



Board Meeting Agenda

January 17, 2022 — 7:00 p.m.



Secondary Schools Host Specialist High Skills Major 'Bootcamp' Day

Five secondary schools hosted the full-day 'Tools in the Trades Bootcamps', led by Support Ontario Youth. By the end of the week, over 100 students elevated their skills by reading plans and assembling pumps, changing tires on a race car, building a deck from design plans, installing residential electrical hookups, and learning resume and interview tips from industry professionals.

Members of the public can participate in the board meeting by watching the live-stream on [YouTube](#).

Durham District School Board
calendar.ddsbs.ca/meetings
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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

Monday, January 17, 2022 - 7:00 p.m.

	PAGE
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>	Verbal
5. <u>Adoption of Agenda</u>	Verbal
6. <u>Minutes</u>	
(a) APPROVED Minutes of the Regular Board Meeting of November 15, 2021	1-11
(b) DRAFT Minutes of the Board Meeting of December 6, 2021	12-23
(c) DRAFT Minutes of the Special Board Meeting of January 5, 2022	24-26
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) Student Trustee-Introductory Video (Student Trustee James Kay, De-Mario Knowles, Kayla Malcolm)	Verbal
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 January 3, 2021 (Trustee Christine Thatcher)	27-34
	(b) Potential Renaming of Sir John A. Macdonald Public School (Superintendent Erin Elmhurst)	35-40
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	(d) Motion: Commitment to COVID-19 Recovery (Trustee Michael Barrett)	47
	(e) Bell Time Review (Chief Administrative Officer Kelly Mechoulan)	48-66
	(f) School Year Calendars 2022-2023 (Associate Director Jim Markovski)	67-74
	(g) Motion: Treatment of By-Laws (Trustee Paul Crawford)	75
	(h) Motion: Classroom Safety (Trustee Paul Crawford)	76
14.	<u>Information Items</u>	
	(a) 2021-2022 Interim Financial Report (Associate Director David Wright)	77-87
	(b) 2021-2022 Supplementary Funds Summary (Associate Director David Wright)	88-90

(c)	Trustee Expenses (Associate Director David Wright)	91-93
(d)	Quarterly Construction and Major Projects Report (Associate Director David Wright)	94-101
(e)	Durham Student Transportation Services (DSTS): DDSB Delegation Update (Chair Carolyn Morton)	Verbal
(f)	Report: SEAC Meeting, November 18, 2021 (Trustee Donna Edwards)	102-111
(g)	OPSBA Report (Trustee Patrice Barnes)	Verbal
15.	<u>Correspondence</u>	
(a)	<u>Other:</u>	
	i. ETFO and CUPE	112-113
	ii. Greater Essex County District School Board	114-116
	iii. Halton District School Board (2 Letters)	117-121
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	v. Ministry of Education	124-126
	vi. Municipal Property Assessment Corporation (MPAC)	127-128
	vii. Waterloo Region District School Board (2 Letters)	129-130
16.	<u>Other Business</u>	
17.	<u>Adjournment</u>	
	<u>Ad Hoc Committees</u>	
(a)	Equity and Diversity Ad Hoc Steering Committee	

APPROVED

MINUTES

The Regular Meeting of the Board
Monday November 15, 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 7:09 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, Executive System Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. 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

That the agenda be amended to add item 13.(d) Secondary Durham Region Transit Bus Passes.

Trustee Niki Lundquist declared a conflict of interest.

2021:RB97

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

6. Minutes

2021:RB98

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Scott Templeton

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

(a) REGULAR BOARD MEETING MINUTES OF SEPTEMBER 21, 2021

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

(b) REGULAR BOARD MEETING MINUTES OF OCTOBER 18, 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 Ministry Memos:

The Ministry has informed us that they will use a similar method as last year in determining SIP funding for the year. Instead of granting it based on individual student needs, they will increase last year's allocation to boards by 5%. Last year's allocation was determined by averaging the previous three years of funding and then increasing that average by 5%.

Staff have started to review student by student information and their needs. as part of the commitment to understanding our student's individual needs, this item will also be discussed at the SEAC table.

The Ministry of Education announced that streaming in grade nine will end as of this year. Next year the science curriculum will become de-streamed and all applied courses as of September will be discontinued. What that will mean for the other subject areas, is that courses previously offered in academic and applied will be offered to students in academic. Staff will work with students to support their success. Many Districts have piloted the replacing of applied with academic programming for all students. Its implementation in other parts of the province has been successful. Superintendent Stephen Nevills has been leading discussions with our secondary teams in terms of DDSB going ahead with de-streaming and staff understanding the significance of equity. The Ministry decision supports the desired direction of the DDSB. A de-streaming update will be provided for trustees in the late spring of 2022.

As a follow-up from an earlier Ministry Memo, I wanted to make you aware that the Ontario College of Teachers is preparing to launch the Sexual Abuse Prevention Training, that all Ontario College of teachers are required to take. The training will be available in January 2022. All individuals that are accredited by the Ontario College of Teachers will have to complete the module by the end of August 2022 and their public record of qualification will appear on individual public record.

Trustee questions were answered.

9. Public Question Period

Dylan R., a student of DDSB presented a question virtually with regards to COVID 19 management. Staff responded to the question.

Richard J. Campbell, a parent of DDSB presented a question virtually with regards to JK/SK French Immersion. Staff responded to the question.

Jody Turner, a community member provided a written question regarding secondary school start and end times. Staff responded to the question.

10. DDSB Presentations

(a) Draft Operational Plan 2021-2022: Activating the Ignite Learning Strategic Plan

Director Norah Marsh and Senior Staff provided trustees with a PowerPoint presentation highlighting the Draft Operational Plan 2021-2022 to support the Ignite Learning Strategic Priorities. Trustee questions were answered.

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 of the board, administrative transfers and placement, a personnel issue and a property matter update.

2021:RB99

MOVED by Trustee Christine Thatcher

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

CARRIED

12. Good News from the System

Alania and Liam students from Anderson CVI, shared good news from across the system on behalf of DDSB students.

Congratulations to Dr. Robert Thornton's Public School's Education Assistant Ernestine Fraser on being recognized by the Toronto Raptors. Ernestine was acknowledged for going above and beyond by performing acts of kindness during the pandemic. She made a positive impact helping seniors and students in her school and community. Ernestine has been recognized as a special Raptors fan and is currently featured in a Toronto Raptors video.

DDSB students have been taking on the role of caregiver and engaging their school communities to show they care with school-based food drives across the region. A special shout out goes to Pickering High School and Meadowcrest Public School for demonstrating their concern for fellow families with school-based food drives. The Pickering High School students set-up a drive-thru food drop off and the Meadowcrest Public School students collected food items. Students have made donations to "Feed The Need Durham" to help nourish communities.

Students at Waverly Public School were overjoyed to participate in 'Bring Back Play Day' to celebrate being one step closer to building the school's first ever playground. At the event, Oshawa Parkwood Rotary Club presented a cheque for \$27,500, putting the school even closer to their fundraising goal. As of November 9 2021, the school had raised \$59,000 leaving them just shy of the \$60,000 goal!

On November 8, 2021, we honoured Indigenous Veterans Day by lowering school flags across the District to half-mast. Resources were shared with educators to support learning about the contribution of Indigenous Veterans.

As part of Remembrance Week, DDSB schools created beautiful art and hosted impactful events to honour all who served and continue to serve our country during times of war, conflict and peace. Two armoured vehicles from the Ontario Regiment Museum were on display outside Sinclair Secondary School, and students learned about the vehicles from museum volunteers.

Congratulations to Grade 12 student Olivia T. from Dunbarton High School for being selected for the National Rugby Development Academy. Rugby is a passion in Olivia's family as her brother Justin T., a Dunbarton High School graduate, has also been selected for the Canadian U19 National Rugby Team.

IT Services hosted a social media campaign for Cybersecurity Awareness Month, sharing tips and resources each week in October. The campaign was designed to help students, parents, and staff stay cyber safe, whether working or learning from home, at school or the office. The topics included: phishing email threats, social engineering threats. Everyone has a role in cybersecurity and staying safe in the cloud.

The first week of November has been designated Treaties Recognition Week in Ontario. During this week students across the District engaged in learning about treaties and treaty relationships. The Indigenous Education Department supported educators and students in growing their knowledge and understanding of Treaties through online resources and Indigenous Scholar guest speakers.

Students from Meadowcrest, C.E. Broughton, and Gandatsetiagon Public Schools, laced up their shoes and got active for "Walk And Roll To School Week". This Region of Durham initiatives encourages students to walk or roll to school. The goal is to increase physical activity levels, reducing car emissions, and alleviating vehicle congestion in school zones. Some students walked, some rolled by bike, wheelchair, or scooter. Participation was tracked daily and students who participated were entered into a draw to win prizes provided by the Region of Durham.

Schools across the region recognized Early Childhood Educators' Appreciation Day on October 21, 2021. Students and staff recognized the valuable contributions of our Child Care Workers and Early Childhood Educators and the impact they have on children, families, and communities, making a difference at the DDSB each day!

Melanie Korach a teacher at Coronation Public School, was nominated by parents, students, and peers and recognized in a CBC feature article about inspirational teachers. Melanie is in her 24th year of teaching at DDSB and has a great passion for children's mental health and well-being. In her Grade 1 and 2 split class, she teaches daily mental health messages and positive affirmations to help students develop a growth mindset and feel good about themselves. Melanie's classroom mantra is "I see you. I hear you."

Congratulations to our many Volunteers of Distinction across the DDSB for their help in supporting our students and staff. They have had a major impact on our school communities, and we are so grateful for continued support.

Dates of Significance:

Nov. 16	Louis Riel Day
Nov. 17	Educational Assistants Appreciation Day
Nov. 19	Guru Nanak Jayanti (Sikhism)
Nov. 20	Transgender Day of Remembrance
Nov. 25	International Day for the Elimination of Violence Against Women
Nov. 25	Day of the Covenant Bahá'í
Nov. 26	Holodomor Memorial Day
Nov. 28	First day of Advent (Christianity)
Nov. 28	Ascension Of Abdu'l-Bahá; Bahá'í
Nov 29-Dec 6	Hanukkah (Jewish)
Dec. 1	World Aids Day
Dec. 2	International Day for the Abolition of Slavery
Dec. 3	International Day for Disabled Persons
Dec. 6	Board Meeting – Organizational

Recommended Actions

(a) Report: Standing Committee Meeting Minutes of November 1, 2021

The following motions were carried, and the resolutions were adopted at the Standing Committee meeting on November 1, 2021. The motions contained within the Standing Committee meeting minutes of November 1, 2021 are approved as part of the minutes.

2021:RB100
MOVED by Trustee Michael Barrett
SECONDED by Trustee Patrice Barnes

THAT THE DDSB MOVE TO A HYBRID MODEL OF IN PERSON/VIRTUAL MEETINGS FOR BOARD MEETINGS ONLY COMMENCING JANUARY 2022. (RECOGNIZING AND ADHERING TO ALL HEALTH RECOMMENDATIONS BY THE PROVINCE AND THE LOCAL HEALTH UNIT).

Trustee Niki Lundquist amended the above foregoing motion (2021:RB100) to add:

(RECOGNIZING AND ADHERING TO ALL HEALTH RECOMMENDATIONS BY THE PROVINCE OR PROVINCIAL PUBLIC HEALTH OR LOCAL PUBLIC HEALTH).

The mover of the motion accepted the amendment.

2021:RB101
MOVED by Trustee Michael Barrett
SECONDED by Trustee Patrice Barnes

THAT THE DDSB MOVE TO A HYBRID MODEL OF IN PERSON/VIRTUAL MEETINGS FOR BOARD MEETINGS ONLY COMMENCING JANUARY 2022. (RECOGNIZING AND ADHERING TO ALL HEALTH RECOMMENDATIONS BY THE PROVINCE OR PROVINCIAL PUBLIC HEALTH AND THE LOCAL PUBLIC HEALTH).

CARRIED

2021:RB101
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Darlene Forbes

THAT THE BOARD RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE NOVEMBER 1, 2021 STANDING COMMITTEE AND ADOPT THE RESOLUTIONS THAT WERE PASSED.

CARRIED

(b) Financial Process and the 2020-2021 Financial Report

Associate Director David Wright introduced Senior Manager of Finance Melissa Durward who provided trustees with an overview of the financial report and statements for the period from September 1, 2020 to August 31, 2021.

2021:RB102
MOVED by Trustee Michael Barrett
SECONDED by Trustee Patrice Barnes

IT IS RECOMMENDED THAT THE 2020-2021 FINANCIAL REPORT OF DURHAM DISTRICT SCHOOL BOARD, INCLUDING TRANSFERS TO AND FROM INTERNALLY RESTRICTED FUNDS, BE APPROVED AS PRESENTED.

CARRIED

(c) SEAC Motions: October 21, 2021

Trustee Donna Edwards provided trustees with an overview of the SEAC membership and shared the following motions to be approved by trustees. These motions were carried, and the resolutions were adopted at the SEAC meeting on October 21, 2021.

SEAC MEMBERSHIP ADDITION
Black Parent Support Group

2021:RB103
MOVED by Trustee Donna Edwards
SECONDED by Trustee Darlene Forbes

THAT JENNY MCLAUGHLIN BE THE SEAC REPRESENTATIVE AND CARRISA FOSTON-LEWIS BE THE ALTERNATE REPRESENTATIVE FOR THE BLACK PARENT SUPPORT GROUP

CARRIED

SEAC MEMBERSHIP CHANGES

SEAC Member at Large

2021:RB104

MOVED by Trustee Donna Edwards

SECONDED by Trustee Christine Thatcher

THAT DONNA EDGE-BEAN REPRESENT THE POSTION OF SEAC MEMBER AT LARGE.

CARRIED

SEAC NON-VOTING MEMBERSHIP ADDITIONAL SEAT

Early Years Consortium

2021:RB105

MOVED by Trustee Donna Edwards

SECONDED by Trustee Scott Templeton

THAT A NON-VOTING SEAC MEMBERSHIP SEAT BE ESTABLISHED FOR AN EARLY YEARS CONSORTIUM REPRESENTATIVE.

CARRIED

(d) Secondary Durham Region Transit Bus Passes

Trustee Christine Thatcher provided trustees with information with regards to the Chair, Vice-Chair and a staff member attending the December 8, 2021 Durham Region Transit Executive Committee to delegate. The delegates will speak to additional ways to support students getting to school with innovative solutions that support the use of public transit working collaboratively with Durham Transit, recognizing that the earlier people use public transit, the more likely they are to become long-term users of transit and given that the Board has limited access to funding for student transportation. The request should include consideration for a discounted student rate that is the same as for college and university students.

2021:RB106

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Paul Crawford

THAT THE DURHAM DISTRICT SCHOOL BOARD SEND A DELEGATION CONSISTING OF THE CHAIR AND VICE CHAIR AND A STAFF REPRESENTATIVE, TO THE DECEMBER 8, 2021 MEETING OF THE DURHAM REGION TRANSIT (DRT) EXECUTIVE COMMITTEE TO REQUEST THAT DRT CONSIDER WORKING WITH DDSB AND DSTS AND ENTER INTO A PILOT PROGRAM OF SUPPORTING SECONDARY STUDENT TRANSPORTATION AT THE DISCOUNTED RATE THAT IS PROVIDED TO OTHER STUDENTS WITHIN THE REGION.

2021:RB107

MOVED by Trustee Michael Barrett
SECONDED by Trustee Scott Templeton

The above foregoing motion (2021:RB106) be amended to insert after the Vice Chair and a student trustee if available.

CARRIED

2021:RB108

MOVED by Trustee Michael Barrett
SECONDED by Trustee Paul Crawford

THAT THE DURHAM DISTRICT SCHOOL BOARD SEND A DELEGATION CONSISTING OF THE CHAIR AND VICE CHAIR AND A STUDENT TRUSTEE IF AVAILBLE AND A STAFF REPRESENTATIVE, TO THE DECEMBER 8, 2021 MEETING OF THE DURHAM REGION TRANSIT (DRT) EXECUTIVE COMMITTEE TO REQUEST THAT DRT CONSIDER WORKING WITH DDSB AND DSTS AND ENTER INTO A PILOT PROGRAM OF SUPPORTING SECONDARY STUDENT TRANSPORTATION AT THE DISCOUNTED RATE THAT IS PROVIDED TO OTHER STUDENTS WITHIN THE REGION.

CARRIED

13. Information Items

(a) Audit Committee Meeting Summary, November 2021

Trustee Michael Barrett provided trustees with an overview of the Audit Committee public minutes for the meeting held on November 8, 2021.

(b) Audit Committee External Members – Term of Appointment

Associate Director David Wright provided Trustees with information regarding the Audit Committee, External Members' term of appointment. O. Reg 361/10 s.7 states that a term of office of three years for a member of the committee who is not a Board member, for a maximum of two terms. An external member may be reappointed after two terms if the Board advertised the position for at least 30 days and the selection committee did not identify any potential candidates. Trustee questions were answered.

(c) Durham Student Transportation Services (DSTS) Annual Report

Associate Director David Wright introduced Chief Administrative Officer of Durham Student Transportation Kelly Mechoulan who provided trustees with an overview of the DSTS Annual Report for 2020-2021. Trustee questions were answered.

(d) Physical Education and Athletic Extra-Curricular Protocols

Superintendent Stephen Nevills provided trustees with an overview of the protocols and supports that have been put in place to ensure a safe return to physical education and sport within the board for both elementary and secondary students. Trustee questions were answered.

(e) Parent Involvement Committee Report-2021-2022 Committee Representatives

Superintendent Margaret Lazarus provided trustees with an update on the membership of the DDSB's Parent Involvement Committee (PIC) 2021-2022. Trustee questions were answered.

(f) Report: SEAC Meeting of September 16, 2021

Trustee Donna Edwards presented the SEAC meeting minutes of September 16, 2021.

OPSBA Report

Trustee Patrice Barnes provided a brief update for trustees on the November 6, 2021 OPSBA meeting.

15. Correspondence

(a) Other:

- i. Ministry of Education Memorandum

The above correspondence was presented to trustees for information.

16. Other Business

17. Adjournment

2021:RB109

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:56 p.m.



Chair



Secretary

DRAFT

MINUTES

The Organizational Board Meeting Monday December 6, 2021

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

1. Call to Order:

The Chief Executive Officer/Secretary of the Board Norah Marsh 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, 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, Executive System Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Director Norah Marsh 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.

Director Norah Marsh also acknowledged that December 6 is the National Day of Remembrance and Action on Violence Against Women.

4. O Canada

5. Uxbridge Secondary School Musical Performance

Trustee Carolyn Morton introduced the Uxbridge Secondary School Grade 12 instrumental class of 2021 and Music Director Amy Peck who recorded the music performance Everlast (The Legacy Project). The song was created in response to the question: How do we, the graduating music class of 2021 continue to contribute to the Uxbridge Secondary School’s music legacy in the absence of concerts and live performances? Their idea exceeded all expectations. They decided to "band together" and write a concert band piece to represent their experience with music through the pandemic.

6. Adoption of Agenda

2021:RB110

THERE BEING NO OBJECTIONS OR ADDITIONS TO THE DRAFT AGENDA, IT WAS APPROVED AS PRESENTED.

CARRIED

7. Minutes

2021:RB111

THERE BEING NO OBJECTION, THE FOLLOWING APPROVED MINUTES WERE RECEIVED:

(a) REGULAR BOARD MEETING MINUTES OF OCTOBER 18, 2021

THERE BEING NO OBJECTION, THE FOLLOWING DRAFT MINUTES WERE APPROVED:

(b) REGULAR BOARD MEETING MINUTES OF NOVEMBER 15, 2021

CARRIED

8. 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, administrative transfers and placement, a personnel issue and a property matter update.

2021:RB112
MOVED by Trustee Christine Thatcher

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

CARRIED

9. Election of Board Chair

Director Norah Marsh informed trustees of the process for the election of the Board's Chair under the Board's By-Laws. Nominations were called for the position of Chair of the Durham District School Board.

2021:RB113

TRUSTEE CAROLYN MORTON SELF-NOMINATED FOR THE POSITION OF CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

2021:114

TRUSTEE DONNA EDWARDS SELF-NOMINATED FOR THE POSITION OF CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Director Norah Marsh, and there being none, nominations for the position of Chair were closed.

Trustee Carolyn Morton was elected to the position of Chair of the Durham District School Board. Trustee Carolyn Morton as the newly elected Chair assumed the chair and conducted the remainder of the meeting.

Chair Carolyn Morton thanked trustees for electing her to the position of Chair of the Board.

10. Election of Vice Chair

Chair Carolyn Morton explained that the process for electing the Vice Chair was the same under Board By-laws as it was for the position of Chair. Nominations were called for the position of Vice Chair of the Board.

2021:115

TRUSTEE PATRICE BARNES NOMINATED TRUSTEE CHRISTINE THATCHER FOR THE POSITION OF VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD. TRUSTEE CHRISTINE THATCHER ACCEPTED THE NOMINATION.

2021:116

TRUSTEE DARLENE FORBES SELF-NOMINATED FOR THE POSITION OF VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Vice Chair were closed.

Trustee Christine Thatcher was elected to the position of Vice Chair of the Durham District School Board.

11. Election of Standing Committee Vice Chair

Chair Carolyn Morton called for nominations to the position of Standing Committee Vice Chair.

2021:117

TRUSTEE CHRIS BRANEY NOMINATED TRUSTEE SCOTT TEMPLETON FOR THE POSITION OF VICE CHAIR OF THE STANDING COMMITTEE. TRUSTEE SCOTT TEMPLETON ACCEPTED THE NOMINATION.

2021:118

TRUSTEE PATRICE BARNES SELF-NOMINATED FOR THE POSITION OF VICE CHAIR OF THE STANDING COMMITTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Vice Chair of the Standing Committee were closed.

Trustee Patrice Barnes was elected Vice Chair of the Standing Committee.

12. Election of Education Finance Chair

Chair Carolyn Morton called for nominations to the position of Chair of the Education Finance Committee.

2021:119

TRUSTEE CHRIS BRANEY NOMINATED TRUSTEE PAUL CRAWFORD FOR THE POSITION OF CHAIR OF EDUCATION FINANCE. TRUSTEE PAUL CRAWFORD ACCEPTED THE NOMINATION.

TRUSTEE DONNA EDWARDS SELF-NOMINATED FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE.

2021:121

MOVED by Trustee Niki Lundquist

TRUSTEE NIKI LUNDQUIST NOMINATED TRUSTEE SCOTT TEMPLETON FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE. TRUSTEE SCOTT TEMPLETON ACCEPTED THE NOMINATION.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Chair of Education Finance Committee were closed.

Trustee Donna Edwards was elected Chair of Education Finance Committee.

13. Committee Elections

Chair Carolyn Morton called for nominations and/or volunteers for the following committees:

- (a) Ontario Public School Boards' Association (OPSBA) Liaison Trustees

2021:RB122

TRUSTEE PATRICE BARNES SELF-NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of the OPSBA Liaison Trustee were closed.

Trustee Patrice Barnes was acclaimed as OPSBA Liaison Trustee. Trustee Patrice Barnes will exercise the Board's voting right.

2021:RB123

MOVED by Trustee Christine Thatcher

TRUSTEE CHRISTINE THATCHER SELF-NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of the OPSBA Liaison Trustee were closed.

Trustee Christine Thatcher was acclaimed as the non-voting OPSBA Liaison Trustee.

2021:RB124

TRUSTEE LINDA STONE SELF-NOMINATED FOR THE POSITION OF ALTERNATE OPSBA TRUSTEE.

2021:RB125

CHAIR CAROLYN MORTON SELF-NOMINATED FOR THE POSITION OF ALTERNATE OPSBA TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of alternate OPSBA Liaison Trustee were closed.

Trustee Linda Stone and Chair Carolyn Morton were acclaimed as alternate OPSBA Trustees.

(b) Audit Committee Liaison Trustees

Chair Carolyn Morton shared that at the October 18, 2021, Board meeting, two motions were carried and adopted by the Board of Trustees to extend the term of appointment of Trustees on the Audit Committee to a two-year term to provide consistency to the Committee, and to extend the term of appointment of Trustees currently on the Audit committee by one additional year to provide consistency to the Committee and align to provincial elected terms, effective December 2022.

The following Trustees will continue as the Audit Committee Liaisons Trustees for 2022:

Trustee Michael Barrett
Trustee Paul Crawford
Trustee Linda Stone

(c) Special Education Advisory Committee (SEAC) Liaison Trustees

2021:RB126

TRUSTEE DONNA EDWARDS SELF-NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE.

2021:RB127

MOVED by Trustee Darlene Forbes

TRUSTEE DARLENE FORBES SELF-NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of SEAC Liaison Trustee were closed.

Trustees Donna Edwards and Darlene Forbes were acclaimed to the position of SEAC Liaison Trustee.

2021:RB128

TRUSTEE LINDA STONE SELF-NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

2021:RB129

TRUSTEE PATRICE BARNES SELF-NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE.

Trustees Linda Stone and Patrice Barnes were acclaimed to the position of alternate SEAC Liaison Trustee.

(d) Supervised Alternative Learning (SAL) Liaison Trustees

2021:RB130

TRUSTEE SCOTT TEMPLETON SELF-NOMINATED FOR THE POSITION OF SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE.

2021:RB131

TRUSTEE CAROLYN MORTON SELF-NOMINATED FOR THE POSITION OF SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Supervised Alternative Learning Liaison Trustee were closed.

Trustees Scott Templeton and Chair Carolyn Morton were acclaimed to the position of Supervised Alternative Learning Liaison Trustee.

2021:RB132

TRUSTEE DARLENE FORBES SELF-NOMINATED FOR THE POSITION OF ALTERNATE SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

2021:RB133

TRUSTEE CHRISTINE THATCHER SELF-NOMINATED FOR THE POSITION OF ALTERNATE SUPERVISED ALTERNATIVE LEARNING LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of alternate Supervised Alternative Learning Liaison Trustee were closed.

Trustees Darlene Forbes and Christine Thatcher were acclaimed to the position of alternate Supervised Alternative Learning Liaison Trustee.

(e) Parent Involvement Committee (PIC)

2021:RB134

TRUSTEE SCOTT TEMPLETON SELF-NOMINATED FOR THE POSITION OF PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Parent Involvement Committee Liaison trustee were closed.

Trustee Scott Templeton was acclaimed as Parent Involvement Committee Liaison Trustees.

