existing schools. As construction projects span multiple years, the revenues and expenditures associated with a construction project will span across multiple school year capital budgets.

The following provides a sample new school construction cycle:



Current construction projects include the following:

- **Awaiting Ministry Approval to Proceed to Tender:**
 - Unnamed Pickering Creekwood PS
- **Awaiting Ministry Approval to Award Tender:**
 - Mary Street Community School – Addition
- **Under Construction:**
 - Beaverton PS/Thorah Central PS Rebuild
 - Unnamed North Oshawa PS

- **Recently Announced and Under Design:**
 - Unnamed North Oshawa SS
 - Unnamed Pickering Seaton PS

The timing of expenditures for current new construction projects can be seen in Appendix B: Schedule 3.

iv) Interest on Long-Term Financing

| | |
|---------------------|---|
| Long Term Financing | <ul style="list-style-type: none"> • Funding is based on debt payments required including principal and interest |
|---------------------|---|

This interest expenditure is as a result of the long-term financing associated with the construction of new schools and additions.

The decrease in Long Term Financing funding and interest expenditure is due to the natural decline as principal balances decline. This trend will continue as the Ministry has shifted from long term financing to cash flow financing, based on reporting of expenses twice annually.

Proceeds of Disposition (POD)

Revenues are generated from the sale of board properties and buildings that have been declared surplus through Ontario Regulation 444/98. These funds are to be used for the renewal of existing schools through the repair or replacement of components. As outlined in the Ministry's Proceeds of Disposition Policy, 80% must be spent on the repair or replacement of key building components and systems with the remaining 20% being used to address other locally identified renewal needs. To use POD funds for purposes other than those outlined in the policy, a Ministers approval is required.

The Board currently has one property that has been declared surplus and is being circulated through O. Reg 444/98:

- Former Cartwright HS, 14220 Old Scugog Road, Blackstock

The proceeds from this sale will be used to address capital needs throughout the system including roof replacements, mechanical systems upgrades, building envelope and site improvements within the boundaries of the POD policy.

CAPITAL BUDGET SUMMARY

| | 2023-2024 ESTIMATES |
|---|------------------------|
| Site Purchases | |
| Prior years purchases | 9,000,000 |
| Current site purchases | 20,500,000 |
| Total Site Purchases (A) | 29,500,000 |
| Facility Upgrades | |
| School Condition Improvement - facility upgrades - Appendix B, Schedule 1 | 17,960,901 |
| School Renewal - facility upgrades and equipment - Appendix B, Schedule 2 | 11,606,858 |
| Total Facility Upgrades (B) | 29,567,759 |
| Retrofits | |
| Child Care retrofits | 3,515,372 |
| Total Retrofits (C) | 3,515,372 |
| Portable purchases and relocations (D) | 1,481,740 |
| New construction - Appendix B, Schedule 3 (E) | 54,016,053 |
| Interest on Long-Term Financing (F) | 8,225,629 |
| Total Capital Expenditures (A+B+C+D+E+F) | \$ 126,306,553 |



Durham District School Board

BUDGET

2023-2024

APPENDICES

Appendix A: Expenditure Details

| EXPENDITURE CATEGORIES | Salaries & Wages | Payroll Taxes & Benefits | Total Staffing Costs | Other Operating Expenditures | Total Operating Expenditures |
|--|--------------------|--------------------------|----------------------|------------------------------|------------------------------|
| Instruction | | | | | |
| Teachers | 451,777,954 | 63,226,856 | 515,004,810 | ---- | 515,004,810 |
| Supply Staff | 18,022,410 | 1,802,260 | 19,824,670 | ---- | 19,824,670 |
| Educational Assistants | 42,863,897 | 13,298,989 | 56,162,886 | ---- | 56,162,886 |
| Early Childhood Educator | 15,909,640 | 4,710,068 | 20,619,708 | ---- | 20,619,708 |
| Textbooks / Supplies | ---- | ---- | ---- | 18,449,944 | 18,449,944 |
| Computers | ---- | ---- | ---- | 13,350,624 | 13,350,624 |
| Prof./ParaProf./Tech. | 21,219,978 | 4,916,758 | 26,136,736 | 3,491,131 | 29,627,867 |
| Library / Guidance | 18,832,388 | 2,618,995 | 21,451,383 | ---- | 21,451,383 |
| Staff Development | 3,759,664 | 375,990 | 4,135,654 | 276,454 | 4,412,108 |
| Principals and VPs | 32,204,987 | 4,019,230 | 36,224,217 | 91,000 | 36,315,217 |
| School Office | 14,012,328 | 4,245,135 | 18,257,463 | 1,658,532 | 19,915,995 |
| Continuing Education | 4,445,502 | 697,688 | 5,143,190 | 312,859 | 5,456,049 |
| Coordinators and Consultants | 11,831,610 | 1,776,783 | 13,608,393 | 4,009,697 | 17,618,090 |
| Instruction Total | 634,880,358 | 101,688,752 | 736,569,110 | 41,640,242 | 778,209,352 |
| Administration & Governance | | | | | |
| Trustees | 229,840 | 16,718 | 246,558 | 30,000 | 276,558 |
| Board Administration | 15,786,963 | 3,585,037 | 19,372,000 | 9,708,830 | 29,080,830 |
| Administration & Governance Total | 16,016,803 | 3,601,755 | 19,618,558 | 9,738,830 | 29,357,388 |
| Transportation | | | | | |
| Transportation | 725,870 | 181,634 | 907,504 | 28,073,093 | 28,980,597 |
| Transportation Total | 725,870 | 181,634 | 907,504 | 28,073,093 | 28,980,597 |
| School Operations & Maint. | | | | | |
| School Operations & Maint. | 42,405,442 | 10,860,015 | 53,265,457 | 31,599,934 | 84,865,391 |
| School Operations & Maint. Total | 42,405,442 | 10,860,015 | 53,265,457 | 31,599,934 | 84,865,391 |
| Other Non-Operating | | | | | |
| Other Non-Operating | ---- | ---- | ---- | 3,024,152 | 3,024,152 |
| Other Non-Operating Total | ---- | ---- | ---- | 3,024,152 | 3,024,152 |
| Total Operating Expenditures | 694,028,473 | 116,332,156 | 810,360,629 | 114,076,251 | 924,436,880 |

Appendix B: Capital Schedules

Appendix B: Schedule 1 - School Condition Improvement

| School Condition Improvement | |
|--|----------------------|
| Inclusive Design & Accessibility | |
| Lift replacements - various locations | \$ 200,000 |
| Exterior siteworks | 1,950,000 |
| Priority projects: Fallingbrook PS, Harmony Heights PS, Hillsdale PS, R.H. Cornish PS, Rosebank PS | |
| Sustainability & Energy Efficiency | |
| Full/partial roof replacements | 5,400,000 |
| Priority projects: Biidassige Mandamin PS, Kedron PS, Mary St PS, Meadowcrest PS | |
| Window replacements | 1,150,000 |
| Priority projects: Brock HS, Port Perry HS, Valley View PS | |
| Building automation upgrades | 175,000 |
| Priority projects: E.B. Phin PS, Lakewoods PS | |
| Boiler replacements | 2,400,000 |
| Priority projects: Altona Forest PS, C.E. Broughton PS, Dr. C.F. Cannon PS, J. Clarke Richardson CVI | |
| Lighting upgrades - various locations | 400,000 |
| Health & Well Being | |
| Building envelope restoration | 1,850,000 |
| Priority projects: Bayview Heights PS, Beau Valley PS, Brock HS, C.E. Broughton PS, DASS, Henry St HS | |
| Communication upgrades - various locations | 1,000,000 |
| Dust collector replacements | 1,600,000 |
| Priority projects: Dunbarton HS, Pickering HS | |
| Building Services Infrastructure | |
| Electrical service replacements | 500,000 |
| Priority projects: Coronation PS, Duffin's Bay PS, Harmony Heights PS, Uxbridge SS | |
| Watermain replacements | 300,000 |
| Priority projects: Beau Valley PS, Rosebank PS | |
| Contingency | |
| Contingency to address locally identified needs during the year | 1,035,901 |
| Total School Condition Improvement | \$ 17,960,901 |

Appendix B: Schedule 2 - School Renewal

| School Renewal | |
|--|----------------------|
| Inclusive Design & Accessibility | |
| Interior modifications - inclusive design | \$ 2,000,000 |
| Priority projects: Dunbarton HS, Port Perry HS | |
| Exterior siteworks | 275,000 |
| Priority projects: McCaskill's Mills PS, Valley Farm PS | |
| Accessibility improvements - various locations | 250,000 |
| Student Success & Engagement | |
| Interior modifications - program needs | 300,000 |
| Priority projects: Dunbarton HS | |
| Interior modifications - specialty classrooms | 400,000 |
| Priority projects: J. Clarke Richardson CVI | |
| Interior modifications - support spaces | 1,850,000 |
| Priority projects: Anderson CVI, G.L. Roberts CVI | |
| Interior modifications - classroom refresh | 600,000 |
| Priority projects: Hillsdale PS, Valley Farm PS | |
| Interior modifications - learning commons | 250,000 |
| Priority projects: Gandatsetiagon PS | |
| Health & Well Being | |
| Interior modifications - washrooms | 600,000 |
| Priority projects: Ajax HS, Stephen Saywell PS | |
| HVAC ventilation - new | 3,900,000 |
| Priority projects: Anderson CVI, Frenchman's Bay PS, O'Neill CVI | |
| Interior modifications - building infrastructure and services | 300,000 |
| Priority projects: Port Perry HS, Village Union PS | |
| Contingency | |
| Contingency to address locally identified needs during the year | 881,858 |
| Total School Renewal | \$ 11,606,858 |

Appendix B: Schedule 3 - Capital Projects in Progress, Ministry Approved

| | Project Budget | Funding | | New Construction Expenditures | | | |
|--|--------------------|----------------------------|-------------------|-------------------------------|----------------------------------|-------------------|--|
| | | Ministry Approved Funding* | Board Funding** | 2022-2023 and Prior | 2023-2024 Estimated Expenditures | Future Years | |
| New Schools | | | | | | | |
| Beaverton PS/Thorah Central PS Rebuild | 22,929,064 | 13,307,613 | 9,621,451 | 3,623,686 | 18,104,844 | 1,200,534 | |
| Unnamed Pickering Creekwood PS | 13,676,371 | 13,676,371 | - | 1,959,806 | 10,941,097 | 775,468 | |
| Unnamed North Oshawa PS | 22,247,107 | 19,718,070 | 2,529,037 | 2,894,517 | 18,149,193 | 1,203,397 | |
| Unnamed North Oshawa SS | 46,389,932 | 46,389,932 | - | - | - | 46,389,932 | |
| Unnamed Pickering Seaton PS | 18,997,002 | 18,997,002 | - | - | - | 18,997,002 | |
| Total New Schools | 124,239,476 | 112,088,988 | 12,150,488 | 8,478,009 | 47,195,134 | 68,566,333 | |
| Additions | | | | | | | |
| Mary Street Community School | 8,068,350 | 7,318,350 | 750,000 | 822,951 | 6,820,919 | 424,480 | |
| Total Additions | 8,068,350 | 7,318,350 | 750,000 | 822,951 | 6,820,919 | 424,480 | |
| | | | | | \$ 54,016,053 | | |

*Ministry Approved Funding includes Capital Priorities, Child Care and EarlyON

**Board Funding includes Proceeds of Disposition and Education Development Charges

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Appendix C: Board Staffing Comparison

| | 2021- 2022 FTE | 2022- 2023 FTE | CHANGE 2022- 2023 vs 2021- 2022 | 2023-2024 FTE | CHANGE 2023- 2024 vs 2022- 2023 |
|--|----------------------|----------------------|---|---------------|---|
| Instruction | | | | | |
| Teachers | | | | | |
| Classroom Teachers | 3950.8 | 3966.6 | 15.8 | 4059.1 | 92.5 |
| Care & Treatment Teacher | 51.0 | 50.0 | -1.0 | 50.0 | 0.0 |
| Special Education Teacher | 279.9 | 283.2 | 3.3 | 280.2 | -3.0 |
| Special Education Resource Teachers | 210.6 | 203.0 | -7.6 | 198.0 | -5.0 |
| English as a Second Language | 34.0 | 35.0 | 1.0 | 35.0 | 0.0 |
| Hearing and Vision Teacher | 12.0 | 12.0 | 0.0 | 12.0 | 0.0 |
| Literacy Coaches | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Safe Schools (Program Costs) | 1.5 | 1.5 | 0.0 | 1.5 | 0.0 |
| Students Success Grades 7-12 (Program Costs) | 2.0 | 2.0 | 0.0 | 2.0 | 0.0 |
| E- Learning Teacher | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teachers Total | 4541.9 | 4553.3 | 11.4 | 4637.8 | 84.5 |
| Educational Assistants | | | | | |
| Educational Assistants | 902.4 | 880.4 | -22.0 | 879.4 | -1.0 |
| START Team/District | 10.0 | 10.0 | 0.0 | 10.0 | 0.0 |
| Care & Treatment Educational Assistant | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 |
| Educational Assistants Total | 913.4 | 891.4 | -22.0 | 890.4 | -1.0 |
| Early Childhood Educator | | | | | |
| Early Childhood Educator | 359.0 | 358.0 | -1.0 | 356.0 | -2.0 |
| Early Childhood Educator Total | 359.0 | 358.0 | -1.0 | 356.0 | -2.0 |
| Prof./ParaProf./Tech. | | | | | |
| Administration | 9.0 | 10.0 | 1.0 | 10.0 | 0.0 |
| Administrative Support Staff | 3.0 | 3.0 | 0.0 | 3.0 | 0.0 |
| Instructors | 4.0 | 4.0 | 0.0 | 4.0 | 0.0 |
| Coordinator | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 |
| Support Staff | 30.7 | 30.0 | -0.7 | 30.0 | 0.0 |
| Cafeteria Assistants Salaries | 12.0 | 12.0 | 0.0 | 12.0 | 0.0 |
| Psychologists & Psychometrists | 35.2 | 36.2 | 1.0 | 37.2 | 1.0 |
| Social Workers & Attendance Counsellors | 26.0 | 26.0 | 0.0 | 27.0 | 1.0 |
| Speech & Language Pathologists | 26.0 | 26.0 | 0.0 | 29.0 | 3.0 |
| Interpreters & Intervenors | 17.0 | 19.0 | 2.0 | 19.0 | 0.0 |
| Mental Health Lead | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 |
| Work Experience Coordinator (Spec. Ed.) | 2.0 | 4.0 | 2.0 | 4.0 | 0.0 |
| Youth Worker | 10.0 | 12.0 | 2.0 | 11.0 | -1.0 |
| I.T. Specialists | 11.0 | 28.0 | 17.0 | 29.0 | 1.0 |
| Outdoor Education Interpreter | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 |
| Educational Assistant-Technology | 0.5 | 0.5 | 0.0 | 0.5 | 0.0 |
| Safe Schools (Program Costs) | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 |
| Prof./ParaProf./Tech. Total | 190.4 | 214.7 | 24.3 | 219.7 | 5.0 |

| | | | | | |
|--|---------------|---------------|-------------|---------------|--------------|
| Library / Guidance | | | | | |
| Teacher Librarians | 97.3 | 104.6 | 7.3 | 109.1 | 4.5 |
| Teacher Guidance Counsellor | 63.0 | 64.2 | 1.2 | 84.6 | 20.4 |
| Library / Guidance Total | 160.3 | 168.8 | 8.5 | 193.7 | 24.9 |
| Principals and VPs | | | | | |
| School Principal | 140.0 | 135.0 | -5.0 | 135.0 | 0.0 |
| School Vice-Principal | 111.7 | 114.1 | 2.4 | 118.0 | 3.9 |
| Principals and VPs Total | 251.7 | 249.1 | -2.6 | 253.0 | 3.9 |
| School Office | | | | | |
| Clerical Support Staff Permanent | 234.6 | 265.8 | 31.2 | 261.9 | -3.8 |
| Clerical Support Staff Casual Salaries | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| School Office Total | 234.6 | 265.8 | 31.2 | 261.9 | -3.8 |
| Coordinators and Consultants | | | | | |
| Administration | 8.0 | 9.0 | 1.0 | 9.0 | 0.0 |
| Administrative Support Staff | 12.0 | 12.0 | 0.0 | 11.0 | -1.0 |
| Leads | 10.0 | 10.0 | 0.0 | 11.0 | 1.0 |
| Facilitators | 53.5 | 63.0 | 9.5 | 69.5 | 6.5 |
| Support Staff | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Safe Schools (Program Costs) | 4.0 | 4.0 | 0.0 | 4.0 | 0.0 |
| Students Success Grades 7-12 (Program Costs) | 4.0 | 4.0 | 0.0 | 4.0 | 0.0 |
| Employee Computer Training Instructor | 6.0 | 6.0 | 0.0 | 4.0 | -2.0 |
| Experiential Learning Envelope | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 |
| Coordinators and Consultants Total | 98.5 | 109.0 | 10.5 | 113.5 | 4.5 |
| Continuing Education | | | | | |
| Administration | 2.0 | 1.0 | -1.0 | 1.0 | 0.0 |
| Administrative Support Staff | 11.0 | 12.0 | 1.0 | 12.0 | 0.0 |
| School Principal | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 |
| School Vice-Principal | 2.0 | 2.0 | 0.0 | 2.0 | 0.0 |
| Classroom Teachers | 2.0 | 2.0 | 0.0 | 2.0 | 0.0 |
| Continuing Education Total | 18.0 | 18.0 | 0.0 | 18.0 | 0.0 |
| Instruction Total | 6767.7 | 6828.0 | 60.4 | 6944.0 | 116.0 |
| Administration & Governance | | | | | |
| Governance | | | | | |
| Trustee | 11.0 | 11.0 | 0.0 | 12.0 | 1.0 |
| Student Trustee | 3.0 | 3.0 | 0.0 | 3.0 | 0.0 |
| Governance Total | 14.0 | 14.0 | 0.0 | 15.0 | 1.0 |
| Board Administration | | | | | |
| Administration | 115.0 | 121.0 | 6.0 | 122.0 | 1.0 |
| Administrative Support Staff | 32.1 | 32.0 | -0.1 | 32.1 | 0.1 |
| Board Administration Total | 147.1 | 153.0 | 5.9 | 154.1 | 1.1 |
| Administration & Governance Total | 161.1 | 167.0 | 5.9 | 169.1 | 2.1 |
| School Operations & Maint. | | | | | |
| School Operations & Maint. | | | | | |
| Administration | 35.3 | 39.0 | 3.7 | 40.0 | 1.0 |
| Administrative Support Staff | 8.0 | 8.0 | 0.0 | 8.0 | 0.0 |
| Custodial Salaries | 459.8 | 467.8 | 8.1 | 467.8 | 0.0 |

| | | | | | |
|---|----------------|----------------|-------------|----------------|--------------|
| Cleaners Salaries | 4.3 | 4.3 | 0.0 | 4.3 | 0.0 |
| Repair Person | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 |
| Security Monitors | 4.2 | 4.2 | 0.0 | 4.2 | 0.0 |
| Absence Coverage/Casual | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Co-op Student | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Maintenance Staff | 37.0 | 37.0 | 0.0 | 38.0 | 1.0 |
| Energy Support Staff | 4.0 | 4.0 | 0.0 | 4.0 | 0.0 |
| School Operations & Maint. Total | 553.5 | 565.3 | 11.8 | 567.3 | 2.0 |
| School Operations & Maint. Total | 553.5 | 565.3 | 11.8 | 567.3 | 2.0 |
| Transportation | | | | | |
| Transportation | | | | | |
| Administration Costs - DSTS | 8.0 | 8.0 | 0.0 | 8.0 | 0.0 |
| Transportation Total | 8.0 | 8.0 | 0.0 | 8.0 | 0.0 |
| Transportation Total | 8.0 | 8.0 | 0.0 | 8.0 | 0.0 |
| Grand Total | 7,490.3 | 7,568.3 | 78.1 | 7,688.4 | 120.1 |

Appendix D: Priorities and Partnerships Funding

| Contact Division/Department | Project Description | | 2022-2023 Grant | 2023-2024 Grant | Variance | Included in 2023/2024 PPF Memo |
|--|---|---|-----------------|-----------------|------------|--------------------------------|
| Ministry of Education, Student Achievement Division, Student Achievement Supports Branch | Math Recovery Plan | | 999,000 | 1,350,200 | 351,200 | Y |
| Ministry of Education, Student Achievement Division, Program Implementation Branch | Specialist High Skills Major | | 491,000 | | -491,000 | |
| Ministry of Education | Skilled Trades Bursary Program | | 19,000 | 19,000 | 0 | Y |
| Ministry of Education, Inclusive Education Branch | Innovative Education Programs for Children and Youth in Care | | 24,000 | | -24,000 | |
| Ministry of Education Equity Secretariat | Hire A Senior Leader With Expertise In Human Rights, Dispute Resolution And Organization Change | | 170,430 | 170,400 | -30 | Y |
| Ministry of Education, Student Achievement Division, Student Achievement Supports Branch | Math AQ Subsidy Program | | 65,000 | | | |
| Ministry of Education Enrolment Policy and Labour Implementation | Ukrainian Student Supports | | 98,386 | | | |
| Ministry of Education Skills Development and Apprenticeship Branch | Personal Support Worker Bursary | | 227,069 | | | |
| Ministry of Education Special Education/Success for All Branch | Professional Assessments and Systematic Evidence-Based Reading Programs | | 124,985 | | | |
| Ontario Public School Boards' Association | Teach French @ DDSB | | 10,000 | | | |
| Ministry of Education, Student Achievement Division, Student Achievement Supports Branch | Autism AQ Subsidy Program | | 25,800 | 25,800 | 0 | Y |
| Ministry of Education | Anti-Sex Trafficking Protocol | | 38,058 | | | |
| Ministry of Education, Student Achievement Division, Student Achievement Supports Branch | Demographic Data Gathering | * | 39,717 | | | |
| Ministry of Education | Optimizing Air Quality In Schools - Ventilation In Classrooms | | 671,210 | | -671,210 | |
| Ministry of Education | De-Streaming Transition Support Program | | 74,900 | 102,500 | 27,600 | Y |
| Ministry of Education | Staffing to Support De-Streaming and Transition to High School | | | 3,654,600 | 3,654,600 | Y |
| Ministry of Education | In-class Enhancement Fund (non colleges) - IEFNC | | | 150,804 | 150,804 | |
| Ministry of Education | Apprenticeship Capital Grant (ACG) | | | 32,950 | 32,950 | |
| Ministry of Education | Summer Mental Health Supports | | 242,000 | 311,600 | 69,600 | Y |
| Ministry of Education | Licenses for Reading Intervention Supports | | | 296,300 | 296,300 | Y |
| Ministry of Education | Early Reading Enhancements: Early Reading Screening Tools | | | 474,000 | 474,000 | Y |
| Ministry of Education | Education Staff to Support Reading Interventions | | | 2,296,200 | 2,296,200 | Y |
| Ministry of Education Skills Development and Apprenticeship Branch | Experiential Learning for Guidance-Teacher Counsellors | | 82,530 | 82,500 | -30 | Y |
| Ministry of Education, Student Achievement Division, Student Achievement Supports Branch | Support the Provision of High-Speed Broadband Internet Access | | 259,290 | | -259,290 | |
| Ministry of Education | Graduation Coach Program for Black Students | | 228,514 | 229,426 | 912 | |
| Ministry of Education | Tutoring Supports Program | | 3,146,091 | | -3,146,091 | Y |

| Contact Division/Department | Project Description | | 2022-2023 Grant | 2023-2024 Grant | Variance | Included in 2023/2024 PPF Memo |
|--|--|---|-----------------|-----------------|----------|--------------------------------|
| Ministry of Education | Professional Assessments - Speech/Language and psycho-educational, to help reduce wait times | | | 258,600 | 258,600 | Y |
| Ministry of Education | Summer Learning for Students with Special Education Needs | | 242,000 | 245,100 | 3,100 | Y |
| Immigration, Refugees and Citizenship Canada | Introduction to English Language Learning in a Digital World | | 394,176 | | -394,176 | |
| Ministry of Education | Early Intervention in Math for Students with Special Education Needs | * | 114,600 | | -114,600 | Y |
| Ministry of Education | Entrepreneurship Education Pilot Projects | | 40,000 | 40,000 | 0 | Y |
| Ministry of Education | Health Resources, Training and Supports | | 37,100 | 38,400 | 1,300 | Y |

**Total Supplementary
Funding**

7,864,856

9,778,380

2,516,739

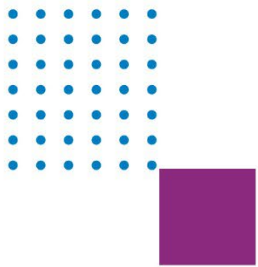
* Transferred to GSN

DURHAM DISTRICT SCHOOL BOARD

BUDGET

2023-2024

| | | | | | | |
|---------|------------|------------|----------------------|--------|------------|------------|
| SUCCESS | WELL-BEING | LEADERSHIP | INDIGENOUS EDUCATION | EQUITY | ENGAGEMENT | INNOVATION |
|---------|------------|------------|----------------------|--------|------------|------------|





Durham District School Board
Education Finance Committee Meeting
APPROVED MINUTES

A public meeting of the Education Finance Committee was held on Wednesday, May 17, 2023.

1. Call to Order

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

| | |
|--|---|
| Committee Members Present: | Trustees Michelle Arseneault, Tracy Brown, Donna Edwards, Kelly Miller, Carolyn Morton, Shailene Panylo (virtual), Jill Thompson; Student Trustee Ben Cameron (virtual) |
| Committee Member Regrets/Absence: | Trustees Emma Cunningham, Stephen Linton, Deb Oldfield, Christine Thatcher |
| Committee Member Not in Attendance: | Trustee Linda Stone |
| Officials Present: | Director Camille Williams-Taylor; Associate Directors Jim Markovski and David Wright; Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Kandis Thompson; Legal Counsel, Patrick Cotter (virtual) |
| Staff Present: | Melissa Durward, Senior Manager of Finance Jennifer Machin, Senior Manager of Finance Lygia Dallip, Senior Planner & Accommodations Coordinator |
| Recording Secretary: | Kristin Talbot, Executive Assistant |

2. Land Acknowledgement

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

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

4. Approval of the Agenda

MOVED by Jill Thompson

That the agenda be approved as presented.

CARRIED

5. Approval of the June 1, 2022 Education Finance Committee PUBLIC Meeting Minutes

MOVED by Donna Edwards

That the minutes be approved as presented.

CARRIED

6. Presentation of the 2023-2024 Draft Budget

Associate Director Wright provided an overview of the Grants for Student Needs funding that was announced by the Ministry of Education on April 17, 2023 and presented the 2023-2024 draft budget book.

- Section 1 & 2: presented by Associate Director Wright
- Section 3: presented by Lygia Dallip
- Section 4 & 5: presented by Jennifer Machin
- Section 6: presented by Jennifer Machin and Superintendent McAuley
- Section 7: presented by Melissa Durward

A discussion ensued and questions were responded to.

7. Other Business

There was no other business.

8. Next Public Meeting Date

May 31, 2023

9. Adjournment

The meeting was adjourned at 8:03 p.m.

Carolyn Morton
Chair of the Committee

APPROVED JUNE 7, 2023



Durham District School Board
Education Finance Committee Meeting
DRAFT MINUTES

A public meeting of the Education Finance Committee was held on Wednesday, June 7, 2023.

1. Call to Order

Chair Morton called the meeting to order at approximately 6:03 p.m.

| | |
|--|--|
| Committee Members Present: | Trustees Michelle Arseneault, Tracy Brown (virtual), Donna Edwards, Stephen Linton (virtual), Kelly Miller, Carolyn Morton, Christine Thatcher, Jill Thompson |
| Committee Member Regrets/Absence: | Trustees Emma Cunningham, Deb Oldfield, Shailene Panylo |
| Committee Member Not in Attendance: | Trustee Linda Stone |
| Officials Present: | Director Camille Williams-Taylor; Associate Director David Wright; Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills (virtual), Kandis Thompson; Legal Counsel, Patrick Cotter (virtual) |
| Member Regrets/Absence: | Associate Director Jim Markovski |
| Staff Present: | Lisa Bianca, Head of Facilities Services Melissa Durward, Senior Manager of Finance Jennifer Machin, Senior Manager of Finance |
| Recording Secretary: | Kristin Talbot, Executive Assistant |

2. Land Acknowledgement

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

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

4. Approval of the Agenda

MOVED by Kelly Miller

That the agenda be approved as presented.

CARRIED

5. Approval of the May 17, 2023 Education Finance Committee PUBLIC Meeting Minutes

MOVED by Michelle Arseneault

That the minutes be approved as presented.

CARRIED

6. Consideration of the 2023-2024 Draft Budget

Chair Morton expressed her appreciation to Lisa Bianca, Jennifer Machin and Melissa Durward for their contributions in drafting the 2023-2024 budget.

Associate Director Wright presented the 2023-2024 draft budget.

A discussion ensued and questions were responded to.

MOVED by Donna Edwards

It is recommended that the Education Finance Committee recommend to the Board of Trustees the following:

1. That the 2023-2024 draft budget containing total revenues of \$1,050,743,433 and total expenses of \$1,050,743,433 be approved as presented; and
2. That the 2023-2024 draft In-Year Deficit Elimination Plan outlined in section 4.2 be approved as presented.

None Opposed

CARRIED

7. Other Business

There was no other business.

8. Adjournment

The meeting was adjourned at 6:28 p.m.

Carolyn Morton
Chair of the Committee

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: 2023-2024 Inclusive Student Services/Special Education Plan **PAGE:** 1 of 3

ORIGIN: Camille Williams Taylor, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Education

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees to adopt the Inclusive Student Services Special Education Plan and programs for the 2023-2024 school year. The DDSB Special Education Plan for 2023-2024 was initially presented to Trustees on June 5, 2023 for information and feedback.

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.*

- Supporting the strengths and needs of learners through the provision of a range of programs and services.

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

- Focusing on the foundation of mentally healthy classrooms and leveraging the power of connections provides an opportunity to support well-being and positive relationships for students and educators, as well as deepening our partnerships with families, broadening our understanding of engaged learning, and academic success, and creating a more inclusive and equitable learning environment for all.

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

- Providing a range of programs and services to meet the needs of all learners, ensuring proportional outcomes for all students.
- Working to dismantle ableism, racism, and all forms of discrimination, focusing on Universal Design for Learning (UDL) and inclusive design within classroom programming, and providing supports for integrated transition pathway planning to ensure students can achieve their full potential.
- Support accessibility including proactive focus on inclusion and the identification and removal of barriers to participation.

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

- Building transparent resources to support planning and build common understanding of programs and outcomes, by ensuring student identity is at the core of planning and interventions and providing student and parent/guardian voice as often as possible.

3.0 Background

Special Education Plan Requirements

In accordance with Regulation 306, each school Board is required, every two years, to publish a Special Education Plan outlining programs and services provided by the Board. The Special Education Plan is published on the District website and is submitted to the Ministry of Education. Requirements of the Special Education Plan are outlined in the document, [Special Education Plan Guidelines](#)

Durham District School Board Special Education Plan

The Durham District School Board Special Education Plan continues to undergo annual refinement. Consultation includes opportunities for the Special Education Advisory Committee to provide input into the design of programs and services reflected in the plan. The Special Education Plan continues to be revised annually exceeding current Ministry requirements.

Our commitment as a district is to center Indigenous Rights and Human Rights. This commitment, reflected in the Inclusive Student Services/Special Education Plan, is to examine and reconstruct services to remove discriminatory barriers and address disproportionate experiences and outcomes. This includes professional learning commitments with a focus on addressing ableism, examination of practices and resources consistent with the DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy and related procedures as well as continuing to deepen consultation.

4.0 Analysis

Feedback received from Trustees during the June 5, 2023, Standing Committee Meeting included:

- Support for title change of the document to “Inclusive Student Services Special Education Plan” for the purpose of more accurately reflecting the scope of programs and services which support student well-being, mental health and learning while maintaining ease of accessing the document for those searching under the title of Special Education Plan.
- Recommendation to ensure embedded access links for families to DDSB resources such as the Individual Placement Review Committee (IPRC) Appeal process in alignment with the recommendations of the [Educational Standards Development \(K-12\) Committee recommendations](#) submitted to the Ministry of Education for consideration.

5.0 Financial Implications

The funding for the Special Education and Mental Health Programs and Services, outlined in the Inclusive Student Services/Special Education Plan, are included in the draft Board budget for the 2023-2024 school year. Planning includes funding through sources including: Grants for Student Needs special education allocation, Student Support Funding committed to for the 2023-2024 school year, and Student Mental Well-Being Allocation. Details of revenue and expenditures supporting special education programs and services are embedded in the budget planning process through Education Finance Committee.

Application-based funding for school boards, such as a submission to the opportunity for submission for 'Supporting Students with Disabilities' funding, will continue to be sought as opportunities to implement initiatives to address barriers experienced by students with disabilities and foster inclusive programs.

6.0 Evidence of impact

The DDSB is committed to providing a variety of program and pathway options to support students who benefit from specialized, outcomes-based programs which are further individualized for each student accessing through IPRC placement in special education class.

Analysis of student achievement for students with Individual Education Plans continues to be part of analysis from the Student Census Survey.

The recent SEAC parent/caregiver survey, facilitated between May 30 to June 15, 2023, focused on communication and parent/caregiver opportunities for input into individualized programming for their child(ren), seeking information on strengths and opportunities for improvement. The intention for use of data is to inform SEAC 2023-2024 actions supporting family engagement (e.g., potential resource development for families) and consultation to the District on areas important for improvement related to communication.

7.0 Communication Plan

The Inclusive Student Services/Special Education Plan for 2023-2024 was presented to Trustees on June 5, 2023 for information. The plan is available publicly on the District website. The link to the plan will be shared through social media and provided directly to the SEAC membership.

8.0 Conclusion and/or Recommendations

It is recommended that the Board of Trustees consider the Inclusive Student Services/Special Education Plan for the 2023-2024 school year for approval. Once approved the Special Education Plan will be submitted to the Ministry of Education.

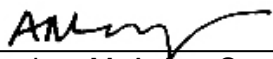
9.0 Appendices

Appendix A – [2023-2024 DDSB Draft Inclusive Student Services Special Education Plan](#)

Report reviewed and submitted by:



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



Andrea McAuley, Superintendent of Education



Inclusive Student Services

Special Education Plan

DRAFT

2023-2024



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INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

**THE BOARD'S
CONSULTATION
PROCESS**

SECTION A – Standard 1

DRAFT

Standard 1: The Board's Consultation Process

The purpose of the standard is to provide details of the consultation process to the Ministry and to the public.

The Durham District School Board (DDSB) values collaboration with students, families, and community and education partners. We welcome input into our Inclusive Student Services - Special Education Plan at any time through:

- The Inclusive Student Services Department by emailing InclusiveEducationFeedback@ddsb.ca or by calling 905-666-6371 to connect with a member of the team.
- Local school team(s).
- The DDSB's website General.Inquiry@ddsb.ca or 905-666-5500.
- The DDSB's [Special Education Advisory Committee](#) (SEAC).

SEAC formally reviews the Special Education Plan annually, and throughout the year as the need arises. SEAC members share information and input from their respective associations/agencies and provide feedback. Input from SEAC was received and all feedback was reviewed and included in the report where the suggestions aligned with the [Ministry of Education Standards for School Board's Special Education Plans](#).

SEAC is also conducting a parent/caregiver survey (June 2023) and will use the survey results to inform SEAC's activities and actions in 2023-2024, including:

- Supporting family engagement (for example, developing a potential resource for families).
- Providing input and suggestions to the DDSB on potential areas for improvement.

Inclusive Student Services in the DDSB

Inclusive Student Services provides support for students, families and school teams on inclusion, accommodation and specialized special education and mental health supports.

Information about Inclusive Student Services in the DDSB can be found online: [Inclusive Student Services](#)

INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

SECTION B – Standard 2

Standard 2: The Board's General Model for Special Education

The purpose of the standard is to provide information on the Board's guiding principles, philosophy and service delivery model for the provision of Special Education programs and services.

DDSB Commitments to Indigenous and Human Rights

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

The DDSB is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, inclusive, accessible and free from all forms of discrimination, oppression and harm.

Upholding DDSB Commitments

The DDSB has a legal responsibility to provide education to students and to provide safe learning and working environments for all students and staff. The DDSB is committed to upholding students' rights to:

- Meaningfully access educational services without discrimination and to be treated with dignity and respect
- Equitable educational experiences, opportunities, and outcomes
- Inclusive and accessible services, programs and environments

The DDSB recognizes that protecting and upholding Indigenous rights and human rights (including centering dignity and meeting the duty to accommodate under the Ontario Human Rights Code) are necessary to support:

- Students' sense of safety, inclusion, well-being, engagement and belonging
- A culture of care where students are respected, valued and are successful and thrive

The research shows that these are the preconditions for successful learning and set the foundation for positive school climates and well-being for all students.

The DDSB strives to meet its responsibilities through:

- Legislative compliance with the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, the Education Act and related legislation and regulations
- Ministry of Education strategies, directives and policy and program memoranda
- DDSB policies and procedures
- Proactive/preventative, inclusive and responsive strategies, initiatives, structures, services, supports and actions

Human Rights, Anti-Discrimination and Anti-Racism Policy and Procedures

The DDSB's [Human Rights, Anti-Discrimination and Anti-Racism Policy and Procedures](#) (the "Human Rights Policy and Procedures") provide direction, principles, guidance, expectations to uphold human rights. They also outline our individual and shared roles and duty bearer responsibilities to:

- Promote and protect human rights (including centering dignity, upholding the rights of the child and acting in the best interests of the child in ways that are not discriminatory and that prevent harm) and provide DDSB community with information about their rights and responsibilities.
- Identify, prevent and address human rights barriers and discriminatory structures in learning and/or working environments, teaching and learning, services, and operational, corporate and employment related policies, procedures, practices, plans, initiatives and decision making.
- Respond to and address human rights barriers, issues and accommodation requests under the Human Rights Code and the policy for DDSB community members.
- Learn about this policy and related procedures to apply human rights, anti-discrimination and anti-racism principles in our jobs/roles, decision-making and interactions with DDSB community members.
- Correct and address human rights issues, incidents and complaints.

The policy and procedures also outline transparent processes and individual and system actions and accountabilities to uphold the DDSB's commitments.

An Inclusive School System

As a district we acknowledge that systemic ableism and other forms of discrimination are deeply embedded within the education system and structures. This discriminates against, disadvantages and causes harm to students with neurodivergent traits, different abilities and disabilities and other intersecting identities (for example, based on ancestry, race, gender identity, gender expression, sexual orientation, creed/religion, socioeconomic status, etc.). It also contributes to and perpetuates disparities and disproportionate educational access, opportunities, experiences and outcomes.

Our shared commitments and responsibilities to uphold Indigenous and human rights and to centre dignity and respect are essential principles of an inclusive public school system and are necessary to address systemic ableism.

We are working to uncover, name, challenge, disrupt and proactively prevent discriminatory biases, barriers, practices and structures that impede achievement and well-being for all students. Our ongoing work includes actively addressing:

- Ableism and intersectional discrimination.
- Stigma and negative attitudes, stereotypes and assumptions based on neurodiversity, different abilities and disabilities (including and not limited to assumptions about functional limitations, low expectations, learning disabilities, differences in behaviours, social interactions, cognitive processing and

communication, etc.), and how this affects individual and organizational decision-making affecting students.

- Unique accessibility and other barriers (for example, attitudinal, physical, architectural, information/communications or technological barriers) for students with special education strengths and needs.

An inclusive model of special education is one that actively:

- Promotes well-being through identity-affirming approaches and practices.
- Supports all students so they are inspired to succeed.
- Increases awareness and understanding of the social model (versus medical and functional models) of disability and neurodiversity.
- Identifies, prevents and addresses discriminatory barriers that may affect students' ability to learn and to fully participate in and contribute to society.

As a district, we recognize all students' talents, gifts, abilities and accomplishments. We honour and affirm the unique, intersectional identities and rich lived experiences that each student and their family bring to our classrooms, schools and communities.

The DDSB applies human rights, anti-discrimination, inclusive design, Universal Design for Learning and accessibility principles, approaches and actions in all aspects of its services and learning environments. In classrooms, the DDSB also uses culturally relevant and responsive pedagogy and differentiated instruction, assessment and evaluation to support students in their learning.

Where barriers exist, the DDSB is committed to meeting its legal duty to accommodate to the point of undue hardship so that students can meaningfully access educational services without discrimination.

All students, including students with different abilities, special education strengths and needs and intersecting identities, are at the centre of all planning.

The DDSB's [Human Rights, Anti-Discrimination and Anti-Racism Policy](#) and related procedures provide further direction and guidance and set out roles, responsibilities, accountabilities, proactive preventative actions and transparent processes to support these commitments.

Right to Read

Learning to read is a human right. When children know how to read fluently, they gain access to more opportunities to experience success. This success is not limited to academic achievement, but also their ability to thrive in our modern world. We will continue to move our work in a way that upholds our duty bearer responsibilities, honour the rights of students and maintain student dignity.

It is critical that we explicitly teach language and literacy skills, including foundational word-reading skills, in a way that results in an anti-oppressive experience for all students but especially Indigenous students, Black students, and students who experience word-reading difficulties. By advocating for a structured literacy and anti-oppressive approach to teaching

code user skills we will be actively working to eliminate the barriers so that all students have access to effective reading instruction, specifically students from historically underserved and Code-protected groups. More specifically, culturally relevant and sustaining pedagogical approaches must undergird the teaching of foundational reading skills.

As a district, it is important that we tie together the Ontario Human Rights Commission (OHRC) Right to Read report and the Guide to Effective Early Reading Instruction with DDSB Indigenous Education and Human Rights policies and procedures to support equitable access to literacy for all.

When educators understand the science behind reading and writing, they can effectively administer assessments and develop instructional routines. These key elements can be embedded as part of a literacy program that builds on student's lived realities, prior knowledge, knowledge of language structures, and verbal reasoning skills. A rich literacy program supports all students.

With the goal of strong reading comprehension at the forefront, a reader must have well developed skills in both Oral Language Comprehension and Word Read Fluency. This is true of all students, regardless of their language of instruction. Oral language proficiency, developed by ongoing opportunities for listening and speaking experience embedded within anti-oppressive pedagogical approach, lays the foundation for learning to read.

As a district, our work in response to the recommendations of the Right to Read inquiry are supported by integrated teams, teachers and speech language pathologists, working together to reinforce effective practices as well as make programming shifts cued by the recommendation within the report including those focused on learners with special education strengths and needs.

With a continued focus on anti-oppressive practices and centering student identity, instructional shifts, supported by professional learning for the 2023-2024 school year are:

- Elimination of explicit teaching and assessment focused on three cueing systems (meaning, structure and visual)
- Implementation of explicit, systematic and cumulative instruction focused on phonological awareness, phonics, word study in response to science of how the brain learns to read and write
- Use of decodable texts in primary grades (and select students in higher grades as needed) instead of levelled texts for the purpose of teaching students to decode
- Shifts in selection of assessment tools and strategies to better align with structured literacy components (e.g., the Inclusive Student Services Assessment of Phonological Awareness Skills)
- Remove traditional "sight word" approaches and shift to strategies that build automaticity by decoding all words

Including implementation of the anticipated revised Language Arts curriculum, teams will continue to engage in reflective practice together in the provision of reading programs across all schools.

Special Education Programs

The DDSB is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services that are responsive to individual identities (including intersecting identities), strengths and needs. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their potential.

The DDSB Inclusive Student Services - Special Education Plan has been designed to comply with the [Canadian Charter of Rights and Freedoms](#), the [Ontario Human Rights Code](#), the [Accessibility for Ontarians with Disabilities Act](#), [Education Act](#), and Regulations made under the Act. The DDSB's approach to special education and its special education delivery model are aligned with the Board's Strategic Plan.

Our ongoing commitment is to provide the structures and supports each student needs to nurture their growth and development in programs which respect dignity, maximize participation, and foster integration and independence as defined for each student based on their identity, strengths and needs. We work with parent(s)/guardian(s) and board staff to determine the placement that best addresses barriers and meets the student's individual needs, whether that is in a regular classroom, or for some students, in a special education class.

In March 2018, the Ontario Human Rights Commission (OHRC) released Policy on Accessible Education for Students with Disabilities: [Policy on Accessible Education for Students with Disabilities](#):

The principles of accommodation which involve respect for dignity, individualization, integration and full participation are expressed in the Guidelines. As set out in the Education Act and Regulations, the Commission specifies that each student's needs are unique and must be considered individually and with confidentiality. The Commission recommends first considering placement in the regular classroom before considering placement in a special education class. It is the Commission's position that the duty to accommodate requires a necessity "to address barriers in education that would otherwise prevent students with disabilities from having equal opportunities, access and benefits" (Ontario Human Rights Commission: Policy on Accessible Education for Students with Disabilities).

The DDSB's approach is informed by and aligns with the OHRC's policy. The majority of students with special education strengths and needs are supported through placement in a regular classroom. For most students, a classroom teacher, with the support of the school's Special Education Resource Teacher (SERT) and District staff, is able to provide individualized programming that supports students' success. A regular classroom is always an option that parent(s)/guardian(s) may consider. A regular classroom provides opportunity for the student to be with peers, while receiving personalized programming that is outlined in the student's Individual Education Plan. The regular class is considered the most inclusive of placements.

We place a strong emphasis on the inclusion of our students with special education strengths and needs, upholding human rights and the rights of the child, and providing meaningful, individualized integration opportunities for students accessing special education programs. It is our privilege to be part of the success for all students as we support their “Many Paths to Success”.

Well-Being and Mental Health Supports

2022-2025 Mental Health and Well-Being Action Plan

Embedded in the [DDSB Mental Health and Well-Being Action Plan](#) (Appendix A) is our collective commitment to support the everyday mental health and well-being of students and staff, to provide for our students and staff inclusive, identity affirming, and culturally relevant supports, and to strive to connect all students and staff to, from, and through access to those supports.

Examples include the development of a District-wide staff community of practice with a focus on sharing best practices and creating new knowledge to advance our work, the provision of Tier One mental health promotion specifically tailored for support-staff professional development, as well as focused social and emotional learning skills for classroom implementation.

Mental Health Supports Across the Tiers

Thinking in tiers is common in education and is useful when thinking about the continuum of supports available to support student mental health and well-being.

- Tier 1 is the mental health promotion work done by staff to create the everyday conditions that foster mentally healthy classrooms and schools;
- Tier 2 focuses on prevention and early intervention for those students who may need additional support; and
- Tier 3 focuses on more intensive assessment and intervention services.

Many DDSB teams support everyday conditions for well-being (Tier 1) through to services when individual students need a greater level of support (Tier 2 and 3).

Child and Youth Support Workers who focus on Tier One strategies and the implementation of social emotional learning, targeting positive mental health promotion and early identification. Speech Language Pathologist in addition to individual student programming supports, help educators shape inclusive classrooms as communication is a key foundation for connection and belonging.

Social Work and Psychological Services Staff provide individual and group-based identity-affirming mental health interventions, school-level consultation, and crisis/traumatic event responses that centre student, caregiver, and community needs.

Teams continue to evolve our service models in support of identity-affirming practices and responsive to where students express support needs. As example, during the 2022-2023 school year, Psychological Services and Social Work staff introduced Project AFFIRM (Flier, Appendix B). Project AFFIRM offers eight sessions of evidence based coping skills training for

2SLGBTQIA+ and questioning students in grades 9-12 (ages 13-18). The group is facilitated by members of the Social Work and Psychological Services teams.

This evidenced based group is designed to:

- Decrease unhelpful thoughts
- Improve well-being
- Gain skills
- Understand stress
- Feel better about self and life
- Foster hope

Based on student feedback, teams also refined BEME, Black Excellence Made Evident, into a symposium based format. The Black Excellence Made Evident group is designed to amplify the voices and experiences of Black students. The two-day symposium brings Black identifying youth together in a safe space to:

- Affirm and validate Black student's identities (including intersecting identities)
- Discuss strategies to confront marginalization and Anti-Black Racism
- Promote positive leadership amongst our Black students
- Provide mentorship opportunities and build connection to community

Both of these important programs continue into the 2023-2024 school year.

ROLES AND RESPONSIBILITIES

SECTION B – Standard 3

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Standard 3: Roles and Responsibilities

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education. All are required to comply with and uphold the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Human Rights Code.

The DDSB has a responsibility to provide a safe environment for all students and staff, ensure Indigenous rights and human rights (including centering dignity and the duty to accommodate) are at the centre of the work and it is the legal responsibility of the DDSB to provide education to students.

Roles and Responsibilities Outlined by the Ministry of Education

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas: legislative and policy framework; school system management; funding; programs and curriculum. The roles and responsibilities within special education are outlined below:

The Ministry of Education:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants
- requires school boards to report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards to maintain special education reports, review them annually, and submit amendments to the Ministry
- requires school boards to establish Special Education Advisory Committees (SEACs)
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The district school board or school authority:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- monitors school compliance with the Education Act, regulations, and policy/program memoranda
- requires staff to comply with the Education Act, regulations, and policy/program memoranda
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board

- obtains the appropriate funding and reports on the expenditures for special education
- develops and maintains a special education report that is amended from time to time to meet the current needs of the exceptional pupils of the board
- reviews the report annually and submits amendments to the Minister of Education
- provides statistical reports to the Ministry as required and as requested
- prepares a parent guide to provide parent(s)/guardian(s) with information about special education programs, services and procedures
- establishes one or more Individual Placement and Review Committee to identify exceptional pupils and determine appropriate placements for them
- establishes a Special Education Advisory Committee
- provides professional development to staff on special education

The Special Education Advisory Committee:

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- participates in the board's annual review of its special education report
- participates in the board's annual budget process as it relates to special education
- reviews the financial statements of the board as they relate to special education
- provides information to parents, as requested

The school principal:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies
- communicates Ministry of Education and school board expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates board policies and procedures about special education to staff, students, and parents
- ensures that the identification and placement of exceptional pupils, through an Identification, Placement and Review Committee (IPRC), is done according to the procedures outlined in the Education Act, regulations and board policies
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- ensures the delivery of the program as set out in the IEP
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained

The teacher:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda
- follows board policies and procedures regarding special education

- maintains up-to-date knowledge of special education practices
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil
- communicates the student's progress to parents
- works with other school board staff to review and update the student's IEP

The special education teacher, in addition to the responsibilities listed above under "the teacher":

- holds qualifications, in accordance with Regulation 298, to teach special education
- monitors the student's progress with reference to the IEP, and modifies the program as necessary
- assists in providing educational assessments for exceptional pupils

The parent/guardian:

- becomes familiar with and informed about board policies and procedures in areas that affect the child
- participates in IPRCs, parent-teacher conferences, and other relevant school activities
- participates in the development of the IEP
- becomes acquainted with the school staff working with the student
- supports the student at home
- works with the school principal and teachers to solve problems
- is responsible for the student's attendance at school

The student:

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda
- complies with board policies and procedures
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate

In addition, the DDSB's Indigenous Education Policy, Human Rights Policy and related procedures (including the Human Rights Roles, Responsibilities and Accountabilities Framework) outline additional roles and responsibilities for all DDSB community members to contribute to safe, welcoming, respectful, inclusive, equitable and accessible learning and working environments that are free from all forms of discrimination, oppression and harm.

Our commitments, through every role in Inclusive Student Services (Special Education), have a foundation in optimizing the potential and achievement of every student. A brief summary, including leadership roles, is found here:

Table 1 - Summary of Inclusive Student Services Roles and Responsibilities

| | |
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| <p>CHILD AND YOUTH SUPPORT WORKERS</p> | <p>Child and Youth Support Workers, a role formalized for the 2022-2023 school year, work directly with school staff to implement Tier One Mental Health classroom and small group strategies, educational programming and support professional learning and skills development in the areas of social-emotional learning. The student centred, classroom based role of the team, emphasizes an asset based approach to building student and staff strengths which can include social emotional skills, related to life skills, and can also include behaviour skills training, fostering acquisition of new skills and support for building relationships.</p> |
| <p>CLASSROOM SUPPORT STAFF</p> | <p>Classroom support staff professionals foster inclusion and support student well-being and learning as part of school teams. Roles include:</p> <ul style="list-style-type: none"> • ASL Interpreters facilitate and/or provide access to communication for students who are Deaf/hard of hearing. • Developmental Support Workers provide wrap around support to students with developmental and/or intellectual disabilities. • Intervenors facilitate or provide access to communication for students who are Deaf-Blind. • Language Acquisition Support Worker supports students in the early learning of ASL as a primary language. |
| <p>MANAGER OF PSYCHOLOGICAL SERVICES</p> | <p>Working with Senior Managers and Clinical Leads, the Manager of Psychological Services co-leads and provides initiatives and ongoing training for staff, while centering commitments to disrupting barriers, structures and practices that impede the achievement and well-being of students and staff. The Manager of Psychological Services also carries out all of the functions and responsibilities of a Clinical Supervisor (consultation, assessment, direct services, capacity building, crisis response and clinical supervision), and ensures that these are delivered in a professionally responsible manner that promotes student well-being and meets the standards and guidelines of the College of Psychologists of Ontario.</p> |
| <p>MENTAL HEALTH LEAD</p> | <p>The Mental Health Lead works with system and school leaders to coordinate, develop and implement the Well-Being and Mental Health Action Plan, through a tiered model, in support of students and staff. The Mental Health Lead coordinates and leads board wide initiatives to promote well-being, mental health, reduce stigma and lead focus on increasing knowledge about mental health and well-being.</p> |
| <p>PSYCHOLOGICAL SERVICES STAFF</p> | <p>The Senior Manager Clinical Lead-Psychologist provides leadership to the Psychological Services team in the provision of service and programming that centres commitments to disrupting barriers, structures and practices that impede the achievement and well-being of students and staff. Staff provide five essential functions to support students in the DDSB: assessment, consultation, direct service, capacity building and crisis response, in partnership with colleagues from the Social Work team. Staff who are clinical supervisors of Psychological Services also provide clinical supervision, in accordance with the Standards and codes of ethics of the College of Psychologists of Ontario as one of their role functions. Staff work directly to support the academic achievement and well-being of students within the DDSB, and work within a collaborative framework with staff, parent(s)/guardian(s) and students.</p> |

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| <p>SENIOR MANAGER CLINICAL LEAD PSYCHOLOGIST</p> | <p>124</p> <p>The Senior Manager Clinical Lead-Psychologist is responsible for overseeing the professional services provided by Psychological Services staff. Within this scope, the Senior Manager Clinical Lead-Psychologist ensures that staff maintain professional standards and deliver current, evidence-based practices in assessment, consultation and direct services that centre commitments to disrupting barriers, structures and practices that impede the achievement and well-being of students and staff. The Senior Manager Clinical Lead-Psychologist also works with other Clinical Leads and Senior Administration to facilitate the integration of professional support services. As well, the Clinical Lead is responsible for coordinating capacity building professional development delivered by Psychological Service staff. Consultation to system and community-based programs and initiatives is provided when needed.</p> |
| <p>SENIOR MANAGER CLINICAL LEAD SOCIAL WORK AND ATTENDANCE SERVICES</p> | <p>The Senior Manager Clinical Lead-Social Work is responsible for leading and overseeing the quality of Social Work and Attendance services carried out for referred students, and for the provision of direct services to students and parent(s)/guardian(s), as well as consultative support to school personnel and parents in order to address barriers that may impede success at school.</p> |
| <p>SENIOR MANAGER CLINICAL LEAD SPEECH LANGUAGE AND HEARING SERVICES</p> | <p>The Senior Manager Clinical Lead-Speech, Language and Hearing is responsible for the quality of speech, language and hearing services carried out for referred students and the provision of direct services to students, consultative support, and capacity building supports to school personnel and parent(s)/guardian(s) to assist students to function within the school system (through prevention, early intervention and enhancement) and make satisfactory academic progress.</p> |
| <p>SENIOR SOCIAL WORKER</p> | <p>Reporting to the Senior Manager, Clinical Lead- Social Work, the Senior Social Worker, in addition to the duties of a Social Worker/Attendance Counsellor, is responsible for the onboarding of new staff, peer consultations and peer support, providing leadership and support for various team and practice level initiatives as well as supporting District projects. In collaboration with the Senior Manager, Clinical Lead, the Senior Social Worker participates in the maintenance and/or development of community partnerships and initiatives. This role is a three-year term-based leadership opportunity for a member of the Social Work team. 2023-2024 is the second year, of three, for the inaugural term of this role.</p> |
| <p>SOCIAL WORKERS/ATTENDANCE COUNSELLORS</p> | <p>Under the supervision of the Senior Manager Clinical Lead-Social Worker, the Social Work/Attendance team provides both consultative and direct support to students and parent(s)/guardian(s). In the role of Social Worker, the team is responsible for providing social work assessment, brief counselling for students and their parents, advocacy, coordination of services and facilitating referrals to community agencies. They provide consultation and make recommendations to school staff, parent(s)/guardian(s) and department colleagues. The team also provides support in the role of the Attendance Counsellor.</p> |

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| <p>SPECIAL EDUCATION FACILITATOR</p> | <p>Special Education Facilitators are centrally assigned teachers, guided through the leadership of the System Leads –and the Superintendent of Inclusive Student Services. Special Education Facilitators may have portfolio responsibilities to support a Family of Schools or Innovative (Assistive) Technology. Facilitators support school staff in meeting the needs of students with special education strengths and needs, provide guidance and professional collaboration. Facilitators also liaise with schools and parent(s)/guardian(s), assisting all stakeholders in shaping programming and considerations of most appropriate program and placement for individual students.</p> |
| <p>SPECIALIST TEACHERS FOR HEARING AND VISION</p> | <p>Hearing and Vision Itinerant teachers are centrally assigned and provide both consultative and direct service for students with hearing and vision accommodation needs and exceptionalities. These specialist teachers work collaboratively with school staff to meet the needs of students, provide programming and specialized equipment resources.</p> |
| <p>SPEECH AND LANGUAGE PATHOLOGISTS (SLPs)</p> | <p>Under the supervision of the Senior Manager Clinical Lead-Speech, Language and Hearing, the SLPs provide both consultative and directly support oral language of students and Augmentative/Alternative Communication supports for non-verbal students. They have responsibility for providing assessment and programming for students and recommendations to school staff.</p> |
| <p>SYSTEM LEAD – INCLUSIVE STUDENT SERVICES</p> | <p>The role of the System Leads – Inclusive Student Services, as centrally assigned Principals, support students, directly reporting to the Superintendent of Inclusive Student Services, by providing leadership of special education programs, supports and department staff. System Leads work collaboratively with other System Leads, departments, Facilitators, Speech-Language, Centrally Assigned Teachers, Social Work, Psychological Services and school-based special education staff to ensure coordination of services for students with special education strengths and needs. This includes supporting IEP development, providing in-service opportunities and provision of resources to staff in developing differentiated programming including the infusion of technology for students with special education strengths and needs.</p> |
| <p>THE SUPERINTENDENT INCLUSIVE STUDENT SERVICES (SPECIAL EDUCATION)</p> | <p>The Superintendent of Inclusive Student Services leads coordination of all special education, mental health and day treatment partnership programs and services, including the development and implementation of curriculum and new programs. In addition, ensuring that policies and procedures are developed and followed in accordance with The Education Act, the regulations and Durham District School Board priorities.</p> |
| <p>TRANSITION AND WORK EDUCATION COORDINATORS</p> | <p>Transition and Work Education Coordinators support students with developmental and/or intellectual disabilities, and their parent(s)/guardian(s), in preparing for post-secondary pathways (work, school & community). Coordinated planning includes building staff knowledge in support of integrated transition planning and building relationships with service-based community partners.</p> <p>Transition and Work Education Coordinators support work education experiences for students building work readiness skills within their secondary learning programs.</p> |

INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

SECTION B – Standard 4

Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the board's early identification procedures and intervention strategies to the ministry and to the public.

Guiding Principles

The Durham District School Board has procedures to identify each child's level of development, learning abilities and educational programming needs. As per Ministry [PPM 11](#), programs are in place to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. The procedures that are in place are a part of a continuous assessment and program planning process which is initiated when a child is first enrolled in school, or no later than the beginning of a program of studies immediately following Kindergarten and continuing throughout a child's school life.

The DDSB pursues a tiered approach to support. This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate supports that respond to students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning levels and input from students and their parent(s)/guardian(s), to recognize when students are experiencing learning challenges and to plan for increasing the learning supports that may be needed to address individual student needs while always building from their strengths and where they are. This tiered approach can be used to address academic, communication and behavioural needs. The nature, intensity, and duration of supports may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement. ([Learning for All Kindergarten - Grade 12](#))

The Durham District School Board recognizes the importance of the first contact parent(s)/guardian(s) have with the school system. It is the goal of each school to provide a welcoming orientation for all students and their families entering school for the first time, including those who may have special education strengths and needs.

The Right to Read Inquiry Report includes recommendation for yearly evidence-based screening of all students in Kindergarten Year One to Grade Two in word-reading accuracy and fluency. Information from the Ministry of Education and our continued learning as a district will inform our planning for implementation of this commitment and impact our early intervention and assessment planning from what is currently reflected in this plan.

Early Identification Process

Once a child who might need additional support has been registered, the school and parent(s)/guardian(s) work with the Inclusive Student Services resource staff to understand potential barriers, the child's strengths, abilities and needs and discuss and plan for supports, programs and services that will help the child experience the most successful school entry. An Inclusive Student Services Supplemental Registration Package may be completed to share relevant information that will help with identifying program options.

Strong partnerships exist with agencies serving pre-school children. Discussions may be held before a child begins school to help understand the needs of the student.

