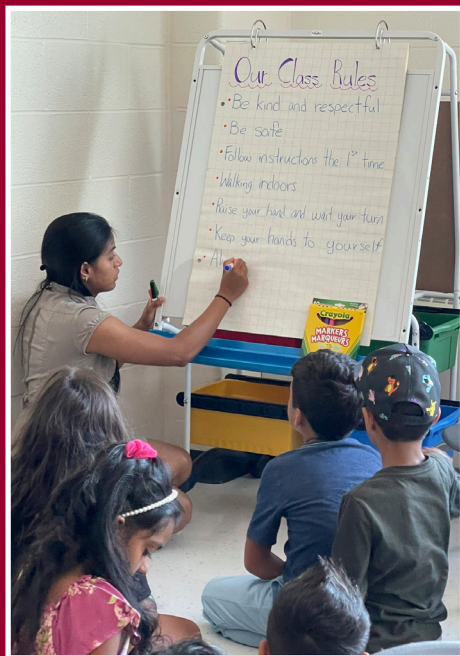




Board Meeting Agenda

September 19, 2022 — 7:00 p.m.



DDSB Students Returning to School

Educators and staff from schools across the District were excited to welcome students back to school for the first day of the 2022-2023 school year.

Students met their new teachers, reconnected with old friends and met new ones while sharing stories from the summer.

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

Durham District School Board

calendar.ddsb.ca/meetings

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YouTube: [DurhamDSB](https://www.youtube.com/DurhamDSB)

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

Christine Thatcher
Vice Chair of the Board
Town of Whitby

Kate Bird
Town of Ajax
Wards 1 & 2

Paul Crawford
City of Pickering

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

Darlene Forbes
City of Oshawa

Linda Lowery
City of Oshawa

Niki Lundquist
Town of Whitby

Scott Templeton
Vice Chair, Standing
Committee
Town of Whitby

Vacant
City of Oshawa

Vacant
City of Pickering

Ben Cameron
Student Trustee

Lauren Edwards
Student Trustee

Gwen Kuyt
Student Trustee

DURHAM DISTRICT SCHOOL

BOARD MEETING

Monday, September 19, 2022 - 7:00 p.m.

	PAGE
1. <u>Call to Order</u>	
2. <u>Moment of Silence/Acknowledgement</u> 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.	Verbal
3. <u>O Canada</u> (G.L. Roberts CVI)	
4. <u>Declarations of Interest</u>	Verbal
5. <u>Adoption of Agenda</u>	Verbal
6. <u>Minutes</u>	
(a) APPROVED Minutes of the Regular Board Meeting of May 16, 2022	1-9
(b) APPROVED Minutes of the Special Board Meeting of June 6, 2022	10-14
(c) DRAFT Minutes of the Regular Board Meeting of June 20, 2022	15-27
(d) DRAFT Minutes of the Special Board Meeting of June 27, 2022	28-32
(e) DRAFT Minutes of the Special Board Meeting of July 25, 2022	33-36
(f) DRAFT Minutes of the Special Board Meeting of September 6, 2022	37-38
7. <u>Community Presentations</u>	

8.	<u>Ministry Memorandums-Information Update</u> (Director Norah Marsh)	Verbal
9.	<u>Public Question Period</u>	Verbal
10.	<u>DDSB Presentations</u>	
(a)	2022 Summer Learning Programs (Superintendents Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea, McAuley, Stephen Nevills, Jack Nigro)	39-50
11.	<u>Report from the Committee of the Whole in Camera</u> (Trustee Christine Thatcher)	Verbal
12.	<u>Good News from the System</u> (Director Norah Marsh)	Verbal
13.	<u>Recommended Actions</u>	
(a)	Report: Standing Committee Meeting September 6, 2022 (Trustee Christine Thatcher)	51-56
(b)	Amber Alert Communication (Chair Carolyn Morton)	Verbal
(c)	Trustee Vacancies (Chair Carolyn Morton)	57-60
(d)	Election of Audit Committee Member (Chair Carolyn Morton)	Verbal
(e)	Election of Alternate Special Education Advisory Committee (SEAC) Trustees (Chair Carolyn Morton)	Verbal
(f)	2022 Municipal Election: Appointment of Members to the Compliance Audit Committee (Executive Lead Robert Cerjanec)	61-68
(g)	Short-Term Borrowing Resolution (Associate Director David Wright)	69-71
(h)	Honoraria for Board Members (Associate Director David Wright)	72-79

(i)	Draft Learning Resource Selection Policy (Trustee Niki Lundquist)	80-101
(j)	Revised Bylaw, Receiving Board Correspondence/Letters (Trustee Niki Lundquist)	102-132
14.	<u>Information Items</u>	
(a)	Quarterly Construction and Major Projects Progress Report (Associate Director David Wright)	133-144
(b)	Draft Accommodation Plan: Trends, Issues and Future Opportunities 2022-2026 (Associate Director David Wright)	145-229
(c)	Report: SEAC Meeting, June 16, 2022 (Trustee Donna Edwards)	230-239
(d)	Governance and Policy Committee Meeting, May 10, 2022 (Trustee Niki Lundquist)	240-242
(e)	OPSBA Report (Trustee Christine Thatcher)	Verbal
15.	<u>Correspondence</u>	
i.	Thames Valley District School Board	243-244
ii.	Municipality of Clarington	245-248
iii.	York Region District School Board	249-251
16.	<u>Other Business</u>	
17.	<u>Adjournment</u>	

Ad Hoc Committees

Director's Search Ad Hoc Committee

APPROVED

MINUTES

The Regular Meeting of the Board

Monday May 16, 2022

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

1. Call to Order:

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

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

Regrets: Trustees Patrice Barnes, Paul Crawford

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

Chair Carolyn Morton shared that Board has received a letter of resignation from Trustee Linda Stone and that the Board will be considering the acceptance of the resignation.

Chair Morton also shared that tomorrow is the International Day Against Homophobia, Transphobia and Biphobia and that the DDSB recognizes the historical and ongoing oppression that 2SLGBTQI peoples face, across our greater society including education systems, and commits to moving forward with the intention to acknowledge past traumas and build a system that celebrates, supports, respects, values, and embraces Two-Spirit and LGBTQIA peoples. Tomorrow, there will be many flag raisings taking place at schools across the District where students, staff and community partners will come together in allyship and support. The Education Centre flag raising will be streamed live to the DDSB's social media channels. We hope you can join us virtually for this important day.

Chair Morton acknowledged that this past weekend, we woke up to the news of a tragic racist hate crime impacting our neighbours in Buffalo, New York. The Durham District School Board stands with our neighbours and friends south of the border and offer our sincere condolences to everyone affected by this tragedy. The Board condemns any act of anti-Black racism and all forms of hate. The Board honoured the memory of the victims and those impacted with a of moment of silence.

3. Moment of Silence/Acknowledgement

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

4. O Canada

5. Adoption of Agenda

The agenda was amended to move item 14.(e) Governance and Policy Committee Report, March 24, 2022 to item 14.(b).

2022:RB53

MOVED by Trustee Scott Templeton

SECONDED by Trustee Darlene Forbes

THAT THE AMENDED AGENDA IS APPROVED.

CARRIED

6. Minutes

2022:RB54

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Christine Thatcher

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

(a) THE SPECIAL BOARD MEETING MINUTES OF MARCH 10, 2022.

(b) THE REGULAR BOARD MEETING MINUTES OF MARCH 21, 2022.

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

(c) THE REGULAR BOARD MEETING MINUTES OF APRIL 19, 2022.

CARRIED

7. Community Presentations

There were no community presentations at this time.

8. Ministry Memorandums-Information Update

Chair Carolyn Morton shared that Director Norah Marsh will be retiring at the end of December 2022 and thanked her for her service to the Durham District School Board.

Director Norah Marsh expressed her gratitude to the entire Durham community who have done a wonderful job welcoming her to the DDSB. Director Marsh shared that it has been an honour implementing the work of the trustees Ignite Learning Strategic Plan. She noted that it has been both an honour and humbling to have seen the brilliance of staff within this District and how they have shone light so brightly and creatively on students to achieve equity of opportunity, experiences and outcomes for student across the District, recognizing that there is still much work to do. Director Norah Marsh thanked staff for the teamwork achieved as student are well served and positioned to be successful in terms of 21st Century Global Competencies, which is needed to be successful in today's world. 21st Century Global Competencies are grounded in a solid understanding of Indigenous rights, human rights and environmental sustainability and that is the work that the DDSB staff have been doing within the Ontario Curriculum and that she is very proud of the work.

Director Norah Marsh provided the following update for trustees:

Tomorrow is International Day against homophobia, transphobia and biphobia and shared that it is an opportunity for the board to consider systemic oppression and overt discrimination encountered by members of the 2SLGBTQI communities. There will be a flag raising at the Education Centre tomorrow, during the ceremony staff will share the work that staff are actively doing to overcome the systemic oppression experienced within the community. Director Marsh shared that she wants to acknowledge and understand the hurt and trauma that is part of their experience within the educational system and that is what we are coming together to overcome.

There were no Ministry memos to report at this time.

Director Norah Marsh shared that staff had the pleasure of hearing Student Trustee De-Mario Knowles speak to all Directors and Superintendents of Public Education across the province and share his perspective of education in Ontario. Director Marsh thanked him for his presence at the OPSOA Conference.

9. Public Question Period

Dylan R., a student of DDSB presented a question virtually with regards to secondary exams. Staff responded to the question.

Regular Meeting of the Board Minutes
May 16, 2022

Lisa Robinson provided a written question with regards to gender neutral washrooms. Staff responded to the question.

Tara Painchaud provided a written question with regards to DELF exams for DDSB French Immersion students. Staff responded to the question.

Tasha Manoranjan provided a written question with regards to Tamil Genocide Memorial Day. Staff responded to the question.

Alicia McAuley Ashfield provided a written question with regards to Trustee Code of Conduct as it relates to social media usage. Staff responded to the question.

10. DDSB Presentations

(a) Ignite Durham Learning Foundation

Chair Carolyn Morton introduced Ignite Durham Learning Foundation Executive Director, Stacey Lepine-Fisher and Chair Neil Joshi, who provided trustees with a PowerPoint and update on the Ignite Durham Learning Foundation.

Trustee questions were answered.

11. Report from the Committee of the Whole In Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole In Camera meeting and confirmed that the following matters were discussed: the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian, the acquisition or disposal of a school site and administrative transfers.

2022:RB55

MOVED by Trustee Christine Thatcher

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

CARRIED

12. Good News from the System

Tiara and Eleni from Pine Ridge SS shared good news from across the system on behalf of Durham District School Board (DDSB) students.

We recently celebrated Education Week, which took place from May 2 to 6, 2022. The week recognized the collective efforts to support student achievement, success and well-being.

Education Week helps us to recognize the challenges faced and the obstacles we have overcome with the help of union and federation partners at CUPE, ETFO, OPC, and OSSTF.

Each year, DDSB students show their willingness and ability to support members of our community by helping to find a cure for cancer. This year, schools across the District organized and engaged their communities by raising \$241,482 for the Terry Fox Foundation.

On April 27, 2022, staff and students recognized administrative staff across the District. Administrative staff provide real benefits to students, their colleagues, community and the board. Thank you to all our secretaries and administrative professionals across the DDSB.

Children's Mental Health Week is about increasing awareness of child and youth mental health and decreasing stigma, while also spreading the word that help is available and it works. Staff spoke with students about the importance of being healthy not just in their bodies, but in their minds as well. Many events both in person and virtually took place in support of Children's Mental Health across the DDSB.

Earth Day is a day of action to change human behaviour to best preserve our earth. Students and staff did just that! Students took part in picking up trash, growing plants from seedlings, walking or biking to school and learning how we can protect our earth.

Ethan D., a DDSB@Home Secondary student received an Honourable Mention Recognition for his creative talents. Ethan submitted two logos to the Ontario Schools Cricket Association logo design contest and one of his submissions was described as being among the best in Ontario, according to the association's Board of Directors.

DDSB students are using the outdoors to advance their learning. With spring weather in the air, many schools have taken advantage of the sunny days to engage in learning outside. Students took field trips to the Nonquon Outdoor Education Centre while other schools provided lesson to students in outdoor classrooms.

Over 500 attendees listened to Dr. John Duffy as he spoke about Parenting the 'New Teen in the Age of Anxiety.' Dr. Duffy offered real-life examples that were easily identifiable to the audience. Practical suggestions encouraged parents to create a positive atmosphere in the home to ensure a space where children can express themselves.

Each year, Skills Ontario hosts a competition and career exploration showcase for students at the elementary level all the way to post-secondary. In teams or independently, students from across the District competed in various skilled trades. This year, there were 39 competitors at the secondary level. Of those 39, seven won medals! Gold medal winners will go on to compete at Nationals on May 26 and 27, 2022.

The DDSB has received approval for the construction of two new schools to open in September 2026. These schools will serve north Oshawa secondary students and

May 16, 2022

elementary students who live in the Pickering-Seaton community. The new schools will reduce enrollment pressure on schools in the surrounding communities.

Director Norah Marsh acknowledged Administrative Assistants Day and Administrator's Day and the important work that they both do to support our students and the system.

Dates of Significance:

May 16	Vesak
May 17	International Day Against Homophobia, Transphobia and Biphobia
May 18	Tamil Genocide Education Week
May 23	Victoria Day
May 26	Student Recognition Night
May 28	Ascension of Bahá'u'lláh
May 30-June 5	National Accessibility Week
June	Pride Month
June	Italian Heritage Month
June	Portuguese History and Heritage Month
June	Indigenous History Month
June 1	Red Shirt Day
June 2	Ascension (Orthodox)
June 5	Pentecost (Christianity)
June 5	World Environment Day
June 6-8	Shavuot
June 8	World Oceans Day
June 10	Portugal Day
June 12	Pentecost (Orthodox)
June 16	Martyrdom of Guru Arjan Dev
June 18	Autistic Pride Day
June 19	Father's Day
June 19	Juneteenth
June 19	United Empire Loyalists' Day
June 20	Summer Solstice
June 20	Litha (Wicca)
June 21	National Indigenous Peoples Day
June 24	St. Jean-Baptiste Day
June 27	Multiculturalism Day
June 28	Stonewall Rebellion Day

13. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of May 2, 2022

Trustee Christine Thatcher shared with trustees the minutes of the Standing Committee meeting on May 2, 2022.

Regular Meeting of the Board Minutes
May 16, 2022

2022:RB56

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Donna Edwards

THAT THE BOARD RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE MAY 2, 2022 STANDING COMMITTEE MEETING.

CARRIED

(b) Trustee Matter

Chair Carolyn Morton provided an overview of the letter that was received from Trustee Linda Stone resigning from the Board of Trustees. The Education Act states that a resignation can be accepted with consent of the majority of members present.

2022:RB57

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE BOARD OF TRUSTEES IMMEDIATELY ACCEPT THE RESIGNATION OF TRUSTEE LINDA STONE.

CARRIED

2022:RB58

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

THAT PURSUANT TO THE EDUCATION ACT AND THE PROCESSES ESTABLISHED BY THE BYLAWS, SECTION 6.1 AND 6.2, THAT THE BOARD STRIKES A COMMITTEE TO FILL THE VACANCY CREATED BY THE RESIGNATION OF TRUSTEE LINDA STONE.

CARRIED

(c) Draft Human Rights, Anti-Discrimination and Anti-Racism Policy

Trustee Niki Lundquist provided an overview of the Draft Human Rights, Anti-Discrimination and Anti-Racism Policy for trustees which came before the Board as a Notice of Motion on April 19, 2022.

Trustee questions were answered.

2022:RB59

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

That the Board of Trustees consider and, as it may deem appropriate, approve the Draft Human Rights, Anti-Discrimination and Anti-Racism Policy.

CARRIED

(d) Revised Safe and Respectful Workplace and Harassment Prevention Policy

Trustee Niki Lundquist provided an overview of the revised Safe and Respectful Workplace and Harassment Prevention Policy for trustees which came before the Board as a Notice of Motion on April 19, 2022.

Trustee questions were answered.

2022:RB60

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

That the Board of Trustees consider and, as it may deem appropriate, approve the revised Safe and Respectful Workplace and Harassment Prevention Policy.

CARRIED

14. Information Items

(a) Notice of Motion: Revised Emergency Closing of Schools Policy

Trustee Niki Lundquist provided trustees with an overview of the revised Emergency Closing of Schools Policy as a Notice of Motion so that the policy moves to the June 20, 2022 Board meeting for consideration.

Trustee questions were answered.

(b) Governance and Policy Committee, March 24, 2022

Trustee Niki Lundquist provided trustees with the March 24, 2022 Governance and Policy Committee meeting report.

(c) Recirculation of Surplus Property Former Cartwright HS, Former HW Knight PS

Associate Director David Wright introduced Manager of Property and Planning Carey Trombino who provided trustees with information on the former Cartwright HS and former HW Knight PS sites, declared surplus to the Durham District School Board.

Trustee questions were answered.

(d) Integrity Commissioner Annual Report

The Board Member (Trustee) Code of Conduct stipulates that the Integrity Commissioner is to provide the Board with an annual report on complaints received during the year that are not within the jurisdiction of the Integrity Commissioner. General Counsel Patrick Cotter provided an overview of the annual report.

Trustee questions were answered.

(e) Report: SEAC Meeting of March 10, 2022

Trustee Donna Edwards presented the SEAC meeting minutes of March 10, 2022.

OPSBA Report

There was nothing to report at this time.

15. Correspondence

16. Other Business

There was no other business at this time.

17. Adjournment

2022:RB61

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

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

Carolyn Morton

Chair

Noreah Hays

Secretary

APPROVED

MINUTES

**The Special Meeting of the Board
Monday, June 6, 2022
8:00 p.m.**

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

1. Call to Order:

Roll Call: Trustee Carolyn Morton, Chair of the Board.

The Chair called the meeting to order at 8:07 p.m.

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

Regrets: Student Trustee Kayla Malcolm

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

Recording Secretary: Gillian Venning

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

Special Meeting of the Board Minutes
June 6, 2022

4. Adoption of Agenda

2022:SB12

MOVED by Chair Carolyn Morton

SECONDED by Trustee Donna Edwards

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Action

(a) Trustee Matter

Chair Carolyn Morton confirmed receipt of a letter from Trustee Patrice Barnes resigning from the Board of Trustees effective Wednesday, June 8, 2022 due to her election as MPP for the Town of Ajax.

It was noted that should the resignation of Trustee Barnes be accepted additional matters will need to be put forward for discussion.

2022:SB13

MOVED by Trustee Michael Barrett

SECONDED by Trustee Donna Edwards

THAT THE BOARD ACCEPT THE RESIGNATION OF TRUSTEE BARNES.

CARRIED

Chair Carolyn Morton shared that with the acceptance of the resignation of Trustee Barnes, the Board would need to determine whether the Vacancy Committee would deal with this second vacancy under its current Terms of Reference.

2022:SB14

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Michael Barrett

THAT THE TERMS OF REFERENCE OF THE CURRENT VACANCY COMMITTEE NOW INCLUDE THE SECOND VACANCY CREATED BY THE RESIGNATION OF TRUSTEE BARNES.

CARRIED

Special Meeting of the Board Minutes
June 6, 2022

(b) Waiver of Trustee Appointment Interview Provisions

Trustee Michael Barrett shared that based on staff recommendation, the Vacancy Committee has determined that the appointment for the vacancies will occur at the June 20, 2022 Board Meeting and that the interviews will be held on June 16, 2022. It was noted that the current by-laws provide that the vacancy committee “shall establish the interview date and the schedule of interviews” but also indicates that the interviews are to be on a Monday and are to be completed by 4:30 p.m.

2022:SB15

MOVED by Trustee Michael Barrett

SECONDED by Trustee Donna Edwards

THAT THE BOARD SUSPEND THE RULE THAT THE INTERVIEWS OCCUR ON A MONDAY AND THAT THEY BE COMPLETED BY 4:30 P.M., SO THAT THE COMMITTEE HAS FLEXIBILITY TO MOVE FORWARD WITH THE PROCESS IN A TIMELY WAY.

CARRIED

(c) Election of Audit Committee Member

Chair Carolyn Morton noted that due to the recent resignation of Trustee Linda Stone, there is a vacancy on the Audit Committee and asked for the nomination of a trustee to serve on the Audit Committee for the remainder of the current term.

Nominations for the position of Audit Committee member were opened.

Trustee Donna Edwards self-nominated.

After three calls for additional nominations and seeing none, nominations for the position of Audit Committee member were closed.

Trustee Donna Edwards was acclaimed to the position of Audit Committee member.

(d) Election of Alternate Special Education Advisory Committee (SEAC) Member

Chair Carolyn Morton noted that due to the recent resignations of Trustee Linda Stone there is a vacancy on the Special Education Advisory Committee (SEAC) for an alternate member and asked for the nomination of a trustee to serve on SEAC as an alternate member for the remainder of the current term.

Nominations for the position of SEAC alternate member were opened.

Special Meeting of the Board Minutes
June 6, 2022

Trustee Christine Thatcher self-nominated.

After three calls for additional nominations and seeing none, nominations for the position of SEAC alternate member were closed.

Trustee Christine Thatcher was acclaimed for the position of SEAC alternate member.

(e) Election of OPSBA Voting Member

Trustee Donna Edwards noted that due to the resignation of Trustee Patrice Barnes, there is not a voting member available to represent the DDSB at the upcoming OPSBA annual general meeting.

Trustee Donna Edwards put forth a recommendation that Trustee Michael Barrett serve as the voting member on OPSBA for the period covering the annual general meeting on June 9 – 11, 2022.

Nominations for the position of OPSBA voting member were opened.

Trustee Michael Barrett self-nominated.

After three calls for additional nominations and seeing none, nominations for the position of OPSBA voting member were closed.

Trustee Michael Barrett was acclaimed for the position of OPSBA voting member.

(f) Director's Search Ad Hoc Committee

Chair Carolyn Morton noted that Director Norah Marsh has informed the Board that she will be retiring by the end of the calendar year and noted the importance of forming a Director's Search Ad Hoc Committee to begin the work of recruiting and hiring a new Director over the summer months.

It was further noted that should the Board decide to establish a Director's Search Ad Hoc Committee, that the first meeting of the Committee take place in-camera right after the Vacancy Committee meeting this evening.

2022:SB16

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Patrice Barnes

THAT, IN LIGHT OF DIRECTOR MARSH'S UPCOMING RETIREMENT, THE BOARD ESTABLISH AN AD HOC COMMITTEE WITH TERMS OF REFERENCE TO OVERSEE AND UNDERTAKE ANY AND ALL STEPS THE

Special Meeting of the Board Minutes
June 6, 2022

COMMITTEE DEEMS APPROPRIATE IN THE SEARCH FOR A NEW DIRECTOR OF EDUCATION AND TO REPORT BACK TO THE BOARD OF TRUSTEES (COMMITTEE OF THE WHOLE, CLOSED SESSION) WITH A RECOMMENDATION AS TO THE PREFERRED CANDIDATE(S) FOR THE BOARD'S CONSIDERATION AND DETERMINATION. THIS REPORT BACK SHOULD BE MADE BY NO LATER THAN OCTOBER 31, 2022. IF ANY DELAY IS ENCOUNTERED, THE COMMITTEE IS TO REPORT BACK TO THE BOARD SO THAT AN AMENDED DATE MAY BE CONSIDERED.

CARRIED

6. Adjournment

Prior to adjournment, Trustee Patrice Barnes thanked the Board and staff for their support and guidance in her role as trustee over the past eight years and expressed her sincere appreciation for the opportunity to serve the DDSB.

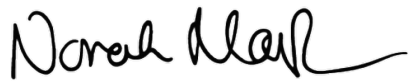
2022:SB17

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 8:41 p.m.


Chair


Secretary

DRAFT

MINUTES

The Regular Meeting of the Board Monday June 20, 2022

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

1. Call to Order:

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

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

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

Recording Secretary: Kathy Fitzpatrick

Chair Carolyn Morton welcomed Ben Cameron, Lauren Edwards and Gwen Kuyt the newly elected Student Trustees for 2022-2023.

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

Musical Presentation, Our Land Acknowledgement Song

Chair Carolyn Morton introduced Highbush Public School's Grade 1 and 2 class and teacher Alison Ovenell. Chair Morton shared they will be performing the song titled "*Our Land Acknowledgement Song*". The song was written by their teacher and represents the students' learning around the land acknowledgement.

4. O Canada

5. Declaration of Office/Oath of Allegiance

Under the guidance of Director Norah Marsh, Kate Bird and Linda Lowery made their declaration of office and oath of allegiance both orally and in writing to fulfill the swearing in process for the Board. Director Norah Marsh welcomed Kate Bird and Linda Lowery as Trustees of the Board.

6. Adoption of Agenda

- (a) The agenda was amended to add 14.(b) Election of Director to Ontario Public School Boards' Association Voting Member (OPSBA) Trustee.

2022:RB62

MOVED by Trustee Michael Barrett

SECONDED by Trustee Christine Thatcher

THAT THE AMENDED AGENDA IS APPROVED.

CARRIED

7. Minutes

2022:RB63

MOVED by Trustee Paul Crawford

SECONDED by Trustee Michael Barrett

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

- (a) THE SPECIAL BOARD MEETING MINUTES OF APRIL 19, 2022.

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

- (b) THE REGULAR BOARD MEETING MINUTES OF MAY 16, 2022.
(c) THE SPECIAL BOARD MEETING MINUTES OF June 6, 2022.

CARRIED

8. Community Presentations

There were no community presentations at this time.

9. Ministry Memorandums-Information Update

There were no Ministry Memorandums at this time.

Director Norah Marsh thanked the Board of Trustees, staff across the District, students and their families and shared that they have all made it through this year with compassion, care and adaptability. During the month of June, events are taking place to celebrate this year's accomplishments in student learning, art opportunities as well as the celebration of outdoors and nature. Students should feel proud of the year they have had and their accomplishments within their school communities.

10. Public Question Period

Dylan R., a student of DDSB presented a question virtually with regards to emergency closures of schools. Staff responded to the question.

Akuah Frempong presented a question virtually with regards to supports for Pride Month and LGBTQ+ student experiences. Staff responded to the question.

Mike Alford and Lynda Yardley provided a written question with regards to library resources. Staff responded to the question.

11. DDSB Presentations

(a) Student Trustee Recognition

Chair Carolyn Morton, on behalf of trustees, thanked outgoing Student Trustees, James Kay, De-Mario Knowles and Kayla Malcolm for the work they have done this school year – advocating for their fellow students, truly making a difference and developing leadership skills. A short video from James Kay, De-Mario Knowles and Kayla Malcolm highlighted their experiences as trustees.

Director Norah Marsh representing the Senior Team, acknowledged the work of the Student Trustees who have served the students of Durham Region and the Durham District School Board.

(b) Chairperson's Scholarship Award-2022

Chair Carolyn Morton shared that every year since 2003, the Board has recognized a graduating student who exemplifies excellent leadership and citizenship and who has well represented student issues to others with the Chairperson's Scholarship. A committee consisting of the Chairperson of the Board, Carolyn Morton, Trustees Patrice Barnes, Donna Edwards, Niki Lundquist and Scott Templeton reviewed the nominations. The Committee decided to award the Chairperson's Scholarship for 2022 to Grace Boyce, a student at Sinclair Secondary School.

(c) Abilities Scholarship Award

Superintendent Andrea McAuley introduced the members of the Learning Disabilities Association of Durham Region, Donna Cook and Rowin Jarvis who presented Shyanne Alisia Brown, of J. Clarke Richardson Collegiate, with the 2022 Abilities Scholarship Award.

(d) Parent Involvement Committee (PIC) Annual Report

Trustee Scott Templeton introduced the PIC Co-Chairs Huma Choudhary and Jim Van Allen who provided trustees with an overview of the PIC Annual Report on behalf of the Committee.

Trustee questions were answered.

