



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

Tuesday, September 6, 2022

Chairperson: Christine Thatcher

Vice-Chairperson: Scott Templeton

Director of Education: Norah Marsh

Recording Secretary: Kathy Fitzpatrick

DATE: Tuesday, September 6, 2022

TIME: 7:00 p.m.

LOCATION: Hybrid

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Tuesday, September 6, 2022
7:00 p.m.

	PAGE
1. <u>Call to Order</u>	
2. <u>Land 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>Declarations of Interest</u>	Verbal
4. <u>Motion to Approve Agenda</u>	Verbal
5. <u>Community Presentations</u>	
6. <u>DDSB Presentations</u>	
(a) DDSB Mental Health and Well-Being 2022-2025 Action Plan (Superintendent Andrea McAuley)	1-7
7. <u>Director's Update</u> (Director Norah Marsh)	Verbal
8. <u>Recommended Actions</u>	
9. <u>Information Items</u>	
(a) Community Use of Schools Start Up (Associate Director David Wright)	8-10

- | | | |
|-----|--|--------|
| | (b) DDSB Accessibility Plan 2022-2026
(Superintendent Heather Mundy) | 11-36 |
| | (c) OPSBA Report
(Trustee Christine Thatcher) | Verbal |
| 10. | <u>Committee Reports</u> | |
| 11. | <u>Correspondence</u> | 37-57 |
| | <ul style="list-style-type: none"> i. District School Board of Ontario North East ii. Durham Catholic District School Board iii. Halton District School Board iv. Renfrew County District School Board v. Simcoe County District School Board (2 Letters) vi. The Town of Ajax vii. The Township of Brock viii. Upper Canada District School Board | |
| 12. | <u>Other Business</u> | |
| 13. | <u>Adjournment</u> | |

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** September 6, 2022**SUBJECT:** DDSB Mental Health and Well-Being
2022-2025 Action Plan**PAGE:** 1 of 6**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Education
Steffanie Pelleboer, Mental Health Lead**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with information on the draft Durham District School Board 2022-2025 Mental Health and Well-Being Action Plan.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

3.0 Background

The Durham District School Board (DDSB) Mental Health and Well-Being 2022-2025 Action Plan is grounded in our commitment to develop welcoming, safe, inclusive and respectful working and learning spaces for students and staff. The Action Plan identifies that good mental health and well-being are connected to students' success in the classroom and to a thriving school environment.

This commitment aligns with the District's Operational Plan which includes the development of a plan that is focused on mental health literacy and capacity building to create the conditions that lead to safe, respectful, inclusive and welcoming learning and working environments through a tiered framework. The tiered framework is focused on promoting mental health and well-being through universal approaches that are beneficial for all student and staff. It helps to identify some students and staff with, or at risk of developing mental health problems, through targeted skill-building and referrals to mental health resources, supports, programs, and services.

The implementation of the DDSB Mental Health and Well-Being 2022-2025 Action Plan must ensure that conditions, capacity, and coordinated mental health promotion, prevention, and early intervention programming are inclusive of all student and staff groups and reflect the District's commitment to Indigenous rights, human rights, and equity and inclusion.

With the assistance of professionals and departments with mental health expertise, this framework will support the few students and staff who require more intensive intervention, working in partnership with community agencies and District services and resources. To create, support, and sustain these elements in schools and across the District, a tiered approach is

suggested to create an environment with clear expectations for everyone, open communication, and a collective commitment to a safe, nurturing, and responsive school and work environment.

The successful implementation of the DDSB Mental Health and Well-Being 2022-2025 Action Plan recognizes the influence of the lived experiences of students and staff, both personally and systemically with regards to their learning, achievement and sense of well-being. Identity affirming and identity informed staff and student providing feedback on their well-being and mental health is central to this plan. The successful implementation of the DDSB 2022-2025 Mental Health and Well-Being Action Plan is grounded in relationship building and a trauma informed approach.

A trauma-informed District has the ability to promote a safe and welcoming climate, creates a learning and working environment that minimizes harm, and focuses on building positive relationships between teachers, students, and across the District.

The Plan will adhere to the “4 Rs” of trauma informed approaches which are:

- Realizing that trauma exists and the impact on people and groups.
- Recognizing trauma signs and symptoms.
- Responding by integrating knowledge about trauma into all facets of the system.
- Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices. ([NCTSN Reference](#))

4.0 Analysis

4.1 Planning Structure and Process

The process for developing the DDSB 2022-2025 Mental Health and Well-Being Action Plan is as follows:

- Responsive to student, staff, system needs,
- Student and staff centered,
- Identity affirming, differentiated and responsive,
- Implementation sensitive with attention paid to the plan being scalable and sustainable,
- Aligned to system commitments and priorities; and
- Co-created with cross departmental perspectives and partners.

Three groups have and will guide the oversight, development and implementation of the DDSB 2022-2025 Mental Health and Well-Being Action Plan:

- **Mental Health Steering Committee:**
Membership includes staff who share system responsibility for mental health and well-being. The Mental Health Steering Committee's role is to provide operational guidance and oversight to this project and liaise with Senior Team/Administrative Council as needed.
- **Design and Development Team:**
Membership consists of a diverse cross-section of staff who represent different perspectives and roles as it relates to supporting student and staff mental health and well-being. The role of the Design and Development Team is to provide support and guidance to the development of the DDSB 2022-2025 Mental Health and Well-Being Action Plan that will support the above operational goal as well as advise and guide the operationalization of the Action Plan and support the development of an implementation work group.

- **Implementation Working Group:**

The role of the Working Group is to provide support and guidance to the implementation of the action plans, embedded in the DDSB 2022-2025 Mental Health and Well-Being Action Plan.

4.2 Planning Timelines and Outcomes

The team's focus is on the development of the DDSB 2022-2025 Mental Health and Well-Being Action Plan, first on the process and then the final plan/product is presented to the system. The process ensures that the development and implementation reflect integration across the system and staff's commitment to working together for Mental Health and Well-Being support for our students and staff.

Below you will find the following timelines that reflect the work accomplished to date:

Table 1

November 2021	January 2022	February 2022	March-April 2022	May/June 2022	June/July 2022
Mental Health (MH) Steering Committee: Mental Health and Well-Being Leadership Team Mobilizing District Operation Goal.	Design and Development Team (DDT): System Collaboration Team inclusive of MH Steering Committee. Confirmation of commitment: To create safe, welcoming, respectful, and inclusive learning and working spaces to promote well-being for all students and staff.	DDT review of previous/current DDSB MH Plan, data from student census results, school climate survey, workplace culture survey, and feedback from MH Staff and MH Leadership Team regarding trends of needs across the system to identify key priorities.	Draft priorities, areas of focus and key actions identified.	Review process and feedback.	Draft plan shared with Senior Leadership and the District.

The key priorities that guide the DDSB Mental Health and Well-Being 2022-2025 Action Plan are based on: the themes emerging from the Design and Development Team planning meetings and trends noted in the review of the previous/current DDSB 2018-2021 Mental Health Plan, census, school climate survey and workplace culture survey data, as well as feedback from mental health staff and the Mental Health Leadership Team have identified

4.3 Draft DDSB Mental Health and Well-Being 2022-2025 Action Plan

Ensuring that every student and staff has identify-affirming and identity-informed access to supports and services across the continuum of needs and services (tiered model of mental health promotion, prevention, and supports and services) is at the centre of the Action Plan.

The Plan focuses on the key priority actions of **Learn-Support-Connect**:

Priority 1 - LEARN: Engaged Learning in the Areas of:

- 1) Mental Health Literacy.
- 2) Setting the Conditions that Support Mental Health and Well-Being.

Priority 2 - SUPPORT: Mental Health Supports and Services that ensure:

- 1) Identity Informed Mental Health Supports and Services are available.
- 2) Targeted Staff Skills Building for Student Support.

Priority 3 - CONNECT: Service and Support Pathways that connect students and staff to the supports and services as they need them, when they need them:

- 1) Strong Pathways To, From and Through Identity Informed Mental Health Supports.

These Priority Areas are Anchored in:

- Our commitment to Indigenous Rights, Human Rights and Equity and Inclusion.
- Relationship Building and Engagement.
- Trauma Informed Practices.

The Draft DDSB Mental Health and Well-Being Action 2022-2025 Plan is reflected in the infographic included in this package. (Appendix A: DDSB Mental Health and Well-Being Action Plan 2022-2025)

The Action Plan reflects the interactive and dynamic conversations and the development process engaged in by the Design and Development Team. It provides a template for the actioning of the key priority areas with the development of specific action plans that will be informed, developed, revised, and monitored as a result of critical conversations and intentional listening, leading to our collective learning/unlearning as a District.

Implementation will focus on key areas that ensure a deepening of the District's understanding and practices as it relates to supporting student and staff mental health and well-being. The development of the action plan has embedded understanding that school and system level mental health approaches are not stand-alone actions or practices designed to only respond to individual needs. Rather, healthy school communities and workplaces seek to embed universal and individual practices throughout all aspects of the learning and employment environments. These environments are based on thinking deeply, broadly, and inclusively with respect to the interplay of a variety of strategies and approaches that support and promote positive mental health.

The following are proposed action items that will guide the work of the Action Plan for the 2022-2023 academic year.

