



Regular Board Meeting Agenda

April 22, 2025 7:00 p.m.



Michelle Arseneault
Trustee
Town of Whitby

Tracy Brown
Chair of the Board
Trustee
Town of Whitby

Emma Cunningham
Trustee
City of Pickering

Donna Edwards
Trustee
Town of Ajax

Mark Jacula
Trustee
City of Oshawa

Stephen Linton
Trustee
City of Pickering

Kelly Miller
Trustee
Town of Ajax

Carolyn Morton
Trustee
Townships of Brock, Scugog &
Uxbridge

Deb Oldfield
Vice Chair of the Board
Trustee
City of Oshawa

Shailene Panylo
Trustee
City of Oshawa

Christine Thatcher
Trustee
Town of Whitby

Vacant
Trustee
(First Nations Representative)

Kayla Hoare
Student Trustee

Nitishan Poopalasundaram
Student Trustee

Shampavi Vijayakumar
Student Trustee

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

DURHAM DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING

Tuesday, April 22, 2025, 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
(Applecroft PS)

4. Declarations of Interest

Verbal

5. Motion to Approve Agenda

Verbal

6. Consent Items

(a) Approval of the following meeting Minutes:

i. DRAFT March 17, 2025 Regular Board Meeting

1-6

(b) Adoption of Any Resolutions from the April 22, 2025 In Camera, Committee of the Whole Board Meeting

Verbal

7. Public Question Period
(Chair Tracy Brown)

Verbal

8. Chair's Update
(Chair Tracy Brown)

Presentation

9. Good News from the System
(Director of Education Camille Williams-Taylor)

Presentation

10. Recommended Actions
- (a) Modified Secondary School Calendar (Associate Director Jim Markovski) 7-25
 - (b) Consideration of Integrity Commissioner Report (General Counsel Patrick Cotter) 26-71
 - (c) Items Removed from the List of Consent Items Verbal
11. Information Items
- (a) 2024-2025 Student Achievement Plan (Superintendent Erin Elmhurst) 72-79
 - (b) Unnamed North Oshawa Secondary School Boundary Review (Associate Director David Wright) 80-99
 - (c) Integrity Commissioner Annual Report (General Counsel Patrick Cotter) 100-103
 - (d) Report: Approved February 6 and March 20, 2025 Special Education Advisory Committee Meeting Minutes (Trustees Michelle Arseneault, Donna Edwards, Kelly Miller) 104-121
 - (e) OPSBA Update (Trustees Donna Edwards, Kelly Miller) Verbal
12. Dates of Significance 122-123
13. Adjournment

DRAFT

MINUTES

**The Regular Meeting of the Board
Monday, March 17, 2025**

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

1. Call to Order:

Chair Tracy Brown called the meeting to order at 7:00 p.m.

Members Present: Trustees Michelle Arseneault, Emma Cunningham, Donna Edwards, Mark Jacula, Stephen Linton, Kelly Miller, Carolyn Morton, Shailene Panylo, Christine Thatcher, Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets: Trustee Deb Oldfield

Officials Present: Director of Education Camille Williams-Taylor, Associate Director David Wright, Associate Director Jim Markovski, Superintendents Lauren Bliss, Michael Bowman, Mohamed Hamid, Heather Mundy, Margaret Lazarus, Stephen Nevills, Andrea McAuley, Martine Robinson, Kandis Thompson, General Counsel Patrick Cotter, Senior Manager Dervla Kelly, Head of Facilities Lisa Bianca

Recording Secretary: Gillian Venning

2. Land Acknowledgement

Student Trustee Kayla Hoare 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. O Canada

Trustees Mark Jacula and Shailene Panylo welcomed and thanked the Beau Valley Public School Bobcat Blues Band for their performance of *O Canada* and *Low Rider*.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Adoption of Agenda

2025:RB18

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Donna Edwards

THAT THE AGENDA BE APPROVED.

CARRIED

6. Proposed Consent Items

Trustee Donna Edwards requested that item 6(b)i be removed from Consent to be addressed under Recommended Actions.

Trustee Stephen Linton requested that item 6(b)ii be removed from Consent to be addressed under Recommended Actions.

As there were no objections, the following remaining proposed consent items were approved and adopted:

(a) Approval of meeting minutes:

i. DRAFT Minutes of the February 18, 2025 Regular Board Meeting

(b) Adoption of the Following Resolutions from the February 26, 2025 Governance and Policy Committee Meeting, which the Committee Recommended to the Board:

i. ~~That the Board Adopt the Amendments to Section 7 of the Board Member Code of Conduct (removed from consent)~~

ii. ~~That Staff Prepare an Information Report to the Governance and Policy Committee Regarding Bullying (removed from consent)~~

iii. That Staff Prepare a Report Regarding Trustee Professional Development

iv. That the Board Adopt the Amendments to Section 4.2.4 of the Bylaws

(c) Adoption of Any Resolutions from the In Camera, Committee of the Whole Meeting of March 17, 2025.

7. Public Question Period

Dylan Reynolds joined the meeting virtually and asked a question regarding inclement weather and student transportation. Staff responded to the question.

8. Chair's Update

Chair Tracy Brown shared the following update:

Although the weather was cold and snowy, it did not dampen the Durham Black Educators' Network (DBEN) Black History Month celebration at Ajax High School on February 20, 2025. Trustee Edwards and myself attended the event and enjoyed the art, food, and celebrating the many Black-owned businesses within the community.

In Whitby, Trustee Thatcher had the honour of attending a Black History Month celebration at Donald A. Wilson Secondary School, where she was impressed by the remarkable talents of the senior students. The event drew around 450 Grade 11 and 12 students and centered around the theme of "Self-Love," emphasizing the significance of self-empowerment through dances, skits, spoken words, trumpet playing, and more.

Trustee Linton also participated in an event for Black History Month, where he joined Pine Ridge Secondary School's Black Student Union for a meaningful assembly. During the event, students presented the findings of a recent survey and highlighted the significance of having a dedicated Black Graduation Coach at the school. They spoke passionately about the profound impact Trecia Browne, their Black Graduation Coach, has had on their academic and personal growth. Students expressed their gratitude for the invaluable support and opportunities Trecia has provided, which have made a lasting difference in their lives.

Another highlight of the past few weeks for Trustees was attending the Ramadan Market, hosted by the Muslim Educators' Network of Durham (MEND) and held at J. Clarke Richardson Collegiate. The event continues to grow year over year, attracting over 2,800 attendees! and featuring more than 60 local vendors.

Trustee Morton was thrilled to attend the Inclusive Skills Competition at Uxbridge Secondary School on February 21. This annual event, organized by culinary teacher Dave Brown and his students, brings together students of all abilities from across Durham for a baking and food preparation competition. The community is invited to attend and witness our students in action, supporting one another and forming valuable connections. A heartfelt thank you to Dave Brown and his students for their leadership in this incredible initiative. As an aside, I would like to highlight that Mr. Brown has been nominated by a community member for an Ontario Teaching Award – congratulations and well deserved.

In celebration of International Women's Day, Trustee Morton also attended an event hosted by the Lindsay Advocate. Director Williams-Taylor delivered an inspiring keynote address, speaking to attendees about leadership and turning passion into opportunity. With her blend of humour and wisdom, she captivated and motivated everyone in attendance. A heartfelt thank you to Director Williams-Taylor for her exceptional leadership.

While February can be long and gloomy, all of these events were a bright spot for Trustees this month.

9. Good News from the System

Minutes - Regular Meeting of the Board
March 17, 2025

Noa from Cadarackque Public School and Griffin and Rhys from Brooklin High School shared good news from across the system on behalf of DDSB students.

10. Recommended Actions

(a) Motion to Reschedule the September 2, 2025 Standing Committee Meeting

Trustee Emma Cunningham introduced the draft motion, noting the importance of families being able to spend the evening together on the first day of school without a Standing Committee meeting taking place and as such, it is proposed that the meeting scheduled for September 2 be moved to the following day.

Trustee questions were answered.

2025:RB19

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Christine Thatcher

THAT THE STANDING COMMITTEE MEETING SCHEDULED FOR TUESDAY, SEPTEMBER 2, 2025 BE MOVED TO WEDNESDAY, SEPTEMBER 3, 2025 SO THAT IT DOES NOT COINCIDE WITH THE FIRST DAY OF SCHOOL.

CARRIED

(b) Items Removed from the List of Consent Items

- i. That the Board Adopt the Amendments to Section 7 of the Board Member Code of Conduct

Trustee Edwards requested that an overview of the proposed Code of Conduct changes be provided prior to a decision being made. General Counsel Patrick Cotter noted that the changes are summarized in Appendix A of the report which was presented to the Governance and Policy Committee and subsequently adopted on February 26, 2025.

2025:RB20

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Shailene Panylo

THAT THE BOARD ADOPT THE AMENDMENTS TO SECTION 7 OF THE BOARD MEMBER CODE OF CONDUCT.

CARRIED

- ii. That Staff Prepare an Information Report to the Governance and Policy Committee Regarding Bullying

Trustee Stephen Linton requested additional information about the timeline in which staff intend to present a response report regarding this motion.

Director Camille Williams-Taylor confirmed staff will present the report on April 30, 2025 at the Governance and Policy Committee.

2025:RB21

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Mark Jacula

THAT STAFF PREPARE AN INFORMATION REPORT TO THE GOVERNANCE AND POLICY COMMITTEE REGARDING BULLYING.

CARRIED

11. Information Items

(a) Quarterly Construction and Major Projects

Associate Director David Wright introduced Head of Facilities Services Lisa Bianca who shared a presentation and provided an overview of current information on capital and major projects being undertaken by staff, including progress on anticipated opening of new schools and additions and how Ministry of Education funding for school repairs and renovations is being used.

Trustee questions were answered.

(b) Mid-Year Update on Implementation of the 2024-2025 Math Achievement Action Plan

Superintendent Mohamed Hamid provided an overview of the report, which provides a progress update on the 2024-2025 Math Achievement Action Plan, focusing on key initiatives, educator professional learning, student engagement and areas for growth. The report also highlights implementation progress, challenges and opportunities, and next steps to support mathematical achievement across Ministry of Education-identified priority schools.

Trustee questions were answered.

(c) Report: Approved January 29, 2025 Governance and Policy Committee Meeting Minutes

Trustee Kelly Miller shared the minutes of the January 29, 2025 Governance and Policy Committee meeting.

There were no Trustee questions.

(d) OPSBA Update

Trustee Donna Edwards shared a reminder of the following upcoming meeting and event dates:

- Regional Meeting, April 5, 2025

Minutes - Regular Meeting of the Board

March 17, 2025

- Education Labour Symposium, May 1 and 2, 2025
- Board of Director’s Meeting, May 2 and 3, 2025
- Annual General Meeting, June 12 and 14, 2025

It was also noted that OPSBA Policy Resolutions are due from all school boards by April 9, 2025.

There were no trustee questions.

12. Correspondence

(a) City of Pickering Council Resolution: Ban of Nazi Swastika

The correspondence was shared for information. There were no trustee questions.

13. Dates of Significance

The dates of significance were shared for information.

14. Adjournment

2025:RB22

MOVED by Trustee Mark Jacula

SECONDED by Trustee Stephen Linton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:02 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 22, 2025

SUBJECT: Modified Secondary School Calendar **PAGE:** 1 of 12

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Jim Markovski, Associate Director of Equitable Education
 Chris Conley, Manager, Research and Strategic Analytics
 Denise Nickerson, System Lead, Operations and Teaching
 and Learning: Math Development Strategy K-12

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

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

1.0 Abstract

This report provides a synopsis of the analysis, feedback, observations and considerations surfaced through operational impact following the recent review of secondary modified calendar schools. The staff make a recommendation for a return to the regular calendar for the three modified secondary schools effective the 2026-2027 school year.

2.0 Purpose

This report provides information to the Board of Trustees regarding feedback collected in response to the following June 2024 resolution of the Board:

THAT STAFF INITIATE A REVIEW OF THE MODIFIED SCHOOL YEAR CALENDAR AT THE THREE SECONDARY SCHOOLS: BROCK HIGH SCHOOL, MAXWELL HEIGHTS SECONDARY SCHOOL AND HENRY STREET HIGH SCHOOL. INPUT IS REQUIRED FROM THE COMMUNITY - STAFF, STUDENTS, AND PARENTS, AND A REPORT IS TO COME BACK TO THE BOARD OF TRUSTEES NO LATER THAN JANUARY 2025.

This report also seeks the Board of Trustees approval to move the three modified calendar secondary schools back to the regular calendar for the 2026-2027 school year.

3.0 Background

A survey was drafted to gather feedback from parents, families and caregivers, students, and staff, inviting them to indicate:

- The school students attend, or that staff work at (Brock High School, Maxwell Heights Secondary School, Henry Street High School).
- Which school calendar they preferred (“Modified Calendar – Starts in the third week of August with a week break in November”; “Regular Calendar – Starts on the first Tuesday of September.”).
- Why they prefer the calendar they selected.

Participants were invited to contact the Research and Strategic Analytics (RSA) department with any questions or concerns either by email or phone. The family/caregiver survey was available in eight languages (English, Urdu, Simplified Chinese, Arabic, Farsi, French, Tamil, Dari). The surveys are available for review in Appendix A.

The survey was distributed centrally through email and ran from September 23 to October 3, 2024 for parents, families and caregivers, and staff. The student survey was delayed in distribution due to technical issues and was distributed September 26 with the survey deadline extended to October 10, 2024. Although survey administration is generally avoided at the beginning of the school year, this window for administration was selected with the following considerations:

- Honoring the dates of significance that could impact participation.
- Providing students, staff and parents, families and caregivers with time to settle into the year and experience the modified calendar’s early start.
- Providing sufficient time to analyze and summarize the open-ended feedback.
- Providing sufficient time to meet the reporting timelines.

Due to low response rates on the student survey, student focus groups were coordinated to provide additional opportunities for students to share more details about their experiences with the modified secondary school calendar. A total of four focus groups were scheduled to accommodate all students in each school who expressed interest and were available to participate between February 3 and February 5, 2025. Of the 45 students that expressed interest, a total of 41 students participated.

Each focus group was facilitated by the Superintendent of the school with members of the RSA team and the System Lead of Operations attending to take notes and provide additional support. No identities were documented as part of the notes. Students were welcomed to the space and invited to share their thoughts and experiences:

1. Do you prefer a regular school calendar or modified school calendar?
2. Please tell us more about your experiences and the reasons for your answer.

As an alternative to sharing in front of other students, opportunities were provided for students to share thoughts in written form, which were incorporated later into the focus group notes.

4.0 **Analysis**

4.1 **Attendance**

The following table illuminates the pattern of student attendance in the first week of school for the modified and regular calendar schools. On average, there are more cumulative days absent per student at schools with modified calendars than schools with the regular calendar.

Table 1: 2024-2025 First Week of Absence by Secondary School Calendar

School Calendar	Enrollment	Week 1 - Aug 22-28 (Modified), Sep 3-9 (Regular)	
		# of students with at least 1 absence	% of students with at least 1 absence
Brock H.S.	461	150	33%
Henry St. H.S.	1,265	355	28%
Maxwell Heights S.S.	1,927	527	27%
Modified Calendar	3,653	1,032	28%
Regular Calendar	23,062	5,191	23%

4.2 **Feedback on Preference for Modified School Calendars and Regular School Calendars**

Participation

Table 2: Participation by Group

Survey	Number of Individuals Invited	Number that Participated	Percent that Participated
Parents, Families, Caregivers	4,908	795	16%
Students	3,505	214	6%
Staff	404	293	72.5%

4.2.1 Feedback from Students

Of the 214 students that participated (6% of student enrollment), students indicated a preference across all three schools for the modified school calendar.

Table 3: Percentage of Student Preference for Calendars

Calendar Preference	Brock	Henry	Maxwell Heights	Overall
Modified Calendar	84.6%	81.2%	77.6%	79.4%
Regular Calendar	15.4%	18.8%	22.4%	20.6%

Modified Calendar Survey Feedback

A plurality (the largest group of responses, but not large enough to be the majority of responses) of student responses shared that the reasons they prefer the modified school calendar include that the November break is an opportunity to rest and reset, a time to catch-up on assignments and to study, all of which are beneficial for their well-being, and that it is an opportunity to complete community volunteer hours.

Figure 1 presents the full set of themes that emerged from the feedback.

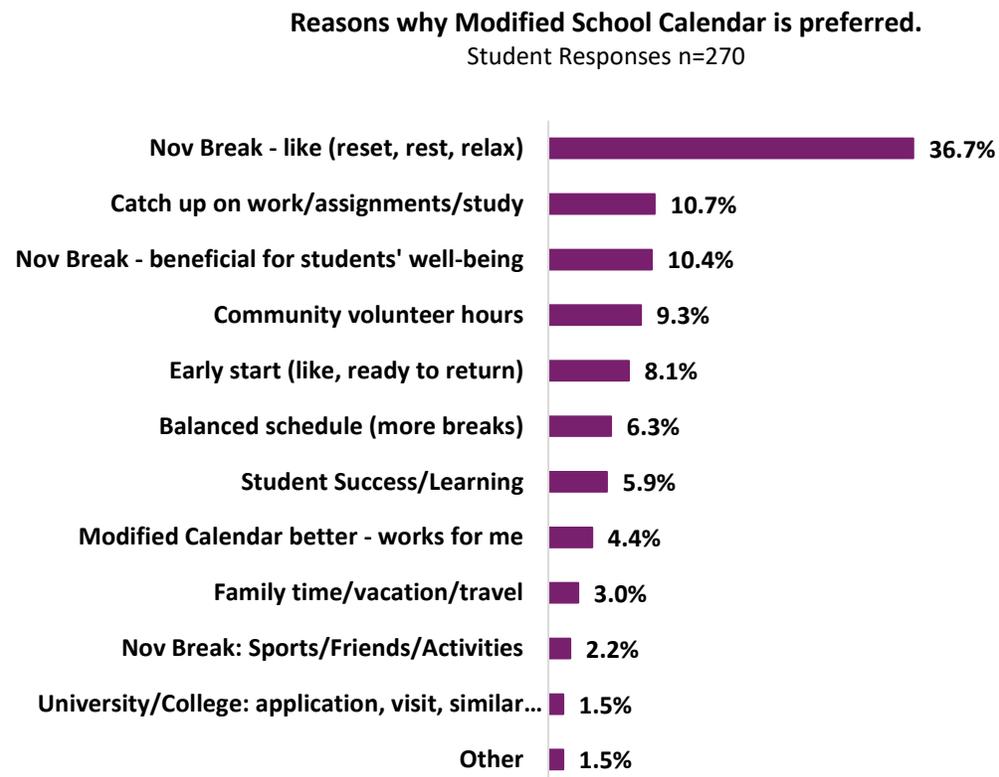


Figure 1: Percentage of Responses by Themed Student Feedback on their Preference for the Modified School Calendar

Figure 1 Note: multiple themes can be applied to a comment; hence, results are represented as the number of responses and not the number of participants.

Regular Calendar Survey Feedback

A plurality of student responses shared that the reasons they prefer the regular school calendar include that they want a full summer break, that the regular start is better, and that it aligns with family and friends' schedules. Figure 2 presents the full set of themes that emerged from the feedback.

Figure 2: Percentage of Responses by Themed Student Feedback on their Preference for the Regular School Calendar

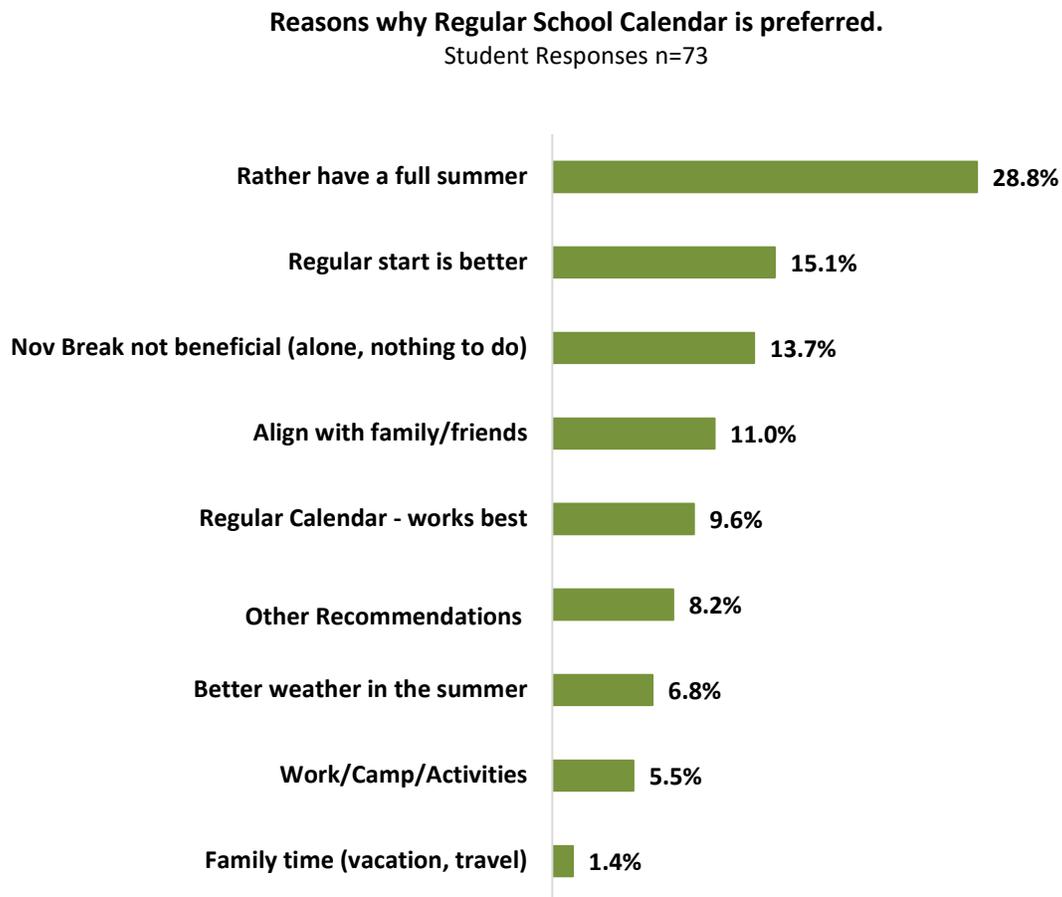


Figure 2 Note: multiple themes can be applied to a comment; hence, results are represented as the number of responses and not the number of participants.

