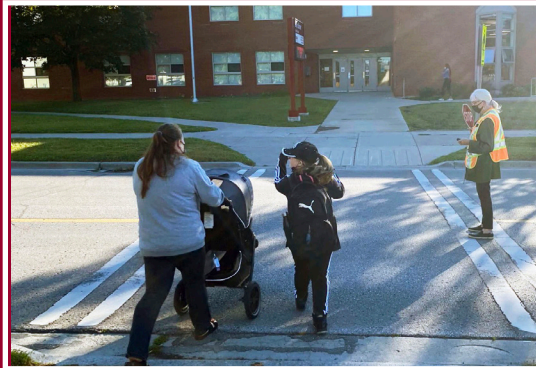




Board Meeting Agenda

September 21, 2021 — 7:00 p.m.



Welcome Back to the 2021-2022 School Year

The Durham District School Board welcomes back all new and returning students to the 2021-2022 school year. Our school administrators, educators, custodians, office staff, support staff and all DDSB employees look forward to a successful year of learning and growth.

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

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

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

Christine Thatcher
Vice Chair of the Board
Town of Whitby

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

Michael Barrett
City of Oshawa

Chris Braney
City of Pickering

Paul Crawford
City of Pickering

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

Darlene Forbes
City of Oshawa

Niki Lundquist
Town of Whitby

Linda Stone
City of Oshawa

Scott Templeton
Town of Whitby

Kayla Malcolm
Student Trustee

James Kay
Student Trustee

De-Mario Knowles
Student Trustee

DURHAM DISTRICT SCHOOL

BOARD MEETING

Tuesday, September 21, 2021 - 7:00 p.m.

- | | <u>PAGE</u> |
|---|-------------|
| 1. <u>Call to Order</u> | |
| 2. <u>Moment of Silence/Acknowledgement</u> | Verbal |
| <p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p> | |
| 3. <u>O Canada</u> | |
| 4. <u>Declarations of Interest</u> | |
| 5. <u>Adoption of Agenda</u> | |
| 6. <u>Minutes</u> | |
| (a) APPROVED Minutes of the Regular Board Meeting of May 17, 2021 | 1-10 |
| (b) DRAFT Minutes of the Regular Board Meeting of June 21, 2021 | 11-21 |
| (c) DRAFT Minutes of the Special Board Meeting of June 22, 2021 | 22-23 |
| (d) DRAFT Minutes of the Special Board Meeting of September 7, 2021 | 24-25 |
| 7. <u>Community Presentations</u> | |
| 8. <u>Ministry Memorandums-Information Update</u>
(Director Norah Marsh) | Verbal |

9.	<u>Public Question Period</u>	Verbal
10.	<u>DDSB Presentations</u>	
(a)	Annual Operational Plan – 2020-2021 End of Year Update (Senior Team)	26-60
(b)	2021 Summer Learning Programs (Superintendent Jack Nigro, System Lead Monique Muller, Denise Nickerson, Senior Manager and Clinical Lead- Social Work Services Carolyn Ussher)	61-71
11.	<u>Report from the Committee of the Whole in Camera</u>	Verbal
12.	<u>Good News from the System</u> (Director Norah Marsh)	Verbal
13.	<u>Recommended Actions</u>	
(a)	Report: Standing Committee Meeting September 7, 2021 (Trustee Christine Thatcher)	72-81
(b)	Indigenous Education Policy (Superintendent Erin Elmhurst)	82-121
(c)	Short-Term Borrowing Resolution (Associate Director David Wright)	122-124
14.	<u>Information Items</u>	
(a)	Quarterly Construction and Major Projects Progress Report (Associate Director David Wright)	125-132
(b)	Draft Accommodation Plan: Trends, Issues and Future Opportunities 2021-2025 (Associate Director David Wright)	133-222
(c)	Report: SEAC Meeting of May 20, 2021 (Trustee Donna Edwards)	223-234
(d)	OPSBA Report (Trustee Patrice Barnes)	Verbal

15. Correspondence

(a) Action Requested:

- | | |
|--------------------------|-----|
| i. Toronto Youth Cabinet | 235 |
|--------------------------|-----|

(b) Other:

- | | |
|---|---------|
| i. Dufferin-Peel Catholic District School Board | 236-237 |
| ii. Halton District School Board | 238-239 |
| iii. Joint Statement on Menstrual Equity in Education | 240-242 |
| iv. Limestone District School Board | 243-244 |
| v. Niagara Catholic District School Board | 245-246 |
| vi. Waterloo Region District School Board | 247 |

16. Other Business

17. Adjournment

Ad Hoc Committees

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

APPROVED

MINUTES

The Regular Meeting of the Board Monday May 17, 2021

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

1. Call to Order:

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

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

Regrets: Trustee Darlene Forbes

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

4. O Canada

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

5. Adoption of Agenda

2021:RB51

MOVED by Trustee Scott Templeton

SECONDED by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED.

CARRIED

2021:RB52

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF MARCH 22, 2021

SPECIAL BOARD MEETING MINUTES OF APRIL 6, 2021

SPECIAL BOARD MEETING AMENDED MINUTES OF APRIL 6, 2021

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF APRIL 19, 2021

SPECIAL BOARD MEETING MINUTES OF MAY 3, 2021

CARRIED

6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums-Information Update

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

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

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

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

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

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

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

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

8. Public Question Period

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

John Higo presented 2 questions virtually and staff responded.

9. DDSB Presentations

(a) SAL Program Update and Student Presentation

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

10. Report from the Committee of the Whole in Camera

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

2021:RB53

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Patrice Barnes

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

CARRIED

11. Good News from the System

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dates of Significance: May and June

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

Regular Meeting of the Board Minutes

May 17, 2021

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

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

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

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

THAT THE 2021-2022 SCHOOL CALENDAR BE APPROVED.

2021:RB54

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Scott Templeton

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

CARRIED

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

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

Regular Meeting of the Board Minutes
May 17, 2021

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

2021:RB55

MOVED by Trustee Niki Lundquist
SECONDED by Chris Braney

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

CARRIED

2021:RB56

MOVED by Trustee Linda Stone
SECONDED by Trustee Paul Crawford

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

CARRIED

2021:RB57

MOVED by Trustee Niki Lundquist
SECONDED by Trustee Chris Braney

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

CARRIED

2021:RB58

MOVED by Trustee Niki Lundquist
SECONDED by Trustee Chris Braney

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

CARRIED

(c) Trustee Expense Policy

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

2021:RB59

MOVED by Trustee Michael Barrett

SECONDED by Scott Templeton

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

CARRIED

(d) Community Use of Schools

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

2021:RB60

MOVED by Trustee Paul Crawford

SECONDED by Trustee Donna Edwards

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

CARRIED

(e) Former Ritson PS Circulation of Surplus Site Regulation

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

2021:RB61

MOVED by Trustee Michael Barrett

SECONDED by Trustee Paul Crawford

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

RECEIVED

(f) Capital Priorities Program Report

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

2021:RB62

MOVED by Trustee Donna Edwards

SECONDED by Trustee Paul Crawford

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

RECEIVED

13. Information Items

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

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

OPSBA Report

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

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

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

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

15. Correspondence

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

The above correspondence was presented to trustees for the information.

16. Other Business

There was no other business at this time.

17. Adjournment

2021:RB63

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

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

Chair

Secretary

DRAFT

MINUTES

The Regular Meeting of the Board Monday June 21, 2021

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

1. Call to Order:

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

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

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

4. O Canada

5. Adoption of Agenda

2021:RB64

MOVED by Trustee Donna Edwards

SECONDED by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED.

CARRIED

6. Minutes

2021:RB65

MOVED by Trustee Michael Barrett

SECONDED by Trustee Niki Lundquist

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF APRIL 19, 2021

SPECIAL BOARD MEETING MINUTES OF MAY 3, 2021

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF May 17, 2021

CARRIED

7. Community Presentations

There were no community presentations at this time.

8. Ministry Memorandums-Information Update

Director Norah Marsh provided trustees with an update on the following items:

The Ministry of Education released the new Grade Nine De-Streamed Math Curriculum. Educators are reviewing and working on the curriculum to prepare for the September implementation.

On June 17, 2021, the Ministry of Education announced a French Teacher Recruitment and Retention Strategy. The Ministry worked with French First-Language stakeholders in terms of informing the strategy and also recognized the needs of English Boards with regards to FSL teachers. Director Marsh shared that

there are two components to the strategy, the oversees recruitment and the certification strategy.

Director Norah Marsh shared with trustees that it has been reported in the media that the Ministry of Education will be announcing their reopening plan in July. Staff will be returning to work in August to work with families to prepare for the September reopening.

9. Public Question Period

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

Richard Kranjec provided written questions and staff responded.

10. DDSB Presentations

(a) Student Trustee Recognition

Chair Carolyn Morton, on behalf of trustees, thanked outgoing Student Trustees, Aaliyah Jaleel, Logan Keeler, Arpita Savaliya for the work they have done this school year – advocating for their fellow students, truly making a difference and developing leadership skills. A short video from Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya highlighted their experiences as trustees.

(b) Chairperson's Scholarship Award

Chair Carolyn Morton shared that every year since 2003, the Board has recognized a graduating student who exemplifies excellent leadership and citizenship and who has well represented student issues to others with the Chairperson's Scholarship. A committee comprised of Chair Carolyn Morton and Trustees Linda Barnes, Paul Crawford, Niki Lundquist and Scott Templeton reviewed the nominations and awarded this year's Chairperson's Scholarship to Zaid Cathcart, from Eastdale C.V.I.

(c) Abilities Scholarship Award

Superintendent Andrea McAuley introduced the members of the Learning Disabilities Association of Durham Region, Donna Cook and Rowin Jarvis who presented Aidan Campbell from Brooklin High School, with the 2021 Abilities Scholarship Award. Aidan share his presentation with trustees.

11. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera meeting and confirmed that the following matters were discussed: The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian and decisions in respect of negotiations with employees.

2021:RB66

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Linda Stone

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

CARRIED

12. Good News from the System

Director Norah Marsh provided a reflection on the many accomplishments of the Durham District School Board over the past year and acknowledged the commitment from the community to support our children and youth. The DDSB commitment was to focus on relationships, student well-being, mental health and learning. The staff in schools and all support positions have given and achieved this goal over the past year.

Director Marsh shared that there was extensive fundraising in our communities to support families in need and thanked the people who supported the DDSB and the staff from the DDSB for their generosity.

Director Marsh thanked staff for supporting the public health initiatives with regards to contact tracing, organizing testing sites and vaccination clinics in our schools.

Safety protocols continue to be part of the Ignite Learning Strategic Plan which provided guidance and inspiration through all of the work over the past year and also thanked trustees for their decision to extend the Ignite Learning Strategic Plan so staffs' work can continue.

The engagement pillar was a challenge this year as children were in different learning environments moving from in-person to remote learning or attending virtual school. There was a lot of positive engagement and incredible achievement and it was a great opportunity to reach parents, guardians, and family members through community engagement.

Director Norah Marsh shared that student leadership was remarkable in terms of how they coped and how difficult this year has been. She thanked and acknowledged the Student Trustees and the Student Senate for their incredible work and the positive opportunities they created between schools in terms of managing the pandemic.

The DDSB continued to host events such as career days, school trade events and inspirational speakers for students across the District.

Staff continue to move the District forward focusing on professional development with regards to the Inherent Rights of Indigenous Peoples and the Human Rights Policy.

Director Norah Marsh thanked each of the trustees for their extensive work throughout the year and recognized the work that was done last summer by them which ensured that the DDSB exceeded the province's health and safety standards by committing \$8.1 million from the Board's reserve fund to support schools.

Director Norah Marsh congratulated Chief Facilities Officer Christine Nancekivell on her retirement after 31 years with the DDSB.

Habiba and Nathan, shared good news from across the system on behalf of the DDSB students.

Many students and teachers were recently awarded for their leadership and successes in the classroom and beyond. Congratulations to the following award winners:

- Emily L., student at Maxwell Heights Secondary School, was awarded the Exceptional Student Achievement Award from the City of Oshawa.
- Fareen Kanji, educator at Sir Samuel Steele Public School, was awarded the Knowledgehook Impact Award for Mathematics Best Practices.
- Dorothy Lai, educator at Anderson CVI, was awarded the Queen's University Baillie Award for Excellence in Secondary School Teaching.
- Karen Lowhar, Vice Principal at Pringle Creek Public School was awarded the Alternative Field Experience Supervisor's Award for Excellence from the Western University Faculty of Education.

Parents and caregivers of children who identify as Black joined a virtual session to discuss using the 2019 DDSB student census data to address anti-Black racism. The session focused on how Black students are doing, what DDSB is presently doing to address these outcomes and what the Board plans to do in the future to ensure an equitable outcome for all Black students in the DDSB. The session was interactive, a panel of staff answered questions from the audience.

In recognition and celebration of Asian and South Asian Heritage Month, Durham Educators' Network for South Asians hosted a series of virtual events throughout May in addition to sharing educator resources and highlighting South Asian personalities on social media. The virtual sessions were focused on wellness and conversations about race and identity.

A total of 65 Student Recognition Awards and letters were presented to secondary students to honour their hard work and achievements this past year.

School communities have organized a variety of fundraising initiatives to help those in need:

- The Pickering High School Students for Change group raised \$5,375 for the Moon Time Sisters organization to supply menstrual products to Indigenous communities in northern Ontario.
- Tanner, a Grade 3 student at Brooklin Village Public School has sold over 200 tomato plants for close to \$2,300 to raise money for SickKids Hospital.

- The Dunbarton High School community raised \$13,165 for the Canadian Cancer Society through their virtual relay for life fundraiser.
- In a live virtual ceremony, selected students who identify as Black in the DDSB were recognized for their achievements and leadership at the 2021 Durham Black Educators' Network Activating Student Success Awards. 19 talented students were recognized with awards and scholarships totaling almost \$10,000.
- Elementary and secondary students across the province competed in the 2021 Virtual Skills Ontario Competition where they were challenged in a variety of skilled trades. Three secondary and six elementary DDSB students achieved a combination of Gold, Silver and Bronze medals. Congratulations to the 2021 Skills Ontario winners from William Dunbar, Prince Albert, Northern Dancer and Applecroft Public Schools as well as Brooklin and Pickering High Schools!
- The new French Second Language Parent Network is launching in the Fall of 2021 and the FSL team is excited to bring together parents, caregivers and families of students in both Core French and French Immersion programs. At their first meeting, the team featured FSL department highlights, current programs and goals for the parent network. Families were also asked to complete a survey which will help build the vision and direction of the network.
- The Indigenous Education Department hosted an evening with Indigenous families, entitled "Building Indigenous Family and Community Relationships". The agenda for the evening offered the opportunity to share DDSB student census trends in achievement data, for students who self-identify as Indigenous and current initiatives and ongoing commitments that are intended to address the disproportionate outcomes experienced by Indigenous youth. With a focus on building relationships and community, families were invited to ask questions and offer suggestions.

Chair Carolyn introduced the S.A. Cawker Public School choir who performed a song virtually.

Dates of Significance:

June 22	Gahambar Maidyoshem (Zoroastrianism)
June 24	St. Jean-Baptiste Day (Quebec)
June 27	Multiculturalism Day
June 28	Stonewall Rebellion Day
June 28	Last Day Secondary Schools
June 29	Last Day Elementary Schools
July 1	Canada Day
July 15	World Youth Skills Day
July 18	Nelson Mandela International Day
July 30	International Friendship Day
August 1	Emancipation Day
August 2	Simcoe Day (Civic Day)
August 9	Int. Day of the World's Indigenous People
August 12	International Youth Day
August 19	World Humanitarian Day

Recommended Actions

(a) Report: Standing Committee Meeting Minutes of June 7, 2021

The following resolution was passed at the Standing Committee meeting during closed session on June 7, 2021.

MOVED by Trustee Michael Barrett

THAT THE BOARD OF TRUSTEE ACCEPT THE STAFF RESPONSE TO THE CITY OF OSHAWA LETTER THAT WAS RECEIVED ON MAY 28, 2021.

2021:RB67

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Linda Stone

I MOVE THAT THE BOARD NOW RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE JUNE 7, 2021 STANDING COMMITTEE, INCLUDING DURING CLOSED SESSION, AND ADOPT THE RESOLUTION THAT WAS PASSED.

CARRIED

(b) Proposed Notice of Motion: Indigenous Education Policy

THAT THE BOARD OF TRUSTEES RECEIVE THE PROPOSED NOTICE OF MOTION FOR CONSIDERATION AT THE SEPTEMBER 20, 2021, BOARD MEETING.

(c) Report: Name Change and Proposed Mandate for the Governance and Policy Standing Committee

Trustee Linda Stone shared that the Governance and Policy Committee met on May 10th and June 14th, 2021 and that the committee makes three recommendations to the Board.

2021:RB68

MOVED by Trustee Linda Stone

SECONDED by Patrice Barnes

THE FIRST TWO RECOMMENDATIONS ARE FOUND ON PAGE 64 OF THE AGENDA PACKAGE.

I NOW MOVE THOSE TWO RECOMMENDATIONS.

1. THE COMMITTEE RECOMMENDS THAT THE BOARD OF TRUSTEES ADOPT THE NAME OF THE COMMITTEE "THE GOVERNANCE AND POLICY COMMITTEE".

2. THE COMMITTEE RECOMMENDS THE FOLLOWING TERMS OF REFERENCE:

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

CARRIED

2021:RB69

MOVED by Trustee Linda Stone

SECONDED by Patrice Barnes

(d) Notice of Motion: Amended Consolidated By-Laws

THE THIRD RECOMMENDATION OF THE COMMITTEE IS THAT THE BOARD OF TRUSTEES AMEND THE EXISTING BY-LAWS (FOUND ON PAGES 115-163 OF THE AGENDA PACKAGE) IN ACCORDANCE WITH THE *DRAFT CONSOLIDATED BY-LAWS* DEVELOPED AND APPROVED BY THE COMMITTEE. THE PROPOSED REVISED BY-LAWS CAN BE FOUND AT

PAGES 65-114 OF THE AGENDA PACKAGE. IN ACCORDANCE WITH THE TERMS OF THE BOARD'S BY-LAWS, NOTICE OF THIS PROPOSED AMENDMENT IS BEING PROVIDED NOW FOR CONSIDERATION AT THE NEXT MEETING OF THE BOARD OF TRUSTEES IN SEPTEMBER. FOR EASE OF REFERENCE, A TRACK CHANGES VERSION OF THE DRAFT WILL BE PROVIDED IN ADVANCE OF THE NEXT MEETING.

CARRIED

(e) Official Naming of the Unnamed North Ajax French Immersion Public School

Superintendent Mohamed Hamid provided trustees with an overview of the process for the official naming of the Unnamed North Ajax French Immersion Public School.

2021:RB70

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Donna Edwards

THAT BASED ON THE RECOMMENDATION OF THE SCHOOL NAMING COMMITTEE THAT THE BOARD OF TRUSTEES SELECT THE FIRST CHOICE, ROSEMARY BROWN PUBLIC SCHOOL, AS THE OFFICIAL NAME OF THE CURRENTLY UNNAMED NORTH AJAX FRENCH IMMERSION PUBLIC SCHOOL IN AJAX, ONTARIO.

CARRIED

(f) Official Naming of the Unnamed North Whitby Public School

Superintendent Georgette Davis provided trustees with an overview of the process for the official naming of the Unnamed North Whitby Public School.

2021:RB71

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT BASED ON THE RECOMMENDATION OF THE SCHOOL NAMING COMMITTEE, IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES SELECT THE FIRST CHOICE, WILLOWS WALK PUBLIC SCHOOL, AS THE OFFICIAL NAME OF THE CURRENTLY UNNAMED NORTH WHITBY PUBLIC SCHOOL IN WHITBY, ONTARIO.

CARRIED

(g) International Education Attestation

Superintendent Mohamed Hamid provided the trustees with an overview of the International Education Attestation for the Durham District School to accept international students following the Designated Learning Institute (DLI) and Ministry of Education guidelines. The attestation is a new requirement from the Ministry of Education.

2021:RB72

MOVED by Trustee Michael Barrett

SECONDED by Trustee Donna Edwards

THAT BOARD OF TRUSTEES APPROVE THE DDSB INTERNATIONAL STUDENT PROGRAM, WHICH MEETS FEDERAL AND PROVINCIAL REQUIREMENTS AS PER MINISTRY GUIDELINES.

CARRIED

(h) Consideration of the 2021-2022 Draft Budget

Associate Director David Wright shared with trustees the Draft budget for 2021-2022. Trustee questions were answered.

2021:RB73

MOVED by Trustee Donna Edwards

SECONDED by Trustee Scott Templeton

IT IS RECOMMENDED THAT THE 2021-2022 DRAFT BUDGET CONTAINING TOTAL REVENUES OF \$959,181,205 AND TOTAL EXPENSES OF \$959,181,205, BE APPROVED AS PRESENTED.

CARRIED

13. Information Items

(a) Quarterly Construction and Major Projects Progress Report

Associate Director David Wright introduced Chief Facilities Officer Christine Nancekivell who provided trustees with the quarterly report of the construction and major projects that are currently in progress.

(b) 2021 to 2025 Official Enrolment Projections

Associate Director David Wright introduced Chief Facilities Officer Christine Nancekivell who provided trustees with the report on the October 31, 2021 Official Enrolment Projections (OEP).

(c) Summer Learning Opportunities

Superintendents Erin Elmhurst, Mohamed Hamid, Andera McAuley, Stephen Nevills and Jack Nigro shared with trustees a summary of the Durham District School Board (DDSB) 2021 Summer Learning Opportunities for students (Kindergarten to Grade 12). The report contains information on a range of differentiated and responsive programs intended to increase student learning and achievement. All Summer Learning Opportunities will have an intentional focus on supporting student mental health and well-being.

(d) Report: SEAC Meeting of April 8, 2021

Trustee Donna Edwards presented the SEAC meeting minutes of April 8, 2021.

OPSBA Report

Trustee Patrice Barnes provided trustees with an OPSBA update on the June 11, 2021 Board of Directors meeting and at the June 14, 2021 Annual General meeting. At the Annual General meeting Cathy Abraham was elected as the OPSBA President.

Trustee Patrice Barnes shared that the CSBA Conference on Equity and Inclusion for Student Well-Being is taking place virtually on July 7-9, 2021 and is open to trustees and senior administrators.

2021:RB74

MOVED by Trustee Donna Edwards

SECONDED by Trustee Linda Stone

THAT THE TRUSTEES APPROVE THE PURCHASE OF ONE REGISTRATION FEE FOR THE DURHAM DISTRICT SCHOOL BOARD SO THAT TRUSTEES AND SENIOR ADMINISTRATORS CAN BENEFIT FROM THE WORKSHOPS BEING OFFERED AT THE CANADIAN SCHOOL BOARDS ASSOCIATION MEETING IN JULY.

CARRIED

15. Correspondence

- i. Halton Catholic District School Board

The above correspondence was presented to trustees for the information.

16. Other Business

There was no other business at this time.

17. Adjournment

2021:RB75

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

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

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Tuesday, June 22, 2021

8:00 p.m.

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

1. Call to Order:

Roll Call: Trustee Carolyn Morton, Chair of the Board

The Chair called the meeting to order at 8:20 p.m.

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

Regrets: Trustee Niki Lundquist, Student Trustee Logan Keeler

Officials Present: Director Norah Marsh, Associate Directors Jim Markovski, David Wright, Executive Officer Communications Robert Cerjanec, General Legal Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Adoption of Agenda

2021:SB75

MOVED by Trustee Donna Edwards

SECONDED by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED.

CARRIED

Special Meeting of the Board Minutes
June 22, 2021

3. Director's Performance Review Update

Trustee Christine Thatcher shared that the Director's Performance Review Committee confirmed the following:

- Together with the external consultant and the Director of Education, the committee has finalized the Director of Education position profile and objectives for the upcoming year.
- The current version of the Director of Education's employment contract is posted publicly on the website.
- That a performance appraisal of the Director of Education has been completed.

2021:SB76

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Paul Crawford

THAT THE BOARD APPROVE THE DIRECTOR OF EDUCATION POSITION PROFILE AND OBJECTIVES FOR THE UPCOMING YEAR, A COPY OF WHICH HAS BEEN SHARED WITH TRUSTEES AND CONFIRM THAT THE MOST CURRENT VERSION OF THE DIRECTOR'S EMPLOYMENT CONTRACT IS POSTED PUBLICLY ON THE BOARD WEBSITE AND THAT THE BOARD CONFIRM A PERFORMANCE APPRAISAL OF THE DIRECTOR OF EDUCATION HAS BEEN COMPLETED.

CARRIED

5. Adjournment

2021:SB77

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately: 8:30 p.m.

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Tuesday, September 7, 2021

8:00 p.m.

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

1. Call to Order:

Roll Call: Trustee Carolyn Morton, Chair of the Board

The Chair called the meeting to order at 8:33 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees James Kay, De-Mario Knowles, Kayla Malcolm

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Adoption of Agenda

2021:SB78

MOVED by Trustee Michael Barrett

SECONDED by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED.

CARRIED

Special Meeting of the Board Minutes
June 22, 2021

3. Proposed Change of Date for The Regular Board Meeting, September 2021

2021:SB79

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Christine Thatcher

DUE TO THE FEDERAL ELECTION ON SEPTEMBER 20, 2021, I MOVE THAT
THE BOARD OF TRUSTEES CHANGE THE DATE OF THE REGULAR BOARD
MEETING FROM SEPTEMBER 20, 2021 TO SEPTEMBER 21, 2021.

CARRIED

5. Adjournment

2021:SB80

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately: 8:40 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** September 21, 2021

SUBJECT: Annual Operational Plan – 2020-2021 End of Year Update **PAGE:** 1 of 3

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Robert Cerjanec, Executive System Lead

1.0 Purpose

The purpose of this report is to provide information to the Board of Trustees as an end-of-year update (Appendix A) for the Annual Operating Plan, capturing work completed from January to June 2021.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

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

3.0 Analysis

Administrative Council reviewed the operational goals outlined in the Ignite Learning Strategic Plan to provide a foundation for the development of system and portfolio goals for each Superintendent for the 2020-2021 school year. In addition, senior staff developed department/portfolio execution plans outlining the implementation, responsibilities, timelines, and evidence of impact/outcomes connected to the Annual Operating Goals.

A mid-year operational implementation update was provided to Trustees in January 2021. Trustees also received information as reports and presentations from Superintendents and schools on the initiatives and programs at Board, Standing and Committee meetings to provide ongoing updates on the stages of implementation of the Ignite Learning Operational Goal Action Plan.

The design and implementation of initiatives and programs reflect system integration, cross-department collaboration and an intentional focus on the District's commitment to upholding Indigenous inherent rights and human rights and addressing barriers for students and employees.

Fidelity to the plans was maintained from January to June 2021 in the context of ongoing emergency closure of schools during the COVID-19 pandemic. As the provincial situation evolved, so did our response in terms of understanding the pressures of emergency closures on members of our community, including our staff who had to shift pedagogical practices to address student needs and engagement in distance learning. These shifts were predicted as a potential outcome during the pandemic which was one of the reasons that the delay of a new strategic plan for the District was decided upon by Trustees. Staff are paying close attention to where we have made progress and building on that foundation for this year.

4.0 Financial Implications

There are no financial implications arising from the report as operational goals are embedded within the budget and staff time was used to develop and implement the Annual Operational Plan.

5.0 Communication Plan

Superintendents and their teams continue to lead the outlined projects and initiatives that reflect the operating goals. The end-of-year update will be communicated to the system in the following ways: posting to the Durham District School Board (DDSB) website, and, it will be used in upcoming work with school and system leaders, to consider how we build upon this year to further the DDSB Strategic Plan goals moving forward.

6.0 Planning for the 2021/2022 School Year

Considering the extension of the DDSB Strategic Plan to 2023, Administrative Council has been working in collaboration with staff to revise the current approach to better align with system priorities and identify key operational actions aligned to the Strategic Plan that will be shared with the Board in October 2021.

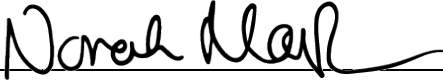
7.0 Conclusion and/or Recommendations

This report is provided to Trustees for information.

8.0 Appendices

Appendix A – Implementing the Ignite Learning Strategic Priorities and Operational Goals – Year End Update, January to June 2021

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Robert Cerjanec, Executive System Lead

Implementation and Monitoring Team:

- Jim Markovski, Associate Director of Equitable Education
- David Wright, Associate Director of Corporate Services
- Gary Crossdale, Superintendent of Equitable Education
- Georgette Davis, Superintendent of Equitable Education
- Erin Elmhurst, Superintendent of Equitable Education
- Mohamed Hamid, Superintendent of Equitable Education
- Margaret Lazarus, Superintendent of Equitable Education
- Andrea McAuley, Superintendent of Equitable Education
- Heather Mundy, Superintendent of Equitable Education
- Stephen Neville, Superintendent of Equitable Education
- Jack Nigro, Superintendent of Equitable Education

Implementing the **IGNITE LEARNING** Strategic Priorities and Operational Goals



SUCCESS

WELL-BEING

LEADERSHIP

EQUITY

INDIGENOUS
EDUCATION

ENGAGEMENT

INNOVATION

DDSB MULTI-YEAR STRATEGIC PRIORITIES

YEAR-END UPDATE
SEPTEMBER 2021



“

“Collaborative professionalism is a necessity rather than an option in the schools of today. Our problems are so great and our goals are so complex in today’s rapidly changing and uncertain world that we can no longer drive change from the top through stronger assessments, more specific standards or the establishment of teams and clusters to implement the relatively simple wishes of others. No profession, nor the people served by it, can progress without the ability and willingness of professionals to share their knowledge and expertise and to figure out complex problems of practice together. Learning for all requires [staff] who can and will work together in relationships of trust and solidarity, using methods that have impact. It is the job of leaders of all kinds to help them do that.”

”

Andy Hargreaves and Michael T. O'Connor © 2018 Centre for Strategic Education
Seminar Series Paper #274 April 2018

Table of Contents

Multi-Year Strategic Planning.....	3
Four Stages of Implementation.....	4
Success.....	5
Well-Being.....	10
Leadership.....	13
Indigenous Education.....	17
Equity.....	19
Engagement.....	26
Innovation.....	29



Multi-Year Strategic Planning

Putting the DDSB Operational Goals into Action

TRUSTEES AND SENIOR TEAM

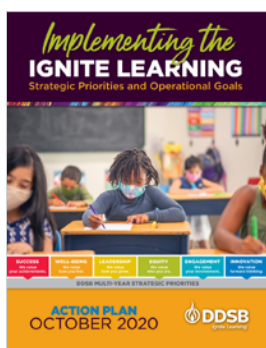
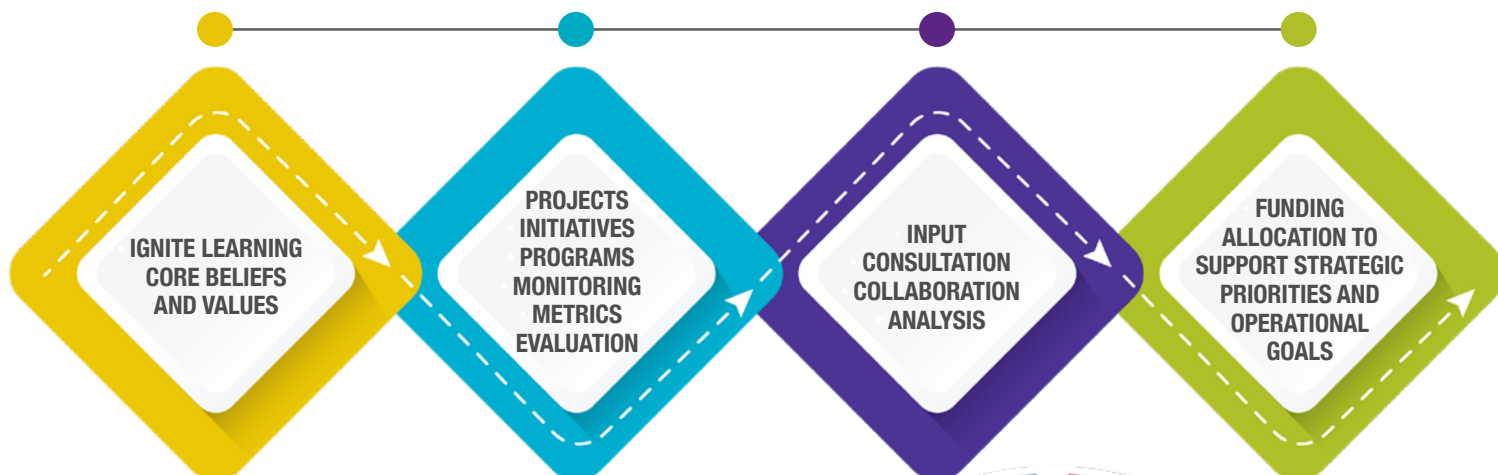
Multi-Year Strategic Planning and Budget Allocation

STRATEGIC PRIORITIES

OPERATIONAL GOALS

INPUT/PLANNING

BUDGET ALLOCATION



Adapted from The Coherence Framework, Michael Fullan

Strategic Planning puts big thinking into action. It involves putting the pieces together into one coherent plan that will drive the organization forward.

Multi-Year Strategic Planning Document, 2017 Ministry of Education

Four Stages of Implementation

1

1 • Awareness

- This stage focuses on recognizing and defining the problem
- Some initial planning is beginning to take place
- The majority of effort is on building system readiness for the new initiative

2

2 • Beginning Implementation

- This stage is composed of professional learning, networking and inquiry about the problems of practice
- The initiative/strategy is being implemented in some locations with scaffolds gradually withdrawn
- There is a developing awareness of the initiative as a framework for effective practice

3

3 • Partial Implementation

- The initiative/strategy is being implemented in a number of sites across the system
- Staff are at various levels of understanding and engagement
- As in the Beginning Implementation stage, this phase of activity provides an opportunity for ongoing monitoring of key areas to inform and adapt implementation

4

4 • Full Implementation

- Most obstacles have been overcome and strategies for refining specific areas of the initiative have been identified through data collection and analysis
- The initiative has been integrated across the system and is commonplace
- Data and evidence from research is routinely used to inform and adapt the implementation, often in innovative ways to precisely meet the needs of the system

Adapted from PRISA Report, A Summary and Analysis of the 2016-2017 Planning and Interim Planning for Student Achievement (PRISA) Reports



KEY INITIATIVE ►

Equity of Outcomes Through the Elimination of Applied Grade 9 Courses

STAGE	ACTIONS
2	<ul style="list-style-type: none"> Provide foundational learning supports relating to assessment and evaluation in grades 7-12 including varied assessments and grading based on expectations
2	<ul style="list-style-type: none"> Ensure Universal Design for Learning and human rights principles are a component of all professional development (K-12)
4	<ul style="list-style-type: none"> Update Choosing my Success student transition guides to reflect shift in course types
4	<ul style="list-style-type: none"> Review and revise course outlines and develop assessment plans in grade 9 beginning with mathematics
4	<ul style="list-style-type: none"> Provide opportunity for parents/guardians to understand how approaches will be different given the focus of success for all in grade 9 academic and open courses

KEY OUTCOMES

- 5,400 copies of *Choosing My Success* distributed to elementary schools and digital database developed to support shift to new student course planning system.
- Transition information resources provided for schools to utilize at parent engagement events.
- Equitable assessment/evaluation practices and Universal Design for Learning principles were embedded within professional development opportunities and digital learning course developed for educators through interdepartmental collaboration.
- Course outline for new de-streamed mathematics course developed with focus on teaching, learning and evaluation strategies.



KEY INITIATIVE ►

Creating a Culture of Engaged Mathematics Learning

STAGE	ACTIONS
2	<ul style="list-style-type: none"> Provide professional learning opportunities for teachers and principals on content, high- impact instructional and assessment practices, equitable and culturally relevant and responsive pedagogy in mathematics content, learning skills and work habits, along with differentiated support for students who may face barriers to achievement in math
1	<ul style="list-style-type: none"> Integrate the social-emotional learning strand of mathematics through an anti-oppressive lens to support student well-being and the belief that each student can be successful in mathematics
1	<ul style="list-style-type: none"> Support the deconstruction of how to instruct, assess and report learning skills and work habits in an anti-bias environment
2	<ul style="list-style-type: none"> Provide training and coaching to math teachers in specific schools
2	<ul style="list-style-type: none"> Provide parents/guardians with school-level opportunities to engage in their child's math learning
2	<ul style="list-style-type: none"> Leverage digital learning with a focus on formative assessment platforms

KEY OUTCOMES

- Training for educators and facilitators on coding expectations found in the new elementary mathematics curriculum.
- DDSB Professional Learning Hub provided a dedicated link for educators to access information about the new math curriculum, making available over 50 planning resources and seven professional development videos.
- Differentiated support implemented across system/schools to build familiarity with the new mathematics curriculum. Over 3,500 educators engaged in learning alongside central staff using a range of delivery modes (e.g., school-based staff meetings, classroom co-planning and co-teaching).
- Over 60 professional learning sessions were provided specific to the use of math digital tools aligned to the new curriculum, with a focus on Knowledgehook, Gizmos, Mathology, and Edwin. Board data indicates ongoing increases in educator/student use of these digital tools.
- DDSB Professional Learning Hub* provided a dedicated link specific to school administrators which made available eight multi-session “ready to use” staff meeting presentations connected to key changes found in the new curriculum.



- Differentiated support for mathematics programming and assessment provided for DDSB@Home educators. Professional learning sessions, curated and board-developed resources, and facilitator weekly “office hours” were in place to support educators within our virtual school campuses.
- Weekly communication of promising practices/resources and professional learning opportunities were shared with all educators and administrators through the Curriculum Currents system e-newsletter.
- Curriculum central staff engaged in ongoing professional learning to inform planning and resource development, with a focus on culturally relevant and responsive practices in the mathematics classroom.

KEY INITIATIVE ►

Universal Design For Learning: Success for Special Education Learners

STAGE	ACTIONS
2	<p>Strategies and Gap Closing for Students with Learning Disabilities</p> <ul style="list-style-type: none"> • Focus on foundations of understanding of learning disabilities • Focus on understanding of learners and outcomes for students diagnosed with Learning Disability and students Identified with Communication/Learning Disability (exceptionality)
2	<p>Differentiated Programming for Students with Autism</p> <ul style="list-style-type: none"> • Undertake a needs analysis for professional learning (speech pathologists and educators) • Create an “Essentials of Autism” professional learning series • Develop an assessment process for students who are non-verbal/minimally verbal

KEY OUTCOMES

- *Essentials of Learning Disabilities* professional learning series draft in development.
- Data collection to be started on outcomes for students with Learning Disabilities, both diagnosed and identified.
- Autism assessment checklist in pilot phase with four clinicians across 20 schools.
- Needs analysis survey created and completed by speech pathologists to inform professional learning requirements.
- *Essentials of Autism* online professional learning series draft in development.



KEY INITIATIVE ► Global Competencies for Success

STAGE	ACTIONS
3	<ul style="list-style-type: none">Focus on pedagogical and assessment practices that support the teaching and learning of global competencies
1	<ul style="list-style-type: none">Analyze the relationship between current learning skills and work habits and embed them within the Global Competencies Framework
3	<ul style="list-style-type: none">Revise vision of School Improvement Plans to School Learning Plans with a focus on the holistic development of all students through an asset-based lens

KEY OUTCOMES

- Connections to global competencies embedded within online professional learning connected to pedagogical and assessment practices.
- Partnership with Critical Thinking Consortium to provide learning resources for educators to facilitate critical thinking and global competencies into lesson development.
- School Learning Plan template and supporting document developed by system administrators with collaboration from an interdepartmental team that focus on promoting Indigenous inherent rights, human rights and equity, and addressing discriminatory barriers that affect equitable experiences, opportunities and outcomes for students.



KEY INITIATIVE ► Corporate Services Excellence

STAGE	ACTIONS
3	<ul style="list-style-type: none">• Conduct an operational and communication review of key service areas with a focus on staff satisfaction and well-being
2	<ul style="list-style-type: none">• Establish advocacy group with coterminous board to address inequities with the Ministry of Education's Education Development Charge for sustainable growth

KEY OUTCOMES

- In June 2021, almost 3,000 staff (25% of all staff) participated in the Employee Experience Checkpoint.
- From the 2021 Employee Experience Checkpoint, Psychological Safety in Leadership was 71% which was a significant increase from the 2020 Listening Tour (53% leader trust).
 - Strengths were apparent in Safe Work Environments and Integrity, with Communication and Collaboration identified as areas for growth.
 - More analysis and next steps will be shared with the system in fall 2021.
- Human Resource Services provided a revised contact protocol to system leaders to assist with increased efficiency in staff service for school year 2021-2022.
- Ongoing meetings with coterminous board to establish an advocacy strategy on Education Development Charges.



KEY INITIATIVE ► Mentally Healthy Classrooms, Schools, and Workplaces

STAGE	ACTIONS
3	<ul style="list-style-type: none"> System-wide, year-long Mental Health and Well-Being Campaign focused on mental health literacy and capacity building to create the conditions that lead to safe, respectful, inclusive, and welcoming learning and working environments through a tiered framework
2	<ul style="list-style-type: none"> Develop critical consciousness of staff to better understand “who” our students are through knowledge building, coaching/mentoring, and job-embedded learning
3	<ul style="list-style-type: none"> Implement a Mental Fitness Index Tool to inform Human Resources and Administrative Council planning in support of staff

KEY OUTCOMES

- Over 500 staff in total attended three virtual Health and Wellness sessions focused on Mental Health Awareness, Overcoming Burnout and Stress Reduction Toolkit.
- Over 500 staff have utilized the individual services of the Employee Family Assistance Program. This program has also provided site-based support to employees in response to traumatic events.
- The Mental Fitness Index (MFI) Tool was incorporated into the 2021 Employee Experience Checkpoint. The MFI score reflects the combination of four mental fitness pillars: Physical, Mental, Workplace and Life. Our organization score was 68% with strengths in Work and Life and areas of growth in Physical and Mental.
- 56 Inclusive Student Services staff received foundational training focused on “Preparing to Disrupt and Dismantle Anti-Black Racism.”
- 56 Regulated Mental Health professionals (Social Work and Psychological Services teams) received training specific to impacts of racial trauma, systemic racism, and the impact of oppression on mental health and well-being.
- Created safe and supportive affinity groups for racialized employees to debrief after anti-racism training and to support well-being.
- Organized a mental health social media campaign to increase student awareness to the mental health services available to them within the DDSB.
- Access to mental health consultation via web-based link to Social Work and Psychological Services staff.
- Student access to 56 staff in Social Work and Psychological Services on a referral basis.
- Well-Being Youth Workers provided Social Emotional Learning Programming to 58 schools totaling 4,600 students; pilot program initiated during the 2020-2021 school year.



KEY INITIATIVE ► From Trauma Aware to Trauma Informed Practices

STAGE	ACTIONS
2	<ul style="list-style-type: none">Building a foundation for trauma informed practices: Year 1 of 3 focus is becoming 'trauma aware', focusing on 'self' as precursor to focus on 'other' (i.e. student, staff) with trauma exposures
3	<ul style="list-style-type: none">Equip and support staff with mental health resources and strategies

KEY OUTCOMES

- Compassion Fatigue Training offered to all DDSB staff and was attended by 724 staff.
- Trauma Informed Awareness Training for Administrators and System Leaders with two sessions offered and was attended by 127 staff.
- Addressing Anti-Black Racism and Well-being Toolkit for Families; released February 2021 to the public including through the Parent Involvement Committee, SEAC and school staff meetings.
- 56 Regulated Mental Health professionals (Social Work and Psychological Services teams) received training specific to impact of racial trauma, systemic racism, and the impact of oppression on mental health and well-being.



KEY INITIATIVE ► Creating Positive School Climates

STAGE	ACTIONS
2	<ul style="list-style-type: none">• Rename the Safe Schools department to Positive School Climates in order to better reflect a shift in approach that promotes proactive measures to support our schools in creating the conditions wherein all students thrive and succeed• Bias aware progressive discipline training• Promoting bully prevention and intervention• Violent Threat Risk Assessment training
2	<ul style="list-style-type: none">• Create and implement new suspension policy and procedure
2	<ul style="list-style-type: none">• Consult with an external expert advisor on early years to review, along with an interdisciplinary internal team, the conditions for a positive school experience and programming

KEY OUTCOMES

- Roles and responsibilities of the Positive School Climates department were reframed to align with our Board's commitment to Indigenous inherent rights and human rights, and to better reflect the shift in mindset where we support schools to develop a positive school climate in which our students thrive.
- Bullying Prevention and Intervention Plan was extensively revised to increase alignment with our commitment to Indigenous inherent rights and human rights, and to reflect the shift in mindset where we support schools to develop a positive school climate in which our students thrive.
- An interdisciplinary team consisting of representation from various departments (Early Years, Equity, Curriculum, Indigenous Education, Well-Being, and Inclusive Student Services) met several times to review practices and set the direction for action items on creating the conditions for a positive school experience with a focus on the remodeling of Welcome to Kindergarten.



KEY INITIATIVE ► Develop Leaders and Aspiring Leaders of Equity and Inclusion

STAGE	ACTIONS
3	• Expand the Aspiring Leaders Program with an emphasis on attracting those who identify as Indigenous and/or racialized
4	• Ensure workplace and employment practices are accessible to potential or current employees with disabilities
3	• Build foundational leadership skills and support multiple pathways to leadership by offering differentiated professional development experiences
4	• Recruit and support candidates, both internal and external, through the Transfer/Promotion Process
4	• Develop and facilitate on-boarding supports for new leaders with a focus on their understanding of being leaders of equity, inclusion and anti-oppression
4	• Implement system-level project management learning for those enrolled in their Supervisory Officers' Qualifications Program
3	• Engage with staff representatives to create a strategic response to foster collaborative cultures and celebrate leadership in all roles.

KEY OUTCOMES

- Aspiring Leadership Development Program offered four sessions for those interested in exploring leadership opportunities, while ensuring that keynote speakers and workshop facilitators represented many identities and dimensions of diversity.
- Session 1, Finding Out About Leadership was attended by 146 participants. 48 participants completed the feedback form with 82% indicating that the session was valuable to their growth as a leader and encouraged new ways of thinking about how they can grow their leadership skills while in their current role.
- Session 2: Pathways to Leadership involved 110 participants. The evening featured keynote speaker, Principal Eleanor McIntosh then participants attended 2 of 14 breakout sessions facilitated by 53 educators currently in leadership roles (e.g., SERT, Teacher-Librarian, Coach, Facilitator, Vice Principals, etc.). Feedback indicated that 89% of the responding participants found the workshops to be very informative about the various leadership roles in the DDSB and steps to take to acquire each role.



- Session 3, Leadership: One Step at a Time was attended by 104 teachers. Education Officer - Equity, Merrill Mathews delivered the keynote message: Equitable Leadership. Participants then attended two of the following workshops facilitated by DDSB administrators/managers: Building Your Emotional Intelligence, You Might Want to be a Vice Principal, We Need to Talk: Having Courageous Conversations and Shining During an Interview. 87% of participants completing the feedback form indicated that keynote equitable leadership message strongly resonated with them.
- Session 4: 'Becoming a Vice Principal' involved 66 participants and offered such details as: qualifications, beneficial additional qualifications, embracing leadership opportunities in their current roles, and work life balance.
- 63 aspiring teacher leaders have engaged in individual coaching conversations in support of their leadership journeys with goals and actionable next steps being determined. Over 50% of participants indicated that they are planning to pursue a school administrator role within the next 5 years.
- During the Spring 2021 Promotion Process, DDSB was searching for: Elementary Principals, Elementary Vice Principals, and Secondary Vice Principals. 48 candidates participated in the Internal/External Promotion Process.
- Support has been made available to candidates in the following sessions and the number of candidates who have accessed this support:
 - Finding Out About DDSB the External Promotion Process (62 external)
 - Preparing Your Leadership Portfolio (57 internal & 17 external)
 - Preparing for the Interview (59 internal & 12 external)
 - Mock Interviews (38 internal)
 - Leadership Conversation (20 external)
 - Leadership Coaching Conversation (23 internal)
 - Study Groups (42 internal)
- 36 of 48 candidates were promoted to the Leadership Pool (33 internal and 3 external)
 - Elementary Vice Principal- 15
 - Elementary Principal Leadership Pool- 16
 - Secondary Vice Principal- 5
- Feedback collected from 26 participants involved in the Promotion Process indicated:
 - 91.3% felt they experienced an equitable, fair, and transparent process.
 - 95.6% expressed that the Leadership Department was very supportive and responsive throughout the process.
 - 85% indicated that participating in a study group the most beneficial support offered.
- The new to the Role/New to DDSB onboarding program involved 52 new Vice Principals and Principals coming together at monthly meetings to addressing topics such as: From Teacher to VP; Teacher Performance Appraisals; Conversations with Experienced Leaders; Entry Planning for Year 2.
- 75% of these new administrators attended these monthly check-in meetings on a consistent basis.
- Mentorship Program for Principals and Vice Principals served 48 mentees (vice principals and principals) organized in triads and supported by 9 mentors. Monthly meetings were collaboratively planned by Leadership and a sub-committee and shared with mentors.



KEY INITIATIVE ► Develop and Support New and Experienced Leaders

STAGE	ACTIONS
3	<ul style="list-style-type: none"> Coordinate and facilitate job-embedded Leadership Development Program for academic and operational aspiring leaders
2	<ul style="list-style-type: none"> Develop a responsive Professional Development Series for School Administrators which supports current leaders in growing their capacity
4	<ul style="list-style-type: none"> Facilitate Vice Principal Network through employing a job-embedded, professional learning model with the goals of building school-level leadership and management capacity

KEY OUTCOMES

- Leadership initiated several inter-departmental learning opportunities and coordinated a responsive Professional Development Series for school administrators but due to a pandemic related pause on some professional development, sessions were not implemented this year but will be revisited in the upcoming year.
- The Vice Principal Network organized five half-day sessions designed to build leadership capacity of elementary and secondary Vice Principals. The sessions intentionally planned to ensure that participants were able to focus deeply on such topics as:
 - Fostering Inclusive Practices in Your School
 - Indigenous Education: Land Acknowledgement and Treaties Education
 - Observe - Listen - Act! Addressing Anti-Black Racism Within Our Schools
 - Pivoting to Lead a Mentally Healthy School
 - Mathematics 2020: Human Rights and Equity
- The pause on professional development resulted in the cancellation of two of the Vice Principal Network Development sessions.
- Participant feedback from the Vice Principal Network included:
 - 87% expressed that the Vice Principal Network encouraged new ways of thinking.
 - 89% consistently indicated that the workshops were valuable to building their knowledge and skills as a school leader.
- The Vice Principal Leadership Project involved 25 vice principals coming together to build their leadership capacity during this 5-module experience which utilized the Learning Conversation structure.



KEY INITIATIVE ► Responsive Leadership in Challenging Times

STAGE	ACTIONS
2	<ul style="list-style-type: none">• Develop a Human Resources Return-to-Work Steering Committee to review current return-to-work processes, identify gaps, and collaborate regarding opportunities to support both staff returning from sick/injury related absences, and the leaders of those staff
2	<ul style="list-style-type: none">• Equip leaders, through compassion fatigue and vicarious trauma training, with strategies that encourage resilience in leaders to assist them in supporting staff and the wider community in challenging times

KEY OUTCOMES

- A Human Resources Return-to-Work Steering Committee was formed in Fall 2020 consisting of Human Resource Services, Ability Management, Maintenance Management, and Health and Safety. Two main areas were identified for improvement: Timely Incident Notification and Early and Safe Return-to-Work.
 - An incident notification tool was developed and piloted in Facilities Services with positive outcomes. The next step will be a system-wide roll out.
 - Budget was allocated to support Early and Safe Return-to-Work including overlap positions. Due to pandemic school closures, there was limited opportunity to implement but Ability Management will continue this focus into 2021-2022 school year.
- Entered into a partnership with TEND Academy to facilitate leader focused sessions on compassion fatigue and strategies for self-care when experiencing vicarious trauma. Training provided specific to clinical staff leading crisis response support.

KEY INITIATIVE ► Review of Policies and Procedures

STAGE	ACTIONS
2	<ul style="list-style-type: none">• Review and revise policies/ procedures as a whole for common understandings and use, identify gaps, embed human rights and equity principles, and ensure alignment with the Education Act

KEY OUTCOMES

- Development of system to identify policy expiration dates, renewal requirements, and process through which regular feedback can be provided for revision and renewal of existing policies.
- Conducting a jurisdictional scan of how policies and procedures are organized at other school boards, to be developed into a new system that will make DDSB policies and procedures more accessible.

KEY INITIATIVE ►

Deepen our System Commitment to Reconciliation and Decolonization

STAGE	ACTIONS
3	<ul style="list-style-type: none"> Implement a procedure that requires the land acknowledgement to be delivered in every DDSB school daily
2	<ul style="list-style-type: none"> In partnership with Outdoor Education, provide and create resources for educators which focus on land-based learning
2	<ul style="list-style-type: none"> Increase Indigenous community engagement in curriculum development and delivery
3	<ul style="list-style-type: none"> Support the development of curriculum resources that include residential school education, treaty education, Indigenous histories and contributions of Indigenous Peoples

KEY OUTCOMES

- Land Acknowledgement Procedure was updated and released in November 2020 to guide daily delivery of the Land Acknowledgement.
- Outdoor Education, Early Years, English as a Second Language, and Indigenous Education department staff engaged in learning and became certified educators on the second edition of “Natural Curiosity” with a focus on inquiry and land-based programming.
- Outdoor Education resources were created and shared on SPARK for all educators to access to encourage and support of learning on and from the land.
- Ongoing consultation and collaboration with the DDSB Indigenous Education Advisory Circle, DDSB Treaty Partners, Keenanow Indigenous Employee Network and Indigenous scholars guided the updated Land Acknowledgement Procedure, draft Indigenous Education Policy and curriculum resource development on residential schools, treaty education, Indigenous histories, and contributions of Indigenous Peoples.

KEY INITIATIVE ► Identify, Address and Eliminate Anti-Indigenous Racism

STAGE	ACTIONS
3	<ul style="list-style-type: none"> Rewrite the Indigenous Education policy to reflect updated Ministry of Education policy, the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples and provide related professional development opportunities
2	<ul style="list-style-type: none"> Provide professional development opportunities that prioritizes true histories and current realities of Indigenous peoples, including and understanding of colonial structures in the past and present
3	<ul style="list-style-type: none"> Develop an implementation plan for mandatory Grade 11 Indigenous English courses in all DDSB schools
3	<ul style="list-style-type: none"> Deepen capacity building opportunities for Indigenous studies teachers to work alongside Indigenous scholars and Knowledge Keepers

KEY OUTCOMES

- Engaged in meaningful consultation with Indigenous policy advisors, the Indigenous Education Advisory Circle, Mississaugas of Scugog Island First Nation, Indigenous students and families, and Keenanow Indigenous Employee Network in the development of the draft Indigenous Education Policy.
- Staff from nine secondary schools engaged in school-based professional development to support Year One implementation of Contemporary First Nations, Métis, and Inuit Voices- Grade 11 Indigenous English.
- Course guidelines and resources were created to support the implementation of Contemporary First Nations, Métis, and Inuit Voices -Grade 11 Indigenous English with a focus on student voice and choice, critical thinking, and anti-colonial practices.
- 19 secondary school leaders participated in book clubs to deepen their understanding of true histories and current realities of Indigenous peoples, including an understanding of colonial structures.
- DDSB Senior Team deepened their critical consciousness as they engaged in learning with Chief Kelly LaRocca and Indigenous Education Community Consultant Nancy Rowe with a focus on identifying colonial structures and practices to inform anti-colonial actions.
- 56 Regulated Mental Health professionals (Social Work and Psychological Services teams) received training specific to impact of anti-Indigenous racism, racial trauma, systemic racism, and the impact of oppression on mental health and well-being.



KEY INITIATIVE ► Identify, Address and Eliminate Anti-Black Racism

STAGE	ACTIONS
2	<ul style="list-style-type: none"> Continue to implement the work identified in the Compendium of Action for Black Student Success, including the following elements: <ul style="list-style-type: none"> Expand training for administrators, teachers, guidance counsellors, clerical staff, senior team and trustees Provide the contextualization of anti-Black racism in society and in education to build awareness and understanding; dismantling of racist structures in education in the training sessions Engage members of each training session with critical skills to address relevant issues related to their job
2	<p>Guidance Counsellors:</p> <ul style="list-style-type: none"> Examine school practices to address graduation rates for Black students; the number of students in academic and applied courses; the number of Black students acquiring 16/16 credits at the end of grade 10
1	<p>SERTs:</p> <ul style="list-style-type: none"> Provide SERTs with an understanding of the impact of the IPRC process for Black students and to ensure that all avenues for improvement in student achievement have been pursued and addressed Provide skills to build trusting relationship between SERTs and Black families Increase the representation of SERTs who identify as Black
3	<p>Facilitators and Teachers:</p> <ul style="list-style-type: none"> Build awareness of how anti-Black racism presents in schools Dismantle white supremacy in literature/curriculum Utilize literature which reflects black voices and experiences
3	<p>Administrators:</p> <ul style="list-style-type: none"> Participate in Bias-Free Progressive Discipline training Continue to build awareness of how anti-Black racism presents in schools and impacts black students



EQUITY

48 promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.