Table 2

Priority Area:	Area of Focus:	Key Activities for 2022-2023: Informed by and align with our commitments to uphold:
		<ul style="list-style-type: none"> • Indigenous Rights • Human Rights • Equity and Inclusion • Relationship Building and Engagement • Trauma Aware and Informed Practices
LEARN to Understand: Identity Informed Engaged Learning	<ul style="list-style-type: none"> • Mental Health Literacy • Setting the everyday conditions that support mental health and well-being 	<ul style="list-style-type: none"> • In collaboration with People and Culture, implement LifeSpeak digital wellness platform for staff. • Provide a cascade of monthly Tier One mental health resources and training • Develop a "supporting student mental health and well-being"

		community of practice for Education and Support Staff
SUPPORT to Strengthen: Mental Health Supports and Services	<ul style="list-style-type: none"> • Focused Staff Skills Building for Student Support • Identity Informed Mental Health Supports and Services 	<ul style="list-style-type: none"> • Mental Health First Aid- Youth • Emotion Coaching Training for Staff • Provision of Acceptance and Commitment Therapy training for all Mental Health Support Staff
CONNECT to Pathways: Strong Service and Support Pathways	<ul style="list-style-type: none"> • Strong Pathways to, from and through Identity Informed Mental Health Supports 	<ul style="list-style-type: none"> • Implement the revised Suicide Prevention, Intervention and Postvention Protocol; support implementation with the provision of in-person ASIST training to qualified District staff • Provide professional development and consultation processes that ensure clear understanding of protocols and pathways to care for students and families • Strengthen collaboration with students, families, staff and community partners to ensure family-driven and youth-guided planning process

5.0 Financial Implications

Funding to support the implementation of the DDSB 2022-2025 Mental Health and Well-Being Action Plan is built into the approved DDSB 2022-2023 budget.

6.0 Evidence of Impact

Staff will collect data/feedback through consultation with key stakeholders, students, families, staff, and community partners.

The following will support the assessment of impact:

- Feedback from consultations and the summary of the decisions/actions.
- The number of professional development sessions, number of participants. Follow-up survey asking participants to provide feedback.
- The number of classrooms that have engaged in capacity building; and
- Feedback from capacity building sessions with educators. A follow up survey asking for feedback on if classroom practices have changed and how it has changed as a result of the professional learning.

7.0 Communication Plan

Once the draft DDSB Mental Health and Well-Being 2022-2025 Action Plan has been shared with the Standing Committee the Action Plan will be shared with the system for feedback. An implementation team will be established to support the development of actions related to each of the three priorities; learn-support-connect.

8.0 Conclusion and/or Recommendations

Durham District School Board considers well-being and positive mental health fundamental to student achievement and staff success. This report is provided to Trustees for information.

9.0 Appendices

Appendix A: DDSB Mental Health and Well-Being Action Plan 2022-2025

Report reviewed and submitted by:



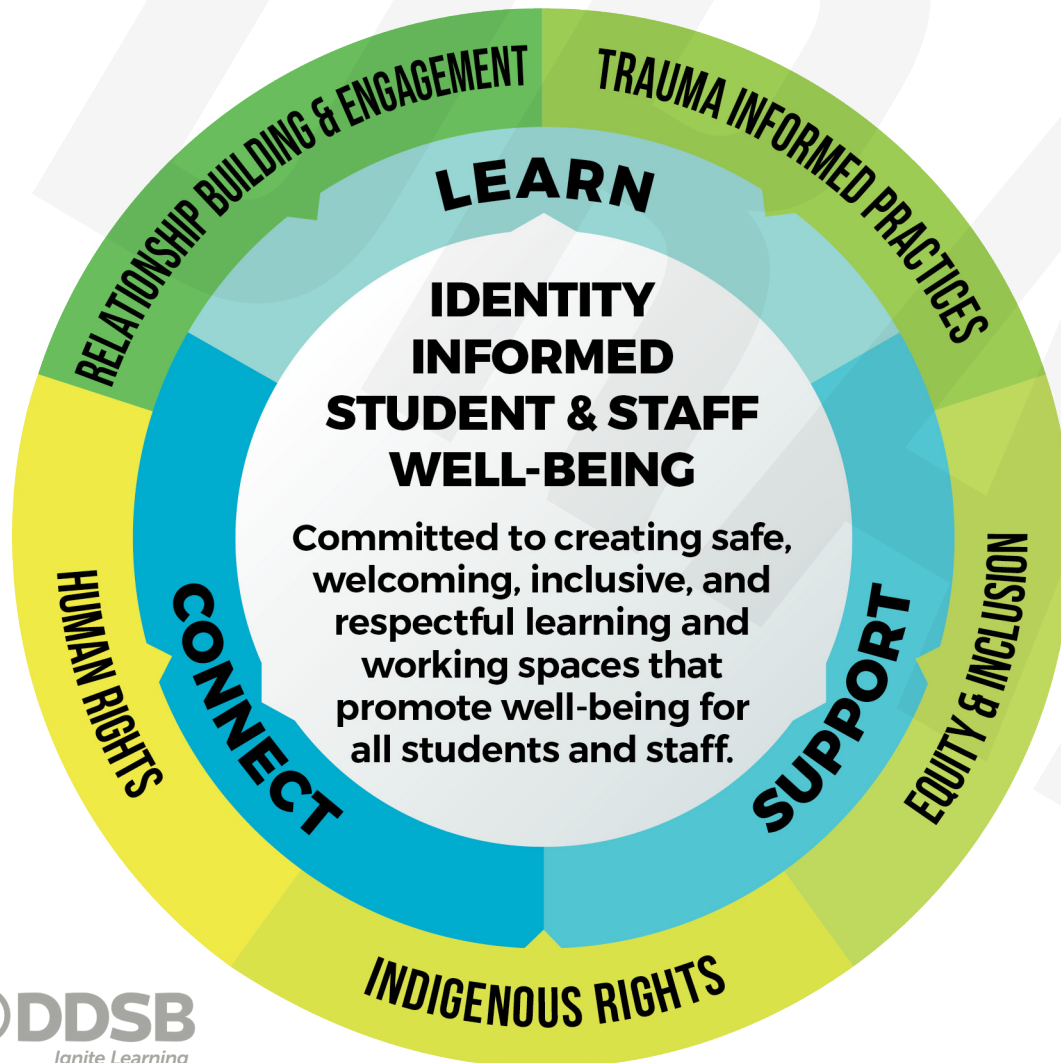
Norah Marsh, Director of Education and Secretary to the Board



Andrea McAuley, Superintendent of Education

Learn**Support****Connect**

We believe it is important to **learn** how we can support the everyday mental health and well-being of students and staff. We commit to provide for our students and staff inclusive, identity affirming, and culturally relevant **supports** as needed. We strive to **connect** all students and staff to, from, and through the pathways for those supports.

**LEARN TO UNDERSTAND**

1. Mental Health Literacy
2. Everyday conditions that support mental health and well-being

SUPPORT TO STRENGTHEN

1. Focused Staff Skills Building for Student Support
2. Mental Health Supports and Services

CONNECT TO PATHWAYS

1. Strong Pathways to, from and through Mental Health Supports

**WELL-BEING
EVERYONE
EVERY DAY**

**Mental Health
and Well-Being**

Action Plan 2022-2025

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Standing Committee**DATE:** September 6, 2022**SUBJECT:** Community Use of Schools Start-Up**PAGE:** 1 of 3**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board
Lisa Bianca, Head of Facilities Services**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with an update on the Community Use of Schools following the lifting of public health restrictions.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

3.0 Background

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

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

In March 2020, schools were ordered closed by the Ministry of Education and Community Use of Schools (CUS) were suspended. Throughout 2020 and 2021, access to schools remained restricted to staff and students. This was due to public health restrictions, and to prioritize custodial staff availability during the school day to ensure schools remained open for students and learning.

During this time, the Durham District School Board (DDSB) continued to review and apply human rights and equity principles to policies. The Community Use of Schools Policy and Procedure were updated, and the policy was approved by the Board of Trustees on May 17, 2021. It was noted during the review and discussion that some long-standing groups would not necessarily retain their entitlement to spaces they had accessed for many years.

In spring 2022, with public health measures lifting and external visitors being permitted to return to schools, the CUS permit system was reopened for limited permit issuance for summer 2022 and permit applications have been accepted for fall 2022.

As part of this process, the permit request application was amended to include language reflected in the updated Community Use of Schools policy, and in support of and to align with the Board's Human Rights, Anti-Discrimination and Anti-Racism Policy and procedures.

4.0 Analysis

Prior to the suspension of CUS in 2020, permits were issued for the full school year and were renewable annually. Renewals were given priority and were processed before any new applications were accepted. This meant that if a group was issued a permit for use of space in a school, and they exercised their right of renewal every year, the school was unavailable to any other community groups. This created a system where, in some locations, CUS access was limited to a few long-standing permit holders, and prevented groups newer to Durham region from growing their programs.

The re-opening of the CUS program was reviewed and the renewal process was revised to prevent and address barriers and to ensure that all groups, provided they shared the District's commitment to human rights and anti-discrimination, have equitable opportunities to access school spaces for community activities and programs. By revising the previous renewal process, new groups will be provided with a sense of belonging, being welcome in DDSB facilities and connected as they develop in our communities.

Several changes have been put in place as CUS returns to full operation. Firstly, programs serving children and youth are given priority access to school spaces. Secondly, in order to provide access to the largest number of users, permits are issued four times per year, without automatic renewal rights. The permit cycles chosen reflect school and youth league seasons, ensuring no activity is disadvantaged by the general timing of the season. Additionally, approving permits for shorter periods of time allows the board to manage any labour shortfalls with less disruption.

The goal of these changes is to enhance equity of access to school spaces for all community groups. Permits are reviewed in the order in which they were received, with priority given to child and youth activities.


Towards the end of each cycle, permit holders will be asked to submit a permit request for the next quarter. If multiple groups are interested in the space, the existing group will not be guaranteed a renewal as we look to provide equitable access to school locations. No community use group should feel that they have a monopoly on this public space and that they are a permanent user of the space. The extent of supportable community use activity remains contingent on the availability of custodial support in the schools. As the pandemic continues, our ability to support CUS in the face of fluctuating absence rates remains an evolving situation and quarterly reviews also permits us to evaluate the evolving situation.

At this time, application and rental fees remain consistent with no increase to the rates in over 15 years. Applicants are advised that a cost review is underway and that an increase may be implemented in the future. Permit holders will be given ample notice if fees are to increase and they would be under no obligation to renew at a higher rate.