2021:RB135

TRUSTEE LINDA STONE SELF-NOMINATED FOR THE POSITION OF ALTERNATE PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of alternate Parent Involvement Committee Liaison trustee were closed.

Trustee Linda Stone was acclaimed as alternate Parent Involvement Committee Liaison Trustee.

(f) Code of Conduct Alternate Liaison Trustee

2021:RB136

TRUSTEE NIKI LUNDQUIST SELF-NOMINATED FOR THE POSITION OF ALTERNATE CODE OF CONDUCT LIAISON TRUSTEE.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Alternate Code of Conduct Liaison Trustee were closed.

Trustee Niki Lundquist was acclaimed as alternate Code of Conduct Liaison Trustee.

(g) Indigenous Education Advisory Circle

2021:RB137

TRUSTEE NIKI LUNDQUIST SELF-NOMINATED FOR THE POSITION OF LIAISON TRUSTEE FOR THE INDIGENOUS EDUCATION ADVISORY CIRCLE OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Indigenous Education Advisory Circle Liaison Trustee were closed.

Trustee Niki Lundquist was acclaimed as Liaison Trustee for the Indigenous Education Advisory Circle.

14. Draft Board and Committee Meeting Dates 2022

Chair Carolyn Morton presented the Draft Committee Meeting Dates for 2022. There being no objections to the meeting dates, it was approved as presented.

2021:RB138

MOVED by Chair Carolyn Morton

CARRIED

Recommended Actions

(a) Motion: Cancellation of December 20, 2021 Board Meeting

2021:RB139

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Niki Lundquist

THAT THE BOARD OF TRUSTEES APPROVE THE CANCELLATION OF THE DECEMBER 20, 2021 BOARD MEETING AS THE MEETING DATE FALLS DURING THE WINTER BREAK.

CARRIED

15. Information Items

(a) Student Trustee Report

Student Trustee James Kay shared that at the Student Senate meeting on November 15, 2021, elections for Student Senate positions, which included:

- Working Group Co-Chairs
- Regional Directors
- Mental Health Symposium lead
- Student Senate Open House lead
- Elementary Leadership Conference lead
- Social Affairs Coordinators

Student trustees are eager to work alongside these individuals and begin the planning stages of the initiatives and events for this year.

Student Trustee Kayla Malcolm shared that student trustees had the privilege of a group discussion with Superintendent Stephen Nevills at the last Senate meeting and the Senators brought forward some well thought out questions. Superintendent Stephen Nevills provided insight on the definition of a superintendent and their role. He also helped Student Senators to understand his portfolio, specifically, Equitable Education and Youth and Adult Student Engagement and Success.

At the last Committee meeting student trustees mentioned the Student Trustees Introduction Video, which was created with the help of the DDSB media team. Last month student trustees sent out the video to DDSB secondary schools. Each school is sharing the video with their student body. The next step is sharing the video with our elementary schools and having it shown to grade 7 and 8 classes, for students to gain a better understanding of what the Student Senate is. This is one of our engagement tools, to prepare them for our Elementary Leadership Conference that is taking place early next year.

Working Group Updates:

Student Trustee De-Mario Knowles shared that after the election of the working group co-chairs, they proceeded with project planning for the year.

Student Trustees provided regional updates.

(b) 2021 Director's Annual Report

Director Norah Marsh provided Trustees with an overview of the the 2021 Director's Annual Report which gives the opportunity to reflect on the challenges, opportunities and successes the District has experienced in 2021. This year followed an unprecedented year of challenges in 2020, including an extended shut-down, delayed March break and then closure from April to August. It has been a challenging year for families, students and staff. This report is a testament to the collaborative efforts of the Durham District School Board (DDSB) community to

come together in service of student learning and well-being. The annual report is submitted to the Board in accordance with the provisions of section 283(3) of the Education Act. Trustees thanked staff for the report and the work reflected within it.

(c) Report: SEAC Meeting of October 21, 2021

Trustee Donna Edwards presented the SEAC meeting minutes of October 21, 2021.

OPSBA Report

Trustee Patrice Barnes shared with trustees that OPSBA and the Ministry of Education have added a new Specialist High Skills Major (SHSM) program around education/teachers and a separate SHSM for French language teachers. The proposal is designed to encourage students with different lived experiences and students that reside in the northern/rural communities to consider teaching as a career option to ensure our future teachers will affect communities. The program will also develop partnerships with colleges and universities to develop direct pathways into post-secondary education.

15. Correspondence

(a) Other:

- i. Bluewater District School Board (2 Letters)
- ii. Durham Catholic District School Board
- iii. Halton District School Board (2 Letters)
- iv. Hamilton-Wentworth District School Board
- v. Ministry of Education, Memorandum No.144
- vi. Toronto District School Board
- vii. Upper Grand District School Board

The above correspondence was presented to trustees for information.

16. Other Business

17. Adjournment

2021:RB140

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

Monday, January 5, 2022

7:00 p.m.

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

1. Call to Order:

Roll Call: Trustee Carolyn Morton, Chair of the Board

The Chair called the meeting to order at 7:06 p.m.

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

Regrets: Trustee Paul Crawford, Linda Stone, Student Trustee James Kay

Officials Present: Director Norah Marsh, Associate Director 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 Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Moment of Silence/Acknowledgement

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

Special Meeting of the Board Minutes
January 5, 2022

4. Adoption of Agenda

2022:SB01
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Niki Lundquist

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Actions

(a) Approval of Resolutions: January 3, 2022 Standing Committee

2022:SB02
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Scott Templeton

- a) That the Director of Education, and/or her designates, take all reasonable steps to publicly report data, to the extent it is available, on confirmed and presumed cases in DDSB schools;
- b) That the DDSB ensure families and staff have a mechanism for self-reporting for those who have access to tests;
- c) That the Board provide information on school and class closures and unusual rates of absenteeism in school communities; and
- d) Should the government alter its direction on the collection of this data, the Board will revisit its position.

CARRIED

2022:SB03
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Chris Braney

That masking for all students, including those in kindergarten and junior kindergarten, be made mandatory during in-person learning (subject to credible human rights exceptions only).

CARRIED

2022:SB04
MOVED by Trustee Niki Lundquist

Special Meeting of the Board Minutes
January 5, 2022

SECONDED by Trustee Scott Templeton

That the DDSB, through its Director of Education, liaise with regional public health authorities and seek a commitment to hold accessible and equitable vaccination clinics for staff and students of the DDSB in high needs areas, and/or in areas where vaccination rates remain lower than average so as to facilitate ease of access prior to the scheduled return to school on January 17th, 2022.

CARRIED

Trustee Michael Barrett sought to bring forward an amendment to the foregoing motion. After discussion, it was agreed that Trustee Barrett would bring the matter forward as a motion at the January 17, 2022, Board meeting.

6. Adjournment

2021:SB05

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately: 7:50 p.m.

Chair

Secretary

**Report of the Durham District School Board
Standing Committee Public Session
January 3, 2022**

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 7:01 p.m.

Members Present: Trustees Patrice Barnes, 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

Regrets: Trustee Michael Barrett

Officials Present: Director Norah Marsh, Associate Director 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 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

That the agenda be amended to add item 9.(a) Motion: Safety in Schools.

2022:SC01

MOVED by Trustee Scott Templeton

SECONDED by Trustee Niki Lundquist

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

5. Community Presentations

There were no community presentations at this time.

6. DDSB Presentations

There were no DDSB presentations at this time

7. Director's Update

Director Norah Marsh provided the following update for trustees:

Trustees were welcomed back to the first meeting of 2022 and thanked for their support since the last meeting at the beginning of December. Director Marsh acknowledged that the current situation has been a strain on the community and the system as the pandemic continues to force us to adapt at a rapid speed.

Prior to the presence of the most recent variant, staff were allocating all resources to keep schools open from September to December. This included teachers covering classes for colleagues who were away due to illness or self-isolation needs and not accessing their preparatory time, as well as allocating all available central staff to schools to keep schools open.

During the holiday season we received a report that the omicron variant is far more contagious than previous variants and spreading rapidly. Hospitals identified that the absenteeism rate for staff has increased four-fold. As a system this puts us in a dire situation for the safe operation of our schools as with the absenteeism of staff already, it is making it difficult to manage keeping schools open. Without additional measures, staff would have to look at regular closures of schools due to the lack of available staff for safe supervision of students.

Staff have continued to hire over the winter holiday break which included unqualified emergency occasional teachers and emergency educational assistants to back fill when qualified staff are not available. Staff are continuing to hire for all positions within the District to ensure that all schools are as safe as possible.

Director Norah Marsh shared that there was an announcement made by the province on Thursday, December 30, 2021. Communication was shared with families and staff regarding the province's plan. Staff have been working since Thursday to prepare, based on what they thought the plan would be this week. Given the high hospitalization rates this past weekend, the Chief Medical Officer shared that 1% of people will be hospitalized from COVID-19 and they will quickly run out of hospital space. Based on the province's announcement today, schools will be impacted as we are returning to step two of the provincial reopening plan.

Schools will be closed to in-person learning until at least January 17, 2022, with the exception of very few students who are not able to access remote learning due to their exceptional needs. For all other students, they will transition to virtual/remote learning for at least two weeks. Staff have met with all system leaders to review how the system is going to adapt to the new circumstances. At this point formal direction in writing has not been received from the Ministry of Education. There may be a difference in what was reported through the media releases and press conferences and what direction Boards will receive in writing from the Ministry. Messaging to families will be based on the verbal briefing that was received from the Deputy Minister.

Emergency childcare will be provided in school sites primarily for healthcare workers and for staff who are involved in the limited special education in-person learning in our schools. There is an impact on our system in terms of our staff as there is a request for childcare to extend beyond regular hours to accommodate healthcare workers who are doing shift work and working during the weekend.

We have been asked to encourage all staff and students to be vaccinated. The medical community feels very strong that vaccination is a key strategy to mitigating the impact of this variant and COVID-19 within the community.

Staff will be communicating with families this evening the specific plan for moving to remote learning. The shift to remote learning is easier for secondary students as there is a one-to-one device deployment and the school schedule will remain the same with secondary schools shifting to remote learning on Wednesday, January 5, 2022. A message will be going out to families this evening. School staff will work on the shift in terms of the pedagogy and how different it looks in remote learning versus in-person learning.

There is a required change in scheduling for elementary schools because of the requirement for synchronous remote learning of 220 minutes per day. Based on feedback, we know that exceeding that time is overwhelming for students. School administrators are reworking school schedules and in terms of technology deployment, they are working on what the needs are within their community. Unfortunately, there is not sufficient technology for the one-to-one model for families with students in Kindergarten to Grade 6. Staff are committed to getting one device for every family that needs a device for connection purposes. School administrators will be looking for that information from families and staff will be working on the deployment plans, and for that reason elementary remote learning will begin on Thursday, January 6, 2022.

Where there is a need from a special education perspective for in-person learning, individualized conversations will occur to confirm attendance. Rerouting of transportation to schools will need to occur if necessary. The goal is that by Monday, January 10, 2022 classes will be in place.

Educators are being asked to pause on all assessments for a week as students adjust to the new learning environment. Staff are concerned with the impact this will have for secondary students in terms of grading. Previously, during a similar

time the Ministry of Education had given approval to freeze all grades and that staff would only provide opportunities for improvement for students. The Ministry of Education has not given DDSB the authority for staff to freeze grades at this at this time, however we have the flexibility within the Growing Success Assessment and Evaluation Policy to direct educators, after the week of pausing assessments, that they use the most consistent grade and if there is a decline since moving to remote, that they do not lower the student's grade due to the challenging context of remote learning.

Director Norah Marsh recognized that there is a significant impact on staff because when schools close and staff are providing remote learning and taking on additional responsibilities, they may also have children at home. We will continue to accommodate staff as best as possible in terms of the dual roles they play.

Trustee questions were answered.

8. Recommended Actions

(a) Motion: Safety in Schools

Trustee Niki Lundquist provided an overview of the motions that she has brought forward to trustees with regards to safety in schools.

2022:SC02

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Chris Braney

- (a) THAT THE DIRECTOR OF EDUCATION, AND/OR HER DESIGNATES, TAKE ALL REASONABLE STEPS TO PUBLICLY REPORT DATA, TO THE EXTENT IT IS AVAILABLE, ON CONFIRMED AND PRESUMED CASES IN DDSB SCHOOLS;
- (b) THAT THE DDSB ENSURE FAMILIES AND STAFF HAVE A MECHANISM FOR SELF-REPORTING FOR THOSE WHO HAVE ACCESS TO TESTS, AND;
- (c) THAT THE BOARD PROVIDE INFORMATION ON SCHOOL AND CLASS CLOSURES AND UNUSUAL RATES OF ABSENTEEISM IN SCHOOLS COMMUNITIES.

2022:SC03

MOVED by Trustee Darlene Forbes

That the forgoing motion (2022:SC02) be amended to include the following:

- (d) SHOULD THE GOVERNMENT ALTER ITS DIRECTION ON THE COLLECTION OF THIS DATA, THE BOARD WILL REVISIT ITS POSITION.

CARRIED

2022:SC04

MOVED by Trustee Niki Lundquist
SECONDED by Trustee Chris Braney

- (a) THAT THE DIRECTOR OF EDUCATION, AND/OR HER DESIGNATES, TAKE ALL REASONABLE STEPS TO PUBLICLY REPORT DATA, TO THE EXTENT IT IS AVAILABLE, ON CONFIRMED AND PRESUMED CASES IN DDSB SCHOOLS;
- (b) THAT THE DDSB ENSURE FAMILIES AND STAFF HAVE A MECHANISM FOR SELF-REPORTING FOR THOSE WHO HAVE ACCESS TO TESTS;
- (c) THAT THE BOARD PROVIDE INFORMATION ON SCHOOL AND CLASS CLOSURES AND UNUSUAL RATES OF ABSENTEEISM IN SCHOOLS COMMUNITIES; AND
- (d) SHOULD THE GOVERNMENT ALTER ITS DIRECTION ON THE COLLECTION OF THIS DATA, THE BOARD WILL REVISIT ITS POSITION.

CARRIED

2022:SC05

MOVED by Trustee Niki Lundquist
SECONDED by Trustee Scott Templeton

THAT MASKING FOR ALL STUDENTS, INCLUDING THOSE IN KINDERGARTEN AND JUNIOR KINDERGARTEN, BE MADE MANDATORY DURING IN PERSON LEARNING (SUBJECT TO CREDIBLE HUMAN RIGHTS EXCEPTIONS ONLY).

CARRIED

2022:SC06

MOVED by Trustee Niki Lundquist
SECONDED by Trustee Darlene Forbes

THAT THE DDSB, THROUGH ITS DIRECTOR OF EDUCATION, LIAISE WITH REGIONAL PUBLIC HEALTH AUTHORITIES AND SEEK A COMMITMENT TO HOLD ACCESSIBLE AND EQUITABLE VACCINATION CLINICS FOR STAFF AND STUDENTS OF THE DDSB IN HIGH NEEDS AREAS, AND/OR IN AREAS WHERE VACCINATION RATES REMAIN LOWER THAN AVERAGE SO AS TO FACILITATE EASE OF ACCESS PRIOR TO THE SCHEDULED RETURN TO SCHOOL ON JANUARY 17TH.

CARRIED

9. Information Items

(a) Student Trustee Report

Student trustee James Kay provided an overview of the Student Senate meeting that took place on December 13, 2021. Human Rights and Equity Advisor Devika Mathur was a guest, and the group discussed the new draft Human Rights Policy. Together they discussed the importance of this policy as well as how student voice and values can be represented and incorporated into it.

Regional Updates:

Student trustee James Kay provided an update for the Northern Region and shared that they are approaching the final stages of the 'North Durham Introductory Video'. Upon completion, student senators will bring the video back to their respective schools and request that it be played in homeroom classes. This initiative will hopefully serve as one of many opportunities to promote and work towards the goal of uniting and connecting the three northern secondary schools and their students.

Student trustee Kayla Malcolm provided an update for the West Region and shared information with regards to the Community Hours, Resources and Places document where it was shared with the senators. Student trustee Kayla Malcolm introduced a new initiative for the region in hopes that the planning phase will soon be complete and ready to share.

Student trustee De-Mario Knowles provided an update on the East Region and shared that senators received an opportunity to converse about their respective schools. The majority of schools in the east hosted holiday-themed events and activities such as Warm and Cozy Day and a Festive Colour Day in order to get into the holiday spirit.

Working Groups:

Student trustee Kayla Malcolm provided an update on the Student Voice working group and shared that she met with the senators about having specific student representatives at their schools that were attached to their Student Activity Councils or Student Governments, such as grade level or homeroom representatives.

Student trustee De-Mario Knowles provided an update on the Equity Working Group and shared that they have begun to construct plans and initiatives that will occur during the course of the remainder of the school year. Some ideas that were discussed included the creation of social media posts that spread awareness about cultural holidays and creating resources that provide information about the use and importance of gender pronouns.

Student trustee James Kay provided an update on the Student Success working group and shared that they are continuing to work towards the project 'The INs and OUTs of Finding Help Resource'. Senators are working diligently to answer the 5 W's of finding help to provide a clearer picture for DDSB students on what finding help truly means and looks like. It is anticipated that this resource will take many months to complete and they intend on having a rough draft completed for May to tie in with Mental Health Awareness Month.

(b) AODA Compliance Update and LEAD Canada Process

Superintendent Heather Mundy provided trustees with an overview on the recent Accessibility for Ontarians with Disabilities Act (AODA) Compliance Audit and the

LEAD Canada Process. The Durham District School Board (DDSB) submitted its annual AODA Compliance Report in June 2021. In August 2021, the DDSB was selected by the Ministry of Seniors and Accessibility for an AODA Desk Audit. Working with the Senior Compliance Analyst from the Ministry for Seniors and Accessibility, DDSB staff reviewed the AODA compliance and updated the DDSB Employee Emergency Response Plan. The AODA Desk Audit was completed in November 2021.

(c) Trustee Attendance Records

Chair Carolyn Morton presented the attendance records from December 2020-November 2021 for the information of Trustees.

(d) Free Menstrual Products Update

Associate Director David Wright provided trustee with an update on the Free Menstrual Products Program. This program was approved by trustees on March 22, 2021 and is being rolled out over the next two school years. Associate Director David Wright also shared the financial information as well as that in October 2021 it was announced that a three-year partnership will take place with Shoppers Drug Mart to provide free menstrual products to school boards for students ages thirteen to eighteen.

(e) OPSBA Report

There is nothing to report at this time.

10. Committee Reports

(a) Equity and Diversity Ad Hoc Steering Committee, October 27, 2021

Patrice Barnes provided trustees with a summary of the October 27, 2021, Equity and Diversity Ad Hoc Steering Committee meeting.

12. Correspondence

- i. Halton District School Board (2 Letters)
- ii. Thames Valley District School Board

The above correspondence was shared with trustees for information.

13. Other Business

There was no other business at this time.

14. Adjournment

2022:SC07

MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:49 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** January 17, 2022

SUBJECT: Potential Renaming of Sir John A. Macdonald PS **PAGE:** 1 of 6

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Erin Elmhurst, Superintendent of Education

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees for the potential renaming of Sir John A. Macdonald Public School.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Students will be empowered to thrive at school and in life.

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

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

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

- Schools, curriculum content, learning materials, assessment and evaluation practices, teaching styles and classroom practices will reflect multiple social realities and perspectives to identify and eliminate barriers to learning.
- Ensure equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging and feel that they matter.

3.0 Background

3.1 The Durham District School Board's (DDSB) Board of Trustees passed a motion at the May 17, 2021, Board Meeting that one or more of the renaming criteria contained in Section 5.4 of the Naming of Schools Policy has been engaged and that a School Naming Committee will be established to consider a potential renaming for Sir John A. Macdonald Public School in accordance with DDSB's Naming of Schools Procedure.

3.2 Sir John A. Macdonald Public School is located at 777 Balaton Avenue, Pickering.

3.3 As per the Naming of Schools Procedure:

"In accordance with the School Naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board."

3.4 The following School Naming Committee Members met on Tuesday, November 3, 2021 from 4:00 to 5:30 PM; Tuesday, November 30, 2021 from 4:30 to 6:00 PM and Wednesday, December 15, 2021 from 4:30 to 5:30 PM:

- Chris Braney – Pickering Trustee
- Paul Crawford – Pickering Trustee
- Darius S. – Student
- Ayla S. – Student
- Karlene EBanks – Community Representative
- Jacqueline Ott – Community Representative
- Nicci Gray – School Community Council Member
- Megan Thorpe Ross – School Community Council Member
- Greer Atkinson – Indigenous Education Advisory Circle Member
- Paul Haines – Elementary Principal
- Novia Bolton – Elementary Vice Principal
- Quincy James – Equitable System Lead-Pickering
- Erin Elmhurst – Superintendent of Education

3.5 Criteria Guidelines as per Naming of Schools Policy:

- The objective of this Policy is to establish the process and parameters for the naming or re-naming of schools that support the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize this Policy.
- Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all students and employees to an environment that is free from discrimination.
- The name for a school shall align with the points above and include:
 - The name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or
 - The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or
 - The name of a significant Canadian event.

3.6 The School Naming Committee invited community members to submit names for the school as per the Naming of Schools Procedure:

- The School Naming Committee shall undertake a process to receive submissions from the broader school community.
- The School Naming Committee will review and consider submissions made to it and narrow them for the second round of consultation with the school community.
- Only submissions that adhere to the guidelines in sections 5.6 and 5.7 of the Policy as highlighted below will be considered. All submissions should include background information and context as may be appropriate to support the submission.

4.0 **Analysis**

4.1 **Submissions**

There were 126 names submitted, including duplicates. 77 of the proposed names met the criteria of the Naming of Schools Procedure.

4.2 **Committee Decision-Making Process**

The proposed school name was selected using the following process:

- The Committee reviewed and complied with the Naming Policy and Procedure.
- The first round of Community Consultation took place.
- Each Committee Member received a package containing the submissions of school names.
- After reviewing the names, each Committee Member completed a secure survey process facilitated by the DDSB Accountability and Assessment Department to select their top four choices.
- The survey exercise repeated until the Committee arrived at four potential names (there was a tie for third place). The results indicated:
 1. Josephine Mandamin Public School
 2. Bay Ridges Public School
 3. Balaton Avenue Public School and Justice Murray Sinclair Public School
- The second round of Community Consultation took place based on the top four names selected by the Naming Committee. The results indicated:
 1. Bay Ridges Public School
 2. Josephine Mandamin Public School
 3. Balaton Avenue Public School
 4. Justice Murray Sinclair Public School
- The Committee Members discussed the names in an open discussion.
- The final name recommendations were decided by consensus of Committee Members.

4.3 Committee Considerations

The Committee considered the terms of the School Naming Policy and Procedure and engaged in detailed consideration of the data that was submitted by the Community Consultations. Based on community feedback, the Committee was mindful of the need for a name that signalled change and provided opportunities for enriching student and community learning.

4.4 Committee Decision

4.4.1 The following name was selected as the recommended choice by the Committee:

- Biidassige (Josephine) Mandamin Public School

The following names were selected as the second, third and fourth choice.

- Bay Ridges Public School (2nd)
- Justice Murray Sinclair Public School (3rd)
- Balaton Avenue Public School (4th)

4.5 Background information for the four names selected

4.5.1 **Biidassige (Josephine) Mandamin Public School:**

Biidassige (Josephine) Mandamin was from [Wiikwemkoong Unceded Territory](#), Manitoulin Island. She was an [Anishinaabe](#) elder and world-renowned water advocate. Josephine was a residential school survivor, having attended St. Joseph's School for Girls in Spanish, Ontario, from 1948–1954. Despite her experience with the residential school, she maintained her Anishinaabe identity and followed her traditional teachings.

Biidassige dedicated her life to speaking for the Great Lakes and was an influential teacher and advocate for the Earth's water. She walked around the [Great Lakes](#) from 2003 to 2017 to bring awareness to the problems of water [pollution](#) and environmental degradation on the Great Lakes and on [Indigenous reserves](#) in Canada. For her activism, Mandamin was awarded the Anishinabek Lifetime Achievement Award (2012) and the Governor General's Meritorious Service Cross (2018). Her great-niece, [Autumn Peltier](#), followed in Mandamin's footsteps, becoming the next generation's "water warrior." The impact of her conservation and advocacy work will live on for future generations. Biidassige joined the spirit world on February 22, 2019.

The Indigenous Education Department engaged in an initial consultative conversation with Josephine Mandamin's family, who requested that should her name be selected, the DDSB use Josephine's Indigenous (spirit) name, Biidassige. It was explained that this loosely translates to "leading light".

- Article: <https://www.cbc.ca/news/indigenous/josephine-mandamin-water-walk-activist-1.5032535>
- City of Thunder Bay: <https://www.thunderbay.ca/en/city-hall/grandmother-josephine-mandamin.aspx>
- Anishinabek News: <https://anishinabeknews.ca/2019/05/17/late-water-walker-josephine-mandamin-fondly-remembered/>

Committee Rationale:

- By respecting the family's request of choosing the spirit name, Biidassige Mandamin, this provides rich opportunities for learning and change. It is enlightening.
- The spirit name Biidassige Mandamin, "leading light" and all it represents gives us an opportunity to learn, outside of our comfort zone.
- It is a name to be proud of and embrace.
- Josephine worked very hard to recognize and protect water. This school is surrounded by water and this could bring rich environmental learning.
- The idea of clean water during this time of climate change is important to consider.
- Having a school named after a female Indigenous woman provides great opportunity for learning.

4.5.2 Bay Ridges Public School

Bay Ridges reflects the name of the community where the school is situated. Bay Ridges history dates **back to the mid 1800s** when the Frenchman's Bay Company operated a grain elevator with a busy wharf in a sheltered harbour situated on the shores of Lake Ontario. A lighthouse welcomed visitors to the village that sprung up around this port. At this time, this area was known as Fairport Village. The Bay Ridges area includes scenic views, walks and outdoor waterfront trails.

- [Bay Ridges Neighbourhood Profile](#)

Committee Rationale:

- By choosing this name we would be advocating for the community's vote and respecting their choice.
- This was the top selection from the initial Community Consultation.
- It is a comfortable name which would make it an easy choice; simple and easy to pronounce.
- Although this was a community choice, there were not many votes in total and did not have a clear majority.
- This name could also make connections to learning about land and the environment.
- Although this was a consideration for Committee Members, learning more about Biidassige Mandamin provided an opportunity to reconsider their choice.