For a student with additional support needs, the process typically involves:

- Considering any other identity based or intersectional needs
- a contact with pre-school providers
- information sharing with parental/guardian consent
- resource staff visits to the pre-school
- meetings with parent(s)/guardian(s) and any involved, advocates/consultative staff/stakeholders involved with the child
- formation of an entry plan including consideration for accessibility, required equipment, class match and other supports
- visits for students and parent(s)/guardian(s) to the new site
- in-service workshops as required for the staff who provide services, supports and programs for the student

The board supports early recognition and a tiered approach to those supports by providing in-service opportunities and resources currently used in classrooms such as the following for classroom teachers, special education staff and school administration such as:

- [Levelled Literacy Interventions \(LLI\)](#)
- [Leaps and Bounds](#)
- [Benchmark Assessment System \(BAS\)](#)
- Professional Resources and Instruction for Math Educations PRIME
- Gap closing strategies
- Structured teaching strategies (based on ABA principles)

We recognize the important shifts to practices that outcomes of the Ontario Human Rights Commission 'Right to Read' report, and actioning the recommendations, will bring. Our teams, working in collaboration, are committed to this important work.

It is possible that some children may be referred to an IPRC for identification, but meaningful inclusion in early years classrooms provides access to stimulating peer interaction opportunities, inquiry-based learning and a language-rich environment.

Kindergarten educators are the key educators of children with special education strengths and needs. They have a responsibility to help all children learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. They commit to assisting every child to prepare for living with the highest degree of independence possible. (p.97 *The Kindergarten Program*)

Please refer to the Parent/Guardian Guide to Special Education, Appendix C for details regarding policies/procedures for informing parent(s)/guardian(s) that their child may require an IPRC.

The Educator's Role in Early Identification

The educator makes professional observations of the student in various settings, co-ordinates the information that is available from those who are involved and works collaboratively to determine appropriate services, programs and supports. The educator will discuss additional supports that might be needed with administration, the SERT and the Inclusive Student Services Team (where appropriate). An intervention plan might be put in place, as outlined in the Supporting Many Paths to Success document (see following page).

The Parent / Guardian Role in Early Identification

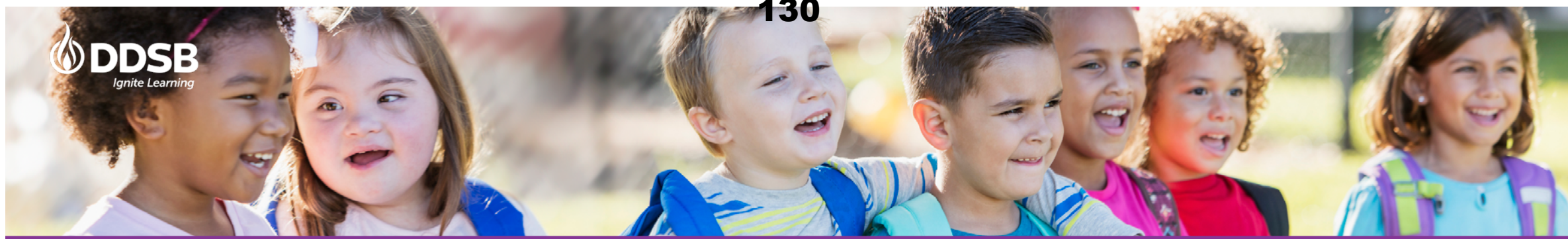
The parent/guardian shares observations based on interactions in the home and outside the school setting. The parent provides any assessments about their child that adds to the overall understanding of their child's strengths, abilities, interests and needs.

Supporting Many Paths

The following Supporting Many Paths document provides an overview to families and school teams on the process of accommodation including consideration of Individual, Placement, Review Committee process.

Please note that the document is currently in consultation for revision. Changes are anticipated to include:

- Foundation in relationship building and collaboration (students, families, school team)
- Recognition that for some students, an IPRC will be part of entry and program planning; based on input from the Special Education Advisory Committee (SEAC)
- Change from PowerTPM to PowerSchool Student Information Systems



SPECIAL EDUCATION

Supporting Many Paths to Success

Inclusive 
STUDENT SERVICES

STEP 1 Teacher Assesses Strengths and Needs of Student

NOTE: Steps 1 - 4 **MUST** precede the *Consent for Service*

1. Recognizes a learning gap, unique pattern of strength/need or significant concern;
2. Communicates with parent(s)/guardian(s), principal, and Special Education Resource Teacher (SERT);
3. Accommodates program to meet student needs;
4. Evaluates the effectiveness of accommodations/interventions;
5. Student Profile is started on Power TPM.

If accommodations/interventions meet the student's needs

- continue with selected strategies;
- monitor progress interventions meetings, in-school team meetings.

If accommodations/interventions do not yet meet the student's needs

- meet with parents and SERT;
- discuss observations, data collected, patterns/trends;
- continue classroom assessment and begin intervention checklist;
- develop plan involving accommodations and develop a home-support plan;
- implement new strategies/interventions and evaluate;
- continue classroom assessment and intervention;
- add to Student Profile in Power TPM.

MOVE ON TO STEP 2

STEP 2 The Special Education Resource Teacher

1. Will observe the student and collect data pertaining to strengths and needs;
2. Will create a plan of action based on the observation results and set a date to evaluate progress;
3. May provide and coordinate more direct support to the teacher and student through a variety of approaches;
4. Share plan of action with parent(s)/guardian(s).

If accommodations/interventions meet the student's needs

- continue with current accommodations and strategies and interventions;
- document all accommodations/interventions and evaluate;
- maintain on-going assessment and evaluation;
- update Student Profile and continue to gather documentation.

If accommodations/interventions do not yet meet the student's needs

- SERT activates Special Education Team using Student Profile and informs parent(s)/guardians(s).

MOVE ON TO STEP 3

STEP 3 In-School Team

1. Teacher and SERT present classroom observations and/or assessment results to in-school team and outline current accommodations;
2. Team brainstorms strategies/suggestions including community partners/services;
3. Team collaboratively updates the action plan;
4. Update parent(s)/guardian(s) - SERT and teacher discuss program accommodations and interventions with parent(s)/guardian(s).

If accommodations/interventions meet the student's needs

- ensure ongoing communication with parent(s)/guardian(s);
- document success of the recommendations within the action plan.

If accommodations/interventions do not yet meet the student's needs

- assess implemented accommodations/interventions;
- develop further revisions/changes to the action plan;
- set a timeline to monitor and review accommodations/interventions and schedule next meeting.

MOVE ON TO STEP 4

STEP 4 Pre-Referral Consultation

1. Pre-Referral consultation occurs with the Family of Schools Special Education Team to determine appropriate services;
2. Academic Assessment may be considered at this time for further information of student needs;
3. No identifying information is shared at this point.

NOTE: Steps 1 - 4 **MUST** precede the *Consent for Service*

If accommodations/interventions meet the student's needs

- record accommodations for further reference;
- continue with on-going assessment, accommodations, intervention and evaluation;
- continue to involve school resource personnel as needed.

If accommodations/interventions do not yet meet the student's needs

- obtain parental consent for school-based assessment by SERT;
- discuss with parents possible special education support services;
- obtain signed consent for services on Power TPM;
- give parent(s)/guardians(s) a copy of the "Protecting Personal Health Information" pamphlet.

MOVE ON TO STEP 5

STEP 5 Consent for Service Submitted

1. SERT verifies that appropriate forms and documentation are completed and sent to Special Education Support staff;
2. Informed Consent
 - Special Education support staff provide communication to parent(s)/guardian(s) to secure informed consent;
 - Special Education support staff ensure that the parent(s)/guardian(s) are aware of the nature of services to be provided, appropriate timelines and confidentiality.
3. Support from Special Education Services
 - Special Education support staff may visit classroom, observe and provide further assessment, program accommodation, strategies and materials as required;
 - SERT continues to update teacher and administration;
 - Special Education support staff involvement may be consultative and/or involve direct student support.
4. Determine if IPRC is warranted at this time.

If accommodations/interventions meet the student's needs

- document changes to program;
- report card reflects progress;
- on-going assessment and evaluation;
- continue information sharing with parent(s)/guardian(s) and school/Special Education staff.

If accommodations/interventions do not yet meet the student's needs

- set up a Case Conference with team and parent(s)/guardian(s).

MOVE ON TO STEP 6

STEP 6 Case Conference

1. Special Education Parent Guide provided to parent(s)/guardian(s);
2. Parent(s)/guardian(s), teacher, SERT, Administrator attend a meeting to discuss concerns/next steps.

If additional programming/interventions meet student's needs

- no IPRC at this time; continue to monitor.

If following the case conference and all parties are in agreement

- hold an initial meeting - Identification, Placement, Review Committee (IPRC);
- on-going monitoring and development of the Individualized Education Plan (IEP) by school staff, in conjunction with parent(s)/guardian(s), community and relevant support staff.

**THE IDENTIFICATION,
PLACEMENT AND
REVIEW COMMITTEE
(IPRC) PROCESS AND
APPEALS**

SECTION B – Standard 5

Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals

The purpose of the Standard is to provide details of the board's IPRC process to the Ministry and to the public.

Recent updates made to the [DDSB Parent/Guardian Guide to Special Education IPRC](#) included a shift in language from 'case conference' to 'care conference' and amplified emphasis on the importance of ongoing parent/guardian voice in program and pathway planning. It is important to note that consultation and collaboration on pathway and placement considerations is essential to precede an IPRC meeting being convened. The DDSB Parent/Guardian Guide to Special Education can be found in Appendix C.

The DDSB is transitioning between software products used for the purposes of special education related processes and programs. The reflection and learning within the transition process, related to our commitments to human rights and equity, continues to be significant as the team examines each form in relation to our duty bearer responsibilities. An example of a shift in practice for the 2023-2024 school year is the addition of 'interests', alongside strengths and needs as part of the IPRC process. This is important as the nuances of a student's current interests, supports opportunities for connection and in the creation of personalized learning resources. A second example is a change made to our specialized transportation request form and a change from "nonverbal" indicator to "form of communication: Verbal, Augmented Alternative Communication (A.A.C.) (Technology, Sign, Picture Exchange Communication System (P.E.C.S.), Multi-Modal or other". This change better aligns with our commitment to an asset focus, addressing ableism (change from norm comparative language) and will provide information to drivers about a student's communication language.

Regulation 181/98 requires that each board establishes one or more Committee(s) for the identification, placement and review of exceptional students.

The following procedures are based on Regulation 181/98 and outline the process school principals are to follow. In the Durham District School Board, IPRCs are led by school teams and may include district staff. The Committee may meet in-person or secure virtual platform (currently using MS Teams); based on parent/guardian preference.

Referrals: A principal refers the student to an IPRC either upon written notification to the parent(s)/guardian(s); or upon written request of parent(s)/guardians(s).

In the Durham District School Board in the 2022-2023 school year, a total of 4,210 referrals (new or reopened) were made in addition to consents for services with continuity from previous year. There were 12,761 reviews and 2 appeals were filed with the district as of May 2, 2023.

Table 2 - At the IPRC Meeting

| At the IPRC Meeting | | | | |
|--|---|---|---|---|
| Principal/Designate | Referring Teacher(s) | Special Education Resource Teacher | Inclusive Student Services | Parent(s)/ Legal Guardian(s) |
| <ul style="list-style-type: none"> • Chairs the meeting; Explains the role of the Committee; • Invites each person in attendance with knowledge of the student to present information. • Considers information relevant to the student's needs and strengths | <ul style="list-style-type: none"> • Presents all relevant information that supports identification (or not) | <ul style="list-style-type: none"> • Presents all relevant information that supports identification (or not) | <ul style="list-style-type: none"> • May be invited to attend and review any recent assessments and; • Acts as a resource to assist in the interpretation of reports from other agencies. | <ul style="list-style-type: none"> • Shares any available reports with Committee; • Provides any further information • Asks questions. |
| At the IPRC Meeting, the Committee May: | | | | |
| <ul style="list-style-type: none"> • To recommend identification or decide that an identification is not required; • To recommend placement; • To defer decision if the Committee requires more information. | | | | |
| After the IPRC Meeting | | | | |
| <p>Principal/Designate</p> <ul style="list-style-type: none"> • Provides one copy of the Statement of Decision to the parent(s)/guardian(s) and the student who is 16 years or older; • Places one copy of the Statement of Decision in the Ontario Student Record (OSR); • Within 30 days of IPRC, provides one copy of IEP to the parents(s)/guardian(s) and the student who is 16 years or older; • Places one copy of the IEP in the OSR <p>For Parents/Guardians:</p> <p>If you disagree with the IPRC decision, you are able, within 15 calendar days of receiving the decision, request in writing an additional meeting to re-evaluate the decision of the IPRC.</p> <p>If after the second meeting to re-evaluate the IPRC decision you still disagree, you may indicate an appeal of the decision. Notification is made in writing to the Superintendent of Education – Inclusive Student Services and must be made within 15 calendar days. Further information is available within the DDSB Parent/Guardian Guide to IPRC.</p> | | | | |

EDUCATIONAL AND OTHER ASSESSMENTS

SECTION B – Standard 6

DRAFT

Standard 6: Educational and Other Assessments

The purpose of the standard is to provide details of the board's assessment policies and procedures and to make parent(s)/guardian(s) aware of the types of assessment tools used by district teams, the ways in which assessments support programming for students, duty bearer responsibilities and the process by which assessment results may be used to inform Identification, Placement and Review Committee (IPRC) decisions.

The DDSB recognizes potential biases and barriers in assessment tools. In keeping with our commitments to Indigenous rights, human rights and equity, the DDSB considers students' identities, strengths and needs when conducting assessments and when making related programming recommendations, plans and decisions.

The purpose of assessment is to better learn how children and youth learn. The information gathered is used to inform educational programming for students and is completed in collaboration with parent(s)/guardian(s) and where appropriate include student voice.

The process of assessment is dynamic and ongoing to:

- helps to identify strengths, abilities and potential educational, learning program needs
- answer specific questions or concerns
- assist in planning an effective program
- determine specific student needs
- help parent(s)/guardian(s) formulate further understanding of the child's learning potential
- help support programming to maximize participation, learning, and well-being.

The development of an Educational Profile is a result of the ongoing gathering of information that allows for a continuum of intervention.

Parent/Guardian Consent

Informed and written consent from parent(s)/guardian(s) for students under 18 years of age is obtained for all referrals for formal assessments and clinical services and access to the student's Ontario Student Record (OSR). Information to be reviewed or shared may include, but is not limited to, that which is contained in the OSR. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the Education Act, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained and disposed of confidentially in accordance with the Municipal Freedom of Information and Protection of Privacy Act (R.S.O. 1990 c. M. 56).

Consent for Sharing Information and Protection of Privacy

All information is collected, stored, and shared in accordance with the Education Act, Freedom of Information and Protection of Privacy Act (FIPPA), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA) and other legislation that governs the use of personal information. A separate consent form, Consent to the Disclosure, Transmittal and/or Examination of Records or Information, must be signed by the parent(s)/guardian(s) or capable student to share information with outside agencies and/or service providers.

The following are some commonly used assessment tools employed by DDSB staff to assist in understanding how students learn and engage with school:

Table 3 - Commonly Used Assessment Tools

| Student Programming Need | Assessment Facilitated by | Assessment Tools (these are commonly used assessment tools, but not an exhaustive list) | Average Wait Time for Assessment |
|---|--|--|---|
| <p>Gaps in learning</p> <p>Ongoing misconceptions in learning</p> <p>Learning and understanding</p> | <p>Classroom Teacher</p> | <p>Benchmark Assessment System (BAS) Early Numeracy</p> <p>Observation Tool Leaps and Bounds</p> <p>Levelled Literacy Intervention (LLI) Nelson Math Pre-Assessment Ontario Writing</p> | <p>Assessment is on-going within the classroom</p> |
| <p>Learning needs, not remediated through in-class interventions, that require deeper understanding</p> <p>Behavioural concerns that may impact learning</p> | <p>Special Education Resource Teacher (SERT)</p> | <p>Key Math</p> <p>Kaufman Test of Educational Achievement (KTEA)</p> <p>Functional Behaviour Assessment (FBA)</p> | <p>3 to 6 months</p> <p>Efforts to conduct FBA in a timely manner, prioritizing safety concerns</p> |
| <p>Social, behavioural, cognitive, or mental health concerns that impact upon the student's learning or school functioning and have not been responsive to school-based interventions.</p> | <p>Psychologists, Psychological Associates, Psychometrists</p> | <p>Tools chosen by staff are suited to the assessment focus and may vary accordingly.</p> <p>Direct observations supplement the use of formal assessment tools.</p> | <p>Efforts to conduct formal assessments in a timely manner. Balance of need for assessment with priorities for other service functions, in collaboration with school staff and parent/guardians.</p> |
| <p>Concerns regarding communication (expressive or receptive) that are not responsive to universal classroom intervention</p> <p>Learning gaps, in the area of language</p> | <p>Speech and Language Pathologist</p> | <p>Informal observations and assessments</p> <p>Collaborative/integrated service assessments</p> <p>Wide range of formal assessments relative to the presenting concern</p> | <p>Complete priority assessments within the school year.</p> |
| <p>Student experiences that impact student learning, school engagement, and functioning at school: emotional challenges, crisis, family or relationship challenge, mental health concerns.</p> | <p>Social Worker</p> | <p>Assessment based on information from student, and/or the parent(s)/guardian(s)</p> <p>Classroom observation</p> <p>Information from school supports and education staff</p> <p>Review of school records with consent, contact with community agencies</p> <p>Use of some mental health and well-being tools</p> | <p>Student usually seen within a week from time of referral for initial consultation</p> |

Review of Classroom Literacy Assessments

Classroom literacy assessments will be explored through the 2023-2024 school year. See section 'Right to Read' within Standard 2 of this Plan.

Communication of Assessment Information

Upon completion of an assessment, SERTs, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists, discuss the results with the student and the parent(s)/guardian(s). A written confidential report is prepared for parent(s)/guardian(s) which, subject to client consent for release of information, a copy of may be placed in the student's Ontario Student Record (OSR). A copy of the report is held in the central files.

For Psychological Services, the communication of a diagnosis is a controlled act under the Registered Health Professions Act (RHPA), 1991. The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly by a Licensed Psychological practitioner (i.e., Psychologist, Psychological Associate).

DRAFT

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

SECTION B – Standard 7

DRAFT

Standard 7: Specialized Health Support Services in School Settings

The purpose of the standard is to provide details of the board's specialized health support services to the Ministry and to the public.

The provision of health support services to students in the school settings is governed by the [Ministry Education Policy/Program Memorandum 81](#). This policy document outlines the shared responsibility for the provision of health support services amongst the Ministries of Education, Health, Long-Term Care and Children, Community and Social Services. At the time of publishing the DDSB Special Education Plan for 2023-2024, the Ministry of Education had gathered consultation on proposed revision to PPM81 but no further communication had been received. If changes are made at the provincial level impacting Specialized Health Support Services in School Settings, the Inclusive Student Services team, in consultation with district senior leadership team, will revise to reflect any changes to service responsibilities or access.

The expectations of the Ministry of Education are that all school boards develop and maintain policies to support students who have asthma, diabetes, epilepsy, or are at risk for anaphylaxis are set in PPM 161 – Supporting Children and Students with Prevalent Medical Conditions in Schools. These are medical conditions referred to as prevalent medical conditions and have the potential to result in a medical incident or emergency.

The Durham DSB has the following related procedures:

- [Supporting Children and Students with Prevalent Medical Conditions in Schools: Anaphylaxis](#)
- [Supporting Children and Students with Prevalent Medical Conditions in Schools: Asthma](#)
- [Supporting Children and Students with Prevalent Medical Conditions in Schools: Diabetes](#)
- [Supporting Children and Students with Prevalent Medical Conditions in School: Epilepsy.](#)

All four procedures for students with prevalent medical conditions require that schools create a Plan of Care in conjunction with parent(s)/guardian(s), the student, and the appropriate medical practitioner to support each presenting student.

Administration of prescribed medication to students during the school day is addressed under the board's Policy and Procedure regarding Administration of Prescriptive Oral Medication. Inquiries can be made through the Principal/Vice-Principal.

Eligibility Criteria for School Health Support Services

The eligibility criteria for the provision of School Health Support Services is as follows:

1. The person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2) (a) of the *Education Act*.
2. The person must require the services
 - (i) in order to be able to attend school, participate in school routines and receive instruction,
 - (ii) in order to be able to receive satisfactory instruction at home in accordance with clause 21(2) (a) of the *Education Act*.
3. The person must be an insured person under the *Health Insurance Act*.
4. The school or home in which the service is to be provided must have the physical features

necessary to enable the service to be provided.

5. The risk that a service provider who provides the service to the person who requires it, will suffer
- (i) must not be significant, or
 - (ii) if it is significant, the service provider must be able to take reasonable steps to reduce the risk so that it is no longer significant

In Durham Region, School Based Rehabilitation Services are provided through GrandviewKids, the local Childrens' Treatment Centre.

School Health Support Services and the board are as follows:

Table 4 - School Health Support Services

| Specialized Health Support Service | Agency or position of person who performs the service in school setting | Eligibility criteria for students to receive the service | Procedures for resolving disputes about eligibility and level of support |
|--|--|---|--|
| Nursing | Ministry of Health: local | Referral from Health | Ministry of Health: local |
| Occupational therapy | Ministry of Health: GrandviewKids | Referral and Assessment | GrandviewKids |
| Physiotherapy | Ministry of Health: GrandviewKids | Referral and Assessment | GrandviewKids |
| Speech therapy | Ministry of Health: GrandviewKids - School- Based Rehab Services | Referral by school or other agency for speech disorders | GrandviewKids School-Based Rehab Services, board SLP and Clinical Lead SLP as needed |
| Catheterization (clean and intermittent) | Ministry of Education/board | Direction from a doctor | Principal and/or System Lead – Inclusive Student |
| Catheterization (sterile and intermittent) | Ministry of Health: local | Ministry of Health: local | Ministry of Health: local |
| Suctioning: Shallow (oral or nasal suction surface) | Ministry of Education/ School Staff- EA | Direction from doctor | Principal and/or System Lead – Inclusive Student Services |
| Suctioning: Deep | Ministry of Health: local | Ministry of Health: local | Ministry of Health: local |
| Lifting, positioning, feeding and toileting | Ministry of Education/ School Staff- EA | Direction from doctor, therapist | Principal and/or System Lead – Inclusive Student Services |
| G tube feeding | Ministry of Health: local | Ministry of Health | Ministry of Health: local |

Please note: Chart includes information available up to May 2023.

Updates will be made and posted online as changes to Health Services are made in Ontario.

INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

**CATEGORIES AND
DEFINITIONS OF
EXCEPTIONS**

SECTION B – Standard 8

Standard 8: Categories and Definitions of Exceptionalities

The purpose of the standard is to make information on the Categories and Definitions of Exceptionalities available to the public, including parent(s)/guardian(s) and community associations.

The Education Act identifies five categories of exceptionalities for exceptional students:

- **Behaviour**
- **Communication** (Autism, Deaf and Hard of Hearing, Language Impairment, Speech Impairment, Learning Disability)
- **Intellectual** (Giftedness, Mild Intellectual Disability, Developmental Disability)
- **Physical** (Physical Disability, Blind and Low Vision)
- **Multiple**

Further information about the five categories of exceptionalities, and their subcategories (listed above in parenthesis), can be found in the Ministry of Education resource:

[Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide \(2017\)](#)

As a district, we are committed to addressing ableism, shifting practices to an asset-based approach to inclusion and challenging medical models which focus on diagnosis and/or deficit. As a district, we acknowledge and commit to the work that must be done to make these shifts.

INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

**SPECIAL EDUCATION
PLACEMENTS PROVIDED
BY THE BOARD**

SECTION B – Standard 9

Standard 9: Special Education Placements

The purpose of the standard is to make information about Special Education Placement in the Durham District School Board available to the public, including parent(s)/guardian(s) and community associations.

The DDSB is committed to all students and to providing services and learning environments that are safe, welcoming, respectful, inclusive, equitable and accessible, and free from discrimination under the Ontario Human Rights Code. In partnership with parent(s)/guardian(s), the DDSB considers the student's identity and individual learning strengths and needs. The DDSB provides a range of differentiated placements, programs, interventions and individualized accommodation to maximize participation, integration and independence, enable meaningful access to education, and support student success.

Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible. We work with parent(s)/guardian(s) and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class. We place a strong emphasis on the inclusion of students with special education strengths and needs.

The majority of students with special education strengths and needs, access learning through a regular classroom placement. For most students, a classroom teacher, with the support of the school's Special Education Resource Teacher (SERT) and board staff, is able to provide individualized programming to support student success. A regular classroom is always an option that parent(s)/guardian(s) may consider. A regular classroom allows the student to be with their peers, while receiving personalized programming that is outlined in the student's Individual Education Plan (IEP). The regular class is considered the most inclusive of placements.

Our ongoing commitment is to provide the structures and supports each student needs to foster their growth and development in programs which foster integration and independence as defined for each student based on their strengths and needs. We continue to learn and grow to uphold our commitments to Indigenous rights, human rights, equity and inclusion.

The IPRC Placement Decision

Before the IPRC considers placement of the student in a special education class, Regulation 181/98 requires the committee consider placement in a regular class with appropriate special education services. If, after considering all of the information presented, the IPRC is satisfied that placement in a regular class would meet the student's needs and is consistent with parent or guardian preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

Placement Options

Regular Class with Indirect Support

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular Class with Resource Assistance

The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

Regular Class with Withdrawal Assistance

The student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education teacher.

A Special Education Class with Partial Integration

The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

A Special Education Class Full Time

The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

The type of supported referenced within the IPRC placement categories is specific to a teacher with special education, additional course, qualifications. The placement type does not refer to the provision or type of classroom support staff, for example support from an educational assistant, that may be part of a student's program.

Specific to special education class placements, teacher and educational assistant support that is the foundation for the program can be found within the individual program brochures found within this plan and through the DDSB website.

Regular Classroom Placements

There are many strategies available within the Durham District School Board to support the inclusion of students with special education strengths and needs in regular grade placements.

The majority of students with special education strengths and needs, access programming in a regular classroom. For most students, a classroom teacher, with support of the school's Special Education Resource Teacher (SERT) and board staff, is able to provide individualized programming to support student success in a classroom environment with their peers. The board's practice is that, whenever possible, special learning needs are supported within the home school and within a regular class placement. The regular class placement is considered the most inclusive of placements.

Principals are responsible for creating an inclusive school climate supportive of exceptional students that honours and values their diverse, unique and intersecting identities. Developing a climate of dignity, respect, understanding and acceptance throughout the school, providing support and training for teachers and educational assistants and creating a culture of collaboration are essential components of successful inclusion.

Included here are examples of the ways in which a student can be integrated into the regular classroom with the support of the school community.

Collaboration Strategies:

1. Create a school-wide culture of collaboration and inclusion:

- uphold UNDRIP, the Human Rights Code and commitments and duty-bearer responsibilities as defined in the DDSB Indigenous Education and Human Rights Policies and procedures
- develop a vision for enhancing inclusion and addressing ableism
- model inclusive practices and clarify expectations for the staff
- provide support
- create/maintain positive attitudes and optimism regarding change and developing practices to address ableism, prevent barriers and accommodate the individual needs of all learners.

2. Develop programs that affirm and value neurodiversity, differing abilities and diverse, intersecting identities that each student brings. Programs will focus on a student's strengths using them to address areas of growth and engage students through areas of interest.

3. Encourage school-based responsibility:

- school establishes a team responsible for developing, implementing and monitoring a successful inclusion plan.

4. Encourage collaboration between the special education team and regular mainstream grade teachers.
5. Encourage a variety of instructional strategies that focus on Universal Design of Learning (UDL) and accessibility principles and provide in-service for teachers to develop and learn strategies.
6. Access appropriate members of the Inclusive Student Services team to support student's programming needs. Note: Parent/guardian and/or student consent required
7. Provide time for planning sharing promising practices, success, challenges and debriefing to support ongoing learning.

Special Education Class Placements

Some students require a higher level of support, more intensive intervention and specialized services to support student success. For those students, parent(s)/guardian(s) may be offered an opportunity to explore the option of a Special Education Class placement for their child. In the DDSB we provide seven special education class types that have clearly defined outcomes for student success and are designed to meet the needs of students with specific learning profiles.

Program types include:

- Developmental Program
- Practical Learning Program
- School Support Program
- Transition to Work Program
- Structured Learning Class
- Deaf and Hard of Hearing Class
- Gifted Class

The Special Education Advisory Committee (SEAC) is kept informed on a regular basis by the System Lead, Principals and Superintendent of Inclusive Student Services about the range of available placements for students with special education strengths and needs. The input from SEAC is important in reviewing program types based on student needs and improving strategies for inclusion.

Consultation occurs during monthly SEAC meetings, Board meetings and Administrative Council liaison.

The following pages provide information about the Special Education Classes for the 2023-2024 school year inclusive of our information about Special Education in the DDSB.

More detailed information on each special education class type can be found online:

[Special Education Placement Programs](#)

SPECIAL EDUCATION

in the Durham District School Board

MANY PATHS TO

Success



Spring 2023

How do we serve our students?

Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

Our Mission

The Durham District School Board is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.

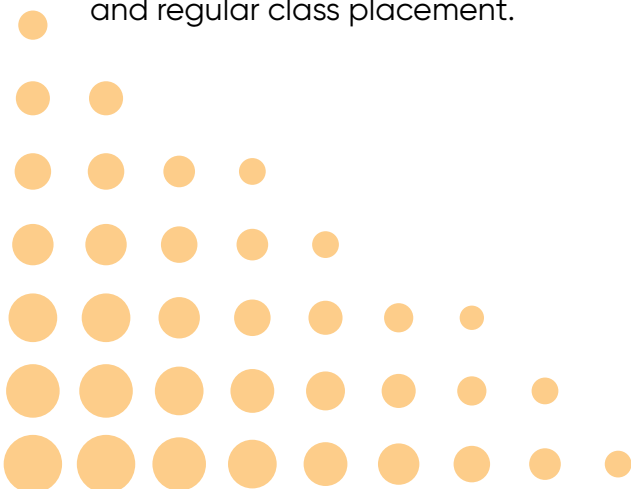
For more information, please contact the Special Education Resource Teacher (SERT) at your school.

Regular Class Placement

PLACEMENT DESCRIPTION

The regular class is considered the most inclusive of placements. The majority of students with special education needs access programming in a regular classroom. For most students, a classroom teacher, with support of the school's Special Education Resource Teacher and board staff, is able to provide individualized programming that allows the student to meet with success in a classroom environment with their peers

The Board endeavours to meet the needs of all students in the most enabling environment. The Board's practice, consistent with the Ministry direction is that, wherever possible, special learning needs are addressed within the home school and regular class placement.



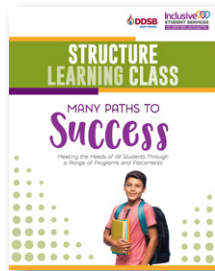
Special Education Class Placements

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement for their child. In the DDSB we provide seven class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

For more information on individual programs search [DDSB Inclusive Student Services](#), or click on the photo beside each of the program descriptions.

STRUCTURED LEARNING CLASS

Special Education Class with Partial Integration

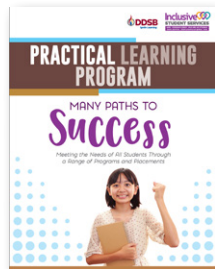


The Structured Learning Class (SLC) provides intensive support for students diagnosed with Autism Spectrum Disorder (ASD) who are working on Ontario or Alternative curriculum expectations. Teaching strategies based on Applied Behaviour Analysis (ABA), ie. Structured Teaching TEACCH®, data collection, positive reinforcement and generalization, are utilized to develop skills in a variety of domains including but not limited to: communication, self-regulation, and social skills.

Maximum of six students.

PRACTICAL LEARNING PROGRAM

Special Education Class with Partial Integration or Special Education Full-time



The Practical Learning Program provides intensive support while teaching and reinforcing essential skills that foster independence in activities of daily living. This program is suited for students who may have intellectual disabilities, developmental disabilities, and/or autism.

Maximum of ten students.

DEVELOPMENTAL PROGRAM

Full-time Special Education Program



The Developmental Program provides an intensive support program for students who have significant physical, intellectual or developmental disabilities. Students accessing the Developmental Program may also be medically fragile and/or require significant sensory support. The program also includes integrated community supports embedded within programming.

Maximum of six students.

DEAF/HARD OF HEARING PROGRAM Special Education Class with Partial Integration



The Deaf/Hard of Hearing Program provides intensive support for students whose primary concern is speech and language related to their hearing loss. The program provides instruction in Ontario Curriculum as well as receptive and expressive language, auditory management and self-advocacy. Total communication is the focus for the program. Necessary spoken and visual supports are provided to develop receptive and expressive language and access curriculum.

Class maximum of twelve students.

SCHOOL SUPPORT PROGRAM Special Education Class with Partial Integration



The School Support Program provides an opportunity for an intensive support placement for the development of core curriculum and executive functioning (learning skills) for students within/near their community school. The goal of the program is to foster independence and integration.

Elementary: Maximum of ten students

Secondary: Maximum of twelve students



TRANSITION TO WORK PROGRAM Self Contained Special Education Program



The Transition to Work Program is designed to bridge between school and successful adult living by providing experiences in various work environments. The goal of the program is to develop employability skills and foster independence to support students with special needs to become productive workers with a goal of leading to meaningful employment. Through this program placement, students with special education needs can learn, practice, and refine productivity skills and social skills that are essential to participating in meaningful employment, learning more about themselves and the world of work.

Maximum of twelve students.

GIFTED PROGRAM

The Gifted Program provides differentiated support for learners who are intellectually gifted. As a self-contained classroom program at the elementary level, the program provides students to learn with and from other students with similar or higher intellectual aptitude. Based on the Ontario Curriculum, the program paces in breadth and depth of the learners with a focus on creative and complex ways of thinking.

Elementary: Maximum of 25 students

Secondary: Access through individual course selection





The Durham DDSB core priorities are all reflected in Inclusive programming which promotes student growth and achievement. Student independence is fostered through a gradual release of responsibility model. This framework provides the and support needed to set a student on a path to their own level of independence. Independence allows for a growth of a student's voice which includes knowing who they are, what they want or need and making positive choices that affect their life.

A MODEL FOR SUCCESS FOR ALL STUDENTS

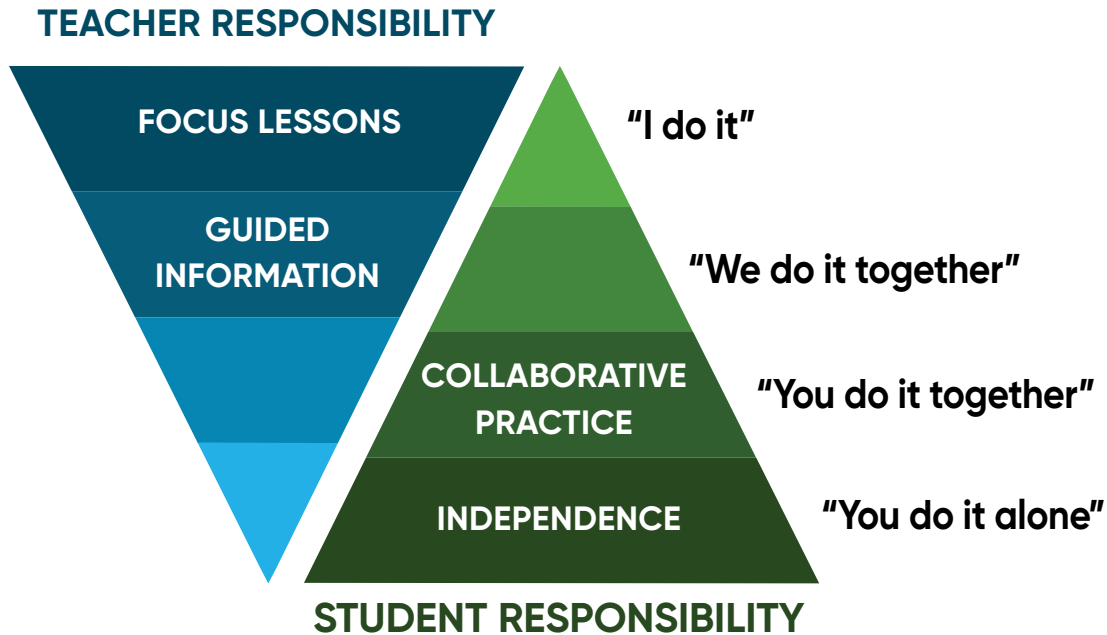


Image from the resource "Fostering Student Independence – An Educator's Guide" co-created by the Durham District School Board and partner boards.

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INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

INDIVIDUAL EDUCATION PLANS (IEPs) AND TRANSITION PLANNING

SECTION B – Standard 10

DRAFT

Standard 10: Individual Education Plans and Transition Planning

The purpose of the standard is to inform the Ministry and the public about the ways in which the board is complying with the Ministry requirement for the implementation of Individual Education Plans (IEPs).

Implementing the Ministry of Education's Standards for IEPs

As per Regulation 181/98, all students in the DDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP.

An IEP is a written plan describing the special education program and/or services required by an individual student to support equitable access to programming. An IEP is based on the student's strengths and needs as identified through appropriate assessments. The IEP identifies accommodations and/or modified expectations from the Ontario Curriculum and/or alternative expectations that comprise a student's program. An IEP also includes special education services needed to assist the student in achieving their learning goals. The IEP is a working document; revisions or updates are part of a cycle of continuous assessment and monitoring. Parent(s)/guardian(s) are consulted in the development of the IEP and are informed of any changes to the plan throughout the school year.

The implementation of the IEP is led and monitored by the principal in each school and appropriate Inclusive Student Services team members (district staff) who have access to IEPs to ensure consistency and accountability.

In addition, an IEP may be developed for a student who has not been formally identified as exceptional, but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes and requires the use of Special Equipment Amount (SEA) equipment but is not identified through IPRC. It is important to note that accommodations for students are part of inclusive programming and an IEP is not required to implement.

As per [PPM 156](#), a transition plan is provided for each student who is identified. The Transition Plan template is built into the IEP software to ensure it is completed each year for each student. Teams within the DDSB work collaboratively with the student (as appropriate), parent(s)/guardian(s), professional service staff involved with the student and relevant community agencies to develop and implement transition plans. The DDSB Transition Guide (Appendix D) provides school teams with guidance on transition planning. Additional resources have also been shared with Special Education Resource Teachers (SERT)s that are available from our SEAC partner organizations including Easter Seals and Autism Ontario.

Resolution of Disputes Related to the IEP

The collaborative process is key to successful programming for students; therefore, every effort is made to resolve differences through the joint efforts of parent(s)/guardian(s) and school staff. Differences of opinion around the content of the IEP are mediated at the school level. The Special Education Resource Teachers (SERT) and Special Education Instructional Facilitators are available to assist with this process should it be necessary. In the event of unresolved concerns, parent(s)/guardian(s) and school staff work with the System Lead and/or the Superintendent of Inclusive Student Services to address concerns.

Results of the Ministry of Education's IEP Review

No Ministry review was conducted in the 2022-2023 school year.

INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

**PROVINCIAL
DEMONSTRATION
SCHOOLS IN
ONTARIO**

SECTION B – Standard 11

Standard 11: Provincial Demonstration Schools in Ontario

The purpose of this standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deafblind, or who have severe learning disabilities, which may include attention deficit hyperactivity disorder (ADHD).

Provincial Schools and Demonstration Schools

Provincial Schools and Provincial Demonstration Schools are operated by the Ministry of Education and are accessed through an application process that is initiated collaboratively between parent(s)/guardian(s) and the student's school. Provincial and Demonstration Schools provide alternative education placement and educational supports for students who are deaf, blind, deafblind or who have severe learning disabilities. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Provincial Schools provide residential and day programs. Transportation to Provincial Schools for students is provided by school boards. Busing is provided and shared with the Durham Catholic District School Board. When necessary, an attendant will be provided, and this cost will also be shared between the Durham Catholic District School Board and Durham District School Board.

All students require an Identification Placement and Review (IPRC) meeting conducted at the child's local school board. Programs at provincial schools are tailored to the needs of the individual students and:

- are delivered by specially trained teachers
- follow the Ontario curriculum and alternative expectations as outlined in the Individual Education Plans (IEP)
- offer a full range of programs at both elementary and secondary level.

Additionally, Provincial Schools provide resource and outreach services. These programs include consultation, workshops, on-line learning and early intervention programs. A referral process is in place for deaf, blind or deafblind students to be seen by resource consultants.

Provincial Schools for The Blind and Deaf

W. Ross Macdonald School (English) is located in Brantford and Centre Jules-Léger (French) in Ottawa provide an alternative placement for blind, low vision and deafblind students. Programs at Provincial Schools are designed to help blind or low vision or deafblind students to develop independent learning, living skills and self-sufficiency.

W. Ross Macdonald also provides:

- a provincial resource centre for blind, low vision and deafblind students
- support to local school boards through consultation and the provision of special learning materials (eg. Braille materials, audiotapes, and larger print materials)
- direct support to pre-school deafblind children and their families.

Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students:

Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario), Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario), Robarts School for the Deaf in London (serving western Ontario), Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario). These schools provide alternative placement for deaf students from kindergarten through secondary. Programs provide opportunities to acquire and develop language, literacy, numeracy, and inquiry skills in American Sign Language (ASL) and English or French and:

- provide rich and supportive bilingual/bicultural education environments which facilitate learning and social development through American Sign Language (ASL) and English or French
- develop appreciation of various cultures including ASL culture.

Demonstration Schools for Students with Learning Disabilities

The Provincial Demonstration Schools provide programs for about 120 students with severe learning disabilities. There are four demonstration schools in Ontario. The language of instruction at the Amethyst (London), Sagonaska (Belleville) and Trillium (Milton) is English; at Centre Jules-Léger, instruction is in French. The length of stay at the Provincial Demonstration Schools is one year in a highly specialized and resourced special program. Since Provincial Demonstration Schools are to act as a resource to school boards rather than to function as a separate education system, every effort is made to help the student return to the school in their local community as soon as possible. Transition planning with the community school board is key to this process.

Statistics on the number of Durham District School Board students who are currently attending Provincial and Demonstration Schools:

Table 5 - Statistics on DDSB Students Currently Attending Provincial and Demonstration Schools

| | |
|--------------------|--|
| Sagonaska | 4 *At time of publishing, 2023/2024 program offer were in process and may, at outcome of decisions, change the number of students confirmed for September. |
| Trillium | 2 |
| Sir James Whitney | 3 |
| W. Ross MacDonald | 8 – 6 blind low vision, 2 deafblind |
| Centre Jules-Léger | 0 |

Provincial Demonstration Schools

Table 6 - List of Provincial Demonstration Schools and Contact Information

| | | |
|---|---|--|
| Amethyst School (Western and Northwestern areas of the province.) | 1090 Highbury Ave., London, Ontario N5Y 4V9 | Phone #: (519)453-4408 Fax #: (519)453-7943 |
| Sagonaska School (Eastern and Northeastern areas of the province.) | 350 Dundas St. W. Belleville, Ontario K8P 1B2 | Phone #: (613)967-2830 Fax #: (613)967-2482 |
| Trillium School (Central and Mid-northern areas of the province.) | 347 Ontario St. S. Milton, Ontario L9T | Phone #: (905)878-8428 Fax #: (905)878-7540 |
| Centre Jules-Léger (Central Jules-Léger provides French language programs and services for French-speaking students with severe learning disabilities across | 281 Avenue Lanark Ottawa, Ontario K1V 6A6 | Phone #: (613)761-9300 Fax #: (613)761-9301 ATS #: (613)761-9302 |

Provincial Schools

Table 7 - List of Provincial Schools and Contact Information

| | | |
|---|---|---|
| The Ernest C. Drury School for the Deaf (Serves central and northern Ontario.) | 255 Ontario St. S. Milton, Ontario L9T | Phone #: (905)878-2851 Fax #: (905)878-1354 |
| The Robarts School for the Deaf (Serves western Ontario.) | 1090 Highbury Ave., London, Ontario N5Y 4V9 | Phone #: (519)453-4400 Fax #: (519)453-7943 |
| The Sir James Whitney School for the Deaf (Serves eastern Ontario.) | 350 Dundas St. W. Belleville, Ontario K8P 1B2 | Phone #: (613)967-2823 Fax #: (613)967-2857 |
| W. Ross Macdonald School for the Blind (serves all of Ontario) | 350 Brant Avenue Brantford, | Phone #: (519)759-0730 Toll Free: 1-866-618-9092 |

INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

SPECIAL EDUCATION STAFF

Standard 12 – Special Education Staff

Standard 12: Special Education Staff

The purpose of the standard is to provide specific details on board staff to the Ministry and to the public.

Table 8 Special Education Staff

| Special Education Role | 22/23 | 23/24 | Staff Qualifications/Required |
|---|-------------|--------|---|
| Teachers of Exceptional Students | | | |
| Special Education Resource Teachers | 198.04 | 198.0 | Special Education Additional Qualifications |
| Special Education Class Teachers | 281.65 | 280.2 | Special Education Additional Qualifications |
| Classroom Support Staff | | | |
| Developmental Service Worker | 2.0 (Pilot) | 0.0 | College Requirement/DSW/PSW or Equivalent |
| Educational Assistants – EAI | 863.35 | 863.35 | Secondary School Diploma |
| Educational Assistants – EAll | 26.0 | 26.0 | College Certificate/CYW or Equivalent |
| Language Acquisition Support Worker | 1.0 | 1.0 | Lived experience within the Deaf community, Fluency in ASL/SLIC Level 4 |
| Inclusive Student Services Department | | | |
| Mental Health Leader | 1.0 | 1.0 | Masters of Social Work |
| Senior Manager and Clinical Lead Psychological Services | 1.0 | 1.0 | Doctorate of Psychology |
| Manager of Psychological Services | 0.0 | 1.0 | Doctorate of Psychology |
| Senior Manager and Clinical Lead Social Work and Attendance Services | 1.0 | 1.0 | Masters of Social Work |
| Senior Manager and Clinical Lead Speech Language and Hearing Services | 1.0 | 1.0 | Masters of Speech Language |
| System Leads – Inclusive Student Services | 2.0 | 2.0 | Special Education Specialist, PQP2 |
| Inclusive Technology Trainers (SEA) | 2.5 | 2.5 | Special Education Additional Qualifications |
| Interpreters | 8.0 | 8.0 | Completion of Accredited Interpreter Training |

| | | | |
|--|------|------|--|
| Intervenors | 10.0 | 10.0 | Completion of Accredited Intervenor Training |
| Itinerant Teachers – Hearing Resource | 7.0 | 7.0 | Special Education Additional Qualifications |
| Itinerant Teachers – Vision Resource | 5.0 | 5.0 | Special Education Additional Qualifications |
| Instructional Facilitators - Seconded Teachers | 14.5 | 14.5 | Special Education Additional Qualifications |
| Psychological Associates | 5.4 | 5.4 | Masters of Psychology, Licensed with CPO |
| Psychologists/Clinical Supervisors | 4.0 | 4.0 | Doctorate of Psychology, Licensed with CPO |
| Psychometrists (incl. BCBA's) | 22.8 | 23.8 | Masters of Psychology |
| Senior Social Worker | 1.0 | 1.0 | Masters of Social Work |
| Social Worker/Attendance Counsellors | 25.0 | 26.0 | Masters of Social Work |
| Speech Language Pathologists | 25.0 | 27.0 | Masters of Speech Language Pathology |
| Child and Youth Support Workers | 7.0 | 7.0 | College Certificate/CYW or Equivalent |
| Work Education & Transition Coordinators | 2.0 | 2.0 | Completion of related post-secondary program |
| Superintendent of Inclusive and Equitable Education – Inclusive Student Services, ECPP, Mental Health & Well-Being | 1.0 | 1.0 | Masters of Education, SOQP |
| ECPP Staffing | | | |
| ECPP Classroom Teachers | 51.0 | 50.0 | B.Ed, Inclusive Education or Special Education AQ preferred. |
| ECPP Administrators | 2.0 | 2.0 | PQP2 |
| Resource Staff - Contract | | | |
| Audiologist | 1.0 | 1.0 | Masters Degree - Audiology |
| Orientation and Mobility Personnel | 1.0 | 1.0 | Degree & Certificate in Orientation and Mobility |

Note: FTE for the 2023-2024 reflects staffing planning within the draft DDSB Budget for the school year; may be updated (and date of change noted) once budget passed and confirmed for the 2023-2024 school year by the Board of Trustees.

*Includes additional funding such as Student Support Funding supported positions

**PROFESSIONAL
(STAFF)
DEVELOPMENT**

SECTION B – Standard 13

DRAFT

Standard 13: Professional (Staff) Development

The purpose of the standard is to provide details of the board's professional development plans to the Ministry and to the public.

Foundations for Professional Learning at the DDSB

Meaningful interdepartmental and interdisciplinary collaboration that centres Indigenous rights, human rights, and equity in our planning and facilitating of professional learning are critical foundations to upholding our responsibilities to our students and community.

To address ableism, we need to uncover, name, challenge and disrupt biases, barriers, structures and practices that impede the achievement and well-being of our learners, especially those who are discriminated against and disadvantaged in and by our systems and structures. It is through an examination of our practices that we will ensure that we better serve all our learners and support our staff.

All professional learning will reinforce and support our individual and shared organizational duty bearer roles and responsibilities under the Human Rights Policy and procedures to:

- promote and protect human rights (including upholding the rights of the child and acting in the best interest of the child in ways that are not discriminatory and that prevent harm)
- identify, prevent and address human rights barriers and harm in schools/classrooms, curriculum, learning/training, operational and employment policies, procedures, processes, practices, workplaces, etc.
- respond to and address barriers and issues that rights holders experience, including accommodating human rights related needs
- learn about human rights principles and how they apply in day-to-day jobs
- address human rights issues and complaints and correct discrimination.

To support this work, professional learning will integrate and apply the principles and requirements of:

- the Indigenous Education Policy and procedures
- the Human Rights Policy, procedures, and accountability framework
- the Equity and Inclusive Education Policy, procedures, and related guidelines (e.g., Accommodating Creed in Schools, Supporting Trans Students in our Schools)
- Inclusive Design, Universal Design for Learning, accessibility and differentiated instruction, assessment and evaluation
- Positive School Climates
- Culturally Relevant and Responsive Pedagogy
- Compendium of Action for Black Student Success.

Inclusive design and Universal Design for Learning (UDL) are key foundations for learning. Professional learning takes place in a number of formats and with multiple entry points for staff. These include working alongside educators within classrooms through an applied practice coaching model, large group delivery of professional learning, and ongoing networked learning of professionals using the Critically Conscious Practitioner Inquiry (CPPI) model.

In addition, professional learning will also consider Student Census, School Climate and Workforce Census data to better understand and address barriers, disparities, and disproportionate experiences, opportunities and outcomes for students and staff.

The DDSB Inclusive Student Services Professional Learning Plan

Our commitment to students, families, and staff about belonging, having input, and feeling respected within our system has required us to ‘re-form’ our practices. As a system, we will continue to rely upon our critical consciousness to hold steadfast in our commitment to dismantle racist, ableist and other discriminatory practices and to consider the unique forms of ableism and discrimination, including intersectional discrimination, that students with special education strengths and needs experience.

A system-wide commitment to collaboration across teams will ensure that professional learning opportunities are:

- Developed and facilitated to centre our district commitments including the importance of human rights, anti-discrimination, anti-oppression, anti-ableism, intersectionality and equitable practices
- Build critical consciousness to support intentional focus on addressing barriers and discriminatory practices impacting student well-being and achievement.

With a focus on learning at all levels of the organization, the overall goal of the Inclusive Student Services professional learning plan is to support classroom educators, school leaders (Administrators and Special Education Resource Teachers), support staff, and Inclusive Student Services staff to provide them with the information, materials, and skills necessary to implement and support differentiated programming for students with special education strengths and needs. Student learning is the core of all programs within the DDSB. It is important that, as our students grow, so do the professionals supporting their programs and services.

The Inclusive Student Services leadership team is committed to supporting professional learning for all of our team members. Department staff have access to professional learning opportunities provided both within the DDSB and external to the board.

SEAC plays a role in providing input to the Inclusive Student Services' professional learning plan to ensure responsiveness to community and accountability to our commitments.

Professional learning, is essential in the delivery of clinical services and special education programs within an educational setting. To meet the needs of our students now and into the future, focus includes:

- Exploring the components of structured literacy to support classroom practices
- Centering student and family voice, to honour and affirm identity with a focus on relationship building
- Deepening our understanding of commitments such as United Nations Declarations of Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission of Canada's Calls to Action, and the DDSB's Indigenous Education Policy, Human Rights Policy and related procedures
- Enhancing awareness and understanding of ableism, neurodiversity, intersectionality, stigma, negative attitudes, stereotypes and assumptions related to various disabilities and the social model (versus medical and functional models) of disability, and how they operate in DDSB learning environments
- Deepening our understanding of Universal Design for Learning in order to ensure supports for students are culturally relevant and responsive.

DRAFT

EQUIPMENT

SECTION B – Standard 14

DRAFT

Standard 14: Equipment

The purpose of this standard is to inform the Ministry, board staff members and other professionals, and parents/caregivers about the provision of individualized equipment for some students with special education strengths and needs.

The Durham District School Board is committed to ensuring that students with special education strengths and needs have the personalized equipment necessary to access their educational programs. Student equipment needs are identified through the Inclusive Student Services school team or our School Based Rehabilitation Services partner GrandviewKids. Recommendations are received from board professional personnel and community professional practitioners. Professional assessments can come from:

- Psychologist
- Psychological Associate
- Optometrist/Ophthalmologist
- Occupational Therapist
- Physiotherapist
- Speech-Language Pathologist
- Specialist teachers of the blind, deaf or Deafblind
- Audiologist

There are two types of Special Equipment Amount (SEA) claims:

- SEA Per Pupil Amount (computer hardware, software and related equipment)
- SEA Claims-based Amounts (i.e., lifts, Braille, furniture, sensory equipment, etc.).

A SEA application is completed by the school for our School-based Rehabilitation Services clinicians and board clinical staff submit applications on behalf of the student. All SEA applications are uploaded into our central database with accompanying support documentation to be reviewed by the board's System Lead of Inclusive Student Services identified as the SEA Authorizer, for approval and processing. Trials for computer technology are conducted to illustrate a significant discrepancy between performance with and without such equipment. Sometimes, other equipment may be trialed by a clinician to determine if it meets student needs in advance of filing a SEA application.

The Ministry of Education allocates to school boards SEA revenue generated from the SEA per Pupil Amount and SEA Claims-based Amounts for expenses exceeding \$800. The board is responsible for SEA approved equipment costs equal to and less than \$800.

The DDSB outlines for staff the SEA Claim processes. Included in the documentation are:

- the process for submitting claims;
- the roles and responsibilities of individuals submitting claims;
- meeting the claim requirement;
- processing the order;
- care and safety of the equipment and
- ensuring equipment maintenance.

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INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

**ACCESSIBILITY OF
SCHOOL BUILDINGS**

SECTION B – Standard 15

DRAFT

Standard 15: Accessibility

The purpose of the standard is to provide details on the Ignite Accessibility, Multi-Year Accessibility Plan previously submitted to the Ministry.

The Durham District School Board (DDSB) commits to protect, uphold and promote human rights and to prevent discrimination and discriminatory barriers in all DDSB learning and working environments. Protecting, upholding and promoting human rights are necessary to meet the mandate of the DDSB and to create and foster a culture of care where students and employees can thrive and have a sense of safety, well-being, engagement and belonging. The DDSB is committed to the principles and practices of accessibility and inclusion to foster full community participation and integration and address ableism.

As a district, we are proud of partnerships with the Abilities Centre and participated in the Leading Equitable and Accessible Delivery (LEAD) Project. During the 2021-2022 school year, team members from across district departments and schools participated in an in-depth consultation sessions with the Abilities Centre. The LEAD report for Durham District School Board set the foundation for the [DDSB Multi-Year Accessibility Plan \(2022-2026\)](#) that informs our next steps for growing inclusion and accessibility. The Action Plan goes beyond school buildings and includes recommendations to enhance accessibility in key areas across the organization.

The Multi-Year Accessibility Plan, in addition to above, was developed in accordance with the Integrated Accessibility Standard, Ontario Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). The DDSB participated in the LEAD in December 2021. This facilitated self-assessment process supported the creation of our Accessibility Plan. The plan outlines the intentions of the Board to meet its obligations under the AODA and aligns with the Ontario Human Rights Code (“The Code”). The DDSB undertakes to continually improve accessibility and to provide equitable access for all in accordance with the AODA.

The DDSB is committed to meeting its procedural and substantive duty to accommodate under the Ontario Human Rights Code to the point of undue hardship to support students' right to meaningfully access education without discrimination. This includes collaboratively exploring accommodation options and providing appropriate individualized accommodations that respect dignity and maximize integration and participation.

Existing schools are renovated to improve accessibility during all renovation projects and as required to meet student needs for access. In the event that an existing facility cannot accommodate the needs of student(s), the DDSB is committed to providing alternate accommodations to meet student needs. New construction incorporates AODA requirements, principles of universal design and meets government accessibility standards. DDSB includes a number of features to promote accessibility such as: interior signage includes Braille, elevator access to upper levels, contrasting colour nosing strip at every stair tread, level entry at all entrances/exits, power door operators at front door and on universal washrooms, barrier free washrooms, barrier free drinking fountains and strobe fire alarm lights.

Inclusive Student Services works closely with other departments to meet the needs of individual students through implementations of accommodations and goals outlined in Individual Education Plans. Planning is also underway on learning and professional development to enhance awareness and understanding of ableism and accessibility barriers.

INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

TRANSPORTATION

SECTION B – Standard 16

DRAFT

Standard 16: Transportation

The purpose of this standard is to provide details of the board's transportation policies to the Ministry and to the public.

[Durham Student Transportation Services](#) (DSTS) is fully supportive of an integrated student transportation system for all students. As with all students, walking to school is the first option where it is safe and practical to do so. Students with special education strengths and needs may be transported on traditional buses and specialized transportation will be utilized in situations where, due to the nature of the exceptionality, accommodation needs or safety concerns that cannot be mitigated, appropriate alternative accessible transportation is required because the features of the vehicle are more suitable to the student's needs.

Transportation, where in place for students, is an extension of their day at school. Aligned with our commitment to foster independence for students, programming to increase independence within busing may be part of a student's learning program.

The DDSB document [Bus Behaviour and Discipline Guide](#) includes reference specific to supporting students with accommodation requirements.

Durham Student Transportation Services may make specialized transportation arrangements for students who have been approved by the Durham District School Board as:

- Having a documented approved physical, mental or emotional exceptionality that prevents them from safely getting to and from their designated school.
- Placement in a specialized program or contained classroom may qualify the student.

Students accessing programming through Education, Community Partnership Programs (ECP/PP/Grove School) may be entitled to transportation. Parent(s)/guardian(s) can connect with agency staff who will speak to Grove School administration.

Students attending Provincial Schools will be set up on transportation that is coordinated centrally in conjunction with the Ministry of Education. The Provincial school will be able to provide further details for students that are staying in residence.

The following safety procedures are in place:

- All school bus drivers must be provided First Aid Training and are trained as well on the proper use of an EpiPen.
- School buses are equipped with a two-way radio and contact with the Operator's main dispatcher is maintained at all times during scheduled runs. School Principals or a designate complete bus safety documentation to ensure school bus drivers and Durham Student Transportation Services are aware of students that require any special care or strategies for a safe school bus ride.

SEAC
SPECIAL EDUCATION
ADVISORY COMMITTEE

SECTION C

DRAFT

The Board's Special Education Advisory Committee

The purpose of this standard is to provide details of the operation of the board's Special Education Advisory Committee (SEAC) to the Ministry and to give members of the public information to which they are entitled.

In accordance with Education Act Regulation 464/97, every district school board shall establish a Special Education Advisory Committee (SEAC).

The DDSB Special Education Advisory Committee (SEAC) is committed to working in partnership with the staff and resources of the board to assure quality educational services for all students.

Meetings are held monthly from September to June SEAC meetings are available to the public through livestreaming currently accessed through the DDSB YouTube channel.

Meeting dates are published on the DDSB electronic calendar and promoted using DDSB social media accounts. Meetings usually occur on the third Thursday of the month.

The roles and responsibilities of SEAC are as follows:

- make recommendations to the board with respect to any matter affecting the establishment, development, and delivery of Special Education programs and services for exceptional students within the board
- participate in the board's annual review of its Special Education Plan
- participate in the development of the board's annual budget for Special Education
- review the financial statements of the board as they relate to Special Education

Information about SEAC is made available to families and the community in a number of ways. These include, but are not limited to: publication and annual update to the SEAC pamphlet, inclusion of SEAC in the Parent/Guardian Guide to Special Education, [SEAC webpage](#) on the DDSB website and through social media updates (Twitter). Information includes members' names, affiliation and how to make contact.

The [DDSB SEAC Handbook](#), provides further details about SEAC and guidelines for how the Committee works together.

The [DDSB SEAC Brochure](#) is included in this section for information regarding:

- names and affiliations of members
- meeting times, place, format
- nomination process
- members' contact information
- SEAC meeting overview

The Special Education Advisory Committee (SEAC) is using a parent/caregiver survey (May/June 2023) focused on communication and opportunities for actioned input into individualized programming for their child(ren), seeking information on strengths and opportunities for improvement. The intention for use of data is to inform SEAC 2023-2024 actions supporting family engagement (e.g., potential resource development for families) and consultation to the district on areas important for improvement.

What is SEAC?

Under Ontario's Education Act, every student is entitled to a program which meets their needs. In Durham, our Special Education Advisory Committee (SEAC) helps the Board protect the rights of students with special learning needs. SEAC provides information, advice and assistance to parents/guardians whose children may require additional support.

SEAC advises and makes recommendations to the Board concerning the establishment and development of special education programs and services.

Who Are Exceptional Students?

Exceptional Students are those whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that the student needs a specialized placement or support as identified by the Identification, Placement, and Review Committee (I.P.R.C.)