12. Report from the Committee of the Whole In Camera

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

2022:RB64

MOVED by Trustee Christine Thatcher

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

CARRIED

13. Good News from the System

Zainab, Hassan and Maddy from Maxwell Heights SS shared good news from across the system on behalf of DDSB students.

Many students have been awarded post-secondary scholarships for their leadership and achievements in the classroom and beyond. Congratulations to:

- Kudakwashe S. of G.L. Roberts CVI, for the Ifarada Institute of Excellence Award.
- James K. of Brock High School awarded the Guelph University Academic Leadership Scholarship.
- Zainab K. and Habiba S. of Maxwell Heights Secondary School, who both received the Ontario Tech University President's Scholarship.
- Mahum K. of Donald A. Wilson Secondary School, receiving the Loran Scholar Award.

- Sara of Brooklin High School awarded the TD Scholarship for Community Leadership.
- Lana W. of J. Clarke Richardson Collegiate, who received the University of Toronto National Scholar Award and the Loran Scholar Finalist Award.

Students are also achieving success in a variety of contests, challenges, and competitions.

- Sierra D. a Grade 5 student at Brooklin Village Public School, was recently announced as the second-place winner in the Brooklin Legion's Remembrance Day Literacy Contest.
- Owen M. a Grade 12 student in the Business Specialist High Skills Major program at Port Perry High School won first place in a simulated stock market competition.
- Ashley L. a Grade 9 student at Donald A. Wilson Secondary School entered the CBC First Page Writing Contest, three of her stories have been selected as finalists in the contest.
- Ryad E., a Grade 10 student at Maxwell Heights Secondary School, participated in the United Nations Invent Future Global challenge. As one of 10 Canadian students selected, Ryad participated in a committee made up of 80 international students.

Congratulations to DDSB educators Aline Saleem, Stephen Crowther, Carolyn McCarron, and Stephanie Vesey, who have all received the 2022 OPSBA Achievement Award! The award recognizes those who have demonstrated outstanding, exemplary, and unique contributions to the overall well-being of a school or community through in-school, board-wide, extra-curricular and volunteer work or contributions.

James Klodnicki, Principal of Donald A. Wilson Secondary School, and Colleen Rasmussen, Teacher at Ajax High School, have recently accepted the Champions Against Homophobia and Transphobia Award presented by PFLAG Durham. The award is given to those making a difference by practicing and upholding non-discriminating policies, encouraging those around them to use inclusive language, and speaking out and advocating in support of equal rights for 2SLGBTQI+ individuals.

Students across the Board stood in unity on International Day Against Homophobia, Biphobia and Transphobia. The DDSB proudly supports all of our staff, students, & community members across the diverse 2SLGBTQI+ community.

This year's Cypher Series for Black Male Empowerment brought together 380 students to network and learn about future academic pathways and positive transitions. The Cypher Series has run annually since 2017 and aims to break down barriers to dismantle anti-Black racism in Durham.

After the recent tornado that touched down in Uxbridge on May 21, 2022, school communities and neighbours have been working hard to recover from the damage. Uxbridge Secondary School raised funds through a pancake breakfast to support the recovery efforts. The Ignite Durham Learning Foundation raised funds and provided donations to support families in need with grocery gift cards.

Across the District, DDSB students, staff and schools have been fundraising to support their community:

- Brock High School, Meadowcrest, and Valley Farm Public School students participated in the Cram-a-Cruiser event to support Feed the Need in Durham.
- The Muslim Educators' Network of Durham (MEND) and the Ignite Durham Learning Foundation provided support to a family in need.
- Brooklin High School students participated in Relay for Life raising money for cancer research.
- Brands Canada has donated supplies to the Ignite Durham Learning Foundation. Items included swimming accessories, shoes, purses, clothing, hand soap and hand sanitizer.

On June 7, 2022, the DDSB had the pleasure of celebrating the DDSB retirees.

On May 26, 2022, the DDSB welcomed award recipients, families, and friends for the Student Recognition Night. Student award winners were chosen by school staff for the unique ways they make our schools and communities more inclusive, more vibrant, and in doing so, improve the school experience for others around them.

Maryanne Oketch, a 24-year-old DDSB alumna from Sinclair Secondary School, is the second Canadian ever to win Survivor.

For the first time since the Covid-19 pandemic, system leaders met in person at the May 24 and 25, 2022 System Leadership Meetings. Each day, the room was full of energy and enthusiasm with special guest speakers and roundtable discussions focused on the DDSB's commitment to centering Indigenous rights and human rights in the work they do each day. Staff also collected funds to support families in Uxbridge affected by the tornado.

School staff and students have been hard at work organizing and performing in musicals, talent shows, and art nights.

- Willows Walk Public School hosted their first "Arts Night".
- Rosemary Brown Public School hosted their first arts and culture event.
- Students in Grades 4 to 8 put on The Lion King Jr. Musical at Captain Michael VandenBos Public School.
- Staff and students at S.A. Cawker Public School organized a production of Aladdin the musical.
- After a two-year hiatus, R.S. McLaughlin CVI proudly presented Mary Poppins Jr. the Musical.

June 20, 2022

School athletics have been missed by many students, families, and staff over the last two years. This year, we have seen students and schools energized with the return of the athletics.

- The Henry Street High School Boys Rugby team was ecstatic winning gold at LOSSA.
- Lord Elgin Public School students participated in intermediate boys basketball competing in the 3-on-3 tournament against other DDSB schools.
- Brooklin High School Girls' Field Lacrosse team was crowned LOSSA champions.
- Schools across the District saw a return to track and field days.

Canada's largest skilled trades and technologies competition, Skills Ontario, took place in a remote, virtual format. The DDSB was proud to have 64 students competing from both the elementary and secondary levels.

On May 28th Eastdale CVI. held its first GIRLS NIGHT IN! They had over 100 students participate in this evening of female empowerment!

Dates of Significance:

June 20	Summer Solstice
June 20	Litha (Wicca)
June 21	National Indigenous Peoples Day
June 24	St. Jean-Baptiste Day
June 27	Multiculturalism Day
June 28	Stonewall Rebellion Day
July 1	Canada Day
July 15	World Youth Skills Day
July 18	Nelson Mandela International Day
July 30	International Friendship Day
August 1	Emancipation Day
August 1	Simcoe Day
August 8	Start of School - Elementary Modified
August 9	Int. Day of the World's Indigenous People
August 12	International Youth Day
August 19	World Humanitarian Day
August 25	Start of School - Secondary Modified
Sept 5	Labour Day
Sept 6	Start of School - Regular Calendar Elementary and Secondary

14. Recommended Actions

(a) Election of Standing Committee Vice Chair

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

2022:RB65

TRUSTEE SCOTT TEMPLETON SELF NOMINATED FOR THE POSITION OF VICE CHAIR OF THE STANDING COMMITTEE.

2022:RB65

TRUSTEE PAUL CRAWFORD SELF NOMINATED FOR THE POSITION OF VICE CHAIR OF THE STANDING COMMITTEE.

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

Trustee Scott Templeton was elected Vice Chair of the Standing Committee.

(b) Election of Director to Ontario Public School Boards' Association Voting Member (OPSBA) Trustee

2022:RB66

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

2022:RB67

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

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

Trustee Christine Thatcher was elected as OPSBA Liaison Trustee. Trustee Christine Thatcher will exercise the Board's voting right.

(c) Election of Alternate Ontario Public School Boards' Association (OPSBA) Trustee

2022:RB68

TRUSTEE MICHAEL BARRETT NOMINATED TRUSTEE DONNA EDWARDS FOR THE POSITION OF NON-VOTING OPSBA LIAISON TRUSTEE.

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

Trustee Donna Edwards was acclaimed as the non-voting OPSBA Liaison Trustee.

2021:RB69

TRUSTEE SCOTT TEMPLETON SELF-NOMINATED FOR THE POSITION OF ALTERNATE OPSBA TRUSTEE.

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

Trustee Scott Templeton was acclaimed as alternate OPSBA Trustees.

(d) Election of Alternate Special Education Advisory Committee (SEAC) Trustees

2021:RB70

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

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

Trustees Michael Barrett was acclaimed to the position of alternate SEAC Liaison Trustee.

(e) Election of Alternate Parent Involvement Committee (PIC) Trustee

2021:RB71

TRUSTEE MICHAEL BARRETT NOMINATED TRUSTEE NIKI LUNDQUIST FOR THE POSITION OF ALTERNATE PARENT INVOLVEMENT COMMITTEE TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and

June 20, 2022

there being none, nominations for the position of alternate Parent Involvement Committee Liaison Trustee were closed.

Trustees Niki Lundquist was acclaimed to the position of alternate Parent Involvement Committee Liaison Trustee.

(f) Report: Standing Committee Meeting Minutes of June 6, 2022

Trustee Christine Thatcher shared with trustees the minutes of the Standing Committee meeting on June 6, 2022.

2022:RB72

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Niki Lundquist

THAT THE BOARD RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE JUNE 6, 2022 STANDING COMMITTEE MEETING.

CARRIED

(g) Consideration of the 2022-2023 Draft Budget

Trustee Donna Edwards provided information on the Draft Budget. Associate Director David Wright introduced Senior Manager of Finance Melissa Durward, and Jennifer Machin who provided an overview of the 2022-2023 draft budget.

2022:RB73

MOVED by Trustee Donna Edwards

SECONDED by Trustee Scott Templeton

IT IS RECOMMENDED THAT THE 2022-2023 DRAFT BUDGET CONTAINING TOTAL REVENUES OF \$1,013,223,241 AND TOTAL EXPENSES OF \$1,013,223,241 BE APPROVED AS PRESENTED.

CARRIED

(h) Draft Emergency Closing of Schools Policy

Trustee Michael Barrett provided an overview of the Draft Emergency Closing of Schools Policy that came before the Board as a Notice of Motion on May 16, 2022.

2022:RB74

MOVED by Trustee Michael Barrett

SECONDED by Trustee Niki Lundquist

THAT THE BOARD OF TRUSTEES CONSIDER AND, AS IT MAY DEEM APPROPRIATE, APPROVE THE DRAFT EMERGENCY CLOSING OF SCHOOLS POLICY.

CARRIED

(i) Special Education Plan and Programs 2022-2023

Superintendent Andrea McAuley provided trustees with an overview of the report Special Education Plan and Programs for the 2022-2023 school year. The DDSB Special Education Plan for 2022-2023 was initially presented to Trustees on June 6, 2022 for information and feedback.

2022:RB75

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Donna Edwards

IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES CONSIDER THE SPECIAL EDUCATION PLAN AND PROGRAMS FOR THE 2022-2023 SCHOOL YEAR FOR APPROVAL. ONCE APPROVED THE SPECIAL EDUCATION PLAN WILL BE SUBMITTED TO THE MINISTRY OF EDUCATION.

CARRIED

15. Information Items

(a) Quarterly Construction and Major Projects Progress Report

Associate Director David Wright introduced Head of Facilities Lisa Bianca who provided trustees with an update on the status of construction and major projects. Updates to this report will be provided to Trustees on a quarterly basis (September, January, March, and June), and will be posted on the Board's website.

Trustee questions were answered.

2022:RB76

MOVED by Trustee Michael Barrett

SECONDED by Trustee Niki Lundquist

THAT THE BOARD OF TRUSTEES WRITE A LETTER TO THE MINISTER OF EDUCATION

TO INSTRUCT THE CHAIR TO WRITE TO THE MINISTER OF EDUCATION TO SEEK AN EARLIER BUILDING DATE FOR THE UNNAMED OSHAWA SECONDARY SCHOOL IN SUPPORT OF HIS COMMENTS MADE AT THE SCHOOL ANNOUNCEMENT.

CARRIED

(b) 2022 Official Enrolment Projections

Associate Director David Wright introduced Head of Facilities Lisa Bianca and Manager of Property and Planning Carey Trombino who provided trustees with information on the October 2022 Official Enrolment Projections (OEP).

Trustee questions were answered.

(c) DDSB Summer Programs

Superintendents Mohamed Hamid, Andera McAuley, Stephen Nevills and Jack Nigro shared with trustees a summary of the Durham District School Board (DDSB) 2022 Summer Learning Opportunities for students (Kindergarten to Grade 12). The report contains information on a range of differentiated and responsive programs intended to increase student learning and achievement.

Trustee questions were answered.

(d) Indigenous Trustee

Trustee Donna Edwards provided trustees with information on the appointment of an Indigenous Trustee that was discussed at the February 19, 2019 and May 6, 2019 Committee of the Whole meetings. At the March 30, 2022, Education Finance Committee meeting, a discussion took place around sending a letter to Mississaugas of Scugog Island First Nation to request and to confirm the name of the potential appointee. The letter was sent on May 2, 2022.

Trustee questions were answered.

(e) Report: SEAC Meeting, April 21, 2022

Trustee Donna Edwards presented the SEAC meeting minutes of April 21, 2022

(f) Governance and Policy Committee Meeting, May 10, 2022

Trustee Michael Barrett provided trustees with the May 10, 2022 Governance and Policy Committee meeting report.

(g) Notice of Motion: Revised Learning Resource Selection Policy

Trustee Michael Barrett provided trustees with an overview of the revised Learning Resource Selection Policy as a Notice of Motion so that the policy moves to the September 19, 2022, Board meeting for consideration.

(h) Notice of Motion: Revised Bylaw: Receiving Board Correspondence/Letters

Trustee Michael Barrett provided trustees with an overview of the revised Bylaw: Receiving Board Correspondence/Letters as a Notice of Motion so that the policy moves to the September 19, 2022, Board meeting for consideration.

(i) OPSBA Report

Trustee Michael Barrett provided trustees with an update on the newly elected members of OPSBA.

16. Correspondence

i. Ministry of Education

17. Other Business

There was no other business at this time.

18. Adjournment

2022:RB77

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:20 p.m.

Chair

Secretary

DRAFT

MINUTES

**The Special Meeting of the Board
Monday, June 27, 2022
9:00 a.m.**

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

1. Call to Order:

Roll Call: Secretary to the Board, Director Norah Marsh

The Chair called the meeting to order at 9:00 a.m.

Members Present: Trustees, Michael Barrett, Kate Bird, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Linda Lowery, Niki Lundquist, Scott Templeton, Student Trustees James Kay, De-Mario Knowles, Kayla Malcolm

Regrets: Chair Carolyn Morton, Trustee Christine Thatcher

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

Special Meeting of the Board Minutes
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Chair Carolyn Morton and Vice Chair Christine Thatcher were absent from the meeting. Director Norah Marsh acting as the Presiding Officer shared that the Board will need to determine by a majority vote, the Presiding Officer and the Chair of the meeting.

Nominations for Chair of the meeting were opened.

2022:SB18

MOVED by Trustee Paul Crawford

THAT TRUSTEE MICHAEL BARRETT SERVE AS THE PRESIDING OFFICER
AND CHAIR OF THE MEETING.

Trustee Michael Barrett declined the nomination.

2022:SB19

MOVED by Trustee Chris Braney

THAT TRUSTEE SCOTT TEMPLETON SERVE AS THE PRESIDING OFFICER
AND CHAIR OF THE MEETING.

Trustee Scott Templeton accepted the nomination.

After three calls for additional nominations and seeing none, nominations were closed.

Trustee Scott Templeton was acclaimed as the Presiding Officer and Chair of the meeting.

Trustee Scott Templeton called a five-minute recess to review logistics of the meeting.

4. Adoption of Agenda

2022:SB20

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Niki Lundquist

THAT THE AGENDA BE APPROVED.

CARRIED

Special Meeting of the Board Minutes
June 27, 2022

5. Recommended Actions

(a) Integrity Commissioner Report

Chair Scott Templeton provided trustees with an overview of the report that was received from the Integrity Commissioner (IC) dated June 6, 2022 and shared that the IC report set out findings that Trustee Crawford breached the Board's Code of Conduct in three separate instances:

1. As a result of comments Trustee Crawford made at the October 25, 2021 Governance and Policy Committee meeting. The text of those comments is set out at page 17 of the report.
2. As a result of comments Trustee Crawford made at the January 24, 2022, Governance and Policy Committee meeting. The text of those comments is set out at page 18 of the report.
3. As a result of threats of reprisal against the trustees that filed complaints against Trustee Crawford.

The Integrity Commissioner has recommended that the Board of Trustees censure Trustee Crawford.

Trustee Scott Templeton noted that the Board of Trustees must make its own assessment of whether a breach or breaches of the Code of Conduct have occurred, and if so, the appropriate sanction(s).

In accordance with the provisions of the *Education Act*, Trustee Crawford is entitled to be present at the meeting but may not vote. He is entitled to speak to a motion, as are each of the Trustees.

2022:SB21

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

AS A RESULT OF THE COMMENTS THAT TRUSTEE CRAWFORD MADE AT THE OCTOBER 25, 2021, GOVERNANCE AND POLICY COMMITTEE MEETING, THE TEXT OF WHICH IS SET OUT AT PAGE 17 OF THE IC REPORT, TRUSTEE CRAWFORD BREACHED THE CODE OF CONDUCT, IN PARTICULAR SECTION 1.4 AND 6.9.

The motion was carried on the following recorded vote:

Yes

Kate Bird
Chris Braney
Donna Edwards
Darlene Forbes
Niki Lundquist
Scott Templeton

No

Abstain

Michael Barrett
Linda Lowery

Absent

Carolyn Morton
Christine Thatcher

Special Meeting of the Board Minutes
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2022:SB22
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Darlene Forbes

AS A RESULT OF COMMENTS THAT TRUSTEE CRAWFORD MADE AT THE JANUARY 24, 2022, GOVERNANCE AND POLICY COMMITTEE MEETING, THE TEXT OF WHICH IS SET OUT AT PAGE 18 OF THE IC REPORT, TRUSTEE CRAWFORD BREACHED THE CODE OF CONDUCT, IN PARTICULAR, SECTIONS 1.4 AND 6.9

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Kate Bird		Michael Barrett	Carolyn Morton
Chris Braney		Linda Lowery	Christine Thatcher
Donna Edwards			
Darlene Forbes			
Niki Lundquist			
Scott Templeton			

2022:SB23
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Darlene Forbes

AS A RESULT OF THREATS OF REPRISAL AGAINST THE TRUSTEES THAT FILED COMPLAINTS AGAINST HIM, TRUSTEE CRAWFORD BREACHED THE CODE OF CONDUCT, IN PARTICULAR SECTION 6.53.

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Michael Barrett			Carolyn Morton
Kate Bird			Christine Thatcher
Chris Braney			
Donna Edwards			
Darlene Forbes			
Linda Lowery			
Niki Lundquist			
Scott Templeton			

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2022:SB24
MOVED by Trustee Chris Braney
SECONDED by Trustee Niki Lundquist

THAT TRUSTEE CRAWFORD BE CENSURED IN RELATION TO THE
BREACHES OF THE CODE OF CONDUCT AS DETERMINED BY THE BOARD.

The motion was carried on the following recorded vote:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>	<u>Absent</u>
Michael Barrett			Carolyn Morton
Kate Bird			Christine Thatcher
Chris Braney			
Donna Edwards			
Darlene Forbes			
Linda Lowery			
Niki Lundquist			
Scott Templeton			

2022:SB25
MOVED by Trustee Michael Barrett
SECONDED by Trustee Niki Lundquist

THAT THE DURHAM DISTRICT SCHOOL BOARD REQUEST THAT TRUSTEE
CRAWFORD ENTER INTO ONE-ON-ONE EQUITY, DIVERSITY AND INCLUSION
TRAINING AT THE DIRECTION OF THE CHAIR OF THE BOARD RECOGNIZING
THAT THIS IS A REQUEST AND WOULD NEED TO BE AGREED TO BY
TRUSTEE CRAWFORD.

CARRIED

6. Adjournment

2022:SB25
MOVED by Trustee Scott Templeton
SECONDED by Trustee Darlene Forbes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 10:52 a.m.

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Monday, July 25, 2022

9:15 a.m.

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

1. Call to Order:

Roll Call: Chair Carolyn Morton

The Chair called the meeting to order at 9:16 a.m.

Members Present: Trustees Michael Barrett, Kate Bird, Chris Braney, Donna Edwards, Darlene Forbes, Linda Lowery, Niki Lundquist, Christine Thatcher

Regrets: Trustees Paul Crawford and Scott Templeton

Officials Present: Associate Director Jim Markovski, Executive Lead Robert Cerjanec, General Legal Counsel Patrick Cotter, Superintendents Gary Crossdale, Margaret Lazarus, Andrea McAuley and Heather Mundy

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

4. Adoption of Agenda

2022:SB26

MOVED by Trustee Donna Edwards

SECONDED by Trustee Kate Bird

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Action

(a) Consideration of Submissions re: Code of Conduct

Chair Carolyn Morton shared the following information with trustees:

On June 27, 2022, the Board found that Trustee Crawford breached the Code of Conduct.

As required under the Education Act, the Board provided Trustee Crawford with written notice of the findings of the breach and of the sanction of censure and provided Trustee Crawford until July 15, 2022, to make written submissions to the Board.

Written submissions were received on July 14, 2022.

Chair Morton shared that the Education Act requires that the Board consider the written submissions made on July 14, 2022, and either confirm or revoke the determinations as to the breach that was made on June 27, 2022.

There were three findings of breach that were dealt with separately below.

A conversation took place on the additional submission that Trustee Crawford provided after the deadline of July 15, 2022. The Chair and trustees agreed that the submission would not be considered.

First Finding

As a result of the comments that Trustee Crawford made at the October 25, 2021, Governance and Policy Committee meeting, the text of which is set out at page 17 of the Integrity Commissioner's (IC) report, Trustee Crawford breached the Code of Conduct, in particular section 1.4 and 6.9.

Special Meeting of the Board Minutes
July 25, 2022

2022:SB27

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Niki Lundquist

THAT THE BOARD CONFIRMS THE FINDING THAT, AS A RESULT OF THE COMMENTS THAT TRUSTEE CRAWFORD MADE AT THE OCTOBER 25, 2021 GOVERNANCE COMMITTEE MEETING, THE TEXT OF WHICH IS SET OUT AT PAGE 17 OF THE IC REPORT, TRUSTEE CRAWFORD BREACHED THE CODE OF CONDUCT, IN PARTICULAR SECTION 1.4 AND 6.9.

CARRIED

Second Finding

As a result of the comments that Trustee Crawford made at the January 24, 2022, Governance and Policy Committee meeting, the text of which is set out at page 18 of the IC report, Trustee Crawford breached the Code of Conduct, in particular section 1.4 and 6.9.

2022:SB28

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Niki Lundquist

THAT THE BOARD CONFIRMS THE FINDING THAT, AS A RESULT OF THE COMMENTS THAT TRUSTEE CRAWFORD MADE AT THE JANUARY 24, 2022, GOVERNANCE COMMITTEE MEETING, THE TEXT OF WHICH IS SET OUT AT PAGE 18 OF THE IC REPORT, TRUSTEE CRAWFORD BREACHED THE CODE OF CONDUCT, IN PARTICULAR SECTION 1.4 AND 6.9.

CARRIED

Third Finding

As a result of threats of reprisal against the trustees that filed complaints against him, Trustee Crawford breached the Code of Conduct, in particular section 6.53.

2022:SB29

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Chris Braney

THAT THE BOARD CONFIRM THE FINDING THAT, AS RESULT OF THREATS OF REPRISAL AGAINST THE TRUSTEES THAT FILED COMPLAINTS AGAINST HIM, TRUSTEE CRAWFORD BREACHED THE CODE OF CONDUCT, IN PARTICULAR SECTION 6.53.

CARRIED

Special Meeting of the Board Minutes
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Chair Carolyn Morton shared that the findings of the breach were confirmed, and trustees must re-consider the sanction of censure that the Board imposed.

2022:SB30

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

THAT THE BOARD CONFIRM THE SANCTION OF CENSURE.

CARRIED

6. Adjournment

2022:SB31

MOVED by Chair Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 9:37 a.m.

Chair

Secretary

DRAFT

MINUTES

**The Special Meeting of the Board
Monday, September 6, 2022
6:30 p.m.**

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

1. Call to Order:

Roll Call: Chair Carolyn Morton

The Chair called the meeting to order at 6:42 p.m.

Members Present: Trustees Michael Barrett, Kate Bird, Donna Edwards, Darlene Forbes, Linda Lowery, Niki Lundquist, Scott Templeton, Christine Thatcher

Regrets: Trustee Chris Braney, Paul Crawford

Officials Present: Director Norah Marsh, Associate Director's Jim Markovski and David Wright, Executive Lead Robert Cerjanec, General Legal Counsel Patrick Cotter, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills and Jack Nigro, Student Trustees Ben Cameron, Gwen Kuyt, Lauren Edwards

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

Special Meeting of the Board Minutes
September 6, 2022

4. Adoption of Agenda

2022:SB32

MOVED by Trustee Donna Edwards

SECONDED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Action

(a) Trustee Vacancy

Chair Carolyn Morton shared that on August 31, 2022, a letter was received from Trustee Chris Braney and an email was received from Trustee Michael Barrett indicating they have residences outside of Durham Region and no longer reside in the area of DDSB's jurisdiction. Two outside legal opinions were received and it was determined that under applicable legislation the relocation of trustees out of Durham Region means that the seats held by the trustees have been vacated.

Trustee questions were answered.

2022:SB33

MOVED by Chair Carolyn Morton

THAT THE BOARD OF TRUSTEE ACCEPT THE LEGAL OPINION.

CARRIED

Adjournment

2022:SB34

MOVED By Trustee Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 7:02 p.m.

Chair

Secretary

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** September 19, 2022**SUBJECT:** 2022 Summer Learning Programs**PAGE:** 1 of 11

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

1.0 Purpose

The purpose of this report is to provide a summary of the Durham District School Board's (DDSB) 2022 Summer Learning Opportunities and Mental Health Supports for students (Early Years to Grade 12). This report contains information on a range of differentiated and responsive programs which were implemented to support student well-being and mental health, learning, and achievement.

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.*

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

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

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

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

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

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

- Student engagement and increased learning outcomes are critical to increasing community/public confidence across the District.

3.0 **Background**

- 3.1 During July and August of 2022, the Durham District School Board offered a range of summer learning opportunities for elementary and secondary students. All programs were aligned to culturally relevant and responsive pedagogy and promoted a joy of learning through fun, interactive, and collaborative tasks and activities.
- 3.2 Staff leveraged the expertise of community partners and central staff through inter-departmental planning to ensure that summer programs incorporated high-impact practices for academic and social-emotional learning/development.
- 3.3 The Summer learning programs provided programming accommodations and modifications for students working within an Individual Education Plan. These accommodations and modifications supported all learners to reach their full potential.
- 3.4 In March 2022 the Ministry of Education released a Tutoring Supports Program (Program Theme: Supporting Student Potential). This funding provided opportunities for staff to offer a range of programs designed to support learning recovery in response to the impact of the pandemic. Funding was allocated from March to August 2022 to provide summer learning opportunities.
- 3.5 Ministry-identified goals for the Tutoring Support Program:
 - Improving literacy and numeracy skills in students to promote learning recovery and to address achievement and skills development gaps;
 - Increasing students' engagement in learning; and
 - Increasing students' confidence and positive attitudes towards learning.
- 3.6 Integration of well-being activities were included in summer learning programs with guidance from the Mental Health Lead and supported through both locally developed resources and resources accessed through School Mental Health Ontario.
- 3.7 Summer learning programs and transition supports were embedded through the support of the Transition Coordinator, Educational Assistants, and Special Education Resource Teachers.
- 3.8 Professional development in Structured Literacy was provided to teachers to address the findings and recommendations in the Right to Read report.

4.0 Analysis

- 4.1 The chart summarizes the 2022 Elementary Summer Learning Opportunities (SLO). Over 6,300 elementary students accessed these programs.