STAGE	ACTIONS
2	Inclusive Student Services Staff: Work conjointly with teams to facilitate individual and collective pursuit of equity training and initiatives. <ul style="list-style-type: none"> • Participate in bias-free review of special education and clinical practices and process from equity and identity lens to ensure equitable outcomes for all
1	<ul style="list-style-type: none"> • Develop and implement Anti-Bias/Anti-Racism Early Years Framework to guide Early Years
1	<ul style="list-style-type: none"> • Initiate discussions with teacher federation groups on ensuring Annual Learning Plan goals reflect learning in anti-Black racism

KEY OUTCOMES

- Facilitated foundational capacity building sessions in addressing anti-Black racism attended by 326 DDSB administrators, 73 DDSB Program Facilitators, 750 DDSB@HOME campus educators 150 Special Education Central Staff/Psychological Services and Social Work.
 - Follow up sessions included:
 - Facilitation of staff meetings at over 20 schools
 - Coaching with school leaders from every Family of Schools
 - Coaching with school-based educators at over 10 schools
 - Coaching with all Speech and Language Pathologists
- Facilitated the development of the Addressing Anti-Black Racism & Its Impact: A Well-Being Toolkit for Families with Inclusive Student Services.
- Facilitated weekly Book Club discussions on anti-Black racism with Inclusive Student Services staff.
- Provided administrators with resources to deepen their understanding of anti-Black racism.
- Initiated monthly Book Club discussions on anti-Black racism with administrators.
- Developed alongside system leads the Cypher Conference Webinar Series supporting Black Male Empowerment with participation from approximately 15,000 DDSB Students in Grades 6 – 8 from 102 elementary schools including 2 DDSB@Home Campuses.
- Reviewed and revised the Compendium of Action for Black Student Success which will be shared with Trustees in the fall 2021.
- Kindergarten educators engaged in several professional learning opportunities focused on how pedagogy and environments address anti-Black racism. Educators reflected on current events, through various professional resources, and how the impact of these events affect our conversations and interactions in the classroom, both with children and families. ECE's from Kindergarten classrooms and our early years partners were also given the opportunity to join a committee that focuses on identifying and addressing issues of anti-Black racism in our early years' programs, this newly formed group is titled 'The Circle'.



EQUITY

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

KEY INITIATIVE ► Student Identity and Sense of Belonging: Student Census Analysis

STAGE	ACTIONS
3	<p>Deepen Culturally Responsive and Relevant Practice:</p> <ul style="list-style-type: none"> • Redefine rigour through anti-oppressive learning • Expand job-embedded, mentorship coaching with individual schools • Conduct collaborative work with family of schools superintendents, equity department and administrators to identify next steps for individual schools
2	<p>Engage the community in preparation for launching disaggregated student census data</p> <ul style="list-style-type: none"> • Community engagement sessions (in partnership with Affinity Networks) with report back of specific actions to build trust
3	<p>Ensure inclusive and equitable access to opportunities that focus on school readiness, success and community connections including support of positive youth development</p> <ul style="list-style-type: none"> • Professional development for administrators and educators on the Youth Poverty Strategy to reflect and unpack the effects of constructed poverty on student learning and overall development • Regularly gather resources for the Make a Difference Resource Depot through community partnerships and communicate availability to educators • Engage with Ontario Tech University to co-create a program for Teacher Candidates in Poverty and Classism in order to better serve DDSB priority schools

KEY OUTCOMES

- Introduced 2018/19 Student Census Data to all school leaders at System Leadership meeting.
 - Follow up sessions included:
 - Half-day training for 244 school leaders unpacking Student Census
 - Three additional follow-up sessions for school leaders to go into deeper analysis
- Engaged 85 participants in a session for Indigenous community members on Indigenous student census data.



EQUITY

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

- Engaged 484 participants in a session for Black community members on Black student census data.
- Launched the Visible Everyday System Steering Committee to provide direction to the system on supporting 2SLGBTQIA youth.
- Developed alongside the system 2SLGBTQIA Lead the “Free to be Me: A 2SLGBTQIA Musical Journey live concert with Faith Nolan” virtual session with participation from over 4,000 DDSB students.
- The Student in Need Campaign supported DDSB students and their families through the distribution of grocery gift cards, for a total of \$94,490.00 since April 2020.
- Developed and distributed the Make a Difference educator survey to inform sourcing of resources and donations for the M.A.D depot.
- 198 students participated in Indigenous and ESL Summer Learning Programs with a focus on engagement, well-being, STEM, language development and community partnerships.



EQUITY

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

KEY INITIATIVE ► Human Rights Policy

STAGE	ACTIONS
3	<ul style="list-style-type: none">Establish procedures to support respectful, safe, equitable, accessible, and inclusive learning and working environments free from all forms of discrimination and harassment
3	<ul style="list-style-type: none">Develop human rights issue resolution and complaints processes
3	<ul style="list-style-type: none">Develop an accountability framework to outline individual and organizational roles, responsibilities and accountability for human rights
2	<ul style="list-style-type: none">Develop training, tools and resources to support the implementation of the policy and procedures and to help identify, prevent and address discrimination, with a focus on proactive prevention and systemic approaches

KEY OUTCOMES

- Based on feedback from the first phase of policy development and community consultations, a policy package has been drafted that includes:
 - A Human Rights, Anti-Discrimination/Anti-Racism and Respectful Workplace policy
 - Four procedures to support:
 - Human rights, anti-discrimination and anti-racism in schools and workplaces
 - Inclusive design and human rights accommodation for students and employees
 - The resolution of student human rights issues and complaints
 - Safe and respectful workplaces (including an employee human rights complaints resolution process)
 - A human rights roles, responsibilities and accountability framework
- Planning to support phase two of the community consultation process is underway.
- Information and learning about the draft policy and related materials has been delivered to principals/ system leaders; employee group leads; and educators and other staff as part of mandatory professional activity learning days. Senior team members also participated in several external human rights related courses and learning sessions.
- Resources have been developed to help staff apply human rights principles and policy requirements to their jobs and to guide decision making. A team of senior leaders and school leaders has also been engaged to help inform operational implementation planning and to support ongoing policy requirements.
- Human rights principles and responsibilities continue to be applied to and embedded in other policies and initiatives (e.g., Naming of Schools policy, Indigenous Education policy, new school learning plan, revised bullying prevention plan, district professional development plan, etc.).
- The policy and related materials include a requirement to develop an evaluation plan to regularly measure and report on policy implementation outcomes.



EQUITY

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

KEY INITIATIVE ► Hiring for Diversification of Staff

STAGE	ACTIONS
3	• Expand equitable hiring practices across the system - to ensure that our staff is proportionally diversified in all areas/department of the board
4	• Ensure workplace and employment practices are accessible to potential or current employees with disabilities
3	• Develop a tool to help hiring panels consider human rights barriers and considerations in recruitment/promotion processes

KEY OUTCOMES

- All postings include a statement for any applicant to request accommodation. Accommodations are provided with support from Recruitment. All postings include a statement to encourage applicants that reflect the diverse communities we serve to apply.
- All applicants can respond to the self-identification survey and provide information on lived experiences as part of the application process.
- Working with our recruitment system vendor, a new process has been created to gather data based on voluntary applicant self-identification and their success through the hiring process (shortlisting for interview/ recommend to hire). This process will be piloted during the 2021-2022 school year for teaching positions, and considered for further rollout system wide, to follow. Data will be available for analysis and trending purposes and to identify potential barriers in the hiring process.
- Tools (application rubrics/considerations/interview questions and look-fors) and training to assist hiring panels to consider human rights barriers have been provided to system leaders.
- All members of a hiring panel will have completed the bias aware hiring module.



EQUITY

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

KEY INITIATIVE ► Program Reviews

STAGE	ACTIONS
4	• Implement French As a Second Language Program Review Consultation
4	• Provide recommendations to the Board of Trustees for sustainable French programming and stability of English programs

KEY OUTCOMES

- French as a Second Language Program Review consultation was completed with 9,491 stakeholders providing input and feedback during the consultation process: parents/guardians/caregivers (4,860), SEAC (12), students (3,481), teachers and administrators (117), and staff (1,021) in a variety of formats including community consultation sessions, surveys, ThoughtExchanges, and focus groups.
- Final Draft Review Report and recommendations were presented to Trustees on April 19. The final determination for FSL Programs was to phase out Kindergarten in all single-track French Immersion (FI) schools to provide more flexibility within schools to focus on FI classrooms and to consider pressure on enrollments of English program on a case-by-case basis.



54 ENGAGEMENT

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

KEY INITIATIVE ► Collaborative Professionalism Protocols

STAGE	ACTIONS
1	<ul style="list-style-type: none"> Implement structures to encourage cross-disciplinary dialogue and initiatives
2	<ul style="list-style-type: none"> Identify and create systemic structures that encourage innovation and transparent processes

KEY OUTCOMES

- Seven sessions supporting the redesign of System Initiative Student Achievement (SISA) Committee (45 Participants) to cultivate interdepartmental collaboration between system portfolio areas supported by guiding principles based in human rights, elevating the role of the school leader as a key leverage point in operationalizing system goals.

KEY INITIATIVE ►

Programming and Services to Meet the Needs of Students and Families

STAGE	ACTIONS
2	<ul style="list-style-type: none"> Increase community awareness of the Special Education Advisory Committee
2	<ul style="list-style-type: none"> Build opportunities for two-way communication with various committees and community partners

KEY OUTCOMES

- DDSB Indigenous Education Advisory Circle met four times and guided the creation of the Indigenous Education Board Action Plan, Indigenous Education Policy, and resource development.
- Parent Involvement Committee met four times engaging in ongoing conversations to guide parent engagement opportunities and share parent voice.
- Virtual format of Special Education Advisory Committee (SEAC) meetings allowed for greater public access.
- SEAC partner organizations each created an information highlight of services to families.
- SEAC representative seat on the Parent Involvement Committee initiated to increase awareness and collaboration.



KEY INITIATIVE ►

Engage and Support Parents/Families to Ensure Student Success and Well-Being

STAGE	ACTIONS
3	<ul style="list-style-type: none">Plan with other departments to identify, plan, promote and execute parent/family engagement opportunities
2	<ul style="list-style-type: none">Create a one-stop parent/family resource webpage on the DDSB website that includes input from all departments including a focus on “Welcome to DDSB” for new families
3	<ul style="list-style-type: none">Provide ongoing, regular communication through a variety of virtual tools and platforms

KEY OUTCOMES

- With a focus on collaboration between school communities, regions, and School Community Councils, 24 Parent Reaching Out (PRO) Grant projects were approved which involved 66 school communities across the district and three DDSB Affinity Networks.
- 85 Indigenous families and caregivers registered to attend “Building Indigenous Family and Community Relationships” engagement session. The agenda offered the opportunity to share DDSB student census, trends in achievement data for students who self-identify as Indigenous and current initiatives that are intended to address the disproportionate outcomes experienced by Indigenous youth.
- 484 participants attended the 2019 Student Census Report Back Presentation with Black community members.
- Two Parent Engagement Series events were offered, Strategies to Stay Healthy in Stressful World (Approximately 320 participants) and How to Talk to Your Children About Anti-Black Racism (Approximately 600 participants).
- 375 participants attended the Parents as Partners Symposium, Embracing our Identities to Elevate Student Success.
- A Welcome to DDSB parent/guardian informative road map to the different resources and services was created and posted on the Parent Engagement page of the DDSB Website.
- The Parent Involvement Committee created three e-newsletters in December, March, and June. Each newsletter included information, resources and strategies for parents and guardians.



56 ENGAGEMENT

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

KEY INITIATIVE ► Responsive Corporate Services

STAGE	ACTIONS
3	<ul style="list-style-type: none"> Provide a transparent, accountable and sustainable balanced budget to stakeholders, which meets the requirements of the Ministry of Education. Integrate and connect the budget process to the multi-year Strategic Plan to support the direction and priorities of the DDSB and be responsive to the needs of students.
4	<ul style="list-style-type: none"> Provide transparent, accountable and professionally compliant financial reports to the organization and the Ministry to ensure public confidence and trust in the Board
3	<ul style="list-style-type: none"> Implement boundary reviews as approved by the Board of Trustees
4	<ul style="list-style-type: none"> Provide reports to the Board of Trustees of stakeholder feedback

KEY OUTCOMES

- The Trustee approved budget for the 2021-2022 school year falls within the definition of a balanced budget by the Ministry of Education. Input was sought from stakeholders, and the feedback received through that process was considered for inclusion. The budget is student focused, incorporating resources to support students as they return from a difficult and transition-filled 2020-2021 school year. Learning supports, mental health supports, and considerations for maintaining physical safety are all a focus for the coming year. Additionally, both bricks and mortar schools as well as DDSB@Home are operating again this coming year, supporting students in the mode of learning that they are most comfortable being in.
- The audited seven-month report was provided to the Ministry of Education for the purposes of their provincial consolidation. August 31, 2021 year end audit work will take place in the fall of 2021, culminating in financial statements being presented to Trustees for approval and then submission to the Ministry of Education. Financial statements will be posted on the Board's website for public viewing.
- Two boundary reviews were completed, and Trustees approved boundaries for schools that are opening in September 2021.
- Stakeholder feedback was incorporated into the boundary review decision-making process.



KEY INITIATIVE ► Innovative Learning Spaces: In-Person and Virtual

STAGE	ACTIONS
4	<ul style="list-style-type: none"> Support all staff to complete technology training that leads to increased use of innovative pedagogy
2	<ul style="list-style-type: none"> Ensure onboarding of new teachers, Early Childhood Educators and Educational Assistants includes technological readiness for innovative pedagogy
4	<ul style="list-style-type: none"> Build connection that engages students in learning and collaboration in new spaces
4	<ul style="list-style-type: none"> Train and co-plan with support system leaders, central staff and administrators to effectively create and implement professional online learning using D2L/Brightspace and Google classroom
3	<ul style="list-style-type: none"> Co-plan and engineer more engaging and age-appropriate online classroom experiences for all students, but with a specific focus on K-3, seeding promising practices throughout the system
3	<ul style="list-style-type: none"> Support learning around what constitutes innovative tools and re-imagining use of in-person and virtual spaces

KEY OUTCOMES

- New Early Childhood Educators hired to DDSB@Home received weekly training to support innovative practices focused on engaging children in a virtual play-based environment which highlighted tools and resources accessible through iPad devices.
- Outdoor Education staff supported 119 school-based outdoor classrooms visits and 169 virtual classroom visits with a focus on learning on and from the land as well as the development of global competencies.
- Innovative Education provided daily support and instruction to all educators throughout the 2020-2021 school year in the area of online classroom management and design.
- Over 1,500 students K-3 engaged in daily synchronous online activities through the Campus Connect project throughout the school year.
- Innovative Education staff led the construction of Digital learning support and instruction pages in collaboration with various departments to support distance learning throughout the school year.



KEY INITIATIVE ► Innovative Tools: Awareness and Learning

STAGE	ACTIONS
4	<ul style="list-style-type: none"> Complete training and implementation of new school library software and replacement software for PD Place and begin to focus integrating the tools into the Learning Hub for Professional Learning growth for all departments
4	<ul style="list-style-type: none"> Re-design through collaborative networks the SPARK Distance Learning Hub to integrate with other academic departmental SPARK resources
4	<ul style="list-style-type: none"> Support learning for understanding of rich use of innovative tools to support deep learning in both virtual and in-person classrooms
3	<ul style="list-style-type: none"> Ensure AODA requirements for websites and web content with internet accessibility standards and library materials are met

KEY OUTCOMES

- Completed training through on-demand and virtual face-to-face courses for all teacher librarians on the Insignia Library software program in June of 2021. Currently on-demand learning options support all Teacher-Librarians as they enter the 2021-2022 school year.
- Support and Instructional pages were created on SPARK for all education staff in the areas of Curriculum, Digital Learning and Technology Enabled Learning. These pages were supplemented with on-demand courses geared to educator role on the Professional Learning Hub.
- To address educator needs in the area of AODA, an on-demand course was created for all educators focusing on the use of G-Suite tools. Working in collaboration with Inclusive Student Services staff, face-to-face workshops were held for online secondary teachers in the spring of 2021.
- Effective January 1, 2021, all materials designed through Creative Services are accessible.
- Training provided for administrative assistants on creating accessible Word and PDF documents.



KEY INITIATIVE ► Innovative Tools: Coherence Making

STAGE	ACTIONS
3	<ul style="list-style-type: none"> Continue to deepen the ability of departments to plan and implement online learning modules to create accountability and reporting mechanisms that each department will be able to access to ensure course quality and completion integrity

KEY OUTCOMES

- Departmental creation of on-demand learning modules through the Professional Learning Hub increased in 2020-2021 and working Assessment and Accountability department, the Innovative Education team constructed dashboards to inform departments of course completion and activity.

KEY INITIATIVE ► Innovative Pedagogies

STAGE	ACTIONS
3	<ul style="list-style-type: none"> Continue to integrate facilitator participation in interdepartmental co-planning and implementation of pedagogical initiatives (training, coaching, planning) as an innovative technology driven voice at each table with a focus on elementary mathematics and supporting equity training
3	<ul style="list-style-type: none"> Prioritize the principles of Universal Design for Learning within initiatives to provide rich accommodations to support student success

KEY OUTCOMES

- Co-planning with the Equity, Communications and Inclusive Student Services departments, regular facilitator and teacher led online workshops for educators (K-12) on topics including anti-Black racism, Distance Learning, and curriculum related topics such as Mathematics and Literacy were held across the DDSB@Home campuses as well as in secondary schools throughout the 2020-2021 school year.
- Accessibility Document training modules based on Universal Design principles were created by the Innovative Education department in collaboration with the Inclusive Services Department. Virtual face-to-face workshops were held in the spring of 2021.



The annual operational action plan provides a blueprint for the implementation of the Ignite Learning priorities and goals.



DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: September 21, 2021

SUBJECT: 2021 Summer Learning Programs

PAGE: 1 of 10

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 Erin Elmhurst, Superintendent of Education
 Mohamed Hamid, Superintendent of Education
 Andrea McAuley, Superintendent of Education
 Stephen Nevills, Superintendent of Education
 Jack Nigro, Superintendent of Education

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with a summary of the Durham District School Board (DDSB) 2021 Summer Learning Opportunities for students (Kindergarten to Grade 12). This report contains information on a range of differentiated and responsive programs which were implemented to support student well-being and mental health, learning, and achievement. Information regarding the impact of these varied programs is shared within this report.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

- Learning programs which incorporate high impact teaching, learning, and assessment practices will support all learners in reaching their full potential.

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

- Promote student sense of well being through increasing student confidence, social emotional learning skills and self-efficacy which in turn leads to improved learning outcomes.

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

- Differentiated, relevant, and responsive learning opportunities increase equitable and proportional student learning outcomes.

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

- Student engagement and increased learning outcomes are critical to increasing community/public confidence in the Durham District School Board.

3.0 Background

- 3.1 During July and August of 2021, the Durham District School Board offered a range of summer learning opportunities for elementary and secondary students. All programs were aligned to culturally relevant and responsive pedagogy and promoted a joy of learning through fun, interactive, and collaborative tasks and activities.
- 3.2 Leveraging the expertise of central staff through inter-departmental planning ensured that summer programs incorporated high-impact practices for academic and social-emotional learning/development.
- 3.3 Summer learning programs provided programming accommodations and modifications for students working within an Individual Education Plan. These accommodations and modifications supported all learners to reach their full potential.
- 3.4 Previously offered programs, including SMILE-e and Getting Ready for High School included key additions/revisions to the content and programming including:
 - A heightened focus on well-being along with support specific to students who are identified (focus on self-advocacy skills, understanding accommodations, and navigating secondary school experiences)
 - A more concentrated approach on mathematics to help prepare students for the new De-streamed Grade 9 Mathematics.
- 3.5 The Council of Ontario Directors of Education (CODE) supported the Kindergarten to Grade 8 Summer Learning Program (SLP), which focused on providing engaging synchronous and asynchronous learning opportunities both individually and as part of a class or small group. Programming focused on student and caregiver engagement, well-being and a curiosity for learning. Community partners were actively engaged and supported rich, engaging programming, including STEM, coding, virtual field trips and Indigenous scholars visits. Additional support was provided to Grade 7 and 8 students to support entry into the Ministry of Education's new Grade 9 De-streamed Mathematics classes. Integration of well-being activities was included daily in all summer learning programs with guidance from Mental Health Leads and supported through both locally developed resources and resources accessed through School Mental Health Ontario.
- 3.6 As appropriate to summer learning programs, transition supports were embedded through the support of Transition Coordinator, Educational Assistants, and Special Education Resource Teachers.
- 3.7 For parents/guardians of elementary aged students who wished to independently support their child's learning during the summer, a dedicated link was provided on our board website which included tasks and activities for literacy, numeracy, and inquiry learning. Resources on this site were available for both English and French instruction.

4.0 Analysis

4.1 The following are summaries of the **2021 Elementary Summer Learning Opportunities**:

- **Intermediate Mathematics Summer Camp** for Grade 7 and 8 students

Timeline: July 5-16 (morning)

Mode of Instruction: Virtual Learning

Goal: To close learning gaps and consolidate learning, with a focus on the new Mathematics 2020 curriculum Strand B (specifically fraction concepts)

Number of Participating Students, Educators/Support Staff:

- 493 Participating Students
- 31 Teachers
- 4 Facilitators (representing Student Achievement and Curriculum, Innovative Technology, New Teacher Induction Program)
- 3 University Teacher Candidates (Ontario Tech University)
- 1 Clerical
- 1 Administrator

- **Early Reading Summer Camp** for Students entering Grade 1 or Grade 2 in the fall of 2021

Duration: July 5-16 (morning)

Mode of Instruction: Virtual Learning

Goal: To provide fun and engaging learning opportunities which will build early reading skills, with a focus on phonological awareness

Number of Participating Students, Educators/Support Staff:

- 308 Participating Students
- 29 Teachers
- 1 Educational Assistant
- 1 Intervenor
- 5 Facilitators (representing Student Achievement and Curriculum, Innovative Education, Inclusive Student Services)
- 1 Speech and Language Pathologist
- 1 Clerical
- 1 Administrator

- **Kindergarten Moving to Grade One Summer Learning Camp** for students entering Grade 1 in the fall of 2021

Timeline: Week of August 23rd (dates varied by school) with a maximum of two days per approved school teams/sites

- Mode of Instruction:** In-person Learning
- Goal:** To provide an engaging summer learning camp that focuses on literacy and well-being activities that will support a smooth transition into Grade 1.
- Number of Participating Students, Educators/Support Staff:**
- 206 Participating Students
 - 12 Participating Schools
 - 44 Educators (including teachers, ECEs and EAs)
 - 11 Administrators
- **English as a Secondary Language (ESL) Department** for Grade 2 to 8 students
- Timeline:** Three weeks from July 5-23 (five hours/day)
- Mode of Instruction:** Virtual Programming
- Goal:** Language and numeracy support for supported and funded students; Focus on STEP 5 or less ELL students
- Number of Participating Students, Educators/Support Staff:**
- 185 Participating Students
 - 15 Educators
 - 11 Summer Mentor Peers (OYAP)
 - 2 Outdoor Environmental Education (OEE) Sessions Per Day
 - 3 Indigenous Scholar Support Sessions
 - Grade 7 and 8 Sessions, had daily Secondary Math Teacher Support
 - CODE and STEM Sessions Through Ontario Tech University (twice a week throughout camp)
 - 3 Parent Engagement Drop in Sessions, with Family ART Session on Last Day
- **Indigenous Education Department** for Grades SK to 8 students
- Timeline:** Three weeks from July 5-23 (five hours/day)
- Mode of Instruction:** Virtual Programming
- Goal:** Language and numeracy support for Indigenous and Self-Identified students
- Number of Participating Students, Educators/Support Staff:**
- 45 Participating Students
 - 3 Educators
 - 1 summer Mentor Peer (OYAP)
 - Outdoor Environmental Education (OEE) Sessions Available Throughout
 - 8 Indigenous Scholar Support Sessions
 - Grade 7 and 8 Sessions, had daily Secondary Math teacher Support 85 Participating Students
 - CODE and STEM Sessions through Ontario Tech University (twice a week throughout camp)
- **Autism Resource Team (ART)**
- Timeline:** Throughout summer; TeachTown – individualized; STAR Online Learning System (SOLS) – three weeks in August (four days/week)
- Mode of Instruction:** Virtual Programming

- Goal:** TeachTown Basics, TeachTown Social Skills and Strategies for Teaching Based on Autism Research (STAR) Online Learning System (SOLS) supporting students with Autism
- Number of Participating Students, Educators/Support Staff:**
- 60 Participating Students
 - 22 Educators
 - Education Support Staff Trained in TeachTown and STAR Online Learning System (SOLS)
 - Clinical Lead and Psychometrist from ART
- **SMILE-e (Durham Continuing Education)**

Timeline: 18 days in length (July 5-July 28)

Mode of Instruction: Virtual Programming

Goal: Provide students who have completed Grades 6, 7 or 8, the opportunity to deepen and extend their skills in literacy and numeracy or to reach ahead and learn new skills to prepare for the next grade.

To engage students in coding activities that incorporate problem solving, critical thinking, creativity, collaboration, reasoning, spatial awareness, and sequencing. This program will build literacy and numeracy skills for student success.

Number of Participating Students, Educators/Support Staff:

 - 250 Participating Students
 - 12 Educators
 - 3 Special Education Resource Teachers
 - 6 Educational Assistants
 - 1 Administrator
 - **Getting Ready for High School (Durham Continuing Education)**

Timeline: 4 days for Regular Calendar Schools; 3 days for Modified Calendar Schools; August 23 - August 26 or August 23 - August 25

Mode of Instruction: Virtual Learning

Goal: Students who are entering Grade 9 in the fall will become familiar with their new school and be prepared to transition to Grade 9. Programming introduces the Grade 9 English and Mathematics Curriculum, as well

Number of Participating Students, Educators/Support Staff:

 - 519 Participating Students
 - 22 Educators
 - 1 Administrator
 - **DDSB Grade 8 to Grade 9 Re-engagement and Transition Support Initiative** for Grade 8 students who have disengaged from school

Timeline: May 1 - September 30

Mode of Instruction: Virtual Programming

Goal: To support the successful transition of students to secondary school who are currently disengaged from school.

CMS Pathway Counsellors working in collaboration with Elementary Principals, Grade 8 Lead teachers and Secondary Guidance and Student Success teams are connecting with families to assess the needs of students, identify strengths and pathway plans and work with families to put in support, for a successful re-entry into grade 9.

Number of Participating Students, Educators/Support Staff:

- 380 Grade 8 Students Identified as Disengaged
- 115 Successful Connections Made with Families to Discuss Supports and Transition Plans Made
- 177 Families Provided with Contact Information for Summer Learning Supports, ISS Supports and Indigenous Education Department
- 5 Educators
- 1 Administrator

• **DBEN Blueprint Project**

Timeline: August 23-26

Goal: To refine the existing getting ready for high school program this program offers direct and intentional support for Black students and families transitioning to high school. Through this program, Black students can centre the conversation on empowerment, excellence, advocacy and well-being (mental health and resilience).

Number of Participating Students, Educators/Support Staff:

- 29 Students
- 2 Teachers
- 1 Administrator

- 4.2 Durham Continuing Education traditionally runs face-to-face and eLearning courses each summer. With the continued safety measures in effect at schools due to the COVID-19 pandemic, and similar to 2020, programs were offered only using eLearning or remote learning modalities. Depending on the program, online learning was delivered in either synchronous/real-time or asynchronous/flex-time mode.

Synchronous/Real Time: Learning that happens in real time involving the use of text, video, or voice communication in a way that enables educators to instruct and connect with students in real time. Synchronous/Real-Time delivery supports students with an interactive and engaging way to learn.

Asynchronous/Flex Time: Learning that is not delivered in real time. Asynchronous/Flex Time learning is supported by a teacher in the D2L Brightspace platform and may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards.

The following table outlines the number of students who registered for each of the program types, the modality it was offered in and a comparison to last summer.

Program	Modality	2020 Registrations	2021 Registrations	2021 Completed	2021 Success Rate for Credit Courses
eLearning July	Asynchronous/FI ex-Time	3520	3548	2947	93.5%
eLearning August	Asynchronous/FI ex-Time	2077	1943	1429	80.3%
CR July Semester 1	Synchronous/ Real-Time	666	892	854	90.9%
CR July Semester 2	Synchronous/ Real-Time	551	528	491	83.7%
CU July Semester 1	Synchronous/ Real-Time	227	344	313	96.8%
CU July Semester 2	Synchronous/ Real-Time	208	139	123	93.5%
Youth In Policing	Synchronous/ Real-Time	60	64	64	96.9%
SWAC	Synchronous/ Real-Time	19	17	16	100%
DASS	Synchronous/ Real-Time	37	24	22	77.3%
Summer L@H (DDSB FTE students)	Correspondence	8	0	0	N/A
International & Indigenous Languages Elementary, Farsi	Synchronous/ Real-Time	N/A	46	33	N/A
Adult ESL, Summer Program	Synchronous/ Real-Time	105	195	152	N/A

During the summer of 2021, Durham Continuing Education was pleased to be able to offer continued summer credit and non-credit programming for students from across our system and beyond while maintaining the levels of programming and achievement as in previous years.

Learning, for students with special education strengths and needs, was supported by Special Education Resource Teachers, Educational Assistants and other support staff (e.g., Intervenor). Support was accessed embedded within programming and through a Virtual Learning Hub for opportunity for highly individualized support. In total, there were 1273 student support connections through the Virtual Learning Hub.

Grove School, our ECPP (Education Community Partnership Programs) operates 12 months of the year. Summer programming funded by the Ministry of Education involves 15 programs run centrally out of the DASS/Grove Oshawa facility. During this summer, the programs supported 75 students in partnership with 7 different agencies. This summer, participating students, in addition to continuity within clinical treatment programs, worked to achieve a combined 65.6 credits and five (5) K-course alternative credits. Two students were able to complete final credits to achieve graduation.

4.3 Additional mental health supports for students and families were available, including:

- Direct access button on the DDSB webpage for families to connect with a member of the DDSB mental health team. This is not an emergency line; connects through the button are responded to Monday to Thursday throughout the summer. Emergency contact information is provided on the website for families in immediate need.

Link: [Connecting With Our Mental Health Team](#)

- Collaboration with the curriculum department on the integration of well-being themes into Summer Learning Programs.
- Continuity of direct service for some students.
- Opportunity to access assessments (Psychological Services and Speech Language Services).
- Summer Mental Health Supports and Programs included:

Summer Series of Parent/Caregiver Workshops

- Series on topics of: Thriving, Not Just Surviving Another Pandemic Summer with Jennifer Kolari (June 17 or July 15).
- Supporting Your Child's Mental Health through the Impact of Racism and Oppression with Charmaine Laine (August 19 or September 23).
- From Zoom to Classroom: How to Support Your Child's Social-Emotional Development When Return to School* with Nicole Tuzi from Sick Kids Learning Institute (August 26 or September 28). A selection of virtual groups for students and parents, offered in partnership with local community mental health organizations [Virtual Group Programs](#) as well as a summer drop-in group for Black Students [Drop-In Sessions for Black Students](#). Parent/Caregiver Series and Virtual Group Programs planned in partnership, and cost sharing between DDSB and DCDSB. Registration details in Appendix A: Summer Parent Caregiver Mental Health Series Flier.

5.0 Financial Implications

All summer programming has been funded through different funding sources, mainly Ministry grants for summer learning or in-year Ministry amounts that were repurposed due to the pandemic.

6.0 Evidence of impact

- 6.1 A range of data collected indicates that overall students participating in 2021 summer learning programs demonstrated increased learning outcomes, consolidated key concepts, increased confidence and self-efficacy. This data supports our goal of supporting students as they transition into their new grade/school this fall.
- 6.2 Measures of student impact varied by summer learning opportunity and areas of metrics and highlights are listed below:
- Parent Surveys - Indicated that parents were actively engaged, along with valuing and supporting the program.
 - Pedagogical Documentation - Reflects growth in the identified areas of need.
 - Student Voice - Indicated positive student and parent engagement in the program.
 - Conversation/Observation/Product - Work samples collected at the beginning and completion of the program measures growth in critical thinking.
 - Professional Learning - Teacher implementation of training focused on the creation of an online community of learners using culturally responsive pedagogy, as measured through feedback and survey data.
 - Parent Engagement – Within learning sessions led by community members within both the Indigenous and ESL Summer Learning Programs.
 - Continued monitoring of achievement data throughout the course of the 2021-2022 school year to measure student performance

7.0 Conclusion


The Durham District School Board provided a range of programs and services for students to access through the summer of 2021. Interdepartmental collaboration was instrumental in planning for these summer learning opportunities and supports. All opportunities prioritized well-being, engagement, and learning.

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

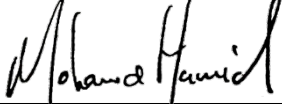
8.0 Appendices

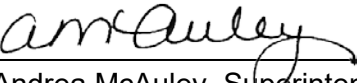
Appendix A – Summer Parent Caregiver Mental Health Series Flier

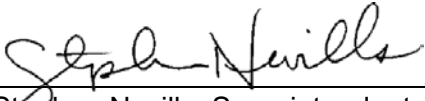
Report reviewed and submitted by:




Norah Marsh, Director of Education and Secretary to the Board

Erin Elmhurst, Superintendent of Education

Mohamed Hamid, Superintendent of Education

Andrea McAuley, Superintendent of Education

Stephen Nevills, Superintendent of Education

Jack Nigro, Superintendent of Education

SUMMER PARENT/CAREGIVER WORKSHOP SERIES

SAVE THE DATE

• Register using the links below! •

Thursday, June 17th OR Thursday, July 15th

6:30-8:00 pm

THRIVING, NOT JUST SURVIVING Another Pandemic Summer

with **Jennifer Kolari** MSW, RSW from Connected Parenting

JUNE 17th bit.ly/ParentCaregiverSeries-June17

JULY 15th bit.ly/ParentCaregiverSeries-July15

Thursday, August 19th OR Thursday September, 23rd

6:30-8:00 pm

SUPPORTING YOUR CHILD'S MENTAL HEALTH through the IMPACT OF RACISM AND OPPRESSION

with **Charmaine Lane** BA, MSc, RP

AUGUST 19th bit.ly/ParentCaregiverSeries-Aug19

SEPTEMBER 23rd bit.ly/ParentCaregiverSeries-Sept23

Thursday, August 26th OR Tuesday September, 28th

6:30-7:30 pm

FROM ZOOM TO CLASSROOM: How to support your child's social-emotional development when returning to school.*

with **Nicole Tuzi** RECE, BCD, M.Ed from SickKids Learning Institute

AUGUST 26th bit.ly/ParentCaregiverSeries-Aug26

SEPTEMBER 28th bit.ly/ParentCaregiverSeries-Sept28

*Focus will be on families/caregivers of Early Years and Kindergarten Aged Students

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

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

1. Call to Order:

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

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Student Trustees James Kay, De-Mario Knowles, Kayla Malcolm

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

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

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

3. Declarations of Interest

There were no declarations of interest at this time.

4. Motion to Approve the Agenda

2021:SC27

MOVED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

5. Community Presentations

There were no community presentations at this time.

6. DDSB Presentations

There were no DDSB presentations at this time.

7. Senior Team Update on Return to School Planning

Director Norah Marsh shared that during the last year and a half and based on the experiences and lessons learned during that period, it is important to welcome students as we transition back to learning. As in previous years, the focus will be on relationship building and connections with students. We appreciate that students have had varied experiences during the pandemic and building in time to know our students and listen to student voice will assist in supporting students' mental health and well-being.

As students return to school, we need to celebrate who they are, their identities and their voices and recognize that their lived and life experiences will set them apart in terms of lessons learned and what they bring to the classroom. We will work with students creating relationships and a plan to support and grow them emotionally and academically over the next year.

Director Marsh recognized the September 2021 opening of the two new elementary schools Willows Walk and Rosemary Brown Public Schools and acknowledged the work that facilities staff and school staff had done to prepare for the opening.

She then outlined the topics to be addressed during the update by members of the senior team.

Associate Director Jim Markovski shared the following update with trustees:

Masking: The Ministry of Education has made mask-wearing mandatory for all students in grades one to twelve. Staff will be gently modelling and encouraging mask-wearing in the kindergarten program but recognize that some students may not be developmentally ready.

Students that are transported to and from school are required to wear a mask on the bus.

Exemptions may be provided in situations where there is a documented medical need.

If a student does not have a mask, a non-medical mask will be provided by the school. Students will be encouraged to bring their own reusable masks from home.

All DDSB staff are required to wear board-approved PPE, provided by the Ministry of Education. Non-board personnel entering DDSB buildings, including family members, must wear a mask.

Students are not required to wear a mask outdoors, but distancing will be encouraged between cohort groupings as much as possible.

Compliance with mask-wearing protocols will be monitored by staff. Our expectation is that all staff will help to ensure the safety of students within the school. Mask-wearing will be treated as any other situations where students are putting themselves or the safety of others at risk.

Vaccinations: The vaccination rates within Durham Region provided by the Durham Region Health Department are as follows: as of September 1, 2021- 67% of twelve to seventeen year old children in Durham Region are fully vaccinated and 76.6% have received at least one dose.

To increase vaccination rates, the Ontario government is working with public health units and publicly funded school boards to plan and host vaccination clinics in or near schools. These clinics are open to all eligible students, staff and unimmunized family members. The Durham Region Health Department is responsible for establishing the clinic schedules and will be prioritizing the schools with an earlier start date and schools that reside in a geographical area with lower vaccination rates. The vaccination clinics are walk in and will operate from 4:30 – 7:30 pm. The evening clinics that are being held this week are located at Maxwell Heights SS and Henry Street HS. Friday clinics are located at GL Roberts CVI and DASS (Oshawa), and on Saturday at Brock HS, Port Perry HS, and Uxbridge SS.

School Testing Pilot Program: The Ministry of Education announced a new school testing pilot program in August to support those who have been identified as needing testing under provincial COVID-19 guidance. The Ministry has designated four DDSB secondary schools to participate in the pilot: Ajax HS, J. Clarke Richardson CI, Pickering HS and Port Perry HS.

Students and staff who are vaccinated and asymptomatic will receive a take-home self-collection kit when they have been identified as a high-risk contact as part of an identified cohort or outbreak. The pilot phase will launch the week of September 7, 2021, for a total of eight weeks, ending on October 29, 2021. Students, staff and families will continue to have the option to seek testing through their local assessment centre/specimen collection centre or the option to isolate.

The take home kits will be provided to school, who will be responsible for receiving, storing and distributing the kits, when identified and directed by public health.

Superintendent Heather Mundy shared the following update with trustees:

Vaccination Attestation: As per Ministry direction, staff have been working with our vendor to create a vaccination attestation disclosure and will be accessed through the Employee Self-Serve Portal. Staff that indicate that they are not fully vaccinated will be required to complete rapid testing twice a week. Employees who do not have a medical reason will be required to complete an educational program on COVID 19 vaccines provided by the Ministry.

Visitors or third-party partners that have contact with staff or students have been provided with the necessary information that is required as per the Ministry direction. Confirmation of vaccinations will be collected to ensure that all visitors that are in our schools are following the requirements.

Data will be collected as per the Ministry reporting requirements. The depersonalized data will be submitted to the Ministry on September 10, 2021 and posted on the DDSB website on September 15, 2021.

Associate Director David Wright shared the following update with trustees:

Ventilation: The Ministry issued revised Ventilation Standards and Guidance on August 4, 2021.

DDSB was already largely in compliance with the revised standards:

- Operations of all HVAC systems were reviewed to ensure they functioned optimally and as designed.
- Upgraded to MERV 13 level filtration at all sites.
- Increased the rate of fresh air exchange in all ventilated spaces including a full purge before and after occupancy.
- Implemented a duct cleaning program at schools to ensure clean air circulation and free from obstruction.
- Majority of our sites are being mechanically ventilated, a small number of facilities that would be considered exhaust ventilated are required to have HEPA Level Air Filtration units installed in all occupied spaces. These spaces had HEPA units installed in them last year.
- HEPA Air Filtration Units are required in all kindergarten classrooms. Staff have secured enough units for the kindergarten classrooms and the units have been distributed across the system.
- A number of additional HEPA units have been ordered, but not yet received. Once these units have been received, they will be distributed across the system. These will be used as replacements where required or to address any areas of concern to school administrators.
- The Ministry has provided a Ventilation Measures Report Template, which has been completed and is posted on the DDSB website.

Portables: As part of the Federal COVID 19 related infrastructure stream funding, the DDSB has secured funds to purchase 30 new portables this year. Due to supply chain and shipping issues, our portables have not yet been received. Many of the new portables were being purchased to replace existing portables. There are seven schools who have experienced an increase in enrolment and are accommodating eight classes in common spaces within the school until the new portables arrive.

Upcoming Federal Election: Staff contacted Elections Canada representatives in early spring, in preparation for an election call. Site visits took place to review possible polling locations. Staff waited for more information from the Ministry of Education before confirming the use of schools as polling stations. The Ministry has recently confirmed that Elections Canada will not be using our schools as polling stations for this election.

Custodial Cleaning: Staff have worked closely with Durham Region Health to create a custodial cleaning process for elementary and secondary schools. There are some changes to the process this year, particularly, in secondary schools as students will be in school full-days and changing cohorts during the day. A focus will be on cleaning high touch areas and washrooms throughout the day, as well as cafeterias during lunch.

Community Use of Schools: external community permits are not being issued at this time, as our priority is the health and safety of our students and our staff, and to ensure we have the resources to maintain our facilities before we move forward.

Transportation: Although there is a driver shortage across the province, the operators that service DDSB are reporting that they have enough drivers to cover all the scheduled routes. The supply driver pool is not as strong as DSTS would like, but staff feel that DDSB is in solid position because of the secondary 10:00 am to 4:00 pm bell-times for this year.

Superintendent Andrea McAuley shared the following update with trustees:

Special Education:

The District provided families with an additional window to select virtual or in-person learning which included all special education classes. Based on responses received from the survey, adjustments were made to Special Education Programs. DDSB@Home includes programs for students in Practical Learning, Life Skills, School Support and Developmental and Gifted programs. Based on individual student needs, the DDSB@Home team includes Special Education Resource Teachers, Educational Assistants and American Sign Language Interpreters.

Staff returned to school early to provide in-school transition visits for students. Transition supports included assistance from central staff, Orientation and Mobility Specialist. Additional support is provided for the first 8 weeks of the

school year which includes 18 Educational Assistants and 1 Student Learning Plan support position. 40% of the reserved funding will be used for these positions which was approved by the Board of Trustees.

Mental Health and Well-Being: The foundation of a mentally healthy return to the school is grounded in relationships. Moving into this school year, the focus is to co-create environments that prioritize connection, where caring and respectful relationships create the conditions for all students and staff to thrive. The focus on developing caring and attuned relationships will be key to the success of our students, families, and staff.

“Connection before curriculum” puts a focus on our interactions to allow time for staff, students and caregivers/families to re-connect and build or re-establish relationships with one another.

Staff are focusing on [The Foundations of a Mentally Healthy Classroom: The First 20 Days \(And Beyond\) of Creating Connection and Well-Being](#) as a guide. As staff re-engage in learning, we focus on the foundations of mentally healthy classrooms and leveraging the power of connections to support student and educator relationships, while deepening our partnerships with families. It will contribute to making our classrooms more inclusive and equitable learning environments.

Superintendent Georgette Davis shared the following update with trustees:

DDSB@Home Elementary: There are 6000 students currently attending the DDSB@Home Elementary School. Communication was sent out to families last week with regards to logging in to the webpage and introducing the principals and vice-principals.

There will be six campuses this year (Early Years, Grades 1/2, 3/4, 5/6, 7/8 and French Immersion.)

The administration and clerical staff have been working hard to ensure families feel welcome and to hire educators.

Staff have been taking time during Professional Activity Days to continue learning about effective pedagogy and centering Human Rights, Indigenous Rights, Equity and Well- being in how we learn, plan, act, observe and assess our teaching and learning.

Superintendent Stephen Nevills shared the following update with trustees:

DDSB@Home Secondary: The current student enrollment at the Secondary Virtual school is just under 1,900 students. During the final opportunity to submit their learning preference, there were approximately 500 students who had previously chosen virtual school, who switched to in-person learning as their learning preference. Approximately an additional 450 students made the change to virtual school. As a result, the staff at DDSB@Home Secondary have been working diligently to create timetables for the 450 new students. Staff have also been working hard to complete the teacher roster, hiring 23 new teachers.

Students at DDSB@Home Secondary will follow a similar schedule to the one they followed last year, including three, 75-minute classes, and a study hall period. Students will begin the first day with an introduction to the virtual learning platform.

Students in secondary, in-person, schools will receive timetables with two classes per quadmester in alignment with the Ministry Guidelines. Students will attend one class in the morning and a one class for the afternoon.

Athletics: Staff are working closely with both the Lake Ontario Secondary School Athletic Association and the Durham Elementary Athletic Association to gradually return to group physical activity and sport.

There are 34 secondary schools that are part of the Secondary Association which includes the majority of secondary schools in Durham District and Durham Catholic, Peterborough Victoria Northumberland and Clarington Catholic, Kawartha Pine Ridge and 3 secondary schools from other boards.

Staff are following Ministry direction and are progressing cautiously, and have made the decision to keep both elementary and secondary school sports at the local level and will not participate in provincial competitions and tournaments.

Staff are working with provincial associations and the local health department for additional guidance on the delivery of interschool sports and organized athletics. Staff are looking at alternatives for some sports that run in the fall to take place in the spring. Higher contact sports will be modified to allow for appropriate measures for safety.

Elementary and secondary indoor intramural sports will resume for no-contact, low cardio sports, students will be masked. Outdoor intramural sports will resume with no contact and physical distancing, students do not need to wear a mask.

Staff will continue to follow all Ministry and Public Health guidelines, continuously monitoring the current COVID 10 situation, and adjusting as needed to maintain safety within a changing environment.

Director Norah Marsh provided the following update for trustees:

Enrolment and Funding: Early indicators suggest that the number of elementary students has increased for this school year by 2,700, mostly at the primary level. Associate Director Jim Markovski and staff will be carefully reviewing the attendance this week and next week as we recognize these numbers will fluctuate.

Trustees approved during the budget process the reserved funding of \$5M to assist with larger classes and COVID 19 related specific interventions to support safety in schools, as significant funding was not received from the province. The enrolment will continue to be monitored in the coming weeks as enrolment fluctuates and then the funds will be allocated once it is determined were class sizes need to be reduced. Trustee questions were answered.

8. Recommended Actions

There were no recommended actions at this time.

9. Information Items(a) Student Trustee Report

The Student Trustees introduced themselves to the trustees and shared which working groups they will be chairing as part of the Student Senate.

- De-Mario Knowles, Representing Oshawa/Whitby and is the Chair of the Equity working group.
- James Kay, Representing Brock/Scugog/Uxbridge and is the Chair of the Student Success working group.
- Kayla Malcolm, Pickering/Ajax and is the Chair of the Student Voice working group.

(b) Elementary Staffing and Enrolment 2021-2022

Associate Director Jim Markovski provided trustees with an overview of the elementary staffing and enrolment report, which includes an update on the elementary class size and the staffing needs of elementary schools for the upcoming 2021-2022 school year. Trustee questions were answered.

(c) Technology Model Update

Associate Director David Wright introduced Head of Information Technology Services David Rule who provided trustees with the current technology and technology model update. Trustee questions were answered.

(d) Special Education Plan 2021-2022

Superintendent Andrea McAuley shared with trustees the updates to the Special Education Plan for the 2021-2022 school year. In accordance with Regulation 306, each school Board is required, every two years, to publish a Special Education Plan outlining programs and services provided by the Board. The Special Education Plan is published on the District website and is submitted to the Ministry of Education. Trustee questions were answered.

(e) OPSBA Report

Trustee Patrice Barnes shared that the COVID 19 Guidance Update and the School Board Implementation Resource documents will be emailed to trustees for their information.

OPSBA has completed their Diversity and Equity Audit, the report will be presented to the Board of Directors at the next OPSBA meeting.

10. Committee Reports

(a) Governance and Policy Committee

i. Governance Ad Hoc Committee Meeting, May 10, 2021

Trustee Linda Stone provided trustees with the Governance Ad Hoc Committee minutes from the May 10, 2021 meeting. The next meeting of the committee will be held on October 25, 2021.

Trustee Patrice Barnes shared a revision to the May 10th, 2021 minutes on page 4 under section 8. Political Policy, second sentence. This item will be reviewed at the October 25, 2021 committee meeting.

ii. Draft Amended Consolidated By-Laws

Trustee Linda Stone shared that the committee met on May 10 and June 14, 2021 to complete the work on the final Draft Amended By-Laws. At the direction of the Committee, the proposed Amended By-Laws were brought to the Board as a Notice of Motion on June 21, 2021 for consideration by the Board at the September 20, 2021 Board meeting.

2021:SC28

MOVED by Trustee Michael Barrett

SECONDED by Trustee Niki Lundquist

THAT THE DRAFT AMENEDDED CONSOLIDATE BY-LAW BE REFERRED BACK TO THE GOVERNANCE AND POLICY COMMITTEE.

CARRIED

12. Correspondence

- i. Bluewater District School Board
- ii. Halton District School Board (2 Letters)
- iii. Hamilton-Wentworth District School Board
- iv. Ottawa-Carleton District School Board
- v. Thames Valley District School Board (2 Letters)
- vi. Waterloo Region District School Board (3 Letters)

The above correspondence was shared with trustees for information.

Standing Committee Meeting Minutes
September 7, 2021

13. Other Business

There was no other business at this time.

14. Adjournment

2021:SC29

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:32 p.m.

Chair

Secretary

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** September 21, 2021**SUBJECT:** Indigenous Education Policy**PAGE:** 1 of 3**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
Erin Elmhurst, Superintendent of Education**1.0 Purpose**

This report is provided for the approval of the Board of Trustees with respect to the proposed Indigenous Education Policy.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

- Support programming that will positively impact Indigenous students' well-being and achievement and uphold Indigenous Inherent rights.

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

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

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

- Schools, curriculum content, learning materials, assessment and evaluation practices, teaching styles, and classroom practices will reflect Indigenous histories and truths to identify and eliminate barriers to learning.

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

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

3.0 Background

The Aboriginal Education Policy and Regulation were last updated on March 17, 2014, and the Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy and Procedure were updated on January 15, 2015. Since then, our knowledge of Indigenous Inherent Rights and promising anti-colonial Indigenous education practices have developed dramatically.

The draft Indigenous Education Policy and accompanying Procedures were initially presented and discussed at the June 7, 2021, Standing Committee meeting. At the Board of Trustees' June 21, 2021 meeting, a notice of motion was presented to bring the matter forward at the next regular Board meeting to consolidate and update the Aboriginal Education Policy and the Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy.

4.0 Analysis

The draft Indigenous Education Policy and subsequent Procedures have been guided by the Truth and Reconciliation Commission Calls to Action (2015), the United Nations Declaration of Rights for Indigenous Peoples (UNDRIP) and consultation with the DDSB Indigenous Education Advisory Circle, Keenanow Indigenous Employee Network, DDSB Treaty Partners, community members and Indigenous policy specialists, Nancy Rowe and Kylie Fox-Pelier. The draft policy focuses on centering Indigenous Inherent Rights, furthering the DDSB's systemic commitment to reconciliation, preventing anti-Indigenous racism and addressing the disproportionate outcomes for Indigenous students.

Following the June 21 meeting of the Board of Trustees, the DDSB engaged in community consultation, which led to minor adjustments to the draft Indigenous Education Policy and Classroom Practices: Teaching and Learning Procedure.

The previous Aboriginal Education Policy (Appendix A), Regulation (Appendix B), The Voluntary Confidential First Nation, Métis and Inuit Student Self-Identification Policy (Appendix C) and Procedure (Appendix D) have been included with all text being struck out.

The draft Indigenous Education Policy with tracked changes reflective of community consultation (Appendix E) has been provided and a clean copy for ease of reading (Appendix F).

For Trustee information, the draft Classroom Practices: Teaching and Learning has been included with tracked changes reflective of community consultation (Appendix G). A clean copy has been included (Appendix H). The draft First Nation, Métis and Inuit Student Self-Identification Procedure has also been included (Appendix I). Community consultation did not bring adjustments to this Procedure.

5.0 Communication

The approved policy will be shared with all DDSB staff and posted to the Board's website.

6.0 Recommendation

The draft Indigenous Education Policy and accompanying Procedures were presented to the Board of Trustees as a Notice of Motion for consideration at the June 21, 2021 Board Meeting.

It is recommended that the Board of Trustees approve the revisions as presented.

7.0 Appendices

Appendix A - Aboriginal Education Policy- Tracked Version

Appendix B - Aboriginal Education Regulation- Tracked Version

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

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

Appendix E – Draft Indigenous Education Policy- Tracked Version

Appendix F – Draft Indigenous Education Policy- Clean Version

Appendix G- Classroom Practice: Curriculum Delivery Procedure- Tracked Version

Appendix H- Classroom Practice: Curriculum Delivery Procedure- Clean Version

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

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Erin Elmhurst, Superintendent of Education

POLICY

STUDENTS

Aboriginal Education

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

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

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

Appendix:
None

Effective Date:
2014-03-17

Aboriginal Education

Introduction

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

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

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

As a school Board we are committed to:

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

1.0 Goals

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

1.1.1 The Durham District Board will:

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

1.1.2 Schools will:

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

1.2 Promote system effectiveness, transparency, and responsiveness.

1.2.1 The Durham District School board will:

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

1.2.2 Schools will:

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

1.3 Enhance support to improve literacy and numeracy skills.

1.3.1 The Durham District School Board will:

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

1.3.2 Schools will:

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

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

1.4.1 The Durham District School Board will:

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

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

1.4.2 Schools will:

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

1.5 Build educational leadership capacity and coordination.

1.5.1 The Durham District School Board will:

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

1.5.2 Schools will:

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

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

1.6.1 The Durham District School Board will:

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

1.6.2 Schools will:

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

1.7 Foster supportive and engaged families and communities.

1.7.1 The Durham District School Board will:

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

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

~~1.7.2 Schools will:~~

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

2.0 Policy Review

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

Appendix:

None

Effective Date

2014-03-17



POLICY

STUDENTS

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

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

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

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

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

~~Appendix:~~

~~None~~

~~Effective Date:~~

~~2008-03-17~~

~~Reviewed and Amended:~~

~~2015-01-15~~

PROCEDURE

STUDENTS

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

1.0—Rationale:

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

2.0—Data Collection Process:

A voluntary confidential First Nation, Métis and Inuit student self-identification process exists resulting from consultation with all stakeholders, including students, parents/guardians, local First Nation, Métis and Inuit communities, DDSB staff and trustees, and the Education Quality and Accountability Office (EQAO). Voluntary, confidential First Nation, Métis and Inuit student self-identification information occurs during the initial Junior Kindergarten registration process, and on the Registration Form for new students and the Verification Form used annually to update information for all students. All DDSB students, parents/guardians and students age 18 years and older have the opportunity to voluntarily and confidentially self-identify their ancestry as First Nation, Métis and Inuit at any time. The collection of this data will be in accordance with the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act, the Canadian Charter of Rights and Freedom, and the Canadian Constitution.

3.0—Data Analysis and Application:

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

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

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

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

~~4.0—Evaluation:~~

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

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

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

~~Definitions:~~

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

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

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

~~Appendix:~~

~~Aboriginal Self ID Brochure PRINT~~

~~Effective Date~~

~~2008-03-17~~

~~Amended~~

~~2015-01-15~~

POLICY

STUDENTS

Indigenous Education

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

(Beedahbin Peltier- Wikwemikong First Nation)

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

1.0 Rationale

- 1.1 The Durham District School Board adopts this policy in recognition that Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information.
- 1.2 The Durham District School Board adopts the following as a foundational statement of our commitment to Indigenous peoples: "shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society." (United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Article 15)

2.0 Objective

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

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

3.0 Definitions

In this policy,

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

4.0 Policy

Ancestral Lands

- 4.1 The District recognizes that it is situated on the ancestral and treaty lands of Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island, two Anishinaabek Ojibwe Nations. The Durham District School Board acknowledges that many Indigenous Nations have

long-standing relationships, both historic and modern, with the territories upon which our school board and schools are located. Today this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral land treaty lands that we teach, learn and live. These Nations hold legal and specific rights in their respective territories. This area has been and continues to be home for Indigenous peoples and non-Indigenous peoples.

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

Distinct Rights and Consultation

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

School Climate and Curriculum

- 4.8 Indigenous Peoples have the right to the dignity that comes with acknowledgement of the diversity of nations, laws, cultures, traditions, histories and aspirations and this shall be appropriately reflected in curriculum, programs and public information.
- 4.9 There is a shared responsibility between the District and local Indigenous community members to promote and protect the rights of Indigenous students, families and staff and to ensure the

maintenance of a respectful, safe and positive school climate and the actions that support Giikendaaswin.

- 4.10 Indigenous students have the right to an education free from racism and discrimination of any kind and to learning experiences that align with and promote Giikendaaswin.
- 4.11 Indigenous (First Nations, Métis, and Inuit) education delivered within the DDSB is to comply with legislative requirements, the terms of this policy and shall support the District's commitment to Indigenous rights, human rights, anti-oppression, anti-racism, anti-Indigenous racism and, non-discrimination, and equitable and inclusive education.
- 4.12 Discrimination and harassment such as, but not limited to, cultural appropriation, harmful narratives, stereotypes and racial slurs are unacceptable and are incompatible with District values and expectations.
- 4.13 The District shall value and present Indigenous expertise and knowledge systems as equal to, and on par with, Eurocentric knowledges, in accordance with terms of any procedure adopted under this Policy.

Anti-Colonialism

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

Self-Identification

- 4.16 In response to the Ministry of Education's Ontario First Nation, Metis and Inuit Education Policy Framework (2007), the DDSB shall provide students 18 years or older and all parents/guardians of Indigenous students the opportunity to voluntary, confidential self-identification of First Nation, Métis and Inuit ancestry.
- 4.17 The District shall establish and maintain a strictly voluntary process to collect, aggregate, and report confidential Indigenous self-identification data in accord with applicable privacy legislation and best industry practices to maintain privacy and confidentiality.
- 4.18 Any such data shall only be used to identify and remove barriers experienced by Indigenous students and families, inform anti-colonial practices and improve Indigenous education programs within the District. The District shall respectfully utilize relevant voluntary, confidential self-identification data to develop, implement, and evaluate culturally relevant and responsive programming that increases Indigenous student engagement, well-being, and achievement of Indigenous students within the District.