The mission of the Durham District School Board's Special Education program is to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential. Our on-going commitment is to provide the structures and support each student needs to foster their growth and development in programs which promote integration and independence as defined for each student based on their strengths and needs.



What happens at a SEAC Meeting?

SEAC meetings are a forum for SEAC members to provide advice and discussion of Board programs and support services for exceptional pupils.

Meetings follow a formal format including:

- Review of Minutes
- Presentations
- Current issues and initiatives in Special Education
- Committee Reports by members
- Board Reports: a) Trustees b) Staff
- Correspondence and questions

You are welcome to attend!

The Durham District School Board invites all parents/guardians and interested members of the public to attend Special Education Advisory Committee meetings.

The Committee meets at:

DDSB Education Centre

400 Taunton Road East, Whitby

6:30 p.m. (usually every 3rd Thursday of the month)



The committee is composed of member representatives from:

- Association for Bright Children (ABC)
- Autism Ontario – Durham Chapter
- Sawubona Africentric Circle of Support
- Durham District School Board (Trustees)
- Durham Down Syndrome Association
- Early Years Child Care Consortium Representative
- Easter Seals Ontario
- Learning Disabilities Association of Durham Region
- VOICE for Deaf and Hard of Hearing Children

Association for Bright Children (ABC)

This association helps parents advocate for their bright and gifted children. In co-operation with the Durham District School Board, ABC's Durham Chapter provides information and support to member and non-member parents.

Contact:

Eva Kyriakides (SEAC Chair)

bill.eva.k@rogers.com

abcontario.ca

Autism Ontario-Durham Chapter

Autism Ontario is dedicated to increasing public awareness about autism and the day-to-day issues faced by individuals with autism, their families, and the professionals with whom they interact. The association and its chapters share common goals of providing information and education, supporting research, and advocating for programs and services for the autism community.

Contact:

sensaRAneb Burrell

anactiveparent@hotmail.com

Autismontario.com

Sawubona Africentric Circle of Support

Established in 2020, the Sawubona Africentric Circle of Support supports Black caregivers of children and adults with disability, providing families with a safe place to network, build connections, problem-solve, share resources and to become less isolated. We believe that “it takes a village” to meet the needs of our families and our focus is to educate them on their rights and responsibilities, to enlighten them about the services available to them and to empower them to be strong advocates for their loved ones.

Contact:

Jenn McLaughlin

SawubonaACS.org

416-276-8291

Durham Down Syndrome Association

This is an organization of parents, professionals and others striving to improve the quality of life for those with Down Syndrome. While seeking to broaden public awareness, this association serves as a support to new families and as a resource to parents/guardians for information regarding facilities and programs available for persons with Down Syndrome.

Contact:

Tara Culley
SEAC@ddsa.ca
ddsa.ca

Early Years Child Care Consortium Representative

The DDSB Early Years Consortium brings together a group of early years and child services committed to the delivery of high quality programs that provide consistency and continuity for children as they transition between community and school, core day and extended day programs. The Early Years consortium exists to promote the healthy development, security and safety for all children and families through neighbourhood collaboration and service integration.

Contact:

Vera Mercier - Executive Director,
 SKD Bilingual Child Care
vera@skdgarderie.ca
EarlyYears@ddsb.ca

Easter Seals Ontario

Easter Seals Ontario provides programs and services to children and youth with physical disabilities across Ontario to help them achieve greater independence, accessibility and integration.

Contact:

Hanah Nguyen
seac.easterseals@gmail.com
easterseals.org

Learning Disabilities Association of Durham Region

The Learning Disabilities Association Durham Region's mission is to advocate, support and educate the Durham community about learning disabilities and to enable persons with learning disabilities to reach their full potential.

To achieve this we provide:

- Monthly Speaker Series for all
- Resource Facilitation for all
- Advocacy Support for members
- Public Awareness Activities

Contact:

Rowin Jarvis
rowin@ldadr.on.ca
ldadr.on.ca



VOICE for Deaf and Hard of Hearing Children

VOICE for Deaf and Hard of Hearing Children is committed to:

- Advocating on behalf of deaf and hard of hearing children and their families.
- Supporting deaf and hard of hearing children and their families through providing access to information, education, mentoring, and self-advocacy skills training.
- Educating the general public that deaf and hard of hearing children can learn to listen and speak.

Contact:

Kathy Kedey

mokedey@hotmail.com

voicefordeafkids.com

Members at Large:

Morgann Cameron

morganncameron@hotmail.com

Elizabeth Daniel:

jason_liz@sympatico.ca

Durham District School Board:

905-666-5500

Toll Free: 1-800-265-2968

ddsb.ca

Kelly Miller, Trustee: 905-706-3817

Deb Oldfield, Trustee: 905-391-0764

If you would like more information on the Special Education Advisory Committee or Special Education Services in Durham, please call your local school.



**COORDINATION OF
SERVICES WITH OTHER
MINISTRIES**

SECTION D

DRAFT

Coordination of Services with Other Ministries: Education and Community Partnership Programs (ECP)

The purpose of the standard is to provide the Ministry and the public with details of the board's strategies to ensure smooth transitions for students with special education strengths and needs who are entering or leaving a school.

The responsibility for ensuring successful admission or transfer of students from one program to another is collaboratively shared by all staff involved with the student at school and board levels with input from parent(s)/guardian(s).

Education and Community Partnership Programs

Education and Community Partnership Programs are an integrated part of Ontario's education system. Education and Community Partnership Programs (ECP) provide critical support to meet the needs of children and youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services and facilitate transitions to future educational success.

ECPs are voluntary collaborative partnerships between Ontario district school boards and government-approved facilities such as children's mental health agencies, hospitals or youth detention centres. District school boards provide the educational component ("Education Program") while facilities provide the care and/or treatment or rehabilitation ("ECP Services"). Children and youth in these programs may have:

- one or more exceptionalities and represent the highest needs with the exceptionalities
- physical or mental health needs requiring them to be hospitalized
- be in conflict with the law or at risk of being in conflict with the law
- possible or diagnosed mental health or psychiatric needs
- severe emotional and behavioural needs and/or
- addictions

Resource: [Ministry of Education - Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECP\)](#)

Education and Community Partnership Programs in the Durham District School Board (DDSB)

Under the school title of Grove School, the DDSB has been a committed lead educational partner for Education Community Partnership Programs (formerly Care, Treatment, Custody and Corrections, programs).

Grove School provides a school name and structure for DDSB teachers to provide education programs from Kindergarten to Grade 12 for clients of government approved Education and Community Partnership Programs within Durham Region. Grove School programs are based on a collaborative model with community agencies and facilities. Grove has many voluntary collaborative partnerships with children's mental health agencies, hospitals or youth detention centres, which incorporate all aspects of agency and community support, establish clear educational and behavioural goals, and maintain effective classroom time providing treatment or rehabilitation and academic support. Classes are located across Durham Region either on site at a DDSB school or in a separate, segregated location. All ECP classes enable students to

attend school with the support and treatment offered by an agency or facility. ECPPs are only for children and youth who cannot attend schools because of their primary need for care, treatment and/or rehabilitation services.

Grove school currently, in collaboration with thirteen agency partners, supports fifty individual classroom programs within twenty-seven sites across the Durham Region. Grove School is among the largest education commitments to the ECPP model provincially.

To receive admission into an ECPP Program, the student is first referred to an agency by:

1. a parent/guardian
2. the courts
3. child welfare
4. a medical professional
5. the school
6. DDSB Professional Support Services

The student must be accepted and become a full-time resident or client of the facility's residential and/or Day Treatment program. Once the referral has been accepted by the agency or facility, their staff complete a Grove School registration form. The client/student is placed on the Grove School register and admitted to the classroom.

A student who is registered in a school hosting an ECPP Program may access the agency or facility classroom on a 'reverse' basis. The host school Principal must make the referral and the agency must approve the placement based upon suitability factors. Accessing the ECPP Program in this manner does not require a change in student registration and the student remains on the host school's register.

DDSB community partnership agreements include requirements for the partner organization to uphold the Human Rights Code, in alignment with the principals of the DDSB Human Rights Code and Responsibilities of all staff as duty bearers.

Supporting Transitions from Education and Community Partnership Programs

Effective planning is especially important for children and youth transitioning out of Education Programs. Effective transition planning support improves the continuity of education and programs and services for children and youth. Gradual integration and reintegration, where appropriate, is an element of the transition planning (e.g. phased integration back to the community day school). Transition plans should be developed by multidisciplinary teams to support a seamless transition out of the ECPP.

The appropriate assessment should occur upon exit from the Education Program to confirm or inform the transition plan for the child or youth. The teacher or designate at the next school setting should have access to information about the child or youth's education and accommodation needs (where applicable) and, as appropriate, attend a multi-disciplinary transition planning meeting.

Complete student records, including achievement of elementary curriculum expectations, secondary credits earned and documentation regarding work completed toward secondary credits, will be inserted into the OSR for the child or youth upon exiting an Education Program. The transition plan should be stored in the OSR folder.

The child or youth is supported by the Education Program staff during the transition period into the appropriate school or post-secondary setting through informal liaison, if possible and appropriate. Until this transition period is completed, the child or youth should remain on the register of the Education Program. If circumstances change and the child or youth should be impacted negatively by the move into program during the transition period, the child or youth may return to the Education Program. The Ministry of Education will not concurrently fund the same student on two registers.

The agency or facility initiates the child or youth's exit from an ECP program. Generally, there are three ways a student ceases to be in an Education Program:

1. A negotiable and planned move when the student is deemed ready to move on to a community school setting
2. A non-negotiable, unplanned move (e.g. court ordered)
3. An unplanned move (e.g. the student or parent/guardian unilaterally decides to leave the agency or facility treatment program).

INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

**SUBMISSION and
AVAILABILITY of PLAN**

SECTION E

DRAFT

2023-24 Special Education Plan Checklist Please
submit to your regional office by July 31, 2023

Table 9 Ministry Provided Checklist

| | | |
|---|---|---|
| District School Board/School Authority: DURHAM DISTRICT SCHOOL BOARD | | |
| Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i> | Report on the provision of Special Education Programs and Services | Amendments to the 2023-24 Special Education Plan |
| Special Education Programs and Services | | |
| Model for Special Education | X | X |
| Identification, Placement, and Review Committee (IPRC) Process | X | X |
| Special Education Placements Provided by the Board | X | |
| Individual Education Plans (IEP) | X | |
| Special Education Staff | X | X |
| Specialized Equipment | X | |
| Transportation for Students with Special education strengths | X | X |
| Transition Planning | X | |
| | | |
| Roles and Responsibilities | X | X |
| Categories and Definitions of Exceptionalities | X | |
| Provincial and Demonstration Schools in Ontario | X | X |
| | | |
| The Board's Consultation Process | X | X |
| The Special Education Advisory Committee (SEAC) | X | X |
| Early Identification Procedures and Intervention Strategies | X | X |
| Educational and Other Assessments | X | X |
| Coordination of Services with Other Ministries or Agencies | X | X |
| Specialized Health Support Services in School Settings | X | X |
| Staff Development | X | |
| Accessibility (AODA) | X | X |
| Parent Guide to Special Education | X | X |
| <i>Where programs and services have not been provided as outlined in the 2022-23 Special Education Plan, please provide a description of the variance:</i> | | |

| Additional Information: | |
|---|---|
| Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website. | x |
| Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement. | x |

| Document: | Format: | Please indicate the URL of the document on your website (if applicable) |
|---|--|--|
| Special Education Plan | <input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file <input checked="" type="checkbox"/> Paper Copy | Inclusive Student Services-Special Education Plan |
| Parent Guide to Special Education | <input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file | Guide to Special Education IPRC-Process |
| Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) | <input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file | Partnership Agreements |

| | |
|---|---|
| Name of the Director of Education <hr style="width: 30%; margin-left: 0;"/> | |
| Signature of the Director of Education <hr style="width: 30%; margin-left: 0;"/> | Date <hr style="width: 20%; margin-left: 0;"/> |

Additional Information – Appendices List

Appendix A – DDSB Mental Health and Well-Being Action Plan 83
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Appendix D – DDSB Transition Guide 101
Appendix E – The DDSB Report Card/IEP Connection Guide..... 122
Appendix F – Glossary of Terms.....127

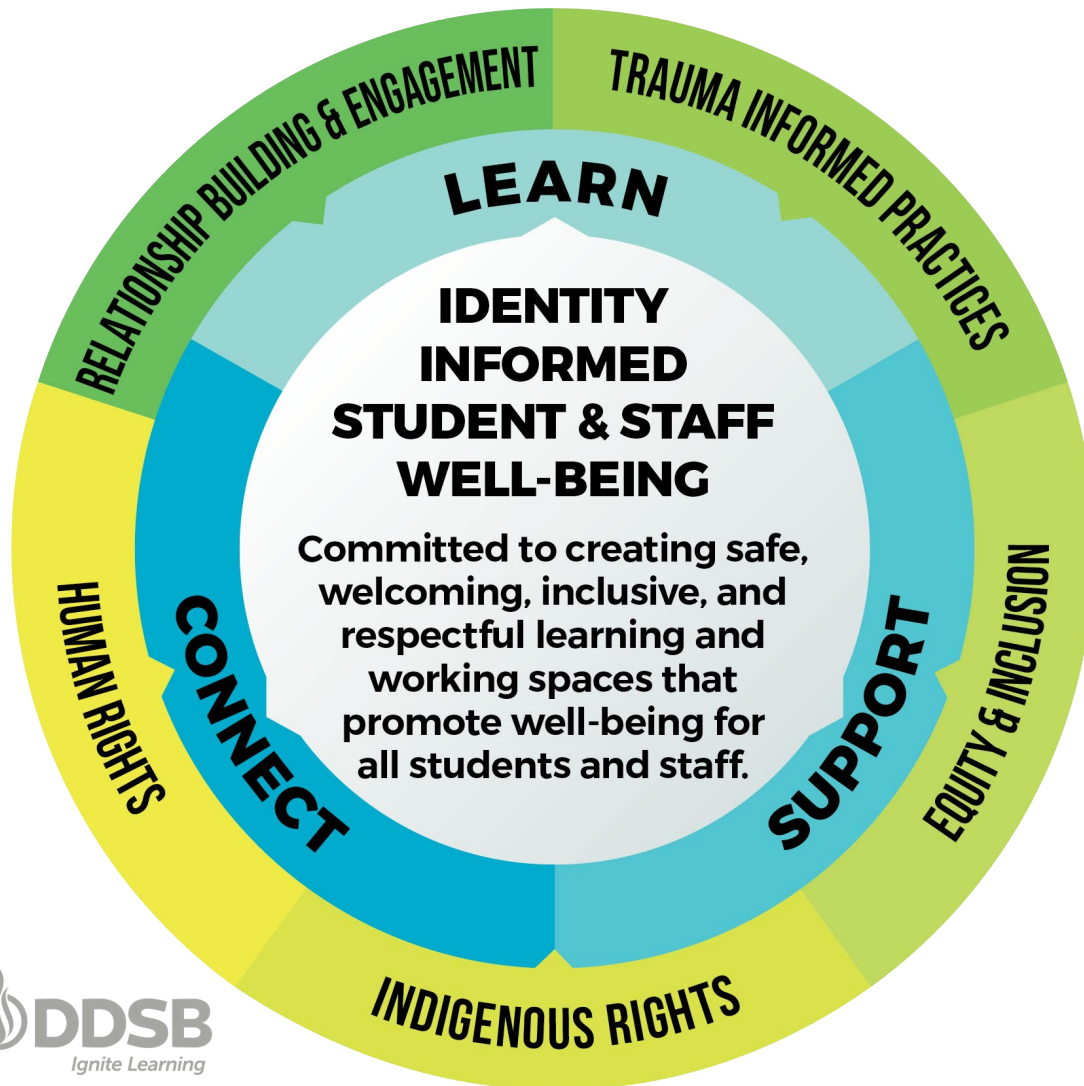
Additional Information Available Online Through the DDSB Website

Protocol for Partnerships with External Agencies, refer to link below:

[Protocol for Collaboration Agreement with External Agencies](#)

Learn**Support****Connect**

We believe it is important to **learn** how we can support the everyday mental health and well-being of students and staff. We commit to provide for our students and staff inclusive, identity affirming, and culturally relevant **supports** as needed. We strive to **connect** all students and staff to, from, and through the pathways for those supports.

**LEARN TO UNDERSTAND**

1. Mental health literacy
2. Everyday conditions that support mental health and well-being

SUPPORT TO STRENGTHEN

1. Focused staff skills building for student support
2. Mental health supports and services

CONNECT TO PATHWAYS

1. Strong pathways to, from and through mental health supports

WELL-BEING
EVERYONE
EVERY DAY

**Mental Health
and Well-Being**

Action Plan 2022-2025

AFFIRM



**DO YOU IDENTIFY AS 2SLGBTQIA+?
ARE YOU BETWEEN 13 AND 18 YEARS OLD AND IN GRADE 9-12?**



Facilitated by members of DDSB Social Work and Psychological Services Teams, Project **AFFIRM** offers 8 sessions of evidence-based coping skills training for 2SLGBTQIA+ and questioning youth across Ontario.

WHAT DO YOU GET?

- Evidence based coping skills training
- An opportunity to meet other 2SLGBTQIA+ youth

WHO CAN JOIN?

Anyone **13-18** and in grade 9-12 who identifies as lesbian, gay, bisexual, pansexual, two-spirit, trans, non-binary, queer and/or questioning their sexual orientation or gender.

**OFFERING 8 SESSIONS
BEGINNING THE WEEK OF
APRIL 4, 2023**



For more information and to register please visit
forms.ddsb.ca/ISS-Support-Groups/AFFIRM

AFFIRM GOALS

Why participate?

- **DECREASE UNHELPFUL THOUGHTS**
- **IMPROVE WELL-BEING**
- **GAIN SKILLS**
- **UNDERSTAND STRESS**
- **FEEL BETTER ABOUT SELVES AND LIVES**
- **FOSTER HOPE!**



Parent/Guardian Guide to Special Education IPRC



Last Updated February 2023

The Purpose of this Guide

Thank you for the opportunity to partner with you in program and pathway planning for your child. Families and caregivers are central to the planning for students, and are valued partners.

Most essential is the ongoing partnership with parents/guardians. Your voice is important. Please reach out to our team for support. We are here in service of students and families.

This guide has been created to provide you with information about the process we follow in the Durham District School Board for consideration and decision making regarding identification as an exceptional student and program placement.

It is important that parents/guardians understand each of the steps in this process as we strongly believe that your voice is key when decisions are made about your child's program.

If parents/guardians have questions after reading this guide, we encourage you to contact your child's school for additional assistance.

Key contacts at your school:

- Classroom Teacher
- Special Education Resource Teacher
- Principal/Vice-Principal
- Inclusive Student Services team

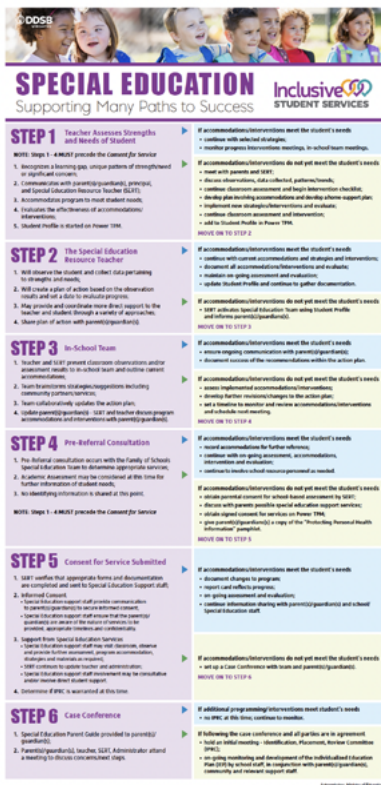
SERVING OUR STUDENTS

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

The DDSB 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.

In partnership with parents/guardians, the DDSB considers the student's individual learning strengths and needs.

The DDSB provides a range of differentiated placements, programs, supports and individualized accommodation to maximize engagement, participation, integration and independence, enable meaningful access to education, and support student success.



Supporting Many Paths to Success can be found online within the [Special Education Plan](#).

Supporting Many Paths to Success

On-going assessment of your child's strengths and needs is an important part of supporting your child. The *Supporting Many Paths to Success* resource outlines the steps that school teams will take to assess, accommodate, provide specialized supports, and monitor the progress of your child as we learn more about these strengths and needs to best support them. Classroom teachers provide important information to both family and school team staff to determine next steps. Assessment as, of, and for learning comes in a variety of forms. All information can provide important support for next steps.

Should initial accommodations or supports not sufficiently meet your child's needs, the Special Education Resource Teacher will be activated for more comprehensive supports. In partnership with families, additional assessment and information will be gathered through observation, daily tasks, formal assessment tools, and conversations to further the understanding of the strengths and needs of your child. This information will guide additional accommodations and individualized planning.

A referral to additional Inclusive Student Services team members may be activated, with parent/guardian informed consent, to provide support, strategies, additional assessment, and recommendations for your child. A care conference may be arranged to bring together school, family and community supports to share any assessment data or new information and to discuss next steps.

In some situations where a student's needs are complex and/or medical information outlines the need, the steps towards ICRP may be moved along more quickly to meet your child's needs, including supporting programming modification or support through alternative curriculum.

What is an IPRC?

An Identification, Placement and Review Committee (IPRC) is a committee of the Durham District School Board which undertakes a formal process that is mandated under Regulation 181 of the Education Act for students who require additional supports to be successful in meeting curriculum expectations.

An IPRC is composed of at least three DDSB staff members, one of whom must be a Principal/Vice-Principal or a System Lead of the Board.

Parents/guardians are key players in any decisions that are made regarding your child; you are highly encouraged to attend and participate in the meeting as your input is valued.

The IPRC Committee

The team will strive to ensure that you are an integral part of the planning process. Your input is valuable within the decision making process.

During the IPRC meeting, the committee will:

- decide whether or not your child should be identified as an exceptional student as per Ministry of Education criteria;
- identify the areas of your child's exceptionality according to the categories and definitions of exceptionality provided by the Ministry of Education;
- after considering the options available, the committee will also decide an appropriate placement for your child based on individual needs and strengths;
- review the identification and placement at least once in each school year.

Accommodation is an ongoing process involving adjusting services, programs and practices to remove barriers and better respond to or address individual Human Rights Code related needs. Program planning may include assessment by school board or community based, clinicians and the results are shared at school team meetings (or care conferences) with the parent/guardians. If appropriate, then an IPRC may be requested.

An IPRC Committee has three main goals:

1. to identify each student who needs special education supports and services;
2. decision on program placement (regular class or specific special education program type) that will meet learner's needs; and
3. annually, to formally review how a program is meeting student needs and leveraging their strengths.

Exceptional Pupil and the Program According to the Education Act

An exceptional pupil is “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training.

A special education program is an educational program that is based on and modified by the results of continuous assessment and evaluation; and includes a plan called an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

<http://www.edu.gov.on.ca/eng/parents/speced.html>

Most of our students with special education strengths and needs are in regular class placements.

Before the IPRC

If a program is not yet meeting a student's needs, school staff will communicate concerns, in-class assessments, planning and strategies to parents/guardians on a regular basis. The teacher may request support from the school team comprised of the Special Education Resource Teacher (SERT) and school administrator(s) for programming ideas.

If a program continues to not yet meet the student's need, the school team will host a Case/Care Conference which is an informal, problem-solving team meeting where all those who have been working to support your child meet with parents/guardians (and your child as appropriate), to determine further in school supports and strategies, the need for outside supports, and whether the student would benefit from a formal identification. A summary of all information will be presented which may include:

- information you choose to share as parent/guardian
- assessment results conducted by school staff
- assessments completed by other professionals that you have provided informed consent to be involved with your child
- strengths and needs of the student; decided in collaboration with you and based on assessment data
- potential programming options

If identification is being considered, the team can describe what placement options are available to meet your child's needs. Most of our students with special education strengths and needs are in regular class placements with indirect support. For some, a more intensive, smaller staff to student ratio program is recommended. A list of these programs can be found at [DDSB Inclusive Student Services](#)

Options may also include provincial or demonstration schools run by the Ministry of Education and Training.

Requesting an IPRC

You, as a parent/guardian, have the right to request an IPRC. The request must be written and sent to your child's school principal. The principal shall organize the IPRC and inform you in writing of the process and timelines.

The school team may request an IPRC based on their assessment(s) of your child's progress. The principal will inform you in writing.

Within 15 calendar days of receiving your request, the principal must provide you with a copy of the Parent/Guardian Guide.

At least 10 days before the IPRC will be held, the principal or chair will provide you with a written notice of when the IPRC shall meet

(location, date and time). If the date is not convenient you may request an alternate date or time and the principal or chair will try and accommodate your request.

If you do not want to or are unable to attend then the principal will forward to you a copy of the IPRC form. Your voice is important even if you are unable to attend. Please offer any information for consideration to your school team in advance of the IPRC. The IPRC form will include a written statement of the decision of identification and the recommendations of placement after considering the options available.

The Parent/Guardian Importance

Parent(s)/guardian(s) are an essential part of the IPRC and an equal participant in the discussion that will lead to making a decision for your child. We encourage you to become as involved and informed as possible. As a result, we highly encourage you to attend the IPRC if able. If you need language interpretation services or supports or other accommodation to participate in the meeting, please ask your child's principal to arrange for what you need. Services are also available for parents with vision or hearing impairments, and arrangements will be made to accommodate other accessibility concerns that you may have.

If your child is 16 years or older they may attend the IPRC meeting. Children under age 16 may attend with parent/guardian permission. Given the sensitive nature of some of the information presented, you may want to talk in advance with your child and your school principal about how they might be involved in the meeting.

Prior to the IPRC, your input regarding strengths and needs will be sought.

Parents/guardians should be offered an opportunity to review the student's strengths and needs as well as updates, including any current assessment data prior to the meeting.

During the IPRC

Students and Parents/Guardians in the IPRC

Parents/guardians and students 16 years of age or older are invited to attend the IPRC and are important contributors to the discussion. Staff who have come to know and work with your child will attend an IPRC. An interpreter to assist the parents/guardians (where appropriate) can be arranged by the referring school principal.

An advocate, if invited by the parents/guardians may also be in attendance to provide support or speak on behalf of students and families. We request that the school team be notified in advance so that meeting room arrangements and any accommodations can be made for participants.

IPRC Committee

There will be three designated staff from the Durham District School Board. These will include at least one Superintendent and/or Principal/Vice-Principal. It may include the System Lead for Inclusive Student Services, or other System Leads from the central office. Others might include:

- Special Education Resource Teacher (SERT), or Head of Special Education from the school
- The classroom teacher and/or other teachers from the school
- Facilitators from the area or central team
- Professional support staff – speech and language pathologists, or psychological services
- specialized resource teachers for hearing or vision

Ministry of Education Categories of Exceptionalities

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

What happens at the IPRC Meeting?

The Chair begins the meeting by welcoming all attendees and initiating introductions. The purpose and goals of the IPRC meeting are reviewed and participants, including the parents/guardians, are invited to provide information to assist the committee in understanding the student's progress, strengths and needs.

A regular classroom placement (mainstream placement) should be considered as the first and most inclusive option. Before recommending a placement in a special education class (small class placement) the IPRC must decide whether this placement will meet your child's needs.

At the IPRC, the chairperson will ask that a summary of strengths and needs be presented to the committee. Parents/guardians will have been offered an opportunity to review this information prior to the meeting.

The IPRC will review all available information about your child. The members will:

- consider an educational assessment of your child;
- consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
- interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
- consider any information that you share about your child or that your child shares (if they are 16 years of age or older).

The committee may discuss any proposal that has been made about a special education program or special education services for your child. Committee members will discuss any such proposal at your request or at the request of your child, (if the child is 16 years of age or older).

Parents/guardians will be invited to ask questions and to join in the discussion.

A placement decision will usually be made immediately. In addition, an identification and placement decision will be formalized. The chairperson will explain it carefully.

Parents/guardians will be invited to ask questions and to join in the discussion.

What decisions can be made by the IPRC?

Parents/guardians will be given a written record of the recommendations of the committee.

The committee:

- Describes and provides a statement of the student's strengths and needs
- Determines whether your child is "exceptional", and if so, designates the area of exceptionality as defined by the Ministry of Education and DDSB criteria. A student may be identified with more than one exceptionality
- Determines placement options based on your child's needs and strengths (where the IPRC has identified your child as exceptional)
- Determines the appropriate level of support for the student, based on the placement: and one of five placement options defined by the Ministry of Education
- States the reason for the recommendation if the committee has decided that the student placement is a Special Education Class
- Discusses and makes additional written recommendations of specific programs or services deemed by the committee to be important for understanding and meeting the needs of the student
- The IPRC may also consider referring the student to a provincial committee for consideration of eligibility for admission to one of the Provincial Schools for blind, deaf or deaf-blind students, or to one of the Provincial Demonstration Schools for students with severe learning disabilities

Five Placement Options as Defined by the Ministry of Education

- 1 A regular class with indirect support** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- 2 A regular class with resource assistance** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- 3 A regular class with withdrawal assistance** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- 4 A special education class with partial integration** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- 5 A full-time special education class** where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

If You Agree with the IPRC Decision

If you agree, then you will be asked to indicate by signing the IPRC form that you agree with the designation of the exceptionality and the placement. You may take the form home to consider or you may sign the form at the conclusion of the IPRC. You have a maximum of 30 working days to finalize with parent/guardian signature.

The appropriate staff will then notify the school that you agree with the decision and that an IEP will be developed within 30 school days of formal placement within the recommended program.

If you disagree with either the identification or the placement, you have 2 options available to you:

If You Disagree with the IPRC Decision

1. Within 15 calendar days of receiving the decision, request in writing an additional meeting to re-evaluate the decision of the IPRC. The principal must hold the meeting as soon as possible. Any new or additional information related to the previous decisions can be shared at this time. Following the meeting, the Chair of the IPRC must advise the parent/guardian of any changes to the decision of the IPRC.

If after the second meeting to re-evaluate the IPRC decision you still disagree, then you have 15 calendar days to appeal the decision in writing.

2. Within 30 calendar days of receiving the **initial** IPRC decision, the parent/guardian may appeal the decision in writing (*outlined later in this guide*).

If you do not agree with the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

If the parent/guardian disagrees with the decision reached at the Annual Review of Placement, the parent/guardian may appeal in the same way as described for the original IPRC.

You may appeal the IPRC decision in writing.

Address your appeal to:

Superintendent of
Inclusive Student Services,
Durham District School Board,
400 Taunton Road East,
Whitby, ON, L1R 2K6

Following the IPRC

What is an Individual Education Plan (IEP)?

An IEP will be developed for the student, inclusive of an opportunity for your input and your child's, and will include:

- A statement of the student's strengths and needs;
- Specific education expectations;
- An outline of the special education program and services that will be provided;
- A statement about the methods by which your child's progress will be reviewed; and
- A transition plan to assist with changes to a student's experience at school as part of their school life (such as the transition between grades or schools).

The IEP may also include:

- A safety plan for students whose behaviour poses a risk of injury to themselves and/or others;
- Medical plan for students who may experience an emergency as the result of a medical condition as outlined by a physician to describe the necessary interventions required (e.g., seizures, choking, etc.);
- Emergency plan for students who require specialized assistance in the event of a school emergency (e.g., fire drill, lockdown, etc.).

The IEP must be completed within 30 school days after your child has been formally placed in the program by an IPRC, and the principal must ensure that you receive a copy of it. Every student in the fall will receive an updated IEP within 30 working days of the start of school. Your input into this initial draft is important. The IEP is a working document that will be updated for every reporting period, or as student needs and program strategies change. Parents/caregivers are encouraged to continue to provide feedback as part of the ongoing development and implementation of the IEP.

The Ministry of Education requires that every student who has been identified by an IPRC as exceptional must have an individual education plan (IEP). The IEP is developed by the school with opportunity for consultation with parents/guardians, the school team and may include input from the central board staff.

Annual IPRC Review

Your child's special education needs must be reviewed at least once a year at an annual review of placement. You will be notified of this in writing.

What happens in the IPRC appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons, one of whom is selected by you, the parent/guardian, who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 calendar days after the chair has been selected (unless parent/guardian and the board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You the parent/guardian, and your child, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting's conclusion. It may:
 - *agree with the IPRC and recommend that the decision be implemented; or*
 - *disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.*
- The appeal board will report its recommendations in writing to you and to the school board, providing the reasons for its recommendations.
- Within 30 calendar days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation and may choose to go to the Special Education Tribunal).
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.

Provincial and Demonstration Schools

The Ministry of Education and Training operates provincial and demonstration schools throughout Ontario for students who are deaf, blind, deaf-blind and severely learning-disabled, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

Demonstration schools for English-speaking students with ADHD and severe learning-disabilities:

Sagonaska School

350 Dundas Street West
Belleville, ON K8P 1B2
T: (613) 967-2830

Amethyst School

1515 Cheapside Street
London, ON N5V 3N9
T: (519) 453-4400

Trillium School

347 Ontario Street South
Milton, ON L9T 3X9
T: (905) 878-8428

Schools for the deaf:

Ernest C. Drury School

255 Ontario Street South
Milton, ON L9T 2M5
T: (905) 878-7195
TTY: (905) 878-7195

Robarts School

1515 Cheapside Street
London, ON N5V 3N9
Telephone and TTY:
(519) 453-4400

Sir James Whitney School

350 Dundas Street West
Belleville, ON K8P 1B2
Telephone and TTY:
(613) 967-2823

Schools for the deaf/blind:

W. Ross MacDonald School

350 Brant Avenue
Brantford, ON N3T 3J9
T: (519) 759-0730

Where can parents/guardians obtain additional information?

Additional information can be obtained from:

School Based Team Members

- Special Education Resource Teacher
- School Administrators

Inclusive Student Services Team Members

- Instructional Facilitator/
Inclusive Student Services
The Durham District School Board
(905) 666-5500 or 1-800-265-3968
or TTY: (905) 666-6943
- System Lead–Inclusive Student Services
The Durham District School Board
(905) 666-6354 or 1-800-265-3968
or TTY: (905) 666-6943

Special Education Advisory Committee

- Members of The Special Education Advisory Committee (*see right*)
c/o The Superintendent of Equitable and Inclusive Education/Inclusive Student Services
The Durham District School Board
(905) 666-6371 or 1-800-265-3968
Ext. 6371 & TTY (905) 666-6943
- Local associations that further the interests of exceptional persons

Special Education Advisory Committee

School boards are required to establish a Special Education Advisory Committee which includes representatives from local parent associations and trustees.

These representatives serve as advocates for children and parents, and the associations have useful parent resources.

[SEAC Brochure](#)

Association for Bright Children (ABC) abcontario.ca

Autism Ontario - Durham Region Chapter
autismontario.com/region/central-east

Durham Down Syndrome Association ddsa.ca

Easter Seals Ontario easterseals.org

Learning Disabilities Association of Durham Region
ldadr.on.ca

Sawubona Circle of Support sawubonaacs.org

VOICE for Deaf and Hard of Hearing Children
voicefordeafkids.com

Members At Large

Morgan Cameron morgancameron@hotmail.com

Elizabeth Daniel Jason_liz@sympatico.ca

DDSB Trustees

Kelly Miller kelly.miller@ddsb.ca

Deb Oldfield oldfield@ddsb.ca

Helpful Information for Parents/Guardians

Principal:

NAME

PHONE

Special Education Resource Teacher (SERT):

NAME

PHONE

Family of Schools or Central Team Members:

NAME

PHONE

NAME

PHONE

NAME

PHONE

NAME

PHONE

Dates to Remember:





Transition Planning for Students with Special Education Strengths and Needs

Flexible approaches, consultation with families/caregivers to consider students' individual identities, needs and circumstances that impact transitions, need to be considered in focusing scope and implementing transition strategies and supports for individual students. Collaboration and ongoing communication are essential to exploring options and determining workable strategies.

Our shared commitment is to keep students at the centre of special education programming and service planning including transition supports. Collaboration with families and caregivers is foundational to decision making to individualize the planning for each student.

This resource tool has been designed to support schools with transition planning. Focus is on the macro transitions that students may be moving through whether that be, for example, entry to school, program changes or secondary to adult pathways.

Examples of Key Transitions for Students:

- Entry to School
- School to School
- Class to Class
- Grade to Grade
- Changes in School Support
- School to/from Community Program
- Elementary to Secondary
- Secondary to Post-Secondary
- School to Community Service
- School to Work
- Program Placement Change

Why Transition Planning is Important

A transition is defined as a process of change that requires attention and flexibility and may create vulnerability and worry. From our youngest students to our most senior staff, we are challenged as we navigate this particular transition together, and collaboration is essential.

Transitions include layers of planning including well-being and mental health considerations, leveraging strengths, bolstering strategies and supports in areas of anticipated challenge.

Supporting Transitions for Students

[Supporting Transitions for Students with Special Education Needs](#)

(Ministry PPM 156)

This memorandum sets out the requirements for district school boards with respect to transition planning for students with special education needs, from Kindergarten to Grade 12.

Key points in PPM 156:

- Transitions occur both within the micro (within the day) and at significant key times such as entry to school, grades, programs, schools as well as elementary to secondary, secondary to post-secondary and through annual reviews which change student program placement.
- Principals are responsible for ensuring that transition plans are developed, implemented and maintained.
- Transition plans must be developed for all students who have an IEP, whether they are formally identified or not; Transition Plans are a part of the IEP itself.
- Transition plans must be developed in consultation with the parent(s)/caregiver(s), student (as appropriate), post-secondary institutions (where appropriate), and relevant community agencies or partners (as necessary).
- Transition plans will identify specific goals, support needs, actions to achieve the goals, roles, responsibilities and timelines.
- Ontario Regulation 181/98 states that for exceptional students who are age 14 years or over and who are not identified solely as gifted, the student's IEP must include a transition plan for transition from school to work, further education, and/or community living.
- For children and youth accessing support through Education Community Partnership Programs (ECPPs) provide programming which centres on treatment needs with educational wrap around. District staff and partner agency staff will work together in creating transition plans when entering in and moving from programs. In the Durham District School Board (DDSB), ECPPs are supported through Grove School. Transition Planning to/from Grove School Programs is specifically noted later in this document.

Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) – PPM140

Memorandum PPM 140 provides a framework for school boards to incorporate the use of Applied Behaviour Analysis (ABA) into board practices, and instructional programming, for our students with Autism Spectrum Disorders (ASD).

Key points in PPM 140:

- Ensures the implementation of effective, evidence-based educational practices, to meet the individual needs of students with ASD.
- Intended to strengthen the collaborative relationships between students, families, schools and community partners.
- Requirements include:
 1. School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods.
 2. School boards must plan for the transition between various activities and settings involving students with ASD.
- Incorporating the principles of ABA into transition planning for our students with ASD will help to ensure a thorough assessment of student needs (via data collection and analysis), proactive planning measures, skill building for the student, reinforcement contingencies, fidelity of programming across staff supporting our students, monitoring of programming, and generalization of program to new settings/people, in order to facilitate a thoughtful transition process.

Although this particular memorandum highlights the effectiveness of implementing the principles of ABA within our practices for students with ASD, it should be noted the generalization of these strategies to students throughout the board (identified or non-identified students), has also been embedded throughout our educational practices.

Educator Support Guide to Transition Planning:

The [Educator Support Guide for Transition Planning](#), a Ministry of Education – Learning for All K-12 initiative, is a transition brochure developed by the Barrie Region Boards to assist educators in writing and implementing meaningful transition plans for students from Kindergarten to Graduation who have an IEP. Please refer to brochure on page 6.

A Note About Integrated Transition Planning for Students with Intellectual and/or Developmental Disabilities

The Ministries of Children and Youth Services, Community and Social Services, and the Ministry of Education have created the memorandum entitled, “Integrated Transition Planning for Young People with Developmental Disabilities” (D.O.D January 28, 2013). The goal of this memorandum is to provide

school boards with protocols that would lead to the development of a single integrated transition plan for every young student with a developmental disability.

As highlighted within this document, integrated transition planning for youth with developmental disabilities includes collaboration between the student and their families, service providers, and school boards. The common goal of this collaborative team is to ensure for a smooth transition to work, further education, participation in life activities, and/or community living, based on the individual student, their strengths/needs, and their own personal transition goals. Our Transition Coordinator team can be activated to provide support to students and families.

Mental Health and Well-Being

The pandemic continues to have a major impact on all students and their respective families, especially students who were vulnerable and/or at risk prior to the pandemic, i.e., students with special needs associated with specific medical and/or psychological conditions, including educational limitations, as well as those with individual/family mental health needs. The impact of this pandemic may have resulted in an elevated stress response in one or more individuals in the family. The mental health of students will be influenced by both pre-pandemic stressors as well as the stressful period of dealing with the variety of issues/hardships associated with the pandemic.

Working in collaboration with parents/caregivers, school teams and community partners, it is necessary to identify students with a heightened level of anxiety and/or possible signs of traumatic response. These students and their families may need support from the school and other systems (medical, mental health, etc.) to cope adequately during any transition period. Many of these students already may have been flagged for attention based on their prior academic histories and developmental trajectories. However, additional students may require supports on numerous levels. Support may be required on a short-term basis or for a prolonged period, depending on factors associated with the individual student, their family, community, and supports available to them.

Working in collaboration with school teams and Inclusive Student Services, it may be helpful to operationally define the level of support for student needs to be responsive to the tiered level of support required. Examples of tiered responses to student needs are noted on the next page. This framework can help school teams differentiate between individual student setting events and risk factors. It also allows school teams to continue to be attuned to the key features of our students who are struggling.

The capacity of students to cope adequately with the transition back to school is influenced by individual and family-based factors as affected by the pandemic and other experiences and their associated changes in routines, economic status, access to supports and personal vulnerabilities. It will also be influenced by factors associated with the staff and the organization of the school that intends to welcome the student back to school. The student's ability to adjust during the transition period needs to be viewed within a larger context, including the system of the school and the community, and the extent to which all these systems have been negatively impacted by the pandemic and other stressors over a prolonged period of time.

Transition Team PLANNING OPTIONS

| | | |
|--|--|---|
| GOAL 1 To identify strategies required to support the transition for students with an IEP. | Transitions Entry to School | Possible Actions - Consider development of IEP and Safety Plan • Arrange visit to current setting (day-care, home, etc) • Arrange visit to classroom/school • Prepare visuals to assist with the transition: school photo book or video, map of the school • Classroom/school scan of learning materials, resources and space |
| | Transitions School to School | Possible Actions - Arrange receiving school/class visits • Arrange transfer of OSR with updated IEP, and transition plan • All About Me/IPP plans transferred to new school • Contact representatives from outside agencies who are to be involved with student (e.g. CCAC) • Communicate with receiving school staff and parents/guardians regarding transition issues and/or supports (i.e. School information, transportation, timetable, equipment) |
| | Transitions Class to Class | Possible Actions - Create a daily schedule to prepare moving from class to class • Prompt (visual, verbal) 5 minutes prior to the end of class • Create a checklist to gather materials required for each class • Provide a transitional object (e.g. fidget toy, familiar object) as a source of comfort • Provide opportunity to practice route from class to class • Provide opportunity to practice routine for entering each class and parents/guardians regarding transition issues and/or supports (i.e. School information, transportation, timetable, equipment) |
| GOAL 2 To develop a transition plan in collaboration with a student's transition team. | Transitions Class to Class | Possible Actions - Identify strategies that are successful and share them with new staff • Have receiving staff observe student and meet the student to review programming needs • Arrange a visit for the student prior to school starting |
| | Transitions Changes in School Support | Possible Actions - Introduce student to new staff in the classroom • Provide social script • Work through routines as indicated in individual schedule (visual, electronic) • Conduct specific training for new staff (e.g. lifting, toileting, augmentative communication devices, assistive technology) • Facilitate any job mentoring/shadowing experiences for school staff • Inform parents of change in personnel |
| | Transitions Elementary to Secondary | Possible Actions - Identify and document strategies that are successful and share with new staff • Gather information about the receiving school's environment while considering the student's programming needs • Have receiving team observe student and programming in elementary school • Organize student visit to receiving environment |
| | Transitions Secondary to Post Secondary | Possible Actions - Ensure that student is an active participant with knowledge of their learning needs • Update assessment information as appropriate • Assess student's ability to self-advocate and provide opportunities to practice skills if needed • Ongoing guidance and special education support re: goal setting and career planning, scholarship availability for students with IEP, and the college/university/trade application process • Investigate available financial supports (e.g. Bursaries, scholarships, OSAP etc.) • Guidance and Special Education staff to provide information about all university and college transition programs |
| GOAL 3 To implement strategies and determine next steps. | Transitions School to Community | Possible Actions - Explore student interests, skills, abilities, needs and appropriate self-advocacy skills • Review OSR and determine if appropriate documentation of disability is in place to ensure student/family meets criteria for appropriate community supports • Connect parent/guardian with local associations (e.g. Community Living, DSO. etc) • Invite the agency Case Manager to transition meeting • Identify transition community partners from outside the school that would help the family and student |
| | Transitions School to Work | Possible Actions - Complete Individual Pathway Plan (IPP) • Complete job readiness skills (application form, apply for Social Insurance Card, resume) • Practice responses to job interview questions • Provide opportunities for simulated employment skills (e.g. apply to jobs online) • Pursue summer/part-time employment in area of strength and interest • Participate in workplace experiences • Explore possible career choices |

COMMON ACTIONS

- Establish transition team to support the planning. It will include parents/guardians, school staff, the student (where appropriate) and can also include school board staff, health care workers, community workers and others who support the student
- Arrange special transportation as required
- Arrange transfer of equipment
- Provide new staff with a contact list and/or appropriate resources
- Arrange for peer supports and student awareness activities
- Gather information regarding student's strengths and interests using OSR
- Incorporate self advocacy into the student's IEP
- Ensure that the student's voice in the All About Me Portfolio/Individual Pathway Plan (IPP) is incorporated into the transition planning process
- Educate student and staff about the student's strengths and needs and the use of accommodations, assistive technology and learning strategies that are applicable for his/her learning
- Determine resources/professional training opportunities that may be required for staff
- Organize materials to support student in transition (social scripts, visuals, photos, equipment transfer)
- The transition plan must be stored in the OSR
- Inform parents/guardians of any significant changes that will impact the transition plan
- A transition plan is required for all students with an IEP, however, there may be times where the transition plan may indicate that no action is required at this time

Examples of Mental Health and Well-Being Tiered Systems of Support:

Tier 1 Supports: Irrespective of age or grade level, students may require support for return to school because of the increased level of change and stress experienced over the COVID period, with possible associated hardships facing their families. For example: a Grade One student who is leaving home after five months of not being at school in person and is experiencing some separation anxiety and/or worries about the parent's health; a Grade Nine student who experiences a heightened level of anxiety of facing a new school and new friends, in the context of parents losing their jobs due to COVID-19. These students will need a supportive team of staff at the school who are working collaboratively with them (and parents/caregivers) to help them adjust to being back at school. Psychological Services and/or Social Work may not be required at this stage of the student's transition back to school.

Tier 2 Supports: Students may require support for the return to school because of the increased stress level experienced over the COVID period with associated hardships facing the whole family, combined with pre-existent concerns about their functioning. For example: a student who is formally identified and supported with an IEP before the pandemic because of a history of academic and behavioural difficulties; upon return, worries are exacerbated regarding failing grades and other stress points, e.g., family transitions. This student may need Psychological Services and/or Social Work at the DDSB and possibly services in the community.

Tier 3/Tier 4 Supports: Students may require support for the return to school because of the increased stress level experienced over the COVID period with associated hardships facing the whole family, but who have historically displayed a range of mental health symptoms and corresponding behaviours. They may have had ongoing family-based stressors which have led to the involvement of professional assistance (legal, medical, mental health) and/or community-based support. This student needs coordinated services from Psychological Services and Social Work support at the DDSB, and community and/or medical support, possibly even crisis intervention.

Every DDSB school has a mental health team with staff from Psychological Services and Social Work. This [video](#) was created to provide students with information about connecting with their school's mental health team.

Transition Planning Key Considerations

- Determining all parties to be involved in the transition planning (e.g., student, family/caregivers, community partners, school staff, Inclusive Student Services team member(s)).
- Identifying team leads at sending school and receiving school (use checklist in SERT OneNote binder for guidance).

- Ensuring student involvement in the transition process, when appropriate.
- SEA equipment transfers.
- A limited video tour may be used to introduce students to a program space or school setting. School teams are advised to follow Positive School Climate guidelines when creating and sharing school-based videos. For example, recording only specific areas of the school and ensuring consideration for privacy/confidentiality of students.
 - Descriptive video needed for students who are Blind/Low Vision.
 - Closed Captioning for students who are Deaf/Hard of Hearing.
- Introduction videos of staff:
 - Audio strategies for students who are Blind/Low Vision.
 - Closed Captioning for students who are Deaf/Hard of Hearing.
- Personal Protective Equipment (PPE) requirements.
- Determining the most appropriate transition plan for individual students (e.g., starting with half days and increasing to full days, based on ongoing assessment of transition plan).
- Priming our students ahead of time for the transition that will occur, explore possible mental health concerns.
- For students with very specific, structured programming, ensuring that staff at the receiving school are trained to implement to the same programming, and behavioural responses, for purposes of consistency, and safety.
- Ensuring the physical space accommodates student needs (e.g., wheelchair accessible for students with mobility difficulties; creating a space in the classroom for students with self-regulation needs, etc.).

Specific to Students with Prevalent Medical Conditions Requiring Accommodation

- Plans of care utilizing the advisement of public health and the family/student's medical team must be developed.
- Consider routines around disinfecting classroom, equipment, etc.
- Consideration of additional PPE that may be required for staff and students, based on public health recommendations.
- Consider policy around partnerships with community partners such as Occupational Therapists, Physiotherapists and/or Nursing support who may be supporting at school (e.g., with Developmental Programs).

School Teams may Consider Strategies such as:

Transition (e)Binders

Transition (e)binders are a comprehensive tool outlining all the relevant, and specific information about the student, and their programming at school. The sending school/teacher often creates an (e)binder for the receiving school/teacher, as a resource to prepare for the student transitioning between the two environments, ensuring continuity and consistency of programming and routines. Different platforms in which these can be created include a OneNote binder, google docs and shared via google drive, etc.

Suggested considerations to include in a transition (e)binder are (if applicable for the student):

- Introduction to the student (e.g., current information).
- Parent/Caregiver Survey (Strategies for Teaching based on Autism (STAR) has a great resource).
- Daily living skills (e.g., eating, road safety/awareness, personal hygiene).
- Reinforcement Preferences (e.g., reinforcing items) and thorough description of reinforcement systems (e.g., “Student utilizes a token economy system. They work for 5 marbles and can cash in for...”).
- Challenging behaviour (e.g., operational definition, antecedents/triggers, consequences, etc.).
- Behaviour Escalation Continuum (and reference to Behaviour Safety Plan, if applicable).
- Identified replacement behaviours/skill building opportunities.
- Required Personal Protective Equipment (PPE) for staff supporting students.
- Required Specialized Equipment Allocation (SEA) for both technology and other equipment.
- Visual Schedule – including photos when possible and examples.
- Work System – including photos when possible and examples.
- Routine for transitions (e.g., “Provide a verbal countdown when transitioning between activities in the classroom...”).
- Additional spaces the student may access (e.g., teacher table, calming corner, etc.).
- Programming (e.g., academic levels, reference to IEP, if applicable).
- Self-Regulation and/or Social Skill Curriculum tools.
- Daily School Entry & Exit Routine.
- Copies of any data collection which the school may use.
- Occupational Therapy (OT)/Physiotherapy (PT) recommendations.

Tip: When possible, it is also suggested that school teams include photographs or samples of what these structures look like (e.g., a picture of the students work station, token board, etc.) specific to the individual student.

Transition Books/Videos for Students

Transition books are a key transition tool for students who have a variety of transition needs (e.g. ASD, anxiety, mobility considerations, etc.). Transition books for students should be a key communication piece. Their use cannot be stressed enough as a key transition tool at any time, to reduce anxiety and allow students to know what to expect in their new setting, whether that be within the same school building or if they are changing schools.

What to include in a transition book for students:

- Images of the outside of the school building, including yard/playground.
- Tactile maps for students who are visually impaired.
- Their entry door.
- Office.
- Library.
- Gym.
- Calming spaces.
- Location of washrooms the student is likely to use most frequently.
- Non-structured spaces (e.g. alternate spaces at recess).
- Relevant staff members (admin, SERTs, teachers, EAs, custodian, office staff).
- Classroom (may include door of classroom, student's hook/locker area, layout of the room, individual work spaces, etc.).

Considerations for format of transition books for students:

- Digital Book (Google Slides).
- Video: Closed Captioning for students who are Deaf/Hard of Hearing and/or Descriptive Video for students who are blind/visually impaired.
- Hard Copy book(s) can be sent to students (following public health guidelines).
- Braille and audio versions needed for students who are blind/visually impaired.
- Transportation Planning (for example “Taking the Bus” social story).
- Images of the outside of the school building, including yard/playground.
- Tactile maps for students who are visually impaired.

Planning for Specific Transitions - Entry to School

First time school registration from home - students with accommodation needs

School Transition to Kindergarten (Great Beginnings) websites, videos, personal contacts from classroom educators to students (emails, phone calls, postcards); Linking to teams such as Speech Language or Social Work when appropriate (as they usually attend Great Beginnings events). Ensure all activities are inclusive and accessible to all students and families.

- Educator awareness of students with special and specific needs (e.g. vision, hearing, communication, physical, emotional, medical diagnoses).
- How much information can be gathered ahead of time, Inclusive Student Services (ISS) team members can help reach out to families before and get as much of an understanding as possible, kids likes, strengths, skills (help make environment more welcoming).
- Virtual greetings from Administrators, Special Education Resource Teachers (SERTs), Inclusive Student Services (ISS) team. Social media can be leveraged in many ways.
- Parent/caregiver survey re: questions/concerns.
- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.
- Discussion with the Canadian National Institute for the Blind (CNIB) Daily Living Specialist, DDSB Orientation & Mobility Specialist and family (practicing skills) prior to entry regarding summer/home and community skills training.

- Set up loaner sound field system in class for students who are Deaf or Hard of Hearing and leave unplugged, train teaching staff on use.
- Connect with Inclusive Student Services (ISS) teams to support the steps for anxious, overwhelmed students/families.

Considerations for Students with Special Education Strengths and Needs Transitioning from Community Supports

Transition from Campbell Children's School – GrandviewKids

- Educator awareness of student's specific needs, including specialized equipment.
- Conversations with staff from Campbell Children's School and families regarding student-specific needs and learning style (e.g. medical, Speech Language Pathologists (SLP)/Occupational Therapists (OTs)/ Physiotherapists (PTs), Vision and Hearing assessment and reports).
- Conversation with families regarding their concerns and goals for their child at school.
- Consideration of student specific needs (e.g. communication, physical, hearing etc.) during the Welcome Message. Including the supports needed by these students in the message.
- Ensure Campbell's Children's School families are aware of Great Beginnings virtual events/resources at their receiving school.
- Discuss transportation needs for individual students who may have mobility needs.
- Ensure communication between SLPs/OTs/PTs/Vision Resource Team (VRT)/Hearing Resource Team (HRT) for students with those supports through Campbell's Children's School.
- Ensure a list of SEA equipment is included/discussed. OT/PT can submit SEA recommendations as part of pre-registration to support urgent health and safety needs.
- Kindergarten communication of learning and IEPs have been shared with receiving schools.

Transition from Infant and Child Development Program – Durham Health Department

- Conversations with Infant and Child Development staff who are currently supporting these children and families regarding student-specific needs and learning style, include ISS teams for mental health support.
- Conversation with families regarding their concerns and goals for their child at school.

- Educator awareness of student's specific needs, including possible equipment.
- Conversations with staff and families regarding student-specific needs and learning style (e.g. medical, SLP/ OT/PT, Vision and Hearing assessment and reports). SEA recommendations can be submitted as part of pre-registration for urgent health and safety needs.
- Consideration of student specific needs (e.g. communication, physical, hearing etc.) during the Welcome Message. Including the supports needed by these students in the message.
- Ensure families are aware of Transition to Kindergarten virtual events/resources at their receiving school.
- Discuss transportation needs for individual students who may have mobility needs.
- Ensure communication between SLPs/OTs/PTs/VRT/HRT for students with those supports.

Transition from Infant Hearing Program (IHP)

- Conversations with IHP staff who are currently supporting these children and families regarding student-specific needs and learning style.
- Conversation with families regarding their concerns and goals for their child at school.
- Educator awareness of student's specific needs and hearing equipment.
- School training on interpreter use (where applicable) and FM equipment.

Entry to School

First Time School Registration from home - Students with Accommodation Needs

Without community access to school buildings:

- Conversations with previous educators regarding student's needs and learning style, Inclusive Student Services (ISS) supports involved with student.
- Personal connection with family and student (e.g. phone call, email, letter/postcard to student).
- Transition and introduction video about new school, teacher, classroom, administrative staff, etc:
 - Descriptive video needed for students who are Blind/Low Vision.
 - Closed captioning needed for students who are Deaf/Hard of Hearing.
- For students who have Autism Spectrum Disorder (ASD) and/or other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Community route to and from school trained by the Orientation and Mobility Specialist.

- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.
- Students who are Deaf/Hard of Hearing (DHH) equipment moved to new classroom and left unplugged, teacher trained on use.
- Inclusive Student Services (ISS) teams to support students/families mental health and well-being.

To/From Provincial Demonstration Schools

- Many of the initial transition steps for students who are a candidate for provincial demonstration schools are completed before March Break.
- As this point, the second transition meeting for students returning to the DDSB has been postponed or cancelled.
- School teams can reach out directly to the provincial school teacher to obtain transitional information (i.e. current instructional levels).
- Interviews for admission and transition from Provincial Demonstration Schools (e.g. Sagonaska, Trillium and Amethyst) will be or have been held virtually.
- Students and families should know in the first couple of weeks in June whether they are offered a placement at the provincial school for the next school year.
- Once placement is offered, transition planning next steps are determined between the family and the demonstration school.
- If a student is returning from a provincial school, follow transition procedures for students who are transitioning within the DDSB. Subsequent virtual transition meetings may occur between the sending provincial school and the receiving DDSB school.
- A school visit should be considered for students returning to a new DDSB school from a provincial demonstration school.

Between School Boards

- A school visit should be planned for any student moving schools as an opportunity to build connections and address worries.
- Transition and introduction video/resources developed and shared about new school, teacher, classroom, administrative staff, etc.
- Students who have ASD and other social communication challenges – ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces.
- ISS team available to make early connections, explore mental health concerns, provide information if new to the area.

Class to Class/Grade to Grade

- Students who are Deaf/Hard of Hearing (DHH) –FM equipment moved to new classroom and left unplugged, teacher trained on use.
- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.
- SEA equipment moved to new classroom, if still appropriate for use.
- Transition and introduction video/resources about new school, teacher, classroom, administrative staff, etc., developed and shared.
- Students who have ASD and other social communication challenges – ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Use of transition e-binder for in-school transitions as well – ensure communication of strengths and needs and programming recommendations between sending and receiving teacher takes place.
- Inclusive Student Services (ISS) teams able to reach out ahead of time to make connections, explore any mental health concerns.
- Consider hosting a visit to the new classroom with the new teacher if schools are open before September.

Elementary to Secondary – Grade Eight to Grade Nine Transitions

Without community access to school buildings:

- Priming our students ahead of time with video/other information about how secondary experience is different than elementary (e.g., routines, schedules, work completion, exams).
- Encourage student/family/caregiver to drive/walk around the school, explore school website.
- Multiple opportunities for grade 8 visits/tours transition activities to secondary schools.
- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.
- Buddy student with an older student to share their high school experience and respond to questions appropriate for peer response.

- Community route to and from school trained by the Orientation and Mobility Specialist.
- Meet/greet with key staff including Guidance and Administration.
- SEA equipment moved to new school and set up, if still appropriate for use.
- Students who are DHH - FM equipment moved to Academic Resource (AR)/Learning Hub or semester classrooms and left unplugged, teachers trained on use.
- Consult with Social Work and Psychological Services to support/manage stress and anxiety in students and families, provide information regarding getting back to routines, expectations.
- Considerations about what Grade 9 day will look like, ensure student/family/caregivers have a key contact with as questions arise.

Program Placement Changes

From Regular Class Placement to Special Education Placement

Conversations (transition meetings) with previous educators student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.

- Personal connection with family/caregivers and student (e.g. phone call, email, letter/postcard to student).
- Transition and introduction video/resources created about new school, teacher, classroom, administrative staff, etc.
 - Descriptive video needed for students who are Blind/Low Vision.
 - Closed captioning needed for students who are Deaf/Hard of Hearing.
- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Community route to and from school trained by the Orientation and Mobility Specialist.
- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

From Special Education Placement to Regular Classroom Placement

- Conversations with previous educators student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.
- Personal connection with family/caregivers and student (e.g. phone call, email, letter/postcard to student) is strongly recommended.

- Transition and introduction video/resources created and shared about new school, teacher, classroom, administrative staff, etc.
 - Descriptive video needed for students who are Blind/Low Vision.
 - Closed captioning needed for students who are Deaf/Hard of Hearing.
- Students who have ASD and other social communication challenges - ensure language is clear, specific, simple sentences and not too fast; video presentations use visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Community route to and from school trained by the Orientation and Mobility Specialist.
- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

To/From Community Program - Including Grove School (Education Community Partnership Programs - ECPP)

- Ensure consents have been attained for the communication of information between community agencies and DDSB staff.
- Consent for intake should be completed for students coming from a community program to allow ISS staff to support the transition.
- Ensure all relevant team members are informed and involved in the transition planning (e.g. Grove teacher, community agency staff, psychological services staff, etc.)
- Conversations with previous educators student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.
- Personal connection with family and student (e.g. phone call, email, letter/postcard to student).
- Transition and introduction video/resources created and shared about new school, teacher, classroom, administrative staff, etc.,
 - Descriptive video needed for students who are Blind/Low Vision
 - Closed captioning needed for students who are Deaf/Hard of Hearing.
- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Students who are blind/visually impaired require a school yard/entry door/classroom visit with no other students prior to beginning, for orientation and safety purposes.
- Community route to and from school trained by the Orientation and Mobility Specialist.