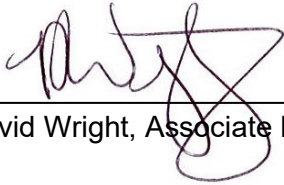
5.0 Conclusion

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 and Treasurer of the Board

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: September 6, 2022

SUBJECT: DDSB Accessibility Plan 2022-2026

PAGE: 1 of 4

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Heather Mundy, Superintendent of People and Culture

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with information on the Accessibility Plan 2022-2026.

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.*

- Provide support to ensure equitable outcomes for all.
- Embed Universal Design for Learning in all professional training.

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

- Identify and remove architectural and physical barriers.
- Provide resources that support inclusion.

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

- Embed accessibility training in orientation for new hires and regular cycle for all employees.

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

- Provide training on human rights.

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

- Provide an annual status report on Accessibility Plan.

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

- Monitor all library (print and multi-media) and website content for conformity to accessibility standards.

3.0 **Background**

The Durham District School Board (DDSB) has developed the DDSB Multi-Year Accessibility Plan (Appendix A) in accordance with the Integrated Accessibility Standard, Ontario Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). The plan outlines the intentions of the Board to meet its obligations under the AODA and aligns with the Ontario Human Rights Code (the “Code”).

LEAD (Leading Equitable and Accessible Delivery) is a methodology to help government, public and private sector organizations to define and embed inclusion and accessibility into strategic planning, daily operations, program environments and organizational culture.

DDSB participated in the LEAD Canada program in December 2021. The executive summary (Appendix B) provided a foundation to support the development of the DDSB Accessibility Plan.

4.0 **Analysis**

4.1 Purpose

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

To support this commitment, the DDSB will:

- **Uphold the principles of and responsibilities under the:**
 - Code and the AODA.
 - DDSB’s Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy, Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.
- **Work collaboratively with DDSB community members to:**
 - Raise awareness, share information, enhance learning and build capacity about accessibility, ableism and inclusion.
 - Identify, prevent and address accessibility barriers in schools/classrooms, teaching and learning, workplaces and operational, employment and corporate policies, procedures, processes and practices using the principles of inclusive design and, for students, Universal Design for Learning, culturally relevant and responsive pedagogy and differentiated instruction, assessment and evaluation.
 - Explore individualized options and solutions to respond to accessibility needs and to meet the duty to accommodate under the Code in a way that maximizes dignity, respect, independence, participation and integration.
 - Engage, consult with and seek input from DDSB students, families, employees and community partners (including the Special Education Advisory Committee) about their experiences, and adjust practices as required to respond to feedback and to continually improve accessibility.

4.2 Guiding Principles

The development and implementation of the DDSB's Accessibility Plan is grounded in intentional actions to address ableism and intersectional discrimination and to uphold, affirm and/or support:

1. The distinct rights of Indigenous Peoples.
2. Students' right to education and employees' right to employment without discrimination under the Code and AODA, where everyone is treated with dignity and respect.
3. Equitable experiences, access, opportunities and outcomes for all DDSB community members.
4. Student, parent/guardian, employee and community input/voice and feedback to help inform decision making.
5. Transparent processes to address accessibility and accommodation issues and complaints.
6. Data collection (quantitative and qualitative, including student, parent/ caregiver, and community input/voice), analysis and reporting to measure progress and to identify and address accessibility issues and trends.
7. Individual and shared organizational roles, responsibilities and accountability for accessibility. This plan also aligns with the DDSB's Multi-Year Operational Plan.

4.3 Accessibility Working Group

The responsibilities of the Accessibility Working Group include:

- Provide updates and recommendations to Administrative Council and to the Board of Trustees as to the requirements of the Accessibility for Ontarians with Disabilities Act, 2005.
- Encourage meaningful communication between the various stakeholders (senior leadership, department/program leads, employees, community).
- Provide input to stakeholders on embedding accessibility requirements into day to day work and operational plans.
- Provide recommendations on updates to DDSB's Multi-Year Accessibility Plan and prepare annual status reports.
- Ensure all compliance reporting is completed as required.

5.0 **Financial Implications**

Costs related to inclusive design and to address accessibility barriers and accommodations have been built into the strategic plans and budgets of all departments.

6.0 **Evidence of Impact**

Evidence of impact will be captured in the annual Accessibility Status Report.

7.0 **Communication Plan**

The DDSB's Accessibility Plan 2022-2026 is posted on the board website at ddsb.ca and is available in accessible formats upon request. The plan will be shared with all stakeholders through multiple communication formats.

8.0 Conclusion

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

9.0 Appendices

Appendix A – DDSB Accessibility Plan 2022-2026

Appendix B – Leading Equitable and Accessible Delivery (LEAD) Executive Summary

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Heather Mundy, Superintendent of People and Culture



2022-2026 Accessibility Plan



2022-2026 Accessibility Plan

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PROFILE

The Durham District School Board (DDSB) is responsible for public education in the rural settings of Uxbridge, Brock and Scugog Townships and the urban settings of Ajax, Whitby, Pickering and Oshawa. The Board employs more than 10,000 teaching and educational services staff. With over 130 elementary and secondary schools and learning centres, the Board serves more than 70,000 regular day students and thousands more who take advantage of a wide variety of continuing education and adult credit courses. More information about the DDSB can be found on the Board's website at ddsb.ca.

OBJECTIVES

The DDSB has developed the Multi-Year Accessibility Plan in accordance with the Integrated Accessibility Standard, Ontario Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). The DDSB participated in the LEAD (Leading Equitable and Accessible Delivery) in December 2021. This facilitated self-assessment process supported the creation of our Accessibility Plan.

The plan outlines the intentions of the Board to meet its obligations under the AODA and aligns with the Ontario Human Rights Code ("The Code").

PURPOSE

The DDSB is committed to providing services, employment and learning and working environments that centre Indigenous rights, human rights and equity and that are welcoming, respectful, safe, inclusive, equitable, accessible and free from all forms of discrimination. To support this commitment, the DDSB will:

- **Uphold the principles of and responsibilities under:**
 - The Code and the AODA
 - The DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy, Safe and Respectful Workplace and Harassment Prevention Policy and related procedures
- **Work collaboratively with DDSB community members to:**
 - Raise awareness, share information, enhance learning and build capacity about accessibility, ableism and inclusion.
 - Identify, prevent and address accessibility barriers in schools/classrooms, teaching and learning, workplaces and operational, employment and corporate policies, procedures, processes and practices using the principles of inclusive design and, for students, Universal Design for Learning, culturally relevant and responsive pedagogy and differentiated instruction, assessment and evaluation.
 - Explore individualized options and solutions to respond to accessibility needs and to meet the duty to accommodate under the Code in ways that maximize dignity, respect, independence, participation and integration.
 - Engage, consult with and seek input from DDSB students, families, employees and community partners (including the Special Education Advisory Committee) about their experiences, and adjust practices as required to respond to feedback and continually improve accessibility.



GUIDING PRINCIPLES

The development and implementation of the DDSB's Accessibility Plan is grounded in intentional actions to address ableism and intersectional discrimination and to uphold, affirm and or support:

1. The distinct rights of Indigenous Peoples.
2. Students' right to education and employees' right to employment without discrimination under the Code and AODA, where everyone is treated with dignity and respect.
3. Equitable experiences, access, opportunities and outcomes for all DDSB community members.
4. Student, parent/guardian, employee and community input/voice and feedback to help inform decision making.
5. Transparent processes to address accessibility and accommodation issues and complaints.
6. Data collection (quantitative and qualitative, including student, parent/caregiver, and community input/voice), analysis and reporting to measure progress and to identify and address accessibility issues and trends.
7. Individual and shared organizational roles, responsibilities and accountability for accessibility.

This plan aligns with the DDSB Ignite Learning Strategic Plan.



COMMUNICATION OF THE PLAN

The DDSB's Accessibility Multi-Year Plan is posted on the board website at ddsb.ca and is available in accessible formats upon request. The plan will be shared with all stakeholders through multiple methods.

REVIEW AND MONITORING

The Accessibility Advisory Working Group will:

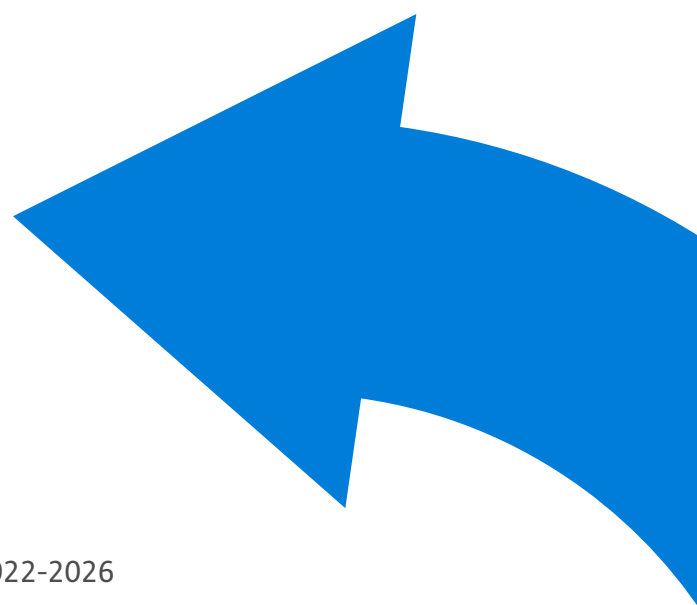
1. Monitor implementation of the plan.
2. Provide recommendations to support the implementation of the plan.
3. Prepare an annual status report on the implementation of the plan.
4. Review, seek feedback on and update the plan in 2026.