Summer Learning Opportunity	Timeline	Number of Participating Students
Focus/Goals of SLO	Mode of Instruction	Number of Programs/Sites Educator/Support Staff
Indigenous Summer Program Focus: Self-identified Indigenous students. Grades 2 - 8 Children participated in student led inquiries connected to Indigenous pedagogy and outdoor environmental connections.	July 11 – 15 In-Person on the land learning (full days) Nonquon Outdoor Ed Centre	Number of students: 43 Number of sites: 1 Number of educators: 1 Lead teacher, 4 program teachers, 3 Indigenous Knowledge Keepers Duration of program 1 week
English Language Learners Summer Learning Program Focus: Grades 4 - 8 ELL students STEP 4 or below. Literacy/numeracy focus in the AM, health and wellness with recreational support in the PM.	July 4 - 22 In-Person Learning (full days) GB Attersley PS, Oshawa Terry Fox PS, Ajax	Number of students: 92 Number of sites: 2 Number of educators: 1 lead teacher, 13 classroom and support teachers, 1 student through FOY program 1 clerical staff 1 EA support staff Duration of program 3 weeks
Durham Forest Day Camp Experiential land-based learning (paid camp) for students ages 7 - 12 years old. Experiential outdoor learning ensuring that there is an arts and physical connections to land based learning.	July 4 - August 22 In-Person Learning (full days) Durham Forest 9:00 am to 4:00 pm	Number of students: 30 students per week for 8 weeks (approx. 240 students) Number of sites: 1 Number of staff: 1 camp director, 2 camp instructors, 1 high school counsellor in training (CIT) position, 1 Educational Assistant (EA) support and 40 youth volunteers, 2 part time DDSB on call supervisors Duration of program 8 weeks

Elementary Summer Learning Camps: Literacy and Numeracy, Grades 1 to 6	July 11 - July 29 In-Person Learning	Total number of students: 1,931 Number of sites: 20 Number of staff: 179 Duration of program: 3 weeks
Elementary French Immersion Summer Camps: Oral Language, Literacy and Numeracy, Grades 1 to 3	July 11 - July 29 In-Person Learning	Total number of students: 314 Number of sites: 9 Number of staff: 23 Duration of program: 3 weeks
Elementary Summer Learning Camps: Literacy and Numeracy, Grades 1 to 6	July 11t - July 29 Virtual (Synchronous) Learning	Number of students: 790 Number of programs/sites: 1 (3 campuses) Number of educators/support staff: 58 (4 supply staff, 2 facilitators, 2 administrators)
K is for Kindergarten Focus/Goals: Program is designed to help prepare parents and children for the transition to kindergarten. Children participate in play-based activities that build social skills, early math, fine and gross motor skills, as well as language and literacy development. Every session, parents participate in a discussion that offers tools and strategies for a smooth transition into kindergarten. Topics will focus on self-regulation, learning styles and communication.	4-week summer program that operates 2 hours per day. Programs are delivered with Early Years partner agencies	Number of students: 68 Number of adults/parents/caregivers: 66 Number of programs/sites: 3 Number of Educators: 11
Great Beginnings Supporting Children in Kindergarten	4-week in-person, half-day program running various dates from July 4 - August 4.	Number of students: 121 Number of programs/sites: 8

Focus/Goals: Supporting successful entry to Kindergarten and/or continuation into Year 2, with an emphasis on literacy, numeracy, and student well-being.		Number of educators/support staff: 25 (additional 5 supply staff to support all Great Beginnings programs)
Great Beginnings Supporting Children Moving from Kindergarten to Grade 1 in Fall Focus/Goals: Supporting a successful transition into Grade 1, with an emphasis on literacy, numeracy, and student well-being.	4-week in-person, half-day program running various dates from July 4 - August 4.	Number of students: 100 Number of programs/sites: 8 Number of educators/support staff: 26 (additional 5 supply staff to support all Great Beginnings programs)
Great Beginnings Supporting Primary English Language Learners Focus/Goals: Supporting language acquisition for Primary Early Language Learner's (ELL), with an emphasis on literacy, numeracy, and student well-being.	4-week in-person, half-day program running various dates from July 4 - August 4.	Number of students: 121 Number of programs/sites: 8 Number of educators/support staff: 25 (additional 5 supply staff to support all Great Beginnings programs)
Great Beginnings Student Success Program for Black Students Focus/Goals: This program is designed to support children's sense of identity and a sense of belonging, setting them up for a successful transition to kindergarten. Families are provided with information about the important role they play, activities to support child development at home, DDSB Afrocentric Perspectives in the Classroom, DDSB Compendium of Action for Black Student Success as well as an	4-week in-person, half-day program running from July 18 - August 12.	Number of students: 48 Number of programs/sites: 3 programs operating at Viola Desmond PS Number of educators/support staff: 6

overview of what to expect in Kindergarten.		
<p>Great Beginnings Start at the DDSB School Success Programs</p> <p>Focus/Goals: Supporting children who are not currently attending an early learning, nursery school, preschool, or child care program, and who will be entering Junior Kindergarten (Year One) in September.</p> <p>Great Beginnings is a play-based developmentally appropriate program administered by DDSB child care and community partners which is specifically designed to enhance children's social, emotional, physical, cognitive, language, math, and literacy skills.</p> <p>Great Beginnings is offered free for children and families who will be starting Year 1 (JK) in September of the following year. The program is designed to prepare children for a successful transition into Kindergarten.</p>	2-week in-person program running various dates from May 9 - August 25.	<p>Number of students: approx. 176</p> <p>Number of programs/sites: 11</p> <p>Number of educators/support staff: 22</p>
<p>SMILE-e (Durham Continuing Education)</p> <p>Goals: Provide students who have completed Grades 6, 7 or 8 the opportunity to deepen and extend their skills in literacy and numeracy or to reach ahead and learn new skills to prepare for the next grade.</p> <p>To engage students in coding activities that incorporate problem solving,</p>	4-week program July 6 - 29 offered in-person and online	<p>Number of students: 200</p> <p>Number of programs/sites: 4</p> <p>Number of educators/support staff: 7 + 11 student tutors</p>

critical thinking, creativity, collaboration, reasoning, spatial awareness, and sequencing. To build literacy and numeracy skills for student success.		
Tutoring with Minds On DDSB@Home Goal: Literacy and numeracy screening for all students from Grades 1 to 7 to identify those needing support. Using new K-3 phonics Screening and JUMP math as well as other online activities to promote confidence and well-being.	8-week program July 6 - 29 offered online Teacher to student Ratios Ranged from: 1:1 - 1:8	Number of students: approximately: 152 Number of programs/sites: 1 Number of educators/support staff: 26 + 1 administrator.
Minds On Mission DDSB students at White Oaks Goal: Elementary and Secondary students in the White Oaks community received interactive programming led by DDSB Secondary Students. The drop-in program consisted of English, Math and Science activities and were held 4 days a week for elementary students. This program helped build communication and numeracy and leadership skills. Secondary students participated 5 days a week to work on time management, leadership and communication skills through discussion and debate programs.	5-week program July 19 - Aug 19 offered In-Person and online, Hybrid Teacher to student Ratios Ranged from: 1:6 - 1:10	Number of students: approximately: 160 Number of programs/sites: 1 Number of educators/support staff: 4 + 1 administrator.
Teach Town Basics and Teach Town Social Skills Programming specific to supporting Autistic Students and Students with Autism	Online supported by the Autism Resource Team and other educators.	Number of students: 55

that have individualized program supports. utilizing TeachTown Basics and TeachTown Social Skills; online programs guided by student and educator.		
Getting Ready for High School (Durham Continuing Education) Goal: Students who are entering Grade 9 in the fall will become familiar with their new school and be prepared to transition to Grade 9. Programming provides an introduction to the Grade 9 English and mathematics curriculum, as well as study skills, time management, and steps to success.	3- or 4-day program August 22 - 25 offered in-person and online for DDSB@Home students	Number of students: 1,718 Number of programs/sites: 19 Number of educators/support staff: 41

4.2 2022 Summer Learning for Secondary Students

Durham Continuing Education offered both in person and eLearning courses during the summer of 2022; 7,046 students completed credit courses through July and August. Depending on the program, online learning was delivered in either Synchronous/Real-Time or Asynchronous/Flex-Time mode. There was a significant interest this summer for courses running in the Asynchronous/Flex-Time format.

Synchronous/Real-Time: Learning that happens in Synchronous/Real-Time involving the use of text, video, or voice communication in a way that enables educators to instruct and connect with students.

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

The following table outlines the program types, the program model offered and a comparison to the enrollment from last summer. Data for 2022 details the number of students who registered for each course, the number of students who completed the course, and the percentage of students who completed the course which were successful with earning the credit.

Program	Model	2021 Registrations	2022 Registrations	2022 Completed	2022 Success Rate for Credit Courses
Full Credit	Real-Time	NA	845	743	94%
eLearning July	Asynchronous/ Flex-Time	3548	3477	2857	90%
eLearning August	Asynchronous/ Flex-Time	1943	3051	2153	80%
Credit Recovery July Semester 1	Synchronous/ Real-Time	892	666	581	91%
Credit Recovery July Semester 2	Synchronous/ Real-Time	528	430	341	92%
Credit Upgrading July Semester 1	Synchronous/ Real-Time	344	215	187	96%
Credit Upgrading July Semester 2	Synchronous/ Real-Time	139	60	44	93%
Education and Community Partnership Program/Grove School	Synchronous/ Real-Time				
Youth In Policing	Synchronous/ Real-Time	64	70	70	100%
SWAC	Synchronous/ Real-Time	7	7	7	100%
DASS	Synchronous/ Real-Time	24	48	45	100%
BOYD Archeological Field School	Real-Time	NR	18	18	100%
Adult ESL, Summer Program	Synchronous/ Real-Time	195	210	138	N/A

During the summer of 2022, Durham Continuing Education offered continued summer credit and non-credit programming for students from across the system while maintaining the levels of programming and achievement as in previous years.

Learning, for students with special education strengths and needs, was supported by Special Education Resource Teachers, Educational Assistants and other support staff (e.g., Intervenor).

4.3 Special Education and Mental Health Related Summer Programs

Education Community Partnership Programs (ECP)/Grove School provided summer programming in collaboration with seven community agencies.

- 87 youth participated
- 90.0 course credits and 5 K-course requirements achieved
- 2 students completed final credits to achieve graduation

Therapeutic Recreation provided an opportunity for students in secondary life-skills foundations to access their Individual Education Plans and to access programs through the Practical Learning Program and to participate in community and activity-based programming to improve well-being, physical and mental health in partnership with the Abilities Centre.

- Two four-week programs on site at the Abilities Centre
- The support team included 2 DDSB Educational Assistants
- 21 participants (13 DDSB students and 9 Durham Catholic District School Board (DCDSB) students)

4.4 Mental health supports for students and families.

- Direct access button on the DDSB webpage for families to connect with a member of the DDSB mental health team. This is not an emergency line; connections through the website are responded to Monday to Thursday throughout the summer. Emergency contact information was provided on the website for families. Link: [Connecting with our mental health team](#)
- Collaboration with the K-12 Teaching and Learning department on the integration of well-being being embedded into summer learning programs
- Continuity of direct Psychological Service for 9 students; 1 concluded service during the summer and 8 have service plans continuing into the school year.
- Social Work services provided mental health supports to 29 students which included 2 student connections with community agencies; 9 students had concluded service during the summer and 20 students have service plans continuing into the school year.
- Social Emotional Learning Program was provided to the Modified calendar Intermediate Elementary Students; four classes for a total of 72 students.

4.5 Opportunity For Clinical Assessments

Members of the DDSB Psychological Services and Speech Language Services teams provided access to clinical assessments in July and August:

- Psychological services team members provided 14 students with psychological assessments (3 secondary and 11 elementary);
- Speech-language pathologists provided 62 (elementary students) with comprehensive speech and language assessments.

5.0 Financial Implications

All summer programming has been funded through different funding sources, mainly Ministry Grants for summer learning and through Ministry summer tutoring allocations. The cost of elementary programming was \$2.3M. The cost of the secondary programs are recovered through enrolment registers.

6.0 Evidence of Impact

- 6.1 A range of data collected indicates that overall students participating in 2022 summer learning programs demonstrated increased learning outcomes. Consolidated key concepts, increased confidence and self-efficacy. This data supports the DDSB goal of supporting students as they transition into their new grade/school this fall.
- 6.2 Measures of Student Impact varied by summer learning opportunity and included some of the following areas of metrics:
- Parent Surveys - The surveys indicate that parents' value and support the program and were actively engaged.
 - Pedagogical Documentation - Reflects growth in the identified areas of need.
 - Student voice - Indicates positive student and parent engagement in the program.
 - Conversation/Observation/Product - Work samples collected at the beginning and completion of the program measures growth in critical thinking.
 - Professional Learning - Teacher implementation of professional learning, focused on the creation of an online community of learners using culturally responsive pedagogy, as measured through feedback and survey data.
 - Parent Engagement – Parent engagement learning sessions led by community members within both the Indigenous and ESL Summer Learning Programs.
 - Continued monitoring of achievement data throughout the course of the 2022-2023 school year to measure student performance.

7.0 Communication Plan

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

8.0 Conclusion and/or Recommendations

The Durham District School Board provided a range of programs and services for students to optionally access through the summer of 2022. Interdepartmental collaboration was instrumental in planning for these summer learning opportunities and supports. All opportunities prioritized well-being, engagement, and learning.

A continued focus for the 2022-2023 school year, especially in the first term, is learning recovery due to the pandemic, which provides in-school and after-school supports for students in need.

9.0 Appendices

N/A

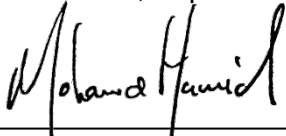
Report reviewed and submitted by:




Norah Marsh, Director of Education and Secretary to the Board



Erin Elmhurst, Superintendent of Education



Mohamed Hamid, Superintendent of Education



Margaret Lazarus, Superintendent of Education



Andrea McAuley, Superintendent of Education



Stephen Nevills, Superintendent of Education



Jack Nigro, Superintendent of Education

**Report of the Durham District School Board
Standing Committee Public Session
September 6, 2022**

The hybrid regular meeting of the Standing Committee of the Durham District School Board was held on this date.

1. Call to Order:

The Chair, Christine Thatcher called the meeting to order at 7:03 p.m.

Members Present: Trustees Kate Bird, Paul Crawford, Donna Edwards, Darlene Forbes, Linda Lowery, Niki Lundquist, Carolyn Morton, Scott Templeton, Student Trustees Ben Cameron, Lauren Edwards and Gwen Kuyt

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

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

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

3. Declarations of Interest

There were no declarations of interest at this time.

4. Motion to Approve the Agenda

2022:SC26

MOVED by Trustee Christine Thatcher

The agenda was amended to add 9.(a) Student Trustee Report.

THAT THE AMENDED AGENDA BE APPROVED.

CARRIED

5. Community Presentations

There were no community presentations at this time.

6. DDSB Presentations

(a) DDSB Mental Health and Well-Being 2022-2025 Action Plan

Superintendent Andrea McAuley introduced Steffanie Pelleboer, Mental Health Lead who provided trustees an overview of the draft Durham District School Board 2022-2025 Mental Health and Well-Being Action Plan.

The Action Plan is grounded in the 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.

Trustee questions were answered.

7. Director's Update

Director Norah Marsh provided trustees with the following update for trustees:

Staff began the first meeting of the 2022-2023 school year with a mental health update and Action Plan, understanding the important role healthy mental health plays in learning and engagement.

Director Marsh welcomed students and staff back to school. Staff have been incredibly busy over the summer with the DDSB summer programs and a report on this topic will be shared with trustees at the September 19, 2022, Board meeting. Director Norah March acknowledged and thanked the staff who worked over the summer to prepare for the start of school this year.

In the budget process last year funding was provided for transition time to ensure that students who experience stress with the return to school, will have additional support for the transition, to focus on their belonging and engagement.

A report will be shared on student learning in the fall. The report includes DDSB and EQAO data. EQAO data is usually received in August but has been delayed. The report will be shared with trustees at the end of September or early October.

Superintendent Heather Mundy provided the following update for trustees:

- Staff were busy throughout the summer working to hire staff to the occasional lists. Many administrators assisted with the process during the summer, and staff were able to provide offers to 99 Educational Assistants, 69 Clerical and 62 Early Childhood Educators.

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- Staff reached out to all of the newly retired teachers. There are 60 returning retirees to supply list.
- Staff hired 24 new permanent French teachers in March who have all been placed into positions.
- There are over 400 uncertified teachers that will continue to be available to provide supply teaching support in schools, when positions are not picked up by a certified teacher.
- Staff will be adding to the occasional teacher lists once the fall hiring of permanent and LTO teachers is completed.

Through the work of the Workplace Planning Analysts, staff have been able to review updated and live enrolment data from PowerSchool, the new registration process (Info Snap) and from administrator updates.

The following enrolment data was shared:

Elementary:

- Official Enrolment Projection: 52,575
- PowerSchool enrolment: 53,099 students
- InfoSnap: 1,400 new registrations (655: Kindergarten, 357: Primary). There were 25 classrooms and 7 ECE classes added to address the enrolment pressure.

Secondary School:

- There is an increase in enrolment number projections and additional staff have been added to a few schools to support timetable creation for new registrations.
- Staff have been gathering PowerSchool data to support school enrolment.
- Staff continue to make staffing adjustment to meet the Ministry requirements and support students well-being and achievement.

Associate Director Jim Markovski provided the following update for trustees:

Based on Ministry of Education communications that staff received in August, which follow the advice of the Office of the Chief Medical Officer of Health, most health and safety requirements will remain unchanged from the previous direction provided at the end of the 2021-2022 school year.

The [COVID-19 Advisory](#) section will continue to be posted on the DDSB website and will provide a status update on self-reported confirmed cases involving a staff member or student in a school setting.

The COVID-19 advisory section will also include absenteeism data due to illness, in addition to any notices of a classroom, cohort or school closure.

Schools will continue to notify their communities if there are self-reported positive COVID-19 test results in a class.

Masks will not be a requirement for anyone in schools or on student transportation. Schools will continue to remain a mask-friendly environment. Individuals are welcome and encouraged to wear a mask if they choose to do so.

Last week, staff were provided with an update on the [School and Child Care Screening Tool](#), which included the revisions to the [Management of Cases and Contacts of COVID-19 in Ontario](#) guidance from the Ministry of Health.

Key changes include:

- Removed from the guidance is the minimum isolation period (5 or 10 days) required for individuals with confirmed COVID-19. Vaccination status is no longer a factor for isolation of household members.
- New - Individuals who are feeling sick or have any new or worsening symptoms of illness, including those not listed in the screening tool, should stay home until their symptoms are improving for at least 24 hours (or 48 hours for nausea, vomiting, and/or diarrhea) and they do not have a fever.
- New - Asymptomatic individuals with a positive test result do not need to isolate unless symptoms develop. If symptoms develop, they should isolate immediately.
- New – As an additional precaution, for a total of 10 days after any self-isolation period (COVID-19 symptoms or positive test result) individuals and their household contacts should continue to wear a mask in all public settings including schools and avoid non-essential activities where mask removal is necessary (e.g., playing a wind instrument, high contact sports where a mask cannot be safely worn).

8. Recommended Actions

There were no recommended actions at this time.

9. Information Items

(a) Student Trustee Report

The Student Trustees for the 2022-2023 term introduced themselves to trustees:

- Ben Cameron, Pickering/Ajax
- Gwen Kuyt, Representing Oshawa/Whitby
- Lauren Edwards, Representing Brock/Scugog/Uxbridge

(b) Community Use of Schools Start Up

Associate Director David Wright introduced Head of Facilities Lisa Bianca who provided trustees with an update on the Community Use of Schools following the lifting of public health restrictions.

Trustee questions were answered.

(c) DDSB Accessibility Plan 2022-2026

Superintendent Heather Mundy introduced Senior Manager, People and Culture Lisa Coppins who provided trustees with an overview of the DDSB Accessibility Plan.

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

Trustee questions were answered.

(d) OPSBA Report

Trustee Christine Thatcher shared with trustees that Jane Klassen Jeninga is the new chair of central east region for OPSBA. Due to the municipal election, there will be no fall meeting. The Public Education Symposium (PES) will take place in January 2023.

Trustee Christine Thatcher asked trustees to share their feedback with Chair Carolyn Morton with regards to the extension of hybrid meetings past November 15, 2022. This information will be submitted to OPSBA from Boards across the province and shared with the Ministry of Education.

10. Committee Reports

There was nothing to report at this time.

11. Correspondence

- 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)

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- vi. The Town of Ajax
- vii. The Township of Brock
- viii. Upper Canada District School Board

The above correspondence was shared with trustees for information.

12. Other Business

There was no other business at this time.

13. Adjournment

2022:SC27

MOVED by Chair Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

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

Chair

Secretary

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Board of Trustees**DATE:** September 19, 2022**SUBJECT:** Trustee Vacancies**PAGE:** 1 of 4**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
Patrick Cotter, General Counsel
Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with information as to the establishment of a Vacancy Committee.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

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

3.0 Analysis

There are two recent vacancies on the Board of Trustees.

The Education Act

Under the provisions of the *Education Act*, if a member's seat becomes vacant before the end of the member's term, the remaining elected members shall appoint a qualified person to fill the vacancy within 90 days after the office becomes vacant (section 221). This requirement is waived if the vacancy occurs within one month of the next election, in which case the vacancy shall not be filled (section 224).

As noted, the *Education Act* allows only elected members to appoint a qualified person. The Board's Consolidated Bylaws must be interpreted in a manner consistent with the *Education Act* and to give meaning to these provisions. Therefore, it is our view that only those members of the Board of Trustees that were elected in the regular election in 2018 under the Municipal Elections Act, 1996 (as opposed to appointed) would be eligible to participate on the Vacancy Committee and in the appointment process outlined below.

Consolidated Bylaws

Section 6.2.1 of the Board's Consolidated Bylaws provides that, in the event of a vacancy, the Board shall establish a Vacancy Committee.

The Vacancy Committee will need to consider the provisions of the *Education Act* and will also consider two potential options:

- i. appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area providing the candidate remains a qualified person as defined under the *Education Act*; or
- ii. consider a broader range of electors for the appointment in which case, the following actions will occur:

- (a) Advertising

The vacancy shall be advertised in all the local papers.

- (b) Applications

- Individuals interested in the position shall be required to submit, in writing, an application for the position, to be received by the Secretary to the Board.
- The Vacancy Committee shall establish a deadline for the appointment process.

- (c) Information Required

Applicants shall be asked to provide the following information:

- i. Confirmation of eligibility;
- ii. Why they are interested in the position;
- iii. Background, interests, experience, concerns;
- iv. Other information they think is pertinent.

Application materials shall be copied and distributed to all Trustees at least 48 hours prior to an interview date.

- (d) Information Provided

Upon written or verbal indication from an individual that she/he intends to apply for the position, a package of information shall be made available for pick-up from the Trustees' Secretary, as follows:

- i. Durham District School Board Facts Folder;
- ii. These Bylaws including the Member Code of Conduct;
- iii. Schedule of Board and Committee Meetings;
- iv. Committee Membership List.

(e) Interviews

- i. The Vacancy Committee shall establish the interview date and the schedule of interviews.
- ii. Only candidates who have submitted written applications by the deadline date shall be interviewed. Interviews shall be conducted in the Boardroom. All Trustees shall be invited to participate in the interviews. Trustees shall be asked to indicate their intentions about their attendance and participation in the interviews. Each candidate shall be requested to address the Board for up to five minutes, and to respond to questions from the Trustees for up to five minutes. Interviews shall be conducted on the Monday of the Board meeting, arranged so that all interviews shall be completed by 4:30 p.m. If an inordinate number of candidates is to be interviewed, a second day for interviews shall be determined by the Chair, after consultation with Trustees. If a quorum of Trustees is present for the interviews, the interviews shall be conducted as part of a special Board meeting. Should a quorum of Trustees not be present, those present shall form a Selection Committee which shall make a recommendation to the Board. The Chairperson of the Board or designate shall preside over the interviews and be responsible for adhering to the timelines. The interviewing process shall be open to the public. Candidates shall be advised of their right to attend any or all interviews.

(f) Voting

- i. Only Trustees present for all interviews are eligible to vote.
- ii. Voting shall be by secret written ballot.
- iii. The Director and Superintendent of Education/Business and Finance shall count the ballots.
- iv. On the first ballot, Trustees shall vote for three (3) candidates. (Any ballot without three names shall be considered a spoiled ballot).
- v. The ten (10) candidates achieving the greatest number of votes shall proceed to the second ballot. Their names shall be posted in the Boardroom.
- vi. On the second and subsequent ballots, Trustees shall vote for only one (1) candidate.
- vii. Voting shall continue, and on each subsequent vote the candidate(s) receiving the lowest number of votes shall be dropped from the ballot until one (1) candidate receives at least a simple

- majority of votes cast, except on the first ballot.
- viii. Any candidate who does not receive any votes will be dropped from subsequent voting. This shall also apply to all subsequent ballots.
 - ix. In the event of a tie, a second ballot shall be cast. If a tie remains, the decision shall be determined by lot.
 - x. Following the swearing in of the successful candidate, all ballots shall be destroyed.
- (g) A recommendation shall be brought forward to the Committee of the Whole (closed session) to approve the appointment. All Trustees are eligible to vote on the recommendation. The person shall be advised by telephone of the Board's decision.
- (h) The appointed candidate shall attend the next Board meeting at the beginning of the public session to be sworn in.

A report will be brought forward to the first meeting of the Vacancy Committee which will include the results of the previous election in each of Oshawa and Pickering.

4.0 Conclusion and/or Recommendations

This report is provided to the Board of Trustees and recommends the establishment of a Vacancy Committee in accordance with section 6.2.1 of the Consolidated Bylaws.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** September 19, 2022

SUBJECT: 2022 Municipal Election: Appointment of
Members to the Compliance Audit Committee **PAGE:** 1 of 5

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

1.0 Purpose

The purpose of this report is to recommend that the Board of Trustees establish a Compliance Audit Committee as required under the Municipal Elections Act.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

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

3.0 Background

Section 88.37(1) of the *Municipal Elections Act*, 1996 (the Act) requires the Board to establish a Compliance Audit Committee (CAC) before October 1 of an election year. The purpose of the Committee is to hear and decide on applications for compliance audit made by electors who believe on reasonable grounds that a candidate in the last election has contravened one or more provisions of the *Municipal Elections Act* related to election campaign finances.

4.0 Analysis

4.1 The following provisions from the *Municipal Elections Act* define the establishment, composition, member eligibility, term of office, role of Board Secretary and associated costs of the Compliance Audit Committee:

Section 88.37 (1) A council or local board shall establish a Compliance Audit Committee before October 1 of an election year for the purposes of this Act.

Composition

The Committee shall be composed of not fewer than three and not more than seven members and shall not include,

- (a) employees or officers of the municipality or local board;
- (b) members of the council or local board;
- (c) any persons who are candidates in the election for which the Committee is established; or
- (d) any persons who are registered third parties in the municipality in the election for which the Committee is established.

Eligibility for appointment

A person who has such qualifications and satisfies such eligibility requirements as may be prescribed is eligible for appointment to the Committee.

Term of office

The term of office of the Committee is the same as the term of office of the council or local board that takes office following the next regular election, and the term of office of the members of the Committee is the same as the term of the Committee to which they have been appointed.

Role of clerk or secretary

The clerk of the municipality or the secretary of the local board, as the case may be, shall establish administrative practices and procedures for the Committee and shall carry out any other duties required under this Act to implement the Committee's decisions.

Costs

The council or local board, as the case may be, shall pay all costs in relation to the Committee's operation and activities.

Compliance Audit Process

- An elector who is entitled to vote in an election and believes on reasonable grounds that a candidate has contravened a provision of the *Municipal Elections Act* relating to election campaign finances may apply for a compliance audit of the candidate's election campaign finances.
- An application for a compliance audit is made to the Secretary of the Board setting out in writing the reasons for the elector's belief there has been a contravention of a provision of the Act.

