



Board Meeting Agenda

June 17, 2019 — 7:00 p.m.



Cypher: Black Male Empowerment Conference

Students from Westcreek PS in Pickering accompany Principal Quincy James to the third annual Cypher: Black Male Empowerment Conference on Thursday, May 23.

Black male students from grades 8-10 had the opportunity to network and learn about technology, design, and digital literacy while engaging in positive transitions and the chance to meet and network with community leaders.

DDSB Education Centre - Boardroom
400 Taunton Road E., Whitby, ON, L1R 2K6
905-666-5500 • 1-800-265-3968
ddsb.ca
Twitter: @Durhamdsb

THIS MEETING WILL BE LIVESTREAMED

Michael Barrett
Chairperson of the Board
City of Oshawa

Carolyn Morton
Vice Chairperson of the Board
Townships of Brock,
Scugog & Uxbridge

Darlene Forbes
Vice Chairperson of
Standing Committee
City of Oshawa

Patrice Barnes
Town of Ajax
Wards 1 & 2

Chris Braney
City of Pickering

Paul Crawford
City of Pickering

Donna Edwards
Town of Ajax
Ward 3

Niki Lundquist
Town of Whitby

Ashley Noble
City of Oshawa

Scott Templeton
Town of Whitby

Christine Thatcher
Town of Whitby

Sally Meseret
Student Trustee

Tyler West
Student Trustee

Risann Wright
Student Trustee

AGENDA

**DURHAM DISTRICT SCHOOL
BOARD MEETING
Monday, June 17, 2019 - 7:00 p.m.**

PAGE

1. Call to Order

2. Declarations of Interest

3. Moment of Silence/Acknowledgement

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

4. O Canada!

5. Captain Michael VandenBos P.S.

(Trustee Scott Templeton)

6. Adoption of Agenda

- | | | |
|-----|---|---------|
| (a) | APPROVED Minutes of the Special Board Meeting of April 10, 2019 | 1 – 3 |
| (b) | APPROVED Minutes of the Regular Board Meeting of April 15, 2019 | 4 – 12 |
| (c) | DRAFT Minutes of the Regular Board Meeting of May 21, 2019 | 13 – 22 |

7. This Is My Story

(Chair Michael Barrett)

Video

8. Presentation

- | | | |
|-----|---|---------|
| (a) | Durham Region Health Department – Healthy Schools Award
(Regina Elliott, RN, MN, Program Manager, Durham Region) | 23 – 25 |
|-----|---|---------|

9. Ministry Memorandums - Information

10. Public Question Period

11. Presentations/Awards

(a) Awards

- | | | |
|------|--|---------|
| (i) | Chairperson's Scholarship Award
(Chair Michael Barrett) | 26 – 27 |
| (ii) | Learning Disabilities Association Abilities Scholarship Award
(Superintendent Andrea McAuley) | 28 |

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(b) <u>Presentation</u>	
(i) Student Trustee Recognition (Chair Michael Barrett)	Verbal
12. <u>Report from the Committee of the Whole in Camera</u>	
13. <u>Director's News from the System</u> (Director Lisa Millar)	
14. <u>Recommended Actions</u>	
(a) Report: Standing Committee Meeting Minutes of June 3, 2019 (Trustee Carolyn Morton)	29 – 32
(b) Report: SEAC Meeting Minutes of April 25, 2019 (Trustee Donna Edwards)	33 – 45
(c) Official Naming of the Unnamed Oshawa P.S. (Superintendent Jamila Maliha)	46 – 48
(d) Notice of Motion: By-Law #9: Trustee Determination/Distribution/ Governance (Director Lisa Millar/General Legal Counsel Patrick Cotter)	49 – 50
15. <u>Information Items</u>	
(a) Incident Ad Hoc Committee Final Report (Superintendent Georgette Davis)	51 – 66
(b) Annual Operating Plan – End of Year Update (Director Lisa Millar)	67 – 70
(c) 2019-2023 Official Enrolment Projections (Associate Director David Visser)	71 – 81
(d) Quarterly Construction and Major Projects Progress Report (Associate Director David Visser)	82 – 89
16. <u>Correspondence:</u>	
(a) <u>Action Requested:</u>	
(b) <u>Other:</u>	
i. Ontario North East DSB	90 – 91
ii. DDSB	92 – 94
iii. DDSB	95 – 99
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vi. City of Oshawa	107 – 108
vii. OPSBA	109 – 113

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- 17. Other Business
- 18. Adjournment

APPROVED

MINUTES

The Special Meeting of the Board

Wednesday, April 10, 2019

The Special Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

Chair Michael Barrett of the Durham District School Board called the meeting to order at 7:00 p.m.

Members Present: Trustees Michael Barrett, Patrice Barnes, Chris Braney, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher

Regrets: Trustee Paul Crawford, Student Trustees Sally Meseret, Tyler West, Risann Wright

Officials Present: Director Lisa Millar, Associate Directors David Visser and Mark Fisher, Superintendents Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

Chair Michael Barrett advised that the Durham District School Board is proposing to enact an Education Development Charges Bylaw. This Bylaw will apply to the Region of Durham except the Municipality of Clarington.

This is a public meeting prescribed under the *Education Act* in connection with the consideration of the Education Development Charges Bylaw.

A public meeting to inform the public about the education development charge proposal was held on March 26, 2019. This is a formal public meeting as required by Section 257.63 of the *Education Act*.

Regular Meeting of the Board Meeting Minutes
April 10, 2019

The primary purpose of any Board in implementing education development charges is to provide a source of funding for new school sites. These are not funded by a per pupil grant under the Province's capital funding model.

EDCs may be set at any level, provided that:

- the procedures set out in the Regulation and required by the Ministry are followed and only growth-related net education land costs are recovered; and

The EDC calculation is based on new pupils generated by housing units within the bylaw area, for which building permits will be issued over the next fifteen- year period and for which additional school accommodation is required.

The Board undertook the background analysis respecting growth projections, pupil enrolment forecasts, determination of growth-related pupil place requirements, site costing, and the appropriate EDC forms. On April 10, 2018 the Minister of Education approved the EDC enrolment projections and number of school sites underlying the proposed by-law.

The Board is seeking input from the public and will give consideration to the submissions prior to the passage of its Education Development Charges Bylaw.

Chair Michael Barrett asked if there was anyone who wished to be heard on the matter of education development charges. There being none, the Board proceeded with the renewal of the Education Development Charges By-Law.

3. Education Development Charges (EDC) By-Law Renewal

Christine Nancekivell, Chief Facilities officer provided trustees with information to enact the Education Development Charges By-law.

2019:40

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE DURHAM DISTRICT SCHOOL BOARD RESOLVE THAT NO FURTHER PUBLIC MEETING, WITH RESPECT TO THE PROPOSED EDUCATION DEVELOPMENT CHARGES BY-LAW, IS NECESSARY.

CARRIED

Regular Meeting of the Board Meeting Minutes
April 10, 2019

3. Education Development Charges (EDC) By-law Renewal (Continued)

2019:41

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Christine Thatcher

THAT THE DURHAM DISTRICT SCHOOL BOARD APPROVE THE EDUCATION DEVELOPMENT CHARGES BY-LAW IN THE FORM, PROVIDED AS APPENDIX 1 TO THE REPORT, TO COME INTO FORCE ON MAY 1, 2019, WITH AN EDC RATE OF \$2,249.00 PER DWELLING UNIT, WITH A \$300.00 INCREASE EACH YEAR, ON MAY 1ST. THE EDC RATE IS APPLICABLE TO LANDS IN THE REGION OF DURHAM, EXCLUDING THE MUNICIPALITY OF CLARINGTON.

CARRIED

4. Adjournment

2019:43

MOVED by Trustee Ashley Noble

SECONDED by Trustee Chris Braney

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 7:10 p.m.

Chairperson

Secretary

APPROVED

MINUTES

The Regular Meeting of the Board

Monday, April 15, 2019

The Regular Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

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

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Tyler West, Risann Wright

Regrets: Trustee Niki Lundquist

Officials Present: Director Lisa Millar, Associate Directors David Visser and Mark Fisher, Superintendents Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson, Communications Manager, Peter Blake and Communications Officer, Charles Senior

Recording Secretary: Diane Kent for Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence

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

4. O Canada

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5. Alexander Graham Bell P.S.

Trustee Patrice Barnes welcomed the Alexander Graham Bell P.S. Grade 8 Concert Band. The band performed two selections entitled "March for a Norwegian Penguin," and "Furioso." Trustee Patrice Barnes congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2019:44

MOVED by Trustee Paul Crawford

SECONDED by Trustee Ashley Noble

THAT THE AGENDA BE APPROVED.

CARRIED

2019:45

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Darlene Forbes

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF FEBRUARY 19, 2019; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING OF MARCH 18, 2019;

SPECIAL BOARD MEETING OF MARCH 26, 2019.

CARRIED

7. This is My Story

Chair Michael Barrett advised trustees that starting in September 2018, the Board began a new feature entitled, This Is My Story, at every Board meeting to honour, recognize and celebrate the identity of DDSB students, staff and families. Every person has a story that makes them unique, and understanding the impact of identity helps us at the DDSB to strengthen our ability and commitment to ensuring that Equity, Diversity, Identity and Inclusion is a core priority. Tonight, Sally Meseret, Tyler West and Risann Wright, Student Trustees shared their stories.

8. Presentations

There were no presentations at this time.

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9. Ministry Memorandums – Information

Director Lisa Millar provided trustees with an overview of the 2019-20 Provincial Budget that was released on April 11, 2019. The following budget highlights were shared:

- Restrained expenditure outlook will be forecasted, effectiveness/efficiencies
- Funding to revise First Nations, Métis and Inuit studies curriculum for Grades 9-12
- Cricket will now be the new content in the Physical Education curriculum
- Development of a Parents' Bill of Rights
- A new Math curriculum focusing on fundamentals
- Grants for Student Needs (GSNs) funding will be announced at the end of April

10. Public Question Period

There were no public questions at this time.

11. Presentations/Awards

(a) Awards

There were no awards at this time.

(b) Presentations

(i) Make A Difference/Poverty Strategy Update

Superintendent Jim Markovski introduced Stacey Lepine, Senior Manager Early Years and Poverty Strategy, Claire Morgan, Manager Early Years and Poverty Strategy and Tanja Lamanna, Project Co-Ordinator, Early Years and Poverty Strategy who provided trustees with an update on "Make a Difference – DDSB's poverty Strategy (M.A.D.) that began implementation in September 2013. The initiative was developed to address early learning, preparing our youngest learners for schools, reducing the achievement gap at entry levels, addressing the impact of poverty and engaging and providing supports to Oshawa families. The initiative has expanded over the past two years to include early years through to adolescents and now includes schools located in priority neighbourhoods across the district. Tanja Lamanna introduced Trisha Elder, member of the community who spoke about her daughter Lily who attends Dr. S.J. Phillips PS and their personal experience in the FUSEDurham project.

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11. Presentations/Awards (Continued)

(ii) Inclusive Student Services – Supporting System & Student Transitions

Superintendent Andrea McAuley introduced Kyla McKee, Special Education Officer who provided trustees with information on how Inclusive Student Services is continuing to evolve our services for students, families and schools. Kyla McKee introduced Sade Gbalajobi, Transition Coordinator, Bobbie O'Dell, Special Education Officer and Braden Sherwood, Work Education Coordinator. She highlighted the focus on supporting transitions for students from ages three through 21 who have special education needs.

12. Report from the Committee of the Whole in Camera

Trustee Carolyn Morton reported on the actions of the Committee of the Whole in Camera. Trustees dealt with personnel issues, and employee relations issues.

13. Director's News from the System

Director Lisa Millar highlighted the following good news from the system:

Sinclair Secondary School Theatre's production of "I, Claudia" was recently honoured as an Outstanding Production at the National Theatre School Drama Festival. Sinclair will now represent Durham at the Eastern Regional Festival in Gananoque later this month. In addition, student Victor Drazilov was the recipient of the Award of Excellence for lighting design and stage management, and Victoria Marshall earned an Award of Excellence in acting.

On April 13th students, parents and guardians attended the annual Parents as Partners Symposium at Maxwell Heights Secondary School. It was a great event that focused on igniting inquiry, imagination and innovation in education.

Each year approximately 150 young students across Ontario are selected to participate in the Legislative Page Program. This year, Grade 7 student Hillary Brown from Uxbridge Public School was selected to serve at the Ontario Legislative Assembly from May 27, until June 7. The experience is a unique educational opportunity for Hillary and gives her a chance to further demonstrate responsibility and leadership, while learning about Ontario's Parliament and the legislative process.

March 20th was Crossing Guard Appreciation Day. Crossing guards ensure that our students are crossing the street safely on their way to and from school. Nottingham Public School surprised their crossing guard Walter with gifts and certificates from the students, and Samuel Steele Public School also recognized their crossing guard Bill.

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13. Director's News from the System (Continued)

On March 19th students from Brock High School, Port Perry High School and Uxbridge Secondary School pitched their business ideas to a Dragons' Den-style panel of judges. The Business Idea Pitch Competition was held at the Brock Youth Centre. Student Demitri Torres claimed first place in the competition, followed by Kara Steffensmeier, and Melody Cannon.

The Thorek family has sponsored the world-renowned Moshe Hammer's, music program at Terry Fox Public School. The Hammer Band is teaching 24 students from Grades 4 and 5 how to play the violin. These new musicians meet every Friday to practice and they are planning to perform for their families in May.

Approximately 288 elementary students participated in the first ever DDSB regional qualifier for the Skills Ontario Provincial Competition on March 21st. Seventy teams competed in construction, technology and design, robotics, and programming. The DDSB winners, who will be moving forward to the provincials in May were congratulated.

On April 11th DDSB's Durham Hairstylist Academy at GL Roberts CVI participated in the Angel Hair for Kids. This is a fundraising event, with proceeds going to A Child's Voice Foundation. They provide wigs and hair loss solutions to financially disadvantaged children in Canada who have lost their hair due to a medical condition or treatment. The Board is honoured and happy to support these courageous children.

On March 23rd, a contingent of DDSB staff including Superintendents and the Equity and Diversity team members were happy to attend and support the annual PFLAG Gala. DDSB educators Garret Metcalfe, Barry Bedford, and Lauren Chapple who each won a Champions Award for their work with the LGBTQ Community were recognized. Garrett, Barry, and Lauren help to make the DDSB stronger.

March 25th was Special Olympics Day. J. Clarke Richardson students, Justin Williams, Shabaana Mohamed and Trinity Earl participated in the flag-raising at the Durham Regional Police Services and will also be competing in the Invitational Youth Games May 14-17 in Toronto.

The DDSB also recognized Autism Awareness Day on April 2nd. It is our duty to ensure that all of our students are in inclusive environments and that they know their well-being and success is important to us. The DDSB is proud to support our students who have autism and their families on their journey through education.

On March 29th, the DDSB Education Centre hosted the first ever Empower Her ... Roots Conference. Black girls in Grades 6-8 listened to keynote speaker Cristal Hines, and engaged in a variety of workshops focusing on body image, self-esteem, shadism, and more. The conference is aimed at enhancing the success and well-being of young black girls in the DDSB.

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13. Director's News from the System (Continued)

In support of bullying awareness and prevention, McCaskill's Mills Public School, Beaverton Public School, Sunderland Public School, and Thorah Central Public School were treated to a live performance on March 28th from Sacha Visagie. Sacha is an up and coming Canadian country musician, who spreads the message of hope, respect, and self-love through her music.

On March 30th, the DDSB was happy to partner with the Durham Educators' Network for South Asians (DENSA), and the Association of Sri Lankan Graduates of Canada in holding a career guidance workshop for high school students and parents at Pickering High School. The career guidance workshop allowed students to meet professionals, receive advice, and understand career choices with course selections for high school and post-secondary studies.

The official opening of For Art's Sake 2019 took place on April 4th. DDSB secondary students had the opportunity to showcase their hard work and artistic talent at the Robert McLaughlin Gallery in Oshawa from April 4 – 20. Artwork was created using a variety of tools such as graphite, acrylic paint, chalk pastel, mixed media, and more.

Last year was phase one of Matchbox to Ignite Learning. We are now driving towards Matchbox 2.0, which will maximize our resources and create even more innovative experiences for our students and educators. Matchbox 2.0 provides a kit to every school and engages teachers in creating innovative projects to implement our innovation priority. Schools will be funded in the following areas: design of digital tools and resources, creating innovative learning spaces, and shifting instructional and pedagogical practices. A video was shared.

As the dates of significance were viewed, Director Lisa Millar recognized a comment from a member of the community regarding the focus on equity. This comment came to the Board after seeing a flyer for Sikh Heritage Month. She noted that the Board's efforts in recognizing the diversity of communities, and the various contributions is making great advances as we continue to grow as a school board where people want their children educated.

Dates of Significance:

April 16	Student Recognition Night
April 19	Good Friday
April 20-27	Pesach/Passover
April 21	Palm Sunday (Orthodox)
April 21	Ridvan begins
April 21	Easter Sunday
April 22	Easter Monday
April 22	International Earth Day
April 24	Administrative Professionals' Day
April 25	French Immersion Parent Information Night
April 25	SEAC Meeting

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13. Director's News from the System (Continued)Dates of Significance (Continued):

April 26	Good Friday (Orthodox)
April 27	And Still We Rise – Elementary Edition
April 28	Pascha-Easter
May 5-11	Children's Mental Health Week
May 5-11	Education Week
May 6	Standing Committee Meeting
May 6	Ramadan begins
May 9	Activating Student Success Awards – DBEN
May 12	Mother's Day
May 14	Parent Involvement Committee Meeting
May 15	International Day of Families
May 16	SEAC Meeting
May 17	International Day Against Homophobia
May 18	Visakhi Puja
May 20	Victoria Day
May 21	Board Meeting
May 21	World Day for Cultural Diversity for Dialogue and Development
May 21-23	Primary & Junior EQAO
May 23	Declaration of the Bab
May 25	National Missing Children's Day
May 28-30	Primary & Junior EQAO
May 29	Ascension of Bahá'u'lláh
May 31	World No Tobacco Day

14. Recommended Actions(a) Report: Standing Committee Meeting Minutes of April 1, 2019

Trustee Carolyn Morton presented the report of the Standing Committee Meeting of April 1, 2019.

2019:46

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Ashley Noble

THAT THE REPORT OF THE STANDING COMMITTEE MEETING OF APRIL 1, 2019 BE RECEIVED.

CARRIED

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(b) Report: SEAC Meeting Minutes of February 21, 2019

Trustee Donna Edwards presented the report of the SEAC meeting of February 21, 2019.

2019:47

MOVED by Trustee Donna Edwards

SECONDED by Trustee Darlene Forbes

THAT THE REPORT OF THE SEAC MEETING OF FEBRUARY 21, 2019 BE
RECEIVED.

CARRIED

15. Information Items

(a) 2018-2019 Interim Financial Report – Operating Expenditures for the Period Ending February 28, 2019

Associate Director David Visser provided trustees with information relating to the operating expenditures as at February 28, 2019 (Quarter 2).

(b) Bus Cancellation: Continuous Learning at Home

Superintendents Silvia Peterson and Anne Marie Laginski provided trustees with information about learning at home on days when there is a bus cancellation. They also answered questions of trustees.

(c) Proposed Staffing Allocation 2019-2020

Associate Director Mark Fisher provided trustees with an overview of the staffing allocation changes proposed by the Ministry of Education in the memo (2019:B08 – New Vision for Education) dated March 15, 2019, and their potential impact on staffing at the Durham District School Board for the 2019-2020 school year. The proposed changes apply to elementary and secondary teachers, and Early Childhood Educators. He also answered questions of trustees.

(d) Air Conditioning Update – Schools and Portables

Associate Director David Visser provided an update regarding the 3-year air conditioning projects occurring in schools as well as the continuation of the Portable Replacement program. He also answered questions of trustees.

(e) Ministry of Education Announcement – Education That Works For You – Modernizing Classrooms - Correspondence

Chair Michael Barrett provided trustees with an overview of the letter to be forwarded to the Minister of Education regarding trustees' concerns as they relate to the Minister of Education's announcement to modernized classrooms across the Province.

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16. Correspondence(a) Action Requested

There was no correspondence at this time.

(b) Other

- (i) Toronto DSB
- (ii) Hamilton-Wentworth DSB
- (iii) Cultural Expressions Art Gallery Inc.
- (iv) Simcoe County DSB
- (v) Peel DSB
- (vi) Toronto DSB
- (vii) Hastings and Prince Edward DSB
- (viii) Trillium Lakelands DSB
- (ix) Limestone DSB
- (x) Halton DSB

The correspondence was listed for the information of trustees.

17. Other Business

There was no other business at this time.

18. Adjournment

2019:48

MOVED by Trustee Scott Templeton

SECONDED by Trustee Paul Crawford

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:38 p.m.

Chair

Secretary

DRAFT**MINUTES****The Regular Meeting of the Board****Tuesday, May 21, 2019**

The Regular Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

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

Members Present: Trustees Michael Barrett, Chris Braney (left at 8:37 p.m.), Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Tyler West, Risann Wright

Regrets: Trustee Patrice Barnes

Officials Present: Director Lisa Millar, Associate Directors David Visser and Mark Fisher, Superintendents Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson, Communications Manager, Peter Blake and Communications Officer, Kim Brathwaite

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence

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

4. O Canada

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5. Northern Dancer P.S.

Trustee Ashley Noble welcomed the Northern Dancer P.S. Northern Fury Intermediate Band. The band performed three selections entitled "When the Saints Go Marching In," "First Light," and "Feel the Fury." Trustee Ashley Noble congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2019:49

MOVED by Trustee Donna Edwards

SECONDED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED.

CARRIED

2019:50

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF MARCH 18, 2019;

SPECIAL BOARD MEETING OF MARCH 26, 2019; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

SPECIAL BOARD MEETING OF APRIL 10, 2019;

REGULAR BOARD MEETING OF APRIL 15, 2019.

CARRIED

7. And This is My Story

Chair Michael Barrett advised trustees that starting in September 2018, the Board began a new feature entitled, This Is My Story, at every Board meeting to honour, recognize and celebrate the identity of DDSB students, staff and families. Every person has a story that makes them unique, and understanding the impact of identity helps us at the DDSB to strengthen our ability and commitment to ensuring that Equity, Diversity, Identity and Inclusion is a core priority. Tonight's edition of "And This Is My Story" features Principal David Robson, who is the Principal of Dr. S.J. Phillips P.S., in Oshawa. David shares his story about his own challenges at school as a young boy and the impact teachers had on his success. This story is inspiring, as it truly shows how staff make a difference in lives of students and how Principal Robson now impacts students in his school because of the difference educators made in his life.

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8. Presentations

There were no presentations at this time.

9. Ministry Memorandums – Information

Director Lisa Millar provided trustees with an overview of the Ministry memorandums. She noted that the Board is still waiting for the technical paper to complete the analysis and impact of the budget. The Ministry announced the new Ontario Curriculum for First Nations Metis and Inuit Studies. The new math curriculum will be released at the beginning of September and training will be provided in the Fall by the Ministry and DDSB staff.

10. Public Question Period

There were no public questions at this time.

11. Presentations/Awards

(a) Awards

There were no awards at this time.