CONTACT INFORMATION

To give feedback or request information about accessibility within the DDSB, please contact

General.Inquiries@ddsb.ca

(905) 666-5500 • 1-800-265-3968



Information and Communications

The Information and Communications Standards of the AODA list rules for organizations to create, provide, and receive information and communications that people with disabilities can access. The standards give all people an equal chance to learn and be active in their communities.

<https://aoda.ca/what-is-the-information-and-communications-standards/>

CURRENT SUCCESSES

- New contract position of Digital Accessibility Coordinator
- Documents made with support of Creative Services/ Communications are AODA/WCAG complaint
- Documents posted to the DDSB main website are AODA/WCAG compliant

Note: WCAG = Web Content Accessibility Guidelines

DDSB GOAL 1:

All public facing documents and websites meet AODA/WCAG compliance.

KEY STRATEGIES: Information and Communications <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
Develop key resources and training (virtual/on demand) sessions on how to create accessible documents and presentations <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Resources and training sessions are available for employees to access • All resources comply with AODA/WCAG requirements 	<ul style="list-style-type: none"> • Communications • Creative Services • Information Technology Services • Innovation

KEY STRATEGIES: Information and Communications Implementation Year (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
<p>Offer live and virtual training sessions for school Principals/ Vice Principals/Clerical and Education Centre Staff on creating accessible documents</p> <p><i>Implementation year: 2023</i></p>	<ul style="list-style-type: none"> • Attendance • Training sessions feedback 	<ul style="list-style-type: none"> • Communications • Creative Services • Information Technology Services • Innovation • Accountability and Assessment
<p>Update Accessibility public facing webpage to include customer services standard, form to request accessible/alternate formats, how to provide feedback and contact information for Digital Accessibility Coordinator</p> <p><i>Implementation year: 2023</i></p>	<ul style="list-style-type: none"> • Public website is updated • Track requests for accessible or alternate formats • Feedback 	<ul style="list-style-type: none"> • Communications • Accountability and Assessment
<p>Monitor DDSB external and internal public facing websites for AODA/WCAG compliance</p> <p><i>Implementation year: 2023</i></p>	<ul style="list-style-type: none"> • Compliance benchmark created and monitored 	<ul style="list-style-type: none"> • Communications • All Departments
<p>Include requirement in Technology Approval Process (TAP) for AODA compliance for any new software or hardware</p> <p><i>Implementation year: 2023</i></p>	<ul style="list-style-type: none"> • Update TAP process • Data on compliance for new software/hardware 	<ul style="list-style-type: none"> • Information Technology Services
<p>Include a requirement in Project Online to ensure that new applications development is AODA complaint</p> <p><i>Implementation year: 2024</i></p>	<ul style="list-style-type: none"> • Update on Project Online • Data on compliance of new applications 	<ul style="list-style-type: none"> • Information Technology Services

DDSB GOAL 2:

All staff use accessible and inclusive communication and information formats.

KEY STRATEGIES: Information and Communications <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
P/VPs/Managers will receive training and tools to host accessible meetings and be able to provide accessible/alternate formats upon request <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Training data 	<ul style="list-style-type: none"> • Innovation • Inclusive Student Services • Curriculum (K – 12) • Communications
Offer alternative format and contact information for all public DDSB documents <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Information on alternative format requests 	<ul style="list-style-type: none"> • Creative Services • All Departments
Development of accessibility, translation tools and additional inclusive language resources <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> • Creation of tools/resources • Tools and resources are embedded in training and professional learning sessions 	<ul style="list-style-type: none"> • Innovation • Curriculum (K – 12) • Inclusive Student Services
Create and provide guide on how to utilize translation and accessibility functions within DDSB online platforms/websites <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> • Feedback from staff/students/families 	<ul style="list-style-type: none"> • Innovation • Communications

Employment

The Employment Standard requires that employers must make their workplace and employment practices accessible to potential or current employees with disabilities.

<https://www.aoda.ca/what-is-the-employment-standard/>

CURRENT SUCCESSES

- Online application is accessible.
- Virtual interview platform is digitally accessible.
- Provide opportunity to meaningfully plan for individual accommodations through the hiring process
- Lived experience statement is provided on teachers and MPA postings inviting application from underrepresented groups
- 2nd DDSB Workforce Census was completed in 2022
- Employee Experience Checkpoint 2021

DDSB GOAL 3:

Increase diversity of workforce through a universal design approach to recruitment and retainment.

KEY STRATEGIES: Employment <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
Work with agencies/partners to engage underrepresented groups to apply to postings <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Variety of communication methods and audiences 	<ul style="list-style-type: none"> • People and Culture

KEY STRATEGIES: Employment Implementation Year (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
Analyze data from Workforce Census 2022 to identify gains and continued areas of focus <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Review data to identify barriers and establish steps 	<ul style="list-style-type: none"> • Accountability and Assessment • People and Culture
DDSB to consider accessible options as appropriate to role responsibilities to increase diversity of workforce <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Procedure – Hybrid Work • Workforce Census 	<ul style="list-style-type: none"> • Corporate Services • People and Culture
Gather authentic and meaningful information on work environment for all employees <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Summaries from workplace assessments and listening tours 	<ul style="list-style-type: none"> • People and Culture
Analyze data from teacher self-identification equity survey on ApplyToEducation <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> • Review data to identify barriers and establish steps to build a more equitable and inclusive hiring process 	<ul style="list-style-type: none"> • Accountability and Assessment • People and Culture
Review interview tools and orientation materials for accessible and inclusive language. <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> • Inclusive interview tools and orientation materials • Recruitment self-identification survey 	<ul style="list-style-type: none"> • People and Culture

DDSB GOAL 4:

Develops plans and strategies to increase diversity and disability representation at leadership levels, through recruitment and succession planning.

KEY STRATEGIES: Employment <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
Develops plans and strategies to increase diversity and disability representation at leadership levels, through recruitment and succession planning. <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> • Increase in the workforce diversity in leadership positions in DDSB. • Workforce Census 	<ul style="list-style-type: none"> • People and Culture • Leadership
Information sessions on leadership opportunity focused on increasing diverse representation <i>Implementation year: 2024</i>	<ul style="list-style-type: none"> • Increase in the workforce diversity in leadership positions in DDSB. • Workforce Census 	<ul style="list-style-type: none"> • People and Culture • Leadership

Transportation

The Transportation Standard of the AODA requires transportation service providers to make the features and equipment on routes and vehicles accessible to passengers with disabilities.

<https://aoda.ca/what-is-the-transportation-standard/>

CURRENT SUCCESSES

- Traffic study group
- Individual transportation plans created for students with disabilities.

DDSB GOAL 5:

Transportation accessibility is continuously improved to meet needs of our stakeholders.

KEY STRATEGIES: Transportation <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
Traffic Study Group continues to provide recommendations to improve accessibility <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Data on actions from Traffic Study Group, eg. accessible exteriors – walkways, building entry points, parking 	<ul style="list-style-type: none"> • Durham Student Transportation Services • Facilities Services • Inclusive Student Services
Review Durham Student Transportation Services procedures to enhance accessibility and inclusion <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Updated DSTS procedures to align with DDSB Policies 	<ul style="list-style-type: none"> • Durham Student Transportation Services
Review individual transportation plan process <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> • Updated individual transportation plans/process created for students with disabilities. 	<ul style="list-style-type: none"> • Durham Student Transportation Services • Facilities Services • Inclusive Student Services

Design of Public Spaces

The Design of Public Spaces Standard describes ways to make communal spaces more accessible.

<https://aoda.ca/what-is-the-design-of-public-spaces-standard/>

CURRENT SUCCESSES

- Ongoing audit of existing schools by Facility Services Analyst and open forum (email or work order) for schools to present accessibility barriers and/or opportunities to implement accessible spaces
- Identify needs both short term/current and long term/future
- Assign project priority, short and long term goals and estimated budget
- Maintain live listing of projects and conduct ongoing review for opportunity to execute
- Maintain current design standards to comply with governing regulations for accessible design

DDSB GOAL 6:

Facility accessibility is continuously improved on, along with accessible technologies to meet needs of stakeholders.

KEY STRATEGIES: Design of Public Spaces <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
Remove accessibility barriers to serve current and future needs <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Data from projects, eg. accessible interior vertical and horizontal transportation routes (ramps, lifts, elevators, power door operators, lighting, signage, flooring etc.). 	<ul style="list-style-type: none"> • Facilities Services • Information Technology Services • Inclusive Student Services
Maintain a live list of all accessibility project requests/assignments with a plan for completion <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> • Data from projects, eg. accessible fitments and fixtures (millwork, washroom fixtures, wayfinding). 	<ul style="list-style-type: none"> • Facilities Services • Information Technology Services • Inclusive Student Services

Customer Services

The Customer Service Standard mandates that service providers must find ways to break down barriers that prevent customers with disabilities from accessing the services they need. Barriers may be due to:

- Physical obstacles
- Technology
- Information and communication
- An organization's practices or procedures
- Attitudes of staff

<https://aoda.ca/what-is-the-customer-service-standard/>

**Customer Service in the DDSB includes students, families, community members and employees*

CURRENT SUCCESSES

- Consistent 2-way communication between General Inquiry/ Communications/Departments.
- Virtual attendees can provide feedback via survey following public Zoom webinars.
- Accessibility module created for all employees 2021.
- Accessibility module included in all onboarding for new employees.
- DDSB Human Rights, Anti-Discrimination and Anti-Racism Procedure includes requirement to apply human rights and anti-discrimination principles (including accessibility requirements) to all aspects of corporate services, procedures, practices and protocols, including business relationships and partnerships, procurement, tendering, and vendor selection criteria, processes and contracts

DDSB GOAL 7:

Provide multiple opportunities for internal and external stakeholders to share feedback via a range of methods.