- The application must be made within 90 days after the candidate's final filing of his or her Financial Statement or the expiry date of any filing extension the candidate may have.
- The Secretary of the Board forwards the application to the Compliance Audit Committee that within 30 days is to consider and decide whether the audit should be granted or rejected. A copy of the application is also provided to the Board.
- The decision of the Committee may be appealed to the Ontario Court of Justice within 15 days after a decision is made and the court may make any decision the Committee could have made.
- If the Committee decides to grant the application, it appoints an auditor to conduct a compliance audit of the candidate's election campaign finances.
- The auditor conducts an audit of the candidate's election campaign and prepares a report outlining any apparent contravention by the candidate.
- The auditor is entitled to have access to all relevant books, papers, documents or things of the candidate and of the board.
- The auditor submits the report to the Board, the candidate, the applicant, the municipal clerk, with whom the candidate filed his or her nomination, and the Secretary of the Board who then forwards the report to the Compliance Audit Committee.
- No action or other proceeding for damages shall be instituted against the auditor for any act done in good faith in the execution or intended execution of the audit or for any alleged neglect or default in its execution in good faith.
- The Committee may, if the report concludes that the candidate appears to have contravened a provision of the Act relating to election campaign finances, commence a legal proceeding against the candidate for the apparent contravention.
- The Committee shall retain external legal counsel to act on its behalf when commencing a legal proceeding against a candidate.
- The Committee may, if the report concludes that the candidate does not appear to have contravened a provision of the Act relating to election campaign finances, make a finding as to whether there were reasonable grounds for the application.
- If the auditor's report indicates there was no apparent contravention and the Committee finds there were no reasonable grounds for the application, the Board is entitled to recover the auditor's costs from the applicant.
- Filing an application with the Compliance Audit Committee does not prevent the applicant from laying a charge or taking any other legal action, at any time, with respect to an alleged contravention of a provision of the Act relating to election campaign finances.

4.2 Compliance Audit Committee Selection Process

Members for the Compliance Audit Committee have been recruited from the roster of the 2022-2026 Compliance Audit Committee for Durham Region municipalities. All candidates have been confirmed to be qualified by the Region and understand the Compliance Audit Committee Process.

4.3 Terms of Reference

The attached draft resolution reflects the same terms that the Durham District School Board (DDSB) used in 2010 with minor modifications.

5.0 Financial Implications

The remuneration of Compliance Audit Committee members will consist of a retainer fee of \$400.00 for each individual on the roster and covers the four (4) year term.

In addition to the remuneration, a per diem rate of \$350.00 plus mileage will be paid by DDSB to each of the members appointed to the Compliance Audit Committee for materials for the hearing and is only paid if a Compliance Audit Committee meeting is held.

To date, the DDSB has not had a compliance audit, however, should a compliance audit application come forward and the Committee deems that it should be heard, the cost associated with the Compliance Audit Committee's operation and activities are the responsibility of the board in accordance with the provisions of the *Municipal Elections Act*.

6.0 Communication Plan

The names of the Compliance Audit Committee members, process and Terms of Reference will be posted on the DDSB 2022 Municipal Elections webpage.

7.0 Conclusion and/or Recommendations

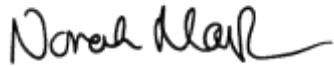
This report is provided to the Board of Trustees for approval of the Draft Resolution as outlined in Appendix A, and appointment of members to the Compliance Audit Committee as outlined in Appendix B.

8.0 Appendices

Appendix A: Draft Resolution Re Compliance Audit Committee

Appendix B: 2022-2026 Proposed Compliance Audit Committee Members

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

COMPLIANCE AUDIT COMMITTEE

The Board hereby establishes a Compliance Audit Committee in accordance with Section 88.37(1) of the *Municipal Elections Act, 1996*, which shall carry out the following duties and responsibilities as stipulated in the *Municipal Elections Act, 1996*:

- a) Within 30 days of receipt of an application requesting a compliance audit, review and determine whether to grant an application for a compliance audit of a candidate's election campaign finances.
- b) If the application is granted, appoint an auditor licensed under the *Public Accounting Act, 2004*, or prescribed persons to conduct a compliance audit of a candidate's election campaign finances.
- c) Review each compliance audit report.
- d) If a compliance audit report concludes that a candidate appears to have contravened a provision of the *Municipal Elections Act, 1996* relating to election campaign finances, determine whether to commence a legal proceeding against the candidate for the apparent contravention.
- e) If a decision is made to commence a legal proceeding against a candidate, retain external legal counsel to act on its behalf.
- f) If a compliance audit report concludes that the candidate does not appear to have contravened a provision of the *Municipal Elections Act, 1996* relating to election campaign finances, determine whether there were reasonable grounds for the application.
- g) If the auditor's report indicates that there was no apparent contravention of a provision of the *Municipal Elections Act, 1996* and the committee finds that there were no reasonable grounds for the application, advise the Board that it is entitled to recover the auditor's costs from the applicant.

1. **Membership**

The committee shall be comprised of three members appointed by the Secretary of the Board from the Board approved Compliance Audit Committee roster which is attached. A chair shall be elected by committee members at its first meeting. The term of the chair shall be the same as the term of the committee.

2. Qualifications

Committee members will possess the following skills:

- a. Demonstrated knowledge and understanding of municipal election campaign financing rules;
- b. Proven analytical and decision-making skills;
- c. Experience working on committees, task forces or similar settings;
- d. Demonstrated knowledge of quasi-judicial proceedings;
- e. Availability and willingness to attend meetings; and
- f. Excellent oral and written communication skills.

3. Terms of Office

The term of the committee and that of all members shall coincide with the term of the Board.

4. Procedures and Administrative Practices

Meetings shall be at a time and place as coordinated by the Secretary of the Board. The Secretary of the Board shall provide meeting support for committee activities including agenda preparation, minute taking and minute preparation. Rules of conduct for all meetings shall be the same as those governing standing committees of the Board with appropriate modifications as determined by the Secretary of the Board.

**2022 Durham District School Board
Compliance Audit Committee Roster**

Name
Richard Austin
Joe Brown
Gary Cohn
Kelly Gravelle
Paul Jones
Sachin Persaud

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** September 19, 2022

SUBJECT: Short-Term Borrowing Resolution **PAGE:** 1 of 2

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

1.0 Purpose

The purpose of this report is to present the resolution for short-term borrowing for the 2022-2023 school year, for the Board of Trustees' consideration.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

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

3.0 Background

The attached resolution authorizes the signing officers of the Board to borrow funds when required to meet cash flow needs. The dollar amount in the resolution (to a maximum of \$175.0 million) is equal to the amount that was approved in September 2021.

In the 2021-2022 school year, the Board utilized \$67.3 million in short term financing to mitigate cash flow pressures. This was due to the Ministry of Education cash management strategy and amendments to the Education Act, Ontario Regulation 20/98 (Education Development Charges – General).

4.0 Analysis**Cash Management Strategy**

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

Education Development Charges (EDC)

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

5.0 Financial Implications

Although not anticipated to be incurred, interest charges on funds used for operating purposes would be paid out of operating revenues. The Ministry of Education reimburses boards for interest charges related to capital expenditures (excluding EDC expenditures) to a maximum of the 3-month Banker's Acceptance (BA) rate plus 75 basis points. Interest charges on funds used to cover an EDC deficit are chargeable to the EDC fund.

6.0 Evidence of Impact

N/A

7.0 Communication Plan

N/A

8.0 Recommendation

It is recommended that the Board of Trustees approve the Borrowing Resolution for the 2022-2023 school year.

9.0 Appendices

Appendix A – Borrowing Resolution

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



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

RESOLUTION OF DURHAM DISTRICT SCHOOL BOARD
BORROWING RESOLUTION

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

AND WHEREAS the amount authorized to be borrowed by this resolution together with any borrowing heretofore made by the Board under Section 243 of the Education Act that have not been repaid does not exceed the amount of the estimated current revenue (excluding such revenue derivable or derived from the sale of assets, borrowing or issues of debentures or from a surplus excluding arrears of taxes and proceeds from the sale of assets) of the Board as set forth in the estimates for the fiscal year September 1, 2022 to August 31, 2023 less the amount of the current revenue for the current year already received and collected.

BE IT THEREFORE RESOLVED THAT:

1. For the purposes aforesaid, the Board be authorized to borrow an amount not to exceed the sum of one hundred and seventy five million dollars by way of a promissory note of the Board payable not later than the 31st day of August 2023 and bearing interest at the Bank Prime Rate or less;
2. The Treasurer, together with the Chairperson of the Board, be and they are hereby authorized and empowered for and on behalf of the Board to sign such promissory notes as may be necessary and to affix thereto the Board's corporate seal;
3. The Treasurer of the Board is hereby authorized and directed to apply in payment of all or any sums borrowed as aforesaid, together with interest thereon, all or any of the current revenues (as hereinbefore defined) of the Board collected or received by the Board and all or any other monies which may lawfully be applied for such purpose;
4. The Treasurer of the Board is hereby authorized and directed to furnish to the Bank or other Financial Institutions, at the time any amount is borrowed under this resolution, a statement showing the amount of the estimated revenues of the current year not yet collected, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the next preceding year and the amount of the revenues of the current year already collected, and also showing the total of any amounts borrowed under Section 243 of The Education Act in the current year that have not been repaid; and
5. The Bank or other Financial Institutions shall not be bound to establish the necessity of the borrowing authorized by this resolution or their application for the purposes aforesaid and may rely on a certified copy of this resolution as proof that the borrowing is validly authorized and on any statement furnished by the Treasurer under paragraph 4 of this resolution as proof of the facts stated therein.

We hereby certify that the foregoing is a true and accurate copy of a resolution of the above-mentioned Board duly passed at a meeting thereof duly convened and held at Whitby, Ontario on the *19th day of September 2022* and that the said resolution is in full force and effect, unamended.

As witness the Corporate Seal of the Board this 19th day of September 2022.

(Corporate Seal)

Chairperson of the Board

Treasurer of the Board

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board	DATE: September 19, 2022
SUBJECT: Honoraria for Board Members	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 Jennifer Machin, Senior Manager of Finance	

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees on the honoraria for the 2022-2026 Board Members.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

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

3.0 Background

Ontario Regulation 357/06 “Honoraria for Board Members” requires that an outgoing Board must set the Trustee honorarium for the next term of office, which runs for four years starting November 15, 2022.

The legislation requires that school boards must establish their honorarium policy by October 15th in the year a term of office begins, which ensures the policy is in place prior to the election on October 24, 2022.

A copy of the O.Reg 357/06 is attached as Appendix A.

4.0 Analysis

Ontario Regulation 357/06 “Honoraria for Board Members” sets out limits for the establishment of trustee honoraria in sections 2 through 9. These sections include a base amount, an enrolment amount, an attendance amount, and a distance amount. DDSB is not eligible under the criteria for the distance amount and has chosen to forego the attendance amount, when establishing the honoraria for the previous and current terms.

Calculation of the allowable honoraria under the Regulation for the base and enrolment components for November 15, 2022 to November 14, 2023 per O.Reg 357/06 are set out in Appendix B of this report.

Student Trustee honoraria remains the same at \$2,500 each, per year, as set out in Ontario Regulation 7/07 “Student Trustees”.

5.0 Financial Implications

Sufficient funds to cover Honoraria for Board Members were included in the approved 2022-2023 budget based on previous Board decisions to forego the attendance amount. Any change required for the coming term can be adjusted when we submit revised estimates.

6.0 Evidence of Impact

The establishment of this honorarium policy is required to comply with Ontario Regulation 357/06 “Honoraria for Board Members”.

7.0 Communication Plan

N/A

8.0 Recommendation

The following draft resolution is provided for the Board of Trustees’ consideration:

That the Honoraria for Board Members for Durham District School Board for the term of office November 15, 2022 to November 14, 2026, shall be as follows:

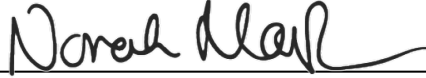
- a) Base Amount
 - i. The annual base amount per Trustee for the period November 15, 2022 to November 14, 2026 shall be \$5,900.00.
 - ii. The annual base amount for the Chair and Vice-Chair in all years of the Term shall be the amount set out above, plus an additional \$2,500 for the Vice-Chair and an additional \$5,000 for the Chair.
- b) The enrolment amount per Trustee will be calculated annually, and shall be 100% of the amount determined when multiplying the Board’s day school Average Daily Enrolment (ADE) for the previous year’s estimates by \$1.75 and dividing by the number of Trustees, plus an additional amount of \$0.025 x ADE for the position of Vice Chair, and \$0.05 x ADE for the position of Chair of the Board (in accordance with O.Reg 357/06).

9.0 Appendices

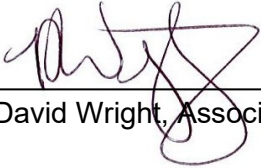
Appendix A – Ontario Regulation 357/06: Honoraria for Board Members

Appendix B – Allowable Trustee Honoraria 2022-2023

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



Français

Education Act

ONTARIO REGULATION 357/06

HONORARIA FOR BOARD MEMBERS

Consolidation Period: From December 1, 2018 to the e-Laws currency date.

Last amendment: 436/18.

Legislative History: [+]

This is the English version of a bilingual regulation.

Purpose

1. This Regulation sets out the method for calculating the limits on honoraria paid under section 191 of the Act. O. Reg. 357/06, s. 1; O. Reg. 57/12, s. 1.

Components of honorarium

2. (1) For a term of office beginning in 2006 or later, the honorarium for a member of a district school board, in respect of any year of his or her term of office, shall consist of such of the following components as the board determines, subject to section 4;

1. The base amount for the year.
2. The enrolment amount for the year.
3. The attendance amounts payable to the member for the year.
4. The distance amounts payable to the member for the year. O. Reg. 357/06, s. 2 (1).

(2) In 2018, 2019 and 2020, the year of a member's term of office begins on December 1 and ends on the following November 30. O. Reg. 292/18, s. 2.

(3) In 2021, the year of a member's term of office begins on December 1 and ends on the following November 14. O. Reg. 292/18, s. 2.

(4) Beginning in 2022, a year of a member's term of office begins on November 15 and ends on the following November 14. O. Reg. 292/18, s. 2.

3. REVOKED: O. Reg. 190/10, s. 1.

Policy re honorarium components

4. (1) For a term of office beginning in 2006 or later, the board shall establish a policy, on or before October 15 of the calendar year in which the term of office begins, with respect to,

- (a) which components listed in paragraphs 1 to 4 of subsection 2 (1) it will pay during the term of office;

- (b) for the base amount, the attendance amount and the distance amount, if the component will be paid, the amount of the component to be paid to a member for each year of the term of office, determined in accordance with sections 5, 7 and 8; and
- (c) for the enrolment amount, if it will be paid, the percentage to be applied in calculating the enrolment amount limit for a member for each year of the term of office. O. Reg. 357/06, s. 4 (1); O. Reg. 163/07, s. 2 (1); O. Reg. 190/10, s. 2 (1).

(2) The board may, at any time, change its policy under subsection (1) such that a component is not paid for a year, the amount of a component to be paid is lowered for a year, or the percentage to be applied in calculating the enrolment amount limit is lowered for a year. O. Reg. 163/07, s. 2 (2).

(3) If the board changes its policy for a year under subsection (2), it may restore the original policy made under subsection (1) at any time before the end of the period to which the policy applies. O. Reg. 163/07, s. 2 (2).

(4) REVOKED: O. Reg. 190/10, s. 2 (2).

Base amount

5. (1) The base amount for a member for a year of a term of office is an amount that does not exceed the base amount limit determined under subsection (2), (3) or (4), as the case may be. O. Reg. 357/06, s. 5 (1).

(2) For a member other than the chair or vice-chair, the base amount limit for the year is \$5,900. O. Reg. 436/18, s. 1.

(3) For the chair, the base amount limit for the year is determined by adding \$5,000 to the amount determined under subsection (2). O. Reg. 357/06, s. 5 (3).

(4) For the vice-chair, the base amount limit for the year is determined by adding \$2,500 to the amount determined under subsection (2). O. Reg. 357/06, s. 5 (4).

Enrolment amount

6. (1) The enrolment amount for a member for each year of a term of office is an amount determined for that year that does not exceed the enrolment amount limit. O. Reg. 163/07, s. 4 (1).

(1.1) The enrolment amount shall be calculated anew in each year of a member's term of office. O. Reg. 163/07, s. 4 (1).

(1.2) The enrolment amount limit is determined by multiplying the percentage determined by the board for the year under clause 4 (1) (c) or subsection 4 (2) or (3), as the case may be, by the amount determined for the member under subsection (2), (3) or (4), as the case may be. O. Reg. 163/07, s. 4 (1).

(2) For a member other than the chair or vice-chair, determine an amount as follows:

1. Multiply the enrolment of the board for the year as determined under section 9, by \$1.75.
2. Divide the number determined under paragraph 1 by the number of members determined for the board under subclause 58.1 (2) (k) (i) or subsection 58.1 (10.1) of the Act, as the case may be. O. Reg. 357/06, s. 6 (2); O. Reg. 163/07, s. 4 (2).

(3) For the chair, add the amount determined under subsection (2) to the amount determined as follows:

1. Multiply the enrolment of the board for the year as determined under section 9 by 5 cents.
2. Determine the greater of,
 - i. the amount determined under paragraph 1, and
 - ii. \$500.

3. Determine the lesser of,

- i. the amount determined under paragraph 2, and
- ii. \$5,000. O. Reg. 357/06, s. 6 (3); O. Reg. 163/07, s. 4 (3).

(4) For the vice-chair, add the amount determined under subsection (2) to the amount determined as follows:

1. Multiply the enrolment of the board for the year as determined under section 9 by 2.5 cents.

2. Determine the greater of,

- i. the amount determined under paragraph 1, and
- ii. \$250.

3. Determine the lesser of,

- i. the amount determined under paragraph 2, and
- ii. \$2,500. O. Reg. 357/06, s. 6 (4); O. Reg. 163/07, s. 4 (4).

Attendance amount

7. (1) The attendance amount is an amount that does not exceed the attendance amount limit of \$50. O. Reg. 357/06, s. 7 (1).

(2) The attendance amount may be paid to a member for attending any meeting of a committee of the board that is required to be established by an Act or a regulation made under an Act. O. Reg. 357/06, s. 7 (2).

Distance amount

8. (1) The distance amount is an amount that does not exceed the distance amount limit of \$50. O. Reg. 357/06, s. 8 (1).

(2) For a board member described as follows, the distance amount may be paid to the member for attending in person at any meeting of the board or of a committee of the board that is required to be established by an Act or a regulation made under an Act:

1. The board member is a member of a board that has,

- i. a board area greater than 9,000 square kilometres, as set out in Table 1 of Ontario Regulation 412/00 (Elections to and Representation on District School Boards) made under the Act, as that regulation reads on the day that the board makes its determination under section 4, or
- ii. a dispersal factor of greater than 25, as set out in Table 5 of Ontario Regulation 412/00 (Elections to and Representation on District School Boards) made under the Act, as that regulation reads on the day that the board makes its determination under section 4.

2. On the day of the meeting, the distance between the member's residence and the place where the meeting is held is more than 200 kilometres. O. Reg. 357/06, s. 8 (2); O. Reg. 163/07, s. 5; O. Reg. 292/18, s. 4.

(3) A board member may receive the distance amount only once in respect of any day. O. Reg. 357/06, s. 8 (3).

Enrolment

9. For the purposes of section 6, the enrolment of the board for a year of a term of office is the estimate of the board's day school average daily enrolment that was,

- (a) determined for the purposes of the regulation made under section 234 of the Act in respect of calculating average daily enrolment for the school board fiscal year that ends in the calendar year in which the year of the term of office begins; and
- (b) submitted to the Ministry together with the estimates required by clause 232 (6) (c) of the Act. O. Reg. 163/07, s. 6; O. Reg. 164/11, s. 1.

Service for a partial year

10. (1) The honorarium for a board member who serves for a partial year is determined in accordance with this section. O. Reg. 357/06, s. 10 (1); O. Reg. 190/10, s. 3.

(2) The base amount is an amount that does not exceed the base amount limit for the partial year, which is determined by prorating, according to the time served, the base amount for a board member who serves for a full year. O. Reg. 163/07, s. 7.

(2.1) The enrolment amount is an amount that does not exceed the enrolment amount limit for the partial year, which is determined by prorating, according to the time served, the enrolment amount for a board member who serves for a full year. O. Reg. 163/07, s. 7.

(3) The attendance amount and the distance amount are determined in accordance with sections 7 and 8, with necessary modifications. O. Reg. 357/06, s. 10 (3).

11. REVOKED: O. Reg. 190/10, s. 4.

Honorarium for members of school authorities

12. (1) A school authority may pay to its members an honorarium at the same rate and on the same conditions as the allowance being paid to its members on December 1, 1996. O. Reg. 357/06, s. 12 (1).

(2) If a school authority was paying an amount as an additional allowance to its chair or vice-chair on December 1, 1996, the school authority may pay that amount as an additional honorarium to its chair or vice-chair, at the same rate and on the same conditions as applied on December 1, 1996. O. Reg. 357/06, s. 12 (2).

PART II (S. 13) REVOKED: O. REG. 292/18, S. 6.

TABLE 1 REVOKED: O. REG. 190/10, S. 5.

Français

Trustee Honoraria 2022-2023

2021-2022 Estimates ADE = 72,564	Member	Vice-Chair	Chair
Base Amount	\$ 5,900	\$ 8,400	\$ 10,900
Enrolment Amount 72,564 * \$1.75/11 Trustees	11,544	11,544	11,544
Additional Enrolment Amount 72,564 * \$0.025		1,814	
Additional Enrolment Amount 72,564 * \$0.05			3,628
TOTAL HONORARIA 2022-2023	\$ 17,444	\$ 21,758	\$ 26,072

(amounts are rounded up to the nearest dollar)

Prior Year's Comparative Information

TOTAL HONORARIA 2021-2022	\$ 17,325	\$ 21,620	\$ 25,915
(2020-2021 Estimates ADE = 71,812)			

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** September 19, 2022

SUBJECT: Draft Learning Resource Selection Policy **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Jim Markovski, Associate Director of Equitable Education
Georgette Davis, Superintendent of Education, Innovative Education

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees for the Draft Learning Resource Selection Policy that came before the Board as a Notice of Motion on June 20, 2022.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

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

3.0 Background

The Governance and Policy Committee undertook a detailed review of, and revision to the draft Learning Resource Selection Policy.

At the June 13, 2022, Governance and Policy Committee meeting, the Committee passed a resolution to move the Revised Learning Resource Selection Policy to the June 20, 2022 Board meeting as a Notice of Motion.

At the June 20, 2022 Board meeting, the Board resolved that the draft policy proceed to the September 19, 2022 Board Meeting. The draft Learning Resource Selection Policy presented to the Board at the June Board meeting is attached as Appendix “A”. Related draft procedures are included as Appendix “B” for information. Subject to minor edits for consistency, spelling, grammar and the like, these procedures are as presented at the June Board meeting.

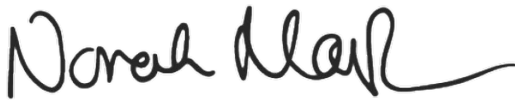
4.0 Recommendations

That the Board of Trustees consider and, as it may deem appropriate, approve the Draft Learning Resource Selection Policy.

5.0 Appendices

Appendix A	DRAFT Learning Resource Selection Policy (For Approval)
Appendix B	DRAFT Learning Resource Selection Procedure to implement the policy (For Information Only)

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Jim Markovski, Associate Director of Equitable Education



Georgette Davis, Superintendent of Education, Innovative Education

Learning Resource Selection

1.0 Rationale

- 1.1 There is a vast array of learning resources available for educators and students and some guidance on resource selection is appropriate to best serve the needs of students and families.

2.0 Policy Objective

- 2.1 The purpose of this policy is to provide guidance on the selection and review of learning resources. This policy supports the District's commitment to protecting, upholding and promoting Indigenous rights, human rights and equity in all of its learning and working environments. The District recognizes that 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.
- 2.2 This policy is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy", Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

3.0 Policy

- 3.1 Learning resources are a key instrument in meeting the needs of students served by the DDSB and therefore need to reflect a range of identities and learning needs.
- 3.2 Learning resources are to be selected based on consideration of the following criteria:
- 3.2.1 The social, cultural, emotional and intellectual growth of students;
 - 3.2.2 Ontario Ministry of Education curriculum expectations by grade and subject in the context of methods of instruction and assessment and the criteria and standards indicating success in student learning;
 - 3.2.3 Alignment with principles of culturally relevant and responsive pedagogy (CRRP), Universal Design for Learning (UDL), Inclusive Design, differentiated instruction and assessment and accessibility;
 - 3.2.4 Age, cognitive levels, emotional development, achievement level, learning styles, identity and social development of the pupils for whom the materials are selected;
 - 3.2.5 Valuing, affirming, reflecting and supporting the expression of students' diverse identities, including cultures, communities, histories and achievements;

- 3.2.6 Enhancing pupils' understanding, respect and appreciation for multiple and intersecting social identities and of their duties, responsibilities, rights and privileges as participating citizens in our diverse society;
 - 3.2.7 Portraying accurate histories and narratives of various communities and groups that are discriminated against, and that include examples of:
 - Historical and contemporary successes, accomplishments, contributions, and resistance to discrimination; and
 - Agency, everyday experiences, excellence and joy.
 - 3.2.8 Challenging colonialism and all forms of discrimination, racism and hate (including and not limited to: anti-Indigenous racism, anti-Black racism, sexism, ableism, Islamophobia, antisemitism, all forms of faithism, homophobia, biphobia, transphobia, classism, and harmful and discriminatory biases, trivializations, tokenism, stereotypes, and assumptions); and
 - 3.2.9 Promoting social justice and responsible citizenship, including respecting and protecting the environment.
- 3.3 Potential learning resources that include profanity, discriminatory or derogatory slurs, and epithets or explicit sexual content must, before being put to use, be examined to determine if inclusion of that material and language is material to understanding the identity and narrative of lived experiences reflected in the material. Age appropriateness must be considered. Other learning resources are to be made available to those students who choose not to read such materials.
 - 3.4 When selecting learning resources, preference should be given to Canadian materials where appropriate.
 - 3.5 Parent(s)/guardian(s) of a student, or any student, enrolled in a school of the DDSB may raise an objection to learning resources used in the school's educational program, in accordance with the terms of the procedure adopted to implement the terms of this policy.
 - 3.6 All resource selection decisions and actions will comply with the Indigenous Education Policy, Human Rights Policy, and related procedures. While the Ministry of Education maintains the Trillium List of pre-approved resources, staff shall comply with any procedures under this Policy.
 - 3.7 The Director of Education or delegates shall develop a procedure to implement the terms of this policy. The procedure shall allow for meaningful consultation with identified stakeholders, when appropriate, to support ongoing learning and challenge discriminatory biases, attitudes, assumptions, stereotypes, and barriers.

4.0 Evaluation

- 4.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

5.0 Reference Documents

5.1 Policies

DDSB Learning Resource Selection Procedure

[DDSB Indigenous Education Policy](#)

[DDSB Human Rights, Anti-Discrimination and Anti-Racism Policy](#)

Appendix:
None

Effective Date:
80-01-28

Reviewed and Amended:
2006-06-07
2011-03-04
2016-11-15
2022-09-19

INSTRUCTION

Appendix B

Learning Resource Selection

Adopted under the Learning Resource Selection Policy

1.0 Objective

- 1.1 The purpose of this procedure is to implement the Learning Resource Selection Policy (the “Policy”) by outlining: the process for selecting and reviewing instructional materials; system roles and responsibilities; and informal and formal processes to support the reconsideration of resource selection.
- 1.2 This procedure is to be interpreted and applied in accordance with the District’s commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB’s Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy (the “Human Rights Policy”), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

2.0 Procedure

- 2.1 The Board’s Policy establishes the criteria for selection of Learning Resources.
- 2.2 At least annually, staff shall engage in resource reviews as to compliance with the Learning Resource Selection Policy, to better support ongoing learning and to challenge discriminatory biases, attitudes, assumptions, stereotypes, content and barriers in learning resources. In undertaking this review, reference shall be made to the Process for the Selection of Learning Resources and Text Selection Tool, which is attached as Appendix “A”. The review may also include consultation with:
 - The Indigenous Education Department when considering any Learning Resource related to Indigenous Education not identified on the curated list;
 - System departments and resources;
 - Students;
 - Teacher Librarian Facilitator and/or Teacher Librarians;
 - School principals who are responsible for ensuring that resources align with DDSB policies and procedures and support the curriculum.