Focus Group Feedback

The feedback provided by students at the focus groups was consistent with the responses that were provided by students that participated on the survey. Students in the focus groups shared that they felt the modified school calendar provides:

- A break at a time (November) when they feel burnt out.
- An opportunity to accumulate volunteer hours.
- An opportunity to get extra hours at work during that week.
- An opportunity to make progress on incomplete projects.
- An opportunity to prepare for exams.
- An opportunity to travel.
- An opportunity to visit university and college campuses.
- These advantages reduce stress and is felt as a smoother transition.

Students also shared challenges that they experience with the modified school calendar which includes:

- A shock coming from an elementary school with a regular calendar.
- Difficulty getting back into the routine after the break.
- Difficulty connecting with friends that go to a school with a regular calendar. This can feel isolating.
- Not liking starting earlier in the year.
- Feeling that the November break disrupts the rhythm (academic rhythm, sleep schedule, etc.) rather than having a consistent rhythm through the semester.
- The first few days of school are just ice breakers, and nothing really happens.
- Home alone during the week.
- Need more information in Grade 8 about what the different calendar in secondary school will be like (the modified calendar in secondary is not a choice).
- Loss of money with less time to work in the summer.
- Schools do not have air conditioning, so returning early in the heat is more uncomfortable.
- Siblings in schools with different calendars are a burden on the family.

Upon reviewing the feedback across the three schools, it was noted that there are differences between the schools in the scheduled workload and teacher expectations of students. In one school, midterm assessments were scheduled before the November Break, whereas at another school, the midterm assessments were scheduled upon returning from November Break. Similarly, in one school, teachers would assign work to be completed over the November break and then submitted upon return, whereas at another school, teachers encouraged students to take the week as a break and rest and did not assign work.

4.2.2 Survey Feedback from Parents, Families, and Caregivers

Of the 795 parents, families and caregivers that participated (16%), the majority of participants indicated a preference across all three schools for the modified school calendar. Although a majority of survey participants, the preference for the modified school calendar by parents, families and caregivers was much closer to 50% than either participating students (79.4% preference overall) or staff (93.2% preference overall).

Table 4: Percentage of Parents, Families and Caregiver Preference for Calendars

Calendar Preference	Brock	Henry	Maxwell Heights	Overall
Modified Calendar	58.8%	54.8%	57.7%	56.9%
Regular Calendar	41.2%	45.2%	42.3%	43.1%

Modified Calendar Feedback

A plurality of parents, families and caregivers' responses shared that the reasons they prefer the modified school calendar include that the calendar is balanced, that the break is good and beneficial for well-being, that the early start was beneficial, and that the modified calendar works for families.

Figure 3 presents the full set of themes that emerged from the feedback.

Reasons why Modified School Calendar is preferred.

Parent/Caregiver Responses n=586

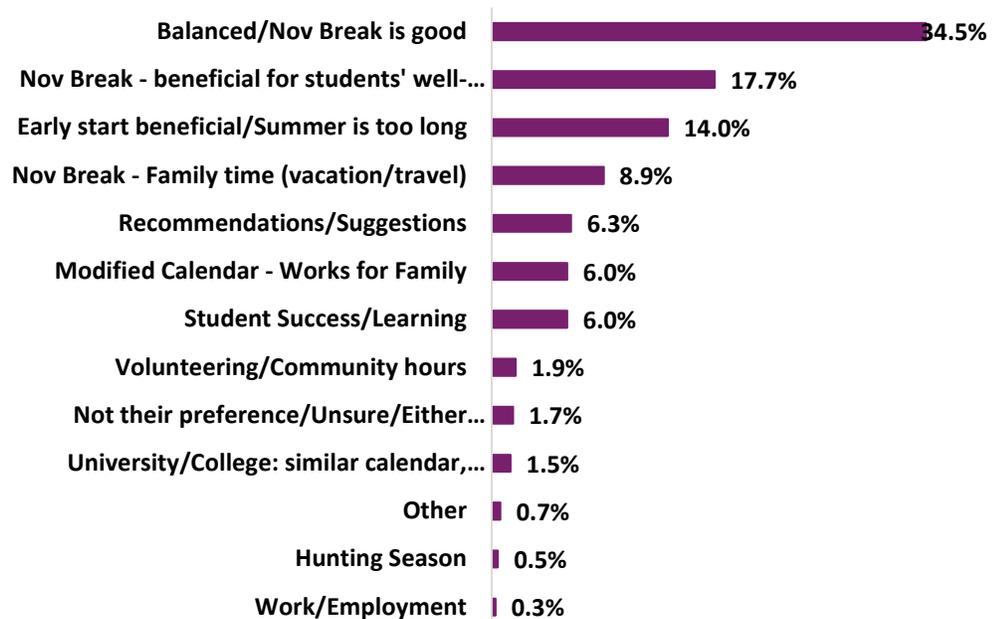


Figure 3 Note: multiple themes can be applied to a comment; hence, results are represented as the number of responses and not the number of participants.

Regular Calendar Feedback

A plurality of parents, families and caregivers' responses shared that the reasons they prefer the regular school calendar include that it aligns with another child/children with a regular calendar, family time (holidays, vacation), that the modified calendar interferes with summer jobs/sports/activities, and that the summer is too short (the modified calendar makes it shorter). Figure 4 presents the full set of themes that emerged from the feedback.

Figure 4: Percentage of Responses by Themed Parent/Caregiver Feedback on their Preference for the Regular School Calendar

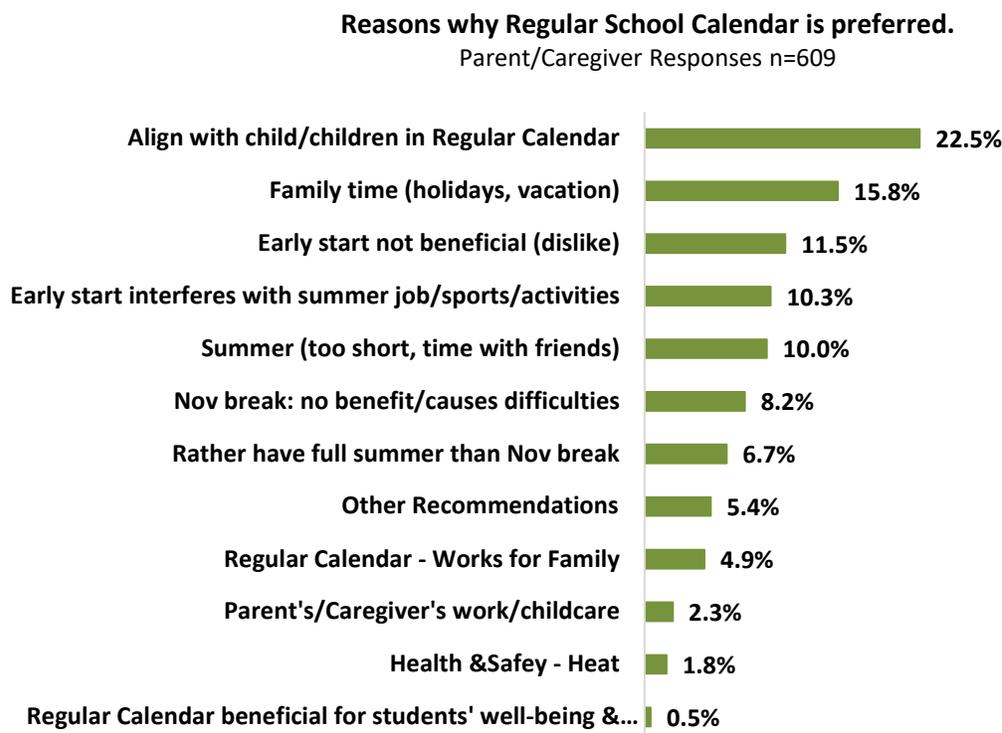


Figure 4 Note: multiple themes can be applied to a comment; hence, results are represented as the number of responses and not the number of participants.

Upon review of this feedback, Superintendents have noted that these issues are consistent with feedback they have received from students and parents, families and caregivers regarding their challenges with the modified school calendar.

4.2.3 Survey Feedback from Staff

Of the 293 staff that participated (72.5%), the majority of participants indicated a preference across all three schools for the modified school calendar.

Table 5: Percentage of Staff Preference for Calendars

Calendar Preference	Brock	Henry	Maxwell Heights	Overall
Modified Calendar	93.2%	89.2%	96.4%	93.2%
Regular Calendar	6.8%	10.8%	3.6%	6.8%

Modified Calendar Feedback

A plurality of staff responses shared that the reasons they prefer the modified school calendar include the November break being a good point to refresh and reset, that it is beneficial for well-being, that the early start is beneficial, and it supports a balanced schedule. Figure 5 presents the full set of themes that emerged from the feedback.

Figure 5: Percentage of Responses by Themed Staff Feedback on their Preference for the Modified School Calendar

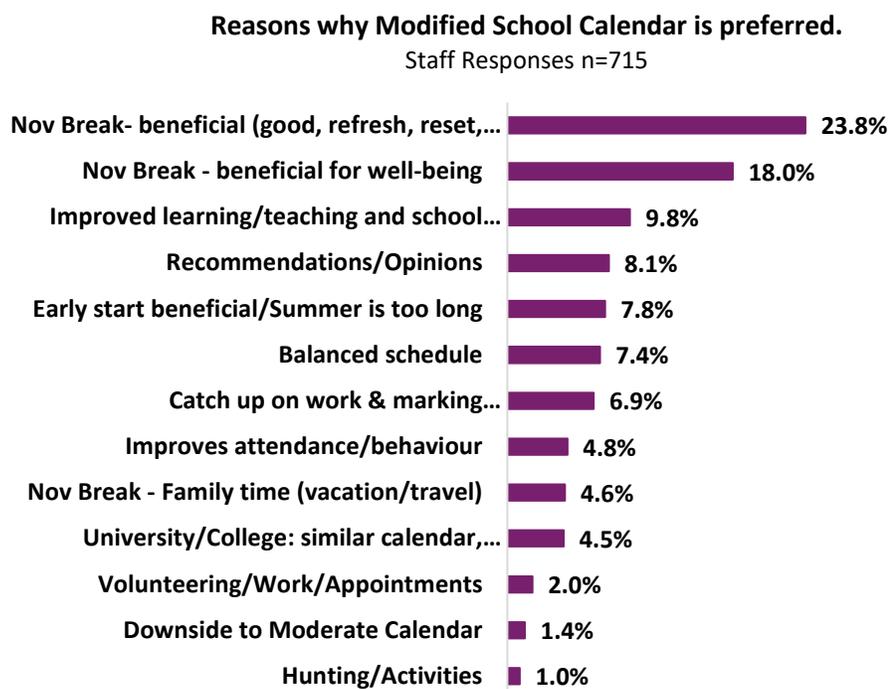


Figure 5 Note: multiple themes can be applied to a comment; hence, results are represented as the number of responses and not the number of participants.

Regular Calendar Feedback

A plurality of staff responses shared that the reasons they prefer the regular school calendar include that they want a full summer break, that the schedule aligns with family, that the early start is not beneficial, and the modified calendar causes difficulties. Figure 6 presents the full set of themes that emerged from the feedback.

Figure 6: Percentage of Responses by Themed Staff Feedback on their Preference for the Regular School Calendar

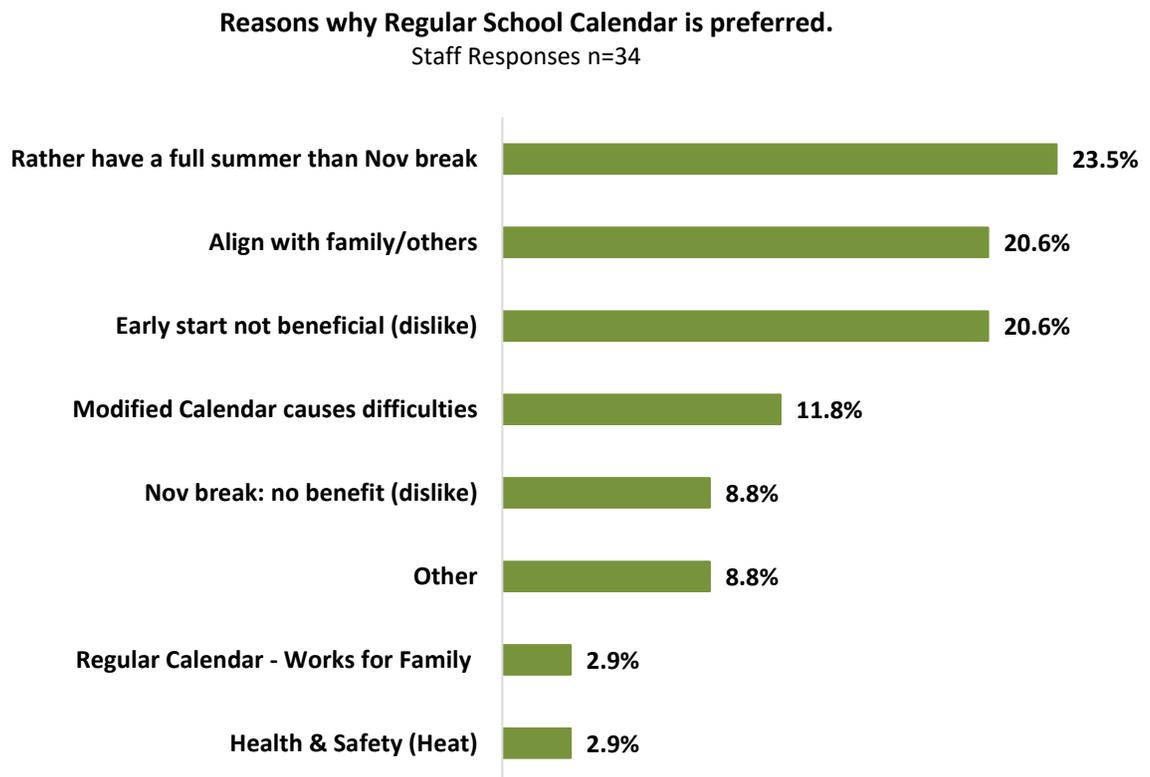


Figure 6 Note: multiple themes can be applied to a comment; hence, results are represented as the number of responses and not the number of participants.

5.0 Financial Implications

Schools with modified calendars were initially expected to absorb the additional busing costs out of their budget allocation. Given the increase in transportation costs over time, this became difficult, and the decision was reversed three years ago with additional busing expenses being absorbed centrally.

6.0 Strategic Links

Connected Communities

- Engaging students, families, staff, and community members as valued contributors to our growing community
- Building trust and a shared purpose through listening, communication, and action
- Fostering opportunities to meet, learn from, and inspire each other

Well-Being

- Creating safe, caring, and respectful environments where people can thrive
- Supporting the physical and mental health of students and staff
- Honouring every individual's identity and inherent dignity

7.0 Communication/Implementation Plan

Pending approval of the staff recommendation to return all secondary schools to the standard/regular calendar, a communication plan will be developed to support implementation for the 2026-2027 school year.

8.0 Conclusion

The modified school calendar requires additional funding, coordination, and transportation efforts each year to ensure its successful implementation. While feedback from surveys and focus groups indicates a general preference for the modified calendar, there are notable differences in expectations regarding how students should use the break in November. Focus group discussions highlighted varying perspectives, particularly around whether students should be expected to complete assignments or exam preparation during this break. These differing viewpoints reveal a significant gap in the understanding of the initial intended purpose of the modified calendar, which was to enhance student learning, provide necessary study breaks, and facilitate post-secondary visits.

Over the years, many families have raised concerns about the impact of the modified calendar, especially regarding its effect on summer employment and other opportunities, particularly for senior students. Themes that have been expressed by families are outlined below:

- Attendance concerns – some students on the modified calendar miss days during the first week due to summer commitments. On average, the absenteeism rate is 5% higher during the first week of school at secondary schools following a modified secondary calendar.
- No evidence of improved student achievement and outcomes. There is no current or historical evidence that confirms improved student achievement at secondary schools following a modified calendar. This was initially communicated when the modified secondary school calendar was implemented.
- Often conflicts with traditional summer jobs, internships, and extracurricular activities that are essential for students' personal and professional development.

- For senior students, complicates plans for potential preliminary post-secondary school visits, work experiences, and other priorities.
- families with children attending two different schools are often compromised by one schedule which operates using a regular calendar schedule while the second operates with a modified calendar.

Given the low participation rate in the survey, the ongoing concerns expressed by families, and the operational and financial impacts of the modified calendar, staff recommend aligning all secondary schools to a regular school year calendar starting in the 2026-2027 school year.

9.0 **Recommended Action**

It is recommended that the Board of Trustees approve the staff recommendation to return the three secondary schools on modified calendars (Brock High School, Henry Street High School and Maxwell Heights Secondary School) to the regular school year calendar for the 2026-2027 school year.

10.0 **Appendices**

Appendix A: Modified School Calendar Review – Surveys

Report reviewed and submitted by:



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



Jim Markovski, Associate Director of Equitable Education

Modified School Calendar Review - Parents/Caregivers

1) Select the language you would like to complete this survey in:

- English
 - Arabic العربية
 - Dari دری
 - Farsi فارسی
 - French Français
 - Simplified Chinese 简体中文
 - Tamil தமிழ்
 - Urdu تامل
-

English

We are seeking information to determine our consideration for the development of 2025-26 School Calendar.

This data collection is in response to community feedback on the impact of the secondary modified school calendar.

Modified Secondary Calendar

Begins in August before Labour Day and includes: Fall, Winter and March Breaks.
To view the current DDSB Secondary [Modified Calendar 2024-25](#)

Regular Secondary Calendar

Begins in September after Labour Day and includes: Winter and March Break.
To view the current DDSB Secondary [Regular Calendar 2024-25](#)

The DDSB is committed to meeting its responsibilities under the Human Rights Code and the Accessibility for Ontarians with Disabilities Act. If you require accommodation under the Human Rights Code to take part in or complete this survey, please contact your child's school.

If you have any questions about this survey you can contact us at:

Email: research@ddsbc.ca

Telephone (905) 666-6438

2) Which school does your child/children attend?

- Brock H.S.
- Henry Street H.S.
- Maxwell Heights S.S.

3) What grade is your child/children in?

- Grade 9
- Grade 10
- Grade 11
- Grade 12

4) Which school calendar do you prefer?

(This question is mandatory and requires an answer)*

- Modified Calendar - Starts in third week of August with a week break in November.
- Regular Calendar - Starts on the first Tuesday of September.

5) Why?

(This question is mandatory and requires an answer)*

Please click the Done button to submit your answers.

Thank You!

Your answers have been submitted.

Modified School Calendar Review - Students

We are seeking information to determine our consideration for the development of 2025-26 School Calendar. This data collection is in response to community feedback on the impact of the secondary modified school calendar.

Modified Secondary Calendar

Begins in August before Labour Day and includes: Fall, Winter and March Breaks.

To view the current DDSB Secondary [Modified Calendar 2024-25](#)

Regular Secondary Calendar

Begins in September after Labour Day and includes: Winter and March Break.

To view the current DDSB Secondary [Regular Calendar 2024-25](#)

The DDSB is committed to meeting its responsibilities under the Human Rights Code and the Accessibility for Ontarians with Disabilities Act. If you require accommodation under the Human Rights Code to take part in or complete this survey, please contact your school (e.g., guidance counsellor or teacher).

If you have any questions about this survey you can contact us at:

Email: research@ddsb.ca

Telephone (905) 666-6438

1) Which school do you attend?

Brock H.S.

Henry Street H.S.

Maxwell Heights S.S.

2) What grade are you in?