(b) Presentations

(i) Durham Black Educators' Network (DBEN)

Superintendent Mohamed Hamid provided trustees with an overview of the Durham Black Educators' Network (DBEN) student leadership program and the And Still We Rise conference for secondary students held annually in the Durham District School Board. He introduced Cheryl Rock, DBEN Chair/And Still We Rise Co-Chair, Eleanor McIntosh, DBEN Past-Chair/And Still We Rise Co-Chair and Jennifer Seif, DBEN Media Coordinator/And Still We Rise Committee Member. The group provided trustees with a PowerPoint overview of the one-day conference. It is an amalgamation of keynote speakers, student and community facilitated workshops and a gender-based panel that is focused on a unique theme, designed to engage and provoke critical thought and deep learning. Student Ambassadors, Danielle Martin, Maxwell Heights S.S. and Keira Cawker, O'Neill C.V.I. shared inspirational readings and what they learned during the networking session.

(ii) English as a Second Language (ESL) Department 2018-2019
ESL Coach – Impact on Students

Superintendent Mohamed Hamid provided trustees with information on the impact of the updated elementary English Language Learner support model. The ESL Department is moving towards a full coaching model within which ESL coaches build teacher capacity through a job-embedded coaching model and provide support to English Literacy Development (ELD) students within the classroom. He introduced

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(ii) English as a Second Language (ESL) Department 2018-2019
ESL Coach – Impact on Students (Continued)

Erin Elmhurst, Education Officer, Maureen Verhoog, Facilitator, Karen Fry, Facilitator, Philip Fioravanti, Teacher, West Lynde P.S. and Anita Ferreira ESL Coach. The group provided trustees with a PowerPoint presentation and a video highlighting the coaching model of support and the impact on student achievement at West Lynde P.S. The ESL Department evolved the process of data collection on ELLs and the way in which school staff can access more accurate data to inform programming. They highlighted the coaching model of support, assessments, mentoring and professional development. They also answered questions of trustees.

(iii) Structured Transition and Pathway Planning 7-12, Choosing My Success, Refining My Pathway and Designing My Future

Superintendent Anne Marie Laginski introduced Kim Stuart, Student Success Lead and Facilitators Nicole Dolabaille, Denise Stirton, and Jennifer Parrington. The group provided trustees with a PowerPoint presentation highlighting the structured transition and pathway planning guides for Grades 7-12, Choosing My Success, Refining My Pathway and Designing My Future and how the guides and pathways support students as they transition from elementary to secondary school and pathway plan for their initial post-secondary destination. They shared a celebratory video and also answered questions of trustees.

12. Report from the Committee of the Whole in Camera

Trustee Carolyn Morton reported on the actions of the Committee of the Whole in Camera. Trustees dealt with appointments, personnel issues, property matters and employee relations issues.

Associate Director Mark Fisher advised that the Elementary and Secondary Vice Principal and Principal Short Lists will be shared later this evening.

13. Director's News from the System

Director Lisa Millar highlighted the following good news from the system:

The Director was honoured to participate in two official school opening events in April and May. On April 9th, Northern Dancer Public School students showed how they are *Unleashing the Global Champion Within*, through outstanding dramatic and musical performances. They also showed how DDSB's strategic priorities are an integral part of their school community.

On May 1st, the Director attended a heartfelt and memorable school opening at Viola Desmond Public School. It was an honour to meet members of Viola Desmond's family, to hear a special address from Senator Wanda Thomas Bernard and see amazing students perform.

Regular Meeting of the Board Minutes
May 21, 2019

13. Director's News from the System (Continued)

McCaskill's Mills Public School responded to an open invitation for students to sing the national anthem at the Harlem Globetrotters game in Oshawa. Students in the school's concert band and junior choirs joined together to sing and perform O Canada. RS McLaughlin student Gracie Cook has been selected to be a Page in the House of Commons for the 2019-2020 school year. She was selected out of approximately 400 applicants based on her essay on Canadian Patriotism. In September, she will begin her studies at the University of Ottawa studying Health Sciences in French Immersion.

Mai-Lyn Puittinen is the recipient of the President's Scholarship for the Faculty of Engineering, also at the University of Ottawa. The President's Scholarship is one of the most prestigious scholarships offered by the university. It's awarded to one student in each faculty whose work and commitment provides an exceptionally good reflection of the university's objectives. Mai-Lyn will be receiving \$30,000 over the course of four years to support her academic endeavors. Gracie and Mai-Lyn were both congratulated on their awards and accomplishments.

On May 2nd students from across Durham gathered for the DDSB's 5th Annual Poetry SLAM. Ajax, Dunbarton and Pickering high schools, along with, GL Roberts, and O'Neill CVI all brought teams and fans to compete for the coveted Poetry SLAM trophy. This year's event showcased the most talented spoken word artists. Dunbarton High School was crowned champion.

Female students, staff, and community members gathered together at Brooklin High School on April 11th, and Anderson CVI on May 2nd, to celebrate female empowerment and confidence building. Both Girls Night In events offered inspirational guest speakers, fun and interactive booths, and a delicious catered dinner for attendees. Students enjoyed art therapy, karaoke, team building and much more.

The DDSB new and improved website was launched on April 25th. The site is packed with great new and improved features, such as easy calendar integration for parents and guardians, and is more mobile-friendly and AODA compliant. It also features the latest Twitter and Facebook posts on the homepage.

The DDSB reached out to parents, guardians and staff on how to improve the Ignite Learning Strategic Plan & Vision. Thought Exchange was used to retrieve and analyze the results. Thought Exchange is a dynamic online tool that engages users to share and review ideas anonymously and rate others. Trustees and senior staff will be using the input consultation in the planning for the 2019-2020 school year.

Hundreds of former students and staff members returned to Thorah Central and Beaverton Public Schools for an alumni celebration on Saturday, May 4th. It was an opportunity to reminisce, as the two schools will be consolidated following the construction of a new building on the Beaverton site.

Regular Meeting of the Board Minutes

May 21, 2019

13. Director's News from the System (Continued)

On Saturday, April 27, Durham Black Educator's Network hosted the 8th annual And Still We Rise Elementary Conference with support from the DDSB. Community members attending were treated to a rousing keynote speech from motivational speaker, producer, and artist Sean Mauricette who engaged the audience with a presentation tailored to the conference theme, "*Be The Story.*"

To celebrate South Asian and Asian Heritage Month, Durham Educators' Network for South Asians (DENSA) and Muslim Educators' Network of Durham (MEND) hosted a student voice conference at Roberta Bondar Public School on May 2nd. Students in Grades 7-10 heard from keynote speaker Anjali Joshi, and participated in workshops where they discussed how to address racism in their school, embracing their identities, and shared personal experiences.

On May 8th, the DDSB Education Centre held the first ever Secondary Student's Mental Health Symposium. The event invited Teachers and teams of high school students from across the region to help make the uncomfortable comfortable by creating awareness and reducing stigma around mental health.

May 17th was International Day Against Homophobia, Bi-phobia, and Transphobia. The Durham District School Board's Equity and Inclusive Education Department teamed up with PFLAG Durham to invite students in their school's Gay Straight Alliance (GSA) to be a part of the Reflections of Me conference. DDSB LGBTQ students and allies enjoyed sessions including *Songwriting and Queer and Drag History*. Keynote speaker Shawnee empowered students through her music, and endnote speaker Max Denley shared his journey of perseverance and self-discovery.

Applecroft Public School hosted their first ever Diversity Day on May 1st. Students jammed along with musician and human rights strategist Chris D'souza. They attended various cultural and identity workshops.

Pride Prom was held on Friday, May 3rd at the Jubilee Pavilion in Oshawa. Over 120 LGBTQ youth and their allies had the opportunity to celebrate prom in a place free of discrimination and homophobia. This year's theme was GLOW, and the youth had a fantastic time dancing, enjoying candy bars and mocktails. Free transportation was available across the Durham region to ensure access to those who wished to attend.

On May 10th, DDSB hosted a Shabbat celebration to recognize Jewish Heritage Month. DDSB students, staff and families attended along with members from Chabad, B'nai Shalom V'tikvah and Beth Zion synagogues. It was a wonderful night to celebrate Jewish heritage and identity.

On May 15th over 850 community members joined together at J. Clarke Richardson Collegiate Institute to participate in Iftaar, the breaking of the fast as we celebrate Ramadan.

Regular Meeting of the Board Minutes
May 21, 2019

13. Director's News from the System (Continued)

On May 9th it was announced that Maxwell Heights Secondary School is one of 22 schools in Ontario to receive the 2018 Dr. Bette Stephenson Recognition of Achievement, which is presented by EQAO. This year, they are celebrating schools that supported students' passion, which led to academic success in math. Administration and the students were congratulated for receiving this special honour.

Also on May 9th the DDSB was excited to host the 7th Annual Activating Student Success Awards at Henry Street High School. Again, the Durham Black Educators' Network was happy to organize this year's ceremony as the achievements of black students in the DDSB were highlighted.

Bolton C. Falby Public School invited students, families, staff, and community partners to their Make a Difference Community event on May 9th. The free event showcased community services available to families and included a BBQ, raffle prizes, and tons of free giveaways.

On May 2nd the Equity and Diversity Committee held an evening on culturally responsive practices to support the diverse identity of our students. Many partners welcomed parents and students to discuss curriculum and culturally relevant pedagogy.

On May 6th and 7th, 32 elementary and 40 secondary DDSB students put their skills to the test at the Ontario Provincial Skills Competition. From baking, to hairstyling, to robotics, and much more, students were skillin' it! In total, DDSB students brought home five bronze medals and one silver medal. A video highlighting the event was shared.

Director Lisa Millar announced the upcoming retirement of Superintendent of Education Anne Marie Laginski. She has worked closely with Anne Marie for many years, she has been an amazing colleague and friend who has shown great leadership, outstanding knowledge, and a human touch and compassion when collaborating with students, staff and fellow administrators. She thanked Anne Marie for her hard work and dedication throughout the years. Anne Marie retires the end of August.

Dates of Significance:

May 2019	Asian/South Asian Heritage Month
	Jewish Heritage Month
	Dutch Heritage Month
May 21	World Day for Cultural Diversity for Dialogue and Development
May 21-23	Primary & Junior EQAO
May 23	Declaration of the Bab
May 25	National Missing Children's Day
May 28-30	Primary & Junior EQAO
May 29	Ascension of Bahá'u'lláh
May 31	World No Tobacco Day

Regular Meeting of the Board Minutes
May 21, 2019

Dates of Significance (Continued)

June 2019	National Indigenous History Month
	Italian History Month
June 3	Standing Committee Meeting
June 5	Eid-ul-Fitr
June 7	PA Day – Elementary Schools only
June 9-10	Pentecost Shavuot
June 11-13	Grade 9 EQAO
June 11	DDSB Annual Retirement Dinner
June 12	World Day Against Child Labour
June 13	SEAC Meeting
June 16	Father's Day
June 17	Board Meeting
June 21	National Indigenous Peoples Day
June 24	La Fete National/Fete de St. Jean-Baptiste
June 26	Last Day – Secondary Schools
June 27	Last Day – Elementary Schools
June 27	Multiculturalism Day
June 28	PA Day – All Schools

14. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of May 6, 2019

Trustee Carolyn Morton presented the report of the Standing Committee Meeting of May 6, 2019.

2019:51

MOVED by Trustee Michael Barrett

SECONDED by Trustee Paul Crawford

THAT THE BOARD ESTABLISH A CODE OF CONDUCT AD HOC COMMITTEE FOR THE PURPOSE OF EXAMINING BY-LAW #12: SCHOOL BOARD MEMBER (TRUSTEE) CODE OF CONDUCT.

CARRIED

2019:52

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Scott Templeton

THAT THE REPORT OF THE STANDING COMMITTEE MEETING OF MAY 6, 2019 BE RECEIVED.

CARRIED

Regular Meeting of the Board Minutes
May 21, 2019

(b) Report: SEAC Meeting Minutes of March 21, 2019

Trustee Christine Thatcher presented the report of the SEAC meeting of March 21, 2019.

2019:53

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Paul Crawford

THAT THE REPORT OF THE SEAC MEETING OF MARCH 21, 2019 BE
RECEIVED.

CARRIED

15. Information Items

(a) Coronation P.S. and R.H. Cornish P.S. Gifted Program Boundary

Associate Director David Visser provided trustees with information on Oshawa's northern Gifted Program Boundary, currently designated to Coronation P.S.

(b) Update on Education Development Charges

Associate Director David Visser provided trustees with an information update on Education Development Charges (EDCs). He also answered questions of trustees.

16. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

- (i) Toronto & Region Conservation Authority
- (ii) Avon Maitland DSB
- (iii) Greater Essex DSB
- (iv) Simcoe County DSB
- (v) York DSB
- (vi) Durham DSB
- (vii) The Terry Fox Foundation
- (viii) Waterloo Region DSB
- (ix) Peel DSB
- (x) Lakehead DSB

The correspondence was listed for the information of trustees. Trustees agreed to support the correspondence received from the Waterloo DSB, with respect to full day Kindergarten, by forwarding a letter of support to the Minister of Education.

Regular Meeting of the Board Minutes
May 21, 2019

17. Other Business

There was no other business at this time.

18. Adjournment

2019:54

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Darlene Forbes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

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

Chair

Secretary



June 6, 2019

Ms. Lisa Millar
Director of Education
Durham District School Board
400 Taunton Road East,
Whitby, ON L1R 2K6

The Regional
Municipality
of Durham

Health Department

605 ROSSLAND ROAD EAST
PO BOX 730
WHITBY, ON L1N 0B2
CANADA

905-668-7711
1-800-841-2729
Fax: 905-666-6214

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Dear Ms. Millar,

Durham Region Health Department would like to recognize and celebrate the achievements of 85 schools (67 elementary and 18 secondary) from Durham District School Board as 2018-2019 Healthy School Award recipients. This is an increase from 50 schools awarded in the previous school year.

While working with the school community throughout the year, the public health nurse nominates schools that create an environment supportive of health and well-being encouraging students, educators and parents to adopt lifelong healthy living behaviours. Healthy schools provide health education in the curriculum, support student engagement and leadership and develop partnerships with parents and community partners with the goal of preventing chronic diseases and reducing injuries and substance misuse. The award complements the Ontario Ministry of Education *Foundations for a Healthy School* framework.

Durham Region Health Department congratulates all 85 schools that received the Healthy School Award this past school year. We will celebrate these schools through a media release and through our social media platforms. Public health nurses will award the schools individually at the school as well. We encourage you to join us in celebrating this achievement at the board level!

Thank you for your continued collaboration in working with the Health Department in promoting the health and well-being of your school communities.

Sincerely,



R. J. Kyle, MD, MHSc, CCFP, FRCPC
Commissioner & Medical Officer of Health

If this information is required in an accessible format, please contact the Accessibility Co-ordinator at 1-800-372-1102 ext. 2009.



DDSB ELEMENTARY SCHOOLS

1. Adelaide McLaughlin Public School
2. Altona Forest Public School
3. Applecroft Public School
4. Beau Valley Public School
5. Bobby Orr Public School
6. Bolton C. Falby Public School
7. Brooklin Village Public School
8. C.E. Broughton Public School
9. Cadarackque Public School
10. Captain Michael VandenBos Public School
11. Carruthers Creek Public School
12. Chris Hadfield Public School
13. Clara Hughes Public School
14. College Hill Public School
15. Coronation Public School
16. Da Vinci Public School
17. Dr. C.F. Cannon Public School
18. Dr. Roberta Bondar Public School
19. Dr. S.J. Phillips Public School
20. E.A. Fairman Public School
21. Eagle Ridge Public School
22. Fallingbrook Public School
23. Forest View Public School
24. Frenchman's Bay Public School
25. Gandatsetiagon Public School
26. Glen Street Public School
27. Goodwood Public School
28. Gordon B. Attersley Public School
29. Greenbank Public School
30. Harmony Heights Public School
31. Highbush Public School
32. Hillsdale Public School
33. Jack Miner Public School
34. Jeanne Sauve Public School
35. Joseph Gould Public School
36. Lakeside Public School
37. Lester B. Pearson Public School
38. Lincoln Avenue Public School
39. Lord Elgin Public School
40. Maple Ridge Public School
41. Mary Street Community School
42. Norman G. Powers Public School
43. Ormiston Public School
44. Pierre Elliott Trudeau Public School
45. Pringle Creek Public School
46. Queen Elizabeth Public School

- 47. R.H. Cornish Public School
- 48. Roland Michener Public School
- 49. Rosebank Road Public School
- 50. Scott Central Public School
- 51. Seneca Trail Public School
- 52. Sherwood Public School
- 53. Sir William Stephenson Public School
- 54. Southwood Park Public School
- 55. Sunderland Public School
- 56. Sunset Heights Public School
- 57. Valley View Public School
- 58. Village Union Public School
- 59. Vimy Ridge Public School
- 60. Vincent Massey Public School
- 61. Viola Desmond Public School
- 62. Walter E. Harris Public School
- 63. Waverly Public School
- 64. Westney Heights Public School
- 65. William Dunbar Public School
- 66. Winchester Public School
- 67. Woodcrest Public School

DDSB SECONDARY SCHOOLS

- 68. Ajax High School
- 69. Brock High School
- 70. Dunbarton High School
- 71. Durham Alternative Sec School Oshawa
- 72. Durham Alternative Sec School Pickering
- 73. Durham Continuing Education
- 74. Eastdale C.V.I.
- 75. G. L. Roberts C.V.I
- 76. Henry Street High School
- 77. J. Clarke Richardson Collegiate
- 78. Maxwell Heights Secondary School
- 79. O'Neill C.V.I.
- 80. Pickering High School
- 81. Pine Ridge Secondary School
- 82. Port Perry High School
- 83. R. S. McLaughlin C.V.I
- 84. Sinclair Secondary School
- 85. Uxbridge Secondary School

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** June 17, 2019**SUBJECT:** Chairperson's Scholarship - 2019**PAGE NO.** 1 of 2**ORIGIN:** Michael Barrett, Chair of the Board**1. Purpose**

To inform the Board of the 2018 Chairperson's Scholarship winner.

2. Background

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

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

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

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

3. Current Winner

A Committee consisting of the Chairperson of the Board, Michael Barrett, Trustees Paul Crawford, Carolyn Morton, Ashley Noble, and Scott Templeton reviewed the nominations. The Committee decided to award the Chairperson's Scholarship for 2018/2019 to Haiqa Tahir, a student at Maxwell Heights S.S.

Haiqa has been a highly involved and contributing member of the Maxwell community since she arrived in grade nine. She has helped to cultivate a positive school climate. Haiqa was the grade 9 representative for Student Council and she has been a Student Ambassador throughout high school. In grade 11 she moved up to the Minister of Promotions on Council, and for 2018-2019 she became the Student Council Prime Minister. She is a modest, unifying force within the school.

In Grade 11, Haiqa was an executive member of the DECA, the business club at school. In that club she worked collaboratively and individually to solve business problems and hone her leadership skills. She continued to participate in the club in grade 12. She is also Prime Minister of the Muslim Student Association, which creates cultural awareness programs, such as fashion shows. The Association also hosted an Iftaar dinner and invited the teachers to celebrate with them. This year Haiqa delivered a powerful speech in a school wide diversity assembly on Islamophobia.

4. Current Winner (Continued):

Outside of school, Haiqa has recorded over 341 volunteer hours and her life continues to be centered around volunteering and leadership. She has taught children grade 3-4 age at her mosque through the Muslim Children of North America organization. As well, she has volunteered at Norman G. Powers P.S. In her limited spare time, she enjoys gaming and digital art activities.

Next year, Haiqa will be studying Mechatronic Engineering at Ontario Tech. She is already involved with an Islamic Relief organization at the university.

Haiqa has been an extremely dedicated leader at Maxwell Heights S.S. promoting unity and diversity within the school and the community at large.

Haiqa Tahir exemplifies leadership and citizenship making her a worthy recipient of the Chairperson's Scholarship.

Report reviewed and submitted by:



Michael Barrett, Chair



Lisa Millar, Director of Education

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: June 17, 2019

SUBJECT: Learning Disabilities Association Abilities Scholarship Award

PAGE NO. 1 of 1

ORIGIN: Lisa Millar, Director of Education
Andrea McAuley, Superintendent of Education/Inclusive Student Services

1. Purpose

To inform the Board of Trustees of the Abilities Scholarship 2019 Recipient.

2. Ignite Learning Strategic Priority/Operational Goals**Success:**

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

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

Engagement:

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

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

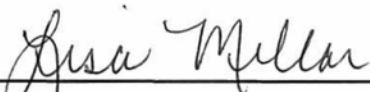
3. Background**3.1 Abilities Scholarship**

The Learning Disabilities Association of Durham Region (LDADR) and the Durham District School Board (DDSB) partner to provide an annual \$1000.00 Abilities Scholarship Award. This scholarship recognizes a DDSB high school student who has a diagnosed Learning Disability and who will be continuing studies (apprenticeship, college or university) in the upcoming academic year.


A committee comprised of members of the Learning Disabilities Association of Durham Region and Durham DSB SEAC reviewed the nominations to determine the recipient. Congratulations goes to the 2019 Abilities Scholarship recipient, Mallory McDonald from G.L. Roberts CVI.

Mallory's submission highlighted her journey as a learner including the challenges and successes related to having a Learning Disability. In September, Mallory will be continuing her studies at Durham College.

Report reviewed and submitted by:



Lisa Millar, Director of Education



Andrea McAuley, Superintendent of Education/Inclusive Student Services

Report of the Durham District School Board
Standing Committee Public Session
June 3, 2019

The regular meeting of the Standing Committee of the Durham District School Board was held this date in Room 1017, Education Centre, 400 Taunton Road East, Whitby:

1. Call to Order:

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

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Donna Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Tyler West, Risann Wright

Officials Present: Director Lisa Millar, Associate Director Mark Fisher, Superintendents Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson, Communications Manager Peter Blake, Communications Officer Charles Senior

Regrets: Associate Director David Visser

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Motion to Approved the Agenda

2019:13

MOVED by Trustee Michael Barrett

The agenda was amended to include Item 5. (a) – Announcement.

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

Standing Committee Meeting Minutes
June 3, 2019

4. Community Presentations

There were no community presentations at this time.

5. DDSB Presentations

(a) Announcement

Trustee Carolyn Morton advised trustees that Student Trustee Sally Meseret will be representing all students in the Province next year as OSTA-AECO's President. She presented Student Trustee Sally Meseret with a token of appreciation.

(b) Engagement Annual Report

Superintendent Heather Mundy provided trustees with information on the activities of the Durham District School Board Engagement Portfolio for school year 2018-2019. She introduced Jason Rodman, Principal, Goodwood P.S., Mhona Russell, Teacher, Maxwell Heights S.S., and Abeka and Aruka Selliah. The group provided trustees with a PowerPoint presentation highlighting key engagement events throughout the year, noting the STEM event. A video was also shared highlighting four different school based initiatives that focus on equity at Coronation P.S. and Alexander Graham Bell P.S. They also answered questions of trustees.

(c) Indigenous History Month

Superintendent Mohamed Hamid provided trustees with an overview of Indigenous History Month and the two initiatives the Indigenous Education Department has undertaken to support the implementation of the Truth and Reconciliation Calls to Action for educators, the implementation of the updated Social Studies, History and Grade 10 World Studies curriculum and the specific supports for Indigenous students. He introduced Michelle Evans, Facilitator, and Jennifer Henderson, FNMI, who provided trustees with a PowerPoint presentation highlighting the Indigenous Culturally Relevant and Responsive Pedagogy projects and Indigenous Leadership and Pathways Exploration Gathering project. Norman G. Powers P.S. teachers Rachel Cosford, Sally-Jane Dickens and Kerri Hanthorn discussed the land acknowledgement, the story of Roger Daybutch, Wampum belt and the professional development opportunities. Four students that attended the Indigenous Leadership and Pathways Exploration Gathering shared their personal experiences that allowed them to deepen their understanding of identity and sense of belonging. The group also answered questions of trustees.