4.5.3 Justice Murray Sinclair Public School

Justice Murray Sinclair is Anishinaabe and a member of the Peguis First Nation. He was Manitoba's first Indigenous judge. Sinclair was appointed to the Senate of Canada and served as the Chair of Canada's Truth and Reconciliation Commission. Within this role, he worked to fulfill his mandate to inform all Canadians about what happened in Indian residential schools and document the truth of survivors, families, communities and anyone personally affected by the Indian Residential School System.

4.5.4 Balaton Avenue Public School

Balaton Avenue is the street name of the school.

5.0 Financial Implications

The cost associated with changing signage to reflect a new school name is estimated to be between \$25,000 and \$35,000.

6.0 Conclusion and/or Recommendations

Based on the recommendation of the School Naming Committee, it is recommended that the Board of Trustees select the first choice, Biidassige Mandamin Public School, as the official name of the currently named Sir John A. Macdonald Public School in Pickering,

7.0 Appendices

N/A

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Erin Elmhurst, Superintendent of Education

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** January 17, 2022

SUBJECT: Potential Renaming of Julie Payette Public School **PAGE:** 1 of 6

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Margaret Lazarus, Superintendent of Education

1.0 Purpose

The purpose of this report is to request approval from the Board of Trustees for the potential renaming of Julie Payette Public School.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Students will be empowered to thrive at school and in life.

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

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

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

- Schools, curriculum content, learning materials, assessment and evaluation practices, teaching styles, and classroom practices will reflect multiple social realities and perspectives to identify and eliminate barriers to learning.
- Ensure equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging and feel that they matter.

3.0 Background

3.1 Julie Payette Public School is located at 300 Garden St, Whitby, ON, and is a single-track French Immersion school.

On Thursday, January 21, 2021, Julie Payette resigned as Governor-General after a review into claims of a "toxic" workplace in the office of the Governor-General. Following this incident and in response to concerns that have been raised about the name of the school, the Durham District School Board (DDSB) Board of Trustees passed a motion at the May 17, 2021, Board Meeting that one or more of the renaming criteria in Section 5.4 of the Naming of Schools Policy has been engaged and that a School Naming Committee be established for Julie Payette P.S. in accordance with the Naming of Schools [Policy](#) and Procedure to consider a potential renaming of the school.

3.2 As per the Naming of Schools Procedure:

"In accordance with the School Naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board."

3.3 The School Naming Committee met on Thursday, November 18, 2021, Thursday, December 2, 2021, and Wednesday, December 15, 2021, and was comprised of the following members:

- Niki Lundquist - Whitby Trustee
- Scott Templeton – Whitby Trustee
- Christine Thatcher – Whitby Trustee
- CJ S. – Student, Grade 7
- Callie J. – Student, Grade 8
- Amy Rasmusson – School Community Council Member
- Clarissa Livingston – School Community Council Member
- Victor Rehorst – Community Representative
- Alyson Van Beinum – Community Representative
- Julie Pigeon, Indigenous Education Advisory Circle Member
- Andrea Williams – School Principal
- Amy Magee – School Vice-Principal
- David Fitchett – Equitable System Lead, Whitby
- Margaret Lazarus – Superintendent of Education

3.4 Criteria to Naming a School as per Naming of Schools Policy:

- The objective of this Policy is to establish the process and parameters for the naming or renaming of schools that support the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize this Policy.
- Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.
- The name of a school shall align with the points above and include:
 - The name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or

- The name of a geographic landmark associated with the location of the school, including a street name and the name of the community including any historical name for the community or area; or
 - The name of a significant Canadian event.
- In no case, shall any school be named after a corporation, a sitting politician, a current employee of the Board, a member of the Board, or a member of the immediate family of the foregoing.
- 3.5 The School Naming Committee invited community members to submit names for the school as per the Naming of Schools Procedure:
- The School Naming Committee shall undertake a process to receive submissions from the broader school community.
 - The School Naming Committee will review and consider submissions made to it and narrow them for the second round of consultation with the school community.
 - Only submissions that adhere to the guidelines in sections 5.6 and 5.7 of the Policy as highlighted below will be considered. All submissions should include background information and context as may be appropriate to support the submission.

4.0 **Analysis**

4.1 Submissions:

There were 25 names submitted, including duplicates. Six of the names were the names of current DDSB schools. 19 of the proposed names met the Naming of Schools Procedure criteria.

4.2 Committee Decision Making Process:

The School Naming Committee completed a short-listing of names using the following process:

- The Committee reviewed the Naming of Schools Policy and Procedure.
- The first round of community consultation took place.
- Each Committee Member received a package containing the submissions of school names.
- After reviewing the names, each person completed a secure survey process facilitated by the DDSB Accountability and Assessment department to select their top choices.
- The Committee then discussed the favoured name(s) in an open discussion.
- The survey exercise repeated until the Committee arrived at three potential names. The results indicated:
 1. Michi Saagiig Public School
 2. Dr. Elsie Charles Basque Public School
 3. Gord Downie Public School

- The second round of community consultation took place based on the top three names selected by the Naming Committee.
The results indicated:
 1. Gord Downie Public School
 2. Dr. Elsie Charles Basque Public School
 3. Michi Saagiig Public School
- The committee members then discussed the names in an open discussion.
- The final name recommendation was decided upon through a survey exercise facilitated by the DDSB Accountability and Assessment Department.

4.3 Committee Considerations:

The School Naming Committee strongly considered the data gathered from the second round of community consultations and wanted to ensure that the selected name signaled change from the current school name and to provide opportunities for rich student and community learning. There was an open and respectful discussion specific to the pronunciation of Michi Saagiig and how implicit bias or racist attitudes towards Indigenous peoples may influence how individuals choose to learn the correct pronunciation of the school's name. Moreover, the Committee recognized that DDSB had other schools, such as Cadarackque Public School and Gandatsatiegon Public School, that may have posed similar issues with pronunciation but no longer present as a concern. It is the responsibility of settlers in the Durham region to take the necessary steps towards Truth and Reconciliation with the Indigenous Peoples of this land and learn how to demonstrate respect for the Michi Saagiig Anishinaabe peoples through the correct pronunciation of this great Nation's name.

4.4 Committee Decision:

4.4.1 The following name was selected as the recommended choice of committee members:

- Michi Saagiig Public School

The following names were selected as the second and third choices:

- Dr. Elsie Charles Basque Public School (2nd)
- Gord Downie Public School (3rd)

4.4.2 Background information for Michi Saagiig Public School:

The traditional homelands of the Michi Saagiig (Mississauga Anishinaabeg) encompass the vast area of southern Ontario. The Michi Saagiig is known as "the people of the big river mouths" and were also known as the "Salmon People" who occupied and fished the north shore of Lake Ontario where the various tributaries emptied into the lake. Their territories extended north into and beyond the Kawartha's as winter hunting grounds. They would break off into smaller social groups for the season, hunting and trapping on these lands, then returning to the lakeshore in the spring for the summer month.

The Michi Saagiig of today are the descendants of the ancient peoples who lived in Ontario during the Archaic and Paleo-Indian periods. They are the original inhabitants of southern Ontario, and they are still here today. Michi Saagiig's oral histories speak to their people being in this area of Ontario for thousands of years.

Committee Rationale:

- This name opens an essential door to learning, to history, land and language, and reconciliation.
- The name is local and in keeping with the policy and the DDSB's focus on Indigenous rights and human rights.
- The Michi Saagiig are known as peacekeepers. Peacekeeping is in line with DDSB character development.
- There are rich opportunities to connect students to the land and the sea.
- Pre-contact Michi Saagiig exemplify all the values that DDSB embodies.
- The name is a celebration of the land that will bring new learning opportunities for the students, including learning how to be better treaty partners.
- There is excitement around the learning that students and the community can engage in together around the renaming.
- The school will be able to rename and reimagine relationships with Indigenous communities.

The DDSB's Indigenous Education Policy underlines the importance of support for the most impactful voices in decisions of this nature. Durham Region Indigenous Advisory Circle supports this decision and recommends consultation with the Chiefs of the Mississauga Nations.

4.4.3 Background information for Dr. Elsie Charles Basque Public School:

Dr. Elsie Charles Basque is a Mi'kmaw woman, wife, mother, Elder, and teacher. Elsie was born in 1916 to Margaret Labrador and Joe Charles and was the first Mi'kmaq in Nova Scotia to hold a teaching license and the first Mi'kmaq to teach in a non-native school. Elsie spent much of her life in Boston, Massachusetts, where she lectured on Native issues, including the Indian Elderly, Mi'kmaw Culture, and the status of American Indian People. Dr. Charles Basque became one of the founding members of the Boston Indian Council. She received many honors in her lifetime, including two honorary Doctorates of Education. One from the Teachers College in Truro, Nova Scotia, and a second from the Université Sainte-Anne, Pointe-de-l'Église, Nova Scotia along with receiving the Queen Elizabeth Diamond Jubilee Medal. She became a member of the Order of Canada in 2009.

Committee Rationale:

- Dr. Charles Basque was born in Nova Scotia; however, because she lived most of her life in the United States, consideration for this name waned.

4.4.4 Background information for Gord Downie Public School:

Gord Downie was a Canadian rock singer-songwriter, musician, writer, and activist. He was the lead singer and lyricist for the Canadian rock band The Tragically Hip, which he fronted from its formation in 1984 until he died in 2017. He is widely regarded as one of the most influential and famous artists in Canadian music history.

Gord Downie worked tirelessly to the very end. He was a musician, a father, a brother, a protector of water, a leader in Indigenous rights, a friend, a poet, an environmentalist, and a teacher. Gord Downie wrote of the history that did not live in textbooks and gave breath to the stories. He brought Canadians together, and helped them learn more about themselves.

Committee Rationale:

- Gord Downie was an ally of Indigenous people and did a lot of work with and for Indigenous people.
- By choosing this name, we would be advocating for the community's top choice.
- Although it was the community choice, it received the least number of votes from Committee Members.
- The Committee expressed concerns about naming the school after an individual and noted that it would be potentially a move away from the Board's focus on equity.
- It was noted that Gord Downie did not live in the area.

5.0 Financial Implications

The cost associated with changing signage to reflect a new school name is estimated to be between \$25,000-\$35,000.

6.0 Conclusion and/or Recommendations

Based on the recommendation of the School Naming Committee, it is recommended that the Board of Trustees select the first choice, Michi Saagiig Public School, as the official name of the currently named Julie Payette Public School in Whitby, Ontario, subject to approval from the Chiefs of Mississauga Nations.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Margret Lazarus, Superintendent of Education



DURHAM DISTRICT SCHOOL BOARD

Board Meeting

January 17, 2022

Motion: Commitment to COVID-19 Recovery

Moved by: Trustee Michael Barrett

- a. That the Durham District School Board support the Ontario Public School Boards' Association's (OPSBA) January 2, 2022 statement which emphasizes the importance of getting students back to in-person learning safely by providing:
 - i) Priority access to vaccinations for students and school staff;
 - ii) Continued access to PCR testing; and
 - iii) N95 masking provided to school staff as soon as possible.

- b. That the Province of Ontario:
 - i) Provides funding and supplies of medical masks and respirators for students in the same way they are now providing them for education staff; and
 - ii) Reimburses in full all school board pandemic related costs and provides enhanced funding where necessary and prescribed.

REPORT TO: Durham District School Board

DATE: January 17, 2022

SUBJECT: Bell Time Review

PAGE: 1 of 5

ORIGIN: Kelly Mechoulan, DSTS Chief Administrative Officer

1. Purpose

The purpose of this report is to provide the Durham District School Board's (DDSB) Board of Trustees with an update on the bell time review for the 2021-2022 school year and to seek trustee direction on how to proceed with the consultation for student transportation planning.

2. Background

An extensive review of school bell times, along with a Board-wide consultation process occurred in spring 2017. From this review, there were 28 schools where bell times were revised. The following is a breakdown of the number of schools, by time:

- 10 minutes or less - 17 schools
- 15 to 25 minutes - 7 schools
- 30 to 45 minutes - 4 schools

The Bell Time Review provided financial flexibility to meet future transportation needs. The review allowed for more pupils to be bused, representing 8%-12% more students bused with the same level of funding.

By January 15th each year, Durham Student Transportation Services (DSTS) and DDSB staff will determine if bell time adjustments are required for the following school year, to manage transportation efficiency. As per the DDSB Bell Time Procedure, bell time adjustments that are 10 minutes or less in any school year will not require a Public Consultation process but will follow the communication process outlined in Section 2.0 of the Procedure.

Bell time adjustments that are greater than 10 minutes phased in over one or more years will require a public consultation process as outlined in Section 3.0 of the Bell Time Procedure.

In September 2020, a majority of secondary school bell times were adjusted to a 10:00 a.m. start time to address COVID-19 related operational issues that included an anticipated bus driver shortage.

At the October 18, 2021 Board meeting, DSTS provided an update to the Board of Trustees with respect to the regional bell time review that would be completed during Fall 2021. The report outlined the benefits of optimizing school bell times to find efficiencies in student transportation. This includes ensuring transportation services for all students currently being bused are maintained (no service reductions); supports and services for all students are not impacted; reduction in carbon footprint; adapting to increased traffic congestion and ensuring DSTS is able to provide bus service to growing communities.

3. Analysis

At the DSTS Governance Committee meeting on December 15, 2021, the Regional Bell Time Review Report was presented and discussed. At the meeting, possible alternative options for consideration were discussed.

A recap of the scenarios that are of greatest interest or preference for next year has been provided below as context for the various considerations.

Overview of Scenario 1, Scenario 2, and Scenario 3

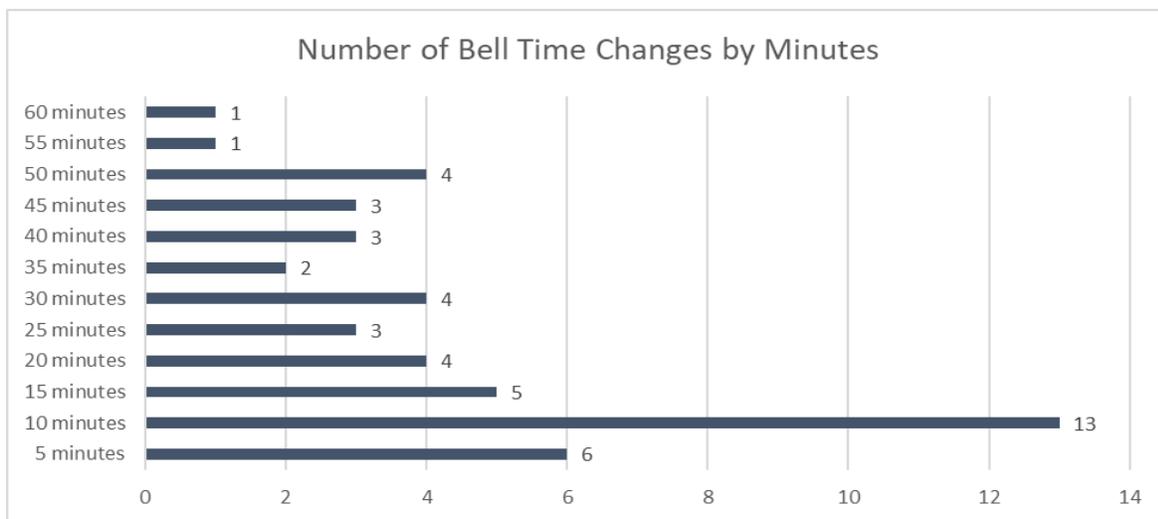
Scenario 1: Bell Time Changes Outlined in the Bell Time Study Report (Appendix A)

Approximate Bus Requirements - 505 vehicles

Driver recruitment and retention to operate 505 vehicles are achievable, and the Operators would likely have sufficient spare drivers to cover driver illness/absence on a daily basis. It also allows for vehicle flexibility to meet regional demographics and to accommodate growth and increasing pressures in special education transportation needs.

To achieve a fleet number that can be fully covered by the available and anticipated bus driver complement, forty-nine schools required a bell time change. Approximately fifty percent of the schools required a bell time change of less than fifteen (15) minutes.

Overview of Changes Required:



Scenario 2: No Bell Time Changes and Use of Transit in the Urban Areas for Secondary Students

Approximate Bus Requirements - 595 vehicles

Under scenario 2, 595 vehicles are projected to be required for 2022/2023 based on 2019/2020 bell times, identified student growth since 2019, and capacity utilization. This option exceeds the current transportation funding allocation from the Ministry of Education.

The majority of school buses are tiered with secondary and elementary schools increasing the fleet requirements. Driver recruitment to meet fleet requirements may not be achievable, resulting in open routes. The use of Durham Regional Transit (DRT) will mitigate service disruptions for urban secondary students. The open runs would impact elementary schools, northern secondary schools, and special education routes.

To maintain this fleet complement, student growth and holding schools will not require additional fleet mid-year. Some northern schools will require sharing between three (3) to four (4) schools resulting in additional supervision time at the school and some ride times of approximately 75-80 minutes including load time at the various schools.

There is no fleet reduction in this option for cost savings as open runs that are fully cancelled do not incur a daily rate cost. Expected open routes would be approximately 80-90 routes. The monthly projected savings of the open routes is approximately \$440,000.

Based on urban student eligibility of 2019/2020 (no growth added) projected DRT student passes costing is as follows:

Costing on \$73.50 per monthly pass (bus fare is only available if no additional fleet or service is required by DRT).

	# Eligible Students	Cost
DDSB	4440	\$3,263,400
DCDSB	2438	\$1,791,930
Total	6878	\$5,055,330

Costing Based on \$93.50 per month pass. This is the current student fare and is subject to revision yearly by DRT.

	# Eligible Students	Cost
DDSB	4440	\$4,151,400
DCDSB	2438	\$2,279,530
Total	6878	\$6,430,930

Scenario 3: No Bell Time Changes and Develop an Approach to Managing Open Routes

Approximate Bus Requirements - 595 vehicles

For scenario three, 595 vehicles are projected to be required for 2022/2023 based on 2019/2020 bell times, known student growth since 2019, and capacity utilization.

With no bell time changes, the fleet requirement exceeds the number of projected drivers. DSTS will develop an approach to manage open routes. Expected open routes would be approximately 80-90 routes.

To maintain this fleet complement, student growth and holding schools will not require additional fleet mid-year. Some northern schools will require sharing between three (3) to four (4) schools resulting in additional supervision time at the school and some ride times of approximately 75-80 minutes including load time at the various schools.

Open routes may last throughout the fall but could extend for the duration of the school year under a worst-case scenario situation. DSTS may not know until the week prior to school starting as to the number of open routes and which ones remain unfilled.

Two weeks before the beginning of school all Operators traditionally experience several last-minute resignations. Options to manage open routes include cancelling routes until a driver is secured or rotating open routes on a bi-weekly or monthly rotation. The rotation of routes would be challenging from an operational perspective and may create safety and corollary issues due to the inconsistency of drivers on a given route over the course of the year.

Bus Driver Recruitment Retention and Shortage

The Bus Operators are actively and continuously involved in recruitment efforts through driver referral programs, billboards, print ads and mailers, and a variety of social media and web-based platforms. One additional option would be for school boards to launch an email campaign to all registered families advertising that bus drivers are needed as a way to recruit any interested individuals.

Driver recruitment, retention, and shortages are a province-wide challenge and are currently being studied by the Ministry of Education and the Student Transportation Advisory Committee. The part-time nature of the job and swing shift do not meet the needs of many actively searching for employment. Additionally, the job requires extensive training and reference checks with a pass rate of approximately fifty percent (50%).

The Board-sponsored DSTS Driver Retention Program is recommended under this scenario. Feedback from the Operators is that the program (\$1,500 per driver paid in three installments based on attendance thresholds) has been highly effective and was a key factor in retaining drivers this year. Depending on the number of drivers recruited the cost of the program is approximately \$700K to \$800K.

Due to the current challenges in bus driver recruitment, retention and the ongoing shortage, Options 2 and 3 would experience additional strain on the ability to reliably transport children and are not recommended.

Attached as Appendix A is an overview of the Regional Bell Time Review, prepared by DSTS for both the DDSB and Durham Catholic District School Board.

4. Financial Implications

Continued efficiency of transportation funds, maximizing the number of pupils bused without an increased level of funding.

5. Evidence of Impact

N/A

6. Communication Plan

Information on the adjustments will be communicated to each school as outlined in Section 2.1 of the Bell Times Procedure, via school newsletters, individual school websites and letters home with students. Proposed bell time changes of more than 10 minutes require public consultation and a dedicated email or electronic process to collect stakeholder feedback.

7. Conclusion

To continue with the most efficient use of buses in light of the ongoing bus driver shortage, busing needs must be determined and managed. Bell times are crucial in providing such efficiencies to ensure transportation services are consistently available for all bused students.

Given continuing uncertainty about elements of the next school year, DSTS requires direction on how to proceed with transportation planning. Scenario 1 is the option being recommended by DSTS for further stakeholder consultation to provide the greatest certainty in being able to cover all routes.

8. Appendices

Appendix A - Regional Bell Time Report

Report submitted by:



Kelly Mechoulan, DSTS Chief Administrative Officer



Overview - Regional Bell Time Review Consolidated Report – January 2022

In September 2020, most secondary school bell times were adjusted to a 10:00 a.m. start time to address COVID-19 related operational issues that included an anticipated bus driver shortage.

In order to address the late secondary bell times (10:00 a.m. to 4:00 p.m.) and the ongoing bus driver shortage, a regional review of school bell times was conducted by Durham Student Transportation Services (DSTS) during the fall of 2021. Current and proposed bell times have been provided in separate reports for each area within the region.

DSTS reviewed all school bell times using the following guiding principles:

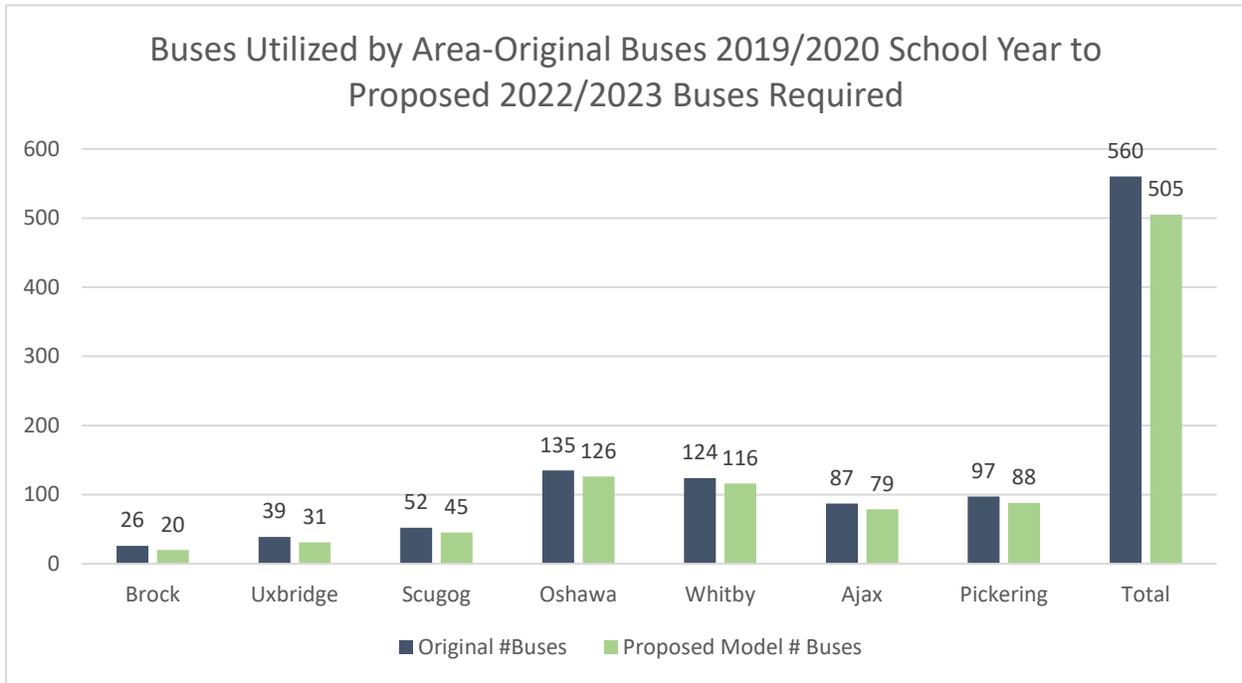
- Priority for students to be present and on time for school;
- Minimize the changes in bell times where possible at elementary schools;
- Reduce the travel time as much as possible for all students;
- Manage school bus capacity;
- Optimize tiering between 8:00 a.m. and 9:30 a.m. to eliminate the need for a 10:00 a.m. to 4:00 p.m. secondary bell-time;
- Maintain a delivery and departure window of fifteen minutes for elementary schools and thirty minutes for secondary schools; and
- Plan with a current or reduced fleet to address ongoing bus driver shortage issues within the region.

Utilizing the proposed school bell times for the areas listed within this report will result in the following:

- Overall potential fleet reduction aligns with current and anticipated bus driver complement;
- Reduced buses achieved primarily through improved tiering opportunities based on proposed time changes, which enables different pairing of schools in many cases and/or reduction in slack (time between tiers), which resulted in the ability to maximize tiering of routes;
- Uxbridge area proposed bell time changes address community concerns of traffic congestion and student safety, as well as reduce the number of buses going into the area of concern;
- Port Perry area proposed bell time changes to reduce the number of shared school routes whereby some routes historically shared three to four schools on the same route. Multiple schools shared routes are unachievable without increasing supervision time at the schools and extending student wait times;
- Addresses the issue of a late start of 10:00 a.m. for secondary schools;
- Addresses ongoing and anticipated future bus driver shortages;
- Addresses some capacity and fleet requirements needed for projected student growth and holding schools' transportation; and
- Mitigates the risk of open bus routes and cancelled bus routes due to driver shortages.