Secondary to Post-Secondary

- Students who are blind/visually impaired require a campus/entry door/classroom visit with no other students prior to beginning, for orientation and safety purposes.
- Community route to and from school trained by the Orientation and Mobility Specialist.

School to Community

For students transitioning to community based programs, school teams are encouraged to communicate with student, family and community program team on a regular basis regarding transition supports and strategies well before the transition period occurs. The Transition Coordinator team can provide support.

School to Work-In Preparation for Potential On-Site Work Education Next Year

- Students who are blind/visually impaired require a worksite yard and entry door visit with limited people around prior to beginning, for orientation and safety purposes.
- Community route to and from worksite trained by the Orientation and Mobility Specialist.
- Students who are accessing work education experiences typically take public transit to/from the work site; public transportation will need to be reviewed and rehearsed with support prior to independently taking public transportation. (transit training)

Additional Resources for Educators

The following links are provided to support educators. This list is not exhaustive in considerations but is meant to highlight the tremendous resources available to support considerations and planning.

1. Supporting Transition Planning

- Supporting Transition Planning for Students with Autism

2. Supporting Transitions to Adulthood for Individuals with Autism – Autism Ontario

autismontario.com/programs-services/under-18/family-supports/transition-adulthood

3. Transitions to Post Secondary Pathways for Students with Autism – EDUGAINS

edugains.ca/resourcesSpecEd/SchoolLeader/ASD/TransitiontoPostsecondaryPathwaysforStudentswithASD_TranslatingResearchintoPractice.pdf

- Supporting Transition Planning for Students with Developmental Disabilities

4. Canadian Hearing Society – Transitions

chs.ca/transition-planning

5. VOICE for Deaf and Hard of Hearing Children – Educator Resources

voicefordeafkids.com/

- Supporting Transition Planning for Students with Learning Disabilities

6. Supporting Transitions for Students with Special Needs (Ministry PPM 156)

http://www.edugains.ca/resourcesSpecEd/PLF/IEP/PPM156_PPTwithNotes.pdf

7. Educator Support Guide for Transition Planning

cse.google.com/cse?cx=008635593979376682327%3Afklzszccxei&q=educator%20support%20guide&oq=educator%20support%20guide&gs_l=partner-generic.3...8097.13833.0.14223.0.0.0.0.0.0.0.0.0.0.csems%2Cnr%3D10...0....1.34.partner-generic..0.0.0

Video Resources

8. **LD@school webinar, Transition Planning and Pathways for Students Transitioning to Post-Secondary**
ldatschool.ca/transition-planning/
9. **LDAO Transition Planning Resource Guide for Students with Learning Disabilities**
access.resources.ldao.ca/main/documents/TransitionPlanningResourceGuide4.pdf
10. **Resource Guide for Students with Disabilities: Transition to Post-Secondary Education**
transitionresourceguide.ca/
11. **Post-Secondary Transition Planning for Students with LDs written by Cindy Perras**
ldatschool.ca/post-secondary-transition-planning/
12. **Transition Planning and Pathways for Students Transitioning to Post-Secondary: The Importance of Planning with the End in Mind presented by Ryan Machete**
ldatschool.ca/transition-planning/
13. **How Grade 8 students at Sagonaska Demonstration School created self-advocacy pamphlets to support their transition to Grade 9**
ldatschool.ca/our-self-advocacy-pamphlet-journey/
14. **Creating Pathways to Success which supports career/transition planning from K - Grade 12**
edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf
15. **Student with LDs Success Story**
ldatschool.ca/success-story-danya/
 - Supporting Transition Planning for Students with Physical Disabilities

16. Easter Seals Ontario - Transitions

services.easterseals.org/family-information-resources/transition-planning/

17. Connect with your Mental Health Team

ddsb.ca/en/family-and-community-support/resources/Videos/Connect-with-your-Mental-Health-Team-video.mp4?wmode=transparent#DDSBWellBeing

THE REPORT CARD-IEP CONNECTION ²²⁸

A guide to making the link between the Report Card and the Individualized Education Plan (IEP)

DDSB is committed to human rights and equity and to providing learning environments that are welcoming, safe, respectful, inclusive, equitable, accessible and free from discrimination.

Understanding the IEP-Report Card Connection:

When term progress is reported for your child, both the IEP and report card contain valuable information.

The IEP outlines:

- Accommodations in place.
- Strategies being used to support achievement for your child.
- Ways in which your child's expectations will be assessed.
- **May** include modifications with annual goals and specific expectations per term for your child.

The Provincial Report Card shares the evaluation of your child's progress based on their IEP. Some students may also have an Alternative Report Card which provides evaluation based on the alternative expectations from the IEP.

Understanding Accommodations:

Accommodations are strategies and tools that support the student's success.

| | |
|---|-----------------------------|
| Language | <input type="checkbox"/> NA |
| Reading | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP | |

The curriculum itself is not being changed or modified and so the IEP box on the Provincial Report Card is **not checked**.

Accommodations involve:

- Environment.
- Instruction methods that address learning styles and needs.
- Assessment methods to best assist the student in understanding the curriculum and sharing their learning.

Environmental Accommodation Examples:

- Alternative work space.
- Quiet setting.
- Reducing of audio/visual stimuli.

Assessment Accommodation Examples:

- Reduction in number of tasks.
- Extended time limits.
- More frequent breaks.
- Oral responses.
- Inclusive technology-eg. Computer device to record ideas and answers.

Instructional Accommodation Examples:

- Graphic organizers.
- Non-verbal signals.
- Reinforcement incentives.
- Concrete/hands-on materials.

Understanding Modifications:

On your child's Provincial Report Card, the IEP box **will be** checked if modifications are provided. Ontario curriculum can be modified for some students when needed.

| | |
|--|-----------------------------|
| Language | <input type="checkbox"/> NA |
| Reading | |
| <input type="checkbox"/> ESL/ELD <input checked="" type="checkbox"/> IEP | |

This modification can be:

- Same grade level but a reduced number of expectations;
 - Focus is on building fundamental skills and knowledge at the same grade level.
- At a different grade level;
 - Focus is on fundamental skills from a previous grade level for knowledge building at the student's ability level.
- Students may have modifications in one or more subjects.

You will see:

- IEP box will be checked.
- Statement: *"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."*
- Provided for every subject that has been modified.

Alternative Report Cards:

Some students have IEP goals and expectations that are not based on Ontario Curriculum. This could include specific goals to support:

- Communication skills and use of communication tools.
- Specialized skills related to hearing or vision needs.
- Fine or gross motor skills.
- Alternative curriculum from other resources outside of the Ontario curriculum.



THE REPORT CARD - IEP CONNECTION

A guide to making the link between the Report Card and the Individualized Education Plan (IEP)

DDSB is committed to human rights and equity and to providing learning environments that are welcoming, safe, respectful, inclusive, equitable, accessible and free from discrimination.

There are many paths to success. We strive to help every student meet their full potential, while fostering the highest level of independence, inclusion, integration and participation possible for each student within all course options.

Understanding Accommodations & Modifications at the Secondary level:

When a student enters high school, the accommodations vs modifications may have a greater impact on a student's pathway.

The Ministry of Education sets out curriculum expectations which must be met in order for a credit to be granted. If a student receives modifications in a course (e.g. decrease in number or complexity of expectations), the student may receive full (1.0) or partial (0.5) credit value.

Some students may also access non-credit or 'K courses' which are based on alternative curriculum that focuses on life skills and independence.



Understanding the IEP~Report Card Connection:

When semester progress is reported for your child, both the IEP and report card contain valuable information.

The IEP outlines:

- Accommodations in place.
- Strategies used to support achievement for your child.
- Ways in which your child's expectations will be assessed.
- May include modifications with annual goals and specific expectations per course for your child.

The Provincial Report Card shares the evaluation of your child's progress based on their IEP.

Some students may also have an Alternative Report Card which gives evaluation based on the alternative expectations from the IEP.

Understanding Accommodations:

Accommodations are strategies and tools that support the student's success.

| | |
|---|---|
| Language | <input type="checkbox"/> NA |
| Reading | |
| <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP | <input type="checkbox"/> <input type="checkbox"/> |

The curriculum itself is not being changed or modified and so the IEP box on the Provincial Report Card is **not checked**.

Accommodations involve:

- Environment.
- Instruction methods that address learning styles and needs.
- Assessment methods to best assist the student in understanding the curriculum and sharing their learning.

Environmental Accommodation Examples:

- Alternative work space.
- Quiet setting.
- Reducing of audio/visual stimuli.

Instructional Accommodation Examples:

- Graphic organizers.
- Non-verbal signals.
- Reinforcement incentives.
- Concrete/hands-on materials.

Assessment Accommodation Examples:

- Reduction in number of tasks.
- Extended time limits.
- More frequent breaks.
- Oral responses.
- Inclusive technology-eg. Computer device to record ideas and answers.



Understanding Modifications:

On your child's Provincial Report Card, the IEP box **will be** checked if modifications are provided.

| | |
|--|-----------------------------|
| Language | <input type="checkbox"/> NA |
| Reading | |
| <input type="checkbox"/> ESL/ELD <input checked="" type="checkbox"/> IEP | |

Ontario curriculum can be modified for some students when needed.

This modification can be:

- Same grade level but a reduced number of expectations;
 - Focus is on building fundamental skills and knowledge at the same grade level.
- At a different grade level;
 - Focus is on fundamental skills from a previous grade level for knowledge building at the student's ability level.
- Students may have modifications in one or more subjects.

You will see:

- IEP box will be checked.
- Statement: *"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations"*.
- Provided for every course that has been modified.

Alternative Report Cards:

Some students have IEP goals and expectations that are not based on Ontario Curriculum.

This could include specific goals to support:

- Communication skills and use of communication tools.
- Specialized skills related to hearing or vision needs.
- Fine or gross motor skills.
- Alternative curriculum from other resources .





Special Education Glossary

AAC - Augmentative and Alternative Communication

ABA - Applied Behaviour Analysis

Advocacy - A collaborative process involving input and contributions from parent/guardians, students, school staff, and professional services that identifies appropriate instructional strategies and interventions to optimize the student's ability to achieve to their full potential.

ART - Autism Resource Team

ASD - Autism Spectrum Disorder

ASIST - Applied Suicide Intervention Skills Training

AT - Advanced Technology

BMS - Behaviour Management System

BSP - Behaviour Safety Plan

Differentiated Instruction - allows teachers to address specific skills and difficulties and adapt instruction to suit differing characteristics

EA - Educational Assistant

ECE - Early Childhood Educator

FM System - Frequency Modulation System

IBI - Intensive Behaviour Intervention

IEP - Individual Education Plan

IPRC - Identification, Placement and Review Committee

PHIPA – Personal Health Information Protection Act

PowerTPM - Special Education data base for tracking Special Education processes and completing forms

PPM 140 - Policy Program Memorandum, #140

SEA - Special Equipment Amount

SERT - Special Education Resource Teacher

SIP - Special Incidence Portion

SMHO - School Mental Health Ontario

START - Short Term Assistance Response Team

The Tiered Approach - is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs.

Tier 1 - Assessment and instruction are planned in relation to the curriculum for *all* students, applying principals of Universal Design and Differentiated Instruction. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty.

Tier 2 - On the basis of assessment results, differentiated instruction and interventions are planned for students who are facing learning, behavioural or social challenges. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed.

Tier 3 - For students who require intensive support to achieve learning goals, even more precise and individualized assessment and instruction are planned, often with the help of the in-school team, the Family of Schools Special Education Team and/or other resources. Monitoring of the student's response to these interventions continues.

Universal Design - provides educators with broad principles for planning instruction and designing learning environments for a diverse group of students



DURHAM DISTRICT SCHOOL BOARD

June 19, 2023

Board Meeting

MOTION- AMENDED

MOVED by:

ACTIONS OF THE SEAC MEETING, THURSDAY, MARCH 23, 2023

SEAC MEMBERSHIP ADDITION

Ontario Parents of Visually Impaired Children (OPVIC)

MOVED by: Tara Culley

SECONDED by: sensaRAneb Burrell

MOTION TO THE BOARD OF TRUSTEES TO APPROVE THE SEAC RECOMMENDATION THAT THE ASSOCIATION OF ONTARIO PARENTS OF VISUALLY IMPAIRED CHILDREN (OPVIC) BE APPROVED FOR SEAC MEMBERSHIP, AND THAT CHARMAIN BROWN BE THE REPRESENTATIVE AND JENNA BROWN BE THE ALTERNATE.

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 19, 2023
SUBJECT: Naming of the New Unnamed Beaverton PS **PAGE:** 1 of 5
ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Erin Elmhurst, Superintendent of Education

1.0 Purpose

The purpose of this report is to request the Durham District School Board (DDSB) Board of Trustees select a school name for the new Unnamed Beaverton Public School.

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.*

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

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

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

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

- Ensure equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging and feel that they matter.

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

- Foster and develop healthy reciprocal relationships with students, families, and community members in the development of the school as a community hub.

3.0 Background

3.1 The new Unnamed Beaverton PS is located at 270 King Street, Beaverton.

3.2 As per the Naming of Schools Procedure:

"In accordance with the School naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board."

3.3 The following Naming Committee Members met on Thursday, May 4, 2023, from 5:00 to 6:30 p.m.; Thursday, May 25, 2023, from 5:00 to 6:30 p.m. and Thursday, June 8, 2023, from 5:30 to 7:00 p.m.:

- Carolyn Morton – Trustee (Brock/Uxbridge/Scugog)
- Jill Thompson – Trustee (First Nations Representative)
- Emily L. – Student
- Alexis G. – Student
- Robin Prentice – School Community Council Member
- Brandi Forsman – School Community Council Member
- Ken Scruton – Community Representative
- Christy Davidson – Community Representative
- Stephen Robertson – Elementary Principal
- Lauren Bliss – Equity System Lead
- Erin Elmhurst – Superintendent of Education

3.4 Criteria Guidelines as per Naming of Schools Policy:

- The objective of this Policy is to establish the process and parameters for the naming or re-naming of schools that support the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize this Policy.
- Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all students and employees to an environment that is free from discrimination.
- The name for a school shall align with the points above and include:
 - The name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or
 - The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or
 - The name of a significant Canadian event.

3.5 The School Naming Committee invited the broader school community to submit names for the new school as per the Naming of Schools Procedure:

- The School Naming Committee shall undertake a process to receive submissions from the broader school community.
- The School Naming Committee will review and consider submissions made to it and narrow them for the second round of consultation with the school community.

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

4.0 Analysis

4.1 Submissions

There were 123 names submitted, including duplicates and 60 names remaining for consideration with duplicates removed and 34 of those names met the criteria for the Naming of Schools Procedure.

4.2 Committee Decision-Making Process

4.2.1 The school name was selected using the following process:

- The Naming Committee reviewed the Naming Policy and Procedure.
- The first round of community consultation took place with the broader school community seeking input on potential school names.
- Each Naming Committee member received a package containing the submissions of school names for their review prior to the second Naming Committee Meeting.
- After reviewing the names and removing those that did not meet the selection criteria, each Committee Member voted using the dot-mocracy system to select the top ten choices.
- The dot-mocracy system exercise repeated until the Committee arrived at four potential names. Two names tied for third place. Results indicated:
 1. Beaver River Public School
 2. Waasaagamaa Public School
 3. Beaverton Central Public School
 4. Beaverton Thorah Public School
- The second round of Community Consultation took place based on the top 4 names selected by the Naming Committee. Results indicated:
 1. Beaver River Public School
 2. Waasaagamaa Public School
 3. Beaverton Central Public School
 4. Beaverton Thorah Public School
- Committee Members then discussed the favoured names in an open discussion.
- Final name recommendations were decided by consensus of Committee Members.

4.2.2 The following names were selected as the second, third and fourth choice.

- Waasaagamaa Public School (2nd)
- Beaverton Central Public School (3rd and 4th)
- Beaverton Thorah Public School (3rd and 4th)

4.3 Committee Considerations

The Naming Committee strongly considered the data gathered from Community Consultations and wanted to ensure the selected name signalled change and opportunities for rich student and community learning.

4.4 Committee Decision

4.4.1 The following name was selected as the recommended choice by the Committee Members:

- Beaver River Public School

4.5 Background information for the four names selected, received by Community and Students

4.5.1 **Beaver River Public School**

- The name reflects the Beaver River that flows through the Beaverton community into Lake Simcoe. It reflects the connections to the local natural environment. Rivers are forever changing and evolving, similar to children as they grow and learn at school.
- The name allows for connections to the land to be made and reflects the geographic location.
- Beaver River is a landmark of Beaverton as the main river that has run through the town for years.
- Article: <https://www.heritage-matters.ca/articles/exploring-the-beaver-river-wetland>
- Article: <https://thebrockvoice.com/2019/07/14/explore-the-beaver-river/>

Committee Rationale:

- By choosing this name we would be advocating for the community's vote and respecting their choice.
- This was the top selection for the initial Community Consultation.
- This name would provide opportunities for ongoing learning around, land, water, and environmental stewardship.
- This is a new name that staff, students, families, and community members could see themselves reflected within as a new school community is built.

4.5.2 Waasaagamaa Public School

- The submission indicated that this was the Chippewa word for Shiny Waters. Given the school is located near the shores of Lake Simcoe and the Friend/Neighbours of the Chippewas of Georgina Island, this name was suggested out of respect for the Indigenous Peoples and partners in education.
- Through consultation with Chippewas of Georgina Island First Nation, the definition provided was not confirmed; however, 2 additional options were shared that could align with the definition provided:
 - Zhooniyaang zaaga'igan - shining waters/ the waters that shine like silver.
 - Waawaase'aagaming - Lake Simcoe (Shining waters).

4.5.3 Beaverton Thorah Public School

- It combines the two schools and references both towns.
- Amalgamation of the two existing schools and this name would reflect both of those schools and the history of the area.
- This name has ties to a geographic landmark and includes the historical names for this community/area.

4.5.4 Beaverton Central Public School

- Given the two schools are blending together, this name would pay homage to the two school communities coming together.

5.0 Financial Implications

N/A

6.0 Conclusion and/or Recommendations

It is recommended that the Durham District School Board Trustees select the recommended choice by the Naming Committee, Beaver River Public School, as the official name of the new Unnamed Beaverton Public School in Beaverton, Ontario.

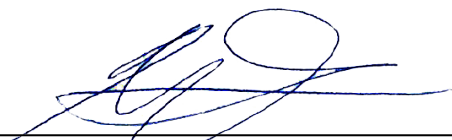
7.0 Appendices

N/A

Report reviewed and submitted by:



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



Erin Elmhurst, Superintendent of Education

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 19, 2023
SUBJECT: Process Re: Integrity Commissioner Report
ORIGIN: Patrick Cotter, Legal Counsel

1.0 Purpose

The purpose of this report is to provide trustees with information and context as to the process to be followed by the Board of Trustees in considering a report from the Integrity Commissioner.

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 Discussion of Process

3.1 Relevant Code Provisions

Section 4.6 of the Complaint Protocol within the Board's Code of Conduct provides, in part, as follows:

- (c) Where a Formal Complaint is sustained in whole or in part, the Integrity Commissioner shall report to the Board of Trustees outlining the findings of the investigation. The report shall make recommendations as to sanction with reference to section 218.3 of the *Education Act* together with any relevant decisions of other Boards that the Integrity Commissioner believes may be of assistance to the Board in considering sanction.
- (d) A report following an investigation into a Formal Complaint will be delivered to the Board of Trustees for consideration in accordance with the provisions of sections 218.3 and 207 of the *Education Act*.

-
- (h) The Board of Trustees shall consider and make a decision in response to the Integrity Commissioner’s report in a timely manner and shall comply with the provisions of section 218.3 of the *Education Act* in considering and making a determination as to whether a breach has occurred and, if so, any sanction.
 - (i) The Board of Trustees shall consider the report of the Integrity Commissioner and the Board of Trustees shall make its own assessment and determination of whether there has been a breach of the Code of Conduct and, if so, may accept, reject or amend the Integrity Commissioner’s recommendation, if any, as to sanction.

3.2 Determination as to Alleged Breach

So, the Board of Trustees must consider the Integrity Commissioner’s Report and based on the contents of that report, make its own determination as to whether there has been a breach (or breaches) of the Code of Conduct and, if it finds a breach or breaches, it must then decide on any sanction.

In accordance with the provisions of the Education Act, the Board of Trustees is to consider the Integrity Commissioner’s Report at a Board meeting and is only entitled to enter into closed session discussions if the “alleged breach involves any of matters described in section 207 (a) to (e)” (per: section 218.3(10)). Similarly, under the Board’s Code of Conduct, the report is to be made public subject only to the requirements of section 207. There is nothing in the report that would engage section 207 of the Education Act.

The trustee that is the subject of the complaint is permitted to attend at the Board meeting but is not entitled to vote.

3.3 Available Sanctions

If there is a finding of breach of the Code of Conduct, the Education Act stipulates that the Board of Trustees may impose one or more of the following sanctions:

- 1) Censure of the member.
- 2) Barring the member from attending all or part of a meeting of the board or a meeting of a committee of the board.
- 3) Barring the member from sitting on one or more committees of the board, for the period of time specified by the board.

3.4 Process if there is a Finding of Breach

If there is a finding of a breach, then the Board must provide the trustee with written notice of the finding and of any sanction. The trustee would then have an opportunity to make written submissions to the Board. The window for making written submissions is 14 days.

If written submissions are received within the 14-day window, then the Board must convene a

second meeting to consider the written submissions and determine whether to confirm or revoke the finding(s) of breach. The determination as to whether to confirm or revoke the original determination of breach must be done in public together with the decision to confirm, vary or revoke a sanction. This second public meeting must be held within 14 days of the receipt of any written submissions. A chart summarizing the process is attached as Appendix B.

4.0 Integrity Commissioner's Findings as to Breach

In accordance with the process outlined above, the Integrity Commissioner has delivered a report dated May 26, 2023 (attached as Appendix A), which includes the following findings:

Determination re: Code Contraventions

I find that Trustee Stone's tweets, retweets, and comments considered herein failed to meet the expected standard under the Code of Conduct in so doing, she breached each of sections 6.3, 6.4, 6.8, 6.11, and 6.44 of the DDSB's Board Member (Trustee) Code of Conduct. Trustees are mandated to comply with their board's code of conduct, pursuant to section 218 of the *Education Act*.

Trustee Stone made or amplified comments that are contrary to Board policy (e.g., the Human Rights Policy). The Board has legal obligations to uphold human rights. Trustee Stone's actions shake public confidence in the Board as an institution. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.3 of the Code of Conduct.**

In my view, some of Trustee Stone's comments and tweets were simply unprofessional and brought the standing and dignity of the DDSB and her role within it into question. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.4 of the Code of Conduct.**

Similarly, it is my view that many of Trustee Stone's tweets / comments simply fell short of the requirement to be constructive and respectful. I find many of them to be one sided, belligerent, reductive and dismissive. They are not an example of "constructive" good faith discussion on these topics. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.8 of the Code.**

As I have indicated, I have found several of Trustee Stone's tweets / comments to be discriminatory. Most particularly, I found some of her tweets / retweets were trans-exclusionary or transphobic, and/or reductive or outrightly dismissive of the lived realities of some members of the 2SLGBTQI+ community. Gender identity and expression are prohibited grounds of discrimination under Ontario law and Board policy. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.11 of the Code.**

All of the above considered issues represent, in my view, a failure on Trustee Stone's part to treat others with respect. She subjected stakeholders and members of the public to discriminatory and dismissive remarks. She also accused those who disagreed with her as "protecting" and otherwise siding with someone she reviled as a "pedophile" and "psychopath". This is simply unacceptable behaviour for someone occupying the office of school board Trustee. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.44.**

5.0 Integrity Commissioner's Recommendation as to Sanction

The Integrity Commissioner's report includes the following recommendations as to sanctions:

In accordance with the above findings, should the Board also adopt them, I would make the following recommendations as to sanctions:

1. I recommend that the Board censure Trustee Stone.
2. I recommend that Trustee Stone be barred from attending a regular meeting of the Board.

I am aware that Trustee Stone has already recently been subjected to sanctions by the Board for a previous breach of the Code, which included a decision to bar her from sitting on committees of the Board through the end of December 2023. In view of the seriousness of these matters, it would behoove the Board to consider imposing a further suspension of Trustee Stone's committee participation, which would commence immediately following the expiry of the existing sanction. I leave it to the Board to determine the appropriate action.

6.0 Board Determinations

Based on the foregoing, the Board of Trustees needs to determine:

1. Whether Trustee Stone, by virtue of her social media activity, reproduced at pages 5 through 9 (inclusive) of the Integrity Commissioner's report, breached sections 6.3, 6.4, 6.8, 6.11 and 6.44 of the *Code of Conduct*.
2. If there is a finding of breach, the appropriate sanction. Available sanctions are:
 - a. Censure of the member.
 - b. Barring the member from attending all or part of a meeting of the board or a meeting of a committee of the board.
 - c. Barring the member from sitting on one or more committees of the board, for the period of time specified by the board.

7.0 Conclusion and/or Recommendations

This report is provided for information as the Board considers the report of Integrity Commissioner. Trustees should make reference to the following attachments:

1. Attached as Appendix A is the report of the Integrity Commissioner dated May 26, 2023.
2. Attached as Appendix B is a chart summarizing the process and timeline.
3. Attached as Appendix C are the relevant sections of the Education Act.

Report reviewed and submitted by:

A handwritten signature in black ink, appearing to be "Patrick Cotter", written over a horizontal line.

Patrick Cotter, General Counsel



ADR
CHAMBERS

Integrity Commissioner Office
for Durham District School Board

MICHAEL L. MAYNARD
Integrity Commissioner
E-mail: mmaynard@adr.ca

May 26, 2023

SENT BY EMAIL TO:

Complainant 1
Complainant 2
Complainant 3
Complainant 4
Complainant 5
Complainant 6
Complainant 7
Trustee Emma Cunningham
Complainant 9
Complainants 10 and 11
Complainant 12
Complainant 13

And To:

Trustee Linda Stone

cc: DDSB Board of Trustees
c/o DDSB Chair Edwards &
Patrick Cotter, General Counsel

Re: DDSB Code of Conduct Investigation Report
File Nos. IC-21330-1222; IC-21358-1222; IC-21384-1222; IC-21385-1222;
IC-21397-1222; IC-21425-1222; IC-21484-1222; IC-21485-1222;
IC-21501-1222; IC-21546-1222; IC-21547-1222; IC-21725-0123

Introduction

Introduction and Mandate

This is my Investigation Report respecting numerous applications for inquiry under the Durham District School Board (“DDSB” or “Board”) Trustee Code of Conduct (“Code”), received during December 2022 and January 2023 concerning the conduct of Trustee Linda Stone (“Trustee Stone” or “Respondent”).

In total, my office received thirteen (13) separate applications for inquiry from fourteen (14) individuals, all of which concerned identical or substantially similar subject matter. One of the applications was submitted jointly by two individuals who represent the organization Pflag Durham Region. One application was submitted by Trustee Emma Cunningham, who is named in this Report due to her position as a sitting DDSB Trustee. One application was received from a representative of OSSTF District 13. One applicant refused to file the required information, and accordingly their complaint was not included as part of this inquiry, although the subject matter of their application was substantively the same as the other applications. The remaining applications were filed by individual members of the public who shall remain anonymous in this report.¹

Respecting the issue on anonymity, I observe the following from section 4.1 of the Code:

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

Some Complainants wish to be anonymous in this report, while others may or may not. I decided to anonymize everyone, with the exception of Trustee Cunningham because she is an elected Member of the Board who will be considering this matter publicly. Beyond that, it made little practical sense to go through the exercise of polling Complainants as to how they felt about anonymity. Should any Complainant wish to self-identify later, once this matter has been brought before the Board in a public meeting, they are welcome to do so. Anyone who does not

¹ The identities of these individuals are known to me and to the Respondent, but their names are not being published to protect their identities as private individuals in the community. Gender-neutral pronouns may be used for this same reason.

self-identify is to remain anonymous. Otherwise, identifying information about anonymous individuals in this Report is considered confidential.

To streamline this process and conserve the DDSB's financial resources as much as reasonably possible, I opted to conduct a single inquiry and prepare this single Investigation Report dealing with all of the Complaints.

Inquiry Process

I was appointed as the DDSB's Integrity Commissioner by the Board of Trustees on January 18, 2021. I followed a process herein that ensured procedural fairness to all Parties. Each Complainant filed written submissions which were provided to the Respondent, and I granted the Respondent an extended timeline to provide Response submissions due to the volume of material, the Christmas and New Year holiday period, and the long timeframe over which the numerous Complaints were received. The Complainants were provided with the Respondent's submissions and were granted opportunities to make Reply submissions, which some did. I offered all Parties an opportunity for an interview, which some Complainants chose to exercise. The Respondent opted against participating in an interview.

The process of investigation included:

- Reviewing the written submissions and documents filed by the Parties;
- Conducting several interviews with certain Complainants who opted to be interviewed;
- Reviewing the relevant portions of the Code, the *Education Act*, the Ontario *Human Rights Code*, and the DDSB's Human Rights Policy;
- Conducting legal research concerning any relevant caselaw;
- Reviewing relevant material from the education governance sector and broadly elsewhere (e.g., media); and,
- Providing an advance draft copy of this Investigation Report to the Respondent for her comments prior to finalization and publication.

I applied the required "balance of probabilities" standard in making findings and determinations respecting the evidence before me.

I emphasize for readers of this report that the role of an Integrity Commissioner is not the same as that of a judge or jury. Though many complaints were filed and all of them considered accordingly, it is not necessary for me to set out an analysis of every single allegation – I do not believe that would serve the best interests of the DDSB or the community at large. There is also another fundamental public interest in not gratuitously expending public education resources. Furthermore, with so many similar allegations from numerous sources before me, I do not believe it necessary to question every action brought to my attention, nor to condemn the Trustee for each and every transgression. The intention of this process is not to embarrass or overwhelm the Respondent with criticism of her actions, nor to be punitive; rather, it is to encourage course correction in accordance with Code of Conduct requirements, while allowing the self-governing school board to demonstrate its commitment to principles of accountability, fairness, inclusivity, and justice – particularly in the face of Trustee conduct that I have no doubt fell short of the Board’s expectations. I believe it is appropriate to focus my attention on those matters of the most significant concern and public interest. Therefore, I have exercised my discretion to filter, group, and/or summarize the matters at issue, rather than enumerate and set forth findings on every position advanced in every Complaint.

This inquiry exceeded the usual 90-day period reporting period, owing in part to the volume and complexity of issues, the several-week period of time over which complaints were received, and the extended period of time I granted of the Parties for written submissions. I also granted the Respondent time to review a draft of this report and make submissions thereon, even though nothing in the Code required that I do so. I thank the Parties and the Board for their patience as this inquiry process unfolded to its conclusion.

The Parties’ Positions

Code of Conduct References

Over a dozen Code of Conduct sections were referred to among the various Complaints. Some appeared to refer to section numbers appearing in an older version of the Code (which was superseded effective May 5, 2022), although equivalent provisions in the present Code have also been cited in many of the Complaints. Some of the issues cited were either tangential to the core matters at issue, or otherwise irrelevant or unenforceable – for example, some referred to preamble sections or definitions, while some others cited rules that are likely inapplicable, such as a reference to “conflict of interest” provisions. I believe the following sections of the Code are the most relevant to this inquiry, and for the

Board of Trustees to deliberate in determining whether the Code was breached:

Integrity and Dignity of Office - Principles

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

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

6.8 Trustees shall serve and be seen to serve in a constructive, respectful, conscientious and diligent manner.

6.11 Trustees shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and the Bylaws and policies of the Board.

Discreditable Conduct

6.44 All Trustees have a duty to treat members of the public, one another, and staff members respectfully and free from discrimination and harassment. This applies to all forms of written and oral communications, including via social media.

Complaints

The Complaints largely related to the Respondent's social media activity in December 2022. They tended to focus on the Respondent's comments about or relating to the 2SLGBTQI+ community, with particular focus on tweets they identified as "transphobic", although some Complainants also referred to social media posts about COVID-19 policies, climate change, and other matters.

Complainants advised that they had witnessed the Respondent Trustee, in the words of one of them, "repeatedly use hateful language and promote hate speech towards trans people both in an official capacity and on her social media pages like twitter." There were references to tweets and retweets by the Respondent that made claims like "gender identity was made up by a pedophile psychopath". Other tweets mentioned terms like "woke cults", and asserted that, "gender neutral bathrooms [are] a 'threat to women and girls.'"

Among the most referenced issues was a December 7, 2022 retweet of a quote-tweet by Dr. Jordan Peterson, a psychologist and author who has gained prominence as a social media commentator and internet celebrity. Dr. Peterson himself quote-tweeted (i.e., reshared original content, adding a comment) a tweet by an account called “Libs of TikTok”, as follows:

Dr. Peterson: *“It’s good to tweet this reminder periodically...”* [Quote Tweet]

Libs of TikTok: *“Periodic reminder that the concept of “gender identity” was made up by a pedophile psychopath who experimented with his ideas of gender on kids which led to those kids commit...”* [cut off at that point, unless the user clicked on it]. [Original Tweet]

By retweeting Dr. Peterson’s tweet, the Respondent amplified the message of both tweets. She also engaged in further discussion of the topic with other Twitter users, stating:

“So facts don’t count? We should just ignore facts? Do you know who John Money was?”

And:

“For those who don’t know who John Money and Dr. Kinsey are I suggest you look them up. It is a travesty that good meaning people find no fault in them. Not sure who would protect these people. Quite egregious.”

In another similar Tweet, apparently directed at to those who disagreed with her, the Respondent wrote:

“Shocking that people would find those who speak out against John Money as offensive and anti-trans. Is it that they don’t know who he was or is it that they support him?”

The Respondent further tweeted during this time period, ostensibly relating to feedback she was receiving:

- *“The truth is shining light on the darkness and the darkness doesn’t like it.”*
- *“If you do not know who Alfred Kinsey is please look into his history.”*
- *“If you don’t know who John Money was please look him up.”*

- *“Please stop name calling and let’s work together so children do not suffer any further. Education on the negative affects of transitioning too soon. These are children making life long decisions, they need guidance.”*
- *“Are they too embarrassed to admit something is not going right for some of the transitioners? Have they listened at all to the pain these young adults are in? Have they not read that countries in Europe have reversed affirmative care because of the damage it’s caused?”*
- *“When you express care for detransitioners you’re called transphobic. When you state maybe we should look into long term effects of puberty blockers, yup, you’re transphobic. Why don’t the people who shout names at you care about the children who end up sterile, in pain, depressed.”*

The Respondent also retweeted various articles, the content of which, for example, questioned the inclusion of trans women in women’s sports; opining that “Transgender messages for young girls [are] ‘incredibly confusing’, ‘predatory’”; and included comments from an American pediatrician who referred to the use of puberty blockers for “post-pubertal girl[s]” as “bad medicine”.

The Respondent separately retweeted a message stating “Drag Queens are just teaching kids to read”, with a photograph apparently of drag performers on a stage gesturing with or towards their genitals in what appears to be some kind of adult-oriented performance.

In another retweet, the Respondent posted:

“Woman is not a feeling or a costume. Stop erasing women. Stop appropriating our identity. Hands off our hard won sports, spaces, and shortlists.”

One Complainant referred to the Respondent’s Twitter activity as “ongoing and blatant anti-trans rhetoric,” which “is inappropriate for a School board trustee to purport,” and further stated (verbatim):

“In a recent post, she weaponized a reference to the [wildly problematic, ethically-challenged sexologist] John Money, promoting a tweet from [exceptionally toxic misogynist and right-wing internet troll] Jordan Peterson, wrongfully indicating that those who oppose the words of the latter are supporters of the former.”

This Complainant further asserted that the Respondent's social media posts:

"...include cherry-picked right-wing narratives that undermine the validity and credibility of Trans voices, and in one recent tweet, also implies to discredit disabled people who have identified as Transgender; their ability to self-determine as such..."

This appeared to reference an article the Respondent tweeted that referred to a line in the Cass Report² (an interim report by Dr. Hilary Cass for the United Kingdom's NHS, regarding medical services for the trans community) which indicated "[...] about one-third of the adolescents referred to Tavistock's gender identity services for treatment had autism or some other neuroatypical condition." I note that this section of the Cass Report discusses a recent increase in demand for gender-affirming care and other trans-related health care services. It stated:³

"This increase in referrals has been accompanied by a change in the case-mix from predominantly birth-registered males presenting with gender incongruence from an early age, to predominantly birth-registered females presenting with later onset of reported gender incongruence in early teen years. In addition, approximately one third of children and young people referred to GIDS have autism or other types of neurodiversity. There is also an over-representation percentage wise (compared to the national percentage) of looked after children."

Two Complainants affiliated with Pflag Durham Region commented extensively about the Respondent's various social media posts. These two Complainants stated jointly, in part:

"For the past few weeks, Trustee Stone has actively been tweeting transphobic rhetoric which has far-reaching implications not only for Durham District School Board staff and students but for the greater Trans and gender non-binary population who may see her tweets."

They indicated that Pflag had earlier attempted to reach out to the Respondent about similar tweets, which was met with an expression of thanks from the Trustee, who then immediately blocked them without further discussion.

² <https://cass.independent-review.uk/wp-content/uploads/2022/03/Cass-Review-Interim-Report-Final-Web-Accessible.pdf>

³ *Ibid*, p. 32

They continued:

“Over the past month, Trustee Stone has again retweeted comments comparing gender identity to that of pedophilia and stated that “biological women” have lost their voices and will cease to matter, due to Durham College engaging with a trans feminine non-binary keynote speaker last week, and as recent as today tweeted transphobic rhetoric. She has made fun of gender-fluid individuals and how they chose to present themselves, and actively retweeted anti-trans sentiment from an account which identifies her as a DDSB trustee.”

Among the many tweets referred to in the Pflag Representatives’ Complaint were the following:

- *“How many different pronouns must a teacher memorize. If 23 students all have different pronouns and the teacher gets one wrong, would that be grounds for a complaint?”⁴*
- With respect to an article reporting on a “‘trans feminine nonbinary’ activist to give a keynote address at an event on violence against women today” [at Durham College]: *“Biological women have lost their voices and will cease to matter because biological women have enabled this to happen. No one at Durham College had a problem with this? The Emperor marches on.”*
- A tweet by another individual commented on a different tweet which itself posted a picture of an individual⁵ with a bald head wearing blue coloured lipstick and feminine clothing, stating: *“What in the hell is this?”* The Respondent replied: *“A stolen dress.”*

Another Complainant, self-identifying as a parent, teacher, and member of the 2SLGBTQI+ community, asserted that the Respondent’s tweets may have a negative impact on the inclusive climate at their school, stating, in part:

“With her publicly documented social media views, I would fear that she would not be supportive or encouraging with teachers trying to uphold and promote inclusiveness in their classrooms, as the administrators in my building have been.”

As a parent, I encourage my children to respect people’s personal choice of

⁴ This is from May 2022, and considered herein only for context.

⁵ Sam Brinton, though not identified in the tweet - https://en.wikipedia.org/wiki/Sam_Brinton

pronouns and authentic identities. I, along with my partner, are raising our children to be critical thinkers, accepting, inclusive and social justice activists. I want my children to feel that they do not have to "accept the things they cannot change... but change the things they cannot accept" (A. Davis). As students of the DDSB, I feel that they should be surrounded with values that promote human rights and live up to the core beliefs identified by the DDSB that everyone is welcome, included and respected. Trustee Stone's social media comments do not create such an environment and need to be addressed in order to show that, we, as a community and Board, will not tolerate statements that do not promote student learning and acceptance. [...]"

A Complainant affiliated with the Executive of OSSTF (Ontario Secondary School Teacher's Federation) District 13 commented that Trustee Stone's social media posts:

"[...] have caused significant harm to our Queer students, staff, and the larger Queer Community at a time when DDSB has been taking positive steps to mend this relationship. [...]"

[...] [Trustee] Stone's recent social media posts have been sexist, homophobic and transphobic in our view. [...]"

Trans youth continue to struggle significantly in our schools and community. They have some of the highest homeless, poverty, drop-out, and suicide rates of any oppressed group in the system The harm that individuals like [Trustee] Stone inflict with their false narratives is unmeasurable, irresponsible, and contradicts all credible medical and academic research.

Her posts are offensive, potentially violate the Ontario Human Rights Code, do not align with DDSB values and their Human Rights Policy. [...]"

Other tweets brought to my attention include references by Trustee Stone to "our students" and "students and staff" as well as a message to DDSB principals – indicating quite clearly that she was discussing education policy on Twitter and using her Twitter account for Board-related business while sitting as a Trustee. This is important in the context of an issue I will note later in this report.

Additional Issues Raised

As noted, some of the Complaints also referenced issues of climate change denialism and COVID-19 policies. I acknowledge the Complainants' concerns

about these tweets, but find they are likely beyond my mandate as an Integrity Commissioner because they reflect opinions that are not clear violations of the Code of Conduct or other Board policy. I sense that the Respondent does not subscribe to the most commonly held positions among the scientific and broader community, but those are still issues which may be freely debated as matters of individual conscience. Human rights protected by Ontario law are another matter.

Response

Trustee Stone opted not to participate in an interview to discuss, clarify, or otherwise further explain any of her positions on these matters; however, she did provide a written Response, which I am including here in its entirety:

In my defense I will be addressing all complainants together. My complainants' opinions around me being transphobic and hateful is just that, opinion. My tweets are neither transphobic or hateful. My account is personal and I am not speaking as a trustee nor does my bio have the DDSB in it.

- 1. The personal social media retweet from Dr. Jordan Peterson was quite plainly about Dr. John Money, a psychologist, sexologist and pedophile whose theory on gender identity was proven harmful and ruined the lives of children. He recommended showing pornography to children in order to establish their sense of gender according to which sexual role they preferred. Money believed pedophilia was harmless and when practiced "properly" children do not suffer. His theory around gender identity ruined the lives of children. I could go on but suffice to say that I will never defend a pedophile but if my complainants chose to do so and are angry that I do not, that is up to them, they are entitled to their opinions. The tweet is factual, and people's feelings do not negate fact. By retweeting the article, I was stating that I don't support a pedophile or his theory that harmed children and that is NOT saying I don't support the LGBT community. They are two separate things, and the LGBT community has nothing to do with pedophilia, John Money does. I wonder if anyone actually read the article attached to the tweet. How does this violate the code of conduct? I uphold and respect the policies of the board – that does not mean I agree with all of them. I don't think defending pedophiles like John Money is in keeping with board policy and the safety of children but my complainants, as I have stated have the right to do so. Quite frankly I was shocked to see people objecting to the tweet, verbally and in written form attacking me, I thought people would be interested in reading the article as I was and agree that it is good to be*

- reminded of past failures and bad theories that harmed children so that we would never repeat them. I was surprised that people did not agree that John Money was horrible and the LGBT community place itself as far away from his ideas as possible.*
2. *If my complainants, none of whom follow me on twitter, do not wish to see tweets from detransitioners who have been brave enough to come forward and tell their stories, who say their decisions were a mistake, that they did not receive proper care, they were too young to make such life altering decisions around drugs and surgeries and that other mental health issues they were dealing with were not addressed then maybe they should stop trolling through my account looking for things they disagree with. I will continue to speak out about this issue that can no longer be ignored and safeguard children too young to make life altering and irreversible decisions leaving them on a road to lifelong medicalization. This is not saying that gender dysphoria does not exist, it most certainly does. It is the approach to helping them that I question. We must make sure no child is harmed.*
 3. *The screen shot of Stella O'Malley is very concerning and puzzling. Why would anyone be upset with this very compassionate and caring woman? She is a therapist in the UK who helps children and adults who are struggling with their gender dysphoria. Some are transitioning, some are detransitioning and others are questioning. Why would a screenshot of her be in with these complaints? I must only surmise my complainants have no idea who she is.*
 4. *The screen shot around biological women and Fae Johnstone is not transphobic. I will stand up for biological women speaking at events that directly affected biological women. I think Durham College should have had a biological woman speak considering the murders were perpetrated by a man specifically on biological women, possibly a mother or sister of one of the victims. That is my opinion. It is not against trans women.*
 5. *What does the book, Lost in TransNation, have to do with anything? I'm not supposed to read books? I read many books, should I pass them all by my complainants to make sure they are ok'd by them to read? Are my complainants trying to tell me what I can and can't read? A frivolous complaint.*
 6. *Drag queen story hour is an issue for many parents and they want a*

discussion around it. So do I.

7. *I will stand up for women's rights. They are losing private spaces. That is also a conversation that needs to be had. It is not transphobic to safeguard women and young girls or to insist they have private spaces, their own sports categories, prison cells, women's shelters. My community is very concerned over this issue. This is not condemning transgender people it is safeguarding against bad actors who take advantage of a situation.*

8. *Screen shot from Genspect? Why is this here? Why is a screen shot about eating disorders here? Why is the screen shot asking for prayer here? (I was genuinely frightened) Why is the screen shot stating our voices matter here? Why is the screen shot about the board statement here? Why are screen shots that state facts here? These have nothing to do with board policies or the code of conduct.*

9. *Let me put the screen shot about Sam Brinton into context. Of all my tweets this is one I do regret because Sam has become a tragic figure and therefore I now regret referring to his theft of clothing. Sam Brinton served as deputy assistant secretary of the Department of Energy's Office of Spent Fuel and Waste Disposition, a job he has since been fired from. Sam has done wonderful work with the LGBT community, specifically around conversion therapy. Sam was caught on surveillance cameras stealing women's luggage from two different airports. He at first denied it then confessed. Sam has been charged with grand larceny, faces a \$10,000 fine and up to 10 years in prison. It has since come to light that even Sam's tragic conversion therapy story could be fraudulent as people from the LGBT community can not prove it to be true. If his story, which included electrocution and needles being stuck into Sam's fingers, was fabricated, it would do much damage to those who underwent conversion therapy and have heart wrenching stories about it. Sam's story, according to varying articles is beginning to unravel. So, in hindsight, now knowing that Sam could possibly be very psychologically troubled, my tweet, which I had deleted soon after I made it, was not a good one.*

I have numerous supporters who I speak for because they do not feel they have a voice and can't speak up do to [sic] fear of being canceled, ridiculed, defamed, fired. They see what happens to people who dare to have heterodox beliefs to what seems like an orthodox ideology. I had an overwhelming number of supporters email me around the board's statement and news paper articles. A

few who did not agree with me had the courage to actually engage in a conversation over email so that we could better understand each other and came to mutual understanding of our compassionate concern for gender dysphoric children. None of my complainants had the decency to email me or call me. Instead they went straight to accusing me of something I am not. Some of these complaints are from trustees and in education, yet not one decided to speak directly with me for clarity and understanding. One trustee complainant stated in an earlier email to me that although we might disagree on certain issues, she knows I am in it for the right reasons.

What I am understanding is that unless I agree with my complainants, I'm transphobic. When you disagree with someone, do you seek understanding or use ad hominem or fallacious complaints? For example, recently, an educator tweeted that a dog's life is equal to or more important than a child's life, I saw the tweet and was appalled and wondered about that person's state of mind as an educator. The tweet was quickly deleted. I might reach out for clarification but I also understand that that person has the right to their opinion and that twitter is a difficult format and comments aren't always well understood and that because he deleted the tweet likely understood he had made a mistake.

In my opinion, we must make sure that we are not so ideologically and politically driven that we lose the ability to see things from another's point of view. People lose the ability to think critically and see that people have different opinions, ideas, religious beliefs. That does not mean they should be excluded, unwelcome or verbally attacked for their views. Our board prides itself on equity, diversity and inclusion.

Let's make sure that EDI also includes those who think differently from us.

I invite any of my complainants to have a conversation with me.

As to whether I've broken areas of the code of conduct, that is up to the IC.

Replies

Several Complainants provided written Replies to Trustee Stone's Response. I quote excerpts from several of them as follows:

- *"She claims to want a "conversation" about her views and yet routinely ignores attempts by PFLAG and other organizations and individuals to speak."*

- *“Identifying Ms. Stone’s tweets as transphobic and hateful is not opinion. Those posts are objectively transphobic and hateful. These posts are curated by her to perpetuate beliefs that negate the identity of trans people. She is not inviting conversation or seeking information. She is selecting rare and obscure examples and presenting them as if they were representative of something larger.”*

[...]

“Ms. Stone’s comments that complainants have not reached out to her can be explained by the fact that it has become known that those who reach out get blocked by her. The experience of the community has been that she does not invite discussion.”

[...]

“It is not our contention that Ms. Stone must agree with us. It is our contention that she has a responsibility as a trustee and under the human rights code of Ontario to not perpetuate discrimination and hate.”

- *“There is no such thing as “free speech without consequences”, especially for someone in Trustee Stones’ position.*

On top of the breached policies cited in my original complaint, Stone’s hate-based and misinformed ideologies do not align with the Charter of Rights and Freedoms, The Education Act, DDSB’s Human Rights policies, or the Code of Conduct and Professionalism in Ontario. (<https://www.ontario.ca/page/code-conduct-and-professionalism>)”

- *“The straw man fallacy related to the re-tweeted article from Jordan Peterson, (ie: equating disagreement with defense of a pedophile), is not productive.*

Indeed, this note is true, ‘...the LGBT community has nothing to do with pedophilia, John Money does.’

However, the distinct source from whence the tweet came and its treatment flattens complexity and proliferates the opposite view of the aforementioned truth, which is problematic.”

One particularly detailed Reply from Trustee Cunningham opined that the Respondent’s commentary was one-sided, and that none of her social media comments “promote anything to help transgender children and parents live more

comfortably in their true identities.” She added:

“Where are her comments supporting accessible bathrooms without outing someone who doesn’t want to be outed as trans at school? Or supporting bathrooms for people with gender fluidity? She has many criticisms about accommodations for members of the transgender community, but no demonstrations of support in any way - which is contrary to both the OHRC and DDSB Policy.”

Trustee Cunningham agreed with the assertion that “no reasonable person would argue that John Money was a good person,” but added: “That’s precisely why it is extremely harmful to say that the concept of ‘gender identity’ was ‘created’ by him.” She explained that [eight] genders are represented in texts of the Jewish faith⁶, and that “G-d is even referred to as both male and female in different contexts - despite the fact that Jews believe solely in one G-d.”⁷

She continued:

“Most other anthropological cultures have variances on gender, gender roles, and gender identities as well - including Indigenous two-spirited identities, another population maligned by Trustee Stone’s comments. To imply that the only reason that ‘gender identity’ was ‘conceptualized’ is because of a pedophile is quite the stretch, and a concerning and transphobic one at that.”

Trustee Cunningham further referenced information and statistics about trans-related issues, including evidence from a 2015 US-based survey that 8% of trans individuals de-transitioned, but of those, 62% did so “temporarily due to societal pressure⁸.” She further cited another study⁹ indicating that only 2.5% of people who transitioned as children in the US and Canada later de-transitioned to their former cisgender identity. She concluded that:

“Trustee Stone is speaking up for a minuscule fraction of a community and weaponizing them to erode rights for the majority of community members,”

And:

⁶ <https://www.myjewishlearning.com/article/the-eight-genders-in-the-talmud/>

⁷ https://www.chabad.org/library/article_cdo/aid/2438527/jewish/The-Shechina.htm

⁸ <https://transequality.org/sites/default/files/docs/usts/USTS-Full-Report-Dec17.pdf>

⁹ [Study finds 2.5% of transgender kids go through detransition \(openaccessgovernment.org\)](https://www.openaccessgovernment.org/study-finds-2-5-of-transgender-kids-go-through-detransition/)

“All of this put together is transphobia and a breach of the Code of Conduct which requires we actively work to prevent discrimination on the basis of gender identity.”

Interviews with Complainants

As noted, I conducted several interviews with Complainants, which I summarize as follows:

Trustee Cunningham

Trustee Cunningham stated that the Board has “made commitments to human rights” and “to supporting the [2SLGBTQI+] community”. She contended that “if you are getting mixed messages from the Board itself, that filters down through the system,” and that she has personally seen “children having issues not being resolved.” She asserted that all Trustees have a duty to uphold Board decisions, and questioned whether Trustee Stone uses chosen pronouns for students and educators when she goes into schools, given her Tweets which appeared to be critical of the practice.

Trustee Cunningham stated that there are many examples of transgender concepts and people, including in Judaism and among North American indigenous cultures. She rejected the notion that gender identity is a concept that was “invented” by John Money and opined that Trustee Stone was falsely equating anyone who disagreed with her as a “fan of John Money”.

Complainant 9

Complainant 9 is an educator in the DDSB with nearly 30 years of teaching experience who helps to run the GSA (Gay-Straight Alliance) at the school where they are employed. For general reference, GSAs are student-led clubs enshrined in the *Education Act* since 2012,¹⁰ whose broad purpose is to support and provide a welcoming space for 2SLGBTQI+ students and their friends / allies.

Complainant 9 pointed out that there is a higher rate of suicide among 2SLGBTQI+ students. In their view, the Respondent’s comments contribute to an unsafe learning environment. The Complainant recalled that in the past year a Pride flag flown was cut down at a local school, and a noose was made from the rope which was then hung near the kindergarten classrooms. Similar stories can be observed

¹⁰ *Accepting Schools Act, 2012*, S.O. 2012, c. 5 - <https://www.ontario.ca/laws/statute/s12005>

in the news media. The Complainant believes the Respondent's one-sided rhetoric is "adding fuel to the fire", and cited a further example of a former student who has received death threats because they read stories to children in libraries as part of "Drag Queen Story Time".

Pflag Durham Region Representatives (Complainants 10 and 11)

The two representatives of Pflag Durham Region opined that a key issue with the Respondent's conduct is that "she only states one side," and "...only paints trans as negative, as being butchered," without acknowledging the statistical majority of cases where gender affirmation and support for trans individuals had positive and sometimes life-saving results. They stated that their organization listens to de-transitioners, and acknowledged that some people follow that path, but in their view the Respondent was "putting it out there like all transitioners de-transition." They further stated that "most of her information is not even Canadian-based," and the information she shared was "all negative [with] no positive stories."

They disagreed that the Respondent's Twitter account was private, pointing out that she identified herself as a Trustee, was a known local public figure, and was making the posts on a public forum open for public consumption – "everyone knows who she is." The Complainants stated that the Respondent's Twitter account handle included the word trustee and her surname for some time. It was this account from which many of the impugned comments were shared publicly.

The Complainants advised that they attempted to reach out to the Respondent on Twitter and offered to meet with her, but after she replied in the affirmative to their invitation, the Respondent immediately blocked them. They accused the Respondent of "playing the victim", but not really engaging in dialogue.

The Complainants also took issue with the Respondent's comments "making it seem like schools are [transitioning kids]," when schools play no part in such medical decisions and processes. They asserted that "gender expressing" and "transitioning" are not the same thing, and that the school board is simply acknowledging and honouring gender expression – i.e., how kids want to be known and recognized as individuals. One of the interviewees stated, "if kids don't feel safe and honoured at school, they won't learn." They asserted that the Respondent was "intimidating people". One of them cited their experience as a counsellor to trans youth, some of whom have confided their concerns about the Trustee's posts. They stated that Pflag Durham Region has also received calls from parents of trans kids asking them about the Trustee's social media content – a clear indication to them of community concern.

The Complainants rejected the idea that gender identity was created (“made up”) by John Money or any other such individual from recent history. They pointed out that the concept exists in indigenous culture as two-spirited and stated that Trustee Stone’s apparent ignorance to this fact, as strongly implied by her shared public assertion to the contrary, was discriminatory and an “erasure of history [and] indigenous culture,” and therefore contrary to the principles of truth and reconciliation.

They also offered the example of Dr. Alan Hart (born Alberta Hart), a trans doctor who pioneered the use of x-ray technology to detect Tuberculosis in the early-20th century,¹¹ noting that Dr. Hart transitioned with the help of doctors before John Money was born. The Complainants asserted:

“For [Trustee Stone] to say that gender identity was invented in modern times by a pedophile is disingenuous ... There are sickos in every population. The focus of one aspect of one person and then attaching everyone to that negative aspect is reductive.”

Other Evidence and Materials Considered

The Ontario Human Rights Code / Commission

School board trustees must follow the *Ontario Human Rights Code* among other laws and policies. With respect to gender identity and expression, the Ontario Human Rights Commission has stated the following:¹²

Under the Ontario Human Rights Code, discrimination and harassment because of gender identity or gender expression is against the law. Everyone should be able to have the same opportunities and benefits, and be treated with equal dignity and respect including transgender, transsexual and intersex persons, cross-dressers, and other people whose gender identity or expression is, or is seen to be, different from their birth sex.

In 2012 “gender identity” and “gender expression” were added as grounds of discrimination in the Ontario Human Rights Code. To fully address the new Code grounds, as well as the significant legal decisions, policy changes and other developments since its first policy, the OHRC released a new Policy

¹¹ <https://www.scientificamerican.com/article/trailblazing-transgender-doctor-saved-countless-lives/>

¹² https://www.ohrc.on.ca/en/code_grounds/gender_identity

on preventing discrimination based on gender identity and gender expression in April 2014.

The Ontario Human Rights Commission has summarized that Policy as follows:¹³

Summary

People who are transgender, or gender non-conforming, come from all walks of life. Yet they are one of the most disadvantaged groups in society. Trans people routinely experience discrimination, harassment and even violence because their gender identity or gender expression is different from their birth-assigned sex.

Under the Ontario Human Rights Code (the Code) people are protected from discrimination and harassment because of gender identity and gender expression in employment, housing, facilities and services, contracts, and membership in unions, trade or professional associations.

***Gender identity** is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation.*

***Gender expression** is how a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.*

***Trans** or **transgender** is an umbrella term referring to people with diverse gender identities and expressions that differ from stereotypical gender norms. It includes but is not limited to people who identify as transgender, trans woman (male-to-female), trans man (female-to-male), transsexual, cross-dresser, gender non-conforming, gender variant or gender queer.*

***Discrimination** happens when a person experiences negative treatment or impact, intentional or not, because of their gender identity or gender expression. It can be direct and obvious or subtle and hidden, but harmful*

¹³ <https://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

just the same. It can also happen on a bigger systemic level such as organizational rules or policies that look neutral but end up excluding trans people. Friends, family or others who face discrimination because of their association with a trans person are also protected.

***Harassment** is a form of discrimination. It can include sexually explicit or other inappropriate comments, questions, jokes, name-calling, images, email and social media, transphobic, homophobic or other bullying, sexual advances, touching and other unwelcome and ongoing behaviour that insults, demeans, harms or threatens a person in some way. Assault or other violent behaviour is also a criminal matter. Trans people and other persons can experience harassing behaviour because of their gender identity or expression (gender-based harassment) and/or their sex (sexual harassment). Social stereotypes about gender, and prejudice and fear towards trans people are often at the root of discrimination and harassment. Negative attitudes about a trans person's racial identity, family status or other grounds can combine or intersect to make things worse.*

Everyone has the right to define their own gender identity. Trans people should be recognized and treated as the gender they live in, whether or not they have undergone surgery, or their identity documents are up to date.

An organization should have a valid reason for collecting and using personal information that identifies a person's gender. They should keep this information confidential. Trans people can have their name or sex designation changed on identity documents and other records. The criteria and process should not be intrusive or medically based.

Trans people should have access to washrooms, change rooms and other gender specific services and facilities based on their lived gender identity.

Dress code policies should be inclusive and flexible. They should not prevent trans people and others from dressing according to their expressed gender.

Organizations should design or change their rules, practices and facilities to avoid negative effects on trans people and be more inclusive for everyone. Any exceptions must be legitimate in the circumstances, and trans people must be provided any needed accommodation unless it would cause undue hardship.

The duty to accommodate the needs of trans people is a shared responsibility. Everyone involved should cooperate in the process, exchange only necessary information and explore options while respecting privacy.

Trans people and other gender non-conforming individuals should not be treated negatively while at work, at school, trying to rent an apartment, shopping, eating a meal in a restaurant, using health care services or shelters, dealing with law enforcement and justice services, or at any other time.

Organizations are liable for any discrimination and harassment that happens. They are also liable for not accommodating a trans person's needs unless it would cause undue hardship. They must deal with complaints, take steps to prevent problems and provide a safe, welcoming environment for trans people.

Organizations should learn about the needs of trans people, look for barriers, develop or change policies and procedures and undertake training. This will help make sure trans people and other gender non-conforming individuals are treated with dignity and respect and enjoy equal rights and freedom from discrimination.

It is clear from this policy that every person – which is not simply limited to adults – has the right to define and express their own gender identity. The duty to accommodate the needs of trans people is a shared responsibility and extends to public school boards. Organizations are expected to provide a safe, welcoming environment for trans people. On the other hand, discrimination happens when a person experiences negative treatment or impact because of certain defined personal attributes, including gender identity and gender expression. Harassment is a form of discrimination and can include the making of inappropriate comments – whether in-person or digitally, such as by email or on social media.

For further context, I note (as this office has before) that the Chief Commissioner of the Ontario Human Rights Commission, Patricia DeGuire, issued a letter to the provincial Minister of Education on November 1, 2021, advocating for increased accountability for school board trustees. She wrote as follows:¹⁴

The Ontario Human Rights Commission (OHRC) welcomes the Ministry of Education's consultation on strengthening accountability for school board

¹⁴ https://www.ohrc.on.ca/en/news_centre/ohrc-submission-ministry-education-consultation-strengthening-accountability-school-board-trustees

trustees. We are particularly interested in measures to ensure trustees are held accountable if they fail to fulfill their legal obligations under the Ontario Human Rights Code (Code).