Grade 9

Grade 10

Grade 11

Grade 12

3) Which school calendar do you prefer?*

Modified Calendar - Starts in third week of August with a week break in November.

Regular Calendar - Starts on the first Tuesday of September.

4) Why?*

Thank You!

Your answers have been submitted.

Modified School Calendar Review - Staff

We are seeking information to determine our consideration for the development of 2025-26 School Calendar. This data collection is in response to community feedback on the impact of the secondary modified school calendar.

Modified Secondary Calendar

Begins before Labour Day and includes: Fall, Winter and March Break.

To view the current DDSB Secondary [Modified Calendar 2024-25](#)

Regular Secondary Calendar

Begins after Labour Day and includes: Winter and March Break.

To view the current DDSB Secondary [Regular Calendar 2024-25](#)

The DDSB is committed to meeting its responsibilities under the Human Rights Code and the Accessibility for Ontarians with Disabilities Act. If you require accommodation under the Human Rights Code to take part in or complete this survey, please contact your supervisor, manager, or administrator.

If you have any questions about this survey, you can contact us at:

Email: research@ddsb.ca

Telephone (905) 666-6438

1) Which school do you work at?

- Brock H.S.
- Henry Street H.S.
- Maxwell Heights S.S.

2) Which school calendar do you prefer?*

- Modified Calendar - Starts in third week of August with a week break in November.
- Regular Calendar - Starts on the first Tuesday of September.

3) Why?*

Thank You!

Your answers have been submitted.

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.

In accordance with the provisions of the Code of Conduct and 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 attached 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.

(ii) *Determination as to Alleged Breach*

Based on the above-noted sections of the Code of Conduct, 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 of the Code of Conduct and, if it finds a breach, it must then decide on any sanction.

(iii) *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:

- 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.

3.0 Integrity Commissioner's Findings as to Breach

In accordance with the process outlined above, the Integrity Commissioner delivered a report dated March 21, 2025 (Appendix A), which includes a finding of breach by Trustee Thatcher of sections 6.4, 6.5, 6.8 and 6.49 of the Code of Conduct.

The analysis and conclusions may be found at pages 12-16 of Appendix A.

4.0 Integrity Commissioner's Recommendations as to Sanction

The Integrity Commissioner's report recommends that a board finding of a breach of the Code of Conduct, would be sufficient to address the alleged breach of the Code of Conduct without any formal sanction, including formal censure. This recommendation is found on page 16 of Appendix A.

5.0 Process Following 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.

6.0 Conclusion – Board Determinations

Based on the foregoing, the Board of Trustees needs to determine:

1. Whether Trustee Thatcher breached sections 6.3, 6.4, 6.8, and/or 6.49 of the *Code of Conduct* by virtue of the conduct outlined in the report of the Integrity Commissioner dated March 21, 2025.
2. If there is a finding of breach, whether to impose one or more of the following sanctions:
 - 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 **Appendices**

Appendix A – Integrity Commissioner Report, March 21, 2025

Appendix B – Timeline

Appendix C – DDSB Code of Conduct at November 2024

Report reviewed and submitted by:



Patrick Cotter, General Counsel

MICHAEL L. MAYNARD
Integrity Commissioner
E-mail: integrity@adr.ca

JEFFREY SHAPIRO
Investigator
Office of the Integrity Commissioner

March 21, 2025

SENT BY EMAIL TO:

Trustee S. Panylo

And To:

Trustee C. Thatcher

And To:

DDSB Board of Trustees
c/o Patrick Cotter (General Counsel)

Re: DDSB Code of Conduct Investigation Report (the "Report")
File No. IC-35346-1224

1 - INTRODUCTION

This is our Report respecting a complaint ("Complaint") under the Durham District School Board's ("DDSB" or "Board") Trustee Code of Conduct ("Code") filed by Trustee Shailene Panylo ("Trustee Panylo" or the "Complainant"), concerning the conduct of Trustee Christine Thatcher ("Trustee Thatcher" or the "Respondent") on November 18, 2024, involving a verbal interaction between the Complainant and Respondent (the "interaction" or "incident").

This investigation was conducted by Jeffrey Shapiro ("Mr. Shapiro" or the "Investigator") pursuant to a written delegation of powers dated January 20, 2025, by Michael L. Maynard, the Integrity Commissioner ("IC") for the Board. The

delegation is for the Investigator to investigate this matter and prepare a report, subject to the IC's review and approval. The Report follows the terms of the IC's January 18, 2021 appointment as the IC for the Board and the Board's Complaint Protocol ("Protocol")¹.

The Complaint was filed with the Office of the Integrity Commissioner ("Office") on December 20, 2024. We find that this matter is within our jurisdiction and mandate, and is not frivolous, vexatious, or made in bad faith, nor untimely. As it was filed prior to January 1, 2025, when the new rules under section 218 of the Education Act came into effect, this investigation proceeded under the old rules in place at the time.

After considering the evidence, we find that the Respondent's conduct did violate the Code for the reasons set forth below. Given the nature of the violation and the context, we find that the public nature of this report addresses the matter, and thus do not recommend any formal sanctions, such as a "censure of the Trustee".

Inquiry Process

We followed a process that ensured procedural fairness to all Parties, including:

- Reviewing written submissions of the Parties (i.e., the Complaint, Response and Reply) and supporting materials, including underlying or linked content, and facilitating the exchange of those submissions between the Parties;
- Reviewing the relevant portions of the Code, applicable legislation, and caselaw;
- Providing an opportunity for one-on-one interviews to all Parties;
- Providing an advance draft of this report to the Respondent, who was afforded an opportunity to provide comments thereon;²
- Providing the Final Report to all Parties and the Board.

As with all matters before the Integrity Commissioner, the civil "balance of probabilities" standard of proof was applicable to this matter.

2.1 - THE COMPLAINT

The Complaint alleges that on November 18, 2024, in between Board meetings,

¹ See Code, at *Appendix 2 – Complaints Protocol – Integrity Commissioner*.

² The Draft Report was provided to the Repondent within the Protocol's preferred time frame. The draft Report was provided slightly beyond the preferred timeframe due to year-end holidays.

Trustee Thatcher, the Respondent, approached Trustee Panylo, the Complainant, in follow-up to an email exchange that occurred the night before. A conversation ensued, the parties disagreed, and at that point, Trustee Thatcher *“huffed, turned on her heel and while walking away said, “well, I think you’re just a bit too touchy.””*

The Complaint states that those words violated Code sections 6.4, 6.5, 6.6, 6.8 and 6.49, which sections provide standards for interpersonal communication. The Complaint further describes the impugned conversation, the background of the conversation, and the larger context and history between the Trustees, all of which generally caused her to proceed with a formal Complaint, rather than seeking an informal dispute process. I will summarize each part.

Emails Leading to the Impugned Interaction

On November 17, the DDSB’s Associate Director emailed the Oshawa Trustees about a tragic event that had taken place, including identifying the staff’s multifaceted response. That email generated the following three emails that evening and the following morning:

Good evening.

Thank you for letting us know. How horrific. Absolutely gut wrenching.

This month has been so difficult for too many families experiencing tragic loss in the Board. If there is something we can do to support, happy to help coordinate.

Shailene Panylo (she/her/elle), [School Board Trustee, Oshawa]

Good morning Shailene

Thank you for your kind offer. However, having been in schools where similar situations arose, I can assure you that the school administration along with support staff such as Psychological Services and Social Work, have [a] procedure in place in support of our students when and if they return to [the school].

Christine [Christine Thatcher, Chair of the Board, Trustee, Town of Whitby]

Christine,

I’m aware of the procedures as this isn’t the first tragedy, and have seen the memo.

Note my email said “IF”, as in, if there was something Oshawa Trustees could do to support, given it’s one of our schools but even more so, our community and neighbour. We aren’t competing with staff or Board procedures.

I’ll touch base with Deb and Mark this evening.

Shailene Panylo (she/her/elle) [School Board Trustee, Oshawa]

The Complainant interprets the emails as her offering help to support the community in “some capacity,” such as a vigil. She states that the response from the Respondent, the Chair at that time, was “unnecessary since it was a staff communication to Oshawa Trustees.” She found the phrasing of the email “another example of the passive-aggressive authoritarianism that has been an ongoing theme for the duration of this term with Trustee Thatcher.”

The Impugned Interaction

On the evening of November 18, 2024, at approximately 6:00pm, the Complaint was speaking with Trustee Jacula at their seats as they prepared for the next meeting. The Respondent approached her, interrupted the conversation and said, as best she recalls:

Thatcher: “Oh Shailene, I wanted to talk about the email I sent. I was just trying to share my experience with you.”

I replied: “Yes, it really didn’t come across that way. It seemed more like you were trying to shut down any attempts I may have made to do something for my community.”

She [Thatcher] responded and denied this, and then went on to share a deeply personal and traumatic story about another incident that occurred while she was teaching in South Oshawa, citing the support of staff as her reasoning for emailing me. I replied to this:

“I understand what you’re saying and your intention, Christine, so thanks, but again, that isn’t how I perceived your email. I used the word “IF”, but your response seemed more dismissive of Trustees doing anything additional to support a grieving community. Per my [email] response, I hear you, but that’s just not how it came across to me.”

At this point, she huffed, turned on her heel and while walking away said, “well, I think you’re just a bit too touchy.” [Emphasis added.]

I responded and said, “No, Christine, I just don’t need to be ‘mansplained’ to by you about procedures.”

For the rest of the evening, the air was tense. She seemed irritated when calling the

meeting to order, and distracted during the nomination process for some positions (after being nominated for a role, she was caught off-guard and responded in a way that seemed upset).

The Larger Context – Background Framing

The Complaint sets forth some history, noting “*why this complaint...it is not a standalone interpretation of these comments and email that triggered this complaint.*” It discusses a prior mediation attempt, and details various incidents between the parties that the Complainant saw as disrespectful. In the words of the Complainant:

I considered whether to complain or not but decided to formally because this isn't the first instance I have tried to address intention versus impact with Trustee Thatcher in an informal manner, and yet it still seems that she resorts to emotional responses and name-calling when challenged. I don't think her comments were kind or professional, and Trustee Jacula witnessed them as well. He asked if I was okay following the exchange, because, even as a new Trustee, I can only assume he realized that what transpired wasn't right.

[The comment] ... was not professional or dignified, seemingly was personal and targeted as opposed to issue-based, seemingly attempted to discredit me, and was certainly not “constructive, respectful, conscientious [or] diligent”. Ultimately, this entire exchange did not meet my perceived standards of the duty of care we owe to one another and the staff who work to support us in our roles.

Behaviour like this, considered collectively and contextually, is reminiscent of ‘mean girl’ behaviour and bully tactics that I do not accept, nor tolerate. I have been patient and given grace for two years and now feel as though that is no longer appropriate and this deserves an address in some official capacity.

2.2 - RESPONSE

Trustee Thatcher 's December 24, 2024 five page Response focused on (1) the timing of Complaint, pointing out the incidents which are time-barred under the Code and/or are so dated that it causes prejudice to reply to them, and (2) that the Complaint is a misuse of the Code and Complaint Protocol. Finally, the Response briefly addresses the actual incident. We will summarize these points, in order.

Most of the Complaint is time-barred and reliance of out-of-time event taints the entire complaint. Citing Sec. 4.1 of the Protocol (listed below), she writes:

First, the complaint should immediately be sent back for revisions. It is very clear in our policy that there is a timeline for filing a complaint. The information included within this complaint references situations that fall well outside of the one year timeframe and therefore calls into question the entire complaint ...

Anything prior to December 12, 2023 is therefore irrelevant to this complaint. The entire section titled "Background Framing: Previous Mediation Attempt" and three of the phone calls referred to in the "After Remediation" section. November 21, 2023, December , 2023, December 12, 2023 therefore is prejudicial. Most of this report with the exception of the "Parent Passing" issue is outside the scope of the one year period.

The Response to the Incident. The Respondent explained her email reply (to Trustee Panylo) was proper, as she was the Chair at that time, and given the protocols for those types of events and the fact that the staff was to deal with the event and coordinate a response. She described the interaction on November 18 as follows:

It did bring back memories of two incidents that I experienced at Bolton C. Falby PS in Ajax and not in Oshawa as claimed by Trustee Panylo.

I approached Trustee Panylo prior to the Special Board meeting and said that I wanted to share my "lived experience" of a similar event. The exchange was very brief and not the embellished version here. I used the word "sensitive" and not "touchy" to describe my observation of Trustee Panylo's response. It was obvious to me by Trustee Panylo's email that she was deeply affected and sensitive to this situation. At no time did we discuss my "intention." It was simply an exchange of information.

The role of the chair and new trustees was outlined in two Professional Learning sessions: The Role of the Chair by Marion Thompson Howell and Parliamentary Procedure and the role of the new trustee presented by Lori Lukinuk. Both were suggested by me in consultation with the director as all but three of our trustees are new to the role. Trustee Panylo did not attend either session. Additionally OPSBA has offered numerous sessions with new trustees in mind. Due to the 50% turnover in trustees across the province. Trustee Panylo has not attended any of these and I do feel that she would have a better understanding of the role of the chair, trustee and the difference between operations and governance responsibilities had that been the case.

I have no intention of responding to comments made by Trustee Panylo which are

personal and name-calling.

Misuse of the Complaint Protocol. She notes *“Lastly, the spirit and intent of our process is to seek remedy as opposed to retribution or retaliation. There is and was a great deal of dialogue during the development of the policy to attempt to utilize an informal process to resolve issues. This avenue has not been explored in this case and I would suggest mediation to be an appropriate methodology in dealing with the concern that was raised. Please note that I use the word “concern” as any of the other alleged incidents must not be included in the revised complaint.”*

2.3 - REPLY

The Complainant’s January 17, 2025 Reply makes several points:

1. **Section 1: Timeline:** The prior incidents are *“background framing information”* only, i.e. contextual history. While many issues can be addressed in informal methods, *“the recent occurrences surpassed that threshold in a very explicit way.”*
2. **Section 2: Request for Mediation:** *“While I typically prefer alternative dispute resolution strategies, and indeed encourage them,”* she didn’t feel it would be effective in this case.
3. **Section 3: The Incident in Question:** Her description isn’t *“embellished”* and *“It is an outright falsehood that she said “sensitive” and not “touchy”...”*
4. **Section 4: Discrediting of my Knowledge:** *“...I don’t see purpose in responding to Trustee Thatcher’s attempts to attack my knowledge of governance and understanding of the role of a Trustee. Frankly, it’s irrelevant to the complaint and a clear attempt to discredit me and the issue at hand. ... Trustee Thatcher provided all those unable to attend the PD sessions with a link to the recording from OPSBA via email on September 30th 2023, which I watched, though that’s neither here nor there.”*

On this last point, she questions why the Complainant *“is so concerned, invested, and preoccupied with my learning and attendance at OPSBA events, of which she is neither an organizer for, nor someone I need to report to. I also don’t see how my alleged need for a “better understanding” in governance vs operations would change the fact she acted unprofessionally and unbecoming of a Trustee in her language and exchange with me on November 18th 2024. ... The language Trustee Thatcher has chosen to use throughout her response is indicative of someone speaking down on others in a demeaning way. I also note that nowhere has she apologized in any capacity for her words. ...”*

3.0 - INTERVIEWS

Both Parties were offered the opportunity to, and did, participate in an interview. I have summarized some of their more overarching comments immediately below and then incorporated more specific comments when discussing the incident.

3.1 - Interview with the Complainant on March 3, 2025

The Complainant confirmed that her citation to prior events was for framing and to explain why she did not proceed with mediation. The incident complained of is the November 18, 2024 exchange and particularly the comment, “you are touchy.”

She feels that since the earlier mediation, her interactions with the Respondent have “not been great”, but were at a level that they could be addressed directly and that she could perform her role. She feels that this incident was a last straw.

She interpreted the Respondent’s interaction during the incident as consistent with her view that the Respondent speaks down to her, with an authoritarian “greater than thou” attitude. For instance, the Respondent erroneously assumes she is unlearned in the Board’s procedure because she did not attend in-person training, when in fact she reviewed all the power points. During this incident she felt blindsided by the level of emotion and the way the Respondent interrupted her conversation with Trustee Jacula.

She perceived her email as simply seeking a chance to get involved or do something extra, yet the response was to shut her down, rather than opening a dialog on an intense community tragedy. The Response conveyed, ‘I have experience in these things, and this is how we handle these things’.

She is unclear as to the Respondent’s intention toward her, but believes the Respondent is unaware how her attitude comes off. She suspects, but isn’t certain, that the attitude is influenced by race, age and identity differences.

She clarified that her transcription of the incident only included the highlights of it. The Respondent actually spoke a while longer. She notes that Trustee Jacula was present, heard the incident, and afterwards commented, “What the heck was that.”

3.2 - Interview with the Respondent on March 3, 2025

The Respondent (1) reiterated her belief that most of the Complaint is untimely, (2) focused her interview on misinformation (i.e. factual inaccuracies) in the

Complaint, and (3) addressed the lead-up to, and the precise incident.

The Respondent provided her perspective on the prior “framing” events and pointed out numerous inaccuracies. For example (more are referred below):

- During the November 18 incident, the Complaint refers to the Respondent’s prior experience with a similar event as occurring in Oshawa, yet it was actually in Ajax.
- It was Trustee Edwards that had mispronounced the Complaint’s name.
- The Complaint’s reference to the Respondent being irritated when calling the organizational meeting to order is inaccurate, as the Respondent did not chair or call the meeting to order. Director Williams-Taylor called the meeting to order and “chair-ed” it, until Chair Brown was installed.
- She has specifically attempted to involve the Complainant, such as having her represent the Board through a reading at an event geared to black youth, believing it would be positive to show the youth the impact they can have.
- As for speaking over her at the Governance Policy community meeting, she never heard an issue from Chair Brown or the Director, either of whom would bring it forward to her at the time or following the meeting if it had been an issue.

She thought the issues raised in the mediation were resolved. She even asked for a follow-up meeting to ensure they were. Conversely, she notes that during her tenure as Chair, other Trustees have come forward with issues concerning the Complainant. While the Respondent appears to genuinely respect the Complainant, her work and voice, she felt that she is on the more sensitive side.

On November 18, she used the phrase “lived experience” as that is a phrase the Complainant uses. She described that Trustee Jacula was present but went to his seat and is not sure if he heard anything. She was hoping to make things good and provide some understanding of where her email was coming from. She felt that the staff is well versed and that it is not a Trustee’s role to be involved in this type of matter. She avoided speaking about intent. She believed she used the word “sensitive”, but not “touchy”.

She is concerned that this Complaint is not a good use of this process. She noted that IC Reports do not always result in a resolution and as of January 1, there is a new system that is designed to be cost effective.³

³ The Respondent provided additional documents, supporting her perspective on the framing issues, and raising a few other points. While they – and the Parties’ submissions – provide

3.3 – Interview with the Witness, Trustee Mark Jacula on March 4, 2025

Trustee Jacula recalled the November 18, 2024 interaction between the Respondent and Complainant. It took place ‘about two outstretched arms away’. Although he does not recall how it started, he clearly recalls the two had a discussion and his attention was drawn to it as the interaction struck him as an ‘odd scene’. While unable to recall the substance of the conversation, he observed that the Respondent “was dismissive of the point that [the Complainant] was trying to make.” As the conversation ended, the Respondent referred to the Complainant as “touchy” – which struck him as “a dig” and “unprofessional”.

Quantifying the severity of the interaction, he described it as ‘not positive’ and ‘on the worse end of the scale’, certainly it was ‘not professional or appropriate – that’s for sure’. It was bad enough that he told his wife about it as it was not something he had observed in any prior board setting. He understands disagreement, but this was a face to face “dig” – it was not professional.

More generally, he noted there seems to be a ‘disconnect’ between the Parties. He surmises that the Complainant would be aware that she made the statement but did not realize how it came off. He noticed the Complainant appeared shocked and surprised, but not “shaken up”, consistent with his observation that she is not unusually sensitive, and in fact, has “thick skin”.

4.0 - CITED CODE SECTIONS

The Complainant alleged that the Respondent contravened sections 6.4, 6.5, 6.6, 6.8, 6.49 of the Code of Conduct,⁴ which read as follows:

Integrity and Dignity of Office - Principles

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.*

background on the Parties’ disconnect, I don’t believe the context overtakes the standalone issue.

⁴ Although not cited by the Parties, I note that section 218.1 of the *Education Act* provides that “A member of a board shall [...] (h) comply with the board’s code of conduct.”

- 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.*
- 6.8 *Trustees shall serve and be seen to serve in a constructive, respectful, conscientious and diligent manner.*
- 6.49 *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.*

5.0 - ANALYSIS – FINDINGS AND CONCLUSIONS

5.1 - *Is this Complaint Untimely, and if so, should it be dismissed?*

No. As mentioned above, the Respondent requests that this Complaint, or portions of it, be dismissed as being untimely, and thus barred and/or prejudicial. The Complainant contends the prior issues are simply framing, i.e. context.