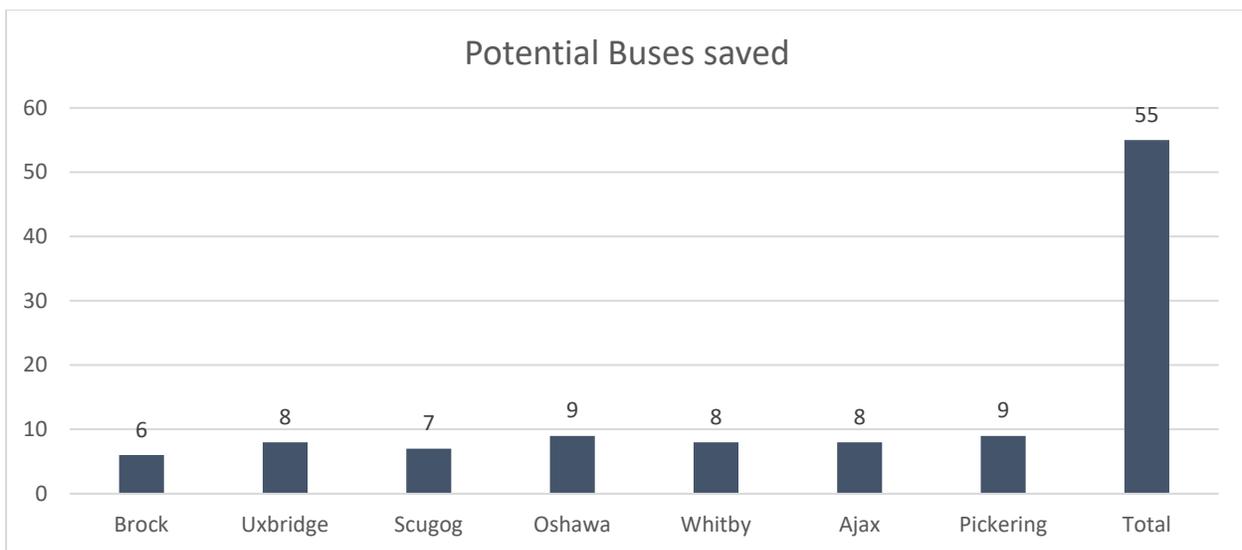
Number of Buses Utilized-Comparison of Buses Utilized in 2019/2020 Compared to Proposed 2022/2023 Required Buses

*Please note buses utilized in 2019/2020 do not include student growth and capacity utilization required in the 2022/2023 model

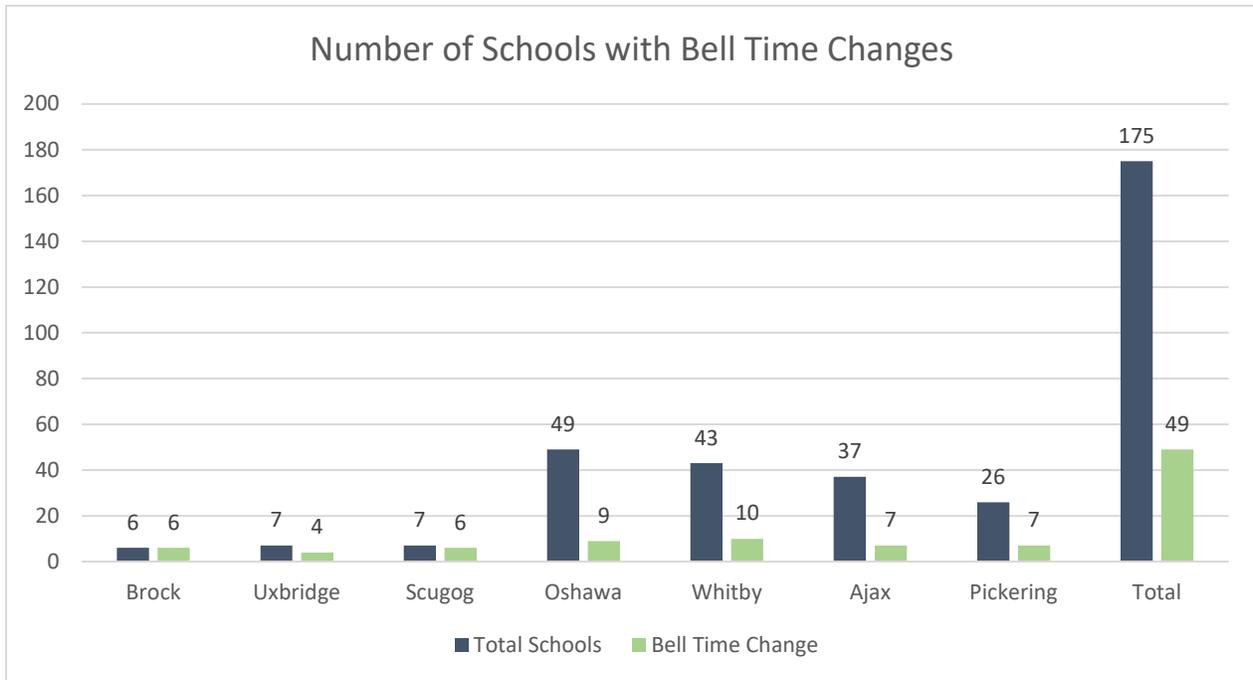


Potential Buses Saved by Area with the Proposed Bell Times Compared to 2019/2020 Buses Utilized

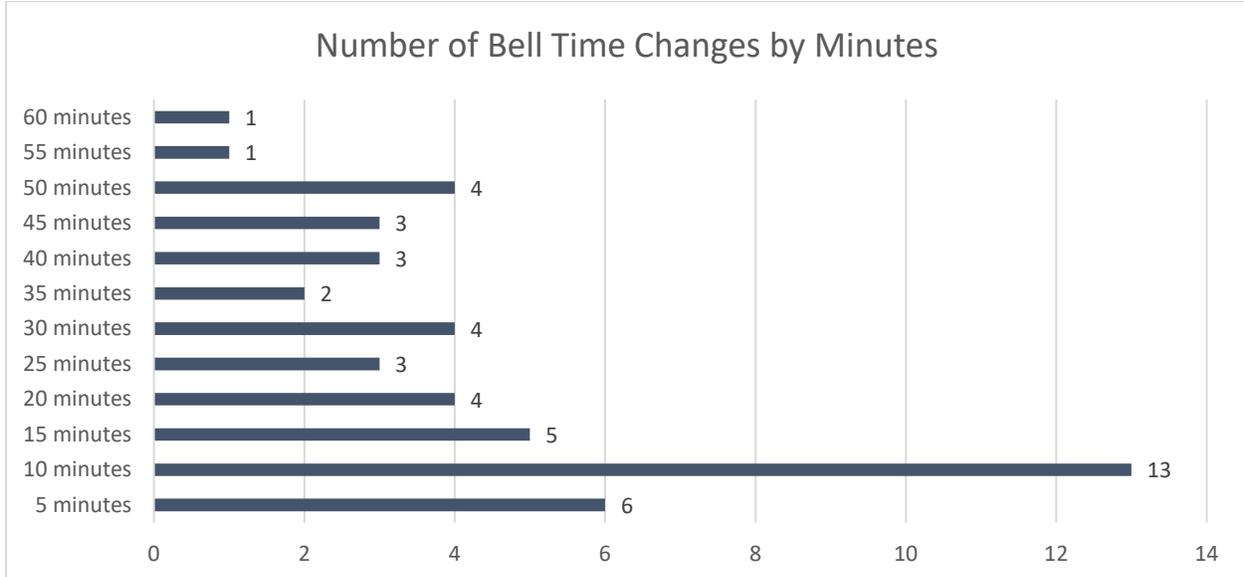
*Please note Buses utilized in 2019/2020 do not include student growth and capacity utilization required in the 2022/2023 model

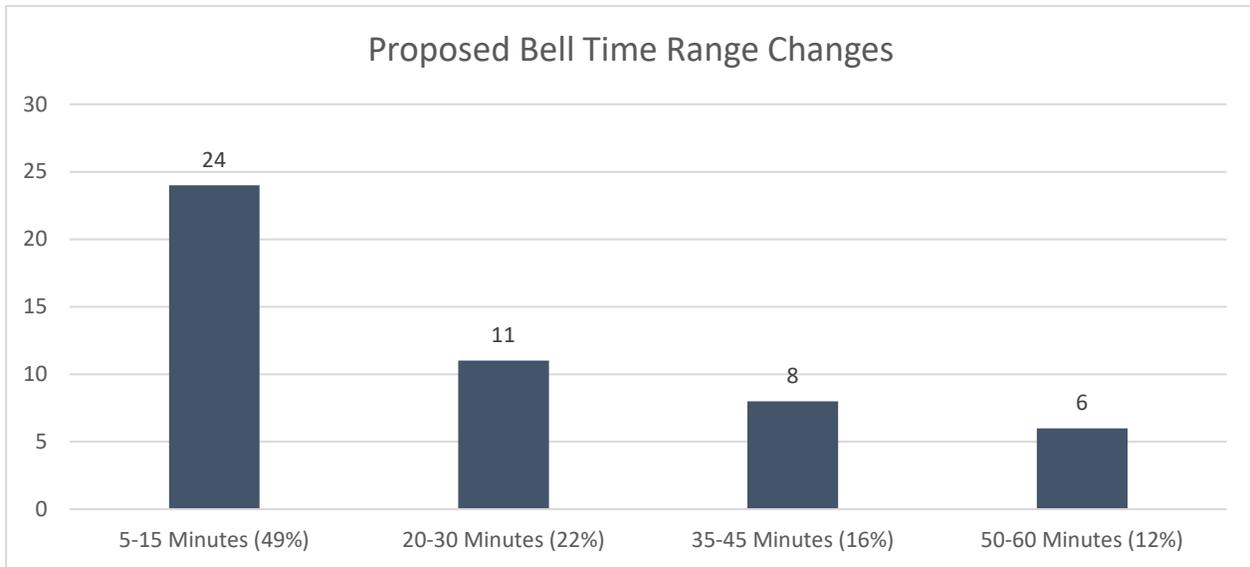


Number of Schools with Proposed Bell Time Changes for 2022/2023



Overview Proposed Bell Time Changes by Minutes





Assumptions

- 2021/2022 student data were utilized for the simulation.
- Student data was based on grade and program assignment as of the date of the test database development, however, some re-alignment was done for schools with program shifting that was known at the time of the draft database development.
- Student data was adjusted to reflect the return of online learning pupils to in-person learning.
- Data utilized is based on the current address as of the date the test database was developed for each area.

Summary

- Potential change in the fleet to 505 buses aligns with current and anticipated bus driver complement.
- Ensures students can consistently access in-person education, by lowering the number of drivers required to a level that can be adequately serviced by local operators.
- Ensures transportation services for all students currently being bused are maintained (no service reductions) and supports and services for all students are not impacted.
- Reduces the risk of cancelled routes and families being required to independently transport their children to school.
- Improving traffic conditions and reducing the school board's carbon footprint and contribution to greenhouse gases.
- Potential savings of \$3 million to address increasing transportation costs.
- No bell time change proposed for 126 schools (72% of the reviewed schools)
- Adapting to traffic congestion within the region and around Durham District School Board (DDSB) schools.
- Ensuring DSTS is able to provide bus service to growing communities and increased student enrolment within the District.
- Bell time change proposed for 49 schools (28% of schools reviewed)
- Of the 28% of schools with a proposed bell time change
 - ✓ 49% (24 schools, proposed 5-15 minute change)
 - ✓ 22% (11 schools, proposed 20-30 minute change)
 - ✓ 16% (8 schools, proposed 35-45 minute change)
 - ✓ 12% (6 schools, proposed 50-60 minute change)

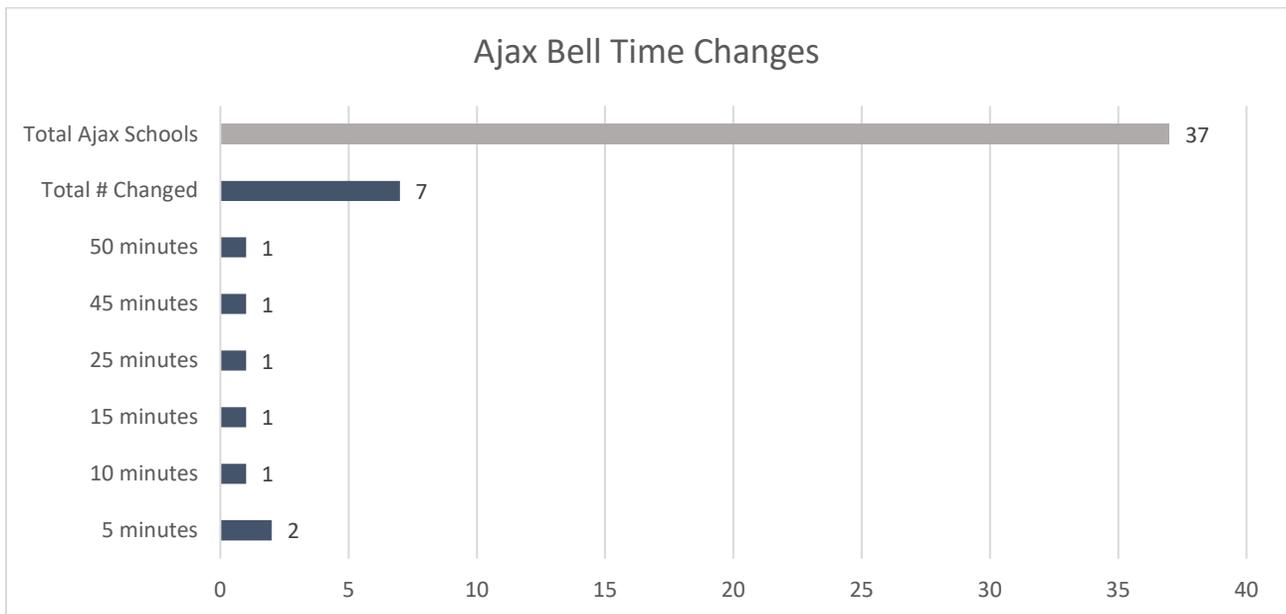
Ajax Area Schools Bell Time Review – Proposed Bell Time Changes

School Name	Current		Proposed		Time Variance	
	District ID	AM	PM	PM		
Ajax H.S.	DDSB	9:05 AM	3:05 PM	9:30 AM	3:30 PM	25 minutes later
Alexander Graham Bell P.S.	DDSB	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
Applecroft P.S.	DDSB	8:35 AM	3:05 PM	8:35 AM	3:05 PM	None
Archbishop Denis O'Connor C.H.S	DCDSB	8:40 AM	2:35 PM	9:30 AM	3:30 PM	50 minutes later
Bolton C. Falby P.S.	DDSB	8:10 AM	2:40 PM	8:10 AM	2:40 PM	None
Cadarackque P.S.	DDSB	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
Carruthers Creek P.S.	DDSB	9:15 AM	3:45 PM	9:15 AM	3:45 PM	None
da Vinci P.S.	DDSB	9:10 AM	3:35 PM	9:10 AM	3:35 PM	None
Dr. Roberta Bondar P.S.	DDSB	9:05 AM	3:35 PM	9:05 AM	3:35 PM	None
Duffin's Bay P.S.	DDSB	9:00 AM	3:25 PM	9:00 AM	3:25 PM	None
Eagle Ridge P.S.	DDSB	9:05 AM	3:40 PM	9:05 AM	3:40 PM	None
J Clarke Richardson Collegiate	DDSB	8:45 AM	2:40 PM	9:30 AM	3:30 PM	45 minutes later
Lakeside P.S.	DDSB	8:55 AM	3:25 PM	8:55 AM	3:25 PM	None
Lester B. Pearson P.S.	DDSB	8:55 AM	3:25 PM	8:55 AM	3:25 PM	None
Lincoln Alexander P.S.	DDSB	8:15 AM	2:45 PM	8:30 AM	3:00 PM	15 minutes later
Lincoln Avenue P.S.	DDSB	8:30 AM	3:00 PM	8:30 AM	3:00 PM	None
Lord Elgin P.S.	DDSB	8:40 AM	3:10 PM	8:40 AM	3:10 PM	None
Michaëlle Jean P.S	DDSB	8:05 AM	2:35 PM	8:05 AM	2:35 PM	None
Notre Dame C.S.S.	DCDSB	8:05 AM	2:05 PM	8:00 AM	2:00 PM	5 minutes earlier
Nottingham P.S.	DDSB	8:10 AM	2:40 PM	8:10 AM	2:40 PM	None
Roland Michener P.S.	DDSB	8:35 AM	3:05 PM	8:35 AM	3:05 PM	None
Romeo Dallaire P.S.	DDSB	8:10 AM	2:40 PM	8:10 AM	2:40 PM	None
Rosemary Brown PS	DDSB	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
Southwood Park P.S.	DDSB	9:10 AM	3:40 PM	9:15 AM	3:45 PM	5 minutes later
St André Bessette C.S.	DCDSB	8:40 AM	3:10 PM	8:40 AM	3:10 PM	None
St Bernadette C.S.	DCDSB	8:55 AM	3:25 PM	8:55 AM	3:25 PM	None
St Catherine of Siena C.S	DCDSB	8:40 AM	3:10 PM	8:40 AM	3:10 PM	None
St Francis de Sales C.S.	DCDSB	8:30 AM	3:00 PM	8:30 AM	3:00 PM	None
St James C.S.	DCDSB	8:45 AM	3:15 PM	8:45 AM	3:15 PM	None
St Josephine Bakhita C.S.	DCDSB	8:40 AM	3:10 PM	8:40 AM	3:10 PM	None
St Jude C.S.	DCDSB	9:00 AM	3:30 PM	9:00 AM	3:30 PM	None
St Patrick C.S.	DCDSB	8:40 AM	3:10 PM	8:40 AM	3:10 PM	None
St Teresa of Calcutta C.S.	DCDSB	8:05 AM	2:30 PM	8:05 AM	2:30 PM	None
Terry Fox P.S.	DDSB	9:05 AM	3:35 PM	9:15 AM	3:45 PM	10 minutes later
Vimy Ridge P.S.	DDSB	9:00 AM	3:30 PM	9:00 AM	3:30 PM	None
Viola Desmond P.S.	DDSB	8:45 AM	3:10 PM	8:45 AM	3:10 PM	None
Westney Heights P.S.	DDSB	9:00 AM	3:30 PM	9:00 AM	3:30 PM	None

Utilizing the proposed Ajax bell times (based on 2021-2022 rider data) will result in the following:

- Reduced buses and the number of bus drivers required achieved primarily through improved tiering opportunities based on proposed time changes, which enables different pairing of schools in many cases and/or reduction in slack/time between tiers, which resulted in the ability to facilitate more tiering of routes.
- 37 Ajax schools - 11 DCDSB and 26 DDSB
- 7 (out of 37) Ajax schools with proposed bell time changes (see graph below)
 - ✓ 2 schools proposed a 5-minute change (one later and one earlier)
 - ✓ 1 school proposed 10 minutes later
 - ✓ 1 school proposed 15 minutes later
 - ✓ 1 school proposed 25 minutes
 - ✓ 1 school proposed 45 minutes later
 - ✓ 1 school proposed 50 minutes later

Ajax Bell Time Changes



Whitby Area Schools Bell Time Review – Proposed Bell Time Changes

School Name	Current		Proposed		Time Variance
	AM	PM	AM	PM	
All Saints C.S.S.	8:55 AM	2:55 PM	8:45 AM	2:45 PM	10 minutes earlier
Anderson Collegiate	8:40 AM	2:45 PM	9:30 AM	3:30 PM	50 minutes later
Bellwood Public School	9:10 AM	3:35 PM	9:10 AM	3:35 PM	None
Blair Ridge Public School	8:30 AM	3:00 PM	8:30 AM	3:00 PM	None
Brooklin High School	8:10 AM	2:15 PM	8:00 AM	2:00 PM	10 minutes earlier
Brooklin Village Public School	9:00 AM	3:30 PM	9:10 AM	3:40 PM	10 minutes later
C.E. Broughton Public School	8:35 AM	3:05 PM	8:35 AM	3:05 PM	None
Captain Michael VandenBos Public School	8:15 AM	2:45 PM	8:15 AM	2:45 PM	None
Chris Hadfield Public School	9:10 AM	3:40 PM	9:10 AM	3:40 PM	None
Colonel J.E. Farewell Public School	8:55 AM	3:20 PM	8:55 AM	3:20 PM	None
Donald A. Wilson Secondary School	8:10 AM	2:10 PM	8:00 AM	2:00 PM	10 minutes earlier
Dr Robert Thornton Public School	9:05 AM	3:35 PM	9:05 AM	3:35 PM	None
E.A. Fairman Public School	8:30 AM	3:00 PM	8:30 AM	3:00 PM	None
Fallingbrook Public School	8:50 AM	3:15 PM	8:50 AM	3:15 PM	None
Father Leo J. Austin C.S.S.	8:50 AM	2:45 PM	9:30 AM	3:30 PM	40 minutes later
Glen Dhu Public School	9:00 AM	3:30 PM	9:00 AM	3:30 PM	None
Henry Street High School	9:00 AM	3:05 PM	9:30 AM	3:30 PM	30 minutes later
Jack Miner Public School	8:05 AM	2:35 PM	8:05 AM	2:35 PM	None
John Dryden Public School	8:30 AM	3:00 PM	8:30 AM	3:00 PM	None
Julie Payette Public School	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
Meadowcrest Public School	9:10 AM	3:40 PM	9:10 AM	3:40 PM	None
Ormiston Public School	8:30 AM	3:00 PM	8:30 AM	3:00 PM	None
Pringle Creek Public School	9:15 AM	3:45 PM	9:15 AM	3:45 PM	None
Robert Munsch Public School	9:05 AM	3:35 PM	9:15 AM	3:45 PM	10 minutes later
Sinclair Secondary School	8:45 AM	2:45 PM	9:30 AM	3:30 PM	45 minutes later
Sir Samuel Steele Public School	8:55 AM	3:25 PM	8:55 AM	3:25 PM	None
Sir William Stephenson Public School	9:10 AM	3:35 PM	9:10 AM	3:35 PM	None
St. Bernard Catholic School	8:30 AM	3:00 PM	8:30 AM	3:00 PM	None
St. Bridget Catholic School	8:45 AM	3:15 PM	8:45 AM	3:15 PM	None
St. John Paul II Catholic School	8:20 AM	2:50 PM	8:20 AM	2:50 PM	None
St. John the Evangelist Catholic School	9:00 AM	3:30 PM	9:00 AM	3:30 PM	None
St. Leo Catholic School	8:05 AM	2:35 PM	8:05 AM	2:35 PM	None
St. Luke the Evangelist Catholic School	8:15 AM	2:45 PM	8:15 AM	2:45 PM	None
St. Marguerite d'Youville Catholic School	8:20 AM	2:50 PM	8:20 AM	2:50 PM	None
St. Mark the Evangelist Catholic School	9:00 AM	3:30 PM	9:10 AM	3:40 PM	10 minutes later
St. Matthew the Evangelist Catholic School	8:45 AM	3:15 PM	8:45 AM	3:15 PM	None

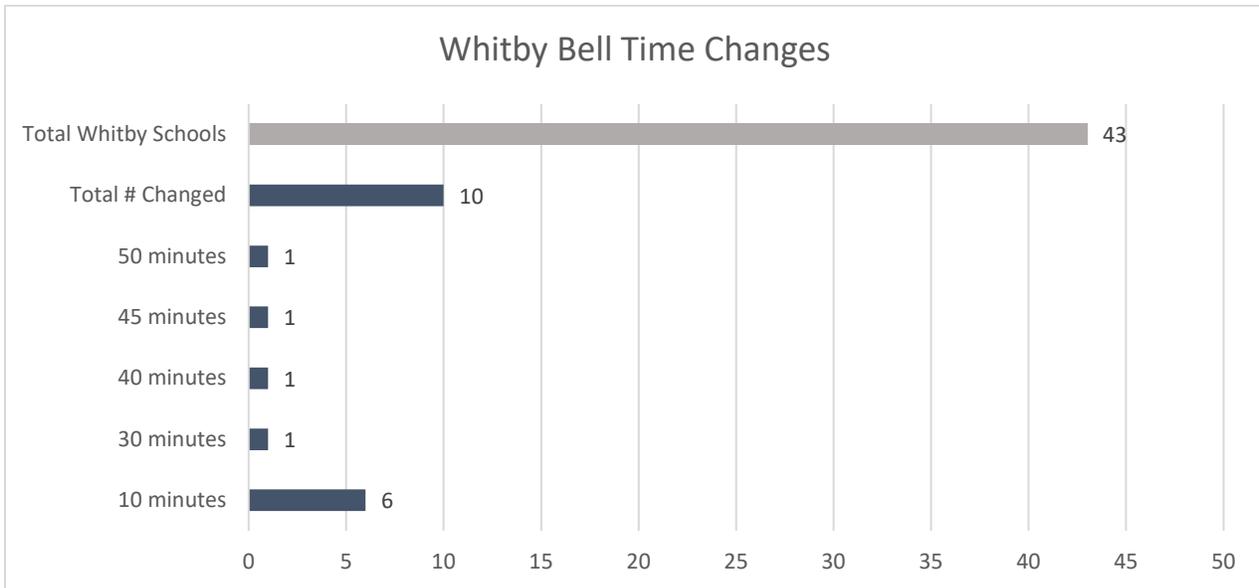
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School Name	Current		Proposed		Time Variance
	AM	PM	AM	PM	
St. Paul Catholic School	8:45 AM	3:15 PM	8:45 AM	3:15 PM	None
St. Theresa Catholic School	8:45 AM	3:15 PM	8:45 AM	3:15 PM	None
West Lynde Public School	9:00 AM	3:30 PM	9:00 AM	3:30 PM	None
Whitby Shores Public School	8:55 AM	3:25 PM	8:55 AM	3:25 PM	None
Williamsburg Public School	8:10 AM	2:40 PM	8:10 AM	2:40 PM	None
Willows Walk PS	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
Winchester Public School	8:45 AM	3:15 PM	8:45 AM	3:15 PM	None

Utilizing the proposed Whitby bell times (based on 2021-2022 rider data) will result in the following:

- Reduced buses and the number of bus drivers required achieved primarily through improved tiering opportunities based on proposed time changes, which enables different pairing of schools in many cases and/or reduction in slack/time between tiers, which resulted in the ability to facilitate more tiering of routes.
- 43 Whitby schools - 13 DCDSB and 30 DDSB
- 10 (out of 43) Whitby schools with proposed bell time changes (see graph below)
 - ✓ 3 schools proposed 10 minutes earlier
 - ✓ 3 schools proposed 10 minutes later
 - ✓ 1 school proposed 30 minutes later
 - ✓ 1 school proposed 40 minutes later
 - ✓ 1 school proposed 45 minutes later
 - ✓ 1 school proposed 50 minutes later