Implementation

- 4.19 Implementation of this policy will be an ongoing commitment of effort by the Director and delegates and the Board, within the scope of their respective responsibilities, that will involve amongst other things:

- Examining existing colonial structures and supporting anti-colonial efforts;
- Monitoring and assessing organizational compliance with this policy;
- Putting in place appropriate and sustainable organizational structures, resources and expertise to support the successful implementation of this policy and related procedures;
- Revising or removing policies, procedures and practices that conflict with this policy and adopting and implementing new policies, procedures and practices that proactively promote and support ~~inherent~~ Indigenous and inherent Rights and anti-discrimination; and
- Engaging in ongoing learning and training in understanding the rights of Indigenous Peoples and the deep impacts of colonialism and how it continues today.

5.0 Evaluation

- 5.1 This policy is to be reviewed and updated as required but at a minimum of five years ^[NM1] or as may be requested by the local First Nation^s (Mississaugas of Scugog Island and Chippewas of Georgina Island First Nation) or the Indigenous Advisory Circle.

6.0 Reference Documents

6.1 Policies

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

6.2 Procedures

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

6.3 Other Documents

- Anishinabek Education System
- Anishinabek Education System Master Agreement
- Canadian Charter of Rights and Freedoms
- Charter of the United Nations
- The Ontario Education Act
- Constitution Act
- Truth and Reconciliation Commission of Canada: Calls to Action
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario First Nation, Métis, and Inuit Education Policy Framework
- Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan
- Ontario Human Rights Commission: Policy on preventing discrimination based on creed
- Building Bridges to Success for First Nation, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards
- Strengthening Our Learning Journey. Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework
- Durham District School Board's Guidelines and Procedures for the Accommodation Creed in Schools: An Inclusive Approach

- United Nations Convention on the Rights of a Child (UNCRC) Constitution Act
- Canadian Charter of Rights and Freedoms (CCRF) (section 15, 35)
- Ontario Human Rights Code
- United Nations Universal Declaration of Human Rights (UDHR)
- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Pre and post-confederation treaties as so entered into

Appendix:

None

Effective Date

YYYY-MM-DD

Amended/Reviewed

YYYY-MM-DD

YYYY-MM-DD

Indigenous Education

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

(Beedahbin Peltier- Wikwemikong First Nation)

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

1.0 Rationale

- 1.1 The Durham District School Board adopts this policy in recognition that Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information.
- 1.2 The Durham District School Board adopts the following as a foundational statement of our commitment to Indigenous peoples: "shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society." (United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Article 15)

2.0 Objective

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

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

3.0 Definitions

In this policy,

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

4.0 Policy

Ancestral Lands

- 4.1 The District recognizes that it is situated on the ancestral and treaty lands of Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island, two Anishinaabek Ojibwe Nations. The Durham District School Board acknowledges that many Indigenous Nations have

long-standing relationships, both historic and modern, with the territories upon which our school board and schools are located. Today this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral land treaty lands that we teach, learn and live. These Nations hold legal and specific rights in their respective territories. This area has been and continues to be home for Indigenous peoples and non-Indigenous peoples.

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

Distinct Rights and Consultation

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

School Climate and Curriculum

- 4.8 Indigenous Peoples have the right to the dignity that comes with acknowledgement of the diversity of nations, laws, cultures, traditions, histories and aspirations and this shall be appropriately reflected in curriculum, programs and public information.
- 4.9 There is a shared responsibility between the District and local Indigenous community members to promote and protect the rights of Indigenous students, families and staff and to ensure the maintenance of a respectful, safe and positive school climate and the actions that support Giikendaaswin.

- 4.10 Indigenous students have the right to an education free from racism and discrimination of any kind and to learning experiences that align with and promote Giikendaaswin.
- 4.11 Indigenous (First Nations, Métis, and Inuit) education delivered within the DDSB is to comply with legislative requirements, the terms of this policy and shall support the District's commitment to Indigenous rights, human rights, anti-oppression, anti-Indigenous racism and non-discrimination.
- 4.12 Discrimination and harassment such as, but not limited to, cultural appropriation, harmful narratives, stereotypes and racial slurs are unacceptable and are incompatible with District values and expectations.
- 4.13 The District shall value and present Indigenous expertise and knowledge systems as equal to, and on par with, Eurocentric knowledges, in accordance with terms of any procedure adopted under this Policy.

Anti-Colonialism

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

Self-Identification

- 4.16 In response to the Ministry of Education's Ontario First Nation, Metis and Inuit Education Policy Framework (2007), the DDSB shall provide students 18 years or older and all parents/guardians of Indigenous students the opportunity to voluntary, confidential self-identification of First Nation, Métis and Inuit ancestry.
- 4.17 The District shall establish and maintain a strictly voluntary process to collect, aggregate, and report confidential Indigenous self-identification data in accord with applicable privacy legislation and best industry practices to maintain privacy and confidentiality.
- 4.18 Any such data shall only be used to identify and remove barriers experienced by Indigenous students and families, inform anti-colonial practices and improve Indigenous education programs within the District. The District shall respectfully utilize relevant voluntary, confidential self-identification data to develop, implement, and evaluate responsive programming that increases Indigenous student engagement, well-being, and achievement of Indigenous students within the District.

Implementation

- 4.19 Implementation of this policy will be an ongoing commitment of the Director and delegates and the Board, within the scope of their respective responsibilities, that will involve amongst other things:
 - Examining existing colonial structures and supporting anti-colonial efforts;
 - Monitoring and assessing organizational compliance with this policy;

- Putting in place appropriate and sustainable organizational structures, resources and expertise to support the successful implementation of this policy and related procedures;
- Revising or removing policies, procedures and practices that conflict with this policy and adopting and implementing new policies, procedures and practices that proactively promote and support Indigenous and inherent Rights and anti-discrimination; and
- Engaging in ongoing learning and training in understanding the rights of Indigenous Peoples and the deep impacts of colonialism and how it continues today.

5.0 Evaluation

- 5.1 This policy is to be reviewed and updated as required but at a minimum of five years ^[NM1] or as may be requested by the local First Nations (Mississaugas of Scugog Island and Chippewas of Georgina Island First Nation) or the Indigenous Advisory Circle.

6.0 Reference Documents

6.1 Policies

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

6.2 Procedures

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

6.3 Other Documents

- Anishinabek Education System
- Anishinabek Education System Master Agreement
- Canadian Charter of Rights and Freedoms
- Charter of the United Nations
- The Ontario Education Act
- Constitution Act
- Truth and Reconciliation Commission of Canada: Calls to Action
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario First Nation, Métis, and Inuit Education Policy Framework
- Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan
- Ontario Human Rights Commission: Policy on preventing discrimination based on creed
- Building Bridges to Success for First Nation, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards
- Strengthening Our Learning Journey. Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework
- Durham District School Board's Guidelines and Procedures for the Accommodation Creed in Schools: An Inclusive Approach
- United Nations Convention on the Rights of a Child (UNCRC) Constitution Act
- Canadian Charter of Rights and Freedoms (CCRF) (section 15, 35)

- Ontario Human Rights Code
- United Nations Universal Declaration of Human Rights (UDHR)
- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Pre and post-confederation treaties as so entered into

Appendix:

None

Effective Date

YYYY-MM-DD

Amended/Reviewed

YYYY-MM-DD

YYYY-MM-DD

PROCEDURE

STUDENTS

Classroom Practices: Teaching and Learning

1.0 Objective

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

2.0 Definitions

In this procedure,

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

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

3.0 Responsibilities

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

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

- Building capacity and providing professional learning to equip employees with knowledge and skills to support the implementation of the Indigenous Education Policy and this procedure; and;
- Collaborate with the Indigenous Education Advisory Circle on plans for Indigenous Education.

3.3 Central Staff Responsible for Indigenous Education

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

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

3.4 School Leaders:

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

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

4.0 Guidelines and Considerations

Indigenous Rights

- 4.1 Indigenous peoples have the inherent right to the dignity and diversity of their laws, cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information. The DDSB "shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society." (UNDRIP- Article 15).
- 4.2 Indigenous Peoples are the guardians and interpreters of their civilizations, traditions, and knowledge systems. They have the right to exercise, control, and protect their culture, intellectual properties, and knowledge (UNDRIP).

- 4.3 The district is committed to providing services and workplaces that center human rights and equity and are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code. Indigenous students have the right the educational services free from discrimination based on ancestry and other Human Rights Code-protected grounds.

5.0 Procedures

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

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

UDL involves and considers:

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

UDL Principals include offering:

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

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

- 5.3 Curriculum resources, including visual representations, will:

- Reflect positive Indigenous role models in a variety of subject areas and a balance diversity of perspectives of Métis and Inuit in addition to those from First Nations ~~and including~~ diverse and intersecting Indigenous identities (e.g., Two Spirit);
- Include and prioritize Indigenous voices (authors, artists, scholars, etc.);
- Be current and will be free of harmful stereotypes and narratives;

- Accurately represent Indigenous contributions both past and present, Treaties, residential schools, accurate histories and the ongoing impacts of colonization;
- Ensure Indigenous expertise and knowledge systems as equal and on par with Eurocentric knowledge;
- Expose students to learning centered around current issues involving Indigenous Rights; and
- Align with the guidelines of the vetted [Indigenous Education Resource Guide](#) found on the spark resources site.

5.4 Educators will refrain from replicating and/or mimicking cultural practices. Cultural perspectives will only be shared in a responsible and measured way through engagement with the Indigenous Education Department who works closely with the Indigenous Advisory Circle.

5.5 Ensure all curriculum resources and items that have been purchased that are no longer aligned with the Indigenous education policy and this procedure will be returned to the Indigenous Education department for disposal or recycled. They shall not be shared or reused elsewhere. This includes sacred and ceremonial items.

5.6 Administrators and educators will consult with the Indigenous Education ~~Resource-Guide~~[Department](#) when welcoming Indigenous guests access the vetted list to ensure guest speakers or facilitators related to Indigenous Education are on an approved speakers list, which has been co-created with Indigenous community partners, ~~and protocol guidelines will be provided.~~

6.0 Review Process

6.1 Through its cyclical policy reviews, the Board will embed the principles of Indigenous Education in other policies. The Indigenous Education Department will be consulted during the review and design of policies and will engage in Indigenous community consultation where it has significant impact.

6.2 The District's operations will be regularly reviewed to ensure that programs, procedures, and practices reflect an Indigenous focus. The Indigenous Education Department will engage in ongoing consultation with Indigenous community members and the DDSB Indigenous Education Advisory Circle.

6.3 Input and consultation meetings should be well advertised and communicated with Indigenous community members and follow the DDSB Policy Consultations Policy. Consultation may involve surveys, focus group meetings, ongoing conversations and or formal meetings.

6.4 Information gathered through the consultation process will be shared with stakeholders.

7.0 Communications and Information Accessibility

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

8.0 Reference Documents

8.1 Policies

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

- Human Rights Policy

8.2 Procedures

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

8.3 Other Documents

- Canadian Charter of Rights and Freedoms
- The Ontario Education Act
- Constitution Act
- Truth and Reconciliation Commission of Canada: Calls to Action
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario First Nation, Métis, and Inuit Education Policy Framework
- Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan
- Ontario Human Rights Commission: Policy on preventing discrimination based on creed
- United Nations Declaration on the Rights of Indigenous Peoples
- Building Bridges to Success for First Nation, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards
- Strengthening Our Learning Journey. Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework

Appendix:

None

Effective Date

YYYY-MM-DD

Amended/Reviewed

YYYY-MM-DD

YYYY-MM-DD

PROCEDURE

STUDENTS

Classroom Practices: Teaching and Learning

1.0 Objective

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

2.0 Definitions

In this procedure,

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

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

3.0 Responsibilities

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

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

- Building capacity and providing professional learning to equip employees with knowledge and skills to support the implementation of the Indigenous Education Policy and this procedure; and;
- Collaborate with the Indigenous Education Advisory Circle on plans for Indigenous Education.

3.3 **Central Staff Responsible for Indigenous Education**

In an effort to model upholding and protecting Indigenous rights, Indigenous sovereignty, and consultation, central staff are responsible for:

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

3.4 **School Leaders:**

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

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

4.0 **Guidelines and Considerations**

Indigenous Rights

- 4.1 Indigenous peoples have the inherent right to the dignity and diversity of their laws, cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information. The DDSB "shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society." (UNDRIP- Article 15).
- 4.2 Indigenous Peoples are the guardians and interpreters of their civilizations, traditions, and knowledge systems. They have the right to exercise, control, and protect their culture, intellectual properties, and knowledge (UNDRIP).

- 4.3 The district is committed to providing services and workplaces that center human rights and equity and are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code. Indigenous students have the right the educational services free from discrimination based on ancestry and other Human Rights Code-protected grounds.

5.0 Procedures

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

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

UDL involves and considers:

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

UDL Principals include offering:

- Multiple means of representation to give learners various ways of acquiring information and knowledge;
- Multiple means of expression to provide learning alternatives for demonstrating what they know.

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

- 5.3 Curriculum resources, including visual representations, will:

- Reflect positive Indigenous role models in a variety of subject areas and a diversity of perspectives of Métis and Inuit in addition to those from First Nations including diverse and intersecting Indigenous identities (e.g., Two Spirit);
- Include and prioritize Indigenous voices (authors, artists, scholars, etc.);
- Be current and will be free of harmful stereotypes and narratives;
- Accurately represent Indigenous contributions both past and present, Treaties, residential schools, accurate histories and the ongoing impacts of colonization;
- Ensure Indigenous expertise and knowledge systems as equal and on par with Eurocentric knowledge;

- Expose students to learning centered around current issues involving Indigenous Rights; and
- Align with the guidelines of the vetted [Indigenous Education Resource Guide](#) found on the spark resources site.

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

6.0 Review Process

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

7.0 Communications and Information Accessibility

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

8.0 Reference Documents

8.1 Policies

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

8.2 Procedures

- [Equity and Inclusion](#)

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

8.3 Other Documents

- Canadian Charter of Rights and Freedoms
- The Ontario Education Act
- Constitution Act
- Truth and Reconciliation Commission of Canada: Calls to Action
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario First Nation, Métis, and Inuit Education Policy Framework
- Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan
- Ontario Human Rights Commission: Policy on preventing discrimination based on creed
- United Nations Declaration on the Rights of Indigenous Peoples
- Building Bridges to Success for First Nation, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards
- Strengthening Our Learning Journey. Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework

Appendix:

None

Effective Date

YYYY-MM-DD

Amended/Reviewed

YYYY-MM-DD

YYYY-MM-DD

PROCEDURE

STUDENTS

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

1.0 Objective

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

2.0 Definitions

In this procedure,

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

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

3.0 Responsibilities

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

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

3.2 **School Leaders:**

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

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

4.0 Guidelines and Considerations

Indigenous Rights

- 4.1 Indigenous peoples have the inherent right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information. The DDSB "shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society." (UNDRIP- Article 15).
- 4.2 Indigenous Peoples are the guardians and interpreters of their civilizations, traditions, and knowledge systems. They have the right to exercise, control, and protect their culture, intellectual properties, and knowledge (UNDRIP).

- 4.3 The district is committed to providing services and workplaces that centre human rights and equity and are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code. Indigenous students have the right the educational services free from discrimination based on ancestry and other Human Rights Code-protected grounds.

Data Standards

- 4.4 Data collection and analysis will be consistent with the Municipal Freedom of Information, Privacy Act, Anti-Racism Act and other applicable legislation.
- 4.5 Results are not reported publicly for fewer than 15 students because it might be possible to identify individual students.
- 4.6 Individual information is not communicated unless requested by the parent/guardian of/and for their children.
- 4.7 Information collected is used only as a part of a collection where individuals cannot be specifically identified.

5.0 Procedures

5.1 Data Collection Process:

- Voluntary confidential First Nation, Métis and Inuit student self-identification occurs annually within the online registration process and at any time throughout the course of the school year through the completion of the First Nation, Métis and Inuit Self-Identification Form (Appendix A) at their home school.
- School leaders will inform parent(s)/guardian(s) and families of Indigenous students and community members about the rationale and goals of self-identification through school-based annual communication to the school community.
- Schools will ensure the update of student records in the student information system following the completion of the First Nation, Métis and Inuit Self-Identification Form.

5.2 Data Analysis and Application:

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

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

6.0 Review Process

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

7.0 Communications and Information Accessibility

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

8.0 Reference Documents

8.1 Policies

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

8.2 Procedures

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

8.3 Other Documents

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

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

Appendix:

Indigenous Self ID Brochure PRINT

Effective Date

YYYY-MM-DD

Amended/Reviewed

YYYY-MM-DD

YYYY-MM-DD

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** September 21, 2021**SUBJECT:** Short-Term Borrowing Resolution**PAGE:** 1 of 2**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services
Melissa Durward, Senior Manager of Finance**1.0 Purpose**

The purpose of this report is to present the resolution for short-term borrowing for the 2021-2022 school year, for approval by the Board of Trustees.

2.0 Analysis

The attached resolution authorizes the signing officers of the Board to borrow funds when required to meet cash flow needs. The dollar amount in the resolution (to a maximum of \$175.0 million) is equal to the amount that was approved in September 2020.

In the 2020-2021 school year, the Board utilized \$61.3 million in short term financing (line of credit), to mitigate cash flow pressure. This pressure comes as a result of the Ministry of Education cash management strategy and amendments to the Education Act, Ontario Regulation 20/98 (Education Development Charges – General).

Cash Management Strategy

On September 1, 2018, the Ministry of Education implemented a delayed grant payment strategy, aimed at reducing borrowing costs at the provincial level. As this strategy is anticipated to continue into the future, the Board will continue to require accessing short term financing.

Education Development Charges (EDC)

On November 8, 2019, the Ministry of Education amended the Education Act, to only allow for modest EDC rate increases. As a result, the EDC deficit will continue to increase and the Board will continue to access short term financing for future school site purchases and development.

3.0 Recommendation

It is recommended that the attached Borrowing Resolution for the 2021-2022 school year be approved.

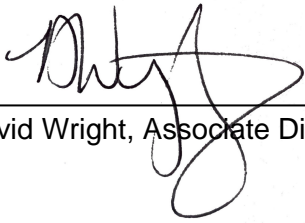
4.0 Appendices

Appendix A – Borrowing Resolution

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

RESOLUTION OF DURHAM DISTRICT SCHOOL BOARD**BORROWING RESOLUTION**

WHEREAS The Durham District School Board in the Province of Ontario (herein called "the Board") deems it necessary to borrow the sum of one hundred and seventy five million dollars to meet the current expenditures and debt charges payable in the year (as respectively defined in Paragraphs 9 and 11 of sub-section 1 of Section 1 of The Education Act) by the Board until the current revenues (as defined in Paragraph 10 of sub-section 1 of Section 1 of the Education Act and as defined in Regulation 284/18) has been received.

AND WHEREAS the amount authorized to be borrowed by this resolution together with any borrowing heretofore made by the Board under Section 243 of The Education Act that have not been repaid does not exceed the amount of the estimated current revenue (excluding such revenue derivable or derived from the sale of assets, borrowing or issues of debentures or from a surplus excluding arrears of taxes and proceeds from the sale of assets) of the Board as set forth in the estimates for the fiscal year September 1, 2021 to August 31, 2022 less the amount of the current revenue for the current year already received and collected.

BE IT THEREFORE RESOLVED THAT:

1. For the purposes aforesaid the Board be authorized to borrow an amount not to exceed the sum of one hundred and seventy five million dollars by way of a promissory note of the Board payable not later than the 31st day of August 2022 and bearing interest at the Bank Prime Rate or less;
2. The Treasurer, together with the Chairperson of the Board, be and they are hereby authorized and empowered for and on behalf of the Board to sign such promissory notes as may be necessary and to affix thereto the Board's corporate seal;
3. The Treasurer of the Board is hereby authorized and directed to apply in payment of all or any sums borrowed as aforesaid, together with interest thereon, all or any of the current revenues (as hereinbefore defined) of the Board collected or received by the Board and all or any other monies which may lawfully be applied for such purpose;
4. The Treasurer of the Board is hereby authorized and directed to furnish to the Bank or other Financial Institutions, at the time any amount is borrowed under this resolution, a statement showing the amount of the estimated revenues of the current year not yet collected, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the next preceding year and the amount of the revenues of the current year already collected, and also showing the total of any amounts borrowed under Section 243 of The Education Act in the current year that have not been repaid; and
5. The Bank or other Financial Institutions shall not be bound to establish the necessity of the borrowing authorized by this resolution or their application for the purposes aforesaid and may rely on a certified copy of this resolution as proof that the borrowing is validly authorized and on any statement furnished by the Treasurer under paragraph 4 of this resolution as proof of the facts stated therein.

We hereby certify that the foregoing is a true and accurate copy of a resolution of the above-mentioned Board duly passed at a meeting thereof duly convened and held at Whitby, Ontario on the *20th day of September 2021* and that the said resolution is in full force and effect, unamended.

As witness the Corporate Seal of the Board this *20th day of September 2021*.

(Corporate Seal)

Chairperson

Treasurer

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** September 21, 2021

SUBJECT: Quarterly Construction and Major Projects Report **PAGE:** 1 of 8

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services
Lisa Bianca, Head of Facilities Services
Lindsay Wells, Manager of Facilities Design and Construction

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the status of construction and major projects as of August 31, 2021. Updates to this report will be provided to Trustees on a quarterly basis (September, January, March, and June), and will be posted on the Board's website.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

3.0 Background**3.1 Capital Projects**

The Board currently has approval for five new school builds and one major addition:

- February 2018: Durham District School Board (DDSB) received Ministry of Education approval to build Beaverton PS/Thorah Central PS. The new school will replace and consolidate Beaverton PS and Thorah Central PS on the Beaverton PS site in Beaverton. Approval was also given to build, Unnamed North Ajax PS (Rosemary Brown PS) in Ajax, and Unnamed North Whitby PS (Willows Walk PS) in Whitby.
- July 2020: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Creekwood PS, at Tillings Road and Scenic Lane Drive in Pickering and an addition at Mary Street PS in Oshawa to replace the existing portapac.
- October 2020: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed North Oshawa PS, at Windfields Farm Drive West and Wintergrace Avenue in Oshawa.

3.2 Ministry Approval Process for Capital Priorities Projects

The Ministry approval process must be carefully considered when undertaking any major capital projects. The stages of Ministry approval after submission of business cases include; announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on a 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.

4.0 Analysis

4.1 Approved Capital Priorities Projects

Beaverton PS/Thorah Central PS Rebuild

Project Type:	Rebuild elementary school including child care centre and Early ON hub
Occupancy Date:	September 2023 (Rescheduled from September 2022)
Architect:	Moffet & Duncan Architects Inc.
Contractor:	To be determined

Tender document revisions are nearing completion to include the approved program increase of 4 classrooms. This program expansion will support the expected enrollment increase. Authority approvals are complete, except for final execution fees. The project is waiting for the Ministry of Education's final approval to proceed to tender. Staff communicate with Ministry staff on an ongoing basis, regarding approvals. Facilities Services and Ministry staff last met August 25, 2021 to discuss moving forward with updated project costing. The project completion date has been rescheduled from September 2022 to September 2023 due to the time frame of final approvals and the current COVID-19 situation.

Rosemary Brown PS (Williamson Drive West/Bellinger Drive)

Project Type:	New French Immersion elementary school, including Early ON hub
Occupancy Date:	September 2021
Architect:	Cellucci + Pace
Contractor:	Deciantis Construction Ltd.

The project has achieved substantial completion and occupancy and welcomed students at the start of the school-year.

Willows Walk PS (Samandria Avenue/Lazio Street)

Project Type:	New elementary school, including child care centre and Early ON hub
Occupancy Date:	September 2021
Architect:	MC Architects Inc.
Contractor:	Percon Construction Inc.

The project has achieved substantial completion and occupancy and welcomed students at the start of the school-year.

Unnamed Pickering Creekwood PS (Tillings Road/Scenic Lane Drive)

Project Type: New elementary school, including child care centre
 Occupancy Date: September 2024 (Rescheduled from September 2023)
 Architect: Cellucci + Pace
 Contractor: To be determined

Design development of the new facility continues to progress while Facilities Services staff continue to move through the process of arranging the purchase of the property. The preliminary design meeting has taken place with the City of Pickering. The Board is currently awaiting findings from the detailed geotechnical investigation and the revised remediation plan being undertaken by the City of Pickering. The project completion date has been rescheduled from September 2023 to September 2024 due to the extensive remediation work that is required to take place before the transfer of property ownership.

Mary Street PS Oshawa – Addition

Project Type: Replacement of existing portapac with a new addition
 Occupancy Date: September 2023
 Architect: Moffet & Duncan Architects Inc.
 Contractor: To be determined

Design development of the modular building addition is well underway while Facilities Services staff continue to work through site plan comments and amendments received from the City of Oshawa. DDSB and the City of Oshawa are currently working towards a renewed lease agreement.

Unnamed North Oshawa PS (Windfields Farm Drive West/Wintergrace Avenue)

Project Type: New Elementary School, including child care centre
 Occupancy Date: September 2023
 Architect: To be determined
 Contractor: To be determined

The new facility continues to progress through design development. Initial site surveying is complete with geotechnical work progressing well. DDSB continues to work towards site plan agreement with the latest site plan comments received from the City of Oshawa. The property purchase was finalized in mid-August.

4.2 Major Projects

Major Projects are funded from Capital Funding provided annually to DDSB. Projects noted as CVRIS were funded by Covid-19 Resilience Infrastructure Stream funding provided by the Federal and Provincial governments.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Main Office Renovations	Frenchman's Bay PS	Projects are under design.
	Waverly PS	Project construction is nearing completion and turnover is underway.
Family Studies Classroom	Ajax HS	Project construction is nearing completion and turnover is underway.
Roofing Projects	DASS Simcoe (Gym only) Eagle Ridge PS Fallingbrook PS Gordon B. Attersley PS O'Neill CVI Port Perry HS R.H. Cornish PS Westcreek PS Williamsburg PS	Roof replacements have been completed. Deficiency cleanup and demobilization is under way.
Masonry/Wall Cladding Restoration	Bolton C. Falby PS Vincent Massey PS Glen St PS	New cladding and window projects are nearing completion.
Library/Learning Commons Upgrades	Anderson CVI Claremont PS Glengrove PS	Projects are tendered and construction is imminent or underway.
	Joseph Gould PS	Project has been completed.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Interior Modifications - Washroom Upgrade Projects	R.S. McLaughlin CVI Dr. Robert Thornton PS	Projects have been completed and turned over to the schools.
Child Care Projects	McCaskill's Mills PS Roland Michener PS Winchester PS Bobby Orr PS Dr. Roberta Bondar PS Bayview Heights PS Glengrove PS Lakeside PS Vaughan Willard PS Seneca Trail PS Scott Central PS	Projects are complete. Projects are under construction and nearing completion. Fall turnover is anticipated. Project was successfully tendered and construction is underway. Project has been submitted to the Ministry and waiting for approval to proceed. Project has received Ministry approval to redesign in response to utilization issues. Redesign is in progress.
Boiler Replacement Projects	Dr. Roberta Bondar PS Valley Farm PS	Dr. Roberta Bondar PS replacement is complete. Valley Farm PS replacement has been rescheduled to the summer of 2022 due to equipment shortages.
Accessibility Projects	Dunbarton HS Uxbridge PS	A new elevator was constructed to provide access to two lower levels and the main level of the school. Construction has been completed. Construction of a ramp to replace the stair lift providing access to the gym, has been completed.
Window Replacement	Prince Albert PS Claremont PS Sir J.A. MacDonald PS E.A. Fairman PS	CVRIS funded window replacement projects to improve ventilation are expecting window delivery early in September. Replacement of window units will continue throughout the fall.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Outdoor Classrooms	Beaverton PS Bobby Orr PS Bolton C Falby PS Clara Hughes PS College Hill PS Coronation PS David Bouchard PS Earl A Fairman PS Glen Street PS Glengrove PS Gordon B Attersley PS Hillsdale PS Lakewoods PS Mary Street Community McCaskill's Mills PS Queen Elizabeth PS Sir Wm. Stephenson PS Southwood Park PS Sunset Heights PS Village Union PS (new) Waverly PS West Lynde PS Woodcrest PS	CVRIS funded outdoor learning spaces designed to facilitate opportunities for learning outside of the classroom are proceeding at 23 locations. Completion before December 31, 2021.
Screening Vestibules for Existing Child Care Centres	Applecroft PS Cadarackque PS Glen Dhu PS Highbush PS John Dryden PS Joseph Gould PS Kedron PS Lincoln Alexander PS Maple Ridge PS Ormiston PS Roland Michener PS Stephen G Saywell PS Valley Farm PS	CVRIS funded vestibules are being constructed at 13 existing child care centres to improve physical distancing and facilitate daily screening for COVID-19. Completion by December 31, 2021.

4.3 Ventilation Improvement Projects and Air Conditioning

The following is a status report updating the progress of ventilation improvement projects funded from Capital Funding provided annually to DDSB. Projects noted as **CVRIS** were funded by COVID19 Resilience Infrastructure Stream funding provided by the Federal and Provincial governments.

Included are projects completing the Board approved initiative to provide air-conditioned cooling centres at each school site and a minimum of one fully air-conditioned building in each geographic area. This project has been ongoing since November 2017.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Fully Air Conditioned Schools-Ongoing	Donald A. Wilson SS	Chiller replacement project successfully tendered. Fall of 2021 replacement is anticipated.
CVRIS Funded Ventilation Upgrades Including Air Conditioning	Bellwood PS Lord Elgin PS	Construction is underway with completion anticipated in the fall of 2021.
	Uxbridge PS	Provision of ventilation, including air conditioning, for the 3-storey original school building is underway.
	Uxbridge SS	Provision of ventilation, including air conditioning, for the original 3-storey school and adjacent 1956 addition is underway.
	Westney Heights PS Southwood Park PS	Projects have been tendered and are under construction.
Ventilation Including Air Conditioning – Partial Building	Glengrove PS	Project has been tendered and construction underway.
CVRIS Funded Ventilation Projects - Non Air Conditioned	Sir J.A. MacDonald PS	Projects are under construction and nearing completion.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Ventilation Projects Non Air Conditioned – Partial Building	Glengrove PS Lincoln Avenue PS	Projects are under construction and nearing completion.
Partial Air Conditioning/Cooling Centres-pending	Greenbank PS Valley View PS	Projects are ready for design in the fall of 2021.

This initiative will continue into the 2021/2022 fiscal year with additional sites being added to address under-ventilated learning spaces and improve ventilation across the District.

5.0 **Financial Implications**

Ministry of Education approved Capital Priorities funds in the amount of \$54,838,656 are being used to construct new schools and major additions. Annual Capital Funds in the amount of \$69,355,754 are being used for the completion of the major projects listed in this report.

6.0 **Evidence of impact**

A total of 1,910 new pupil places, 190 replacement pupil places (at Mary Street PS) and a total of 195 new child care places will be created, which will result in the removal of 26 portables.

7.0 **Communication Plan**

The Quarterly Construction and Major Projects Report is presented to the Board of Trustees in the months of September, January, March and June.

- The report is also posted on the DDSB's website: [Construction and Property Updates](#)

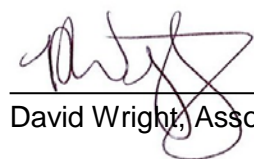
8.0 **Conclusion**

This report is provided to Trustees for information.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** September 21, 2021**SUBJECT:** Draft Accommodation Plan: Trends, Issues and
Future Opportunities 2021-2025**PAGE:** 1 of 4**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services
Lisa Bianca, Head of Facilities Services
Carey Trombino, Manager of Property and Planning**1.0 Purpose**

The purpose of this report is to provide information to the Board of Trustees regarding the annual Accommodation Plan: Trends, Issues and Future Opportunities for 2021-2025.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

3.0 Background

The balancing of school utilization is greatly affected by declining enrolment, along with pockets of increasing enrolment. Throughout the balancing process, quality program opportunities are paramount. All of these factors play a significant role in the Ministry of Education's funding model, which must be utilized to its maximum to benefit the achievement and well-being of Durham District School Board (DDSB) students.

The resources available to Boards to balance accommodation pressures are as follows:

Major Resources

- Accommodation reviews
- Boundary adjustments
- Program boundary reviews (French Immersion, Gifted)
- New construction/additions
- Facility partnerships

Minor Resources

- Out of area students redirected back to their home school where appropriate
- Utilization of portables

For the purposes of the Accommodation Plan, the DDSB's 2021-2025 Official Enrolment Projections (OEP) are utilized. The OEPs are updated each spring, and use various sources of

data, including Kindergarten preregistration data, to create enrolment and progression trends and new residential development student yields from registered plans of subdivisions.

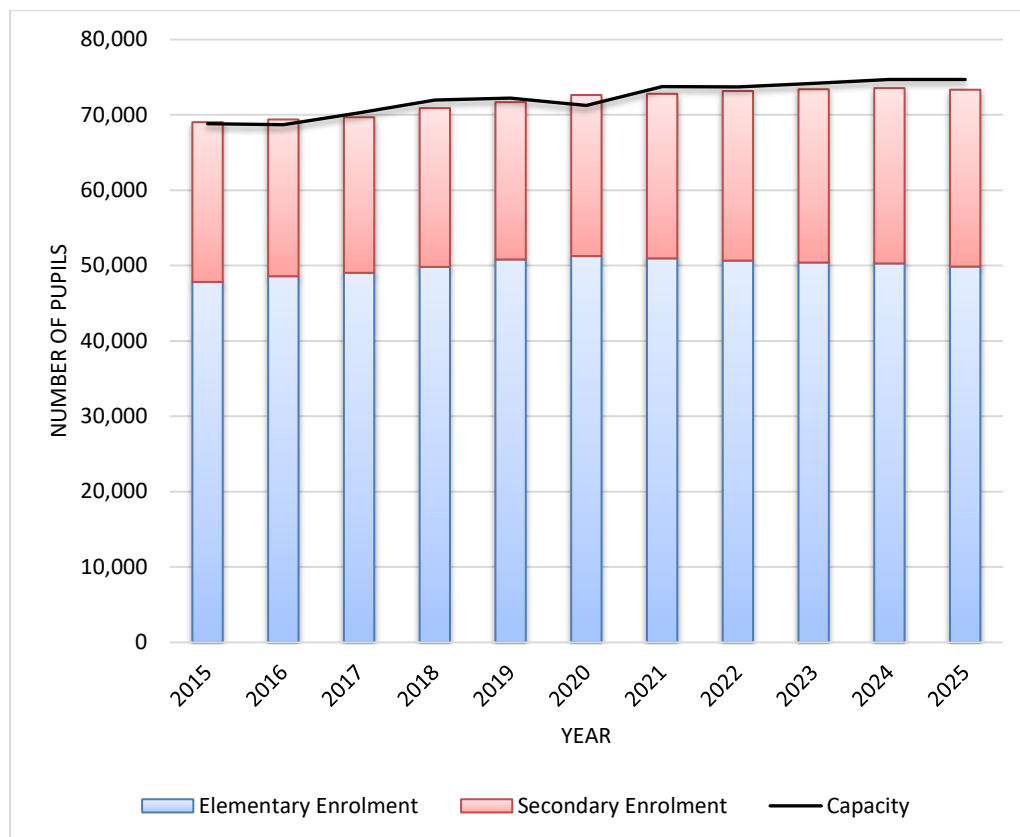
It is important to note that the OEPs reflect only the new residential growth that has been approved for construction via registered plans of subdivision during the 2021-2025 timeframe, based on the DDSB's student generation calculations. Therefore, if a new development is proposed, the expected enrolment is not included in a school's projection until each phase of development has received approval to proceed.

The Accommodation Plan is updated annually and provides a broad spectrum of information related to accommodation planning, for both the short and long-term. The draft Accommodation Plan is attached as Appendix A.

4.0 Analysis

The Accommodation Plan outlines growth within Durham and provides a brief overview of how past growth has been accommodated and how current growth is intended to be accommodated. Into the future, the overall Board utilization rate remains very close to 100%. The following chart is from the draft Accommodation Plan: Trends, Issues and Future Opportunities for 2021-2025.

Chart 1: Board Enrolment and Capacity 2015-2025



The Board's enrolment and capacity utilization, along with utilization and excess/surplus spaces within each school, is provided as a detailed review of the district's schools. Utilizing the data in the draft Accommodation Plan, staff provided an analysis, and outlined opportunities

that could provide relief to the current accommodations.

4.1 Future Considerations

Staff are proposing the following considerations:

Boundary Adjustment/Review:

Pickering and Ajax French Immersion schools
 Donald A Wilson SS, RS McLaughlin CVI and O'Neill CVI

Continue to Monitor:

High Utilization Schools	Low Utilization Schools
Elementary	Elementary
Beaverton/Thorah Central PS (consolidated) Clara Hughes PS EA Fairman PS Eagle Ridge PS Gandatsetiagon PS Glen Dhu PS Kedron PS Maple Ridge PS Northern Dancer PS Ormiston PS Sunset Heights PS Valley View PS Vincent Massey PS Westcreek PS West Lynde PS	Blair Ridge PS Bobby Orr PS Cartwright Central PS Dr. CF Cannon PS Dr. Robert Thornton PS Dr. Roberta Bondar PS Duffin's Bay PS Hillsdale PS Lakeside PS Lakewoods PS Robert Munsch PS Rosemary Brown PS Uxbridge PS Village Union PS Willows Walk PS
Secondary	Secondary
Donald A. Wilson SS J. Clarke Richardson CVI	Anderson CVI Brock HS GL Roberts CVI Port Perry HS

Many of the schools identified in the high utilization section, are schools that are holding for growth areas, and would be provided relief if the Board's Capital Priorities submissions to the Ministry of Education are approved.

A French Immersion Boundary Review for Pickering and Ajax would allow for a more balanced enrolment and provide enrolment relief.

There are specific secondary schools with accommodation pressures where a boundary review is required to address increasing enrollment and portable restrictions. Secondary schools with accommodation pressure where a boundary review is required to address increasing enrollment and portable restrictions.

5.0 Conclusion

The attached draft Accommodation Plan provides information regarding enrolment and school utilization, long-term trends and options available to accommodate the changes in the anticipated enrolment.

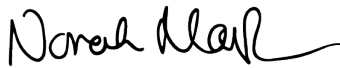
The Plan provides information and recommendations for consideration and can also be utilized for discussion between the Family of Schools Superintendents and Trustees with the assistance of Facilities Services staff.

The Plan is being presented in draft. If there are no changes to the document, it will become the official Accommodation Plan for the Board, by the end of September 2021.

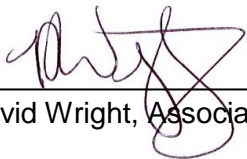
6.0 Appendices

Appendix A – draft Accommodation Plan: Trends, Issues and Future Opportunities 2021-2025

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

DRAFT | SEPTEMBER 2021

ACCOMMODATION PLAN 2021-2025

TRENDS, ISSUES AND FUTURE OPPORTUNITIES

EXECUTIVE SUMMARY

The balancing of school utilization is greatly affected by declining enrolments and pockets of increasing enrolment. Throughout the balancing process, quality program opportunities are paramount. All of these factors play a significant role in the Ministry of Education's funding model, which must be utilized to its maximum benefit for the achievement and well-being of students of the Durham District School Board (DDSB).

There are several processes available to the Board to balance accommodation pressures. Major processes are as follows:

- Accommodation reviews
- Boundary adjustments
- Program boundary reviews (French Immersion, Gifted)
- New construction/additions
- Facility partnerships

Minor processes that are available to aid in the balancing of accommodation pressures are:

- Out of area students redirected back to their home school where appropriate
- Utilization of portables

The DDSB's Accommodation Plan: Trends, Issues and Future Opportunities is a document that is updated annually to reflect the changes in demographics, enrolment trends, school utilization and growth analysis. There are many factors that affect enrolment and ultimately, utilization of each building. Within this document, enrolment, capacity and utilization, along with the factors that affect enrolment, are discussed.

The pandemic introduced many challenges to the 2020-2021 school year. Along with traditional in-person education, the option for virtual learning was introduced. Throughout this document, the effects of the pandemic on the student enrolment will be outlined.

TABLE OF CONTENTS

1. Enrolment	4
I. <i>Projections and School Utilization</i>	4
II. <i>Enrolment and Capacity</i>	5
1) Combined Elementary and Secondary Enrolment vs Capacity	5
2) Elementary Enrolment vs Capacity	7
3) Secondary Enrolment vs Capacity	8
4) Factors Impacting Enrolment	9
III. <i>Out-of-Area Pupils</i>	11
IV. <i>Pupil Accommodation Review Guideline Update</i>	12
V. <i>Elementary Schools with Enrolments 250 or Less</i>	13
2. New Development	14
I. <i>Future School Site Needs</i>	14
II. <i>Holding Schools</i>	15
III. <i>Conversion Lands and Future Residential Lands</i>	17
IV. <i>Minister's Zoning Order</i>	17
3. Site Status	18
I. <i>Former/Closed School Sites</i>	18
II. <i>Surplus Sites</i>	18
III. <i>Board Owned Construction Sites</i>	18
4. New Construction	18
5. Programs – French Immersion, Gifted and Modified	21
I. <i>French Immersion (FI) Schools, French as a Second Language (FSL) Review and French Immersion Participation Rates</i>	21
II. <i>French as a Second Language (FSL) Review</i>	21
III. <i>Gifted</i>	24
IV. <i>Modified</i>	25
6. Partnerships	28
7. Facility Condition Index (FCI)	29
8. Portables	32
9. Municipal Long-Term Accommodation	33
I. <i>Pickering – Elementary and Secondary</i>	33

<i>II. Ajax – Elementary and Secondary</i>	35
<i>III. Whitby – Elementary and Secondary</i>	37
<i>IV. Oshawa– Elementary and Secondary</i>	38
<i>V. Uxbridge– Elementary and Secondary</i>	40
<i>VI. Scugog– Elementary and Secondary</i>	41
<i>VII. Brock– Elementary and Secondary</i>	43
10. Summary of Accommodation Needs	44
11. Appendix A-Elementary & Secondary Summary Enrolment	46
12. Appendix B-Elementary Enrolment	48
13. Appendix C-Secondary Enrolment	53
14. Appendix D-Out of area Summary	54
15. Appendix E- February 2021 French Immersion Scattergrams-Elementary	60
16. Appendix F-February 2021 French Immersion Scattergrams-Secondary	67
17. Appendix G-February 2021 Gifted Scattergrams-Elementary	73
18. Appendix H-February 2021 Gifted Scattergrams-Secondary	78
19. Appendix I-School Facility Condition Data	82

1. Enrolment

For the purposes of this report, the Durham District School Board's (DDSB) 2021-2025 Official Enrolment Projections (OEP) have been used. The OEP's are updated each spring and use various sources of data including Kindergarten pre-registration data, enrolment and progression trends and student yields from new residential development.

The pandemic, which closed schools for the first time in March 2020, has had various effects on student enrolment and enrolment trends.

For the 2020-2021 school year, all families were provided with the option to choose in-person learning or virtual learning (also referred to as DDSB@Home), with options to pivot on various dates throughout the school year. As the 2020-2021 school year continued, all students were moved to virtual learning in mid-April of 2021 and remained in virtual learning until the end of the school year.

The unique circumstances of the pandemic have resulted in various enrolment trends. These trends include a reduction in Junior Kindergarten students registering, reduction in French Immersion enrolment and, as a result of the pandemic, a trend of families relocating to Durham Region to gain more space (larger homes and greenspace).

For the 2021 Official Enrolment Projections, the actual enrolment data used was once students, both in-person and virtual, were confirmed by school and program, in February 2021, rather than what would have been the typical October 2020 data.

The DDSB OEP's reflect only the new residential growth that has been approved for construction at the time of the creation of the OEP's. Therefore, enrolment from unregistered plans of subdivisions are not included in a school's projections until each phase of development has received approval to proceed. The OEP's can be found on the Board's website as follows:

<https://www.ddsb.ca/en/about-ddsb/student-enrolment-summaries-and-projections.aspx>

I. Projections and School Utilization

Enrolment is analysed on several levels, utilizing the base enrolment information in Appendix A, B and C. For the Accommodation Plan: Trends, Future Issues and Opportunities Report, information is highlighted as follows to provide an enhanced visual aid.

Green	Utilization Rate	$\geq 86\%$ and $\leq 115\%$
Yellow	Utilization Rate	$\geq 71\%$ and $\leq 85\%$ or $\geq 116\%$ and $\leq 130\%$
Red	Utilization Rate	$\geq 131\%$ and $\leq 70\%$

While there are many areas of proposed new development within the DDSB's jurisdiction, the student yield from the new development areas are only included within individual school projections when phases of new subdivision areas have been registered. Once a subdivision has been registered, the actual construction of homes will start.

A registered plan of subdivision is a legal document that shows the exact surveyed boundaries and dimensions of lots on which houses are to be built, the location, width and names of streets and the sites of any schools and/or parks.

II. Enrolment and Capacity

The data within this document includes, for each school, five-year historical data, current enrolment and five-year projections.

In 2020, staff undertook a full review of all classrooms throughout the system to update the Ministry of Education loading of each room, to ensure all renovations and conversions have been captured and that purpose-built Kindergarten and Special Education rooms have been reflected. Staff will continue to review any renovations and conversions on an annual basis to ensure that school capacities are kept up to date. The capacities listed in this document are reflective of the Ministry of Education's School Facility Inventory System (SFIS) data base.

Further to the physical changes that have occurred within DDSB schools, the Ministry of Education, in the 2021-2022 Grants for Students Needs (GSN), funded the elementary class size average as follows: JK/SK – 25.57, Primary (Gr 1-3) – 19.8 and Junior & Intermediate (Gr 4-8) – 24.5, for an elementary class size average of 23.3 , a reduction of 0.8 from most recent years.

The Ministry of Education, in the 2021-2022 Grants for Students Needs (GSN), funded the average secondary class size for in-person learning at 23, while virtual learning (outside of remote learning, due to the pandemic) at 30. Loading of all secondary school spaces, currently rated at 21 have now been recalculated at 23. The recalculation of secondary loading has resulted in an increase of 2,125 student spaces in the system. The secondary school enrolments will be discussed in more detail (see Table 5 and 6 and Chart 3) and specific school data provided in Appendix A – Elementary and Secondary Summary Enrolment.

The changes in secondary classroom loading will have an impact on staffing and the number of rooms required by each secondary school. In addition, the Ministry of Education has announced that all secondary students have the option to learn virtually, rather than in-person. Currently, staff are not able to determine the implications of this option at the secondary level.

In April 2021, after a year long review and consultation of French as a Second Language (FSL) Program, Trustees approved the phasing out of (regular program) Kindergarten at single track French Immersion schools. The phasing out will commence for the 2022-2023 school year, with only Senior Kindergarten and no Kindergarten (Junior or Senior Kindergarten) for the 2023-2024 school year onwards for single track French Immersion schools. This will be discussed in more detail in Section 5 – Programs.

1) Combined Elementary and Secondary Enrolment vs Capacity

Table 1 illustrates the Board's overall capacity shortfall position by year, since 2015 inclusive of 2020. This information does not include enrolment for Durham Alternative Secondary School (DASS):

Table 1

	2015	2016	2017	2018	2019	2020
Total Enrolment	69,038	69,393	69,690	70,903	71,694	72,641
Capacity	68,825	68,696	70,273	71,965	72,214	71,258
Surplus / (-) Shortfall	-213	-697	583	1,062	520	-1,383
Utilization Rate	100%	101%	99%	99%	99%	102%

From 2015-2020, overall enrolment increased by 3,594, while capacity increased by 2,433 pupil places. The change in capacity is due to the construction of new schools and additions/renovations.

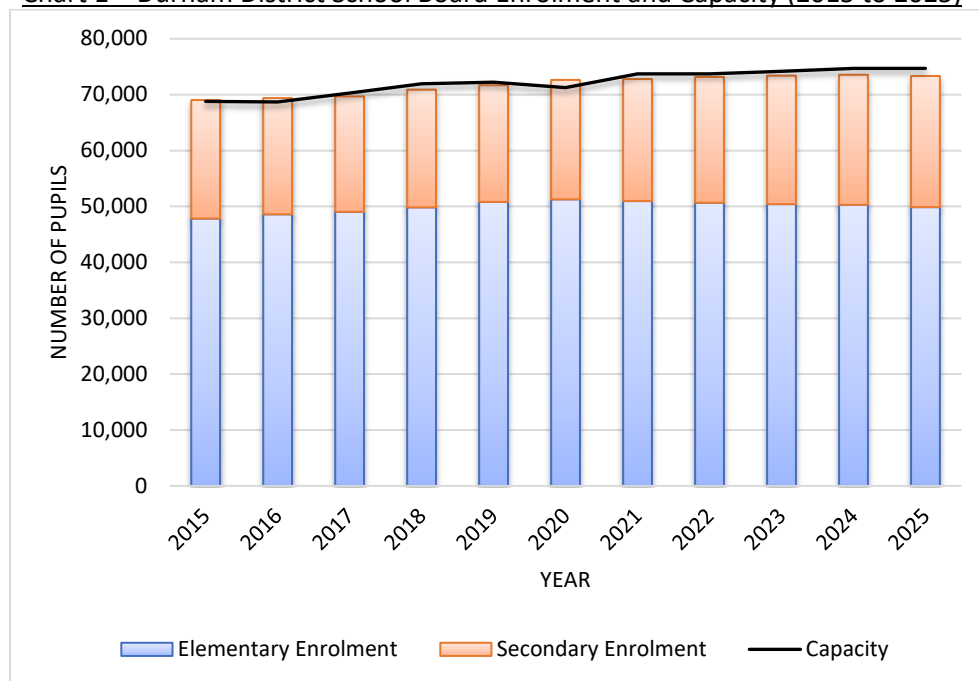
For 2021–2025, the projected overall enrolment capacity surplus/(shortfall) and projections are as follows in Table 2:

Table 2

	2021	2022	2023	2024	2025
Total Enrolment	72,800	73,172	73,410	73,555	73,343
Capacity	73,748	73,724	74,165	74,701	74,701
Surplus / (Shortfall)	948	552	755	1,146	1,358
Utilization Rate	99%	99%	99%	98%	98%

Chart 1, on the following page, shows the total combined elementary and secondary enrolments (historical, actual and projected) from 2015 to 2025, utilizing the Board's current SFIS capacities, along with the capacities for new schools based upon the projected year of opening, for each year.

As illustrated in this chart, the total enrolment of the DDSB will be slightly less than the total capacity through to 2025. In some areas, this will leave room for anticipated growth, while in other areas, possible school closures (when the Province allows for school closures at some point in the future).

Chart 1 – Durham District School Board Enrolment and Capacity (2015 to 2025)


2) Elementary Enrolment vs Capacity

From 2015-2020, the elementary enrolment capacity and surplus/(shortfall) data is provided in Table 3:

Table 3

	2015	2016	2017	2018	2019	2020
Elementary Enrolment	47,834	48,591	49,046	49,834	50,820	51,269
Elementary Capacity	45,767	46,472	48,109	49,801	49,801	48,953
Surplus/(-) Shortfall	-2,067	-2,119	-937	-33	-1,019	-2,316
Utilization Rate	105%	105%	102%	100%	102%	105%

From 2015, elementary enrolment increased by 3,435 students, while capacity increased by 3,186. The increase in capacity was as a result of new schools and additions/renovations. The overall elementary capacity decreased by 848 pupil places in 2020 as a result of a review of the loading of a built space for all elementary schools.

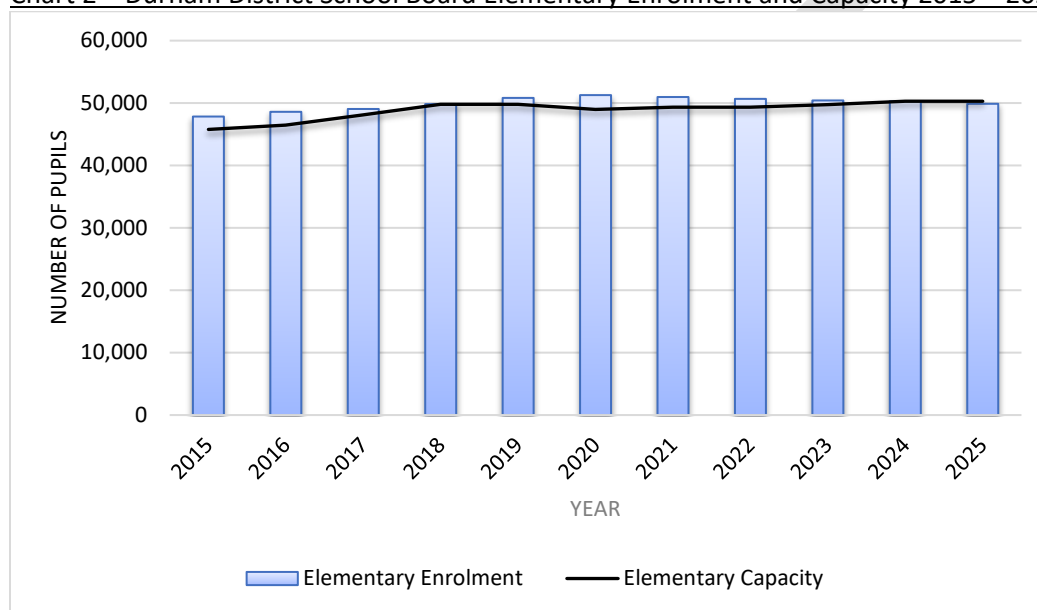
For 2021-2025, the projected elementary enrolment capacity and surplus/(shortfall) are as follows in Table 4.

Table 4

	2021	2022	2023	2024	2025
Elementary Enrolment	50,963	50,666	50,413	50,289	49,876
Elementary Capacity	49,334	49,310	49,751	50,287	50,287
Surplus/(Shortfall)	-1,629	-1,356	-662	-2	411
Utilization Rate	103%	103%	101%	100%	99%

Chart 2 below shows the total elementary enrolment and capacity from 2015 to 2025.

Chart 2 – Durham District School Board Elementary Enrolment and Capacity 2015 – 2025



A surplus of space combined with the future growth areas of the Board is a preferable position. However, utilizing the tools outlined within this document are an important part of the review process to ensure the available spaces are consistent with current and future needs.

3) Secondary Enrolment vs Capacity

From 2015-2020, the capacity shortfall has diminished in the secondary panel, as shown in Table 5:

Table 5

	2015	2016	2017	2018	2019	2020
Secondary Enrolment	21,204	20,802	20,644	21,069	20,874	21,372
Secondary Capacity	23,058	22,224	22,164	22,164	22,413	22,305
Surplus/(-) Shortfall	1,854	1,422	1,520	1,095	1,539	933
Utilization Rate	92%	94%	93%	95%	93%	96%

*Secondary Enrolment excludes DASS

From 2015-2020, secondary enrolment has decreased, or remained the same from 2015 to 2018. Secondary enrolment increased in 2019, remaining fairly stable in 2020. As identified in Table 5, secondary school capacity has decreased from 2015-2020 by 753 pupil places.

2021–2025 secondary enrolment projections, as identified in Table 6, reflect the current enrolment projections and capacity surplus/(shortfall) based on current enrolment projections and capacities, reflecting a loading of 23 for 2021 onwards:

Table 6

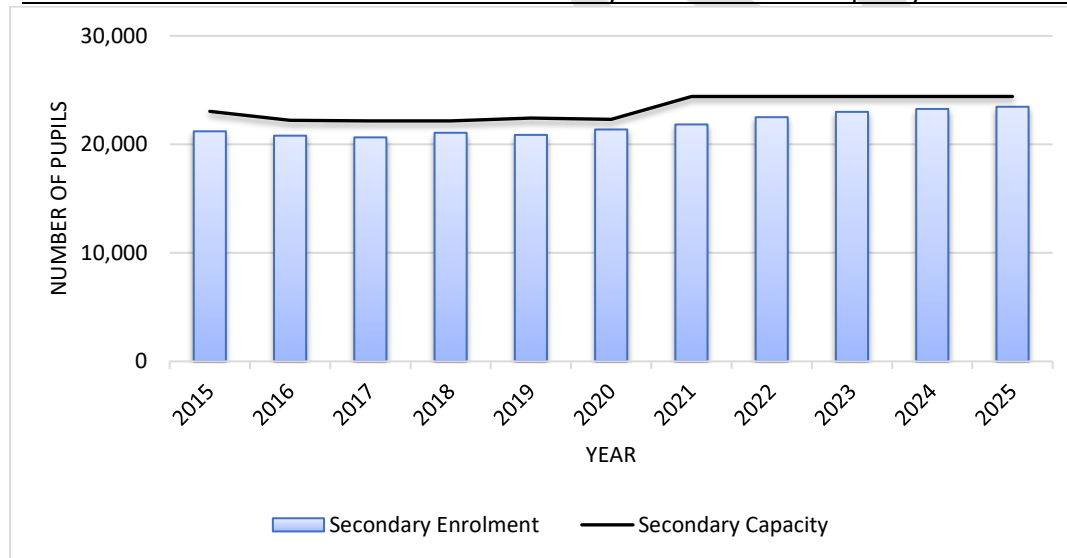
	2021	2022	2023	2024	2025
Secondary Enrolment	21,837	22,507	22,997	23,266	23,467
Secondary Capacity	24,414	24,414	24,414	24,414	24,414
Surplus/(-) Shortfall	2,577	1,907	1,417	1,148	947
Utilization Rate	89%	92%	94%	95%	96%

*Secondary Enrolment excludes DASS

Based on projections and current capacity, a surplus of space combined with the future growth areas of the Board are in a preferable position. However, utilizing the tools outlined within the document are an important part of the review process to ensure the available spaces are consistent with current and future needs.

Chart 3 shows the total secondary enrolment and capacity based on current conditions from 2015 to 2025.