Two sections of “Complaint Protocol” are relevant. They provide in part:

- Section 4.1: “... Delay in making a formal or informal complaint to the Integrity Commissioner and any prejudice to the Trustee against whom the complaint is made as a result of such delay, shall be considered by the Integrity Commissioner and may, at the discretion of the Integrity Commission, be a sufficient basis for not proceeding with an investigation. In no case, shall a complaint be investigated if it is not made within 1 year of the events at issue.

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

- Section 4.3(c): “The Integrity Commissioner shall undertake a threshold assessment of any Formal Complaint and shall determine whether the Complaint is...frivolous, vexatious, or not made in good faith...in which case the Integrity Commissioner shall terminate the investigation, or where that becomes apparent in the course of 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.

Applying the Code to this matter, I accept the Complainant's position that the events that occurred one year or more prior to the Complaint are simply framing and context. They are also relevant to explain why, from the Complainant's point of view, she filed the Complaint rather than seeking other means to resolve this matter.

While the Respondent also mentioned prejudice, the evidence did not appear to establish that she was prejudiced in responding to prior events.

I do note that the parties presented different understandings of those events. Thus, I have not placed much weight on them but only consider them to inform the parties' framing of this event.

5.2 - Is this Complaint an improper use of the Complaint Protocol, and if so, should it be dismissed?

No. The Integrity Commissioner initially determined that the Complaint was not "frivolous, vexatious, or not made in good faith" and should be investigated under the Complaint Protocol. My investigation has given me no reason to find otherwise. Regarding the Respondent's concern that a more informal processes should have been used, Protocol s. 4.1, provides that "...*The informal complaint process is encouraged; however, it is not required prior to beginning the formal complaint process...*"

We have, however, considered that an informal processes could have been used when considering the recommended sanctions.

5.3 - Did the Respondent contravene Code sections 6.4, 6.5, 6.8 and/or 6.49 during her November 18, 2024 interaction with the Complainant?

Yes, for the reasons that follow.

a. Findings – The Incident

Having thoroughly reviewed and carefully considered the documentation and information obtained in the course of my investigation, such as the interviews (collectively, the "evidence"), I find the core incident occurred as follows:

As the parties interpret the "framing" issues differently, I make no findings

regarding them, except to note that there was some history between the parties, and the Complainant's understanding of that history influenced her choice to proceed by way of this formal Complaint.

More importantly, they are in general agreement that the November 17 emails were exchanged, and on November 18, the Respondent approached the Complainant in follow-up to those emails and that an interaction occurred. Trustee Jacula was near by. As the interaction ended, I find that the Respondent commented that the Complainant was "sensitive", if not, "touchy".

Heavily weighed by the observations of the witness, I find the evidence supports the Complainant's version of the interaction on points that the Parties disagree, and somewhat, but less so, supports, the November 17 emails.

Regarding the November 18 interaction, both Trustee Jacula and the Complainant recall the Respondent using the word "touchy". Both recalled it as something more than a disagreement and clearly unprofessional, perhaps a "dig" in the words of the witness. The conversation itself also appears more likely than not to be a notch more than an exchange of ideas, but an element of disrespect. The Respondent disputes using the word "touchy", believing she used "sensitive", yet such word is still not "issue based" language, but rather an improper personality assessment.

Although the Respondent did not raise the Complainant's use of the term "mansplaining" and may not have heard it used, and was not familiar with its meaning, I find it is also not respectful language or helpful. The substantive intent of that comment – i.e. a tone of talking down to – may, however, be accurate.

Regarding the emails leading to the November 18 interaction, I find there is some 'disconnect', with the parties engaging in a bit of a "dance", by which both parties could use some coaching so that such exchanges could be better be navigated in the future. In any event, the Complainant's initial email (November 17, 5:34 PM) is reasonable. The Respondent's email (November 18, 8:03:44 AM) appears to miss the nuance of the initial email, is not fully responsive, and sidesteps the Complainant's concern, although its not clear if that was intentional. Still, while not ideal, I do not see it as raising to a level that it violates the Code. The Complainant's reply email (November 18, 9:20 AM) was an attempt to explain or clarify her initial email, but it comes off as passively lashing back.

I find that the Respondent's additional documents, which restate her comments during the interview, support her perspective on the framing issues and raise a few other points, are of limited relevance to the incident and I have not shared

them with the Complainant as it would unnecessarily further lengthen this process.⁵

b. Statutory and Legal Context of the Incident

When reviewing the Code in light of this incident, I have followed the Supreme Court of Canada's direction to use the modern principle of statutory interpretation, which requires interpreting a provision by considering it in its entire context and by both (1) looking at its ordinary and grammatical meaning, in line with the plain meaning rule; and (2) ensuring that the interpretation is in harmony with the scheme of the statute as a whole, the object of the Act, and the intention of the legislature. This approach takes a more "holistic view" of statutory interpretation, encouraging courts to look at context.

Similarly, although not binding, another useful contextual backdrop is how other Integrity Commissioners ("ICs") in Ontario have grappled with disrespectful comments under similar Codes. A review of such cases shows the decisions to be fact specific, with results that do not show a clear theme, but seem to turn on factors such as the severity, frequency, and public exposure of the comments, as well as whether Human Rights interests were involved.⁶

c. Is the Incident a breach of the Code?

Yes. From my perspective, the framing incidents are background, but do not materially affect this incident. Likewise, while the November 17-18 emails are not ideal, they are not Code violations. Similarly, the November 18 conversation, appears to be a disconnect, but not a Code violation. However, rather than simply not agreeing, or not understanding each other, the concluding comment, "you are

⁵ While this inquiry is not a court case bound by Ontario's rules of evidence, I note that the rules of evidence generally consider it "unfair" to criticize and make findings against a party or even a witness without giving them a chance to respond. The concept has come to be known as the Rule of *Browne v Dunn*.

⁶ For instance, *Amyotte v B. Vrebosch*, [2022 ONMIC 12](#) (CanLII) found seemingly course language did not violate the City's Respectful Workplace Policy or Code requirement to "show respect for Staff..." as it was a single episode, not harassment, discrimination, or disrespectful, but an attempt to express that "the Complainant felt some hostility toward, that is, held a grudge against, the Respondent". In contrast, *Mulcahy v Leahy and Mitchell*, [2021 ONMIC 38](#) (CanLII) found a council member's comment "Let's see what Big Rhonda has to say" said during a 'hot-mic' moment in a council meeting, which was then widely reported, was a Code violation, as it was an inappropriate comment on physical characteristics, which can have adverse impacts on physical and mental health. The IC commented that the jurisprudence shows to the presence or refusal to provide an apology can be a mitigating or aggravating factor, but is not, alone, a dispositive factor.

touchy” runs afoul of the Code.

In the words of the Code, “you are touchy” is neither “*professional*” (Code section 6.4), “*issue-based*” (6.5), or “*constructive, respectful*” (6.8). It does not fulfil the “*duty to treat...one another...respectfully*” (6.49). In fact, it is “*personal, demeaning or disparaging with regard to any person, including Board staff or fellow Board members*” (6.5).

Simply put, it is commenting negatively about a person’s personality – whether accurate or not – rather than sticking to the issues at hand. In a sense, it is name calling. Its not professional and tends to create an unhealthy environment. Stated another way, an obvious concern underlying these Code sections is that while Trustees should feel free to voice their opinions and exchange information, they must do so in a respectful way to maintain a constructive atmosphere.

d. Contextual Concerns

While we have addressed what appears to be the central issue raised by this Complaint under the Code, we would like to briefly comment regarding some of the additional concerns raised to add some context.

Trustee Panylo’s underlying concern is a largely a tone from the Respondent that reflects a superior attitude, at times, “talking down”, which can feel patronizing, stifling and belittling. Declaring a person “touchy” fits with that perspective. The Complainant submits that the Response also reflects such tone, which, while subtle, I also noticed when reading the Response. The Respondent may not realise her tone is off-putting.

On a related note, while I have considered the Respondent’s submissions countering the Complainant’s interpretations of the framing events and raising some new issues, regardless of whether the submissions are objectively accurate, I ultimately conclude they are largely irrelevant, because the central point here remains whether the Respondent’s comment was respectful when the conversation did not go as either hoped.

I also note that the Complainant’s use of the term “mansplaining” is not respectful language. It’s not issue- or solution-based language. While it’s a short-form way of saying, “talking down to another”, typically implying the information is already known, it is a gender-based expression, and more simply, not helpful. Likewise, as I briefly noted above, the Complainant’s reply email comes of as passively lashing back.

One last observation is that these two Trustees are essentially talking in very different language styles, coming from different organizational perspectives, which differences may be widened, in part, by age, experience, colour, etc. While the Respondent did cross a line in this case, I strongly caution and encourage both sides to take a step back and rather than try and lecture each other and prove themselves right, that they attempt to understand each other, particularly as both have very valuable input and both appear to be deeply concerned with the mission of the DDSB and well being of the school system.

5.4 - Did the Respondent contravene Code section 6.6 during her November 18, 2024 interaction with the Complainant?

No. As described above, this incident involves unprofessional behaviour, in the sense of being disrespectful. Section 6.6 deals with conduct that “discredits or compromises the integrity...” of a Trustee. I read “integrity” in this context as dealing with something different, such as having a “conflict” or lack of discharging duties in good faith.

In summary, we find that Trustee Thatcher contravened Code sections 6.4, 6.5, 6.8, and 6.49, but not section 6.6. We recommend that the Board make such a finding. To be clear, the contravention arises from one reference by the Respondent calling the Complainant “touchy” but due to the significant overlap in the various Code sections, it could easily be addressed by any one or a combination of these sections. It is not necessary to pick one or the other in this case when all of them apply in their own way.

In terms of our recommended sanction, we believe that the Board’s finding of a Code violation – which is a public proceeding – is sufficient to address this Code violation, without a formal “sanction” including a “formal censure”. While the Respondent has not apologized, this violation deals with an interpersonal lapse, seemingly driven by an overly zealous management style, but does not in any way involve intentional behavior, ill-will, or integrity issues. The Respondent’s integrity is unquestioned, and she is a long-serving Board member. Thus, permitted sanctions under the *Education Act*, such as temporarily barring the Trustee from participating in Board governance, are clearly inappropriate, and similarly, we do not see that a “formal censure” would serve a useful purpose.

6.0 – CONCLUSION

We have concluded that Trustee Thatcher breached the Code.

However, section 218.3 (2) of the *Education Act* provides that the ultimate authority to determine whether a Trustee breached the Code lies with the Board itself, as follows:

“(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.”

Through its appointing by-law, the Board has entrusted inquiries about Code complaints to its appointed Integrity Commissioner.⁷ Such inquiry having been made, the Board is now required by law to consider this Report and make its own determination whether Trustee Thatcher has breached the Code of Conduct.

If the Board determines that Trustee Thatcher 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.

In accordance with the above findings, should the DDSB also adopt same, based on the above, we make the following recommendations as to sanctions:

- 1. We recommend that the Board adopt and accept this report.**
- 2. We do not recommend that the Board (a) formally censure Trustee Thatcher or (b) bar her from attending any meetings the Board *or* sitting on any of its committees.**

⁷ Appendix 1 – Appointment, Selection and Jurisdiction of the Integrity Commissioner

7.0 – ADDENDUM REGARDING THE RESPONDENTS RESPONSE TO THE DRAFT REPORT

The Respondent was provided a draft version of this Report and an opportunity to respond. The Respondent did provide comments. Although none of comments alter the result, I have made several minor revisions to the draft version for further clarity. Accordingly, this Report will be deemed final and reported to the Parties and Board of Trustees, via the General Counsel, as required by the Code of Conduct.

Respectfully,



Jeffrey Shapiro
Investigator, Office of the Integrity Commissioner

Endorsement and Issuance of Report

I, Michael L. Maynard, Integrity Commissioner for the DDSB, have reviewed the evidence, process, and results of Mr. Shapiro's Investigation. I agree with and endorse this Report and hereby issue it to the Complainant, Respondent, and Board of Trustees in conclusion of this matter.

As required by the *Education Act*, I (1) confirm that a copy of this Final Report has been provided directly to the Parties and to the Board via its Chair and General Counsel, and (2) ask that this Final Report be published on an open DDSB meeting agenda and be considered by the Board of Trustees at its earliest opportunity.

Confidentiality

Pursuant to DDSB's Complaint protocols, an Appendix to the Code of Conduct (*Appendix 2 – Complaint Protocol - Integrity Commissioner*), this Report, excluding any redactions made, when provided to the DDSB is considered "available to the public" and thus no longer confidential:

4.8 Confidential and Formal Complaints

A Formal Complaint will be processed as follows: ... (b) All reports

from the Integrity Commissioner to the Board of Trustees will be made available to the Public. The report may be redacted..."

Concluding Remarks

I trust this Investigation Report provides clarity to the parties regarding the matters at issue raised in this Complaint. Mr. Shapiro and I thank the parties for their assistance and cooperation. This matter is now concluded.



Michael L. Maynard
Integrity Commissioner, DDSB

APPENDIX B

Integrity Commissioner Report

Timeline	Action
April 22, 2025	Public meeting to consider the report of the Integrity Commissioner.
By May 7, 2025 (approximately)	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 May 21, 2025 (approximately)	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 April 22 as to breach and, if necessary, to confirm, vary or revoke any decision as to sanction made on April 22.

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.

53

- 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** As with any other communications, Trustees are accountable for their conduct 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 Bylaws.
- 6.47** Trustees are expected to be aware of and uphold their legal and ethical obligations while using Social Media 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.
- 6.48** 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 may 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 accounts remains subject to the Code of Conduct.

Discreditable Conduct

- 6.49** 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.
- 6.50** 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

- 6.51 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

- 6.52 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.
- 6.53 Trustees shall be respectful of the role of the office of the Integrity Commissioner.

Acting on Advice of Integrity Commissioner

- 6.54 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.
- 6.55 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.
- 6.56 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.
- 6.57 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

Effective Date

2012-06-18

Legislative References

Approved by

DDSB Board of Trustees

Amended/Reviewed

2015-11-16

2018-11-19

2019-03-14

2022-03-21

2023-06-19

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:

62

- (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"

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: April 22, 2025

SUBJECT: 2024-2025 Student Achievement Plan

PAGE: 1 of 6

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Mohamed Hamid, Superintendent of Education
 Stephen Nevills, Superintendent of Education
 Martine Robinson, Superintendent of Education
 Andrea McAuley, Superintendent of Education
 Michael Bowman, Superintendent of Education
 Margaret Lazarus, Superintendent of Education
 Lauren Bliss, Superintendent of Education
 Erin Elmhurst, Superintendent of Education

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

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

1.0 **Abstract**

Guided by the DDSB Multi-Year Strategic Plan, the 2024-2025 DDSB Student Achievement Plan outlines targeted, equity-informed strategies that will be implemented and monitored over the next three years. These actions are designed to ensure every student is supported to thrive academically, socially, and emotionally.

The 2024–2025 DDSB Student Achievement Plan (the Plan) (Appendix A) reflects the Durham District School Board’s (DDSB) ongoing commitment to anti-oppression, well-being, and academic excellence. Guided by the DDSB Multi-Year Strategic Plan, the Plan outlines targeted, equity-informed strategies that will be implemented and monitored over the next three years. These actions are designed to ensure every student is supported to thrive academically, socially, and emotionally.

Developed in alignment with the Ministry of Education’s (Ministry) [Better Schools and Student Outcomes Act](#), the Plan addresses three provincial priorities:

- a. Achievement of Learning Outcomes in Core Academic Skills
- b. Preparation of Students for Future Success
- c. Student Engagement and Well-Being.

Now in Year 2 of implementation, this updated Plan maintains consistent structures while deepening system practices based on evidence, lived experience, and feedback from students, educators, families, and communities. The Plan integrates both provincial and board data to identify areas of strength—such as literacy achievement, graduation outcomes, and inclusive school environments—as well as areas requiring continued focus, including mathematics achievement, student engagement, and well-being supports.

2.0 **Purpose**

The purpose of this report is to provide Trustees with information on the 2024-2025 DDSB Student Achievement Plan.

3.0 **Background**

On July 28, 2023, the Ministry released the [*Better Schools and Student Outcomes Act*](#), which requires all school boards to develop and publish a Student Achievement Plan aligned with three provincial priorities:

- a. Achievement of Learning Outcomes in Core Academic Skills
- b. Preparation of Students for Future Success
- c. Student Engagement and Well-Being

School boards are required to update the plan annually and share it publicly. The DDSB's 2024-2025 Plan integrates provincial data from EQAO and OnSIS (Ontario School Information System used by the Ministry to collect, integrate, and store data related to education), with board-level strategies and commitments outlined in the DDSB Multi-Year Strategic Plan. The Plan reflects an intentional focus on anti-oppression, well-being, and achievement, and includes key actions to impact continuous growth through consultation, data review, and ongoing system learning.

On March 21, 2025, the Ministry distributed the current year Student Achievement Plan template to school boards, setting the completion deadline for April 30, 2025.

4.0 **Analysis**

The 2024–2025 DDSB Student Achievement Plan builds on the foundation established in Year 1, maintaining a strong focus on anti-oppression, well-being, and achievement. While the overall structure and core strategies remain consistent, this year's update reflects a deepening of our system's approach—guided by evidence, lived experience, and feedback from students, staff, caregivers, and communities. Recognizing that meaningful change takes time, DDSB remains committed to sustaining effective practices while refining our response to emerging needs.

The plan draws on qualitative and quantitative data to support planning across classrooms, schools, departments, and District-wide. It aligns with the Ministry's required format, summarizing student outcomes and comparisons to provincial results,

and outlines responsive strategies for improvement over a three-year period. Annual updates ensure responsiveness to new data and feedback.

Key highlights from DDSB’s current performance include:

The data presented in the Plan (Appendix A) is drawn from the 2022–2023 and 2023–2024 Education Quality and Accountability Office (EQAO) assessments. In addition to standardized test scores, student perception data, such as awareness of mental health supports and preparedness for the next step in learning, was collected through EQAO student questionnaires administered alongside these assessments.

Additional indicators related to graduation, credit accumulation, and suspension rates are sourced from the Ontario School Information System (OnSIS) using data from 2021–2022 to 2022–2023.

- **Literacy:** DDSB students continue to perform on par with provincial outcomes. In reading, 71% of Grade 3 students and 82% of Grade 6 students met or exceeded the provincial standard. Writing results also remain strong and closely aligned with provincial trends.
- **Mathematics:** DDSB students outperformed the province in Grade 3 math, with 63% meeting the standard compared to 61% provincially. In Grades 6 and 9, results remain closely aligned, with only a 1% difference—49% of Grade 6 students and 53% of Grade 9 students meeting the standard.
- **Future Readiness:** DDSB’s five-year graduation rate is 87%, surpassing the provincial average of 85%. OSSLT success is also strong, with 90.9% of first-time eligible students successful compared to 89.5% provincially. While 74% of Grade 10 students earned 16 or more credits (vs. 78% provincially), 61% of students reported feeling prepared for the next step in their learning journey.
- **Well-Being and Engagement:** DDSB maintains a significantly lower suspension rate than the province (2.75% vs. 4.18%), reflecting continued efforts to foster inclusive and restorative school environments. Attendance remains on par with provincial averages, with 64.7% of students meeting the 90% attendance benchmark. Awareness of mental health supports is also closely aligned at 59%, compared to 60% provincially.

Together, these results continue to inform the refinement of key system strategies, including the implementation of the Math Achievement Action Plan (MAAP), responsive instruction grounded in Universal Design for Learning (UDL), and well-being supports designed to ensure that every student has the opportunity to thrive.

The 2024–2024 DDSB Student Achievement Plan is intentionally reflective of and aligned with broader departmental and system plans to provide a comprehensive and cohesive approach to student success. This includes (*click the links below to view*):

- [DDSB Multi-Year Strategy Plan](#)
- [DDSB Math Achievement Action Plan](#)
- [DDSB Teaching and Learning Plan](#)
- [Three-Year DDSB Mental Health and Well-Being Plan](#)
- [2024-2025 One-Year Mental Health and Well-Being Plan](#)
- [Compendium of Action for Black Student Success 2.0](#)

- [Anti-Oppression Strategy](#)
- [A Compendium of Action to Support 2SLGBTQIA+ Students, Staff, & Families](#)
- [Inclusive Student Services: Special Education Plan 2024-2025](#)
- [Empower Excellence Strategy](#)
- [School Achievement Plan Process](#)

As we develop the 2025-2026 DDSB Operational Plan, ongoing alignment with the recent DDSB Multi-Year Strategy Plan will continue to guide the evolution of the DDSB Student Achievement Plan—ensuring coherence, responsiveness, and impact across all schools and departments.

5.0 Financial Implications

The cost of implementing the 2024-2025 DDSB Student Achievement Plan is included in all of the 2024-2025 Core Education Funding as outlined on page 16 of the [2024-2025 DDSB Budget Book](#).

6.0 Strategic Links

The 2024–2025 DDSB Student Achievement Plan is deeply aligned with the DDSB Multi-Year Strategic Plan. Specifically, it supports the following strategic commitments:

- **Ignite Learning:** through high-quality, inclusive instruction, data-informed planning, and improved outcomes in literacy and mathematics
- **Ignite Well-Being:** by creating safe, supportive learning environments and advancing mental health and wellness
- **Ignite Community:** through partnership with students, families, and communities to ensure all learners feel seen, heard, and valued

This alignment ensures that system-level priorities and classroom-level actions remain connected and coherent across all schools and departments.