Standing Committee Meeting Minutes
June 3, 2019

(d) Maxwell Heights S.S. – Recipient of EQAO Dr. Bette M. Stephenson Recognition of Achievement Award

Superintendent Jamila Maliha provided trustees with information regarding the EQAO Dr. Bette M. Stephenson Recognition of Achievement Award 2018. The award recognizes schools across the province for their use of data to enhance and support the progress of their students. Director Lisa Millar, Superintendent Jamila Maliha and Oshawa trustees Michael Barrett, Darlene Forbes and Ashley Noble presented Matthew Goad, Teacher, Kelly Boehm, Principal and Eugenie Samara, Jennifer Fletcher, and Cloyd Syfox, Vice Principals, Maxwell Heights S.S. with a certificate of recognition.

(c) Ontario Tech University (OUT) – Engineering Outreach Specialist (EOS)

Superintendent Jamila Maliha informed trustees about the Ontario Tech University (formerly UOIT) Faculty of Engineering's Engineering Outreach Specialist (EOS) partnership with the Durham District School Board. Michelle Tsui-Woods, Project Coordinator, Ontario Tech University, Jane Kennedy, STEM Facilitator and staff and students from Northern Dancer P.S. and Viola Desmond P.S. provided trustees with a PowerPoint presentation highlighting the partnership to build teacher efficacy in STEM education and Design Thinking. The partnership focuses on experiential learning and has engaged over 30,000 youth, parents and teachers this year. The program embeds an Engineering Outreach Professional in schools to co-design and deliver authentic, real world STEM learning connected to the curriculum and school based themes and inquiry.

6. Recommended Actions

7. Information Items

(a) Student Trustee Report

Student trustees Sally Meseret, Tyler West and Risann Wright provided trustees with an overview of the final Student Senate meeting held earlier in the evening. The group discussed their focus on student voice regarding equity and well-being. They engaged in conversation regarding student council elections and discussed the various ways elections are taking place in schools and how they can be supportive. The first annual well-being conference took place this year and discussion took place on how to embed well-being practices in schools. It was noted that the Public Board Council of OSTA-AECO recognized Student Trustee Risann Wright as the student who has most improved the lives of other students. The student trustees advocated, on behalf of students across the Province, to

Standing Committee Meeting Minutes
June 3, 2019

(a) Student Trustee Report (Continued)

Lisa Thompson, Minister of Education regarding the changes coming. An eLearning survey is available on-line for students in grades 4-12.

(b) OPSBA Report

Trustee Donna Edwards advised that the OPSBA Policy and Programs Committee has been busy responding to various submissions in response to surveys, questions and regulations received from the Ministry. The OPSBA AGM is scheduled to be held in July.

8. Committee Reports

(a) Equity & Diversity Ad Hoc Committee Meeting of May 28, 2019

Trustee Patrice Barnes provided trustees with an overview of the Equity & Diversity Ad Hoc Committee meeting that was held on May 28, 2019.

9. Correspondence

There was no correspondence at this time.

10. Other Business

There was no other business at this time.

11. Adjournment

2019:14

MOVED by Trustee Patrice Barnes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

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

Chair

Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, April 25, 2019, 6:30 P.M.

A meeting of the Special Education Advisory Committee was held this date in the Education Centre, 400 Taunton Road East, Whitby.

ROLL CALL:

Claudine Burrell, Autism Ontario – Durham Chapter
 Craig Cameron, Member At Large
 Tara Culley, Durham Down Syndrome Association
 Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
 Rowin Jarvis, Learning Disabilities Association of Durham Region
 Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
 Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
 Carolyn McLennon, Member At Large
 Hanah Nguyen, Easter Seals Ontario

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent Andrea McAuley
 Special Education Officer Bobbie O'Dell

Recording Secretary: Diane Kent

1. Call to Order:

SEAC Chair Eva Kyriakides called the meeting to order at 6:32 p.m.

2. Welcome Guests:

SEAC Chair Eva Kyriakides welcomed special guests: Special Education Facilitators Michelle Doiron and Lauren Hoyle.

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

Report Special Education Advisory Committee (cont'd)
April 25, 2019

3. Regrets:

Regrets:

- Craig Cameron, Member At Large
- Christine Thatcher, Trustee
- Elementary School Administrator Representative
- Secondary School Administrator Representative

4. Approval of Agenda:

That the agenda for April 25, 2019 be approved.

MOVED BY: Tara Culley

SECONDED BY: Hanah Nguyen

CARRIED

4. a) SEAC Meeting Dates for 2019-2020

The list of dates for the 2019-2020 school year was reviewed by SEAC members and the meetings will continue to be held on the 3rd Thursday of each month except for Thursday, January 23, 2020.

MOTION:

THAT THE SEAC MEETING DATES FOR THE 2019-2020 SCHOOL YEAR BE APPROVED AS AMENDED.

MOVED BY: Tara Culley

SECONDED BY: Kathy Kedey

CARRIED

5. Approval of the Minutes from March 21, 2019:

That the minutes from March 21, 2019 be approved.

MOVED BY: Kathy Kedey

SECONDED BY: Carolyn McLennon

CARRIED

6. Inclusive Student Services Report – April 2019:

Save the Date: Abilities Track and Field Meet

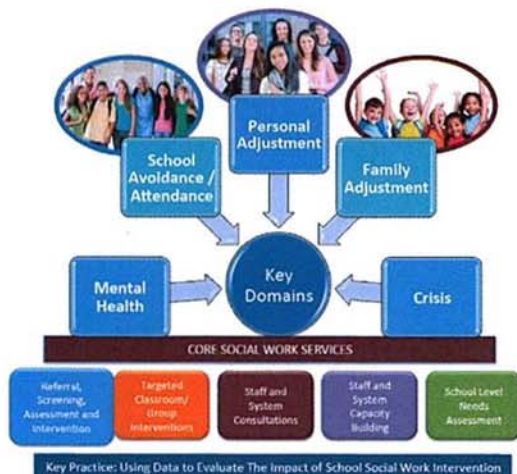
The annual Abilities Track and Field Meet will take place Friday, June 14, 2019 at the Oshawa Civic Fields. Field events include high jump, long jump, softball throw and shot put. Track events include 20m, 50m, 100m and 200m sprints.

SEAC members are welcome to join us for this tremendous day with our students.

Social Work and Attendance Services

The Social Work and Attendance team have welcomed a new Chief of Social Work, Carolyn Ussher on April 2, 2019. The team members have been active providing Carolyn with tours of their Family of School areas and the communities they serve. The team has begun to look at the Framework for School Social Work that was recently released and will be looking to implement the framework in the coming months.

Our revised Protocol for Reporting Children and Youth in Need of Protection will be shared with Principals at our May Director's Meeting. Overview of the protocol, and resources, has been captured in revision to Board procedure and is overviewed in a ten-minute online presentation. The presentation will be used by Administrators for staff training to ensure consistency across the system.



“Framework for School Social Work in Ontario” will provides a transparent and comprehensive overview of Social Work in schools which has focus on the key domains of:

- Mental Health Concerns
- School Avoidance and Attendance
- Personal Adjustment Issues
- Family Adjustment Issues
- Crisis

The model includes use of evidence-based practices, reinforces assessment as key in driving appropriate service options, capacity building for educators and the importance of measuring impact.

Our team has received initial overview of the document and looks forward to implementation.

Psychological Services

Psychological Services staff continue to provide services to fulfill their five service functions of: *consultation, assessment, direct service, crisis response and capacity building*. Staff completed over 100 assessments during January and February to help in the determination of students' placements in the Gifted program. Currently, staff are working with the Integrated team to assess student needs for placement in DDSB's Self-Regulation Classes. As well, the Psychological Services staff on the Autism Resource Team have been working with Senior Management to help devise a strategic and systemic response to the changes to the Ontario Autism Program.

6. Inclusive Student Services Report – April 2019 (cont'd):

Speech Language Pathology (SLP)/Hearing Services

Lisa Drake, our new Chief of Speech Language and Hearing Services officially joined the DDSB team on Tuesday, April 23, 2019. Lisa brings tremendous experience from the Hanen Centre, private practice and DDSB contract work to her new role.

As PD to school staff on Augmentative and Alternative Communication (AAC), Speech Language Pathology staff presented an “AAC across the classroom workshop” to support our students who are minimally verbal or nonverbal. On April 12, 2019, DDSB SLPs-Meg Bergin and Laurie Light delivered the keynote address to administrators at Leading Each Day, titled-Augmentative and Alternative Communication.

On the recent PD day, Speech Language Pathology staff provided an in-service to kindergarten educator teams: Reading in Kindergarten – The Missing Piece (Phonological Awareness). This workshop emphasized the critical role of phonological awareness in teaching students to read and write as well on functional assessment to drive intervention. It was presented in collaboration with Early Years staff, Student Achievement and Curriculum staff, and classroom kindergarten educator teams.

Speech-Language and Hearing staff continue to focus on student achievement and well-being in our schools through prevention, intervention and enrichment of oral language and communication skills. The SLPs are active this month in kindergarten classrooms providing (tier 2) guided groups with educators along with direct modelling and coaching oral language and communication strategies. SLPs are also participating in Welcome to Kindergarten programs at their schools.

Behaviour Management System Training for Administrators

Behaviour Management Systems (BMS) is a fundamental training program offered to DDSB staff to assist in the use of consistent non-violent crisis intervention strategies when dealing with challenging behaviour. The program is based on a foundation in understanding our students (protective and risk factors) within a cycle of information gathering, planning, response and debrief/reflection. BMS helps frame behaviour intervention plans and is foundational to Behaviour Safety Plans.

This July, all DDSB Administrators will participate in BMS training. This commitment will help support student programming as well as support to school staff.

Professional Development Opportunities

Workshop/In-service	Date (s)
Supporting French Immersion SERTs – Part 2	May 1, 2019
Behaviour Management System (BMS) Basic Training	May 8, 2019
SERT Capacity Building	May 13, 2019

7. Presentation:

Special Education Facilitators Michelle Doiron and Lauren Hoyle shared a video with SEAC members that highlighted students from the Practical Learning Program (PLP) participating in the Abilities Basketball Tournament held at Seneca Trail PS.

8 a). Business Arising from the Minutes:

- "Draft" OAP Funding Letter to Ministries

Committee members reviewed the "draft" letter and provided their feedback to SEAC Chair Eva Kyriakides. It was agreed upon that after the changes were incorporated into the letter it could be sent to the Ministries.

MOTION:

TO SEND THE REVISED ONTARIO AUTISM PROGRAM (OAP) FUNDING LETTER TO THE MINISTRIES.

MOVED BY: Claudine Burnell

SECONDED BY: Tara Culley

CARRIED

8 b). Scheduled Discussion Period

The open discussion period was used to discuss the following topic:

- Supporting Students in Regular Class Placements/Mainstream

Discussions took place among SEAC members and it was agreed upon to write a letter to the Ministries that involves the support and service of children and youth with special education needs. Agreement was that the letter would address concerns and also promote strategies to support students. Reference centered on changes to class sizes as well as eLearning requirement.

MOTION:

THAT A LETTER BE SENT TO THE MINISTRIES THAT INVOLVES THE SUPPORT AND SERVICE OF CHILDREN AND YOUTH WITH SPECIAL EDUCATION NEEDS.

MOVED BY: Rowin Jarvis

SECONDED BY: Kathy Kedey

CARRIED

9. **Reports:**

Administration:

Superintendent Andrea McAuley

PAaC on SEAC for April includes reference to: 1) request preliminary budget for special education & 2) request data reported to OnSIS in March.

At this time, 2019-2020 school year funding has not yet been released by the Ministry. Per previous conversation in the fall, OnSIS reports are formulated following the Ministry reporting dates and are available in the subsequent month. We will bring update to SEAC once report is finalized.

We are pleased to have our full department leadership team in place. Carolyn Ussher has commenced her role as Chief of Social Work and Attendance and Lisa Drake, earlier this week, commenced her role as Chief of Speech Language and Hearing Services.

Two reports were recently shared with Trustees regarding Special Education Services. The first report provided updates regarding changes to the Ontario Autism Program and anticipated ripples to Durham DSB students and families. A second report had focus on transition supports. Transitions highlighted included those at system, school and individual student levels as spring is a time for consolidating current year plans as well as set path forward into 2019-2020.

Inclusive Student Services Department Review

The Durham DSB has undertaken a third-party review and engaged Dr. Bev Freedman and Raffaella Di Cecco to conduct a review of the Inclusive Student Services department integrated services model.

Recommendations of the review:

1. Reframe how the Inclusive Student Services department interacts both internally as a cohesive unit and within the DDSB to support students, families and schools. Specifically, redesign how services are coordinated, accessed, and delivered.
2. Build greater clarity, a common understanding, and develop criteria and metrics about issues of equity, high needs, crisis management, and support services and programs.
3. Build consistency in the access to and delivery of professional support/clinical services and programs.
4. Develop a comprehensive capacity development plan, focused on the responsibilities for the organization and delivery of inclusive support services within a school.
5. Define, promote and support leadership behaviours including shared/joint responsibility, accountability and ownership.

Collaborative and effective service to students, families and schools is the foundation to the review recommendations. This includes building consistency of strategies to support positive transitions from first entry to school through to transition to adult pathway.

9. **Reports: (cont'd)**

Superintendent Andrea McAuley (cont'd)

Our commitments include reduced wait times for service, including relevant assessments. We are currently revising our software to specifically collect data regarding wait times to support on-going monitoring and response. This work includes a summer assessment program, funding through Ministry provided project funds designated for Special Education Professional Assessments, to address current wait lists for assessment.

The work reflected in this report is a beginning to ensuring consistency of these practices across the system and is one example of how we will be evolving our practices.

Our next steps for the Service review including mapping a detailed timeline of actions and commitments for implementation (May 2019 through to June 2020) then actioning those commitments.

A video was shared highlighting "Transition Planning to Support Success"

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations on Make a Difference/Poverty Strategy Update and Inclusive Student Services – Supporting System and Student Transitions at the Board Meeting on Monday, April 15, 2019.

The 34th Annual Student Recognition Night was held on Tuesday, April 16, 2019 at Brooklin HS. Each DDSB secondary school is represented by three students who have been nominated by school staff for their significant contributions to the school community, as positive role models to their peers, or their remarkable efforts to excel in the face of adversity.

10. **Association Reports:**

Autism Ontario – Durham Region

Autism Ontario – Durham Region's Annual Chapter Meeting will be held on Wednesday, May 8, 2019 at 7:00 PM at the Chapter Office located at #104-50 Richmond St. E Oshawa.

The 3rd Annual Niko's Night for Autism with proceeds going to Autism Ontario Durham will take place on June 21, 2019 at the Crystal Fountain Event Venue.

VOICE for Deaf and Hard of Hearing Children

May is Speech and Hearing Awareness Month. Celebrate with VOICE by participating in the annual Dress Loud Day. Pick any Friday in the month of May and have students and faculty dress in their most wacky and loud outfits to raise money for children who are deaf or hard of hearing.

Report Special Education Advisory Committee (cont'd)
April 25, 2019

11. Correspondence/Attachments:

- Conseil scolaire de district du Centre-Sud-Ouest
- Durham CDSB
- Bluewater DSB

12. Questions and Comments:

Claudine Burrell invited questions from SEAC Members regarding the changes to the Ontario Autism Program. Claudine will bring forth the questions to Autism Ontario for their review and response.

A collaboration space will be set up for SEAC members to have access to a shared document for the purpose of collecting input/ideas.

13. Celebrations and Success:

Trustee Donna Edwards informed committee members that 190 countries participated in the Special Olympics World Summer Games that took place in Abu Dhabi from March 13 – 21, 2019. Team Canada won 90 Gold Medals, 37 Silver Medals and 28 Bronze Medals. Thirty-two of those medals were won by the Rhythmic Gymnastic Team.

Trustee Donna Edwards mentioned that her daughter Victoria now uses the Lyft and Uber apps to arrange her own transportation. She also shared that Victoria presented on the topic of Down Syndrome at Cadarackque PS in Ajax on March 21st for World Down Syndrome Day.

Carolyn McLennon shared that her son has successfully completed the Animal Care program at Durham College.

14. Next SEAC meeting – May 16, 2019 in Room 2007.

15. Adjournment:

That the meeting does now adjourn at 8:30 p.m.

MOVED BY: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

Report Special Education Advisory Committee (cont'd)
April 25, 2019

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
Collaboration Space – Shared document to collect input on questions for Ontario Autism - Durham Region and input/ideas on letter to Ministries.	SEAC Committee Members	Friday, May 10, 2019
"Draft" letter to Ministries – re: the support and services of children and youth with special education needs	SEAC Committee Members	By next SEAC mtg.

RECEIVED APR - 9 2019

Toronto, le 5 février 2019

L'honorable Lisa Thompson
Ministre de l'Éducation
900, rue Bay
Édifice Mowat, 22^e étage
Toronto (Ontario)
M7A 1L2

Madame la Ministre,

Le Conseil scolaire Viamonde désire apporter son appui au projet de loi 44. En effet, nos membres du Comité consultatif de l'enfance en difficulté (CCED) appuient le projet de loi qui modifie la *Loi sur l'éducation* pour prévoir que les conseils scolaires doivent mener des activités afin de faire la promotion de la sensibilisation à l'ensemble des troubles causés par le syndrome alcoolisation fœtale (SAF) et de la compréhension de ces troubles, y compris des pratiques exemplaires qui permettent d'appuyer les élèves susceptibles d'en être atteints.

De plus, nous demandons que les troubles d'alcoolisation fœtale soient reconnus comme anomalie d'ordre neurologique, sous le diagnostic et type de difficulté : trouble d'alcoolisation fœtale.

Dans l'attente de votre réponse, nous vous prions d'agréer, Madame la Ministre, l'expression de nos sentiments distingués.

La présidente du Conseil, La coprésidente du CCED, Le coprésident du CCED,



Sylvie A. Landry



Manoushka Aimable



Benoit Fortin

c. c. Membres du Comité consultatif de l'enfance en difficulté
Monsieur Martin Bertrand, directeur de l'éducation
Présidences des CCED des conseils scolaires de l'Ontario





**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith



RECEIVED APR 15 2019

Tuesday April 9, 2019

Dear Minister Lisa Thompson
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

I am writing today, on behalf of the Durham Catholic District School Board Special Education Advisory Committee to express our concern about the recent changes to the provincial funding model for class size averages and mandatory e-learning courses.

We are very concerned about the impact these changes are going to have on students with special education needs and our students who are at-risk for a variety of social, emotional and academic reasons. These most recent changes will have a detrimental impact on their education. The proposed class-size average of 28 is not in the best interest of any student, especially students for whom individual attention, additional support, and a differentiated program is essential for their success. Relationships with teachers are critical for this group of students. The research is very clear; children and youth develop resiliency when they have strong connections with one or more caring adults. Students who are not connected at school and are struggling as a result are not likely to develop the connections with teachers when they are in classes of 30 or more.

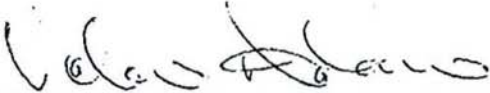
Students with special education needs or students who are at risk require significant support to have meaningful and equitable access to education. This drastic increase in the class-size averages is the opposite of such support. When secondary schools begin timetabling to meet your proposed class average, fewer teachers will mean a reduction in course options or sections. The negative impact will be multifaceted.

- Fewer courses mean fewer teachers to support our students in terms of their well-being.
- Fewer courses mean fewer electives; electives are often the glue that keep students connected to school.
- Fewer courses means specialized classes that support students with learning needs (e.g., Learning Strategies (GLEs)) will disappear because they typically have lower enrolment.
- Fewer courses means that students' options will be limited which will in turn limit the pathway choices of our students.

The proposed change requiring all students to take four mandatory e-learning credits is equally as concerning for this particular group of students. Besides the obvious issue of inequitable access to technology and Wi-Fi across the province, e-learning will simply not benefit all students. Individual learning styles are varied and not all students have the independence, problem-solving skills or resiliency to be successful in e-learning platforms. This includes, but is not limited to students with special education needs or students who are already at-risk for learning difficulties. Four mandatory courses will further erode choice from students who need to have the opportunity for as much choice as possible.

We strongly encourage you to reconsider the proposed changes to secondary education. We ask that you consider the impact that these changes are going to have on all students, but especially those with special education needs and/or students at-risk because of social, emotional and academic concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Valerie Adamo', with a stylized flourish at the end.

Valerie Adamo
Chair, Special Education Advisory Committee
Durham Catholic District School Board

cc: Chairs, District School Board Special Education Committees



Bluewater District School Board

351 1st Avenue North – PO Box 190
 Chesley ON N0G 1L0
 Telephone: (519) 363-2014 Fax: (519) 370-2909
www.bwdsb.on.ca

January 28, 2019

The Honourable
 Lisa Thompson, M.P.P.
 Minister of Education
 22nd Floor, Mowat Block
 900 Bay Street
 Toronto ON M7A 1L2

Dear Minister Lisa Thompson:

Bluewater District School Board's Special Education Advisory Committee (SEAC) would like to acknowledge and support Upper Grand District School Board's (SEAC) letter regarding the support of Bill 44 to amend the Education Act to bring awareness and understanding of pupils who may have Fetal Alcohol Spectrum Disorder (FASD).

Sincerely,

Tracy Lynn Atkinson
 Special Education Advisory Committee Chair

cc: Chairs of Ontario Special Education Advisory Committees

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 17, 2019

SUBJECT: Official Naming of the Unnamed Oshawa PS **PAGE NO.** Page 1 of 3

ORIGIN: Lisa Millar, Director of Education
Jamila Maliha, Family of Schools Superintendent of Education

1. Purpose

To request approval from Trustees for the official naming of the Unnamed Oshawa PS

2. Background

- 2.1 The Unnamed Oshawa Public School is located at 800 Greenhill Avenue, Oshawa. It has a pupil capacity of 519 and is scheduled to open in September of 2019.

Regulation #7551 states that "An Ad Hoc Committee shall be composed of no more than four Trustees including one Trustee from another municipality: the Superintendent of Education/Area; the Principal designate; School Council Representative(s) representing the community or amalgamating communities; Student Council Representative(s) representing school or schools; a community member invited by the Superintendent of Education/Area in consultation with the Trustee(s)."