Chart 3 – Durham District School Board Secondary Enrolments and Capacity 2015 – 2025



4) Factors Impacting Enrolment

There are various factors that can affect the enrolment at a school, both elementary and secondary. Changes in demographics is a contributing factor to the fluctuations in enrolment that the DDSB experiences. The demographic phenomenon known as Boom Bust Echo outlines the years that there can be increases and decreases expected in both elementary and secondary enrolments.

Table 7 below is a summary of the changes in enrolment that can be expected, by year.

Table 7

Generation	Years Born	Years starting Elementary	Years starting Secondary	Total Years of Generation	Enrolment Change
Boomers	1947-1966	1953-1972	1962-1981	19	Increase
Bust	1967-1979	1973-1985	1982-1994	12	Decrease
Echo	1980-1995	1986-2001	1995-2010	15	Increase
Children of Bust	1996-2008	2002-2014	2011-2023	12	Decrease
Children of Echo	2009-2024	2015-2030	2024-2039	15	Increase

A second factor that impacts secondary school enrolments is the retention of Grade 8 pupils into DDSB schools for Grade 9. Through an analysis of the 2019/20 school year grade 8 pupils and 2020/21 grade 9 pupils, it was determined that there was a total of 464 pupils that did not attend a DDSB secondary school for grade 9 that were grade 8 pupils the year prior. However, through further review, it was found that there were 400 grade 9 pupils attending DDSB secondary schools this current school year, that were not enrolled in a DDSB school for Grade 8 in 2019/2020.

Table 8 is a summary of the gain and loss of pupils, by secondary school, for an overall loss of 64 pupils in grade 9 for DDSB for the 2020/21 school year.

Table 8

School	In-person	<u>DDSB@Home</u>	TOTAL – GAIN Grade 9 pupils that did not attend DDSB for Grade 8	TOTAL – LOSS Grade 8 DDSB pupils that did not attend DDSB for Grade 9	Net Difference
Ajax HS	17	2	19	39	-20
Anderson CVI	8	0	8	11	-3
At Home	3	0	3	0	3
Brock HS	5	4	9	10	-1
Brooklin HS	47	2	49	19	30
DA Wilson SS	27	7	34	27	7
Dunbarton HS	14	5	19	59	-40
Eastdale CVI	17	3	20	20	0
GL Roberts CVI	3	1	4	20	-16
Henry Street HS	6	1	7	29	-22
J. Clarke Richardson Col.	25	4	29	40	-11
Maxwell Heights SS	24	5	29	18	11
O'Neill CVI	19	7	26	25	1
Live outside Durham	0	0	0	0	0

School	In-person	DDSB@Home	TOTAL – GAIN Grade 9 pupils that did not attend DDSB for Grade 8	TOTAL – LOSS Grade 8 DDSB pupils that did not attend DDSB for Grade 9	Net Difference
Pickering HS	30	3	33	29	4
Pine Ridge SS	15	7	22	45	-23
Port Perry HS	21	1	22	9	13
RS McLaughlin CVI	16	6	22	32	-10
Sinclair SS	11	4	15	24	-9
Uxbridge SS	28	2	30	8	22
TOTAL	336	64	400	464	-64

III. Out-of-Area Pupils

Appendix D is a summary of out of area data for each elementary school, by municipality. The data gives the detail on which schools the students are attending as out of area. This information is critical for lower enrolment schools and creating opportunities for student retention. The out of area tables, summarized in Appendix D, includes pupils that are in regular program or pupils not attending their designated French Immersion school. In a single-track French Immersion school, all JK/SK students would be listed as out of area.

Two elementary schools offer the Modified calendar (CE Broughton PS and Winchester PS). Pupils attending either of these two schools for the Modified calendar cannot be differentiated in the download of registrations. Therefore, Modified calendar pupils are shown as out of area.

From the information found in Appendix D, Table 9 outlines the elementary schools with 50 or more pupils attending as out of area.

Table 9

School Name	Capacity	February 2021 Enrolment	2020-2021 Portables in Use*	February 2021 Out of areas
CE Broughton PS	354	334	2	51
Winchester PS	570	484	1	87

* Portables allocated to accommodate full in-person enrolment

Appendix D also reflects out of area data for each secondary school. This only includes pupils that are in regular program. This information is critical for lower enrolment schools and creating opportunities for student retention. However, Performing Arts (O'Neill CVI) pupils cannot be differentiated from regular program pupils in the download of registrations. Therefore, Performing Arts pupils are shown as out of area.

From the information found in Appendix D, Table 10 outlines the secondary schools with 50 or more pupils attending as out of area.

Table 10

School Name	Capacity	February 2021 Enrolment	2020-2021 Portables in Use*	February 2021 Out of areas
Ajax HS	1513	1256	0	56
Anderson CVI	1099	756	0	120
Donald A Wilson SS	1375	1655	12	66
Eastdale CVI	1173	1008	0	80
Henry Street HS	1007	854	0	68
J Clarke Richardson CI	1559	1816	14	100
Maxwell Heights SS	1257	1629	10	108
O'Neill CVI	1380	1362	0	265
Pickering HS	1835	1897	4	169
RS McLaughlin CVI	1191	1161	5	88

* Portables allocated to accommodate full in-person enrolment and does not include Grove portables

Maxwell Heights SS and J. Clarke Richardson CI data include some transition of students from former boundary revisions.

Maxwell Heights SS had some transitioning approved from the current O'Neill CVI's boundary in 2009. Of the 108 out of area students at Maxwell Heights SS, 61 are from O'Neill CVI's boundary. The transitioning provision was granted to families in the Kedron PS boundary and allowed students and any siblings, to attend Maxwell Heights SS, based on their address at that time.

Effective September 2018, a portion of students in the elementary catchment area of Roland Michener PS and Lord Elgin PS began to transition, starting with grade 9's, to Ajax HS from their former home school J. Clarke Richardson CI. Of the 100 out of area students identified at J. Clarke Richardson CI, 32 of the students are currently identified as residing in the Ajax HS boundary.

IV. Pupil Accommodation Review Guideline Update

The existing Pupil Accommodation Review Guideline (PARG), dated March 2015, aligns with the Board's Procedure #7113: Pupil Accommodation Review. This Guideline is a revision of the original PARG from 2009.

In June 2017, the Ministry put a hold on any future school accommodation reviews due to concerns from rural and northern communities affected by school closings. At the time, the Ministry committed to revising the Pupil Accommodation Review Guidelines after consultation from the community, municipalities and school boards.

On February 9, 2018, the Ministry released a draft PARG, January 2018. Feedback on the draft PARG was taken into consideration resulting in the revised Ministry of Education PARG, April 2018.

To date, with the transition in government, there have not been any updates regarding Pupil Accommodation Review Guidelines.

V. Elementary Schools with Enrolments 250 or Less

The schools listed in Table 11 include all elementary schools with a current enrolment of 250 students or less.

Table 11

Schools	Capacity	Actual Enrolment February 2021	Projected Enrolment October 2021	Projected Enrolment October 2022	Projected Enrolment October 2023	Projected Enrolment October 2024	Projected Enrolment October 2025
Claremont PS	187	160	162	160	154	163	168
Beau Valley PS	236	217	211	212	212	217	213
Dr. Roberta Bondar PS	305	198	194	187	175	163	153
Duffin's Bay PS	397	196	194	189	191	188	184
Fairport Beach PS	328	230	228	250	267	287	312
Goodwood PS	213	218	221	220	217	215	212
Greenbank PS	141	139	129	129	135	127	125
Hillsdale PS	233	131	133	132	131	132	118
Lord Elgin PS	282	192	196	197	201	201	205
Mary Street CS	0	180	185	193	196	187	188
Roland Michener PS	248	249	240	229	223	230	227
Rosebank PS	190	203	193	190	191	190	184
Thorah Central PS*	230	130	139	150	156	160	167

* Consolidation into rebuilt Beaverton PS for 2023 will result in enrolments greater than 250

Each small school enrolment is unique. A school could be in an isolated area resulting in a smaller enrolment, it could be used to accommodate future developments or be considered for future closure/consolidations.

All small enrolment schools can result in class sizes smaller than the Ministry of Education's funding formula. In the 2021-2022 Grants for Students Needs (GSN), the Ministry funded the elementary class size average as follows: JK/SK – 25.57, Primary (Gr 1-3) – 19.8 and Junior & Intermediate (Gr 4-8) – 24.5, for an elementary class size average of 23.3. For a small enrolment school to be staffed at the DDSB class size averages, there is the potential for triple grade splits. Staff will continue to monitor schools with small enrolments.

2. New Development

I. Future School Site Needs

The DDSB will witness steady enrolment growth over the next 20 years as large development areas within the Durham Region are constructed. For DDSB, these areas include:

1. Seaton Planning Area – Pickering

Within the north rural area of Pickering, the Seaton community is planned to provide homes for 70,000 people. Through the planning process, a total of 13 elementary and 2 secondary school sites are reserved to accommodate the generated pupils. Existing Pickering schools are being utilized as holding schools for the Seaton development area until such time that enough pupils are generated to receive Ministry approval and funding for the construction of schools within the area.

2. West Whitby Planning Area – Whitby

The western lands of Whitby will ultimately accommodate a community of 26,000 people. Within the area, the DDSB has 5 elementary sites and 1 secondary school site reserved to accommodate future growth. Until such time that there are sufficient pupils generated to construct schools within the new development area, existing schools within Whitby are being utilized as holding schools.

3. Kedron Planning Area – Oshawa

Located north of Conlin Road and east of Ritson Road North, the Kedron Planning area is proposed to accommodate a community of 23,500 people. Within the area, there is the need for 6 elementary and 2 secondary schools. As with the other new development areas, pupils will be accommodated at existing schools until there is justification to construct a new school.

4. Brooklin Expansion – Whitby

The future expansion of the Brooklin area will occur north and west of the current Brooklin community. Through the expansion of Brooklin, the population is estimated to increase by 56,000 people. Within the expansion area, there is a need for 9 elementary and 2 secondary schools. As with the other new development areas, pupils will be accommodated at existing schools until the justification to construct a new school can be sought.

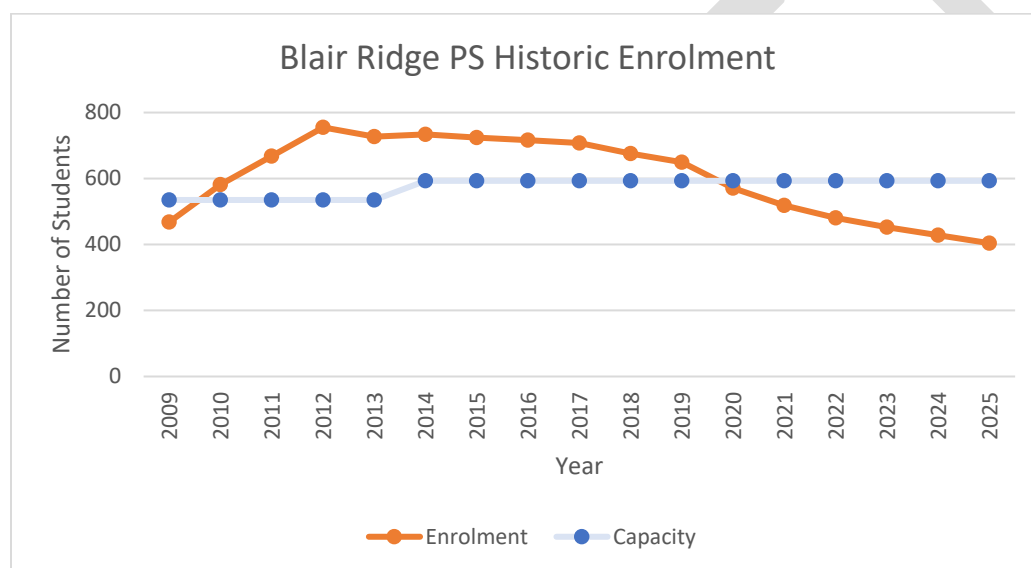
Overall, while the Board continues to experience growth, there will be a need for a total of 33 elementary and 7 secondary schools to accommodate these large new community areas, as follows:

Seaton	13 elementary	2 secondary
West Whitby	5 elementary	1 secondary
Kedron	6 elementary	2 secondary
Brooklin	9 elementary	2 secondary
Totals	33 elementary	7 secondary

While new development areas create the need for new school construction, there is a cycle of enrolment growth and stabilization that occurs. Schools are constructed to accommodate the expected mature and stable population of a neighbourhood, not the peak population. Hence, the need for portable classrooms. If a school shows signs, after several years, of retaining a higher than capacity enrolment, additions can be constructed to allow for the long-term accommodation of pupils without the need for many portables. However, the DDSB has witnessed a further decrease in enrolment at schools, after the construction of an addition.

The following chart shows the enrolment of Blair Ridge PS from its 2009 opening, through to the projected 2025 enrolment. This is an example of a school in a new development area, and the cycle of enrolment growth. The decline in enrolment for this school has started. While enrolment grew quickly upon opening of the school, enrolment has reached its peak, and is starting to decline to a stable enrolment. During the peak enrolment, there were community requests for an addition, however, the enrolment cycle shows that an addition is not required.

Chart 5



II. Holding Schools

Several schools have been designated as holding schools throughout the Region, accommodating new pupil yields from current new development areas. Table 12 lists the current holding schools, based on the development name.

As future development areas start construction, additional holding schools will be determined. Existing holding schools can also change if additional students cannot be accommodated at the current holding school. The School Locator, available on DDSB's website at <https://www.ddsb.ca/en/our-schools/find-a-school.aspx> provides updated home school information.

Table 12

Municipality	Development Name	Elementary Holding Schools	Secondary Holding Schools
Pickering	Seaton (Brock Road)	Valley Farm PS	Pine Ridge SS
	Seaton (Mattamy)	Highbush PS/Westcreek PS	Dunbarton HS
	Seaton - Thompson's Corners	Claremont PS	Dunbarton HS
Ajax	Shoal Point	Bolton C. Falby PS	
	Shoal Point	Carruthers Creek PS	
	Duffin's Village, Stonebury Gate	Eagle Ridge PS	
	Stonebury Gate, The Enclave	Alexander Graham Bell PS	
	Castlefields	Lincoln Alexander PS	
Whitby	West Whitby - Country Lane, Park Vista	Ormiston PS	Donald A. Wilson SS
	West Whitby - Hiddenbrook, Queens Common	Col. JE Farewell PS/West Lynde PS	Henry Street HS
	West Whitby - Chelsea Hill, Whitby Meadows	EA Fairman PS	Henry Street HS
	West Whitby - Chelsea Hill, Whitby Meadows	Glen Dhu PS	Donald A. Wilson SS
Oshawa	The Fields of Harmony	Seneca Trail PS	
	Winchester Estates - Menkes	Beau Valley PS	Eastdale CVI
	The Heights of Harmony - Minto	Sherwood PS	Eastdale CVI
	Homeward Hills - Sorbara	Sherwood PS	Eastdale CVI
	Tanglewood - Medallion	Norman G Powers PS	Eastdale CVI
	Dreamscape - Fieldgate	Norman G Powers PS	Eastdale CVI
	City Homes (development name TBD)	Norman G Powers PS	Eastdale CVI
	U.C.	Sunset Heights/Stephen Saywell PS/Dr SJ Phillips PS	RS McLaughlin CVI

School sites are purchased and built upon, given need and funding justified to the Ministry of Education. The Durham District School Board has a very good track record of sites purchased and built upon.

Table 13 identifies all school sites purchased by the Durham District School Board, and schools justified/opening to date, over the past five years. This table also provides the insight required by staff to project needs into the future.

Table 13

School Name	Municipality	Purchased	Opening Date
Willows Walk PS	Whitby	January 2008	September 2021
Northern Dancer PS	Oshawa	August 2010	September 2018
Rosemary Brown PS	Ajax	January 2011 and November 2011	September 2021
Michaelle Jean PS	Ajax	October 2013	September 2015
Jeanne Sauvé PS	Oshawa	July 2014	September 2016
Viola Desmond PS	Ajax	May 2016	September 2018
Elsie MacGill PS	Oshawa	October 2017	September 2019
Fernbrook North Site	Brooklin	December 2017	NA
North Oshawa SS Site	Oshawa	August 2020 and January 2021	NA

III. Conversion Lands and Future Residential Lands

The Region of Durham, as part of Envision Durham's Growth Management Study, accepted requests for employment area conversions. Employment areas are lands primarily set aside for manufacturing, warehousing and industrial uses. Employment area conversion allows the designation to change, permitting the land to be used for residential purposes (homes) or other non-employment uses.

A summary of all employment area conversion requests finds that there were requests for conversions of employment lands in all municipalities of Durham, with the exception of the Township of Uxbridge. The majority of requests to convert employment lands to residential were in the Town of Ajax, for the employment lands around J. Clarke Richardson CI and in the Town of Whitby, along Dundas Street, within the boundary of Henry Street HS.

Review of the conversion requests, through a land needs assessment, will determine how much land and what conversion requests are accepted in draft for the fall of 2021.

IV. Minister's Zoning Order

The *Planning Act* authorizes the Minister of Municipal Affairs and Housing to make zoning orders for regulating the use of land and the location, use, height, size and spacing of buildings and structures. A zoning order was requested by the City of Pickering with the support of the Regional Municipality of Durham and approved by the Province. A Minister's Zoning Order supersedes the development approval process and therefore there is no review process or consultation with agencies, such as school boards.

This Minister's Zoning Order, referred to as Ontario Regulation 607/20, affects lands at north of Bayly Street and east of Squires Beach Road in Pickering. The lands are approved for a variety of uses including 1650 residential apartments, of which 150 are identified as affordable housing. Typically, high density development, including apartment units, are not occupied by a high rate of families. DDSB would expect to see a total of 115 elementary students, however those students will be phased in as units are built and occupied, over a number of years.

The lands fall within the current boundary of Sir John A. MacDonald PS and Pine Ridge SS boundary. To date, there is no timing of construction for any of these residential apartment units.

3. Site Status

The DDSB has various non-operational school sites which fall under 3 categories: former/closed school sites, surplus school sites as well as owned future construction sites.

I. Former/Closed School Sites

There are no sites identified under the former/closed school site category.

II. Surplus Sites

Currently, there are seven school sites that have been declared surplus and have been circulated under Regulation 444/98.

- 555 Rossland Road, former Administrative Building (vacant site—building demolished)
- Athabasca PS (sale of site being finalized)
- Cartwright HS
- HW Knight PS (vacant site—building demolished)
- Palmerston PS (vacant site—building demolished and sale of site being finalized)
- Ritson PS (under Ontario Regulation 444/98 circulation)
- Undeveloped school site Garrard Road

III. Board Owned Construction Sites

The DDSB currently owns five elementary school sites and one secondary school site within new development areas, for the potential of future new school construction. These sites include:

- Unnamed Ajax PS (Rushworth Drive/Hollier Drive)
- Unnamed North Ajax PS (Williamson Drive West/Harwood Avenue North)
- Unnamed Brooklin PS (Cachet Boulevard/Carnwith Drive East)
- Unnamed Oshawa PS (Whitelaw Avenue/Glenbourne Drive)
- Unnamed North Oshawa SS (Bridle Road/Windfields Farm Drive East)
- Unnamed Scugog PS (Union Avenue/Earl Cuddie Boulevard)

The DDSB is currently finalizing the purchase of Unnamed North Oshawa PS (Windfields Farm Dr West/Craftman Drive).

4. New Construction

While there was substantial growth through the 70's and 80's within Durham Region, pockets of growth have continued to occur through the late 90's and into the 2000's in Ajax, Whitby and Oshawa. Continuing in areas where the generation of pupils meets the Ministry of Education's criteria for new school construction, Capital Priorities have been submitted upon Ministry request.

Since 2015, the Board has significantly improved the educational environment for staff and students. Improvements to accommodations have occurred through various projects:

- From 2015-2020, DDSB has constructed 6 elementary schools and 1 secondary school
 - A total of 4,462 pupil places

- From 2015–2020, additions were constructed at 2 elementary schools and 2 secondary schools
 - A total of 375 new pupil places
- Ministry approvals to open four new elementary schools, a replacement of modular facility at Mary Street Community PS and a replacement school for Beaverton PS
 - A total of 2,446 new pupil places
- Portable Replacement Program – an additional 30 air-conditioned portables will be added to the current 190 air-conditioned portables in the summer of 2021.

The sub-sections below outline the construction projects since 2015 that have met the Ministry of Education's criteria and received funds and approvals for construction:

Pickering

- Claremont PS addition (2018)

Ajax

- Michaelle Jean PS (2015)
- Viola Desmond PS (2018)
- Rosemary Brown PS (2021)

Whitby

- Brooklin HS (2015)
- Willows Walk PS (2021)

Oshawa

- Vincent Massey PS addition (2015)
- Jeanne Sauvé PS (2016)
- Forest View PS (2016)
- Village Union PS relocation into renovated former Oshawa Central CI (2017)
- Eastdale CVI addition (2018)
- RS McLaughlin CVI addition (2018)
- Northern Dancer PS (2018)
- Elsie MacGill PS (2019)

Brock, Scugog and Uxbridge

- No new construction from 2015 to present
- For September 2023, the rebuilt school on the Beaverton site to accommodate the consolidation of Beaverton PS and Thorah Central PS is planned to open and will include a Child Care Centre.

Capital Priorities Program

On March 24, 2021, the Ministry of Education, Capital and Business Support Division, launched the 2021-2022 Capital Priorities Program.

The Ministry of Education requested that school boards submit Capital Priorities for funding, to identify their most urgent and pressing accommodation needs for May 21, 2021.

The DDSB submitted the following Capital Priorities:

1. Unnamed North Oshawa SS (Bridle and Windfields Farm, Oshawa) – Grade 9 to 12 regular program school

2. Clara Hughes PS (Oshawa) 6 classroom and 2-room Child Care addition
3. Unnamed Pickering Seaton PS (Burkholder and Azalea, Pickering) with a 4-room Child Care
4. Unnamed North Oshawa PS (Symington and Steeplechase, Oshawa) with a 4-room Child Care
5. Unnamed West Whitby PS (Cisco and Limoges, Whitby) with a 4-room Child Care

The Board's previous Capital Priorities requests submitted in September 2019 resulted in the following Ministry approvals:

- Unnamed Pickering Creekwood PS (Brock and Rossland, Pickering) with a 4-room Child Care, to open September 2024
- Unnamed North Oshawa PS (Simcoe and Conlin, Oshawa) with a 4-room addition, to open September 2023
- Modular rebuild Mary Street Community School (Oshawa) located on City of Oshawa owned lands, to open September 2023

Along with the September 2019 request for Capital Priorities, the Ministry of Education requested any Child Care requests. The Capital priorities requests did not propose any pupil place additions to existing schools, therefore there were no eligible Child Care projects.

Based on the 2017 Business Case Submissions/Capital Priorities requests, the following Child Care projects were approved and funded and are under construction or will be under construction and opening for the 2021-2022 school year:

1. Bayview Heights PS – Infant, Toddler and Preschool Child Care
2. Bobby Orr PS - Infant, Toddler and Preschool Child Care
3. Dr. Roberta Bondar PS – Infant, Toddler and Preschool Child Care
4. Glengrove PS – Preschool Child Care room
5. McCaskill's Mills PS – Infant Child Care room
6. Roland Michener PS – Infant Child Care room
7. Winchester PS - Infant, Toddler and Preschool Child Care
8. Lakeside PS – Infant, Toddler and Preschool Child Care

The following schools' Child Care projects received initial approvals, however there are further stages of Ministry approval that need to be met for a project to commence:

1. Seneca Trail PS – Infant, Toddler and Preschool Child Care
2. Scott Central PS - Infant, Toddler and Preschool Child Care
3. Vaughan Willard PS – Infant and Toddler Child Care rooms
4. Sunderland PS – Infant, Toddler and Preschool Child Care
5. Rosebank Road PS – Infant, Toddler and Preschool Child Care

These projects are currently in one of these stages:

- approval to proceed to tender based on detailed project budget estimate acceptable to the Ministry and
- post tender approval if the tender exceeds the approved funding amount.

Each stage requires Ministry approval prior to proceeding to the next step.

5. Programs – French Immersion, Gifted and Modified

I. French Immersion (FI) Schools, French as a Second Language (FSL) Review and French Immersion Participation Rates

Over the last several years, boundary adjustments, program relocation and new school construction has occurred to accommodate the growth that is being witnessed in the program. As of 2015, the following schools were affected:

- Whitby (2015) - Sinclair SS/Donald A. Wilson SS
- Ajax (2015) – Michaelle Jean PS/Romeo Dallaire PS
- Whitby (2016) – John Dryden PS /Julie Payette PS
- Oshawa (2016) – Jeanne Sauve PS/Seneca Trail PS
- Ajax (2021) – Rosemary Brown PS

As enrolment within the program continues to increase, there will be the need to continue to create new program locations within the municipalities, whether through single track or dual track schools. Appendix E and F are scatter gram maps showing the distribution of elementary and secondary French Immersion program pupils.

After the commencement of a program review at Maple Ridge PS in January 2020, where staff proposed to relocate the Regular program students to Vaughan Willard PS, making Maple Ridge PS a single-track French Immersion PS, Trustees approved a motion for Durham District School Board (DDSB) to conduct a review of French as a Second Language (FSL) programming.

II. French as a Second Language (FSL) Review

An FSL Review commenced in the Spring of 2020. The purpose of the DDSB FSL Review was to examine the challenges and successes of the District's FSL programs, identify needs and recommend strategies to ensure high quality, inclusive education for all students.

The goal of the review was to ensure that as an English language school board, DDSB can provide sustainable and quality FSL programming across the District, while ensuring the viability of English programming at dual track schools. The year-long process incorporated research into FSL programming, feedback received through public consultations and considered operational pressures in order to provide draft recommendations.

After extensive review and consultation into the FSL programming, staff made three recommendations to adjust FSL programming for the Board's consideration, with the intent of supporting sustainable growth for French Immersion (FI) while balancing robust FSL and English programming within the DDSB.

The three recommendations are provided below, and more detail regarding the review is available on the Board's website at the following link <https://www.ddsb.ca/en/programs-and-learning/fsl-programs-review.aspx> with the final Board Report, dated April 19, 2021, available at <https://calendar.ddsb.ca/meetings/Detail/2021-04-19-1900-Board-Meeting/8c361b6f-f3c0-4b9e-b089-ad1100fab489>

Recommendation 1: Phase out Kindergarten in all single-track French Immersion (FI) schools. Given the capacity issues at FI schools, removing the English Kindergarten program is designed to provide more flexibility within schools to focus on FI classrooms.

Recommendation 2: Charge a partial fee for the Diplôme d'Études en Langue Française (DELFF) Examination. It is recommended that DDSB charge students a fee for the DELF Exam that is a percentage of the actual cost incurred by

the DDSB. Where economic hardship prevents the paying of the fee, the DDSB will fully subsidize the cost for those students.

Recommendation 3: Adjust FSL Programming. Given the current growth in demand for FI programming and the challenges outlined in the FSL Review, the status quo of growing the FI program without interventions is not sustainable, nor in the best interest of quality French programming within Core French and French Immersion. Furthermore, there is a need to address the negative impact on the English programs in dual-track schools that have diminishing populations of English students. In this regard, it is noted that the Ministry of Education has recently passed policy that funding for new school builds cannot be used for single-track FI schools in English language boards. Moving forward, the DDSB is required to consider FI offerings in new school builds within the context of dual-track schools. Recommendation 3 has three options. The viability and utility of each option in managing FSL programming is predicated on the trade-offs embedded within the option as a package.

- **OPTION 1:** Expand Core French in the Primary grades/Initiate an Extended French program (Gr. 7 entry)/Reduce FI to 50% of the program being taught in French in the Primary grades/Cap FI enrollment.
- **OR OPTION 2:** Expand Core French in the Primary grades/Move the FI entry point from Grade 1 to Grade 4 with 100% intensity in Grade 4, 80% in Grades 5-7 and 50% in Grade 8.
- **OR OPTION 3:** Expand Core French in the Primary grades/Move the FI entry point from current Grade 1 to Grade 2 with 100% intensity in Grades 2 and 3 and 50% in the Junior and Intermediate grades/Cap FI enrollment.

Approved Outcome:

At the April 19, 2021 Board Meeting, Trustees approved Recommendation 1 – to Phase out Kindergarten in all single-track French Immersion (FI) schools. Given the capacity issues at FI schools, removing the English Kindergarten program is designed to provide more flexibility within schools to focus on FI classrooms.

As a result of the Trustees decision, Junior Kindergarten will be phased out of all single-track French Immersion schools for September 2022, with Senior Kindergarten being phased out for September 2023. As noted previously, this option provides more flexibility for classroom space within the single-track FI schools. The impact on the student participation rate, as a result of this change, will be determined over the coming years.

Table 14 shows the elementary participation rates for French Immersion for 2015, 2019 and 2020. The participation rate in the French Immersion program from 2015 to 2019 continued to increase overall, as well as in each municipality.

The 2020 enrolment data, when compared to 2015, identifies increased participation rates across the district, with the exception of Ajax, which declined by .5%. However; comparing the 2019 and 2020 French Immersion participation rates, there was an overall decline from 17.49% in 2019 to 16.82% in 2020, with Uxbridge being the only municipality to have a (slight) increase in its participation rate from 20.68% to 20.77%. The pandemic and need for students to switch to virtual/DDS@home learning at times throughout the school year, may have had an impact on students' ability and a family's choice to continue, or to choose the French Immersion program during these challenging times.

Table 14

	2015 Grade 1-8 Enrolment	2015 French Immersion Enrolment	2015 Participation Rate	2019 Grade 1-8 Enrolment	2019 French Immersion Enrolment	2019 Participation Rate	Difference 2015 to 2019	2020 Grade 1-8 Enrolment	2020 French Immersion Enrolment	2020 Participation Rate	Difference 2015 to 2020
Pickering	5,351	950	17.75%	5,757	1,187	20.62%	2.86%	5,586	1,138	20.37%	2.62%
Ajax	8,898	1,502	16.88%	9,624	1,716	17.83%	0.95%	9,896	1,621	16.38%	-0.50%
Whitby	10,525	1,868	17.75%	10,894	2,056	18.87%	1.12%	11,024	2,014	18.27%	0.52%
Oshawa	10,004	1,185	11.85%	11,503	1,538	13.37%	1.53%	11,788	1,547	13.12%	1.28%
Uxbridge	1,530	299	19.54%	1,446	299	20.68%	1.14%	1,420	295	20.77%	1.23%
Scugog	1,661	333	20.05%	1,506	345	22.91%	2.86%	1,487	328	22.06%	2.01%
Brock	874	119	13.62%	890	140	15.73%	2.11%	944	144	15.25%	1.64%
TOTALS	38,843	6,256	16.11%	41,620	7,281	17.49%		42,145	7,087	16.82%	
AVERAGE			16.78%			18.57%	1.80%			18.03%	1.26%

Table 15 shows the secondary participation rates for French Immersion for 2015, 2019 and 2020. From 2015 to 2019, while there was an overall decline in secondary enrolment, the enrolment within the French Immersion program has continued to increase.

For 2020, the secondary enrolment decreased, compared to both 2015 and 2019. The 2020 French Immersion details by school also include a separate enrolment for DDSB@home students, who are from across the district. Overall there was a decrease in Secondary French Immersion enrolment in 2020 with a 4.81% participation rate, compared to 2019 at 8.07%.

With the French Immersion program created at Dunbarton HS in 2014, the total for French Immersion within the Town of Ajax and the City of Pickering is combined, as French Immersion enrolment and programs crossed municipal boundaries. The breakdown by each municipality is shown for reference purposes only. The participation rates, by municipality, for the 2020 data is skewed due to the DDSB@home component.

Table 15

	2015 Grade 9- 12 Enrolment	2015 French Immersion Enrolment	2015 Participation Rate	2019 Grade 9- 12 Enrolment	2019 French Immersion Enrolment	2019 Participation Rate	Difference 2015 to 2019	2020 Grade 9- 12 Enrolment	2020 French Immersion Enrolment	2020 Participation Rate	Difference 2015 to 2020
Ajax/Pickering	7,658	518	6.76%	7,256	640	8.82%	2.06%	7,482	412	5.51%	-1.26%
Ajax	2,730	390		4,779	413	8.64%		4,969	278	5.59%	
Pickering	4,928	128		2,477	227	9.16%		2,513	134	5.33%	
Whitby	5,326	313	5.88%	5,654	538	9.52%	3.64%	5,799	299	5.16%	-0.72%
Oshawa	5,474	243	4.44%	5,460	301	5.51%	1.07%	5,598	96	1.71%	-2.72%
Uxbridge	1,214	90	7.41%	1,100	107	9.73%	2.31%	1,099	66	6.01%	-1.41%
Scugog/Brock	1,532	113	7.38%	1,404	99	7.05%	-0.32%	1,394	36	2.58%	-4.79%
DDSB@home	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	120	N/A	N/A
TOTALS	21,204	1,277	6.02%	20,874	1,685	8.07%		21,372	1,029	4.81%	
AVERAGE			6.37%			8.27%	1.75%			4.40%	-2.18%

* Secondary enrolment is reported by school including in-school and DDSB@home. 2020 French Immersion student data for DDSB@home, by home school, is not available.

III. Gifted

There have been minimal changes to the Gifted program locations over the last several years. Enrolment in the elementary Gifted program peaked at 1,006 students in the 2013-2014 school year and has been declining since then. The decrease in gifted students can be explained in part by new testing that was initiated in the 2014 school year. For the 2017/18 school year, there was a return to the previous testing model, which resulted in an increase in the Gifted Program projections. However; 2018-2019 through to 2020-2021 continued to show an elementary Gifted enrolment decline, as outlined in Table 16. The elementary Gifted program projections for each school can be found in Appendix B.

Appendix G and H are scatter gram maps showing the distribution of elementary and secondary Gifted program pupils.

Table 16

Year	4	5	6	7	8	Total	Total Enrolment	Gifted Percentage
2005-2006	113	109	126	133	126	607	47,145	1.29%
2006-2007	139	135	120	133	133	660	46,950	1.41%
2007-2008	134	160	148	126	136	704	46,559	1.51%
2008-2009	153	162	174	166	134	789	46,379	1.70%
2009-2010	141	170	157	174	158	800	46,195	1.73%
2010-2011	181	157	189	166	172	865	46,166	1.87%
2011-2012	163	194	167	191	168	883	46,235	1.91%
2012-2013	187	196	198	185	195	961	46,635	2.06%
2013-2014	184	210	212	214	186	1006	46,949	2.14%
2014-2015	77	204	222	224	213	940	47,397	1.98%
2015-2016	70	91	208	222	223	814	47,834	1.70%
2016-2017	65	91	102	227	239	724	48,591	1.49%
2017-2018	100	106	113	109	231	659	49,046	1.34%
2018-2019	121	97	87	117	109	531	49,834	1.07%
2019-2020	76	125	106	92	115	514	50,813	1.01%
2020-2021	59	59	87	79	75	359	51,237	0.70%

As seen in Table 17, secondary Gifted enrolment has fluctuated during the timeframe that is shown. The program reached the highest enrolment in the 2008-2009 school year with 555 pupils. The lowest enrolment is the 2019-2020 school year with 276 pupils, representing 1.29% of the total secondary enrolment. The Gifted enrolment increased for the 2020-2021 with 348 students, or 1.63% of secondary students enrolled in Gifted programming.

Table 17

Secondary Gifted Program Enrolment			
Year	Total	Total Enrolment	Gifted Percentage
2005-2006	412	23,073	1.79%
2006-2007	390	23,364	1.67%
2007-2008	469	23,676	1.98%
2008-2009	555	23,567	2.35%
2009-2010	526	23,674	2.22%
2010-2011	281	23,110	1.22%
2011-2012	333	22,769	1.46%
2012-2013	299	22,531	1.33%
2013-2014	287	21,709	1.32%
2014-2015	320	21,127	1.51%
2015-2016	328	21,204	1.55%
2016-2017	324	20,802	1.56%
2017-2018	398	20,779	1.92%
2018-2019	365	21,069	1.73%
2019-2020	276	21,333	1.29%
2020-2021	348	21,372	1.63%

IV. Modified

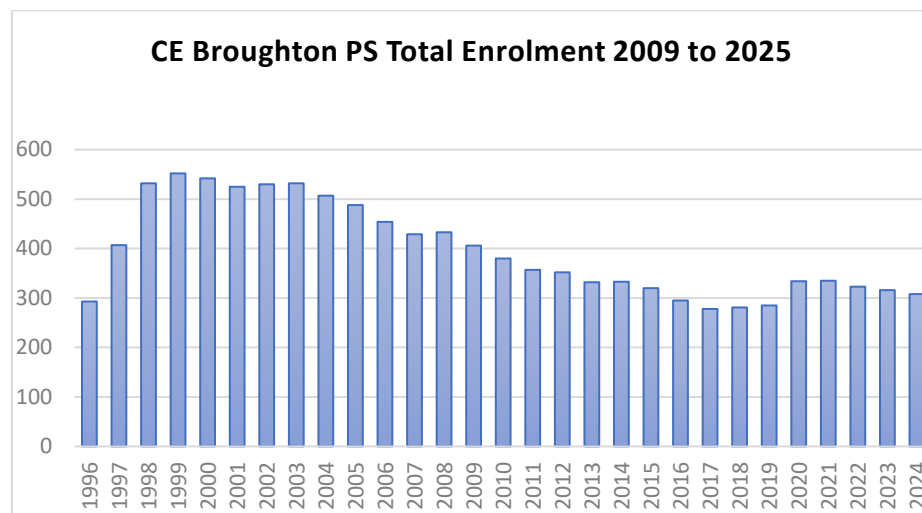
The Durham District School Board (DDSB) has two elementary schools that offer a Modified calendar year:

- CE Broughton PS
- Winchester PS

CE Broughton PS opened in September of 1996. The school has a Regular calendar year boundary, which has not changed since the school opened, and a Modified calendar year boundary, open to students across the DDSB's jurisdiction.

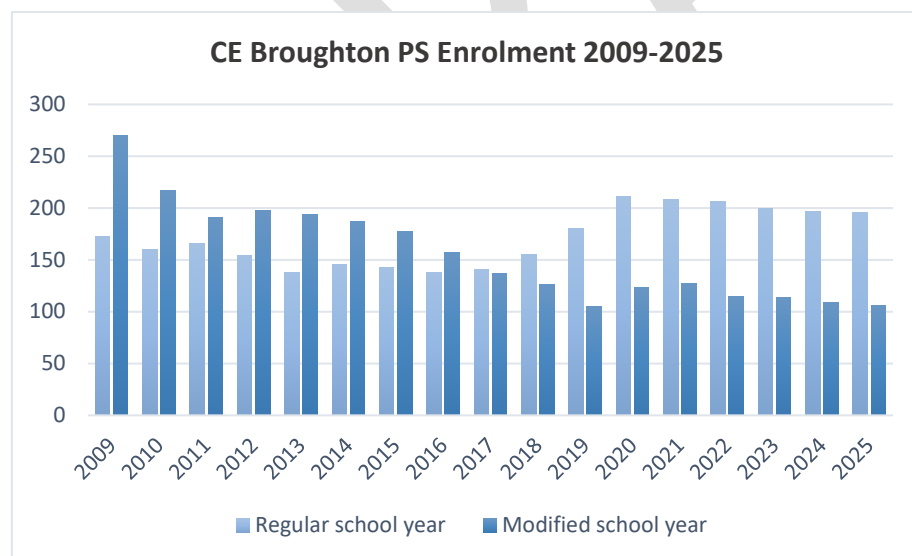
Winchester PS opened in September 1999. The school has a Regular calendar year boundary and a Modified calendar year boundary available to students who reside in Brooklin.

Chart 6 shows the combined Regular calendar year and Modified calendar year enrolment from the school opening in 1996 through to the projected 2025 enrolment.

Chart 6

CE Broughton PS's total enrolment peaked in 1999 at 552 students. The enrolment has been in a general decline since 2003, however in 2020, there was a 17% increase in the school's total enrolment.

The following chart reflects the enrolment of the two programs from 2009 through to 2025. Both the Regular calendar year and Modified calendar years enrolments increased by 17% for the 2020-2021 school year and are projected to slowly decline, with the Modified calendar year projected to be at the 2019-2020 enrolment by 2025.

Chart 7

In the 2019-2020 school year, there was a review of the Modified calendar year at CE Broughton PS, due to low enrolment for the program. As a result of the review and the community consultation and input, DDSB staff recommended that the Modified calendar year at CE Broughton PS collapse at the end of the school year (June

2020), and that the current CE Broughton PS Modified calendar students be provided the following options for September 2020:

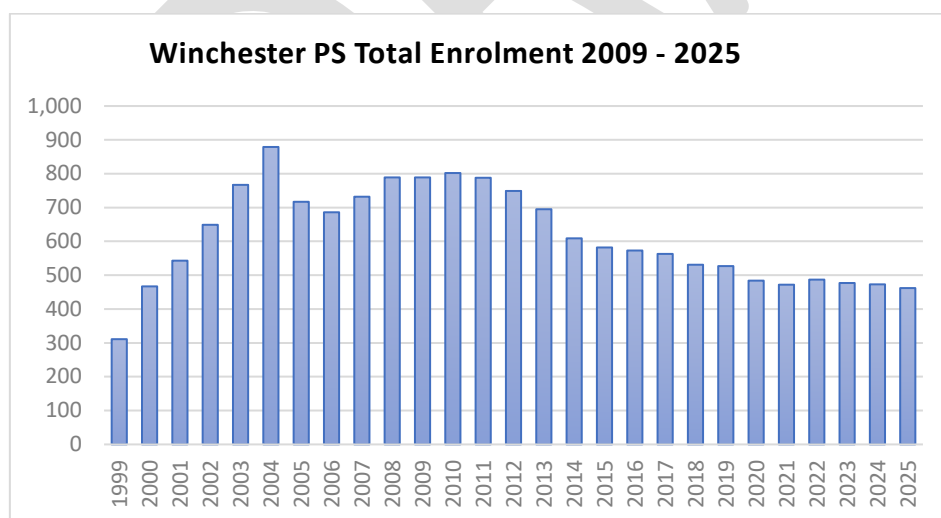
- That CE Broughton PS Modified calendar year students, currently enrolled in the Modified calendar year at CE Broughton PS, and their siblings, could continue to attend CE Broughton PS's Regular calendar year/program, as out of area.
- That current CE Broughton PS Modified calendar year students, and their siblings, that want to continue in the Modified calendar year, would be grandfathered to attend Winchester PS's Modified calendar year, as out of area.

After receiving the staff report along with community input, Trustees decided that the Board would continue operation of the Modified calendar year program at CE Broughton PS for the 2020-2021 and 2021-2022 school years. Trustees also approved that the Board take every reasonable step to ensure that the DDSB community be made aware of the program and provided access to it if they so chose. Additionally, staff were directed to review enrolment statistics in the fall of 2020 and report back on the efforts undertaken to increase enrolment and the results of those efforts.

In October of 2020, updates were made on the measures that were taken to advertise the CE Broughton PS Modified calendar. These updates included sending out reminders via social media to support the campaign and promote the Modified calendar at CE Broughton PS, providing the opportunity to enrol through online registrations and ensuring information was provided to new developments to guarantee families had access to the information. As well as enrolment updates, a report is scheduled to be presented to Trustees in the fall of 2021 to provide additional updates and a recommendation regarding the future of the Modified calendar at CE Broughton PS.

Chart 8 shows Winchester PS's combined Regular calendar enrolment and Modified calendar enrolment from the school opening in 2009 thorough to the projected 2025 enrolment.

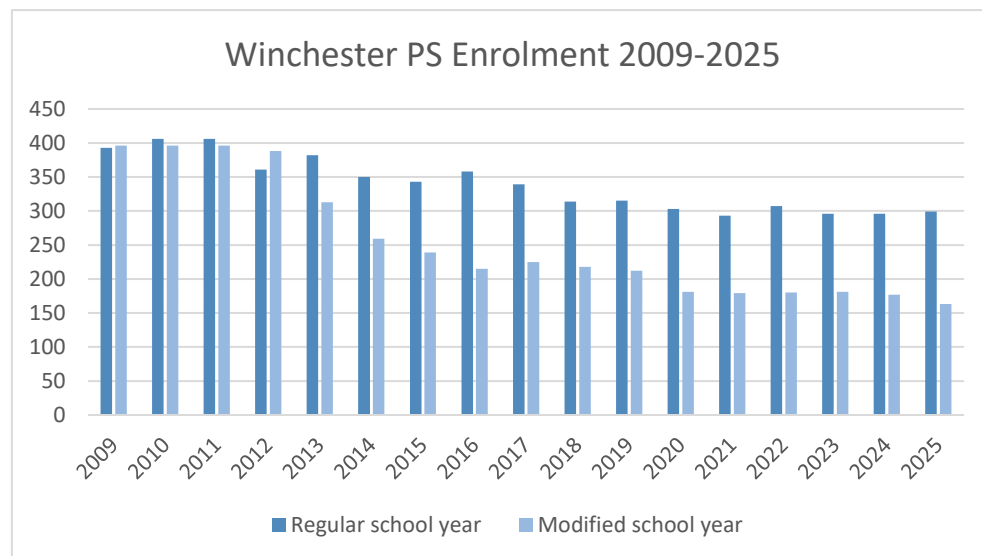
Chart 8



Winchester PS's total enrolment peaked in 2004 at 879 students. The Regular program boundary has been impacted over the years, with the opening of both Brooklin Village PS (2005) and Blair Ridge PS (2009). The enrolment has been in a general decline since 2011.

Chart 9 shows the combined Regular program and Modified calendar year enrolment from the school opening in 2009 through to the projected 2025 enrolment.

Chart 9



Based upon Chart 9, the Modified program at Winchester PS is projected to hold at the current reduced enrolment numbers at just under 200 students.

6. Partnerships

The Durham District School Board has several partnerships in place. These partnerships include the following:

- Before and After school care programs
- Child Care centres
- Grandview Children Centre at SA Cawker PS
- Grove partners at various schools
- Lake Ridge Community Social Services at Duffin's Bay PS
- Nursery school programs
- Parent and family literacy centres (hubs and mini hubs)
- Recreation programs
- Youth hubs

As shown in Appendix B and C, there are schools that have available capacity and could accommodate an appropriate partner. Staff will continue to investigate future partnership opportunities.

7. Facility Condition Index (FCI)

The FCI is a measure of the condition of a facility and its components relative to the replacement cost of that facility. To derive the FCI, a Facility Condition Assessment is carried out by a Ministry appointed assessment consultant in conjunction with Board staff. These assessments are carried out on a 5-year cycle.

Each component of a facility is assessed and given a remaining life span and repair cost. The total of the repairs required within the applicable time frame are considered the renewal needs to bring the facility back to its original condition. The FCI, at any given time, is the renewal needs for the chosen time frame divided by the replacement value of the school. The replacement value of the school is determined by the Ministry using construction benchmarks. The FCI of a facility is a live number and is changing constantly.

The Board uses these FCIs in conjunction with issues identified through regular meetings with Principals and Custodial staff, and a review of work orders, to schedule renewal projects and forecast funding needs. A facility's FCI is also a factor that is reviewed when considering closure of a building versus repairing an aging facility.

DDSB is responsible for maintaining 852,841.32 m² of facilities and 435 hectares of land. Despite the number of new schools built in recent years, the age of the Board's overall Gross Floor Area (GFA) of its facilities continues to increase as illustrated in the following graphs.

Chart 10

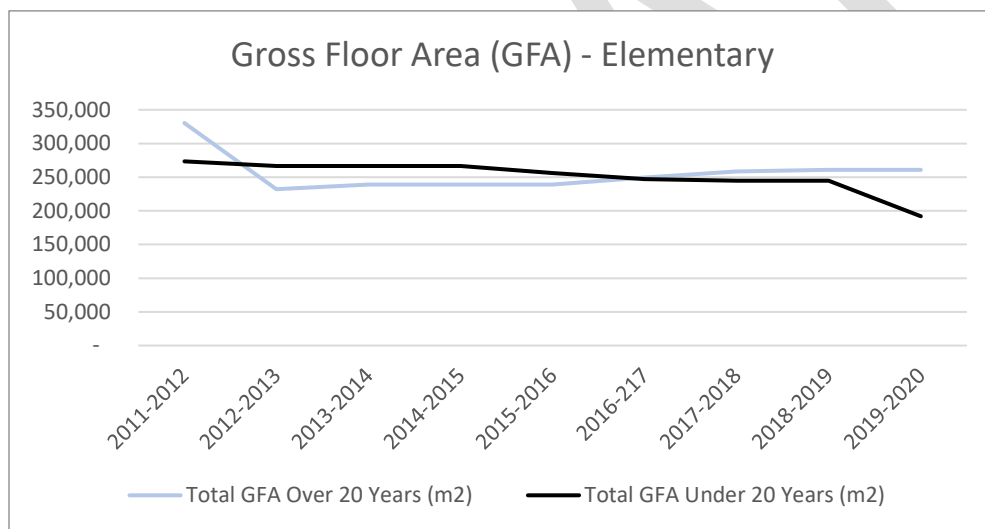
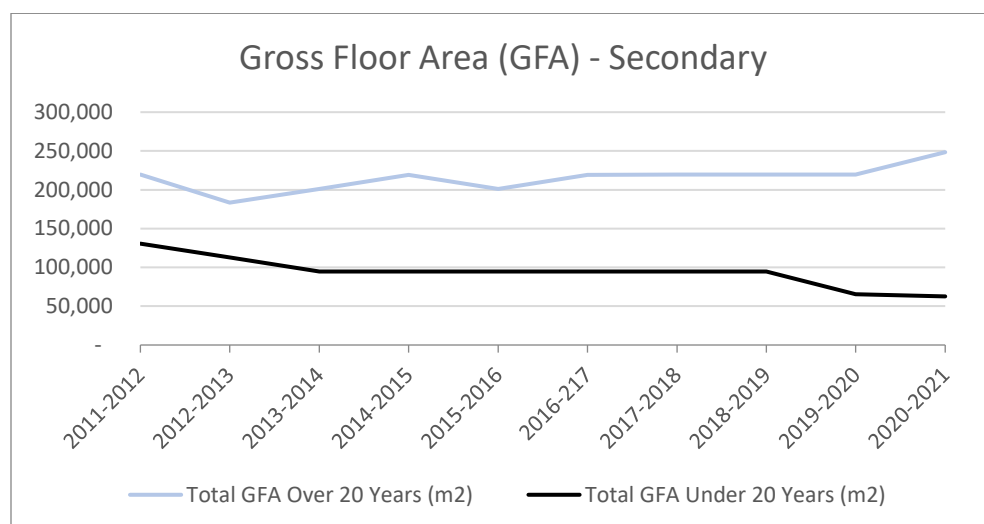


Chart 11

The Ministry also uses a Boards FCI's to allocate funding across the province. An FCI of 65% or higher has been deemed by the Ministry to be a level at which a facility can become prohibitive to repair. In 2005, there were 34 DDSB schools with an FCI greater than 65%. The following table outlines these schools.

Table 19

School	2005 (9 yr. repair %)	Current
Brock HS	150.64%	Active School
Beau Valley PS	73.24%	Active School
Beaverton PS	110.50%	Active School
Bellwood PS	67.50%	Active School
Cartwright HS	72.08%	Closed
Claremont PS	115.55%	Active School
Colonel JE Farewell PS	69.38%	Active School
Dr SJ Phillips PS	65.40%	Active School
Duke of Edinburgh PS	84.76%	Closed
Dunbarton HS	87.60%	Active School
Earl A Fairman PS	79.27%	Active School
Epsom PS	104.13%	Closed
Florence M Heard PS	93.81%	Closed
GL Roberts CVI	71.60%	Active School
Grandview PS	103.12%	Closed
Harmony Heights PS	112.40%	Active School
Harmony PS	131.02%	Closed
Hillsdale PS	102.84%	Active School
Leslie McFarlane PS	113.94%	Closed
Lord Elgin PS	109.62%	Active School
Palmerston Avenue PS	80.45%	Closed

School	2005 (9 yr. repair %)	Current
Pickering HS	97.13%	Active School
Port Perry HS	79.49%	Active School
RH Cornish PS	96.37%	Active School
Ritson Road PS	100.01%	Closed
Rosebank Road PS	85.17%	Active School
Sunset Heights PS	74.70%	Active School
Thorah Central PS	67.26%	Active School
TR McEwen PS	130.97%	Closed
Uxbridge PS	80.62%	Active School
Uxbridge SS	86.21%	Active School
Vaughan Willard PS	114.82%	Active School
Vincent Massey PS	68.59%	Active School
Walter E Harris PS	72.86%	Active School

Since 2005, the Board has successfully reduced the number of facilities with an FCI of 65% or greater, from 34 to one, through the strong selection of building infrastructure projects and school level projects and closures.

As shown in Appendix I, Beaverton PS, with an FCI at 83.12% is the only school currently in the Board with an FCI greater than 65%. Beaverton PS is scheduled to be closed and consolidated with Thorah Central PS, with a new school opening on the Beaverton PS site for September 2023.

The Board's success in this area has also been bolstered by timely repairs and effectively determining when the appropriate action is a repair versus a replacement, upgrade or renovation to make the best use of Ministry funding. Another way in which DDSB maximizes the use of Ministry funding is through synergies and economies of scale gained when grouping related projects at a facility and completing them at the same time. Appendix I includes a current list of FCIs as released by the Ministry.

Appendix I provides detail on the work that has been completed or is underway at these schools. While visual audits occur on an annual basis, the FCI data does not get a complete update until full assessments are done. These assessments occur every 5 years. Therefore, the data can be misleading, showing a high FCI when in fact, work has occurred at a school. For example, the repair of part of a roof would not be captured until the full 5-year assessment is complete. Only full roof replacements are captured in the annual audits.

Annual allocations for the 2020-2021 and 2021-2022 school year of the School Renewal Funding and School Condition Improvement are shown in the chart below.

Table 20

Year	School Renewal Funding	School Condition Improvement	Total
2020-2021	\$10,864,303	\$19,478,985	\$30,732,088
2021-2022	\$10,864,481	\$16,539,376	\$27,403,857
TOTAL	\$21,728,784	\$36,018,361	\$58,135,945

This funding provides the opportunity for the DDSB to address facility repair needs in order to provide the best learning environment for students.

8. Portables

In September 2014, the DDSB commenced with a portable replacement program. Essentially, as new classrooms were being constructed, the need for portables was decreasing. A key factor in this situation was that the inventory of portables for the DDSB was aging. The District continued to purchase new portables through to September 2019, however due to budget constraints, there were no new portables purchased for September 2020. The DDSB was successful in securing 30 new portables for September 2021.

As the DDSB has purchased new portables, older portables and/or portables in disrepair have been demolished and removed from the system. Each portable within the system has been independently assessed based upon repair value. To repair the older portables and keep them in the system, instead of demolishing them and purchasing new portables, the Board would need to spend \$20,000 to \$25,000 on each portable. These older portables have reduced levels of insulation, baseboard heaters as the only heat source and a wall fan/windows for fresh air.

The breakdown of new portables by year is as follows:

- 2014 = 50 new portables
- 2015 = 23 new portables
- 2016 = 15 new portables
- 2017 = 31 new portables
- 2018 = 39 new portables
- 2019 = 24 new portables
- 2020 = 0 new portables
- 2021 = 30 new portables

2006 portables, of which there are 8, have been retrofitted to include air conditioning. Following are the estimated portables in use for elementary (Appendix B-5 of 5) and secondary (Appendix C-1 of 1).

Table 21

	2020	2021	2022	2023	2024	2025
Elementary	223	218	208	216	220	215
Secondary	51	59	82	96	105	114
Total Portables	274	277	290	312	325	329
A/C Portables	190	220	220	220	220	220
% Ports with A/C	69%	79%	76%	71%	68%	67%

Grove portables are located on four secondary sites, using a total of six portables, and are expected to continue at those numbers moving forward. These portable numbers are not reflected in the portable data in Table 21.

Similar to the 2020-2021 school year, due to uncertainty regarding full In-person learning for the 2021-2022 school year, portables will be placed on sites to accommodate the potential of full In-person learning, since it is not feasible to move approximately 50 portables during the school year. Concerns regarding portable moves through the school year include; accommodating safety while students are on site as opposed to vacant sites in the summer, and weather and site conditions affecting ease of moving a portable on wet sites during spring/winter/fall due to the heavy weight of the portable and moving truck.

From a capacity perspective, each elementary and secondary portable is loaded at 23 from 2021 to 2025. Secondary capacity was previously 21 and that loading is utilized in the 2020 secondary portable needs. Based upon the number of portables identified in Table 21, Table 22 provides the student capacity of the portables (e.g. 215 elementary portables in 2025 multiplied by 23 = 4,945).

Table 22

	2020	2021	2022	2023	2024	2025
Elementary	5,129	5,014	4,784	4,968	5,060	4,945
Secondary	1,071	1,357	1,886	2,208	2,415	2,622
Total Portable Capacity	6,200	6,371	6,670	7,176	7,475	7,567
Total Enrolment	72,632	72,454	72,879	73,088	73,233	73,016
Students in Portables	8.54%	8.79%	9.15%	9.82%	10.21%	10.36%

Based upon Table 22 above, the percentage of students in portables will increase year over year based upon current schools and schools funded and intended to open over the next few years. The addition of 30 new portables will allow for more students to be in air-conditioned portables.

As noted in Table 21, the percentage of students in air-conditioned portables will increase to 79% for 2021, however as more enrolment increases, given current air-conditioned portables, percentage of students in air-conditioned portables will decrease to 67% by 2025.

9. Municipal Long-Term Accommodation

There are many variables that affect enrolments and growth and the planning for long term accommodation. While planning short term accommodation through to 2022 it is necessary to address immediate accommodation issues, and important to understand the trends that are occurring and the affects they have on long term accommodation.

I. Pickering – Elementary and Secondary

There are several areas of growth, which include developments in the Seaton area and along Brock Road. Currently, there are surplus spaces within Pickering elementary and secondary schools. While the development of the new Seaton Community will generate new pupils over the next 30+ years, there are planned schools within Seaton to accommodate the growth.