2.3 Request for Reconsideration

Objections to learning resources from a DDSB parent/guardian, student or staff member shall be considered when the use of the materials may have an adverse discriminatory effect/impact or cause discriminatory harm under the Indigenous Education Policy and/or Human Rights Policy.

An objection is to proceed by way of a request for reconsideration of materials which may be filed by parents, students or staff in relation to classroom use of materials. Management of library materials is within the purview of librarians, school administrators, and the senior team and is not subject to the reconsideration provisions set out below.

A. Informal Reconsideration

The expectation is that issues should be resolved, where possible, at the school level. The principal receiving a concern regarding a learning resource shall attempt to resolve the issue informally through discussion with the teacher-librarian or the teacher involved and the person objecting, using the following guidelines:

- a) The principal or other appropriate staff shall share and discuss the Board's Resource Selection Policy and Procedure with the person objecting.
- b) If the objection relates to an Indigenous resource, the Indigenous Education Department will be consulted.
- c) If, after reviewing the Learning Resource at issue, the principal deems the material to be appropriate in light of the terms of the Learning Resource Selection Policy, the principal or other appropriate staff shall discuss the decision and the rationale for the decision with the person objecting, including as to the particular place the Learning Resource occupies in the education program, its intended educational usefulness, and any additional information regarding its use.
- d) If, after reviewing the Learning Resource at issue, the principal deems the material to be inappropriate, continued use for instruction will be modified based on the nature of the complaint. The principal or the teacher-librarian will notify the library facilitator of this decision who will determine whether any District-wide action is required with respect to the Learning Resource at issue.
- e) If the person objecting complainant is not satisfied with the results of the informal resolution process, they may submit a Request for Reconsideration of Learning Resources (Form B) in accordance with the process outlined below. [Request for Reconsideration of Learning Resources Form](#)

B. Request for Formal Reconsideration

- a) A request for formal reconsideration may be made using the Request for Reconsideration of Learning Resources (Form B) which shall be delivered to the Principal of the relevant school.
- b) The Principal will forward the completed request form to the System Lead.
- c) The Director of Education and the Superintendent of Education/Programs, the Family of Schools Superintendent of Education, and the Superintendent of Education/Innovative Education shall be informed of the request for formal reconsideration. In cases where the resource is related to Indigenous content or authorship, the Superintendent of Indigenous Education will serve as the chair of the committee.
- d) The request for formal reconsideration shall be referred to the Learning Resource Reconsideration Committee in accordance with the process outlined below.

C. The Learning Resource Reconsideration Committee

- a) The Superintendent of Education/Innovative Education shall form, and be the chairperson of, a new Learning Resource Reconsideration Committee for each formal reconsideration request. As the Superintendent of Education/Innovative Education may deem appropriate in the circumstances, membership may include:
 - The Innovative Education-Libraries Facilitator;
 - Other Superintendents or senior staff members;
 - System Lead(s);
 - System Facilitators(s);
 - The Director or designate;
 - A Trustee.
- b) When Indigenous content is contained in the Learning Resource, the Superintendent of Indigenous Education shall form, and be the chairperson of, the Learning Resource Reconsideration Committee. As the Superintendent of Indigenous Education may deem appropriate in the circumstances, membership may include the Indigenous Education Lead, other senior staff members, and such other individuals as the Superintendent of Indigenous Education may deem appropriate.
- c) The chairperson shall refrain from voting unless there is a tie.
- d) The Learning Resource Reconsideration Committee may choose to consult District staff and/or community persons with related knowledge (e.g., student/parent voice, community voice).

D. Resolution Guidelines for Learning Resource Reconsideration Committee

The Learning Resource Reconsideration Committee shall review the challenged Learning Resource in accordance with the terms of the Learning Resource Selection Policy and this procedure and shall determine whether the Learning Resource should remain in use or not. The Learning Resource Reconsideration Committee shall proceed within these guidelines:

- a) Review the Learning Resource at issue;
- b) Consider the use of the Learning Resource in light of the terms of the Resource Selection Policy;
- c) Consider whether and how the DDSB's Indigenous Education Policy and procedure, Human Rights Policy and procedures and the District's Directive on Slurs and Epithets, may apply. Each member will be responsible for reading and reviewing the resource;
- d) Read critical reviews, if available;
- e) The chair is encouraged to contact the person objecting to inform them of the process/timing of the reconsideration and to receive any further input the chair may deem appropriate.

E. The Decision of the Learning Resource Reconsideration Committee

The committee shall provide a written report of a decision as to the use of the Learning Resource to the Director of Education and to the person objecting, within 30 school days of the committee's first meeting. A copy of the written report shall be retained by the Superintendent of Education/Innovation, Principal and/or school librarian, and/or classroom teacher.

The Innovative Education-Libraries Facilitator shall maintain a list of challenged Learning Resources (whether they have been retained or removed) and communicate outcomes of reviews to staff as may be required. A copy of the list will also be kept in the school's principal's office and shared with pertinent staff.

3.0 Responsibilities

All staff responsible for implementing this procedure will engage in ongoing learning to:

- Understand their roles and responsibilities under, and meet the objectives and requirements of, the Resource Selection Policy and this procedure, the Indigenous Education Policy, the Human Rights Policy, and related procedures (including the Human Rights Roles, Responsibilities and Accountability Framework).
- Examine their own ideologies and build capacity to eliminate anti-Indigenous racism and support anti-discriminatory, anti-racist and anti-oppressive resource selection decisions.

Staff, within their respective duties and responsibilities, will strategically align budget allocations to support the acquisition of Learning Resources that meet the objectives of the Learning Resource Selection Policy.

3.1 Superintendents of Education are responsible for:

- Supporting the development of and supervising educational programs and Learning Resources in schools to meet the objectives of the Learning Resource Selection Policy.
- Building capacity and providing professional learning opportunities to equip staff with knowledge and skills to implement the Learning Resource Selection Policy and this procedure.
- Collaborating and consulting with the DDSB Departments and Committees and other Committees/groups representing the diverse communities the District serves when considering Learning Resources in K-12 schools and classrooms.

3.2 Central Educational Staff are responsible for:

- Collaborating with other central departments when considering Learning Resources and resources in K-12 classrooms and school libraries.
- Providing consultation to ensure that Learning Resources comply with the requirements of this procedure.
- Building capacity and providing materials and resources that support the implementation of the Resource Selection Policy.

3.3 **School Administrators** are responsible for:

- Providing opportunities for educators to participate in ongoing learning and training to meet the requirements of the Resource Selection Policy.
- Collaborating and consulting with school-based staff and central educational staff to select Learning Resources and resources for K-12 classrooms and school libraries that align with the Resource Selection Policy.
- Providing staff with professional and classroom resources that support the implementation of the Resource Selection Policy, including as to UDL, CRRP and differentiated instruction and assessment.

3.4 **Educators** are responsible for:

- Providing Learning Resources that align with the Learning Resource Selection Policy.
- Annually reviewing Learning Resources in accordance with the terms of this Procedure.
 - This may be in collaboration with administrators, and/ or central educational staff.
- Exercising educator professional judgment in a manner that aligns with this procedure and upholds Indigenous rights and human rights.
- Utilizing teaching and learning resources that support the implementation of this procedure, including but not limited to UDL, CRRP and differentiated instruction and assessment.
- Consulting with students on student-presented classroom activities to ensure that sources used, and information shared align with this procedure and are not discriminatory.

4.0 Reference Documents

4.1 **Guiding/Reflective Questions for Resource Selection**

Resources to inform this procedure

- [Selecting Texts in an Anti-Oppressive English Classroom](#) (draft)
- [Professional Advisory on Anti-Black Racism](#)
- [Trillium List / Guidelines for Approval of Textbooks](#) (2008) - Original document
- [Equity Informed Selection](#)

4.2 **Policies**

a) Indigenous Education

- [TRC](#)
- [UNDRIP](#)
- DDSB [Indigenous Education Policy](#)
- [Classroom Practices: Teaching and Learning](#)
- [Creed & Human Rights for Indigenous Peoples](#)

b) Human Rights and Equity

- [Human Rights, Anti-Discrimination and Anti-Racism Policy](#)
- [Human Rights, Anti-Discrimination and Anti-Racism Procedure](#)
- [Human Rights Roles, Responsibilities and Accountability Framework](#)

- [Equity & Diversity Strategic Framework](#)
- [Equity & Inclusive Education Policy](#)
- [Safe and Respectful Workplace and Harassment Prevention Policy](#)
- [Compendium of Action for Black Student Success](#)
- Legal Framework (Equity and Inclusive Education in Ontario, [Ontario's Human Rights Code](#))

4.3 Glossary of Terms

- [Resource Selection Procedure](#)
- [Indigenous Education Policy](#)
- Indigenous Education [Classroom Practices: Teaching and Learning](#)
- [Human Rights, Anti-Discrimination, Anti-Racism Policy](#)

Appendix:

Appendix A: Flowchart (to be developed)

Appendix B: [Request for Reconsideration of Learning Materials Form](#) (draft)

Effective Date

2022-09-19

DRAFT

Process for the Selection of Learning Resources and Text Selection Tool

It is critical that students be engaged with authentic and relevant learning materials. Resource selection is complex as it is not simply the resources that we need to consider, but most importantly the students, including the intersecting social identities and experiences that they bring into the meaning-making process, along with reading skills and strategies. This is informed by an anti-oppression framework: an approach which ensures that equity and human rights are foundational to the work of educators. This approach supports the Board's work in removing systemic barriers and identifying approaches for providing equitable and accessible experiences for students. Engaging from this framework leads to the understanding of how power, privilege and oppression operate within the classrooms and are either reinforced or disrupted by practices such as resource selection.

This process sets out the principles and criteria developed by the Durham District School Board for the selection of learning resources in accordance with the Ministry Guidelines for Approval of Textbooks (2008) and the Ontario Education Equity Action Plan. It is informed by the Board's Ignite Learning Strategic Plan and Operational Plans.

The selection of learning resources is the responsibility of every educator acting under the authority of the Education Act and the Durham District School Board's policies and procedures. The selection process should be a collaborative effort among the key stakeholders in schools.

This guideline is informed by the following documents:

Government of Ontario

- The Ontario Human Rights Code

Ministry of Education

- Ontario Education Equity Action Plan

Durham District School Board

- Ignite Learning Strategic Plan
- Operational Plan
- Equity and Diversity Strategic Plan
- Learning Resource Selection Policy
- Learning Resource Selection Procedure



Guidelines for Approval of Textbooks, 2008 describes Ministry direction on the approval of textbooks for use in Ontario's schools. It outlines how to determine the eligibility of textbooks for evaluation by the Ministry, as well as the criteria for approval of textbooks. The Ontario Ministry of Education provides a listing of some approved textbooks on the Trillium List.

The Ministry guidelines further stipulate that "Boards continue to have sole responsibility for the selection of supplementary resources to support elementary and secondary programs." The Durham District School Board's Process for the Selection of Learning Resources and Text Selection Tool provides guidance for the selection of learning resources used in Durham District School Board schools.

Rationale

The Ontario Education Equity Action Plan speaks directly to actions which promote school and classroom practices that strengthen culturally responsive and relevant teaching, curriculum, assessment and resources. Specifically:

- "Further support boards in implementing teaching practices, curriculum and assessment that are culturally reflective of and responsive to the students they teach, so that all students see themselves, and their own and their classmates' lived experience, reflected in what and how they are learning."
- "Support boards in assessing learning resources (both traditional and electronic), including resources in library collections, to ensure that they are accessible and that they reflect diversity."

The Board recognizes that resource selection practices and associated student tasks should support opportunities for students to read and think independently, to see authentic connections to their social identities, and to explore texts through culturally relevant and responsive practices.

Purpose

The purpose of this document is to:

- identify criteria for the assessment, selection, use and re-assessment of any texts or resources used in instruction and / or assessment
- foster an inclusive learning environment that acknowledges the uniqueness of each student in accordance with The Ontario Human Rights Code;
- foster the use of resources that reflect the diversity of Canadian society; and,
- support a process using a "Text Selection Tool" whereby students, educators, administrators, parents/guardians and/or other persons may suggest a resource, request reconsideration of specific learning resources or explore alternative ways in which a resource might be used.

Context

Who does this serve?

The Ignite Learning Strategic Plan and Operational Plan goals focus on raising the achievement of students who are underserved. This is in line with concepts in the Ministry of Education’s Learning for All, which outlines that “assistance targeted at a specific group can help everyone.” When we focus on raising the achievement and well being of students who are underserved, all students benefit.

Who is it for?

This is intended to support site-based conversations and decision making around resource and text selection among educators, administrators, students and members of school communities.

What informs the approach?

Theoretical frameworks connected to the following inform the development and implementation of this procedure:

- Culturally Responsive and Relevant Pedagogy (CRRP)
- Critical Literacy
- Indigenous and Decolonizing practices
- Adolescent Literacy Learning
- Young Adult (YA) Pedagogy
- Accessibility

When considering, purchasing, or using any resource, schools should carefully consider the degree to which the resource meets the initial considerations in this procedure as well as the relevant parameters set out in the Text Selection Tool. When the criteria are used for assessment of existing learning resources, some resources may be deemed inappropriate for continued use, or insufficient as a “stand alone” resource. There are no “perfect” resources, so the selection of resources should be part of a conversation about the curriculum and the place of the resource in the larger picture of planning, instruction and assessment through a culturally responsive lens.



Initial Considerations for the Selection of Learning Resources

The Initial Considerations for the Selection of Learning Resources should be used by a group of educators when considering a specific resource. This chart should be supplemented by the Text Selection Tool (pages 5-8).

Student Considerations	Alignment Considerations	Cost Considerations
<p>To what degree is the resource:</p> <ul style="list-style-type: none"> • Accessible to all learners? • Engaging for all learners? • Reflective of diverse social identities? 	<p>To what degree does the resource:</p> <ul style="list-style-type: none"> • Align with the Ontario Curriculum? • Align with Board priorities? • Align with current pedagogical approaches/research? • Portray the diversity and contributions of people involved in this discipline in Canada? 	<ul style="list-style-type: none"> • What does this resource provide beyond resources that students already access? • What other components (e.g.: training, supplementary resources, tech support, etc.) come with the resource and what are the costs of those components? • Does the resource have a one-time cost or is it subscription based? • Does the resource have a system, per school, per class or per pupil cost? • Is the product cost-effective/ reasonably priced for the impact?

Content Considerations

The selection team should discuss the representation of social identities, in print and/or graphic form.

Representation

- Are particular identities only represented in one way, or barely at all? (Stereotype/Tokenism)
- How does the author and/or illustrator represent the identities in the book? From whose perspective is the text written? (Appropriation of Voice)
- What explicit and implicit messages are being sent, particularly about marginalized identities?
- What ideologies or world view(s) inform the resource?
- Is cultural representation provided in sufficient depth to portray the richness and range of an ethnocultural group, avoiding sensationalization, trivialization, or distortion of cultures, customs and/or traditions?

Visuals (e.g. illustrations, images, artefacts, manipulatives, etc.)

- Are visuals free of stereotypes?
- Are a variety of identities represented in leadership or action roles?
- Are physical features accurately drawn? Are members of racialized groups depicted as looking stereotypically similar?

The Text-Selection Tool

The school-based selection team should use the Text Selection Tool to consider whether to select, replace or supplement a specific text (Fiction or Non-Fiction). The Text Selection Tool supports conversations around text selection and the development of instructional tasks. Many of the questions in the Text Selection Tool can be used to facilitate conversations about other learning resources.

The tool is informed by the following considerations:

- All readers and writers have biases
- No text is neutral
- In all cases, the text (fiction, non-fiction, media, etc.) is the vehicle for learning, not the learning itself
- Decentering the text as authority and valuing a constructivist approach to reading centres the learner
- Making room for historically and currently marginalized voices, perspectives and experiences ensures that our underserved and underperforming students are supported
- Student voice and choice are recognized as fundamental to engagement with texts
- Students need exposure to texts that provide windows into other experiences, and to texts that mirror their own
- Students need access to texts that are accessible both in terms of reading level and ability as well as reading interest and engagement in order to build reading stamina and a love of reading

This text selection tool supports three areas of consideration—Learner, Learning and Environment—all of which are situated within an anti-oppressive framework. Key criteria for text selection are organized into three categories:

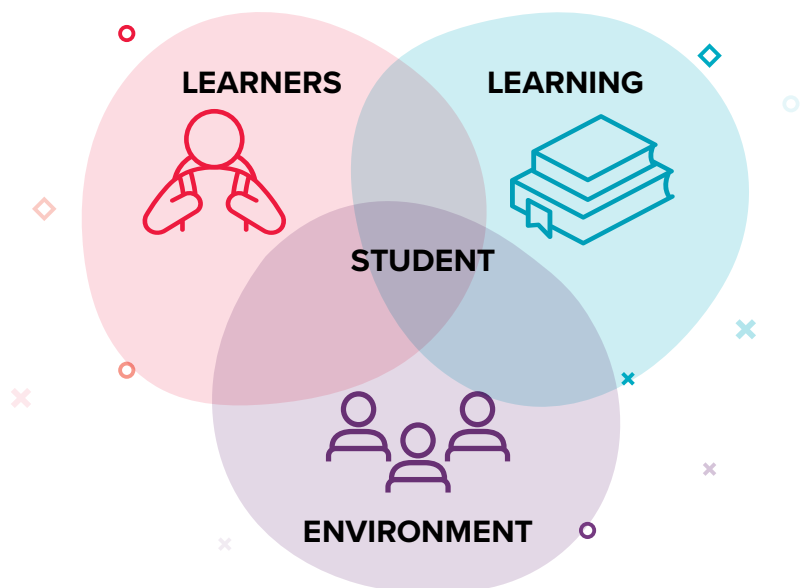
- Text Accessibility
- Culturally Relevant and
- Responsive Pedagogy
- Critical Literacy

Application of the Tool

Depending on the conversation that results from using the tool in considering a text, decisions may be made that result in:

- A text being selected, supplemented, or replaced
- Specific instructional strategies being applied to provide context and ensure multiple perspectives / entry points

Anti-oppressive Framework



Text Accessibility

Text Accessibility depends on the degree to which a reader is able to navigate the text (independently/ with support) and whether there is a high level of interest on the part of the reader in the text. A reader should be able to make connections to background knowledge and/or schema in order to access a text. Additionally, a strong and clear purpose for reading the text needs to be in place. This purpose is supported by the degree to which readers see themselves in a text.

 LEARNERS	 LEARNING	 ENVIRONMENT
<ul style="list-style-type: none"> • Who are my learners? Is the text relevant to their interests, perspectives, identities, maturity level and/or experiences? • How could this text motivate my students [as readers and writers]? • How might the messaging in the text impact the different learners in my classroom? • To what extent does this text access and build upon the knowledge and experiences my students bring with them? • Does the text provide opportunities for every student to think, express and reflect? 	<ul style="list-style-type: none"> • CRRP supports teachers in developing deep knowledge of their students. • Does this text contribute to affirming views of historically and currently marginalized groups or communities? What complementary texts might be included? • How might this text foster intergroup understanding and/or raise awareness of inequity or oppression? • How might this text affirm and empower students in exploring their identities? • How might this text support students in learning about the lived experiences of their families and communities over generations? 	<ul style="list-style-type: none"> • How does the text meet the diverse needs of underserved and underperforming learners? • How does this particular text contribute to the collection (course syllabus, department book room, library collection)? • Whose needs are being met, and whose voices, experiences, and/or identities are missing? • Does the text contribute to reflecting some of the intersectional identities in the community (school, local, global?)

Culturally Relevant and Responsive Approach




A Culturally Relevant and Responsive Approach to text selection acknowledges our students' multiple social identities and how they intersect with the world. It also acknowledges that the texts in our classrooms are Third Teachers which carry implicit and explicit messages about identity and learning. This approach deepens our awareness of texts and instructional practices that engage student populations with a full range of differences in learning backgrounds, strengths, needs and interests.

 LEARNERS	 LEARNING	 ENVIRONMENT
<p>CRRP supports teachers in developing deep knowledge of their students.</p>	<p>CRRP supports teachers having high expectations for all learners. It utilizes a constructivist approach and culturally responsive practices which allow learners to build on and construct their own knowledge.</p>	<p>CRRP supports an environment where an awareness of how socio- cultural structures impact individual experiences and opportunities informs the design and delivery of learning</p>
<ul style="list-style-type: none"> • Does this text contribute to affirming views of historically and currently marginalized groups or communities? What complementary texts might be included? • How might this text foster intergroup understanding and/or raise awareness of inequity or oppression? • How might this text affirm and empower students in exploring their identities? • How might this text support students in learning about the lived experiences of their families and communities over generations? 	<ul style="list-style-type: none"> • Does this text offer a “window” (opportunities for insight and understanding) for students into the experiences of others, including those of marginalized communities? What complementary texts might be included? • Does this text serve as a “mirror” (opportunities for reflection and affirmation) for students into their own lives, and does it reflect aspects of their social identities? What complementary texts might be included? • Does this text serve as a “sliding door” (opportunities for action and agency) for the reader to imaginatively and critically construct their relationship with the text? What complementary texts might be included? 	<ul style="list-style-type: none"> • Is the text potentially triggering or sensitive for certain students due to its topic or descriptions of trauma? • To what degree will trauma informed approaches be required in the use of this text? • Does the classroom environment support students challenging biases and navigating challenging topics and themes as they engage with the text? What norms, complementary texts, or contextual learning might be required? • Does the environment support students to challenge their own and each others' thinking through the text?

Critical Literacy




Critical Literacy refers to critically analyzing and evaluating the meaning of text as it relates to issues of equity, power, and social justice to inform a critical stance, response and/or action. The supporting questions and criteria should be used as a tool to assist teachers with determining if a text is appropriate for students, if it is a good candidate for critical literacy instruction, and to inform conversations around culling texts, pairing texts, and purchasing texts. Collectively, the texts offered to students send messages about the values of the classroom and the school. Staff need to ask how the collection reflects the strengths, needs, identities, and experiences of the school community.

Critical literacy invites students to think more deeply about texts in all disciplines, to evaluate perspectives, reliability, credibility and to develop questioning skills that encourage them to think and act on their decisions. These questions can be asked of any text or task.

 LEARNERS	 LEARNING	 ENVIRONMENT
<ul style="list-style-type: none"> • How does the text meet the diverse needs of underserved and underperforming learners? • How does this particular text contribute to the collection (course syllabus, book room, library collection)? • Whose needs are being met, and whose voices, experiences, and/or identities are missing? • Does the text contribute to reflecting some of the intersectional identities in the community (school, local, global)? 	<p>Voice, Perspective and Context</p> <ul style="list-style-type: none"> • Who created the text, and whose voices are present or absent? • Are certain people or groups left out or given roles that don't enable them to be heard? • Who is most likely to benefit from this text? Why was this text produced? • What questions does this text not raise? What critical considerations might not be addressed? <p>Messaging</p> <ul style="list-style-type: none"> • How is language used? • Who has power? • Whose knowledge is being represented and privileged? • Is the content reliable and valid? • What does the author hope to communicate to readers? <p>Agency</p> <ul style="list-style-type: none"> • How are learners engaged in critically assessing texts and resources? 	<ul style="list-style-type: none"> • Does the text uphold or perpetuate a western worldview (canon) to the exclusion or oppression of others? • Does the text perpetuate a colonial worldview? Does it perpetuate stereotypes about marginalized communities? • What from the existing collection might need to be rethought or removed because it acts as a barrier to inclusion, accessibility, achievement and/or well-being? • Who is consulted when purchasing new additions to the collection? Whose voices are missing? • Has the school community been considered in the text selection process? • What sources of data are considered when making purchasing decisions?

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DRAFT Process for the Selection of Learning Resources and Text Selection Tool

<div>LEARNERS</div>			<div>LEARNING</div>			<div>ENVIRONMENT</div>		
Text Accessibility	Culturally Relevant and Responsive Approach	Critical Literacy	Text Accessibility	Culturally Relevant and Responsive Approach	Critical Literacy	Text Accessibility	Culturally Relevant and Responsive Approach	Critical Literacy
<ul style="list-style-type: none">• Who are my learners? Is the text relevant to their interests, perspectives, identities, maturity level and/or experiences?• How could this text motivate my students [as readers and writers]?• How might the messaging in the text impact the different learners in my classroom?• To what extent does this text access and build upon the knowledge and experiences my students bring with them?• Does the text provide opportunities for every student to think, express and reflect?	<ul style="list-style-type: none">• CRRP supports teachers in developing deep knowledge of their students.• Does this text contribute to affirming views of historically and currently marginalized groups or communities? What complementary texts might be included?• How might this text foster intergroup understanding and/or raise awareness of inequity or oppression?• How might this text affirm and empower students in exploring their identities?• How might this text support students in learning about the lived experiences of their families and communities over generations?	<ul style="list-style-type: none">• How does the text meet the diverse needs of underserved and underperforming learners?• How does this particular text contribute to the collection (course syllabus, department book room, library collection)?• Whose needs are being met, and whose voices, experiences, and/or identities are missing?• Does the text contribute to reflecting some of the intersectional identities in the community (school, local, global?)	<ul style="list-style-type: none">• How is this text serving the curriculum expectations and learning goals with which it is aligned?• How does this text help meet the learning goals? Would other texts equally or additionally help meet the learning goals?• To what extent does this text align with the STEP (Steps to English Proficiency-p.26) of my English language learners?• Is the text available in formats which support different learning modalities for students?• What scaffolds or forms of differentiation/ accommodations (e.g. background knowledge, explicit instructions, etc.) will my students need to succeed using this text?	<ul style="list-style-type: none">• CRRP supports teachers having high expectations for all learners. It utilizes a constructivist approach and culturally responsive practices which allow learners to build on and construct their own knowledge.• Does this text contribute to affirming views of historically and currently marginalized groups or communities? What complementary texts might be included?• How might this text foster intergroup understanding and/or raise awareness of inequity or oppression?• How might this text affirm and empower students in exploring their identities?• How might this text support students in learning about the lived experiences of their families and communities over generations?	<p>Voice, Perspective and Context</p> <ul style="list-style-type: none">• Who created the text, and whose voices are present or absent?• Are certain people or groups left out or given roles that don't enable them to be heard?• Who is most likely to benefit from this text? Why was this text produced?• What questions does this text not raise? What critical considerations might not be addressed? <p>Messaging</p> <ul style="list-style-type: none">• How is language used?• Who has power?• Whose knowledge is being represented and privileged?• Is the content fair, reliable, and valid?• What does the author hope to communicate to readers? <p>Agency</p> <ul style="list-style-type: none">• How are learners engaged in critically assessing texts and resources?	<ul style="list-style-type: none">• Does this text contribute to a classroom community where all students see themselves as readers?• Are texts available in various formats (modalities) that support the learning strengths and needs of all students, including ELLs and students with exceptionalities?• Have students been provided with opportunities to self-select texts to read for interest and/or pleasure?• Have opportunities for student voice been provided around text selection decisions, choice of text format and learning design?	<ul style="list-style-type: none">• CRRP supports an environment where an awareness of how socio- cultural structures impact individual experiences and opportunities informs the design and delivery of learning• Is the text potentially triggering or sensitive for certain students due to its topic or descriptions of trauma?• To what degree will trauma informed approaches be required in the use of this text?• Does the classroom environment support students challenging biases and navigating challenging topics and themes as they engage with the text? What norms, complementary texts, or contextual learning might be required?• Does the environment support students to challenge their own and each others' thinking through the text?	<ul style="list-style-type: none">• Does the text uphold or perpetuate a western worldview (canon) to the exclusion or oppression of others?• Does the text perpetuate a colonial worldview? Does it perpetuate stereotypes about marginalized communities?• What from the existing collection might need to be rethought or removed because it acts as a barrier to inclusion, accessibility, achievement and/or well-being?• Who is consulted when purchasing new additions to the collection? Whose voices are missing?• Has the school community been considered in the text selection process?• What sources of data are considered when making purchasing decisions?