KEY STRATEGIES: Customer Service <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
On public website and SPARK, ensure alternative format request form is available and/or feedback opportunity to Digital Accessibility Coordinator is available <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Website is updated 	<ul style="list-style-type: none"> • Communications
Enhance community consultation and engagement and involve people with disabilities to help identify, prevent and address potential accessibility barriers <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> • Increase in community engagement, input/feedback 	<ul style="list-style-type: none"> • Communications
Develop feedback mechanism for attendees following public events/ training to share if their accessibility and accommodation needs were met <i>Implementation year: 2024</i>	<ul style="list-style-type: none"> • Increase in community engagement, input/feedback 	<ul style="list-style-type: none"> • Communications

DDSB GOAL 8:

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All employees complete mandatory accessibility training.

KEY STRATEGIES: Customer Service <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
Completion of Mandatory Training will be monitored <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> Regular compliance with training completion 	<ul style="list-style-type: none"> People and Culture
Revised module will be created for all employees <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> Regular compliance with training completion 	<ul style="list-style-type: none"> People and Culture

DDSB GOAL 9:

Accessibility requirements are included in service, equipment and technology procurement processes. (Assistive Device funding and administrative processes are streamlined, removing barriers to students accessing them in a timely manner).

KEY STRATEGIES: Customer Service <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
Include accessibility-related criteria and language in RFP postings, selection criteria (e.g., “look fors”) and contracts <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> Feedback from students, families and staff 	<ul style="list-style-type: none"> Corporate Services Inclusive Student Services
Revise processes to streamline and remove barriers for students accessing assistive devices in a timely manner <i>Implementation year: 2023</i>	<ul style="list-style-type: none"> Feedback from students, families and staff 	<ul style="list-style-type: none"> Corporate Services Inclusive Student Services

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) means finding ways to teach that benefit the widest variety of learners. UDL means designing learning goals, materials, and activities in ways that make them accessible to learners with a variety of abilities. There are three UDL principles to guide educators in creating lesson content that learners with differing abilities and circumstances can access. <https://www.aoda.ca/universal-design-for-learning>

CURRENT SUCCESSES

- DDSB Human Rights Policy and procedures were approved May 2022
- SPARK resources for staff to support UDL and variations in program design through providing numerous examples of how students can show learning (conversations, observation, product)
- Ongoing planning to support staff with implementation of UDL principles and actions including but not limited to online learning modules, staff meetings and Inclusive Students Services team discussions/supports

DDSB GOAL 10:

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

KEY STRATEGIES: Universal Design for Learning <i>Implementation Year</i> (calendar year starting with 2022)	OUTCOMES (connected to strategies)	KEY DEPARTMENTS
School learning plans and system department plans include concrete actions to support inclusive design, Universal Design for Learning and accessibility <i>Implementation year: 2022</i>	<ul style="list-style-type: none"> • Resources and training provided to all employees • School and department plans reflect accessibility requirements and outcomes • Feedback from students, families and staff 	<ul style="list-style-type: none"> • All Departments

Leading Equitable and Accessible Delivery (LEAD) Improvement Plan Executive Report

Presented by: Abilities Centre

Facilitators: Pinder DaSilva – pdasilva@abilitiescentre.org, Kelsey Ford - kford@abilitiescentre.org,

Yin Brown – ybrown@abilitiescentre.org

Summary

Durham District School Board (DDSB) has recently completed the self-Assessment and Improvement Planning stages of the Leading Equitable and Accessible Delivery (LEAD) process and is now developing its Five-Year Action Plan based on the LEAD Improvement Plan. The purpose of the Executive Summary is to give the DDSB leadership team the information required to endorse the full LEAD Improvement Plan and encourage schools across DDSB to commit to implementing the plan. The immediate priority areas include accessible communication and workforce diversification. Actions in these areas build on DDSB's solid foundation and will raise DDSB's profile as a model of accessibility and inclusion for other school boards.

Background

In December 2021, Durham District School Board began the LEAD Process, *a system integrated approach to implementing organization-wide accessibility and inclusion practices*. The LEAD Process identified DDSB's strengths and areas for improvement, as well as provided a comprehensive basis for DDSB's Five-Year Accessibility Plan, required by the Accessibility for Ontarians with Disabilities Act (AODA). The LEAD Improvement Plan goes beyond legislative compliance, to enhance DDSB governance and operations related to accessibility and inclusion, and assess the impact on faculty, students, their families and communities. About thirty participated in the 2-day self-assessment, including Department Heads, Managers and Leads from Finance, Facilities, IT, HR, and programs, as well as Superintendents and Principals. Abilities Centre completed the Self-Assessment facilitation and will continue to provide follow-up support throughout the Improvement process in 2022.

Five-Year Action Plan Highlights

Year One

Accessible Website Content and Web Media

Creative Service and Communication staff provide staff across the Board with guidelines, checklists, examples, and recorded training for creating accessible public-facing and internal documents. Web content is checked for AODA accessibility standard compliance before being uploaded on the internet and intranet. IT staff ensure digital applications and platforms developed or procured by DDSB are accessible.

Accessible Communication

Principals and teachers adopt accessibility best practices for classroom instructions, presentations, workshops and meetings, both online and on-site. Teachers and administrative staff use accessible and inclusive communication and information formats with caregivers and family members of students, such as accessible digital documents, inclusive language, and alternate information formats.

Enhanced Feedback Mechanism

Building on the success of the Human Rights consultation process, departments and schools gather continuous feedback on accessibility and inclusion from the widest range of stakeholders, in multiple accessible ways, such as phone, email, social media, websites, surveys, focus groups, in-person and online meetings. Feedback survey includes questions on accessibility of program/training content and delivery methods.

AODA Multi-Year Accessibility Plan Development

Highlights of this Five-Year Plan are included in the Multi-Year Accessibility Plan. Actions related to Customer Service, Communication and Information, and Employment Standards start in the first year. Accessible Customer Service include Special Education Resource staff consulting and informing caregivers and family members on program and student accommodation plans. School staff also provide referrals to services for caregivers with disabilities. Actions related to Transportation and Design of Public Spaces Standards are in later years since they have been well-maintained to-date.

Diverse Workforce Recruitment

DDSB job ads include explicit statements to “welcome” application from persons from traditionally marginalized communities, such as disability, racialized, newcomer, Indigenous and LGBTQ+ groups, in addition to statements on providing accommodation on request. Recruitment reaches out to organizations and agencies representing and serving disability and other marginalized communities.

Employee Demographic and Satisfaction Surveys

Employee Demographic and Checkpoint Experience surveys have questions related to disability, types of disability, level of accessibility and inclusion, and sense of belonging. Progress in diversity representation and sense of belonging are measured and tracked using these surveys.

Accessibility and Inclusion Training

Training that aligns with AODA standards and DDSB priorities are mapped out in progression for one and five years. A variety of online and in-person approaches are used, with feedback and tracking systems to measure impact and award badges and certificates. Accessibility and inclusion training are part of professional development and performance goals and reviews.

Universal Design for Learning (UDL) Training and Program Variation

Curriculum staff and teachers are trained to apply universal design to program and classroom activity planning. Variations in program design, resources and delivery used during the Pandemic, such as laptops, online information and applications, are Models for Accessibility and Inclusion. They are replicated and scaled up, to remove stigma of ‘special accommodations’ for students with disabilities.

Year Two and Three

Policy Review and Update

Board Policies, Terms of Reference, Request for Proposals and partnership agreements are reviewed and updated from an accessibility, equity, diversity and inclusion lens, to ensure explicit accessibility and inclusion requirements are included in them.

People with lived experience from the disability and other marginalized communities are involved in the Corporate strategic planning process, providing their input to ensure desirable and sustainable outcomes responsive to their needs.

Diverse Workforce Development

HR develops disability-inclusive strategies and processes for recruitment, orientation, accommodation and advancement, to increase representation and meaningful participation of people with disabilities in DDSB workforce.

Accessible Facility Enhancement

Facility accessibility is continuously improved on, along with accessible technologies.

Year Four and Five

Community of Practice Among Schools

Schools set up ways to regularly share accessibility and inclusion best practices.

Diversity Leadership Development

HR develops plans and strategies to increase diversity and disability representation at senior leadership levels, through recruitment and succession planning, among Superintendents, Trustees, Principals, Managers, Advisory Council and Committee members.

Employment and Advancement Pathway Development

HR Develops ways to advance interns and employees with disabilities and from equity-deserving communities, with advancement supports such as mentoring job- shadowing, job-sharing, job-creation programs.

Accessible and Inclusive Community Partnership Programs

Community Partnership Programs, such as youth hubs, are accessible and inclusive of participants with intersecting identities of disability, race, gender, sexual orientation, religion, indigeneity and other identities, in their program planning and delivery.

Accessible Procurement

Accessibility requirements are included in service, equipment, technology procurement processes. Assistive Device funding and administrative Processes are streamlined, removing barriers to students accessing them in a timely manner.

Future Considerations

Advocacy with Ministry

DDSB advocates with the Ministry of Education for restructuring SEAC to remove systemic and structural barriers to students, parents/caregivers and faculty members with disabilities.

Accessible Transportation

School bus service is improved to be more Accessible and Sustainable.

Financial Resource Management

DDSB Advocates for dedicated accessibility and inclusion funding with the Ministry of Education. Board and school finance departments develop dedicated Accessibility and Inclusion lines in budget planning process.



District School Board Ontario North East

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Schumacher Board Office

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153 Croatia Avenue, Schumacher, ON P0N 1G0

Mailing Address

P.O. Box 1020, Timmins, ON P4N 7H7
705-360-1151

New Liskeard Board Office

198022 River Road

New Liskeard, ON P0J 1P0
705-647-7394

June 15, 2022

Hon. Stephen Lecce, Minister of Education
Ministry of Education
13th Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Hon. Prabmeet Singh Sarkaria, President of the Treasury Board
Treasury Board Secretariat
7th Floor, 315 Front Street West
Toronto, ON
M7A 0B8

Sent via email to: Minister.edu@ontario.ca and Minister.tbs@ontario.ca

Re: District School Board Ontario North East Executive Compensation

Dear Honourable Ministers,

On behalf of District School Board Ontario North East (DSB1) we extend a profound congratulations on your government election and appointment to cabinet. We also express our gratitude to Minister Lecce for fielding questions over the past year related to Executive Compensation on the weekly calls with Board Chairs.