The following Ad Hoc Committee met on Monday, May 27, 2019 at 4:00 p.m.:

- Oshawa Trustee and Chair of the Board, Michael Barrett
- Oshawa Trustee, Darlene Forbes
- Oshawa Trustee, Ashley Noble
- Ajax Trustee, Patrice Barnes
- Julia Cook, representing Students of Sherwood P.S.
- Breanna Gleaves, representing Students of Sherwood P.S.
- Nichelle Alexander, representing SCC of Sherwood PS
- Jen Blomme, representing SCC of Sherwood PS
- Denise Sampson, Community Member
- Barbara Speed, Community Member
- Diane Cotterill, Principal of the Unnamed Oshawa PS
- Jamila Maliha, Superintendent of Education, Oshawa Schools

Non-Voting Participants:

- Theresa Luey, Head Secretary, Unnamed Oshawa PS
- Erin Elmhurst, Education Officer Indigenous Education, Outdoor Education & ESL
- Barry Bedford, Education Officer Equity, Diversity, Race Relations

- 2.2 The Ad Hoc Committee invited names for the school as per Regulation #7551:

- Adjacent schools (schools accommodating the new school students)
- The School Community Councils of adjacent schools where appropriate
- Board trustees and staff
- The community through the media
- The local historical society

Analysis**3.1 Submissions:**

Fifty-nine names were submitted. Fifty-three of those names met the criteria for school naming Regulation #7551. The names below were submitted to the Ad Hoc Committee for consideration. They are as follows:

- Alexandra Luke Public School
- Aubrey Drake Graham Public School
- Barbara Allen Public School
- Barbara Reid Public School
- Buffy Saint Marie Public School
- Carnegie Public School
- Carrying Place Public School
- Chantel Petitclerc Public School
- David Suzuki Public School
- Don White Public School
- Dr. Aubrey Gerome Kassirer
- Dr. Gary Polonsky Public School
- Dr. Gordon E. Willey Public School
- Dr. Jennie Trout Public School
- Dr. Vera Peters Public School
- Ed Broadbent Public School
- Elsie MacGill Public School
- Ernie Coombs Public School
- Gaylord Powless Public School
- Gord Downie Public School
- Greenhill Public School
- Greenville Public School
- Harmony Hills Public School
- J. Foley Public School
- Jack Chambers Public School
- John Gordon Earl Henry Public School
- John Naudee Public School
- John Patte Public School
- Justice Louise Arbour Public School
- Justin Pierre James Trudeau Public School
- Larry Jacula Public School
- Laura Secord Public School
- Leonard Cohen Public School
- Lord Sydenham Public School
- Lucy Maud Montgomery Public School
- Margaret Atwood Public School
- Mary Earley Public School
- MacLeod Public School
- Mountjoy Public School
- Nancy Diamond Public School
- Naomi Klein Public School
- Nazeem Kadri Public School
- Nellie McClung Public School
- Oshawa North Public School
- Robert B. Salter Public School
- Sandy Hawley Public School
- Therese Casgrain Public School
- Tommy Douglas Public School
- Trillium Forest Public School
- Trillium Greenhill Public School
- Wendat Village Public School
- Werry Public School
- Windfields Public School

3.2 Committee Decision Making Process:

The school name was selected using the following process: The policy outlining the process for naming a school was reviewed by the committee. The vision for the school was explained by Principal Diane Cotterill. Each committee member received a package containing the submissions of school names.

After reviewing the names, each person completed a “dotmocracy” exercise during which they placed stickers beside their choice of names. After the process was completed, the least popular school names were eliminated. The committee members then discussed the favoured name(s) in an open discussion. The “dotmocracy” exercise was repeated, using the remaining names, until a consensus was reached.

3.3. Committee Decision:

The name Elsie MacGill Public School was the choice of the Ad Hoc Committee.

3.4 Background information for Elsie MacGill Public School:

Elizabeth Muriel Gregory "Elsie" MacGill, (March 27, 1905 – November 4, 1980) was known as the "Queen of the Hurricanes" and was likely the world's first woman to earn an aeronautical engineering degree. She was the first woman in Canada to receive a bachelor's degree in electrical engineering. She worked as an aeronautical engineer during the Second World War and did much to make Canada a powerhouse of aircraft construction during her years at Canadian Car and Foundry (CC&F) in Fort William, Ontario. She designed and tested a new training aircraft, the Maple Leaf Trainer II. After her work at CC&F she ran a successful consulting business. Between 1967–1970 she was a commissioner on the *Royal Commission on the Status of Women in Canada*, published in 1970. In March of 2019 her legacy was honoured by having her image on a Canadian stamp. She was recently a contender to be the image on the 10-dollar bill. A children's book is already in the works.

The name chosen by the committee for the Unnamed Oshawa PS is Elsie MacGill PS. This name fulfills criteria "A" from Policy #7551: After persons recognized as having made a significant contribution to our society in the region, province or country.

4. **Ignite Learning Strategic Priority/Operational Goals**

Elsie MacGill P.S. will be built on the foundational values found within the Ignite Learning Strategic Priorities and will align directly with the DDSB Operational Goals of Increasing Student Achievement, Advancing Inspired Leadership, Ensuring Equity and Collectively Engaging the Community.

5. **Conclusion**

The DDSB received approval from Rohan Soulsby, grandson of Elsie MacGill to name the school Elsie MacGill Public School.

It is recommended that the Durham District School Board approve the name Elsie MacGill Public School as the official name of the Unnamed Oshawa Public School in Oshawa, Ontario.

Report reviewed and submitted by:



Lisa Millar, Director of Education



Jamila Maliha, Family of Schools Superintendent

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** June 17, 2019**SUBJECT:** Board Governance**PAGE NO.** 1 of 2**ORIGIN:** Lisa Millar, Director of Education
Patrick Cotter, General Counsel**1. Purpose**

The purpose of this report is to provide Trustees with information regarding a Notice of Motion and recommendations on reviewing and updating the Board's By-Laws.

2. Background

The Board of Trustees has nine By-Laws speaking to Board governance, the conduct of Board meetings and related matters. These By-Laws were last reviewed and updated in November 2015.

3. Analysis

It is our view that the Board's By-Laws ought to be updated and consolidated.

As the first step in this process, it is recommended that *By-Law #9* be amended with the *Current Text* deleted and replaced with the *Proposed Text* as set out below:

Current Text

The Durham District School Board is a public corporate entity composed of eleven (11) trustees, elected by public school ratepayers for a four-year term to represent the municipalities of Ajax, Brock/Uxbridge, Oshawa, Pickering, Scugog and Whitby. The Board of Trustees, as mandated by the current Education Act, 1998, has a collective regional responsibility of governance and policy making for public education in accordance with the provisions of the Act, its regulations and other relevant legislation.

The number of Trustees on a district school board is determined under the Education Act (Section 58).

The distribution of Trustees is governed by Ontario Regulation 412/00 (Election to and Representation on District School Board). A report is provided to the Board by staff in advance of each municipal election, outlining the distribution of Trustees.

ADMINISTRATIVE REPORT

Proposed Text

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

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

Reference is also made to the *Rules By-Law* which provides, in part, as follows:

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

4. Recommendations

It is recommended that:

- (a) The Board accept this report regarding a proposed amendment to By-Law #9.

It is also recommended that:

- (b) Staff be instructed to report to the Board at the next meeting on a proposed consolidated and updated governance By-Law to replace all existing By-Laws with a single comprehensive governance By-Law.
- (c) The Board establish a joint staff/trustee working group to review the proposed consolidated By-Law and prepare a draft By-Law for the Board's consideration.

Report reviewed and submitted by:



Lisa Millar, Director of Education



Patrick Cotter, General Legal Counsel

REPORT TO: Durham District School Board **DATE:** June 17, 2019

SUBJECT: Incident Ad Hoc Committee Final Report **PAGE NO.** 1 of 6

ORIGIN: Lisa Millar, Director of Education
Georgette Davis, Superintendent of Education, FOS/Safe Schools/Mental Health and Well-Being

1. Purpose

This report provides Trustees with an update of the commitments completed by the Incident Ad Hoc Committee from February 2019 to June 2019.

2. Ignite Learning Strategic Priorities/Operational Goals

The content of this report supports and is connected to the Operational Goals of the Board including but not limited to:

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

- Increase Student Achievement and Well-Being
- Use data and research to develop programs to support learning

Well-Being: Create safe, welcoming, inclusive learning spaces for all students and staff.

- Provide safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth

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

- Align resources to where they are most needed to support equitable outcomes for all students

3. Background

On November 20, 2017 the Board of Trustees passed the following motion:

That an Incident Ad Hoc Committee be established to prepare a response to recent presentations on reporting of violent incidents. It is necessary to study the implications and impacts and present legislation and policies before responding in public. It should be

a full Board Committee with the objective to report at the Board Meeting scheduled to be held on June 18, 2018.

During the 2018-19 school year, to date, the Incident Ad Hoc Committee has met on the following dates:

September 24, 2018
October 30, 2018
December 13, 2018
February 28, 2019

The Terms of Reference for the Incident Ad Hoc Committee included the following:

1. To understand the historical context of violent incidents and violent incident reporting in the DDSB.
2. Analysis of existing data on violent incidents in the DDSB.
3. Identify emerging trends in the data in the DDSB related to violent incidents in schools.
4. Understand existing structures, supports and next steps that staff use to address and reduce incidents of violence in DDSB schools.
5. Make recommendations to the Board within the parameters of the governance model.

The Incident Ad Hoc Committee presented an interim report for the work completed at Board on February 19, 2019.

4. Analysis

4.1 Incident Report Data Dashboard

A presentation on the incident report data dashboard was made to Trustees on May 22 and June 18, 2018.

The DDSB has led the province with the development of an online employee self-reporting tool. This is designed to collect data from staff which is monitored for immediate support and which can inform staff and workers about incident trends. Being able to identify trends informs future practices to establish and support safe workspaces for staff and students.

ADMINISTRATIVE REPORT

The Incident Ad Hoc Committee, in asking questions about trends and patterns in the incident report data, identified the need for an easier, more responsive way to see and sort through the data. For example, trends and patterns indicate that most of the reported incidents involve students who are in Kindergarten and the Primary grades. This is likely caused by the fact that students, including Kindergarten students, and students who move into the area are new to the DDSB and haven't received the benefits of programming and support. In addition, reported incidents are higher in September and October because students are still getting used to routines.

The data which is collected is rich with information but can be quite complex when trying to find the trends and patterns across all of our schools, all grades and all employee groups. The new data dashboard creates a graphical interface which will make it much easier to identify trends, patterns, areas of improvement, areas of growth and be responsive to support identified needs.

Board staff are also working to add to the software capacity to distinguish between reports that don't meet the criteria of a workplace violent incident report, and from staff who were directly involved in the incident and those who witnessed the incident. This will allow a more precise response to incidents.

Although the number of violent incidents reported by staff has increased, anecdotal data indicates that the increase is due to staff using the reporting tool more frequently because they are confident that Board staff will respond.

4.2 Data Reporting

The Incident Ad Hoc Committee determined that a public report on the incident reports should be made to Board on a bi-annual basis.

Incident Data for the current school year is included in this report as Appendix A.

4.3 Ongoing Next Steps

Ongoing Next Steps contains an updated list of actions which have been and are ongoing to support the safety and well-being of students and staff. A detailed update is provided in Appendix B.

Recommendations for the 2018-2019 School Year

The Incident Ad Hoc Committee prioritized a list of recommendations for the 2018-19 school year that include next steps, timelines, and identifies the key staff involved (refer to Appendix B)

The Durham District School Board is committed to analysis and implementation of the recommendations for School Boards and Private Educational Providers as outlined in the Ontario Human Rights Commission Policy (2018) Accessible Education for Students with Disabilities (2018), including:

- #17. Provide timely and effective accommodation (e.g. early assessment and intervention)
- #18. Monitor and support education providers to respond appropriately to new or changing demands in the provision of educational services

5. Financial Implications

All of the recommendations and actions that resulted from the work of the committee were able to be covered from within existing funding allocations.

6. Evidence of Impact

The Purpose/Function of the committee as outlined in the Terms of Reference clearly show the impact of the committee work.

- 1. Analysis of existing data on violent incidents in the DDSB. (**Incident Data Dashboard**).
- 2. Identify emerging trends in the data in the DDSB related to violent incidents in schools. (**Incident Data Dashboard, Incident Data Reporting, EA Allocation, LRCSS class**).
- 3. Understand existing structures, supports and next steps that staff use to address and reduce incidents of violence in DDSB schools. (**EA Allocation, LRCSS class, Report and Action Pathways**).
- 4. Report on recommendations to the board within the parameters of the governance model.

7. Recommendations

Below we will highlight recommendations provided in February 2019 as a result of the Ad Hoc Committee working together to analyze the needs and data.

1. The “Dashboard” report summarizing violent incidents will be provided to Superintendents and Administrators for discussion and action on a monthly basis
2. Self-Regulation and well-being tool kits will be distributed in September
3. A monthly update on Safe Schools and Mental Health initiatives is shared with the system
4. A process is created to disaggregate and develop the capacity/process to distinguish between reports and incidents
5. The focus of support will be strategic, JK to Grade 3 for:
 - training
 - strategies
 - resources
6. Training to be expanded on Behaviour Management System (BMS) for EAs and ECEs, SERTS and teachers and mandatory Administrative training in July 2019
7. Partnership and collaboration with Early Years partners to provide training on addressing challenges to parents/guardians of JK/SK children
8. Specific training programs are developed for EAs and ECEs to support needs based on patterns and trends identified from the data and employee needs
9. Parenting programs with community partners are created and implemented

8. Next Steps

In addition to the recommendations to the Ad Hoc Committee, we will do the following:

1. Multi-discipline team to support high incident schools
2. Further refine technology of dashboard to deconstruct type of incident e.g. verbal vs physical
3. Self-Regulation Tool Kits to be distributed

9. Conclusion

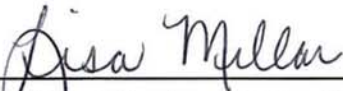
Staff will continue to implement the recommendations from the Ad Hoc Committee and the next steps outlined in this report. This report is provided to Trustees for information.

10. Appendices

Appendix A: Incident Data Report – September 2018 to April 2019

Appendix B: Incident Ad Hoc Steering Committee Recommendations/Next Steps

Report reviewed and submitted by:



Lisa Millar, Director of Education



Georgette Davis, Superintendent of Education,
FOS/Safe Schools/Mental Health and Well-Being

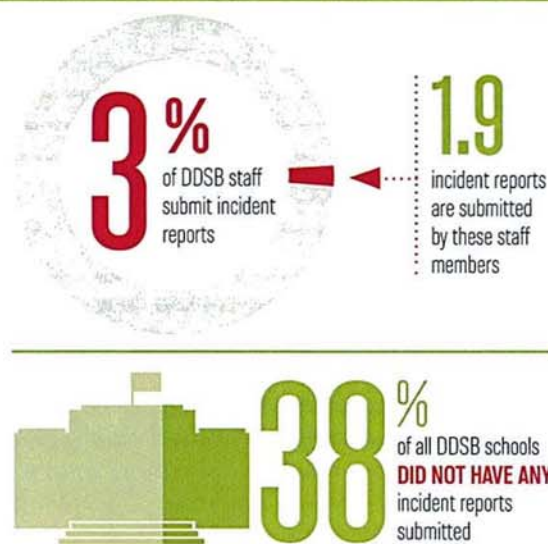
INFORMED DATA for Incident Reporting

The DDSB has been recognized by the Ministry of Labour (February 14, 2018) as leaders who are working hard at addressing and responding to violence in the workplace. As leaders in workplace violence prevention and management strategies, we need to continue to work on implementing strategies and interventions to reduce incidents of aggression. According to the document, *"Workplace Violence in School Boards: A Guide to the Law"* (2018) the implementation of these strategies is a shared responsibility of staff, students, parents and community agencies.

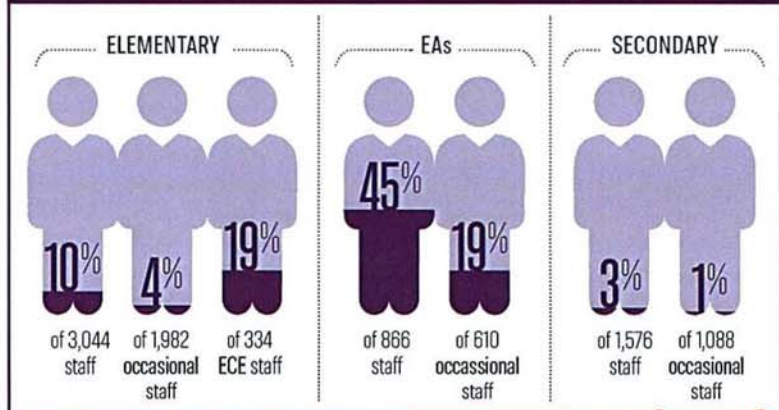
The DDSB appreciates the work that is being done by staff to understand the needs of students and implement interventions to reduce aggressive interactions.



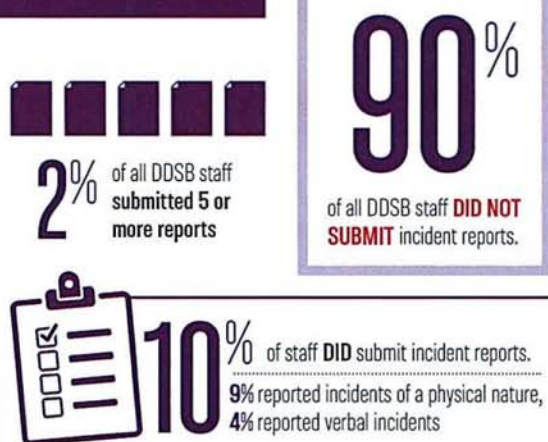
On average each month...



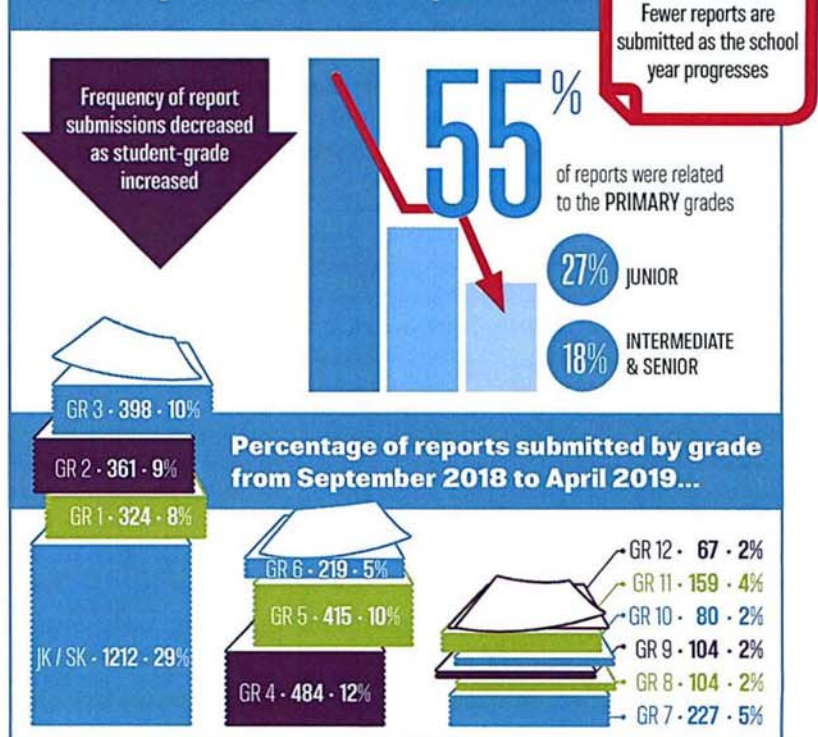
From September 2018 to April 2019, reports were submitted by...



From September to April...



From September 2018 to April 2019...



* The number of reports is not the same as the number of incidents. Multiple reports can be submitted for one incident. Approximately 19% of reports are duplicate reporting. Raw data only provides a number. Data analysis informs and allows us to be responsive.

DDSB—A Responsive Approach

TRANSITIONS...



Reports are submitted with the greatest frequency in the first three months of school with the highest submission in November, then decline as programs and supports are put in place.

What we are doing...

- 🎯 Expansion of Behaviour Management Systems (BMS) including Administrators, EAs, ECEs and Special Education Resource Teachers (SERTs)
- 🎯 Early Years (Kindergarten) Transition Support – EA Allocation pilot
- 🎯 EA Task Force is ongoing and looks at proactive supports (e.g., Everyday Fitness Erg program) as well as collaborative, responsive supports.
- 🎯 Incident Report and Incident Action Process Flowcharts
- 🎯 Data dashboard for incident report monitoring
- 🎯 Public reporting on data findings
- 🎯 Partnership with Lakeridge Community Support Services (LRCSS) to pilot an intensive support program for students with complex needs.

Greatest successes were achieved when students were encouraged to follow the class schedule, promoting healthy peer interactions through modelling, and helping to foster independence.

—DDSB Kindergarten Teacher

Early Years strategies...

- ☑ Transition to school
- ☑ Learning routines
- ☑ Interventions
- ☑ Self regulation and support
- ☑ Focus on communicating effectively using words
- ☑ Home and school partnerships
- ☑ Connection to professional services



1382

staff have completed self-regulation training in last five years

We currently have over

160

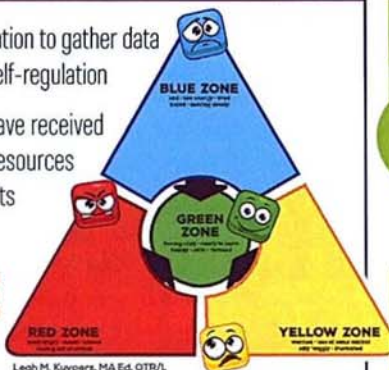
Spark Bikes in DDSB schools to support student self-regulation



Using Zones of Regulation to gather data to inform the use of self-regulation

131 schools have received posters, resources and toolkits

What **ZONE** are you?



Leah M. Kuypers, MA Ed. OTR/L

We have over...

109

schools

43

libraries
learning commons

450

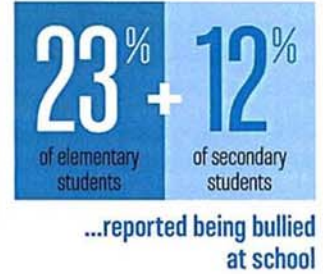
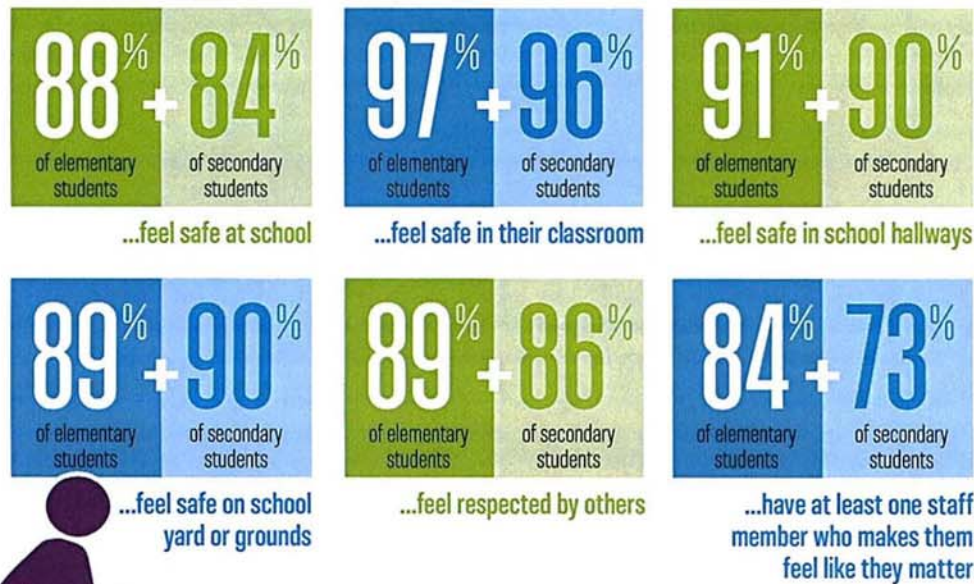
classrooms

using innovative furniture and advanced technology to support student self-regulation



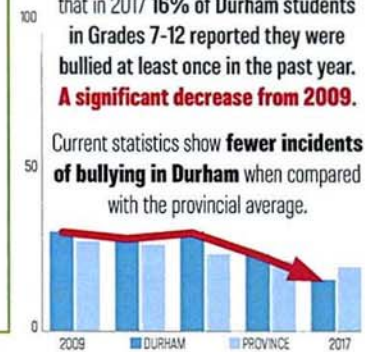
The implementation of the DDSB Character Education traits help build positive relationships and a framework for positive behaviour.