The OHRC is concerned about reports of trustees engaging in discriminatory conduct including making homophobic, Islamophobic and racist comments. It is particularly troubling when such behaviour is exhibited by education leaders entrusted with the responsibility to ensure school systems uphold and champion human rights. The Supreme Court of Canada has recognized that school boards must foster an atmosphere of tolerance and respect and cannot rely on the personal views of some individuals to deny equal recognition for the human rights of other members of the community.

[...] The OHRC supports the Ministry of Education’s intention to identify and require, through statutory regulation, minimum standards for trustee codes of conduct, including ensuring human rights are consistently upheld across all publicly funded school boards.

The minimum standards for codes of conduct should require school board trustees to respect, protect and promote human rights at the board and throughout the education system they govern. [...] Boards and their trustees must take steps to prevent and respond appropriately to violations of the Code or they may be held “liable” and face monetary penalties or other orders from a tribunal or court.

[...]

[...] Stronger sanctions, such as removal from office where the law permits, may be necessary in the case of a very serious breach. The OHRC recommends that school boards have all of the authority necessary to remedy human rights violations.

The DDSB Human Rights Policy

The DDSB’s Human Rights, Anti-Discrimination and Anti-Racism Policy (“Human Rights Policy”) became effective May 16, 2022. It’s stated purpose is:

“[...] to protect, uphold and promote human rights and to prevent discrimination and discriminatory barriers in all DDSB learning and working environments. Protecting, upholding and promoting human rights are necessary to meet the mandate of the DDSB and to create and foster a culture

of care where students and employees can thrive and have a sense of safety, well-being, engagement and belonging.”

The Human Rights Policy identifies that:

“[...] discriminatory ideologies and structures perpetuate dominant perspectives (including white supremacy and racist, ableist, sexist, gendered, heteronormative, cisnormative, cissexist, faithist and classist assumptions, stereotypes and beliefs) that:

- a) Erase or diminish students’ and employees’ identities, voices, knowledge and experiences because of inaccurate information, biases, attitudes and stereotypes (for example, deficit ideologies and low expectations); [...].”*

It states that discrimination can:

- a) Negatively affect physical, emotional, psychological and spiritual safety, mental health and well-being;*
- b) Create barriers to academic and employment-related achievement and success; and;*
- c) Result in inequitable and disproportionate educational, employment/career and social experiences, opportunities and outcomes.*

The Human Rights Policy describes types of conduct that would be considered violations, of which I refer to some:

3.9 DDSB community members shall not engage in discrimination related to a Prohibited Ground(s) against any DDSB community member in DDSB learning or working environments. In this regard, the following conduct (refer to Appendix A for definitions) is unacceptable and prohibited:

- a) Any form of discrimination;*
[...]
[...]
- e) Creating or contributing to a poisoned learning or working environment;*
- f) Condoning or failing to address or prevent potential discrimination;*
[...]

Discriminatory Effect/Impact

3.10 *A practice, behaviour, action or inaction will be considered a violation of this policy where the effect or impact, whether intentional or unintentional, is discriminatory.*

The Human Rights Policy further defines responsibilities of the Board of Trustees:

3.20 *The Board of Trustees, in fulfillment of its policy-making and statutory functions under the Education Act, will:*

- a) Apply and uphold the objectives and principles of the Code and this policy in fulfilling Board responsibilities, processes and committee work, including with respect to student achievement and well-being, safe and inclusive school climates, and effective and appropriate education programs for students; and*
- b) Promote and protect students' right to education free from discrimination, address barriers to equitable access and participation, and support equitable opportunities, experiences and outcomes for all students.*

The Human Rights Policy's Glossary of Terms contains the following definitions:

Cis/cisgender: *a person whose gender identity is in alignment with the sex they were assigned at birth.*

Cisgenderism: *prejudice that denies, ignores, denigrates, or stigmatizes diverse, non-cisgender identities.*

Cisnormativity: *the common assumption that all people are cisgender and that everyone accepts this as "the norm". The term cisnormativity is used to describe systemic prejudice against trans people.*

Cissexism: *a system of oppression that considers cis people to be superior to trans people. It includes harmful beliefs that it is "normal" to be cis and "abnormal" to be trans. Examples include scrutinizing the genders of trans people more than those of cis people or defining beauty on how cis people look.*

Duty to accommodate: *DDSB has a legal obligation under the Human Rights Code and a requirement under this policy to accommodate students'*

and employees' needs related to a Prohibited Ground(s), to the point of undue hardship (see definition below). The duty includes procedural and substantive elements to collaboratively identify accommodation options and solutions, and to provide accommodation that most respects the individual's dignity and needs, and that maximizes integration, independence and participation.

Trans: *a term that describes people with diverse gender identities and gender expressions that do not conform to society's stereotypical or binary (male/female) views about gender. "Trans" can mean transcending beyond, existing between, or crossing over the gender spectrum. It includes but is not limited to people who identify as transgender, transsexual, non-binary or gender non-conforming (gender variant or genderqueer) and can include people whose gender identity differ from the sex they were assigned at birth, who identify as existing between male and female, or who identify in different ways beyond the male/female binary.*

Katelynn's Principle: *decisions affecting children must centre the child, reflect their voice and respect their rights and identities (e.g., ancestry, race, disability, sexual orientation, gender identity, gender expression, creed/religion, etc.)*

DDSB Supporting our Transgender Students Document

The Board also has a specific policy / document relating to support for transgender students.¹⁵ It notes statistics on the challenges faced by trans students:

Barriers Faced by Transgender Students¹⁶

The world can be an unsafe place for trans students. Schools are no exception – but we can change that. Trans students experience verbal and physical harassment, assault, teasing, social exclusion, and have their property stolen or damaged at rates higher than any other student group. In addition, the more frequent harassment that trans students experience, the lower their grades and educational aspirations (1). These students also drop out of school at higher rates than other students because of feeling unsafe (2). Some use drugs to cope with this stress (3), some contemplate suicide (4). Trans students of visible minorities, racialized groups and diverse faith groups experience additional

¹⁵ <https://www.ddsb.ca/en/about-ddsb/resources/Documents/Equity/Supporting-Our-Transgender-Students.pdf>

¹⁶ *Ibid*, pp. 5-6

challenges because of the systemic racism and oppression to which they are often subjected. These challenges can compound the stress of transition and further marginalize them.

EGALE Canada's (2011) school climate survey revealed:

- *50% reported that staff never intervened when homophobic or transphobic comments were made.*
- *78% of trans students felt unsafe at school.*
- *90% of trans students hear transphobic comments daily or weekly from other students.*
- *23% of trans students report hearing teachers using transphobic language daily or weekly.*
- *74% of trans students reported being verbally harassed because of their gender expression.*

Gender Identity as a Concept

A significant point of contention between the Parties in this matter concerns the retweeted reference to John Money as being the person who “made up” the “concept of gender identity.” I accept that there is significant evidence to support the claim that John Money popularized the term, but the term itself may have been introduced by another individual named Robert Stoller in 1964.¹⁷

I further acknowledge the sources identified herein by Complainants that reflect long-standing cultural understandings and recognition of gender identity as a concept and lived reality, even if it had not described as a modern scientifically defined term. I will consider this matter further in my analysis below.

ANALYSIS

Part of my role involves balancing the competing interests of an elected official to express her views, with the interests of those who may be legitimately injured by those views being expressed, particularly by a person in position of responsibility within a public school board. It is ultimately my remit to determine whether the Respondent's expression of certain views falls outside the reasonable restrictions on expression set out in the Board's self-adopted Code of Conduct.

It is obvious some members of the community were hurt by Trustee Stone's

¹⁷ <https://link.springer.com/article/10.1007/s10508-010-9665-5>

comments on social media. Our office has never received so many concurrent complaints about any public official. Some of the Complainants also gave evidence of interacting with others who privately expressed their concerns to them. In short, I accept that this is a community concern.

Right to Expression

As noted in previous reports, our office has sometimes held in other contexts that the right to free expression is paramount. For example, our office also investigates ethics complaints related to municipal councillors around Ontario, frequently respecting things politicians may have said. With respect to politicians, we have often cited *Linton v. Kitras*,¹⁸ a decision of the Township of Centre Wellington's Integrity Commissioner, for the following propositions:

68. [...] *I wish to comment briefly on the role of municipal councillors.*

69. *Centre Wellington is a democracy. Council Members are elected to office. The democratic nature of the office means that Council Members have political and representational roles in addition to their legislative (law-making) role. ... The Municipal Act confirms that a role of the Council is "to represent the public".*

70. [...] *As part of the political process, a Council Member is entitled to form views, to hold views, to express views and, once in office, to give effect to those views.*¹⁹ ...

[...]

76. [...] *Trying to motivate people to support one's viewpoint (or trying to motivate people to oppose a contrary viewpoint) is part of the political process.*

[...]

78. *Other Integrity Commissioners have held that they have no jurisdiction over political speech as long as it complies with the Code. As former Brampton Integrity Commissioner Donald Cameron noted in 2012:*

¹⁸ *Linton v. Kitras*, 2020 ONMIC 1 (Township of Centre Wellington)

<https://www.canlii.org/en/on/onmic/doc/2020/2020onmic1/2020onmic1.html>

¹⁹ *Re Cadillac Development Corp. Ltd. And City of Toronto (1973)*, 1 O.R. (2d) 20 at 43, cited with approval by *Old St. Boniface Residents Assn. Inc. v. Winnipeg (City)*, [1990] 3 S.C.R. 1170 at 1193-4

I cannot and will not be a referee of free speech in a political arena provided it stays within the bounds ... of the Code.²⁰

79. *Subsequently, Mr. Randy Pepper, the delegate of Integrity Commissioner Cameron, expanded on the same principle in Investigation Report No. BIC-33-1112.²¹*

Freedom of expression is a fundamental right in Canada so the Code must be interpreted in a manner consistent with this fundamental right. [...]

[...]

[...] I find that the Integrity Commissioner has a very limited role in relation to the “freewheeling debate on matters of public interest [...]

80. *I agree with Integrity Commissioner Cameron’s and Delegate Pepper’s statements concerning the role of the Integrity Commissioner in relation to political speech and adopt them for purposes of this complaint.*

81. *... I am reluctant to find that certain arguments (used to energize and mobilize the voters) are out of bounds.*

[...]

87. *In my view, utilizing the tools of political debate to respond to unfairness and inaccuracy in political debate is far more appropriate than having Integrity Commissioners police the truth and fairness of political speech: Re Maika, 2018 ONMIC 11, at para. 139.*

In short, “political speech” by politicians enjoys a great deal of protection, even where the speech involved could generate discomfort or unease. But as this office has previously remarked, there are significant differences between other politicians and school board trustees. Trustees have no individual authority and do not belong to any official political party, alignment, or movement – at least insofar as their official role is concerned. Their unique function is to work together with other Trustees to help the education system adapt and transform to changing needs and shifting challenges. They may bring issues to the Board for its consideration, but the role of a school board trustees is not foundationally about “giving voice” to private political opinions. This does not mean that they cannot have or express

²⁰ City of Brampton, Report No. BIC-030-192 (December 4, 2012)

²¹ City of Brampton, Report No. BIC32-1112 (December 18, 2012)

views, agree or disagree with their colleagues, or engage in good faith debate on topics being considered by the Board – that is clearly permitted within the bounds of the position. Indeed, clashes of ideas are foundational to notions of government in a liberal democracy, including at the public school board level. However, Trustees are also required, as members of a Board, to have the best interests of the entire Board at the centre of every decision they make. As with any Trustee or Member of a Board, they have a fiduciary duty to the Board. They are also directly subordinate to the *Education Act* and Board policies. They must uphold (and not work to undermine) decisions of the Board, even when they may disagree with such decisions. They cannot engage in activities that are detrimental to the Board and/or its stakeholders – for example, by undermining Board policies or frustrating their implementation. They cannot engage in activities that bring the Board into disrepute or weaken its integrity or standing with the public.

Trustee Stone posited that her comments / retweets were posted on a personal account unrelated to the DDSB. I disagree with her assertion, but in my view, the Code of Conduct is still applicable regardless. The Code requires Trustees to “uphold the dignity of the office and conduct themselves in a professional manner at all times [...]”. Trustee Stone is a public figure known to the community and her public activities, including social media posts, reflect not only on her as an individual, but also on the public office she holds. Accordingly, any public conduct by a Trustee, including on social media, can be captured by the Code. Further, Trustee Stone’s Twitter handle included her surname and the word “trustee” in many of the tweets in question. In one tweet from that account, she referred to “our students”, and in another she wrote about Board staff. It is evident that she used her Twitter account for Board-related business. The Code must be reasonably applicable to her public Twitter posts.

Throughout my extensive review of the many dozens of pages of submissions by Complainants, I became convinced that Trustee Stone was not engaging in good faith discourse. She was not expressing benign opinions or asking innocent questions for the purposes of public consultation. Her activity was more akin to campaigning for one side of an issue to the exclusion of others. For Trustees, the reasonable bounds of their office are confined by their fiduciary duty to the Board, and the basic functions of the office as defined by the *Education Act* and Board policies. In particular, the expression of political views, while permissible in some cases, becomes problematic for a Trustee when the subject matter of their commentary veers into disrespectful conduct and discrimination – which I believe occurred on several occasions. Such conduct is clearly contrary to Board policy and is a violation of the Code.

Prior Contextual Evidence

Before delving into the selected crop of tweets from the December 2022 period, I will address one earlier tweet which was provided to me by Complainants in this matter as a reference point for the Respondent Trustee's conduct over time and demonstrates her continued bad faith engagement with these topics. It is not subject to a finding in this case, as it was previously considered in another matter before this office²². It is presented here for context.

It is noted that in or around May 2022, Trustee Stone tweeted "How many different pronouns must a teacher memorize. If 23 students all have different pronouns and the teacher gets one wrong, would that be grounds for a complaint?" This was easily interpreted as a message about Board policy – i.e., the Human Rights Policy and its ancillary policies and protocols. The message, similar to other tweets considered herein, bore the hallmarks of slippery slope argumentation with a view to scaremongering.

In the context of her many other unsupportive tweets and comments about gender identity and expression (both those considered herein and those considered previously), it is reasonably taken as an argument against educators honouring students' identities by imagining an extreme and unlikely example. It also appears to miscomprehend classroom realities and teacher abilities. If one replaced the word "pronouns" with "names", "birthdays", or "Individual Education Plan (IEP) accommodations", these are things teachers often do remember, and in the last case are legally required to implement.

Furthermore, nothing in the Human Rights Policy (in its earlier draft or now adopted form) conveys the message that innocent mistakes are to be punished. The requirement in the Human Rights Policy (which is relevant to the present matters) is to make good faith efforts to accommodate the individual needs of students, and to recognize and honour their individuality as people deserving of respect.

The Board's Human Rights Inclusive Design and Accommodation Procedure²³ states that the "...duty to accommodate is informed by three key principles: respect for dignity, individualization and integration and full participation."²⁴ It requires responsible staff to:

²² *Forbes et. al. re: Stone* (Report dated January 23, 2023)

²³ https://durhamschboard.service-now.com/sys_attachment.do?sys_id=f48cd26647ab1d50297bf768536d43c8&view=true

²⁴ *Ibid*, s. 1.8

“a) Accept and respond to accommodation requests in good faith, unless there are objective reasons to question the legitimacy of the request;”²⁵

This is one example (among others previously considered by this office) which adds recent historical context to Trustee Stone’s various impugned activities (i.e., the activities about which these Complaints are based). Many other such examples were provided in evidence by Complainants.

Analysis

As the DDSB’s Integrity Commissioner, it is not within my remit to question the personal views of Trustee Stone. It is, on the other hand, up to me to assess the conduct that has been placed before me as evidence in support of claims that the Respondent breached the Code; to determine whether, in my view, a breach did occur; and to set out my reasons as and where required.

Gender Identity and Expression

Trustee Stone was factually correct that some people who have transitioned have chosen to de-transition at some point later in their lives. The Complainants representing Pflag Durham Region acknowledged that they speak with some de-transitioners as part of their work. I acknowledge that there have also been cases where some such individuals have expressed regret about transitioning. I do not believe this fact is reasonably up for debate. However, I accept statistics showing that de-transitioning appears to occur in a fractional minority of cases – 2.5% according to the Canadian study cited herein. I also observe that the rate of self-harm and of death by suicide among young people in the trans community is higher than among their cisgender peers²⁶. The Board has recognized this by setting out policies and training manuals to specifically address these problems and attempt to counter them through supportive programs and actions.

The DDSB’s policy is essentially to acknowledge and respect how a child expresses their identity by accepting the child for who that child says they are. To acknowledge and honour a child’s gender identity and expression is not a medical decision, nor one which can be equated with “transitioning” them. It rather appears to be in keeping with the requirements of the Ontario *Human Rights Code* and other referenced legislation which the Board has adopted into its own policies (e.g., the Human Rights Policy). A refusal by the Board to accept a person for who

²⁵ Ibid, s. 3.16 (a)

²⁶ <https://www.cmaj.ca/content/194/22/E767>

they are in respect of any of the prohibited grounds of discrimination would likely be an act of discrimination. It further appears to be the Board's view that a failure to acknowledge a child for who they say they are would be a failure to create a welcoming learning environment, and a failure to ease the additional social burdens that 2SLGBTQI+, and particularly trans and non-binary, students often experience at school.

I accept as fact that in the late 1960s to 1970s, John Money engaged one family's children (David (born Bruce) and Brian Reimer) in what amounted to a social-sexual experiment of conversion therapy masked as medical treatment, and that both of the twins died by suicide years later in their adulthood. I agree with Complainants who commented that one case of a bad actor (Money) doing grotesque things does not define a community of people. Trustee Stone argues it as a "matter of fact" that John Money "made up" the "concept of gender identity". She also claimed that her tweet was a criticism of John Money, though it is clear from reading it that the subject of the tweet is the "concept of gender identity", which is being smeared by association with John Money. Trustee Stone retweeted someone else making the point that Money "made up" the concept, and later defended this notion, going so far (as pointed out by some Complainants) to falsely equate contrary views about this smear-by-association with actually voicing support for or "protecting" John Money. In my view, this is an incredible and brutish leap of logic.

I am not even satisfied that Money coined the term "gender identity", much less that he invented the concept, although I acknowledge many sources credit him with popularizing it. I would observe that the drawing together of evidence about gender to identify it scientifically is no more a case of Money making up the concept than it was the case that Newton made up gravity or Columbus made up America. They were always there. There is significant evidence that the concept of gender identity was acknowledged by people throughout human history. The idea was conceptualized in writing and in cultural traditions for millennia, even if recognized by other names and terms (e.g., 'two-spirited', and 'Androgynos').

Moreover, John Money's basic theory about the malleability of gender – which he tried to force upon one of the Reimer twins through a form of conversion therapy – was proven wrong by the very example referred to in this tweet. Money's bad science does not define "gender identity" as a concept.

The claim that Trustee Stone amplified and defended is reductive and dismissive of cultural and historical realities. It shared a comment from an individual who rose to prominence partly owing to his public refusal to recognize preferred

pronouns, who himself was sharing a tweet from an entity known to post derogatory content about trans people, among others²⁷. Accordingly, it is reasonably inferred to be a negative comment, dismissive of the lived experiences of trans individuals, and a reduction of the bases of their authentic identities into nothing more than the perverse musings of a “psychopath”.

The problematic nature of this retweet is compounded by the fact that it is far from a stand-alone example of such conduct by Trustee Stone. Indeed, it is one of many instances. Further evidence of this reductive and dismissive attitude can be observed in such tweets as the following retweet (dated December 20, 2022):

“Woman is not a feeling or a costume. Stop erasing women. Stop appropriating our identity. Hands off our hard won sports, spaces, and shortlists.”

This tweet clearly aims to promote a message of trans exclusion. It belittles and dismisses authentic trans identity and gender expressive activities such as drag. It is disrespectful and discriminatory.

“Drag Queen Story Time” Tweet

With respect to the retweet “Drag Queens are just teaching kids to read” (accompanied by a photo apparently from a drag show, unrelated to any activity at school, let alone one in the DDSB) Trustee Stone wrote that “drag queen story hour is an issue for many parents and they want a discussion around it. So do I.”

Perhaps Trustee Stone does want to engage in a good faith discussion about this topic. It is difficult to see how her retweet of a sardonic message over a photograph unrelated to reading stories to children achieves this desired “discussion.” Nothing in the tweet is representative of policy or activities occurring within the Durham District School Board. It is blatant scaremongering to suggest that children are being exposed to stage shows featuring half-naked dancers performing sexual acts or exposing intimate body parts during “drag queen story hour” or at any other time on DDSB school property. I am left to conclude that her tweet was a deliberate diffusion of discrimination masquerading as policy discussion. It offers nothing constructive to any legitimate policy discussion. It only serves to create or raise levels of apprehension among some segments of the population, and accordingly undermines the integrity of the DDSB.

²⁷ <https://www.washingtonpost.com/technology/2022/04/19/libs-of-tiktok-right-wing-media/>

“Stolen Dress” Tweet

Trustee Stone responded to a Tweet showing a photograph of Sam Brinton, which asked: *“What in the hell is this?”* Trustee Stone responded that it was *“a stolen dress”*. I credit Trustee Stone for acknowledging that this tweet was “not a good one” that she “regrets”. I further acknowledge that she deleted the tweet (I take her at her word on this), although not before it caused damage. The original tweet was problematic, and any sympathetic response to it was equally problematic.

“Biological Women / The Emperor” Tweet

Trustee Stone tweeted:

“Biological women have lost their voices and will cease to matter because biological women have enabled this to happen. No one at Durham College had a problem with this? The Emperor marches on.”

Trustee Stone is entitled to stand up for women’s rights, but instead this message was trans-exclusionary and sought to separate what she refers to as “biological women” from trans women. I do not need to psychoanalyze her reference to some unknown “Emperor”. The laws of Ontario recognize trans rights and identities as being authentic and deserving of protection. By law, gender identity and expression are protected grounds. Trustee Stone is not welcome to give voice to discriminatory views while sitting as a DDSB Trustee and subject to its Code of Conduct.

Determination re: Code Contraventions

I find that Trustee Stone’s tweets, retweets, and comments considered herein failed to meet the expected standard under the Code of Conduct in so doing, she breached each of sections 6.3, 6.4, 6.8, 6.11, and 6.44 of the DDSB’s Board Member (Trustee) Code of Conduct. Trustees are mandated to comply with their board’s code of conduct, pursuant to section 218 of the *Education Act*.

Trustee Stone made or amplified comments that are contrary to Board policy (e.g., the Human Rights Policy). The Board has legal obligations to uphold human rights. Trustee Stone’s actions shake public confidence in the Board as an institution. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.3 of the Code of Conduct.**

In my view, some of Trustee Stone's comments and tweets were simply unprofessional and brought the standing and dignity of the DDSB and her role within it into question. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.4 of the Code of Conduct.**

Similarly, it is my view that many of Trustee Stone's tweets / comments simply fell short of the requirement to be constructive and respectful. I find many of them to be one sided, belligerent, reductive and dismissive. They are not an example of "constructive" good faith discussion on these topics. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.8 of the Code.**

As I have indicated, I have found several of Trustee Stone's tweets / comments to be discriminatory. Most particularly, I found some of her tweets / retweets were trans-exclusionary or transphobic, and/or reductive or outrightly dismissive of the lived realities of some members of the 2SLGBTQI+ community. Gender identity and expression are prohibited grounds of discrimination under Ontario law and Board policy. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.11 of the Code.**

All of the above considered issues represent, in my view, a failure on Trustee Stone's part to treat others with respect. She subjected stakeholders and members of the public to discriminatory and dismissive remarks. She also accused those who disagreed with her as "protecting" and otherwise siding with someone she reviled as a "pedophile" and "psychopath". This is simply unacceptable behaviour for someone occupying the office of school board Trustee. **I accordingly recommend that the Board make a finding that Trustee Stone breached section 6.44 of the Code.**

RESPONSE OF TRUSTEE STONE TO DRAFT REPORT

Though it is not mandated by the Board's Code of Conduct / Protocol, I opted to provide an advance draft of this report to Trustee Stone in accordance with what I consider to be a best practice for Integrity Commissioner reports where a finding of a Code contravention has been made. The Respondent Trustee requested and was granted additional time beyond the initial period granted. She provided a five-page response to the report which was received by my office on May 16, 2023.

I have since thoroughly reviewed and carefully considered the contents of her response, and I have determined that the findings and conclusions herein should

remain unchanged. However, I wish to address some of the points the Respondent raised. These issues can be found in the included Addendum to this report.

CONCLUSION

I have found that Trustee Stone breached the Code of Conduct. However, the ultimate authority to determine whether a Trustee breached the Board's Code of Conduct does not rest with me as Integrity Commissioner, but with the Board itself.

Section 218.3 (2) of the Education Act states:

“(2) If an alleged breach is brought to the attention of the board under subsection (1), the board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached the board's code of conduct.”

By way of an appointing By-law appended to the Code of the Conduct document, the Board of Trustees has entrusted the making of inquiries respecting Code of Conduct Complaints to its appointed Integrity Commissioner²⁸.

Such inquiries having now been made, the results of which are presented in this Investigation Report, the Board is accordingly now statutorily required to consider the results of my inquiry and make its own determination regarding whether Trustee Stone has, in fact, breached the Code of Conduct.

If the Board determines that Trustee Stone breached the Code, s. 218.3 (3) of the *Education Act* (as follows) allows a limited range of permissible sanctions:

If the Board determines that the Trustee has breached the Board's Code of Conduct, the Board may impose one or more of the following sanctions:

- a) Censure of the Trustee.*
- b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.*
- c) Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.*

²⁸ Appendix 1 – Appointment, Selection and Jurisdiction of the Integrity Commissioner

In accordance with the above findings, should the Board also adopt them, I would make the following recommendations as to sanctions:

- 1. I recommend that the Board censure Trustee Stone.**
- 2. I recommend that Trustee Stone be barred from attending a regular meeting of the Board.**

I am aware that Trustee Stone has already recently been subjected to sanctions by the Board for a previous breach of the Code, which included a decision to bar her from sitting on committees of the Board through the end of December 2023. In view of the seriousness of these matters, it would behoove the Board to consider imposing a further suspension of Trustee Stone's committee participation, which would commence immediately following the expiry of the existing sanction. I leave it to the Board to determine the appropriate action.

Lastly, pursuant to the requirements of the *Education Act*, I ask that this report be published on an open DDSB meeting agenda and be considered by the Board of Trustees at its earliest opportunity.

Respectfully,



Michael L. Maynard
Integrity Commissioner

ADDENDUM

As noted in the body of this Investigation Report, Trustee Stone was provided with an opportunity to review and respond to my draft findings, about which she raised several objections. I considered those objections carefully and determined that the findings and conclusions in my report would remain substantively unchanged.

Some of the issues that the Respondent raised do not speak to my findings, but rather raise various points of contention with arguments from the Complainants. The time for addressing Complainant submissions was during the inquiry process – not now. However, I believe it is appropriate to address some of the issues that the Respondent raised that speak specifically to my findings and conclusions.

The following analyses are simply set out for transparency's sake; they are not intended to be a basis for the Board of Trustees to make their determination.

Re: John Money Tweet

Trustee Stone proffered that:

“It seems to me that you along with my complainants missed the whole reason for my retweeting the article about John Money. It is not my concern whether he coined the term gender identity, but the whole issue is that his flawed theories should not have been put into practice or brought into mainstream medicine. My concerns are for children who may or may not have gender dysphoria, making life altering decisions without any or very little psychological and mental health care.”

She provided a variety of information about trans children who later de-transition and took the position that “Even one detransitioner is too many”. She asserted that her point was not about whether John Money coined the term “gender identity”, but rather that she believed we (presumably society) should not “be medically transitioning children under the age of 18.”

I will refrain from engaging in a policy debate, but I maintain that Trustee Stone's explanation does not excuse the content of her retweet. As I found in the Report, the tweet's language (and its source) frames the entire “concept of gender identity” in negative terms – i.e., that it was “made up” by an historical villain – and in so doing clearly associates gender diversity with the negative aspects of that villain. The retweet must also reasonably be read in the context the Respondent's other tweets and comments, which (the evidence is clear) appear to cast *trans* in a mostly negative light – whether intended or not.

I have already concluded from the evidence presented to me that the Board has an obligation to recognize and respect the gender identity and expression of its students. Trustee Stone's insistence that "one detransitioner is too many", while possibly well-intentioned, is unrealistic. There will always be some percentage of people who regret their life choices – I imagine that is statistically unavoidable. The fact that some children may later regret their choice to transition is insufficient reason for the Board (or any of its Members) to fail in their duty to respect varied gender identities. To be clear, I am not aware of the Board making medical decisions for children, particularly as to transitioning, but I am aware that the Board has social policies intended to promote inclusion and protect the mental and emotional wellbeing of students. Trustees have a duty to uphold those policies as much as anyone else connected to the DDSB.

Trustee Stone claimed in her response submissions that her "[...] concern is not only for gender dysphoric children but also for detransitioners and children making medical decisions without proper medical evaluation," and that she "[...] will never stop fighting for the safety of these kids [...]". I am not denying her compassion. There may be room for honest policy discussions about the best way to support gender diverse kids, but this particular tweet (i.e., about John Money), and some of Trustee Stone's other impugned comments and tweets, were inappropriate and harmful approaches to going about it. In my view, the Complainants put forward convincing cases that Trustee Stone made comments that are negative and harmful to gender diverse people, and Trustee Stone's latest comments do not change my opinion on that.

Re: Trans Women in Women's Sports

The Respondent asserted that the issue of "trans women in women's sports is a major issue" which requires a "conversation", and that she personally believes there should be an "open category for all athletes." There has indeed been an ongoing social conversation about this issue – but I also acknowledge that a significant portion of it has been negative towards trans women, as was the Respondent's following retweet:

"Woman is not a feeling or a costume. Stop erasing women. Stop appropriating our identity. Hands off our hard won sports, spaces, and shortlists."

If Trustee Stone is looking for a respectful discussion about this issue, I cannot see how the above tweet – casting trans women as "erasing" and "stealing" – could be a good starting point.

Re: My Expressed Opinions

The Respondent wrote in various parts of her submission:

“If your intention in this process is not to embarrass or overwhelm me you have failed at this attempt. I am very hurt, overwhelmed, and disappointed that there does not seem to be any understanding of where I am coming from. I am in no means transphobic or trans exclusionary. This is your opinion only. And your personal comments around my response are bias and not warranted in this report.”

...

“I hope you remove your personal comments around my original response to my complainants. Calling my words brutish and an incredible leap of logic is leading the reader.”

...

“This report is misleading in its wording and leads the reader to come to certain conclusions. I appreciate the work you have put into this report but I think its now impossible for you to be impartial because of previous complaints against me.”

I will point out that this inquiry is not merely a fact-finding exercise, but also an analytical one. The role is not limited to recording what others have said – I am not a typewriter or a tape recorder. I am contracted by the Board to provide my professional, impartial analysis, opinions, and recommendations on such matters. I do so as an Integrity Commissioner for numerous municipalities and two school boards. I have not made any “personal comments”; I have expressed conclusions based on an objective analysis of evidence and a reasoned application of Code rules to which all Trustees agreed to be bound. It is understandable that the Respondent Trustee may not like those conclusions, but that does not mean they are unwarranted – rather, I suggest that they are entirely relevant to the questions of improper conduct considered in this matter.

I have accordingly made recommendations to the Board as to the correct application of its Code of Conduct to these issues. The Board must now decide in its own right whether to reach the same conclusions or different ones.

Re: Recent Developments in the Law

Lastly, I would like to point out to all readers that the Supreme Court of Canada very recently (i.e., shortly after Trustee Stone provided her comments on the draft report) released its decision in *Hansman v. Neufeld*,²⁹ which is significant in the context of this matter. Though the core issues before the Court were counter-speech as a matter of “fair comment” under defamation law, and a public-interest weighting exercise regarding freedom of expression, the Court’s decision also recognized explicitly that:

“The transgender community is undeniably a marginalized group in Canadian society. The history of transgender individuals in Canada has been marked by discrimination and disadvantage. Transgender and other gender non-conforming individuals were largely viewed with suspicion and prejudice until the latter half of the 20th century, and have been stereotyped as diseased or confused simply because they identify as transgender. Significant legal advancements in transgender rights have only come in the last 35 years, with most change taking place in the last decade, and judicial recognition of the plight of transgender individuals in Canada is growing in the wake of legislative progress. Yet, despite some gains, courts and tribunals have recognized that transgender people remain among the most marginalized in Canadian society, and continue to live their lives facing disadvantage, prejudice, stereotyping, and vulnerability.”³⁰

The interpretation of this case is developing, given its recency, but in my opinion the obligations incumbent upon organizations vis-à-vis respecting the rights of trans individuals has never been clearer as a matter of law. Transgender people belong to a marginalized group – the highest Court in the land has affirmed this fact. This is all the more reason for public figures and people in positions of authority to be careful and respectful in how they address these issues.

/MLM

²⁹ *Hansman v. Neufeld*, 2023 SCC 14 – <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/19911/index.do>

³⁰ *Ibid.* (headnotes)

| Timeline | Action |
|----------------------------|---|
| June 19, 2023 | <p>Public meeting to consider the report of the Integrity Commissioner.</p> <p>Trustees will have two tasks in this meeting:</p> <ul style="list-style-type: none"> a) Make their own assessment, based on the report of Integrity Commissioner, as to whether there has been a breach (or breaches) of the Code of Conduct (i.e. accept or reject, in whole or in part, the findings articulated in the Integrity Commissioner’s Report); b) If the Board determines that there has been a breach (or breaches) of the Code, then Trustees will consider and vote on the sanction to be imposed. |
| By July 5, 2023 (approx.) | If there is a finding of breach, the trustee is provided with written notice and an opportunity to make submissions in writing as to the decision (s) of the Board. |
| By July 19, 2023 (approx.) | The Board will reconvene a public meeting to consider any written submissions by the trustee and render a decision to confirm or revoke the decision of June 19, 2023 as to breach or breaches and, if necessary, to confirm, vary or revoke any decision as to sanction made on June 19, 2023. |

The relevant provisions of the *Education Act* provide as follows:

- 218.3 (1) A member of a board who has reasonable grounds to believe that a member of the board has breached the board's code of conduct may bring the alleged breach to the attention of the board.
- (2) If an alleged breach is brought to the attention of the board under subsection (1), the board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached the board's code of conduct.
- (3) If the board determines under subsection (2) that the member has breached the board's code of conduct, the board may impose one or more of the following sanctions:
1. Censure of the member.
 2. Barring the member from attending all or part of a meeting of the board or a meeting of a committee of the board.
 3. Barring the member from sitting on one or more committees of the board, for the period of time specified by the board
- (6) If a board determines that a member has breached the board's code of conduct under subsection (2),
- (a) the board shall give the member written notice of the determination and of any sanction imposed by the board;
 - (b) the notice shall inform the member that he or she may make written submissions to the board in respect of the determination or sanction by a date specified in the notice that is at least 14 days after the notice is received by the member; and
 - (c) the board shall consider any submissions made by the member in accordance with clause (b) and shall confirm or revoke the determination within 14 days after the submissions are received.
- (7) If the board revokes a determination under clause (6) (c), any sanction imposed by the board is revoked.
- (8) If the board confirms a determination under clause (6) (c), the board shall, within the time referred to in that clause, confirm, vary or revoke the sanction.
- (9) If a sanction is varied or revoked under subsection (7) or (8), the variation or revocation shall be deemed to be effective as of the date the original determination was made under subsection (2).

- (10) Despite subsection 207 (1) but subject to subsection (11), the part of a meeting of the board during which a breach or alleged breach of the board's code of conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207 (2) (a) to (e).
- (11) A board shall do the following things by resolution at a meeting of the board, and the vote on the resolution shall be open to the public:
- 1) Make a determination under subsection (2) that a member has breached the board's code of conduct.
 - 2) Impose a sanction under subsection (3).
 - 3) Confirm or revoke a determination under clause (6) (c).
 - 4) Confirm, vary or revoke a sanction under subsection (8). 2009, c. 25, s. 25.
- (12) A member who is alleged to have breached the board's code of conduct shall not vote on a resolution to do any of the things described in paragraphs 1 to 4 of subsection (11).
- (13) The passage of a resolution to do any of the things described in paragraphs 1 to 4 of subsection (11) shall be recorded in the minutes of the meeting.

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: Rescission of Recognition of Long Service and Retirement of Employees Policy and Regulation **PAGE:** 1 of 3

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Heather Mundy, Superintendent of People and Culture
 Kathy Witherow, Interim Executive Lead, Strategic Initiatives and External Relations
 Patrick Cotter, General Counsel

1.0 **Purpose**

The purpose of this report is to bring forward the Governance and Policy Committee's recommendation to rescind the Recognition of Long Service and Retirement of Employees Policy and Regulation and to share the revised Procedure for information.

2.0 **Ignite Learning Strategic Priority/Operational Goals**

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

- Ensuring all Durham District School Board (DDSB) policies, procedures and regulations are up to date, relevant, and accurately aligned to appropriate legislation, collective agreements, employment contracts and existing policies supports system leaders in operational implementation.

3.0 **Background and Analysis**

Staff undertook a review of the Recognition of Long Service and Retirement of Employees Policy and Regulation, included as Appendix A, and recommended to the Governance and Policy Committee that the policy and regulation be rescinded.

At the May 24, 2023 Governance and Policy Committee meeting, the Committee passed a resolution to recommend to the Board of Trustees that the Policy and Regulation be rescinded. The revised procedure is included as Appendix B for informational purposes.

The table below outlines the policy and regulation recommended to be rescinded including staff's rationale in bringing forward the recommendation.

Table 1 – Recognition of Long Service and Retirement Policy and Regulation recommended for rescission.

| Name | Type | Recommendation | Rationale |
|--|------------|----------------|---|
| Recognition of Long Service and Retirement | Policy | Rescind | <p>Created in 1969 and last updated in 2012. The policy simply indicates that the Board shall recognize the long service and retirement of employees. The purpose of the policy and regulation is captured in the rationale of the Safe and Respectful Workplace and Harassment Prevention Policy provided below:</p> <p><i>Safe and Respectful Workplace and Harassment Prevention Policy</i></p> <p><i>1.0 Rationale</i></p> <p><i>The Durham District School Board (the “Board” or “employer”) is committed to providing working and learning environments in which all individuals are treated with respect and dignity. Every individual has an equal right to learn, work and feel safe in an environment that is free from discrimination and harassment under the Ontario Human Rights Code (Code) and the Ontario Occupational Health and Safety Act (OHSA).</i></p> |
| Recognition of Long Service and Retirement | Regulation | Rescind | <p>Created in 1969 and last updated in 2012. The Regulation is operational in nature. The Recognition of Long Service and Retirement of Employees Procedure has been updated to align with current practices and board policies.</p> |

4.0 Financial Implications

Not applicable.

5.0 Evidence of impact

Revising 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 Board of Trustees consider, and as it may deem appropriate, rescind the Recognition of Long Service and Retirement of Employees Policy and Regulation.

8.0 Appendices

Appendix A – Recognition of Long Service and Retirement of Employees Policy and Regulation
Appendix B – Revised Recognition of Long Service and Retirement of Employees Procedure (for information).

Report reviewed and submitted by:



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



Heather Mundy, Superintendent of People and Culture



Kathy Witherow, Interim Executive Lead, Strategic Initiatives and External Relations



Patrick Cotter, General Counsel

PERSONNEL

Recognition of Long Service & Retirement of Employees

1.0 The Board shall recognize the long service and the retirement of its employees.

Appendix:

None

Effective Date

69-11-24

Amended/Reviewed

73-12-10

91-05-13

2006-08-08

2012-02-29

Recognition of Long Service & Retirement of Employees

- 1.0 The Board shall recognize long service with The Durham District School Board or its predecessors by:
- (a) Honouring those who have been in the service of the Board for twenty years and twenty-five years;
 - (b) Honouring those employees retiring from the Board;
 - (c) Presenting to the school or Board office of the employee's choice, an appropriate work of Canadian art in honour of each employee who retires after forty years of service with the Board.

Appendix:

None

Effective Date

69-11-24

Amended/Reviewed

73-12-10

91-05-13

2006-08-08

2012-02-29



PROCEDURE

EMPLOYEES

Recognition of Long Service and Retirement of Employees

Adopted under Safe and Respectful Workplace and Harassment Prevention Policy

1.0 Objective

- 1.1 This Procedure is adopted to support the implementation of the Durham District School Board's Safe and Respectful Workplace and Harassment Prevention Policy (the "Safe and Respectful Workplace Policy") by outlining the process to recognize long service and retirement of employees.
- 1.2 The District is committed to providing services, employment and learning and working environments that centre Indigenous rights, human rights and equity and are welcoming, respectful, safe, inclusive, equitable, accessible and free from oppression, discrimination (including and not limited to all forms of racism, ableism, sexism, homophobia, biphobia, transphobia, faithism and ageism), harassment and harm.
- 1.3 This procedure is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the, DDSB's Human Rights, Anti-Discrimination and Anti-Racism Policy, the Indigenous Education Policy, the Safe and Respectful Workplace and Harassment Prevention Policy.

2.0 Definitions

In this procedure,

- 2.1 Board refers to the Board of Trustees
- 2.2 District refers to the Durham District School Board or its predecessors
- 2.3 Service refers to an employee's period of continuous employment with the District from the effective date of hire into a permanent position. Periods spent on approved leaves of absences will be included for purposes of this procedure.

3.0 Procedure

- 3.1 The Superintendent responsible for Human Resources, or designate, will be responsible for:
 - a) Identifying employees who reach service milestones identified in this procedure
 - b) Preparing and distributing appropriate expressions of appreciation for long-service employees through their respective supervisors or work locations

c) Identifying retiring employees for inclusion in the annual Retirement Celebration

3.2 Principals, Managers, Supervisors will be responsible for:

a) Ensuring that long service employees, as identifies by the Superintendent responsible for Human Resources, are recognized and acknowledged, including presentation of a certificate or similar expression of appreciation

3.3 Long Service

3.3.1 Annually, the Superintendent of Human Resources will identify those employees who have completed 20, 25, 30 and 35 years of service with the District as of December 31 each year, which will be presented in the following year.

3.3.2 As an expression of appreciation, employees identified in paragraph 3.3, will be recognized for their service during September/October by their respective supervisor and presented with a certificate and pin to be provided by People and Culture.

3.3.3 In addition, the employees identified in paragraph 3.3, will receive a recognition letter from the Chair of the Board and Director of Education.

3.3.4 25 years of service will be provided with a letter from the Chair of the Board and Director of Education, certificate, pin and additional expression of appreciation. The additional expression of appreciation will allow choice from:

- Canadian Landscape Art Print - Group of Seven
- Indigenous Artwork from local artists
- Artwork from local artists
- Direct Donation to Ignite Learning Foundation on behalf of the employee

3.4 Retirement

3.4.1 Retiring employees will be identified through the online retirement process.

3.4.2 All retiring employees will be formally recognized at the annual Retirement Celebration Submissions must be received by May 1st of each year for retirement up to August 31st.

3.4.3 In recognition of their service, each retiring employee will receive a certificate and a small token of appreciation.

4.0 Reference Documents

4.1 Policies
Safe and Respectful Workplace and Harassment Prevention Policy

Effective Date

2023- 03- 28

Amended

2023- 03- 28

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: Rescission of Contests in Art Sponsored by Outside Agencies Policy and Regulation **PAGE:** 1 of 3

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Stephen Nevills, Superintendent of Equitable Education, Youth and Adult Student Engagement and Success Grades 7-12+
 Kathy Witherow, Interim Executive Lead, Strategic Initiatives and External Relations
 Patrick Cotter, General Counsel

1.0 Purpose

The purpose of this report is to bring forward the Governance and Policy Committee's recommendation to rescind the Contests in Art Sponsored by Outside Agencies Policy and Regulation.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Ensuring all Durham District School Board (DDSB) policies, procedures and regulations are up to date, relevant, and accurately aligned to appropriate legislation, collective agreements, employment contracts and existing policies supports system leaders in operational implementation.

3.0 Background and Analysis

Staff undertook a review of the Contests in Art Sponsored by Outside Agencies Policy and Regulation, included as Appendix A, and recommended to the Governance and Policy Committee that the policy and regulation be rescinded.

At the May 24, 2023, Governance and Policy Committee meeting, the Committee passed a resolution to recommend to the Board of Trustees that the Policy and Regulation be rescinded.

The table below outlines the policy and regulation recommended to be rescinded including staff's rationale in bringing forward the recommendation.

Table 1 – Contests in Art Sponsored by Outside Agencies Policy and Regulation recommended for rescission.

| Name | Type | Recommendation | Rationale |
|---|----------------------------|----------------|---|
| Contests in Art Sponsored by Outside Agencies | Policy | Rescind | Created in 1976 and last updated in 2016. External organizations wishing to distribute promotional materials to students and/or families make requests through the Operations Department. This established process would also apply to contests in art. |
| Contests in Art Sponsored by Outside Agencies | Regulation | Rescind | Created in 1976 and last updated in 2016. The regulation is not in line with current practices and offers multiple suggestions that are operational in nature. Any decisions about participation in art contests would be done at the school level in consultation with appropriate Board staff. |

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 Board of Trustees consider, and as it may deem appropriate, rescind the Contests in Art Sponsored by Outside Agencies Policy and Regulation.

8.0 Appendices

Appendix A: Contests in Art Sponsored by Outside Agencies Policy and Regulation

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



Kathy Witherow, Interim Executive Lead, Strategic Initiatives and External Relations

SCHOOL OPERATIONS & EQUITABLE EDUCATION

Contests in Art Sponsored by Outside Agencies

- 1.0 Students of the Durham District School Board shall not participate in Art contests which require the art work to be done during regular school hours. Students should not be discouraged from participation in such contests outside of the regular school program.

Appendix:

None

Effective Date

76-12-13

Amended/Reviewed

88-06-02

2006-08-08

2011-03-04

2016-11-15

Contests in Art Sponsored By Outside Agencies

- 1.0 Suggest the organization send a representative who would speak to the class concerning the theme or project they wish to promote.
 - 1.1 Audio Visual materials which promote the goals of the sponsoring organization (e.g. Powerpoint presentations, videos, CDs, DVDs) could be made available to assist teachers in carrying out projects.
 - 1.2 Bus trips and guided tours related to the project could be provided for classes by the organization, e.g. a trip to the fire hall could be an excellent incentive for teachers to develop a unit of study on community helpers.
 - 1.3 Using the theme provided by an outside agency or group, students could be encouraged to express their ideas visually through picture-making using a variety of materials (e.g. paint, crayons, chalk). The resulting pictures, either from a single class or a grouping from several classes, could be tastefully displayed within the school or in a central location provided by the sponsoring group, e.g. during Fire Prevention Week all the classes could be asked to use some aspect of fire prevention to produce pictures that could be put on display at the Fire Hall or in a local shopping centre. In this way, every student could have his/her work on display within the classroom, school, or at an outside location and, thus, feel that his/her contribution has been recognized as worthwhile. In this type of approach, the program consultants in Art would be ready to offer assistance in co-ordinating and displaying the finished products.
 - 1.4 Rather than awarding prizes to individual students, each participating class or school could be presented with a plaque, picture, or print for the enjoyment of all students.
 - 1.5 If the agency or group so desired, a representative student and teacher from each school who participated could attend a dinner or luncheon to receive the Art piece mentioned in #5 above.
 - 1.6 In regard to Fall Fairs, rather than promoting competitive contests and awarding prizes to individual students in the Visual Arts, a display of Art from the Family of Schools could be attractively exhibited by a committee of students, teachers, and consultants. This display could be based upon samplings of pupils' works over the year. Given enough display space, every student who wished to contribute could have a piece of Art work on display.
 - 1.7 A school would not be expected to participate in more than one of the above suggestions in any given year.

Appendix:

None

Effective Date

76-12-13

Amended/Reviewed

2006-08-08

2011-03-04

2016-11-02

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: Revised French Instruction Policy **PAGE:** 1 of 3

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Margaret Lazarus, Superintendent of Equitable Education, Engagement and Equity
 Kathy Witherow, Interim Executive Lead, Strategic Initiatives and External Relations
 Patrick Cotter, General Counsel

1.0 Purpose

The purpose of this report is to bring forward the Governance and Policy Committee's recommendation to revise the French Instruction Policy and to share the revised French Programs Procedure for information. As part of the revision process, it is recommended that the policy be renamed to French Programs Policy.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Ensuring all Durham District School Board (DDSB) policies, procedures and regulations are up to date, relevant, and accurately aligned to appropriate legislation, collective agreements, employment contracts and existing policies supports system leaders in operational implementation.

3.0 Background and Analysis

Staff undertook a review of the French Instruction Policy and recommended to the Governance and Policy Committee that the policy and regulation be rescinded. The revised draft Policy is included as Appendix A. The current Policy is included as Appendix B.

At the May 24, 2023 Governance and Policy Committee meeting, the Committee passed a resolution to recommend to the Board of Trustees that the Policy be revised, including minor additional amendments to section to include ableism and anti-ableism. The revised procedure is included as Appendix C for informational purposes.

The table below outlines the policy recommended to be updated including staff's rationale in bringing forward the recommendation.

Table 1 – French Instruction Policy recommended for revision.

| Name | Type | Recommendation | Rationale |
|--------------------|------------------------|----------------|---|
| French Instruction | Policy | Revise | The Policy was revised to include the Human Rights, Anti-Discrimination, Anti-Racism Policy and the Indigenous Education teaching and learning policy implications for the French as a Second Language program. |

4.0 Financial Implications

Not applicable.

5.0 Evidence of Impact

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

6.0 Communication Plan

Communication regarding the revision of policies will be provided to system leaders as applicable to their role. The website listing of policies, procedures and regulations will be updated.

7.0 Conclusion and/or Recommendations

That the Board of Trustees consider, and as it may deem appropriate, approve the revisions to the French Instruction Policy, including a name change to the French Programs Policy.

8.0 Appendices

Appendix A: Revised French Programs Policy
 Appendix B: Current French Instruction Policy
 Appendix C: Revised French Programs Procedure (for information)

The report was reviewed and submitted by:



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



Margaret Lazarus, Superintendent of Equity Education



Patrick Cotter, General Counsel



Kathy Witherow, Interim Executive Lead, Strategic Initiatives and External Relations

French Programs

Core French Grades 4-12

French Immersion Grades 1-12

1.0 Rationale

1.1 The Durham District School Board (DDSB) recognizes the importance of French and its extensive use around the world. As one of Canada's two official languages, French Programs are taught in Ontario's English-language school boards. Students have significant advantages when they speak more than one language. Learning another language helps students:

- Strengthen their problem-solving, reasoning and creative thinking skills.
- Develop their understanding and appreciation of diverse cultures.
- Increase their competitiveness in an increasingly global job market.
- Enhance their overall language and literacy skills.

In addition to providing a foundation for the learning of additional languages and the potential for more opportunities to participate in an increasingly globalized society, learning French helps Ontario students to understand Canada's history and to develop an appreciation of French culture.

2.0 Policy Objective

2.1 The objective of this policy is to affirm the DDSB's commitment to providing French Programs in alignment with the Ministry of Education French Goals including:

- Increase student confidence, proficiency, and achievement in French.
- Increase the percentage of students studying French until graduation.
- Increase student, educator, parent, and community engagement in French.

2.2 This policy is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory, anti-ableist and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

3.0 Definitions

In this policy,

3.1 **Core French** – Elementary students are taught French as a subject in grades 4-8 and must accumulate 120 hours per year for a total of 600 hours by the end of grade 8. Secondary students are required to earn at least one credit in French to graduate. The program continues in Grades 9-12.

- 3.2 **French Immersion** – Elementary students are taught French as a subject and French is the primary language of instruction in grades 1-3. English is introduced in Grade 4 and is the language of instruction for 50% of the day in Grades 4-8. By the end of grade 8, the French Immersion program must provide students with a minimum of 3,800 hours of French Language instruction. At the secondary level, students accumulate a minimum of ten credits: 4 French Language courses (one per year) with an FIF code and a minimum of 6 additional courses in which the language of instruction is French.
- 3.3 **Dual Track** - a dual track school offers both the French Immersion program as well as a regular English language program.
- 3.4 **Single Track** - single track French Immersion schools offer only the French Immersion program which begins in grade one.

4.0 Policy

The DDSB is committed to:

- 4.1 Providing quality programs which help students to communicate and interact with growing confidence in French.
- 4.2 Providing equity of access to Core and French Immersion programs by acknowledging that all students can meet success in French language learning.
- 4.3 Providing Core and French Immersion programs which include multilingual language learners and students with special education needs and are inclusive and reflective of a diverse community.
- 4.4 Providing students and teachers with relevant and responsive materials and human resources to support student achievement in Core and French Immersion programs.
- 4.5 Providing learning opportunities that incorporate principles of Universal Design for Learning, Culturally Relevant and Responsive Pedagogy (CRRP) and accessibility to create learning environments that are inclusive for everyone; this includes and is not limited to revising or developing new strategies, practices, curriculum, books/course materials and resources, learning plans, assessment strategies, etc.
- 4.6 Delivering French curriculum that is authentic and reflects the lived experiences, interests, and abilities of students through differentiation of content, process, product, instruction, assessment, and evaluation, or learning environment.
- 4.7 Infusing the Common European Framework of Reference (CEFR) strategies in curriculum content and classroom practices.
- 4.8 Promoting and providing opportunities for students to challenge the Diplôme d'études en langue française (DELF).
- 4.9 Supporting, developing, and promoting Core and French Immersion programs in both dual track and single-track schools across the system to meet the varying needs and aspirations of students, families, and communities.

5.0 Evaluation

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

6.0 Reference Documents

6.1 Policies and Procedures:

[Indigenous Education Policy](#)

[Indigenous Education Procedure on Classroom Practices: Teaching and Learning](#)

[Human Rights, Anti-Discrimination and Anti-Racism Policy](#)

[Human Rights, Anti-Discrimination and Anti-Racism Procedure](#)

6.2 Other Documents (Legislation, Provincial Regulations, Etc.)

[A Framework for French as a Second Language on Ontario Schools K-12](#)

[Including Students with Special Needs in French as a Second Language Programs](#)

[Welcoming English Language Learners into French as a Second Language Programs](#)

[French as a Second Language Programs – Ministry of Education](#)

6.3. Ontario Curriculum Documents:

[Elementary French as a Second Language K-8 \(2013\)](#)

[Secondary French as a Second Language \(2014\)](#)

Appendix:

None

Effective Date:

2019-01-21

Reviewed and Amended:

2023-04-DD

Reviewed without Amendment:

YYYY-MM-DD

INSTRUCTION

French Instruction

The Durham District School Board (DDSB) recognizes the importance of French and its wide use around the world. The benefits of proficiency in the French language is a valuable skill that:

- Enhances reasoning, problem-solving and creative thinking skills
- Strengthens English language skills and the ability to learn additional languages
- Develops the capacity to understand and respect other cultures
- Enhances the range of opportunities available in a global community and an international marketplace

The DDSB offers Core and Immersion French programs for students learning French as a second language.

Core French – Elementary students are taught French as a subject in grades 4-8 and must accumulate 120 hours per year for a total of 600 hours by the end of grade 8. Secondary students are required to earn at least one credit in French to graduate. The program continues in Grades 9-12

Immersion French – Elementary students are taught French as a subject and French is the primary language of instruction in grades 1-3. English is introduced in Grade 4 and is the language of instruction for 50% of the day in Grades 4-8. By the end of grade 8, the French Immersion program must provide students with a minimum of 3,800 hours of French Language instruction. At the secondary level, students accumulate a minimum of ten credits: 4 French Language courses (one per year) with an FIF code and a minimum of 6 additional courses in which the language of instruction is French.

Appendix:

None

Effective Date

2019-01-21

Amended/Reviewed



PROCEDURE

School operations and Equitable Education

French Programs Core French Grades 4-12 French Immersion Grades 1-12

1.0 Procedure Objective

- 1.1 This procedure supports the DDSB's commitment to providing French Programs including Core French and French Immersion.
- 1.2 This procedure is to be interpreted and applied in accordance with the district's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the Durham District School Board's (DDSB's) Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy and the Safe and Respectful Workplace and Harassment Prevention Policy, and related procedures.

2.0 Definitions

In this procedure,

- 2.1 Core French – Elementary students are taught French as a subject in grades 4-8 and must accumulate 120 hours per year for a total of 600 hours by the end of grade 8. Secondary students are required to earn at least one credit in French to graduate. The program continues in Grades 9-12.
- 2.2 French Immersion – Elementary students are taught French as a subject, and French is the primary language of instruction in grades 1-3. English is introduced in Grade 4 and is the language of instruction for 50% of the day in Grades 4-8. By the end of grade 8, the French Immersion program must provide students with a minimum of 3,800 hours of French Language instruction. At the secondary level, students accumulate a minimum of ten credits: 4 French Language courses (one per year) and a minimum of 6 additional courses in which the language of instruction is French.
- 2.3 Small Class or Special Education Class Placement: A self-contained or partially integrated class located in a local community school that may not necessarily be a students' home school. The class offers specific programming, human and/or physical resources required to specifically respond to student needs.
- 2.4 School team - The School Team meets to discuss, problem-solve, and recommend strategies to support a student's academic, behavioural, social and/or emotional areas of strength and need. A School Team may include but is not limited to administration, school staff members, Inclusive Student Services (ISS) staff, students and parents/guardians as appropriate.

- 2.5 Exemption – As determined through the DDSB exemption process, the student is not instructed, assessed or evaluated in French.
- 2.6 Alternative Education Program: The student’s program is not derived from a provincial policy document. Modifications to the curriculum are so extensive that Ontario Curriculum expectations no longer form the basis of the student’s educational program.

3.0 Procedure

- 3.1 Teachers hired to teach French in either the Core or Immersion program must undergo a linguistic competency test administered by People and Culture to ensure the quality of spoken and written French in the classroom. All persons hired for French programs must demonstrate professional proficiency in both English and French
- 3.2 The instruction of Core French, and Immersion French, should be delivered in the French Language. It is expected that educators conduct instruction and student interactions in French.

3.3 French Immersion

Teachers assigned to teach French in either the Core or Immersion programs should not be assigned to teach English to the same students. In those rare occasions where there would appear to be no other alternative. It is imperative that the teacher given this assignment be capable of teaching both French and English.

3.4 Timetable Guidelines

<https://drive.google.com/file/d/1-1K4FK4vZ7InZ5ePxIRiAYg62QJsLu-V/view>

| Subject | Primary Minutes | | Grade 4 Minutes | | Grade 5 & 6 Minutes | | Intermediate Minutes | |
|--------------------------|-----------------|----------|-----------------|----------|---------------------|----------|----------------------|----------|
| | Min /5 days | Hrs/year | Min /5 days | Hrs/year | Min /5 days | Hrs/year | Min /5 days | Hrs/year |
| Language (French) | 600 | 380 | 360 | 228 | 300 | 190 | 360 | 228 |
| Language (English) | 0 | 0 | 330 | 209 | 300 | 190 | 210 | 133 |
| Math (French) | 300 | 190 | 0 | 0 | 0 | 0 | 0 | 0 |
| Math (English) | 0 | 0 | 300 | 190 | 300 | 190 | 300 | 190 |
| Social Studies (French) | 120 | 76 | 120 | 76 | 120 | 76 | 120 | 76 |
| Social Studies (English) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Science (French) | 150 | 95 | 120 | 76 | 150 | 95 | 0 | 0 |
| Science (English) | 0 | 0 | 0 | 0 | 0 | 0 | 150 | 95 |
| Phys/Health Ed (French) | 150 | 95 | 120 | 76 | 150 | 95 | 150 | 95 |
| Phys/Health Ed (English) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Art (French) | 60 | 38 | 0 | 0 | 0 | 0 | 90 | 57 |
| Art (English) | 0 | 0 | 60 | 38 | 60 | 38 | 0 | 0 |
| Music (French) | 90 | 57 | 0 | 0 | 0 | 0 | 0 | 0 |
| Music (English) | 0 | 0 | 60 | 38 | 90 | 57 | 90 | 57 |
| Drama/Dance (French) | 30 | 19 | 30 | 19 | 30 | 19 | 30 | 19 |
| Drama/Dance (English) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

All subjects can be integrated.
Technology is integrated across the curriculum.
Literacy is integrated across the curriculum.

| French Immersion Timetabling (Based on 30-minute periods) | | | | | | | | | | | | | | |
|--|-----|-----|------|------|-----|--------|------|--------|-----|-------|-----|-------|------|------------|
| Teacher | FTE | Eng | Math | Frch | Sci | S. St. | P.E. | Health | Art | Music | D&D | Other | Prep | Total |
| Primary | | 0 | 10 | 20 | 5 | 4 | 4 | 1 | 2 | 3 | 1 | | 8 | |
| Grade 4 | | 11* | 10* | 12 | 4 | 4 | 3 | 1 | 2* | 2* | 1 | | 8 | 25F 25E |
| Grade 5/6 | | 10* | 10* | 10 | 5 | 4 | 4 | 1 | 2* | 3* | 1 | | 8 | 25F 25E |
| Grade 7/8 | | 7* | 10* | 12 | 5* | 4 | 4 | 1 | 3 | 3* | 1 | | 8 | 25F 25E |

* Subjects taught in English

In split grade situations, extra staff have been allocated to assist with the differences in linguistic and curricular expectations of each Grade. Principals shall consult with the Superintendent and People and Culture to discuss possibility of additional staffing for split grades in French Immersion programs.

4.0 Core French

- 4.1 In a combined 3/4 English class, Grade 3 students are not to be included in the Grade 4 Core French Program.
- 4.2 Where possible Grade 4 students from the split class shall join a different Grade 4 class for French Instruction.
- 4.3 If all options have been explored, and the integrity of the programs cannot be maintained, principals can request additional 0.2 staffing through People and Culture and the Superintendent responsible for French Curriculum.
- 4.4 Core French programming will begin as early as possible in the school year. Students must receive 120 hours of classroom instruction in Core French during the school year. Timetables must include 200 minutes of Core French instruction per week for students in grades 4-8.