Whitby Bell Time Changes



Oshawa Area School Bell Time Review – Proposed Bell Time Changes

School Name	Current		Proposed		Time Variance
	AM	PM	AM	PM	
Adelaide McLaughlin P.S.	8:05 AM	2:35 PM	8:05 AM	2:35 PM	
Beau Valley P.S.	8:40 AM	3:05 PM	8:40 AM	3:05 PM	
Bobby Orr P.S.	8:55 AM	3:25 PM	8:55 AM	3:25 PM	
Clara Hughes P.S.	9:10 AM	3:35 PM	9:10 AM	3:35 PM	
College Hill P.S.	8:30 AM	2:50 PM	8:30 AM	2:50 PM	
Coronation P.S.	9:15 AM	3:45 PM	9:15 AM	3:45 PM	
David Bouchard P.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	
Dr. C.F. Cannon P.S.	8:25 AM	2:55 PM	8:25 AM	2:55 PM	
Dr. S.J. Phillips P.S.	8:50 AM	3:20 PM	8:50 AM	3:20 PM	
Eastdale C.V.I.	8:55 AM	2:55 PM	9:30 AM	3:30 PM	35 minutes later
Elsie MacGill P.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	
Forest View PS	8:10 AM	2:40 PM	8:00 AM	2:30 PM	10 minutes earlier
G.L. Roberts C.V.I.	8:50 AM	2:55 PM	9:30 AM	3:30 PM	40 minutes later
Glen Street P.S.	8:55 AM	3:15 PM	8:55 AM	3:15 PM	
Gordon B. Attersley P.S.	9:00 AM	3:20 PM	9:00 AM	3:20 PM	
Harmony Heights P.S.	8:25 AM	2:55 PM	8:25 AM	2:55 PM	
Hillsdale P.S.	8:40 AM	3:10 PM	8:40 AM	3:10 PM	
Jeanne Sauve PS	9:15 AM	3:40 PM	9:15 AM	3:40 PM	
Kedron P.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	
Lakewoods P.S.	8:40 AM	3:10 PM	8:40 AM	3:10 PM	
Mary Street Community School	8:50 AM	3:15 PM	8:50 AM	3:15 PM	
Maxwell Heights S.S.	8:25 AM	2:30 PM	8:45 AM	2:45 PM	20 minutes later
Monsignor John Pereyma C.S.S	9:00 AM	2:55 PM	9:00 AM	2:55 PM	
Monsignor Paul Dwyer C.H.S.	8:15 AM	2:10 PM	8:00 AM	2:00 PM	15 minutes earlier
Monsignor Philip Coffey C.S.	8:55 AM	3:25 PM	8:55 AM	3:25 PM	
Norman G Powers P.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	
Northern Dancer P.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	
O'Neill C.V.I.	8:15 AM	2:20 PM	8:00 AM	2:00 PM	15 minutes earlier
Pierre Elliott Trudeau P.S.	8:45 AM	3:15 PM	8:45 AM	3:15 PM	
Queen Elizabeth P.S.	8:30 AM	3:00 PM	8:30 AM	3:00 PM	
R.S. McLaughlin C.V.I.	8:40 AM	2:45 PM	9:30 AM	3:30 PM	50 minutes later
Seneca Trail P.S.	9:15 AM	3:40 PM	9:15 AM	3:40 PM	
Sherwood P.S.	8:55 AM	3:15 PM	8:55 AM	3:15 PM	
Sir Albert Love C.S.	8:45 AM	3:15 PM	8:45 AM	3:15 PM	
St Anne C.S.	8:30 AM	3:00 PM	8:30 AM	3:00 PM	
St Christopher C.S.	9:05 AM	3:35 PM	9:05 AM	3:35 PM	

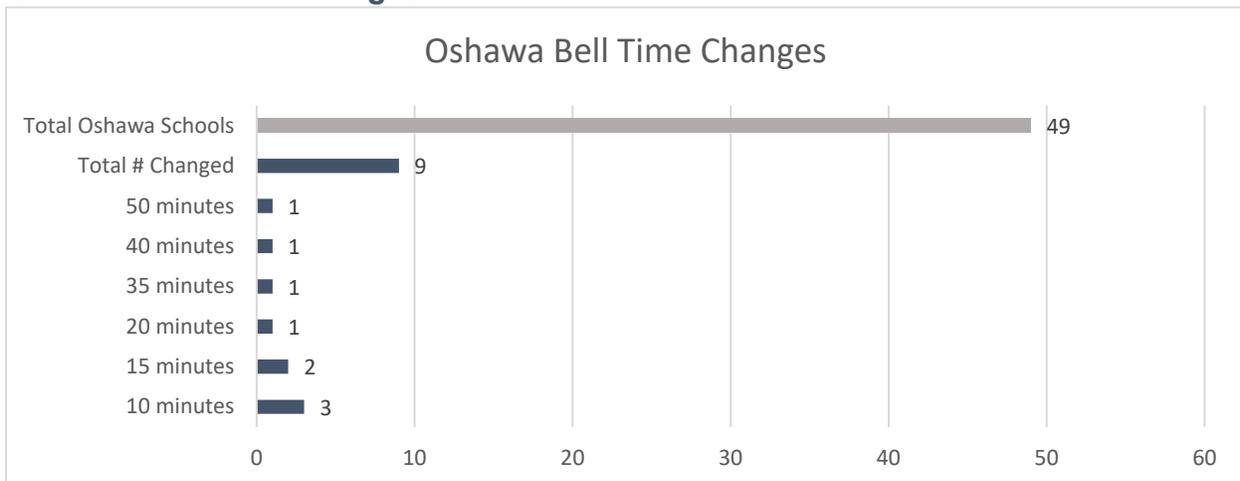
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School Name	Current		Proposed		Time Variance
	AM	PM	AM	PM	
St Hedwig C.S.	8:45 AM	3:15 PM	8:45 AM	3:15 PM	
St John Bosco C.S.	8:20 AM	2:50 PM	8:20 AM	2:50 PM	
St John XXIII C.S.	9:05 AM	3:35 PM	9:05 AM	3:35 PM	
St Joseph C.S. - OSHAWA	8:30 AM	3:00 PM	8:30 AM	3:00 PM	
St Kateri Tekakwitha CS	8:15 AM	2:45 PM	8:15 AM	2:45 PM	
St Thomas Aquinas C.S.	9:05 AM	3:35 PM	9:05 AM	3:35 PM	
Stephen G. Saywell P.S.	8:50 AM	3:20 PM	8:40 AM	3:10 PM	10 minutes earlier
Sunset Heights P.S.	8:10 AM	2:40 PM	8:00 AM	2:30 PM	10 minutes earlier
Village Union P.S.	8:40 AM	3:10 PM	8:40 AM	3:10 PM	
Vincent Massey P.S.	8:35 AM	3:05 PM	8:35 AM	3:05 PM	
Walter E. Harris P.S	8:00 AM	2:30 PM	8:00 AM	2:30 PM	
Waverly P.S.	8:30 AM	3:00 PM	8:30 AM	3:00 PM	
Woodcrest P.S.	8:45 AM	3:15 PM	8:45 AM	3:15 PM	

Utilizing the proposed Oshawa bell times (based on 2021-2022 rider data) will result in the following:

- Reduced buses and the number of bus drivers required achieved primarily through improved tiering opportunities based on proposed time changes, which enables different pairing of schools in many cases and/or reduction in slack/time between tiers, which resulted in the ability to facilitate more tiering of routes.
- 49 Oshawa schools - 12 DSCSB and 37 DDSB
- 9 (out of 49) Oshawa schools with proposed bell time changes (see graph below)
 - ✓ 3 schools proposed 10 minutes earlier
 - ✓ 2 schools proposed 15 minutes earlier
 - ✓ 1 school proposed 20 minutes later
 - ✓ 1 school proposed 35 minutes later
 - ✓ 1 school proposed 40 minutes later
 - ✓ 1 school proposed 50 minutes later

Oshawa Bell Time Changes



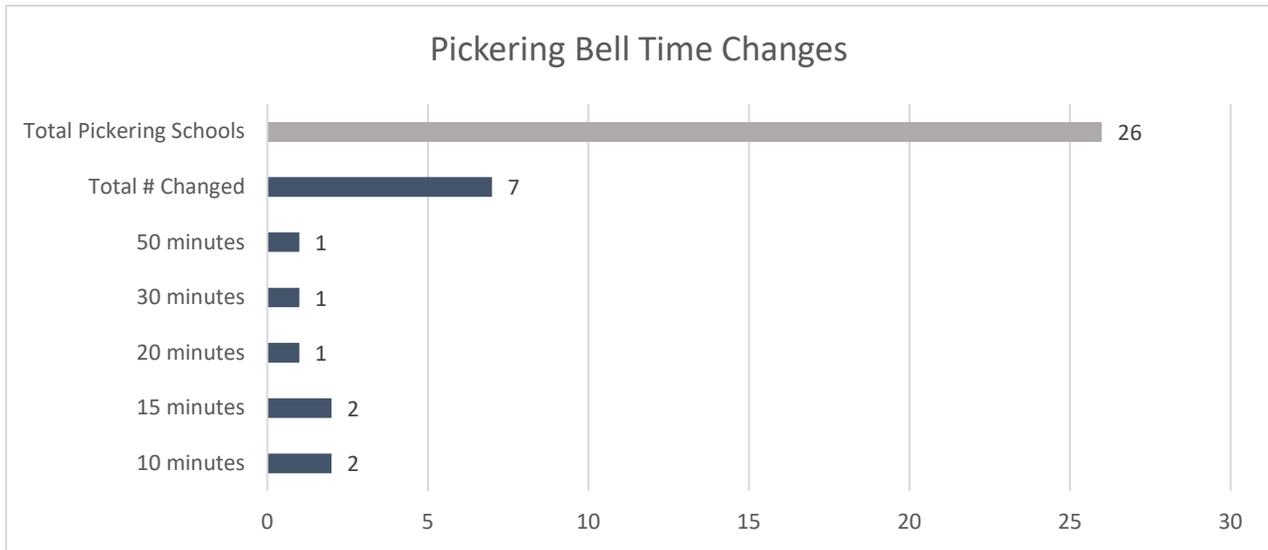
Pickering Area Schools Bell Time Review – Proposed Bell Time Changes

School Name	Current		Proposed		Time Variance
	AM	PM	AM	PM	
Altona Forest P.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
Bayview Heights P.S.	8:25 AM	2:55 PM	8:25 AM	2:55 PM	None
Claremont P.S.	9:10 AM	3:35 PM	9:10 AM	3:35 PM	None
Dunbarton H.S.	8:40 AM	2:50 PM	9:30 AM	3:30 PM	50 minutes later
Elizabeth B. Phin P.S.	8:40 AM	3:10 PM	8:40 AM	3:10 PM	None
Fairport Beach P.S.	8:45 AM	3:15 PM	8:45 AM	3:15 PM	None
Father Fenelon CS	9:00 AM	3:30 PM	9:00 AM	3:30 PM	None
Frenchman's Bay P.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
Gandatsetiagon P.S.	9:10 AM	3:40 PM	9:10 AM	3:40 PM	None
Glengrove P.S.	8:40 AM	3:10 PM	8:40 AM	3:10 PM	None
Highbush P.S.	8:50 AM	3:15 PM	8:50 AM	3:15 PM	None
Maple Ridge P.S.	9:05 AM	3:35 PM	9:05 AM	3:35 PM	None
Pickering H.S.	8:15 AM	2:20 PM	8:00 AM	2:00 PM	15 minutes earlier
Pine Ridge S.S.	8:10 AM	2:10 PM	8:00 AM	2:00 PM	10 minutes earlier
Rosebank Road P.S.	8:40 AM	3:10 PM	8:40 AM	3:10 PM	None
Sir J.A. Macdonald P.S.	9:00 AM	3:15 PM	9:00 AM	3:15 PM	None
St Elizabeth Seton C.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
St Isaac Jogues C.S.	9:00 AM	3:30 PM	9:00 AM	3:30 PM	None
St Mary C.S.S.	9:00 AM	3:00 PM	9:30 AM	3:30 PM	30 minutes later
St Monica C.S.	8:35 AM	3:05 PM	8:25 AM	2:55 PM	10 minutes earlier
St Wilfrid C.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
Valley Farm P.S.	8:30 AM	3:00 PM	8:30 AM	3:00 PM	None
Valley View P.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
Vaughan Willard P.S.	8:50 AM	3:20 PM	8:50 AM	3:20 PM	None
Westcreek P.S.	9:00 AM	3:30 PM	8:45 AM	3:15 PM	15 minutes earlier
William Dunbar P.S.	8:50 AM	3:15 PM	8:30 AM	3:00 PM	20 minutes earlier

Utilizing the proposed Pickering bell times (based on 2021-2022 rider data) will result in the following:

- Reduced buses and the number of bus drivers required achieved primarily through improved tiering opportunities based on proposed time changes, which enables different pairing of schools in many cases and/or reduction in slack/time between tiers, which resulted in the ability to facilitate more tiering of routes.
- 26 Pickering schools - 6 DCDSB and 20 DDSB
- 7 (out of 26) Pickering schools with proposed bell time changes (see graph below)
 - ✓ 2 schools proposed 10 minutes earlier
 - ✓ 2 schools proposed 15 minutes earlier
 - ✓ 1 school proposed 20 minutes earlier
 - ✓ 1 school proposed 30 minutes later
 - ✓ 1 school proposed 50 minutes later

Pickering Bell Time Changes



Scugog Area Schools Bell Time Review – Proposed Bell Time Changes

School Name	Current		Proposed		Time variance
	AM	PM	AM	PM	
Cartwright Central P.S.	8:05 AM	2:35 PM	8:00 AM	2:30 PM	5 minutes earlier
Good Shepherd C.S.	9:05 AM	3:35 PM	9:15 AM	3:45 PM	10 minutes later
Greenbank P.S.	8:05 AM	2:35 PM	8:00 AM	2:30 PM	5 minutes earlier
Port Perry H.S.	8:55 AM	3:15 PM	8:00 AM	2:00 PM	55 minutes earlier
Prince Albert P.S.	9:10 AM	3:35 PM	9:10 AM	3:35 PM	None
R.H. Cornish P.S.	9:10 AM	3:35 PM	9:05 AM	3:30 PM	5 minutes earlier
S.A. Cawker P.S.	9:05 AM	3:35 PM	9:10 AM	3:40 PM	5 minutes later

Utilizing the proposed Scugog bell times (based on 2021-2022 rider data) will result in the following:

- Reduced buses and the number of bus drivers required achieved primarily through improved tiering opportunities based on proposed time changes, which enables different pairing of schools in many cases and/or reduction in slack/time between tiers, which resulted in the ability to facilitate more tiering of routes.
- Reduction in the multiple shared school routes, reducing wait time on rides, and limiting the need for additional supervision at schools.
- 7 Scugog schools - 6 DDSB and 1 DCDSB
- 6 (out of 7) Scugog schools with proposed bell time changes
 - ✓ 3 schools proposed 5 minutes earlier
 - ✓ 1 school proposed 5 minutes later
 - ✓ 1 school proposed 10 minutes
 - ✓ 1 school proposed 55 minutes earlier

Brock Area Schools Bell Time Review – Proposed Bell Time Changes

School Name	Current		Proposed		Time Variance
	AM	PM	AM	PM	
Beaverton P.S.	8:25 AM	2:55 PM	8:00 AM	2:30 PM	25 minutes earlier
Brock H.S.	8:50 AM	2:50 PM	9:30 AM	3:30 PM	40 minutes later
Holy Family C.S.	8:45 AM	3:15 PM	8:15 AM	2:45 PM	30 minutes earlier
McCaskill's Mills P.S.	8:30 AM	3:00 PM	9:15 AM	3:45 PM	45 minutes later
Sunderland P.S.	8:30 AM	3:00 PM	8:00 AM	2:30 PM	30 minutes earlier
Thorah Central P.S.	8:30 AM	3:00 PM	8:10 AM	2:40 PM	20 minutes earlier

Utilizing the proposed Brock bell times (based on 2021-2022 rider data) will result in the following:

- Reduced buses and the number of bus drivers required achieved primarily through improved tiering opportunities based on proposed time changes, which enables different pairing of schools in many cases and/or reduction in slack/time between tiers, which resulted in the ability to facilitate more tiering of routes.
- 6 Brock schools - 5 DDSB and 1 DCDSB
- 6 (out of 6) Brock schools with proposed bell time changes
 - ✓ 1 school proposed 20 minutes earlier
 - ✓ 1 school proposed 25 minutes earlier
 - ✓ 2 schools proposed 30 minutes earlier
 - ✓ 1 school proposed 40 minutes later
 - ✓ 1 school proposed 45 minutes later

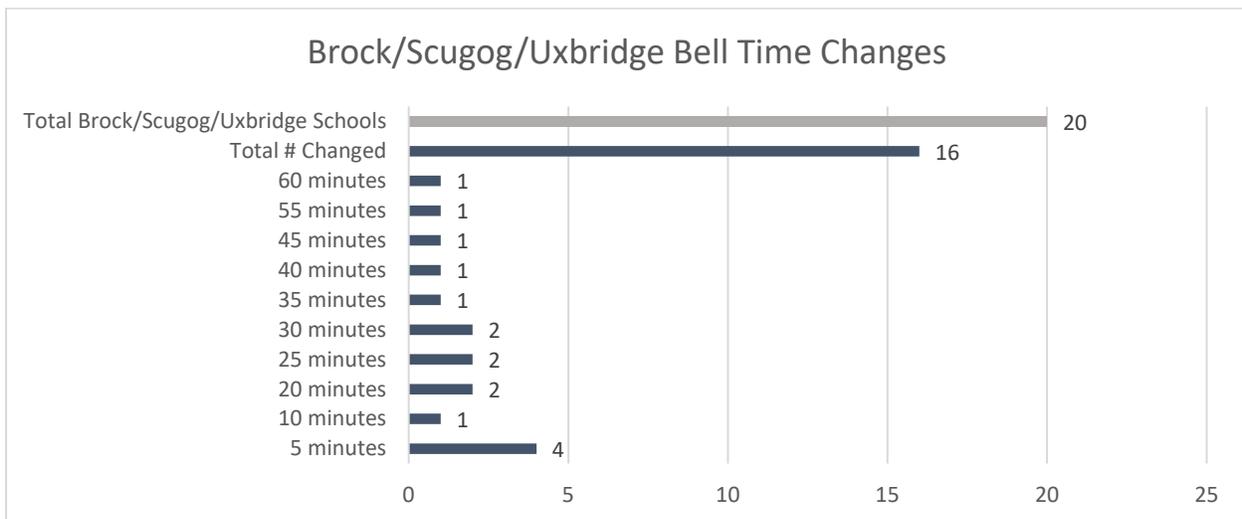
Uxbridge Area Schools Bell Time Review – Proposed Bell Time Changes

School Name	Current		Proposed		Time Variance
	AM	PM	AM	PM	
Goodwood P.S.	8:00 AM	2:30 PM	9:00 AM	3:30 PM	60 minutes later
Joseph Gould P.S.	9:15 AM	3:45 PM	9:15 AM	3:45 PM	None
Quaker Village P.S.	8:50 AM	3:20 PM	8:15 AM	2:45 PM	35 minutes earlier
Scott Central P.S.	8:00 AM	2:30 PM	8:00 AM	2:30 PM	None
St Joseph C.S. - UXBRIDGE	8:55 AM	3:25 PM	9:15 AM	3:45 PM	20 minutes later
Uxbridge P.S.	9:05 AM	3:30 PM	9:05 AM	3:30 PM	None
Uxbridge S.S.	8:25 AM	2:40 PM	8:00 AM	2:00 PM	25 minutes earlier

Utilizing the proposed Uxbridge bell times (based on 2021-2022 rider data) will result in the following:

- Reduced buses and the number of bus drivers required achieved primarily through improved tiering opportunities based on proposed time changes, which enables different pairing of schools in many cases and/or reduction in slack/time between tiers, which resulted in the ability to facilitate more tiering of routes.
- 7 Uxbridge schools - 6 DDSB and 1 DCDSB
- 4 (out of 7) Uxbridge schools with proposed bell time changes
 - ✓ 1 school proposed 20 minutes later
 - ✓ 1 school proposed 25 minutes earlier
 - ✓ 1 school proposed 35 minutes earlier
 - ✓ 1 school proposed 60 minutes later

Brock/Scugog/Uxbridge Bell Time Changes Combined



DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** January 17, 2022

SUBJECT: School Year Calendars 2022-2023 **PAGE:** 1 of 4

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 David Wright, Associate Director, Corporate Services and Treasurer of the Board
 Jim Markovski, Associate Director, Equitable Education
 Michael Bowman, System Lead, Equitable Education and Operations

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees on the proposed consultative process for stakeholder input of the draft 2022-2023 School Year Calendars:

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

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

3.0 Background

Regulation 304 of the Education Act requires school boards to submit proposed school year calendars to the Ministry of Education for approval on or before March 1, 2022 for the 2022-2023 school year.

According to Regulation 304, a regular school year is the period between September 1 and June 30. The school year shall include a minimum of 194 school days of which three days must be designated as professional development/activity (PA) days that are devoted to specific provincial education priorities. In addition, school boards may designate up to four days as board-designated PA Days. The remaining school days shall be instructional days. A school board may designate up to 10 instructional days as examination days for secondary schools.

In the Ministry of Education Memo dated November 10, 2021, school boards were advised to consider scheduling a PA Day to coincide with the municipal elections to be held on October 24, 2022.

4.0 **Analysis**

Proposed School Year Calendars 2022-2023 (See Appendices)

Elementary Regular

- Two PA Days prior to the Labour Day weekend (August 31, 2022 and September 1, 2022)
- Friday September 2, 2022 is a Board holiday
- Students begin classes on Tuesday, September 6, 2022
- One PA Day on October 24, 2022, for Municipal Elections
- Friday before Winter Break is a Board holiday (Friday, December 23, 2022)
- Friday before March Break is a Board holiday (Friday, March 10, 2023)

Elementary Modified

- One PA Day prior to the first day of classes (August 5, 2022)
- Students begin classes on Monday, August 8, 2022
- One PA Day prior to the Labour Day weekend (September 1, 2022)
- Friday September 2, 2022 is a Board holiday
- One PA Day on October 24, 2022, for Municipal Elections
- Friday before Winter Break is a Board holiday (Friday, December 23, 2022)

Secondary Regular

- Two PA Days prior to the Labour Day weekend (August 31, 2022, and September 1, 2022)
- Friday September 2, 2022 is a Board holiday
- Students begin classes on Tuesday, September 6, 2022
- One PA Day on October 24, 2022 for Municipal Elections
- Friday before Winter Break is a Board holiday (Friday, December 23, 2022)
- Friday before March Break is a Board holiday (Friday, March 10, 2023)

Secondary Modified

- One PA Day prior to the first day of classes (August 24, 2022)
- Students begin classes on Thursday August 25, 2022
- One PA Day prior to the Labour Day weekend (September 1., 2022)
- Friday September 2, 2022 is a Board holiday
- One PA Day on October 24, 2022, for Municipal elections
- Friday before Winter Break is a Board holiday (Friday, December 23, 2022)
- Friday before March Break is a Board holiday (Friday, March 10, 2023)

The calendars are being proposed based on the draft 2022-2023 calendar that is provided on the Ministry of Education website as well as on the Ministry guidance provided in their memo dated November 10, 2021.

4.1 Consultation

The four proposed calendars will be shared with stakeholders for consultation using an online survey tool:

- Individual schools (both in-person and virtual) will share the appropriate calendar and consultation tool with the School Community Council, parent groups, and school staff.
- All employee groups including CUPE, DSAA, DESA, ETFO, OSSTF, and MPA will receive the proposed calendars and on-line survey tool.
- The Durham Catholic District School Board will be consulted in order to match calendars and PA Days as closely as possible to optimize transportation costs.
- DDSB Parent Involvement Committee (PIC), as well as the Special Education Advisory Committee (SEAC) will be consulted for their input.

Input from the on-line survey tool will be used to ensure that all four calendars meet the needs and preferences of the respective stakeholder groups. The four proposed calendars will be amended accordingly.

5.0 Communication Plan

Following the consultative process with stakeholders, the four amended calendars will be shared with Administrative Council.

A Board report will come forward to Trustees seeking approval of the four calendars (Elementary Regular and Modified, Secondary Regular and Modified) prior to submission to the Ministry of Education.

6.0 Recommendation:

It is recommended that the Board of Trustees approve the draft school year calendars for 2022-2023 to be distributed for stakeholder feedback. A Board report, that will include the results of the consultation process will be presented to Trustees for approval of the final school year calendars for 2022-2023 prior to submission to the Ministry of Education.

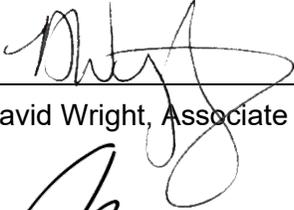
7.0 Appendices

- | | |
|-------------|---|
| Appendix A: | Proposed Regular School Year Calendar for Elementary Schools |
| Appendix B: | Proposed Regular School Year Calendar for Secondary Schools |
| Appendix C: | Proposed Modified School Year Calendar for C.E. Broughton Public School and Winchester Public School |
| Appendix D: | Proposed Modified School Year Calendar for Brock High School, Henry Street High School and Maxwell Heights Secondary School |

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



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



Jim Markovski, Associate Director, Equitable Education



Ministry of Education

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday  Half Day

ELEMENTARY REGULAR TRACK

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31 *P		
September 2022	19						1 *P	2 B	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October 2022	19			3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24 *P	25	26	27	28	31				
November 2022	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18 P	21	22	23	24	25	28	29	30		
December 2022	16						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 B	27 B	28 B	29 B	30 B
January 2023	16	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30	31			
February 2023	19					1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March 2023	17					1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023	18			3	4	5	6	7	10 H	11 H	12	13	14	17	18	19	20	21	24	25	26	27	28					
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023	20	2					1 P	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30 P
July 2022				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	187	4		<p>Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								



Ministry of Education

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday Half Day

ELEMENTARY MODIFIED TRACK

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week					
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
August 2022	18			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			
September 2022	19						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
October 2022	10			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					
November 2022	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			
December 2022	16						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
January 2023	16	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				
February 2023	19					1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28				
March 2023	13					1	3	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	
April 2023	18			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						
May 2023	17			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			
June 2023	20	2					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
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School Year Calendar 2022 - 2023

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SECONDARY REGULAR TRACK

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31 *P		
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School Year Calendar 2022 - 2023

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DURHAM DISTRICT SCHOOL BOARD

Board Meeting

January 17, 2022

Motion: Treatment of By-Laws

Moved by: Trustee Paul Crawford

The question of requirements to amend a by-law and the possibility of an ongoing breach of our by-laws has been recently introduced and now requires a review of the process used and the results of that process.