I am writing again to highlight the importance of and advocate for the fair compensation for our Supervisory Officers and to request that you expedite the exemption process for salary freezes introduced by the Liberal government in 2010. Tremendous work provided a solution in 2017 with the approved Framework based on market comparators, subsequently a freeze in 2018 dismantled the progress.

I recognize that the pandemic has created challenges for the economy and has created economic hardships for families. There are unique circumstances to the pay structure for Superintendents within DSB1 that require remediation despite these challenges. Leaders in education have demonstrated incredible effort to support student education throughout the pandemic, particularly in their roles implementing contact tracing and messaging for health units.

Inequity against School Board of Equal or Lesser Size / Complexity

A comparison of DSB1 Supervisory Officer salaries to those of neighbouring districts reveals that our Supervisory Officers are paid significantly less than similarly experienced peers.

Devaluing of Supervisory Officers

The role of Supervisory Officer is integral to the successful operation of the school Board, one of the few management positions clearly defined in the *Education Act*. A lack of fair compensation devalues this role and the qualified professional staff who hold these positions. It is also important to note that the morale of the Supervisory Officer team is negatively affected by the salary freeze and compensation levels that are significantly lower than neighbouring Boards of equal or lesser complexity, causing a sense of devaluation.

Salary Inversion

Whereas executive compensation for Supervisory Officers has been frozen, increases have continued for principals and managers. The salary gap for principals is estimated to result in an inversion within the foreseeable future.

Salary Erosion

Canadian salaries typically increased by two to three percent annually over the last ten years to account for inflation. The executive compensation freeze has resulted in a year over year salary erosion for 10-20 percent.

Impact on Pension

An educator's pension is based on the best five-years' earnings. Salary compensation affects not only the year in the role, but an individual's retirement as well.

Succession Planning

The Board's uncompetitive salary hinders its ability to retain and recruit a team of Supervisory Officers as they gravitate to higher paying Boards creating long-term detrimental effects on DSB1's ability to secure talent long-term.

The current salary freeze legislation has a substantial negative impact at DSB1. These inequities have and will continue to compound over time if they are not rectified. Impacts will be significant on the ability to recruit and retain individuals to this important role and provide the highest level of service to students and families.

We sincerely hope that the Ministry of Education and Treasury Board will continue to recognize the importance of the Supervisory Officer role and authorize appropriate corrective measures to allow DSB1 to adjust our Executive Compensation Framework.

Sincerely,



Bob Brush
Chair of the Board



Dennis Draves
Vice-Chair of the Board

cc. Ontario Public School Boards' Association



DURHAM CATHOLIC
DISTRICT SCHOOL BOARD
Learning and Living in Faith

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August 30, 2022

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Avenue
Toronto, ON M7A 2A5

Sent via email

Dear Minister Lecce:

With the support of the Trustees of the Durham Catholic District School Board (DCDSB) via a resolution, I am writing to express our continued concerns regarding the impact of the decade-long freeze on executive compensation to our local Catholic School Board and education in Ontario.

In our letter to you (attached), dated November 9, 2021, our Board of Trustees outlined the serious impact on the ability of Boards in Ontario to attract and retain effective senior leadership given the unfair and growing inequities created by the continued adherence of the government of Ontario to the compensation freeze first introduced by the Broader Public Sector Accountability Act in 2010.

The need to review and rectify the issue of compensation for senior education leaders has been repeatedly expressed to the Minister of Education over the past 10 years. On April 13, 2022, in a response from the President of the Treasury Board, our Board was assured that the government was committed to “reviewing and establishing a long-term approach to BPS executive compensation”. Given that both unionized and non-unionized staff, as well as Principals and Vice Principals, have continued to receive successive increases throughout the executive compensation freeze, we urge the government to immediately commence the review and rectification of this matter. A quick scan of the Ontario Sunshine List reveals a small gap, or no gap at all in pay between Superintendents and Principals, for example, at different boards. It is not likely the intention of the province to put up impediments to the mobility of leaders looking for new roles of increasing responsibility.

Over the past two years, our senior officials have gone above and beyond in leading our Catholic School Board through the many challenges of the global pandemic. The Ontario government has expressed commitment to their ‘Plan to Catch Students Up.’ Directors, Superintendents and Senior Education Leaders are critical to ensuring the effective implementation and monitoring of this plan. Boards of Education need the Ministry to act now in providing the tools necessary to properly compensate leaders in this critical work.

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Page 2
Durham Catholic District School Board

Thank you once again for your attention to this matter and trust that you will give our concerns serious consideration.

Sincerely,



Morgan Ste. Marie
Chair of the Board

MSM/eb

cc: Hon. Prabmeet Sarkaria, President of the Treasury Board
Trustees, Durham Catholic District School Board
Tracy Barill, Director of Education, Durham Catholic District School Board
Patrick Daly, Ontario Catholic School Trustees' Association
Carolyn Morton, Chair, Durham District School Board
Norah Marsh, Director of Education, Durham District School Board
Tony Pontes, Council of Ontario Directors of Education
Hon. Peter Bethlenfalvy, MPP, Pickering-Uxbridge
Patrice Barnes, MPP, Ajax
Lorne Coe, MPP, Whitby
Jennifer French, MPP, Oshawa
Todd McCarthy, MPP, Durham
Laurie Scott, MPP, Haliburton-Kawartha Lakes-Brock



June 21, 2022
 Ministry of Education
 5th Floor
 438 University Ave.
 Toronto, ON M5G 2K8

To the Honourable Minister of Education,

At the meeting of May 4, 2022, Trustees of the Halton District School Board passed the following motion:

Be it resolved that the Chair of the Halton District School Board write a letter to the Minister of Education recommending the Ministry of Education consider giving Student Trustees the right to independently move and second motions during board meetings.

In 2004-2005, OSTA-AÉCO released a report called, "The Student Trustee: Today and Tomorrow." This report offered recommendations for the current legislature to improve the quality of pupil representation. The OSTA-AÉCO Executive Council sent recommendations to the Government of Ontario which built the foundation for the role of student trustees. School boards across the province have been advocating on behalf of student trustees to provide the opportunity to move and second motions. Heightened importance should be placed on student voice as it has been highlighted as a key area of importance to the Ministry of Education and school boards across the province. Student voice must be represented fairly and be thoughtfully articulated for the benefit of the school board and its students.

Currently, under section 55(4) of the Education Act, Student Trustees are not entitled to move motions. Instead, they may only suggest motions which require the support of their Trustee counterparts in order to be officially put forward. We support the original recommendation made by OSTA-AÉCO and ask that an amendment be made to the Education Act in order to strengthen student voice in all school boards by granting Student Trustees the opportunity to participate fully at the board table. Section 55(7) of the Ontario Education Act recognizes Student Trustees as having the same status as a School Board Trustee with respect to access to board resources and opportunities for training. Student Trustees are elected representatives, and are to be held accountable to the student body. Student voice must be articulated and represented freely, fairly, and expressively for the benefit of the school board to accurately reflect the students in decision-making.

Thank you for your time and for considering the further empowerment of our students.



Margo Shuttleworth,
Chair of the Halton District School Board

cc: Effie Triantafilopoulos, MPP
 Natalie Pierre, MPP
 Parm Gill, MPP
 Stephen Crawford, MPP
 Ted Arnott, MPP
 Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)
 Cathy Abraham, President, Ontario Public School Boards' Association

August 23, 2022

Hon. Stephen Lecce, Minister of Education
Ministry of Education
13th Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Hon. Peter Bethenfalvy, Minister of Finance
Treasury Board Secretariat
Frost Building South, 7th Floor
7 Queen's Park Crescent
Toronto, ON
M7A 1Y7

Dear Minister Lecce and Minister Bethenfalvy,

Re: Renfrew County District School Board Executive Compensation

On behalf of the Renfrew County District School Board, please accept our congratulations on your Government's re-election and appointment to Cabinet. At this time, I also would like to extend a personal thank-you to Minister Lecce for his weekly conference calls to the Board Chairs of Ontario School Boards in which you gave us an update on what was happening in education in Ontario and for fielding questions. These calls were most valuable and we look forward to their continuance in the upcoming school year.

I am writing this letter to highlight the importance of and advocate for the fair compensation for the Supervisory Officers and the Director of Education at our Board and across our Province. As I'm sure you can appreciate the situation is serious. Senior Staff in the Province have had their salary structure frozen since 2010 when salary freezes were introduced by the former Liberal Government. Subsequently, a great deal of work resulted in the proposed Executive Compensation Framework which would have establish a long-term approach to fairly compensate our School Board Executive leadership. This was at least three years ago and nothing has happened to remediate the increasingly serious situation.

You have received, and continue to receive, many letters outlining the serious effects of this long- time salary freeze. As you well appreciate, Supervisory Officers and the Director of Education are essential to the successful operation of School Boards. That said, it is difficult to reconcile that reality with such an extensive salary freeze as currently exists for them. The situation which has persisted for so long devalues the role and the amazing professionals who hold these positions. Also, the freeze has created inequity among Boards in terms of Executive Compensation. Individuals who find themselves in this situation face the reality that the salary freeze will have a negative impact on their pensions and hence on their eventual retirement. Thirdly, the situation is reaching a critical point in that there is a narrowing gap between the salaries of Supervisory

Officers and the Principals and Managers they supervise. It could lead to a salary inversion between the two levels, a most serious situation! Fourthly, there has been inflation over the last decade which has eroded the purchasing power of Supervisory Officers, to say nothing about the sudden jump in the inflation rate experienced by all in the past year. Finally, I'm sure you recognize the significant impact this Executive Compensation freeze has on the ability of Schools Boards such as ours to recruit Supervisory Officers and Directors of Education, especially when nearby Boards have a higher salary structure. This makes it increasingly difficult to recruit – and retain – the best individuals to these most important roles so that we are able to provide a very high level of service to our students and their families. This, after all, is what all of us, including yourselves, want and work so hard to achieve!