7.0 Communication/Implementation Plan

The Plan will be shared with staff, the community, and education and labour partners throughout April 2025 as follows:

Date	Audience
April 16, 2025	Union/Federation Partners
April 24, 2025	Ministry of Education
April 24, 2025	Live for public on DDSB website
April 30, 2025	Communication shared with DDSB staff
Special Education Advisory Circle	Date to be determined
Parent Involvement Committee	Date to be determined

8.0 Conclusion/Recommended Action

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

9.0 Appendices

- Appendix A – 2024-2025 Student Achievement Plan

Additional reference documents (*click the links below to view*):

- [DDSB Multi-Year Strategic Plan](#)
- [DDSB Math Achievement Action Plan](#)
- [DDSB Teaching and Learning Plan](#)
- [Three-Year DDSB Mental Health and Well-Being Plan](#)
- [2024-2025 One-Year Mental Health and Well-Being Plan](#)
- [Compendium of Action for Black Student Success 2.0](#)
- [Anti-Oppression Strategy](#)
- [A Compendium of Action to Support 2SLGBTQIA+ Students, Staff, & Families](#)
- [Inclusive Student Services: Special Education Plan 2024-2025](#)
- [Empower Excellence Strategy](#)
- [School Achievement Plan Process](#)

Report reviewed and submitted by:



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



Mohamed Hamid, Superintendent of Education



Stephen Nevills, Superintendent of Education



Martine Robinson, Superintendent of Education



Andrea McAuley, Superintendent of Education



Michael Bowman, Superintendent of Education



Margaret Lazarus, Superintendent of Education



Lauren Bliss, Superintendent of Education



Erin Elmhurst, Superintendent of Education

2024-2025 Student Achievement Plan: Durham District School Board

LEGEND: Durham DSB Province

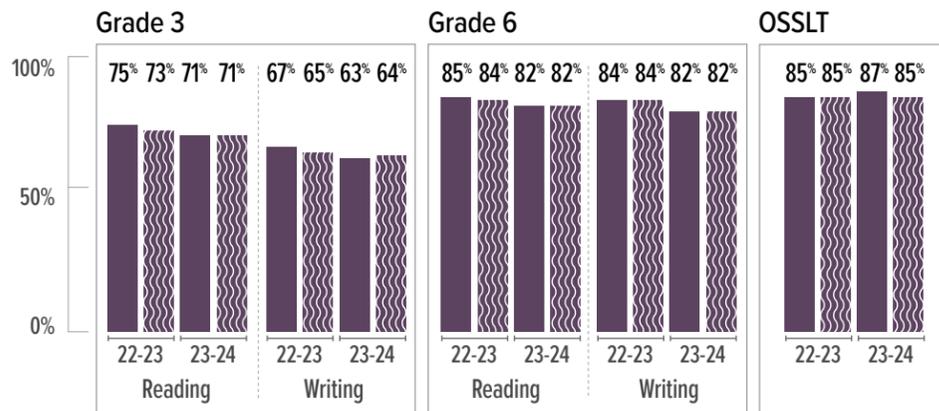


2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

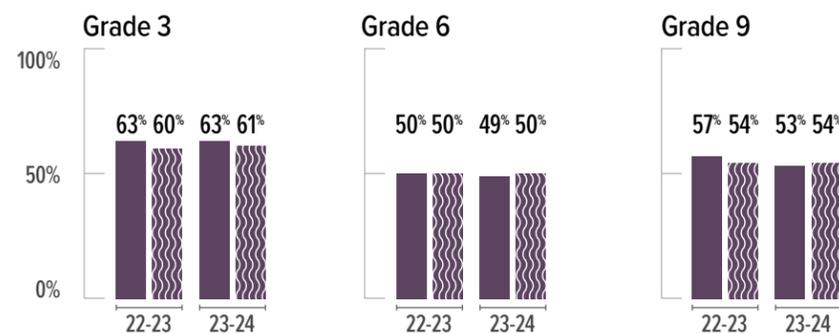
GOAL: Improve students' literacy learning and achievement

Measure: Percent (%) of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.



GOAL: Improve students' math learning and achievement

Measure: Percent (%) of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



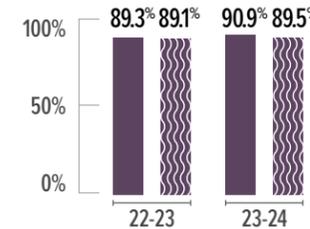
2023-2024 Academic Year

Preparation of Students for Future Success

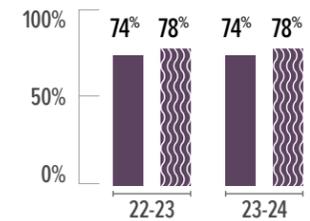
GOAL: Improve students' graduation rates and preparedness for future success

Measure: Percent (%) of students graduating with an OSSD within five years of starting Grade 9.

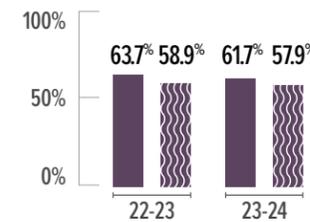
Includes students who began Grade 9 in 2018-2019 and tracks their progress until 2022-2023.



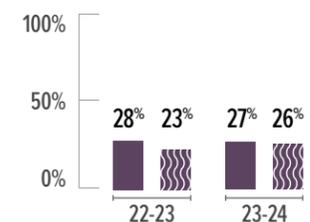
Measure: % of students who earn 16 or more credits by the end of Grade 10



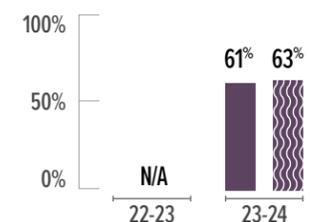
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

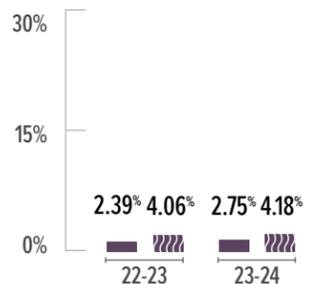


2023-2024 Academic Year

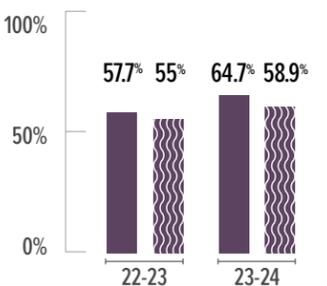
Student Engagement & Well-Being

GOAL: Improve students' participation in class time and learning for future success

Measure: % of students in Grades 4-12 who were suspended at least once

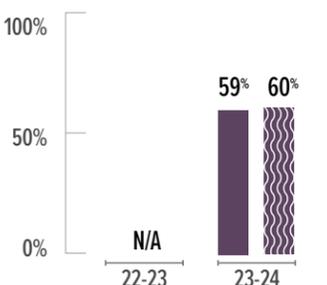


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



GOAL: Improve student well-being

Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health



2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

GOAL: Improve students' literacy learning and achievement

	School Board	Province
Measure % of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Reading	71%	71%
Grade 3 EQAO Writing	63%	64%
Grade 6 EQAO Reading	82%	82%
Grade 6 EQAO Writing	80%	80%
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	87%	85%

GOAL: Improve students' math learning and achievement

	School Board	Province
Measure % of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	63%	61%
Grade 6 EQAO Math	49%	50%
Grade 9 EQAO Math	53%	54%

Additional School Board Measures

Actions our school board will take to improve

- **Data-Informed Instruction:** Educators use Acadience screener data, progress monitoring tools, and platforms like Education Perfect to guide explicit whole-group and small-group instruction in both literacy and mathematics.
- **Collaborative, Evidence-Based Planning:** School teams engage in structured cycles of inquiry, using both qualitative and quantitative data to co-plan and implement targeted strategies.
- **Inclusive and Responsive Instruction:** Universal Design for Learning (UDL) principles are embedded into daily literacy and numeracy instruction, ensuring that all students can access, engage with, and demonstrate their learning.
- **Professional Learning and Coaching:** Educators continue to access job-embedded coaching, mentoring, and targeted professional development. The Mathematics Grades 1–12: DDSB Companion Guide and Math AQ courses are leveraged to strengthen educator confidence and content knowledge.
- **Focused Implementation in Identified Schools:** Schools identified for additional support through provincial and internal data receive intensive coaching, instructional support, and leadership guidance to help close achievement gaps and build capacity.

2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

GOAL: Improve students' graduation rates and preparedness for future success

	School Board	Province
Measure % of students...		
• who earn 16 or more credits by the end of Grade 10	74%	78%
• participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	27%	26%
• who graduated with an OSSD within five years of starting Grade 9 (2022-2023)	90.9%	89.5%
• who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	61.7%	57.9%
• who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	61%	63%

Additional School Board Measures

Actions our school board will take to improve

- **Reduce Attrition in SHSM:** Focused attention is being given to reducing student attrition rates in Specialist High Skills Major (SHSM) programs through targeted outreach, enhanced tracking, and improved alignment with student interests.
- **Monitor OYAP Success:** Ongoing tracking of student success in both accelerated OYAP Level 1 and OYAP programs is being implemented to ensure learners are supported and retained in skilled trades pathways.
- **Strengthen Grade 8 to 9 Transitions:** Schools are monitoring the learning skills and gap-closing needs of Grade 8 students transitioning to high school, with an emphasis on supporting students' readiness, belonging, and early credit success.
- **Pathways Communication:** A "30 Credits My Way" campaign is being launched to expand student and parent understanding of course and pathway options, supporting informed decision-making.
- **Expand Co-op and Community Partnerships:** Continued outreach is underway to grow the number of cooperative education placements in collaboration with local businesses, trade unions, and sector partners.

Department Plans

- | | | |
|---|--|--|
| • DDSB Multi-Year Strategy Plan | • Compendium of Action for Black Student Success 2.0 | • Three-Year DDSB Mental Health and Well-Being Plan |
| • DDSB Math Achievement Action Plan | • Anti-Oppression Strategy | • 2024-2025 One-Year Mental Health and Well-Being Plan |
| • Teaching and Learning Plan | • A Compendium of Action to Support 2SLGBTQIA+ Students, Staff, and Families | • Inclusive Student Services: Special Education Plan 2024-2025 |
| • School Achievement Plan Process | | • Empower Excellence Strategy |

2023-2024 Academic Year

Student Engagement & Well-Being

GOAL: Improve students' participation and in class learning

	School Board	Province
Measure % of students...		
• in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	64.7%	59.9%
• in Grades 4-12 who were suspended at least once	2.75%	4.18%

GOAL: Improve student well-being

	School Board	Province
Measure % of		
• Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	59%	60%

Additional School Board Measures

Actions our school board will take to improve

- **Promote Inclusive, Culturally Responsive Environments:** Support educators in using UDL and identity-affirming practices to foster belonging and reduce suspensions.
- **Build Student Relationships and Connectedness:** Support affinity groups (e.g., Indigenous Student Circles, Black Student Alliance, GSA) that foster voice, belonging, and well-being.
- **Enhance Mental Health Supports:** Expand culturally responsive mental health supports, school-based spaces, and staff training.
- **Expand Land-Based and Outdoor Learning:** Partner with Elders and Knowledge Holders to offer land-based learning rooted in Indigenous knowledge.
- **Strengthen Family and Community Partnerships:** Host regular school and system-level events to build strong, reciprocal relationships with families and communities.
- **Centre Student Input and Leadership:** Elevate student voice through school-based and system-level leadership and advisory opportunities.

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 22, 2025

SUBJECT: Unnamed North Oshawa SS Boundary Review **PAGE:** 1 of 12
(Windfields Farm Drive E. & Bridle Road) Oshawa

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
Lindsay Wells, Senior Manager, Development and Inclusive Design
Lygia Dallip, Manager of Property and Planning

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

The Durham District School Board is committed to providing learning and working environments that center human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

1.0 Abstract

Prior to the opening of a new school, a boundary review consultation involving the local community and partner schools is undertaken to establish the permanent attendance boundary in accordance with the Durham District School Board's (DDSB) School Boundaries Regulation (Appendix A). To accommodate the existing and future secondary school enrolment in the north Oshawa area, the Unnamed North Oshawa Secondary School will open in September 2026. This report, on the boundary review consultation process, is provided for information. Following completion of the consultation process, a report including the final recommended boundary will be presented to the Board of Trustees for approval.

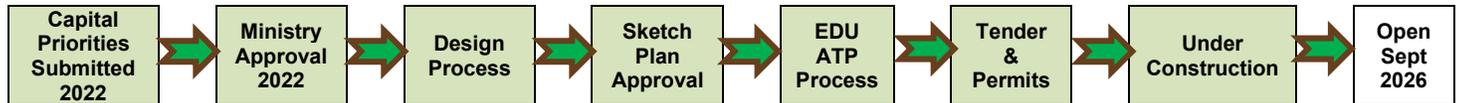
2.0 Purpose

The purpose of this report is to provide the Board of Trustees with information on the public consultation process to establish the permanent attendance boundary for the Unnamed North Oshawa SS, located at 245 Windfields Farm Drive E. (Windfields Farm Drive East and Bridle Road) in Oshawa.

The boundary review consultation will take place between April 23 and September 5, 2025, and will include Appendix B3 as the proposed boundary for community discussion and feedback. The Unnamed North Oshawa SS is currently under construction and is scheduled to open September 2026.

3.0 Background

The Unnamed North Oshawa SS received Ministry of Education (Ministry) Capital Priorities funding in May 2022 and is currently under construction. The school has a Ministry Rated Capacity (MRC) of 1,387 pupils and will accommodate students from Grade 9 to Grade 12. The school site is 14.94 acres.



Requests for funding to build the school were previously submitted to the Ministry's Capital Priorities program in 2015, 2016, 2017, 2019, 2021 and 2022, with funding being approved for the school in May 2022. Since 2015, four partner schools have been utilized to accommodate students from the proposed permanent boundary for the Unnamed North Oshawa SS.

Unnamed North Oshawa SS is part of a greenfield development area that is attractive to families. Greenfield development is the term used to describe development in what was previously large green spaces such as farmland. The new school will provide pupil accommodation for students residing in the north Oshawa development neighbourhoods, specifically located in the block south of Howden Road E, west of Townline Road N, north of Conlin Road E, and east of Thornton Road N, with an additional area south of Conlin Road E, west of Wilson Road N, north of Taunton Road E, and east of Thornton Road N (see Appendix B3).

The proposed permanent boundary for Unnamed North Oshawa SS includes part of the existing Maxwell Heights SS boundary as both secondary schools will accommodate students from the Kedron Planning area currently under development and over the next few years, the Columbus Planning area which is early in its development (see Section 4.0 of the report).

As outlined in the map found in Appendix B1 there are three partner schools, O'Neill CVI, RS McLaughlin CI and Eastdale CVI as well as Maxwell Heights SS, which are accommodating students residing in this new development (Kedron Planning area) until the new school opens in September 2026. Appendix B2 identifies the elementary schools that will feed into the new Unnamed North Oshawa SS.

The proposed Unnamed North Oshawa SS permanent attendance boundary aligns with the expanding growth boundary currently in place since development in the area began. In the 2026-2027 school year, both Maxwell Heights SS and the Unnamed North Oshawa SS will be the two secondary schools accommodating Oshawa's rapidly expanding Kedron Planning area. Due to current and projected enrolment pressures faced at Maxwell Heights SS, the Unnamed North Oshawa SS will absorb part of Maxwell's permanent boundary, specifically, the area north of Taunton Rd E, and west of Wilson Rd N, excluding the area south of the east-west stretch of the East Oshawa Creek.

The enrolment data, provided in section 4.0 of the report, supports the Unnamed North Oshawa SS proposed boundary, provided as Appendix B3. Appendix C1 reflects the current partner schools' boundaries, including the growth boundary areas that are located within the proposed Unnamed North Oshawa SS permanent boundary. Appendix C1 also reflects the existing permanent boundary for Maxwell Heights SS and the segment of this boundary being considered as part of the new secondary school's boundary.

The review is to establish the permanent boundary for the Unnamed North Oshawa SS is being undertaken in the 2024-2025 school year to provide sufficient time early in the 2025-2026 school year for staff at existing feeder elementary schools and existing partner secondary schools to work with students graduating from Grade 8 who will become part of the inaugural Grade 9 class.

3.1 Growth Boundaries and Partner Schools

As new homes are occupied, growth boundaries are identified and linked to partner schools to accommodate enrolment growth until funding is provided by the Ministry for the construction of a new school. A permanent attendance boundary is established prior to the opening of the new school.

Partner schools are determined based on factors including available space, site size, use of portables, transportation (distance to school and space to accommodate buses), adequate parking, and washrooms to accommodate the projected number of students and staff.

Once the partner school is identified, students and their siblings attend their designated partner school. Any new families moving into an established growth boundary also attend the identified partner school until such time as the permanent boundary for the new school is established and the new school opens.

3.2 Regulatory Requirement

DDSB's School Boundaries Regulation outlines the parameters used for creating new and revising current school boundaries. The Regulation includes a consultation process to gather feedback from the community (see Appendix A).

The DDSB is required to establish a permanent boundary for Unnamed North Oshawa SS, scheduled to open for the 2026-2027 school year. The proposed boundary for consultation is set out in Appendix B3.

4.0 Analysis

Based upon the proposed boundary, Table 1.0 identifies the secondary schools and elementary feeder schools impacted by the proposed permanent boundary for the Unnamed North Oshawa SS. Table 2.2 identifies the 2026-2027 enrolment projections for Unnamed North Oshawa SS and the four partner schools. This proposal includes students residing within the proposed boundary, who will be entering Grade 9, 10 or 11 in September 2026. These students are currently located at the four partner schools and the feeder elementary schools identified in Table 1.0 and in Appendices B1 and B2.

TABLE 1.0 – Partner Schools & Elementary Feeder Schools Impacted by Proposed Permanent Boundary of Unnamed North Oshawa SS

School	Feeder Elementary Schools	Note
Unnamed North Oshawa S.S.	Unnamed Symington Steeplechase P.S.	Opening
	Sunset Heights P.S.	Growth Boundary North of Taunton Rd W & Permanent Boundary North of midway point of Cedar Valley Park
	Sherwood P.S.	Growth Boundary & Permanent Boundary West of Wilson Rd N
	Elsie MacGill P.S.	Growth Boundary West of Wilson or North of Conlin Rd East
	Maamawi iyaawag P.S.	Entire Boundary
	Norman G. Powers P.S.	Growth Boundary North of Conlin Rd E
	Northern Dancer P.S.	Entire Boundary
	Kedron P.S.	Entire Boundary
	Dr. S J Phillips P.S.	Growth Boundary North of Conlin Rd E
	Beau Valley P.S.	Growth Boundary North of Conlin Road East (No development to date)
Maxwell Heights S.S.	Sherwood P.S.	South of Taunton Rd E and East of Wilson Rd N
	Elsie MacGill P.S.	South of Conlin Rd E and East of Wilson Rd North
	Seneca Trail P.S.	Unchanged
	Norman G. Powers P.S.	Permanent Boundary South of Conlin Rd E
	Gordon B. Attersley P.S.	Unchanged
	Pierre Elliot Trudeau P.S.	Unchanged
Eastdale C.V.I	Beau Valley P.S.	Permanent Boundary South of Conlin Rd E
	Hillsdale P.S.	Unchanged
	Coronation P.S.	Unchanged
	Harmony Heights P.S.	Unchanged
	Gordon B. Attersley P.S.	Unchanged
	Vincent Massey P.S.	Unchanged
	Village Union P.S.	Unchanged
	Clara Hughes P.S.	Unchanged
	Forest View P.S.	Unchanged
David Bouchard P.S.	Unchanged	

School	Feeder Elementary Schools	Note
R.S. McLaughlin C.V.I	Adelaide McLaughlin P.S.	Unchanged
	Stephen Saywell P.S.	Unchanged
	Woodcrest P.S.	Unchanged
	Waverly P.S.	Unchanged
	College Hill P.S.	Unchanged
	Village Union P.S.	Unchanged
O'Neill C.V.I	Dr. S J Phillips P.S.	Permanent Boundary South of Conlin Rd E
	Queen Elizabeth P.S.	Unchanged
	Beau Valley P.S.	Permanent Boundary South of Taunton Road W
	Sunset Heights P.S.	Permanent Boundary South of Taunton Rd W
	Mary Street Community School	Unchanged
	Coronation P.S.	Unchanged
	Hillsdale P.S.	Unchanged

Students residing in the growth boundary and in Grade 12 in September 2026 will remain at their existing designated partner school with transportation provided based on eligibility.

Younger siblings will attend the new secondary school. Students whose families reside outside of the Durham Student Transportation Services (DSTS)-established walk boundary will be provided with transportation to the new school.