Whereas: DDSB amended its Trustee Distribution and Determination by-laws in March 2018 and

Whereas: those changes were questioned by constituents affected and the Corporations of Brock-Uxbridge and Scugog and a number of Trustees and

Whereas: DDSB went ahead with the changes even though the question raised by the Trustees was procedural and raised the point that the vote was not adequate to take those actions and that this dispute has been ongoing and again raised due to a question posed by the Chair regarding that amendment, and the response by general counsel Nov. 30/21 and

Whereas: those changes resulted in actions that are ongoing, namely that representation in the North changed from 2 Trustees to 1 and the results where that one lost their position in the 2018 election and this was due to the amendments in that had there been no changes (status quo maintained) the two Northern trustees would have been acclaimed and

In addition some staff have offered: That there was no amendment in March 2018 and that needs to be discussed and resolved.

Motion:

Therefore, I move that, at this time, it is appropriate to have a public debate on the question of the amendment and the effects and whether, or not, this is an ongoing breach as per our by-laws. With a suggestion that a second legal opinion requested from an outside lawyer or firm. And mediation to assist the Board of Trustees to resolve the questions.



DURHAM DISTRICT SCHOOL BOARD

Board Meeting

January 17, 2022

Motion: Classroom Safety

Moved by: Trustee Paul Crawford

That staff present what they are doing about safety in the classroom and what programs are being used to deal with violence in the classroom. And for those discussions to begin at and earliest Board meeting.

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** January 17, 2022

SUBJECT: 2021-2022 Interim Financial Report **PAGE:** 1 of 6

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services
 Jennifer Machin, Senior Manager of Finance
 Melissa Durward, Senior Manager of Finance

1. Purpose

The purpose of this report is to provide the Board of Trustees with an update on enrolment information and budget changes as part of the 2021-2022 Revised Estimates, and operating expenditures, as at November 30, 2021 (Quarter 1).

2. 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. Background

The Ministry of Education requires school board management to submit Revised Estimates by Wednesday, December 15, 2021. The following information is a summary of the key changes from the 2021-2022 Estimates under the following headings:

- Enrolment
- Operating Revenue and Expenditures
- Capital Budget
- Interim Report on Operating Expenditures as at Quarter 1
- Updated Budget Appendices

4. Analysis

4.1 Enrolment

Enrolment is the main determinant of revenue, as the Ministry allocates funding for school boards based on calculations using Average Daily Enrolment (ADE) as the main component.

Average Daily Enrolment (ADE): the average full-time equivalent (FTE) of students reported on the October 31 and March 31 count dates.

Full-time Equivalent (FTE): calculation of student enrolment, taking into consideration part-time students. A full-time student would be equal to one FTE; however, a part-time student would only be equal to the portion of the school day when the student is attending class. The total FTE for the board will be less than total enrolment for the board, unless there are no part-time students.

As boards across the province are struggling with overall decline, DDSB is fortunate to have a net increase in enrolment.

Average Daily Enrolment	2021-2022 Estimates	2021-2022 Revised Estimates	Variance
ELEMENTARY			
JK & Kindergarten	8,724.00	9,614.00	890.00
Grades 1-3	15,048.00	15,331.00	283.00
Grades 4-8	27,181.00	27,442.00	261.00
Other Pupils	10.00	12.50	2.50
Sub-total Elementary	50,963.00	52,399.50	1,436.50
SECONDARY			
Pupils of the Board under 21	21,611.20	21,424.43	(186.77)
High Credit	5.00	3.92	(1.08)
Pupils of the Board 21 years	1.00	0.00	(1.00)
Other Pupils	17.00	31.00	14.00
Sub-total Secondary	21,634.20	21,459.35	(174.85)
Total FTE Enrolment	72,597.20	73,858.85	1,261.65

4.2 Operating Revenue

For the 2021-2022 Revised Estimates, overall revenue increased by \$13.3M from Estimates to a total of \$858.6M as a result of increased enrolment (\$13.5M), staffing changes (-\$9.9M), COVID-19 funding (\$6.9M), and other changes including deferred revenue and rental revenue (\$2.8M). (Reference Appendix A for Operating Budget – Revenue details)

Enrolment Changes \$13.5M

- **Overall Enrolment (Pupils of the Board) \$13.3M** – Elementary ADE increased by 1,434.00 FTE and Secondary ADE decreased by 186.77 FTE for an overall increase of 1,247.23 ADE, which had a positive effect on revenue.

Pupils of the Board* (ADE)	2021-22 Estimates	2021-22 Revised Estimates	Variance
Elementary	50,953.00	52,387.00	1,434.00
Secondary	21,611.20	21,424.43	(186.77)
Total	72,564.20	73,811.43	1,247.23

*Pupils of the board exclude fee paying students and students covered under federal government agreements

- **Tuition Fee Revenue \$0.2M** – Overall enrolment increase for fee paying students generated higher than budgeted tuition fee revenue.

Other Pupils (ADE)	2021-22 Estimates	2021-22 Revised Estimates	Variance
Elementary	10.00	12.50	2.50
Secondary	17.00	31.00	14.00
Total	27.00	43.50	16.50

Staffing Changes \$(9.9M)

- **Qualifications and Experience \$(9.9M)** – Decrease in funding to reflect hiring of Teachers and Early Childhood Educators with less experience and qualifications than anticipated during the budget process.

COVID-19 Funding \$6.9M

- **COVID-19 Priorities and Partnerships Funding (PPF) \$6.9M** – Additional funding provided by the Ministry in response to the COVID-19 pandemic. Second installment of the COVID-19 related supports that were originally announced May 4, 2021.

Priorities and Partnerships Funding (PPF)	2021-2022 Estimates	2021-2022 Revised Estimates	Variance
Additional Staffing Support	\$4,974,841	\$9,949,682	\$4,974,841
Additional School Operations Support	\$499,977.50	\$999,955.00	\$499,978
Transportation	\$738,100	\$1,476,200	\$738,100
Special Education Supports	\$202,680	\$405,359	\$202,680
Mental Health Supports	\$266,991	\$533,982	\$266,991
Re-engaging Students and Reading Assessment Supports	\$682,952	\$683,671	\$719
HEPA	\$0	\$171,000	\$171,000
Total	\$7,365,541	\$14,219,849	\$6,854,308

Other Changes \$2.8M

- **Deferred Revenue \$2.2M** – Unspent 2020-2021 Funding

Deferred Revenue	2021-2022 Estimates	2021-2022 Revised Estimates	Variance
Indigenous Education		\$170,907	\$170,907
ABA Training		\$20,538.00	\$20,538
Experiential Learning		\$213,555	\$213,555
Targeted Student Supports		\$593,909	\$593,909
CUPE Investment in System Priorities	\$171,229	\$1,384,639	\$1,213,410
Total	\$171,229	\$2,383,548	\$2,212,319

- **Rental Fees \$0.4M** – Increase in expected daycare revenue
- **Other \$0.2M** – Includes adjustments to staff on loan, retirement gratuities and SIP claims.

Operating Expenditures

For the 2021-2022 Revised Estimates, overall expenditures increased by \$13.3M from Estimates to a total of \$858.6M. This change is driven by salary and benefit changes (-\$10.1M), enrolment (\$8.0M), COVID-19 related expenditures (\$12.0M), and other changes including deferred revenue and enveloping (\$3.4M). (Reference Appendix B for Operating Budget – Expenditures details)

Salary and Benefits \$(10.1M)

- **Employee Benefits \$0.1M** – Benefit adjustment to reflect updated costs associated with the Employee Life and Health Trusts (ELHTs), government CPP and EI contribution rates and WSIB.
- **Qualifications and Experience \$(10.2M)** – Decrease in expenditures as a result of vacancies not filled at the maximum salary grid pay rate and a decrease in average teaching qualification and experience. Also includes adjustments for job evaluations and minimum wage increase.

Enrolment \$8.0M

- **Enrolment \$8.0M** – Given the in-year enrolment changes and class size configurations, staff levels were adjusted to include an increase of 72.11 FTE elementary teacher positions, 19 FTE early childhood educator positions and a decrease of 2.41 FTE secondary teacher positions.

COVID-19 Expenditures \$12.0M

Description	FTE	Amount
Classroom Teachers and ECE	68.96	\$7,693,920
Custodial Staffing	10.00	\$712,477
Remote Learning (P/VP and Clerical Staff)	5.00	\$428,922
Youth Workers	4.50	\$376,730
Social Workers	1.50	\$174,961
Psychometrist/Psychological Associate	1.00	\$121,624
Speech Language Pathologist	1.00	\$112,347
Casual Clerical Support		\$346,766
Technology-Related Costs		\$1,625,350
Administrator Support		\$269,530
Ventilation in Classrooms		\$171,000
Total	91.96	\$12,033,627

Other Changes \$3.4M

- **Deferred Revenue \$2.3M** – To match unspent 2020-2021 funding with corresponding changes in expenditures, including an increase of 4.0 FTE Indigenous School Support teacher positions, 5.0 FTE English Language Learners (ELL) Coach positions, 1.5 FTE Social Worker positions and 3.57 FTE Special Education Class teacher positions.
- **Enveloping \$1.2M** – To match funding changes with corresponding changes in expenditures for programs such as Continuing Education, Transportation, Special Education, Student Success and Experiential Learning.
- **Other \$(0.1M)** – Miscellaneous, year over year adjustments, such as staff on loan, school block budget adjustments and discretionary budgets.

4.3 Capital Budget

Capital budget items have been updated to reflect adjusted timelines. Included are the following significant changes: (*Reference Appendix C for Capital Budget*)

- \$14.0M decrease in current site purchases
- \$16.5M in higher School Condition Improvement facility upgrade expenditures
- \$13.5M in higher School Renewal facility upgrade and equipment expenditures
- \$1.1M in higher COVID-19 Resilience Infrastructure Stream retrofit, repair and upgrade expenditures
- \$1.5M in Proceeds of Disposition facility upgrade expenditures
- \$3.4M decrease in Child Care and Child and Family Support Programs retrofit expenditures
- \$1.6M in higher portable purchase and relocation expenditures
- \$10.7M decrease in new construction expenditures

4.4 Interim Report on Operating Expenditures as at Quarter 1

Operating expenditures for the period ending November 30, 2020 (Quarter 1) are 21.9% of the 2021-2022 Revised Estimates amount of \$858,645,608. This expenditure level is consistent with the prior year, in which 21.9% of the 2020-2021 Revised Estimates was spent at Quarter 1. It is estimated that operating expenditures for the current year will be on target. (*Reference Appendix D for Q1 Operating Expenditure details*).

5. Financial Implications

The information provided in this report reflects budget changes as part of the 2021-2022 Revised Estimates, and operating expenditures as at November 30, 2021 (Quarter 1).

6. Evidence of Impact

N/A

7. Communication Plan

This information has been submitted to the Ministry of Education through the Education Finance Information System (EFIS).

8. Conclusion

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

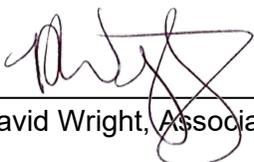
9. Appendices

Appendix A – 2021-2022 Operating Budget – Revenue
Appendix B – 2021-2022 Operating Budget – Expenditures
Appendix C – 2021-2022 Capital Budget
Appendix D – Interim Financial Report, for the period ending November 30, 2021

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
2021-2022
OPERATING BUDGET - REVENUE**

REVENUE CATEGORIES	2021-2022 Estimates	2021-2022 Revised Estimates
Pupil Foundation	409,356,903	416,996,863
School Foundation	51,215,648	51,847,172
Special Education - SEPPA	58,056,604	59,391,749
Special Education - Differentiated Special Needs (DSENA)	37,742,531	37,742,531
Special Education - SIP	2,851,800	3,237,406
Special Education - SEA	2,654,640	2,699,666
Special Education - Behaviour Expertise Funding	969,510	982,169
Special Education - Education and Community Partnership Program	6,064,146	6,064,146
Language - FSL	10,840,317	10,930,151
Language - ESL	6,242,467	6,412,710
Indigenous Education Grant	3,509,388	3,709,777
Rural and Northern Education Allocation	49,906	49,906
Learning Opportunities - Demographic Table Amount	3,595,425	3,595,425
Learning Opportunities - Student Success	1,371,313	1,369,175
Learning Opportunities - Tutoring Allocation	304,044	309,270
Learning Opportunities - Specialist High Skills Major	1,519,750	1,519,750
Learning Opportunities - Gr 7 - 8 Literacy & Numeracy Coaches	898,417	882,697
Learning Opportunities - Outdoor Education	622,521	633,135
Learning Opportunities - Experiential Learning Allocation	241,144	243,543
Mental Health & Well-Being	2,016,799	2,037,570
Cost Adjustment - Teacher Qualification & Experience	68,792,963	60,348,582
Cost Adjustment - ECE Qualification & Experience	4,289,771	4,294,416
Cost Adjustment - MAT leave/Sick leave	922,593	922,593
Cost Adjustment - Early Payout Ret. Grat. Funding Adjustment	-104,650	-104,650
Cost Adjustment - Benefits Trust Funding	14,730,289	14,730,289
New Teacher Induction Program (NTIP)	507,599	507,599
Adult Education/Continuing Education (Con. Ed.)	2,934,957	3,082,923
Learning Opportunity - Literacy & Numeracy (Con. Ed.)	339,727	323,797
Transportation	23,859,374	24,262,477
Administration and Governance	18,879,965	19,104,264
Program Leadership Allocation	1,091,688	1,091,688
School Operations	73,675,660	74,793,765
Community use of schools	992,725	992,725
Public Sector Wage Constraint	-418,575	-418,575
Support for Students Fund	6,893,709	6,893,709
Grants for Student Needs (GSN) Operating Funding Total	817,511,068	821,480,413

**DURHAM DISTRICT SCHOOL BOARD
2021-2022
OPERATING BUDGET - REVENUE**

REVENUE CATEGORIES	2021-2022 Estimates	2021-2022 Revised Estimates
Other Government Grants /Fees		
Min. Citizenship & Immigration - Adult ESL (Con. Ed.)	638,800	638,800
Govt of Canada/Fees Non-Resident	376,568	581,529
Min. Education - Math Strategy	999,000	999,000
Min. Education - SHSM Expansion	514,500	514,500
Min. Education - CUPE Investment in System Priorities	1,494,226	1,494,226
Min. Education - COVID-19 PPF	7,365,541	14,219,849
Other Government Grants /Fees Total	11,388,635	18,447,904
Other Revenues/Expenditure Recovery		
Rental/Lease Fees	1,802,064	2,164,580
Misc. recoveries/rebate	10,000	10,000
Staff on Loan	3,022,933	2,833,345
Fees - Continuing Education	541,397	505,997
Interest Revenue	800,000	800,000
Other Revenues/Expenditure Recovery Total	6,176,394	6,313,922
Deferred Revenue		
Deferred Revenue - Indigenous Education	0	170,907
Deferred Revenue - ABA Training	0	20,538
Deferred Revenue - Experiential Learning	0	213,555
Deferred Revenue - Targeted Student Supports	0	593,909
Deferred Revenue - CUPE Investment in System Priorities	171,229	1,384,639
Deferred Revenue Total	171,229	2,383,548
Operating Revenue Total	835,247,325	848,625,787
Accumulated Surplus		
Use of Accumulated Surplus		
Retirement Gratuities - Accumulated Surplus	1,939,353	1,919,490
Special Education Reserve - Accumulated Surplus	230,001	230,001
Working Funds - Accumulated Surplus	7,870,330	7,870,330
Accumulated Surplus Total	10,039,684	10,019,821
Grand Total	845,287,009	858,645,608

DURHAM DISTRICT SCHOOL BOARD
2021 - 2022
OPERATING BUDGET - EXPENDITURES

EXPENDITURE CATEGORIES	2021-2022 Estimates FTE	2021-2022 Estimates	2021-2022 Revised Estimates FTE	2021-2022 Revised Estimates
Instruction				
Teachers	4,376	474,092,109	4,542	483,002,944
Supply Staff	0	19,768,241	0	19,711,334
Educational Assistants	912	53,688,565	913	53,763,150
Early Childhood Educator	350	19,696,152	359	19,280,741
Computers	0	11,694,360	0	13,434,639
Textbooks / Supplies	0	12,342,568	0	13,781,753
Prof./ParaProf./Tech.	183	26,323,023	186	27,556,129
Library / Guidance	165	17,828,943	160	17,052,113
Staff Development	0	4,288,326	0	3,824,389
Principals and VPs	252	35,465,437	252	35,812,075
School Office	237	19,895,774	235	19,681,833
Officers & Facilitators	96	15,356,062	95	15,160,409
Continuing Education	21	3,779,817	18	4,543,885
Instruction Total	6,592	714,219,377	6,759	726,605,394
Administration & Governance				
Governance	14	255,673	14	255,723
Board Administration	144	21,847,573	144	22,240,777
Administration & Governance Total	158	22,103,246	158	22,496,500
Transportation				
Transportation	0	25,889,922	0	26,424,044
Transportation Total	0	25,889,922	0	26,424,044
School Operations & Maintenance				
School Operations & Maintenance	545	78,868,789	554	79,129,629
School Operations & Maintenance Total	545	78,868,789	554	79,129,629
Other Non-Operating				
Other Non-Operating	0	4,205,675	0	3,990,041
Other Non-Operating Total	0	4,205,675	0	3,990,041
Grand Total	7,295	845,287,009	7,471	858,645,608

**DURHAM DISTRICT SCHOOL BOARD
2021-2022
CAPITAL BUDGET**

	2021-2022 ESTIMATES	2021-2022 REVISED ESTIMATES
Site Purchases		
Prior years purchases	6,500,000	6,500,000
Current site purchases	40,998,000	26,998,000
Total Site Purchases	47,498,000	33,498,000
Facility Upgrades		
School Condition Improvement - facility upgrades	16,539,673	33,003,819
School Renewal - facility upgrades and equipment	10,882,529	24,449,373
COVID-19 Resilience Infrastructure Stream - retrofits, repairs and facility upgrades	9,079,550	10,169,325
Proceeds of Disposition - facility upgrades	-	1,500,713
Total Facility Upgrades	36,501,752	69,123,230
Retrofits		
Child Care and Child and Family Support Programs retrofits	4,769,476	1,396,433
Total Retrofits	4,769,476	1,396,433
Portable purchases and relocations	598,364	2,165,635
New construction	15,307,992	4,651,859
Interest on Long-Term Financing	9,218,612	9,218,612
Total Capital Expenditures	113,894,196	120,053,769

DURHAM DISTRICT SCHOOL BOARD
Interim Financial Report
For the Period Ending November 30, 2021 (Q1)

EXPENDITURE CATEGORIES	2021-2022 Revised Estimates	2021-2022 Expenditures at (Q1)	2021-2022 % Spent at Q1	2020-2021 % Spent at Q1
Instruction				
Teachers	483,002,944	106,916,432	22.1%	23.9%
Supply Staff	19,711,334	3,877,211	19.7%	17.4%
Educational Assistants	53,763,150	12,814,734	23.8%	13.2%
Early Childhood Educator	19,280,741	4,597,236	23.8%	24.5%
Textbooks / Supplies	13,781,753	3,993,935	29.0%	30.7%
Computers	13,434,639	2,353,113	17.5%	12.4%
Prof./ParaProf./Tech.	27,556,129	4,846,752	17.6%	20.3%
Library / Guidance	17,052,113	3,858,315	22.6%	24.4%
Staff Development	3,824,389	21,773	0.6%	4.6%
Principals and VPs	35,812,075	8,314,259	23.2%	25.4%
School Office	19,681,833	4,508,993	22.9%	23.1%
Officers & Facilitators	15,160,409	3,125,004	20.6%	21.6%
Continuing Education	4,543,885	660,608	14.5%	16.9%
Instruction Total	726,605,394	159,888,364	22.0%	22.5%
Administration & Governance				
Governance	255,723	54,635	21.4%	20.9%
Board Administration	22,240,777	5,326,636	23.9%	22.9%
Administration & Governance Total	22,496,500	5,381,271	23.9%	22.9%
Transportation				
Transportation	26,424,044	6,866,893	26.0%	25.9%
Transportation Total	26,424,044	6,866,893	26.0%	25.9%
School Operations & Maintenance				
School Operations & Maintenance	79,129,629	14,946,976	18.9%	16.3%
School Operations & Maintenance Total	79,129,629	14,946,976	18.9%	16.3%
Other Non-Operating				
Other Non-Operating	3,990,041	752,315	18.9%	11.9%
Other Non-Operating Total	3,990,041	752,315	18.9%	11.9%
Grand Total	858,645,608	187,835,820	21.9%	21.9%

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** January 17, 2022

SUBJECT: 2021-2022 Supplementary Funds Summary **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services
 Jennifer Machin, Senior Manager of Finance

1. Purpose

The purpose of this report is to provide the Board of Trustees with an update on the Supplementary Funding that has been announced or received to date for 2021-2022.

2. 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. Background

Throughout the year, the Board receives a number of Priorities and Partnerships Fund (PPF) grants. These grants fall outside of the Grants for Student Needs (GSN) funding and may be one-time only or in place for a limited period. These initiatives are all governed by agreements that outline the purpose of the funding, expectations, and specific accountability requirements. These grants are essentially enveloped, in that any unspent grants are normally to be returned. Most of these grants are from the Ministry of Education, however other ministries and agencies may at times provide similar grants.

4. Analysis

A 2021-2022 Supplementary Funding listing of grants announced or received to date of \$19,060,897 is attached as Appendix A, including PPF grants from the Ministry of Education and other funding sources.

5. Financial Implications

Of the above total, \$17,227,575 has been reflected in the 2021-2022 Revised Estimates. However, all Supplementary Funding received in a specific fiscal year, together with all corresponding expenses will be fully reflected in the annual financial statements of the Board in accordance with the Public Sector Accounting Board (PSAB) Standards.

6. Evidence of Impact

N/A

7. Communication Plan

N/A

8. Conclusion

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

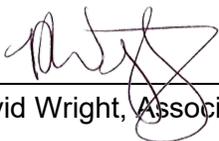
9. Appendices

Appendix A – 2021-2022 Supplementary Funding Summary

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

2021-2022 Supplementary Funding Summary		
Contact Division/Department	Project Description	Grant Amount
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Renewed Mathematics Strategy	* \$ 999,000
Ministry of Advanced Education and Skills Development	Ontario Youth Apprenticeship Program (OYAP)	\$ 220,393
Ministry of Education, Inclusive Education Branch	Parent Reaching Out Grants - School Councils	\$ 75,796
Ministry of Education, Safe and Healthy Schools Branch	Well Being: Safe Accepting and Healthy Schools and Mental Health	\$ 87,587
Ministry of Education Equity Secretariat	Hire a Senior Leader with Expertise in Human Rights, Dispute Resolution and Organization Change	\$ 170,430
Ministry of Education, Labour and Finance Implementation Branch	CUPE Investment in System Priorities	* \$ 1,494,226
Ministry of Education, Inclusive Education Branch	Focus on Youth	\$ 80,000
Ministry of Education	COVID - Mental Health Supports	* \$ 533,982
Ministry of Education	COVID - Enhanced Cleaning Allocation	* \$ 999,955
Ministry of Education	COVID - Transportation	* \$ 1,476,200
Ministry of Education	COVID - Additional Staffing Supports	* \$ 9,949,682
Ministry of Education	COVID - School Reopening Emerging Issues	* \$ 405,359
Ministry of Education, Indigenous Education & Well Being Division	Cricket Program	\$ 6,500
Ministry of Education, Student Achievement Division, Program Implementation Branch	Specialist High Skills Major	* \$ 514,500
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Connectivity At Schools - High Speed Broadband Internet	\$ 398,910
Ministry of Education	Anti-Sex Trafficking Protocol	\$ 33,656
Ministry of Education, Inclusive Education Branch	Graduation Coach Program for Black Students	\$ 113,202
Ministry of Education	COVID - Ventilation Hepa Units	* \$ 171,000
Ministry of Education	Re-Engage and Reading Assessment	* \$ 683,671
Ministry of Education	Learning and Innovation Fund for Teachers (LIFT)	\$ 63,000
Ministry of Education	Autism AQ Subsidy Program	\$ 17,500
Ministry of Education	Excellence in Education Administration (EEAF)	\$ 150,000
Ministry of Education	Staff Well Being	\$ 26,155
Ministry of Education	Guidance Subsidy	\$ 48,635
Ministry of Education	De-Streaming Implementation Supports	\$ 73,795
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	NTIP Enhancing Teacher Development Fund	\$ 80,762
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Analyzing Identity-Based Data Collection	\$ 35,000
Ministry of Education, Inclusive Education Branch	Innovative Education Programs for Children and Youth in Care	\$ 87,000
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Math AQ Subsidy Program	\$ 65,000

Total Supplementary Funding	\$ 19,060,897
Reflected in 2021-2021 Revised Estimates (as indicated by *)	\$ 17,227,575
Net Supplementary Funding	\$ 1,833,322

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board

DATE: January 17, 2022

SUBJECT: Trustee Expenses

PAGE: 1 of 3

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with information regarding the annual reporting of Trustees Expenses, in accordance with Board Policy and Procedure: Trustee Expenses.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

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

3.0 Background

As outlined in DDSB's Trustee Expenses Policy, section 5.0 states:

- “5.1 On an annual basis, Trustees shall establish and approve an appropriate budget for Trustee expenses as part of the established budget process for the District.
- 5.2 For the duration of a Trustee's term in office, their expenses shall be posted publicly on the Durham District School Board website on a quarterly basis, based on approved expense claims.
- 5.3 Reimbursable expenses are those that are directly related to Board business and may be claimed for reimbursement in accordance with the Procedure adopted under this Policy, as may be amended from time to time. The Procedure shall align with procedures for District staff, with appropriate modification to apply to Trustees. All claims for reimbursement of expenses must be submitted within three weeks of the fiscal year end to be eligible for reimbursement.”