5.0 Considerations for French Exemptions

The study of French program is compulsory from Grade 4 to Grade 8. Participation in French programs should reflect the diversity of the student population, including students with special education needs and Multilingual Language Learners.

- 5.1. Any consideration for an exemption from Core French are for students requiring extensive modifications to the Ontario curriculum expectations and must be addressed on an individualized case-by-case basis through the School Team process.
- 5.2 Exemptions are not based on any biases, assumptions or stereotypes about the students based on prohibited grounds in the Human Rights, Anti-Discrimination and Anti-Racism Policy. A student will not be discriminated against or penalized (academically or otherwise) based on the exemption decision or outcome.

5.3 Students with Special Education Strengths and Needs

Students with special education needs benefit from French programs. French programming in DDSB is an inclusive program. Current research supports that all students can learn and benefit from French programming and highlights the positive contributions of students' diverse, cultural, linguistic, and other identities to French classes. (Including Students with Special Education Needs in French as a Second Language Programs, 2015).

Requests or considerations for exemptions for students with special education needs or other circumstances will be assessed on an individualized, case by case basis. The School Team (See Section 5.1) process is activated when considering an exemption from core French for a student with special education needs and is based on the strengths, abilities, needs, and best interests of each student.

5.4 Multilingual Language Learners (MLLs)

Multilingual Language Learners benefit from French programs and often perform as well or better than English-speaking students in French (Welcoming Multilingual Language Learners into French as a Second Language Programs, 2016, p. 8).

For MLLs who are newcomers and in the early stages of English language proficiency, necessary program accommodations and/or modifications should be provided to ensure academic success as outlined in the Ontario Curriculum, French as a Second Language, Grades 4-8, Grades 9-12, and Growing Success documents. Accommodations and/or Modifications for MLLs with severe language and/or learning challenges in their first language may be considered. Exemptions for Core French are considered on an individualized case-by-case basis.

6.0 Process for exemption from Core French

6.1. Grades 4 to 8

The following process is followed before considering whether a student should be exempt from Core French:

- a) Hold a School Team meeting involving the Core French teacher, classroom teacher, special education resource teacher (SERT), Multilingual Language Learners/ coach/teacher and Instructional Facilitators if applicable, principal/ vice-principal and additional ISS staff, as appropriate to discuss the student's strengths and programming needs;
- b) Consider and record recommendations for accommodations or modifications to the Core French program in the School Team Minutes and the student's Individual Education Plan (IEP), if applicable;
- c) Engage in consultation with the parent(s)/guardian(s) regarding recommendations from the In- School Team;
- d) Ensure program recommendations are implemented by the Core French teacher in consultation with the SERT and/or MLL coach/ teacher and Instructional Facilitators; and;
- e) Ensure the student's progress is monitored and reviewed and program and instruction are adjusted accordingly.

If all the necessary accommodations and/or modifications to the student's Core French program have been implemented, adjusted and yet have not met the student's needs:

- a) Reconvene the School Team to consider next steps;
- b) Assess programming and/or support availability during the Core French instructional time if the School Team is considering an exemption; and;
- c) Approve a School Team recommendation to exempt a child from Core French only when all steps above have been followed; and appropriate programming and/or support is available during the Core French instructional time.

Next steps following the School Teams' recommendation for exemption:

- a) Ensure the Exemption from Core French Form is signed by parent(s)/guardian(s).
- b) send the form to the Superintendent of Education/French instruction for signature.
- c) Ensure that the French exemption is recorded in OnBase, and in the Program and Support Description Box and Consultation Log of the student's IEP, and on the Ontario Elementary Progress Report Card and Elementary Provincial Report Card with the statement, "Name is exempt from Core French" and check the "NA" box.
- d) If the exemption is denied, the student will remain in the Core French program and a rationale for the exemption will be communicated to the school, if requested.

7.0 Special Considerations for French Exemptions

7.1 Students in Small Class Placements

For students in small class placements, who are receiving alternative programming which replace French instruction in the elementary panel, a School Team review or consultation with parent(s)/guardian(s) is recommended. If a student is in a Special Education Class (e.g. Developmental Class, Practical Learning Program) and working on Alternative Education Program, an exemption may be appropriate.

- 7.2. A Core French Exemption Form must be signed by the parent(s)/guardian(s) indicating their understanding and support of the exemption from Core French will be filed in the student's Ontario Student Record (OSR).

7.3 Students Enrolled in an Indigenous Language Program

A student enrolled in an Indigenous language program may be exempt from learning French unless both languages can be accommodated. (Ontario First Nation, Métis and Inuit Policy Framework, Ontario, Ministry of Education, 2007, p. 27).

Alternative programming/supervision will need to be provided during the Core French period and an Exemption from Core French signed by parent(s)/guardian(s) indicating their understanding and support of the exemption. The exemption form will be filed in the student's Ontario Student Record (OSR).

Where Indigenous Languages are offered in elementary schools, students are to be exempted from the French program if their parents decide, after consultation with the principal, that it is in their best interests not to receive French instruction. In elementary schools where the parents or guardians want their children to participate in both an Indigenous language program and a French program, principals will make arrangements to accommodate both language programs.

8.0 Student Pathways and Substitutions

8.1 Grades 8-9

For a Grade 8 student who has been exempt from French or had extensive modifications in French, a School team meeting will be held and should involve the Grade 8 Core French teacher and classroom teacher, principal/vice-principal from both panels, as appropriate, a SERT from both panels, MLL teacher if appropriate, and additional ISS staff. The team will consider student strengths, interests, and areas of need. This must occur prior to the start of the Course Selection process for students transitioning to High School.

- 8.2 For secondary students being considered for a course substitution, administrators are reminded that the best educational interest of the student should be the driving factor and that French as a second language is not necessarily the only course option available for substitution. (Ontario schools K-12: Policy and Program Requirement, 2016, p. 67).
- 8.3 Substitutions are not based on any biases, assumptions or stereotypes about the students based on prohibited grounds in the Human Rights, Anti-Discrimination and Anti-Racism Policy. A student will not be discriminated against or penalized (academically or otherwise) based on the decision or outcome of the substitution.

8.4 A student who chooses to study a Native Language as a second language in elementary school (rather than French) and who does not wish to take French courses in secondary school may use a Native language course to meet the compulsory credit requirements in French. The Native language course would not be considered a "substitution" as defined in OSS: 67, section 6.2.

8.5 **French FSF 10:**

FSF 10 is an introductory course for students who have little or no knowledge of French, students who have not acquired 600 hours of French instruction or who have acquired 600 hours of French instruction but have received modifications that have significantly impacted French language learning.

A list of student names that qualify for the FSF 10 course will be collated by the School Elementary Team and given to the secondary school guidance department.

Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

8.6 **French FSF 1D:**

FFS 1D is for students who have completed 600 hours of French instruction with or without accommodations and modification.

9.0 **Special Considerations**

9.1 At the principal's discretion, students who demonstrate proficiency of 70% at the DELF B2 level or its equivalent are not required to obtain all 10 secondary FI credits in order to earn the French Immersion certificate. Principals should reach out to the Superintendent of French Programs for further guidance.

9.2 The principal has the right to permit students to enroll in a French course for which they do not have the entrance requirements if they have achieved the necessary proficiency in French - proficiency can be determined using a DELF assessment score or an equivalent assessment tool. Principals should reach out to the Superintendent of French Programming for further guidance.

9.3 The principal can permit the transfer of a student from the core French program to the French Immersion program by determining the current level of student proficiency using sample DELF tests or an equivalent assessment for the grade for which using sample DELF tests or equivalency for the grade the student is requesting. Principals should reach out to the Superintendent of French Programs for further guidance.

9.4 If students participate in an external immersive French exchange program or equivalent, the Principal has the discretion to grant a credit based on Prior Learning and Assessment Recognition (PLAR). Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Skills and knowledge are evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the

direction of the school principal, who grants credits (OSS 1999, 6.6). Principals can reference [PPM 129](#) for further information regarding PLAR options.

10.0 Reference Documents

10.1 Policies & Procedures

- [French as a Second Language Policy](#)
- [Indigenous Education Policy](#)
- [Human Rights, Anti-Discrimination and Anti-Racism Policy](#)
- [Human Rights, Anti-Discrimination and Anti-Racism Procedure](#)
- [Indigenous Education Procedure on Classroom Practices: Teaching and Learning](#)

10.2 Other Documents

- [A Framework for French as a Second Language in Ontario Schools](#)
- [The Ontario Curriculum French as a Second Language](#)
- [Achieving Excellence, A Renewed Vision for Education in Ontario](#)
- [Including Students with Special Education Needs in French as a Second Language Programs Growing Success](#)
- [Ontario First Nation, Métis and Inuit Policy Framework, Ontario, Ministry of Education](#)
- [Welcoming English Language Learners into French as a Second Language Programs](#)

Appendix:

None

Effective Date

YYYY-MM-DD

Amended

YYYY-MM-DD

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: Revised Consolidated Bylaws **PAGE:** 1 of 5

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Patrick Cotter, General Counsel

1.0 Purpose

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

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 and Analysis

At the March 29, 2023, meeting of the Governance and Policy Committee, proposed changes to the Consolidated Bylaws were considered. Recommended changes from the Committee came before Board of Trustee for consideration on May 15, 2023. At the Board meeting on May 15, 2023, most sections of the proposed amendments were adopted while sections 5.13.5 and 5.13.15 were referred back to the Committee for further consideration.

At the May 24, 2023, meeting of the Governance and Policy Committee, revised language to 5.13.5(c) and 5.13.15 as well as additional revisions to related sections was approved by the Committee. The proposed changes more expressly align the Board's practices with the reasoning of the Divisional Court in *Gillies v. Bluewater District School Board* (released on May 1, 2023). A memo regarding the Divisional Court decision delivered to the Board on May 15 is included in Appendix A. The Committee recommended that the proposed changes come forward to the Board for consideration at this meeting as a recommended action.

Tracked changes to the Consolidated Bylaws approved at the May 24, 2023 Committee meeting are included in Appendix B and are noted in Table 1.

Table 1: Summary of Revisions to Consolidated Bylaws

| Bylaw Section | Proposed Revised Language |
|----------------|---|
| Section 5.13.5 | <p>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:</p> <p>(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;</p> <p>(b) Determine Consider if the matter is a matter within the 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;</p> <p>(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; Consider whether the proposed presentation would be consistent with the Board's commitments and statutory duties and responsibilities under the Education Act, the Ontario Human Rights Code, the Board's Human Rights Policy and/or the Board's Indigenous Education Policy. If there is a concern with the manner in which a proposed presentation is designed or framed, the requester is to be given an opportunity to rectify the issues prior to any denial. If the denial is maintained, the proposed presentation shall nonetheless be circulated to all trustees by email with a summary note as to the nature of the presentation and the basis of the denial. If two or more trustees are concerned about the denial of a proposal, a motion may be brought at the next meeting of the Board for consideration of the presentation and shall reference the summary note but not include the proposed presentation. Provided there is a two thirds majority to have the motion debated, the Chair will declare the motion to be on the floor and it is debatable. Where appropriate, the Board may move into closed session of Committee of the Whole to debate the matter. In the absence of a two thirds majority, the motion is not debatable, and the Chair shall call a vote.</p> <p>(d) Determine the date on which Consider the time available for presentations at a given meeting and whether allowing the proposed</p> |

| | |
|---------|---|
| | <p>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.</p> |
| 5.13.14 | <p>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. In order to complete the business of the Board, public question period shall not exceed 30 minutes. Time may be extended in extenuating or special circumstances at the discretion of the Chair or a majority of the Board. Any approved questions not answered at the Board meeting shall be responded to through the website.</p> |
| 5.13.15 | <p>Subject to the discretion of the Chair, questions will not be entertained if they relate to the 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, the Board's Human Rights Policy and Procedures or the indigenous Education Policy and Procedures.</p> <p>The Board reserves the right to deny an individual or party the opportunity to ask a question, or to otherwise limit a question where the question is designed or framed in a manner that would be contrary to the Board's commitments and statutory duties and responsibilities under the Education Act, the Ontario Human Rights Code, the Board's Human Rights Policy and/or the Board's Indigenous Education Policy and Procedures. If there is concern with the manner in which a proposed question is designed or framed, the requester is to be given an opportunity to rectify the issue prior to any denial. If the denial is maintained, the proposed question shall nonetheless be circulated to all trustees by email.</p> |
| 5.13.16 | <p>The following procedure applies to public question period:</p> <p>(a) Each person shall be allowed to ask one questions and one supplementary question;</p> <p>(a) 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;</p> <p>(b) The approved question shall be displayed on the screens in the Boardroom;</p> <p>(c) The Questioner shall be allowed to ask the approved question. At the discretion of the Chair, the Questioner may be prompted if further</p> |

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| | <p>clarification is required on the answer provided and/or direct the Questioner to the email address to which the question may be submitted;</p> <p>(d) The Questioner shall have the option to ask their question in-person or virtually subject to availability and at the discretion of the Chair be called to the podium;</p> <p>(e) The Questioner or, if the Questioner prefers, the Chair, shall read the question;</p> <p>(f) The Questioner may ask a supplementary question only for clarification purposes of the main question;</p> <p>(f) The question shall be addressed by the Chair who may direct staff to answer;</p> <p>(g) Questions to individual Trustees or staff will not be addressed at public question period;</p> <p>(h) Individual Trustees will not respond or comment on questions posed.</p> |
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4.0 **Communication Plan**

Once approved, the revised Consolidated Bylaws will be shared with all trustees by email and will be updated on the website.

5.0 **Conclusion and/or Recommendations**

That the Board of Trustees consider, and as it may deem appropriate, approve the revisions to the Consolidated Bylaws as noted in Appendix B of the report.

6.0 **Appendices**

Appendix A: Memo delivered to Board on May 15, 2023

Appendix B: Track changes version of the revised Consolidated Bylaws

Report reviewed and submitted by:



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

A handwritten signature in black ink, appearing to read "Patrick Cotter", is positioned above a horizontal line.

Patrick Cotter, General Counsel



MEMORANDUM

To: Trustees

Memo: No. 2023:24

From: Camille Williams-Taylor, Director of Education and Secretary to the Board
Patrick Cotter, General Counsel

Date: May 15, 2023

RE: Vetting of Public Presentations and Questions

1. Background

The purpose of this memo is to provide Trustees with the legal framework for the vetting of public presentations and questions in order to provide Trustees with some context as they consider the proposed amendments to the Consolidated Bylaws.

Trustees have received letters and emails from community members regarding the proposed amendment to section 5.13.15 of the Consolidated Bylaws which sets out limits to questions at Board meetings that are contrary to the Board's commitment to the *Human Rights Code*, or the Board's Human Rights Policy or Indigenous Education Policy or Procedures. It has been asserted that the proposed amendments may be contrary to the Charter of Rights and Freedoms and that they fail to balance competing interests under the *Human Rights Code*.

The relevant proposed amendments are found in sections 5.13.5 (c) (re: presentations) and 5.13.15 (re: questions).

2. Legal Framework

The very recent decision of the Ontario Divisional Court in *Gillies v. Bluewater District School Board*, 2023 ONSC 1625, considered a substantially similar issue. The applicant made a request to make an oral presentation related to the flying of the rainbow pride flag. The request was denied by the Board and the applicant (who had previously given a presentation to the Board on the same issue a year earlier) was offered the chance to provide her presentation to trustees by email.

The Board's decision to deny the applicant's request was based on the Board's view that the oral delivery of the content of the proposed presentation would run contrary to the express statutory duties and responsibilities that bind the Board, including the Education Act, the Ontario Human Rights Code, and the by-laws and policies of the Board itself.

The Court dismissed the application on the basis of delay; however, the Court provided its decision on the substance of the application in the event that it was found to be incorrect on the issue of delay.

The Court found for the Board and held that the application should be dismissed. The Court made the following findings in reaching its conclusion:

- The applicant’s presentation had little to do with whether flying the pride flag was discriminatory to other groups and was instead an attack on the Trans movement.
- Section 169.1 of the *Education Act* creates a duty on every such school board to “promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any ... sex, sexual orientation, gender identity, gender expression ...”, and to develop and maintain policies to promote that goal.
- The Board passed its own Human Rights Policy, stating its commitment to meeting its human rights obligations under the Charter and the Ontario Human Rights Code, and creating an environment free from discrimination.
- While the Board’s bylaws permitted presentations, if the required procedures were complied with, a party had no right to participate or make a presentation, and the bylaws did not require the Board to provide written reasons for scheduling or refusing to schedule a presentation.
- The applicant had previously been afforded the opportunity to make the same presentation one year earlier, and had done so, which the Court found greatly diminished the importance of the issue to the applicant, since her wish to be publicly heard on this issue had already been satisfied.
- The Board acknowledged that its decision to refuse to allow the applicant to make an oral presentation infringed the right to freedom of expression under s. 2(b) of the *Charter*, and that it was necessary to balance the applicant’s rights under the Charter with the Board’s statutory obligations under the *Education Act* and the *Human Rights Code*.
- The Court concluded that the Board’s offer to provide the trustees with a copy of the applicant’s presentation ensured that the applicant’s right to freedom of expression was respected and resulted in minimal impairment to the applicant’s *Charter* rights.

The reasoning and conclusions in *Blewater* decision confirm the Board’s authority to vet questions in a manner that balances charter rights with the Board’s obligations and commitments.



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..
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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) 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) ensure that a Student Senate is organized for their term;
 - (g) 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 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 RONR, 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. ..
- 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. Consider whether the proposed presentation would be consistent with the Board's commitments and statutory duties and responsibilities under the Education Act, the Ontario Human Rights Code, the Board's Human Rights Policy and/or the Board's Indigenous Education Policy. If there is a concern with the manner in which a proposed presentation is designed or framed, the requester is to be given an opportunity to rectify the issues prior to any denial. If the denial is maintained, the proposed presentation shall nonetheless be circulated to all trustees by email with a summary note as to the nature of the presentation and the basis of the denial. If two or more trustees are concerned about the denial of a proposal, a motion may be brought at the next meeting of the Board for consideration of the presentation and shall reference the summary note but not include the proposed presentation. Provided there is a two thirds majority to have the motion debated, the Chair will declare the motion to be on the floor and it is debatable. Where appropriate, the Board may move into closed session of Committee of the Whole to debate the matter. In the absence of a two thirds majority, the motion is not debatable and the Chair shall call a vote.~~
 - (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 ~~g-~~ 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.
- 5.13.7 The Chair may waive the eight working days' notice period.
- 5.13.8 Presenters should use the appropriate format and protocol for presentations, available from the Director's office.
- 5.13.9 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.
- 5.13.10 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.
- 5.13.11 Presenters shall be restricted to topics outlined in the application.

- 5.13.12 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.
- 5.13.13 Members of the public may also pose questions of a general nature or regarding Board processes to the Board at any regular Board meeting.
- 5.13.14 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. In order to complete the business of the Board, public question period shall not exceed 30 minutes. Time may be extended in extenuating or special circumstances at the discretion of the Chair or a majority of the Board. Any approved questions not answered at the Board meeting shall be responded to through the website.
- 5.13.15 ~~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.~~ The Board reserves the right to deny an individual or party the opportunity to ask a question, or to otherwise limit a question where the question is designed or framed in a manner that would be contrary to the Board's commitments and statutory duties and responsibilities under the Education Act, the Ontario Human Rights Code, the Board's Human Rights Policy and/or the Board's Indigenous Education Policy and Procedures. If there is concern with the manner in which a proposed question is designed or framed, the requester is to be given an opportunity to rectify the issue prior to any denial. If the denial is maintained, the proposed question shall nonetheless be circulated to all trustees by email.
- 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;~~
 - (a) 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;
 - (b) The approved question shall be displayed on the screens in the Boardroom;
 - ~~(b)~~(c) The Questioner shall be allowed to ask the approved question. At the discretion of the Chair, the Questioner may be prompted if further clarification is required on the answer provided and/or direct the Questioner to the email address to which the question may be submitted;
 - ~~(c)~~(d) The Questioner shall have the option to ask their question in-person or virtually subject to availability and at the discretion of the Chair be called to the podium;
 - ~~(d)~~(e) The Questioner or, if the Questioner prefers, the Chair, shall read the question;
 - ~~(e)~~(f) 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) Questions to individual Trustees or staff will not be addressed

- at public question period;
- (h) 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 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 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 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 intend to apply for the position, the following information will be emailed to interested individuals or made available for pick-up from the Trustee Services Coordinator

- 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 at a Special Meeting of the Board. All Trustees shall be invited to participate in the interviews. Each candidate shall be requested to address the Board for up to five minutes, and to respond to questions from Trustees for up to five minutes. Interviews shall be conducted on a date and time determined by the Vacancy Committee. If an inordinate number of candidates are 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. Should a quorum of Trustees not be present on the meeting date, those present constitute 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. The interviews 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. Voting shall be by secret ballot.
- ii. The Director or designate and the General Counsel or designate shall count the ballots.
- iii. On the first ballot, Trustees shall vote for three (3) candidates and any ballot without three names shall be considered a spoiled ballot.
- iv. 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.

- v. On the second and subsequent ballots, Trustees shall vote for only one (1) candidate.
 - vi. 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.
 - vii. Any candidate who does not receive any votes will be dropped from subsequent voting. This shall also apply to all subsequent ballots.
 - viii. In the event of a tie, a second ballot shall be cast. If a tie remains, the decision shall be determined by lot.
 - ix. Following the swearing in of the successful candidate, all ballots shall be destroyed.
- (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.

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

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: Revised Board Member Code of Conduct **PAGE:** 1 of 2

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Patrick Cotter, General Counsel

1.0 Purpose

The purpose of this report is to bring forward the Governance and Policy Committee's recommendation to make amendments to the Board Member Code of Conduct.

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 and Analysis

At the May 24, 2023, meeting of the Governance and Policy Committee, proposed changes to sections 6.44 - 6.48 and 6.50 of the Board Member Code of Conduct were reviewed. These proposed changes were to more expressly set out trustee obligations regarding the use of social media. Following Committee discussion of the proposed changes, the following resolution was passed:

THAT ANY CHANGES TO THE BOARD MEMBER CODE OF CONDUCT AS
OUTLINED IN PAGE 85 OF THE AGENDA GO FORWARD TO THE NEXT REGULAR
BOARD MEETING AS A RECOMMENDED ACTION.

The revised language approved by the Committee at the May 24th meeting is attached as Appendix A.

4.0 Communication Plan

Once approved, the revised Board Member Code of Conduct will be shared with all trustees by email and will be updated on the website.

5.0 Conclusion and/or Recommendations

That the Board of Trustees consider, and as it may deem appropriate, approve the revisions to the Board Member Code of Conduct as noted in Appendix A of the report.

6.0 Appendices

Appendix A: Proposed Amendments to Board Member Code of Conduct (track changes).

Report reviewed and submitted by:



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



Patrick Cotter, General Counsel

Board Member (Trustee) Code of Conduct

1.0 Purpose and Application

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

2.0 Objective

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

3.0 Responsibility

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

4.0 Application and Scope

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

5.0 Definitions

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

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

Harassment means harassing behaviour as defined by the DDSB Workplace Violence and Harassment Prevention policies, the Occupational Health and Safety Act, Ontario, and as recognized in the Ontario Human Rights Code.

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

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

Official Business means duties and responsibilities of Trustees as set out in the *Education Act* and further delineated in the Board's Consolidated Bylaws and Policies.

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

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

6.0 Code of Conduct

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

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

Integrity and Dignity of Office - Principles

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

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

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

- 6.6 No Trustee shall engage in conduct during meetings of the Board or Committees of the Board, and at all other times, that would discredit or compromise the integrity of the Trustee, any other Trustee, or the Board.
- 6.7 A Trustee shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.
- 6.8 Trustees shall serve and be seen to serve in a constructive, respectful, conscientious and diligent manner.
- 6.9 Trustees shall be committed to performing their functions with integrity and shall avoid the improper use of the influence of their office, and conflicts of interest, both apparent and real.
- 6.10 Trustees are expected to perform their duties in office and arrange their private affairs in a manner that promotes public confidence.
- 6.11 Trustees shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and the Bylaws and policies of the Board.
- 6.12 Trustees agree to the common understanding that individual Trustees will not participate in activities that grant, or appear to grant, any special consideration, treatment, or advantage to an individual Trustee which is not available to every other individual. Allowable activities include those activities that are reasonably related to a Trustee's Office, taking into consideration the different interests and the diverse profiles of their wards/communities.
- 6.13 Trustees recognize that their Oath of Office binds them to the provisions of the *Municipal Conflict of Interest Act (MCIA)*.

Confidential Information

- 6.14 Confidential Information includes,
- (a) Information in the custody and/or control of the DDSB that is subject to the privacy provisions of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) or other legislation, including, but not limited to personal information of staff and students, third party corporate, commercial, scientific, or technical information, solicitor-client or litigation privileged information;
 - (b) Information in respect of litigation or potential litigation affecting the Board, and information that is subject to solicitor-client privilege;
 - (c) Information discussed during closed session pursuant to section 207 of the *Education Act*;
 - (d) Intimate, personal or financial information of a Trustee, staff member or prospective staff member, student, parent or guardian;
 - (e) The acquisition or disposal of the Board's real property, including a school site; and,
 - (f) Information in respect of negotiations with staff members.

- 6.15** No Trustee shall disclose or release, to anyone, by any means, any Confidential Information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board to do so. This is a continuous obligation that extends beyond the Trustee's term of office.
- 6.16** No Trustee shall use Confidential Information for either personal gain or to the detriment of the Board.
- 6.17** Trustees should not access or attempt to gain access to Confidential Information in the custody of the Board unless it is necessary for the performance of their duties and not prohibited by Board policy. It is understood that any staff providing access to any such Confidential Information may share it with other Trustees, as may be appropriate in the circumstances.
- 6.18** Under the Board's Consolidated Bylaws, a matter that has been discussed by any committee of the Board, including a committee of the whole board, in closed session in accordance with section 207(2) or 207(2.1) of the *Education Act* is confidential. Trustees shall not disclose the content of any such matter, or the substance of deliberations, of the closed session unless and until, and only to the extent that, the Board of Trustees discusses the information at a meeting that is open to the public or releases the information to the public or the Board of Trustees otherwise gives prior authorization for the disclosure.
- 6.19** Members of the Board are only entitled to information in the possession of the DDSB that is relevant to matters before the Board of Trustees or a committee of the Board. Otherwise, members enjoy the same level of access rights to information as any other member of the community.
- 6.20** If there is uncertainty about whether information is confidential, a Trustee may seek guidance from the Board's General Counsel.

Upholding Decisions

- 6.21** All Trustees of the Board shall accept that authority rests with the Board of Trustees, and that a Trustee has no individual authority other than that delegated by the Board of Trustees. Trustees shall be mindful of this in all of their interactions with others and will not commit the Board, any Board Committee or staff to any particular course of action.
- 6.22** Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, or the like, if permitted by the Consolidated Bylaws and Robert's Rules of Order, if applicable, may be brought forward by a Trustee.
- 6.23** A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
- 6.24** Each Trustee shall endeavor in good faith to comply with the Board's Consolidated Bylaws. The Board of Trustees as a whole, and not individual Trustees, implements and monitors compliance with Board policies. There are a few instances where policies and procedures apply to individual trustees (e.g., Trustee expense policy and procedure) and Trustees shall comply with all such policies and applicable procedures.

- 6.25** The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or the Board of Trustees to do so. When individual Trustees express their opinions in public, through any medium including social media, they must make it clear that they are not speaking on behalf of the Board.

Gifts, Benefits and Hospitality

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

The following is a list of recognized exceptions:

- (a) compensation authorized by law;
- (b) gifts of a nominal value (e.g., gift card, hat, t-shirt, mug, not exceeding approximately \$100.00);
- (c) such gifts or benefits that normally accompany the responsibilities of office and are received as an incident of protocol or social obligation;
- (d) a political contribution otherwise reported by law, in the case of members running for office;
- (e) services provided without compensation by persons volunteering their time;
- (f) a suitable memento of a function honouring the member;
- (g) food, lodging, transportation and entertainment provided by Provincial, regional and local governments or political subdivisions of them, by the Federal government or by a foreign government within a foreign country, or by a conference, seminar or event organizer where the member is either speaking or attending in an official capacity. For the purposes of this exception, "*official capacity*" refers to attendance in a ceremonial, presentational or representational role on behalf of the Board or where the DDSB has authorized the member to attend on behalf of the organization;
- (h) food and beverages consumed at banquets, receptions or similar events, if:
 - I. attendance serves a legitimate business purpose;
 - II. the person extending the invitation or a representative of the organization is in attendance; and
 - III. the value is reasonable and the invitations infrequent;

- IV. communication to the offices of a member, including newspapers and periodicals; and,
- V. no Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board. Any gifts received shall be reported to the Chair of the Board.

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

Conflict of Interest

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

6.31 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.

6.32 Members of the Board shall comply with the *Municipal Conflict of Interest Act (MCIA)* and avoid conflicts of interest as defined by this Code of Conduct, and the Broader Public Sector (BPS) Directive and Code of Ethics.

Use of Board Property, Services and Other Resources

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

Election Campaign Work

6.34 Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.

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

Improper Use of Influence

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

Conduct Regarding Current and Prospective Employment

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

Conduct at Board and Committee Meetings

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

Conduct Respecting Staff Members

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

Social Media

- 6.44 In this Code of Conduct, the term Social Media refers to third party hosted, interactive web-based technologies used to produce, post and interact through text, images, video and audio to inform, share, promote, collaborate or network.
- 6.45 Any Social Media account operated by a Trustee is subject to this Code of Conduct. General disclaimers or statements such as “personal account” or “tweets are my own and do not reflect the Board’s views” do not operate to shelter Trustee activity from scrutiny and accountability under the Code of Conduct.
- ~~6.46 In using any Social Media, Trustees shall use their real names as part of any handle or social media username. No Trustee shall attempt to disguise or mislead others as to their identity or role as Trustee when using Social Media.~~
- 6.46 As with any other communications, Trustees are accountable for their conduct content confidentiality when using Social Media. The Code of Conduct applies to any and all Social Media activity. Any use of Social Media must be consistent with the Code of Conduct and be consistent with and uphold DDSB policies and Consolidated By-laws.
- 6.47 Trustees should be are expected to be aware of and uphold their legal and ethical obligations —while using Social Mmedia and should respect the privacy and confidentiality of members of the board and of the community and should not engage in any conduct that is discriminatory.make statements that are discriminatory.
- 6.48 Trustees are to should avoid posting any content including posts or comments that could be construed as misrepresenting the views of the board.
- ~~If a Trustee uses any Social Media account for campaign purposes, such account must not be created or supported by any DDSB resources and must not make any use of the DDSB logo. Such an account must be a separate campaign account, for the duration of the campaign, and shall include a clear statement on the account home page indicating that the account is being used for election campaign purposes.— Social Media accounts used for campaign purposes must utilize personal cell phones, tablets and/or computers.— Trustee conduct on any such campaign account remains subject to the Code of Conduct~~
- 6.49 As set out in section 6.35, aA Trustee shall not use DDSB resources for any campaigning, including in respect of Social Media.-

Discreditable Conduct

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

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

Failure to Adhere to the Board Policies and Procedures

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

Reprisals and Obstruction

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

6.536.54 Trustees shall be respectful of the role of the office of the Integrity Commissioner.

Acting on Advice of Integrity Commissioner

6.546.55 If a Trustee is uncertain about whether a proposed action or activity by that Trustee is prohibited by the Code of Conduct, the Trustee may directly seek the advice of the Integrity Commissioner prior to engaging in the proposed action or activity. This shall not constitute an inquiry or investigation by the Integrity Commissioner pursuant to the Complaint Protocol. The advice is not binding on the member nor on the Board, but must be considered by the Integrity Commissioner in any subsequent investigation involving the member and the same or related conduct. Any advice by the Integrity Commissioner to a Trustee under this provision shall be in writing or, if oral, confirmed in writing by the Integrity Commissioner. The fact that a member did not seek advice under this section shall not be considered by the Integrity Commissioner or the Board in any subsequent investigation or determination.

~~6.556.56~~ Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or Committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to expel or exclude from any meeting any person who has demonstrated improper conduct at the meeting.

~~6.566.57~~ The Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.

~~6.576.58~~ The Chair of the Board or Presiding Officer shall always attempt to follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures under the Consolidated Bylaws.

7.0 Sanctions

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

8.0 Evaluation

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

Appendix:

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

Appendix 2 – Complaints Protocol – Integrity Commissioner

Document Links:

| Effective Date | Legislative References | Approved by |
|-------------------------|-------------------------------|--------------------|
| 2012-06-18 | | |
| Amended/Reviewed | | |
| 2015-11-16 | | |
| 2018-11-19 | | |
| 2019-03-14 | | |
| 2022-03-21 | | |

Appendix 1 – Appointment, Selection and Jurisdiction of the Integrity Commissioner**1.0 Appointment of the Integrity Commissioner**

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

2.0 Selection of the Integrity Commissioner

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

3.0 Role of the Integrity Commissioner

- 3.1 The Integrity Commissioner has the following responsibilities:
- (a) fulfilling his or her responsibilities as set out in the Code of Conduct;
 - (b) providing general instruction to Trustees about the Code of Conduct and Complaint Protocol;
 - (c) providing general information to Trustees about their duties and obligations under the *Municipal Conflict of Interest Act*;
 - (d) reviewing and making inquiries related to complaints made about Trustees in relation to the Code of Conduct and the Complaint Protocol, pursuant to the Complaint Protocol;
 - (e) providing educational programs to Trustees on issues of ethics and integrity;
 - (f) maintaining custody and control of their complaint and inquiry files and, on completion of their term, transferring any open files related to ongoing matters to the incoming Integrity Commissioner or as the Board may direct; and
 - (g) providing such other duties respecting ethical and conduct matters as assigned by the Board.
- 3.2 The Integrity Commissioner does not have jurisdiction over complaints about Board staff.
- 3.3 The Integrity Commissioner shall act in an independent and objective manner.
- 3.4 The Integrity Commissioner is accountable to and reports to the Board of Trustees.
- 3.5 The Director of Education, for the sole purpose of an inquiry or investigation undertaken by the Integrity Commissioner pursuant to the Complaint Protocol, will provide information to the Integrity Commissioner and will facilitate access to all documents including, but not limited to books, accounts, financial records, electronic records and communications, files, papers, things or property in the possession or control of the DDSB that the Integrity Commissioner believes are necessary for an investigation of a complaint made in accordance with the Complaint Protocol, provided first that the Board's General Counsel has vetted the proposed access to confirm that same will not breach the Board's legal obligations.

Appendix 2 – Complaints Protocol – Integrity Commissioner

1.0 RATIONALE

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

2.0 OBJECTIVE

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

3.0 DEFINITIONS

Terms are as defined in the Code of Conduct.

4.0 COMPLAINT PROTOCOL

This Complaint Protocol describes informal and formal ways for members of the public, staff members and members of the Board of Trustees to address complaints concerning the Code of Conduct and members of the Board. The Complaint Protocol provides a number of ways to resolve complaints in addition to the process described in section 218.3(2) of the *Education Act*. Nothing in this Code of Conduct impacts the ability of a member to elect to bring a complaint directly to the Board of Trustees under section 218.3 of the *Education Act*, rather than to the Integrity Commissioner.

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

4.1 Informal Complaint Process

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

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

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

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

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

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

If an informal complaint is brought to the attention of the Integrity Commissioner during the pre-election period described in subsection 4.2(f), the Integrity Commissioner shall not participate in the informal process until after a new Board is deemed organized under section 6 of the *Municipal Elections Act*.

4.2

Formal Complaint

Requests for Inquiries

- (a) A request for an inquiry into a complaint that a Trustee has contravened the Code of Conduct (the “Formal Complaint”) may be made to the Integrity Commissioner and if so, shall be made in writing on the prescribed form.
- (b) All written complaints shall be signed by an identifiable individual.
- (c) The Integrity Commissioner shall know the identity of the complainant but where the safety of the complainant is an issue, or the identity of the complainant could impact the functioning of the Board and/or professional working relationships, the Integrity Commissioner can maintain the anonymity of the complainant, provided that the Integrity Commissioner is satisfied that the failure to identify the complainant does not and will not have a material impact on the fairness of the process to the member(s) against whom the allegations are made. Further, where the identity of the complainant is not disclosed to the Board of Trustees, the Board of Trustees may consider the fairness of the process to the member(s) against whom the allegations are made in considering the alleged breach and any sanction.
- (d) A Formal Complaint shall set out reasonable and probable grounds for the allegation(s) that a Trustee has contravened the Code of Conduct. The complaint should include the name of the alleged violator, the provision allegedly contravened, the facts constituting the alleged contravention, the names and contact information of witnesses, and contact information for the complainant during regular business hours.
- (e) Where a complaint is brought forward by way of a Board decision under s. 218.3(a) of the *Education Act*, it may be referred to the Integrity Commissioner and, in that case, the Board shall direct whether the Integrity Commissioner is to treat the matter as a Formal Complaint or pursue informal inquiry and potential resolution. In any such matter where the Board has directed the Integrity Commissioner to pursue an informal inquiry and potential resolution, the Integrity Commissioner shall advise the Board in the event that the Integrity Commissioner has determined that the informal process is not likely to resolve the matter. Upon receipt of such advice, the Board may then direct that the Integrity Commissioner to treat the matter as if it were a Formal Complaint; otherwise, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached this Code of Conduct and, if so, it shall consider whether to sanction the

member under section 218.3(3) of the *Education Act*.

- (f) In a municipal election year, a Code of Conduct complaint respecting a Trustee who is seeking re-election will not be received by the Integrity Commissioner and any open complaint investigation shall be suspended during the period starting on Civic Monday and ending when a new Board is deemed organized under section 6 of the *Municipal Elections Act*.

4.3 Classification of Complaints by the Integrity Commissioner

- (a) An original written Formal Complaint shall be filed with the Integrity Commissioner for initial classification to determine if the matter is a complaint with respect to non-compliance with the Code of Conduct or whether it is covered by other legislation or other policies.
- (b) If the complaint is not a complaint with respect to non-compliance with the Code of Conduct or the complaint is covered by other legislation, the Integrity Commissioner shall advise the complainant in writing as follows:
- I. if the complaint is an allegation of a criminal nature consistent with the *Criminal Code of Canada*, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
 - II. if the complaint is with respect to non-compliance with the *Municipal Conflict of Interest Act*, the complainant shall be advised to review the matter with the complainant's own legal counsel;
 - III. if the complaint is with respect to non-compliance with the *Municipal Freedom of Information and Protection of Privacy Act*, the complainant shall be referred to the Board's General Counsel;
 - IV. in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to consider, with any additional reasons and referrals as the Integrity Commissioner considers appropriate.
- (c) The Integrity Commissioner shall undertake a threshold assessment of any Formal Complaint and shall determine whether the complaint is outside the timelines stipulated herein or is frivolous, vexatious, or not made in good faith, or whether there are no grounds or insufficient grounds for an investigation, in which case the Integrity Commissioner shall not initiate an investigation, or, where that becomes apparent in the course of an investigation the Integrity

Commissioner shall terminate the investigation. The complainant and Trustee, as appropriate, shall be advised of the decision with a rationale. Where the complainant breaches the integrity of an investigation by sharing the details on social media, or in the public arena, the Integrity Commissioner may terminate the investigation.

In assessing whether a complaint is frivolous, vexatious, or not made in good faith, the Integrity Commissioner shall consider whether the complainant is advancing a concern, issue or complaint that is consistent with the purpose of the Code of Conduct and also whether the complaint is, in essence, in the nature of a private interest.

4.4 Reports from the Integrity Commissioner: No Jurisdiction or Inquiry

- (a) The Integrity Commissioner may report to the Board of Trustees that a specific complaint is not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify the complainant.
- (b) The Integrity Commissioner shall report annually to the Board of Trustees on complaints not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify a person concerned.
- (c) Other than in exceptional circumstances, the Integrity Commissioner will not report to the Board of Trustees on any complaint described in subsections 4.3(b) and (c) except as part of an annual report.

4.5 Formal Complaint Inquiries by the Integrity Commissioner

- (a) If a complaint has been classified as being within the Integrity Commissioner's jurisdiction, the Integrity Commissioner shall proceed with an investigation as follows:
 - I. provide the complaint and supporting material to the Trustee whose conduct is in question with a request that a written response to the allegation be provided within ten days; and
 - II. Provide a copy of the response to the complainant with a request for a written reply within ten days.
- (b) If necessary, after reviewing the written materials, delivered under subsection 4.5 (a) the Integrity Commissioner may speak to anyone he or she deems relevant to the complaint, access and examine any of the information, documents or electronic materials and may enter any Board work location relevant to the complaint for the purposes of investigation and/or settlement, provided that the Board's General Counsel has pre-approved the release of any information, documents or materials to the Integrity Commission in accord with the Board's legal obligations.

- (c) The inquiry will be conducted in private and will remain confidential, save and except as may be disclosed in any report by the Integrity Commissioner to the Board of Trustees or as necessary for the conduct of the investigation.
- (d) The Formal Inquiry may involve both written and/or oral statements by any witnesses, persons with relevant information to the complaint, the complainant or the Trustee alleged to have breached the Code.
- (e) The Statutory Powers Procedure Act does not apply.
- (f) Subject to the provisions of 4.5(g), at any time following receipt and review of a Formal Complaint or at any time during the Formal Inquiry, where the Integrity Commissioner believes there is an opportunity to successfully resolve the matter without a formal investigation, and both the complainant and the Trustee alleged to have breached the Code agree, an informal resolution may be pursued. If this process leads to a result that is satisfactory to the Complainant and the Trustee alleged to have breached the Code, then the complaint shall be deemed withdrawn.
- (g) Section 4.5(f) shall not be engaged unless the parties consent and unless the Integrity Commissioner is of the view that it is unlikely, on a balance of probabilities, that there would be a finding of a breach of the Code of Conduct.
- (h) A Formal Complaint may be withdrawn by the Complainant at any time prior to the Board making a determination on the alleged breach(es) under section 218.3 of the *Education Act*.

4.6 Reports to the Board of Trustees

- (a) The Integrity Commissioner shall report to the complainant and the Trustee generally no later than 90 days after the receipt of the Formal Complaint unless the Integrity Commissioner determines that a longer period of time is required to complete the final report and the reason is explained in the final report. The Board of Trustees and the complainant shall be advised of the need for the extension of time with an expected date of delivery of the report.
- (b) The Integrity Commissioner may make interim reports to the Board of Trustees where necessary and to report on any instances of interference, obstruction or retaliation encountered during an investigation.
- (c) Where a Formal Complaint is sustained in whole or in part, the Integrity Commissioner shall report to the Board of Trustees outlining the findings of the investigation. The report shall make recommendations as to sanction with reference to section 218.3 of the *Education Act* together with any relevant decisions of other Boards that the Integrity Commissioner believes may be of assistance to the Board in considering sanction.
- (d) A report following an investigation into of a Formal Complaint will be delivered to the Board of Trustees for consideration in

accordance with the provisions of sections 218.3 and 207 of the *Education Act*. Where the Integrity Commissioner's investigation into a Formal Complaint concludes that there has been no breach of the Code of Conduct, the Integrity Commissioner's investigative report shall not be delivered to the Board of Trustees, but a summary of the investigation shall be provided to the Board of Trustees.

- (e) Where the Integrity Commissioner determines that a contravention of Code of Conduct occurred although the Trustee took all reasonable measures to prevent it, or that a contravention occurred through inadvertence or an error of judgment made in good faith, the Integrity Commissioner shall so state in the report.
- (f) The Integrity Commissioner shall give a copy of the report to the complainant and the Trustee whose conduct is concerned.
- (g) The Integrity Commissioner shall bring the report before the next available meeting of the Board of Trustees.
- (h) The Board of Trustees shall consider and make a decision in response to the Integrity Commissioner's report in a timely manner, and shall comply with the provisions of section 218.3 of the *Education Act* in considering and making a determination as to whether a breach has occurred and, if so, any sanction.
- (i) The Board of Trustees shall consider the report of the Integrity Commissioner and the Board of Trustees shall make its own assessment and determination of whether there has been a breach of the Code of Conduct and, if so, may accept, reject or amend the Integrity Commissioner's recommendation, if any, as to sanction.
- (j) The Integrity Commissioner may attend at the meeting at which the Board of Trustees will be considering the final report to answer questions of members of the Board of Trustees.
- (k) Where a matter is being handled by the Integrity Commissioner, individual Trustees shall not undertake their own investigation of any matter, including questioning a complainant, the Trustee who is alleged to have breached the Code or any witnesses or persons participating in any investigation.

4.7 Payment of Costs

- (a) Subject to subsection 4.7(e), a member of the Board who is a respondent to a formal complaint under this procedure shall be reimbursed by the Board for actual and reasonable legal and related expenses up to a maximum of \$5,000.
- (b) Subject to subsection 4.7(e), in the case of an application under the *Judicial Review Procedure Act* for judicial review of actions taken on a

complaint against a member of the Board by the Integrity Commissioner,

- I. where a member of the Board made the judicial review application, the member is eligible for reimbursement of legal costs, including additional legal costs in a successful application, that are not recovered by any costs awarded by the court, up to a maximum of \$20,000.
 - II. a member of the Board is entitled to reimbursement of the legal costs of intervention in a judicial review application where the member's interests are at stake, up to a maximum of \$20,000.
- (c) Subject to subsection 4.7(e), the Board of Trustees may consider the reimbursement of costs above the limit in subsections 4.7(b)(i) and (ii) on a case-by-case basis.
- (d) The Board may consider an advance payment to a Trustee for legal expenses prior to completion of an investigation for a maximum amount of \$5,000. While the Trustee must return to the Board all unused funds upon completion of an investigation, the Trustee will not be required to reimburse the spent funds if, upon completion of the investigation, either subsection 4.8(e)i or ii, apply. Otherwise, all advanced funds must be returned to the Board immediately upon conclusion of the investigation.
- (e) Costs shall only be reimbursed under this section to the member of the Board:
 - I. if the Integrity Commissioner concludes that there has been no contravention of the Code of Conduct by the member or that the member is not blameworthy, and the Integrity Commissioner's conclusion is not overturned on judicial review; or
 - II. if the member is successful, in whole or in part, on any judicial review application either as an applicant or intervenor.
- (f) Any request for costs under subsection 4.7 shall be made in writing to the General Counsel who shall report to the Board of Trustees.

4.8 Confidentiality and Formal Complaints

A Formal Complaint will be processed as follows:

- (a) The Integrity Commissioner and every person acting under the Integrity Commissioner's instructions shall preserve confidentiality with respect to all Code of Conduct matters except as required by law or in accordance with the provisions of the Code of Conduct and the *Education Act*. The following persons involved in any aspect of a Code

of Conduct complaint, including any investigation, shall preserve confidentiality:

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

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

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

5.0 EVALUATION

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

6.0 APPENDICES

Appendix A: Complaint Form

Durham District School Board
Code of Conduct - Formal Complaint Form

COMPLAINT OF

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

STATE THE FOLLOWING:

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

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

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

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

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

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

Please see the attached Schedule "A"

checkbox

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

(Signature of person making the complaint)

Page ___ of ___

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: Update: Multi-Year Strategic Planning Process **PAGE:** 1 of 6

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Kathy Witherow, Interim Executive Lead, Strategic Initiatives and External Relations

1.0 Purpose

This report is to provide the Board of Trustees with an update on activities related to the Multi-Year Strategic Planning process since the last update on April 17, 2023.

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 and Analysis

The Ontario Education Act requires that every school board develop a Multi-Year Strategic Plan (MYSP) spanning a minimum of three years. The purpose of the MYSP is to help school boards articulate shared values, set long-term commitments, and establish strategic priorities. It is a compass that guides collective actions for ongoing improvement across the learning organization.

The DDSB's current MYSP, Ignite Learning, was adopted in 2018. The Ignite Learning plan was extended through to December 31, 2023.

The work to establish a new strategic plan began in the fall of 2022. Reports were presented to the Board of Trustees on October 3, 2022, November 21, 2022, and April 17, 2023.

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.

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.

Page 3 of Appendix A includes the outline for the four phases of the MYSP development process.

Phase 1

Visioning sessions took place through April, 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.

Following introductory and visioning sessions, 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 was formed to guide the strategic plan consultation and development 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.

Through April and early May, the working groups met to develop survey questions, a consultation plan and communication plan.

Phase 2

The consultation period was launched in mid-May and remains ongoing. As feedback is analyzed and direction is established through the consultative process, explicit goals, priorities, and operational deliverables will be developed through Phase 3.

Consultation Strategies

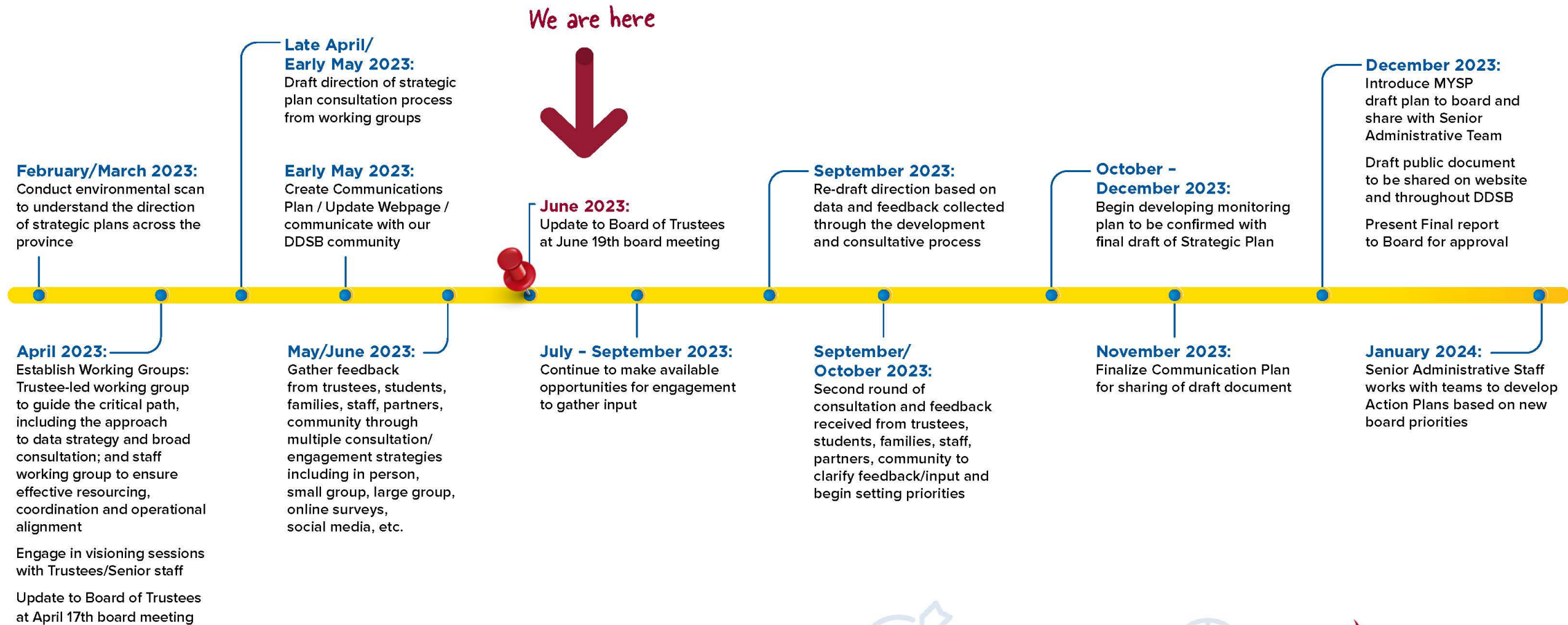
A strong Multi-Year Strategic Plan is informed by evidence from external and internal board scans, big picture aspirational thinking, and the lived experience of students, families, staff, and community members. The goal of consultation is to involve and collaborate with these groups for the purposes of creating a strengthened plan that reflects multiple methods for engagement. During Phase 1 of this process, the Trustee Working Group provided direction and clear feedback around the expectations for consultation. This resulted in a detailed and multilayered plan for consultation. The Consultation Plan is included in Appendix A: Durham District School Board MYSP Draft Plan, May 2023. Photos taken at some of the pop-up events and consultations that have taken place to date are included in Appendix B.

The consultation process is currently ongoing and will remain dynamic and iterative, with additional opportunities for all members of the DDSB community to provide their feedback being added to the consultation plan as they emerge.

Timeline of Activities

A graphic representation of DDSB's MYSP development is included as Figure 1 of this report. This timeline provides an outline of the steps taken to date, and an indication of the next steps in the process.

Durham District School Board Multi-Year Strategic Plan Road Map



4.0 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.

5.0 Evidence of impact

To date, we have concluded 9 in person consultations, and received 2,206 individual responses to the MYSP survey.

The responses to the survey include:

| Feedback Group | # of survey responses |
|----------------------------------|------------------------------|
| Students | 451 |
| Parents/Caregivers/Families | 1,464 |
| Staff | 266 |
| Community/Organizations/Partners | 25 |

In addition to survey responses, 609 pieces of individual feedback have been received through the in-person facilitated sessions:

| Feedback Group | # of individual pieces of feedback |
|----------------------------------|---|
| Students | 100 |
| Parents/Caregivers/Families | 83 |
| Staff | 313 |
| Community/Organizations/Partners | 47 |
| Trustees | 66 |

Currently all survey responses along with feedback gathered from in-person consultation events are being collated. An initial data analysis will begin over the summer months and will continue once Phase Two concludes in September.

Once the MYSP is adopted, a new monitoring methodology and reporting schedule will be developed as part of the multi-year strategic plan implementation.

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.

6.0 Communication Plan

A Communication Plan was developed to inform our educational partners (students, parents/caregivers, staff, organizations, and community members) of the MYSP development process and opportunities to engage and to provide input. The Communication Plan includes promotion across DDSB website, social media platforms, an informational video, and internal and public meetings to raise awareness of the MYSP process and opportunities for engagement. The [webpage](#) includes links to the MYSP Survey for Students, Parents/Caregivers and Families, and Community Partners; a Facilitation Guide for self-directed consultations sessions; previous reports to the Board; a helpful Q and A section; as well as contact information for further inquiries. A sample of the webpage content is included in Appendix C. The Communications Plan is included in the document, Durham District School Board MYSP Draft Plan, May 2023 (Appendix A) and will be updated as we close off Phase Two of the Consultation Process in September and enter into Phase Three.

7.0 Conclusion and/or Recommendations

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

8.0 Appendices

Appendix A: Durham District School Board MYSP Draft Plan, May 2023
Appendix B: Evidence of Practice – Photos of Consultations/Pop-Ups
Appendix C: MYSP Webpage Content

Report reviewed and submitted by:



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



Kathy Witherow, Interim Executive Lead, Strategic Initiatives and External Relations

Durham District School Board MYSP

MYSP Draft Development Plan
May 2023

Prepared by Maximum City and DDSB Staff



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1. Context

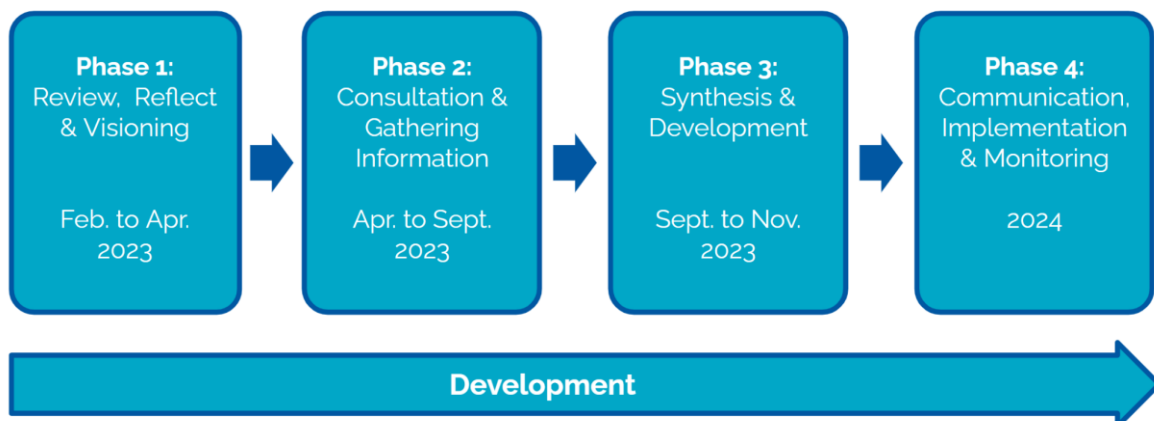
Education Act

Part VI of the *Ontario Education Act* requires that every school board develop a Multi-Year Strategic Plan (MYSP) spanning a minimum of three years. The development of the plan must include communication and **consultation** with parents, students, employees, and community members.

The purpose of the MYSP is to help school boards articulate shared values, set long-term commitments, and establish strategic priorities. It is a compass that guides collective actions for ongoing improvement across the learning organization.

The development of the MYSP is following four phases (Figure 1), subject to revision and based on the [MYSP Road Map](#) (Appendix 1).

Figure 1: Four Phases of MYSP Development



Purpose of Consultation

A strong Multi-Year Strategic Plan is informed by evidence from external and internal board scans, big picture aspirational thinking, and the lived experience of students, families, staff, and community members. The goal of the consultation is to involve and collaborate with these groups for the purposes of creating a strengthened plan that reflects their authentic priorities, needs and goals.

Background Documents

As part of Phase 1 of the development process, Maximum City is conducting an ongoing context review of relevant internal and external documents and policies.

These include, but are not limited to, the following:

- DDSB Indigenous Education Policy (2021)
- DDSB Human Rights, Anti-Discrimination, Anti-Racism Policy (2022)
- DDSB Safe and Respectful Workplace and Harassment Prevention Policy (2022)
- DDSB Black Community Student Census: Community Report Back (2021)
- DDSB Compendium of Action for Black Student Success (2018-2021)
- DDSB Consultative Processes Summary (2023)
- DDSB Director's Annual Report (2022)
- DDSB Equity and Diversity Strategic Plan (2018 - 2021)
- DDSB Environmental Scan of 24 Ontario School Boards (2023)
- DDSB Multi-Year Accessibility Plan (2022-2026)
- DDSB Operational Plan (2021-2022)
- DDSB 2022-2023 Special Education Plan (2022-2023)
- DDSB Strategic Plan Brochure (2018-2023)
- DDSB Summary Notes Strategic Plan Academic Council (2023)
- DDSB Visible Every Day Recommendations Draft (2021)
- Board Improvement and Equity Plan (Ministry)
- Multi-Year Strategic Planning Guide for School Board Trustees (Ministry)
- Multi-Year Strategic Planning Supplementary Resources for School Board Trustees
- Ontario Human Rights Commission Right to Read Executive Summary
- Quality Analysis of MYSPs in Ontario and select U.S. districts (Maximum City)
- Truth and Reconciliation Commission Calls To Action (Federal)
- UN Declaration on the Rights of Indigenous Peoples (United Nations)

2. Guiding Principles

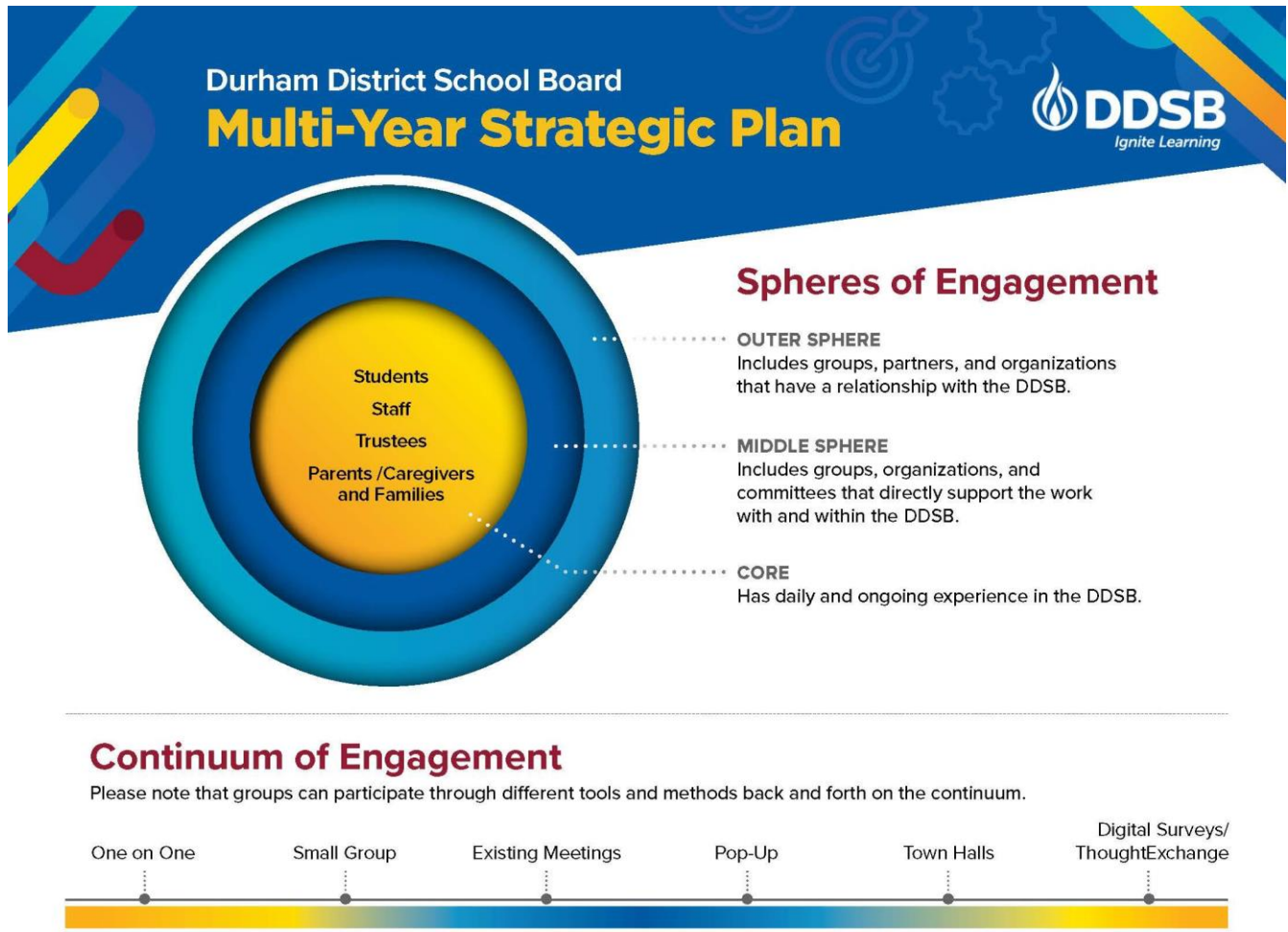
In Phase 2 of the MYSP development process, the following principles were developed to help guide the consultation process. These principles are not in any particular order and are informed by our experience as facilitators, the background review, visioning sessions with senior staff and trustees, and meetings with the staff and trustee working groups.