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DRAFT Process for the Selection of Learning Resources and Text Selection Tool



TEXT ACCESSIBILITY			CULTURALLY RELEVANT AND RESPONSIVE APPROACH			CRITICAL LITERACY		
Learners	Learning	Environment	Learners	Learning	Environment	Learners	Learning	Environment
<ul style="list-style-type: none">• Who are my learners? Is the text relevant to their interests, perspectives, identities, maturity level and/or experiences?• How could this text motivate my students [as readers and writers]?• How might the messaging in the text impact the different learners in my classroom?• To what extent does this text access and build upon the knowledge and experiences my students bring with them?• Does the text provide opportunities for every student to think, express and reflect?	<ul style="list-style-type: none">• How is this text serving the curriculum expectations and learning goals with which it is aligned?• How does this text help meet the learning goals? Would other texts equally or additionally help meet the learning goals?• To what extent does this text align with the STEP (Steps to English Proficiency-p.26) of my English language learners?• Is the text available in formats which support different learning modalities for students?• What scaffolds or forms of differentiation/ accommodations (e.g. background knowledge, explicit instructions, etc.) will my students need to succeed using this text?	<ul style="list-style-type: none">• Does this text contribute to a classroom community where all students see themselves as readers?• Are texts available in various formats (modalities) that support the learning strengths and needs of all students, including ELLs and students with exceptionalities?• Have students been provided with opportunities to self-select texts to read for interest and/or pleasure?• Have opportunities for student voice been provided around text selection decisions, choice of text format	<p>CRRP supports teachers in developing deep knowledge of their students.</p> <ul style="list-style-type: none">• Does this text contribute to affirming views of historically and currently marginalized groups or communities? What complementary texts might be included?• How might this text foster intergroup understanding and/ or raise awareness of inequity or oppression?• How might this text affirm and empower students in exploring their identities?• How might this text support students in learning about the lived experiences of their families and communities over generations?	<p>CRRP supports teachers having high expectations for all learners. It utilizes a constructivist approach and culturally responsive practices which allow learners to build on and construct their own knowledge.</p> <ul style="list-style-type: none">• Does this text offer a “window” (opportunities for insight and understanding) for students into the experiences of others, including those of marginalized communities? What complementary texts might be included?• Does this text serve as a “mirror” (opportunities for reflection and affirmation) for students into their own lives, and does it reflect aspects of their social identities? What complementary texts might be included?• Does this text serve as a “sliding door” (opportunities for action and agency) for the reader to imaginatively and critically construct their relationship with the text? What complementary texts might be included?	<p>CRRP supports an environment where an awareness of how socio-cultural structures impact individual experiences and opportunities informs the design and delivery of learning.</p> <ul style="list-style-type: none">• Is the text potentially triggering or sensitive for certain students due to its topic or descriptions of trauma?• To what degree will trauma informed approaches be required in the use of this text?• Does the classroom environment support students challenging biases and navigating challenging topics and themes as they engage with the text? What norms, complementary texts, or contextual learning might be required?• Does the environment support students to challenge their own and each others’ thinking through the text?	<ul style="list-style-type: none">• How does the text meet the diverse needs of underserved and underperforming learners?• How does this particular text contribute to the collection (course syllabus, book room, library collection)?• Whose needs are being met, and whose voices, experiences, and/ or identities are missing?• Does the text contribute to reflecting some of the intersectional identities in the community (school, local, global)?	<p>Voice, Perspective and Context</p> <ul style="list-style-type: none">• Who created the text, and whose voices are present or absent?• Are certain people or groups left out or given roles that don’t enable them to be heard?• Who is most likely to benefit from this text? Why was this text produced?• What questions does this text not raise? What critical considerations might not be addressed? <p>Messaging</p> <ul style="list-style-type: none">• How is language used?• Who has power?• Whose knowledge is being represented and privileged?• Is the content reliable and valid?• What does the author hope to communicate to readers? <p>Agency</p> <ul style="list-style-type: none">• How are learners engaged in critically assessing texts and resources?	<ul style="list-style-type: none">• Does the text uphold or perpetuate a western worldview (canon) to the exclusion or oppression of others?• Does the text perpetuate a colonial worldview? Does it perpetuate stereotypes about marginalized communities?• What from the existing collection might need to be rethought or removed because it acts as a barrier to inclusion, accessibility, achievement and / or well-being?• Who is consulted when purchasing new additions to the collection? Whose voices are missing?• Has the school community been considered in the text selection process?• What sources of data are considered when making purchasing decisions?

REQUEST FOR RECONSIDERATION OF LEARNING MATERIALS

Please fill in the form as completely as possible. Please attach additional pages where necessary. The information provided will be used:

1. At the local school level for resolution.
2. If necessary, by the Reconsideration Committee.

Title: _____

Author: _____

Publisher: _____

Type of Resource: _____

Textbook	Required Reading	Video	Library Book
Classroom Book or Resource	Electronic Resource	Other (specify)	

Request initiated by: _____

Email Address: _____

Phone Number: _____

School: _____

My concerns arise from:

- a) reading the resource
- b) viewing the resource
- c) talking to child
- d) tone
- e) other (specify)

Concern(s): (be specific; cite pages):

Date _____ Signature _____

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board	DATE: September 19, 2022
SUBJECT: Revised Bylaw: Receiving Board Correspondence/Letters	PAGE: 1 of 2
ORIGIN: Norah Marsh, Director of Education and Secretary to the Board Patrick Cotter, General Counsel Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations	

1.0 Purpose

The purpose of this report is to provide the Board with a proposed amendment to the Consolidated Bylaws to address the Chair's obligations with respect to correspondence received in the capacity as Chair of the Board of Trustees.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

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

3.0 Discussion

The proposed amended Consolidated Bylaws (section 2.2.2) are attached as Appendix A. The proposed draft language was approved by the Governance and Policy Committee and came to the Board of Trustees as a notice of motion at the June meeting.


4.0 Recommendations

That the Board consider the proposed amendments to section 2.2.2 and, if acceptable, pass a resolution amending the Consolidated Bylaws in accordance with the attached markup.

5.0 Appendices

Appendix A – Proposed amended Consolidated Bylaws (section 2.2.2)

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Patrick Cotter, General Counsel



Robert Cerjanec, Executive Lead, Strategic Initiatives and External relations



BYLAWS

Consolidated Bylaws

1.0 PURPOSE AND APPLICATION

- 1.1 These Bylaws are enacted by the Board of Trustees (the “Board” or the “Board of Trustees”) of the Durham District School Board (the “DDSB”) to govern the Board and Committees of the Board and to advance good governance practices at the Board in accordance with the governance structure for school boards established under the *Education Act*. These Bylaws advance democratic decision making with rules that facilitate fair and respectful debate.
- 1.2 Committees of the Board are Committees with only trustees as voting members. Advisory Committees are not Committees of the Board and they are not governed by these Bylaws (except that certain Advisory Committees are established by the Bylaws and except that the Board is bound by these Bylaws in establishing or dissolving any such committee).
- 1.3 Subject to any applicable legislation or regulation, any procedural rule(s) in these Bylaws may be suspended by a two-thirds majority vote of the members present and voting.
- 1.4 The rules contained in the latest edition of Robert’s Rules of Order (“RONR” or “Robert’s Rules of Order”), shall govern all matters of procedure provided they are not inconsistent with these Bylaws or any special rules of order that the Board may adopt, or with any applicable statutes or regulations.
- 1.5 Subject to any applicable legislation or regulations, these Bylaws may be amended by a two-thirds majority vote of the members present and voting, provided that the matter is listed on the agenda prior to the commencement of a Board meeting and provided that written notice of any proposed amendment(s), and any supporting materials, shall have been delivered at the previous meeting of the Board.

SECTION 2: ROLES AND RESPONSIBILITIES

2.1 Board of Trustees

- 2.1.1 The Board of Trustees is the governing body of the DDSB. Decision-making authority for matters before the Board of Trustees rests with the Board, as a whole, and not with individual trustees.
- 2.1.2 The Board of Trustees is required to carry out its mandate as stipulated in the *Education Act*, and in particular, as set out in Section 169.1(1).
- 2.1.3 Board members shall each comply with the provisions of section 218.1 of the *Education Act* and the DDSB's Member Code of Conduct.
- 2.1.4 The DDSB's Member Code of Conduct is attached to these Bylaws as Appendix "A".

2.2 Chair/Vice-Chair

- 2.2.1 The Chair of the Board of Trustees, as an individual member, has no greater rights or powers than any other member of the Board but does have a unique role as expressly set out in the *Education Act*.
- 2.2.2 Consistent with the terms of s.218.4 of the *Education Act*, the role of the Chair of the Board of Trustees (or Vice-Chair in the Chair's absences) is as set out in the *Education Act* and is to:
 - (a) Preside over meetings of the Board in an impartial and fair manner;
 - (b) Conduct meetings in accordance with these Bylaws;
 - (c) Establish draft agendas for Board meetings in consultation with the Director;
 - (d) Ensure the members of the Board have the information needed for informed discussion of the agenda items;
 - (e) Act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board;
 - (f) Convey the decisions of the Board to the Director;
 - ~~(g)~~ Provide leadership to the Board in maintaining the Board's focus on the Multi-Year Strategic Plan and the Board's mission and vision;
 - ~~(g)~~(h) Share with the Board of Trustees any correspondence delivered to the Chair in that capacity that addresses the business of the Board of Trustees. Subject to any issue of urgency, such correspondence shall be shared at the next meeting of the Board of Trustees. However, the Chair shall not share any correspondence that contains personal attacks against any individual Trustee or staff member. In any such case, the Chair shall consider the Code of Conduct in determining how best to respond to the correspondence, if at all; and
 - ~~(h)~~(i) Assume such other responsibilities as may be assigned by the Board of Trustees.

2.3 Committee Chair or Vice-Chair

- 2.3.1 The role of the Committee Chair (or Vice-Chair in the Chair's absence) is to:

- (a) Preside over meetings of the Committee in an impartial and fair manner;
- (b) Establish agendas for Committee meetings, in consultation with the Director;
- (c) Conduct meetings in accordance with these Bylaws;
- (d) Ensure that members of the Committee have the information needed for informed discussion of the agenda items;
- (e) Liaise with the Director to bring forward Committee recommendations to the Board, or to the Committee of the Whole – Standing, through a staff report delivered on behalf of the Committee.

2.4 Student Trustees

2.4.1 Student Trustees are not elected members of the Board but play an important role in representing the interests of secondary school students through their participation in meetings of Student Senate, the Board and its Committees. As outlined in section 55 of the *Education Act* and the regulations thereunder, including Ontario Regulation 7/07, Student Trustees:

- (a) May attend Board and Committee meetings but are not considered members of the Board and may not exercise a binding vote on a matter;
- (b) May request that a matter before the Board be put to a recorded vote;
- (c) Must disclose any conflict of interest to the Board or Committee. During the discussion of the matter that gives rise to conflict, the Student Trustee cannot participate in the discussion, attempt to influence the vote of Board members, cannot suggest a motion or exercise a non-binding recorded vote;
- (d) May not move or second motions but are entitled to suggest a motion to be moved by a member;
- (e) May attend closed session of a Committee unless the matters under consideration include the disclosure of intimate, personal or financial information with respect to a member of the Board or Committee, an employee or prospective employee of the DDSB, a pupil or their parent or guardian; and
- (f) Must not disclose to any member of the public, confidential information acquired by virtue of their office or during closed session.

2.4.2 The Durham District School Board shall have three Student Trustees on the Board. If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process outlined in these Bylaws.

2.4.3 A person is qualified to act as a Student Trustee if he or she is a full-time pupil of the DDSB in the senior division. In addition, the Student Trustee must be a Canadian citizen and a resident in the jurisdiction of the Durham District School Board.

2.4.4 A Student Trustee shall be disqualified from serving if the student is suspended or expelled or is otherwise not a student in good standing according to his or her principal from the date of his or her nomination until the last day of his or her term. A Student Trustee who, in the opinion of the Director of Education and the Chair, has engaged in any conduct, either at school, in Board meeting or otherwise, including on social media, which is incompatible with the responsibilities of the position shall be disqualified from serving as a Student Trustee on the Board.

2.4.5 A Student Trustee who ceases to be a student in the DDSB shall be disqualified from serving as a Student Trustee on the Board.

- 2.4.6 A Student Trustee who is absent from three consecutive regular meetings of the Board shall be disqualified from serving as a Student Trustee on the DDSB, unless the absence is authorized by resolution of the Board entered in the minutes.
- 2.4.7 Student Trustees shall be reimbursed for their routine expenses reasonably incurred in connection with carrying out the responsibilities of Student Trustees. Such reimbursement of expenses shall be according to the same rules that govern the reimbursement of Board members' expenses. All other expenses are to be pre-approved by the Chair of the Board and the Director. Examples of other expenses that may be approved would be conference fees, accommodation and travel expenses.
- 2.4.8 The Director shall hold a meeting with the Student Trustees by the end of the first month of their term to outline and clarify all matters and questions relating to these Bylaws, reimbursement of expenses and budget for Student Trustees and for Student Senate. The Durham District School Board shall appoint a mentor/advisor to the Student Trustees.
- 2.4.9 A Student Trustee may apply to the co-operative education teacher at their school before the beginning of the term to use the experience of being a Student Trustee to fulfill the requirements of a co-operative education credit(s).
- 2.4.10 Student Trustees shall be expected to:
- (a) attend regular Board meetings;
 - (b) notify the Secretary of the Board when unable to attend a meeting;
 - (c) participate in the Student Senate and report student matters to the Board;
 - (d) provide a Student Trustee report at meetings of the Committee of the Whole – Standing;
 - (e) with approval of the Chair and the Director of Education, Student Trustees may become members of the Ontario Student Trustees' Association - l'Association des élèves conseillers et conseillères de l'Ontario (OSTA - AECO) and attend OSTA-AECO conferences, including the FGM and the AMG, to further develop their skills as Student Trustees and to be kept informed of issues across the province;
 - (f) ensure that a Student Senate is organized for their term, with each sharing duties as Chair;
 - (g) model the conduct expected of Board members as set out in the DDSB's Member Code of Conduct at Appendix "A".
- 2.4.11 The amount of the honorarium for Student Trustees as referenced in subsection 5.5 (8) of the Education Act is:
- (a) \$2,500, if the Student Trustee holds office for a complete term of office;
 - (b) \$2,500 prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.
- 2.4.12 The term of office of a Student Trustee starts on August 1 of the year in which he or she is elected and ends on July 31 of the following year as long as they remain eligible.

SECTION 3: ORGANIZATIONAL MEETING

3.1 Purpose of Organizational Meeting

3.1.1. An inaugural meeting of the Board shall take place at the first meeting of the Board in December of each year (the “Organizational Meeting”) during which the Board shall:

- (a) Elect the Chair and Vice-Chair of the Board;
- (b) Establish and review Committees of the Board;
- (c) Appoint members to Committees of the Board;
- (d) Elect the Chair and Vice-Chair of the Committee of Whole – Standing;
- (e) Appoint members to represent the Board on external organizations; and
- (f) Adopt an annual schedule of meetings for Board and Committee of Whole - Standing meetings.

3.2 Scheduling of Organizational Meeting

3.2.1. The Board will hold the Organizational Meeting at the first meeting in December.

3.2.2. In an election year, the Organizational Meeting will be held no later than seven (7) days after the start of the term of the Board.

3.3 Presiding Officer

3.3.1. At the Organizational Meeting, the Chief Executive Officer shall preside until the election of the Chair or, in the absence of the Chief Executive Officer, the members present shall designate the person to preside until the election of the Chair and if a member of the Board is so designated, they may vote on the election of the Chair.

3.4 Election of Chair and Vice-Chair

3.4.1. Written or oral nominations, including any self-nominations, shall be received by the presiding officer. When two or more members are nominated and have agreed to stand, voting shall be by secret ballot.

3.4.2. Nominees for the position of Chair and Vice-Chair shall be present at the Organizational Meeting or, if absent, shall have declared in writing to the Secretary of the Board their intention to stand as candidates for the position(s).

3.4.3. The presiding officer or designate and other scrutineers so designated by the presiding officer shall count the ballots.

3.4.4. The member receiving a majority vote of the members present and voting shall be declared the Chair.

3.4.5. Should no member receive such a majority, the name of the member receiving the smallest number of votes shall be dropped and the members shall proceed to vote anew and so continue until the Chair is elected.

- 3.4.6 In the event of an equality of votes, there shall be another ballot and, should there be another equality of votes, the candidates shall draw lots to fill the position.
- 3.4.7 The presiding officer shall announce the result by declaring the name of the member who has been elected Chair.
- 3.4.8 Once elected, the Chair shall then assume the role of chair/presiding officer.
- 3.4.9 This same procedure in this section (3.4) shall apply to the election of the Vice- Chair of the Board.
- 3.4.10 The Chair and Vice-Chair serve in these roles until the next Organizational Meeting but may resign from that role upon one week's written notice delivered to the Secretary of the Board. The Chair and/or Vice-Chair may be removed from the role on a two-thirds majority vote of the members present and voting.
- 3.4.11 If the Chair of the Board resigns the office or is removed from office, the Vice-Chair of the Board shall assume the role of Chair until the next regularly scheduled Board meeting. At that meeting, the election of a new Chair shall be held and, if the Vice-Chair is elected as the Chair, the election of a new Vice-Chair shall also be held.
- 3.4.12 If Chair and Vice-Chair of any Committees have not been elected at the Organizational Meeting, the Committee will elect a Chair and Vice-Chair from amongst themselves.
- 3.4.13 The term of office of a Committee Chair and Vice-Chair shall be one year, or until the next Organizational Meeting, whichever comes first.
- 3.4.14 A Committee Chair and Vice-Chair may be re-elected to a subsequent term(s) of office by the Committee, subject to any appointments made at the Organizational Meeting each year.

SECTION 4: COMMITTEE STRUCTURE AND COMPOSITION

4.1 Approval of Committees

- 4.1.1 The Board shall consider and approve the Board's Committee structure and composition on an annual basis at the Organizational Meeting and as otherwise may be deemed appropriate by the Board.

4.2 Committee of the Whole and Committee of the Whole -Standing

- 4.2.1 The Committee of the Whole will be composed of all Trustees with full participation and voting privileges.
- 4.2.2 The term of the Committee of the Whole will coincide with the term of the Board.
- 4.2.3 During a Board meeting, the Board may convene into Committee of the Whole by majority vote of members present and voting to consider matters in closed session, as permitted under section 207 of the *Education Act*, or for any other reason the Board may deem appropriate. In any such case, the presiding officer for the Committee of the Whole will be

the Vice-Chair of the Board.

- 4.2.4 The Committee of the Whole shall also meet regularly on the first (1st) Monday of the month (which shall be referred as “The Committee of Whole – Standing”). Should the date of such a meeting fall on a statutory, civic, or school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week.
- 4.2.5 A Chair and Vice-Chair of the Committee of the Whole – Standing shall be elected at the Organizational Meeting of the Board. The presiding officer for any closed session of the Committee of the Whole - Standing shall be the Vice-Chair of the Committee.
- 4.2.6 There will be a quorum for Committee of the Whole – Standing. A Trustee who cannot attend a meeting should so notify the Trustee Services Co-Ordinator as soon as possible.
- 4.2.7 It is the function of the Committee of Whole – Standing to consider and debate matters in a more informal way than may be available at Board meetings and provide to the Board, in concise form, relevant information and recommendations. Except for matters considered in closed sessions, any and all resolutions of the Committee of Whole – Standing shall be set out in a numbered list as an appendix to the minutes and shall be referenced by the Board when it moves to adopt any such resolution.
- 4.2.8 Public presentations to the Committee of Whole -Standing are welcomed. The individual or group seeking to make a presentation shall follow the process and rules set out in these Bylaws.
- 4.2.9 The terms of reference of the Committee of the Whole – Standing are as follows:
 - (a) Evaluate and promote the educational programs of the Board and make recommendations to the Board with respect to the operation, amendment, addition or deletion of, or to, the same;
 - (b) Conduct, from time to time, studies of existing or proposed educational programs of this or other Boards and report to the Board;
 - (c) Receive and seek representations and opinions from staff, area residents, and others, with respect to Board policy, including proposed new policy or a proposed amendment to an existing policy;
 - (d) Receive reports regarding curriculum development, implementation, and assessment projects;
 - (e) Receive and consider communications regarding curriculum issues from agencies, councils, commissions, associations, and societies;
 - (f) Consider other matters involving the Board, including, but not limited to, curriculum, facilities and Employee Relations, and make recommendations to the Board as required.

4.3 Statutory Committees

- 4.3.1. The Board shall establish Statutory Committees as called for in the *Education Act* and the

Regulations made thereunder including:

- (a) Audit Committee;
- (b) Parent Involvement Committee;
- (c) Special Education Advisory Committee;
- (d) Supervised Alternative Learning Committee(s);
- (e) Accommodation Review Committees.

4.3.2. The mandate, membership composition and terms of reference for Statutory Committees shall be governed by applicable legislation and regulations.

4.3.3. The term of appointment of Trustees on the Audit Committee shall be for a two-year term, effective December 2022.

4.4 Additional Standing Committees

4.4.1 There shall be an Education Finance Standing Committee, a Governance and Policy Standing Committee, and a Director's Performance Review Standing Committee, the membership and terms of reference of which are as follows:

Education Finance Standing Committee:

- (a) Develop and maintain the procedures by which the Board establishes budget objectives and audits the budget expenditures;
- (b) When deemed necessary by the Board, study and recommend to the Board desirable changes in the Board's financial system;
- (c) Recommend to the Board expenditures other than those within the Budget;
- (d) Consider and recommend to the Board the annual Budget;
- (e) Review the annual financial statement and all expenditures, revenues, trust, capital account reserves, and investment reports;
- (f) Consider the annual transportation budget;
- (g) All trustees are eligible to sit on the committee; the Chair and Vice-Chair shall be elected annually at the Organizational Meeting.

Governance and Policy Standing Committee:

- (a) To ensure all of the Board's policies are up-to-date, accurate and consistent with the current legislation and government requirements;
- (b) To ensure that the Board of Trustees reviews policies at least once every five years or when required by a new legislative act or regulation, new government policy, resolution of the Board or as recommended by staff;
- (c) To develop policies that are developed with evidence-based data, equitable and reflect the Board's vision, values and strategic plan;
- (d) Monitor the effectiveness of Board policies through consultation and evidence based data;
- (e) Monitor the effectiveness of Board policies in addressing human rights and equity in consultation with the Human Rights and Equity Advisor, through the Director of Education;

- (f) Report and make recommendations to the Board of Trustees on governance and Board policies;
- (g) Review bylaws/policies for ad-hoc committees and develop/review/document procedures (document mandate, clearly identify quorum, membership);
- (h) The committee shall meet at least twice annually;
- (i) All trustees are eligible to sit on the committee. The Chair and Vice-Chair shall be elected annually at the Organizational Meeting.

Director's Performance Review Standing Committee:

- (a) As set out in the Director's Performance Review Policy.

4.5 Advisory Committees

- 4.5.1 There shall be an Equity and Diversity Advisory Committee and an Indigenous Advisory Committee (which shall be referred to as the Indigenous Advisory Circle).
- 4.5.2 The purpose of these Advisory Committees is to consider any matter within the jurisdiction of the Board that the committee may deem appropriate and to make policy recommendations to the Board. The membership and composition of these committees, as well as the election of a Chair, shall be left to the committee but members shall include at least one Trustee and/or staff member, at the discretion of the Advisory Committee.

4.6 Additional Committees

- 4.6.1 In addition to any committees established under these Bylaws, the Board may by resolution, establish any Standing Committee, Ad Hoc Committee or Advisory Committee as it may deem appropriate at any time, subject to these Bylaws and any applicable legislation. The Board shall stipulate, by resolution, the terms of reference for any such Standing Committee or Ad Hoc Committee stipulating the mandate and membership of the Committee. The Board may, by resolution, seek the recommendation from a Standing Committee or Ad Hoc Committee on the appropriate terms of reference for the committee.

4.7 Committee Structure

- 4.7.1 The members of Standing Committees and Ad Hoc Committees shall be Trustees. The members of a Statutory Committee are as stipulated by legislation or regulation.
- 4.7.2 The members of an Advisory Committee may include Trustees, Student Trustees, staff members and members of the community, but shall include at least one trustee or staff member.
- 4.7.3 The chair of an ad hoc committee or standing committee may be determined by the Chair of the Board, the Board or, failing which, by the committee. The chair of an advisory committee shall be determined by the committee.
- 4.7.4 The Director shall assign one (non-member/non-voting) senior staff person to every Ad Hoc and Standing Committee and any other (non-member/non-voting) staff person(s) that the Director, in consultations with the Chair of committee, may deem appropriate.

- 4.7.5 If there is no staff person on an Advisory Committee, the Director shall assign one (non-member/non-voting) senior staff person and any other (non-member/non-voting) staff person(s) that the Director, in consultation with the Chair of the Advisory Committee, may deem appropriate.
- 4.7.6 Except for any committee established under these Bylaws or Board policy, the Board may dissolve any Standing or Ad Hoc Committee at the Organizational Meeting or by resolution at any time as the Board may deem necessary or appropriate, subject to applicable legislation. Committees constituted under these Bylaws or Board policy may only be dissolved by an amendment or revocation of the applicable provisions in these Bylaws or Board policy, as the case may be. The terms of reference of any Standing Committee or Ad Hoc committee not established in these Bylaws or in a Board policy may be amended by ordinary resolution.
- 4.7.7 Committees are not decision-making bodies and may only make recommendations. Ad Hoc Committees report to the Committee of Whole - Standing. Standing Committees report to the Board of Trustees.
- 4.7.8 A Trustee who is not a member of a Statutory Committee, Standing Committee or Ad Hoc committee cannot move a motion, vote or be counted towards quorum, but may attend any such committee meeting.
- 4.7.9 Once an Ad Hoc Committee has satisfied the terms of reference, it shall report to the Committee of Whole – Standing confirming that it has satisfied the terms of reference at which point it shall be automatically dissolved.

SECTION 5: BOARD AND COMMITTEE MEETINGS - RULES AND PROCEDURES

5.1 Purpose

- 5.1.1 The purpose of these rules and procedures, as supplemented by RONR, is to facilitate meaningful, respectful, and orderly debate to advance the interest of the Board. All Trustees will endeavor to comply with these rules and procedures, but it is recognized that, in many circumstances, good judgment, co-operation and good faith will do more to advance the interests of the Board than strict adherence to procedural technicalities.

5.2 Quorum

- 5.2.1 Quorum of the Board shall consist of a majority of the Board members elected or appointed to the Board under the statutes of Ontario.
- 5.2.2 Quorum of a Board Committee shall consist of a majority of the members of the Committee.
- 5.2.3 Should there be no quorum present at a meeting within fifteen minutes after the time appointed for the commencement of the meeting, the names of those present shall be recorded and the meeting shall stand adjourned until the next regular or special meeting unless there is unanimous consent of those present to delay adjournment for an additional fifteen minutes, in which event, unless a quorum then be present, the meeting shall be so adjourned.

5.3 Public Sessions

- 5.3.1 Except as permitted under section 207 of *the Education Act*, and the regulations thereunder, all meetings of the Board and Committees of the Board shall be open to the public.
- 5.3.2 No member of the public or staff will engage in conduct that is negative, critical, or derogatory towards any other person, or engage in any behaviour that is disruptive to the meeting. Any such conduct may result in exclusion from a meeting.