Chart 12 shows the Pickering elementary enrolment and capacity, from 2015 to 2025, and Chart 13 shows the Pickering secondary enrolment and capacity, from 2015 to 2025.

Chart 12

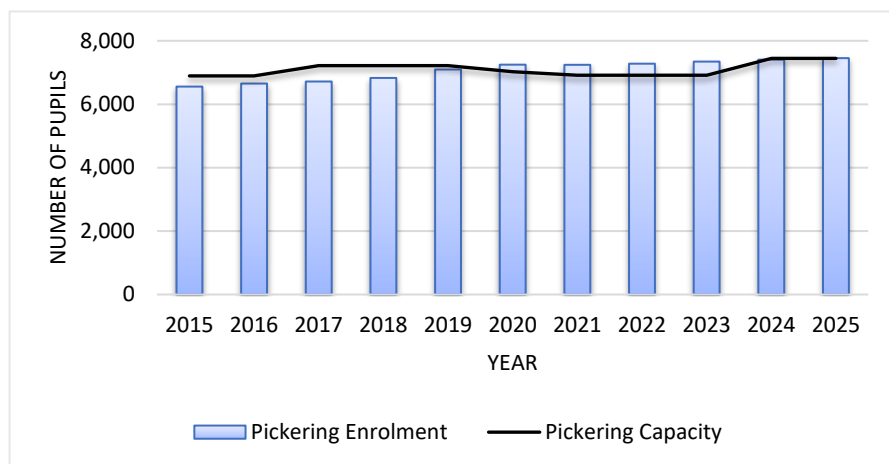
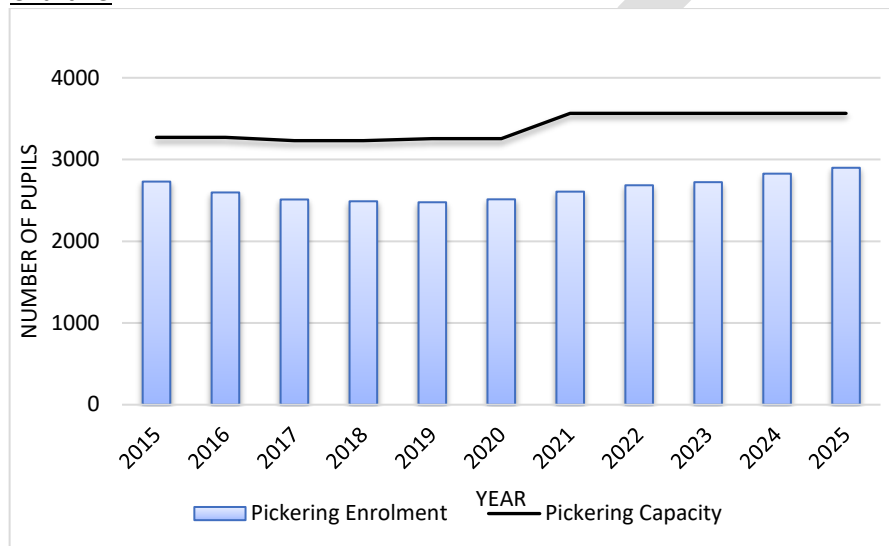


Chart 13



Appendix B, page 1 of 5 shows the enrolments and utilization of each Pickering elementary school. The City of Pickering had not seen much new development growth until the last few years. Additional students from new developments are starting to show in Pickering elementary schools' enrolment, with a projected increase going forward. The enrolment will continue to grow as more development is approved and constructed.

The Ministry of Education's approval and funding of Unnamed Pickering Creekwood PS (Tillings Road/Scenic Lane Drive), proposed to open in September 2024, will accommodate the growth that has occurred from new developments over the last several years.

Expected growth from the Seaton development area, south of Taunton Road, has resulted in the need for various holding schools to accommodate the growth including; Highbush PS, Westcreek PS and Claremont PS, to date. The need for an elementary school to accommodate the students in this area was submitted as a Capital Priority to the Ministry of Education.

Existing Pickering schools will continue to be utilized to hold growth from the additional Seaton developments,

as well as accommodate planned infill and redevelopment of lands along the Kingston Road/Highway #2 corridor.

Accommodation pressures continue at Maple Ridge PS while the site is constrained to accommodate additional portables and parking spaces. A temporary classroom (within the library) has been added at the school for the upcoming school year to accommodate an additional class. This is not sustainable for long-term. There is a need to review Maple Ridge PS's programming to provide relief to the current accommodation pressures.

With regards to secondary enrolment and capacity, as found in Appendix C, there is expected to be continued capacity available at the secondary schools within Pickering. New pupils generated from the Seaton development area will be accommodated between the two schools.

Any surplus space at elementary schools will be utilized for holding future growth, potential partnerships, boundary adjustments or the relocation of specialized programs. Specifically, with the pressures at Maple Ridge PS, along with capacity issues at both Frenchman's Bay PS and Sir John A. MacDonald PS, there is an opportunity for a French Immersion program review for Pickering.

Secondary surplus space could be potentially managed through partnerships, boundary adjustments or the relocation of specialized programs.

II. Ajax – Elementary and Secondary

In south Ajax, there are surplus spaces within the elementary schools. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

Chart 14 shows the enrolment and capacity, from 2015 to 2025, for Ajax elementary schools and Chart 15 shows the Ajax secondary enrolment and capacity, from 2015 to 2025.

Chart 14

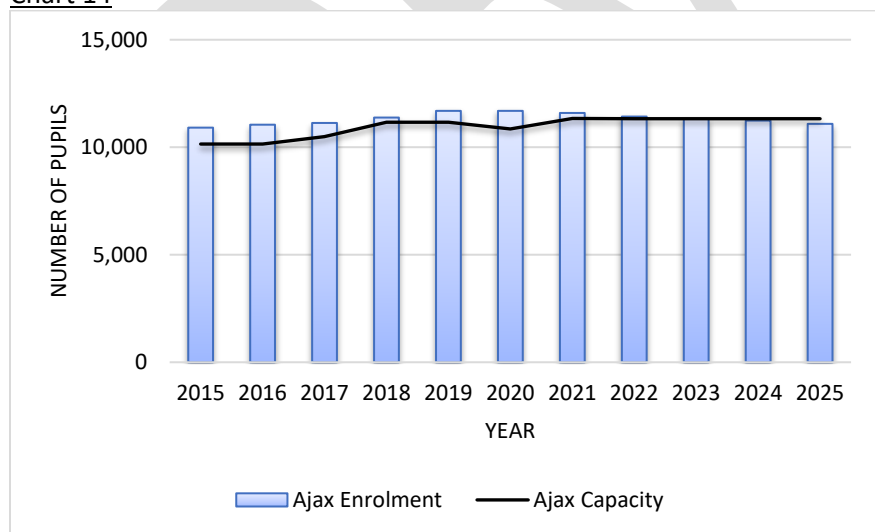
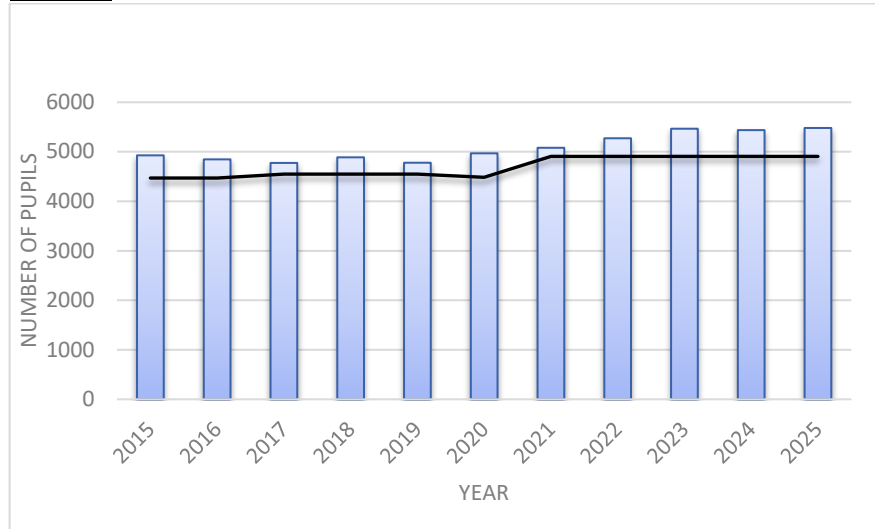


Chart 15



Appendix B, page 2 of 5, shows the enrolments and utilization of each Ajax elementary school. The data on page 2 of Appendix B reflects the opening of Rosemary Brown PS for the 2021 school year.

Within the north area of Ajax, there continues to be accommodation pressure at da Vinci PS. da Vinci PS has a small geographic boundary area that has projected to slowly decline from 10 portables currently down to 4 portables for 2025. The accommodation pressures at da Vinci PS are typical to new development areas, as outlined in Section 2 - New Development.

For the middle area of Ajax, there is overall decline in enrolment occurring. However, accommodation pressure is evident at Eagle Ridge PS. Future development within the boundary for the school has been redirected to Alexander Graham Bell PS, which is projected at capacity through to 2025. Staff will continue to monitor Dr. Roberta Bondar PS, which has surplus capacity projected through to 2024.

For the south area of Ajax, surplus capacity continues to increase through to 2024. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

With the opening of Rosemary Brown PS in September 2021, there is the opportunity to conduct a French Immersion program review for all of Ajax. This would provide the opportunity to better balance the French Immersion school enrolments and attempt to balance English/French Immersion enrolment at dual track schools.

With regards to secondary enrolments within Ajax, south Ajax secondary enrolment is growing to about capacity for 2025, while the central and north areas continue to experience enrolments greater than capacity. Appendix C shows that there is capacity available at Ajax HS, while both J. Clarke Richardson CI and Pickering HS continue to have capacity issues. Staff will continue to monitor the enrolments at both schools.

III. Whitby – Elementary and Secondary

Overall, Whitby elementary enrolments are projected to be balanced through to 2025. There is growth in west Whitby and pockets of infill resulting in growth in some middle Whitby schools.

Chart 16 below shows the enrolment and capacity, from 2015 to 2025, for Whitby elementary schools and Chart 17 shows the Whitby secondary enrolment and capacity, from 2015 to 2025.

Chart 16

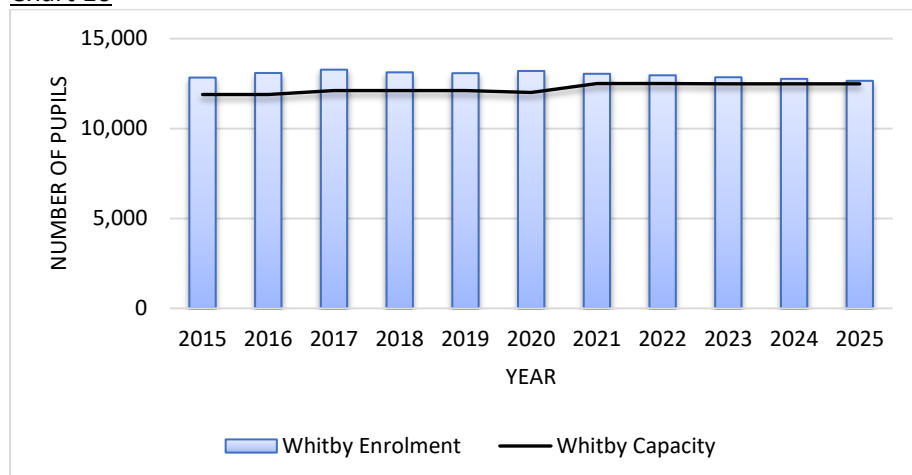
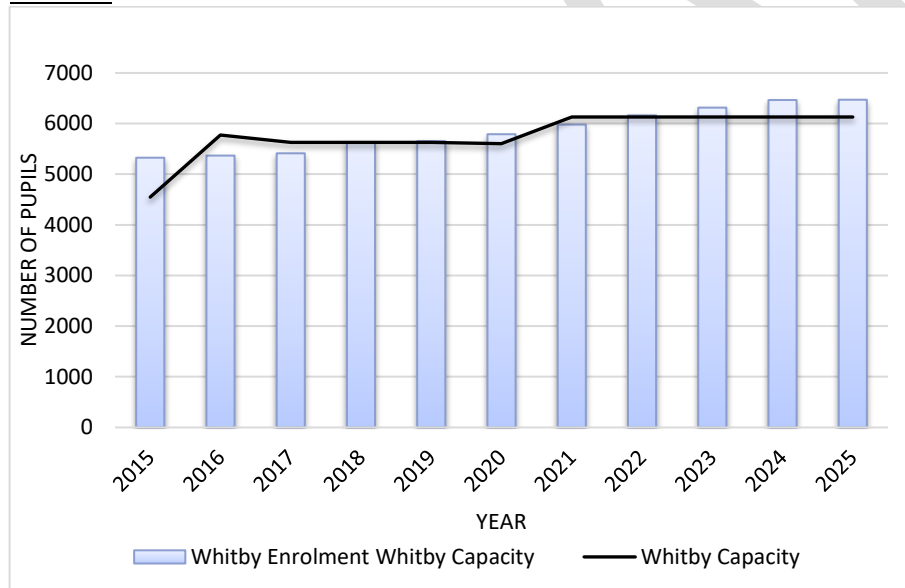


Chart 17



Appendix B, page 3 of 5, shows the enrolments and utilization of each Whitby elementary school. The data on page 3 of Appendix B reflects the opening of Willows Walks PS in September of 2021. Willows Walk PS provides enrolment relief to Robert Munsch PS.

For the south area of Whitby, the enrolment is projected to be stable. Staff will continue to monitor future growth to identify any accommodation needs.

Growth in west Whitby is being held at schools (located in middle Whitby and south schools) with surplus space and/or schools that are able to accommodate portables on site. The need for an elementary school to accommodate students in west Whitby, between Dundas Street and Rossland Road, east of Highway 412 was submitted as a Capital Priority to the Ministry of Education.

Space within Whitby schools will be utilized to accommodate continued future growth in west Whitby and Brooklin as expansion of Brooklin is expected to commence in the next year or two. Longer term, declining enrolments could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs, such as French Immersion.

For secondary schools, as shown in Appendix C, increases in enrolment at Brooklin HS and Donald A. Wilson SS continue. Brooklin HS continues to show growth as the DDSB gains pupils from educational sources other than the DDSB. This is evident in Table 9 of this document, with 49 grade 9 pupils that were not DDSB students for grade 8.

For Donald A. Wilson SS, the French Immersion program is the contributing factor to the enrolment increase, as well as growth from west Whitby. Further review, and boundary revisions are required to provide relief to Donald A. Wilson SS's enrolment as there is limited space to accommodate no more than 19 portables due to flood plain issues and servicing constraints. Assigning any of the future growth in west Whitby previously designated to Donald A Wilson SS, to Anderson CVI, will provide some future relief to Donald A Wilson SS's enrolment. However, it is not expected to provide enough relief, requiring a boundary/program review for the school.

Henry St HS also accommodates about 33% of west Whitby's development area. The schools' enrolment is starting to witness the growth through increased enrolment through 2025.

Anderson CVI continues to have surplus space. The schools' boundary is limited for any future growth and therefore a review of Whitby schools' boundaries, with the exception of Brooklin HS, could better balance enrolments.

Brooklin HS is projected through to 2025 to have a somewhat stable enrolment. As Brooklin continues to expand, as per the Town's growth targets, there will be accommodation pressures at Brooklin HS. Two future secondary school sites have been identified to accommodate the long-term growth in Brooklin. As Brooklin expands, there will be the need to utilize other Whitby secondary schools to accommodate the growth.

IV. Oshawa– Elementary and Secondary

Overall, Oshawa at both the elementary and secondary panel appears stable, however there are pockets of growth and schools in decline long term. It is necessary for the DDSB to examine all accommodation options within this area. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs. Pockets of growth could be potentially managed through boundary adjustments, relocation of specialized programs or the request for additional capital funding for new schools in growth areas.

Chart 18 shows the enrolment and capacity, from 2015 to 2025, for Oshawa elementary schools and Chart 19 shows the Oshawa secondary enrolment and capacity, from 2015 to 2025.

Chart 18

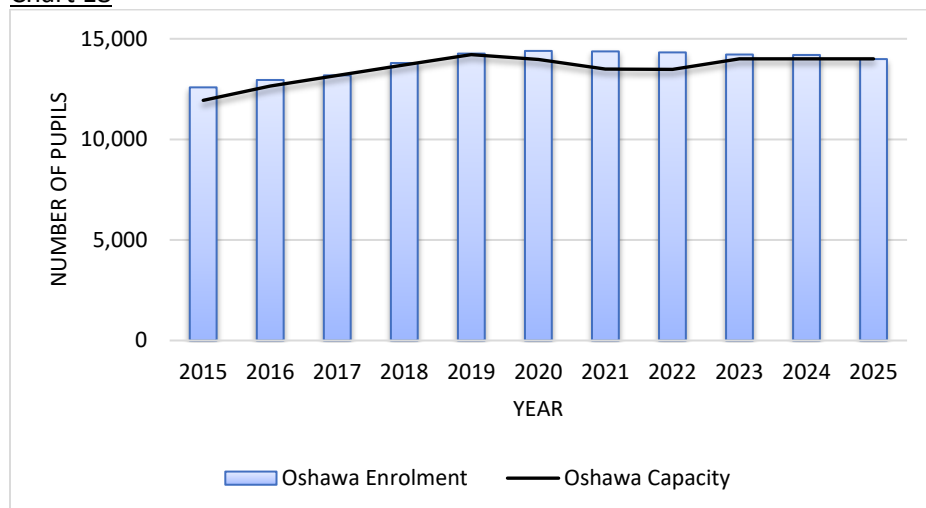
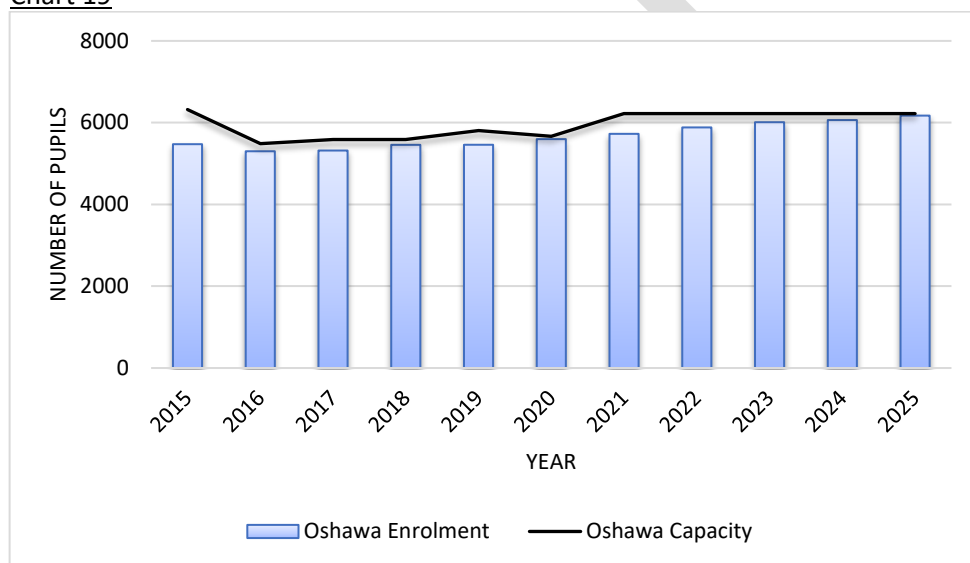


Chart 19



Appendix B, page 4 of 5, shows the enrolments and utilization of each Oshawa elementary school.

For north Oshawa, there is a shortfall of elementary capacity as the growth in the area continues.

Within the middle Oshawa area, there are some elementary schools with a shortfall of capacity. There is some relief to the accommodation pressures at Walter E. Harris PS as a result of the elimination of Kindergarten at single-track French Immersion schools by 2023. This frees up two additional classrooms to accommodate enrolment.

For the south area, there are schools that are witnessing both growth and decline. Clara Hughes PS is projected to continue to have enrolment pressures. A request for a 6-classroom addition at Clara Hughes PS has been made through the Capital Priorities program to provide some relief to the current and projected accommodation pressures.

Appendix C reflects the secondary school enrolments and utilizations of each secondary school. Through to 2025, overall there is stability of enrolment versus capacity however there is an imbalance of enrolment versus capacity from school to school. As growth continues in the north area, added pressure will continue to be placed on Maxwell Heights SS and schools holding growth in north Oshawa.

In order to accommodate the growth and portables at Maxwell Heights SS there is an agreement in place with the City of Oshawa (through Committee of Adjustment) to allow for use of parking at the Delpark Area, located to the north of the school.

O'Neill CVI and RS McLaughlin CVI are also accommodating growth from north Oshawa but have site constraints. O'Neill CVI, due to site size, is unable to accommodate any portables and RS McLaughlin CVI has reached capacity to accommodate portables due to parking constraints and the topography of the site.

The DDSB has submitted a Capital Priorities request to the Ministry of Education for a new secondary school in north Oshawa for the fifth time.

Long term, declining enrolments are expected to continue at many schools and could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

V. Uxbridge– Elementary and Secondary

Excess space at both elementary and secondary is expected to continue long term within the Uxbridge area. It is necessary for the DDSB to examine all accommodation options within this area.

Chart 20 below shows the enrolment and capacity, from 2015 to 2025, for Uxbridge elementary schools and Chart 21 shows the Uxbridge secondary enrolment and capacity, from 2015 to 2025.

Chart 20

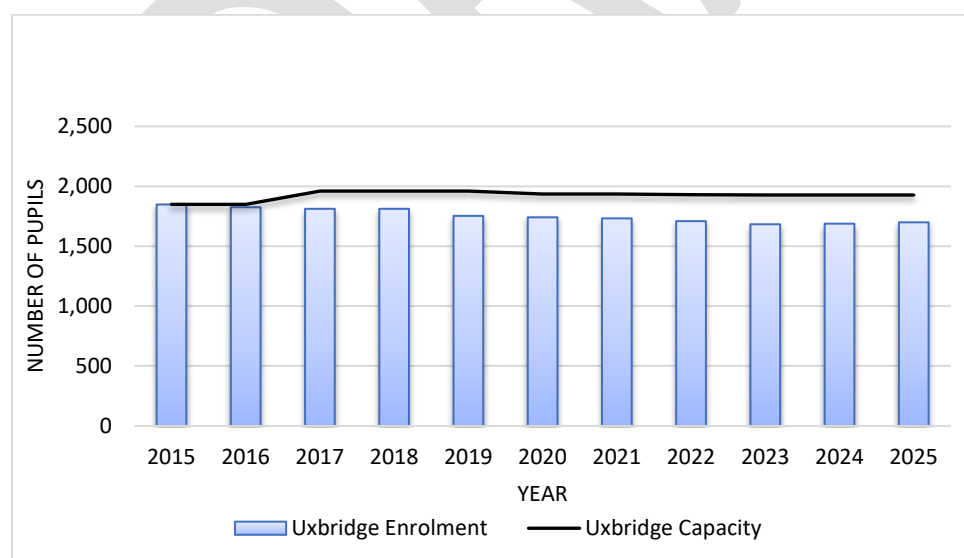
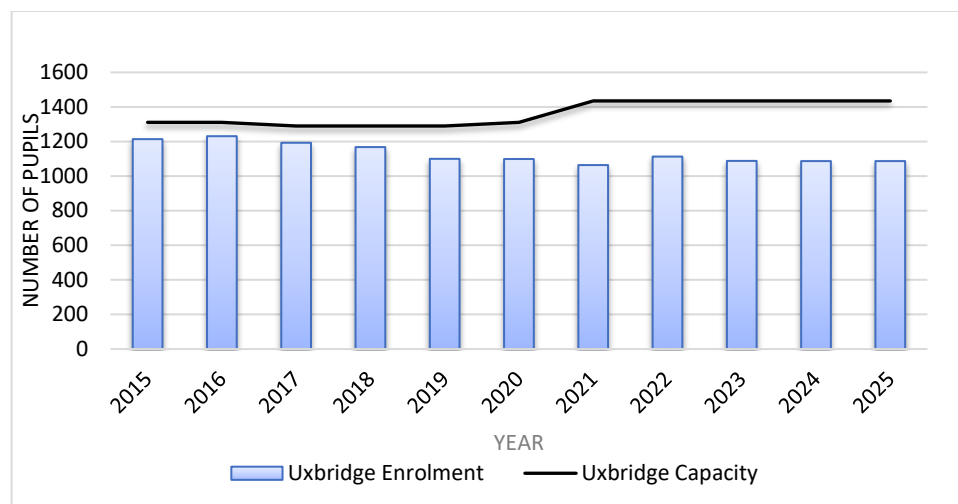


Chart 21



Appendix B, page 5 of 5, shows the enrolments and utilization of each Uxbridge elementary school. From this data, there is surplus space within the elementary schools.

Appendix C shows the enrolment and utilization of Uxbridge SS. There is also available capacity at the secondary level.

Long term, the declining enrolments could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

VI. Scugog– Elementary and Secondary

Surplus space at both elementary and secondary is expected to continue long term within the Scugog area. Any new development within the municipality will stabilize the decline.

Chart 22 shows the enrolment and capacity, from 2015 to 2025, for Scugog elementary schools and Chart 23 shows the Scugog secondary enrolment and capacity, from 2015 to 2025.

Chart 22

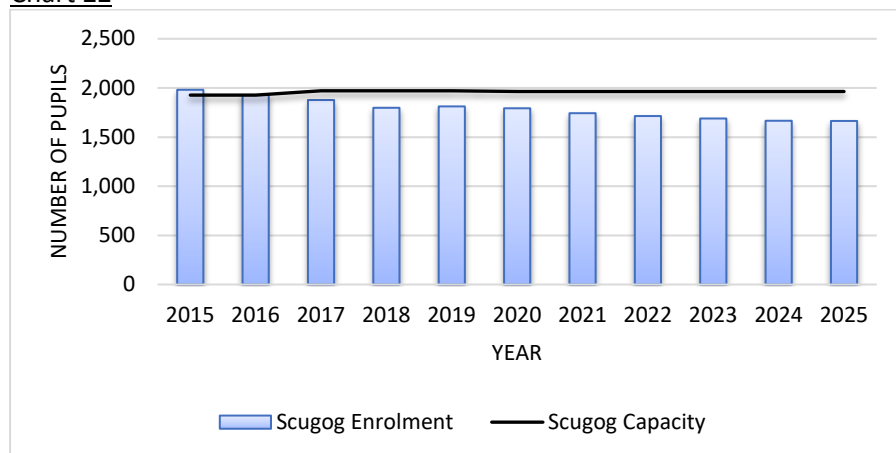
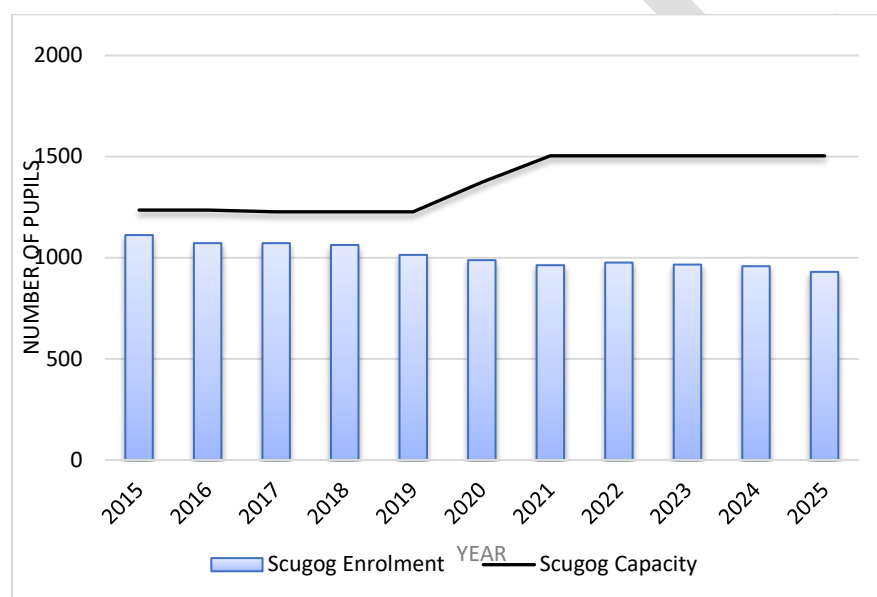


Chart 23



Appendix B, page 5 of 5, shows the enrolments and utilization of each Scugog elementary school. From this data, it can be seen that there is some surplus space within elementary schools. RH Cornish PS has been experiencing declining enrolment over the last few years. It is projected that the enrolment will be less than capacity for 2021. There are three programs at RH Cornish PS; Regular, French Immersion and Gifted. All three programs are declining through to 2025.

Appendix C shows the enrolment and utilization of Port Perry HS. There is also available capacity at the secondary level.

It is necessary for the DDSB to examine all accommodation options within this area. Long term, the declining enrolments could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

VII. Brock– Elementary and Secondary

With the consolidation of Beaverton PS and Thorah Central PS, all three elementary schools will be slightly over capacity. While decline continues to be projected at the secondary level, there are initiatives in place to stabilize the decline.

Chart 24 shows the enrolment and capacity, from 2015 to 2025, for Brock elementary schools and Chart 25 shows the Brock secondary enrolment and capacity, from 2015 to 2025.

Chart 24

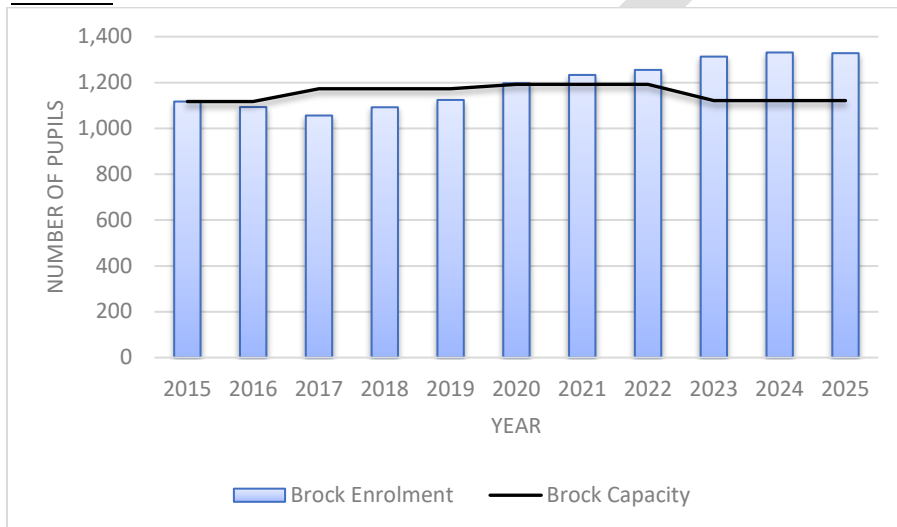
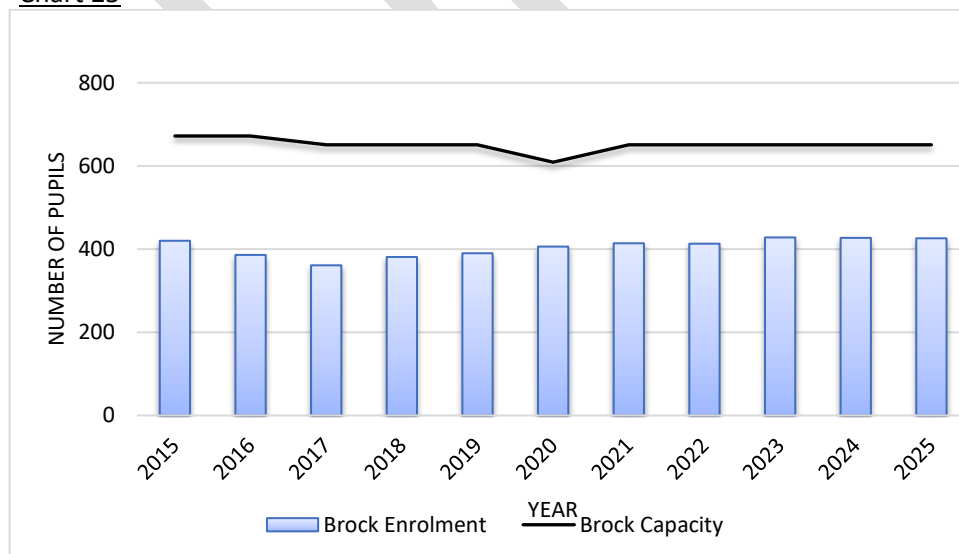


Chart 25



Appendix B, page 5 of 5, shows the enrolments and utilization of each Brock elementary school. From this data, it can be seen that overall, there is a shortfall of space within the Township area from 2020 to 2025. An Accommodation Review was completed and approved by Trustees for the consolidation of Beaverton PS and Torah Central PS into a newly constructed school on the Beaverton PS site. The DDSB received the funding approval to construct a new school on the Beaverton PS site to consolidate the existing populations from Beaverton PS and Torah Central PS. The new school is planned to open in September 2022. Growth in the Beaverton area will continue to place enrolment pressure on Beaverton PS through to 2025.

Appendix C shows the enrolment and utilization of Brock HS. The school has experienced enrolment decline over the last several years.

Staff will continue to monitor and examine partnership opportunities within the building.

10. Summary of Accommodation Needs

Capital Submission Considerations:

The DDSB submitted the following Capital Priorities for the May 21, 2021 deadline:

1. Unnamed North Oshawa SS (Bridle and Windfields Farm, Oshawa) – Grade 9 to 12 Regular program school
2. Clara Hughes PS (Oshawa) - 6 classroom and 2-room Child Care addition
3. Unnamed Pickering Seaton PS (Burkholder and Azalea, Pickering) with a 4-room Child Care
4. Unnamed North Oshawa PS (Symington and Steeplechase, Oshawa) with a 4-room Child Care
5. Unnamed West Whitby PS (Cisco and Limoges, Whitby) with a 4-room Child Care

Boundary/Program Adjustments and Review

Pickering and Ajax French Immersion schools
Donald A Wilson SS, RS McLaughlin CVI and O'Neill CVI

Continue to Monitor:

Chart 26

High Utilization Schools	Low Utilization Schools
Elementary	Elementary
Beaverton/Thorah Central PS (consolidated)	Blair Ridge PS
Clara Hughes PS	Bobby Orr PS
EA Fairman PS	Cartwright Central PS
Eagle Ridge PS	Dr. CF Cannon PS
Gandatsetiagon PS	Dr. Robert Thornton PS
Glen Dhu PS	Dr. Roberta Bondar PS
Kedron PS	Duffin's Bay PS
Maple Ridge PS	Hillsdale PS
Northern Dancer PS	Lakeside PS
Ormiston PS	Lakewoods PS
Sunset Heights PS	Robert Munsch PS
Valley View PS	Rosemary Brown PS
Vincent Massey PS	Uxbridge PS
Westcreek PS	Village Union PS

High Utilization Schools	Low Utilization Schools
West Lynde PS	Willows Walk PS
Secondary	Secondary
Donald A. Wilson SS J. Clarke Richardson CVI	Anderson CVI Brock HS GL Roberts CVI Port Perry HS

Many of the schools identified in the High Utilization section of Chart 26 are schools that are holding for growth areas, and many would be provided relief if the Board is successful in the Capital Priorities submissions to the Ministry of Education.

The two new schools that open in September 2021; Rosemary Brown PS and Willows Walk PS, have growth within their boundary. Once residential development moves ahead and is registered, the schools will see their current surplus space being filled.

A French Immersion program review for Pickering and Ajax could allow for more balanced enrolments and provide some enrolment relief.

11. Appendix A-Elementary & Secondary Summary Enrolment

Elementary Summary Table – Total Elementary Enrolment Numbers

Purple=actual
Black=2021 Official Enrolment Projections

Municipality	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables used *	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	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required
City of Pickering	7030	7247	-217	103%	36	6915	7242	-327	104%	34	6912	7278	-366	105%	35	7445	7344	101	98%	44	7445	7405	40	99%	47	7445	7453	-8	100%	49
Town of Ajax	10850	11692	-842	107%	46	11339	11595	-256	102%	34	11333	11427	-94	100%	30	11327	11314	13	99%	28	11333	11240	93	99%	26	11333	11088	245	97%	22
Town of Whitby	12013	13202	-1,189	109%	43	12503	13045	-542	104%	42	12500	12960	-460	103%	41	12497	12852	-355	102%	43	12497	12763	-266	102%	43	12497	12653	-156	101%	44
City of Oshawa	13970	14401	-431	103%	84	13487	14373	-886	106%	88	13481	14323	-842	106%	84	14011	14218	-207	101%	83	14011	14196	-185	101%	85	14011	13991	20	99%	81
Township of Uxbridge	1934	1741	193	90%	2	1934	1732	202	89%	3	1931	1709	222	88%	3	1928	1683	245	87%	3	1928	1688	240	87%	3	1928	1699	229	88%	3
Township of Scugog	1964	1793	171	91%	4	1964	1743	221	88%	6	1964	1714	250	87%	3	1964	1689	275	85%	3	1964	1666	298	84%	3	1964	1664	300	84%	3
Township of Brock	1192	1197	-5	100%	8	1192	1233	-41	103%	11	1192	1255	-63	105%	12	1121	1313	-192	117%	12	1121	1331	-210	118%	13	1121	1328	-207	118%	13
Overall Elementary Totals	48953	51273	-2,320	105%	223	49334	50963	-1,629	103%	218	49313	50666	-1353	103%	208	50293	50413	-120	100%	216	50299	50289	10	100%	220	50299	49876	423	99%	215

*Portable use for 2020 identifies portables accommodated on site to accommodate intended in-person enrolment, however, due to the pandemic, the enrolment fluctuated between in-person and virtual for each school.
**2021 portable needs accommodates all students and staff in the school for the 2021 school year.

Secondary Summary Table – Total Secondary Enrolment Numbers

Purple=actual
Black=2021 Official Enrolment Projections

Municipality	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables used *	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	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required
City of Pickering	3255	2513	742	77%	0	3565	2607	958	73%	0	3565	2685	880	75%	2	3565	2723	842	76%	0	3565	2827	738	79%	0	3565	2899	666	81%	2
Town of Ajax	4485	4969	-484	111%	18	4907	5081	-174	104%	18	4907	5273	-366	107%	25	4907	5466	-559	111%	30	4907	5438	-531	111%	29	4907	5481	-574	112%	30
Town of Whitby	5604	5799	-195	103%	18	6130	5981	149	98%	23	6130	6162	-32	101%	30	6130	6315	-185	103%	34	6130	6465	-335	105%	41	6130	6471	-341	106%	43
City of Oshawa	5667	5598	69	99%	14	6222	5727	495	92%	17	6222	5885	337	95%	23	6222	6011	211	97%	29	6222	6064	158	97%	32	6222	6173	49	99%	37
Township of Uxbridge	1311	1099	212	84%	0	1435	1064	371	74%	0	1435	1113	322	78%	0	1435	1088	347	76%	0	1435	1087	348	76%	0	1435	1087	348	76%	0
Township of Scugog	1374	988	386	72%	1	1504	963	541	64%	1	1504	976	528	65%	2	1504	966	538	64%	2	1504	958	546	64%	2	1504	930	574	62%	1
Township of Brock	609	406	203	67%	0	651	414	237	64%	0	651	413	238	63%	0	651	428	223	66%	1	651	427	224	66%	1	651	426	225	65%	1
DASS	0	337				0	400				0	450				0	450				0	450				0	450			
Overall Secondary Totals	22305	21709	933	96%	51	24414	22237	2577	89%	59	24414	22957	1907	92%	82	24414	23447	1417	94%	96	24414	23716	1148	95%	105	24414	23917	947	96%	114

Note: utilization rate totals do not include DASS enrolment and portables used for Grove Program are not included in portable use.

*Portable use for 2020 identifies portables accommodated on site to accommodate intended in-person enrolment, however, due to the pandemic, the enrolment fluctuated between in-person and virtual for each school.

**Portable needs not yet identified for 2021 school year. Current number is calculated using enrolment minus capacity, divided by 23 (students per classroom)

12. Appendix B-Elementary Enrolment
City of Pickering Total Elementary Enrolment Numbers

Purple=actual Black=2021 Official Enrolment Projections

School Name	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables used*	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	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required
North Pickering																														
Claremont PS	187	160	27	85%	0	187	162	25	86%	0	187	160	27	85%	0	187	154	33	82%	0	187	163	24	87%	0	187	168	19	89%	0
Valley View PS **	167	395	-228	236%	9	167	395	-228	236%	10	167	393	-226	235%	10	167	387	-220	231%	10	167	376	-209	225%	10	167	367	-200	219%	10
Subtotal	354	555	-201	156%	9	354	557	-203	157%	10	354	553	-199	156%	10	354	541	-187	152%	10	354	539	-185	152%	10	354	535	-181	151%	10
Middle Pickering																														
Altona Forest PS	349	328	21	93%	0	349	325	24	93%	0	349	333	16	95%	0	349	341	8	97%	0	349	345	4	98%	0	349	347	2	99%	0
Elizabeth B Phin PS	400	408	-8	102%	0	400	405	-5	101%	0	400	394	6	98%	0	400	402	-2	100%	0	400	405	-5	101%	0	400	402	-2	100%	0
Gandatsetiagon PS	403	591	-188	146%	6	403	572	-169	141%	6	403	559	-156	138%	5	403	562	-159	139%	5	403	557	-154	138%	5	403	549	-146	136%	5
Glengrove PS	380	314	66	82%	1	357	314	43	87%	0	357	305	52	85%	1	357	298	59	83%	1	357	289	68	80%	1	357	285	72	79%	1
Highbush PS	610	658	-48	107%	2	610	645	-35	105%	2	610	626	-16	102%	0	610	625	-15	102%	0	610	618	-8	101%	0	610	587	23	96%	0
Maple Ridge PS Total	441	686	-245	155%	9	441	679	-238	153%	9	441	678	-237	153%	9	441	688	-247	156%	9	441	685	-244	155%	9	441	684	-243	155%	9
Maple Ridge PS Reg		238					207					187					172					164					159			
Maple Ridge PS FI		448					472					491					516					521					525			
UN Pickering Creekwood PS																					536					536				
Valley Farm PS **	628	686	-58	109%	3	628	712	-84	113%	2	628	740	-112	117%	3	628	744	-116	118%	5	628	763	-135	121%	6	628	768	-140	122%	6
Vaughan Willard PS	300	292	8	97%	0	300	282	18	94%	0	300	274	26	91%	0	300	274	26	91%	0	300	278	22	92%	0	300	276	24	92%	0
Westcreek PS	426	368	58	86%	0	426	426	0	100%	0	426	482	-56	113%	2	426	552	-126	129%	9	426	611	-185	143%	11	426	664	-238	155%	13
William Dunbar PS Total	495	614	-119	124%	4	495	590	-95	119%	3	495	594	-99	120%	3	495	585	-90	118%	3	495	573	-78	115%	3	495	580	-85	117%	3
William Dunbar PS Reg		497					470					474					465					453					460			
William Dunbar PS Gifted		117					120					120					120					120					120			
Subtotal	4,432	4,945	-513	111%	25	4,409	4,950	-541	112%	22	4,409	4,985	-576	113%	23	4,409	5,071	-662	102%	32	4,945	5,124	-179	103%	35	4,945	5,142	-197	103%	37
South Pickering																														
Bayview Heights PS	587	390	197	66%	0	495	389	106	78%	0	495	386	109	77%	0	495	383	112	77%	0	495	379	116	76%	0	495	377	118	76%	0
Fairport Beach PS	328	230	98	70%	0	328	228	100	69%	0	328	250	78	76%	0	328	267	61	81%	0	328	287	41	87%	0	328	312	16	95%	0
Frenchman's Bay PS FI	650	569	81	87%	0	650	571	79	87%	0	647	555	92	85%	0	644	531	113	82%	0	644	524	120	81%	0	644	536	108	83%	0
Rosebank PS	190	203	-13	106%	2	190	193	-3	101%	2	190	190	0	100%	2	190	191	-1	100%	2	190	190	0	100%	2	190	184	6	96%	2
Sir John A Macdonald PS	489	355	134	72%	0	489	354	135	72%	0	489	359	130	73%	0	489	360	129	73%	0	489	362	127	74%	0	489	367	122	75%	0
Sir John A Macdonald PS Reg		183					184					178					174					166					162			
Sir John A Macdonald PS FI		172					170					181					186					196					205			
Subtotal	2,244	1,747	497	77%	2	2,152	1,735	417	80%	2	2,149	1,740	409	80%	2	2,146	1,732	414	80%	2	2,146	1,742	404	81%	2	2,146	1,776	370	82%	2
PICKERING TOTALS	7,030	7,247	-217	103%	36	6,915	7,242	-327	104%	34	6,912	7,278	-366	105%	35	6,909	7,344	-425	1.06%	44	7,445	7,405	40	99%	47	7,445	7,453	-8	100%	49

*Portable use for 2020 identifies portables accommodated on site to accommodate intended in-person enrolment, however, due to the pandemic, the enrolment fluctuated between in-person and virtual for each school.

**Unnamed Pickering Creekwood PS (Tillings/Scenic Lane) will alleviate accommodation pressures at Valley View PS and Valley Farm PS when it opens in 2024.

**2021 portable needs accommodate all students and staff in the school for the 2021 school year.

Town of Ajax Total Elementary Enrolment Numbers

Purple=actual
Black=2021 Official Enrolment Projections

School Name	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables used *	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	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required
North Ajax																														
da Vinci PS	565	865	-300	153%	10	565	804	-239	142%	8	565	769	-204	136%	7	565	740	-175	130%	6	565	704	-139	124%	5	565	678	-113	120%	4
Michaelle Jean PS FI	553	780	-227	141%	9	553	547	6	98%	0	550	521	29	94%	0	547	515	32	94%	0	547	516	31	94%	0	547	519	28	94%	0
Nottingham PS	521	553	-32	106%	0	521	499	22	95%	0	521	478	43	91%	0	521	465	56	89%	0	521	445	76	85%	0	521	432	89	82%	0
Romeo Dallaire PS	490	569	-79	116%	0	490	555	-65	113%	1	490	538	-48	109%	0	490	526	-36	107%	-1	490	517	-27	105%	-1	490	514	-24	104%	1
Rosemary Brown PS						558	414	144	74%	0	555	395	160	71%	0	552	375	177	67%	0	558	385	173	68%	0	558	387	171	69%	0
Vimy Ridge PS	562	726	-122	129%	3	562	695	-133	123%	3	562	669	-107	119%	2	562	667	-105	118%	2	562	639	-77	113%	1	562	613	-51	109%	0
Viola Desmond PS	663	785	-122	118%	2	663	816	-153	123%	4	663	823	-160	124%	4	663	822	-159	123%	4	663	819	-156	123%	4	663	806	-143	121%	3
Subtotal	3,354	4,278	-924	127%	24	3,912	4,330	-418	110%	16	3,906	4,193	-287	107%	13	3,900	4,110	-210	105%	11	3,906	4,025	-119	103%	9	3,906	3,949	-43	101%	8
Middle Ajax																														
Alexander G Bell PS Total	512	488	24	95%	0	512	518	-6	101%	0	512	513	-1	100%	0	512	523	-11	102%	0	512	523	-11	102%	0	512	509	3	99%	0
Alexander G Bell PS Reg		321					361					356					366					366				352				
Alexander G Bell PS Gifted		167					157					157					157					157				157				
Applecroft PS	308	322	-14	104%	1	308	308	0	100%	0	308	303	5	98%	0	308	297	11	96%	0	308	289	19	93%	0	308	286	22	92%	0
Cadarackque PS Total	570	678	-108	118%	3	570	648	-78	113%	2	570	651	-81	114%	2	570	654	-84	114%	2	570	664	-94	116%	2	570	661	-91	115%	2
Cadarackque PS Reg		263					252					238					223					216				206				
Cadarackque PS FI		415					396					413					431					448				455				
Dr Roberta Bondar PS	305	198	107	64%	0	305	194	111	63%	0	305	187	118	61%	0	305	175	130	57%	0	305	163	142	53%	0	305	153	152	50%	0
Eagle Ridge PS	435	667	-232	153%	9	435	655	-220	150%	10	435	659	-224	151%	10	435	653	-218	150%	10	435	653	-218	150%	10	435	625	-190	143%	9
Lester B Pearson PS	403	362	41	89%	0	403	332	71	82%	0	403	329	74	81%	0	403	315	88	78%	0	403	309	94	76%	0	403	307	96	76%	0
Lincoln Alexander PS	412	517	-105	125%	2	412	515	-103	125%	3	412	502	-90	121%	2	412	498	-86	120%	2	412	500	-88	121%	2	412	499	-87	121%	2
Lincoln Avenue PS	305	338	-33	110%	2	305	338	-33	110%	2	305	337	-32	110%	2	305	335	-30	109%	2	305	328	-23	107%	2	305	322	-17	105%	0
Lord Elgin PS	282	192	90	68%	0	282	196	86	69%	0	282	197	85	69%	0	282	201	81	71%	0	282	201	81	71%	0	282	205	77	72%	0
Roland Michener PS	248	249	-1	100%	0	248	240	8	96%	0	248	229	19	92%	0	248	223	25	89%	0	248	230	18	92%	0	248	227	21	91%	0
Terry Fox PS	349	445	-96	127%	2	349	417	-68	119%	0	349	419	-70	120%	0	349	415	-66	118%	0	349	423	-74	121%	0	349	420	-71	120%	0
Westney Heights PS	464	366	98	78%	0	464	358	106	77%	0	464	367	97	79%	0	464	377	87	81%	0	464	387	77	83%	0	464	389	75	83%	0
Subtotal	4,593	4,822	-229	104%	19	4,593	4,719	-126	102%	17	4,593	4,693	-100	102%	16	4,593	4,666	-73	101%	16	4,593	4,670	-77	101%	16	4,593	4,603	-10	100%	13
South Ajax																														
Bolton C Falby PS	712	611	101	85%	0	712	605	107	84%	0	712	604	108	84%	0	712	608	104	85%	0	712	610	102	85%	0	712	607	105	85%	0
Carruthers Creek PS	758	816	-58	107%	2	758	819	-61	108%	1	758	813	-55	107%	1	758	813	-55	107%	1	758	815	-57	107%	1	758	816	-58	107%	1
Duffin's Bay PS	397	196	201	49%	0	397	194	203	48%	0	397	189	208	47%	0	397	191	206	48%	0	397	188	209	47%	0	397	184	213	46%	0
Lakeside PS	397	275	122	69%	0	328	272	56	82%	0	328	279	49	85%	0	328	278	50	84%	0	328	276	52	84%	0	328	281	47	85%	0
Southwood Park PS Total	639	694	-55	108%	1	639	656	-17	102%	0	639	656	-17	102%	0	639	648	-9	101%	0	639	656	-17	102%	0	639	648	-9	101%	0
Southwood Park PS Reg		208					190					180					162					157				144				
Southwood Park PS FI		486					466					476					486					499				504				
Subtotal	2,903	2,592	311	89%	3	2,834	2,546	288	89%	1	2,834	2,541	293	89%	1	2,834	2,538	296	89%	1	2,834	2,545	289	89%	1	2,834	2,536	298	89%	1
AJAX TOTALS	10,850	11,692	-842	107%	46	11,339	11,595	-256	102%	34	11,333	11,427	-94	100%	30	11,327	11,314	13	99%	28	11,333	11,240	93	99%	26	11,333	11,088	245	97%	22

*Portable use for 2020 identifies portables accommodated on site to accommodate intended in-person enrolment, however, due to the pandemic, the enrolment fluctuated between in-person and virtual for each school.

**2021 portable needs accommodate all students and staff in the school for the 2021 school year.

Town of Whitby Total Elementary Enrolment Numbers

Purple=actual
Black=2021 Official Enrolment Projections

School Name	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables used *	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	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required	
North Whitby																															
Blair Ridge PS	593	571	22	96%	0	593	518	75	87%	0	593	481	112	81%	0	593	453	140	76%	0	593	428	165	72%	0	593	404	189	68%	0	
Brooklin Village PS Total	674	749	-75	111%	2	674	697	-23	103%	0	674	683	-9	101%	-1	674	675	-1	100%	-1	674	677	-3	100%	-1	674	679	-5	100%	-1	
Brooklin Village PS Reg		381					341					312					298					287					282				
Brooklin Village PS FI		368					356					371					377					390					397				
Chris Hadfield PS	657	813	-156	123%	4	657	758	-101	115%	3	657	733	-76	111%	2	657	695	-38	105%	0	657	675	-18	102%	-1	657	643	14	97%	0	
Meadowcrest PS FI	285	375	-90	131%	5	285	354	-69	124%	3	282	317	-35	112%	2	279	291	-12	104%	1	279	286	-7	102%	0	279	270	9	96%	0	
Winchester PS Total	570	484	86	84%	1	570	472	98	82%	0	570	487	83	85%	0	570	477	93	83%	0	570	473	97	82%	0	570	462	108	81%	0	
Winchester PS Reg		303					293					307					296					296					299				
Winchester PS Mod		181					179					180					181					177					163				
Subtotal	2,779	2,992	-213	107%	12	2,779	2,799	-20	100%	6	2,776	2,701	75	97%	3	2,773	2,591	182	93%	0	2,773	2,539	234	91%	-2	2,773	2,458	315	88%	-1	
Middle Whitby																															
CE Broughton PS Total	354	334	20	94%	2	354	335	19	94%	1	354	323	31	91%	1	354	316	38	89%	1	354	308	46	87%	0	354	304	50	85%	0	
CE Broughton PS Reg		211					208					206					200					197					196				
CE Broughton PS Mod		123					127					115					114					109					106				
Cpt M VandenBos PS	619	702	-83	113%	1	619	695	-76	112%	3	619	681	-62	110%	2	619	677	-58	109%	2	619	670	-51	108%	2	619	655	-36	105%	1	
Cpt M VandenBos PS Reg		362					349					322					304					290					266				
Cpt M VandenBos PS FI		340					346					359					373					380					389				
Col JE Farewell PS	524	577	-53	110%	0	524	592	-68	112%	2	524	598	-74	114%	2	524	592	-68	112%	2	524	602	-78	114%	2	524	596	-72	113%	2	
Dr Robert Thornton PS	420	365	55	86%	0	420	314	106	74%	0	420	306	114	72%	0	420	307	113	73%	0	420	298	122	70%	0	420	287	133	68%	0	
EA Fairman PS	256	282	-26	110%	1	256	307	-51	119%	5	256	344	-88	134%	7	256	379	-123	148%	8	256	406	-150	158%	9	256	422	-166	164%	10	
Fallingbrook PS	426	519	-93	121%	0	426	545	-119	127%	5	426	562	-136	131%	6	426	586	-160	137%	7	426	569	-143	133%	6	426	547	-121	128%	5	
Glen Dhu PS	527	586	-59	111%	1	527	609	-82	115%	3	527	648	-121	122%	5	527	676	-149	128%	6	527	709	-182	134%	7	527	737	-210	139%	9	
Jack Miner PS Total	386	420	-34	108%	2	386	439	-53	113%	2	386	438	-52	113%	2	386	420	-34	108%	1	386	414	-28	107%	1	386	410	-24	106%	1	
Jack Miner PS Reg		316					307					306					288					282					278				
Jack Miner PS Gifted		104					132					132					132					132					132				
John Dryden PS Total	639	727	-88	113%	3	639	706	-67	110%	3	639	683	-44	106%	2	639	674	-35	105%	2	639	647	-8	101%	0	639	629	10	98%	0	
John Dryden PS Reg		461					434					398					386					355					333				
John Dryden PS FI		266					272					285					288					292					296				
Julie Payette PS FI	668	769	-101	115%	3	668	743	-75	111%	0	668	698	-30	104%	-2	668	666	2	99%	-3	668	658	10	98%	-3	668	671	-3	100%	0	
Ormiston PS	472	517	-45	109%	3	472	568	-96	120%	4	472	616	-144	130%	6	472	661	-189	140%	8	472	675	-203	143%	9	472	691	-219	146%	10	
Pringle Creek PS Total	564	554	10	98%	0	564	572	-8	101%	0	564	573	-9	101%	0	564	575	-11	101%	0	564	578	-14	102%	0	564	570	-6	101%	0	
Pringle Creek PS Reg		480					480					481					483					486					478				
Pringle Creek PS Gifted		74					92					92					92					92					92				
Robert Munsch PS	559	666	-107	119%	2	559	440	119	78%	0	559	428	131	76%	0	559	411	148	73%	0	559	389	170	69%	0	559	376	183	67%	1	
Sir Samuel Steele PS	469	520	-51	110%	1	469	479	-10	102%	0	469	458	11	97%	-1	469	442	27	94%	0	469	432	37	92%	0	469	413	56	88%	0	
Willows Walk PS						490	306	184	62%	0	490	324	166	66%	0	490	322	168	65%	0	490	322	168	65%	0	490	327	163	66%	0	
Williamsburg PS	513	654	-141	127%	4	513	598	-85	116%	2	513	560	-47	109%	0	513	527	-14	102%	-1	513	499	14	97%	0	513	472	41	92%	0	
Subtotal	7,396	8,192	-796	110%	23	7,886	8,248	-362	104%	30	7,886	8,240	-354	104%	30	7,886	8,231	-345	104%	33	7,886	8,176	-290	103%	33	7,886	8,107	-221	102%	30	
South Whitby																															
Bellwood PS	380	431	-51	113%	3	380	418	-38	110%	2	380	416	-36	109%	2	380	406	-26	106%	2	380	399	-19	105%	1	380	396	-16	104%	1	
Sir Will Steph PS	438	454	-16	103%	1	438	456	-18	104%	1	438	458	-20	104%	1	438	460	-22	105%	1	438	450	-12	102%	1	438	465	-27	106%	2	
West Lynde PS	449	462	-13	102%	1	449	488	-39	108%	3	449	525	-76	116%	5	449	568	-119	126%	7	449	629	-180	140%	10	449	673	-224	149%	12	
Whitby Shores PS	571	671	-100	117%	3	571	636	-65	111%	0	571	620	-49	108%	0	571	596	-25	104%	0	571	570	1	99%	0	571	554	17	97%	0	
Subtotal	1,838	2,018	-180	109%	8	1,838	1,998	-160	108%	6	1,838	2,019	-181	109%	8	1,838	2,030	-192	110%	10	1,838	2,048	-210	111%	12	1,838	2,088	-250	113%	15	
WHITBY TOTALS	12,013	13,202	-1,189	109%	43	12,503	13,045	-542	104%	42	12,500	12,960	-460	103%	41	12,497	12,852	-355	102%	43	12,497	12,763	-266	102%	43	12,497	12,653	-156	101%	44	

*Portable use for 2020 identifies portables accommodated on site to accommodate intended in-person enrolment, however, due to the pandemic, the enrolment fluctuated between in-person and virtual for each school.