- ✓ Align consultation and communication with the Board's legal responsibilities and commitment to uphold Indigenous Rights, Human Rights and Equity, as well as policies such as the Indigenous Education Policy, the Human Rights, Anti-Discrimination, and Anti-Racism Policy, and the Safe and Respectful Workplace and Harassment Prevention Policy.
- ✓ Promote the positive mental health and well-being of students and staff through inclusive, identity affirming, and culturally relevant consultation.
- ✓ Go where people are and reduce engagement barriers to reach diverse audiences.
- ✓ Promote events and consultation opportunities through a robust communications plan, including through trustee channels.
- ✓ Match the consultation tool to the purpose and the audience.
- ✓ Invite lived experience, allies, and affinity groups to participate and collaborate. Set aside space for certain groups to come together separately, understanding that certain communities' perspectives, needs and experiences during consultation will be different.
- ✓ Focus on a small number of important questions to ask of participants. Anticipate how different groups will hear and answer them and tell participants what we will do with the information provided.
- ✓ Use plain language, spell out acronyms, and avoid educational jargon or buzzwords. Employ the use of first language supports where appropriate.
- ✓ Ask direct and consistent questions across groups in user-friendly formats.
- ✓ Recognize that language can reinforce dominant norms and values.
- ✓ Focus on values and goals and how to best support their pursuit rather than on broad understanding of what strategic planning is or a granular review of the current plan.
- ✓ Use an evidence base to inform the questions and share with participants why their feedback is important and how it will be used.
- ✓ Draw on the "hive mind" of the community. Seed notions of collaboration, co-creation, reciprocity and the ecology of values to support positive engagement, aspirational thinking, interconnected conversations, and less individualistic or oppressive approaches.
- ✓ Avoid consultation fatigue and do not duplicate questions on existing data or concurrent consultations. Report back to groups on what was heard and what is being done with feedback collected in previous conversations.
- ✓ Learn from what has worked well in previous DDSB consultations.

3. Participant Map

In Phase 2 of the development process, the following participant map was developed to help us identify groups to consult. In order to help us determine an effective level of engagement for each group, we applied the International Association for Public Participation (IAP2) Spectrum of Engagement (Appendix 2).

Figure 2: Spheres of Engagement / Participant Map and Tools & Methods



4. Communications Plan

Table 1: Communications Plan

| Communication Channel | Outreach Strategy | Audience |
|-----------------------|--|--|
| Website | <ul style="list-style-type: none"> • Explainer video, survey, information about upcoming consultation opportunities, FAQ • Share via social media and email messages • Promotional graphics will appear on all school websites which will link back to the MYSP webpage • Facilitation Guide | All DDSB community members and partners |
| Video | <ul style="list-style-type: none"> • Post on DDSB YouTube channel and MYSP webpage • Share via social media | All DDSB community members and partners |
| Social Media | <ul style="list-style-type: none"> • Share link to website and video • Promote scheduled consultation opportunities as they are confirmed • Social media image to go with text | All DDSB community members and partners |
| Digital Signs | <ul style="list-style-type: none"> • Schedule promotional graphics on Education Centre indoor and outdoor signs | Education Centre staff and public |
| Media Release | <ul style="list-style-type: none"> • Email release to local outlets | Durham news outlets & entire DDSB community |
| SchoolMessenger | <ul style="list-style-type: none"> • Email with survey link and facilitation guide • Recorded voice message | All DDSB families with an email and/or phone number on file and students in Grades 7 to 12 |
| Internal Messaging | <ul style="list-style-type: none"> • Email with link to survey and facilitation guide • Thought Exchange at system meetings | All staff |

| | | |
|--------------------|--|---|
| | <ul style="list-style-type: none"> • Suggested newsletter inserts for school administrators to share in school newsletters • Reminders through Operations Monday Memo • Communication Tips weekly email to administrators | |
| External Messaging | <ul style="list-style-type: none"> • Email with link to survey and Facilitation Guide | Families and community partners/organizations |

5. Consultation Tools & Methods

In Phase 2 of the Development Process, the following Consultation Tools & Methods were drafted to help us prepare for the coordination and facilitation of events. In order to help us determine an effective level of engagement for each audience, we applied the IAP2 Spectrum of Engagement (Appendix 2). The tools and methods will be updated as the consultation process unfolds, and we learn more.

DDSB Staff and Trustees will play a leadership and support role in the promotion and delivery of consultation events. Some events are being led and facilitated by Maximum City while others are being led or supported by staff, trustees, and group leads. DDSB staff and Maximum City have developed Facilitation Guide or “workshop in a box” to provide a common approach for those leading and supporting consultation sessions. A link to the Facilitation Guide is available on the webpage. This will be further supported by the development of an MYSP Communications Plan.

Table 2: Consultation Tools and Methods

| Name of Committee, Group, Organization to be Consulted | Method of Consultation |
|---|--|
| <ul style="list-style-type: none"> • 2SLGBTQI student groups • Gay Straight Alliances | <ol style="list-style-type: none"> 1. Pop up table at June 1 GSA Conference 2. Email with survey link |
| All DDSB parents/guardians | <ol style="list-style-type: none"> 1. Email with survey link, sent centrally through School Messenger 2. Social Media Posts |
| All DDSB Administrators | <ol style="list-style-type: none"> 1. Email with survey link 2. Email in weekly admin memo 3. Communication Tips 4. To facilitate in person session @ June System Leadership |

| | |
|--|--|
| All System Leads/Managers | <ol style="list-style-type: none"> 1. Email with survey link 2. To facilitate in person session @ June System Leadership |
| All DDSB Students | Email with survey link |
| All DDSB School Community Councils | Email with survey link |
| All DDSB Staff | Email with survey link |
| Audit Committee | Email with survey link |
| Boys and Girls Clubs of Durham Region | Email with survey link |
| Community Development Council Durham | <ol style="list-style-type: none"> 1. Email with survey link 2. Facilitated Session at May 30 Equity Advisory Committee meeting |
| Childcare Operators | Email with survey link |
| Chippewas of Georgina Island First Nation | Email with survey link |
| Congress of Black Women | <ol style="list-style-type: none"> 1. Email with survey link 2. Facilitated Session at May Equity & Diversity Advisory Committee meeting |
| Union/Federation Partners: <ul style="list-style-type: none"> • CUPE • ETFO • OSSTF | <ol style="list-style-type: none"> 1. In Person Facilitated Session 2. Email with survey link |
| Cypher Conference for Black Male Empowerment | Pop up table at May 25 event |
| DBEN: Durham Black Educators Network | Email with survey link |
| DDSB Accessibility Committee | Email with survey link |
| DDSB Equity and Diversity Advisory Committee | <ol style="list-style-type: none"> 1. Facilitated session May 30 2. Email with survey link |
| DDSB Senior Team | In person facilitated session at Administrative Council |
| DEANE: Durham East Asian Network of Educators | Email with survey link |
| DENSA: Durham Educators' Network for South Asians | Email with survey link |
| Leadership Associations: <ul style="list-style-type: none"> • DESA • DSAA | <ol style="list-style-type: none"> 1. Email with survey link 2. Facilitated session for members of DESA/DSSA @ June System Leadership |

| | |
|--|------------------------------|
| Dnaagdawenmag Binnojiyyag Child and Family Services | Email with survey link |
| Durham Children's Aid Society | Email with survey Link |
| Durham College | Email with survey link |
| Durham Family Courts | Email with survey link |
| Durham Farm and Rural Family Resources | Email with survey link |
| Durham Partners Symposium | Pop up table at May 27 event |
| Durham Region Public Health | Email with survey link |
| Durham Regional Police Services | Email with survey link |
| Ignite Durham Learning Foundation | Email with survey link |
| Indigenous Advisory Circle | Email with survey link |
| Indigenous Student Circles | Email with survey link |
| Inclusive Student Services (ISS) Community Groups and Partners: <ul style="list-style-type: none"> ● Kinark ● Grandview ● CAREA ● Abilities Centre ● CHIMO Youth and Family Services ● Frontenac Youth Services | Email with survey link |
| KIEN: Keenanow Indigenous Educators' Network | Email with survey link |
| MEND: Muslim Educators Network of Durham | Email with survey link |
| Mississaugas of Scugog Island First Nation | Email with survey link |
| NINE: Neurodivergent Infinity Network of Educators | Email with survey link |

| | |
|--|--|
| Ontario Tech U Faculty of Education | Email with survey link |
| Other Student Groups including: <ul style="list-style-type: none"> • Students attending DASS, SAL, Return Ticket Program • Muslim Student Networks • Black Student Unions • Continuing Education | <ol style="list-style-type: none"> 1. Pop up tables at summer school in-person learning 2. Emails with survey link |
| Parents of Black Children | Email with survey link |
| PFLAG Durham | <ol style="list-style-type: none"> 1. Email with survey link 2. Facilitated Session at May Equity & Diversity Advisory Committee meeting |
| Parent Involvement Committee (PIC) | <ol style="list-style-type: none"> 1. Email with survey link 2. Facilitated in person session at May meeting |
| Special Education Advisory Committee (SEAC) | <ol style="list-style-type: none"> 1. Email with survey link 2. To facilitate in person session at June meeting |
| Shalom Durham | Email with survey link |
| Student Senate | <ol style="list-style-type: none"> 1. In person facilitated session at May meeting 2. Email with survey link |
| The Living Compendium Community Engagement Evening | Pop up table at May 18 event |
| Transitions Committee | Email with survey link |
| Trent U Faculty of Education | Email with survey link |
| Students/Families/Staff | Student Art Gallery - Pop up table at June 13 event |
| Town Hall | DATE TBD in September 2023 |

6. Recommended Questions for Consultation (Phase 2)

Staff and Trustees provided feedback on a first draft of questions (see Appendix 3) to ask participants during the consultation period. Based on revisions and feedback, Table 2 below presents **Recommended Core Questions** to ask students, parents/caregivers, and staff in the various Phase 2 consultation formats to be scheduled in May and June. These questions will be the foundation of the common toolkit for facilitating and leading consultation events. Other questions may be asked on an ad hoc basis.

The purpose of the questions is to hear from participants about their goals, wants, and needs, while offering the opportunity to reflect on how the DDSB has met or can meet those goals, wants, and needs.

Table 3: Questions for Consultation (Phase Two) (based on revisions to draft questions in Appendix 3)

| Table 2: Question Prototype | Audience | Core Questions to ask Participants in Phase 2 |
|--|--|---|
| 1. What do you hold important? 2. What is working well now ? 3. What could be better in the future , and how 4. What has it been like in the past , and what insights do you have to share? | Students, Staff, & Parents/ Caregivers | 1. What is most important to you about your school experience/work experience/child(ren)'s school experience? 2. What is working well for you now as a student/staff member/parent/caregiver in the DDSB? 3. As a student, what would make school better for you? / As a staff member, what would make work better for you? / As a parent/caregiver, what would make your experience with the DDSB better for you? 4. What advice would you give a new DDSB student? / What advice would you give a new DDSB staff member? / What advice would you give to a new DDSB parent? 5. What do you wish you had more of as part of your student / staff experience in the DDSB? |

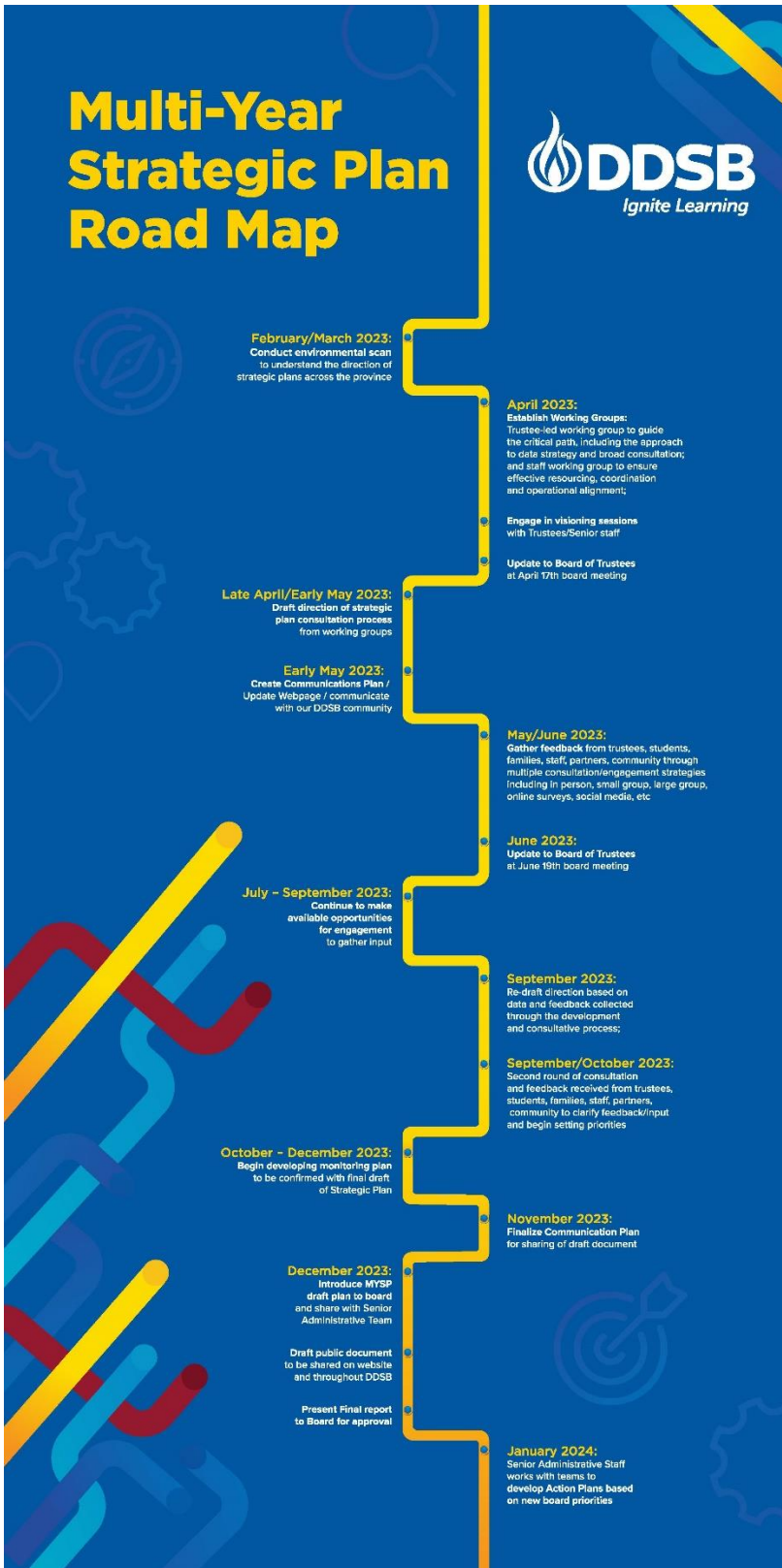
The more focused questions in Table 4 below offer a menu of possible consultation questions that could come later in the MYSPP development process, once new strategic priorities have been drafted in Phase 3.

Table 4: Draft Questions for Digging Deeper in Phase 3

| Table 3: Strategic Priority | Audience | Draft Questions to ask Participants for Digging Deeper on Strategic Priorities |
|--|----------------------------|--|
| Learning & Growing | Students / Staff / Parents | <input type="checkbox"/> What curriculum-focused opportunities have a positive impact on student learning and growth? Are any missing or underdeveloped? |
| Well-Being & Health | | <input type="checkbox"/> What co- and extracurricular opportunities have a positive impact on social, emotional, and physical development? Are any missing or underdeveloped? |
| Differentiated Instruction | | <input type="checkbox"/> What are some strategies and resources that educators can use to reach your children/all learners? |
| Indigenous Rights, Human | | <input type="checkbox"/> How can the DDSB support positive and inclusive school communities? <input type="checkbox"/> How can the DDSB support equitable opportunities, experiences, and outcomes for all students? |

| | | |
|--|--|--|
| <p>Rights, Anti-Discrimination</p> <p>Safety & Belonging</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> How can the DDSB support a positive sense of self, meaning, and belonging for students/for staff? <input type="checkbox"/> How can the DDSB create workplaces that are safe and welcoming for all staff and promote a positive sense of belonging? |
| <p>Community & Connection</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> How can the DDSB strengthen home, school, and community connections? <input type="checkbox"/> What are some ways to support schools as community hubs? |
| <p>Community & Communication</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> How can the DDSB engage and communicate effectively with parents/caregivers, students, and staff? <input type="checkbox"/> How can the DDSB improve access to services and supports for students and schools? |

Appendix 1: MYSP Roadmap



Appendix 2: IAP2 Spectrum of Engagement

| | INFORM | CONSULT | INVOLVE | COLLABORATE | EMPOWER |
|---------------------------|---|--|---|---|--|
| PUBLIC PARTICIPATION GOAL | To provide the public with balanced and objective information to assist them in understanding the problem, alternatives and/or solutions. | To obtain public feedback on analysis, alternatives and/or decision. | To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered. | To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution. | To place final decision-making in the hands of the public. |
| PROMISE TO THE PUBLIC | We will keep you informed. | We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. | We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision. | We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible. | We will implement what you decide. |

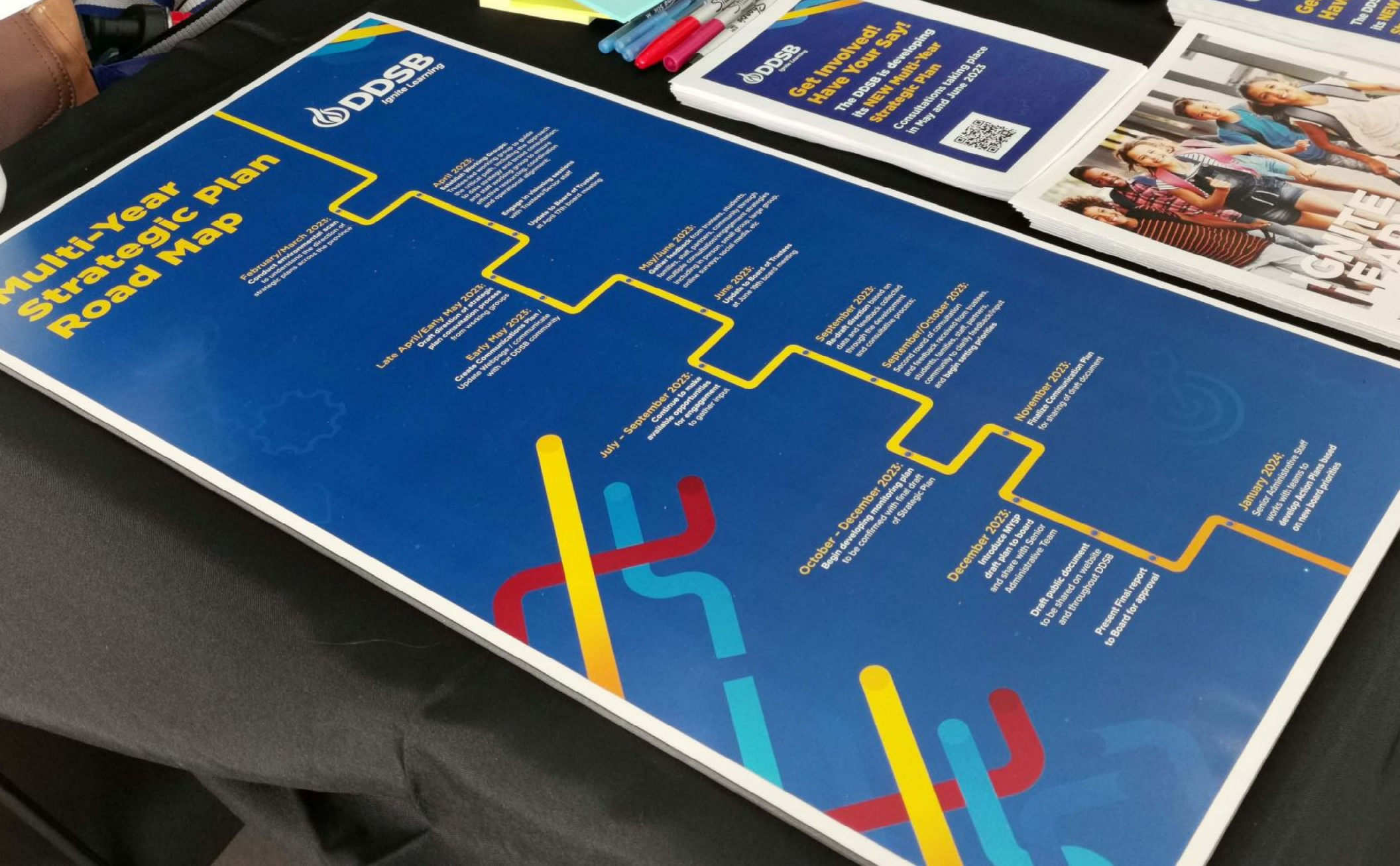
Appendix 3: First Draft of Consultation Questions

Table 4: First Draft Questions for Consultation - Phase Two

| QUESTION TYPE | AUDIENCE | MENU OF POSSIBLE QUESTIONS |
|---------------|--------------------------|---|
| Wants & Needs | Students | <p><u>Question 1 options</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What do you want from your school experience? <input type="checkbox"/> What do you hope for from your school experience? <input type="checkbox"/> What do you need to thrive and be your best at school? <input type="checkbox"/> What do you need to be your best at school? <p><u>Question 2 options</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What would help you be your best at school? <input type="checkbox"/> What are some ways to help you be your best at school? <input type="checkbox"/> What are the best ways to provide you with what you need at school? <input type="checkbox"/> What can your educators and other school staff do to help you be your best? <input type="checkbox"/> What strategies or resources help you learn and be your best? (drop down) <input type="checkbox"/> What advice would you give a new DDSB student? <p><u>Question 3 options</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What do you worry about the most about school? <input type="checkbox"/> What are some barriers that prevent you from being your best at school? <input type="checkbox"/> What are your biggest challenges at school? |
| Wants & Needs | Staff, Parents | <p><u>Question 1 options</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What do students need to thrive and be their best at school? <p><u>Question 2 options</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What are some ways to provide students with what they need to be their best? <input type="checkbox"/> What advice would you give a new DDSB parent/staff member? <p><u>Question 3 options</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What do you worry about the most for your children/students at school? <input type="checkbox"/> What are some barriers that prevent your students/children from reaching their full potential? <input type="checkbox"/> What are the biggest challenges for your students/child(ren) at school? |
| Values | Students, Staff, Parents | <ul style="list-style-type: none"> <input type="checkbox"/> Rank the following values in order of importance to you as student/staff/parent in the DDSB community (Drop down) |

| | | |
|--------|--------------------------------|--|
| Values | Students, Staff, Parents | <input type="checkbox"/> Success can mean different things to different people at school. What does success look like for you/for your children/for your students? |
|--------|--------------------------------|--|

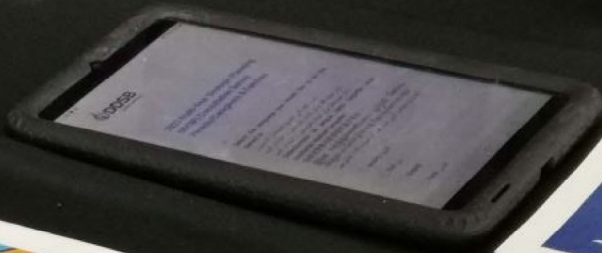


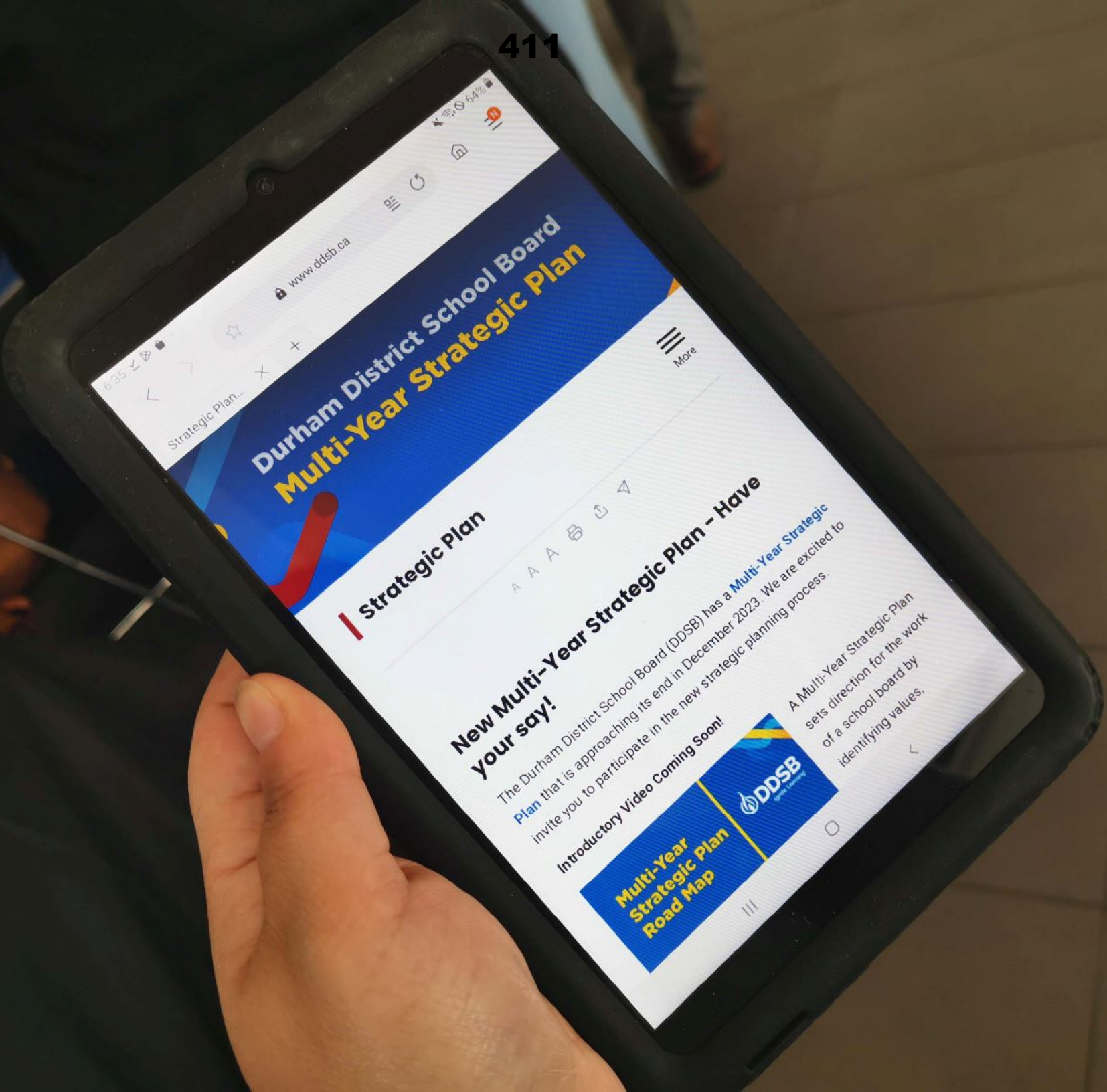


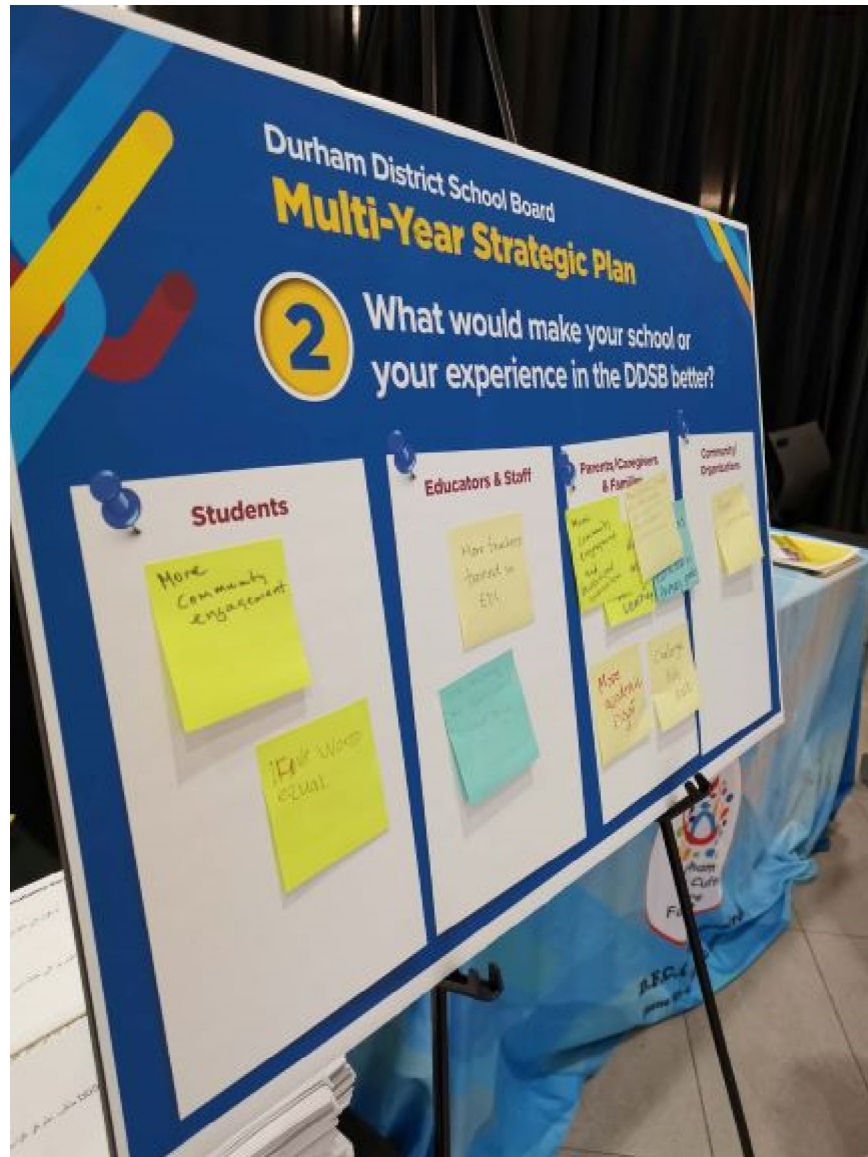
Get Involved! Have Your Say!
The DDSB is developing its **NEW Multi-Year Strategic Plan**
Consultations taking place in May and June 2023

Get Involved! Have Your Say!
The DDSB is developing its **NEW Multi-Year Strategic Plan**

IGNITE LEADERSHIP







DDSB Multi-Year Strategic Plan Webpage

Home / About DDSB / Plans and Reports / Strategic Plan

A A A

Strategic Plan

New Multi-Year Strategic Plan – Have your say!

The Durham District School Board (DDSB) has a [Multi-Year Strategic Plan](#) that is approaching its end in December 2023. We are excited to invite you to participate in the new strategic planning process.

About DDSB

Plans and Reports

- [Board Improvement Plan](#)
- [Budget and Financial Statements](#)

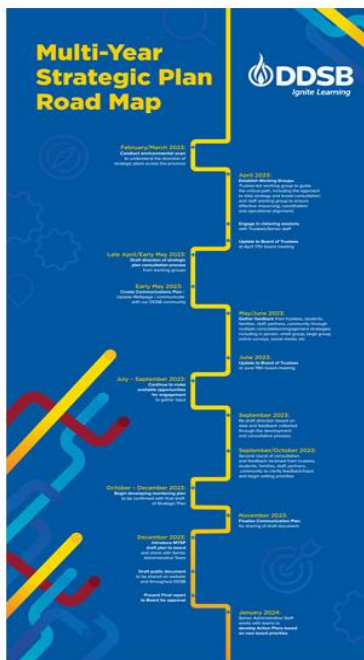


OUR SCHOOLS

PROGRAMS AND LEARNING

FAMILY AND COMMUNITY SUPPORT

To view a version of this video with closed captions, please visit the [DDSB YouTube channel](#).



A Multi-Year Strategic Plan sets direction for the work of a school board by identifying values, priorities, and measures for success. It acts as a compass that guides collective actions for ongoing student-centered improvement across the learning organization.

All members of the DDSB community are invited to participate in the consultation process. Hearing the aspirations, priorities, and feedback of students, parents, guardians, caregivers, staff, trustees, partners, leadership associations, advisory and community groups, and others is the most significant contribution in guiding the development of the new Multi-Year Strategic Plan.

The DDSB affirms its commitment to upholding and promoting the rights of all students, families, staff, and community members.

We encourage you to participate and provide feedback through the following opportunities:

- **complete an online survey:** [Parent/Caregiver/Families](#), [Community/Organization](#), [DDSB Staff](#), [DDSB Student](#)
(choose one survey link that best represents your relationship with the DDSB)
- ThoughtExchange
- In-person focus groups
- Pop-up events
- Download the [Self-facilitated session document](#) to engage



DDSB
Ignite Learning

View the Multi-Year Strategic Plan Roadmap poster

OUR SCHOOLS

PROGRAMS AND LEARNING

FAMILY AND COMMUNITY SUPPORT

Strategic Planning Board Reports

- June 2023 (report to come)
- [April 2023](#)
- [November 2022](#)
- [October 2022](#)

Questions? If you have questions or need any of the materials on this page in an alternative format, please email MYSP@ddsb.ca or reach our voicemail line at 905-666-6975.

We look forward to hearing your thoughts and ideas on the future direction for DDSB!

Frequently Asked Questions

| | |
|--|---|
| What types of questions are included in the survey? | + |
| What browser should I use to complete the survey? | + |
| Will the survey be available in other languages? | + |
| Is the survey voluntary and anonymous? | + |
| How will the responses be kept confidential? Who has access to the data? | + |

Is the survey voluntary and anonymous?



DDSB
Ignite Learning

OUR SCHOOLS

PROGRAMS AND LEARNING

FAMILY AND COMMUNITY SUPPORT

the responses be kept confidential? Who has access to the data?

Current Plan

Strategic Plan September 2018–December 2023

The Durham District School Board has a multi-year Strategic Plan that was adopted in September 2018 following a thorough consultation with stakeholders.

View the [Strategic Plan brochure](#) and the [Strategic Plan poster](#) for a brief explanation of the plan and its highlights.

DDSB staff create a yearly [Operational Plan](#) that relies on the strong foundation of the strategic plan to integrate strategies and actions being taken across departments and in schools to drive positive outcomes that support people and culture, and student learning and well-being to serve students and people across the DDSB.

The plan was extended by the Board of Trustees by a further two years to September 2023, recognizing that the Ignite Learning Strategic Plan has become well known throughout the District and is prevalent in schools across the system. This extension provides stability for the system during the COVID-19 pandemic and continues the District's important focus on six strategic priorities:

- Success
- Well-Being
- Leadership
- Equity
- Engagement
- Innovation

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: 2023 Official Enrolment Projections **PAGE:** 1 of 4

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 David Wright, Associate Director Corporate Services and Treasurer of the Board
 Lisa Bianca, Head of Facilities Services
 Carey Trombino, Manager of Property and Planning
 Anne Dobos, Senior Planner

1.0 Purpose

The purpose of this report is to provide information to the Board of Trustees on the October 2023 Official Enrolment Projections (OEP). Copies of the OEP Summary tables are attached as Appendix A.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

3.0 Background

The Durham District School (DDSB) Planning staff, in conjunction with Workforce Planning and Business Services staff, have developed the Official Enrolment Projections (OEP) for October 31, 2023. Staff received input from principals at both the elementary and secondary level through discussions, meetings and/or email correspondence.

The OEPs are utilized by various departments and staff across DDSB to create DDSB's budget and to allocate staffing for schools, for the coming school year. Facilities Services use the OEPs to determine future school needs, where boundary/program revisions are required and to identify what schools have space to accommodate partnerships, or where there is a deficit of space and temporary portable accommodations are required. At the school level, the OEPs are used for staffing purposes for the upcoming school year.

4.0 Analysis

4.1 Official Enrolment Projections

The methodology used to determine the 2023 OEP can be found in the attached copy of the projections as Appendix B. Based on 2022 actual enrolments, the DDSB is anticipated to have, from October 2022 to October 2023:

- An increase of 768 elementary pupils
- An increase of 785 secondary pupils
- An overall enrolment increase of 1,553 pupils

4.2 Enrolment and Capacity Charts

The following charts illustrate the Board's overall utilization, actual, from 2018 to 2022 and projections for 2023 through 2027. There are three charts shown below: a combined elementary and secondary enrolment and capacity; an elementary enrolment and capacity; and a secondary enrolment and capacity. A breakdown of enrolment by municipality and by school is included in Appendix A. Students attending DDSB@home are included in home school numbers, as highlighted in the projection methodology in Appendix B.

The OEPs include all in person and virtual students, associated with their home school. In January 2023, a 2023-2024 learning preference survey was administered to all students and the data includes students who intend to return to virtual learning (DDSB@home) in September 2023. This determined the projected numbers of virtual enrolment in the OEP.

The total number of students projected to attend DDSB@home in the Elementary panel for 2023-2024 is 610. The elementary survey data projected that between 0 and 22 elementary students from each elementary school will attend DDSB@home, this is an average of 1.02% of students from each school (JK to Grade 8). The Secondary panel for DDSB@home is projected at 492. The secondary student survey data projected that between 3 and 100 students from each secondary school will attend DDSB@home, this is an average participation of 2.1% of secondary students (Grade 9 to Grade 12). Further details are available in Appendix C.

The following charts include the over/under utilization by year. The changes in capacity reflect the opening of new schools/additions, closures of schools, partnerships in schools and changes in Ministry Rated Capacity loadings, including the removal of Kindergarten (for the 2023-2024 school year) at single track French Immersion schools.

Chart 1 below shows the elementary enrolments (actual and projected) for each year.

Chart 1 – Elementary Enrolment and Capacity (2018-2027)

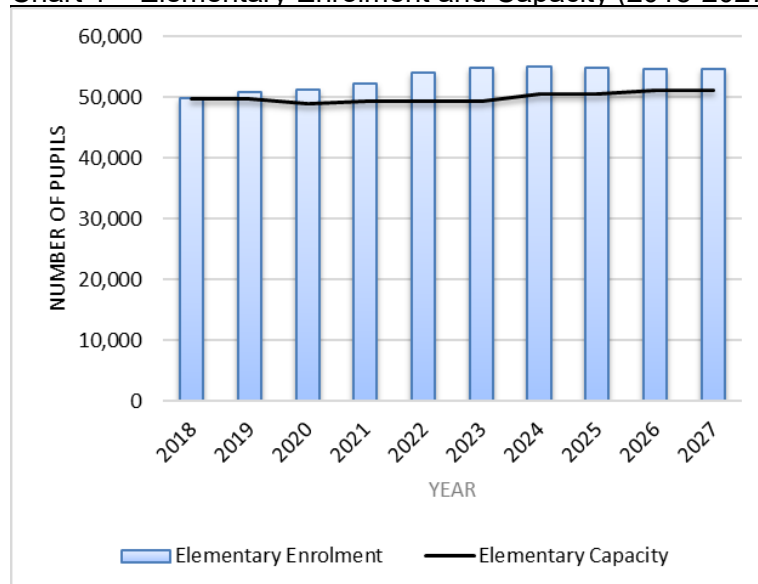


Chart 2 below shows the total secondary enrolment (actual and projected) and capacity for each year.

Chart 2 – Secondary Enrolment and Capacity (2018 – 2027)

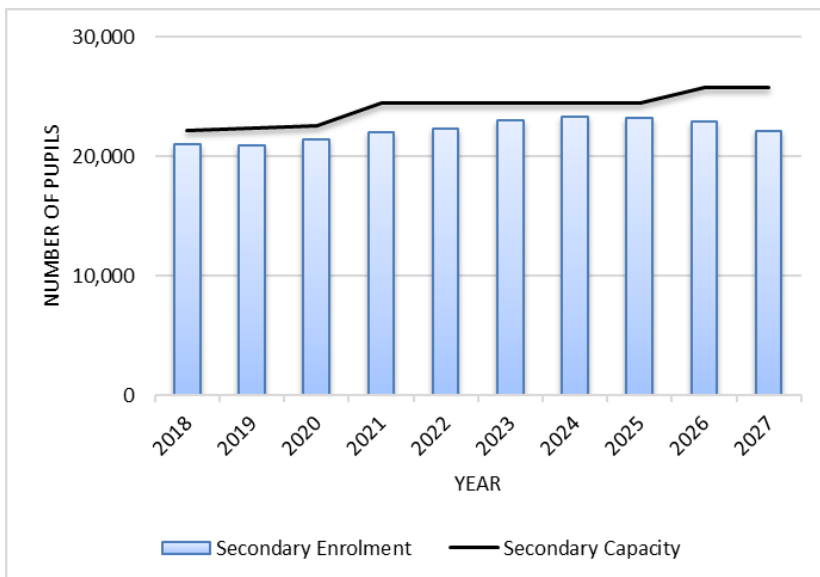
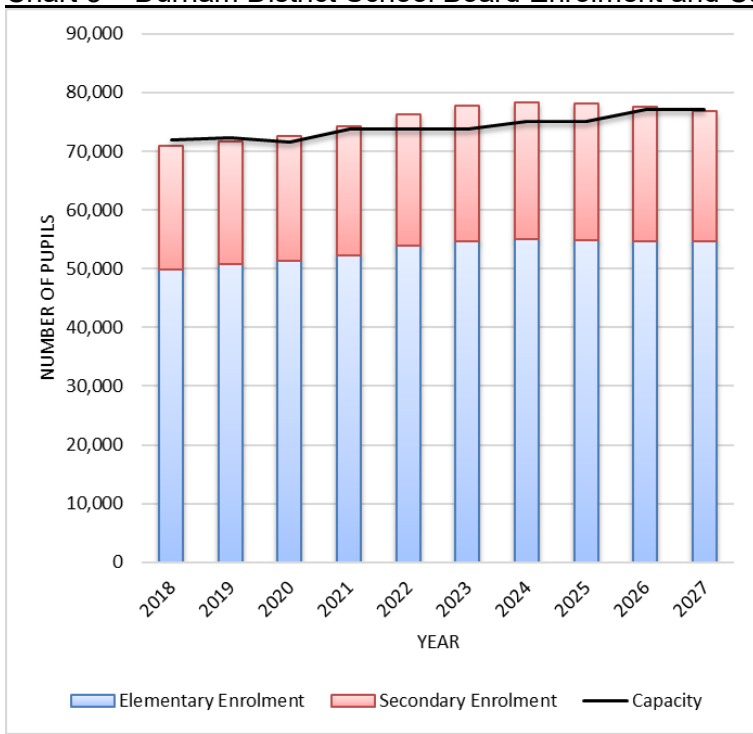


Chart 3 below shows the combined elementary and secondary enrolment (actual and projected) as well as the total combined capacity for each year.

Chart 3 – Durham District School Board Enrolment and Capacity (2018 – 2027)



Ministry Rated Capacity (MRC)

The Ministry Rated Capacities (MRC) listed in this document are reflective of the Ministry of Education's formula for loading of permanent classroom space. Using this formula, FDK classrooms are loaded at 26, regular classrooms at 23 and ISS spaces at 9 to compute the MRC of 100%. This calculation is independent of maximum class sizes and requirements of the Building and Fire Codes of Ontario. The physical space in a school, plus the addition of portables can accommodate more students on site than the MRC leading to utilizations in excess of 100%.

4.3 French Immersion Projections

The 2023 OEPs include the elementary French Immersion projections for 2023-2027, as summarized in Appendix D. Projecting French Immersion numbers is subject to more variability given enrolment is based on family choice, and not birth rates and projected development growth. Secondary French Immersion data is incorporated into the grade-by-grade enrolment data and is not broken out by program. As this data is not readily available, a summary of the secondary French Immersion projections have not been provided.

4.4 Trends, Issues and Future Opportunities Report

In September, staff will present the Accommodation Plan 2023-2027: Trends, Issues and Future Opportunities report which will address accommodation in all areas and at individual schools. The report will review all accommodation needs, which include growth areas, closures and consolidations, boundary adjustments and program relocations for both elementary and secondary schools.

5.0 Communication Plan

The 2023 OEP document will be made available on the DDSB website.

6.0 Conclusion

The October 2023 Official Enrolment Projections project a total of 54,751 elementary pupils and 23,440 secondary pupils, for a combined total of 78,191 pupils. This report is provided to the Board of Trustees for information.

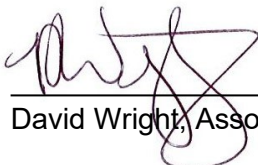
7.0 Appendices

- Appendix A – OEP Summary Tables
- Appendix B – Methodology
- Appendix C – OEP Virtual Student Breakdowns
- Appendix D – FI OEP Summary

Report reviewed and submitted by:



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



David Wright, Associate Director of Corporate Services and Treasurer of the Board

SUMMARY TABLES

| Elementary In Class Student Summary | | | | | | | |
|-------------------------------------|---------------------------------|-----------------|---------------|---------------|---------------|---------------|---------------|
| Municipality | 2021 Ministry Rated Capacity | Actual | Projected | | | | |
| | | October 2022 | Oct 2,023 | Oct 2,024 | Oct 2,025 | Oct 2,026 | Oct 2,027 |
| City of Pickering | 6,935 | 7,556 | 7,783 | 7,894 | 7,998 | 8,065 | 8,104 |
| Town of Ajax | 11,327 | 11,740 | 11,808 | 11,806 | 11,692 | 11,597 | 11,624 |
| Town of Whitby | 12,491 | 14,209 | 14,275 | 14,195 | 14,059 | 13,937 | 13,840 |
| City of Oshawa | 13,475 | 15,469 | 15,753 | 15,851 | 15,812 | 15,769 | 15,733 |
| Township of Uxbridge | 1,928 | 1,829 | 1,827 | 1,844 | 1,842 | 1,825 | 1,822 |
| Township of Scugog | 1,964 | 1,851 | 1,882 | 1,898 | 1,918 | 1,930 | 1,930 |
| Township of Brock | 1,192 | 1,329 | 1,423 | 1,476 | 1,519 | 1,572 | 1,611 |
| Total | 49,312 | 53,983 | 54,751 | 54,964 | 54,840 | 54,695 | 54,664 |

| Secondary In-Class Student Summary | | | | | | | |
|------------------------------------|---------------------------------|-----------------|---------------|---------------|---------------|---------------|---------------|
| Municipality | 2021 Ministry Rated Capacity | Actual | Projected | | | | |
| | | October 2022 | Oct 2,023 | Oct 2,024 | Oct 2,025 | Oct 2,026 | Oct 2,027 |
| City of Pickering | 3,565 | 2,642 | 2,657 | 2,807 | 2,906 | 3,032 | 3,167 |
| Town of Ajax | 4,907 | 5,011 | 5,164 | 4,911 | 4,805 | 4,653 | 4,303 |
| Town of Whitby | 6,130 | 6,259 | 6,478 | 6,738 | 6,760 | 6,707 | 6,434 |
| City of Oshawa | 6,222 | 5,924 | 6,252 | 6,475 | 6,456 | 6,359 | 6,159 |
| Township of Uxbridge | 1,435 | 1,080 | 1,048 | 1,006 | 967 | 939 | 886 |
| Township of Scugog | 1,504 | 964 | 976 | 967 | 929 | 889 | 854 |
| Township of Brock | 667 | 401 | 415 | 399 | 376 | 367 | 357 |
| Durham Alternative | 0 | 374 | 450 | 450 | 450 | 450 | 450 |
| Total | 24,430 | 22,655 | 23,440 | 23,753 | 23,649 | 23,396 | 22,610 |
| Grand Total | 73,742 | 76,638 | 78,191 | 78,717 | 78,489 | 78,091 | 77,274 |

| Secondary Full-Time Equivalent Summary | | | | | | | |
|---|---------------------------------|------------------|----------------------|------------------|------------------|------------------|------------------|
| Municipality | 2021 Ministry Rated Capacity | Actual | Projected | | | | |
| | | October 2022 | Oct 2,023 | Oct 2,024 | Oct 2,025 | Oct 2,026 | Oct 2,027 |
| City of Pickering | 3,565 | 2,642.00 | 2,657.00 | 2,807.00 | 2,906.00 | 3,032.00 | 3,167.00 |
| Town of Ajax | 4,907 | 5,008.17 | 5,161.09 | 4,908.23 | 4,802.30 | 4,650.37 | 4,300.57 |
| Town of Whitby | 6,130 | 6,255.07 | 6,473.89 | 6,733.63 | 6,755.67 | 6,702.79 | 6,429.95 |
| City of Oshawa | 6,222 | 5,897.64 | 6,224.37 | 6,446.54 | 6,427.67 | 6,331.24 | 1,667.30 |
| Township of Uxbridge | 1,435 | 1,075.53 | 1,043.66 | 1,001.84 | 963.00 | 935.11 | 882.33 |
| Township of Scugog | 1,504 | 959.14 | 971.08 | 962.13 | 924.32 | 884.52 | 849.70 |
| Township of Brock | 667 | 399.51 | 413.46 | 397.52 | 374.61 | 365.64 | 355.68 |
| Durham Alternative | 0 | 341.93 | 411.41 | 411.41 | 411.41 | 411.41 | 411.41 |
| Total | 24,430 | 22,578.99 | 23,355.95 | 23,668.28 | 23,564.98 | 23,313.08 | 18,063.94 |

October 2023 Projected Elementary Enrolment by Grade

| School | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | ISS 1-8 | Total |
|---------------------------------|----|----|----|----|----|----|----|----|----|----|------------|------------|
| <u>City of Pickering</u> | | | | | | | | | | | | |
| Altona Forest | 45 | 65 | 39 | 35 | 43 | 40 | 28 | 35 | 34 | 40 | 12 | 416 |
| Bayview Heights | 45 | 43 | 39 | 47 | 33 | 35 | 35 | 40 | 36 | 37 | 0 | 390 |
| Biidassige Mandamin | 30 | 39 | 48 | 37 | 34 | 32 | 35 | 38 | 35 | 42 | 7 | 377 |
| English | 30 | 39 | 20 | 12 | 13 | 13 | 20 | 14 | 20 | 25 | 7 | 213 |
| French Immersion | | | 28 | 25 | 21 | 19 | 15 | 24 | 15 | 17 | 0 | 164 |
| Claremont | 45 | 16 | 23 | 20 | 22 | 24 | 16 | 19 | 17 | 10 | 0 | 212 |
| E.B. Phin | 85 | 57 | 63 | 56 | 57 | 55 | 54 | 62 | 50 | 45 | 10 | 594 |
| Fairport Beach | 35 | 36 | 24 | 22 | 23 | 29 | 24 | 20 | 19 | 15 | 0 | 247 |
| Frenchmans Bay | 0 | 0 | 60 | 57 | 60 | 53 | 63 | 62 | 45 | 64 | 0 | 464 |
| Gandatsetiagon | 60 | 63 | 56 | 60 | 58 | 47 | 63 | 49 | 58 | 57 | 0 | 571 |
| Glengrove | 35 | 29 | 29 | 29 | 25 | 24 | 38 | 32 | 24 | 35 | 6 | 306 |
| Highbush | 60 | 52 | 35 | 66 | 50 | 69 | 66 | 53 | 83 | 61 | 27 | 622 |
| Maple Ridge | 40 | 35 | 64 | 79 | 73 | 91 | 70 | 75 | 76 | 65 | 0 | 668 |
| English | 40 | 35 | 11 | 31 | 18 | 36 | 17 | 24 | 22 | 17 | 0 | 251 |
| French Immersion | | | 53 | 48 | 55 | 55 | 53 | 51 | 54 | 48 | 0 | 417 |
| Rosebank | 25 | 34 | 12 | 28 | 26 | 27 | 26 | 24 | 27 | 24 | 0 | 253 |
| Valley Farm | 85 | 79 | 70 | 71 | 75 | 76 | 56 | 80 | 72 | 78 | 14 | 756 |
| Valley View | 35 | 37 | 41 | 38 | 25 | 40 | 47 | 27 | 38 | 36 | 0 | 364 |
| Vaughan Willard | 35 | 37 | 28 | 27 | 26 | 30 | 23 | 25 | 27 | 26 | 27 | 311 |
| Westcreek | 65 | 69 | 70 | 52 | 51 | 60 | 60 | 56 | 55 | 56 | 0 | 594 |
| William Dunbar | 45 | 53 | 52 | 47 | 57 | 63 | 43 | 50 | 44 | 59 | 125 | 638 |

| School | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | ISS 1-8 | Total |
|----------------------------|-----|-----|----|----|----|----|----|-----|----|----|------------|------------|
| <u>Town of Ajax</u> | | | | | | | | | | | | |
| Alexander Graham Be | 45 | 47 | 31 | 26 | 28 | 32 | 45 | 44 | 44 | 36 | 178 | 556 |
| Applecroft | 50 | 41 | 31 | 33 | 35 | 42 | 30 | 28 | 26 | 31 | 0 | 347 |
| Bolton C. Falby | 100 | 110 | 62 | 67 | 57 | 68 | 45 | 67 | 68 | 66 | 26 | 736 |
| Cadarackque | 40 | 26 | 76 | 80 | 80 | 64 | 67 | 66 | 70 | 54 | 0 | 623 |
| English | 40 | 26 | 20 | 26 | 25 | 24 | 33 | 21 | 23 | 20 | 0 | 258 |
| French Immersion | 0 | 0 | 56 | 54 | 55 | 40 | 34 | 45 | 47 | 34 | 0 | 365 |
| Carruthers Creek | 80 | 72 | 83 | 72 | 84 | 77 | 83 | 96 | 82 | 78 | 8 | 815 |
| da Vinci | 75 | 72 | 51 | 73 | 76 | 60 | 79 | 101 | 92 | 98 | 0 | 777 |
| Dr. Roberta Bondar | 20 | 28 | 21 | 24 | 15 | 23 | 24 | 17 | 20 | 24 | 0 | 216 |
| Duffin's Bay | 28 | 28 | 26 | 22 | 18 | 21 | 18 | 10 | 23 | 24 | 0 | 218 |
| Eagle Ridge | 75 | 79 | 67 | 74 | 60 | 58 | 68 | 78 | 91 | 58 | 20 | 728 |
| Lakeside | 25 | 24 | 28 | 31 | 31 | 20 | 30 | 25 | 23 | 32 | 0 | 269 |
| Lester B Pearson | 30 | 31 | 26 | 29 | 34 | 37 | 30 | 48 | 26 | 32 | 8 | 331 |
| Lincoln Alexander | 55 | 47 | 55 | 52 | 53 | 39 | 50 | 46 | 57 | 51 | 2 | 507 |
| Lincoln Avenue | 40 | 42 | 27 | 46 | 38 | 30 | 23 | 43 | 28 | 31 | 0 | 348 |
| Lord Elgin | 22 | 23 | 24 | 13 | 30 | 20 | 13 | 20 | 18 | 22 | 0 | 205 |
| Michaëlle Jean | 0 | 0 | 55 | 59 | 43 | 50 | 48 | 61 | 52 | 59 | 0 | 427 |
| Nottingham | 55 | 56 | 41 | 52 | 49 | 57 | 40 | 56 | 60 | 58 | 0 | 524 |
| Roland Michener | 35 | 31 | 24 | 24 | 34 | 24 | 25 | 15 | 25 | 15 | 15 | 267 |
| Romeo Dallaire | 60 | 74 | 47 | 42 | 50 | 60 | 43 | 46 | 56 | 64 | 18 | 560 |
| Rosemary Brown | 0 | 0 | 45 | 41 | 36 | 21 | 25 | 38 | 37 | 33 | 0 | 276 |
| Southwood Park | 40 | 38 | 78 | 81 | 82 | 87 | 81 | 69 | 82 | 65 | 0 | 703 |
| English | 40 | 38 | 13 | 16 | 18 | 22 | 20 | 25 | 22 | 16 | 0 | 230 |
| French Immersion | | | 65 | 65 | 64 | 65 | 61 | 44 | 60 | 49 | 0 | 473 |
| Terry Fox | 55 | 51 | 45 | 32 | 47 | 47 | 39 | 42 | 44 | 37 | 0 | 439 |
| Vimy Ridge | 70 | 73 | 39 | 55 | 71 | 63 | 68 | 73 | 83 | 84 | 0 | 679 |
| Viola Desmond | 100 | 104 | 78 | 87 | 85 | 83 | 74 | 82 | 92 | 83 | 8 | 876 |
| Westney Heights | 40 | 37 | 38 | 37 | 32 | 36 | 29 | 45 | 37 | 35 | 15 | 381 |

October 2023 Projected Elementary Enrolment by Grade

| School | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | ISS 1-8 | Total |
|------------------------------|-----|-----|----|----|----|----|----|----|-----|----|------------|------------|
| <i>Town of Whitby</i> | | | | | | | | | | | | |
| Bellwood | 40 | 52 | 37 | 40 | 45 | 49 | 45 | 52 | 35 | 41 | 10 | 446 |
| Blair Ridge | 30 | 39 | 33 | 28 | 41 | 49 | 52 | 59 | 62 | 62 | 0 | 455 |
| Brooklin Village | 50 | 41 | 69 | 73 | 69 | 78 | 64 | 80 | 71 | 77 | 8 | 680 |
| English | 50 | 41 | 31 | 39 | 33 | 39 | 35 | 26 | 35 | 32 | 8 | 369 |
| French Immersion | | | 38 | 34 | 36 | 39 | 29 | 54 | 36 | 45 | 0 | 311 |
| C. E. Broughton | 96 | 63 | 51 | 54 | 55 | 49 | 47 | 52 | 42 | 40 | 10 | 559 |
| Regular calendar | 80 | 52 | 39 | 39 | 47 | 39 | 40 | 43 | 31 | 27 | 10 | 447 |
| Modified calendar | 16 | 11 | 12 | 15 | 8 | 10 | 7 | 9 | 11 | 13 | 0 | 112 |
| Capt. Michael Vanden | 50 | 45 | 89 | 91 | 74 | 90 | 75 | 81 | 92 | 85 | 18 | 790 |
| English | 50 | 45 | 24 | 32 | 24 | 35 | 39 | 35 | 48 | 36 | 18 | 386 |
| French Immersion | | | 65 | 59 | 50 | 55 | 36 | 46 | 44 | 49 | 0 | 404 |
| Chris Hadfield | 55 | 55 | 43 | 61 | 68 | 62 | 86 | 89 | 103 | 88 | 0 | 710 |
| Col J. E. Farewell | 55 | 69 | 50 | 66 | 83 | 55 | 47 | 67 | 70 | 53 | 10 | 625 |
| Dr. R. Thornton | 30 | 38 | 30 | 28 | 27 | 33 | 38 | 30 | 38 | 34 | 0 | 326 |
| E. A. Fairman | 35 | 35 | 37 | 34 | 45 | 35 | 38 | 27 | 40 | 43 | 0 | 369 |
| Fallingbrook | 60 | 57 | 66 | 74 | 55 | 68 | 70 | 74 | 71 | 73 | 10 | 678 |
| Glen Dhu | 65 | 74 | 54 | 59 | 59 | 73 | 64 | 70 | 66 | 69 | 0 | 653 |
| Jack Miner | 35 | 31 | 32 | 37 | 39 | 26 | 32 | 38 | 33 | 33 | 143 | 479 |
| John Dryden | 55 | 60 | 78 | 85 | 87 | 75 | 66 | 69 | 74 | 93 | 0 | 742 |
| English | 55 | 60 | 33 | 42 | 42 | 42 | 35 | 40 | 47 | 63 | 0 | 459 |
| French Immersion | | | 45 | 43 | 45 | 33 | 31 | 29 | 27 | 30 | 0 | 283 |
| Julie Payette | 0 | 0 | 75 | 74 | 79 | 76 | 70 | 86 | 63 | 89 | 0 | 612 |
| Meadowcrest | 0 | 0 | 20 | 32 | 38 | 28 | 30 | 26 | 41 | 37 | 0 | 252 |
| Ormiston | 70 | 100 | 75 | 87 | 77 | 78 | 63 | 63 | 83 | 72 | 9 | 777 |
| Pringle Creek | 60 | 60 | 61 | 49 | 58 | 48 | 39 | 56 | 55 | 53 | 108 | 647 |
| Robert Munsch | 40 | 40 | 51 | 37 | 40 | 49 | 40 | 51 | 58 | 38 | 0 | 444 |
| Sir Samuel Steele | 45 | 58 | 38 | 48 | 37 | 47 | 51 | 39 | 56 | 46 | 11 | 476 |
| Sir William Stephensc | 60 | 59 | 52 | 52 | 42 | 35 | 43 | 35 | 34 | 68 | 27 | 507 |
| West Lynde | 75 | 107 | 78 | 65 | 68 | 58 | 69 | 60 | 64 | 64 | 9 | 717 |
| Whitby Shores | 55 | 59 | 55 | 67 | 59 | 73 | 79 | 64 | 69 | 81 | 0 | 661 |
| Williamsburg | 105 | 56 | 59 | 54 | 53 | 72 | 67 | 64 | 71 | 77 | 7 | 685 |
| Willows Walk PS | 55 | 57 | 43 | 47 | 44 | 38 | 39 | 42 | 56 | 49 | 7 | 477 |
| Winchester | 37 | 41 | 35 | 50 | 44 | 44 | 54 | 54 | 72 | 57 | 20 | 508 |
| Regular calendar | 25 | 26 | 18 | 32 | 26 | 25 | 32 | 36 | 42 | 38 | 20 | 320 |
| Modified calendar | 12 | 15 | 17 | 18 | 18 | 19 | 22 | 18 | 30 | 19 | 0 | 188 |