4.0 Analysis

The following chart provides the individual Trustee expense analysis for the current Board of Trustees for the period of December 1, 2020 to November 30, 2021:

**Expenses While Fulfilling the Role of DDSB Trustee
For the Period December 1, 2020 to November 30, 2021**

Trustee	Office Expense	Professional Development	Travel	Total
Patrice Barnes	1,750	387	-	2,137
Michael Barrett	1,528	-	71	1,599
Chris Braney	1,883	-	27	1,910
Paul Crawford	696	216	-	912
Donna Edwards	1,207	387	105	1,699
Darlene Forbes	925	387	-	1,312
Niki Lundquist	-	-	-	-
Carolyn Morton	1,835	387	451	2,673
Linda Stone	883	387	-	1,270
Scott Templeton	542	-	-	542
Christine Thatcher	2,439	387	43	2,869
	13,688	2,539	697	16,924

The following chart provides the discretionary budget spending for the current Board of Trustees for the period of December 1, 2020 to November 30, 2021:

**Discretionary Budget Balances
For the Period December 1, 2020 to November 30, 2021**

Trustee	Opening Budget Allowance	Professional Development	Telephone	Remaining Budget Allowance
Patrice Barnes	3,849			3,849
Michael Barrett	4,000			4,000
Chris Braney	2,676		63	2,613
Paul Crawford	3,596	216		3,380
Donna Edwards	4,000			4,000
Darlene Forbes	3,978		15	3,963
Niki Lundquist	4,000			4,000
Carolyn Morton	3,910			3,910
Linda Stone	4,000			4,000
Scott Templeton	4,000			4,000
Christine Thatcher	4,000			4,000
	42,009	216	78	41,715

5.0 Financial Implications

N/A

6.0 Evidence of Impact

N/A

7.0 Communication PlanIndividual Trustee expenses are posted quarterly on the [DDSB's website](#).**8.0 Conclusion**

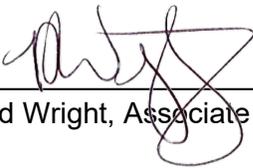
This report is provided to the Board of Trustees for information.

9.0 Appendices

N/A

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:** January 17, 2022

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
 Mike Kennedy, Manager of Major Projects

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 December 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 documents are complete for the new facility. Authority resubmissions are underway which include the 4-classroom program increase. The project is waiting for the Ministry of Education's final approval to proceed to tender. Staff continue to communicate with Ministry staff on a regular basis regarding approvals. Facilities Services and Ministry staff met on December 2, 2021 to review the submitted updated project costing and approval to proceed request. The project completion date is currently scheduled for September 2023.

Rosemary Brown PS, Ajax (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.

Final minor deficiency correction is nearing completion to close this project.

Willows Walk PS, Whitby (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.

Final minor deficiency correction is nearing completion to close this project.

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

The new facility continues to progress through design development while Facilities Services staff work toward arranging purchase of the property. The City of Pickering has presented the Board with the final geotechnical investigation report and remediation documentation, both of which are

currently under review by Facilities staff. Extensive remediation work is still required to take place before the transfer of property ownership. The project completion date is currently scheduled for September 2024.

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

The addition continues to move through design development with the recent Ministry approval to proceed with a hybrid construction method utilizing elements of conventional construction and prefabricated components. DDSB and the City of Oshawa continue to work 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

Design development is now complete and construction documentation development is well underway for the new facility. DDSB has completed the second site plan approval submission and awaits comments from the City of Oshawa.

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	Project is under design.
	Waverly PS	Project construction is complete, and the space has been turned over to the school for use.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Family Studies Classroom	Ajax HS	Project construction is complete, and the space has been turned over to the school with minor outstanding deficiencies to be rectified.
Welding Shop/Drama Renovation	R.S. McLaughlin CVI	Projects are under design.
Inclusive Change Room Renovation	G.L. Roberts PS	Projects are under design.
Art/Science/Music Renovations	Pringle Creek PS S.A. Cawker PS Meadowcrest PS Harmony Heights PS	Projects are under design.
Roofing Projects	Anderson CVI Dr. R. Thornton PS Eastdale CVI Uxbridge PS	New roof refurbishment/replacement projects are under design and being prepared for tender and construction in 2022.
Masonry/Wall Cladding Restoration	Bolton C. Falby PS Vincent Massey PS Glen St PS Ajax HS E.A. Lovell PS College Hill PS Port Perry HS S.A. Cawker PS	Cladding and window projects are complete. New cladding and window projects are in design and being prepared for tender and construction in 2022.
Library/Learning Commons Upgrades	Anderson CVI Glengrove PS C.E. Broughton PS Norman G. Powers PS Stephen G. Saywell PS William Dunbar PS Claremont PS	Projects are under construction. New library projects are under design and being prepared for tender and construction in 2022.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Interior Modifications - Washroom Upgrade Projects	Lester B. Pearson PS Vincent Massey PS Dr. S.J. Philips PS	New projects are under design and being prepared for tender and construction in 2022.
Child Care Projects	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. Project is under construction. Spring 2022 turnover is anticipated. Schedule for completion extended due to delay in receiving approval from building authorities. 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. Project is being submitted to Ministry for final approval.
Boiler Replacement Projects	Valley Farm PS	Valley Farm PS replacement has been rescheduled to the summer of 2022 due to equipment shortages.
Accessibility Projects	P.E. Trudeau PS Village Union PS Coronation PS	Accessible walkway construction down to sports field is complete. Bus-route west entrance sidewalk extension construction for accessibility is complete. Elevator & limited-use lift is under design and being prepared for tender and construction in 2022.
Window Replacement	Prince Albert PS Claremont PS Sir J.A. MacDonald PS	CVRIS funded window replacement projects to improve ventilation are nearing completion.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
	E.A. Fairman PS	Note: Ministry of Education has extended timelines for completion of CVRIS funded projects.
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. Construction is complete on all outdoor classrooms.
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. Construction on the majority of vestibules has commenced, some of which are nearing completion. Material shortages and supply chain issues have delayed construction completion. Note: Ministry of Education has extended timelines for completion of CVRIS funded projects.

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 COVID 19 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 is under construction.
CVRIS Funded Ventilation Upgrades Including Air Conditioning	Bellwood PS Lord Elgin PS Uxbridge PS Uxbridge SS Westney Heights PS Southwood Park PS	Projects are nearing completion and/or are complete with minor deficiencies remaining to be rectified. Construction is scheduled to commence and be completed by the end of December 2021. Note: Ministry of Education has extended timelines for completion of CVRIS funded projects.
Ventilation Including Air Conditioning – Partial Building	Glengrove PS	Project construction is underway.
CVRIS Funded Ventilation Projects - Non Air Conditioned	Sir J.A. MacDonald PS	Project is nearing completion. Note: Ministry of Education has extended timelines for completion of CVRIS funded projects.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Ventilation Projects Non Air Conditioned – Partial Building	Glengrove PS Lincoln Avenue PS Beau Valley PS E.A. Fairman PS Greenbank PS Henry Street HS D.A.S.S. Simcoe Claremont PS	Projects complete. Projects are under design and being prepared for tender and construction in 2022.
Partial Air Conditioning/Cooling Centres-pending	Greenbank PS Valley View PS Woodcrest PS Claremont PS	Projects are under design and being prepared for tender and construction in 2022.

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

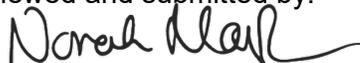
The Quarterly Construction and Major Projects Report is presented to the Board of Trustees in the months of September, January, March and June.

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

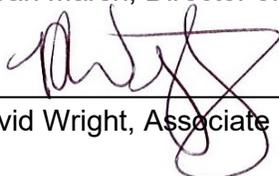
8.0 Conclusion

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

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday November 18, 2021 6:30 P.M.

An on-line meeting of the Special Education Advisory Committee was held on this date.

ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
sensaRAneb Burrell, Autism Ontario – Durham Chapter
Carrisa Lewis, Black Parents Support Group
Tara Culley, Durham Down Syndrome Association
Lisa Rankin, Early Years Consortium
Hannah Nguyen, Easter Seals Ontario
Rowin Jarvis, Learning Disabilities Association of Durham Region
Carolyn McLennon, Member At Large
Donna Edge-Bean, Member At Large
Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
Kathy Kedey, VOICE for Deaf and Hard of Hearing Children

Trustees: Donna Edwards Darlene Forbes

Staff: Superintendent, Andrea McAuley
System Lead, Kyla McKee

Recording Secretary: Lisa Wry

1. **Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:31 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 New SEAC Members:**

Jenny McLaughlin, Black Parent Support Group (BPSG) with Carrisa Lewis as alternate.
Donna Edge-Bean, Member at Large.
Lisa Rankin, Early Years Consortium.

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Report Special Education Advisory Committee (cont'd)
November 18, 2021

5. **Regrets:** None

Absent: Hannah Nguyen, Tara Culley

Welcome Guests: Norah Marsh, Director of Education
Devika Mathur, DDSB Human Rights and Equity Advisor

6. **Approval of Agenda:**

Amendment to add *Committee Reports* to item 14.

That the agenda for November 18, 2021 be approved with the amendment to item 14.

MOVED BY: Donna Edwards

SECONDED BY: Elizabeth Daniels

CARRIED

7. **Approval of the Minutes from October 21, 2021:**

That the minutes from October 21, 2021 be approved

MOVED BY: Darlene Forbes

SECONDED BY: Carolyn McLennon

CARRIED

8. **Introduction:**

Norah Marsh, Director of Education

- Acknowledge the work that SEAC does and how much the senior team values the involvement of SEAC.
- Deep appreciation for the work and service to students with Special Education strengths and needs, and acknowledged the continued work of SEAC through the challenges of COVID-19
- Director Marsh shared, that the first additional education course she took as a new teacher was special education part 1.
- With the introduction of the Human Rights policy the DDSB team is looking forward to feedback from SEAC.

9. **Staff Reports:**

SEAC: November 2021 Administration Report

November 17th was Educational Assistant Appreciation Day in the DDSB. We thank our school teams for making it a special day for these valuable team members. Many of the acknowledgements were shared on social media posted by school leaders, educators and even some parent posts. Our sincere thanks and acknowledgement go to Educational Assistants, working in all DDSB schools, who support student well-being and learning every day. Educational Assistants are essential team members bringing skills, compassion and connection into their service to students.

Last Friday, Educational Assistants engaged in professional learning. Sessions included keynote speaker Dr. Robyne Hanley Dafoe, author of *Calm Within the Storm*. Sessions included: Foundational Session #1-Preparing to do the Work of Disrupting and Dismantling Anti-Black Racism, Accessing Chromebook Tools and Google Suite for Inclusive Learning, Leveraging your Chromebook to reach all students, BMS Training, STAR Program Advanced training, Working with CAS, and Mentally Healthy Classrooms.

Draft Operational Plan

- Centers the Board and district commitments to centering Indigenous Rights and Human Rights and our responsibilities as duty bearer.
- Nine big ideas with strategies under two key focus areas: 1) Student Learning & Well-Being and 2) People & Culture

Ministry Updates

Expansion of De-streamed Courses for the 2022-2023 School Year

From the Ministry of Education Memo (November 10, 2021): The new de-streamed Grade 9 Mathematics course (MTH1W) was implemented in September 2021. Beginning in September 2022, all Grade 9 subjects will be offered in one stream.

The new de-streamed Science, Grade 9 course (SNC1W) will be implemented in classrooms beginning in September 2022. This course will replace Science, Grade 9, Academic (SNC1D) and Science, Grade 9, Applied (SNC1P). As of September 2022, these courses should not be offered, and the associated course codes will expire at the end of the 2021-22 school year.

To support the continuum of learning in mathematics, the ministry will be releasing an Addendum for each of the Grade 10 Academic and Applied Mathematics courses to be implemented for the 2022-23 school year. The Addenda will outline additional learning expectations to be instructed in Grade 10 that support students in their transition from the de-streamed Grade 9 Mathematics course to the current Grade 10 Mathematics courses.

Ontario College of Teachers Launches Sexual Abuse Prevention Learning Module

All Ontario College of Teachers members will be required to complete a Sexual Abuse Prevention learning module which will launch in January 2022. The training has been developed in partnership with the Canadian Centre for Child Protection. Important foundation for the well-being of all students including those at higher risk of vulnerability.

Special Incidence Portion (SIP)

On Monday, November 15th, the Ministry announced that no SIP claims-based process in 2021-22 would be engaged. This replaced previous communication that indicated a return to the claims-based process this fall.

Last year, the Ministry of Education provided school boards with a SIP allocation based on the higher amount of either:

- Their 2019-20 SIP funding allocation; or
- An average of the previous three years (2016-17 to 2018-19).

For this year, all school boards will be funded at their 2020-21 SIP allocation amounts, plus a 5% increase.

In the DDSB, with a previously communicated submission deadline of December 15, work had been engaged in preparing claims submissions. It is important to note that the energy expended is not wasted. The collaboration that goes into student support planning remains important work to continue. School teams, working with ISS team members, draw from the embedded processes of collaboration on leveraging student strengths and understanding student needs inclusive of mitigating risk of injury. The processes to update IEPs, BSPs and/or behaviour support plans where applicable are key to student and staff well-being and learning.

In an analysis of anticipated claim submission amounts and the now application of the formula of 2020-21 funding +5%, the calculated amount is to an asset in the Durham DSB.

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Report Special Education Advisory Committee (cont'd)
November 18, 2021

Teams from Inclusive Student Services and Finance are currently working through the confirmation and next steps from that analysis with focus on positive implications for supports for students.

DDSB Enrolment – Including Students with Special Education Needs

At this time, approximately 12 300 students are supported with programs framed by Individual Education Plans. Currently, 2 435 students are accessing programming through placement in special education programs.

In addition to students with Individual Education Plans, students for short-term or longer-term needs access ISS services. Through the months of September and October new 1529 referrals for services were initiated. This reflects a number of students as the referrals range from one support to full team being engaged in integrated support. These are in addition to supports students with continuity of care.

This concludes our Administrative report for November 2021.

- One of our current stress-points is unfilled assignments, we are seeing a decrease, but it is taking some time.
- Schools are working on hearing student voices, while following COVID protocol.
- Intention is to engage more student voice in future planning.
- Ensure students with special needs are included in school groups so they have a voice, not just having their own groups.

MOTION: TO DRAFT A LETTER TO THE MINISTRY AS WELL AS THE SHADOW MINISTRIES REQUESTING INCREASED FUNDING FOR NEXT YEAR, FOR THE FUNDING THAT WAS EXPECTED AND THEN REMOVED.

MOVED BY: sensARAneb Burrell

SECONDED: Kathy Kedey

CARRIED

Board: Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations and information on the DRAFT operational plan based on the six pillars of the strategic plan, with Human and Indigenous Rights at the core. Building relationship with students, employees and community. Annual audit report, a report on physical education and extra curricular protocols and Parent Involvement Committee (PIC), approved the new members for SEAC, and a report from Durham Student Transportation Services (DSTS).

10. Inclusive Student Services Report – November 2021

Inclusive Student Services Department Update to SEAC November 2021

Updates this month include:

- EA Appreciation Day
- Mental Health: Tiered Approach Highlights
- NEW Ministry Guide to Remote Learning for Students with Special Education Needs
- Professional Learning Highlight: Trauma Informed ABA Practices
- School Based Rehabilitation Services – Current Data
- Reading & Engagement Project
- Upcoming Transition Information Sessions
- Vaccine Support Resources

Mental Health & Well-Being: Tiered Approach

Tier One Framework:

- 'Connection Before Curriculum' to 'Connection Through Curriculum'
- Foundations of a Mentally Healthy School: The First 20 Days and Beyond
- Well-Being Youth Workers deployed to various schools to deliver classroom-based SEL skills building program

Tier Two & Three Services:

- Psychological Services: hiring of additional 'mental health focused' staff, to supplement existing MH service function of FOS staff.
- Social Work: service delivery shift to provide two Social Workers for 5 secondary schools, providing enhanced availability for MH services.

Tier Two and Three

- Both Psychological Services and Social Work teams
- Launch of virtual group supports, i.e., BeMe and Trails to Wellness.
- BeMe: focus on Black Identity with secondary school students
- Trails to Wellness: focus on anxiety/mood management with students in Grades 7 & 8
- Both are pilot projects
- More information can be access through:
 - [BeMeDDSB](#)
 - [TrailsToWellnessDDSB](#)

NEW Ministry Resources: Guide to Remote Learning for Students with Special Education Needs (2021)

- November 1st, the Ministry of Education released new resources for educators, students and families specific to gathered strategies to support students with special education needs within remote learning.
- Guide and Tip Sheets shared with SEAC as part of agenda package.
- DDSB will be sharing broadly for collaborative discussion within DDSB@Home teams and shared with in-person schools remaining ready for possibility of shift to remote responsive to COVID related factors

NEW Ministry Resources: Guide to Remote Learning for Students with Special Education Needs (2021)

- Initial review of the Guide has provided opportunity to reinforce strategies in place within the DDSB, strategies for consideration and opportunity to reflect on the supports for students with special education needs through lens of exceptionality related strengths and needs.
- Strength example: Distribution of SEA-funded equipment for use within remote learning including delivery to home support (pg.10), equipping families with internet access (p.11), student access to 1:1 coaching session (p.28)
- Potential strategy adoption example: Repository of assistive technology support tutorials for students and families (p.13) and consideration for virtual social hours (p.18)
- SEAC input is welcomed (for example, strategy highlights and communication strategy in sharing the resource).

Professional Learning: Trauma Informed ABA

As an extension of the DDSB's three-year plan to promote trauma informed practices, members of Psychological Services have participated in training on Trauma-Informed Behaviour Analysis (TIBA).

Inherent in the application of ABA to supporting students in achieving well in school is the need to ensure that behavioural practices are appropriate to the student's needs, including consideration of early exposure to traumatic events and experiences associated with racism.

This work is ongoing and aligned with the DDSB's essential work on anti-Black and anti-Indigenous racism.

School Based Rehabilitation Services (SBRS)

- As a general program mandate, School-Based Rehabilitation Services aim to deliver Physiotherapy, Occupational Therapy, as well as Speech and Language support (e.g., speech production, fluency, voice difficulties) to school-aged children and youth in publicly funded schools. Specifically, the SBRS program works with students, staff, and families in order to ensure that the students are able to successfully and safely attend school, access the curriculum, and participate in school activities.
- Children and youth who have identified language needs will continue to receive support through the Speech and Language therapists employed within their respective school boards.

Reference: GrandviewKids website

Table 1- DDSB School Based Rehabilitative Service Data-October 31, 2021

Service Type	Cases In-Service Delivery	Cases Discharged	Cases Waiting	Average Wait Time	Median Wait Time	Longest Wait Time
SBR-OT	1425	303	1219	686	829	1476
SBR-PT	373	31	51	287	186	1027
SBR-SLP	165	235	1624	564	584	1070
Total	1963	569	2894			

Transition Events for Families

Annual Transition Night for Life Beyond High School December 9th 6:30pm

- Website being updated and will be shared widely
- Virtual event being added this year; a number of community partners will share overview of their services
- Workshop series January through April also being added for further supports

Annual Grade 8 to Grade 9 Central Transition Night January 13th 6:30pm

- Provided in advance of local HS events to support families in knowing board-wide supports, gives guidance about questions to ask at local events, explains changes in structure from elementary to secondary panel

Reading and Re-Engagement Project

Additional SLP and literacy coach partnership to increase educator capacity in implementing structured literacy practice embedded within daily program

- K-2 focus
- 4 elementary schools participating
- Impact measures on student and educator growth

Student Re-Engagement

- 3 Engagement Workers (Social Work) hired to work with students and families where engagement/attendance is a significant concern
- Focus on virtual students; secondary and older elementary students

Critically Conscious Book Talks-invitation to SEAC

Purpose: to support teachers in using books with equity themes as mentor texts

- Preview of existing Critically Conscious Book Talk
- Opportunity: community organizations can provide recommendations of picture books that share information about a range of neurodivergent needs and experiences
- Goal: to foster inclusion, build understanding and empathy, and give teachers additional picture books that honour individual identities
- [Book Talk: Uniquely Wired](#)

Community Information: Sick Kids Vaccine Supports

The SickKids COVID-19 Vaccine Consult Service is a by-appointment phone service that provides an open conversation about the COVID-19 vaccine for children and youth. It is available in multiple languages, using over-the-phone language interpretation.

Supports residents of Ontario 12 years or older and their parents, caregivers or legal guardians who:

- Have specific questions or concerns related to the [COVID-19 vaccine](#) for youth/children that you cannot find the answer to elsewhere.
- Have complex medical histories or medical conditions (i.e. chronic illness) and/or their parents/caregivers.
- Require additional support for their COVID-19 vaccine due to medical complexity, developmental disorder or mobility, communication, behavioural or other specialized needs, including significant needle phobia.

[SickKids COVID-19 Vaccine Consult Service](#)

Community Information: Vaccine Supports

CARD System

The CARD system (Comfort, Ask, Relax, Distract) provides groups of strategies that can be used to help prepare for the vaccine experience.

[CARD-Nervous About Getting Needles](#)

11. Presentation:

Human Rights & Equity Advisor Devika Mathur, provided SEAC members with a Power Point presentation on the DDSB Human Rights Policy and Procedures.

- DRAFT Human Rights Policy and Procedures: Phase 2 Consultations.
- Members received a presentation on the DRAFT Human Rights Policy and Procedures
- 2 Phase consultation process
- Phase 1 – consultation – completed last year.

Report Special Education Advisory Committee (cont'd)
November 18, 2021

- Phase 2 – consultation – consultation & next steps.
- Students' rights, Employees' rights and Our duties.
- On going learning and work.
- 3 main procedures
 - Human Rights, Anti-Discrimination and Anti-Racism procedure.
 - Inclusive Design and Accommodation procedure.
 - Student/Family Issues and Complaints procedure.
- Simplified summaries and forms for easy navigation.
- Looking for feedback, request to spread the word with associations.

12. Open Discussion:

- Sharing of New Ministry Resources-Guide to Remote Learning
- Request to share New Ministry Resource documents with your association.
- Seeking suggestions on how Inclusive Student Services can best distribute these documents.

13. Business Arising from the Minutes

SEAC meeting dates for approval September – December 2022 - September 15, October 20, November 17, December 15.

MOTION TO APPROVE THE DATES FOR SEAC MEETINGS, SEPTEMBER 2022 TO DECEMBER 2022.

MOVED BY: Rowin Jarvis

SECONDED BY: Donna Edwards

CARRIED

14. Association Reports & Committee Reports:

- Autism Ontario chapters are moving to regional model- which will be beneficial for future funding.

Currently all Chapters with Autism Ontario staff representation are being transitioned into Regional Roles. Laura Webb (currently with the York Chapter) and Tammy Marshall-Skrabek (currently with the Simcoe Chapter) will be taking on the roles of Program and Volunteer Coordinator and Fund and Volunteer Coordinator for the Central East Region.

- **Approved Programs** currently in place or in development will continue. Please note that all program offerings are to be approved by Provincial Office. We continue to facilitate virtual programs and are not in a position to provide in-person programs unless the event is hosted by a third-party organization and a COVID Addendum has been filed. Again, these programs would have been or will be shared, reviewed and approved as has always been the process.
- **Social Channels** - The post below will be posted by the staff for the Central East Region:
POST THURSDAY November 5, 2021.
Dear members of the Autism Ontario Community,
Seven years ago a plan was activated to transform Autism Ontario's 25 Chapters into 7 Regions. This process has been evidence informed and motivated by a

desire to provide equitable access and opportunities to individuals on the spectrum and their families across the Province. To support consistent communication across the Central East Region, we have launched an Autism Ontario Central East Region Facebook Page. As a valuable member of our community we encourage you to like this page in advance of Friday December 17th to ensure we can keep you informed of upcoming events, programs and activities. We will also be exclusively using this new Facebook page starting on Saturday December 18th. We look forward to continuing to serve you.

- **Website** – we are currently overhauling webpages to align with the operational shift in structure and anticipate having regional pages launched by November 11.

Contact Information:

Lisa Nightingale | Chapter & Volunteer Supervisor
Autism Ontario
1179 King St. W., Suite 004 | Toronto, ON | M6K 3C5
P: [416 -246-9592](tel:416-246-9592) ext. 245
E: lisa@autismontario.com

Laura Webb | Program & Volunteer Coordinator
Autism Ontario – Central East Region
P: [905.780.1590](tel:905.780.1590)
E: laura.w@autismontario.com

Tammy Marshall-Skrabek | Fund & Volunteer Coordinator
Autism Ontario – Central East Region
P: 705-252-7429
E: tammy@autismontario.com

- sensARAneb is now sitting on the Parent Involvement Committee (PIC).
- PIC meetings will be held on the following dates:
 - Second Wednesday of December, February, April and May.
- There are partnership opportunities for SEAC and PIC.
- SEAC could be represented at the regional SCC as well as the “Parents as Partners” Symposium.

15. Correspondence:

- SEAC Letter to K-12 Education Standards Committee
- Halton DSB letter
- Guide to Remote Learning for Students with Special Education Needs
 - Educator Tip Sheet
 - Parent Tip Sheet
 - Student Tip Sheet

16. Community Concerns:

None brought forward

17. Celebrations and Success:

Trustee, Donna Edwards wants to thank the members of SEAC for their service.

Superintendent, Andrea McAuley thanks Trustees Donna Edwards and Darlene Forbes for their dedication and service to SEAC.

18. Adjournment:

That the meeting does now adjourn at 8:36 p.m.

Next S.E.A.C. meeting – Thursday, December 16, 2021.

MOVED BY: Rowin Jarvis

SECONDED BY: Darlene Forbes

CARRIED

Report respectfully submitted by:

Kyriakides, SEAC Chair

Table 2- Action Plan

ACTIVITY	RESPONSIBILITY	COMPLETION
Bring back data on Quadmasters	Superintendent Andrea McAuley	December 8
Referrals by Service Data	Superintendent Andrea McAuley	December 8
DRAFT Letter to the Ministry regarding Special Education funding for next year	SEAC Chair Eva Kyriakides	
Invite – Critically Conscious Book Talk Titles.	SEAC Members	On-going



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January 3, 2022

Board of Trustees
Durham District School Board
400 Taunton Rd East
Whitby, ON L1R 2K6
sent via Email

Good afternoon Trustees,

We hope that everyone had a restful holiday season. It is fair to say that the new year has not started in the way that we had all hoped. As we face a transition, once again, to online learning, we are writing to urge you to take the next two weeks to do everything possible to keep students and staff safe before we return to schools in-person.