The Unnamed North Oshawa SS is located in a mixed-use community (residential and commercial) area. North Oshawa has two secondary plans of subdivision identified with ongoing and future growth. The Kedron Planning area development is ongoing, and the Columbus Planning area is now starting to see development. The Columbus Planning area is at the north boundary of the Kedron Planning area. As new home construction continues and homes are occupied, it is expected that one or more of the existing secondary partner schools may accommodate students from future growth boundaries once Unnamed North Oshawa SS exceeds its ability to accommodate incoming students.

The opening of Unnamed North Oshawa SS for the 2026-2027 school year will result in 7 currently in-use portables at the four schools accommodating the growth being relocated within the District to address growth-related needs. By 2027-2028, an additional 3 portables will be relocated to other schools to address growth-related needs. Maxwell Heights SS and Eastdale CVI will see a slight decrease in enrolment by 2027-2028 as the 2026-2027 larger Grade 12 cohort graduates.

Should the Board approve the permanent boundary for the Unnamed North Oshawa SS in October 2025, there will be sufficient time in late November and December 2025 for graduating Grade 8 students, residing within the proposed permanent boundary, to work with the Guidance Departments of the existing partner schools as students plan for their Grade 9 year at the new school in 2026-2027.

Table 2.0 – 2024-2025 Current Enrolments:

School Name	Capacity	G.9	G.10	G.11	G.12	Total	Utilization	Portables
Eastdale CVI	1283	339	384	324	364	1411	110%	8
Maxwell Heights SS	1375	474	488	403	408	1773	129%	20
O'Neill CVI	1380	350	356	344	302	1352	98%	0
R.S McLaughlin CVI	1191	311	277	324	326	1238	104%	11
Unnamed North Oshawa SS (under construction)	1387	0	0	0	0	0	0%	0

Table 2.1 – 2025-2026 Enrolment Projection:

School Name	Capacity	G.9	G.10	G.11	G.12	Total	Utilization	Portables
Eastdale CVI	1283	490	343	393	341	1567	122%	12
Maxwell Heights SS	1375	483	482	511	441	1917	139%	24
O'Neill CVI	1380	412	382	359	363	1516	110%	6
R.S McLaughlin CVI	1191	332	310	281	321	1244	104%	2
Unnamed North Oshawa SS (under construction)	1387	0	0	0	0	0	0%	0

Table 2.2 – 2026-2027 Enrolment Projection:

School Name	Capacity	G.9	G.10	G.11	G.12	Total	Utilization	Portables
Eastdale CVI	1283	372	362	345	425	1504	117%	10
Maxwell Heights SS	1375	422	480	450	557	1909	139%	23
O'Neill CVI	1380	369	265	250	382	1266	92%	0
R.S McLaughlin CVI	1191	275	374	310	317	1276	107%	4
Unnamed North Oshawa SS (under construction)	1387	276	270	267	0	813	59%	0

Table 2.4 – 2027-2028 Enrolment Projection:

School Name	Capacity	G.9	G.10	G.11	G.12	Total	Utilization	Portables
Eastdale CVI	1283	350	397	379	361	1487	116%	9
Maxwell Heights SS	1375	430	441	501	480	1852	135%	21
O'Neill CVI	1380	308	367	267	264	1206	87%	0
R.S McLaughlin CVI	1191	284	274	366	337	1261	106%	0
Unnamed North Oshawa SS (under construction)	1387	299	285	279	276	1139	82%	0

By 2031-2032, (5 years from the opening date of the new north Oshawa SS), enrolment at Maxwell Heights SS is projected to continue to increase; utilization will be at 139% and the estimated number of portables will be 23. Similarly, Eastdale CVI's enrolment is also projected to increase; utilization will be at 140% and the estimated number of portables will be 22. These projections reflect development plans currently within the DDSB's most recent (2025) enrolment forecast and could change over time as the City of Oshawa's development forecast is updated.

North Oshawa has been experiencing rapid growth starting from the area north of Taunton Road East and moving up to the northernmost boundary line separating Oshawa from the Township of Scugog. At the most northern area of the boundary, students have historically attended Prince Albert PS at the elementary level and Port Perry HS at the secondary level in the Township of Scugog as these two schools are closer to the area between Columbus Road and the Oshawa-Scugog boundary.

There are currently 42 students in rural North Oshawa attending Prince Albert PS as they reside in its permanent boundary. As of right now, these 42 students will attend Port Perry HS upon graduating from Prince Albert PS, however, DDSB is considering providing the students within this area the choice of attending Port Perry HS or the Unnamed North Oshawa SS upon graduating from Prince Albert PS since the Unnamed North Oshawa SS would be a potentially preferred option given its location. The area of Oshawa within the current attendance boundary for Port Perry HS resides north of Columbus Road and is a rural community within the municipal boundary of Oshawa.

While accommodating these students at schools in Scugog has been the favorable choice from both a transportation and community planning perspective over the past few years, given the potential growth in the area proposed under the Columbus Planning Area it is anticipated that a future secondary school will be needed. As such, both Unnamed North Oshawa SS and Port Perry HS may be designated as partner schools to address future enrolment needs.

4.1 Consultation Plan

The Public Consultation Plan has been developed in accordance with DDSB's School Boundaries Regulation. Consultation will begin April 23, 2025, and end on September 5, 2025. As part of the consultation process two in-person public meetings be held as well as an additional webinar public meeting. The two in-person meetings will be held on May 6 and May 15, 2025. The public webinar meeting will be held on May 22, 2025.

Following consultation, a final recommendation report will be brought forward to the Board of Trustees for consideration and for a decision regarding the permanent attendance boundary for the new school at the October 20, 2025, Board Meeting.

4.2 Risks and Opportunities

With the opening of the Unnamed North Oshawa S.S., there is an opportunity to redirect 7 portables to address other accommodation pressures and ensure that fewer students are in alternative learning spaces.

No risks have been identified with the opening of the Unnamed North Oshawa S.S.

Students attending the four identified partner schools enrolled in Grades 9 or 10 in the 2025-2026 school year will attend the Unnamed North Oshawa SS in 2026-2027 as they progress to Grade 10 and 11 respectively. Students graduating from Grade 8 at the end of the 2025-2026 school year will be the inaugural Grade 9 class at Unnamed North Oshawa SS in 2026-2027.

5.0 **Financial Implications**

Potential for a reduction in transportation costs as a reduced number of buses will be required with the new permanent boundary. There is also the potential for reducing portable acquisitions as 7 portables will be relocated within the jurisdiction.

6.0 Strategic Links

A plan for efficient utilization of DDSB's existing spaces and planned new spaces opening for September 2026 will support meaningful learning by providing high quality teaching and learning spaces; contribute to connected communities by ensuring spaces that foster opportunities to meet, learn from and inspire each other are available; and advocate well-being by ensuring our schools are safe, caring and respectful environments where people can thrive.

7.0 Communication/Implementation Plan

The School Boundaries process is a community consultation process that includes a variety of communications including staff reports to the Board of Trustees, presentations available on DDSB's website, school communications utilizing impacted school websites, as well as other forms of school notifications, i.e., School Messenger notices.

The consultation process includes opportunities for community input through email, voicemail, survey as well as two in-person meetings, a virtual consultation, and School Community Council executive meetings with impacted schools. A dedicated email address and phone line will be established to gather community input.

All information resulting from the consultation process will be summarized and provided to the Board of Trustees in a recommendation report.

Key dates for consultation as noted above are as follows:

February 2025:

- Development of Boundary Review Information Report
 - Internal staff discussions.
 - Meeting with Oshawa Superintendents and System Leads included in the Boundary Review.

April 2025:

- Meeting with Oshawa Trustees to share information regarding the boundary review.
- Meeting with Principals of partner schools and feeder elementary schools included in the Boundary Review.
- April 22
 - The Boundary Review Information Report is presented at the Board Meeting to begin the community consultation process.

- April 23
 - Community consultation begins.
 - The Boundary Review Information Report and a presentation that provides an overview of the boundary review and communication timelines, including community consultation details, is available on the [DDSB website](#).
 - Communications messaging is provided to individual schools included in the Boundary Review.
 - Survey @ <https://survey.alchemer-ca.com/s3/50331106/SBRNOSS>  is open until 5:00 p.m. September 5, 2025.
 - SCC Executive Meetings for schools included in the Boundary Review will be scheduled, to accommodate the SCC Executive calendars. An overview of the initial staff report and the community consultation will be provided with a focus on feedback from the SCC Executive. The SCC Executive will also be asked to share the details of the process with the entire SCC, consultation opportunities and timelines to ensure feedback is gathered through the process.

May 2025:

- May 6
 - First in person public consultation meeting with respective partner secondary schools to gather community feedback to be held in the gymnasium at Eastdale CVI, 265 Harmony Road North, Oshawa at 7:00pm.
- May 15
 - Second in-person public consultation meeting with respective feeder Elementary schools to gather community feedback to be held in the gymnasium at Eastdale CVI, 265 Harmony Road North, Oshawa at 7:00pm.
- May 22, 7:00 pm
 - A webinar will be held to gather community feedback. There will be a formal presentation; however, the focus will be on community feedback.
 - Registration to participate in the webinar will be posted on the DDSB's website at www.ddsbc.ca.
 - At both in-person and online meetings, participants will be required to sign up prior to the event and details will be advertised through the schools' and the DDSB's website and social media.

September 2025:

- September 5
 - Consultation period ends September 5, 2025. Staff to review and analyze all input received.

Throughout the community consultation period of April 23 to September 5th, 2025, community feedback, which will be shared with local area Trustees, may be provided through:

Email: NOSSBoundaryReview@ddsb.ca Phone: 905-666-6308

All input received via the webinar, email, phone, and survey will be summarized and included in the Final Boundary Review Recommendation Report to the Board of Trustees for consideration and decision in October 2025. Any community recommended alternative options to address the accommodation pressures will be analyzed by staff and included in the final report.

- September 2025 (after close of consultation):
 - Staff to prepare draft Boundary Recommendation Report

October 2025:

- October 20, 2025
 - Final report, including recommended boundary for new secondary school presented to Board of Trustees for consideration and approval.

8.0 **Conclusion**

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

With the Unnamed North Oshawa SS scheduled to open for the 2026-2027 school year, the permanent attendance boundary needs to be established, and a community consultation process needs to commence.

The community consultation will occur from April 23 to September 5, 2025, with a final decision on the establishment of a permanent boundary by the Board of Trustees scheduled for October 2025. This approach provides sufficient time for students and families to prepare for the boundary changes, for staffing allocations to be determined and for Grade 8 students to select courses in late November 2025 through to January 2026 for their new school opening September 2026.

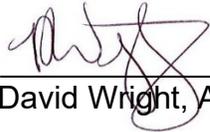
9.0 Appendices

- Appendix A: DDSB Regulation: School Boundaries
- Appendix B1: Unnamed North Oshawa SS – Initial Proposed Boundary Map & Partner Schools
- Appendix B2: Unnamed North Oshawa SS – Initial Proposed Boundary Map & Elementary Feeder Schools
- Appendix B3: Unnamed North Oshawa SS – Initial Proposed Boundary Map for Consultation
- Appendix C1: Partner Schools Boundaries Overlaid with Unnamed North Oshawa SS Proposed Boundary

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

School Boundaries

To provide a uniform procedure for establishing and adjusting school boundaries.

1.0 Criteria:

1.1 New School Boundaries

New school boundaries are established for newly constructed or planned schools. The locations of school sites are primarily determined at the Municipal Secondary Plan stage by Planning Staff. New school boundaries are designed to reflect the neighbourhood or community which the school is intended to serve. In a period of enrolment growth, it is expected that these boundaries will be altered to address growth related issues such as, accommodation, instruction, transportation.

Where possible, new school boundaries will be based on the following criteria:

- (a) municipal, community or neighbourhood boundaries as defined within Official, Secondary or Community plans;
- (b) local restricting parameters;
 - major roads, highways,
 - rivers,
 - rail lines,
 - hydro corridors,
 - incompatible land uses;
- (c) maximizing the walking population to the school;
- (d) accommodating both a peak population and a mature population adequately on site.

1.2 Adjustments to Existing School Boundaries

- (a) Interim Boundary Adjustments:
 - (i) **Causes:** Interim boundary adjustments are considered for a neighbourhood, school or family of schools in response to a number of problems that can arise:
 - areas where no school boundary exists;
 - in response to enrollment pressures;
 - in response to facility problems due to site constraints, temporary closure, timing of construction, damage due to fire or other catastrophes, etc.
 - (ii) **Time:** Interim boundary adjustments are temporary and should not be considered for periods exceeding three years.

(iii) **Criteria:**Preferred Alternative - Adjacent School

Where possible, interim school boundaries will take into consideration the nearest adjacent school that meets the following criteria:

- has available capacity or room for portable classrooms to accommodate students who are to be displaced;
- provides a similar program for students;
- is located within the same community or municipality;
- has a walking population component.

Other Alternatives:

Should the nearest adjacent school not meet the above criteria, the two other alternatives are:

Alternative A: a school within the same municipality which is accessible by public or Durham District School Board transportation which meets criteria 1. and 2. in section (iii).

Alternative B: a school within The Durham District School Board which meets criteria 1. and 2. in section (iii).

(b) Permanent Boundary Adjustments:

(i) **Causes:** Permanent boundary adjustments are primarily caused by:**Program Adjustments**

- French Immersion or Gifted program relocation or creation;
- JK-6 to JK-8, or 7 & 8 to JK-8 school conversion;
- location of new or unique programs within the Board, etc.

School Closure and Consolidation of School Facilities**Relocation of Student Population**

- where no community school will be built;
- when interim measures are extended beyond 3 years;
- in conjunction with previous two examples;
- to accommodate changes in facilities that alter school capacity, etc.

(ii) **Time:** Permanent boundary adjustments are considered for a neighbourhood, school or family of schools when an area is to be affected for a period greater than three years. Permanent boundary adjustments are major projects requiring extensive research and consultation and can have a lengthy period of implementation.

(iii) **Criteria:** Where possible, permanent boundary adjustments will be based on the following criteria:

- maintaining the educational viability of the program in question;
- school facilities must be adaptable to meet program needs and the anticipated student population;
- same criteria as listed in Section 1.1 "New School Boundaries" Sections (a) to (d).

2.0 Consultative Process:

2.1 Decisions regarding school boundaries ultimately rest with the Board. The consultative process is as follows:

- As part of the annual meeting between Planning staff and the Area Superintendents, discussions on the need for a boundary review will occur.
- The Planning Department and the appropriate Superintendent will develop a proposal in consultation with Durham Student Transportation Services. (Financial implications will be included).
- The Superintendent(s) of Education/Area, Transportation Department and the Planning Department will meet with the trustee(s) to discuss the consultative process, review the analysis and plan the public consultation process.
- An Open Session report to Trustees will be presented as information, regarding the commencement of a boundary review.
- The Superintendent(s) of Education/Area will consult with the Principal(s) and School Community Council chair(s) or Executive(s).
- The Superintendent(s) of Education/Area and the appropriate trustee(s) will initiate a public consultation process, involving a minimum of one Open House, with parents/guardians of students to be affected and involve the appropriate Principal(s), the School Community Council chair(s) or executive(s), the Planning Department and Durham Student Transportation Services. Information on the proposal will be outlined at the Open House and input from parents/guardians will be received.
- Based on staff expertise and past practice, it may be determined that a subsequent Open House is required within the process to provide additional information (ie boundary revision based on community feedback, survey results) or to create a community consultation process regarding possible transition plans.
- A dedicated email address and phone line will be set up to gather input, from the time the community are informed of the consultation process, to when an approval has occurred.
- An administrative report will be prepared by the Superintendent(s) of Education/Area in consultation with the Planning Department and Durham Student Transportation Services and presented to Administrative Council. This report will go to the Board for final approval.
- Details of the new or revised school boundaries and implementation will be communicated in writing by the Superintendent(s) of Education/Area to the school community.

2.3 Where possible, finalized details of new or adjusted boundaries will be determined and announced no later than the release of the Official Enrollment Projections preceding the school year in which the boundaries are to be enforced or phased in. This time frame allows for sufficient advance notice to parents, students, trustees, school and administrative staff.

Appendix:

None

Effective Date

98-06-26

Amended/Reviewed

2006-08-02

2012-05-22

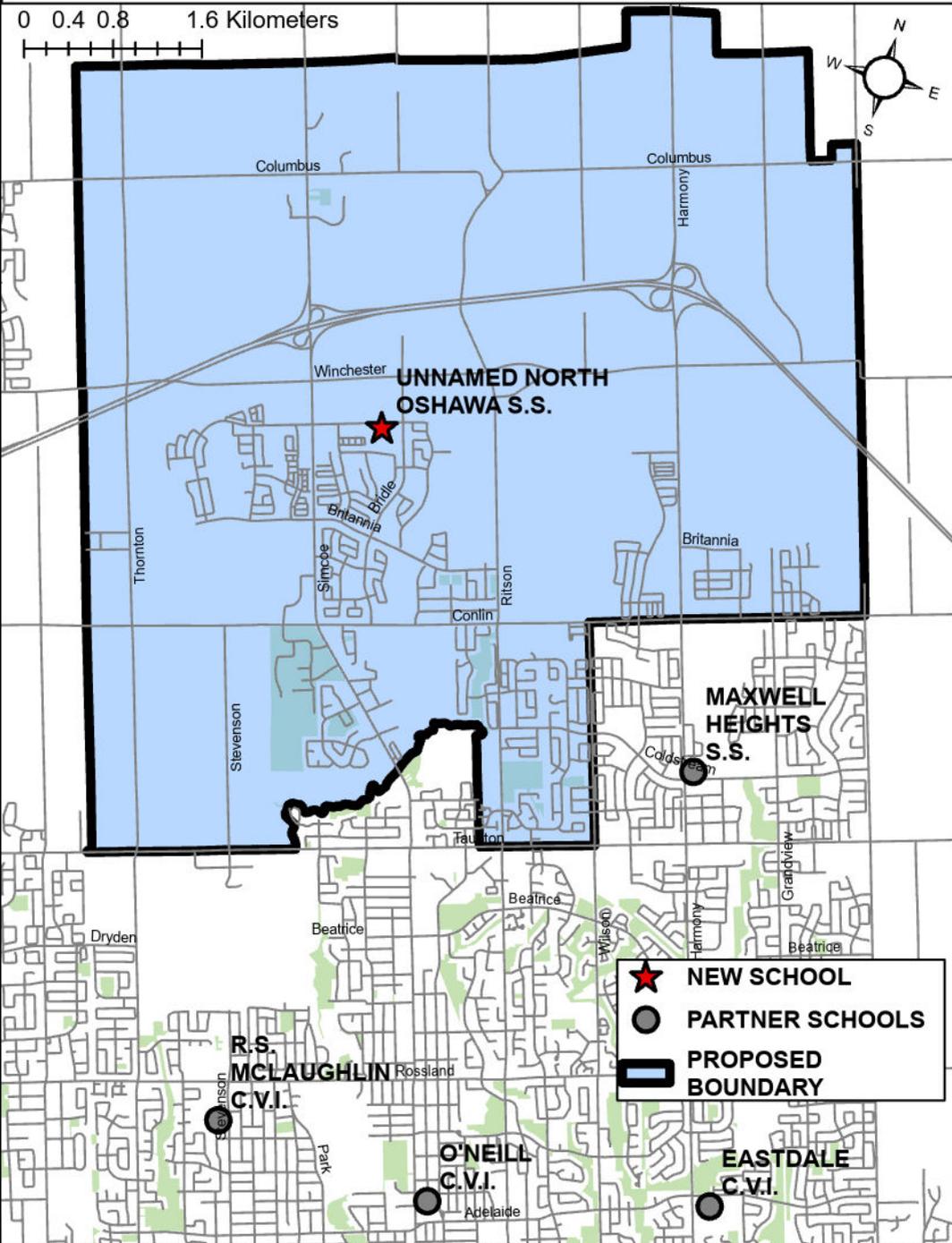
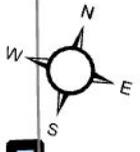
2012-10-01