5.4 Closed Sessions

- 5.4.1 Resolutions passed in closed session of a Committee are of no force or effect unless and until approved at a meeting of the Board. Any such approval will be done by adopting the resolution(s) of the Committee in a manner that maintains the confidentiality of the matter unless the Committee has pre-authorized making the resolution(s) public.
- 5.4.2 Minutes of all Committee closed sessions shall be provided to the Committee of Whole – Standing for consideration, except for Committee of the Whole – Standing whose minutes shall be provided to the Board for consideration, and shall remain confidential, unless the Committee has pre-authorized the release of all or part of the information.
- 5.4.3 A staff recording secretary should be present for all closed session Committee meetings. In the absence of the recording secretary during a closed session, the presiding officer shall appoint any member or other staff person to act as secretary for that meeting.
- 5.4.4 Committee sessions closed to the public may have staff in attendance as may be determined appropriate by the Chair of the committee in consultation with the Director. The Chair of a Committee may require that the Director not attend all or part of a closed session when the Director's performance, employment contract or related matters are under consideration by the Committee.
- 5.4.5 Matters discussed in closed session of a Committee must not be communicated to any person not present at the closed session, unless: the person is a Trustee; or the disclosure is pre-approved by the Committee; or the disclosure is to the Integrity Commissioner in relation to the Code of Conduct.
- 5.4.6 Trustees are expected to maintain strict confidentiality of any matter dealt with in closed session and are bound by the confidentiality and protection of privacy provisions under the *Education Act*, the DDSB's Member Code of Conduct and the *Municipal Freedom of Information and Protection of Privacy Act*.

5.5 Scheduling and Agendas

- 5.5.1 Regular Meetings of the Board will be held on the third (3rd) Monday of each month,

commencing at 7:00 p.m. or, in any case where that Monday is a statutory holiday or other school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week. As may be deemed appropriate by the Chair in consultation with the Director, the Board will convene into Committee of Whole, closed session, prior to the commencement of the public Board meeting, typically commencing at 6:00 p.m. and again, if necessary, following public session, in which case the meeting shall not extend past 11:00 p.m.

- 5.5.2 The Board may vary the schedule for regular Board meetings at any time during the year on resolution of a two-thirds majority of the members present and voting.
- 5.5.3 Subject to the procedures described below, draft agendas for Board meetings shall be determined by the Chair in consultation with the Director; while agendas for Committee meetings shall be determined by the Committee Chair in consultation with the Director.
- 5.5.4 The Chair and the Vice-Chair of the Board and the Chair and Vice-Chair of the Committee of Whole – Standing together with the Director of Education and such other staff as the Director may engage from time to time, shall hold at least one session per month (either in-person or electronically) to consider and discuss the agendas for upcoming Board and Committee of the Whole – Standing meetings. An additional Trustee shall be entitled to attend at each meeting. Attendance shall be scheduled annually following the Organizational Meeting with Trustees being scheduled in reverse alphabetical order.
- 5.5.5 All Trustees shall be provided with advance notice of the date of the meeting referenced in the preceding paragraph and may email the Chair and Vice-Chair of the Board and/or the Chair and Vice-Chair of the Committee of the Whole-Standing to request that an item of business be added to the draft agenda for an upcoming meeting. The email shall disclose the rationale for the proposed addition to the agenda and any factors as to the appropriate timing for the matter to be addressed. If the matter is not added to the draft agenda, the Chair of the Board or the Chair of Committee of the Whole – Standing, as the case may be, shall advise by email of the reason it was not added to the draft agenda and shall copy all Trustees.
- 5.5.6 The Director or designate shall deliver an e-mail notice of each regular Board meeting and Committee of the Whole – Standing accompanied by the agenda and any supporting materials for the meeting, to each Trustee no later than 3 days prior to the meeting (not counting the day of the meeting but counting the day of delivery). At the discretion of the Chair of the Board or Chair of the Committee of the Whole-Standing, as the case may be, supporting materials may be delivered within the 3-day notice period based on urgency or exceptional circumstances.
- 5.5.7 A matter not on the agenda or directly related to matters on the agenda cannot be introduced at a Board or Committee meeting unless approved by the presiding officer prior to the start of the meeting based on urgency or exceptional circumstances or if a majority of the Committee or Board amends the agenda prior to approval. If a member seeks to introduce a matter not on the agenda or directly related to matters on the agenda during the meeting following the approval of the agenda, it may only be introduced by a 2/3 majority of the members present and voting. Notice of any change to a draft agenda made prior to the meeting shall be provided to Trustees as soon as possible.

- 5.5.8 The introduction of a new Board policy or an amendment to an existing Board policy shall not be considered unless written notice is provided to Trustees no later than 5 days prior to the meeting (not counting the day of the meeting but counting the day of delivery) together with any supporting materials and provided that notice of the intention to introduce the new board policy or amendment, as the case may be, was given at the prior meeting of the Board. The initial notice to the Board of an intention to bring forward a new Policy or proposed amendment is only proper if the matter, together with any supporting material, was first brought to the Committee of Whole – Standing.
- 5.5.9 In addition to regularly scheduled meetings, a special meeting of the Board may be called by the Chair or by a majority of the members. In either case, email notice of the call for a special meeting shall be sent to the Secretary of the Board or designate. Reasonable efforts should be made to schedule any such meeting to avoid a scheduling conflict with other scheduled Committee meetings. A special meeting is not a “regular meeting” under the *Education Act* or the regulations thereunder.
- 5.5.10 The Director or designate shall deliver an e-mail notice of a special meeting to the members, accompanied by the agenda and any supporting materials for the meeting no later than 24 hours prior to the meeting. At the discretion of the Chair, the 24-hour notice period may be waived based on urgency or exceptional circumstances but notice, the agenda and any supporting materials should be delivered as early as possible prior to the commencement of the meeting.
- 5.5.11 A matter that is not on the agenda for a special meeting cannot be considered at the special meeting, unless all members are present and consent to amend the agenda to consider the matter.

5.6 Record of Decisions

- 5.6.1 At all Board and Committee meetings, the Director or designate (typically the recording secretary) shall maintain the minutes of the meeting to make a record of resolutions passed by the Board or Committee, as the case may be, including any recorded votes and any declarations of a conflict of interest.
- 5.6.2 At each regular Board meeting, draft minutes from the prior regular Board meeting, together with any special Board meeting that may have occurred since the prior Board meeting, shall be presented to the Board for approval.

5.7 Attendance at Meetings

- 5.7.1 Trustee attendance at regular Board meetings is governed by the *Education Act* and the regulations thereunder.
- 5.7.2 A Trustee who cannot attend a Board Meeting should notify the Secretary of the Board or designate as early as possible. If it appears that there will be no quorum for a meeting, the Secretary shall notify the Chair and, at the Chair’s discretion, the meeting may be postponed or cancelled and notice thereof shall be delivered to the Trustees as soon as possible.

- 5.7.3 In accordance with section 228(1) of the *Education Act*, a Trustee vacates their seat if they are absent (electronically or physically), as recorded in the minutes, from three (3) consecutive regular Board meetings, unless authorized by resolution of the Board or if one of the exemptions in the *Education Act* is engaged.
- 5.7.4 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, and subject to any accommodation as to attendance provided under the Board's Attendance Accommodation Policy, Trustees must be physically present for at least three (3) regular Board meeting annually.
- 5.7.5 When a seat becomes vacant, the provisions of the *Education Act*, and any relevant provision(s) of these Bylaws, shall govern the filling of the vacancy.
- 5.7.6 At the Organization Meeting each year, the Chair will deliver to the Board an annual report of Trustee attendance at meetings of the Board and Committee of the Whole - Standing since the last Organizational Meeting.

5.8 Electronic Participation

- 5.8.1 Members attending a meeting electronically must advise the Chair when they join the meeting to be deemed present at the meeting.
- 5.8.2 Members who leave the meeting before adjournment, whether temporarily or permanently, shall advise the Chair.
- 5.8.3 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, no more than half of Board or Committee meetings in a twelve (12) month period can be chaired electronically in accordance with Ontario Regulation 463/97.
- 5.8.4 All members participating via audio or video conference who are not speaking must use the mute function on their device. Members will make every effort to avoid disrupting a meeting by turning personal and electronic devices to a non-audible function, reducing all background noise (including audible sounds transmitted from placing a call on hold), and refraining from private conversations.

5.9 Presiding Officer

- 5.9.1 Unless specified otherwise in these Bylaws, the Chair of the Board (or Vice-Chair in the Chair's absence) and the Chair of a Committee (or Vice-Chair in the Chair's absence) will be the presiding officer for meetings of the respective Board or Committee. If a meeting of a Committee moves into closed session, the Vice-Chair will be the presiding officer.
- 5.9.2 If the Chair does not attend within five minutes after the time appointed for the meeting, the Vice-Chair shall preside during the meeting or until the arrival of the Chair. In the absence of both, the members shall come to order, and a presiding officer shall be chosen by a majority of the members present and voting who shall preside during the meeting or until the arrival of the Chair or the Vice-Chair.

- 5.9.3 No member of the Board or Committee will preside at a meeting during the consideration of a motion when that member has declared a conflict of interest.
- 5.9.4 In the absence of the Director of Education, the presiding officer shall appoint a person to act as a secretary of the meeting.

5.10 Quorum

- 5.10.1 A quorum is the minimum number of members necessary to conduct a meeting which represents a majority of the members.
- 5.10.2 Where a member is participating electronically, their attendance will be included for quorum as long as they remain electronically connected to the meeting.
- 5.10.3 If a quorum is present, a meeting shall commence within fifteen (15) minutes of the meeting start time as shown in the agenda.
- 5.10.4 If a quorum is not present within fifteen (15) minutes after the scheduled start time shown in the meeting agenda, the names of the members present will be recorded, and the meeting will be cancelled.
- 5.10.5 At a Board meeting, if a quorum is lost during the course of the meeting, the Board will stand in recess. If quorum cannot be re-established within fifteen (15) minutes of the Board recessing due to a loss of quorum, the Board will stand adjourned.
- 5.10.6 At a Committee meeting, if a quorum is lost during the course of the meeting, and the remaining members of the Committee determine that quorum cannot be re-established, the Committee will stand adjourned.

5.11 Acknowledgement of Traditional Lands

- 5.11.1 All Board and Committee meetings will include an acknowledgement of the Traditional Territories/Ancstral Lands of Indigenous peoples recited by presiding officer or as the presiding officer may suggest.

5.12 Debate/Voting

- 5.12.1 Members and participants in a meeting will address their comments through the Chair of the meeting.
- 5.12.2 Members shall not interrupt another member who has the floor, except as permitted hereunder or under Robert's Rules of Order (for example, to raise a point of order or question of personal privilege).
- 5.12.3 Members shall confine their comments to the merits of the motion being considered.

- 5.12.4 The Chair is entitled to move or second a motion, but only once they have passed the role of presiding officer to another member for the duration of the matter under consideration. The Chair will resume the role of presiding officer once the motion has been dealt with.
- 5.12.5 The mover of a motion shall be given first opportunity to speak. A member who has not spoken in debate has preference in recognition to speak over a member who has already spoken. At Board meetings, each member may speak twice, up to four minutes on the first occasion, two minutes on the second occasion, on each debatable motion. The Board may consider extending or limiting the time for debate at the commencement of the Board meeting or on any given motion, in accordance with the provisions of Robert's Rules of Order.
- 5.12.6 At a Board meeting, a member who has not spoken to a motion may move that debate on the motion be closed and that the pending motion be put to a vote. Such a motion is not debatable. Before putting a motion to end debate to a vote, the Chair shall provide any member who has not spoken to the main motion with an opportunity to do so.
- 5.12.7 A motion to end debate at a Board meeting will only pass on two-thirds (2/3) majority of the members present and voting. If the motion to end debate carries, no further debate can take place on the main motion and the Chair shall put the pending motion to a vote.
- 5.12.8 Trustees who are not members of a Committee may attend any Committee meetings but are not entitled to debate or vote. Only Committee members may debate and vote at Committee meetings.
- 5.12.9 A member, who is present and fails to vote on a motion, will be deemed to have abstained from voting.
- 5.12.10 It is for members to declare their own conflict of interest and no other member may declare a conflict of another member. A member who declares a conflict of interest must abstain from voting and will be recorded as abstaining due to a conflict of interest. When a member abstains due to a conflict of interest, their vote will be recorded neither for nor against the motion, and the number of members required to pass a vote will be reduced by the number of members with a declared conflict because the results of a motion are determined on the basis of the members present and voting.
- 5.12.11 Before a motion is voted on, a member may request that a motion containing divisible parts be voted on separately.
- 5.12.12 At any time before a motion is put to a vote, the Chair shall read the motion aloud.
- 5.12.13 When a motion is put to a vote, the Chair will first call votes in favour and then votes against. The Chair is entitled to vote on any motion, but it is expected that the Chair will typically abstain and only vote on a motion once all other votes have been counted and only if the Chair's vote would be determinative of the result of the motion. This is particularly applicable for the Board Chair and the Chair of the Committee of the Whole – Standing. It is expected that other Committee Chairs may choose to exercise their

voting rights more often given the informal nature of committees.

- 5.12.14 After a vote is taken, the Chair shall declare whether the motion was carried or defeated.
- 5.12.15 A tie vote means the motion is defeated.
- 5.12.16 Votes taken at Board and Committee meetings may be recorded.
- 5.12.17 A student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its Committees.
- 5.12.18 A student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its Committees on which the student Trustee sits, and if no member of the Board or Committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.
- 5.12.19 A student Trustee is entitled to require that a matter before the Board or one of its Committees on which the student Trustee sits be put to a recorded vote, and in that case, there shall be a recorded non-binding vote that includes the student Trustee's vote and a recorded binding vote that does not include the student Trustee's vote.
- 5.12.20 Subject to the notice requirements as to a new Policy or an amendment to an existing Policy or to these Bylaws, any member present at a Board meeting, or at a Committee meeting on which the member sits, may move or second a motion related to an item on the Agenda, unless disqualified from participating due to a conflict of interest.
- 5.12.21 A motion that has been moved and seconded is considered to be on the floor and will be decided by a vote. A motion need not be seconded during a Committee meeting, except during meetings of Committee of the Whole and Committee of the Whole – Standing.
- 5.12.22 A member who moved a motion may only withdraw it from consideration before the vote is taken on the motion if no other member present objects to the withdrawal.

Motions - Order of Precedence

- 5.12.23 When a motion is being considered, no other motion will be considered except a motion of precedence, as set out in RONR.
- 5.12.24 A motion of precedence may be introduced and will take precedence over any current motion under consideration.
- 5.12.25 If a motion of precedence is defeated, another motion of precedence to the same effect cannot be made until some other business has been taken up and decided.

Chair Ruling on Motion

5.12.26 The Chair may rule a motion out of order, including if it is not within the jurisdiction of the Board, is contrary to the *Education Act* or regulations thereunder, is contrary to these Bylaws, is dilatory, frivolous, vexatious or contains no rational proposition.

5.12.27 If a Chair rules a motion out of order, the Chair shall state the rationale for the ruling.

5.12.28 A ruling by the Chair that a motion is out of order is subject to appeal and will be reversed on a majority vote of the members present and voting.

Amendments to a Motion

5.12.29 A motion on the floor may be amended, except those motions that are not debatable or motions that are not amendable. Motions that are not amendable include:

- (a) Appeal the ruling of Chair or presiding officer;
- (b) End debate;
- (c) Postpone consideration of a motion indefinitely;
- (d) Reconsider a previous decision of the Board;
- (e) Temporarily suspend a provision of the Bylaws;
- (f) Lay a motion on the table;
- (g) Take a motion from the table; or
- (h) Withdraw a motion.

5.12.30 To be in order, an amendment must:

- (a) Directly relate to the motion it proposes to amend;
- (b) Propose some change in the substance or form of the motion; and,
- (c) Not be contrary to the main concept of the motion it proposes to amend.

5.12.31 The vote on the motion, an amendment and any amendment(s) to the amendment(s) will be taken separately and in the reverse order of that in which they were moved.

Motion to Refer

5.12.32 A matter may be referred to:

- (a) The Board;
- (b) Any Committee of the Board; or
- (c) The Chair of the Board; or
- (d) The Director of Education or designate.

Extending Meeting Time

5.12.33 Unless provided for otherwise in these Bylaws, no Board or Committee meeting will continue in session beyond 10 p.m., unless upon the consent of the majority of members present and voting, the meeting is extended for a defined period of time to finish debate on matters currently on the floor or to address any matter on the agenda that may be of an urgent or time sensitive nature. Additional motions to further extend the meeting time are in order. In no case, will the meeting extend beyond 11 p.m.

Motion to Reconsider

5.12.34 Subject to the limits prescribed in RONR:

- (a) a decision of the Board made earlier in an ongoing (current) meeting may be reconsidered on a motion without notice. A reconsideration motion may only be brought by a member who voted on the prevailing side of the previous motion.
- (b) a previous decision of the Board cannot be reconsidered for at least twelve (12) months after the decision was made unless by resolution approved by a two-thirds (2/3) majority of the members present and voting and provided notice of the proposed reconsideration shall have been provided at the prior Board meeting.

Point of Order

5.12.35 A member may advise the Chair when they believe that a departure from the Bylaws, as supplemented by RONR, has taken place by raising a point of order.

5.12.36 Subject to certain exceptions as stipulated in RONR, a point of order must be raised promptly at the time of the alleged breach. A member may interrupt another member to raise a point of order.

5.12.37 The point of order in question must be clearly stated by the member.

5.12.38 The Chair shall decide on the point of order without debate.

5.12.39 The Chair may consult with the General Counsel and may declare a recess in order to consider the point of order.

5.12.40 A member may interrupt the meeting to introduce a motion to appeal the ruling of a Chair. A majority of members present, and voting will overturn a ruling of the Chair.

5.12.41 If the appeal from the decision of the Chair results in a tie vote, the Chair's decision on the point of order will be upheld.

Questions of Privilege

- 5.12.42 Any member may raise a question of privilege, either a question of privilege affecting the Board, or a question of personal privilege.
- 5.12.43 Questions of privilege affecting Board include matters such as noise, comfort or safety. Questions of personal privilege affecting a member include the reputation or treatment of the member or staff, as well as any member of the public and the member's ability to exercise rights and privileges.
- 5.12.44 A question of privilege must be stated clearly and should include the remedy or resolution requested by the member.
- 5.12.45 A question of privilege will not be in order if the remedy or resolution requested exceeds the power or ability of the Chair, Committee or Board.
- 5.12.46 The Chair will decide on the question of privilege without debate.
- 5.12.47 The Chair may consult with the General Counsel and may declare a recess in order to consider a question of privilege in order to make a decision.
- 5.12.48 A member may appeal the ruling of a Chair on a point of privilege. A majority vote of members present, and voting will overturn a decision of the Chair.
- 5.12.49 If the appeal from the Chair's decision results in a tie vote, the Chair's decision on the question of privilege will be upheld.

Parliamentary Inquiry

- 5.12.50 A member may ask a question about the rules of procedure relevant to any matter or issue before the Board. The Chair will answer the question if it would assist the member to make an appropriate motion, raise a proper point of order or understand the effect of a motion or ruling. The Chair is not obliged to answer hypotheticals. The Chair may consult with the General Counsel in providing an answer.
- 5.12.51 The answer provided by the Chair is an opinion and is not subject to appeal. The member may act contrary to the opinion and may then appeal any adverse ruling by the Chair.

Point of Information

- 5.12.52 A member may ask a question directed to the Chair, or through the Chair to another member, for information relevant to the matter at hand but unrelated to parliamentary procedure.

5.13 Public Participation in Meetings

- 5.13.1 In keeping with the Board's Policy on Public Consultation, the Board welcomes

presentations by individuals and groups. Presentations shall be made in the first instance to the Committee of Whole – Standing.

- 5.13.2 In Order to obtain permission to make a presentation to the Committee of Whole – Standing, the person shall email the Director at least eight working days before the next scheduled meeting of the Committee of Whole – Standing. A presenter to the Committee of Whole – Standing may also be invited to present at a Board Meeting, at the discretion of the Chair of the Board.
- 5.13.3 Any application submitted to the Director shall be forwarded to the Chair of the Committee of Whole - Standing.
- 5.13.4 An email requesting permission to present to the Committee of Whole - Standing shall:
 - (a) State the matter to be discussed;
 - (b) Include materials intended to be distributed to trustees;
 - (c) Provide the name of any organization or interested party to be represented;
 - (d) Confirm the authority of the spokesperson.
- 5.13.5 Any application to present at the Committee of Whole - Standing Committee may be approved at the good faith discretion of the Chair of the Committee of Whole – Standing who shall:
 - (a) determine if an opportunity for presentation is available through any other public consultation process, which shall be utilized prior to approval being given;
 - (b) determine the date on which any approved presentation shall take place;
 - (c) limit the number of presentations at any meeting to allow the Committee of Whole - Standing sufficient time to conduct its business.
- 5.13.6 The Chair may waive the eight working days' notice period.
- 5.13.7 Presenters should use the appropriate format and protocol for presentations, available from the Director's office.
- 5.13.8 Anyone wishing to make a presentation shall be informed if the issue to be addressed will be discussed at any meeting of the Board or Committee of Whole - Standing prior to her or his opportunity to present.
- 5.13.9 Presenters shall be limited to speaking not more than 15 minutes including time for questions. At the discretion of the Chair of the Committee of Whole – Standing, this may be extended for a specific amount of time or deferred to a later point in the meeting.
- 5.13.10 Presenters shall be restricted to topics outlined in the application.
- 5.13.11 One or more presentations on a topic do not necessarily lead to a Committee of Whole - Standing or Board decision. The topic of a presentation should not be debated by Trustees unless and until it is on an agenda.
- 5.13.12 Members of the public may also pose questions of a general nature or regarding Board processes to the Board at any regular Board meeting.

- 5.13.13 The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chair shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature.
- 5.13.14 Subject to the discretion of the Chair, questions will not be entertained if they relate to a matter which is under consideration by the Board and for which another public input and questioning process is available (e.g. school boundaries, accommodation reviews, school naming).

5.13.15 The following procedure applies to public question period:

- (a) Each person shall be allowed to ask one question and one supplementary question;
- (b) Before the beginning of the Board meeting, the Questioner shall submit the question in writing to the Executive Officer of Communications;
- (c) The Questioner shall be called to the podium;
- (d) The Questioner or, if the Questioner prefers, the Chair, shall read the question;
- (e) The question shall be addressed by the Chair who may direct staff to answer;
- (f) The Questioner may ask a supplementary question for clarification;
- (g) Questions to individual Trustees will not be addressed at public question period;
- (h) Individual Trustees will not respond or comment on questions posed.

SECTION 6: FILLING TRUSTEE VACANCIES

6.1 The Education Act

- 6.1.1 Section 221 of the *Education Act* provides for the Board to fill a Trustee vacancy by either:
- i. Requiring the municipality to hold a by-election, or
 - ii. appointing a qualified person (as defined in the *Education Act*) to the position, within 90 days of the office becoming vacant. The method of appointment is not specified in the Act.

6.1.2 A by-election may not be held after March 31 in an election year (i.e., within approximately 8 months of a regularly scheduled municipal election). All costs for a by-election are borne by the Board (subsection 7(3) Municipal Elections Act, 1996).

6.2 Vacancy Committee

- 6.2.1 In the event of a vacancy, the Board shall establish a Vacancy Committee to consider and determine the means of filling the vacancy.
- 6.2.2 All members of the Board are eligible to sit on the Vacancy Committee which shall be made

up of at least half of the members of the Board. The Vacancy Committee shall obtain and consider information regarding the implications of holding a by-election, including previous election results and estimated costs.

6.2.3 For the appointment, there are two options:

- i. appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area providing the candidate remains a qualified person as defined under the *Education Act*; or
- ii. consider a broader range of electors for the appointment in which case, the following actions will occur:

(a) Advertising

The vacancy shall be advertised in all the local papers.

(b) Applications

- Individuals interested in the position shall be required to submit, in writing, an application for the position, to be received by the Secretary to the Board.
- The Vacancy Committee shall establish a deadline for the appointment process.

(c) Information Required

Applicants shall be asked to provide the following information:

- i. confirmation of eligibility;
- ii. why they are interested in the position;
- iii. background, interests, experience, concerns;
- iv. other information they think is pertinent.

Application material shall be copied and distributed to all Trustees at least 48 hours prior to an interview date.

(d) Information Provided

Upon written or verbal indication from an individual that she/he intends to apply for the position, a package of information shall be made available for pick-up from the Trustees' Secretary, as follows:

- i. Durham District School Board Facts Folder;
- ii. These Bylaws including the Member Code of Conduct;
- iii. Schedule of Board and Committee Meetings;
- iv. Committee Membership List.

(e) Interviews

- i. The Vacancy Committee shall establish the interview date and the schedule of interviews.
- ii. Only candidates who have submitted written applications by the deadline date shall be interviewed. Interviews shall be conducted in the Boardroom. All Trustees shall be invited to participate in the interviews. Trustees shall be asked to indicate their intentions about their attendance and participation in the interviews. Each candidate shall be requested to address the Board for up to five minutes, and to respond to questions from the Trustees for up to five minutes. Interviews shall be conducted on the Monday of the Board meeting, arranged so that all interviews shall be completed by 4:30 p.m. If an inordinate number of candidates is to be interviewed, a second day for interviews shall be determined by the Chair, after consultation with Trustees. If a quorum of Trustees is present for the interviews, the interviews shall be conducted as part of a special Board meeting. Should a quorum of Trustees not be present, those present shall form a Selection Committee which shall make a recommendation to the Board. The chairperson of the Board or designate shall preside over the interviews and be responsible for adhering to the timelines. The interviewing process shall be open to the public. Candidates shall be advised of their right to attend any or all interviews.

(f) Voting

- i. Only Trustees present for all interviews are eligible to vote.
- ii. Voting shall be by secret written ballot.
- iii. The Director and Superintendent of Education/Business and Finance shall count the ballots.
- iv. On the first ballot, Trustees shall vote for three (3) candidates. (Any ballot without three names shall be considered a spoiled ballot).
- v. The ten (10) candidates achieving the greatest number of votes shall proceed to the second ballot. Their names shall be posted in the Boardroom.
- vi. On the second and subsequent ballots, Trustees shall vote for only one (1) candidate.
- vii. Voting shall continue, and on each subsequent vote the candidate(s) receiving the lowest number of votes shall be dropped from the ballot until one (1) candidate receives at least a simple majority of votes cast, except on the first ballot.

- viii. Any candidate who does not receive any votes will be dropped from subsequent voting. This shall also apply to all subsequent ballots.
 - ix. In the event of a tie, a second ballot shall be cast. If a tie remains, the decision shall be determined by lot.
 - x. Following the swearing in of the successful candidate, all ballots shall be destroyed.
- (g) A recommendation shall be brought forward to the Committee of the Whole (closed session) to approve the appointment. All Trustees are eligible to vote on the recommendation. The person shall be advised by telephone of the Board's decision.
 - (h) The appointed candidate shall attend the next Board meeting at the beginning of the public session to be sworn in.

SECTION 7: TRUSTEE DETERMINATION AND DISTRIBUTION

- 7.1 The Durham District School Board (“DDSB”) is a statutory corporation under section 58.5 of the *Education Act*, R.S.O. 1990, C. E.2, (the “*Education Act*”). The Board of Trustees is the governing body of the DDSB. The duties and powers of the Board of Trustees are as set out in the *Education Act*. Decision making authority rests with the Board of Trustees as a single body, not with individual trustees.
- 7.2 The number and distribution of elected trustees is determined pursuant to the provisions of the *Education Act* and the regulations thereunder.

SECTION 8: EXECUTION OF DOCUMENTS AND CORPORATE SEAL

8.1 Corporate Seal of the Board

- 8.1.1 The corporate seal of the Board shall be in the form impressed on the original copy of Bylaws located in the Administrative Offices of the Durham District School Board.