We applaud the decision by the government to provide improved masks for staff and students and would expect those to be available prior to any return to school. HEPA filters for every class have not been provided, and we encourage you to do what is necessary to ensure that occurs. We ask that you, as one of the largest employers in the region, request vaccination clinics for staff and students from Durham Region Health. Prioritizing boosters for staff, and first and second doses for eligible students will curb the spread of the virus in our school system. We understand that access to PCR tests and even Rapid Antigen tests has been stretched thin, however we feel the School Board still has a duty to report probable cases in our schools to the public, and to our members. We ask that a process for such reporting be created in the next two weeks. We also ask that the DDSB procure Rapid Antigen tests to be provided to staff and students upon their return, even if they are not provided by the Ministry.

Lastly, we are asking once again that you implement mandatory masking for all Kindergarten students. When the decision was originally made in August of 2020 to exclude Kindergarten students from the DDSB's masking mandate, little was known regarding the spread of COVID-19. It is now widely acknowledged to be airborne and that wearing masks is a vital layer of protection when attempting to curb transmission.

While there are many Kindergarten classrooms where most or all students wear masks, there are several where many students do not. This is untenable. Students and staff in those classrooms are put at significant risk, especially given the transmissibility of the Omicron variant, and the ineligibility of junior kindergarten students to be vaccinated.

Several school boards across the province have made the decision to mandate masks in Kindergarten, and we are asking you to take the necessary steps to do the same, prior to any return to school in two weeks.

The next Board Meeting is January 17th, the date when we are scheduled to return to in-person learning, and we do not feel that these decisions can be delayed until then. We urge you to be proactive and to put in place all measures possible that ensure that a return to school is safe and sustainable for all students and staff.

Kind regards,

Mary Fowler, President, ETFO Durham Teacher Local

Rayna Barrese, President, ETFO Durham DECE Local

George Taylor, President, ETFO Durham Occasional Teacher Local

Dennis Gibb, President, President, CUPE 218

Cc Norah Marsh, DDSB Director of Education



VIA EMAIL ONLY

January 10, 2022

Honourable Stephen Lecce
5th Floor, 438 University Ave.
Toronto, ON M5G 2K8
Email: stephen.lecce@pc.ola.org

Dear Minister Lecce:

Subject: 2021-22 Revised Budget Estimates

The Greater Essex County District School Board (the "Board") recently submitted their 2021-22 Revised Budget Estimates to your Ministry offices. The Board is appreciative of the additional funding measures provided by the Province to support of the safe re-opening of our schools and to protect the health and wellbeing of students and staff in our facilities.

We respectfully submit the following concerns for your consideration:

COVID-19 Funding Gaps: The Board would like to highlight some specific funding gaps related to COVID-19:

- Additional Staffing funding is insufficient to address the increased costs of additional teachers, school administrators, educational support staff and professionals that are required to support a remote learning environment. Many families in our region have chosen to participate in our virtual elementary and secondary schools, which have required an investment in staffing to support remote learning for our students. Further, the funding is inadequate in addressing the requirements for additional custodians for the enhanced disinfecting and cleaning of our facilities.
- Additional School Operations funding is insufficient to support increased utilities costs for adjusting the operating systems of existing HVAC systems to run longer hours and to support increased outdoor air ventilation, and increased frequency in filter changes. Further complicating matters are supply chain issues associated with the procurement of MERV-13 filters for use in our facilities.
- The changes in the 2021/22 GSN stabilization funding model has required the Board to use 2% of its operating allocation to manage the costs associated with COVID-19. In

the prior year, the Board received specific GSN stabilization funding of \$5,629,422 which was not tied to its accumulated surplus. With the current GSN stabilization funding model, the resulting reduction in funding has resulted in the Board having to make very challenging budget decisions to alleviate cost pressures associated with COVID-19 while ensuring the safe operation of our schools.

- Current COVID-19 funding supports do not adequately contemplate increased occasional teacher costs and staff absenteeism, which are increasing at a substantial rate due to the rapid spread of COVID-19, the changes in eligibility for PCR testing, the unavailability of rapid antigen test kits and the new requirements for self-isolating, recently announced by the Province. Implications associated with rates of staff illness from COVID-19 and/or the requirements to self-isolate will have substantial impacts on expenses which may exceed existing funding supports and the 2% operating allocation.
- COVID-19 funding supports do not consider the negative impact of international student enrolment, which has significantly declined over the past two years. The Board has relied on the tuition received by international students to assist with the expenditures of the Board.

Accumulated Surplus:

The Board would like to thank the Ministry for recognizing the ongoing impact the pandemic is having on the safe operation of our schools by releasing the second half of COVID-19 funding supports and permitting Boards to utilize up to 2% of its operation allocation.

The Board consistently adopts a conservative, intentional and fiscally prudent approach to its budget preparation. The Board's objective is to be fiscally responsible in our decision-making process. The Board recognizes the importance of maintaining adequate reserve levels to provide protection from unanticipated events and has ensured that its accumulated surplus represents approximately 4% of the total 2021-22 budget, which we consider representative of a good benchmark. The Board has deemed it necessary to utilize 2% of its operating allocation (\$8.5 million) to address COVID-19 funding pressures. Providing adequate funding and investments to address the needs of COVID-19 realities is a concern shared by all communities in Ontario, and represents a commitment to the importance of public education. The Board would like to express its concern that utilizing accumulated surplus to fund COVID-19 expenses impacts the Board's efforts in maintaining reserves to support unplanned expenditures and puts further pressures on the Board to rebuild reserve balances from current and future budgets.

Ventilation Measures:

The CVRIS – Resiliency Infrastructure funding stream has been instrumental in introducing mechanical ventilation to schools which currently rely on passive ventilation systems. As noted above, additional funding supports for running these systems longer is required, particularly as more mechanical ventilation systems are introduced into our schools. The Board would like to advocate for additional investments for improving the ventilation systems in our schools, together with a permanent increase in the operating allocation in the GSN to support the increased operating expenses for utilities and filter expenses that will be incurred for the operations of these enhanced systems.

Thank you for your consideration. We look forward to working with the Ministry to address the above concerns.

Sincerely,



Alicia Higgison
Chairperson of the Board

Cc: Honourable Lisa Gretzky, MPP, Windsor West: lgretzky-qp@ndp.on.ca
Honourable Percy Hatfield, MPP, Windsor – Tecumseh: phatfield-qp@ndp.on.ca
Honourable Taras Natyshak, MPP Essex: tnatyshak@ndp.on.ca
Honourable Marit Stiles, MPP, Education Critic (Email: MStiles-QP@ndp.on.ca)
School Board Chairs: TGoertz@opsba.org



December 16, 2021

The Honourable Stephen Lecce
 Ministry of Education 5th Floor
 438 University Ave.
 Toronto, ON M5G 2K8

Dear Minister Lecce,

At the December 7th, 2021, meeting of the Special Education Advisory Committee (SEAC) of the Halton District School Board (HDSB) the following motion was carried unanimously:

“That the Chair of the HDSB Special Education Advisory Committee write a letter to the Minister of Education requesting that Attention Deficit Hyperactivity Disorder (ADHD) be included in the list of categories of exceptionalities”

ADHD is a neurobiological disorder that affects 5-12% of the population, more than 100,000 elementary and high school students in Ontario. ADHD impacts focus, impulse control, planning, and other executive functions, all skills which are required to succeed in a school setting. ADHD is recognized as a neurodevelopmental disorder in the Diagnostic and Statistical Manual of Mental Disorders (the DSM–5), in the same category as Learning Disabilities and Autism Spectrum Disorders. It is a life-long condition and is often genetic in nature.

ADHD has a neurobiological cause. It is thought to be related to an imbalance of neurotransmitters in the affected individual’s brain and a lag in the development of the brain’s pre-frontal cortex of up to 30% versus peers. This equates to up to approximately 3 years of lag in executive functioning skills in elementary students and up to 6 years in high school students. It can have a profound impact on a student with ADHD’s physical health, academic and occupational success, and socio-emotional and mental well-being.

Many students with ADHD experience significant difficulty at school. Focus and executive functioning skills are vital in any student’s life and are more closely linked to academic outcomes than intellect. Unfortunately, these essential skills require long-term explicit teaching, and cannot be remediated through the use of technology. To be successful, our students need access to specialized executive functioning programming and to be accommodated in the regular classroom

Without this support, ADHD “is associated with poor grades, poor reading, and math standardized test scores, and increased grade retention. ADHD is also associated with...relatively low rates of high school graduation and post-secondary education” (Loe et al, 2007). This lack of academic success for students with ADHD “may affect a child’s emotional well-being in several ways, including feelings of anxiety, lower self-esteem, poorer psychosocial health, and poorer overall quality of life” (Peasgood et al, 2016).

The Education Act identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. None of these categories specifically include ADHD. While the memorandum, “Categories of Exceptionalities,” issued by the Ministry of Education on December 19, 2011, provides further guidance to

school boards on supporting students with ADHD, the lack of inclusion of ADHD as an exceptionality, in its own right, has led to inconsistent support for students with ADHD in Ontario.

In passing this motion, the Special Education Advisory Committee of the HDSB is asking you to consider adding ADHD as a separate exceptionality in the same category as learning disabilities and autism spectrum disorders. This category could then be more appropriately renamed Neurodevelopmental exceptionalities, rather than Communication, with Deaf and Hard of Hearing being moved into Physical Disabilities.

The inclusion of ADHD as an exceptionality would:

1. Increase the ease of access by students with ADHD to the specialized programming and appropriate accommodations they need to be successful
2. Ensure more consistent service for students with ADHD within different school boards. Currently, a child with ADHD may obtain a “Behavioural” identification in one board and a “Communication” identification in another board. Transfer between boards then becomes difficult.
3. Decrease the stigma felt by students with ADHD and their parents that often comes with the Behavioural identification required to access support.

Until ADHD is included as an exceptionality, we also recommend that the Ontario College of Teachers’ programs include education and resources on supporting students with neuro-diversities, including ADHD, as part of the curriculum and pre-service training.

I would like to thank you in advance for your consideration of this request. The members of the HDSB SEAC believe this change would allow the educational community to better serve students with ADHD and their families in Halton, and across Ontario, and create a more supportive and inclusive environment for all.

Yours Sincerely,



Alison Brindle
Chair, Special Education Advisory Committee, HDSB

Works Cited:

Irene M. Loe, MD, Heidi M. Feldman, MD, PhD, Academic and Educational Outcomes of Children With ADHD, Journal of Pediatric Psychology, Volume 32, Issue 6, July 2007, Pages 643–654,

Peasgood, Tessa et al. “The impact of ADHD on the health and well-being of ADHD children and their siblings.” European child & adolescent psychiatry vol. 25,11 (2016): 1217-1231.



December 17, 2021

Shamus Bourdon
Acting Executive Director of OFSAA
305 Milner Avenue, Suite 207
Toronto, Ontario
M1B 3V4
shamus@ofssa.on.ca
(416) 426-7440

RE: Request to review constitution, by-laws and operating procedures

Dear Mr. Bourdon,

On December 15, 2021, the Halton District School Board of Trustees unanimously passed the following motion:

Be it resolved that the HDSB direct the Chair to write a letter, to be cosigned by the Director, to the Acting Executive Director of OFSAA to request that OFSAA review its constitution, by-laws and operating procedures and make any necessary revisions to ensure that a process exists to enable expedient remedies of any future errors by the organization that negatively impact student dignity and well-being, with copies to the Halton Athletic Coordinator, Golden Horseshoe Athletic Conference, and Ontario District School Boards,

And, that OFSAA demonstrates upholding its own Vision and Mission by providing transparency in this review process by conveying any resulting changes to member schools so that the HDSB students, staff and community can be confident that this negative experience resulted in positive change for all student athletes and those that support them.

This motion is in response to the recent experience of the Girls' Basketball Team from T.A. Blakelock High School (TAB), specifically regarding their invitation to and subsequent exclusion from the OFSAA Basketball Championship, and the resulting negative impact to students, and the community that supports them.

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

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

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

www.hdsb.ca

We recognize this was a mistake and we acknowledge that OFSAA issued a formal apology along with an explanation. However, the impact this had on the team and the wider school community is one we hope will never be repeated. Within the province, OFSAA holds a critical role related to excellence in student sport which is reflected in its Vision to be a "leader in the development of the student well-being", and its Mission to "foster student success and enrich education through school sport".

As an outcome of this situation, OFSAA indicated that the organization "will be reviewing our processes for assigning extra entries and confirming association commitments".

This letter is to further advocate and support this direction by requesting that OFSAA review its constitution, by-laws and operating procedures and make any necessary revisions. We also recommend development of a robust process/system that will enable verifications of team standings and entries, and expedient remedies of any errors. The goal of this is to ensure the attainment of OFSAA's Mission and Vision, and to ensure transparency and accountability, while protecting all athletes from any negative impacts on their dignity and well-being.

We kindly ask that OFSAA share and communicate any resulting changes and processes with all its member schools/associations .

Thank you for considering this request. We all have the athletes' best interests and success at heart. We look forward to your response.

Sincerely,



Margo Shuttleworth
Chair of the Board of Trustees
Halton District School Board



Curtis Ennis
Director of Education
Halton District School Board

Cc: Matt Stewart, President HSSA
Christine McAllan, 1st Vice-President HSSA
Darrin Curtis, Athletic Convenor/Treasurer HSSA
Mike Bertin, Secretary HSSA
Paige Murphy, Transfer Representative HSSA
Jeff Carey, GHAC/OFSAA Representative
Jacquie Pece, HDSB Principal Representative
Rebecca Richardson, HDSB Program Services Representative
Krista Caron, HDSB HPE Department Head Rep

Eric Bulthuis, Independent Head Rep

Adam Baxter, Past President

Ontario Public School Boards' Association (OPSBA) President

Ontario School Board Chairs (English Public, English Catholic, French Public,
French Catholic)

January 6, 2022

Hon. Stephen Lecce, Minister of Education
 315 Front Street, 14th Floor
 Toronto, ON M7A 0B8

Dear Minister Lecce,

At the beginning of the COVID-19 pandemic, the Ontario Government stated that “schools should be the last thing to close and the first thing to open,” yet this week, Ontario closed schools for in-person learning across the province for the fourth time.

On behalf of Hamilton-Wentworth District School Board, Trustees understand that the emergence of the Omicron variant has presented the most recent COVID-19 pandemic challenge for public education. We believe that for the public education system, student success must be prioritized and the well-being of students, education workers and families must be paramount.

Therefore, in order to ensure an outcome for public education that is different than previous extended closures, we are formally requesting the immediate implementation of the following specific measures to help ensure that schools can reopen for safe in-person learning as soon as possible:

1. Priority access to vaccinations for frontline education workers and students.

Our Board cannot function without the hard work and dedication of educators. In order to re-open schools and minimize COVID-related workforce disruption, it is critical that all frontline educators be provided with priority access to COVID-19 vaccinations as quickly as possible. Further, to ensure student safety in a congregate setting once schools are re-opened, priority access to COVID-19 vaccination booster shots should also be provided to students aged 12 to 17 as soon as possible.

We welcome the opportunity to help support in-school student and employer-based vaccination clinics, noting the urgency of this request.

2. Continued tracking and public reporting of confirmed and suspected COVID-19 cases in schools.

It is our ethical responsibility as a board of education to ensure that parents, frontline educators, and their families and loved ones know if they have been in close contact with a potential COVID-19 infection.

We recognize that Hamilton Public Health Services staff do not have the capacity to complete contact tracing, as we have in the past. However, tracking and public reporting can be achieved through adequate supply of take-home PCR test kits or Rapid Antigen Test kits, voluntary self-reporting of probable or test-confirmed cases, and absence tracking.

It is important that staff, students, and families are informed when there is a probable or confirmed case in their classroom, and we request the Ministry support a modified tracking and reporting mechanism for COVID-19 in schools, as well as an ongoing supply of PCR or Rapid Antigen Tests for school boards.

3. Ministry funded or provisioned high-quality masks for students.

Masking is another critical strategy that has helped reduce the risk of transmission during the pandemic. We thank the Ministry for providing 3-ply masks for students; however, we note the inventory provided is quite limited. To ensure students have equitable access to higher-quality masks, we request the Ministry provide or fund an ongoing inventory of masks for students in our system. In addition, we are seeking further direction on refined mask exemption requirements for students.

4. Additional technology funding to ensure that every student receives a device for learning.

As of January 5, preliminary numbers from our Remote Learning Device Request survey to families indicate that we have more than 8,000 students in need of a device, which is approximately 2,000 devices short from what we are able to offer. Trustees request additional funding for technology as the need for individual devices has grown beyond our current inventory. During this critical stage of the pandemic, equity of access is vital to supporting the education needs of our students.

5. Transparent and timely communication to families and staff regarding changes to in-person learning.

Throughout the pandemic we have advocated for timely planning and communication from the Ministry of Education and provincial government. Changes in learning modes are challenging for many families and they need adequate notice to plan for their child's childcare and learning needs.

We respectfully request that any potential changes to the target date for the return to in-person learning be communicated as early as possible and in a transparent manner.

We know the decision to temporarily move students to remote learning was a difficult one as we have heard clear evidence from our pediatricians and mental health experts about the significant, lasting negative impacts this can have on our students. We appreciate hearing this is a targeted and time-limited strategy. We continue to advocate for a return to in-person learning as soon as possible and feel strongly that the additional steps listed above are essential.

Thank you for your consideration. I would be happy to discuss our requests further.

Sincerely,



Dawn Danko
 Chair, Hamilton-Wentworth District School Board

Ministry of Education

Education Equity Secretariat

315 Front Street West

Toronto ON M7A 0B8

Ministère de l'ÉducationSecrétariat de l'équité en
matière d'éducation

315, rue Front Ouest

Toronto (Ontario) M7A 0B8

Thursday, December 23, 2021

Carolyn Morton
Chairperson
Durham District School Board

Dear Ms. Morton,

Thank you for your letter regarding trustee determination and distribution in the Durham District School Board. I appreciate the opportunity to respond.

I recognize the importance of the trustee determination and distribution process (D&D) in ensuring fair and equitable representation for school board constituents. To support school boards to complete their D&D calculations, the Ministry of Education plans to release the *2022 Trustee Determination & Distribution Guide for Ontario District School Boards* before the deadline for the Municipal Property Assessment Corporation (MPAC) to submit the Population of Electoral Group (PEG) data to each school board.

With respect to your question, the Ministry of Education does not specify how MPAC collects information to produce the PEG report. I understand that MPAC assesses and classifies all properties in Ontario in compliance with the *Assessment Act* and may use various sources of information, including its property assessment database, to determine the PEG data for each school board. If you have further questions about MPAC's current data collection process for PEG reports, and its plans for working with Elections Ontario – once the responsibility of preparing the voters' list for municipal and school board elections is transferred to the Chief Electoral Officer on January 1, 2024 – please consider reaching out directly to MPAC.

I trust this information is helpful and I thank you for writing and sharing your concerns.

Sincerely,

Hon. Stephen Lecce
Minister of Education

**Durham District School Board**

400 Taunton Road East, Whitby, Ontario L1R 2K6
Phone: 905-666-5500; Toll Free: 1-800-265-3968

October 22, 2021

Honourable Stephen Lecce
Minister of Education
315 Front Street West
Toronto, ON M7A 0B8
416-325-2929
minister.edu@ontario.ca

Re: School Board Trustee Determination Calculations

Dear Minister Lecce,

I am writing to you on behalf of the Durham District School Board (DDSBS), Board of Trustees to request your assistance in ensuring school boards have the most accurate information related to trustee determination calculations in advance of the 2022 municipal elections.

In 2018, Durham Region was continuing to experience significant residential growth and increasing population (as confirmed by the 2016 census data). Notwithstanding this, MPAC data provided to the Board in 2018 for trustee determination considerations under O. Reg. 412/00 under the Education Act, indicated a decrease in the number of eligible voters.

This discrepancy flows from the fact that MPAC collects only property owner information and the school support tax information (Public, Catholic, French, French Catholic), and does not accurately maintain the names of other eligible voters who reside in or rent a residence. This lack of accurate eligible voter information negatively impacted DDSB's trustee determination calculation for the 2018 election and hindered the Board's ability to add an additional Trustee as would have been permitted under O. Reg 412/00.

In 2020, the *Municipal Elections Act* was changed to assign responsibility of establishing and maintaining a permanent register of electors in Ontario to the Chief Electoral Officer. While O. Reg 412/00 has not been amended to reflect the change in responsibility from MPAC to the Chief Elections Officer, the *Municipal Elections Act* does state that the Chief Elections Officer can provide this information to MPAC.

Based on the changes to the *Municipal Elections Act*, the DDSB Board of Trustees is respectfully requesting that you confirm that, in determining the population of the Board's electoral group who are resident in the area as at January 1, 2022, under s. 2 of O. Reg. 412/00, MPAC will obtain and rely upon up-to-date data from Elections Ontario. As you

know, this information is to be provided by MPAC to boards by February 15, 2022, and so we are reaching out to you at this time to allow adequate time for this matter to be addressed.

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Democratically elected trustees are a vital link between the community and Ontario's publicly funded education system. Therefore, it is critical to ensure and to confirm to our constituents that, unlike in 2018, accurate and up-to-date data will be used in 2022. Thank you in advance for your time and attention to this important issue. We look forward to your response.

Sincerely,



Carolyn Morton
Chairperson
Durham District School Board

Cc:
Greg Essensa, Chief Electoral Officer, Elections Ontario
Nicole McNeill, President and Chief Administrative Officer, MPAC
Trustees, Durham District School Board



Toll-free 1 866 296-6722
TTY 1 877 889-6722
Monday to Friday – 8 a.m. to 5 p.m.

VIA EMAIL

December 20, 2021

Carolyn Morton
Chairperson
Durham District School Board
400 Taunton Road East
Whitby ON L1R 2K6

Dear Carolyn Morton,

Thank you for your November 23 letter regarding the data used for the school board trustee determination and distribution. I want to assure you that the Municipal Property Assessment Corporation (MPAC) understands the importance of preparing and maintaining accurate and up-to-date electoral information to support municipal and school board elections. As you know, while the responsibility for the Preliminary List of Electors will be transferring to Elections Ontario, MPAC will continue its current role until after the next municipal elections in 2022 and any by-elections in 2023.

We base the Preliminary List of Electors and Population of Electoral Group (PEG) reports primarily on information from our property assessment database, which contains the names of property owners, and to the extent possible, the names of tenants and other occupants. To help ensure the currency of information in our database, we make use of all data sources available to us. This includes regular updates from the National Register of Electors, Elections Ontario, the Ontario Ministry of Government Services for deceased persons, on-going updates of data from our property assessment system, and information collected through voterlookup.ca, our online web service that allows electors to update their information.

In addition, we recently sent out toolkits to municipalities and school boards to ask for their assistance to encourage Ontario electors to visit voterlookup.ca to ensure their information is current. The toolkit includes newsletter, website and social media content as well as buck slips and key messages that can be used to help spread the word across your community.

Municipal Property Assessment Corporation
1340 Pickering Parkway, Suite 101, Pickering, ON L1V 0C4

mpac.ca

Letter DDSB Trustee Distribution
December 20, 2021
Page 2 of 2

Ontario residents can visit voterlookup.ca at any time to find out whether their information is accurately reflected for inclusion on the Preliminary List of Electors for the 2022 municipal and school board elections. Eligible electors can also update their information, add a name to an address, or change their school support for electoral purposes.

MPAC will continue to work closely with our elections partners, Elections Canada and Elections Ontario, as well as our municipal and school board partners, to improve the quality of Voters' Lists for municipal and school board election processes.

Should you have any questions or concerns, please feel free to contact Jason Hagan, Regional Manager, directly at (289) 315-0555 or Jason.Hagan@mpac.ca.

Sincerely,



Carmelo Lipsi
Vice President and Chief Operating Officer, MPAC

Copy: Nicole McNeill, President and Chief Executive Officer, MPAC
Hon. Stephen Lecce, Minister of Education
Greg Essensa, Chief Electoral Officer



January 7, 2022

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 January 4, 2022, Special Board Meeting of the Waterloo Region District School Board's (WRDSB), Board of Trustees agreed to write to you to strongly urge the Ministry of Education (Ministry) to request that the same level of N95 respirators that are provided to staff, be provided for students.

Given the pervasiveness of the highly transmissible COVID-19 Omicron variant and research proving the COVID-19 virus is aerosolized, this is an urgent concern.

N95 respirators can provide greater protection against exposure to respiratory viruses compared to ASTM rated medical face masks and cloth face masks. The use of N95 respirators by students and staff will provide greater protection and a safer learning environment for all.

Minister Lecce, we ask for your serious consideration of this request, as it will provide an additional level of safety, protect the health and safety of students, staff and their families in the WRDSB and throughout Ontario. This additional layer will support the province's goal of ensuring students continue to have the opportunity to learn in-person.

Sincerely,

A handwritten signature in black ink that reads "Scott Piatkowski".

Scott Piatkowski
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC: Ontario Public School Boards' Association, Ontario Public School Boards



Waterloo Region District School Board

51 Ardelt Avenue
Kitchener, ON N2C 2R5
T: 519-570-0003
F: 519-742-1364
wrdsb.ca

January 7, 2022

The Honourable Stephen Lecce, Minister of Education
Dr. Kieran Moore, Chief Medical Officer of Health
Dr. Hsiu-Li Wang, Commissioner & Medical Officer of Health

Dear Minister Lecce, Dr. Moore and Dr. Wang,

The public continues to be advised, by medical professionals and government officials, that vaccinations are our greatest defence against COVID-19 and being fully vaccinated significantly reduces the risk of serious illness.

At its January 4, 2022, Special Board Meeting of the Waterloo Region District School Board (WRDSB), the Board of Trustees approved the following motion:

That the WRDSB write a letter to the CMOH (Chief Medical Officer of Health), including the local MOH (Medical Officer of Health) and the MOE (Minister of Education) requesting that

- i) priority status be provided to all school staff to receive COVID vaccine and subsequent boosters; and**
- ii) priority status be given to all students aged 5+ for the first, second and third dose of COVID vaccine as medically appropriate;**

Thank you for prioritizing vaccination and boosters for education, childcare workers and students. This will help make schools safer.

We ask for your serious consideration of the request to prioritize vaccinations for all eligible students and staff to protect the health and safety of all our students, staff and families and reduce the risk of outbreaks from the COVID-19 virus in schools in the WRDSB and throughout Ontario. We must do everything we can to ensure that when schools are opened they are as safe as possible.

Sincerely,

A handwritten signature in black ink that reads "Scott Piatkowski".

Scott Piatkowski
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC: Ontario Public School Boards' Association, Ontario Public School Boards