Surely it is time to cut the 'Gordian Knot' and solve this serious problem! We know you care about this issue. We sincerely hope that the Ministries of Education and Finance will continue to positively recognize the importance of Supervisory Officers and Directors of Education to School Boards in our Province and move to take appropriate corrective action to allow the RCDSB to adjust our Executive Compensation Framework. Our Senior staff are true professionals and need to be fairly compensated for all their efforts to provide the best possible education for our students.

Sincerely,



Bryon Morris
Chair of the Board, RCDSB

cc. Ontario Public School Boards Association
School Board Chairs
Doug Ford, Premier of Ontario
John Yakabuski, MPP Renfrew-Nipissing-Pembroke
Mark Searson, Director of Education – Renfrew County Catholic DSB



June 30, 2022

The Honourable Stephen Lecce
900 Bay Street, 14th Floor
Toronto, ON
M7A 1L2

Dear Minister Lecce,

The Ministry of Education's Memo 2017: B15 *New Vision for Student Transportation – Discussion* and the associated *December 2017: Discussion paper on a new vision for student transportation in Ontario* recognized both the value of student transportation in supporting student success, and the challenges that exist with the current student transportation delivery model in Ontario.

The Simcoe County Student Transportation Consortium (SCSTC) provides transportation services for approximately 26,000 students enrolled in Simcoe County District School Board (SCDSB) schools, as well as students from our coterminous school board. The SCSTC delivers effective and efficient student transportation services and regularly seeks out and implements cost-saving measures that put these efficiencies in place.

The cost of student transportation contracts, which have been competitively procured in compliance with the Government of Ontario Broader Public Sector (BPS) Procurement Directive, have continued to increase annually. Over the last five years, the SCSTC has experienced an average annual contractual increase of 4.84 percent. These contractual increases continue to outpace student transportation funding allocations provided by the Ministry of Education. Cost pressures related to operator contracts along with specialized and program transportation requirements, continue to put significant financial strain on the SCDSB.

The SCDSB provides transportation to students, including those with special education needs, who attend their home school and reside beyond the walking zone as defined by [Policy 2410 – Transportation of Students](#). To ensure equitable access to programs for all students, the SCDSB provides transportation to students in our special education county classes, as well as students participating in French Immersion and Extended French programs.

In reviewing the budget projections from the SCSTC, it is anticipated that an increasing deficit, which could lead to an annual amount of \$4.6M by 2026-2027 will result should current funding continue. This spring, the SCDSB moved substantial support funding from reserves to cover the SCSTC's transportation deficit. Continued emergency steps of this nature are not sustainable, as these needed funds are being diverted from other key areas of focus aligned with our SCDSB Strategic Priorities.

A balanced student transportation budget is not feasible under the current model, as the student transportation funding allocation does not adequately address increasing transportation contract costs, or the increasing student transportation requirements. As such, we respectfully request that you revisit the transportation funding formula as soon as possible to address the inadequate level of funding currently provided to transportation consortia and/or school boards across the province.

Respectfully,



Jodi Lloyd
 Chairperson
 Simcoe County District School Board

- c: Cathy Abraham, President, Ontario Public School Boards' Association
 Chairs, Ontario Public School Boards' Association
 Chair, Simcoe Muskoka Catholic District School Board
 Simcoe County Student Transportation Consortium
 Board of Trustees, SCDSB
 John Dance, Director of Education, SCDSB

June 30, 2022

The Honourable Stephen Lecce
900 Bay Street, 14th Floor
Toronto, ON
M7A 1L2

Dear Minister Lecce,

On behalf of the Board of Trustees for the Simcoe County District School Board (SCDSB), I would like to take this opportunity to highlight our concerns related to the child care sector in Ontario and the impact on before and after school programs in Simcoe County.

As per the *Education Act*, school boards are required to ensure the provision of before and after school programs in each elementary school where there is sufficient demand, and it is deemed viable. Up until 2018, all elementary schools in the SCDSB offered a before and after school program. However, in recent years, shortages of registered early childhood educators and other qualified staff have created significant challenges in the sector that has directly impacted the operation of before and after school programs in SCDSB schools. As a result of the recruitment and retention challenges in the sector, nine before and after school programs at SCDSB schools will not operate in 2022-2023, despite sufficient demand. In addition, the SCDSB anticipates an increase in program waitlists and the potential for further program closures. While the impact of program closures is felt at all schools, these closures disproportionately impact small and rural schools where families have fewer child care options.

The SCDSB has been proactive and taken several steps to assist child care partners with program implementation and viability. Some examples and highlights include, but are not limited to:

- employing a dedicated Early Years and Child Care Coordinator;
- collaborating with the County of Simcoe, other school boards and not for profit childcare providers to ensure a high-quality roster of experienced operators is available;
- regularly consulting with the Ministry of Education, Early Years and Child Care Division and provincial colleagues to create best practices and support effective partnerships in the Early Years programs;
- supporting the creation of low enrolment programs by absorbing administrative costs;
- where feasible, coordinating transportation between schools to allow students access to programs in other communities;
- assisting with hiring and retention strategies with all partners;
- piloting other program models, such as a.m. or p.m. only programs in order to avoid complete closures;
- providing board professional learning and development opportunities for all child care partners; and,
- ensuring the programs are supported through resources such as the board created guidelines and handbooks, inclusion facilitators, inspections (e.g. fire, health and licensing).

It is acknowledged that the current climate for employment, due to the COVID-19 pandemic, has created unprecedented challenges never seen before in the sector. In addition to the steps the board has already taken, the SCDSB is committed to further action, where reasonably possible. Steps currently in progress include: assessing the feasibility of shared staffing models between board and operators; exploring educational partnerships to build capacity in the sector (e.g. Early Education co-op programs, summer co-op programs, Specialist High Skills Majors (SHSM) programs in Early Childhood Education, Recreation, Outdoor Education); marketing and advertising employment opportunities with child care partners within school communities; and, assessing the impacts of the new Canada-wide Early Learning and Child Care (CWELCC) system. The SCDSB will continue with all reasonable efforts in collaboration with all child care, County and provincial partners in the provision of these services.

The staffing and recruitment challenges are not a localized phenomenon, or issues that can be solved by the SCDSB and its partners alone. While it is acknowledged that the Canada-Ontario Early Years and Child Care Agreement and Ontario's associated action plan mention supporting the child care workforce, the SCDSB Board of Trustees respectfully request that the province direct further focus on supporting the recruitment, development and retention of child care sector staff, along with a review of the current regulations and requirements. Without this support, the viability of legislated child care programs in schools and elsewhere will continue to remain in jeopardy.

Thank you for your consideration.

Sincerely,



Jodi Lloyd
 Chairperson
 Simcoe County District School Board

c: Hon. Karina Gould, Minister of Families, Children and Social Development
 Hon. Doug Downey, MPP, Barrie, Springwater, Oro-Medonte
 Hon. Jill Dunlop, MPP, Simcoe North
 Hon. Caroline Mulroney, MPP, York-Simcoe
 Andrea Khanjin, MPP, Barrie, Innisfil
 Brian Saunderson, MPP, Simcoe Grey
 Board of Trustees, SCDSB
 Chairs, Ontario Public School Boards' Association
 All Simcoe County Municipal Clerks
 Jan Janssen, Director, Children Services, County of Simcoe, Social and Community Services Division
 Child care operators who provide programs in SCDSB schools
 John Dance, Director of Education, SCDSB
 Michael Giffen, Superintendent of Education, SCDSB
 Corry Van Nispen, Superintendent of Business and Facility Services, SCDSB



TOWN OF AJAX
65 Harwood Avenue South
Ajax ON L1S 3S9 www.ajax.ca

The Honorable Doug Ford
Premier of Ontario
Legislative Building Queen's Park
Toronto ON M7A 1A1
premier@ontario.ca

Sent by E-Mail

June 23, 2022

Re: An Emergency Alert for Vulnerable Persons Who Go Missing

The following resolution was passed by Ajax Town Council at its meeting held on June 20, 2022:

WHEREAS we have all become aware of the recent tragic death of Draven Graham, an 11-year-old child from Lindsay, Ontario on the autistic spectrum, after walking away from the family home,

AND WHEREAS the Amber Alert has been very effective in announcing to the public children who have been abducted, and

AND WHEREAS a similar alert for vulnerable persons who leave family or caregiver custody would be warranted in the Province of Ontario,

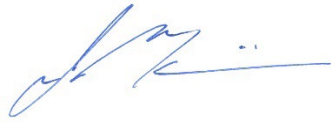
AND WHEREAS several online petitions are calling for the creation of the Draven Alert program, including a change.org petition with more than 67,000 signatures, and Councillor Brian Nicholson will introduce a motion at Oshawa Council on June 20, 2022 calling for a Draven Alert;

NOW THEREFORE BE IT RESOLVED THAT:

1. The Town of Ajax request the Province of Ontario to review the current Amber Alert program and criteria to include missing and at-risk vulnerable persons, or establish a new program; and
2. This motion be circulated to Premier Doug Ford, the Ministry of the Solicitor General, MPP-Elect Patrice Barnes, the Region of Durham, all Durham Region lower tier municipalities, the Durham Regional Police Service, and the Durham and Durham Catholic District School Boards.

If you require further information please contact me at 905-619-2529 ext. 3342 or Jason.McWilliam@ajax.ca.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jason McWilliam', with a long horizontal stroke extending to the right.