October 2023 Projected Elementary Enrolment by Grade

| School | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | ISS 1-8 | Total |
|-------------------------|-----|-----|-----|-----|----|----|----|----|-----|-----|------------|------------|
| City of Oshawa | | | | | | | | | | | | |
| Adelaide McLaughlin | 45 | 47 | 31 | 44 | 49 | 44 | 33 | 35 | 24 | 33 | 29 | 414 |
| Beau Valley | 35 | 29 | 31 | 20 | 25 | 27 | 20 | 30 | 28 | 18 | 0 | 263 |
| Bobby Orr | 35 | 32 | 30 | 42 | 27 | 26 | 22 | 23 | 30 | 21 | 36 | 324 |
| Clara Hughes | 55 | 60 | 82 | 68 | 78 | 62 | 66 | 59 | 56 | 82 | 17 | 685 |
| College Hill | 30 | 30 | 32 | 34 | 28 | 29 | 27 | 37 | 29 | 18 | 0 | 294 |
| Coronation | 35 | 31 | 32 | 31 | 29 | 29 | 30 | 30 | 33 | 32 | 72 | 384 |
| David Bouchard | 30 | 30 | 48 | 54 | 61 | 42 | 64 | 42 | 43 | 40 | 29 | 483 |
| <i>English</i> | 30 | 30 | 18 | 25 | 32 | 26 | 23 | 20 | 15 | 18 | 29 | 266 |
| <i>French Immersion</i> | | | 30 | 29 | 29 | 16 | 41 | 22 | 28 | 22 | 0 | 217 |
| Dr. C. F. Cannon | 50 | 53 | 35 | 33 | 32 | 43 | 29 | 47 | 43 | 39 | 9 | 413 |
| Dr. S. J. Phillips | 70 | 98 | 67 | 66 | 71 | 60 | 61 | 68 | 82 | 75 | 0 | 718 |
| Elsie MacGill | 80 | 54 | 59 | 45 | 60 | 61 | 57 | 54 | 65 | 42 | 0 | 577 |
| Forest View | 55 | 53 | 57 | 60 | 55 | 65 | 49 | 58 | 55 | 49 | 10 | 566 |
| Glen Street | 45 | 31 | 36 | 40 | 46 | 38 | 23 | 32 | 28 | 32 | 10 | 361 |
| Gordon B. Attersley | 45 | 50 | 47 | 48 | 58 | 34 | 38 | 53 | 41 | 51 | 18 | 483 |
| Harmony Heights | 35 | 33 | 37 | 28 | 34 | 28 | 17 | 28 | 36 | 29 | 18 | 323 |
| Hillsdale | 10 | 21 | 9 | 13 | 10 | 14 | 11 | 13 | 24 | 13 | 3 | 141 |
| Jeanne Sauve | 0 | 0 | 80 | 92 | 81 | 89 | 76 | 77 | 117 | 104 | 0 | 716 |
| Kedron | 60 | 53 | 36 | 62 | 53 | 49 | 48 | 46 | 51 | 37 | 0 | 495 |
| Lakewoods | 40 | 37 | 27 | 27 | 41 | 38 | 28 | 28 | 31 | 29 | 8 | 334 |
| Mary Street | 15 | 15 | 25 | 16 | 28 | 16 | 16 | 28 | 11 | 28 | 0 | 198 |
| Norman G. Powers | 45 | 48 | 36 | 45 | 41 | 46 | 61 | 49 | 77 | 79 | 5 | 532 |
| Northern Dancer | 100 | 118 | 111 | 107 | 91 | 89 | 95 | 92 | 89 | 80 | 0 | 972 |
| Pierre Elliott Trudeau | 80 | 67 | 53 | 64 | 70 | 74 | 76 | 81 | 86 | 75 | 0 | 726 |
| Queen Elizabeth | 65 | 80 | 61 | 60 | 46 | 62 | 36 | 43 | 53 | 54 | 18 | 578 |
| Seneca Trail | 60 | 65 | 51 | 75 | 64 | 74 | 60 | 64 | 69 | 82 | 20 | 684 |
| Sherwood | 45 | 43 | 49 | 44 | 42 | 46 | 65 | 56 | 49 | 54 | 29 | 522 |
| Stephen G. Saywell | 40 | 38 | 32 | 39 | 39 | 44 | 50 | 52 | 38 | 42 | 0 | 414 |
| Sunset Heights | 55 | 57 | 63 | 55 | 50 | 67 | 54 | 66 | 42 | 65 | 0 | 574 |
| Village Union | 65 | 73 | 58 | 70 | 64 | 61 | 57 | 52 | 60 | 33 | 25 | 618 |
| Vincent Massey | 75 | 73 | 66 | 66 | 68 | 66 | 67 | 65 | 69 | 65 | 8 | 688 |
| Walter E. Harris | 0 | 0 | 65 | 63 | 53 | 58 | 48 | 56 | 55 | 55 | 0 | 453 |
| Waverly | 40 | 45 | 47 | 34 | 42 | 42 | 48 | 28 | 41 | 40 | 16 | 423 |
| Woodcrest | 40 | 48 | 36 | 51 | 35 | 44 | 36 | 43 | 32 | 32 | 0 | 397 |

October 2023 Projected Elementary Enrolment by Grade

| School | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | ISS 1-8 | Total |
|------------------------------------|----|----|----|----|----|----|----|----|----|----|------------|------------|
| <u>Township of Uxbridge</u> | | | | | | | | | | | | |
| Goodwood | 23 | 19 | 22 | 27 | 23 | 31 | 21 | 22 | 21 | 21 | 9 | 239 |
| Joseph Gould | 60 | 69 | 49 | 59 | 57 | 52 | 52 | 53 | 53 | 58 | 11 | 573 |
| Quaker Village | 33 | 54 | 42 | 31 | 35 | 43 | 38 | 42 | 45 | 35 | 15 | 413 |
| Scott Central | 35 | 42 | 36 | 35 | 21 | 27 | 29 | 35 | 27 | 41 | 10 | 338 |
| Uxbridge | 0 | 0 | 46 | 25 | 36 | 34 | 32 | 34 | 25 | 32 | 0 | 264 |
| <u>Township of Scugog</u> | | | | | | | | | | | | |
| Cartwright Central | 42 | 32 | 32 | 39 | 30 | 41 | 28 | 22 | 30 | 31 | 9 | 336 |
| Greenbank | 15 | 20 | 16 | 19 | 18 | 17 | 20 | 22 | 0 | 0 | 0 | 147 |
| Prince Albert | 35 | 23 | 30 | 23 | 30 | 28 | 31 | 25 | 34 | 29 | 0 | 288 |
| R. H. Cornish | 50 | 43 | 60 | 54 | 72 | 55 | 62 | 64 | 56 | 69 | 37 | 622 |
| English | 50 | 43 | 18 | 15 | 31 | 20 | 24 | 24 | 17 | 23 | 37 | 302 |
| French Immersion | | | 42 | 39 | 41 | 35 | 38 | 40 | 39 | 46 | 0 | 320 |
| S. A. Cawker | 50 | 43 | 45 | 43 | 43 | 37 | 38 | 44 | 58 | 63 | 25 | 489 |
| <u>Township of Brock</u> | | | | | | | | | | | | |
| McCaskill's Mills | 40 | 45 | 41 | 41 | 50 | 45 | 41 | 34 | 43 | 48 | 31 | 459 |
| English | 40 | 45 | 21 | 21 | 37 | 22 | 24 | 22 | 29 | 29 | 31 | 321 |
| French Immersion | | | 20 | 20 | 13 | 23 | 17 | 12 | 14 | 19 | 0 | 138 |
| Sunderland | 50 | 39 | 38 | 50 | 46 | 43 | 41 | 36 | 38 | 38 | 9 | 428 |
| Unn.Beaverton/Thorah Central | 75 | 55 | 58 | 60 | 40 | 47 | 48 | 48 | 44 | 40 | 21 | 536 |

NOTE: Unn.Beaverton/Thorah Central: Due to capacity limitations on site Grade 7 & 8 will be accommodated at Brock HS for 2023-2024 school year

October 2023 Projected Elementary Enrolment by Grade

| Municipality | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | ISS 1-8 | Total |
|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| City of Pickering | 770 | 744 | 753 | 771 | 738 | 795 | 747 | 747 | 740 | 750 | 228 | 7,783 |
| Town of Ajax | 1,140 | 1,134 | 1,098 | 1,152 | 1,168 | 1,119 | 1,077 | 1,216 | 1,236 | 1,170 | 298 | 11,808 |
| Town of Whitby | 1,258 | 1,296 | 1,311 | 1,392 | 1,386 | 1,388 | 1,368 | 1,428 | 1,519 | 1,522 | 407 | 14,275 |
| City of Oshawa | 1,480 | 1,512 | 1,529 | 1,596 | 1,571 | 1,567 | 1,468 | 1,535 | 1,587 | 1,528 | 380 | 15,753 |
| Township of Uxbridge | 151 | 184 | 195 | 177 | 172 | 187 | 172 | 186 | 171 | 187 | 45 | 1,827 |
| Township of Scugog | 192 | 161 | 183 | 178 | 193 | 178 | 179 | 177 | 178 | 192 | 71 | 1,882 |
| Township of Brock | 165 | 139 | 137 | 151 | 136 | 135 | 130 | 118 | 125 | 126 | 61 | 1,423 |
| Total | 5,156 | 5,170 | 5,206 | 5,417 | 5,364 | 5,369 | 5,141 | 5,407 | 5,556 | 5,475 | 1,490 | 54,751 |

October 2023 Projected Secondary Enrolment by Grade

| School | 9 | 10 | 11 | 12 | ISS | Sub-Total | Total | FTE |
|-----------------------------|-----|-----|-----|-----|-----|-----------|--------------|-----------------|
| City of Pickering | | | | | | | | |
| Dunbarton HS | 352 | 416 | 390 | 413 | 66 | 1,571 | 1,571 | 1,571.00 |
| Pine Ridge SS | 292 | 246 | 282 | 266 | 47 | 1,086 | 1,086 | 1,086.00 |
| Town of Ajax | | | | | | | | |
| Ajax HS | 356 | 335 | 302 | 370 | 38 | 1,363 | 1,363 | 1,362.45 |
| J. Clarke Richardson C | 490 | 432 | 486 | 512 | 56 | 1,920 | 1,920 | 1,918.43 |
| Pickering HS | 468 | 466 | 432 | 515 | 187 | 1,881 | 1,881 | 1,880.21 |
| Town of Whitby | | | | | | | | |
| Anderson CVI | 324 | 285 | 262 | 174 | 78 | 1,045 | 1,045 | 1,045.00 |
| Brooklin HS | 371 | 354 | 358 | 355 | 32 | 1,438 | 1,438 | 1,438.00 |
| Donald A. Wilson SS | 341 | 307 | 329 | 464 | 25 | 1,441 | 1,441 | 1,441.00 |
| Henry Street HS | 270 | 275 | 265 | 237 | 31 | 1,047 | 1,047 | 1,047.00 |
| Sinclair SS | 381 | 394 | 395 | 337 | 32 | 1,507 | 1,507 | 1,502.89 |
| City of Oshawa | | | | | | | | |
| Eastdale CVI | 367 | 283 | 309 | 326 | 62 | 1,285 | 1,285 | 1,280.89 |
| G.L. Roberts CVI | 128 | 125 | 98 | 132 | 68 | 483 | 483 | 478.63 |
| Maxwell Heights SS | 441 | 382 | 393 | 439 | 33 | 1,655 | 1,655 | 1,647.17 |
| O'Neill CVI | 403 | 374 | 336 | 349 | 75 | 1,462 | 1,462 | 1,455.98 |
| R.S. McLaughlin CVI | 341 | 359 | 337 | 330 | 71 | 1,367 | 1,367 | 1,361.70 |
| Township of Uxbridge | | | | | | | | |
| Uxbridge SS | 257 | 249 | 255 | 287 | 45 | 1,048 | 1,048 | 1,043.66 |
| Township of Scugog | | | | | | | | |
| Port Perry HS | 242 | 250 | 249 | 235 | 80 | 976 | 976 | 971.08 |
| Township of Brock | | | | | | | | |
| Brock HS | 95 | 97 | 112 | 111 | 29 | 415 | 415 | 413.46 |
| Durham Alternative | | | | | | | | |
| DASS | 0 | 0 | 450 | 0 | 0 | 450 | 450 | 411.41 |

October 2023 Summary by Grade

| Municipality | 9 | 10 | 11 | 12 | ISS | Sub-Total | Total | FTE |
|----------------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|------------------|
| City of Pickering | 644 | 662 | 672 | 679 | 113 | 2,657 | 2,657 | 2,657.00 |
| Town of Ajax | 1,314 | 1,233 | 1,220 | 1,397 | 281 | 5,164 | 5,164 | 5,161.09 |
| Town of Whitby | 1,687 | 1,615 | 1,609 | 1,567 | 198 | 6,478 | 6,478 | 6,473.89 |
| City of Oshawa | 1,680 | 1,523 | 1,473 | 1,576 | 309 | 6,252 | 6,252 | 6,224.37 |
| Township of Uxbridge | 257 | 249 | 255 | 287 | 45 | 1,048 | 1,048 | 1,043.66 |
| Township of Scugog | 242 | 250 | 249 | 235 | 80 | 976 | 976 | 971.08 |
| Township of Brock | 95 | 97 | 112 | 111 | 29 | 415 | 415 | 413.46 |
| Durham Alternative | 0 | 0 | 450 | 0 | 0 | 450 | 450 | 411.41 |
| Total | 5,919 | 5,629 | 6,040 | 5,852 | 1,055 | 23,440 | 23,440 | 23,355.95 |

Projection Methodology

The purpose of this appendix is to provide an accurate account of the process used to reach the 2023 Official Enrolment Projection (OEP) for each school within the Durham District School Board. The Ministry of Education requires an enrolment reporting date of October 31.

Elementary Schools

Various data sources were used to determine the elementary enrolment projections. Historically the primary data source for the OEP is the enrolment data collected from the previous year effective October 31. However, with the impact that the pandemic has had on the learning environment since March of 2020 the enrolment has fluctuated between in-school and on-line learning.

Due to the addition of on-line learning over the past 24 months, the October 31 enrolment data is the total of in-school students and those who were learning on-line (grouped under DDSB@home) identified in their home school.

The second data source used is the pre-registration data collected from on-line registration for Junior Kindergarten (JK) and Senior Kindergarten (SK) students for September 2023. Pre-registration began in January 2023 and assists staff in verifying JK and SK class size. If the pre-registration number was larger than the projected enrolment, then the number is revised to match the pre-registration, if historically the students showed up at the school in September. We will continue to monitor these registrations through the months of March and April. Adjustments will be made to schools where significant additional JK and SK registrations will impact staffing requirements for FDK classes for September.

The third data source used is an average percent increase of SK enrolments from the previous JK enrolment, done by school. The factor is used in determining the SK enrolments. In some instances a municipal average was used for a school, as the school average had been skewed by a boundary change etc.

The fourth data source used is a 4-year average percentage of JK enrolments to that of SK enrolments, by school. This factor is used in determining the JK enrolments.

The fifth data source used is the overflow transportation listings for all schools.

The sixth data source used is registered subdivision development information. The data is collected from the Board's Education Development Charges database, through registered plans of subdivision, and verified by visits to individual subdivision developments.

The final source of data is used when new schools are opened or boundary changes occur. The names and addresses of potential students within the boundary area for the new/existing school are collected and sorted by grade. The projection for the new school is created from existing school populations.

The following general assumptions have been used to project pupils forward at the elementary level:

- Grade 1 to 8 students are moved forward from one grade to the next.
- To account for the Grade 1 French Immersion pupils, without double counting them, pupils have been deducted from Grade 1 enrolments at English program schools.
- French Immersion Grade 1 students are calculated based on a five-year average percent of students in the SK program going to Grade 1.
- All grades for French Immersion students were adjusted if historically, the school has showed a decline in enrolment from grade to grade progression.
- Students starting in Grade 4 gifted program is based upon data received from the Inclusive Student Services department. To avoid double counting, pupils have been deducted from Grade 3 enrolments at each pupils' current school.
- Where overflow transportation occurs, students are returned to their home school for the following years.
- Inclusive Student Services enrolments shown at each school remains constant with the actual October enrolment, unless program changes are known at the time of creating the OEP.
- Growth pupils from registered plans of subdivisions are added to the OEP annually for each appropriate school, with distribution evenly distributed between Grades 1 to 8. The JK and SK factors that are used, account for growth trends.
- Feeder schools are assigned on historical boundaries. Where the programs and/or school boundaries are altered, each school is accordingly adjusted to eliminate missed data and double counting.

Secondary Schools

The primary data source used in creating the secondary projections for October 2023 is the October 31, 2022 secondary enrolment data.

The second data source used is the elementary October 31, 2022 Grade 8 figures, to determine the Grade 9 class size in each municipality. If the number of entries in *myBlueprint* course selection requests are greater or significantly lower than that of the projection, then the number is revised to reflect such.

The following assumptions have been used to project pupils forward at the secondary level:

- The number of students accessing learning through self-contained programs, is assumed to remain constant from year to year.
- Grades 9 to 11 are moved forward to the next grade based on an average 3-year retention rate, by grade, for each individual school.
- Growth from new developments is captured in the retention rates for each of the grades.
- Even though secondary schools are a 4-year program, there continues to be retention of pupils for a 5th year. This retention has been reflected by school, based on the number of students at the school moving from Grade 11 to Grade 12 (which includes 5th year students). The retention rate has been adjusted for the 2023-2027 projections at some of the secondary schools as 5th year return to some of the schools continue to remain slightly inflated,

possibly another effect of the pandemic. This is not anticipated to be a trend, and as a result will not be used in a three year average.

- Secondary numbers are verified in meetings with Principals of each school. Principals verify the enrolment totals based on student entries for course selections in *myBlueprint*.

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| Elementary Virtual Student Summary | | | | | | | |
|------------------------------------|------------------------------|--------------|------------|----------|----------|----------|----------|
| Municipality | 2021 Ministry Rated Capacity | Actual | Projected | | | | |
| | | October 2022 | Oct 2023 | Oct 2024 | Oct 2025 | Oct 2026 | Oct 2027 |
| City of Pickering | 0 | 92 | 75 | 0 | 0 | 0 | 0 |
| Town of Ajax | 0 | 192 | 154 | 0 | 0 | 0 | 0 |
| Town of Whitby | 0 | 147 | 115 | 0 | 0 | 0 | 0 |
| City of Oshawa | 0 | 283 | 237 | 0 | 0 | 0 | 0 |
| Township of Uxbridge | 0 | 10 | 9 | 0 | 0 | 0 | 0 |
| Township of Scugog | 0 | 19 | 14 | 0 | 0 | 0 | 0 |
| Township of Brock | 0 | 6 | 6 | 0 | 0 | 0 | 0 |
| Total | 0 | 749 | 610 | 0 | 0 | 0 | 0 |

| Secondary Virtual Student Summary | | | | | | | |
|-----------------------------------|------------------------------|---------------|--------------|----------|----------|----------|----------|
| Municipality | 2021 Ministry Rated Capacity | Actual | Projected | | | | |
| | | February 2022 | Oct 2023 | Oct 2024 | Oct 2025 | Oct 2026 | Oct 2027 |
| City of Pickering | 0 | 81 | 59 | 0 | 0 | 0 | 0 |
| Town of Ajax | 0 | 162 | 100 | 0 | 0 | 0 | 0 |
| Town of Whitby | 0 | 141 | 98 | 0 | 0 | 0 | 0 |
| City of Oshawa | 0 | 313 | 204 | 0 | 0 | 0 | 0 |
| Township of Uxbridge | 0 | 16 | 9 | 0 | 0 | 0 | 0 |
| Township of Scugog | 0 | 21 | 18 | 0 | 0 | 0 | 0 |
| Township of Brock | 0 | 7 | 3 | 0 | 0 | 0 | 0 |
| Durham Alternative | 0 | 41 | 1 | 0 | 0 | 0 | 0 |
| Total | 0 | 782 | 492 | 0 | 0 | 0 | 0 |
| Grand Total | 0 | 1,531 | 1,102 | 0 | 0 | 0 | 0 |

French Immersion Projections

Elementary French Immersion Projection Summary

| School | Actual | Projected | | | | |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| Biidassige Mandamin PS | 167 | 164 | 175 | 188 | 192 | 205 |
| Frenchman's Bay PS | 505 | 464 | 460 | 475 | 473 | 470 |
| Maple Ridge PS | 426 | 417 | 422 | 421 | 423 | 423 |
| Cadarackque PS | 367 | 354 | 387 | 396 | 407 | 429 |
| Michaëlle Jean PS | 464 | 427 | 423 | 426 | 420 | 427 |
| Rosemary Brown PS | 289 | 276 | 296 | 311 | 324 | 349 |
| Southwood Park PS | 486 | 473 | 489 | 494 | 515 | 519 |
| Brooklin Village PS | 337 | 311 | 304 | 306 | 290 | 299 |
| Captain M VandednBos PS | 381 | 381 | 420 | 441 | 460 | 489 |
| John Dryden PS | 281 | 283 | 298 | 316 | 332 | 346 |
| Julie Payette PS | 668 | 612 | 598 | 610 | 599 | 604 |
| Meadowcrest PS | 296 | 252 | 235 | 214 | 208 | 198 |
| David Bouchard PS | 238 | 217 | 225 | 227 | 235 | 224 |
| Jeanne Sauve PS | 735 | 716 | 692 | 655 | 658 | 662 |
| Walter E Harris PS | 491 | 453 | 463 | 473 | 482 | 499 |
| Uxbridge PS | 285 | 264 | 278 | 299 | 311 | 325 |
| RH Cornish PS | 330 | 320 | 316 | 319 | 321 | 325 |
| McCaskill's Mills PS | 139 | 138 | 139 | 145 | 153 | 156 |
| TOTAL | 6,885 | 6,522 | 6,620 | 6,716 | 6,803 | 6,949 |

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 19, 2023

SUBJECT: DDSB Summer Learning Programs **PAGE:** 1 of 9

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Erin Elmhurst, Superintendent of Education
 Mohamed Hamid, Superintendent of Education
 Margaret Lazarus, Superintendent of Education
 Andrea McAuley, Superintendent of Education
 Stephen Nevills, Superintendent of Education
 Kandis Thompson, Superintendent of Education

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with a summary of the Durham District School Board (DDSB) 2023 summer learning opportunities for students (Early Years to Grade 12). This report contains information on a range of differentiated and responsive programs which will be offered to support student well-being, engagement, mental health, and achievement with a focus on the removal of systemic barriers.

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.*

- Learning programs which incorporate high impact teaching, learning, and assessment practices, will support all learners in reaching their full potential.

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

- Promote student sense of well-being by increasing student confidence, social emotional learning skills and self-efficacy which in turn leads to improved learning outcomes.

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

- Differentiated, relevant, and responsive learning opportunities increase equitable and proportional student learning outcomes.

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

- Student engagement and increased learning outcomes are critical to increasing community/public confidence in the DDSB.

3.0 **Background**

- 3.1 The DDSB offers a variety of summer learning experiences for students that evolve and change on an annual basis based on Ministry funding and the interests, strengths and needs of students.
- 3.2 This year, there is an enhanced focus in many programs on:
- consolidating foundational Literacy and Numeracy skills;
 - small group and individualized instruction to address identified learning strengths and programming support needs;
 - addressing disproportionate access, experiences, opportunities, and outcomes for communities that are discriminated against;
 - collaborative learning opportunities;
 - supporting a strong connection to the learning environment;
 - student engagement in learning; and
 - increasing students' confidence and positive attitudes to learning.
- 3.3 Program planning will leverage the expertise of central staff through inter-departmental planning to ensure that summer programs incorporate high-impact practices for accessible and inclusive academic and social-emotional learning/development.
- 3.4 Inclusive summer learning programs have been created with universal design as a foundation. Ontario Human Rights Code-related needs will be accommodated, including accommodations and modifications for students working within an Individual Education Plan (IEP). These accommodations and modifications, including staffing support such as classroom support staff and Special Education Resource consultation, will help to address barriers to participation and ensure that learners reach their full potential within the programs.
- 3.5 Integration of well-being activities will be included daily in some summer learning programs with guidance from Mental Health Lead and supported through both locally developed resources and resources accessed through School Mental Health Ontario.
- 3.6 As appropriate to summer learning programs, transition supports will be embedded through the support of Transition Coordinator, Educational Assistants, and Special Education Resource Teachers.
- 3.7 Transportation for students will be provided to in-person sites as needed. Multiple programs are being offered at in-person sites which will create transportation and site efficiencies.

4.0 Analysis

4.1 The chart below summarizes the **2023 Summer Learning Opportunities**:

| Program Name | Audience | Purpose | Location |
|---|--|---|--|
| Great Beginnings Start at the DDSB School Success Program - Transition to Kindergarten | Students entering KDG in Sept 2023 Students entering in KDG Year 2 in Sept 2023 | Supporting successful entry to Kindergarten (KDG) Supporting successful continuation into Year 2. | Multiple school locations July 10th - August 3rd |
| Great Beginnings Start at the DDSB School Success Program - Transition to Kindergarten (in Partnership with EY Partners) | Students entering KDG in Sept 2023 | <i>*Program is being operated by DDSB Early Years partners*</i> Supporting successful entry into Kindergarten. | Multiple school locations Various July/August start dates |
| Great Beginnings Start at the DDSB School Success Program - Transition from Kindergarten to Grade 1 | Students entering Grade 1 in Sept. 2023 | Supporting successful transition into Grade 1. | Multiple school locations July 10th - August 3rd |
| Great Beginnings Afrocentric Program | Students entering KDG in Sept. 2023 | Supporting successful transition into school with an emphasis on creating a sense of belonging and contributing through Afrocentric perspectives. | Viola Desmond PS July 17th-August 11th |
| Multilingual Language Learners (MLL) Summer Learning Program CODE funding | MLL students who have finished Grades 4 - 8 | Supporting language acquisition for Junior-Intermediate Multilingual Language learners through inquiry and recreational activities in addition to Coding and STEM activities. | Two regional locations dependent on students' home address July 10th - August 3rd |
| Math and Literacy Summer Camp (Grades 1 -8) | Students currently enrolled in Grades 1 to 8. | Supporting the consolidation of foundational math and literacy skills through engaging arts-based learning opportunities. | Multiple school locations (17 sites) across the District. July 10th - August 3rd |

| Program Name | Audience | Purpose | Location |
|---|---|--|--|
| Camp d'été – langage orale et les maths (Grades 2 and 3) | Students currently enrolled in the Grade 2 and Grade 3 French Immersion programs. | Supporting the consolidation of foundational math and literacy skills in French language through engaging arts-based learning opportunities. | Multiple school locations across the District. July 10 th – August 3 rd |
| Camp d'été – langage orale et le bricolage (Grade 1) | Students currently enrolled in the Grade 1 French Immersion program. | Supporting the consolidation of foundational French oral language skills (speaking and listening) through engaging arts-based learning opportunities. | Multiple school locations across the District. July 10 th – August 3 rd |
| Durham Forest Summer Day Camp (paid day camp opportunity) | Students ages 7 – 12 | Outdoor experiential learning opportunities with a focus on environmental stewardship and team building. | Durham Forest Outdoor Environmental Centre July 4 th - August 26 th |
| Indigenous Elementary Summer Program | Students Grades 2 – 8 | Land-based focused learning opportunities with Indigenous staff and guests to provide programming responsive to individual student strengths and interests. | Nonquon Outdoor Environmental Centre July 10 th – July 20 th |
| Indigenous Secondary Summer Programs Reach Ahead Credit Recovery | Students Grades 8 – 12 | Providing an opportunity for Grade 8 students who self-identify as Indigenous to achieve their first secondary credit prior to beginning secondary school. (Reach Ahead Program). Credit recovery opportunity for any students who self-identify as Indigenous. | Nonquon Outdoor Environmental Centre July 4 th – July 28 th |
| Getting Ready for High School | Students entering Grade 9 in Sept. 2023 | A brief introduction to the Grade 9 English and Mathematics curriculum, as well as study skills, time management, and provides steps to success. | Held on-site at the home school and online for the DDSB@Home students August 21 st to 23 rd |
| Secondary e-Learning Courses | Secondary students | New credit | ONLINE July 4 to July 27 July 31 to August 24 Extended Program (ENG4U and ENG4C only) July 4 to August 24 |

| Program Name | Audience | Purpose | Location |
|--|---|---|--|
| Full credit in-person courses | Secondary students | New credit or full credit repeat. | Sinclair SS July 4 to July 27 |
| Credit recovery in-person and online | Secondary students | Credit recovery | Sinclair SS Two semesters: July 4 to 14 and July 17 to 27 |
| Cooperative Education and Specialist Skills Major Cooperative Education | Secondary students | Up to two credits | All classroom components are ONLINE July 4 to August 4 |
| Centre for Success | Secondary students | Supporting students to graduation. | July 4 to July 27 |
| Therapeutic Recreation - in partnership with the Abilities Centre | Students with life skills foundations to their IEPs. Most commonly accessing programming through the Practical Learning Program | Community and activity-based programming to improve wellbeing, physical and mental health, and participation. | Onsite at the Abilities Centre July 4 to August 26 |
| After School Skills Development Programs (ASSDP) | Supporting Autistic Students/Students with Autism - individualized program support | TeachTown Basics and TeachTown Social Skills | Online support |
| Afrocentric Empowerment Summer Program for DDSB students at White Oaks | Elementary students within the White Oaks community (Whitby) | <i>*Program is being operated by Minds-On partners*</i> Elementary and secondary students in the White Oaks community will engage in interactive programming led by DDSB Secondary Students. English, Math, and Science activities with an Afrocentric lens. | White Oaks community July 17- August 17 |
| Focus on Youth | Secondary Students | Providing secondary school students with paid summer intern opportunities to develop employability skills and resume building opportunities. | July and August |

| Program Name | Audience | Purpose | Location |
|---------------------------|------------------------------------|--|---|
| 100 Strong Academy | Black male youth in Grades 7 and 8 | Providing students with the tools necessary to achieve their maximum potential in education, life skills, and well-being while promoting creative and critical thinking skills. Reinforcing positive identity development as racialized males, cultivating a network of like-minded supportive peers. | Scarborough Campus at the University of Toronto July 4 – July 28 Monday to Friday |

4.2 Day Treatment and Education Programs

The DDSB Education Community Partnership Programs (ECPP), Grove School, operates twelve months of the year. Summer programming, funded by the Ministry of Education, involves 19 program classes in July and 10 in August. The program operates centrally out of the DASS/Grove Oshawa facility. During the summer, the programs will support between 70 and 80 students in partnership with seven different agencies.

4.3 Mental Health, Clinical and Special Education Supports

Funding has also been received to provide mental health & clinical supports for students and families. These include:

- Direct access button on the DDSB webpage for families to connect with a member of the DDSB mental health team. This is not an emergency line. Families are responded to Monday to Thursday throughout the summer. Emergency contact information is provided on the website for families. A link is provided to connect with the mental health team.
- Continuity of direct service for some students.
- Collaboration with the curriculum department on the integration of well-being themes that are included in summer learning programs.
- Collaboration to embed inclusion and accommodation supports into summer learning programs. Specifically, summer learning programs mirror in year (September – June) supports such as Special Education Resource Teacher (SERT), Virtual Learning Hub and Educational Assistant Support.
- Opportunity for access to assessments (Psychological Services and Speech Language Services).
- Transitions support for students including increased staffing support (EA FTE) for the first eight weeks of the school year, prioritized for new special education class openings, transitions because of boundary processes, and individualized student considerations.

5.0 Financial Implications

5.1 Within the 2022-2023 school year, the Learning Recovery Tutoring Funding supported many of the 2022-2023 Summer (2022) Learning Programs, in-school tutoring, and community-based tutoring programs. This funding comes to completion on June 30, 2023. As a result, the number of summer programs being offered has significantly decreased this summer, also recognizing that post-pandemic, many community operated summer opportunities are again being offered to families.

5.2 To continue prioritizing year-round learning opportunities, when reviewing the 2022-2023 Ministry funding, funds were allocated to support summer learning opportunities from several Transfer Payment Agreements and funding sources.

The funding sources accessed to support the DDSB 2023 summer learning programs are included below:

Transfer Payment Agreements:

- Focus on Youth
- Early Learning Math Supports
- Summer Learning for Students with Special Needs
- Summer Mental Health Supports
- Systemic Evidence Reading Program
- De-streaming Implementation Support

Other Funding Sources:

- Council of Ontario Directors of Education
- Early Years Funding
- Indigenous Education Board Action Plan Funding
- Per pupil funding allocation for Grade 7-10 programs

5.3 Funding is allocated to support:

- salary costs for hired staff and support staff;
- program training and resource costs;
- administrative costs; and
- busing and facility costs.

6.0 Evidence of Impact

Performance measures will include, but will not be limited to, the following:

- Qualitative description of types of activities conducted for elementary and secondary students (e.g., literacy-focused, numeracy-focused, blended, in-school, community partners, etc.);
- Number of students that participated and average number of minutes students received instruction per week broken down by division, i.e., Kindergarten, primary (Grades 1-3), junior (Grades 4-6), intermediate (Grades 7-10) and senior (Grades 11-12);
- Number of students with Individualized Education Plans that received supports;

- Drawing on pre- or post-diagnostic data where possible, qualitative and/or quantitative description of program impact on elementary and secondary students by teachers, including addressing literacy and numeracy skills;
- Number of staff hired listed by division, i.e., Kindergarten, primary (Grades 1-3), junior (Grades 4-6), intermediate (Grades 7-10) and senior (Grades 11-12); and
- Qualitative survey data from families, students, and educators to measure engagement and well-being.

7.0 Communication Plan

Various methods of communication are being used to share summer learning opportunities with families including:

- Social media
- DDSB website
- Communications directly to families from homeschools
- Communications from central teams directly to families

Secondary families who are interested in accessing summer learning are encouraged to contact the homeschool guidance counsellor and elementary families are encouraged to contact the home school principal for more information.

8.0 Conclusion and/or Recommendations

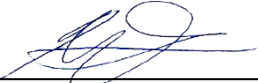
The DDSB will provide a range of learning opportunities for students to optionally access during the summer of 2023. All opportunities prioritize well-being, engagement and address the removal of systemic barriers. Learning will align with the Ministry of Education's Program requirements.

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

Report reviewed and submitted by:



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




Erin Elmhurst, Superintendent of Education



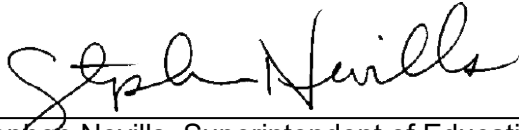
Mohamed Hamid, Superintendent of Education



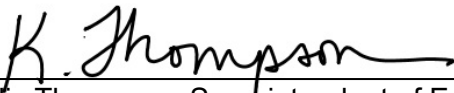
Margaret Lazarus, Superintendent of Education



Andrea McAuley, Superintendent of Education



Stephen Nevills, Superintendent of Education



Kandis Thompson, Superintendent of Education



**Minutes - Governance and Policy Committee Meeting
Wednesday, March 29, 2023, 6:00 p.m., Hybrid**

1. Call to Order

Trustee Tracy Brown, Committee Chair, called the meeting to order at 6:07 p.m.

Members Present: Trustees Donna Edwards, Stephen Linton (virtual), Kelly Miller, Carolyn Morton, Shailene Panylo, Jill Thompson (virtual), Student Trustees Ben Cameron, Gwen Kuyt

Not in Attendance: Trustees Michelle Arseneault, Emma Cunningham, Deb Oldfield, Christine Thatcher, Linda Stone, Student Trustee Lauren Edwards

Staff Present: Associate Director Jim Markovski, General Counsel Patrick Cotter (virtual), Executive Lead Robert Cerjanec, Superintendent of Equitable Education Stephen Nevills, Policy Analyst Ahmad Khawaja (virtual)

Recording Secretary: Gillian Venning

2. Land Acknowledgment

Trustee Tracy Brown gave the Land Acknowledgement: 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. Declarations of Interest

There were no declarations of interest.

4. Approval of Agenda

MOVED by Trustee Donna Edwards

THAT THE AGENDA BE APPROVED.

CARRIED

5. Approval of Minutes – February 1, 2023

MOVED by Trustee Carolyn Morton:

THAT THE DRAFT MINUTES OF THE FEBRUARY 1, 2023 GOVERNANCE AND POLICY COMMITTEE MEETING BE APPROVED.

CARRIED

6. Recommended Actions

**(a) Youth and Adult Student Engagement and Success Grades 7 – 12+:
Rescission of Policies and Regulations**

Superintendent of Equitable Education Stephen Nevills introduced the report, noting that staff supporting the portfolios under Youth and Adult Student Engagement and Success Grades 7 – 12+ have undertaken a review of policies and regulations under their purview. It is recommended that the policies as outlined in the report be rescinded as they are either redundant or dealt with through other DDSB policies and procedures or Ministry of Education directives. It is recommended that the regulations as outlined in the report be rescinded in accordance with the Board’s direction to phase out Regulations.

Trustee questions were answered.

MOVED by Trustee Donna Edwards

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE POLICIES AND REGULATIONS IN APPENDIX A BE RESCINDED.

CARRIED

(b) School Operations: Rescission of Policies and Regulations

Associate Director of Equitable Education Jim Markovski introduced the report, noting that the School Operations department has undertaken a review of policies and regulations under their purview. It is recommended that the policies as outlined in the report be rescinded as they are either redundant or dealt with through other DDSB policies and procedures or Ministry of Education directives. It is recommended that the regulations as outlined in the report 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.

(c) Legal Services: Rescission of Legal Opinions Policy and Regulation

General Counsel Patrick Cotter introduced the report, noting that Legal Services has undertaken a review of polices and regulations under their purview. It is recommended that the Legal Opinions Policy be rescinded as it is operational in nature and that the Legal Opinions Regulation be rescinded in accordance with the Board's direction to phase out Regulations.

Trustee questions were answered.

MOVED by Trustee Jill Thompson

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE LEGAL OPINIONS POLICY AND REGULATION BE RESCINDED.

CARRIED

(d) Revised Consolidated Bylaws and Board Member Code of Conduct

General Counsel Patrick Cotter introduced the report, noting that since the adoption of the Consolidated Bylaws in March 2022, various points of potential improvement have been raised. Proposed amendments to Sections 5, 6 and 9 of the Consolidated Bylaws and Section 6 of the Board Member Code of Conduct, including rationale, are summarized in the report and are included as tracked changes in Appendix A (Bylaws) and B (Code of Conduct). Proposed amendments will clarify and bring processes more in line with current practice.

The Committee reviewed each proposed amendment in sequence and trustee questions were answered.

MOVED by Trustee Donna Edwards
SECONDED by Trustee Kelly Miller

THAT THE FOLLOWING SENTENCE IN SECTION 5.5.8 BE DELETED:
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 OF AMENDMENT IS PROVIDED TO TRUSTEES AT LEAST 5 DAYS PRIOR TO THE BOARD MEETING.

CARRIED

MOVED by Trustee Stephen Linton
SECONDED by Trustee Shailene Panylo

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THAT SECTION 5.13.6 BE AMENDED AS FOLLOWS AND THAT ALL SUBSEQUENT PROVISIONS OF SECTION 5.13 BE RENUMBERED:

THE CHAIR OF COMMITTEE OF THE WHOLE-STANDING SHALL INFORM THE MEMBERS OF THE BOARD WHEN AN APPLICATION HAS BEEN DENIED, INCLUDING THE RATIONALE.

CARRIED

MOVED by Trustee Carolyn Morton
SECONDED by Trustee Donna Edwards

THAT SECTION 5.13.15(A) BE AMENDED TO THE FOLLOWING AND THAT 5.13.15(F) BE DELETED:

(A) EACH PERSON SHALL BE ALLOWED TO ASK ONE QUESTION AND MAY, FOLLOWING THE ANSWER PROVIDED AT THE MEETING, ASK A SUPPLEMENTARY QUESTION FOR CLARIFICATION PURPOSES ONLY;

CARRIED

MOVED by Trustee Shailene Panylo

THAT SECTION 3.1.1 BE AMENDED TO ADD NEW PROVISION: (E) ELECT A TRUSTEE AS STUDENT TRUSTEE MENTOR.

DEFEATED

MOVED by Trustee Donna Edwards
SECONDED by Trustee Shailene Panylo

THAT SECTION 2.4.10(F) BE AMENDED TO REMOVE ‘...WITH EACH SHARING DUTIES AS CHAIR;’

CARRIED

MOVED by Trustee Shailene Panylo
SECONDED by Trustee Carolyn Morton

THAT SECTION 3.1.1(D) BE AMENDED TO: ELECT THE 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;

CARRIED

MOVED by Trustee Donna Edwards
SECONDED by Trustee Shailene Panylo

THAT SECTION 2.4.10 BE AMENDED TO INCLUDE THE FOLLOWING: (E)
COMMUNICATE AND FORWARD ALL RESOLUTIONS PASSED AND
RECOMMENDATIONS MADE BY THE STUDENT SENATE TO THE BOARD;

CARRIED

MOVED by Trustee Shailene Panylo
SECONDED by Trustee Carolyn Morton

THAT THE GOVERNANCE AND POLICY COMMITTEE MOVE THE
PROPOSED AMENDMENTS AS NOTED IN TRACKED CHANGES IN THE
CONSOLIDATED BYLAWS TO THE BOARD OF TRUSTEES FOR
CONSIDERATION.

CARRIED

Following discussion by trustees on various items in the Code of Conduct, it was determined that staff would bring forward revised amendments to the Code of Conduct based on discussion and further review of the Code.

MOVED by Trustee Donna Edwards
SECONDED by Trustee Carolyn Morton

THAT THE GOVERNANCE AND POLICY COMMITTEE DEFER DISCUSSION
OF SECTIONS OF THE BOARD MEMBER CODE OF CONDUCT REFERRING
TO USAGE OF SOCIAL MEDIA TO THE NEXT MEETING OF THE
COMMITTEE AND THAT STAFF PROVIDE AN UPDATED BOARD MEMBER
CODE OF CONDUCT INCLUDING ALL SUGGESTED AMENDMENTS AS
DISCUSSED AT THIS MEETING.

CARRIED

7. Information Items

(a) Suggested Motion from Student Trustees

Trustee Tracy Brown introduced the suggested motion that has been received from DDSB Student Trustees. The suggested motion proposes amendments to the current Student Trustee Election process as outlined in the Consolidated Bylaws and includes changing the number of regularly elected Student Trustees from three to two, while having a third self-identified Indigenous Student Trustee.

Student Trustee Ben Cameron spoke to the suggested motion, noting that its purpose is to make space in DDSB's processes for an Indigenous student representative.

MOVED by Trustee Jill Thompson:

- ~~1. THAT THE NUMBER OF REGULARLY ELECTED STUDENT TRUSTEES REFERENCED IN SECTION 2.4.2 OF THE CONSOLIDATED BYLAWS BE AMENDED FROM "THREE" TO "TWO".~~
- ~~2. THAT STAFF, IN CONSULTATION WITH INDIGENOUS STUDENTS, FAMILIES, AND COMMUNITIES, DRAFT AN UPDATE TO THE BOARD'S CONSOLIDATED BYLAWS TO ESTABLISH A PROCESS BY WHICH A SELF-IDENTIFIED INDIGENOUS STUDENT TRUSTEE MAY BE ELECTED TO THE BOARD, TO BE PRESENTED BY WAY OF REPORT TO A FUTURE MEETING OF THE GOVERNANCE AND POLICY COMMITTEE.~~
- ~~3. THAT UPON RECOMMENDATION FOR APPROVAL BY THE GOVERNANCE AND POLICY COMMITTEE, THE INDIGENOUS STUDENT TRUSTEE ELECTION PROCESS BE PRESENTED TO THE BOARD OF TRUSTEES AT THE EARLIEST POSSIBLE BOARD MEETING FOR APPROVAL.~~
- ~~4. THAT AN APPROVED DDSB INDIGENOUS STUDENT TRUSTEE ELECTION PROCESS BE IN PLACE PRIOR TO THE ELECTION FOR THE 2024-2025 STUDENT TRUSTEE TERM.~~

Trustee Shailene Panylo brought forward an amendment to strike out the above foregoing motion and replace it with the following:

MOVED by Trustee Shailene Panylo

THAT STAFF, IN CONSULTATION WITH INDIGENOUS STUDENTS, FAMILIES, AND COMMUNITIES, DRAFT AN UPDATE TO THE BOARD'S CONSOLIDATED BYLAWS TO ESTABLISH A PROCESS BY WHICH A SELF-IDENTIFIED INDIGENOUS STUDENT TRUSTEE MAY BE ELECTED TO THE BOARD, TO BE PRESENTED BY WAY OF A REPORT TO A FUTURE MEETING OF THE GOVERNANCE AND POLICY COMMITTEE.

CARRIED

(b) Process for Adding Items to Meeting Agendas

General Counsel Patrick Cotter introduced the report, noting that it outlines the process for agenda planning and having matters placed on meeting agendas.

There were no trustee questions.

8. Adjournment

Moved by Trustee Carolyn Morton:

That the meeting does now adjourn.

CARRIED

The meeting adjourned at 9:30 p.m.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday April 20, 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 Deb Oldfield

Staff: Superintendent, Andrea McAuley
System Lead, Michelle Crawford-Eade

Recording Secretary: Lisa Wry

1. **Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:34 p.m.

2. **Land Acknowledgement:**

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

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

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:** Shannon Robertson – Principal, Westney Heights P.S., Dawn White – Principal, G.L. Roberts C.V.I.

Regrets: Hanah Nguyen, Morgann Cameron, Trustee Deb Oldfield, Kathy Kedey

Absent: Vera Mercier

5. Approval of Agenda:

That the agenda for April 20, 2023, be approved:

MOVED BY: sensaRAneb Burrell

SECONDED BY: Tara Culley

CARRIED

6. Approval of the Minutes from March 23, 2023:

That the minutes from March 23, 2023, be approved:

MOVED BY: sensaRAneb Burrell

SECONDED BY: Tara Culley

CARRIED

7. Staff Reports:

The Ministry of Education released the Grants for Student Needs (GSN) funding for the 2023-2024. Team is undergoing analysis.

Initial highlights:

- List of Grants for Student Needs (GSN) priorities inclusive of addressing student learning and well-being – mental health and special education.
- Strength: Integration of supports for students with special education needs into Math and Reading focused supports and related funding.
- Special Incidence Portion (SIP): Review of SIP funding process to be engaged; benchmark, rather than claim submission, to be used for 2023-2024. This is significant in the hours of professional services staff turned back to direct student support.
- Education, Community, Partnership, Programs (ECPP): Renewed commitment to ECPPs and move to one annual submission cycle from twice/year. As each program class is submitted separately each cycle and DDSB has 50 program classes, this is significant for our ECPP team.
- Removing Barriers for Students with Disabilities: Opportunity for an application for funding. Intention is to submit before the May 29, 2023, deadline.
- Developmental Disabilities Pilot: Student Transitions: Application based. Durham DSB was one of two lead boards when the pilot first launched. Engagement in the project launched the Transition and Work Education Coordinator role and related coaching to schools/direct support to families. We are interested in taking a look at the further details of the project scope for 2023-2024 and how the funding may extend our support for students with developmental and intellectual disabilities in fostering pathways beyond secondary. We will submit by the May 29, 2023, deadline for consideration.
- Co-operative Education Supports for Students with Disabilities: We have a strong work education program in Durham. Three-year project launching in 2023-2024 school year. Funding allocations for identified Boards will follow. We will not need to apply for this funding but will hope to be identified as a participating Board.

- Appreciation for Summer Supports for Students with Special Education Needs and Summer Mental Health Supports for Students. Expenditure specific to summer months is specified in the memo. Local data/student voice is sought service during the school year and low uptake in available supports when provided during summer months.

Members inquired about the funding release:

- Several years ago, we were able to apply for funding to better serve students with developmental disabilities and/or intellectual disabilities in their pathway between secondary education and beyond.
 - We were able to fund a full position where we focused on integrated transition planning.
 - We developed opportunities for student in work placement.
 - Looking to grow the program should the funding be available to us.
- Anticipating new Language curriculum effective for September
- Inclusive Student Services (ISS) is closely integrated with classroom and school supports as a team to for planning and support of *Right to Read*.

Board: Trustee Kelly Miller shared with SEAC members that Board of Trustees had a discussion around the values held as a Board. Topics also explored were how we connect with community, perhaps community nights.

SEAC Chair Eva Kyriakides – Thanked Trustees for taking SEAC’s March 2023 message to Board

8. **Inclusive Student Service Department Report- April 20, 2023**

Special Education Program Planning for 2023-2024

- Highlights: Collaborative Partnerships
- Supporting Transitions into School

A report about special education programs, accessed through Identification Placement Review Committee (I.P.R.C.) placement, was shared with Trustees during the April 3, 2023, Standing Committee. The report, and accompanying presentation, included information about:

- Inclusive School Practices
- Regulation 306: Special Education Plans
- Professional Roles Supporting Student Learning and Well-Being
- Identification, Placement, Review Committee (I.P.R.C.) Process
- Special Education Class Placements Accessed Through I.P.R.C. Placement
- Planning for 2023-2024
- Highlight of upcoming SEAC Parent/Caregiver Survey

The report can be found in the [Standing Committee April 2023 Agenda Package](#)

The accompanying presentation is available [link](#); commencing at 21:30

Special Education Classes Accessed Through Placement

The DDSB is committed to providing inclusive programs for all students that foster positive learning experiences and lead to successful outcomes. This is a foundation on which special education programs are provided for those who require more intensive supports.

The [School Support Program](#) is an intensive intervention program that provides students with specific programming to close gaps in literacy and numeracy and develop important executive functioning skills such as self-advocacy, task initiation, planning/prioritization, goal setting, and self-regulation. The School Support program is not a pathway. As we increase inclusive practices in all classrooms, including inclusive design courses at the secondary level, the need for this program will be reduced.

Across the District we continue to experience a trend in the number of students, both existing and new to DDSB that require individualized programming, including functional literacy and numeracy, communication skills, and supports for activities of daily living. This has been a trend for the past few years, and it indicates a need to continue expanding [Developmental](#) and [Practical Learning Programs](#), particularly at the elementary level.

Transition Planning

Why Transition Planning is Important: A transition is defined as a process of change that requires attention and flexibility and creates vulnerability and anxiety. From our youngest students to our most senior staff, we are challenged as we navigate this particular transition together. Layers of planning include well-being and mental health considerations, leveraging strengths, bolstering strategies and supports in areas of anticipated challenge. Flexible approaches, consultation with families/caregivers to consider students' individual identities, needs and circumstances that impact transitions, need to be considered in focusing scope and implementing transition strategies and supports for individual students. Collaboration and ongoing communication are essential to exploring options and determining workable strategies.

- Entry to School
- School to School
- Class to Class
- Grade to Grade
- Changes in School Support
- School to/from Community Program
- Elementary to Secondary
- Secondary to Post-Secondary
- School to Community Service
- School to Work
- Program Placement Change

Role Highlight: Transition and Work Education Coordinators

The Transition and Work Education Coordinator team supports school teams in developing Individual Education Transition Plans for students with special education strengths and needs, by implementing a student-focused approach that identifies the student's goals for work, further education, and life in the community. This coordinated planning allows our students and their families to plan, connect to services and programs, set goals with their school teams, and access appropriate community agencies to reach their full potential. The team focuses support on:

- Integrated Transition Planning
- Work Education Support for the Transition to Work and Practical Learning Programs
- Preparation Support for Workplace or College
- Parent/Caregiver Engagement
- DDSB Team Support

- Community Connections

More information can be found: [Transition and Work Education Coordinators](#)

Transitions To, From and Through Mental Health Supports

The Durham DSB Mental Health and Well-Being Action Plan specifically references the importance of transitions to, from and through mental health supports.

Examples include intentional transition planning engaged by Education, Community Partnership Programs (ECPPs/Grove School)

Collaborative Partnerships Support Transition into School

Durham Region Infant & Child Development Support to First Time School Start

- [Infant & Child Development Program](#) (ICD) partners with families to provide early intervention services, service coordination, and resources for children between the ages of birth to school entry. ICD Consultants work with families to enhance the growth and development of children, including those with a developmental disability and/or who are at risk of developmental delay.
- 22 children, and families, have planned transition from ICD services to school entry for the 2023-2024 school year
- ICD & DDSB have a partnership which support transition planning that centres the children and their families. Process includes: connections with schools and ISS teams, individualized transition planning (e.g., visits and resources) and resource considerations (e.g., equipment and services)

Ontario Autism Program (OAP): Entry to School Program

- The [Ontario Autism Program – Entry to School \(ETS\)](#) program provides children with access to programming in the six months leading up to school start.
- The DDSB partners with the compilation of community partners involved in the program including, not limited to, provision of space in schools for the program, transition planning inclusive of the Senior Managers for Psychological Services & Speech Language Services involved in transition planning and school/EY/ISS team support.
- There is opportunity for some children, based on assessment of support needs and family voice, to extend an additional six months in the program.
- Student information will be shared with districts by end of May. Program currently supporting 190 children within the OAP:ETS Durham Region service area; this time last year approximately 80% of the participants started school with the Durham DSB.

Campbell Children's School/GrandviewKids to Durham DSB Transitions

- [Campbell Children's School](#) is a health-based program that partners clinical program with educational programming.
- From the Campbell School website,
"The Campbell School program combines each student's academic and therapeutic goals in a small class setting. All students have an Individual Education Plan (IEP) and are supported by an education team made up of an Ontario Certified Teacher (OCT) and Registered Early Childhood Educator's (RECEs). Students learn inside and outside the classroom setting in the accessible playground and yard. The school team encourages all students to strive to meet their individual best."

At this time, we are anticipating 29 students, currently attending Campbell School with GrandviewKids, to transition to the DDSB for the 2023-2024 school year.

March 7 – Think Bowl Competition

- Students from all grades in gifted program classes across the Board participated in a virtual event using Google Classroom and Meet. Screens were set up in libraries and classrooms across the district and students participated live.
- Each school chose one or two teams of four students in two categories to participate in the competition – Junior (Grades 4-6) and Intermediate (Grades 7-8)
- Think Bowl is a problem-solving challenge where teams have an opportunity to use creative thinking skills to examine a challenge and are given resources, a limited amount of time and certain parameters and come up with a solution. They then act out the solution to the challenge presented.
- The two challenges : Juniors – were given info around boredom in schools – students then examined the issue and presented their ideas about the pros and cons and a possible solution
- Intermediates – were given information around Artificial Intelligence (AI) in schools – students then examined the issue and presented pros and cons and decided on a stance
- It was an exciting day, and everyone involved had a great time. It was wonderful for students to connect with each other through a virtual format. The creative ways students analyzed the problems and the solutions they derived were impressive! The dramatic presentation of their solutions was quite entertaining and amazing to watch!

May 9 – Poetry Slam

- Virtual Event where all students in gifted program classes will be able to participate through a Google Classroom and Google Meet.
- Students will write, share, and perform spoken word poetry.
- Resources have been shared with all teachers in gifted classes across the Board so that all students can tap into their talents to create poetry.
- Schools will choose two students from each grade to present their poems the day of the event.
- A guest speaker has been invited - Patrick de Belen, a spoken word poet in Toronto, who will present to all students across the Board in the gifted program through a broadcast event.
- He will lead a writing workshop and students will have an opportunity to use his teaching to write together that afternoon.
- We are all looking forward to another exciting event!
- The virtual platform allows students to connect without the additional costs of transportation and supplies.

Plan for the 2023-2024 school year is four district-wide events; looking to engage and enrich learning opportunities for students with gifted identifications accessing through regular class placements as well as those with accessing learning through placement in the self-contained program.

Members and staff shared school/home communication and information sharing options and concerns.

- Concerns that generally school information/event sharing is geared toward families of neurotypical students.
- SERT ebulletin is information that goes out to all Special Education Resource Teachers (SERTs) bi-weekly. This is a wonderful way to share information and receive feedback and is also shared with administrators. All members of the Inclusive Student Services team contribute to the ebulletin.

Durham Integrated Arts Camp (DIAC)

- Durham Integrated Arts Camp Grades 7-12 is comprised of DDSB staff and artists whose primary income is through their artistry. 2 Educational Assistants and 2 Child and Youth Support Workers (CYSW) are part of the staffing for the September 2023 camp; there will be two separate locations for health care: Nursing for first aid and physical health, another to be known as the “chill hub” for well-being support.

- Opportunity for DIAC is shared through school communications as well as teachers of arts related subjects.
- Students that have a keen interest may be directly contacted to apply.
- Changes to the Individual Education Plan (IEP) with the addition of “interests” might be a good way to initiate conversation about opportunities such as arts/DIAC.

9. **2023-2024 – Proposed SEAC Meeting dates**

- September 21, 2023
- October 19, 2023
- November 9, 2023 (a week earlier as teacher conferences on the following Thursday)
- December 14, 2023
- January 18, 2024
- February 15, 2024
- March 21, 2024
- April 18, 2024
- May 23, 2024
- June 20, 2024

MOTION: To approve Draft Dates for 2023-2024 School Year SEAC Meetings

MOVED BY: Tara Culley

SECONDED BY: Rowin Jarvis

10. **Open Discussion Period:**

MOTION: Approval of the SEAC portion DDSB Special Education Plan

MOVED BY: sensaRAneb Burrell

SECONDED BY: Rowin Jarvis

New title for the Special Education Plan from the ISS department will be *Inclusive Student Services – Special Education Plan*, centering the student.

11. Business Arising from the Minutes:

- Ontario Parents of Visually Impaired Children (OPVIC) – email was sent to request and alternate, have not yet received a response.
- Hanah Nguyen indicated concluding, at this time, her availability to represent Easter Seals at SEAC; Easter Seals is working on a replacement.
- SEAC Handbook-highly recommended that everyone takes a good look at the document
- Many of the document links within the SEAC Handbook are very old and outdated, would need a refresh.
- Public budget deputation from SEAC will be on May 31, 2023 – Vice-Chair Tara Culley will be sharing the Draft Deputation at the May 25, SEAC meeting.
- Professional Learning has become more job embedded learning with coaches working within the classroom settings.
- Right to Read is a constant conversation within the school setting, there is an excitement and encouraging gains.
- Literacy Launch Pad is a shared data base that is constantly evolving based on school team feedback and is always available to educators.
- SEAC members enjoy being involved with Professional Learning to assist the families they support. Current focus on job embedded coaching, rather than large session form, is basis for most professional learning in the district.
- The Literacy Launch Pad is constantly evolving and being updated and is available to all educators.

12. Association Reports & Committee Reports:

- Autism Ontario - Resources for Connecting with your School Team

13. Correspondence:

- OPSBA Submission to the Fourth Review of the AODA
- SEAC Chair Eva Kyriakides inquired if members would like to review and decide if they would like to respond with comments Highlights – Recommendation to have a separate section that refers to Special Education, Right to Read, K-2 screening recommendation, K-12 education standards.

14. Community Concerns:

None

15. Celebrations and Successes:

Tara Culley shared that her son is independently getting up and getting breakfast and fully ready for school completely on his own.

Annually the district hosts Student Recognition Night. This event will be held May 29, 2023, at Sinclair.

16. Next S.E.A.C meeting – May 25, 2023:

455

Report Special Education Advisory Committee (cont'd)
April 20, 2023

17. Adjournment:

That the meeting does now adjourn at 8:17 p.m.

Adjournment called by SEAC Chair Eva Kyriakides

MOVED BY: Elizabeth Daniel

SECONDED BY: Jenn McLaughlin

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

| ACTIVITY | RESPONSIBILITY | COMPLETION |
|--|----------------|---------------|
| Student Recognition Night Let Lisa know if you would like to attend | SEAC members | Before May 29 |
| SEAC Survey | Lisa Wry | May 25, 2023 |

Table 1- Action Plan



Dates of Significance June and September 2023

June

| | |
|----------------|---|
| June | Pride Month Italian Heritage Month Portuguese History and Heritage Month Filipino Heritage Month Indigenous History Month |
| June 4 | Pentecost (Orthodox) |
| June 5 | Ascension (Orthodox) |
| June 5 | World Environment Day |
| June 8 | World Oceans Day |
| June 10 | Portugal Day |
| June 16 | Martyrdom of Guru Arjan Dev |
| June 18 | Autistic Pride Day |
| June 18 | Father's Day |
| June 19 | United Empire Loyalists' Day |
| June 19 | Juneteenth |
| June 21 | Summer Solstice |
| June 21 | Litha |
| June 21 | National Indigenous Peoples Day |
| June 24 | St. Jean-Baptiste Day |
| June 27 | Multiculturalism Day |
| June 28 | Stonewall Rebellion Day |
| June 28 | Eid al Adha |
| June 29-July 2 | Gahambar Maidyoshem (Zoroastrian) |

September 2023

| | |
|------------------------|--|
| September 7 | Ukrainian Heritage Day |
| September 8 | International Literacy Day |
| September 10 | World Suicide Prevention Day |
| September 16–17 | Rosh Hashanah |
| September 21 | International Day of Peace |
| September 23 | Autumn Equinox |
| September 25 | Yom Kippur |
| September 25 | Franco-Ontarian Day |
| September 28 | Eid-Maulad-un-Nabi |
| September 28 | Rowan's Law Day |
| September 29–October 6 | Sukkot |
| September 30 | National Day for Truth and Reconciliation (Orange Shirt Day) |