**2021 portable needs accommodate all students and staff in the school for the 2021 school year.

City of Oshawa Total Elementary Enrolment Numbers

Purple=actual
Black=2021 Official Enrolment Projections

School Name	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables used *	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	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required
North Oshawa																														
Elsie MacGill PS	519	455	64	87%	0	519	437	82	84%	0	519	423	96	81%	0	519	406	113	78%	0	519	410	109	78%	0	519	407	112	78%	0
Jeanne Sauvé PS FI	576	783	-207	135%	8	576	821	-245	142%	8	573	794	-221	138%	7	570	779	-209	136%	6	570	763	-193	133%	5	570	738	-168	129%	4
Kedron PS	262	389	-127	148%	4	262	385	-123	146%	5	262	378	-116	144%	5	262	365	-103	139%	4	262	371	-109	141%	4	262	361	-99	137%	4
Norman G Powers PS	513	595	-82	115%	4	513	546	-33	106%	2	513	514	-1	100%	0	513	474	39	92%	0	513	436	77	84%	0	513	413	100	80%	0
Northern Dancer PS	513	826	-313	161%	10	513	862	-349	168%	13	513	902	-389	175%	15	513	902	-389	175%	15	513	916	-403	178%	16	513	902	-389	175%	15
Seneca Trail PS	565	585	-20	103%	0	565	606	-41	107%	1	565	611	-46	108%	1	565	620	-55	109%	1	565	633	-68	112%	2	565	625	-60	110%	2
Sherwood PS	467	438	29	93%	0	467	452	15	96%	0	467	469	-2	100%	0	467	468	-1	100%	0	467	467	0	100%	0	467	467	0	100%	0
Unnamed N Oshawa PS																536					536					536				
Subtotal	3,415	4,071	-656	119%	26	3,415	4,109	-694	120%	29	3,412	4,091	-679	119%	28	3,945	4,014	-605	101%	26	3,945	3,996	-587	101%	27	3,945	3,913	-504	99%	25
Middle Oshawa																														
Adelaide McLaughlin PS	397	335	62	84%	0	397	334	63	84%	0	397	337	60	84%	0	397	341	56	85%	0	397	351	46	88%	0	397	362	35	91%	0
Beau Valley PS	236	217	19	91%	0	236	211	25	89%	0	236	212	24	89%	0	236	212	24	89%	0	236	217	19	91%	0	236	213	23	90%	0
Coronation PS Total	400	369	31	92%	0	400	362	38	90%	0	400	352	48	88%	0	400	344	56	86%	0	400	337	63	84%	0	400	323	77	80%	0
Coronation PS Reg		314					301					291					283					276					262			
Coronation PS Gifted		55					61					61					61					61					61			
Dr S J Phillips PS	452	409	43	90%	0	452	399	53	88%	0	452	385	67	85%	0	452	382	70	84%	0	452	373	79	82%	0	452	357	95	78%	0
Gordon B Attersley PS	481	419	62	87%	0	481	425	56	88%	0	481	440	41	91%	0	481	438	43	91%	0	481	444	37	92%	0	481	451	30	93%	0
Harmony Heights PS	317	293	24	92%	0	317	293	24	92%	0	317	284	33	89%	0	317	271	46	85%	0	317	273	44	86%	0	317	268	49	84%	0
Hillsdale PS	233	131	102	56%	0	233	133	100	57%	0	233	132	101	56%	0	233	131	102	56%	0	233	132	101	56%	0	233	118	115	50%	0
Mary St Com Sch	0	180			2	0	185			2	0	193			2	0	196			2	0	187			2	0	188			2
P. Elliott Trudeau PS	495	677	-182	136%	7	495	643	-148	129%	5	495	617	-122	124%	4	495	586	-91	118%	4	495	559	-64	112%	3	495	525	-30	106%	2
Queen Eliz PS	427	499	-72	116%	3	427	494	-67	115%	2	427	489	-62	114%	2	427	484	-57	113%	2	427	479	-52	112%	2	427	469	-42	109%	2
SG Saywell PS ***	389	504	-115	129%	4	389	479	-90	123%	3	389	462	-73	118%	2	389	442	-53	113%	1	389	432	-43	111%	1	389	434	-45	111%	1
Sunset Heights PS ***	380	592	-212	155%	6	380	667	-287	175%	12	380	740	-360	194%	15	380	801	-421	210%	18	380	840	-460	221%	20	380	846	-466	222%	20
Vincent Massey PS	441	553	-112	125%	5	441	549	-108	124%	5	441	560	-119	126%	5	441	573	-132	129%	6	441	577	-136	130%	6	441	585	-144	132%	6
Walter E Harris PS FI	443	585	-142	132%	5	443	569	-126	128%	4	440	532	-92	120%	2	437	513	-76	117%	1	437	520	-83	118%	1	437	516	-79	118%	1
Woodcrest PS	305	351	-46	115%	5	305	355	-50	116%	5	305	346	-41	113%	5	305	343	-38	112%	5	305	336	-31	110%	5	305	329	-24	107%	5
Subtotal	5,396	6,114	-718	113%	37	5,396	6,098	-702	113%	38	5,393	6,081	-688	112%	37	5,390	6,057	-667	112%	39	5,390	6,057	-667	112%	40	5,390	5,984	-594	111%	39
South Oshawa																														
Bobby Orr PS	415	266	149	64%	0	360	268	92	74%	0	360	277	83	76%	0	360	279	81	77%	0	360	280	80	77%	0	360	275	85	76%	0
Clara Hughes PS	490	823	-333	167%	12	490	844	-354	172%	13	490	849	-359	173%	13	490	836	-346	170%	12	490	828	-338	168%	12	490	819	-329	167%	12
College Hill PS	225	261	-36	116%	3	225	262	-37	116%	3	225	265	-40	117%	3	225	260	-35	115%	3	225	270	-45	120%	3	225	273	-48	121%	3
David Bouchard PS Total	602	572	30	95%	0	602	543	59	90%	0	602	525	77	87%	-1	602	527	75	87%	-1	602	540	62	89%	0	602	534	68	88%	0
David Bouchard PS Reg		286					268					240					225					221					209			
David Bouchard PS FI		286					275					285					302					319					325			
Dr C F Cannon PS	676	391	285	57%	0	676	379	297	56%	0	676	386	290	57%	0	676	399	277	59%	0	676	393	283	58%	0	676	395	281	58%	0
Forest View PS	444	491	-47	110%	1	444	492	-48	110%	1	444	499	-55	112%	1	444	507	-63	114%	1	444	516	-72	116%	1	444	511	-67	115%	1
Glen Street PS	472	364	108	77%	0	472	366	106	77%	0	472	355	117	75%	0	472	352	120	74%	0	472	354	118	75%	0	472	353	119	74%	0
Lakewoods PS	504	281	223	55%	0	504	272	232	53%	0	504	265	239	52%	0	504	264	240	52%	0	504	255	249	50%	0	504	248	256	49%	0
Village Union PS	977	366	611	37%	0	549	357	192	65%	0	549	360	189	65%	0	549	361	188	65%	0	549	360	189	65%	0	549	355	194	64%	0
Waverly PS	354	401	-47	113%	5	354	383	-29	108%	4	354	370	-16	104%	3	354	362	-8	102%	3	354	347	7	98%	2	354	331	23	93%	1
Subtotal	5,159	4,216	943	81%	21	4,676	4,166	510	89%	21	4,676	4,151	525	88%	19	4,676	4,147	529	88%	18	4,676	4,143	533	88%	18	4,676	4,094	582	87%	17
OSHAWA TOTALS	13,970	14,401	-431	103%	84	13,487	14,373	-886	106%	88	13,481	14,323	-842	106%	84	14,011	14,218	-207	101%	83	14,011	14,196	-185	101%	85	14,011	13,991	20	99%	81

* Portable use for 2020 identifies portables accommodated on site to accommodate intended in-person enrolment, however, due to the pandemic, the enrolment fluctuated between in-person and virtual for each school.

** 2021 portable needs accommodate all students and staff in the school for the 2021 school year.

*** Unnamed North Oshawa PS (Windfields Farm/Craftsman) will alleviate accommodation pressures at Stephen Saywell PS and Sunset Heights PS when it opens in 2023.

Townships of Uxbridge, Scugog and Brock Total Elementary Enrolment Numbers

Purple=actual
Black=2021 Official Enrolment Projections

School Name	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables used *	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	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required
Uxbridge																														
Goodwood PS	213	218	-5	102%	2	213	221	-8	103%	2	213	220	-7	103%	2	213	217	-4	101%	2	213	215	-2	100%	2	213	212	1	99%	2
Joseph Gould PS	541	509	32	94%	0	541	499	42	92%	0	541	499	42	92%	0	541	496	45	91%	0	541	495	46	91%	0	541	489	52	90%	0
Quaker Village PS	409	358	51	87%	0	409	344	65	84%	0	409	336	73	82%	0	409	338	71	82%	0	409	344	65	84%	0	409	342	67	83%	0
Scott Central PS	305	309	-4	101%	0	305	309	-4	101%	1	305	312	-7	102%	1	305	314	-9	102%	1	305	311	-6	101%	1	305	318	-13	104%	1
Uxbridge PS	466	347	119	74%	0	466	359	107	77%	0	463	342	121	73%	0	460	318	142	69%	0	460	323	137	70%	0	460	338	122	73%	0
Uxbridge Totals	1,934	1,741	193	90%	2	1,934	1,732	202	89%	3	1,931	1,709	222	88%	3	1,928	1,683	245	87%	3	1,928	1,688	240	87%	3	1,928	1,699	229	88%	3
Scugog																														
Cartwright Central PS	446	292	154	65%	0	446	295	151	66%	0	446	289	157	64%	0	446	281	165	63%	0	446	275	171	61%	0	446	273	173	61%	0
Greenbank PS	141	139	2	98%	1	141	129	12	91%	1	141	129	12	91%	1	141	135	6	95%	1	141	127	14	90%	1	141	125	16	88%	1
Prince Albert PS	251	266	-15	105%	1	251	266	-15	105%	2	251	264	-13	105%	2	251	269	-18	107%	2	251	269	-18	107%	2	251	266	-15	105%	2
R H Cornish PS Total	639	639	0	100%	1	639	599	40	93%	1	639	602	37	94%	0	639	589	50	92%	0	639	573	66	89%	0	639	573	66	89%	0
R H Cornish PS Reg		267					250					243					236					226					222			
R H Cornish PS FI		328					308					318					312					306					310			
R H Cornish PS Gifted		44					41					41					41					41					41			
S A Cawker PS	487	457	30	93%	1	487	454	33	93%	2	487	430	57	88%	0	487	415	72	85%	0	487	422	65	86%	0	487	427	60	87%	0
Scugog Totals	1,964	1,793	171	91%	4	1,964	1,743	221	88%	6	1,964	1,714	250	87%	3	1,964	1,689	275	85%	3	1,964	1,666	298	84%	3	1,964	1,664	300	84%	3
Brock																														
Beaverton PS ***	167	246	-79	147%	3	167	275	-108	164%	6	167	294	-127	176%	7															
McCaskill's Mills PS	441	454	-13	102%	2	441	444	-3	100%	1	441	442	-1	100%	1	441	449	-8	101%	1	441	454	-13	102%	1	441	461	-20	104%	1
McCaskill's Mills PS Reg		310					295					284					288					290					290			
McCaskill's Mills PS FI		144					149					158					161					164					171			
Sunderland PS	354	367	-13	103%	3	354	375	-21	105%	4	354	369	-15	104%	4	354	399	-45	112%	5	354	390	-36	110%	5	354	381	-27	107%	5
Thorah Central PS ***	230	130	100	56%	0	230	139	91	60%	0	230	150	80	65%	0															
Consolidated Beaverton PS/Thorah Cent PS																326	465	-139	142%	6	326	487	-161	149%	7	326	486	-160	149%	7
Brock Totals	1,192	1,197	-5	100%	8	1,192	1,233	-41	103%	11	1,192	1,255	-63	105%	12	1,121	1,313	-192	117%	12	1,121	1,331	-210	118%	13	1,121	1,328	-207	118%	13
NORTH TOTALS	5,090	4,731	359	92%	14	5,090	4,708	382	92%	20	5,087	4,678	409	91%	18	5,013	4,685	328	93%	18	5,013	4,685	328	93%	19	5,013	4,691	322	93%	19

*Portable use for 2020 identifies portables accommodated on site to accommodate intended in-person enrolment, however, due to the pandemic, the enrolment fluctuated between in-person and virtual for each school.
**2021 portable needs accommodate all students and staff in the school for the 2021 school year.
*** Amalgamation of Beaverton PS and Thorah Central PS starting in 2023.

13. Appendix C-Secondary Enrolment

Total Secondary Enrolment Numbers

Purple=actual
Black=2021 Official Enrolment Projections

School	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables used *	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	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required
City of Pickering																														
Dunbarton HS	1,722	1,458	264	85%	0	1,886	1,533	353	81%	0	1,886	1,560	326	83%	0	1,886	1,582	304	84%	0	1,886	1,618	268	86%	0	1,886	1,665	221	88%	2
Pine Ridge SS	1,533	1,055	478	69%	0	1,679	1,074	605	64%	0	1,679	1,125	554	67%	2	1,679	1,141	538	68%	0	1,679	1,209	470	72%	0	1,679	1,234	445	73%	0
Town of Ajax																														
Ajax HS	1,383	1,256	127	91%	0	1,513	1,291	222	85%	0	1,513	1,336	177	88%	0	1,513	1,416	97	94%	0	1,513	1,413	100	93%	0	1,513	1,435	78	95%	0
J Clarke Richardson Col	1,425	1,816	-391	127%	14	1,559	1,871	-312	120%	14	1,559	1,998	-439	128%	20	1,559	2,112	-553	135%	25	1,559	2,149	-590	138%	27	1,559	2,174	-615	139%	28
Pickering HS	1,677	1,897	-220	113%	4	1,835	1,919	-84	105%	4	1,835	1,939	-104	106%	5	1,835	1,938	-103	106%	5	1,835	1,876	-41	102%	2	1,835	1,872	-37	102%	2
Town of Whitby																														
Anderson CVI	1,005	756	249	75%	0	1,099	702	397	64%	0	1,099	696	403	63%	0	1,099	688	411	63%	0	1,099	685	414	62%	0	1,099	679	420	62%	0
Brooklin HS	1,173	1,360	-187	116%	6	1,283	1,383	-100	108%	5	1,283	1,396	-113	109%	6	1,283	1,411	-128	110%	7	1,283	1,449	-166	113%	9	1,283	1,464	-181	114%	10
Donald A Wilson SS	1,257	1,655	-398	132%	12	1,375	1,782	-407	130%	18	1,375	1,924	-549	140%	24	1,375	1,994	-619	145%	27	1,375	2,079	-704	151%	31	1,375	2,116	-741	154%	33
Henry Street HS	921	854	67	93%	0	1,007	945	62	94%	0	1,007	955	52	95%	0	1,007	1,011	-4	100%	0	1,007	1,028	-21	102%	1	1,007	992	15	99%	0
Sinclair SS	1,248	1,174	74	94%	0	1,366	1,169	197	86%	0	1,366	1,191	175	87%	0	1,366	1,211	155	89%	0	1,366	1,224	142	90%	0	1,366	1,220	146	89%	0
City of Oshawa																														
Eastdale CVI	1,173	1,008	165	86%	0	1,283	1,039	244	81%	0	1,283	1,083	200	84%	2	1,283	1,125	158	88%	4	1,283	1,142	141	89%	5	1,283	1,170	113	91%	6
GL Roberts CVI	888	438	450	49%	0	993	466	527	47%	0	993	500	493	50%	0	993	486	507	49%	0	993	489	504	49%	0	993	492	501	50%	0
Maxwell Heights SS	1,257	1,629	-372	130%	10	1,375	1,601	-226	116%	10	1,375	1,570	-195	114%	9	1,375	1,599	-224	116%	10	1,375	1,578	-203	115%	9	1,375	1,586	-211	115%	9
O'Neill CVI	1,260	1,362	-102	108%	0	1,380	1,364	16	99%	0	1,380	1,384	-4	100%	1	1,380	1,408	-28	102%	2	1,380	1,423	-43	103%	3	1,380	1,458	-78	106%	5
RS McLaughlin CVI	1,089	1,161	-72	107%	4	1,191	1,257	-66	106%	7	1,191	1,348	-157	113%	11	1,191	1,393	-202	117%	13	1,191	1,432	-241	120%	15	1,191	1,467	-276	123%	17
Uxbridge Township																														
Uxbridge SS	1,311	1,099	212	84%	0	1,435	1,064	371	74%	0	1,435	1,113	322	78%	0	1,435	1,088	347	76%	0	1,435	1,087	348	76%	0	1,435	1,087	348	76%	0
Scugog Township																														
Port Perry HS	1,374	988	386	72%	1	1,504	963	541	64%	1	1,504	976	528	65%	2	1,504	966	538	64%	2	1,504	958	546	64%	2	1,504	930	574	62%	1
Brock Township																														
Brock HS	609	406	203	67%	0	667	414	253	62%	0	667	413	254	62%	0	667	428	239	64%	1	667	427	240	64%	1	667	426	241	64%	1
Alternative Secondary																														
DASS	0	337				0	400				0	450				0	450				0	450				0	450			
Totals	22,305	21,709	933	96%	51	24,430	22,237	2,593	89%	59	24,430	22,957	1,923	92%	82	24,430	23,447	1,433	94%	96	24,430	23,716	1,164	95%	105	24,430	23,917	963	96%	114

Note: Utilization Rate Totals do not include DASS enrolment and portables used for Grove Program are not included in portable use.
*Portable use for 2020 identifies portables accommodated on site to accommodate intended in-person enrolment, however, due to the pandemic, the enrolment fluctuated between in-person and virtual for each school.
**Portable needs not yet identified for 2021 school year-will be updated in September document. Current number is calculated using enrolment minus capacity, divided by 23 (students per classroom).

14. Appendix D-Out of area Summary

Pickering Elementary Data

Originating HOME SCHOOL-students in vertical columns should be attending vertically shown school name.

Child Care Centre	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Altona Forest PS	Bayview Heights PS	Claremont PS	Elizabeth B. Phin PS	Fairport Beach PS	Frenchman's Bay PS FI	Gandatsetiagon PS	Glengrove PS	Highbush PS	Maple Ridge PS	Maple Ridge PS FI	Rosebank PS	Sir JA Macdonald PS	Sir JA Macdonald PS FI	Valley Farm PS	Valley View PS	Vaughan Willard PS	Westcreek PS	William Dunbar PS	Students COMING FROM another Pickering school, as out of area	Students COMING FROM a different municipality, as out of area	2020 TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA
	✓	Altona Forest PS				3			2													5	3	8
		Bayview Heights PS													2							2	4	6
✓	✓	Claremont PS																				0	8	8
	✓	Elizabeth B. Phin PS	5				8		1	3	1	3		2						11	3	37	5	42
✓	✓	Fairport Beach PS		4											1						1	6	1	7
	✓	Frenchman's Bay PS FI		2									2			1		1	1			7	2	9
✓	✓	Gandatsetiagon PS		1			2			1		2							2		2	10	11	21
✓		Glengrove PS	1	1			4												1			7	9	16
✓	✓	Highbush PS	5						2												2	9	3	12
✓	✓	Maple Ridge PS	1						1	3												5	3	0
✓	✓	Maple Ridge PS FI																				0		0
	✓	Rosebank PS		1			1		3											1		6	3	9
	✓	Sir JA Macdonald PS		7						1												8	3	11
	✓	Sir JA Macdonald PS Fi																				0		0
✓	✓	Valley Farm PS		1														3		3		7	15	22
	✓	Valley View PS*															49			2		51	5	56
✓	✓	Vaughan Willard PS		5					3	8	1	4					1	2			3	27	2	29
✓	✓	Westcreek PS	1	1		6			1													9	2	11
	✓	William Dunbar PS		2					1		1	2								2		8	2	10
		Students GOING TO another Pickering school, as out of area	13	25	0	9	15	0	14	16	3	11	2	2	3	1	50	6	4	19	11	204	81	277
		Students GOING TO a different municipality, as out of area	4	6	9	0	0	0	3	5	2	0		3	4		10	15	0	7	2			
		2020 TOTAL NUMBER OF STUDENTS GOING AS OUT OF AREA	17	31	9	9	15	0	17	21	5	11	2	5	7	1	60	21	4	26	13	274		

Note: single track French Immersion “out of area” students are students in regular program JK/SK. *Due to a recent revision to holding schools to accommodate growth, Valley View PS students and their siblings were previously designated to Valley View PS and can continue to attend and are not “out of area”.

Ajax Elementary Data

Originating HOME SCHOOL-students in vertical columns should be attending vertically shown school name.

Child Care	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Alexander Graham Bell PS	Applecroft PS	Bolton C. Falby PS	Cadarackque PS	Cadarackque PS FI	Carruthers Creek PS	da Vinci PS	Dr. Roberta Bondar PS	Duffin's Bay PS	Eagle Ridge PS	Lakeside PS	Lester B. Pearson PS	Lincoln Alexander PS	Lincoln Avenue PS	Lord Elgin PS	Michaelle Jean PS FI	Nottingham PS	Roland Michener PS	Romeo Dallaire PS	Southwood Park PS	Southwood Park PS FI	Terry Fox PS	Vimy Ridge PS	Viola Desmond PS	Westney Heights PS	Students COMING FROM another Ajax school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA
	√	Alexander Graham Bell PS		2					2			3		4	5	1									3			20	5	25
√	√	Applecroft PS	2							12				3		1				2				4	2	1	4	31	1	32
√	√	Bolton C. Falby PS		1							1			1					2			3		4			12	10	22	
√	√	Cadarackque PS	1																				2		2		5		5	
√	√	Cadarackque PS FI	3	9	2										7	4					5		7				37	1	38	
	√	Carruthers Creek PS	3		7	3			1	1					2					1		1		2			21	1	22	
	√	da Vinci PS													1				1		6				1	1	10	5	15	
√	√	Dr. Roberta Bondar PS			2				1														2	1	1		7	2	9	
	√	Duffin's Bay PS			4																	12					16		16	
	√	Eagle Ridge PS	11												3												14	3	17	
	√	Lakeside PS			1			2			2											4					9		9	
		Lester B. Pearson PS	2	2	3					3							3			2		2		2		2	8	29	6	35
√	√	Lincoln Alexander PS							1			2														1	4	3	7	
	√	Lincoln Avenue PS													2												2	5	7	
√	√	Lord Elgin PS	1		7	5			1										1					2			17	2	19	
	√	Michaelle Jean PS FI			1							7		1													9	4	13	
√	√	Nottingham PS		1		1		3				1												1	3	1		11	2	13
√	√	Roland Michener PS		8	1				1	2						3	2		2					2		1		22	2	24
√	√	Romeo Dallaire PS			2				2					1	9				1							3	18	10	28	
	√	Southwood Park PS			11			5					1														1	18	1	19
	√	Southwood Park PS FI																		1							1		1	
		Terry Fox PS		1		2			1			2					1				2				3			12	9	21
	√	Vimy Ridge PS	4																3		2					2	11	8	19	
√	√	Viola Desmond PS			1					1		2															4	4	8	
	√	Westney Heights PS								2				4	4	3			3		3	1		1			3	21	3	24
		Students GOING TO another Ajax school, as out of area	27	24	42	11	0	10	10	21	3	17	1	14	33	12	6	0	13	5	19	23	0	29	13	15	13	361	87	448
		Students GOING TO a different municipality, as out of area	2	6	12	3		7	6	2	0	2	0	3	5	11	0		2	0	2	5		5	4	16	3			
		TOTAL NUMBER OF STUDENTS GOING AS OUT OF AREA	29	30	54	14	0	17	16	23	3	19	1	17	38	23	6	0	15	5	21	28	0	34	17	31	16	457		

Note: single track French Immersion “out of area” students are students in regular program JK/SK.

Whitby Elementary Data

Originating HOME SCHOOL-students in vertical columns should be attending vertically shown school name.

Child Care	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Bellwood PS	Blair Ridge PS	Brooklin Village PS	Brooklin Village PS FI	CE Broughton PS	Capt M VandenBos PS	Capt M Vandenbos PS FI	Chris Hadfield PS	Col JE Farewell PS	Dr R Thornton PS	EA Fairman PS	Fallingbrook PS	Glen Dhu PS	Jack Miner PS	John Dryden PS	John Dryden PS FI	Julie Payette PS FI	Meadowcrest PS FI	Ormiston PS	Pringle Creek PS	Robert Munsch PS	Sir Samuel Steele PS	Sir Wm. Stephenson PS	West Lynde PS	Whitby Shores PS	Williamsburg PS	Winchester PS	Students COMING FROM another Whitby school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA
	√	Bellwood PS					1																						1	6	7	
	√	Blair Ridge PS			28					3														4					35	1	36	
√	√	Brooklin Village PS		2						1					1								1				1	6	6	12		
√	√	Brooklin Village PS FI																										0	1	1		
	√	CE Broughton PS **	3									4	2		5						4	17	2	2	10			2	51	43	94	
	√	Cpt. M VandenBos PS	2								1		1										1			1		2	8	2	10	
	√	Cpt. M VandenBos PS FI			1					1														1	11			2	16	3	19	
	√	Chris Hadfield PS		1	4							1															1	7		7		
	√	Col JE Farewell PS					1	1														2		2				6	3	9		
	√	Dr. Robert Thornton PS	2				1														1			1		1		2	8	2	10	
		EA Fairman PS					4				1	3										9		2	4	2	2	27	9	36		
	√	Fallingbrook PS								2		1			5						2	1	3	1		1		17	6	23		
√	√	Glen Dhu PS			2			1					1	4							1	2		1	1		3	16	13	29		
	√	Jack Miner PS					1	1			2													2			2	8		8		
√	√	John Dryden PS					2					2												4				8	1	9		
√	√	John Dryden PS FI								1																		1	3	4		
	√	Julie Payette PS FI							1			1											2					2	6		6	
	√	Meadowcrest PS FI																						6				6	6	12		
√	√	Ormiston PS		1	1										3	2						3	1			2	1	14	4	18		
	√	Pringle Creek PS					1																		1			2	1	3		
	√	Robert Munsch PS											1		3	1					1			3				9	3	12		
	√	Sir Samuel Steele PS					3	1				1		2	3		7						1					18	2	20		
		Sir Wm Stephenson PS									1				1						1							3	3	6		
√	√	West Lynde PS			1						3	1	3		2		1											11	6	17		
√	√	Whitby Shores PS																				2				1		3	4	7		
	√	Williamsburg PS						5				1												1				7	4	11		
√	√	Winchester PS **		19	41					18		1										1	1		3		1	2	87	45	132	
		Students GOING TO another Whitby school, as out of area	7	23	78	0	14	9	1	26	8	16	8	6	23	3	8	0	0	0	10	37	11	23	26	20	1	17	6	381	177	558
		Students GOING TO a different municipality, as out of area	8	1	1	0	1	1	0	3	6	4	4	1	8	0	3	0	0	0	6	0	0	2	6	9	3	7	0			
		TOTAL NUMBER OF STUDENTS GOING AS OUT OF AREA	15	24	79	0	15	10	1	29	14	20	12	7	31	3	11	0	0	0	16	37	11	25	32	29	4	24	6	455		

Note: single track French Immersion “out of area” students are students in regular program JK/SK.
**Coding not in place to distinguish Modified Program pupils. Therefore, data shows as “out of area”.

Oshawa Elementary Data

Originating HOME SCHOOL-students in vertical columns should be attending vertically shown school name.

Child Care	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Ad McLaughlin PS	Beau Valley PS	Bobby Orr PS	Clara Hughes PS	College Hill PS	Coronation PS	David Bouchard PS	David Bouchard PS FI	Dr. CF Cannon PS	Dr. SJ Phillips PS	Elsie MacGill PS	Forest View PS	Glen Street PS	Gordon B. Attersley PS	Harmony Heights PS	Hillsdale PS	Jeanne Sauvé PS FI	Kedron PS	Lakewoods PS	Mary St. Com School	Norman G. Powers PS	Northern Dancer PS	Pierre Elliot Trudeau PS	Queen Elizabeth PS	Seneca Trail	Sherwood PS	Stephen Saywell PS	Sunset Heights PS	Village Union PS	Vincent Massey PS	Walter E. Harris PS FI	Waverly PS	Woodcrest PS	Students COMING FROM another Oshawa school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA	
	√	Adelaide McLaughlin PS		2								2												2	1				1	1					1	10	2	12	
		Beau Valley PS						1				1				2	1	2								8				2	2					19		19	
	√	Bobby Orr PS				4			3		5	1		2	6						5								1	2	1					30		30	
√	√	Clara Hughes PS						4	6		4			1			2				2	1				2					1					23	3	26	
√	√	College Hill PS													2	3												2			3			2	4	16	2	18	
	√	Coronation PS																																		0		0	
√	√	David Bouchard PS			3	5					3				3						1			1	2	2	2					4			3		29		29
√	√	David Bouchard PS FI										1					2															1			1	5		5	
√		Dr. CF Cannon PS	3		1	1									2			2		1	17							2		1						30		30	
	√	Dr. SJ Phillips PS		3				1										3				2			2		7		1		4	1	3		2	1	30	6	36
√	√	Elsie MacGill PS																		1							1	9								11	3	14	
	√	Forest View PS	3		1	10		1			2						1			1											2					21		21	
√		Glen Street PS			2				1													1														4		4	
√		Gordon B. Attersley PS				2							1		1					1		2			1	3		2		1						14		14	
		Harmony Heights PS						4					2	4		12												1		1		2			1	27	2	29	
		Hillsdale PS	2													1												1								4		4	
	√	Jeanne Sauvé PS FI	1			2		2								3																				8	3	11	
√	√	Kedron PS														4							6	3		4		4			2			1		24	1	25	
√	√	Lakewoods PS			4				1		15			1	4							1								2	1					29		29	
		Mary St. Community School			1	1			1			1														2				3	4			2	1	16		16	
	√	Norman G. Powers PS											3	2		4				1					3		10									23	3	26	
√	√	Northern Dancer PS				1							2							2										6						11	7	18	
	√	Pierre Elliot Trudeau PS											1			5	2										1			1				2		12		12	
√	√	Queen Elizabeth PS		1		1						2			1							1		1				1		5						13	1	14	
	√	Seneca Trail PS				1							2			2				2			3		1				4			1				16		16	
	√	Sherwood PS																																			0	3	3
√	√	Stephen Saywell PS	10			1	1											1																2	9	24	1	25	
	√	Sunset Heights PS			1							5				1										2	2			1			1		1	14	1	15	
		Village Union PS			2	1	9		1		1			4	2														1					1		22	4	26	
	√	Vincent Massey PS				5						1		2			1	1																		10	1	11	
	√	Walter E. Harris PS FI			1	2																	2													5	1	6	
√	√	Waverly PS	2				8					2									1	2							3	2	4	1				7	32	5	37
	√	Woodcrest PS	2			2		2	1				1			1						3				2					4					18	13	31	
		Students GOING TO another Oshawa school, as out of area	23	6	16	39	18	15	14	0	30	16	12	16	21	38	9	9	0	9	26	13	12	10	10	32	12	27	6	30	30	10	0	15	26	550	62	612	
		Students GOING TO a different municipality, as out of area	5	0	2	6	0	7	4	0	5	9	3	7	2	4	5	7	0	16	0	2	2	15	3	4	2	0	0	6	11	4	0	4	10				
		TOTAL NUMBER OF STUDENTS GOING OUT OF AREA	28	6	18	45	18	22	18	0	35	25	15	23	23	42	14	16	0	25	26	15	14	25	13	36	14	27	6	36	41	14	0	19	36	695			

Note: single track French Immersion “out of area” students are students in regular program JK/SK.

North Elementary Data

Originating HOME SCHOOL-students in vertical columns should be attending vertically shown school name.

Child Care	Before & After		Township of Uxbridge					Township of Scugog					Township of Brock					Students COMING FROM another NORTH school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA
			Goodwood PS	Joseph Gould PS	Quaker Village PS	Scott Central PS	Uxbridge PS FI	Cartwright Central PS	Greenbank PS	Prince Albert PS	RH Cornish PS	RH Cornish PS FI	SA Cawker PS	Beaverton PS	McCaskill's Mills PS	McCaskill's Mills PS FI	Sunderland PS	Thorah Central PS		
		Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".																		
	V	Goodwood PS		1														1		1
V	V	Joseph Gould PS	3		1	7				1					1		1		1	15
	V	Quaker Village PS	3	10													2	2	17	3
	V	Scott Central PS		2	2												3		7	7
V	V	Uxbridge PS FI								3			1				4		8	8
	V	Cartwright Central PS													1				1	1
	V	Greenbank PS						1									2		3	6
	V	Prince Albert PS						1			6		3						10	2
V	V	RH Cornish PS						6					5						11	11
V	V	RH Cornish PS FI															2		2	3
V	V	SA Cawker PS						2	2	3	5								12	2
V	V	Beaverton PS			1										1		1	15	18	4
V	V	McCaskill's Mills PS												1			1	3	5	6
V	V	McCaskill's Mills PS FI										1							1	1
V	V	Sunderland PS																	0	0
		Thorah Central PS												8	2				10	10
		Students GOING TO another NORTH school, as out of area	6	13	4	7	0	10	2	7	11	1	9	9	5	0	16	20	120	17
		Students GOING TO a different municipality, as out of area	3	6	8	5	0	1	2	14	1		1	1	3		15	4		
		TOTAL NUMBER OF STUDENTS GOING OUT OF AREA	9	19	12	12	0	11	4	21	12	1	10	10	8	0	31	24	184	

Note: single track French Immersion “out of area” students are students in regular program JK/SK.

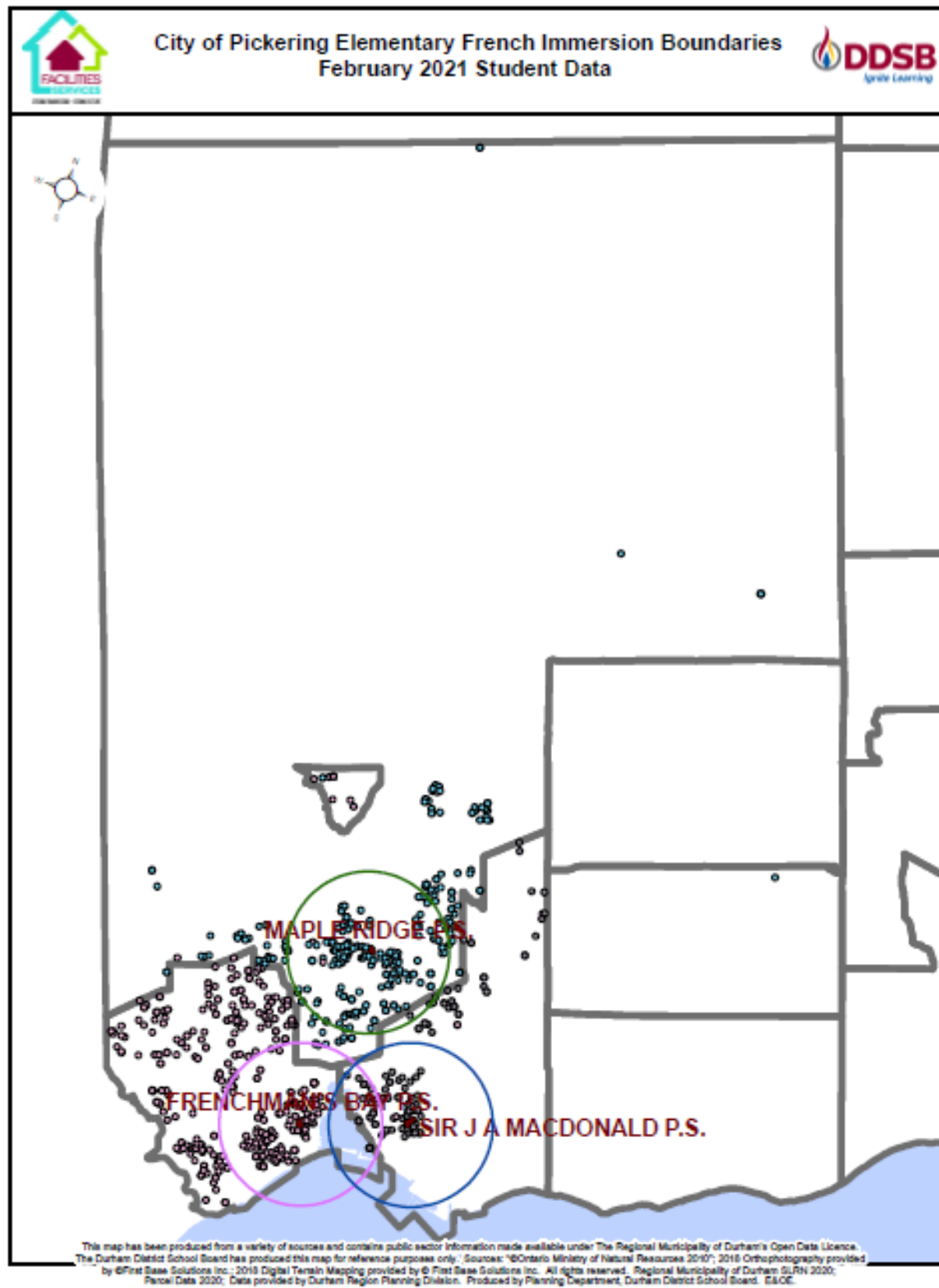
Secondary Data

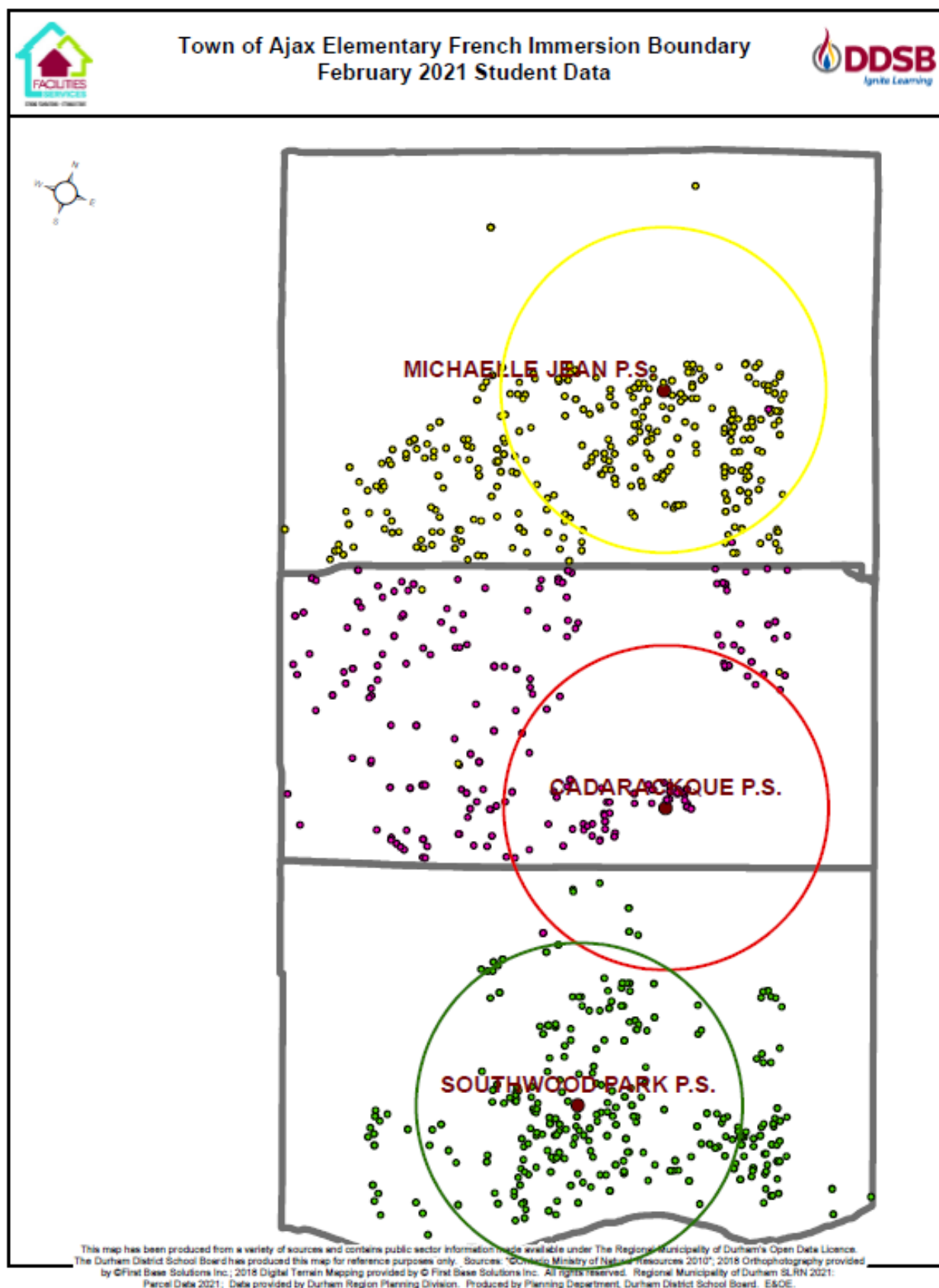
Originating HOME SCHOOL-students in vertical columns should be attending vertically shown school name.

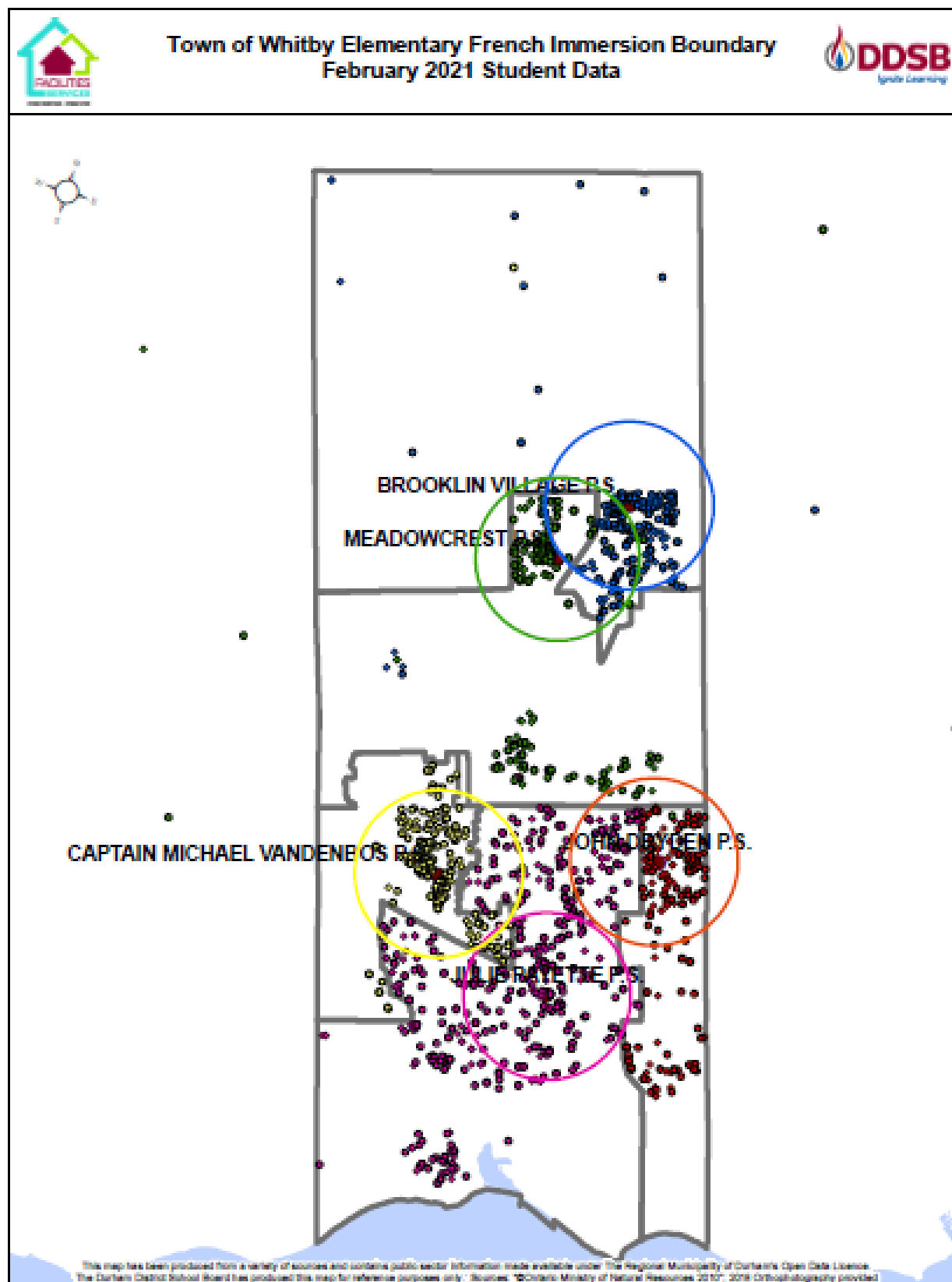
Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Ajax HS	Anderson CVI	Brock HS	Brooklin HS	Donald A. Wilson SS	Dunbarton HS	Eastdale CVI	GL Roberts CVI	Henry Street HS	J. Clarke Richardson Col.	Maxwell Heights SS	O'Neill CVI	Pickering HS	Pine Ridge SS	Port Perry HS	RS McLaughlin CVI	Sinclair SS	Uxbridge SS	Students COMING FROM another school in the same municipality, as out of area	TOTAL NUMBER OF SECONDARY STUDENTS COMING AS OUT OF AREA
Ajax HS						1	2	1		37		1	8	5			1		45	56
Anderson CVI				14	19		7	3	38		3		1			7	28		99	120
Brock HS															2				0	2
Brooklin HS		3			2				1		1	3			1		8	1	14	20
Donald A. Wilson SS	2	13		6				1	11	2	4	2	1	1		1	21	1	51	66
Dunbarton HS	1							1	4	4	2	1	4					1	0	18
Eastdale CVI								13		1	28	22			2	14			77	80
GL Roberts CVI	1						23				1	10				11			45	46
Henry Street HS	1	11		3	21		1	2		4	7	5			1	3	9		44	68
J. Clarke Richardson Col.	43	2		1	3	3	2		1		3		32	4		1	5		75	100
Maxwell Heights SS				1	1		18	1		3		65	1		1	14	3		98	108
O'Neill CVI *	5	6	1	17	6	6	57	24	18	9	42		2	4	3	42	19	4	165	265
Pickering HS	28					21			2	57	1			55	1		1	3	85	169
Pine Ridge SS		1				11	1			8	1	1	7				2		11	32
Port Perry HS			7	1												1	1	4	11	14
RS McLaughlin CVI		2		1			16	10	2		23	33					1		82	88
Sinclair SS		8		2	12		4	1	3	2	6	3				4			25	45
Uxbridge SS			15	2		1				1						17			15	36
Students GOING TO another Secondary School, as out of area	81	46	23	48	64	43	131	57	80	128	122	146	56	69	11	115	99	14	942	1,277

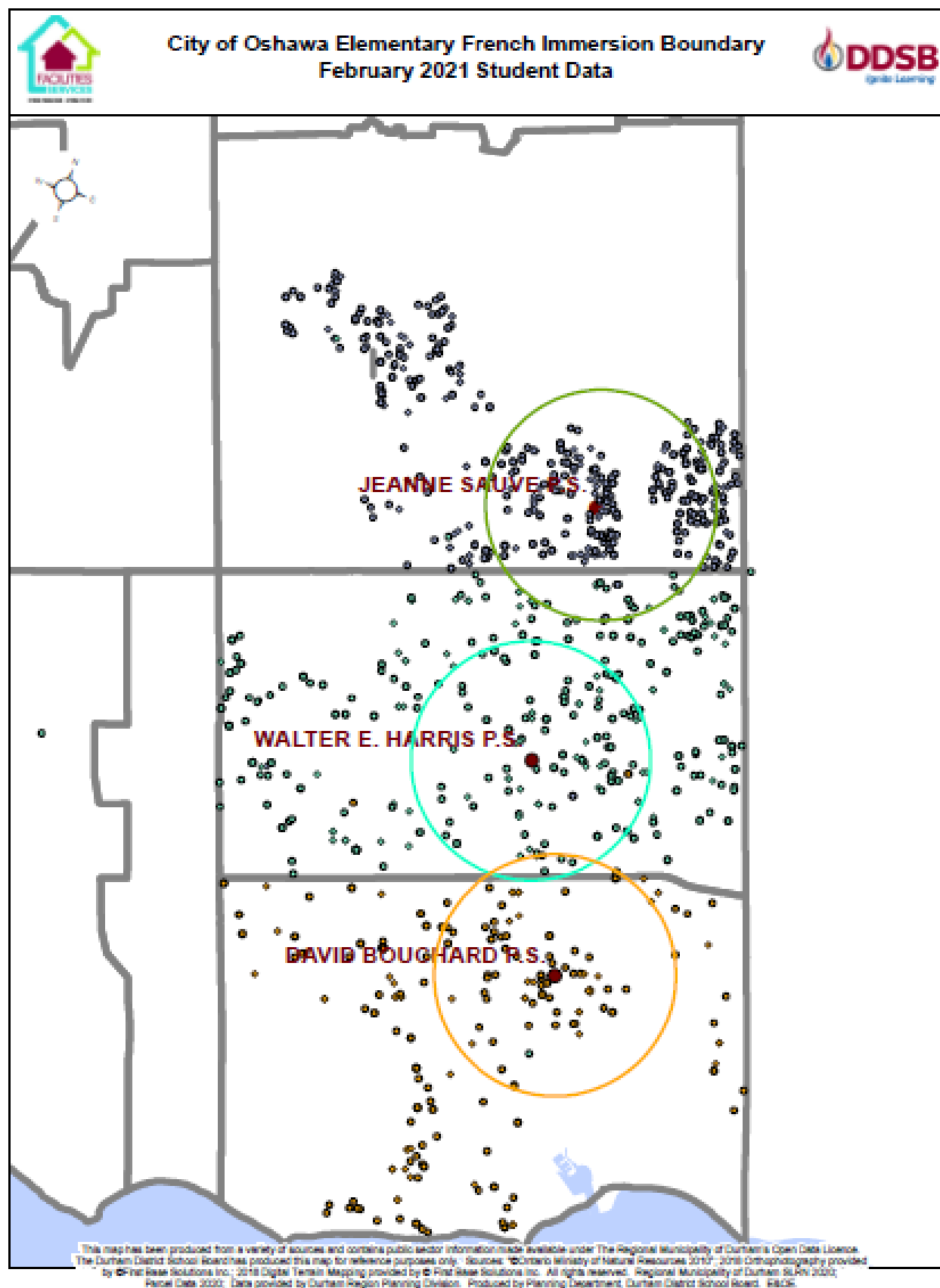
*Performing Arts program

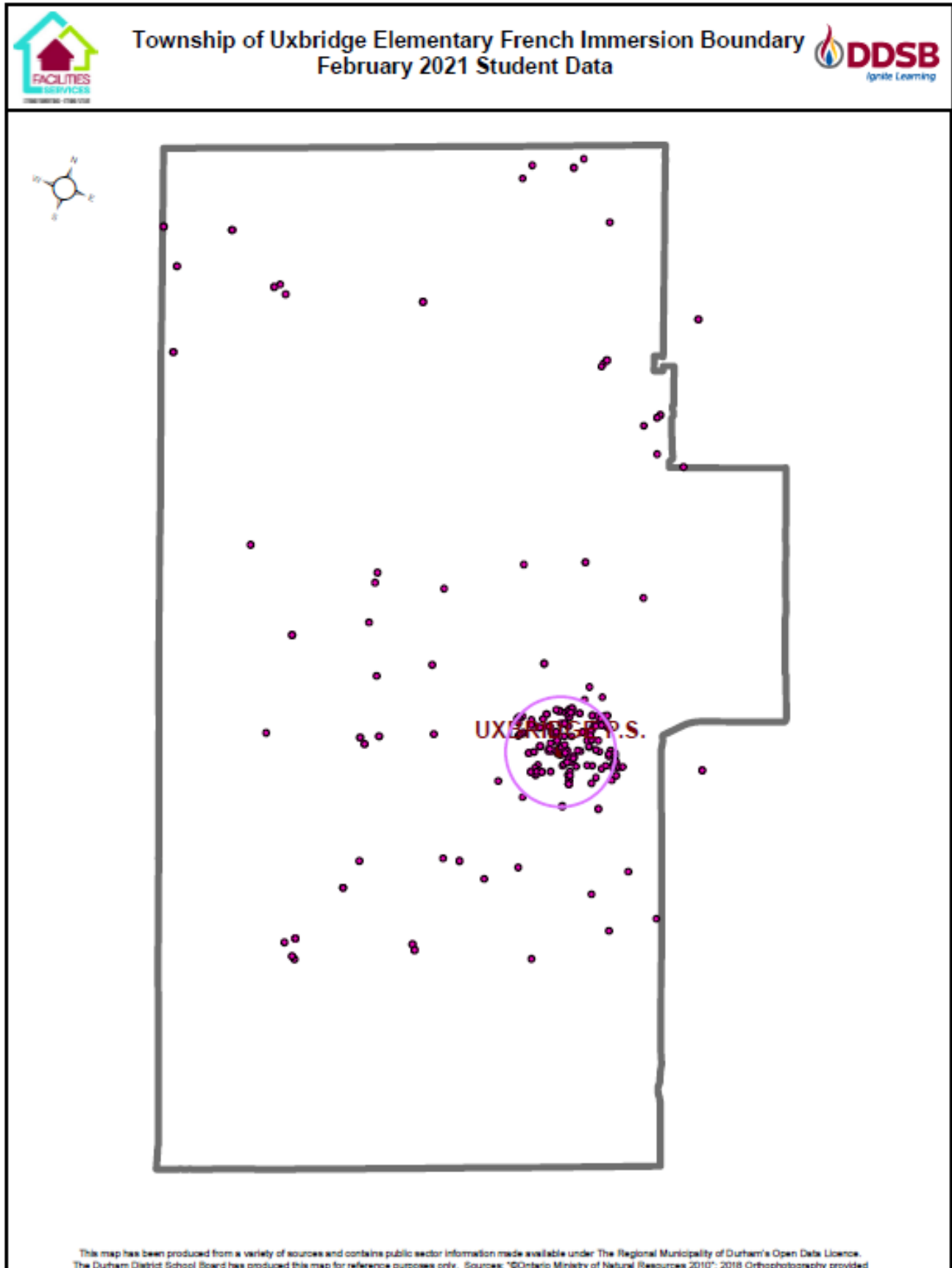
15. Appendix E- February 2021 French Immersion Scattergrams-Elementary