Jason McWilliam
Manager of Legislative Services/Deputy Clerk

Copy: Councillor L. Bower
Regional Councillor S. Lee
Ministry of the Solicitor General
MPP-Elect Patrice Barnes
Region of Durham
All Durham Region municipalities
Durham Regional Police Service
Durham District School Board
Durham Catholic District School Board



The Corporation of
The Township of Brock
1 Cameron St. E., P.O. Box 10
Cannington, ON L0E 1E0
705-432-2355

July 7, 2022

The Honourable Doug Ford
Premier of Ontario

Sent via email: premier@ontario.ca

Re: Request for Alert System

Please be advised that the Council of the Township of Brock, at their meeting held on June 27, 2022, considered the enclosed correspondence and adopted the following resolution:

Resolution: C-2022-170
Moved: Regional Councillor Smith
Seconded: Councillor Campbell

“BE IT RESOLVED THAT Communication Number 330/22, requesting a vote for an alert system, submitted by Jill and Jaap Breugem be received; and

WHEREAS we have all become aware of the recent tragic death of Draven Graham, an 11 year old child on the autistic spectrum, after walking away from the family home; and

WHEREAS the Amber Alert has been very effective in announcing to the public children who have been abducted; and

WHEREAS a similar alert program for those who have special needs who leave family custody would be seem to be warranted in the Province of Ontario;

NOW THEREFORE BE IT RESOLVED THAT the Council of the Township of Brock request the Province of Ontario to develop and implement a community warning program similar to Amber Alert for those persons of special needs or circumstance who leave the caregivers or locations and potentially put themselves at risk; and

THAT copies of this resolution be forwarded to Premier Ford, the leaders of the Opposition parties in Ontario, all Durham MPs and MPPS, Durham Region, the District School Boards in Durham Region, all Durham municipalities, the Durham Regional Police Service, and AMO to ask them to support the resolution.

Result: CARRIED”

Should you have any questions please do not hesitate to contact the Clerk’s Department, Clerks@brock.ca.

Yours truly,

THE TOWNSHIP OF BROCK



Fernando Lamanna
Clerk/Deputy CAO

FL:dh

Encl.

cc. Andrea Horwath, Leader of the Opposition - horwatha-qp@ndp.on.ca
Lorne Coe, MPP Whitby - Lorne.Coe@pc.ola.org
Hon. Peter Bethlenfalvy, MPP Pickering-Uxbridge - Peter.Bethlenfalvy@pc.ola.org
Jennifer French, MPP Oshawa - JFrench-CO@ndp.on.ca
Patricia Barnes, MPP Ajax - Patrice.Barnes@pc.ola.org
Laurie Scott, MPP Haliburton-Kawartha Lakes-Brock - laurie.scott@pc.ola.org
Jamie Schmale, MP Haliburton-Kawartha Lakes-Brock jamie.schmale@parl.gc.ca
Hon. Mark Holland, MP Ajax - mark.holland@parl.gc.ca
Erin O'Toole, MP Durham - erin.otoole@parl.gc.ca
Jennifer O'Connell, MP Pickering-Uxbridge - jennifer.oconnell@parl.gc.ca
Ryan Turnbull, MP Whitby - Ryan.Turnbull@parl.gc.ca
Colin Carrie, MP Oshawa - colin.carrie@parl.gc.ca
Durham District School Board - General.Inquiry@ddsb.ca
Durham Catholic District School Board – sent via mail
Nicole Cooper, Clerk, Ajax – clerks@ajax.ca
June Gallagher, Clerk, Clarington – clerks@clarington.net
Durham Region – clerks@durham.ca
Mary Medeiros, Clerk, Oshawa – service@oshawa.ca
Susan Cassel, Clerk, Pickering – clerks@pickering.ca
Becky Jamieson, Clerk, Scugog – clerks@scugog.ca
Debbie Leroux, Clerk, Uxbridge info@town.uxbridge.on.ca
Chris Harris, Clerk, Whitby – clerks@whitby.ca
Todd Rollauer, Chief of Police, Durham Regional Police Service - 714@drps.ca
Jamie McGarvey, President, AMO – amopresident@amo.on.ca

330/22
June 27 - Council -
Correspondence

From:
To:
Cc:
Subject: Request for vote at next meeting - Alert System
Date: June 15, 2022 4:50:11 PM

Hello,

I am sure that you are all aware, shocked and saddened at the recent tragic death of Draven Graham, an 11 year old child on the autistic spectrum in Lindsay. As you know he lived and went to school in Brock.

We (parents of children on the autism spectrum) strongly feel there should be some sort of community alert system that notifies the community immediately in similar situations.

I hope to have the following added and voted at the next Council meeting.

I also wish to add the comments of Draven's father, Justin.

“As the father of Draven ... This is so overwhelming that my son has touched so many ppl .. and the families and friends and ppl I don't even know came out for this ... I have no words. if this tragic thing .. can bring another parents peace of mind .. or save another child... Then I know he would be proud as I am .. I'm am shocked with the community and everyone that helped me .. I'm still in awe”

—
Whereas we have all become aware of the recent tragic death of Draven Graham, an 11 year old child on the autistic spectrum, after walking away from the family home, and

Whereas the Amber Alert has been very effective in announcing to the public children who have been abducted, and

Whereas a similar alert program for those who have special needs who leave family custody would be seem to be warranted in the Province of Ontario,

Be it resolved that the Council of the township of Brock request the Province of Ontario to develop and implement a community warning program similar to Amber Alert for those persons of special needs or circumstance who leave the care givers or locations and potentially themselves at risk,

and that copies of this resolution be forwarded to Premier Ford, the leaders of the Opposition parties in Ontario, all Durham MPs and MPPS, Durham Region, the District School Boards in Durham Region, all Durham municipalities, and the Durham Regional Police Service to ask them to support the resolution.

—
Thank you,

Jill Breugem
Sunderland



June 22, 2022

Honourable Christine Elliott
Minister of Health
5th Floor, 777 Bay Street
Toronto, ON M7A 2J3
Christine.elliott@pc.ola.org

Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2
minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

Honourable Christine Elliott and Honourable Stephen Lecce,

The Upper Canada District School Board (UCDSB) Special Education Advisory Committee (SEAC) is aware of the process of revision to PPM 81 that has been undertaken by the Ministries. The committee is also aware of the provincial shortage of nursing staff and the impact that this is having on students and families, particularly as it relates to having medical needs met within the school setting.

The UCDSB Special Education Advisory Committee understands that the Regulated Health Professions Act does permit regulated health care professionals to delegate controlled acts to non-regulated individuals. Delegation to staff is not possible within the UCDSB, and many other boards, as the collective agreements do not have provisions to permit this to occur. In situations where regulated health care professionals are delegating controlled acts, UCDSB is in a position of needing to draw upon scarce nursing resources and to fund private nursing. Given the current nursing shortage, it is not always possible to secure private nursing services and alternative arrangements are made directly with families to ensure that the students can safely attend school while having their medical needs attended to. This has included permitting parents/guardians or temporary health care workers employed by families within their homes, following all health and safety measures for the school environment, to come into the schools to perform the controlled acts.

The UCDSB SEAC is concerned with the proposed amendments and a potential expansion in the types of controlled acts that can be delegated to non-regulated education workers. UCDSB is already in a position of not being able to provide service from non-regulated education workers with the current PPM and we do not support assuming the risk to students, staff, and the board.

Beyond the concerns related to collective agreement barriers, we would like to draw attention to other related concerns:



1. Medical procedures that are controlled acts should be performed by duly qualified health care professionals. Schools and boards are not in positions to manage the supervision of controlled acts that are regularly performed in the school setting.
2. Parents and guardians should not be expected to attend at a school to perform medically prescribed procedures as a result of the nursing shortage. Where collective agreements do not permit the delegation of controlled acts to non-regulated education employees, measures must be in place to permit boards to use the traditional method of securing nursing services through the Ministry of Health for school-based nursing.
3. If the intention of the Ministry is to permit the delegation of controlled acts to non-regulated education workers, Boards should have a means of recovering the full cost of private nursing services that are incurred as a result of delegation by a regulated health care professional. In the absence of a cost recovery system, there needs to be a mechanism in place to have the provision of services revert to the Ministry of Health. Private nursing services are costly and can severely impact budgets allocated for special education services. Medical procedures that are controlled acts that need to be performed during the school day for students should be the responsibility of the Ministry of Health and should not negatively impact the education services available for all students with special education needs.
4. While the nursing shortage is not the responsibility of school boards, the delegation of controlled acts by regulated health care professionals places boards, like UCDSB, in direct competition for scarce nursing resources, thereby exacerbating an already challenging situation and placing additional burdens on our families.

We appreciate that discussions are ongoing at the provincial level and between various ministries. We request that the government take immediate action to develop a solution that ensures that all students requiring medical support in the school setting continue to have equitable access to learning and that risk to students, school boards and their employees is minimized.

Sincerely,

John McAllister
Chair of the Board
Upper Canada District School Board

Michel LaBonte
Chair, UCDSB Special Education
Advisory Committee

Cc. Chairs of all Ontario Special Advisory Committees
Ontario Public School Boards' Association (OPSBA)
Parent Associations Advisory Committee (PAAC) on SEAC
John Jordan, MPP of Lanark, Frontenac and Kingston
Steve Clark, MPP of Leeds Grenville, Thousand Islands and Rideau Lakes
Nolan Quinn, MPP of Stormont, Dundas and South Glengarry
Stephanie Sarrazin, MPP of Glengarry, Prescott and Russell





June 22, 2022

Honourable Christine Elliott
Minister of Health
5th Floor, 777 Bay Street
Toronto, ON M7A 2J3
Christine.elliott@pc.ola.org

Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2
minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

Honourable Christine Elliott and Honourable Stephen Lecce,

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Sincerely,

John McAllister
Chair of the Board
Upper Canada District School Board

Michel LaBonte
Chair, UCDSB Special Education
Advisory Committee

Cc. Chairs of all Ontario Special Advisory Committees
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