Results from the 2017-2018 School Climate Survey indicated that...



Results from the Public Health Monitoring of Risk Factors in Ontario (PMO) indicates that in 2017 **16% of Durham students in Grades 7-12** reported they were bullied at least once in the past year. **A significant decrease from 2009.**

Current statistics show **fewer incidents of bullying in Durham** when compared with the provincial average.




Recommendations from the Incident Ad Hoc Committee...

Next steps...

- ☒ Increase training, strategies and resources with:
 - ECEs and EAs
 - JK to Grade 3 teachers
 - All new Principals and Vice Principals
- ☒ Monitoring process
- ☒ Evolving reporting platform
- ☒ Early Years partners on addressing challenges and supporting parents/guardians
- ☒ Establishing focus groups of teachers, EAs, and ECEs to gather "voice", ideas and strategies in addressing violent incidents
- ☒ Establishing a writing team of teachers, EAs, and ECEs to develop strategies from the field and best practices that will create safe and inclusive settings
- ☒ Programs for parents with community partners and DDSB staff
- ☒ Developing school tool kits on self-regulation and well-being strategies
- ☒ Monthly updates to senior administration on reporting
- ☒ Monthly updates on Safe Schools and Mental Health initiatives shared with system
- ☒ Establish baseline data for longitudinal comparison in order to identify patterns and trends and be responsive
- ☒ Public reporting provided twice a year

Whole Board Approach...

Incident data is provided to Family of Schools Superintendents in order to work with principals and school staff to review and address student needs and reduce incidents of aggression. This work is supported by sessions created and conducted in collaboration with Inclusive Student Services, Safe Schools, and Health & Safety at Family of Schools with representation from staff and unions. In addition, the incident data is shared and discussed at Joint Health & Safety Committee meetings. Incident Ad Hoc Committee meets and works with staff on being responsive and developing initiatives and programs. The DDSB is committed to a collaborative approach in addressing incidents and needs. **It is our collective responsibility to work together to support students and staff.**

	<h2 style="text-align: center;">Incident Ad Hoc Steering Committee Communication</h2> <p style="text-align: center;">*Each SO is to develop a one page Action Plan on their responsibilities and deliverables</p>		
Recommendations	Next Steps	Timelines	Key Staff Involved
<p>A report from the Ad Hoc Committee will be provided to Board bi-annually</p>	<ul style="list-style-type: none"> Report is being prepared to present at Feb Board Report from the Incident Ad Hoc Committee in Feb and June Staff from the Incident Ad Hoc will prepare the report based on expectations from the Committee The report in February will include these Recommendations along with next steps, timelines and key staff 	<ul style="list-style-type: none"> Current and on-going Updated report to Board June 2019 	<ul style="list-style-type: none"> Superintendent of Safe Schools, Georgette Davis and Safe Schools Officer, Ken MacNaughton
<p>The report from the “Dashboard” summarizing violent incidents will be provided to Superintendents and Administrators for discussion and action on a monthly basis</p>	<ul style="list-style-type: none"> The process has started with discussions at Admin Council. SOs have access to the dashboard. This allows them to analyse the data and follow-up with schools Continue to discuss the data. Each Family of Schools (FOS) Superintendent will use this data to follow-up with schools FOS in collaboration with Safe Schools and Inclusive Student Services will develop interventions that can be used with schools to create and sustain positive school climates that are safe, equitable and inclusive. These will be used at the Dec FOS meetings, and will be incorporated into The Feb report from the Incident Ad Hoc Committee 	<ul style="list-style-type: none"> Current and on-going Discussed monthly at Admin Council 	<ul style="list-style-type: none"> Superintendent of Safe Schools, Georgette Davis, Superintendent of Inclusive Education, Andrea McAuley, Safe Schools Officer, Ken MacNaughton, and Research Analyst, Chris Conley FOS Superintendents

Recommendations	Next Steps	Timelines	Key Staff Involved
Create tool kits for schools on self-regulation and well-being strategies	<ul style="list-style-type: none"> Self-Regulation Tool Kits have been created and distributed to staff. <i>Note: the contents of the kit and instructions on how to use the kit are attached</i> Update the Self-Regulation Tool Kits to include relevant strategies and information from Safe Schools and Mental Health Provide professional learning on the proper use for elementary and secondary school teams 	<ul style="list-style-type: none"> Completed by the end of the 2018-2019 school year PD is on-going Distribution of kits to schools in September 2019 	<ul style="list-style-type: none"> Superintendent of Safe Schools, Georgette Davis, Safe Schools Officer, Ken MacNaughton and Mental Health Lead, Steffanie Pellebour
Create a monthly update on Safe School and Mental Health initiatives to share with System	<ul style="list-style-type: none"> The first monthly update (For October) was completed as an "e-blast" and sent to Education Staff, trustees, school staff, Administrators and contacts from the Safe and Accepting Schools Teams and Mental Health contacts The Safe Schools and Mental Health "e-blast" will continue on a monthly basis 	<ul style="list-style-type: none"> Current and on-going; monthly 	<ul style="list-style-type: none"> Superintendent of Safe Schools, Georgette Davis, Safe Schools Officer, Ken MacNaughton, and Mental Health Lead, Steffanie Pellebour
Create a process to disaggregate, and develop a process to distinguish between reports and incidents	<ul style="list-style-type: none"> Work on 2017/18 school year data to try and separate multiple reports for reports from the same incident Work with the vendor to add features that would allow further disaggregation Update February report on Data Section to disaggregate and redesign data sharing format 	<ul style="list-style-type: none"> Completed February 2019 Established 	<ul style="list-style-type: none"> Superintendent of Safe School, Georgette Davis, Superintendent of Inclusive Education, Andrea McAuley, Safe Schools Officer, Ken McNaughton, Education Officer, Alex Touis, Research Analyst, Chris Conley, Manager of Health and Safety, Gary Gibson, and Health and Safety Officer, Kerri Stewart Research Analyst, Chris Conley

Recommendations	Next Steps	Timelines	Key Staff Involved
Establish baselines for longitudinal comparison	<ul style="list-style-type: none"> Updates are prepared and distributed each month at Admin Council. These summaries highlight the number of reports that have been submitted to date with a comparison to the number of reports that were submitted during the same timeframe in 2017-2018. These comparisons lead to discussions around monitoring and next steps to support schools. 	<ul style="list-style-type: none"> Completed 	<ul style="list-style-type: none"> Education Officer, Alex Toulis, and Research Analyst, Chris Conley
Expand the "Faces on the Data" tool to include interventions to monitor and address students who may exhibit risk of injury behaviours	<ul style="list-style-type: none"> Electronic monitoring tool to support academics Under <i>Additional Information</i>, within the tool, the Behaviour Safety Plan will be noted. This will prompt school teams to review and recalibrate the strategies in their plan. 	<ul style="list-style-type: none"> Current and on-going 	<ul style="list-style-type: none"> Superintendent Silvia Peterson, Superintendent Anne Marie Laginski, Superintendent of Safe Schools, Georgette Davis, Superintendent of Inclusive Education, Andrea McAuley, Safe Schools Officer, Ken MacNaughton and Education Officer Alex Toulis
<p>Strategically focus support on JK to Grade 3</p> <ul style="list-style-type: none"> training strategies resources <p>Establish a focus group of EAs, ECEs, teachers and students and conduct an input session to gather voice, ideas and strategies in addressing violent incidences</p> <p>Establish specific training programs for ECEs and EAs to support needs based on patterns and trends identified from the data and employee needs</p>	<ul style="list-style-type: none"> Create focus groups to gather best practices (including classroom staff) A working group will create resources, and provide professional development A writing team will create a "Strategies from the Field" document Develop a video of Staff (teachers, EAs ECEs) sharing best practices and strategies. Videos will launch in October, aligned with ECE Appreciation Day, and in November, aligned with EA Appreciation Day. Allocate resources to support Kindergarten transition planning 	<ul style="list-style-type: none"> On-going updates Shared with system May 2019 Ongoing Ongoing Completed 	<ul style="list-style-type: none"> Associate Director Mark Fisher, Superintendent Jim Markovski, Superintendent of Inclusive Education, Andrea McAuley, Superintendent, Silvia Peterson, Early Years Manager, Stacey Lepine, and Education Officers Alex Toulis, and Linda Ford-DeCunha Superintendent Jim Markovski, Superintendent Silvia Peterson, Superintendent Anne Marie Laginski and Superintendent Andrea McAuley

Recommendations	Next Steps	Timelines	Key Staff Involved
Expansion of training on Behaviour Management Systems (BMS) for EAs, ECEs, SERTS and Teachers	<ul style="list-style-type: none"> Review training process to build capacity for training/retraining Bi-Annual Training Mandatory P/VP training July 2019 	<ul style="list-style-type: none"> Current and on-going 	<ul style="list-style-type: none"> Superintendent of Inclusive Education, Andrea McAuley and Chief Psychologist, Dr. Steve Graffi
Training for all new P/VPs in dealing with incidents and parents/guardians	<ul style="list-style-type: none"> Training will occur at FOS meetings and at the VP Network, Safe and Accepting Schools Teams Training and New to the Role training 	<ul style="list-style-type: none"> Current and on-going 	<ul style="list-style-type: none"> Associate Director, Mark Fisher, Superintendent of Safe Schools, Georgette Davis, Safe Schools Officer, Ken MacNaughton, and Administrative Officers, Michelle MacDonald and Brent Woodward
<p>Work with Early Years partners to provide training on addressing challenges to parents/guardians of JK/SK children</p> <p>Create and implement parenting programs with community partners</p>	<ul style="list-style-type: none"> Working with Early Years and the Parent Involvement Committee to create a plan e.g. Regional SCC meetings, Parents as Partners Work with Community Partners <ul style="list-style-type: none"> Dr. Jean Clinton-50 to 60 parents/guardians from 28 schools Parents as Partners Symposium, April 13, 2019 with over 350 attendees 	<ul style="list-style-type: none"> Early Years and Inclusive Schools Action Plan completed Completed 	<ul style="list-style-type: none"> Superintendent Jim Markovski, Superintendent Heather Mundy, Early Manager, Stacey Lepine

Tip Sheet for Self-Regulation Tools

What are self-regulation tools?

Fidget and calming tools are self-regulation manipulatives intended to help an individual to reduce stress in their body, and help to increase focus and attention. A hand fidget tool or calming tool can meet the sensory needs of students so that they may better direct their attention to the classroom lesson or activity.

Students will find different types of tools helpful to help “up-regulate” or “down-regulate” based on their own sensory systems.

Please refer to the enclosed resources, *Teens Can Be Resilient In High School!* and *Self-Regulation* for more information.

How are self-regulation toolkits used in classrooms?

You have been provided with a sample of a self-regulation toolkit. Please feel free to adapt to the needs of your school. Ensure that when making any additions to your self-regulation toolkit that you take into account the considerations outlined in this document.

It is recommended that in order to enhance participation from staff that you have self-regulation tools available at a staff meeting to allow staff to explore the use of the tools, and discuss how they could be used in classrooms.

Teaching students about self-regulation, raising their awareness about when they may find it helpful to use a self-regulation tool, and creating a classroom culture which includes recognition of the diversity of needs will enable appropriate use of a self-regulation toolkit. **Use the tools intentionally, in accordance with agreed upon classroom guidelines, as part of the inclusion of self-regulation language and strategies. When the tools are placed in context of a positive classroom climate that includes a recognition of the need for self-regulation, then these items would be considered “tools” instead of “toys”.**

It is suggested that, along with explicit teaching about the domains of self-regulation (refer to the Self-Regulation webpage for the domains and recommended strategies <http://www.ddsb.ca/Students/SafeSchools/Pages/Self%20Regulation/Introduction.aspx>), that grade-appropriate reminders be included to remind students that their usage of the tools is intended to support their ability to feel calm, alert and ready to learn. As well, remind students to use the tools in a manner that is not disruptive to other students.

When you are building a self-regulation tool kit for students consider the following:

- Interesting tactile composition such as squeezable or massagers; soft or smooth items
- Pliability of the product e.g., does it allow for a student to use pressure to bend or squeeze it?
- Movement opportunities provided for hands e.g., can the child squeeze it?
- Silent usage – an expectation of the usage of tools is that they will not be a distraction to others
- Variety of sizes
- Resistive hand materials such as putty, play dough or clay can help strengthen and keep hands busy
- Ensure that the tools are safe for use, e.g., not easily pulled apart and swallowed
- Ensure that students who have allergies are not exposed to the materials to which they are allergic, e.g. latex
- Items may be purchased inexpensively at a dollar store for a self-regulation toolkit such as: coloured squeeze balls, pipe cleaners (which allow for manipulation and stroking), and small tubs of Playdoh. Smooth stones, and photographs of natural settings may also be helpful for some students.

For those interested in ordering Self-Regulation or 21st Century Classroom furniture for their classrooms this must be done through purchasing with an approved supplier. This ensures that all furniture meets the required safety standards and it is up to quality assurance standards.

Self-Regulation Tools Kit

Contents

1. Self-Regulation Flipchart
2. Balance Disc
3. PushPathz
4. Tangle Therapy
5. Orb Odditeez Beadiballz
6. Manimo Weighted Snake
7. Pipe Cleaners
8. Pencil Crayons
9. No Adults Allowed Coloring Book
10. Poster – What Zone are You?
11. DDSB What Zone are you? Handout

ADMINISTRATIVE REPORT

REPORT TO: Meeting of the Durham District School Board **DATE:** June 17, 2019
SUBJECT: Annual Operating Plan – End of Year Update **PAGE NO.** 1 of 2
ORIGIN: Lisa Millar, Director of Education, Secretary to the Board

1. Purpose

This report is provided for information to Trustees as an end of year update regarding the Annual Operating Plan.

2. Background

In January 2018, Trustees and senior staff worked with Cundari Marketing and Communications to engage stakeholder input for the development of a new three-year strategic plan.

“The Multi-Year Strategic Plan is a visioning and policy document that sets the direction for the board. It is fundamental to ensuring good governance and to building public trust in boards of trustees not only to safeguard our schools, but also to ensure that they are caring, equitable, innovative, and flexible.” (*Multi-Year Strategic Planning - A Guide for School Board Trustees - Ministry of Education - 2017*)

The new Ignite Learning Strategic Plan was shared with the Board in June 2018 and launched to the system in September 2018.

3. Analysis

The Annual Operating Plan for the 2018-2019 school year has provided direction and guidance to senior staff and system in leading quality implementation of system initiatives and programs.

Administrative Council reviews the goals regularly and uses the annual operating plan to provide a foundation for the development of department goals and strategic execution action plans for each Superintendent for the year. The senior staff developed a template of the action items, timelines and metrics of the initiatives and programs within their portfolios to support the achievement of the goals outlined in the annual plan.

ADMINISTRATIVE REPORT

3. Analysis (Continued)

The efforts, major projects and initiatives have been aligned with the core priorities and specific goals developed by Trustees and the senior team with input and consultation from stakeholders.

The core priorities and operational goals as outlined in the 2018-2019 Durham District School Board Strategic Plan include:

Strategic Priority	Operational Goals for Each Strategic Priority
Success	Set high expectations and provide support to ensure all students and staff reach their full potential every year.
Well-Being	Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.
Leadership	Identify future leaders, actively develop new leaders, and responsively support current leaders.
Equity	Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.
Engagement	Engage students, parents and community members to improve student outcomes and build public confidence.
Innovation	Re-imagine learning and teaching spaces through digital technologies and innovative resources.

Superintendent Responsibilities Leading Quality Implementation:

Each Superintendent portfolio has contributed to the progress of the goals, and that progress is reflected in the attached Appendix A, Annual Operating Goals 2018-2019 End of Year Report. The focus of the update is to highlight the development and progress of current and new initiatives as well as the expansion of existing initiatives.

Considerable work continues in all of the Superintendent portfolios throughout the year. Trustees receive information on the implementation of the Operational Goals as reports and presentations from Superintendents and schools at Board, Standing and Committee meetings as well as in the Director's Annual Report.

ADMINISTRATIVE REPORT

3. Analysis (Continued)**System and School Implementation**

An implementation toolkit was developed and shared with the system for Portfolio, department and school level implementation.

The Ignite Learning Strategic Plan outlines the vision and direction for the system.

Metrics/Analytics

The operational goals are measured using both quantitative and qualitative metrics. The stages of implementation for assessing the current status of the goals is included in the final section of Appendix A: End of Year Operational Goals Update 2019.

Individual metrics for each Ignite Learning priority has been included in the status update section in the report.

4. Planning for the 2019/2020 School Year:

DDSB Trustees and senior staff have been working throughout the Spring in multi-year strategic planning. Meetings were held on March 25, May 8, May 23 and May 29, 2019.

Input and consultation occurred through a variety of methods including Thoughtexchange, surveys, committee meetings and ongoing input at parent and staff sessions. The data compiled from stakeholder input and consultation will assist staff in providing a report on the Operational Goal action plan at the September 16, 2019 Board meeting.

5. Communication

A great deal of progress in the implementation of the goals has been made this year. The end of year update will be communicated to the system in the following ways:

- a) The end of year update will be posted to the DDSB website to share with the public.
- b) It will be discussed with school administrators at the next Director's meeting in August 2018.
- c) The end of year update will be provided to school administrators with a request to share the update with School Community Councils.

ADMINISTRATIVE REPORT

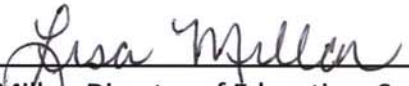
5. Communication (Continued)

- d) Senior staff will continue to implement the major initiatives as well as assess the impact of the initiatives on student achievement, evolving equity initiatives, building leadership capacity, innovation, engagement, well-being and system improvement.
- e) Trustees in collaboration with the senior team will develop the 2019/2020 Operational Goals Action Plan to be shared in September.

6. Conclusion

This report and end of year update is provided to Trustees for information.

Report reviewed and submitted by:



Lisa Millar, Director of Education, Secretary to the Board

Appendix A: Annual Operating Goals 2018-2019 End of Year Report

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** June 17, 2019**SUBJECT:** 2019 to 2023 Official Enrolment Projections**PAGE NO.** 1 of 4

ORIGIN: Lisa Millar, Director of Education
 David Visser, Associate Director of Corporate Services and Treasurer of the Board
 Christine Nancekivell, Chief Facilities Officer
 Carey Trombino, Accommodation Coordinator & Senior Planner
 Anne Dobos, Senior Planner

1. **Purpose**

To provide information on the October 31, 2019 Official Enrolment Projections (OEP). A copy of the OEP summary tables are attached as Appendix A.

2. **Ignite Learning Strategic Priority/Operational Goals**

- Align resources to where they are most needed to support equitable outcomes for all students.

3. **Analysis**3.1 **Official Enrolment Projections – OEP**

The methodology used to determine the 2019 OEP can be found in the attached copy of the projections as Appendix B. The DDSB is anticipating the following differences, based on the OEP from October 2018 to the OEP for October 2019:

- an increase of 674 elementary pupils
- an increase of 253 secondary pupils
- an overall enrolment increase of 927 pupils

3.2 **Utilization Rates**

Municipal utilization rates have been shown on the Summary chart entitled, “Municipal Enrolment and Utilization Rates” found as Appendix C, of this report.

Changes in capacity due to partnerships in elementary schools as well as FDK class loading along with FDK conversions, renovations and retrofits are reflected in the utilization chart.

The new Unnamed North Oshawa (Greenhill) PS which will open September 2019 in Oshawa has been included in the Municipal Summary.

While these summary pages, found in Appendix C, illustrate the over/under utilization that is projected, they also enable the process of formulating long term accommodation options for all school facilities.

3.3 Enrolment and Capacity Charts

The following charts visually reflect the Board's overall utilization, actual from 2007 to 2018 and projected from 2019 through 2023. There are three charts provided below illustrating the following:

- 1) combined elementary and secondary enrolment capacity;
- 2) elementary enrolment and capacity;
- 3) secondary enrolment and capacity capacity.

From these charts the over/under utilization, by year, can be seen. The changes in capacity reflect the opening of new schools and / or additions, closures of schools, partnerships in schools, changes in Ministry Rated Capacity (MRC) loading to reflect primary class size and FDK.

Chart 1 below shows combined elementary and secondary total enrolments (actuals and projections) as well as the total combined capacity for each year.

Chart 1

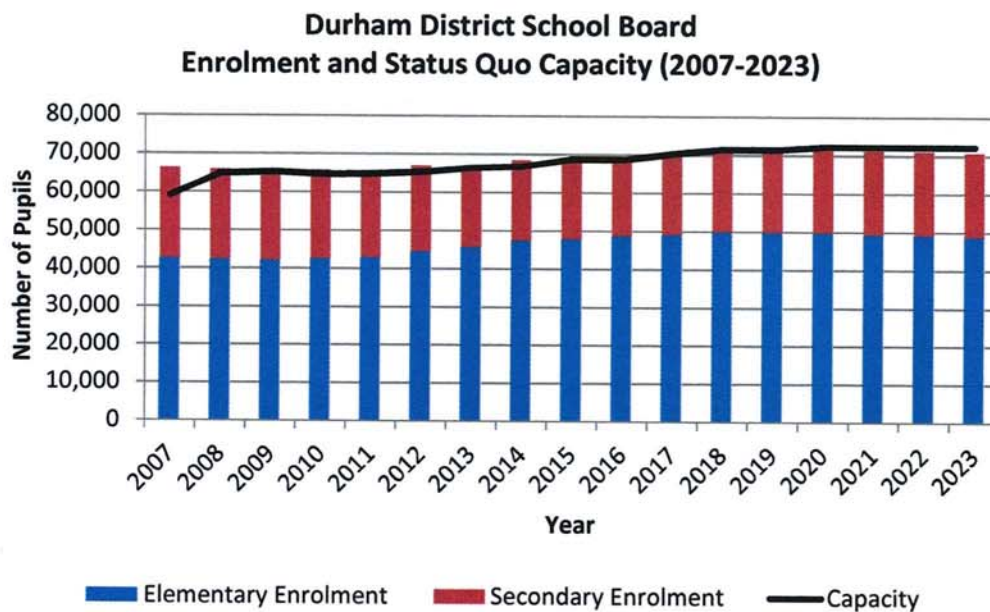


Chart 2 shows the total elementary enrolment (actuals and projections) and capacity for each of the years.