2014-12-04

2019-11-08

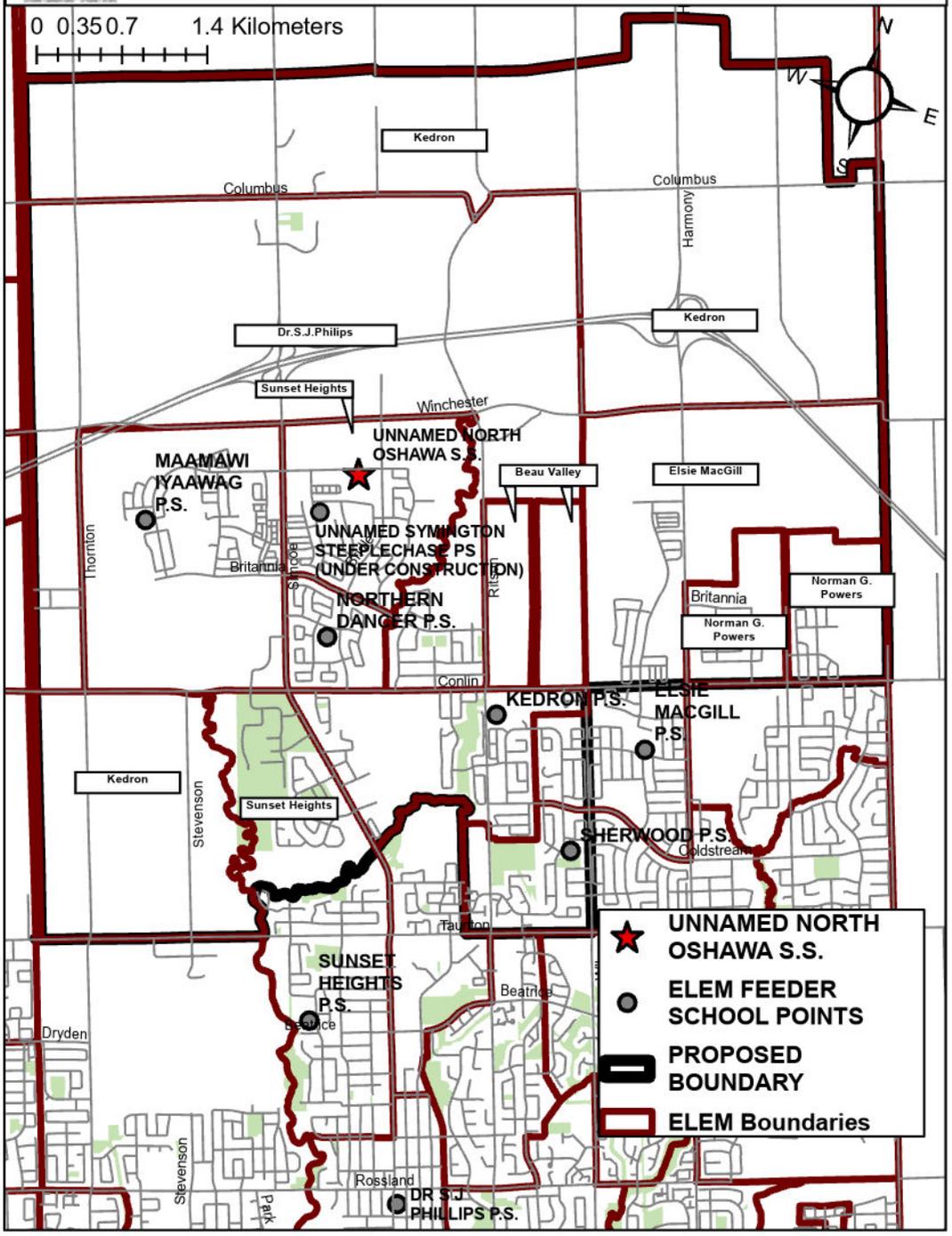
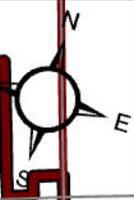
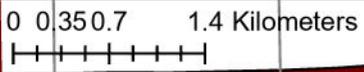
UNNAMED NORTH OSHAWA S.S. BRIDLE RD & WINDFIELDS FARM DR E, OSHAWA PROPOSED BOUNDARY MAP & PARTNER SCHOOLS APPENDIX B1

0 0.4 0.8 1.6 Kilometers



-  **NEW SCHOOL**
-  **PARTNER SCHOOLS**
-  **PROPOSED BOUNDARY**

This map has been produced from a variety of sources and contains public sector information made available under The Regional Municipality of Durham's Open Data License. The Durham District School Board has produced this map for reference purposes only. Sources: © Ontario Ministry of Natural Resources 2017; 2020 Orthophotography provided by © First Base Solutions Inc.; 2019 Digital Terrain Mapping provided by © First Base Solutions Inc. All rights reserved. Regional Municipality of Durham SLRN 2021; Parcel Data 2021; Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board. EA0E.



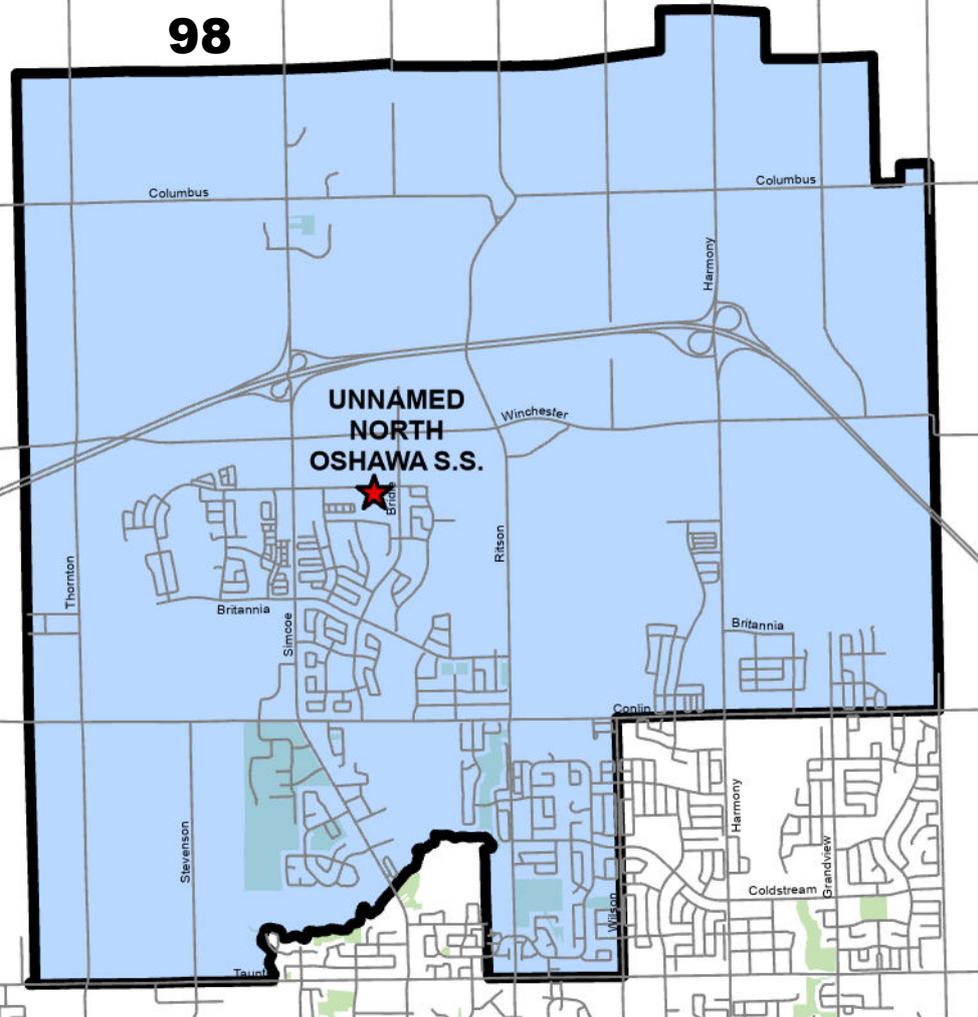
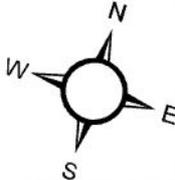
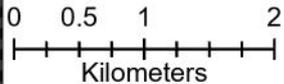
98

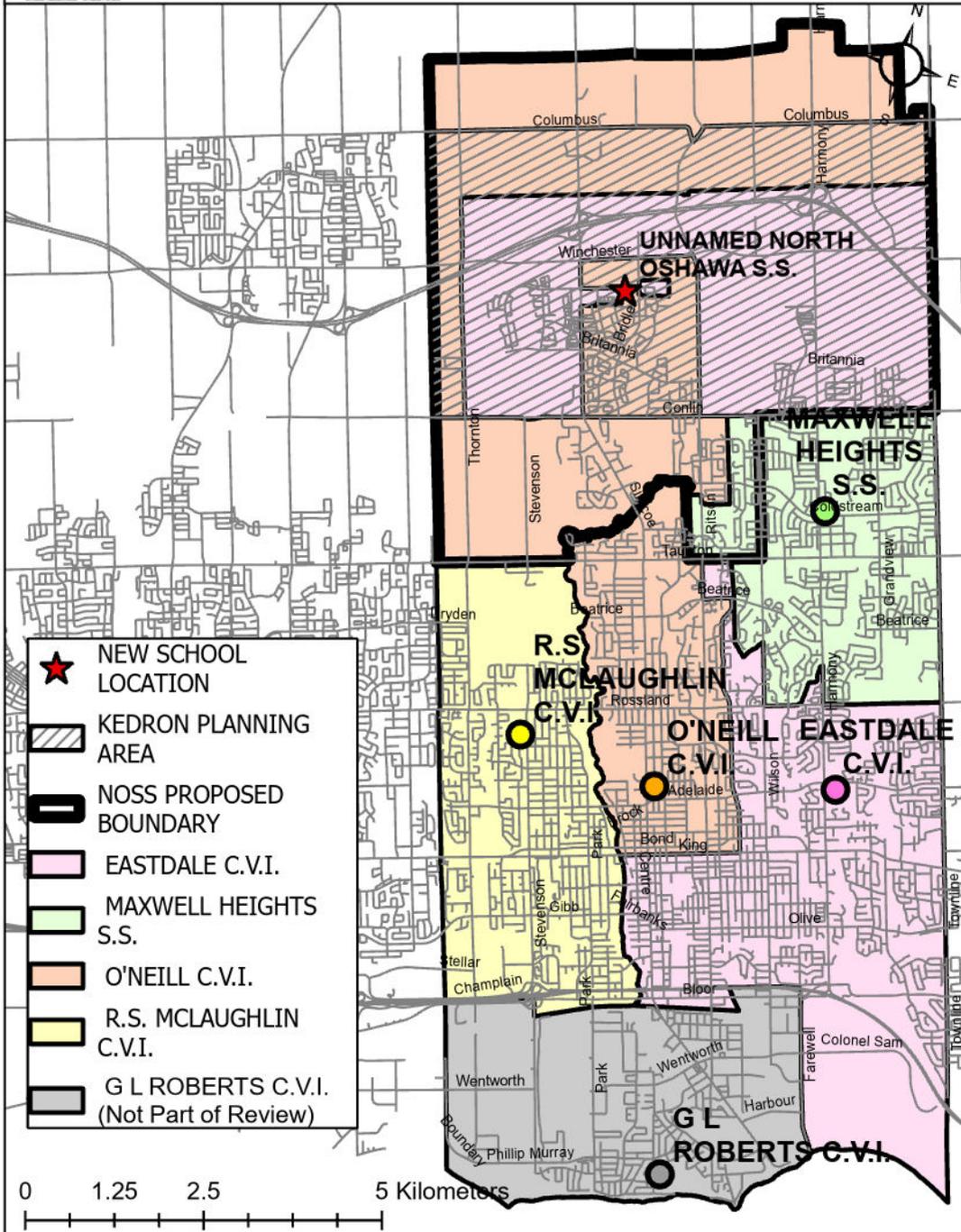
**UNNAMED NORTH OSHAWA S.S
BRIDLE RD & WINDFIELDS FARM DR
E, OSHAWA
PROPOSED BOUNDARY
APPENDIX B3**



 **NEW SCHOOL**

 **PROPOSED BOUNDARY**





This map has been produced from a variety of sources and contains public sector information made available under The Regional Municipality of Durham's Open Data License. The Durham District School Board has produced this map for reference purposes only. Sources: ©Ontario Ministry of Natural Resources 2010; 2020 Orthophotography provided by ©First Base Solutions Inc.; 2019 Digital Terrain Mapping provided by © First Base Solutions Inc. All rights reserved. Regional Municipality of Durham SLRN 2021; Parcel Data 2021; Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board. EAOCE.

5.0 Appendices

Appendix A – Durham District School Board Annual Report (File No. IC-35483-0325) for the Operating Period of January 22, 2024 to January 21, 2025

Report reviewed and submitted by:



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



Patrick Cotter, General Counsel



ADR
CHAMBERS

Integrity Commissioner Office
for Durham District School Board

MICHAEL L. MAYNARD
Integrity Commissioner
Durham District School Board
E-mail: integrity@adr.ca

April 15, 2025

SENT VIA EMAIL TO:

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

Dear Mr. Cotter:

Re: Durham District School Board Annual Report (File No. IC-35483-0325) for the Operating Period of January 22, 2024 to January 21, 2025

Thank you for the opportunity to act as the Integrity Commissioner (or “IC”) for the Durham District School Board over the past year. I am providing our Annual Report for the operating period of January 22, 2024 to January 21, 2025.

The IC’s role is to help Trustees ensure that they are performing their functions in accordance with the School Board Member (Trustee) Code of Conduct (“Code”) and the *Municipal Conflict of Interest Act* (“Act”). The IC is available to educate and provide advice to Trustees on matters governing their ethical behaviour and compliance with the Code and Act.

The IC is also responsible for receiving, assessing, and investigating appropriate complaints respecting alleged breaches of the Code by Trustees.

Requests for Advice

Five requests for advice were received from Trustees and responded to in writing during this operating period.

Code of Conduct Complaints

Thirteen formal complaints were received, processed for investigation, and concluded during this operating period.

Five complaints resulted in findings of no breach of the Code.

Seven complaints were dismissed on preliminary grounds.

One complaint resulted in a finding of breach of the Code and will be billed in the next operating period.

One informal complaint was received and resolved through mediation.

General Inquiries Received

Seven inquiries were received and responded to during this operating period. The inquiries varied in nature, but none resulted in the filing of a formal or informal complaint.

Billing

In accordance with our contract with the School Board, the billings for the operating period, commencing January 22, 2024 and ending January 21, 2025, totaled \$94,369.13.

Final Comments

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

Yours very truly,



Michael L. Maynard
Office of the Integrity Commissioner

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday February 6, 2025, 6:30 P.M.

ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) SEAC Chair
Charmain Brown, OPVIC Ontario Parents of Visually Impaired Children
Maritza Basaran, Autism Ontario – Durham Region Chapter
Tara Culley, Durham Down Syndrome Association
Allyson Eamer, Easter Seals Ontario
Rowin Jarvis, Learning Disabilities Association of Durham Region
Elizabeth Daniel, Member at Large
Jennifer McLaughlin, Sawubona Africentric Circle of Support
Jessica Wells, Member at Large

Trustees: Donna Edwards Kelly Miller Michelle Arseneault

Staff: Superintendent, Andrea McAuley
System Lead, Conor Jinkinson

Recording Secretary: Lisa Wry

1. **Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:33 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, live, and learn.

This statement was co-created in partnership with the Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island.

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

4. **Welcome Guests:** Joe Wrigley, Principal- Lakeside P.S., Lisa Wray, Secondary

105

Report Special Education Advisory Committee (cont'd)
February 6, 2025

School Administration representative, Melissa Cook, Elementary School
Administration representative.

Regrets: None

Absent: None

5. **Approval of Agenda:**

That the agenda for February 6, 2025, be approved: with the addition of more correspondence under item 10B Ministry of Education, a letter from the Ottawa Catholic DSB

MOVED BY: Trustee Donna Edwards SECONDED BY: Tara Culley

CARRIED

6. **Approval of the Minutes:**

That the minutes from January 9, 2025, be approved.

MOVED BY: Trustee Michelle Arsenault SECONDED BY: Tara Culley

CARRIED

7. **Staff Reports:**

ISS Impact Update-Work Education

- Programs to develop employment skills.
- Connection around transit and transit skills
- Transition and Work Education Coordinator team presented to the Board of Trustees on February 3, 2025. [Presentation Streaming Link-Life Beyond High School Transition Planning Guide](#)
- Feedback from SEAC members including access ease for students and families to follow.
- Next steps shared: Use of Responsive Education Project (REP) funding to provide schools a set of print copies of the Guide, a one-page copy with a QR code will be sent home with all students with intellectual or developmental disabilities. Also having a poster created that shows the Transition Pathway (page 2 of the Guide) for posting in space.

Need2Talk-Pilot Project

- Pilot project to provide quick access to mental health services in schools through Psychological Services or Social Work Services. Student access to Mental Health supports launched Need2Talk, provide a 45-minute single session connection with a mental health qualified professional; direct booking through QR code.

[Inclusive Student Services Special Education Plan](#)

Planning has begun for the 2025-2026 school year. Our core commitments that are the foundation to planning for students are publicly published in the Inclusive Student Services Special Education Plan. Planning centers on individual students within a district scaffolding of supports and services.

Board's General Model for Special Education, also known as Standard 2:

In March 2018, the Ontario Human Rights Commission (OHRC) released its 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 OHRC specifies that each student's needs are unique and must be considered individually and with confidentiality. The OHRC recommends first considering placement in the regular classroom before considering placement in a special education class. It is the OHRC'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).

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.

Special Education Placement Programs, Standard 9:

- 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.
- 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.

We are early in planning. As a district that has grown the number of special education placement program classes over the past few years, we are anticipating a fairly 'status quo' model for next year that will include annual adjustments between program types and locations responsive to students. Destreaming in secondary, now

beyond its initial few years is a factor in planning. We are also looking at proportionality and where students may not have had fulsome opportunities to have their learning supported in regular class placements, in home school, which again is an important commitment to inclusion and to students and their families/caregivers.

- Questions around the gifted accommodations within the regular classroom, and program projections/planning. Want to ensure the enrichment that they are entitled to is received.
- Reflection on our learners with intellectual giftedness; and how they can be served better.

8. **Board:** Trustee Donna Edwards shared with SEAC members that the Board of Trustees received information at a great presentation on Life Beyond High School Transition Planning Getting Started, want to highlight some data within the accompanying report and that the numbers are probably an understatement. Commented that this Planning Guide is a phenomenal resource supporting students to be successful.

The Student Trustee report shared feedback about use and access to transportation.

David Lepofsky's memoir, [Swimming Up Niagara Falls!](#) The Battle to Get Disability Rights Added to the Canadian Charter of Rights and Freedoms, is a memoir sharing experiences regarding supporting and upholding the Rights of people with disabilities.

The Ontario Autism Coalition (OAC) released a [report](#) detailing the results of their Special Education survey conducted in the Spring of 2024.

School Mental Health Ontario (SMHO) launched [By Your Side](#), a new parent/caregiver learning hub to support families.

9. **Presentation & Discussion: School Base Consultation Sessions**

- Principal- Joe Wrigley, Lakeside Public School
- Provided and overview of the Lakeside Public School-Listening session where Tara Culley joined as a parent and a member of SEAC.
- Gain an understanding of how families can advocate for their children and share lived experiences.
- Goal: families to leave the session feeling confident in navigating the school system.
- Helped strengthen relationships and build trust.
- Session was also an opportunity to share SEAC as resource.

Appreciation for this session was shared to Joe and Tara from the members of SEAC. Follow up action will be that Joe and Tara write a brief summary to share within the eBulletin for Special Education Resource Teachers (SERTs); to also include a request for other schools to share community engagement experiences specific to families of students with special education strengths and needs.

10. **Business Arising from the Minutes**
DRAFT SEAC Parent/Caregiver Survey (2025)

- A review of last months feedback was shared, which informed the updated survey. Example: Actions resulting from analysis of the 2023 survey expressed in the revised preamble to the draft 2025 survey
- Decision to be made by SEAC. Option A: Ministry Categories of Exceptionalities or Option B: Choice aligned with other DDSB surveys including Student Census and Positive School Climates and Well-Being Surveys – embedded lens of neurodiversity and more towards social, than medical, models of disability.
- SEAC decision for Option B
- Discussion of where giftedness is reflected in Option B; Intellectual – add specificity within brackets.
- Add: examples in brackets beside physical disabilities.
- Important to hearing how parents/caregivers identify their children, as some may choose neurodivergent.
- Good to see where more information can be shared by families with the options to include more information.

MOTION: TO APPROVE THE 2025 SEAC SURVEY

MOVED BY: TARA CULLEY SECONDED BY: ROWIN JARVIS

The Minister's Advisory Committee on Special Education (MACSE) is looking for feedback through Ontario Public School Board Association (OPSBA) to help inform policy. Prompts posed in a community consultation form. Form completed through discussion at SEAC with further opportunity for SEAC through to February 12, 2025. Highlights of SEAC contributions included:

Current Challenge: Funding model and the impact for growth enrolment districts with lagging Census data

Successful Practices: DDSB SEAC – seeing feedback into action. Opportunity for further shared reflection across school. Action talk.

Challenges and Possible Solutions: Recommendations of K-12 Education Standards Committee waiting on Ministry direction; local uptake of recommendations including clear, concise, in plain language resources.

Note: Completed MACSE Community Consultation Form will be shared back with SEAC as part of the March 2025 meeting agenda package.

10 b. Updated letter from Ottawa Catholic DSB

- Draft Updated letter from OCDSB
 - Draft Recommended changes to the letter from OCDSB from DDSB Chair Eva Kyriakides
 - Review for next meeting-letter plus letter with track changes from Eva.

11. Association Reports & Committee Reports

- PIC meeting:
 - Spoke about a new program helping students transition into high school.