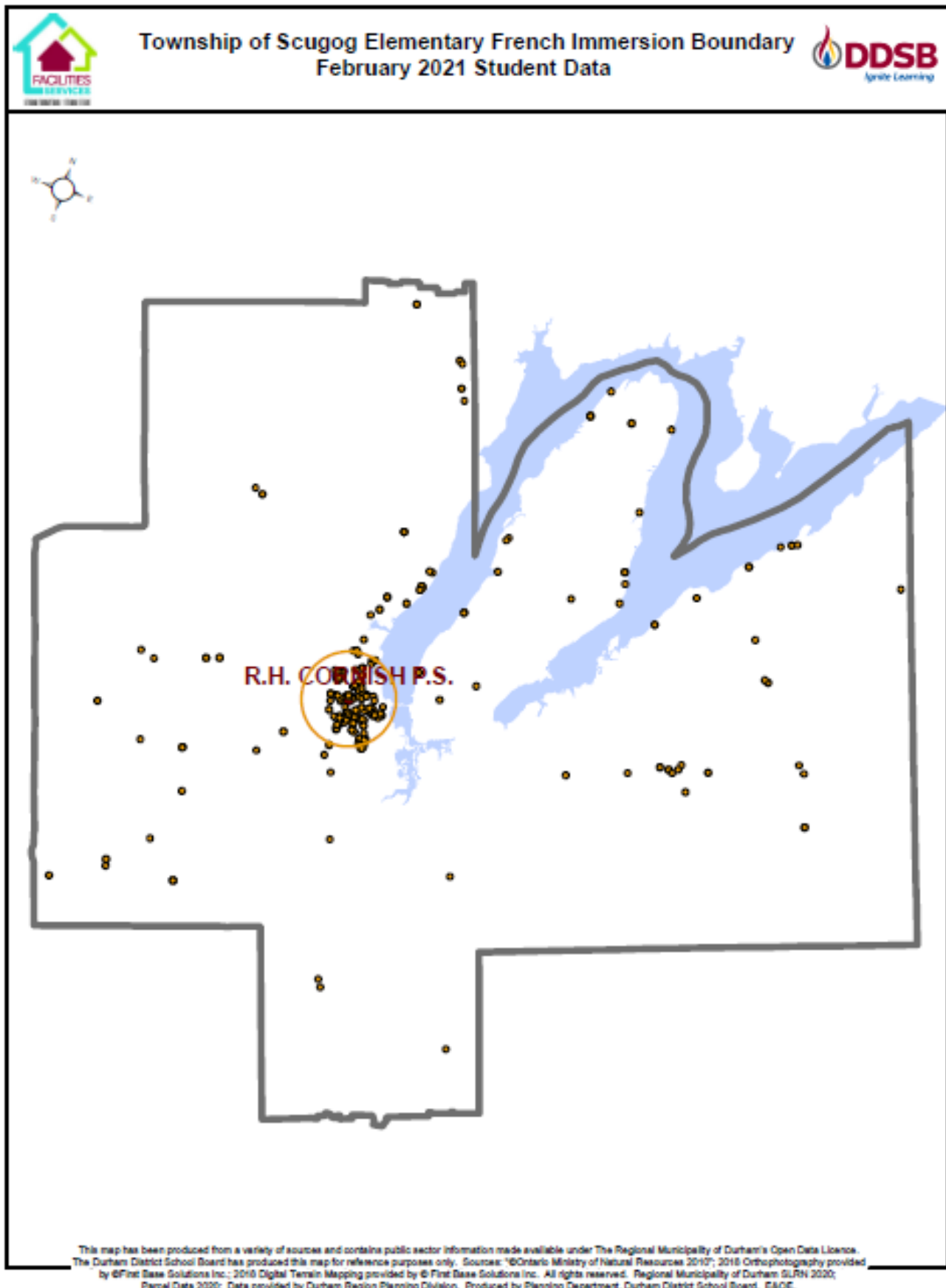


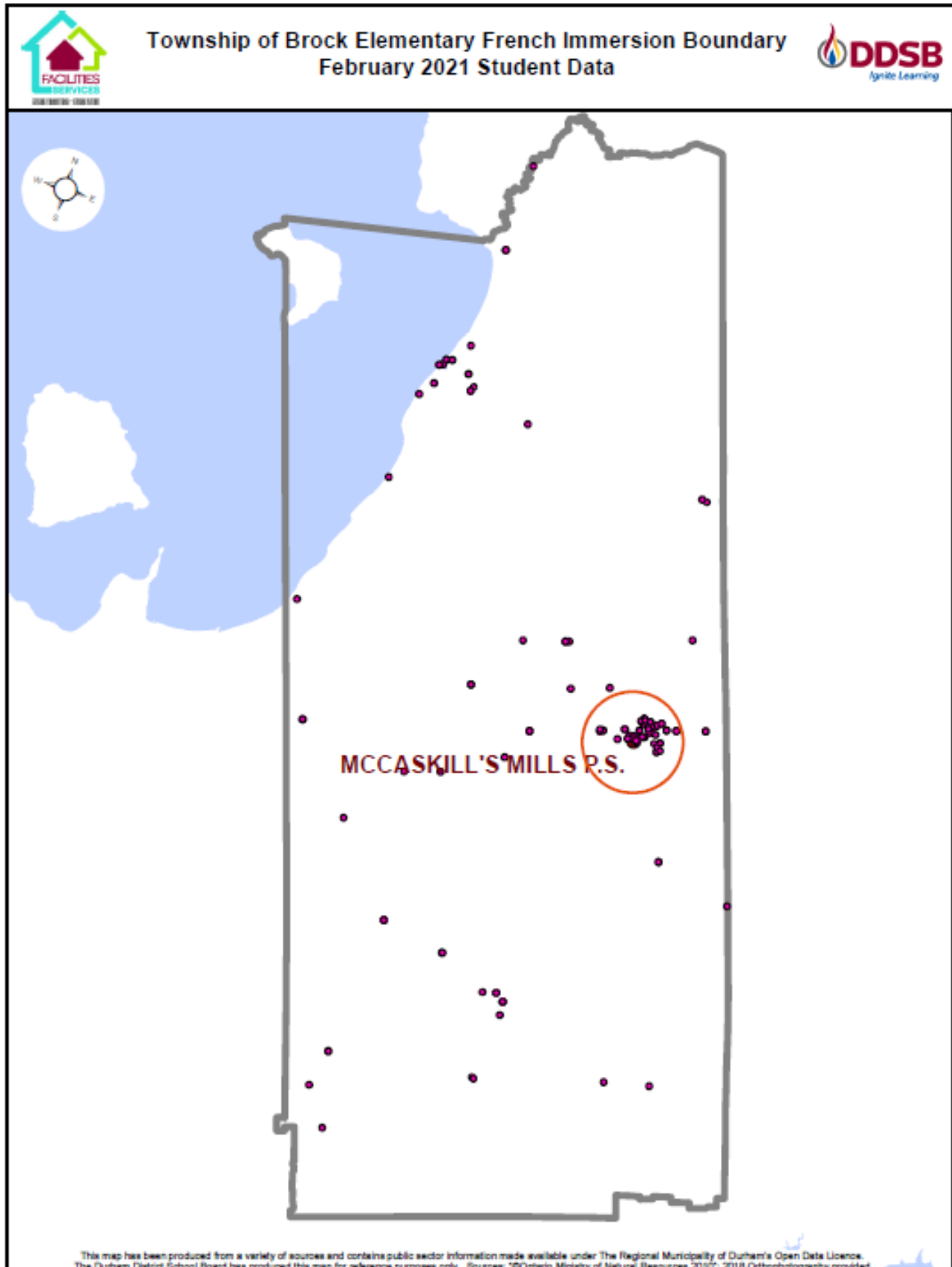




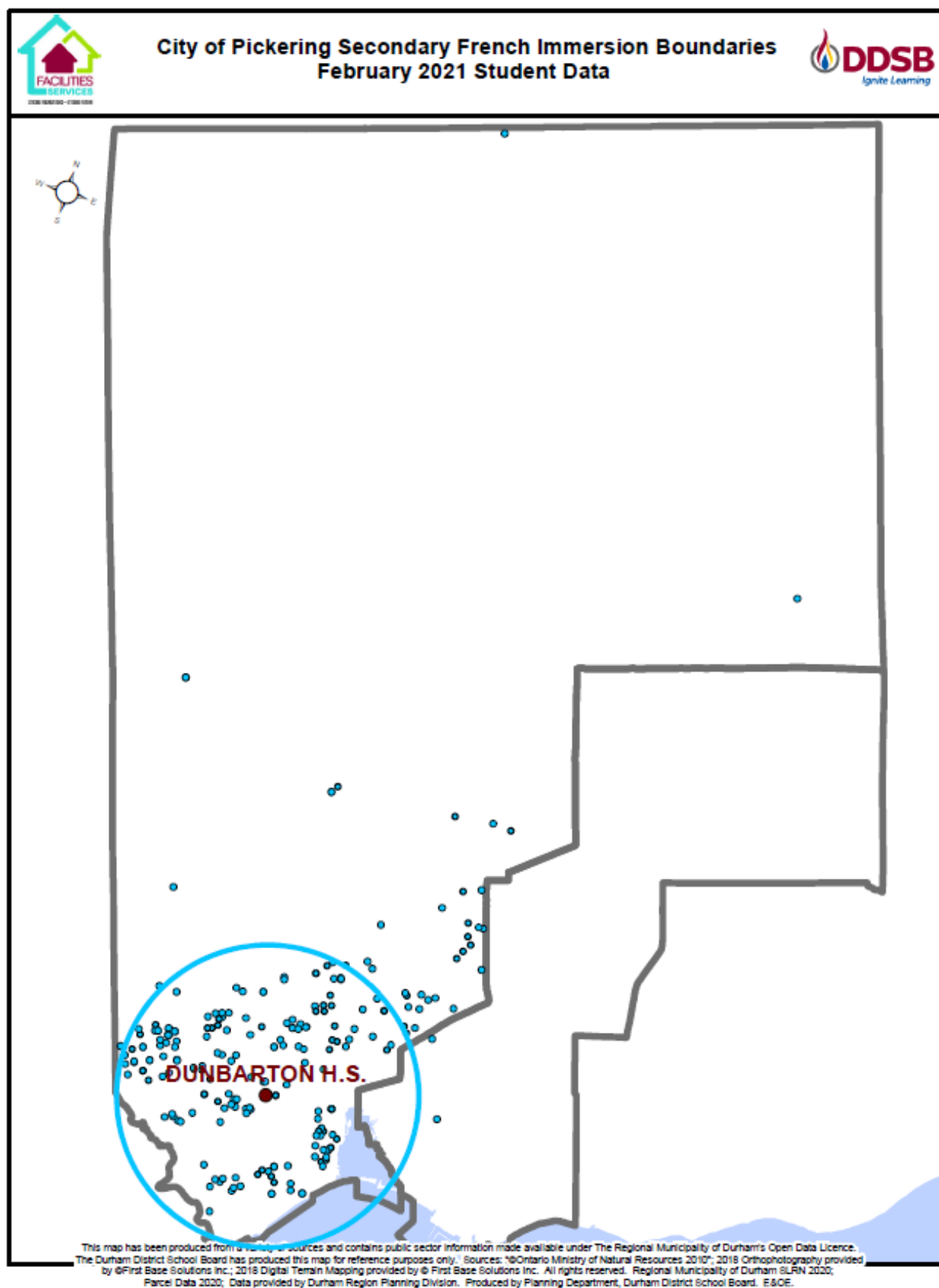


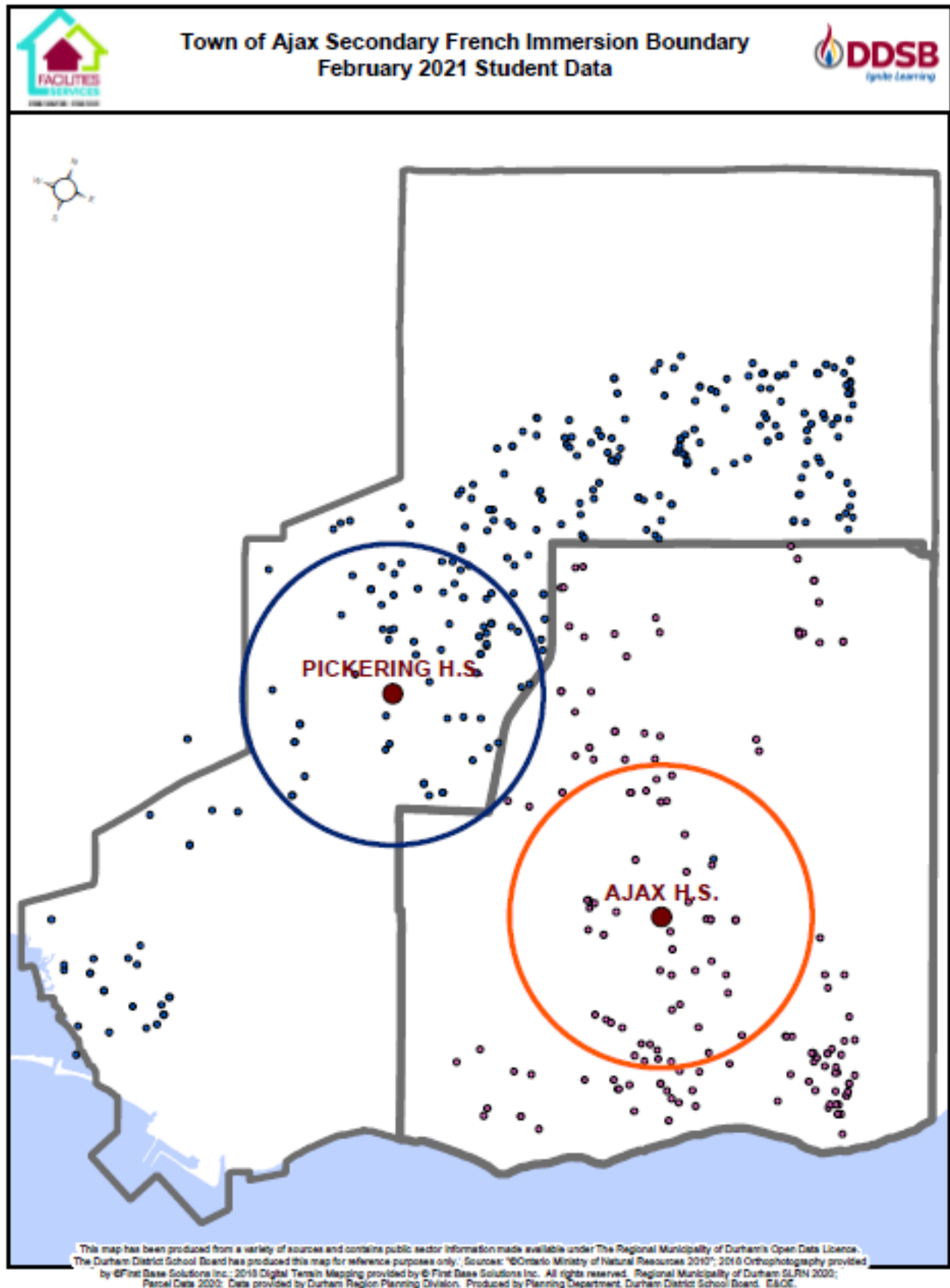


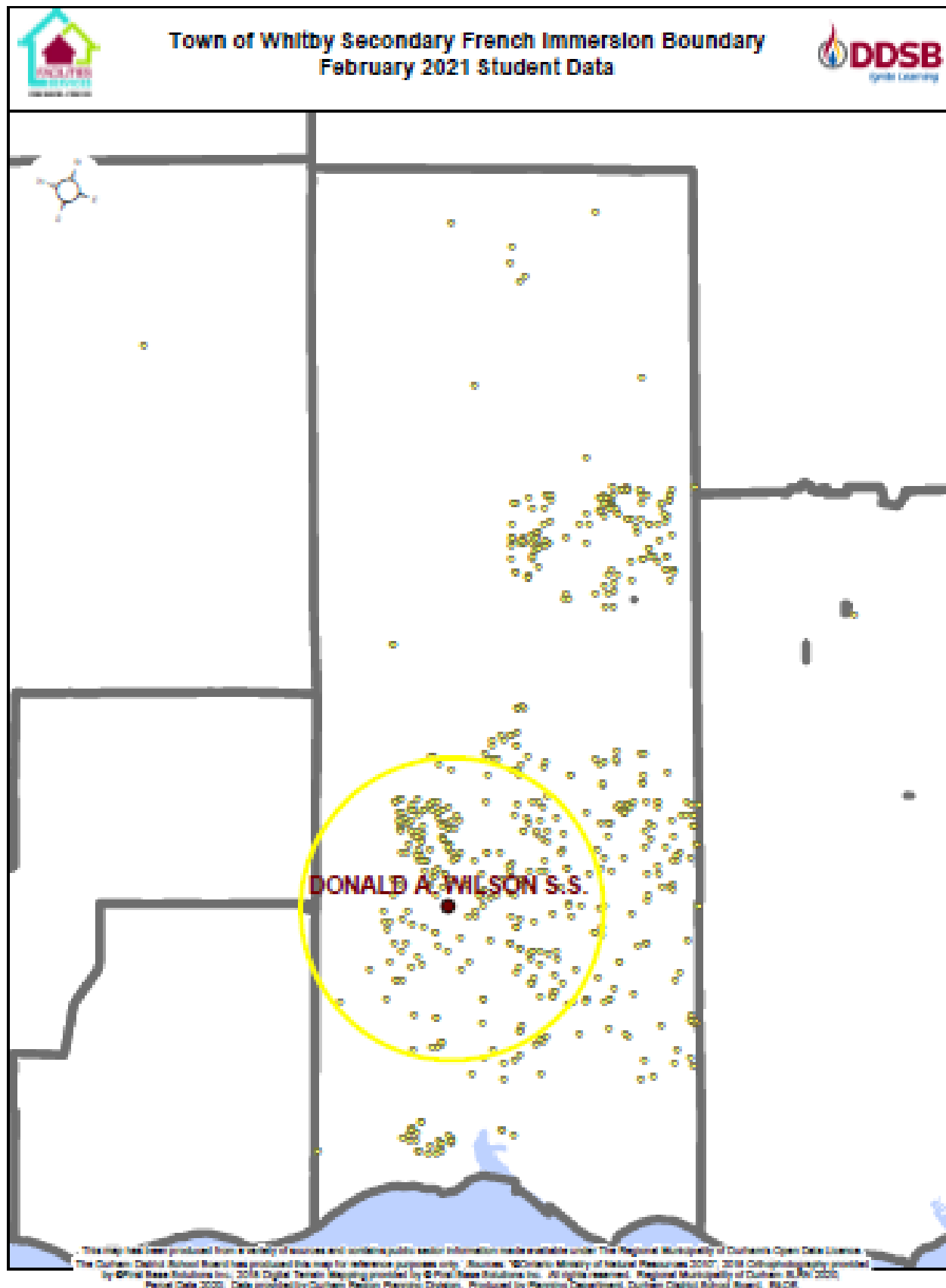


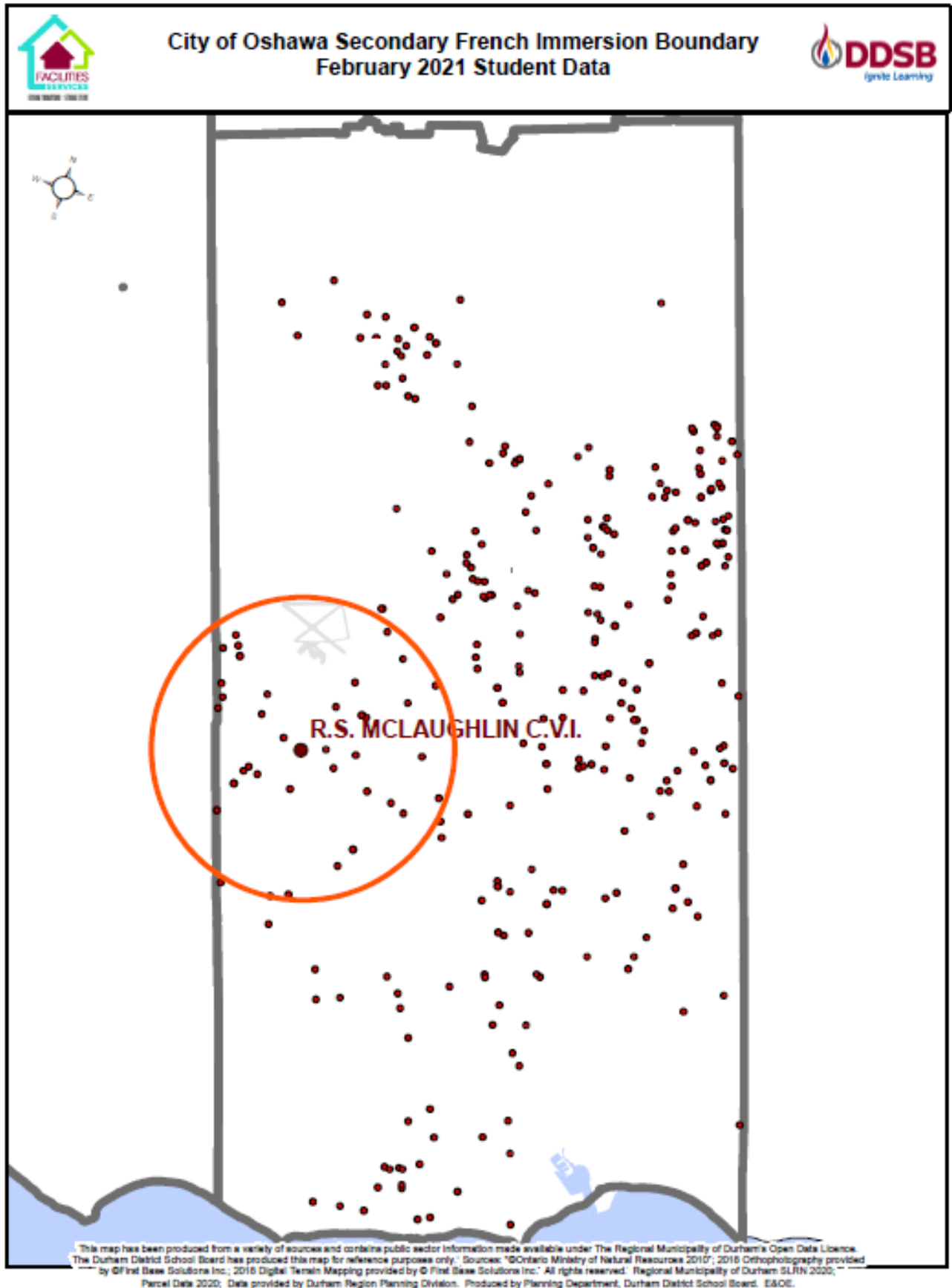


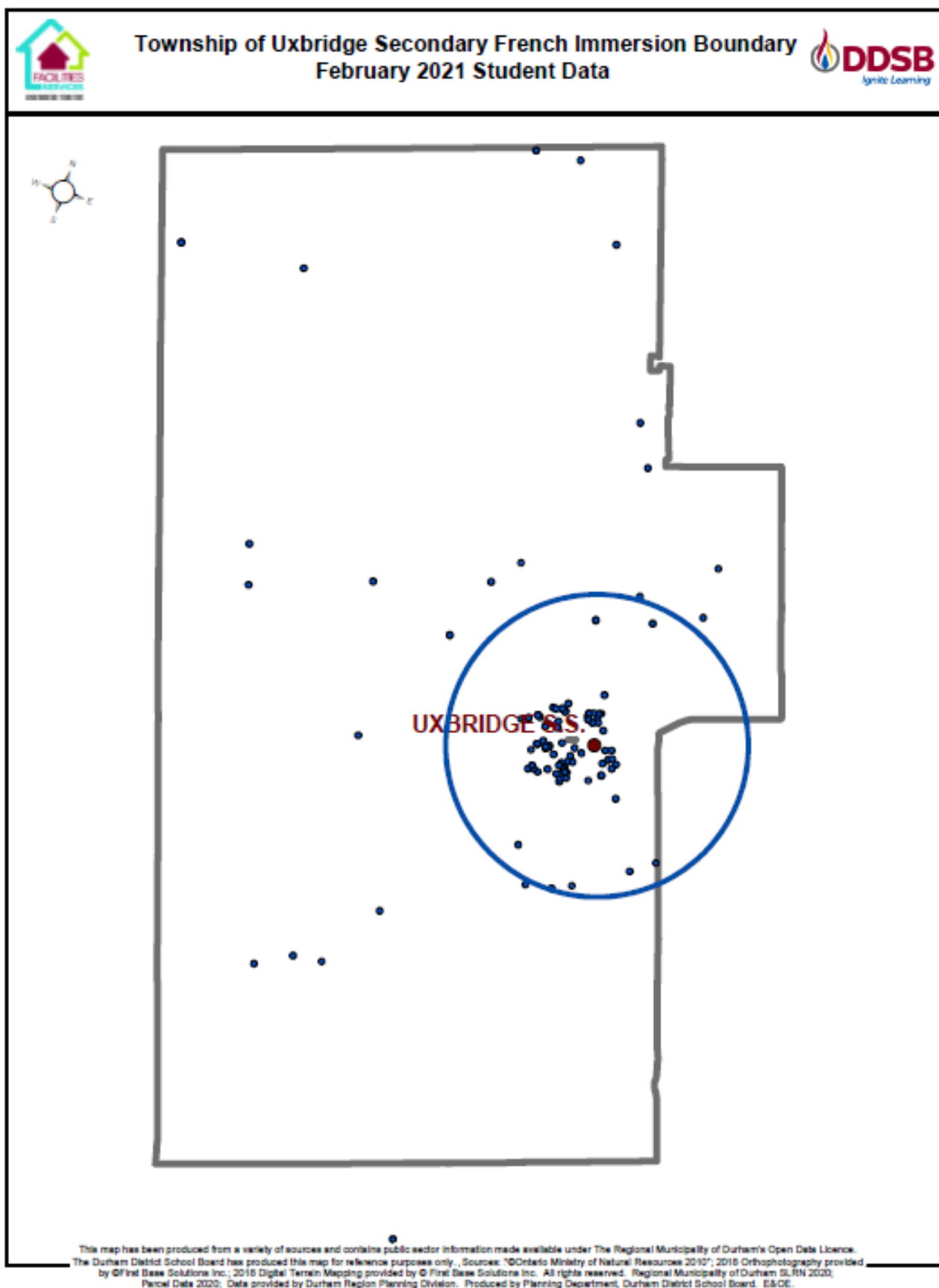
16. Appendix F-February 2021 French Immersion Scattergrams-Secondary

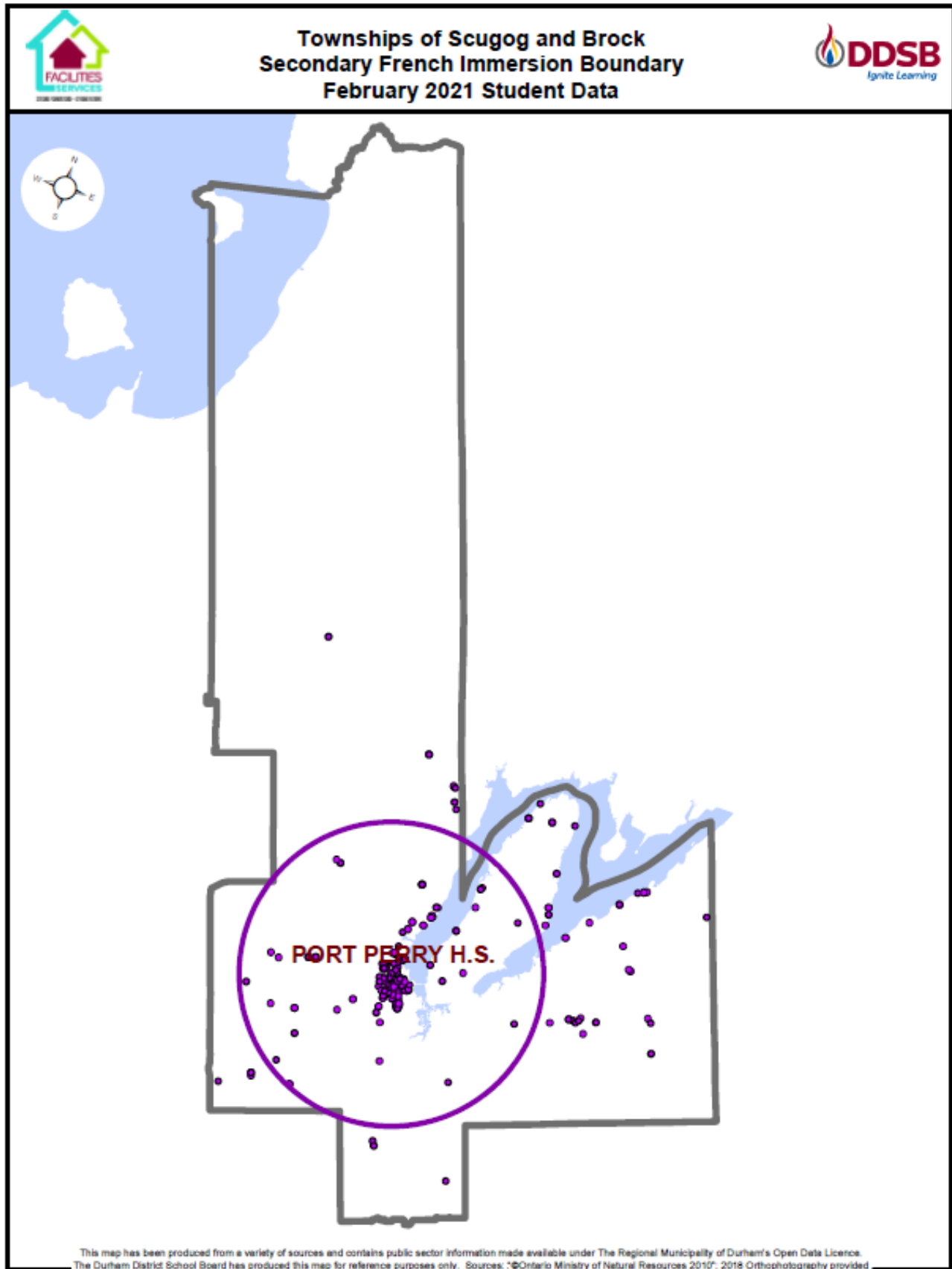




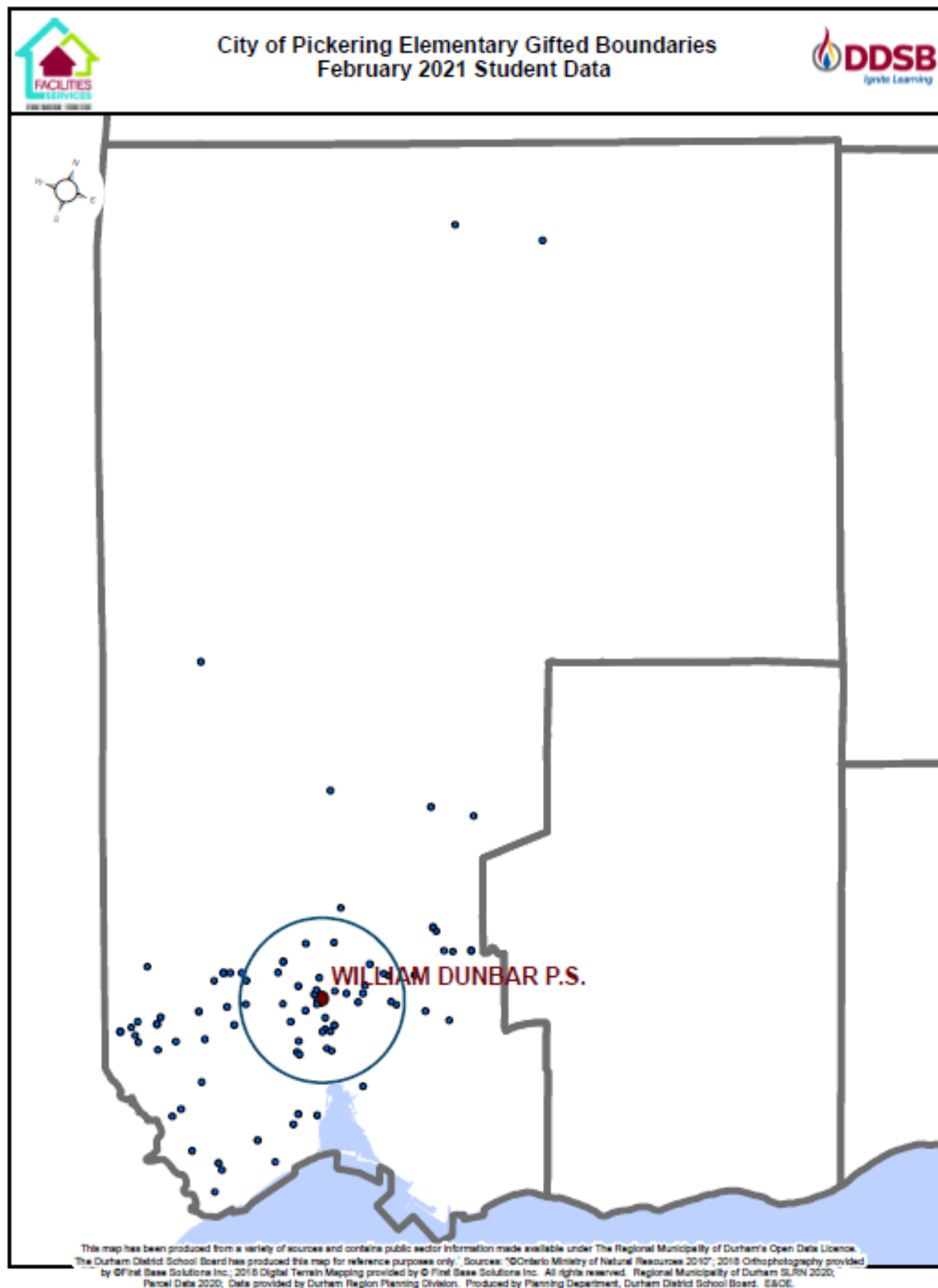


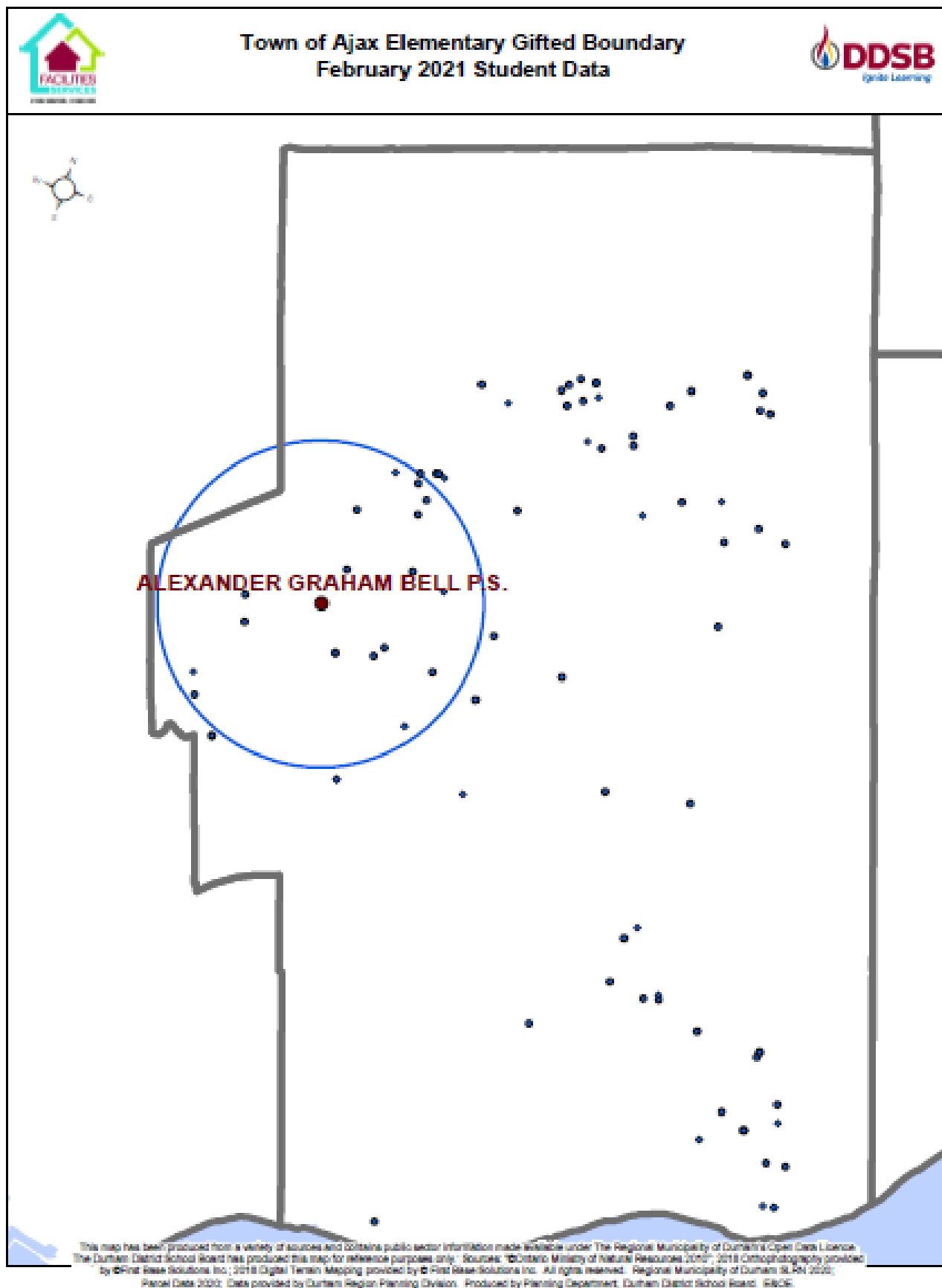


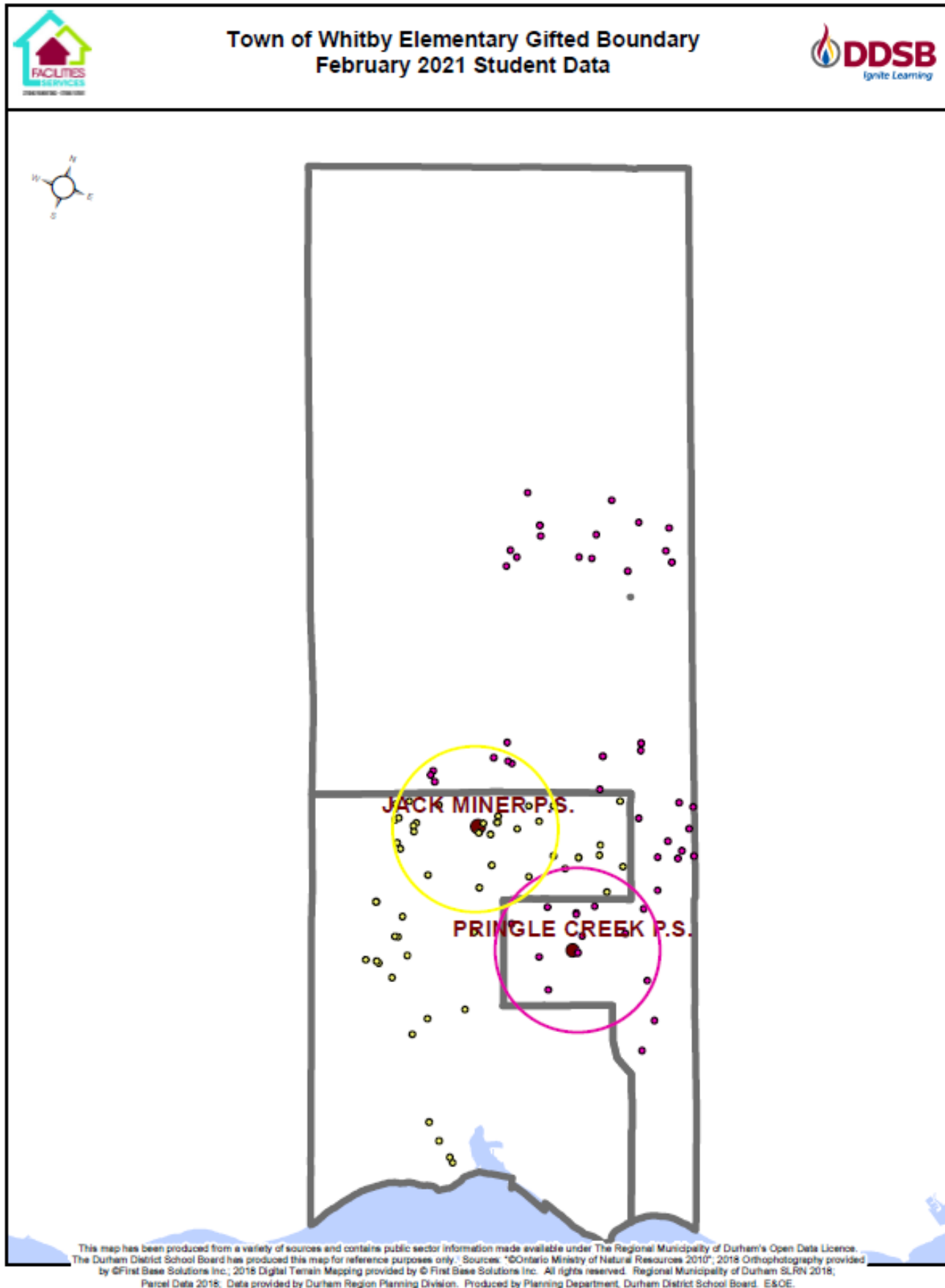


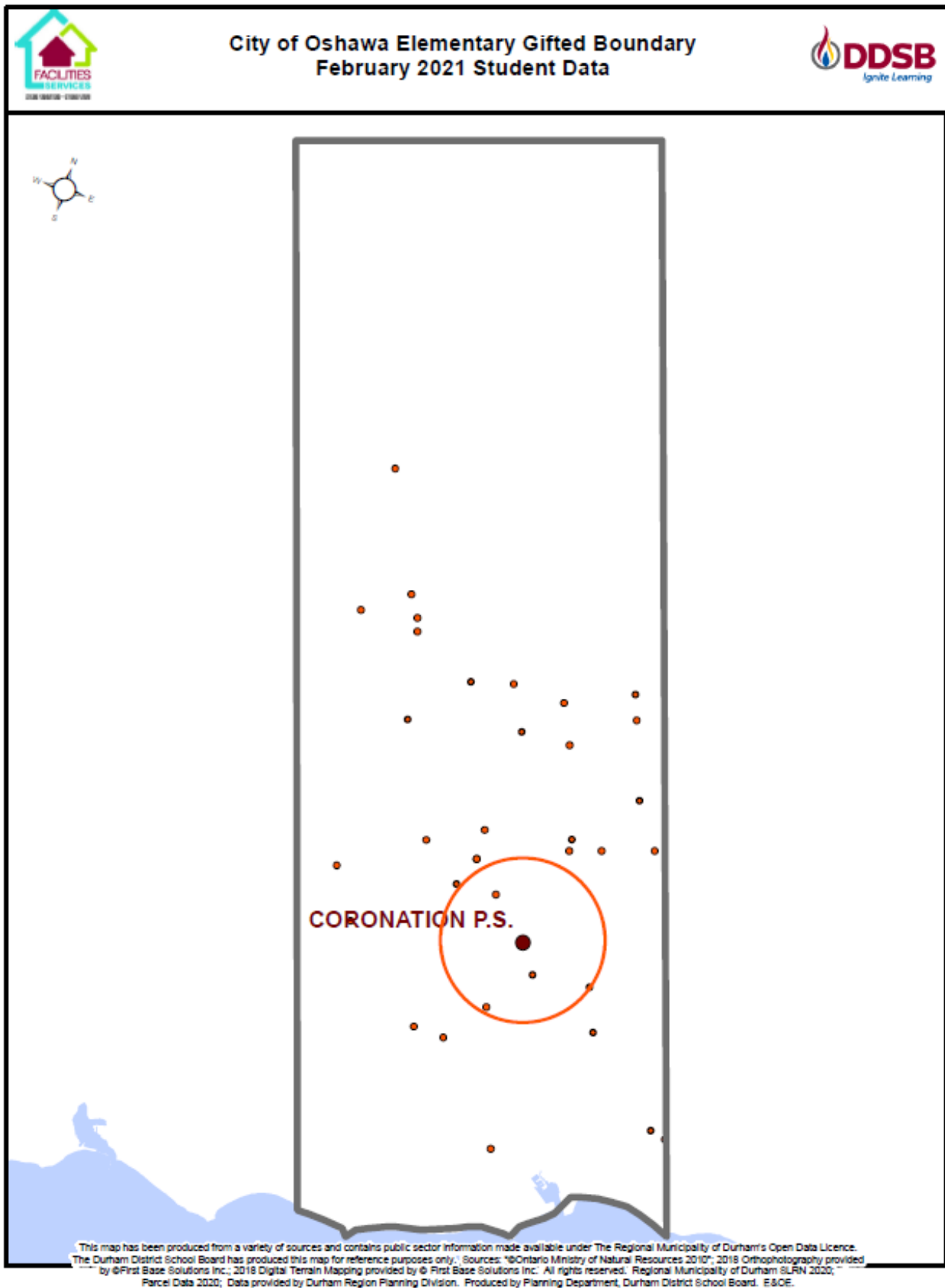


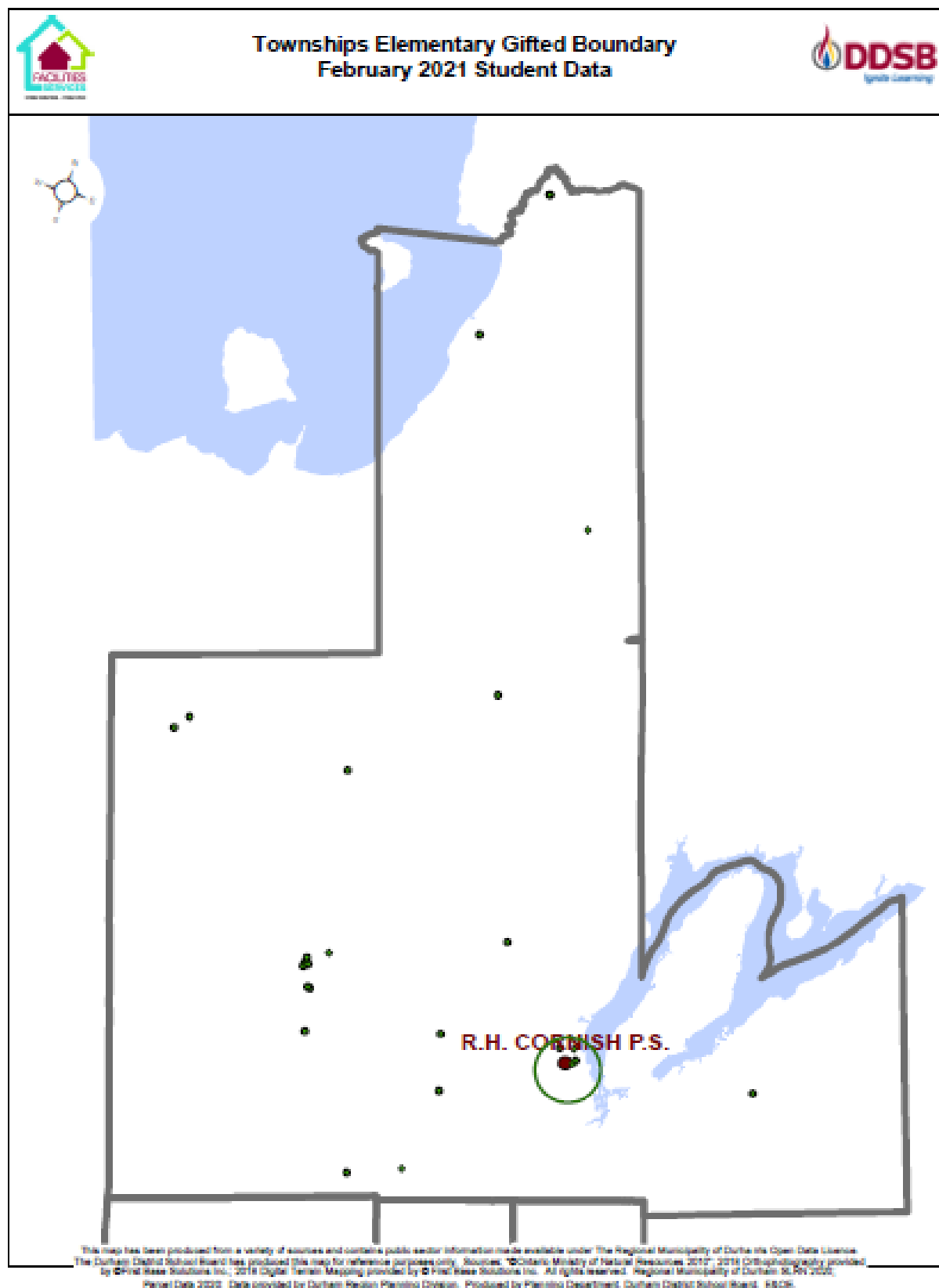
17. Appendix G-February 2021 Gifted Scattergrams-Elementary