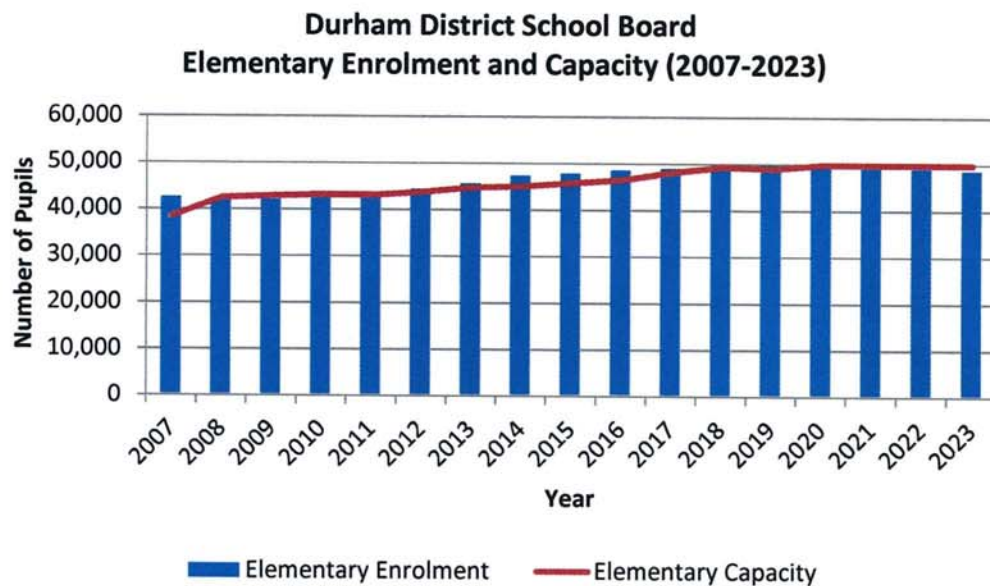
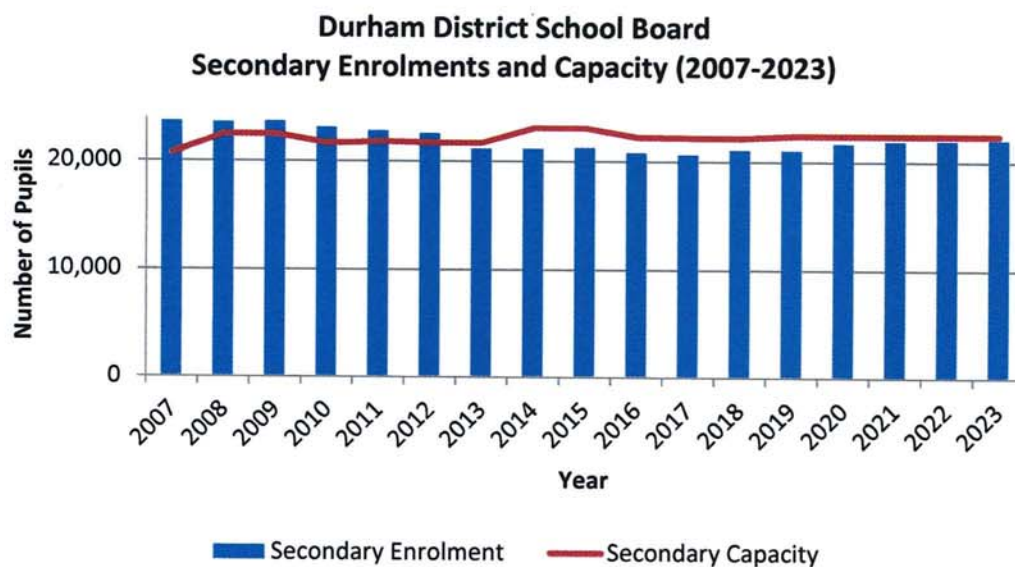
Chart 2

Chart 3 shows the total secondary enrolment (actuals and projections) and capacity for each of the years.

Chart 3

3.4 Trends, Issues and Future Opportunities Report

In September staff will present the Trends, Issues and Future Opportunities report which will address accommodation in all areas and at individual, specific schools. The report will review all accommodation needs, which include growth areas, closures and consolidations, boundary adjustments and program relocations for both elementary and secondary schools.

4. Communication Plan

- Trends, Issues and Future Opportunities Report to Board September 2019

5. Conclusion

The October 2019 Official Enrolment Projections project a total of 49,749 elementary pupils and 21,477 secondary pupils, for a combined total of 71,226 pupils.

There is a decrease of 85 pupils proposed in elementary enrolments from the actual enrolment of October 2018 to the OEP for October 2019 and a decrease of 113 pupils proposed in secondary enrolments from the actual enrolment of October 2018 to the OEP for October 2019, for an overall decrease of 198 pupils for October 2019.

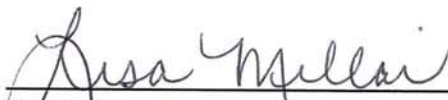
6. Appendices

Appendix A: Executive Summary

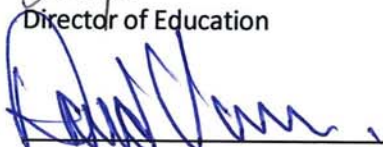
Appendix B: Methodology

Appendix C: Municipal Utilization Summary

Report reviewed and submitted by:



Lisa Millar
Director of Education



David Visser
Associate Director of Corporate Services and Treasurer of the Board

Executive Summary

Staff of the Facilities Services Department, in conjunction with Operations and Business staff, produced this document. Input was also received from elementary and secondary school Principals. The methodology used to produce the Official Enrolment Projections can be found in Appendix A.

For October 2019 there is projected to be a total of 49,749 elementary students. With the full implementation of Full Day Kindergarten, there are no longer part time elementary students. The October 2019 secondary total is projected to be 21,477 secondary students, with a full-time equivalent of 20,976.19.

There is a projected decrease from October 2018 actual enrolment to October 2019 projected enrolment of 85 students at the elementary level. At the secondary level the enrolment is projected to decrease by 113 students.

For October 2019, total student enrolment for the Durham District School Board is projected to be 71,226 students with full-time equivalent of 70,725.19. This would be an overall increase of 198 pupils from October 2018 to that projected for October 2019.

Calculations of Students as Full Time Equivalent

Full-time equivalent (FTE) numbers are shown for secondary schools only. With the full implementation at all elementary schools, part time students in Junior Kindergarten (JK) and Senior Kindergarten (SK) no longer exist.

Accommodation

Two new elementary schools were opened in September of 2018/2019 by the Durham District School Board. Viola Desmond PS opened in the Town of Ajax, accommodating the new housing development at Salem Road south of Rossland Road. Northern Dancer PS opened in the City of Oshawa, accommodating the students residing in the original Windfields Farm community north of Conlin Road, east of Simcoe Street in north Oshawa.

In the Secondary panel, construction of an addition at RS McLaughlin CVI in Oshawa was complete for school opening in September 2018, and an addition and renovation at Eastdale CVI was complete and fully occupied in January 2019. Both provide bright, new upgraded learning spaces for the students.

Portable Classrooms

A total of 309 portable classrooms were in use in the system throughout the 2018/2019 school year, 234 portables at the elementary level and 75 portables at the secondary level.

During the summer of 2018, 20 new portables were installed at sites throughout the Board, with an additional 18 installed on sites during November and December. In 2017, 31 new portables were added to the system. During the summer of 2016, 15 new portable classrooms were introduced into the system while a total of 25 portable classrooms were demolished. As of the 2018/19 school year, 175 air conditioned portables provide additional learning space for students in the system. The DDSB will continue to replace older portables and portables in disrepair with new air conditioned portables. Staff will continue to work with the schools for effective and efficient use of classrooms and to continue to reduce the number of portable classrooms required throughout the system.

Housing Development & Growth Analysis

Durham Region is continuing to experience housing growth in Pickering, Ajax, Whitby and Oshawa. Growth within the City of Pickering continues along the east and west sides of Brock Road, between Concession Road 3 and Taunton Road. The City of Pickering and Region of Durham have eagerly awaited the commencement of the Seaton Land servicing and development. Construction of the first phases of development in the Seaton Lands have begun, students from

this development have begun showing up at the holding schools designated for the development. A number of builders will be developing the Seaton Lands and a steady stream of students is anticipated into the system.

The Town of Ajax continues to experience some subdivision development as well as infill development. Subdivision development is generally located at Church Street at Rossland Road.

The Town of Whitby is experiencing development in West Whitby and the expansion of Brooklin will begin in the near future. West Whitby development is occurring from the west extent of the built up area of Whitby, to Hwy 412 (link to Hwy 407); between Dundas Street and the north side of Taunton Road. Similar to the development in Pickering, there are a number of builders participating in the development of these lands, resulting in the rapid house construction.

The City of Oshawa is continuing to experience development growth to the north of Taunton Road. Development plans in the Windfields Farm lands continue to be completed on both sides of Simcoe Street. In the Kedron Planning Area, various land owners and developers have submitted Draft Plans of Subdivision to the City of Oshawa, however, underground servicing has not yet begun.

The Townships of Uxbridge, Scugog and Brock have small plans of subdivision as well as individual redevelopment and infill construction which help to sustain enrolment in each of their school communities.

Projection Methodology

The purpose of this appendix is to provide an accurate account of the process used to reach the 2019 Official Enrolment Projection (OEP) for each school within the Durham District School Board. The Ministry of Education requires an enrolment reporting date of October 31.

Elementary Schools

Various data sources were used to determine the elementary enrolment projections. The primary data source for the October 2019 OEP is the October 31, 2018 enrolment collected from elementary schools.

The second data source used is the pre-registration data collected from schools for Junior Kindergarten (JK) and Senior Kindergarten (SK) students for September 2019. Pre-registration began in January 2019 and assists staff in verifying JK and SK class size. If the pre-registration number is larger than the projected enrolment, then the number is revised to match the pre-registration, if historically the students showed up at the school in September. Also, pre-registrations were also adjusted downwards if historically lower pre-registrations translated to lower September actual registrations.

The third data source used is an average percent increase of SK enrolments from the previous JK enrolment, done by school. The factor is used in determining the SK enrolments. In some instances a municipal average was used for a school, as the school average had been skewed by a boundary change etc.

The fourth data source used is a 4-year average percentage of JK enrolments to that of SK enrolments, by school. This factor is used in determining the JK enrolments.

The fifth data source used is the overflow transportation listings for all schools.

The sixth data source used is registered subdivision development information. The data is collected from the Board's Education Development Charges database, through registered plans of subdivision, and verified by visits to individual subdivision developments.

The final source of data is used when new schools are opened or boundary changes occur. The names and addresses of potential students within the boundary area for the new/existing school are collected and sorted by grade. The projection for the new school is created from existing school populations.

The following general assumptions have been used to project pupils forward at the elementary level:

- Grade 1 to 8 students are moved forward from one grade to the next.
- To account for the Grade 1 French Immersion pupils, without double counting them, pupils have been deducted from Grade 1 enrolments at English program schools.
- French Immersion Grade 1 students are calculated based on a five-year average percent of students in the SK program going to Grade 1.
- All grades for French Immersion students were adjusted if historically, the school has showed a decline in enrolment from grade to grade progression.
- Students starting in Grade 4 gifted program is based upon data received from the Special Education department. To avoid double counting, pupils have been deducted from Grade 3 enrolments at each pupils' current school.
- Where overflow transportation occurs, students are returned to their home school for the following years.
- Special Education shown at each school remains constant with the actual October enrolment, unless program changes are known at the time of creating the OEP.
- Growth pupils from registered plans of subdivisions are added to the OEP annually for each appropriate school, with distribution evenly distributed between Grades 1 to 8. The JK and SK factors that are used, account for growth trends.
- Feeder schools are assigned on historical boundaries. Where the programs and/or school boundaries are altered, each school is accordingly adjusted to eliminate missed data and double counting.

Secondary Schools

The primary data source used in creating the secondary projections for October 2019 is the October 31, 2018 secondary enrolment data.

The second data source used is the elementary October 31, 2018 Grade 8 figures, to determine the Grade 9 class size in each municipality. If the number of option sheets collected is greater or significantly lower than that of the projection, then the number is revised to reflect such.

The following assumptions have been used to project pupils forward at the secondary level:

- Self Contained students are assumed to remain constant for each year.
- Grades 9 to 11 are moved forward to the next grade based on an average 3-year retention rate, by grade, for each individual school.
- Growth from new developments is captured in the retention rates for each of the grades.

- Even though secondary schools are a 4-year program, there continues to be retention of pupils for a 5th year. This retention has been reflected by school, based on the number of students at the school moving from Grade 11 to Grade 12 (which includes 5th year students).
- Secondary numbers are verified in meetings with Principals of each school and the actual number of option sheets they have received for students.

Elementary Summary Table

Municipality	Actual										2019 Official Enrolment Projections										Total Elementary Enrolment									
	2018 Capacity	2018 Enrolment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrolment	Excess Spaces	% Utilization	Portables Required	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required
City of Pickering	7,215	6,829	386	94%	28	7,120	6,861	259	96%	27	7,120	6,907	213	97%	28	7,120	6,956	164	97%	28	7,120	7,000	120	98%	29	7,120	7,024	96	98%	29
Town of Ajax	11,164	11,381	-217	101%	47	11,100	11,357	-257	102%	47	11,653	11,241	415	96%	47	11,653	11,119	534	95%	48	11,653	11,026	627	94%	47	11,653	10,904	749	93%	47
Town of Whitby	12,105	13,126	-1,021	108%	59	12,105	12,810	-705	105%	39	12,595	12,634	-39	100%	32	12,595	12,398	197	98%	28	12,595	12,206	389	96%	26	12,595	11,962	633	94%	22
City of Oshawa	13,697	13,796	-99	100%	83	14,075	14,085	-10	100%	77	14,075	14,188	-113	100%	82	14,075	14,255	-180	101%	80	14,075	14,310	-235	101%	86	14,075	14,248	-173	101%	89
Township of Uxbridge	1,960	1,812	1,48	92%	5	1,960	1,763	197	89%	2	1,868	1,737	131	92%	2	1,868	1,695	173	90%	2	1,868	1,670	198	89%	2	1,868	1,657	211	88%	2
Township of Scugog	1,971	1,798	173	91%	8	1,971	1,746	225	88%	5	1,971	1,751	220	86%	4	1,971	1,733	238	87%	4	1,971	1,710	261	86%	4	1,971	1,695	276	85%	4
Township of Brock	1,173	1,092	81	93%	5	1,173	1,127	46	96%	5	1,079	1,151	-72	106%	3	1,079	1,173	-94	108%	5	1,079	1,179	-100	109%	6	1,079	1,197	-118	110%	6
Overall Elementary Totals	49,285	49,834	-549	101%	235	49,504	49,749	-245	100%	202	50,364	49,609	755	99%	198	50,361	49,329	1,032	98%	195	50,361	49,101	1,260	97%	200	50,361	48,687	1,674	97%	199

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Secondary Summary Table

Municipality	Actual										2019 Official Enrolment Projections										Total Secondary Enrolment									
	2018 Capacity	2018 Enrolment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrolment	Excess Spaces	% Utilization	Portables Required	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required
City of Pickering	3,231	2,489	742	77%	0	3,231	2,446	785	76%	0	3,231	2,656	575	82%	0	3,231	2,775	456	86%	0	3,231	2,847	384	88%	0	3,231	2,943	288	91%	0
Town of Ajax	4,551	4,888	-337	107%	22	4,551	4,827	-276	106%	21	4,551	5,013	-462	110%	28	4,551	5,068	-517	111%	31	4,551	5,069	-518	111%	32	4,551	5,072	-521	111%	33
Town of Whitby	5,628	5,622	6	100%	23	5,628	5,687	-59	101%	16	5,628	5,828	-200	104%	20	5,628	5,912	-284	105%	23	5,628	5,844	-216	104%	23	5,628	5,827	-199	104%	32
City of Oshawa	5,586	5,458	1,28	98%	23	5,811	5,532	279	95%	13	5,811	5,628	183	97%	17	5,811	5,684	127	98%	18	5,811	5,733	78	99%	19	5,811	5,793	18	100%	19
Township of Uxbridge	1,290	1,168	1,22	91%	2	1,290	1,125	165	87%	0	1,290	1,152	138	89%	0	1,290	1,120	170	87%	0	1,290	1,165	125	90%	0	1,290	1,154	136	89%	0
Township of Scugog	1,227	1,063	1,64	87%	1	1,227	1,019	208	83%	0	1,227	1,016	211	83%	0	1,227	972	255	79%	0	1,227	962	265	78%	0	1,227	954	273	78%	0
Township of Brock	651	381	270	59%	0	651	391	260	60%	0	651	378	273	58%	0	651	355	296	55%	0	651	330	321	51%	0	651	314	337	48%	0
DASS		521					450					450					450					450					450			
Overall Secondary Totals	22,164	21,590	1,095	95%	71	22,389	21,477	1,362	94%	50	22,389	22,121	718	97%	65	22,389	22,336	503	98%	72	22,389	22,400	439	98%	74	22,389	22,507	332	99%	84

* Utilization Rate Totals do not include DASS enrolment and portables used for Grove Program not included in portable use

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71,424

71,226

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	DATE:	June 17, 2019
SUBJECT:	Quarterly Construction and Major Projects Progress Report	PAGE NO.	Page 1 of 7
ORIGIN:	Lisa Millar, Director of Education David Visser, Associate Director of Corporate Services and Treasurer of the Board Christine Nancekivell, Chief Facilities Officer Lisa Bianca, Senior Manager of Facilities Services Brenda Coward, Manager of Facilities Design/Construction		

1. Purpose

To provide the Board of Trustees with a quarterly report of the current construction and major projects progress, as information.

2. Ignite Learning Strategic Priority/Operational Goals**2.1 Increase Student Achievement and Well-Being**

- Align resources to where they are most needed to support equitable outcomes for all students.
- Use data and research to develop programs to support learning.
- Provide safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth.
- Provide a range of rich programming options which allow students to pursue multiple pathways.

3. Background

3.1 The Board has been in a fortunate capital position to have approved several capital oriented projects, as follows:

- On November 21, 2016 the Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed North Oshawa P.S. (Greenhill Avenue/Clearbrook Drive) in Oshawa.
- In February 2018, the Durham District School Board received Ministry of Education approval to build two new elementary schools, Unnamed North Ajax P.S. (Williamson Drive West/Bellinger Drive) in Ajax, and Unnamed North Whitby P.S. (Samandria Avenue/Lazio Street) in Whitby, and to build Beaverton/Thorah Central P.S. replacement school to consolidate Beaverton P.S. and Thorah Central P.S. on the Beaverton P.S. site, in Beaverton.

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

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- 3.2 The Ministry approval process must be carefully considered when undertaking any major capital projects. The stages of Ministry approval include; announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on cost consultant report, and post tender approval if the tender exceeds the approved funding amount. Each stage requires Ministry approval prior to proceeding to the next step.

While Ministry approvals are in process, reports are submitted to the Board of Trustees for decision making, such as sketch plan reports and tender reports to engage a contractor. Other approval points for capital projects include municipal, regional and conservation authority approvals.

Due to these multiple stages in the process, it is important to note that each approval process can take several weeks or months, and can be further delayed as a result of any changes and transitions in the Ontario government.

- 3.3 As described in Appendix A – Facilities Design & Construction - Project History, Since 2008, the Board has created 17,294 new pupil places, 805 classrooms, and 1,961,518 square feet valued over \$429 million. This number of classrooms is equivalent to approximately 31 new elementary schools.
- 3.4 The intention of this report is to provide a quarterly update in the months of September, January, March, and June. This report would be posted on the Board's website and would allow the greater community a "snap shot" of the activities. These reports will serve as an update in a non-technical manner.

4. Analysis

4.1 New Elementary School Construction Projects

A. Unnamed North Oshawa P.S. (Greenhill Avenue/Clearbrook Drive)

<i>Type of Project:</i>	New Elementary School including child care centre
<i>Project Occupancy Date:</i>	September 2019
<i>Architect:</i>	MC Architects Inc.
<i>Contractor:</i>	Everstrong Construction Ltd.

Main structure is complete. Mechanical and electrical systems are nearing completion. Interior finishing work is well underway. Site work is underway.

B. Beaverton P.S./Thorah Central P.S. Rebuild

<i>Type of Project:</i>	Rebuild Elementary School including child care centre and Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	Moffet & Duncan Architects Inc.
<i>Contractor:</i>	To be determined

Tender documents are complete. Authority approvals are nearing completion. Project is awaiting Ministry of Education's final approval to proceed to tender. Project completion date has been rescheduled from September 2020 to September 2021 due to time frame of final approvals.

C. Unnamed North Ajax P.S. (Williamson Drive West/Bellinger Drive)

<i>Type of Project:</i>	New French Immersion Elementary School, including Early ON hub
<i>Project Occupancy Date:</i>	September 2020
<i>Architect:</i>	Cellucci + Pace
<i>Contractor:</i>	To be determined

Tender documents are complete. Authority approvals are nearing completion. Project is awaiting Ministry of Education's final approval to proceed to tender before project can proceed further.

D. Unnamed North Whitby P.S. (Samandria Avenue/Lazio Street)

<i>Type of Project:</i>	New Elementary School, including child care centre and Early ON hub
<i>Project Occupancy Date:</i>	September 2020
<i>Architect:</i>	MC Architects Inc.
<i>Contractor:</i>	To be determined

Tender documents are complete. Authority approvals are nearing completion. Project is awaiting Ministry of Education final approval to proceed to tender before the project can proceed further.

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

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4.2 Major Projects

In late May, 2019, the Ontario Pipe Trades Council advised the Mechanical Contractor's Association that their membership, sheet metal workers and plumbers/pipefitters would be involved in a provincial strike/work stoppage.

Pending resolution of this labour dispute, all DDSB projects whose workers are members of this union, will be unable to commence or will be delayed until the dispute is resolved. Project schedule impacts have been noted below.

PROJECT	PROGRESS DETAILS
Altona Forest P.S. Child Care Project	Construction of 3 new child care rooms is complete; site work underway. Occupancy scheduled for September 2019.
Romeo Dallaire P.S. Child Care Project	Construction of 4 new child care rooms is complete; site work well underway. Occupancy scheduled for July 2019.
G. L. Roberts CVI	Construction of youth hub design is complete.
Scott Central P.S.	Child care on hold, pending Ministry approval to proceed. Septic replacement seeking approval from the Ministry of Environment. Library renovation complete.
Village Union P.S.	Phase II - 99% complete, full occupancy. Replacement elevator design underway.
Roofing Projects <ul style="list-style-type: none"> R.S. McLaughlin CVI – <i>Partial</i> Roland Michener P.S., Duffins Bay P.S., Claremont P.S., Valley View P.S. – <i>Partial</i> Bolton C Falby P.S. – <i>Partial & Windows</i> 	Tenders are complete; preparing for June start.
Masonry/Wall Cladding Restoration <ul style="list-style-type: none"> Dr. S. J. Phillips P.S., Coronation P.S., Waverly P.S., Ajax H.S., Brock H.S., Anderson CVI, Cartwright Central P.S., Sunderland P.S., Vincent Massey P.S. 	Tender process nearing completion. May-June start for construction for Phase I. Projects to roll out over summer months.