- Focus on 30 Credits My Way, is an exciting new program.
- Considering brining in another Mental Health speaker

12. Correspondence

- DDSB Response to Ottawa Catholic DSB SEAC
- Distributed DDSB Letter to Ontario College of Teachers (OCT)
- Response from Ontario College of Teachers
- Letter from OCT to Limestone DSB
- Received Letter to OPSBA from Near North DSB-School Board Efficiencies
 - Same concerns are not share by DDSB SEAC.
- Draft Updated letter from OCDSB

13. Community Concerns

- Charmaine Brown shared Teacher for the visually impaired are few, and so students are not getting the support they need. Canadian National Institute for the Blind (CNIB) is seeking connection with these teachers to build capacity, with professional learning.
- Eva Kyriakides, Community connections gives families a sense of support and community.

14. Celebrations & Successes

- sensaRAneb Burrell, February is Black History Month, and currently we are in a time of uncertainty, and we can choose how we respond to challenges in life and our natural way of being is with peace. Shared a quote from Rosa Parks and supportive actions of SEAC:

“I had no idea history was being made, I was just tired of giving up.”

Our listening sessions, transitions planning, parent feedback surveys, 30 credits my way.

Tara Culley and her son James volunteer in the Canadian Adaptive Snowsports (CADS) Program at Brimacombe, James has been leading some of the skiers down the hill and the kids love him, so proud of him.

15. Next S.E.A.C Meeting

March 20, 2025

16. Adjournment

That the meeting now adjourns at 8:49 p.m.

Adjournment called by SEAC Chair Eva Kyriakides

MOVED BY: Trustee Donna Edwards SECONDED BY: Allyson Eamer

CARRIED

Report respectfully submitted by: Eva Kyriakides, SEAC Chair

Table 1-Action Items

ACTIVITY	RESPONSIBILITY	COMPLETION
Sharing Resource Links: David Lepofsky's Memoir OAC Report SMH-ON By Your Side	Andrea McAuley Lisa Wry	February 10, 2025
Feedback – SEAC Section ISS/Special Education Plan	Members of SEAC	By March 2025 SEAC Meeting
Family Engagement Conversation - Write Up for SERT eBulletin	Tara Culley Joe Wrigley	By March 2025 SEAC
SEAC Parent/Caregiver Survey 2025 – 1) Update/Confirmation to DDSB Research & Strategic Analytics Team and 2) translation services	Andrea McAuley	1) February 10, 2025 2) Following final draft confirmation
MACSE Consultation Form Additional Feedback	Lisa Wry – Circulate link SEAC Members	February 10, 2025 By February 12, 2025
Draft Letter from Ottawa Catholic District School Board SEAC – Feedback	Lisa Wry – Circulate draft SEAC Members	February 10, 2025 By March 2025 SEAC Meeting
Submit Motion to Board of Trustees; February Board Meeting Agenda Grandview Kids Family Counsel Membership to SEAC	Lisa Wry	February 9, 2025
Ontario College of Teachers Feedback on PreService Teacher Education	Charmain Brown Allyson Eamer	By March 2025 SEAC Meeting
CNIB Link for Teachers of Blind Low Vision Connect	Charmain Brown Michelle Crawford-Eade	By March 2025 SEAC Meeting

Inclusive Student Services

Impact Update

2024-2025 • Issue 5

Work Education

The purpose of Work Education is to build a wide range of skills while gaining a deepened understanding of personal interests and skill sets. As a student's confidence increases and they demonstrate employability skills, the focus of their work education shifts to finding experiences aligned with their individual goals and interests.

Work Education is the supported learning and practical application of employability skills through experiences working in schools and community. As an integral part of transitioning to life beyond high school, students have the opportunity to gain skills navigating different social settings and navigating the workplace within a safe and supportive environment. Students hone their skills in areas such as communication, navigating environments outside of the classroom, as well as additional opportunities to practice following instructions and time management. The focused aim of this program is to instill, within each student, the confidence and skills for independence while preparing them for paid employment.

Most students who participate in Work Education are accessing learning through special education placement in a [Practical Learning Program \(PLP\)](#) or [Transition to Work Program](#). Students have the opportunity to gain workplace experience within our schools and in community. Depending on the skill level of students, the types of placements may include in-school placements like recycling programs or creating their own school store, to accessing our centralized placements like the shredding site at Rosemary Brown P.S. and the DDSB Media Centre, as well as working in the community at local businesses in areas of retail, service, and hospitality.

Currently, there are 39 students attending a work placement from the PLP, and 50 students from the Transition to Work Program accessing work experiences.



"This program helps us get work experience. It helps some of us get part time jobs. Also, it has really helped me to be independent and even take the city bus on my own."

-Student

Examples of how students' progress from in-class opportunities through to community-based work placements:

Work Education Continuum Examples			
Employment Industries	Stage 1: In-Class	Stage 2: In-School	Stage 3: Community Based Placements
Retail	Create learning scenarios to practice skills such as stocking shelves, hanging and folding clothes, preparing items for sale, and social scenarios.	Example: Creating a school store	Example: Retail experience at clothing stores, hobby stores, hardware stores, food banks and grocery stores
Food Service	Create learning activities related to food preparation, table setting, serving, social scenarios, and may access specialized training such as the Safe Food Handling Course.	Example: Working in the school cafeteria, participating in the school's culinary program	Example: Fast food and dine-in restaurants, grocery store bakeries and deli counters
Caretaking	Create learning opportunities for sweeping, dusting, cleaning tables, disposal of recycling, maintaining public spaces and social scenarios.	Example: Working with the custodial team at school	Example: Custodial work at community centres, schools, and malls
Office	Create learning experiences through document filing, answering phones, sorting classroom supplies, inputting spreadsheet data, shredding, creating presentations, photocopying and social scenarios.	Example: Supporting school secretaries in the office, creating a photocopying business for teachers	Example: Office spaces such as dentist and doctors offices, corporate office spaces

“Work education is both inspiring and rewarding seeing the progress of the students as they become more self-confident and independent. This program is vital because it introduces the students to professional relationships outside of the classroom that closely resemble the real world of work. The skills that are nurtured in the program include workplace safety, goal setting, job expectations, independence through work and navigating public transit.”

-Educational Assistant



Skill Highlight: Transit Training

The Work Education Program as a whole for students in Practical Learning Programs as well as the Transition to Work Program, also receive a special opportunity to build an integral life skill through transit training. As participants within the Work Education Program, when appropriate, students will have the opportunity to gain experience taking public transit. Emphasis is placed on utilization of Durham Regional Transit to get to and from placements building the opportunity for schools to incorporate transit training as a part of students' learning goals. Students are encouraged to be involved in the route planning process as well as gain understanding of accessibility features and proper protocols when riding public transit.

Over the course of the Work Education Program students have transitioned into paid and or volunteer employment, as well as using the program as a stepping stone for readiness before entering into a post-secondary program.

For example, pathways for students who graduated in June 2024 included:

- 13 students achieved paid employment positions.
- 2 students went on to post-secondary education.
- 2 students moved on to community supports.

Currently, within the 2024-2025 school year, two students have been hired for paid employment as a direct result of their work education placement and demonstration of skills to their employer.



"This program has helped me to get a great work placement, it has helped me with bus training and this program has helped me to gain responsibility and experience. This program has also helped me with getting a part time job, because of all my experience and help making a portfolio."

-Student

"My favourite part of having students participating within the Work Education Program is working with the students to see how they grow and mature while providing them with the tools to achieve their goals."

-Educator



For more information about the DDSB Inclusive Student Services Impact Update, please visit [DDSB Inclusive Student Services](#).

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday March 20, 2025, 6:30 P.M.

ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) SEAC Chair
Charmain Brown, OPVIC Ontario Parents of Visually Impaired Children
Maritza Basaran, Autism Ontario – Durham Region Chapter
Tara Culley, Durham Down Syndrome Association
Seana Haley, Grandview Family Advisory Committee
Allyson Eamer, Easter Seals Ontario
Rowin Jarvis, Learning Disabilities Association of Durham Region
Elizabeth Daniel, Member at Large
Jennifer McLaughlin, Sawubona Africentric Circle of Support
Jessica Wells, Member at Large

Trustees: Donna Edwards Kelly Miller Michelle Arseneault

Staff: Superintendent, Andrea McAuley
System Lead, Michelle Crawford-Eade

Recording Secretary: Lisa Wry

1. **Call to Order:**

SEAC Vice Chair Tara Culley called the meeting to order at 6:34 p.m.

2. **Land Acknowledgement:**

SEAC Vice Chair Tara Culley 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, live, and learn.

This statement was co-created in partnership with the Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island.

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

4. **Welcome Guests:** Kim Argier Elementary Representative, Tracy Running Secondary Representative, Anagha Sumant Alternate Member for Grandview Family Advisory Committee

Regrets: Trustee Michelle Arseneault, Chair Eva Kyriakides, sensaRAneb Burrell, Rowin Jarvis, Charmain Brown

Absent: Trustee Kelly Miller

5. **Approval of Agenda:**

That the agenda for March 20, 2025, be approved:

MOVED BY: Trustee Donna Edwards SECONDED BY: Elizabeth Daniel

CARRIED

6. **Approval of the Minutes:**

That the minutes from February 6, 2025, be approved.

MOVED BY: Jennifer McLaughlin SECONDED BY: Allyson Eamer

CARRIED

7. **Staff Reports:**

ISS Impact Update-Blind and Low Vision Student Supports

Teachers of the Blind and Low Vision (ToBLV) support 82 students across the district.

Example of some supports provided:

- Compensatory Skills
- Sensory Efficiency
- Assistive Technology Skills
- Independent Living
- Career Education
- Recreation and Leisure Skills
- Self-Determination
- Social Interaction Skills
- Orientation and Mobility Skills

Abilities Centre Summer Therapeutic Recreation Program

- The Durham District School Board has an ongoing partnership with Abilities Centre, and Durham Catholic District Schol Board.
- The Summer 2025 Therapeutic Recreation report was brought to the attention of SEAC members.

8. **Board:** Trustee Donna Edwards shared with SEAC members that the Board of Trustees received information, and updates on quarterly construction and major projects; we are having a number of new schools built to try to keep pace with growth.

Mid-year update on the Math Action Plan showed student improvement but still have room for growth.

9. **Presentation & Discussion:**

A Compendium of Action to Support 2SLGBTQIA+ Students, Staff and Families

- A multi-year collaborative commitment from the district.
- History of work within the district shared with SEAC.
- Visible. Every. Day. is the goal of the committee for 2SLGBTQIA+ students, staff, and families.
- Work builds on actions including the roll out of the MyName software in 2022.
- Purpose of the Compendium is to support the creation of safer spaces for 2SLGBTQIA+ students, staff, and community members.
- Upholding student rights, staff rights and duty bearer responsibilities
- Students who identify as 2SLGBTQIA+ are less likely to feel they belong and connect, have meaningful and engaged learning, or have supportive relationships. It is the systemic oppression that can lead to a decline in mental health.
- Outlined areas of support:
 - Represent, Affirm and Recognize all Identities.
 - Cultivate Safe Learning and Working Environments
 - Foster Meaningful Connections
 - Support Mental Health and Well-being
 - Create Accessible Learning Opportunities

The Presentation was followed by a question-and-answer period with members.

- A fabulous document allows for deep thinking and reflection.
- Professional learning is rolling out in April and May
- The Inclusive Student Services runs a support program for 2SLGBTQIA+ students called AFFIRM.
- Intersectionality with students that may also have significant challenges.
- Work is underway within schools to update physical buildings of schools (e.g., inclusive washrooms) and professional learning.
- This is an example of the DDSB Human Rights Policy in action.

Special Education Funding

- Jennifer Machin, Senior Manager of Finance, attended and provided members with information about Core Education Funding inclusive of special education funding, explaining changes and updates from the Grants for Student Needs.
- Scheduled Education Finance Meetings: April 15, May 13, May 27 and, if required, June 3.
- A question-and-answer session about funding and supports took place.
- Working on recommendations from the K to 12 Education Standards Committee recommendations.

- This board has “done a lot more with a lot less” citing statistics related to school use percentages and average funding per ADE received by districts, very complex funding model.
- SEAC will be putting forward a deputation to the DDSB Education Finance Committee for April.
- The deputation from SEAC is generally recommendations, supports or feedback about the Special Education Funding.

Vice Chair Tara Culley requested any volunteers to contribute to the creation and presentation of the deputation; Jessica Wells, and Allyson Eamer volunteered to assist. Any specific requests members would like included in the deputation please send to Lisa Wry to compile for the deputation working group.

10. **Business Arising from the Minutes**

- SEAC 2025 Survey is currently with translation services.
- Information from Tara Culley and Joe Wrigley about School Listening Sessions was shared in the SERT eBulletin.

11. **Association Reports & Committee Reports**

March 21 is World Down Syndrome Day; wear your bright socks and celebrate individuals with Trisomy 21.

12. **Correspondence**

- Abilities Centre Report -Therapeutic Recreation in the Summer
- 2025 Ontario CEC Conference-Call for Proposals

13. **Community Concerns**

None brought forward.

14. **Celebrations & Successes**

- International Special Olympics – a variety of athletes came home with medals from the competitions.
- Tara Culley enjoyed a family vacation over March Break where her son Adam enjoyed seeing one of his teachers at the baseball game they attended while in Florida.

15. **Next S.E.A.C Meeting**

April 3, 2025

16. **Adjournment**

That the meeting now adjourns at 8:30 p.m.

Adjournment called by SEAC Vice Chair Tara Culley MOVED

BY: Allyson Eamer SECONDED BY: Elizabeth Daniel

CARRIED

Report respectfully submitted by: Tara Culley, SEAC Chair

Table 1-Action Items

ACTIVITY	RESPONSIBILITY	COMPLETION
Prior year SEAC Deputation to Education Finance to be circulated for information	Lisa Wry/Andrea McAuley	Completed March 24, 2025
Items to include in the SEAC Deputation to Education Finance	SEAC Members sent through Lisa Wry	Link included in above communication. Response requested by end of day March 28, 2025

Durham District School Board (DDSB)

Inclusive Student Services Impact Update

2024-2025 • Issue 6

Blind and Low Vision Student Supports

Intervention for a child or young person who is blind or visually impaired is based on the degree to which that individual can access, assimilate, and respond to the wealth of sensory information encountered through daily experience (*Ferrell, 2011 Canadian National Standards Document 2017*). Individualized programming is designed for each student through the Expanded Core Curriculum and is delivered through an Individual Education Plan (IEP) with the aim of building to the strengths of each student.

Students who are blind or visually impaired are supported by a team including classroom educators, Teachers of the Blind and Low Vision (TOBLV) and may include support from Education Assistants (EAs) and/or an Orientation and Mobility Specialist particularly around transitions (e.g., school and/or semester changes).

TOBLV are qualified instructors who provide educational service across a variety of settings to students in their school environment. In working with families, staff and school teams, the TOBLV build educator knowledge and understanding of the strengths and needs of each student. They are responsible to directly teach the Expanded Core Curriculum to those who meet Ministry criteria of Blind/Low Vision exceptionality. Typical instructional and support services have been determined in research to be critical in mitigating the impact of visual impairment on learning and development (*Holbrook, Kamei-Hannan, & McCarthy, 2017, Canadian National Standards 2017*).

“The DDSB and the Vision Resource team have done nothing but support me in all my endeavors, ambitions and aspirations. With all that I was taught and with all the support I have received throughout my youth, I know that I have the skills to continue to succeed throughout adulthood—and for that, I couldn’t be more grateful.”

–Student



Who We Are

Currently, the DDSB vision department is compiled of five TOBLV, one Teacher of the Deaf/Blind, two Braille Transcriptionists, one Orientation and Mobility Instructor, and ten EAs Supporting Vision. This team of DDSB staff members offer various program support to 82 students (2024/2025 school year) across the DDSB.



“The amazing vision resource teacher not only took the time to explain the complexities of Cortical Visual Impairment (CVI) she also provided a bounty of valuable ideas and resources. So much so that we have incorporated many of these into our daily program; used by all of our students... and has changed the way that we present new learning...”

–Educator

What We Do

One of the direct roles of TOBLV is to teach and deliver the Expanded Core Curriculum. This curriculum is composed of nine categories of experiences and concepts casually and incidentally learned by sighted students that need to be systematically and sequentially taught to learners who are visually impaired. These areas include:

Compensatory Skills: These include skills like braille, tactile symbols, and sign language, which are essential for learning academic content.

Sensory Efficiency: These skills help students make the best use of their senses, including functional vision, hearing, touch, taste, and smell.

Assistive Technology Skills: This includes the use of computers and other electronic devices such as Brailers, magnification devices and notetakers that help students function independently in school, at home, and in the workplace.

Independent Living Skills: These are the daily tasks necessary for independent living and include areas such as personal hygiene, food preparation, and money management skills.

Career Education: Prepares students for the workforce by exploring career options and teaching job-related skills.

Recreation and Leisure Skills: Encourages students to explore and enjoy leisure activities, promoting a balanced lifestyle. Here, students are introduced to hobbies and interests they may find enjoyment in.

Self-Determination: These skills enable students to advocate for themselves, make informed decisions, and set personal goals.

Social Interaction Skills: Visual impairments can limit the ability to learn social cues through observation, this area provides explicit instruction in social behaviors and interactions.

Orientation and Mobility Skills: Focuses on helping students navigate their environment safely and independently, using tools like white canes or monoculars. In older ages, it could include instruction working with a guide dog.



"I learned simple things that became second nature that really improved my independence. I learned to how to read and write in both print and braille, and type on a keyboard before many my age could. I learned how to use assistive technology to my advantage in my daily life, and I learned at a young age to navigate my immediate environment with ease. I learned how to advocate for my own needs when I need support, both in my post-secondary education, and throughout my career. A skill that can never be underestimated when you have a relatively invisible disability."

–Student

"From teaching me Braille at a young age to making sure my textbooks were always put into a format I could read, to conversations about life skills, everything was amazing. If I didn't have the support of the vision department, I wouldn't be where I am today. Now, thanks to the help of my vision itinerants and educational assistance, I am a braille user and have been trained in multiple different types of assistive technology. I have gone on to work with the Canadian National Institute for the Blind (CNIB) and provide resources to people with sight loss."

–Student

"We're very happy with the support from vision services. It has been invaluable and we can't imagine what his school experience would've been like without their hard work and dedication. We have seen him learn and benefit tremendously from the care they've all taken with his overall growth. We are convinced his self-confidence has been boosted tremendously."

–Parent/Caregiver

"The DDSB's Blind/Low Vision program staff have been such an important part of my son's development as both a student and a member of his community. Their dedication, expertise, and genuine care for his academic, social, and independence needs impresses me as both a parent and an educator myself. Having a unique set of needs, my son's education requires out of the box creative thinking that his teachers and educational assistants have excelled at. Strong school to home communication has been so important for me to know how to best help meet my son's needs as a parent. I appreciate the role that all of my son's special educators have helped provide for him!"

–Parent/Caregiver

"Working with vision resource teachers and EAs in the classroom has a profound impact on students and educators. These specialists bring unique knowledge and a skill set that ensures our visually impaired students have access to all educational opportunities ensuring their success. Students thrive because of this team of professionals who utilize a range of inclusive strategies which ensures students feel supported, valued, and empowered in their educational pursuits. Collaborating with our vision resource team fosters our commitment to inclusivity, thus creating a dynamic classroom where all students have the opportunity to thrive."

–Educator



For more information about the
DDSB Inclusive Student Services Impact Update,
 please visit [DDSB Inclusive Student Services](#).



April 2025 Dates of Significance

Sikh Heritage Month

Genocide Awareness Month

World Autism Awareness Day	2
Vimy Ridge Day	9
Passover/Pesach (Judaism)	12 - 20
Tamil and Sinhala New Year (Tamil)	13 - 14
Vaisakhi (Sikh and Hindu)	14
Good Friday (Christianity)	18
Holy Friday (Orthodox)	18
Palm Sunday (Christianity)	20
Easter (Orthodox)	20
Easter Sunday (Christianity)	20
First Day of Ridvan (Bahá'í)	20
Easter Monday (Christianity)	21
Earth Day	22
Yom HaShoah	23 - 24
Administrative Assistant Day	23
Yom HaShoah - Holocaust Memorial Day	23-24
Administrative Professionals Day	24

May 2025 Dates of Significance

Asian and South Asian Heritage
Month

National Principal's Day 1
Cinco De Mayo 5

Jewish Heritage Month

National Day of Awareness for Missing and
Murdered Indigenous Women, Girls, and
2SLGBTQIA+ Peoples (MMIWG2SLGBTQIA+) 5

Speech, Language and Hearing
Month

Yom HaShoah - Holocaust Memorial Day (Judaism) 5 - 6
Children's Mental Health Week 5 - 9
Vesak 12
Tamil Genocide Education Week 12- 18
Support Staff Appreciation Day 16
International Day Against
Homophobia, Transphobia, Biphobia 17

Victoria Day 20
National Accessibility Week 26 - 6/1
Ascension of Bahá'u'lláh(Bahai) 27 - 28
Red Shirt Day (Accessibility) 29