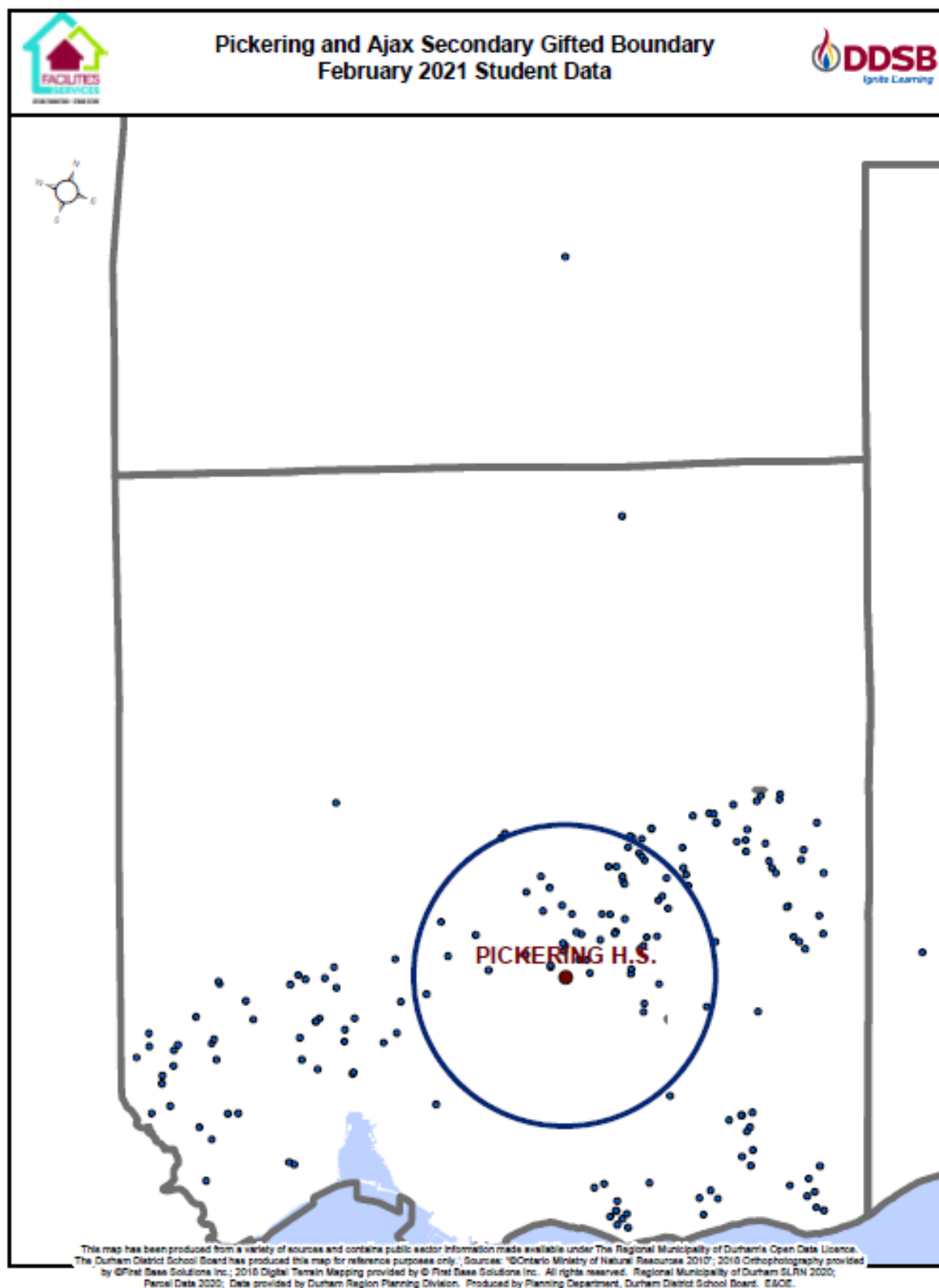


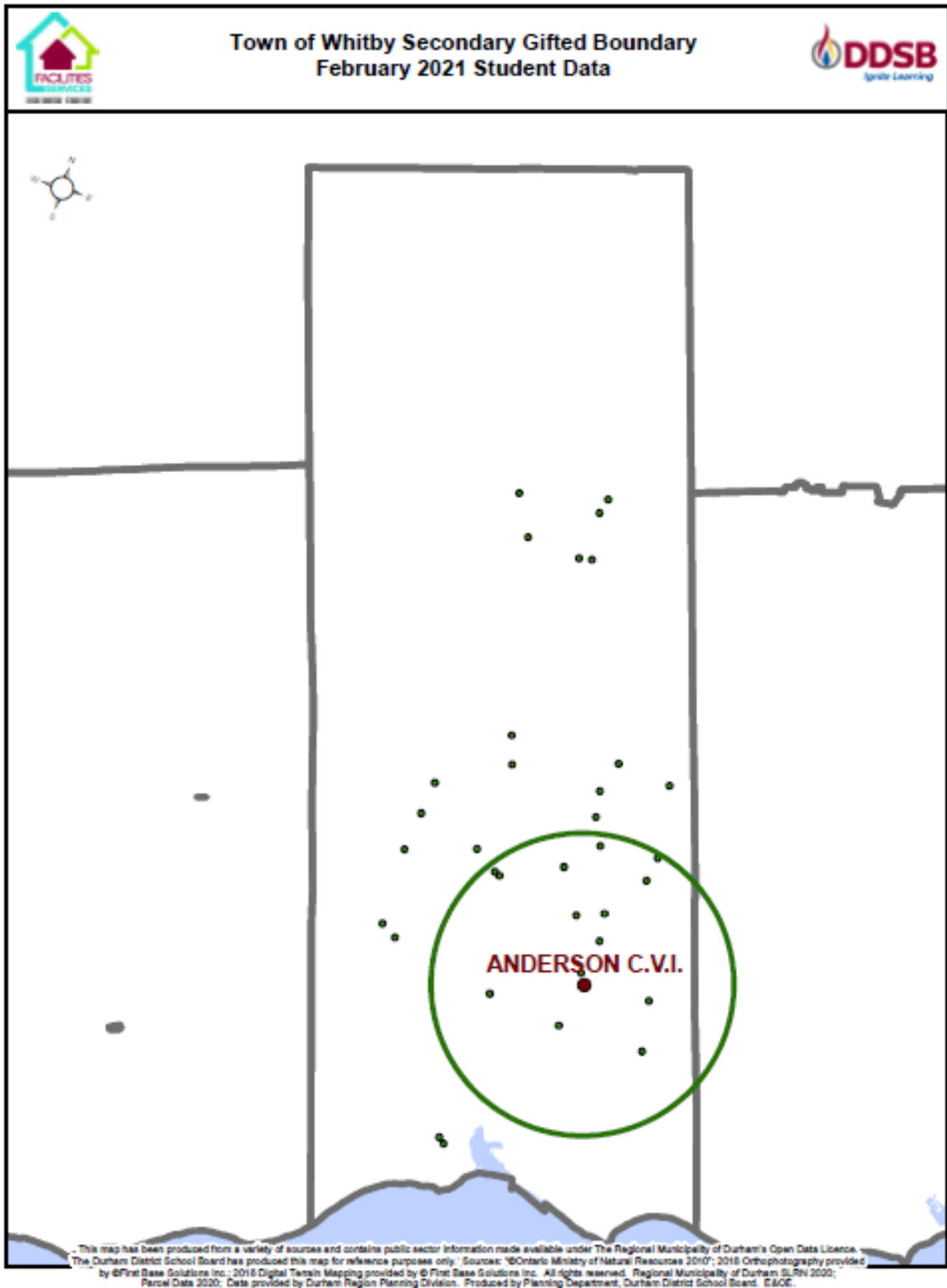


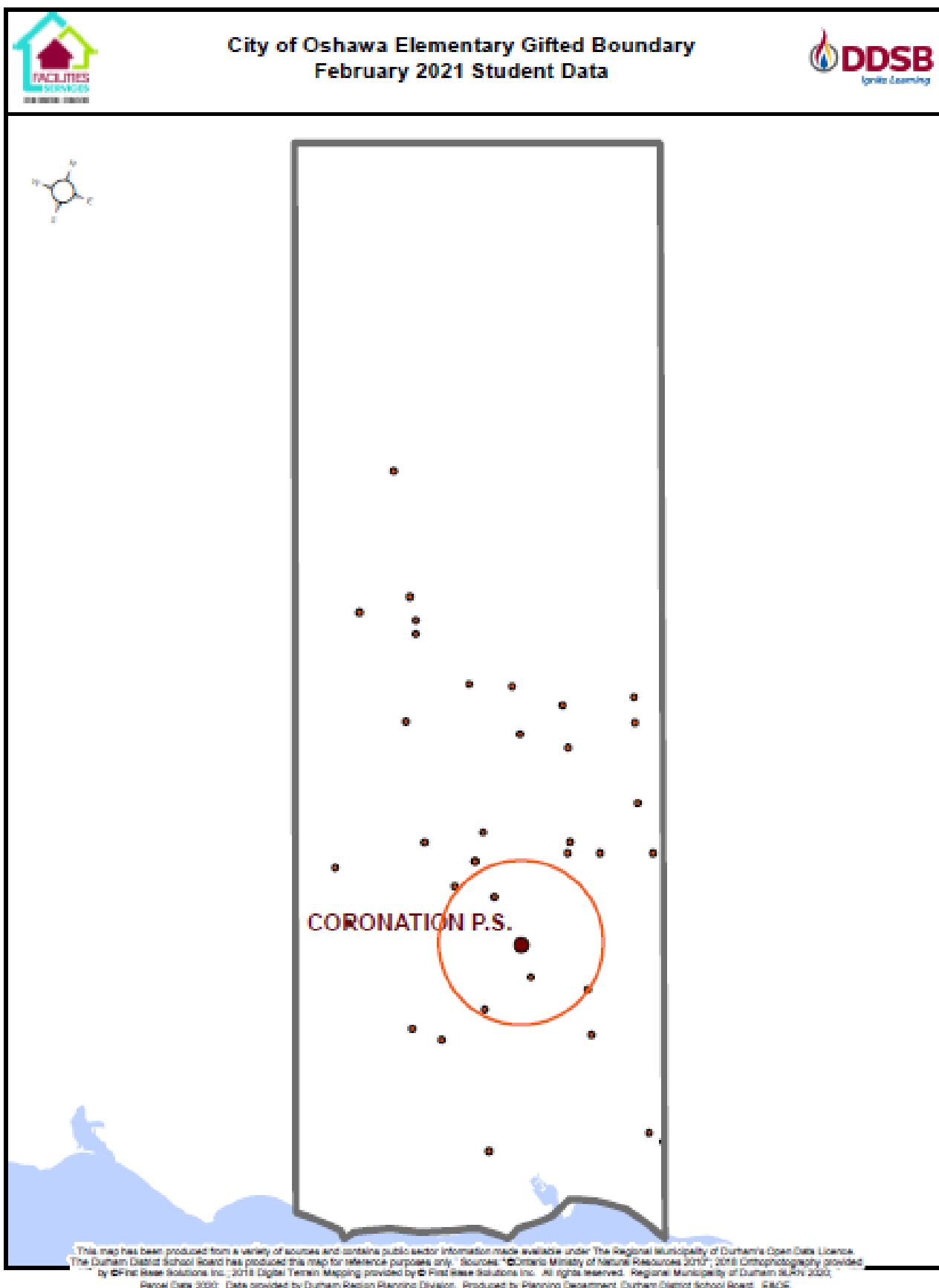


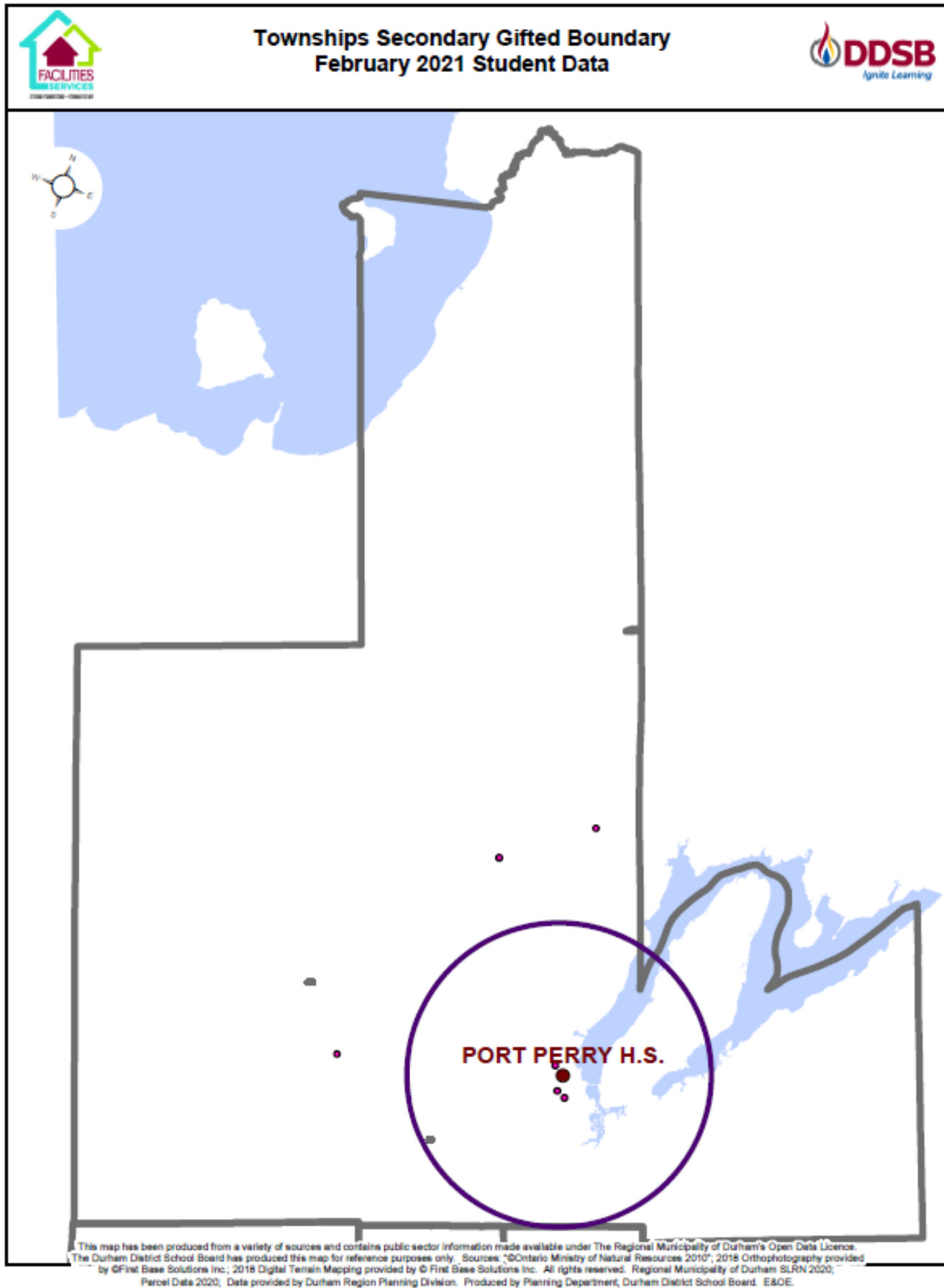


18. Appendix H-February 2021 Gifted Scattergrams-Secondary









19. Appendix I-School Facility Condition Data

Asset - Asset Name	Asset - FC	Asset - Replacement Value	Asset - OTG Capacity	Asset - Use	Asset - Size	Asset - Status
Beaverton PS, Building ID 5399-B01	83.12%	\$ 4,397,360.00	144	Elementary	2248	Open
R H Cornish PS, Building ID 6482-B01	60.44%	\$ 13,418,872.00	639	Elementary	5927	Open
DASE - OSHAWA (NEW), Building ID 8577-B01	59.39%	\$ 10,065,013.00	471	Elementary	16695	Open
Mary Street Community S, Building ID 6254-B01	56.89%	\$ 2,901,879.00	0	Elementary	1452	Open
Brock HS, Building ID 8141-B01	56.67%	\$ 17,792,383.00	609	Secondary	8688	Open
Dunbarton HS, Building ID 6938-B01	48.34%	\$ 34,768,456.00	1302	Secondary	19233	Open
Uxbridge PS, Building ID 6804-B01	47.21%	\$ 10,127,349.00	466	Elementary	3837	Open
Glen Street PS, Building ID 5889-B01	46.27%	\$ 10,237,355.00	472	Elementary	5084	Open
Fallingbrook PS, Building ID 10256-B01	46.18%	\$ 9,146,819.00	426	Elementary	4506	Open
Harmony Heights PS, Building ID 5964-B01	44.86%	\$ 7,414,038.00	317	Elementary	3600	Open
Pine Ridge SS, Building ID 8339-B01	42.01%	\$ 39,490,651.00	1533	Secondary	20560	Open
William Dunbar PS, Building ID 6915-B01	41.97%	\$ 10,291,315.00	495	Elementary	4558	Open
Dr Robert Thornton PS, Building ID 5706-B01	41.95%	\$ 9,112,792.00	443	Elementary	3955	Open
Sherwood Public School, Building ID 11012-B01	40.73%	\$ 9,827,176.00	467	Elementary	5074	Open
Fairport Beach PS, Building ID 5810-B01	40.69%	\$ 7,429,098.00	328	Elementary	2374	Open
Sir John A Macdonald PS, Building ID 6681-B01	40.43%	\$ 10,039,490.00	489	Elementary	3881	Open
Lakewoods PS, Building ID 5574-B01	39.90%	\$ 10,377,676.00	504	Elementary	5337	Open
Thorah Central PS, Building ID 5560-B01	39.32%	\$ 5,797,961.00	230	Elementary	2379	Open
Walter E Harris PS, Building ID 5546-B01	39.27%	\$ 8,898,094.00	443	Elementary	3964	Open
R S McLaughlin C & VI, Building ID 5314-B02	38.71%	\$ 28,952,745.00	1089	Secondary	13396	Open
Ajax HS, Building ID 8111-B01	38.57%	\$ 37,950,542.00	1383	Secondary	20276	Open
Dr S J Phillips PS, Building ID 5708-B01	38.45%	\$ 9,903,992.00	452	Elementary	4027	Open
Scott Central PS, Building ID 6651-B01	37.83%	\$ 7,030,100.00	305	Elementary	3272	Open
Lincoln Alexander PS, Building ID 6168-B01	37.54%	\$ 10,052,224.00	412	Elementary	5795	Open
Westney Heights PS, Building ID 6881-B01	37.34%	\$ 9,373,733.00	464	Elementary	5438	Open
Beau Valley PS, Building ID 5398-B01	37.30%	\$ 6,001,108.00	236	Elementary	2491	Open
Earl A Fairman PS, Building ID 5732-B01	37.18%	\$ 6,052,165.00	256	Elementary	2198	Open
Sunset Heights PS, Building ID 6752-B01	37.14%	\$ 8,234,652.00	380	Elementary	3464	Open
Coronation PS, Building ID 5635-B01	37.13%	\$ 8,752,116.00	423	Elementary	3751	Open
Goodwood PS, Building ID 6805-B01	36.99%	\$ 5,880,719.00	213	Elementary	2149	Open
Eastdale C & VI, Building ID 5186-B02	36.57%	\$ 29,069,911.00	1173	Secondary	15944	Open
Vaughan Willard PS, Building ID 6814-B01	36.45%	\$ 8,606,180.00	328	Elementary	3471	Open
Woodcrest PS, Building ID 6934-B01	36.28%	\$ 7,030,100.00	305	Elementary	2400	Open
ACEC - E A Lovell PS, Building ID 5734-B01	35.97%	\$ 6,187,434.00	168	Secondary	4333	Open
Anderson C & VI, Building ID 5478-B01	35.37%	\$ 26,961,725.00	1005	Secondary	13026	Open
Glengrove PS, Building ID 5894-B01	35.16%	\$ 8,234,652.00	380	Elementary	3467	Open
Valley View PS, Building ID 6808-B01	34.49%	\$ 4,911,994.00	167	Elementary	1739	Open
Prince Albert PS, Building ID 6564-B01	34.37%	\$ 6,377,803.00	251	Elementary	2382	Open
Sunderland PS, Building ID 6747-B01	33.83%	\$ 7,906,779.00	312	Elementary	3531	Open
Cartwright Central PS, Building ID 5550-B01	33.47%	\$ 9,330,703.00	446	Elementary	4296	Open
Valley Farm, Building ID 6811-B01	33.22%	\$ 14,316,127.00	628	Elementary	6124	Open
Colonel J E Farewell PS, Building ID 5610-B01	32.91%	\$ 10,983,899.00	524	Elementary	4618	Open
Adelaide McLaughlin PS, Building ID 5314-B01	32.27%	\$ 8,333,207.00	397	Elementary	3977	Open
Roland Michener, Building ID 6605-B01	32.23%	\$ 7,303,515.00	248	Elementary	3541	Open
Dr CF Cannon PS, Building ID 6133-B01	31.83%	\$ 14,187,862.00	676	Elementary	5503	Open
Hillsdale PS, Building ID 6007-B01	31.58%	\$ 6,156,571.00	233	Elementary	2096	Open
Lakeside PS, Building ID 6139-B01	31.49%	\$ 9,903,992.00	397	Elementary	5101	Open
Lord Elgin PS, Building ID 6185-B01	31.31%	\$ 6,374,398.00	282	Elementary	3156	Open
Bayview Heights PS, Building ID 5392-B01	30.98%	\$ 11,286,662.00	587	Elementary	4538	Open
Terry Fox P.S., Building ID 10478-B01	30.66%	\$ 7,856,455.00	349	Elementary	4570	Open
Meadowcrest PS, Building ID 6271-B01	30.60%	\$ 6,671,429.00	285	Elementary	2501	Open
Elizabeth B Phin P.S., Building ID 6624-B01	30.31%	\$ 8,719,063.00	400	Elementary	4046	Open
C E Broughton PS, Building ID 5478-B02	29.71%	\$ 8,379,150.00	354	Elementary	4405	Open

APPENDIX I - 2 of 3

Asset - Asset Name	Asset - FCI	Asset - Replacement Value	Asset - OTG Capacity	Asset - Use	Asset - Size	Asset - Status
Claremont PS, Building ID 6456-B01	29.48%	\$ 6,831,476.00	187	Elementary	2522	Open
Bellwood PS, Building ID 5410-B01	29.23%	\$ 8,234,652.00	380	Elementary	3934	Open
Greenbank PS, Building ID 6565-B01	29.14%	\$ 3,591,801.00	141	Elementary	1531	Open
Kedron PS, Building ID 5638-B01	29.04%	\$ 6,898,378.00	262	Elementary	2749	Open
Joseph Gould PS, Building ID 6082-B01	28.93%	\$ 12,558,543.00	541	Elementary	4859	Open
Captain Michael Vandenbos P.S., Building ID 10399-B01	28.75%	\$ 12,785,927.00	619	Elementary	5661	Open
Queen Elizabeth PS, Building ID 6537-B01	28.62%	\$ 9,150,877.00	427	Elementary	6006	Open
Frenchmans Bay PS, Building ID 5859-B01	28.53%	\$ 13,811,663.00	650	Elementary	5180	Open
Dr Roberta Bondar PS, Building ID 5707-B01	28.29%	\$ 8,571,938.00	305	Elementary	4680	Open
S A Cawker PS, Building ID 6669-B01	28.20%	\$ 10,324,600.00	487	Elementary	4684	Open
Maple Ridge, Building ID 6208-B01	28.08%	\$ 10,106,439.00	441	Elementary	4793	Open
Applecroft PS, Building ID 5349-B01	28.06%	\$ 8,243,048.00	308	Elementary	3667	Open
Rosebank Road PS, Building ID 6613-B01	28.06%	\$ 5,268,202.00	190	Elementary	1452	Open
College Hill PS, Building ID 5613-B01	27.46%	\$ 5,788,865.00	225	Elementary	2195	Open
Cadarackque PS, Building ID 5481-B01	26.81%	\$ 12,585,471.00	570	Elementary	5416	Open
Gandatsetiagon PS, Building ID 5866-B01	26.65%	\$ 9,057,616.00	403	Elementary	3783	Open
Henry Street HS, Building ID 8245-B01	26.50%	\$ 27,500,999.00	921	Secondary	13467	Open
Southwood Park PS, Building ID 6711-B01	26.33%	\$ 13,074,688.00	639	Elementary	5636	Open
Gordon B Attersley PS, Building ID 10257-B01	26.03%	\$ 10,557,238.00	481	Elementary	5214	Open
Waverly PS, Building ID 6869-B01	25.86%	\$ 10,262,966.00	354	Elementary	4084	Open
Lincoln Avenue PS, Building ID 6167-B01	24.61%	\$ 7,030,100.00	305	Elementary	2808	Open
Highbush PS, Building ID 5934-B01	24.58%	\$ 14,487,145.00	610	Elementary	6113	Open
Dunbarton SS (auxiliary campus, formerly Woodlands Centennial), Building ID 6938-B02	24.57%	\$ 13,336,273.00	420	Secondary	3641	Open
Pierre Elliot Trudeau P.S., Building ID 10477-B01	24.57%	\$ 10,917,003.00	495	Elementary	4802	Open
Stephen G Saywell PS, Building ID 6732-B01	24.45%	\$ 9,260,585.00	389	Elementary	4264	Open
Ormiston PS, Building ID 6408-B01	24.10%	\$ 10,878,088.00	472	Elementary	4929	Open
Pringle Creek PS, Building ID 6520-B01	23.98%	\$ 11,557,857.00	564	Elementary	4825	Open
Sinclair SS, Building ID 8367-B01	23.45%	\$ 69,243,785.00	1248	Secondary	33518	Open
Duffin's Bay PS, Building ID 5320-B01	23.22%	\$ 8,333,207.00	397	Elementary	3790	Open
Vincent Massey PS, Building ID 5186-B01	22.68%	\$ 9,280,052.00	441	Elementary	4063	Open
Uxbridge SS, Building ID 8408-B01	22.57%	\$ 35,410,289.00	1311	Secondary	18428	Open
Bolton C Falby PS, Building ID 8111-B02	22.21%	\$ 17,214,164.00	712	Elementary	10385	Open
Eagle Ridge Public School, Building ID 11118-B01	21.64%	\$ 9,593,730.00	435	Elementary	4900	Open
Glen Dhu PS, Building ID 5877-B01	21.56%	\$ 12,212,241.00	527	Elementary	5620	Open
Quaker Village PS, Building ID 10258-B01	21.34%	\$ 8,798,485.00	409	Elementary	4510	Open
Westcreek PS, Building ID 10259-B01	21.09%	\$ 9,129,814.00	426	Elementary	4550	Open
Altona Forest PS, Building ID 10251-B01	20.71%	\$ 9,306,968.00	349	Elementary	4610	Open
G L Roberts C & VI, Building ID 5574-B02	20.58%	\$ 26,357,114.00	888	Secondary	13166	Open
West Lynde PS, Building ID 6197-B01	20.36%	\$ 11,378,560.00	449	Elementary	4874	Open
Williamsburg P.S., Building ID 12020-B01	19.97%	\$ 11,107,287.00	513	Elementary	5066	Open
Jack Miner P.S., Building ID 10397-B01	19.55%	\$ 8,766,812.00	386	Elementary	4491	Open
Sir Samuel Steele P.S., Building ID 10398-B01	19.50%	\$ 10,244,127.00	469	Elementary	4757	Open
Nottingham P.S., Building ID 11191-B01	19.07%	\$ 11,925,808.00	521	Elementary	5282	Open
Lester B Pearson PS, Building ID 6161-B01	18.74%	\$ 9,661,073.00	403	Elementary	4255	Open
Port Perry HS, Building ID 8344-B01	18.45%	\$ 33,680,949.00	1227	Secondary	15876	Open
Winchester PS, Building ID 10260-B01	16.80%	\$ 12,815,815.00	570	Elementary	6277	Open
John Dryden PS, Building ID 6068-B01	15.53%	\$ 13,172,984.00	639	Elementary	6281	Open
Bobby Orr Public School, Building ID 11117-B01	14.81%	\$ 8,851,399.00	369	Elementary	4722	Open
O'Neill C & VI, Building ID 8325-B01	13.46%	\$ 35,941,141.00	1260	Secondary	21046	Open
Donald A. Wilson Secondary, Building ID 11113-B01	13.23%	\$ 34,532,406.00	1257	Secondary	15649	Open
David Bouchard PS, Building ID 5226-B02	12.88%	\$ 11,900,665.00	602	Elementary	6263	Open
Alexander Graham Bell PS, Building ID 10250-B01	12.82%	\$ 10,669,719.00	512	Elementary	5039	Open
Vimy Ridge P.S., Building ID 12176-B01	12.55%	\$ 12,001,366.00	562	Elementary	5464	Open
Seneca Trail P.S., Building ID 19028-B01	12.26%	\$ 12,233,172.00	565	Elementary	5502	Open

APPENDIX I - 3 of 3

Asset - Asset Name	Asset - FCI	Asset - Replacement Value	Asset - OTG Capacity	Asset - Use	Asset - Size	Asset - Status
Carruthers Creek Public School, Building ID 11107-B01	11.48%	\$ 16,026,152.00	758	Elementary	6808	Open
Sir William Stephenson PS, Building ID 11189-B01	11.31%	\$ 9,622,740.00	438	Elementary	4667	Open
Norman G Powers, Building ID 11192-B01	9.13%	\$ 11,107,287.00	513	Elementary	5038	Open
Brooklin Village P.S., Building ID 11190-B01	9.08%	\$ 15,319,813.00	674	Elementary	5733	Open
Pickering HS, Building ID 8338-B01	8.87%	\$ 45,663,350.00	1677	Secondary	21428	Open
McCaskill's Mills P.S., Building ID 12047-B01	8.60%	\$ 10,218,249.00	441	Elementary	5617	Open
Village Union PS (new), Building ID 8330-B01	7.99%	\$ 20,811,600.00	977	Secondary	12172	Open
Romeo Dallaire P.S., Building ID 12174-B01	7.91%	\$ 14,394,624.00	490	Elementary	5687	Open
Whitby Shores, Building ID 12238-B01	6.57%	\$ 12,290,429.00	571	Elementary	6010	Open
Robert Munsch P.S., Building ID 12177-B01	5.17%	\$ 11,972,865.00	559	Elementary	5325	Open
Maxwell Heights S.S., Building ID 12126-B01	4.09%	\$ 35,913,727.00	1257	Secondary	16084	Open
Blair Ridge P.S., Building ID 12175-B01	3.88%	\$ 12,839,418.00	593	Elementary	5357	Open
Forest View PS, Building ID 5916-B01	3.87%	\$ 9,679,234.00	444	Elementary	4562	Open
Brooklin S.S., Building ID 19299-B01	3.73%	\$ 33,785,131.00	1173	Secondary	16091	Open
Michaëlle Jean PS, Building ID 19300-B01	3.21%	\$ 11,914,717.00	553	Elementary	5285	Open
Julie Payette Public School, Building ID 12261-B01	2.49%	\$ 13,230,914.00	668	Elementary	6132	Open
Chris Hadfield P.S., Building ID 19027-B01	1.30%	\$ 12,927,704.00	657	Elementary	5425	Open
da Vinci Public School, Building ID 18071-B01	1.21%	\$ 11,762,681.00	565	Elementary	5495	Open
Clara Hughes PS, Building ID 5719-B02	0.51%	\$ 11,720,510.00	490	Elementary	5554	Open
DASE - Oshawa (Pine), Building ID 8187-B01	0.00%	\$ 5,606,310.00	168	Secondary	1968	Open
Durham Alternative Attendance Center West Building ID 20163-B01	0.00%	\$ -	0	Secondary	1800	Open
Elsie Macgill PS (Formerly Unnamed Forest Hills PS), Building ID 19579-B01	0.00%	\$ -	519	Elementary	5843	Open
Jeanne Sauvé PS, Building ID 19481-B01	0.00%	\$ -	576	Elementary	4830	Open
Northern Dancer P.S. (formerly Unnamed Windfield P.S.), Building ID 19578-B01	0.00%	\$ -	513	Elementary	5786	Open
Viola Desmond P.S. (formerly Unnamed Ajax P.S.), Building ID 19577-B01	0.00%	\$ -	663	Elementary	7010	Open



ACCOMMODATION PLAN 2021-2025

DURHAM DISTRICT SCHOOL BOARD
400 TAUNTON ROAD EAST, WHITBY, ON L1R 2K6
ddsb.ca

DRAFT

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday May 20, 2021 6:30 P.M.

An on-line meeting of the Special Education Advisory Committee was held on this date.

ROLL CALL:

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

Trustees: Donna Edwards Darlene Forbes

Staff: Superintendent Andrea McAuley
 Special Education Officer Kyla McKee
 Chief Speech Language Pathologist Lisa Drake
 Mental Health Lead Steffanie Pelleboer

Recording Secretary: Lisa Wry

1. Call to Order:

SEAC Chair Eva Kyriakides called the meeting to order at 6:30 p.m.

2. Land Acknowledgement:

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

3. DDSB Human Rights & Equity Statement:

The Durham District School Board is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination while placing Human Rights and Equity at the center.

4. Welcome Guests:

SEAC Chair Eva Kyriakides welcomed special guests: Russ Davidson, Secondary Administrator Representative, and Melissa Sparkman & Shannon Robertson, Elementary Administrator Representatives.

5. Approval of Agenda:

That the agenda for May 20, 2021 be approved.

MOVED BY: Tara Culley

SECONDED BY: Darlene Forbes

CARRIED

6. Approval of the Minutes from April 8, 2021:

That the minutes from April 8, 2021 be approved.

MOVED BY: Elizabeth Daniels

SECONDED BY: Tara Culley

CARRIED

7. Staff Reports:

Administration:

Well-being, mental health and learning are intertwined. Our teams feel privileged to be able to support students in all these areas. Our students continue to amaze us and challenge us to our most creative thinking in individualizing their school experiences.

Information being shared through the Administrator report this month is linked within the Department report attached to tonight's agenda.

At this time, through to June 2nd, our schools remain on a directive for remote learning aligned with the provincial Stay at Home order. Of the approximately 73 000 students in the Durham DSB, as of today, 98 (slight increase to information shared last week) are accessing in-person through the criteria of programming which cannot be facilitated remotely; access ranging from focused part-time to full-time. Approximately two-thirds of the in-person learners are accessing with support of transportation through Durham

Student Transportation Services. We also have 30 adolescents accessing in-person through Grove School/ECPP.

Updates regarding 2021-2022 planning were also provided to SEAC within the Department report information. District planning includes an increase in special education classes; particularly Practical Learning Program. As shared in an email with SEAC earlier this week, planning has continued to evolve.

Information from the recently completed family/caregiver surveys regarding in-person/virtual preference for the 2021/2022 school year, for students with placement in special education classes, a limited number of program classes will be running through DDSB@Home – Elementary.

- 4 classes – Gifted
- 2 classes – Practical Learning Program (PLP)
- 2 classes – School Support Program (SSP)
- Staffing for the four elementary gifted program classes has resulted from adjustment from the 2021/2022 allocation embedded within earlier planning for the six host schools.
- The four PLP and SSP classes are additional to system to support the 2021/2022 school year.

The Ministry of Education has released funding information for the 2021-2022 school year. Released documents related to the Grants for Student Needs (GSNs) and special education related funding are linked within the distributed department update. Initial framing for the 2021-2022 school year was provided within the funding documents and includes directive that Districts continue to provide a virtual option for students and signalling that further information will be provided to school boards in August specific to secondary schools. A few other changes (e.g., ADDDP funding moved into the GSN from project envelope) are noted. We will continue to update SEAC as the budget process unfolds.

May, each school year, brings a focus on transitions. That remains true this year with the added shifts of students from remote or virtual to in-person. We thank families/caregivers, staff across all roles and most importantly students for the privilege of being part of their supports.

This is our Administrator report for May 2021.

Discussion took place among the committee members, with the following reflections:

- Students transitioning from elementary to small class placement in secondary-majority are moving from small class to small class, with a small number moving from mainstream to small class placements.
- New housing developments and the ability to have these homes built with accessibility features, has resulted in an influx of new students which has increased the need for more small class placements.
- Currently not able to commit to in-person or virtual for Introduction to Highschool summer program, in consultation with the Durham Regional Health Department (DRHD), with the hope that we will be able to be in school with tours allowed.

- PLP classes reduce the number of EAs need to go from class to class, consequently there will be more flexibility, focused and intentional supports for transitions and various student needs.
- Concerns about current accessible busing for in-person learners-key barrier with the Ministry tight timeline shifts-busing timing is affected because of the low number of students accessing transportation.
- Destreamed math and integrated student needs – possible topic for June meeting.

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations and information on: Presentation on the Supervised Alternative Learning (SAL) program, motion to create a renaming committees for consideration of renaming 2 schools in our system based on concerns centred on human rights and equity. The two new Ajax and Whitby schools have committees to name them. Community use of school policy as well as the Trustee expense policy were approved. Former Ritson P.S. location is being put up for circulation. In preparing the budget for 2021-2022, there are acknowledged cost pressures and concerns with budget constraints, an increase in funding, but a large percentage will be used for labour. There is also an increase in software licences per student. Transportation is a huge concern with social distancing we may not have enough bus drivers; provincial concern. Boards have been given permission to spend 2% of their reserves.

8. Inclusive Student Services Report – May 2021:

Inclusive Student Services Department Update to SEAC May 2021

Updates include:

- School Update
- Speech Language & Hearing Month
- Children's Mental Health Week Update
- 2021-2022 Special Education Class Planning
- Transition to the 2021-2022 School Year
- Summer Programs
- Teacher Professional Learning: New DDSB AQ Course Accreditation

School Update – Ministry Directive to School Boards

Aligned with the province-wide Stay At Home order, the Ministry of Education provided direction to Districts to switch students to remote learning.

"As part of our Government's efforts to protect the most vulnerable, boards are expected to make provisions for in-person support for students with special education needs who cannot be accommodated through remote learning based on student needs.

Most students with special education needs will be learning remotely during this period. In-person learning should be reserved for students who cannot be accommodated through remote learning. School boards are best positioned to determine which students with special education needs may require this

accommodation. School boards have flexibility in determining how to deliver in-person instruction in such circumstances, based on local conditions. However, consideration should be given to limiting overall movement and limiting the number of sites that will be open."

School Update – May 2021

- Majority of DDSB students, per Ministry directive are currently learning remotely/virtually.
- Based on consideration for students who cannot learn remotely, and consultation based within each student's IEPs, a few students are being supported through in-person learning

Currently:

- DDSB Enrolment: over 73 000
- All services remain active in support of students, families and educators.
- 94 students across 23 sites (Many part-time, some full-time)
- Approx. 2/3 accessing transportation/bussing
- Grove (ECP) following Ministry directive. 30 Adolescents accessing programming in-person from the 48 program classrooms.

May: Speech Language & Hearing Month

- Did you know that SLPs (Speech Language Pathologists) are essential members of education teams? Assisting educators with programming in the areas of reading, writing, speaking, listening, social skills and more, SLPs play a critical role in supporting academic success, as well as the social and emotional well-being of students.
- #communicateawareness

May: Speech Language & Hearing Highlight

- Our Hearing Resource Team is comprised of specialist teachers, working with a consulting Audiologist supporting students who are Deaf, or who are deaf/Hard of Hearing.
- Their services range from consultation with families and educators to direct 1:1 teaching; for example, supporting students learning Braille.
- #communicateawareness
- Social media campaigns for speech, language and hearing are planned throughout to promote awareness, information and resources for educators and families

SLP Story Time

- A recorded reading of a story launched every Friday, highlighting a topic or strategy
- Story Time link bit.ly/slpstorytime
- SLPs partner with Social Workers, Psychologists, and Teacher Librarians to bring different perspectives to the reading.
- Support engagement and use of the Addressing Impacts of Anti-Black Racism Well-Being Toolkit specific to the books recommended within that resource

Making Mental Health and Well-Being Our Priority

The DDSB realizes that:

- This is a challenging school year.
- Educators care and want to do their best as they support students and families.

- Relationships matter and are essential to resilience.
- Supports and resources are available to students and families
- Educator well-being matters as well!

Highlights: Children's Mental Health Week

- Five days of focus which included:
- Mindful Monday
- Talk About It Tuesday
- Wellness Wednesday
- Thankful Thursday
 - Shine Green
- Fitness Friday

Highlights: Children's Mental Health Week

Overview for Shaun Boothe's Sessions: "Hope in Challenging Times"

- 3 sessions offered virtually; 2 Secondary, 1 Intermediate
- 300 classrooms participated
- 3600 students, educators and support staff attended

Educator Feedback:

- My grade 9s REALLY enjoyed listening to Shaun Boothe. His message was engaging and kept their attention the entire time! Wow! I say this deserves an encore! Very inspirational!

Student Feedback:

- What I love about these webinars, is that I can relate to what you all say. Amazing job!
- Thanks so much for this! So much of what was said today resonated with us!
- This was an amazing thing to watch thank you!

Making Mental Health and Well-Being Our Priority

- Schools in Pickering & Ajax joined together for a Wellness Series for families and caregivers Thursday May 13 to Saturday May 15.
- Session include those with well-being focus, engaging in anti-racism conversations, arts and yoga sessions.
- Psychological Services and Social Work team members are supporting alongside community and school partners.
- Information through link: www.salignus.com/paws.html

Supporting Student and Family/Caregiver Engagement

- Three part-time Engagement Workers (professionals highly experienced in student engagement and school systems through roles as Social Workers) are adding support as a resource to re-engage students and families where attendance/engagement is a concern
- Supporting primarily DDSB@home
- Funded through COVID related Mental Health support dollars

Indigenous Understandings – Training with Dr. C. Baskin

- Social Work and Psychological Services teams, along with partners in Equity and Indigenous Education participated in half day training; over 60 staff
- Facilitated by Dr. Cyndy Baskin, Ryerson University

- Dr. Baskin delivered foundational training with respect to Indigenous world view and ways of knowing
- Setting the stage for next step in examining intersection of Anti-Indigenous racism and mental health
- Learning included resonating importance of entering into conversations with focus on relationship building:

"It is unethical to ask intrusive questions and expect families to tell everything without revealing anything about ourselves." C. Baskin

Summer Learning Opportunities

- Summer School (Secondary)-SERT, EA & ESL support added for students with IEPs
- TeachTown Basics, TeachTown Social Skills and SOLS (STAR Online Learning System) supporting students with Autism
- Getting Ready for High School Program Smile-e Program
- Language and numeracy support for Indigenous and Self-Identified students & ESL (step 2 students)
- Transition and Well-Being Support (new to Grade 1 students), with embedded focus on literacy skill support
- Primary Literacy Skills (Grade 1 and 2 Students)
- Intermediate Mathematics (Grade 7 and 8 Students)

Grove (ECP) Summer Learning

Summer programming funded by the Ministry of Education involves fifteen programs run centrally out of the DASS facility.

Mental Health Supports - Summer 2021

- Collaborative planning is currently underway between DDSB Mental Health Leaders, DCDSB Mental Health Leaders with community partner interest sought.
- Services continuity will include the ability for families to use the "Connect with a Member of Our Mental Health Team" button on the DDSB website; monitoring weekdays Monday-Thursday.

This button is clearly identified that it is not a crisis button, however it contains a lot of direction for families and students if they are in need of crisis services.

2021-2022 Special Education Program Planning

A report on Special Education program planning for the 2021-2022 was shared with Trustees at Standing Committee on May 3. The report can be found in the agenda package commencing on page 9.

Link: <https://calendar.ddsb.ca/calendars/Detail/2021-05-03-1900-Standing-Committee-Meeting/0ff9e514-8e37-4b8d-a83e-ad1a0157f454>

The overall number of special education classes in the Durham District School Board will increase for the 2021-2022. Changes include:

- Increase in Developmental Program (1 elementary class)
- Increase in Practical Learning Programs (3 elementary, 6 secondary)
- Decrease in School Support Programs (-2 elementary classes)
- Decrease in Self-Regulation Program (-1 elementary class)

2021-2022 Special Education Program Planning

Special Education Class Type	Total 2020-21	Elementary 2020-21	Secondary 2020-21	Total 2021-22	Elementary 2021-22	Secondary 2021-22
Deaf/Hard of Hearing Program	1	1	0	1	1	0
Developmental Program	20	12	8	21	13	8
Gifted Program (Elem only)	22	22		26	26	
Practical Learning Program	71	33	38	80	36	44
School Support Program	78	49	29	76	47	29
Self Regulation Class	2	2		1	1	
Structured Learning Program	11	8	3	11	8	3
Transition to Work Program	6		6	6		6
SE Program District Totals	211	127	84	222	132	90

Note:

- Above reflects March 2021 planning.
- Elementary and Secondary Family/Caregiver surveys have now closed for selection of in-person or virtual/DDSB@Home for the 2021-2022 school year. Team is currently working through analysis and considerations for students with special education program placements
- Families will have one additional opportunity in August to indicate a change in preference.

Transition to School Support Planning

Resource Highlight: Transition Planning for Students with Special Education Strengths and Needs

- Specific to Spring 2021 to Fall 2021
- Strategy considerations for specific transitions (e.g., elementary to secondary, ECCP to/from DDSB, change in placement etc.)
- Resource document distributed to SEAC with May 2021 agenda package.

Transition to School Support Planning

- Recognition that many of our students will have been out of bricks/mortar for extended amount of time; transition needs will be higher
- Ministry funding will support implementation of transition plans
- Early Years Transition EA team being implemented for the fall based on this need
- Sade (Transition Coordinator) has attended IPRCs and ITP meetings to ensure parents are connected to community resources; significant increase in attendance of community partners (eg. Community Living) at these meetings as well

2021-2022 GSN Information Released

The Ministry of Education recently released GSN information for the 2021-2022 school year including:

- Expectation of continued remote learning option for families/caregivers
- Mental Health and Well-Being Funding
- COVID-19 Related Funding
- Elementary – Full time in-person/cohort by class
- Secondary – Limiting cohorts. Full-time in-person with readiness to switch to remote/virtual. Language around maximum contacts. More Ministry direction to come in August.
- OSSD Volunteer Hours requirement – 20 hours (return to 40 hrs in 2022/23)
- Students graduating in 2021/2022 - OSSLT exemption
- 2 Credit virtual learning requirement

Ministry link: <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

2021-2022 SB06: Special Education Funding

The Ministry of Education recently released GSN information for the 2021-2022 school year including:

- Previously provided through PPF, funding for ASSD programs is being transferred into the Behaviour Expertise Amount (BEA) of the GSN.
- New Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant of the GSN. Funding is based on the following calculation: \$100,858 per school board + (\$1.34 x ADE)
- Priorities and Partnerships Funds (PPFs)

Mental Health and Well-Being: To support the critical linkage between mental health and well-being and student success. Also provides students with physical health and safety supports. \$9.50M

Special Education: To improve support for children and youth with special education needs and their families and educators. \$1.86M

2021-2022 SB06: Special Education Funding

DDSB teams, including Finance and Senior Team, are in the process of working through the Ministry funding memos to amend proposed planning. Education Finance Committee will be meeting later this month.

SEAC will continue to receive updates through the 2021-2022 planning process. Next update: June SEAC or before via electronic communication.

Link to Index of 2021-2022 Ministry of Education Ontario Funding documents:
<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

Guide to Special Education Funding 2021/2022:

<http://www.edu.gov.on.ca/eng/funding/2122/special-education-guide-2021-22.pdf>

OAP Update: Entry to School Program

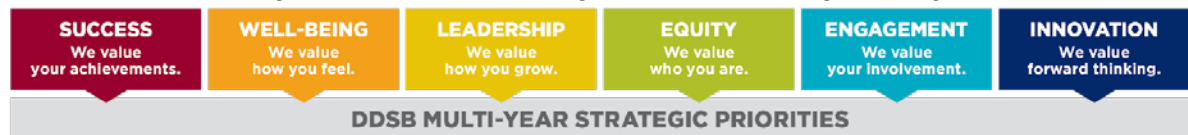
- 6-month skills-based group-based program prior to initial school start
- For children 3-5 years old who are registered with the OAP
- Will be facilitated through community service providers; applications due in June
- Will include collaboration and transition planning – families/caregivers, Entry to School program team and school/district teams

Public information link for Applications Information:

http://www.children.gov.on.ca/htdocs/English/documents/specialneeds/autism/OAP-Entry_to_School_Program-CFA_Guidelines-EN.pdf

New DDSB AQ Course Accreditation

- Professional learning opportunities for teachers include Additional Qualifications (AQ) Courses through accredited partners such as Faculties of Education, District School Boards and organizations such as Ontario Principals Council.
- The DDSB has recently (May 10th) received accreditation to provide the following AQ course: **Teaching Students with Communication Needs (Autism Spectrum Disorder)**.
- Accreditation is valid for 5 years and will run through to May 2026.
- Funding, through a PPF, for teachers taking the course is available for interested DDSB educators.
- Course will be promoted through AQ fliers, communication with Administrators & SERTs for sharing with teachers. Funding is available through to August 2022.



9. Presentation:

Presentation A: Partnership Program Highlight – Supporting Students
Presenters: Kyla McKee and Folashade (Sade) Gbalajobi

10. a) Open Discussion Period:

The open discussion period was used to discuss the following topic: Partnership Program Highlight – Supporting Student Needs, Fostering Community Partnerships. Discussions took place among the committee members and the following reflections were shared:

- Youth Job Connect is having a challenging time finding youth employment, especially during the pandemic and for students with special needs.
- Currently students are involved with a virtual job skills programs, maintaining their job skills while still being paid. After school hours, 4-6 to work on their skills.
- Pilot focuses on the transition from secondary to post secondary for students with disabilities. Any student with an IEP can access the transition coordinator.

- Post secondary institutions provide many opportunities to and supports for students with IEP's.
- Special Education Heads, Guidance Heads, Student Support, all have this information, as a parent or student you can contact any post-secondary school, reach out to see what accommodations are available to students with IEPs.
- Accessible Learning Centre
- Encourage to interview the school not just the school interviewing the student.
- Accessible housing for students with disabilities.
- Parents helping navigate this transition-often first meeting is without parents because they are considered adults until they give permission to include parents.
- Stress to kids that there are a lot of supports for students with IEPs

Superintendent Andrea McAuley suggested that prior to COVID college and university representatives would attend at the schools and provide information about accessibility. We look forward to bringing this back to the DDSB for students. Students were able to form relationships and start feeling comfortable with the transition to post-secondary. This year it has pushed more assistance to be available virtually, however, there is less ability to form relationships which for a lot of kids gives them a feeling of safety, and comfort.

10. b) Business Arising from the Minutes:

Letter to MCCSS – feedback as soon as possible to be sent out May 25, 2021.

11. Association Reports:

No association reports at this time.

12. Correspondence:

- April 14, 2021 Letter from Metrolinx
- Tentative SEAC Meeting Schedule for the 2021-2022 school year

MOTION to Approve the SEAC meeting dates for 2021-2022

MOVED by Hannah Nguyen

SECONDED Darlene Forbes

13. Community Concerns:

14. Celebrations and Success:

National Accessibility week May 30-June 5
Red Shirt Day – June 2

15. Next S.E.A.C. meeting – Thursday, June 17, 2021.

16. Adjournment:

That the meeting does now adjourn at 8:12 p.m.

MOVED BY: Donna Edwards

SECONDED BY: SensaRNab Burrell

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
DSTS- Accessible busing in-person students	Superintendent A. McAuley	June 10, 2021
Finalize Letter to MCCSS	SEAC- Chair Eva Kyriakides	May 25, 2021

Re: Promoting Menstrual Equity Letter to EDU Minister

To the Board of Trustees,

My name is Stephen Mensah and I am the Executive Director of the Toronto Youth Cabinet, the city of Toronto's official youth advisory body.

Over the last couple of months the Toronto Youth Cabinet (TYC) has been working on an initiative aimed at tackling period poverty in Ontario schools. On March 8th, 2021 (International Women's Day) we released a joint statement with the support of multiple provincial stakeholders including all the 4 major teacher unions, Ontario Human Rights Commission (OHRC), OSTA-AECO etc. You can read the statement linked below

<https://www.thetyc.ca/post/tyc-joint-statement-on-promoting-menstrual-equity-in-ontario-schools>

I've also been working with school boards across Ontario to get their support and so far I have received and I am working with over 50 of the 72 school boards across Ontario. I'm aware that Durham District School Board has already passed a motion and is providing menstrual products to students. I appreciate the board's commitment to promoting gender equity!

I have made one ask of all school board Trustees, Superintendents and Directors of Education I have connected with, so far I have heard all yes's thankfully, and my ask to them is the same for you. I would appreciate it if DDSB could send a letter to the ministry/minister of Education. At the core of the letter, the significant thing that needs to be on it, is asking for the province to **fully fund free menstrual products Ontario wide**. As well as you can speak to DDSB's situation and how you already partake in such an initiative but would benefit from provincial funding to sustain it and expand it and you believe it is important to promote menstrual/gender equity.

I have sent copies of some of the letters your fellow school board colleagues have sent to the Minister of Education, to the Chair of the Board. From the date of this request being sent, September 13, 2021, over 50 school boards have sent letters to the Minister. We are on track to have an additional 10 send letters this month, and I wanted to make sure DDSB could be a part of this. Please let me know if you have any questions, as I am sure you can appreciate the **urgency** of this request. Thank you for your attention to this matter, it is much appreciated.

Sincerely,

Stephen Mensah, Executive Director

June 16, 2021

Stephen Mensah
Executive Director
Toronto Youth Cabinet
Toronto City Hall

SENT BY EMAIL

RE: SUPPORT FOR PROVINCIAL FUNDING FOR COST-FREE MENSTRUAL PRODUCTS FOR ONTARIO STUDENTS

Dear Stephen Mensah:

Thank you for your recent request, on behalf of the Toronto Youth Cabinet, to support the *Free the Flow* initiative, which calls for the provision of cost-free menstrual products to all students in the Province of Ontario, as a means to end 'Period Poverty.'

In 2019, our Dufferin Peel Catholic District School Board (DPCDSB) Student Trustees raised awareness at the board table and elevated student voice about the *Free the Flow* initiative. Led by the Student Senate, DPCDSB initiated a successful pilot project in five secondary schools participating in providing free menstrual products in school washrooms. Feedback was shared with the Board of Trustees.

In response, at its June 16, 2020 Regular Board Meeting, DPCDSB trustees passed a motion to approve a policy for the provision of menstrual products in our schools. Although there is no dedicated funding to support this initiative from the province, our board has allocated finances to this important initiative, as part of our commitment to promoting gender equity.

Furthermore, in November 2020, DPCDSB's General Administrative Procedure (GAP) regarding Equity and Inclusive Education was revised to reflect the following:

"To support personal dignity, the DPCDSB is committed to ensuring the discrete provision of menstrual hygiene products, at no cost, to all individuals as required."

We are pleased to share that for September 2021, DPCDSB has committed to providing menstrual products in all of our 151 schools, which includes elementary and secondary schools.

Given DPCDSB's decision to support the provision of such products at no cost to our students, and the benefit to ensuring that this opportunity is afforded to students across the province, the DPCDSB supports the expansion of this very worthy initiative on a province-wide basis through dedicated funding to school boards by the Ministry of Education.

DPCDSB would be pleased to discuss further.

Sincerely,

A handwritten signature in dark ink, reading "Sharon M. Hobin". The signature is written in a cursive, flowing style.

Sharon Hobin
Chair of the Board of Trustees

Copies:

DPCDSB Trustees
Minister of Education – S. Lecce
Deputy Minister of Education – N. Naylor
OCSTA – N. Milanetti
OSTA-AECO – P. Daly



September 8, 2021

The Honourable Stephen Lecce
Ministry of Education
5th Floor, 438 University Ave.
Toronto, ON M5G 2K8

The Honourable Christine Elliot
Ministry of Health
8th Floor, 438 University Ave.
Toronto, ON M5G 2K8

Dear Minister Lecce and Minister Elliot:

The Trustees of the Halton District School Board unanimously adopted the following motion at the most recent regular meeting of the Board of Trustees on September 1, 2021:

“Whereas COVID-19 vaccines have been approved by Health Canada to be safe and effective for students born in 2009 or earlier;

And whereas the purpose of the [Immunization of School Pupils Act](#) is “to increase the protection of the health of children against the diseases that are designated diseases”.

And whereas the Immunization of School Pupils Act mandates that students be immunized for “designated diseases”: diphtheria, measles, mumps, poliomyelitis, rubella, and tetanus, unless a specific exemption is sought through the act;

Be it resolved that the Chair write a letter to the Minister of Education and Minister of Health to ask that the Immunization of School Pupils Act be amended to include COVID-19 as a “designated disease”.

Currently, there is no mandate for eligible students to be vaccinated against COVID-19. The addition of COVID-19 as a “designated disease” within the Immunization of School Pupils Act will serve important purposes:

- First, it may inspire an increased uptake of the vaccine which will provide protection for those who are too young or medically unable to be vaccinated in school communities. This will result in a safer learning environment for students, staff and their families.
- Second, the Act provides a mechanism for exemptions that includes parental education on vaccination. This element is missing right now in consideration of COVID-19 vaccination for students.

We are adding our voices to the Ontario Public School Board Association, People for Education, and a number of boards who have made this same request.

On behalf of the Trustees of the Halton District School Board, I would like to thank you in advance for your consideration of this request to further improve the safety of the learning environments in Halton and across Ontario.

Sincerely,



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

Cc: Hon. Ted Arnott, MPP
Stephen Crawford, MPP
Hon. Parm Gill, MPP
Hon. Jane McKenna, MPP
Effie Triantafilopoulos, MPP
Gary Carr, Halton Regional Chair
Dr. Hamidah Meghani, Halton Region Medical Officer of Health
Ontario Public School Boards' Association (OPSBA) President and Member Board Chairs
Council of Ontario Directors of Education (CODE)

March 8th, 2021

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Ave
Toronto, ON M5G 2K8

RE: JOINT STATEMENT ON PROMOTING MENSTRUAL EQUITY IN ONTARIO SCHOOLS

Dear Minister Lecce,

A report conducted by Plan International Canada found that one-third of Canadian women under the age of 25 say they've struggled to afford menstrual products. 83% say they feel their period prevents them from fully participating in activities, while 70% say they have missed school or work or have withdrawn from fully participating in social activities because of their period. We must also acknowledge that this data does not capture the experiences of trans men and gender non-binary people.

As members of society and government have begun looking and working towards a post-Covid society, it is critical that we ensure that each and every barrier that existed prior to the COVID-19 pandemic, and that was exacerbated by the pandemic is no longer an impediment to the most vulnerable in society. Addressing this rising issue of period poverty – the inability to afford period products – is something that requires immediate action, and now.

When people who menstruate don't have access to the resources and information to manage their periods safely and with dignity, they are more likely to miss school and work, face higher health risks, and struggle to reach their full potential. There should be no stigma around something as fundamental as menstruation. Menstrual products are a necessity and not a luxury.

Every woman, girl, trans man and gender non-binary person should be able to focus on their education and be active participants without having to worry about inadequate access to tampons, pads, and other menstrual products. The lack of access to these products can negatively impact students' school attendance and their social-emotional well-being and have contributed to the stigma that exists on menstruation. Providing all students with convenient access to free menstrual products helps to support their full participation in school activities, reduces stigma and promotes gender equality.

We continue to see other jurisdictions and school districts in Canada take steps to fight period poverty. British Columbia, Nova Scotia and Prince Edward Island are provinces that provide free menstrual products to all students in their respective jurisdictions. We have also seen school boards in Ontario, such as the Toronto District School Board, Waterloo Region District School

Board, and most recently Ottawa-Carleton District School Board and Limestone District School Board take similar action.

That is why the Toronto Youth Cabinet and all underlying signatories are calling on the Province of Ontario and all 72 school boards to require free and accessible menstrual products in all publicly funded Ontario elementary and secondary schools. We are also asking that the Province of Ontario fully funds this initiative and ensures that it is in place by the end of 2021. These products must not only be free of charge, but be provided in ways that also protect privacy, are barrier free and easily accessible, are consistent in delivery and availability, and are non-stigmatizing. Additionally, we are asking that the province includes literacy on menstrual health into the Health and Physical Education curriculum as a mandatory education requirement.

The simple truth is that, for far too long we have ignored the issue about menstrual periods and that silence has hurt our young people. No young person should miss out on their education or feel stigmatized because of something that is a normal part of life for them.

Thank you Minister Lecce for your attention on this matter. We hope for immediate action on this. Let us continue to work towards making Ontario's publicly funded education system much stronger, more equitable and the best in the world!

CC: Premier of Ontario Doug Ford
Associate Minister of Children and Women's Issues Jill Dunlop
Associate Minister of Mental Health and Addictions Michael A. Tibollo
Parliamentary Assistant to the Minister of Education Sam Oosterhoff
Leader, Official Opposition, Andrea Horwath
Education Critic, Marit Stiles
Women's Issues Critic, Jill Andrew

Sincerely,

1. Toronto Youth Cabinet (TYC)
2. People For Education
3. Ontario Human Rights Commission (OHRC)
4. Ontario Student Trustees Association (OSTA-AECO)
5. Elementary Teachers' Federation of Ontario (ETFO)
6. Ontario English Catholic Teachers Association (OECTA)
7. Ontario Secondary School Teachers Federation (OSSTF)
8. Association des enseignantes et des enseignantes franco-ontariens (AEFO)
9. The Period Purse
10. YWCA Ontario (Coalition of all Ontario YWCA's)
11. Bleed the North



Ontario
Human Rights Commission
Commission ontarienne des
droits de la personne





220 Portsmouth Ave., Kingston, ON K7M 0G2
 P: 613-544-6920 | F: 613-544-6804
 TF: 1-800-267-0935 | TTY: 613-548-0279
www.limestone.on.ca

June 17, 2021

SENT BY EMAIL: minister.edu@ontario.ca

Honourable Stephen Lecce
 Ontario Ministry of Education
 5th Floor, 438 University Ave.
 Toronto, ON
 M5G 2K8

Dear Minister Lecce:

RE: Joint Statement on Promoting Gender Equity in Ontario Schools

The Limestone District School Board of Trustees is writing to express its concerns regarding the availability of menstrual products in schools across Ontario and are requesting that the provincial government fund menstrual products to address the ongoing inequities faced by women and members of 2SLGBTQ communities.

According to a report conducted by Plan International Canada, a third of Canadian women have struggled to afford menstrual products, with 70 per cent expressing that they have missed school, work, or have withdrawn from participating in social activities because of menstruation. This furthers the inequities that women and members of 2SLGBTQ communities face, causing them to miss class time, experience increased health risks and stress, and struggle to reach their potential. The inequity contributes to the stigmatization of periods, causing women and non-binary people to feel ashamed of their bodies, and causing youth, that cannot afford menstrual products, to feel ashamed of their socio-economic status.

Many locations across the globe are currently moving forward in the path of equality and are now offering free menstrual products in work and school spaces. In Canada, the provinces of British Columbia, Nova Scotia, and Prince Edward Island have already fully funded menstrual products in their jurisdictions. The province of Ontario should not be an exception to this movement.

The Limestone District School Board moved forward to remove barriers and ensure equitable access for all, thanks in part, to the efforts of Student Trustee Annika Putnam, who worked with secondary school students to determine awareness and access to menstrual hygiene products. While these products have been available in Limestone schools for many years, student feedback indicated the availability of products was not always known, nor were they easily accessible.



**We're Putting
Wellness First**



**We're Turning
Innovation into Action**



**We're Committed
to Collaboration**

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.
 Suzanne Ruttan (Chair) | Krishna Burra (Director of Education and Secretary) | Craig Young (Treasurer)

SEE YOURSELF IN LIMESTONE

As well, as the Public Board Council Eastern Region Representative, Student Trustee Putnam held two discussion-based information sessions on topics such as menstrual equity in Ontario school boards. Though some school boards in Ontario, including our Board, have completed, or are close to providing menstrual products, there remain many places in the province where students struggle greatly with access and stigma.

Across Ontario, these essential items are often in inconvenient or exposed areas, causing a lack of accessibility and contributing to ongoing stigma. In some schools that provide these products in washrooms, they are often restricted to female washrooms. This makes it difficult for transgender or non-binary students to access these products. This creates an unwelcoming environment for marginalized students, putting them at further risk of being disengaged in school.

All students, regardless of gender expression or socio-economic status, should have access to these essential products without any worry or doubt.

In association with the Toronto Youth Cabinet, we ask that the Province of Ontario fully fund menstrual products in all publicly funded schools in Ontario. We also ask that the province incorporates menstrual health literacy as a mandatory requirement in the Health and Physical Education Curriculum. We urge you to take immediate action on this matter.

Thank you, Minister Lecce, for taking the time to hear our concerns. We hope to soon see an Ontario where menstrual products are easily available, and literacy allows for the inclusion of everyone.

Sincerely,



Suzanne Ruttan, Chair
Board of Trustees

cc: Board of Trustees, Limestone District School Board
Director of Education, Limestone District School Board
Superintendents, Limestone District School Board
Stephen Mensah, Executive Director, Toronto Youth Cabinet



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Honourable Stephen Lecce, Minister of Education
5th Floor,
438 University Avenue
Toronto, ON, M5G 2K8

June 14, 2021

Dear Minister Lecce:

On behalf of the Niagara Catholic District School Board, I am proud to support a call from youth leaders across this province, including our own Student Trustees and Student Senate, to implore the provincial government to end period poverty in Ontario.

Menstruation is a fact of life and should be considered no differently than any other healthy bodily function. Nevertheless, many who menstruate, particularly students in elementary and secondary school, conceal the fact that they are having their period from classmates out of a sense of shame. It is shocking to learn the impact menstruation has on women, transgendered men and non-binary individuals in this country. One-third of Canadians under the age of 25 who menstruate struggle to afford pads, tampons or other menstrual products, and another 70 per cent of Canadians who menstruate say they have missed school or work due to their period. If students regularly stay home from school due to issues with menstruation, they risk falling behind, which further impacts their physical and emotional well-being.

Providing funding to ensure menstrual products are universally available in schools sends a clear, direct message that Ontario is truly a respectful and equitable society. It allows those who are faced with period poverty to have one less thing to worry about, so that they can focus on learning, participate in sports and other activities and fully participate in their life at their school.

At the May 25 Board Meeting, our board unanimously supported a motion to explore working with local organizations to provide menstrual products to schools at little or no cost to the Board. However, this should be a provincial priority, with menstrual items being considered no different than any other hygiene product supplied to schools through the government.

On behalf of Niagara Catholic, I urge the government to add Ontario to the growing list of provinces where menstrual products are available to students free of charge in all schools in this province.

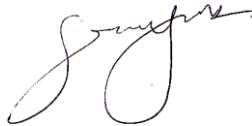
Sincerely,



Larry Huibers
Chair of the Board



Luca DiPietro
Niagara Catholic 2020-2021
Student Trustee



Sydney Yott
Niagara Catholic 2020-2021
Student Trustee



Steffen Zylstra
Student Trustee Elect

September 10, 2021

The Honourable Stephen Lecce, Minister of Education
Ministry of Education
315 Front Street West, 14th Floor
Toronto, ON, M7A 0B8

Dear Minister Lecce,

At its meeting on August 30, 2021, the Board of Trustees for the Waterloo Region District School Board (WRDSB) agreed to write to you to strongly urge the Ministry of Education (Ministry) to provide and fund an enhanced level of mask, equivalent or similar to KN95 or N95 respirators, for staff and students. In addition, the WRDSB requests the Ministry support school boards with the costs associated with the proper fitting of these masks.

Given the prevalence of the COVID-19 Delta variant and recent research proving the COVID-19 virus is aerosolized, with higher transmission rates and the potential to cause more serious illness, this is an urgent concern.

KN95 and N95 respirators provide greater protection against exposure to respiratory viruses compared to ASTM rated medical face masks. The use of KN95 and N95 respirators will provide protection for those who are too young or medically unable to be vaccinated in school communities and will result in a safer learning environment for all students, staff and their families.

Minister Lecce, we ask for your serious consideration of this request, as it will protect the health and safety of all students, staff and their families in the WRDSB and throughout Ontario, thus ensuring students continue to have the opportunity to learn in-person.

Sincerely,



Joanne Weston
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC:

MPP Belinda Karahalios, MPP Laura Mae Lindo, MPP Amy Fee, MPP Michael Harris, MPP Catherine Fife,
Ontario Public School Boards' Association, Ontario Public School Boards, Ontario Student Trustees' Association
Sent by email: minister.edu@ontario.ca



51 Ardelt Avenue
Kitchener, ON N2C 2R5
T: 519-570-0003
F: 519-742-1364
wrdsb.ca



[FACEBOOK.COM/WRDSB](https://www.facebook.com/wrdsb)



[INSTAGRAM.COM/WR_DSB](https://www.instagram.com/wr_dsb)



[TWITTER.COM/WRDSB](https://twitter.com/wrdsb)



[YOUTUBE.COM/WRDSBVIDEO](https://www.youtube.com/wrdsbvideo)