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Quarterly Construction and Major Projects Progress Report

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Library/Learning Commons Upgrades <ul style="list-style-type: none"> Bayview Heights P.S., Applecroft P.S., Lester B. Pearson P.S., Roland Michener P.S., Waverly P.S. 	Projects completed and occupied.
Education Centre <ul style="list-style-type: none"> Disaster Recovery project including relocation of IT department to the 1st floor. 	Phase II completed. IT relocated April 2019.
Child Care Projects <ul style="list-style-type: none"> McCaskills Mills P.S., Roland Michener P.S., Bobby Orr P.S., Seneca Trail P.S., Roberta Bondar P.S. Bayview Heights P.S., Winchester P.S., Glengrove P.S., Lakeside P.S., Vaughan Willard P.S. 	<ul style="list-style-type: none"> Project on hold pending Ministry Approval to Proceed to Tender. Project design nearing completion. Submission to Ministry before August 1, 2019.
Academic Resource Room Upgrades <ul style="list-style-type: none"> Dunbarton, Pickering HS, Brock HS 	Project construction completed. Rooms in use.
Asphalt Replacement Projects <ul style="list-style-type: none"> EA Lovell, Westney Heights P.S., Applecroft P.S. 	Project tendered successfully; July start.
Boiler Replacement Projects <ul style="list-style-type: none"> Goodwood P.S., Roland Michener P.S., Highbush P.S. 	Design & tender preparation underway. Construction start date pending.

4.3 Air Conditioning Projects

PROVISION OF COOLING CENTRES <i>Installation 2018/2019</i>		
Ajax H.S.	Duffin's Bay P.S.	Roland Michener P.S.
Applecroft P.S.	Earl A. Fairman P.S.	S. A. Cawker P.S.
Coronation P.S.	Fairport Beach P.S.	Stephen G. Saywell P.S.
Dr. Robert Thornton P.S.	Highbush P.S.	Uxbridge P.S.
Dr. S. J. Phillips P.S.	R. H. Cornish P.S.	Lester B. Pearson P.S.

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Quarterly Construction and Major Projects Progress Report

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PROVISION OF COOLING CENTRES <i>Design & Development Stage</i>		
Bellwood P.S.	Lincoln Avenue P.S.	Valley Farm P.S.
Cadarackque P.S.	Prince Albert P.S.	Valley View P.S.
Harmony Heights P.S.	Roland Michener P.S.	William Dunbar P.S.
Greenbank P.S.	Rosebank Road P.S.	
CONVERSION TO FULL A/C <i>Installation 2019/2020</i>		
Bayview Heights P.S. *	John Dryden P.S. *	McCaskills Mills P.S.
DASS/Grove School *	Joseph Gould P.S. *	
Eagle Ridge P.S.	Maple Ridge P.S. *	
CHILLER UPGRADE <i>Installation 2018/2019</i>		
C.E. Broughton P.S.	Lincoln Alexander P.S. *	Winchester P.S.

***Progress delayed due to labour dispute**

The cost of the above projects plan is estimated to be \$17.6M. The costs are estimates and are subject to market conditions.

5. Financial Implications

Use of a total of \$45,577,276 Ministry of Education current approved Capital Priority Funds and \$69,355,754 for Major Projects.

6. Evidence of Impact

Creation of a total of 1,893 new pupil places and a total of 170 new child care places, resulting in the removal of a total of 40 portables.

7. Communication Plan

Quarterly Construction and Major Projects Progress Report to Board in the months of September, January, March and June.

- Report is posted on the D.D.S.B.'s website under About DDSB, School Properties, Construction and Property Updates.

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

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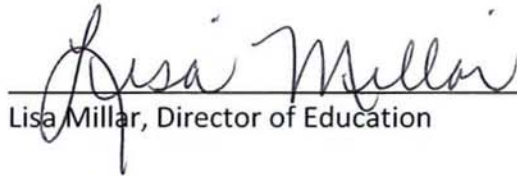
8. Conclusion

This Board of Trustees receive this report as information.

9. Appendices

Appendix A: Facilities Design & Construction – Project History Since 2008

Report reviewed and submitted by:



Lisa Millar, Director of Education

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

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SCHOOL	New Pupil Placements	# of Classrooms	Square ft.	OVERALL PROJECT BUDGET (APPROXIMATE)	MUNICIPALITY	OCCUPANCY
SECONDARY SCHOOLS						
Maxwell Heights S.S.	1,227	57	173,200	\$31,000,000	Oshawa	2009
Brooklin HS	1,227	57	173,210	\$33,000,000	Brooklin	2015
NEW ELEMENTARY SCHOOLS						
Romeo Dallaire P.S.	558	27	61,217	\$11,500,000	Ajax	2009
Vimy Ridge P.S.	535	26	58,816	\$11,000,000	Ajax	2009
Blair Ridge P.S.	535	26	57,659	\$10,200,000	Brooklin	2009
Robert Munsch P.S.	512	25	57,320	\$10,000,000	Brooklin	2009
Whitby Shores P.S.	525	26	64,706	\$11,600,000	Whitby	2010
Julie Payette P.S.	633	30	66,000	\$12,100,000	Whitby	2011
da Vinci P.S.	542	25	59,500	\$10,700,000	Ajax	2012
Seneca Trail P.S.	542	25	59,633	\$11,700,000	Oshawa	2013
Chris Hadfield P.S.	542	25	59,233	\$11,700,000	Brooklin	2013
David Bouchard P.S.	602	28	66,706	\$13,200,000	Oshawa	2013
Clara Hughes P.S.	490	23	60,316	\$12,700,000	Oshawa	2014
Michael Jean P.S.	553	26	56,887	\$11,100,000	Ajax	2015
Unnamed Stonecrest P.S.	553	26	57,856	\$10,800,000	Oshawa	2016
Forest View P.S.	444	21	49,160	\$10,330,473	Oshawa	2016
Viola Desmond P.S.	663	30	77,780	\$15,049,000	Ajax	2018
Northern Dancer P.S.	513	24	62,380	\$12,242,500	Oshawa	2018
Unnamed North Oshawa P.S. (Greenhill Avenue/Clearbrook Drive)	519	23	63,830	\$12,734,329	Oshawa	2019
Unnamed North Ajax F.I.P.S. (Williamson Drive West/Bellinger Drive)	558	25	56,970	\$12,007,339	Ajax	2020
Unnamed North Whitby P.S. (Samandria Avenue/Lazo Street)	490	23	60,100	\$12,762,081	Whitby	2020
Beaverton P.S./Thorah Central P.S. Rebuild	326	16	45,300	\$9,581,386	Brock	2020
ADDITIONS - SECONDARY						
Pickering HS - Addition	546	26	103,000	\$21,400,000	Pickering	2008
Port Perry H.S.	126	6	8,557	\$4,500,000	Port Perry	2013
Uxbridge H.S.	126	6	21,959	\$6,300,000	Uxbridge	2013
R.S. McLaughlin CVI	60	4	15,672	\$3,702,440	Oshawa	2018
Eastdale CVI	165	9	19,000	\$5,021,976	Oshawa	2018
ADDITIONS - ELEMENTARY						
Vaughan Willard P.S.	184	8	12,658	\$3,200,000	Pickering	2008
Fallingbrook P.S.	92	4	5,856	\$1,700,000	Whitby	2008
Harmony Heights P.S.	92	4	5,567	\$2,000,000	Oshawa	2008
Bellwood P.S.	92	4	7,086	\$1,800,000	Whitby	2009
Altona Forest P.S.	92	4	6,063	\$1,500,000	Pickering	2009
Westcreek P.S.	92	4	5,856	\$16,000,000	Pickering	2009
Stephen Saywell P.S.	92	4	6,417	\$1,700,000	Oshawa	2009
Cartwright Central P.S.	138	6	9,870	\$3,800,000	Scugog	2009
McCaskill's Mills P.S.	138	6	10,215	\$2,400,000	Cannington	2009
Winchester P.S.	184	8	13,483	\$3,000,000	Brooklin	2009
Joseph Gould P.S.	184	8	13,714	\$3,600,000	Uxbridge	2009
Lord Elgin P.S.	92	4	6,350	\$2,000,000	Ajax	2009
John Dryden P.S.	138	6	10,658	\$2,700,000	Whitby	2009
Lester B. Pearson P.S.	92	4	8,000	\$2,400,000	Ajax	2009
S.A. Cawker P.S.	138	6	9,386	\$2,500,000	Port Perry	2009
Walter E. Harris P.S.	138	6	7,875	\$2,800,000	Oshawa	2010
Carruthers Creek P.S.	138	6	9,868	\$2,800,000	Ajax	2010
Pringle Creek P.S.	230	10	12,000	\$3,400,000	Whitby	2011
Captain Michael Vandenbos P.S.	92	4	6,000	\$1,900,000	Whitby	2011
West Lynde P.S.	104	4	8,660	\$3,100,000	Whitby	2011
Goodwood P.S.	52	2	4,036	\$1,400,000	Goodwood	2012
Southwood Park P.S.	104	4	7,287	\$3,000,000	Ajax	2012
Frenchman's Bay P.S.	46	2	10,320	\$5,600,000	Pickering	2013
Brooklin Village P.S.	184	8	15,126	\$3,800,000	Brooklin	2014
Gandetselagion P.S.	104	4	6,380	\$2,600,000	Pickering	2014
Vincent Massey P.S.	150	6	14,820	\$5,000,000	Oshawa	2015
Claremont P.S.	0	4	12,000	\$5,551,447	Claremont	2017/2018
TOTAL:	17,294	805	1,961,518	\$429,182,971		

*includes funding for childcare



DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

☐ **Schumacher Board Office**

Street Address:

153 Croatia Avenue, Schumacher, ON P0N 1G0

Mailing Address:

P.O. Box 1020, Timmins, ON P4N 7H7

Tel: (705) 360-1151

☐ **New Liskeard Board Office**

Mailing and Street Address:

198022 River Road

New Liskeard, ON P0J 1P0

Tel: (705) 647-7394

May 22, 2019

Minister Lisa Thompson
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

via email: minister.edu@ontario.ca

Dear Minister Thompson:

I am writing today, on behalf of District School Board Ontario North East Special Education Advisory Committee, to express our concern about the recent changes to the provincial funding model for Autism services and the impact that it will have on children, families and school boards.

The government and the school system, is relied upon by parents of children with special needs, regardless of the diagnosis, in order for their children to have meaningful access to education. We have been contacted by parents in our communities who fear the changes that have been made to the levels of financial support will have a devastating impact on the futures of not only their children, but other school children as well. Our community schools, already feel the pressures of often being the only hope for some parents and families, as the widening gap in the amount of available support from community agencies in North East Ontario, continues to be an obstacle for them. Our region is given 48 intensive behavioural intervention (IBI) spaces (through HANDS) for children from an area that ranges from Muskoka to the James Bay coast. Many agencies have indicated to us that the level of service that families will be able to receive will be diminished as they will have to choose what kind of service they will have to purchase with their reduced dollars. This could mean having to pick from some IBI service or respite care or groceries. Having to make these kinds of choices will no doubt put more pressure on our resources.

Another issue that requires remedy is how the waitlist for service works in Northeast Ontario. For example, if a student on the service waitlist lives in Smooth Rock Falls, service providers must attempt to meet the needs of that student in their home community. This student cannot be "leapfrogged" until every attempt is made to meet the needs of the student. The difficulty in getting service in our small, rural towns means that delays in service are inevitable and cause backlogs to be longer than necessary.

We are proud of the level and quality of programming we currently offer our students with autism, but we know we cannot provide the same level of specialization that an IBI program would offer. We have seen, time and time again, the benefits of such interventions for students who have qualified for this important skill building programming.

...2

On behalf of our many families and students with Autism Spectrum Disorder, we request that the Ministry of Education review their funding decision to reduce full funding for this important, life changing programming that these students deserve.

Sincerely,



Bob Brush
Chair of DSB Ontario North East

Phone: 705-288-4974

Email: bob.brush@dsb1.ca

Copy: Lesleigh Dye, Director of Education DSB Ontario North East
Christine Heavens, Chair, DSB Ontario North East Special Education Advisory Committee
Chairs of Ontario Special Education Advisory Committee
Members of Provincial Parliament for Northeastern Ontario

May 22, 2019

Honourable Lisa Thompson
Minister of Education
Mowat Block
22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Thompson:

At the Board meeting held on May 21, 2019, the Durham District School Board supported the attached correspondence, dated April 29, 2019, from the Waterloo Region District School Board.

The Board is writing to also share its concerns regarding the planned changes to the Full Day Kindergarten program beyond the 2019-2020 school year.

The Durham District School Board is a leader in providing full day Kindergarten programming for four-and five-year-old's in Durham. The transformational changes in the pedagogical approaches used in Kindergarten, moving from a traditional pedagogy to one centred on the child has created a cohesive, coordinated system for early years programs and services.

Research shows that Full Day Kindergarten provides positive experiences in early childhood and sets the foundation for lifelong learning, behaviour, health and well-being. It provides an opportunity for partnerships with families and communities that are essential, while fostering respect for diversity, equity and inclusion. Play and enquiry are learning approaches that capitalize on children's natural curiosity and exuberance.

The Durham District School Board respectfully requests that the Government continue to support and commit to funding the current full-day Kindergarten program beyond the 2019-2020 school year.

Our students are our most precious resource and are the future.



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We welcome the opportunity to partner and collaborate with the Government to service our students and families.

Sincerely,



Michael Barrett, Chair
Durham District School Board

cc: Chairs, Ontario Public School Boards
Lisa Millar, Director of Education



@DurhamDSB



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April 29, 2019

Dear Chairperson;

Recently, our Board of Trustees approved a motion to send a letter to Minister Thompson regarding the government's commitment to only fund the current Full Day Kindergarten program for the 2019-2020 school year.

The Waterloo Region District School Board is asking that the Provincial Government commit to funding Full Day Kindergarten beyond the 2019-2020 school year.

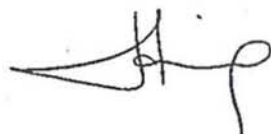
During the Education announcement on March 15 at the Ontario Science Centre, Minister of Education Lisa Thompson indicated her support full-day learning and made no further comment on whether the current program would be changing.

Research shows that Full Day Kindergarten provides students with many benefits. Students in the Full Day Kindergarten program have strong skills in reading, writing and numeracy as well as social skills and self-regulation.

The current program gives our students and their families the best start in public education.

We request that your Board take any action they deem appropriate to ensure that Full Day Kindergarten continues for four and five-year-olds in Ontario.

Sincerely,



Jayne Herring
Chairperson of the Board

cc: Chairs of all District School Boards



51 Ardelt Avenue
Kitchener, ON N2C 2R5
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wrdsb.ca



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YOUTUBE.COM/WRDSBVIDEO

May 24, 2019

Chief Kelly LaRocca
Mississaugas of Scugog Island First Nation
22521 Island Road
Port Perry, ON L9L 1B6

Dear Chief Kelly LaRocca:

I am writing to update you in relation to your correspondence to Lisa Millar, Director of Education, seeking the appointment of a First Nation (MSIFN) trustee for the Durham District School Board.

In March 2019, the Board reviewed the parameters outlined in Ontario Regulation 462/97, under the Education Act, and requested further clarity and input from the Minister of Education (Appendix A). In correspondence received from the Minister of Education dated May 2, 2019, the Minister outlines the process and suggests that the Board consult with its legal counsel for advice on the appointment of a First Nation trustee (Appendix B).

We now anticipate that the issue of the appointment will be placed on the agenda for the public board meeting to be held on October 21, 2019. We will confirm that to you in due course. In the meantime, we would request that you write to the Board to "name one person to represent on the board the interest of the Indian pupils" (per: s 1(1) O. Reg. 462/97) before the request is taken up by the Board of Trustees in order for the Board to properly exercise its discretion on the proposed appointment. We will also need confirmation, in due course, that a new ESA Agreement is in place as the current agreement expires on August 31, 2019.

The Durham District School Board continues to strongly support and value our strong relationship with the Mississaugas of Scugog Island First Nation.

Sincerely,



Michael Barrett, Chair
Durham District School Board

cc: Lisa Millar, Director of Education
Mohamed Hamid, Superintendent of Education, Family of Schools/Equity/ESL/Indigenous Education/Outdoor Education
Erin Elmhurst, Programs Officer, First Nation, Métis and Inuit



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March 4, 2019

Honourable Lisa Thompson
Minister of Education
Mowat Block
22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Thompson:

The Durham District School Board (DDSB) is seeking clarity and Ministry input on the following two trustee related issues:

1. Request for Indigenous Trustee
2. Calculation Concerns Re: MPAC Data and Trustee Allocation

1. Request for Indigenous Trustee

The DDSB received a request from Chief Kelly LaRocca, Mississaugas of Scugog Island First Nation, requesting consideration for adding a First Nation Trustee to the current Board.

As a result of the Truth and Reconciliation Commission's Report and the Anishinabek Nation Education Agreement ("ANEA") with Canada, Boards of Education have been entering agreements with First Nations to provide educational services to students that reside on First Nations. In the Durham District School Board, we have 17 students from the Mississaugas of Scugog Island First Nation. The tuition for these students is paid by First Nation through Federal funding. Ontario Regulation 462/97 within the Education Act outlines that boards that have fewer than 100 First Nation students enrolled may appoint a First Nations Trustee.

As the Durham District School Board currently has 17 students who are funded, and not the 100 students as per the regulation, please provide clarity and input on this request.



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2. Calculation Concerns Re: MPAC Data and Trustee Allocation

Through the Education Act and Regulation 412/00, the number of Trustees for each school board is determined. The Regulation assigns Municipal Property Assessment Corporation (MPAC) to gather population data for the electoral group of a school board and provide information in the form of a Population of Electoral Group Report (PEG Report) by February 15 in an election year. The data is used by school boards to determine the number of Trustees.

It came to the Board's attention in March 2018 that the data contained in the PEG Report, prepared by MPAC, did not appear to be consistent with the definition of electoral group in the Regulation. The issues caused an impact on the accuracy of the population data reported by MPAC in the PEG Report for the Durham District School Board. The PEG Report submitted to the Board for 2014 was 376,752 population while the 2018 PEG Report indicated a decline in the electoral group for the Board at 374,284. The census data for the region to 2016 indicated a population increase.

The Board had anticipated, based on the level of population growth, that the electoral group would be in excess of 400,000 and that the Board would be in the position of adding an additional trustee to increase the number from 11 to 12.

The Board raised the issues with MPAC directly, with MPAC acknowledging that there are challenges in assembling the population data that is consistent with the requirements in the Regulation.

The original staff report dated March 5, 2018 entitled "Trustee Determination and Distribution 2018", along with all attachments, is provided as Appendix A. The final letter to the Minister of Education from the DDSB is provided as Appendix B.

In September 2018, MPAC released new population numbers, with the Durham District School Board's electoral population at 408,899, over the threshold to be eligible for 12 Trustees.

Sincerely,



Michael Barrett, Chair
Durham District School Board

cc: Lisa Millar, Director of Education
David Visser, Associate Director



@DurhamDSB



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From: Minister (EDU) <Minister.edu@ontario.ca>
Sent: May 2, 2019 4:11 PM
To: michael.barrett@ddsb.ca
Subject: Reply from the Minister of Education

Mr. Michael Barrett
Chair
Durham District School Board
michael.barrett@ddsb.ca

Dear Mr. Barrett,

Thank you for your letter regarding First Nations representation on district school boards, and the electoral data provided to the Durham District School Board (DDSB) by the Municipal Property Assessment Corporation (MPAC). I am pleased to respond.

As you know, Ontario Regulation 462/97 – *First Nations Representation on Boards*, sets out the process for appointing First Nations trustees to school boards that have entered into an education services agreement with one or more First Nation communities. Under the regulation, a First Nation that has entered into an education services agreement with a school board may name up to two individuals to represent the interests of First Nation students at the board table. Further to this:

- The number of First Nations trustees which may be appointed to the board depends on the number of First Nation students attending the board under an agreement.
- Where the number of First Nation students is 100 or 10 percent of the average daily enrolment in the schools of the board, the board must appoint a First Nation trustee.
- Where the number of First Nation students exceeds 25% of the average daily enrolment of the board, the First Nation(s) may name two persons and the board shall appoint those persons to be members of the board.
- In cases where the number of First Nation students enrolled in the schools of the board is fewer than the lesser of 10% of the average daily enrolment and 100, the board has the discretion of appointing a First Nation trustee to the board.

Your board may wish to consult with its legal counsel for advice on the exercise of discretion in the appointment of a First Nation trustee.

In your letter, you also raise concerns regarding the data contained in the Population Electoral Group (PEG) report provided by MPAC and its impact on the board's calculation of trustee positions. MPAC assesses and classifies all properties in Ontario in compliance with the *Assessment Act*. MPAC uses various sources of information, including its property assessment database and the National Register of Electors to determine the PEG data for each school board. The Ministry of Education does not specify how MPAC should collect information to produce PEG reports.

As the Minister of Education, I do not have the authority to grant additional trustee positions to school boards. Any changes would necessitate consultation with all school boards in the province prior to considering regulatory amendments. I have shared your concerns with ministry staff. For the 2022 election, boards like the DDSB that has experienced a change in population may use the formula in O. Reg. 412/00 and new PEG data to recalculate its number of elected trustees.

It is also worth noting that the Ministry of Municipal Affairs regularly reviews its legislation, often after a municipal election has taken place, in order to determine whether reforms are needed to meet the needs of electors.

I trust that this information is helpful. Thank you again for writing.

Sincerely,

The Honourable Lisa Thompson
Minister of Education

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Alex Johnstone
 Chair of the Board
 Hamilton-Wentworth District School Board
 20 Education Court, P.O. Box 2558
 Hamilton, ON L8N 3L1
 905-527-5092 ext. 2279

May 28, 2019

The Honourable Lisa Thompson
 Minister of Education
 13th Floor, Mowat Block
 900 Bay Street, Toronto ON M7A 1L2

Dear Minister Thompson,

Hamilton-Wentworth District School Board (HWDSB) Trustees are interested in working in collaboration with the Ministry of Education as we share input into the proposed funding changes. As part of the Ministry of Education's public consultation that ends May 31, 2019, Trustees have highlighted areas where we can improve student outcomes including class size changes, e-Learning, special education funding and the Ontario Autism Program.

Class Size Implications

Trustees and the Ministry of Education have many shared interests. An investment in courses that promote tech, the trades, specialized classes and special education is a priority for both of us as we engage students who are at-risk of graduating. STEM (Science, Technology, Engineering, and Mathematics), for example, offers an enriching experience for our students to develop skills in a 21st Century learning environment while honouring all pathways.

The proposed changes to secondary class sizes are impacting at-risk students typically enrolled in small classes to support their learning. For example, there are courses with as low enrolment as 14 students – that is half of the new 28 class size average. A diverse range of program options offered in a small class environment is critical to supporting at-risk students.

Trustees are asking the Ministry to work with us to protect specialized courses. The proposed changes to secondary school class sizes are showing an impact on teacher redundancies and program offerings. An open dialogue with the Ministry and school boards is encouraged to ensure that a diverse course selection remains available. Families need to know that we are maintaining specialized courses to keep students engaged.

Online Classes

As a Board of Trustees, we recognize our shared interest in supporting e-Learning as an option that is growing in popularity and rising in student demand.

E-Learning, however, is not for all students. While many students excel, others require differentiated learning from a caring educator and one-on-one support to succeed. We have concerns for students, particularly those in grades 9 and 10, who will find independent study a challenge. Trustees feel strongly that the Ministry of Education ensure that e-Learning courses are taught by local teachers who know their students and who can provide guidance and oversight in the classroom.

In this digital approach, we need to also consider students who live in our most vulnerable school communities who are without access to technology. As we seek greater equity of access, the Ministry should enhance investments in educational technology to ensure every student has adequate support. An



Alex Johnstone
Chair of the Board
Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1
905-527-5092 ext. 2279

annual review of e-Learning should be part of the implementation that includes feedback from students, staff and parents.

Special Education

There is no greater interest than the care and compassion we share towards our most vulnerable students supported through special education services.

A recent *Report on Value-for-Money Audit*, released by the Office of the Auditor General, reported that HWDSB received some of the lowest levels of special education funding in the province, even though we support a 26 per cent student population who depend on these specialized services. In 2018-19, \$3.01 billion was allocated to school boards across the province in special education grants. HWDSB received only \$73.5 million representing 2.45 per cent of the total provincial allocation in special education.

Trustees are requesting that the Ministry address the critical issue of special education funding and adjust its funding formula to appropriately match student populations.

Ontario Autism Program

Improvements in the services and support for families of children and youth with autism is a priority for both the provincial government and HWDSB. We have a shared interest that all children and youth are successful at school and in life.

Staff continue to work with our community partners and families impacted by the changes to the Ontario Autism Program. The transition from a clinic-service model to an integrated-school setting limits the specialized services that support these students. Trustees are requesting that a revised timeframe is considered to allow families, schools and agencies to allow time to better plan and accommodate students into school.

Trustees understand and respect the financial pressures of the Ontario government. We will continue to focus on providing quality education for every student in HWDSB in a positive, caring and safe environment.

We support all of the boards across the province writing to you about the topics addressed. Trustees respectfully request that the Ministry consider further consultation, specifically with education partners, to ensure that the *New Vision for Education* is supportive and best for all students across Ontario.

Sincerely,

Alex Johnstone, Trustee, Ward 11 & 12
Chair of the Board

Dawn Danko, Trustee, Ward 7
Vice-Chair of the Board

HWDSB

Alex Johnstone

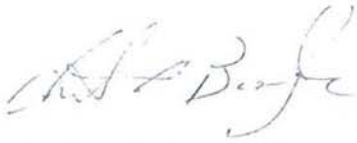
Chair of the Board

Hamilton-Wentworth District School Board

20 Education Court, P.O. Box 2558

Hamilton, ON L8N 3L1

905-527-5092 ext. 2279



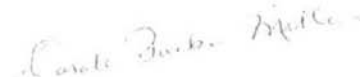
Christine Bingham, Trustee, Wards 1&2



Chris Parkinson, Trustee, Ward 3



Ray Mulholland, Trustee, Ward 4



Carole Paikin Miller, Trustee, Ward 5



Kathy Archer, Trustee, Ward 6



Becky Buck, Trustee, Ward 8 & 14



Cam Galindo, Trustee, Ward 9 & 10



Paul Tut, Trustee, Ward 13



Penny Deathe, Trustee, Ward 15

Cc:

HWDSB Unions/Federations/Associations

Hamilton Members of Provincial Parliament

HWDSB School Councils, Parent Involvement Committee and Home & School Association

HWDSB Special Education Advisory Committee

Chairs of all Ontario Public and Catholic School Boards

Ontario Public School Boards' Association



May 29, 2019

Honourable Lisa Thompson
Minister of Education
22nd Floor
900 Bay Street
Toronto, ON, M7A 1L2

To the Honourable Lisa Thompson, Minister of Education,

As you are aware, when the Ministry of Education made announcements regarding its "New Vision for Education", it also launched consultations on class size increases at the elementary and secondary level, four mandatory centralized e-learning courses, and teacher hiring practices with a submission date of May 31, 2019. Trustees are grateful for the opportunity to provide input and as such respectfully submit our report as attached.

Trustees are mandated by the Education Act to maintain focus on student achievement and well-being, to assist the board in delivering effective and appropriate education programs to its pupils and to bring concerns of parents, students and supporters of the board to the attention of the board.

Since the announced changes will have a profound impact on Halton students, coupled with the knowledge that the current government values input from the people of Ontario, the Trustees of the Halton District School Board put forward a motion to form a Trustee-only committee to generate a submission for these consultations. To inform the submission, Trustees invited Halton parents, students and community members to a series of three community conversations and/or to provide electronic input. Conversation materials were taken directly from Ministry documents so as to ensure that input was aligned with the Ministry consultation purpose and goals. We thank the Ministry for being open to revisiting what has been proposed based on input from stakeholders.

Trustees received an overwhelming response of 6,854 online survey submissions as well as many thanks for the opportunity to contribute feedback. The Halton District School Board regularly surveys parents and the community for school and budget feedback, but this is the single largest response rate to date. As well as the online submissions, the Halton District School Board received a formal report from

Street Address: J.W. Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Mailing Address: J.W. Singleton Education Centre • P.O. Box 5005, Stn. LCD 1, Burlington, Ontario L7R 3Z2

Phone: 905-335-3663 | 1-877-618-3456 Fax: 905-335-9802

www.hdsb.ca

the HDSB Student Senate outlining student voice on the various consultation topics. The proposed education changes are clearly of great interest to students, families and supporters of public education.

A formal report has been prepared by the Trustees of the Halton District School Board and it has been attached, along with an in-depth report with recommendations prepared by the Student Senate to provide student voice.. A number of Trustees have professional experience with consultation techniques and data analysis and were able to pull this report together in time to meet the May 31st deadline.

At community meetings, Trustees were careful to indicate that the Ministry was the “owner” of the proposed changes. Trustees fielded many questions that could not be answered because details have not been provided from the Ministry, especially concerning the mandatory e-learning proposal. Many attendees asked what the point was in completing this consultation after the announcements have already been made and implementation of class size changes has begun. Trustees indicated that **since the government was seeking feedback from education partners, parents and the community on these topics through an expensive consultation, that it should be committed to changing course based on the feedback it receives.**

Input Highlights

The results indicated that there is very little middle ground in the opinions of the people of Halton on most of these topics. An overarching theme to the feedback was about the province’s goal that education reforms be evidence based, yet many felt that evidence has not been made available, and given the importance of getting this right, the pace of change should be slowed. Some highlights include:

- **Seventy-five percent (75%) of respondents indicated that the proposed new elementary class size was too high**, with the top three concerns being the teacher’s ability to teach all students, student achievement, and student well-being. Forty-six percent (46%) of respondents thought that the current class size average was already too high.
- **Eighty-eight percent (88%) of respondents declared that the proposed 28:1 class size average in high school was too high.** Specific concerns included: student achievement, the teacher’s ability to teach all students, student well-being, loss of program choice and loss of extracurricular activities for students. Seventy-six percent (76%) of respondents said that the current class size average ratio of 22:1 was appropriate and only 6% declared it too low. Additionally, 15% declared that the current 22:1 ratio is too high.
- **Less than 4% of question respondents express that they were in favour of implementing mandatory e-learning courses** as currently envisioned. Many respondents cited that there has been no empirical research showing that adding this requirement will improve student achievement and well being and in fact, most raised concerns that it will decrease both of these areas. *It’s important to note that the Halton District School Board has a long history with e-learning and runs approximately 60 e-learning courses locally as an option for students to choose. The completion rate for students that choose to take an e-learning course is 75%. Presumably, completion rates for mandatory courses may be lower, as it would not reflect student choice.*

- It is important to point out that only about 25% of consultation participants responded to the questions about proposed changes to hiring practices. Many respondents indicated that they either don't have enough information or don't know enough about the topic to provide meaningful input. Of those that provided additional input, they were divided on agreement and disagreement with what is being proposed. Many commented that students deserve the best opportunity to learn.

These results reflect the input of members of our community who care deeply about students. There was diversity in participants and in opinion. The key themes above reflect strong trends, and provide an indication of how proposed reforms are viewed. The entire report helps to elaborate on these themes, and is animated by quotes from individuals. This information should be read with our letter of April 9, 2019 about proposed education changes.

Immediate Impacts

As course planning and implementation of the changes of class size average has begun for the next school year, Trustees are seeing class sizes soar at the secondary level. Due to Attrition Protection, the Halton District School Board will be moving from 22:1 to 24.85:1 for the 2019-2020 school year and, even with incremental change, the effects at some schools are profound.

Larger classes occur to help preserve smaller class size opportunities in a school. As an example, classes in the skilled trades that involve machinery have a safety cap of 20 students so, in order to make a class size average work and for a school to be able to run the skilled trades classes, the balance of the enrollment gap must be made on the higher side of the average. Trustees received a staff report called, "Update for Trustees on Class Size and Course Cancellations for 2019-2020" (attached) that samples the changes in class sizes from this school year to the next due to the mandated growth in class size average.

As an example, at "School A" in the current school year there were seven classes with an enrolment of 36-37 students even though the ratio is currently 22:1. Next year the same school will have 52 classes with an enrollment range of 35-41 students. That change is occurring after only moving the class average from 22:1 to 24.85:1. School boards are mandated to move the average to 28:1 over the next three years. One can see how this trend of increasing class size will have dramatic impact over that time.

Large class sizes coupled with the loss of smaller elective classes and mandatory e-learning credits will have detrimental effects on student achievement and well-being. Trustees have no doubts that the graduation rate will fall due to lack of student engagement and necessary staff support.

Given the overwhelming negative response of Halton's parents, students and community members to the proposed changes to elementary and secondary class size average as well as the four mandated centralized e-learning courses, and taking into account the example provided of very real impact to classrooms, the Trustees of the Halton District School Board emphatically urge you to pause and reconsider the announced changes to class size and e-learning and allow time for additional analysis and creative, collaborative problem solving; exactly a process taught through current curriculum to our students.

Trustees also ask that any changes to the Ontario public education system adhere to the Ministry's own stated goals of Student Achievement, Protecting Front Line Staff, Fiscal Responsibility and Evidence Based Decision Making. These goals are widely supported by those who participated in this consultation and provide a valuable grounding and starting point.

The Trustees' full report, "Halton District School Board Community Consultation in Response to Ministry Consultation on Class Size, E-Learning and Hiring Practices", which also includes the "HDSB Student Senate Education Feedback Consultation 2019" has been attached along with the HDSB Staff Report, "Update for Trustees on Class Size and Course Cancellations for 2019-2020" for your convenience. Thousands of unedited comments, submitted through the online survey tool, are also available to peruse at the HaltonEducationAction.ca website.

The Trustees of the Halton District School Board look forward to receiving your timely response and would welcome a meeting at your convenience to discuss the findings of the Halton District School Board community consultation and subsequent consultation submission.

Sincerely,



Andréa Grebenc
Chair of the Board of Trustees, Halton District School Board

Enclosures: Trustee Report: *Halton District School Board Community Consultation in Response to Ministry Consultation on Class Size, E-Learning and Hiring Practices*
Update Report on Class Size

Cc: Ted Arnott, MPP
Stephen Crawford, MPP
Parm Gill, MPP
Jane McKenna, MPP
Effie Triantafilopoulos, MPP
Ontario Public School Board Association
Ontario English Public School Board Chairs
Ontario Student Trustees' Association
HDSB Board of Trustees
HDSB Senior Staff
HDSB School Councils
HDSB Student Councils
HDSB Student Senate
HCDSB Trustees



Corporate Services Department
City Clerk Services

File: A-2100

May 30, 2019

DELIVERED BY E-MAIL

(amy.fee@pc.ola.org)

Ministry of Children, Community and Social Services

Re: Autism Funding

Oshawa City Council considered the above matter at its meeting of May 21, 2019 and adopted the following recommendation:

"Whereas Autism Spectrum Disorder (ASD) is one of the most common developmental disabilities, in Canada, 1 in 66 children is diagnosed with ASD; and,

Whereas according to the National ASD Surveillance System (NASS); according to the Canadian Medical Association Journal, approximately 1% of the Canadian population is affected by ASD, which means there are approximately 100,000 Ontarians on the autism spectrum; and,

Whereas ASD changes over time – in its expression, challenges and delights; Ontario must be prepared to support children, youth and adults within the context of development, learning, family and community. Supportive, understanding and inclusive communities ensure that each person with ASD is provided the means to achieve quality of life as a respected member of society Ontario must support the individual needs of a person with ASD throughout their lifespan using evidence-based treatment and intervention, while remembering that developmental trajectories are constantly changing; and,

Whereas the supports and services for adults on the spectrum are inadequate and fragmented, and fail to address needs across entire lifespans; and,

Whereas school boards are expecting an influx of thousands of students with autism as families lose funding; leaving educators unequipped with the resources required to provide specialized care and a higher level of assistance for children with special needs; and,

Whereas funding will not address the critical need for assistance for families not only in their younger years, but after the age of 18; and,

Whereas the changes which could come in to affect, will mean the thousands of families currently receiving services could see drastic cutbacks;

Therefore, be it resolved:

1. That the Council of The Corporation of the City of Oshawa stand in support of other municipalities and the thousands of families represented in the cause, by formally requesting the Minister of Children, Community and Social Services suspend implementation of its proposed plan and continue to identify and advocate for a sustainable funding plan for families with individuals with ASD to ensure adequate resources for Applied Behavioural Analysis and needed therapies; and,
2. That the Minister of Children, Community and Social Services work collaboratively with families, community partners and stakeholders to develop a funding plan which will guarantee every person with ASD has access to funding, specialized programming and service providers; and,
3. That children currently enrolled in Autism programming continue to receive services and that the Clinical Expert Committee be reassembled to provide advice and feedback; and further,
4. That a copy of this resolution be forwarded to Premier Ford, Minister Fedeli, local Members of Provincial Parliament and Federal Parliament, Region of Durham Council, each Municipal Council within the Region of Durham, the Chairs of the respective school boards in Durham Region, and the Association of Municipalities of Ontario."

If you need further assistance concerning the above matter, please contact Mary Medeiros, Interim City Clerk at the address listed below or by telephone at 905-436-3311.



Mary Medeiros
Interim City Clerk

/fb

- c. Premier Ford
Minister Fedeli
Local Members of Provincial Parliament and Federal Parliament
Region of Durham Council
All Municipal Council within the Region of Durham
Chairs of the respective school boards in Durham Region
Association of Municipalities of Ontario



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

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Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

May 30, 2019

To: The Hon. Lisa MacLeod, Minister of Children, Community and Social Services
The Hon. Lisa Thompson, Minister of Education
The Hon. Christine Elliott, Minister of Health and Long-Term Care

Ontario Autism Consultations
Ministry of Children, Community and Social Services
autismconsultations@ontario.ca

Dear Ministers,

The member school boards of the Ontario Public School Boards' Association are committed to providing the best possible learning environments for all students in our care. Thank you for the consultation opportunity to provide input and recommendations to support all special education students, particularly the full spectrum of students who have autism.

OPSBA member boards are concerned that the proposed changes to the Ontario Autism Program will have implications for equity of access to appropriate supports and services for students with autism and special needs, especially those with complex needs. Currently, in some areas of the province, essential clinical services are not available to the extent required to meet the complex needs of children and youth with autism and special needs (e.g. northern, eastern, rural and remote regions).

Additional reductions in clinical supports and services in our communities for students with complex needs further exacerbate the situation. There needs to be recognition that clinical supports and services offered by our community partners for children and youth with autism and special needs is very different from supports provided in an educational setting. As such, the need for Autism Spectrum Disorder (ASD) clinical therapies and supports cannot simply be downloaded to school boards. For students who have autism and special needs, especially those with complex needs, clinical therapeutic services are essential to their success in school and in life.

Year after year, most school boards exceed their Ministry of Education-allocated Special Education budget to provide the best possible learning experiences for students, regardless of exceptionality. Although OPSBA understands the government's financial priorities, without long-term predictable, sustainable funding for both school boards and our community partners, there remains a gap between what we are funded to do versus what we are able to do. As such, OPSBA continues to advocate for predictable, sustainable funding to meet the needs of all of our students.

Instilling parent confidence by establishing strong reciprocal collaborative partnerships, adequate government funding and clarity of roles and responsibilities for school boards, community partners and government, is foundational to positive student outcomes.

Where should the government focus its efforts to better support children and youth with Autism Spectrum Disorder?

- Provide clear delineation between the role of education/school board staff and the role of clinical services provided by community partners.
- Provide clarity of the role of each Ministry (MCCSS/MOE/MOHLTC) to support special education students to ensure seamless inter-ministerial coordination of funding streams and service delivery.
- Address time on waitlists, pre-school access to Intensive Behavioural Intervention (IBI) therapy, availability of community-based staff with expertise and overall funding for the delivery of clinical services and supports for children with autism.
- Provide clarity regarding the scope and practice of education staff in schools and community partner staff. Without clarity of roles and responsibilities, the more students that enter schools without prior IBI therapy, the more often unrealistic parental expectations regarding clinical therapeutic services will be reinforced. It should be made clear that even though a child may be school-aged, schools do not provide clinical services. Schools are also not responsible for facilitating such services, and parents should not only have access to, but should have help navigating viable community-based options to meet the needs of children with special needs.
- Provide sufficient funding for community partners for diagnostic assessments, IBI delivery and wrap-around services. Currently, staff with specific expertise are being laid off and it is unclear how these services will be replaced.
- Maintain and sustain much-needed Care Treatment Custody and Corrections (CTCC) classes for care and treatment of students with autism. This funding should support both the school boards and treatment agencies. At present, CTCC classes for students with autism are closing because of the community partner's reduction of funding through MCCSS, MOE, or MOHLTC.
- Update the status of the implementation of the early screening tool for physicians and paediatricians for children on the autism spectrum.
- Increase the Grants for Students Needs (GSN) funding level to sustain the 11 Autism Pilot Projects and use the principles of knowledge mobilization over the next three years to replicate and scale up exemplary practices based on local context across all school boards in the province. The current allocation is minimal and linked to construction and/or renovation.
- Provide pre-service specialized training for teacher candidates regarding students on the autism spectrum within the two-year teacher education program.
- Provide ongoing specialized professional development and support for K-12 teachers and school administrators, with a particular focus for Kindergarten/Primary teachers.
- Establish funding and training for specialized categories of educational assistants, i.e. Board Certified Behaviour Analysts (BCBAs) and Registered Behavioural Therapists (RBTs), with a clear distinction between the roles such staff would play in a clinical versus academic setting.

What do you think are the most important things for the government to consider when distinguishing between the different types and levels of need that children and youth with ASD might have?

It is difficult to respond to this question in a definitive way “because the need for support varies for so many reasons. For example, the same child may need minimal support in the home, significant support at school, and a great deal of support in a novel, unstructured social situation.” (Rudy, 2019) Some environments can escalate certain types of behaviours, even though they may not be evident at home. This may also change over time and as such, the child’s needs require constant monitoring and adjustment to program and service level supports and services.

Focusing on collaborative structures at all levels, using evidence-informed decision-making models, learning from successful autism pilot projects and sharing, replicating and supporting effective practice are key approaches in guiding positive outcomes.

School boards are doing their best to accommodate and modify programming, where necessary, in order to facilitate meaningful educational experiences for a wide range of children with special needs, including those with ASD. Using the principles of *Learning for All*, *Universal Design for Learning*, *Differentiated Instruction* and *Connections for Students* have been foundational. However, for some students with very complex needs, the primary care need for specialized supports and services lies outside of school. Entering school without prior IBI or Applied Behaviour Analysis (ABA) therapies, appropriate assessments and collaborative and ongoing transitional supports greatly reduces a child’s readiness to learn and to meaningfully engage in school socially, emotionally, physically and cognitively. Expecting school boards to “close the gaps” in such clinical or therapeutic needs sets unrealistic expectations for both education and for parents.

When access to primary care personnel or clinical/therapeutic supports is compromised by a decrease in funding, readiness to learn and the ability to appropriately engage in a classroom setting can be equally compromised for some children with complex special needs. This is especially magnified at the kindergarten and primary level.

As identified in the answer above to the first consultation question, there needs to be a clear understanding of the scope and practice of school boards, which is supported by appropriate levels of funding. The lack of early investments to support children with complex special needs, including children with ASD, is short-sighted as it will lead to higher costs and expenditures in the health, education and social services sectors over a child’s lifespan.

What recommendations do you have for the government to consider as possible improvements to services for children and youth with special needs?

1. Create explicit definitions/descriptions that promote the awareness and understanding of roles and responsibilities for education and clinical settings for ASD and special needs students with complex needs to avoid misunderstandings and ensure authentic and manageable expectations for all parties.
2. Support collaborative structures at all levels, especially at times of transition, so that the support and education of all students with special needs is a shared responsibility of all community partners including the parents as the first teacher of the child. The government’s responsibility is to provide sufficient funding and policies to support key

infrastructure and timely access to community-based supports and services.

3. Create and fund a standard of training for teachers and education support workers for children with special needs, including the full ASD spectrum, in both the pre-service setting and ongoing professional development once staff are hired to a school board.
4. Maintain and expand CTCC programs and partnerships to ensure care and treatment for those children and youth who need clinical settings prior to being considered for school-based placements. There is currently an inequity in the availability of these programs across the province. These were designed for an underserved population with complex needs that deserve and require localized clinical supports and services.
5. Summarize and identify key transformational practices from the 11 autism pilot sites for sharing and replicating provincially. Continue to fund existing pilot sites at original funding levels and expand the model to include implementation in all school boards over the next three years. Provide clarification for the long-term plans or expectations for these pilot projects.
6. Provide sustainable funding for the After School Skills Development Program in all school boards. Recognizing that this is not a clinical program, this program is for children with ASD who are higher functioning in order to benefit from social, communication, self-regulation and life planning skills development.
7. Reconsider the recent reduction to Special Incidence Portion (SIP) funding and examine a multi-year funding approach (e.g. three years) to ensure more predictable and timely supports for students with complex needs. This will provide greater continuity for students and their families and make it easier to recruit key staff, especially in northern, remote and rural areas.
8. The Ministry of Education should continue to support funding for multi-disciplinary teams of specialized staff with expertise in ABA, Behaviour Management Systems Training (BMST), Visual Strategies, Structured Learning, "Art of Play," "Art of Conversation," and PEERS, etc. Using a multidisciplinary team provides an economy of scale, allowing for a more coordinated response by pooling and seamlessly integrating the range of expertise of all team members.

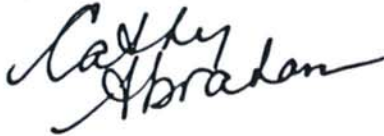
All school boards have teams known by various names such as ASD Support or Behavioural Management teams and are composed of some combination of the following personnel:

- Teacher consultants/coordinators
 - Psychologists
 - Social workers
 - Speech and language pathologists
 - Children and youth workers
 - Educational assistants
 - Board Certified Behaviour Analysts (BCBAs)
 - Registered Behavioural Therapists (RBTs)
 - ABA facilitators
9. Continue to provide sufficient funding to retrofit designated spaces in schools where individual and group IBI and ABA therapy can be delivered by community therapists. There has been success with pilot sites creating space in elementary schools where

partners come in and provide services.

Thank you for the opportunity to provide input to this important process. Please do not hesitate to contact OPSBA should you require any clarification to the feedback. We look forward to working with you to ensure that our most vulnerable children have the supports and services to thrive in school and in life.

Sincerely,



Cathy Abraham
President
Ontario Public School Boards' Association

The Ontario Public School Boards' Association represents public district school boards and public school authorities across Ontario, which together serve more than 1.3 million public elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario. OPSBA is seen as the credible voice of public education in Ontario and is routinely called on by the provincial government for input and advice on legislation and the impact of government policy directions.

CC: Janet Menard, Deputy Minister, Ministry of Children, Community and Social Services
Jennifer Morris, ADM, Children with Special Needs
Sarah Hardy, Director, Ontario Autism Program Project
Nancy Naylor, Deputy Minister, Ministry of Education
Martyn Beckett, Acting Assistant Deputy Minister, Student Achievement Division
Shirley Kendrick, Assistant Deputy Minister, Student Support and Field Services Division
Claudine Munroe, Director, Special Education/Success for All Branch