8.2 Signing Authority

- 8.2.1 The Chair or the Vice-Chair of the Board and the Treasurer shall be authorized to sign cheques and orders for payment of money on behalf of, and in the name of, the Board.
- 8.2.2 The Treasurer shall be authorized to endorse bills of exchange, cheques, drafts, and orders for payment of money, for deposit to the credit of the Board, and to receive all paid cheques and vouchers, and any documents the bank may have from time to time, belonging to the Board, and to sign the bank's form of settlement and release.
- 8.2.3 The Treasurer shall be authorized to sign cheques by means of a cheque signing machine and a facsimile of the signatures of the Chair of the Board and the Treasurer.

- 8.2.4 The Chair of the Board and the Treasurer shall be authorized to sign all necessary bank forms or documents required by the bank to implement the authority granted to them under these Bylaws.
- 8.2.5 The Treasurer shall be authorized to have printed all the necessary forms required for the banking business of the Board.

SECTION 9: Election of Student Trustees

- 9.1.1 Every attempt shall be made to elect a Student Trustee from Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The election of Student Trustees shall be a two-stage process in municipalities which have more than one secondary school.
- 9.1.2 A notice shall be sent to each secondary school principal before February 1, advising of the election process. Notice will also be sent to teachers in Civics classes, with a request to discuss the election process in class.

Stage 1: Municipal Election of Candidates

- 9.1.3 The municipal elections shall apply in a municipality which has more than one secondary school.
- 9.1.4 Each secondary school student council or parliament shall be invited to elect one Student Trustee nominee who shall be the candidate for the municipality. The notice shall also invite each secondary school student council or parliament to elect ten (10) Student Trustee electors for the municipal election.
- 9.1.5 The elections for either Student Trustee nominees or electors may be either a direct election from the entire student body or an indirect election from the student council or parliament. The elections for the electors shall take place at the same time or prior to the elections for Student Trustee nominees.
- 9.1.6 The municipal elections shall be moved annually among the secondary schools in the municipality so that all secondary schools have an opportunity to host the election.
- 9.1.7 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote. In each municipality, the candidate receiving a clear majority shall be declared the municipal Student Trustee nominee for the electoral college. A clear majority is 50 per cent plus one of the total votes cast. Should no candidate receive a clear majority of the votes cast, the name of the candidate with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one candidate has a clear majority.

Stage II: Electoral College Process

- 9.1.8 The Director of Education or designate shall cause three electoral colleges to take place in a secondary school in Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The three electoral colleges will meet before April 30 in each school year. The Board will pay for any transportation or other expenses such as food or the printing of ballots.
- 9.1.9 Each municipality in the electoral college will receive 40 votes for the election. The votes

shall be divided equally among the number of schools in an area. If the division of votes is such that a whole number of votes per school is not determined, additional votes shall be apportioned by lottery through the Director's office. The secondary school student council or parliament shall elect the assigned number of electors for the electoral college. Any school which declares that it will not send delegates to the electoral college will have its votes divided among the remaining schools for the municipality according to this process.

- 9.1.10 The function of each electoral college is to elect one Student Trustee.
- 9.1.11 Each electoral college will have any appropriate number of staff advisors to help conduct the Student Trustee nominees' speeches and the balloting.
- 9.1.12 The winning candidate from Stage 1 shall be the municipal candidate for the electoral college.
- 9.1.13 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote.
- 9.1.14 In each electoral college, the Student Trustee nominee receiving a clear majority shall be declared elected. A clear majority is 50 percent plus one of the total votes cast. Should no Student Trustee nominee receive a clear majority of the votes cast, the name of the student nominee with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one Student Trustee nominee has a clear majority.
- 9.1.15 In the event of an equality of votes, there shall be a final ballot and should there be another equality of votes, the candidates shall draw lots to fill the position of Student Trustee.
- 9.1.16 The location of the electoral college for Student Trustee will be rotated annually among the municipalities to be represented by the Student Trustee (e.g. Oshawa-Whitby). Within a municipality, the school location of the electoral college shall be moved for each election, so that over the course of several years, all secondary schools in the municipality will have an opportunity to host the electoral college.
- 9.1.17 The Student Trustee nominees and Student Trustee electors shall be qualified according to these Bylaws.
- 9.1.18 Any election material of any kind of media brought to the municipal election or to the electoral college must be approved by the Student Trustee nominee's principal or staff designate.
- 9.1.19 If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process as outlined above.

SECTION 10: ELECTRONIC MEETINGS

10.1 Introduction

The Board shall provide for the use of electronic means for the holding of meetings of the Board and meetings of a Committee of the Board, including a Committee of the

Whole. The rules in this section apply to the extent they are not suspended or modified by Provincial regulation.

10.2 Attendance

10.2.1 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every meeting of the Board or Committee of the Whole, the following persons shall be physically present in the meeting room of the Board:

- (a) The Chair of the Board or her or his designate;
- (b) At least one additional member of the Board; and
- (c) The Director of Education of the Board or her or his designate.

10.2.2 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every meeting of the Board or Committee of the Whole, the following persons shall be physically present in the meeting room of the Board.

- (a) The Chair of the Committee or her or his designate; and
- (b) The Director of Education of the Board or his or her designate.

10.2.3 Notwithstanding the foregoing, the Chair is able to preside over a meeting electronically when:

- (a) Weather conditions do not allow the Chair to travel to the meeting location safely; or
- (b) The Chair cannot be physically present at the meeting for health reasons.

10.2.4 Subject to 10.1.2 and 10.1.3, at the request of any Board member or Student Trustee, the Board shall provide the member or representative with electronic means of participating in one or more meetings of the Board or of a Committee, including a Committee of the Whole Board.

10.2.5 A Trustee or Student Trustee who participates in a meeting through electronic means shall be deemed to be present at the meeting.

10.3 Participation of Board Members and Student Trustees

10.3.1 The electronic means shall permit the member or representative to hear and be heard by all other participants in the meeting.

10.3.2 The electronic means shall be provided in such a way that the rules governing conflict of interest of members are complied with.

10.3.3 The Board may provide, at one or more locations within its jurisdiction, electronic means to permit participation in meetings by members of the public. Electronic meetings shall be made available for public viewing.

10.3.4 The extent and manner of participation shall be determined by the Chair based on the electronic means available.

- 10.3.5 Members of the public participating through electronic means shall not participate in any proceedings that are closed to the public.

Reference Documents

Appendix:

Appendix A: Board Member (Trustee) Code of Conduct

Effective Date

2022-03-22

Amended

N/A

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** September 19, 2022

SUBJECT: Quarterly Construction and Major Projects Report **PAGE:** 1 of 12

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
Lindsay Wells, Manager of Facilities Design and Construction
Mike Kennedy, Manager of Major Projects

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the status of construction and major projects as of August 31, 2022. Updates to this report will be provided to Trustees on a quarterly basis (January, March, June and September), and will be posted on the Board's website.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

3.0 Background**Capital Projects**

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

- February 2018: Durham District School Board (DDSB) received Ministry of Education approval to build Beaverton PS/Thorah Central PS. The new school will replace and consolidate Beaverton PS and Thorah Central PS on the Beaverton PS site in Beaverton.
- July 2020: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Creekwood PS, and an addition at Mary Street PS in Oshawa to replace the existing portapac.
- October 2020: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed North Oshawa PS, at Windfields Farm Drive West and Wintergrace Avenue in Oshawa.
- May 2022: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Seaton PS, at Burkholder Drive and Azalea Avenue in Pickering and a new secondary school, Unnamed North Oshawa SS, at Windfields Farm Drive East and Bridle Road South in Oshawa.

Ministry Approval Process for Capital Priorities Projects

The Ministry of Education approval process must be carefully considered when undertaking any major capital projects. The approval process once the business cases have been submitted are as follows: announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on a cost consultant report and post tender approval if the tender exceeds the approved funding amount. Each stage requires Ministry of Education approval to proceed to the next step.

4.0 Analysis

Approved Capital Priorities Projects

Beaverton PS/Thorah Central PS Rebuild

Project Type:	Rebuild elementary school including child care centre and Early ON hub
Occupancy Date:	September 2024 (Rescheduled from September 2023)
Architect:	Moffet & Duncan Architects Inc.
Contractor:	To be determined

Construction tender was released on August 4, 2022 with a closing date of August 30, 2022 for the new facility. Approval to Proceed to tender was received July 6, 2022 from the Ministry of Education. Site Plan Approval documents were also received from the Township of Brock July 17, 2022. Pending further required project approvals, completion is scheduled for September 2024.

Unnamed Pickering Creekwood

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

Site plan development continues to progress for the new facility in conjunction with design development. The initial child care licensing package project completion currently remains scheduled for September 2024, dependent upon the results of the ongoing site acquisition discussions with the City of Pickering.

Mary Street PS Oshawa – Addition

Project Type:	Replacement of Existing Portapac with a new addition
Occupancy Date:	September 2024 (rescheduled from September 2023)
Architect:	Moffet & Duncan Architects Inc.
Contractor:	To be determined

Construction documentation is nearing completion for the facility addition. The project was submitted for Approval to Proceed and is waiting for the Ministry of Education's final approval to proceed to tender. Facilities staff continue to work towards site plan approval. The first submission comments were received from the City of Oshawa on July 26, 2022. The revised approval package will be submitted next week. The project is currently scheduled for completion September 2024.

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

Project Type: New Elementary School, including child care centre
Occupancy Date: September 2024 (rescheduled from September 2023)
Architect: Snyder Architects Inc.
Contractor: To be determined

Construction tender was released August 18, 2022 with a closing date of September 8, 2022 for the new facility. Approval to Proceed to tender was received July 6, 2022 from the Ministry of Education. Facilities staff continue to work towards site plan approval. The second submission comments were received from the City of Oshawa on August 8, 2022. Pending further required project approvals, completion is scheduled for September 2024.

Unnamed North Oshawa SS (Windfields Farm East/Bridle Road South)

Project Type: New Secondary School
Occupancy Date: September 2026
Architect: To be determined
Contractor: To be determined

Request for architect proposals was released August 18, 2022 with a closing date of September 13, 2022. On August 10, 2022, the Ministry of Education provided approval of the updated facility space template as well as approval to secure an architect. Project completion is currently scheduled for September of 2026 with the possibility of an earlier completion date once approvals are received.

Unnamed Pickering Seaton PS (Burkholder Drive/Azalea Avenue)

Project Type: New Elementary School, including child care centre
Occupancy Date: September 2026
Architect: To be determined
Contractor: To be determined

Request for architect proposals was released August 4, 2022 with a closing date of September 1, 2022. On June 23, 2022, the Ministry of Education provided approval of the updated facility space template as well as approval to secure an architect. Project completion is currently scheduled for September of 2026 with the possibility of an earlier completion date once approvals are received.

Child Care Projects

Child Care Projects	Lakeside PS	Construction is generally complete and final inspections for occupancy took place mid-August 2022.
	Vaughan Willard PS	Project has received the Ministry of Education approval and is proceeding to tender. Facilities staff are working towards site plan approval with pre-consultation documents submitted August 22, 2022.
	Seneca Trail PS	Project design plans have been submitted to the Ministry of Education for licensing approval. Construction documentation is progressing in conjunction with site plan approval.
	Scott Central PS	Project has received the Ministry of Education approval and is proceeding to tender while Facilities staff work towards site plan approval with pre-consultation documents submitted August 22, 2022.
	Sunderland PS	Schematic re-design is complete with geotechnical investigation re-initiated.
	Rosebank PS	Child Care Licensing System (CCLS) provided floor plan approval June 1, 2022. Detailed design is complete with construction documentation underway. Initial site plan application package was submitted July 27, 2022.

Major Projects

Major Projects are funded from Capital Funding provided annually to the DDSB. Projects noted as CVRIS were funded by COVID-19 Resilience Infrastructure Stream (CVRIS) Funding which was provided by the Federal and Provincial governments.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Main Office Renovations	Frenchman's Bay PS	Project is under construction. The work is phased with the office space scheduled for completion and turnover in early October 2022 at which point Phase 2 (adjacent spaces) of the project will commence. Work is being coordinated between the school and project supervisor.
Welding Shop/Drama Renovation	R.S. McLaughlin CVI	Project is under construction. Drama room turned over to the school in early September 2022. Welding shop is scheduled for early October 2022 completion and turnover.
Inclusive Change Room Renovation	G.L. Roberts PS	Project is in design. Fall 2022 tender is planned with construction tentatively scheduled to commence in November 2022. Completion will be targeted for the end of March 2023.
Art/Science/Music Renovations	Pringle Creek PS S.A. Cawker PS Meadowcrest PS Harmony Heights PS	All projects completed end of August 2022 or just before September 6 reopening.
Corridor Ceiling Replacement/Abatement	E.A. Lovell DCE	Project completed August 2022.
Interior Modifications – Teaching Space - Classroom Refresh	Fairport Beach PS Vincent Massey PS	Projects is under construction. Completion is scheduled for the end of August 2022 with a portion of final painting to after-hours in September 2022. Project is complete with minor deficiencies scheduled for completion in early September 2022.

Asphalt Replacement	Cadarackque PS	Project completed August 2022.
	Pineridge SS	Project completed August 2022.
	Greenbank PS	Project completed August 2022.
	RS MCVI	Project is under construction. Asphalt installation was delayed until early September due to craning of mechanical equipment expected in late August 2022 in relation to the interior Drama/Welding fit-up project. Scheduling of asphalt work is being coordinated between the school and project supervisor.
Roofing Projects	Uxbridge PS	Project is under construction. Completion is scheduled for early October 2022.
	Anderson CVI	Project completed August 2022.
	Dr. R. Thornton PS	Project completed August 2022.
	Eastdale CVI	Project complete August 2022

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Masonry/Wall Cladding Restoration	Port Perry HS	Window Replacement – project largely complete August 2022. Minor work/deficiencies to be completed after-hours in September 2022 in coordination between the school and project supervisor.
	Biidaassige Mandamin PS	Cladding Replacement – Project is under construction. Phase 1 work is in progress and work will be on-going during the school year in coordination between the school and project supervisor. Completion is scheduled for early October 2022.
	E.A. Lovell DCE	Masonry Rehabilitation Project - Project is under construction. Construction is behind schedule and work is anticipated to extend into September 2022. Coordination with the school and project supervisor is on-going.
	Ajax HS	Window & Cladding Replacements – Projects are under construction. Windows - installations commenced the second last week of August with a targeted completion for the second week of October 2022. Cladding – EIFS completed August 2022. Thin clad stone masonry (bottom of exterior walls) will extend into September in coordination between the school and project supervisor.
	College Hill PS	Window Replacement– Project tendered and awarded. Windows ordered and project to commence upon receipt. Work will commence in the fall and be scheduled in coordination between the school and project supervisor.
	S.A. Cawker PS	Window Replacement– Project is complete with minor deficiencies to be rectified by early September 2022.

	Fallingbrook PS	Masonry rehabilitation – Project is in progress. Work was phased and tendered for late fall completion in coordination with the school.
Library/Learning Commons Upgrades	C.E. Broughton PS Norman G. Powers PS	Projects are in the tendering process. Construction commencement scheduled for late September 2022 and completion for late December 2022.
	Stephen G. Saywell PS	Project is in the tendering process. Construction commencement is scheduled for the beginning of October 2022 and completion for late December 2022.
	William Dunbar PS	Project is under construction. Completion is scheduled for the end of September 2022.
	Claremont PS	Project is under construction. Completion is scheduled for late September 2022.
Interior Modifications - Washroom Upgrade Projects	Lester B. Pearson PS	Completed August 2022.
	Vincent Massey PS	Completed August 2022.
	Dr. S.J. Philips PS	Project is under construction. The aggregate of work is complete and minor work remaining will be complete in September 2022 in coordination between the school and project supervisor.
Boiler Replacement Projects	Valley Farm PS	Valley Farm PS replacement was rescheduled to the summer of 2022 due to equipment shortages. Project is under construction. Completion is scheduled for September 2022.
Accessibility Projects	Coronation PS	Elevator and limited-use lift project is under construction. Completion is scheduled for early November 2022.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Screening Vestibules for Existing Child Care Centres		<p>CVRIS funded vestibules are being constructed at 13 existing child care centres to improve physical distancing and facilitate daily screening for COVID-19.</p> <p>Construction on the majority of vestibules has commenced, some are nearing completion. Material shortages and supply chain issues related to structural steel and fire rated glazing have impacted the original completion dates.</p>
	Lincoln Alexander PS Stephen G. Saywell PS John Dryden PS Maple Ridge PS	<p>Vestibule construction has been delayed due to structural steel fabrication and delivery delays linked to supply chain issues. All projects have resumed construction and are approaching completion. Schedule impacts experienced due to contractor staffing and material delivery delays. Revised target for completion for early October 2022.</p>
	Kedron PS	<p>Vestibule construction to commence August 2022 and be completed September 2022.</p>
	Highbush PS Applecroft PS Cadarackque PS Glen Dhu PS Joseph Gould PS Ormiston PS Roland Michener PS Valley Farm PS	<p>Projects listed are complete.</p> <p>Note: The Ministry of Education has extended timelines for completion of CVRIS funded projects.</p>

Ventilation Improvement Projects and Air Conditioning

The following is a status report updating the progress of ventilation improvement projects from Capital Funding. The funding is provided annually to the DDSB. Projects noted as CVRIS were funded by COVID-19 Resilience Infrastructure Stream Funding provided by the Federal and Provincial governments.

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

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Ventilation Projects Non-Air Conditioned – Partial Building	Greenbank PS	Project is under construction. Mechanical equipment startup end of August with commissioning to follow in early September. Classrooms are being turned over for final cleaning by custodial staff in a phased sequence.
	D.A.S.S. Simcoe	Project is in design.
	Claremont PS	Project is under construction. Mechanical equipment startup took place end of August with commissioning to follow in early September. Classrooms are being turned over for final cleaning by custodial staff in a phased sequence.
	Beau Valley PS	Project tendered well over budgeted amount. Reassessment of design and tendering strategy underway with plans for retendering by Fall 2022.
	E.A. Fairman PS	Project is under construction. Mechanical equipment startup took place end of August with commissioning to follow in September. Classrooms are being turned over for final cleaning by custodial staff in a phased sequence.
	R.S.McLaughlin. CVI	Project construction is underway. Interior fit-up complete. Rooftop unit delivery, install, and commissioning scheduled for the end of September.
	Henry Street HS	Project is under construction. Mechanical equipment startup scheduled for the last week of August followed by commissioning in September. Classrooms are being turned over for final cleaning by custodial staff in a phased sequence.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Partial Air Conditioning/Cooling Centres-pending	Greenbank PS	Project is under construction. Mechanical equipment startup took place end of August with commissioning to follow in early September. Classrooms are being turned over for final cleaning by custodial staff in a phased sequence.
	Valley View PS	Project is in design.
	Woodcrest PS	Project tendered well over budgeted amount. Reassessment of design and tendering strategy underway.
	Claremont PS	Project is under construction. Mechanical equipment startup took place end of August with commissioning to follow in early September. Classrooms are being turned over for final cleaning by custodial in phased sequence now.
	Goodwood PS	Project is complete and pending final review.

This initiative will continue into the 2022/2023 fiscal year with additional sites being added to address under-ventilated learning spaces and improve ventilation across the District.

The escalation of construction costs remains a challenge throughout the industry and has resulted in significant increases to tender pricing in some sectors. Staff continue to develop projects that utilize available funding to achieve the greatest impact and benefit to the District while delaying or redesigning those projects that tender significantly over budget. Contractor viability in this volatile market has been a concern with a key contractor being unable to meet their financial obligation to their trades. Staff have worked to reassign in-progress projects to maintain project schedule and payment to trades.

5.0 **Financial Implications**

The Ministry of Education approved Capital Priorities Funds in the amount of \$119,146,954 and the funds are being used to construct new schools and major additions. Annual Capital Funds in the amount of \$66,436,881 are being used for the completion of the major projects listed in the report.

6.0 **Evidence of Impact**

There will be a total of 3,511 new pupil places, 190 replacement pupil places at Mary Street PS and a total of 440 new child care places.

7.0 Communication Plan

- The Quarterly Construction and Major Projects Report is posted on the DDSB's website:
[Construction and Property Updates](#)

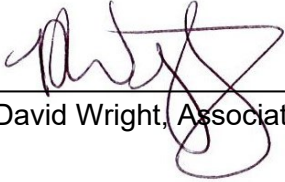
8.0 Conclusion

This report is provided to Trustees for information.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



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

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** September 19, 2022

SUBJECT: Draft Accommodation Plan: Trends, Issues and Future Opportunities 2022-2026 **PAGE:** 1 of 4

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
Carey Trombino, Manager of Property and Planning

1.0 Purpose

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

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

3.0 Background

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

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

- Boundary adjustments
- Program boundary reviews (French Immersion, Gifted)
- New construction/additions
- Facility partnerships
- Out of area students redirected back to their home school where appropriate
- Utilization of portables

For the purposes of the Accommodation Plan, the DDSB's 2022-2026 Official Enrolment Projections (OEP) are utilized. The OEPs are updated each spring, and use various sources of data, including Kindergarten preregistration data, to create enrolment and progression trends and new residential development student yields from registered plans of subdivisions.

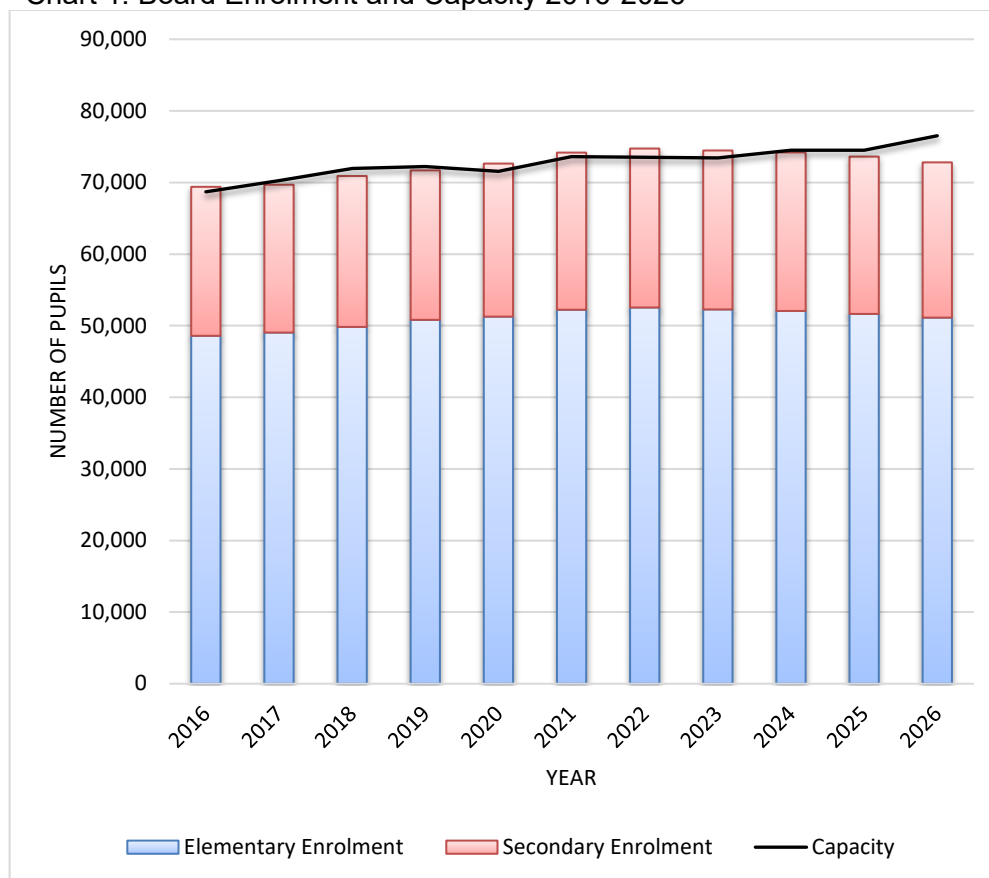
It is important to note that the OEPs reflect only the new residential growth that has been approved for construction via registered plans of subdivision during the 2022-2026 timeframe, based on the DDSB's student generation calculations. Therefore, if a new development is proposed, the expected enrolment is not included in a school's projection until each phase of development has received approval to proceed.

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

4.0 Analysis

The Accommodation Plan outlines growth within Durham and provides a brief overview of how past growth has been accommodated and how current growth is intended to be accommodated. Into the future, the overall Board utilization rate remains very close to 100%. The following chart is from the Accommodation Plan: Trends, Issues and Future Opportunities for 2022-2026.

Chart 1: Board Enrolment and Capacity 2016-2026



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

4.1 Future Considerations

A boundary review is required for the following schools due to the high level of student enrolment at Clara Hughes PS and the construction of the replacement school for Beaverton PS and Thorah Central PS that will result in a temporary reduced capacity at Beaverton PS.

Boundary Adjustment/Review:

- Clara Hughes PS
- Beaverton PS and Thorah Central PS

Continue to Monitor:

High Utilization Schools		Low Utilization Schools	
Elementary		Elementary	
Beaverton/Thorah Central PS (consolidated)	Maple Ridge PS	Blair Ridge PS	Uxbridge PS
CE Broughton PS	Northern Dancer PS	Coronation PS	
Clara Hughes PS	Ormiston PS	Dr. CF Cannon PS	
EA Fairman PS	Sunset Heights PS	Dr. Roberta Bondar PS	
Eagle Ridge PS	Valley View PS	Duffin's Bay PS	
Fallingbrook PS	Vincent Massey PS	Hillsdale PS	
Gandatsetiagon PS	Westcreek PS	Lakewoods PS	
Gordon B Attersley PS	West Lynde PS	Lord Elgin PS	
Kedron PS		Rosemary Brown PS	
Secondary		Secondary	
		Brock HS	GL Roberts CVI

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

5.0 Conclusion

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


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

The Plan is being presented in draft. If there are no changes to the document, it will become the official Accommodation Plan for the Board, by the end of September 2022.

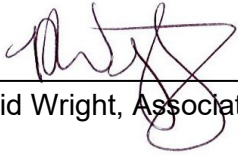
6.0 Appendices

Appendix A – Draft Accommodation Plan: Trends, Issues and Future Opportunities 2022-2026

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



DRAFT

DURHAM DISTRICT SCHOOL BOARD

ACCOMMODATION PLAN 2022-2026

TRENDS, ISSUES AND FUTURE OPPORTUNITIES

SEPTEMBER 2022

EXECUTIVE SUMMARY

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

- The following major processes are available to the Board to balance accommodation pressures: Boundary adjustments
- Program boundary reviews (French Immersion, Gifted)
- New construction/additions
- Facility partnerships
- Accommodation reviews

The following minor processes available, aid in the balancing of accommodation pressures:

Utilization of portables

Designation of holding schools

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

The DDSB's Accommodation Plan: Trends, Issues and Future Opportunities document is updated annually to reflect changes in demographics, enrolment trends, school utilization and growth analysis. Many factors affect enrolment and ultimately, the utilization of each building. Included within this document is information on enrolment and factors that affect it, capacity and utilization.

The pandemic has introduced many challenges over the past two plus years. Along with in-person eLearning, the option for online learning was introduced. Throughout this document, the effects of the pandemic on student enrolment will be outlined.

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Appendix B-Elementary Enrolment

Appendix C-Secondary Enrolment

Appendix D-Out of Area Summary

Appendix E- February 2021 French Immersion Scattergrams-Elementary

Appendix F-February 2021 French Immersion Scattergrams-Secondary

Appendix G-February 2021 Gifted Scattergrams-Elementary

Appendix H-February 2021 Gifted Scattergrams-Secondary

Appendix I-School Facility Condition Data

Enrolment

For the purposes of this report, Durham District School Board's (DDSB) 2022-2026 Official Enrolment Projections (OEP) have been used. The OEP's are updated each spring and use various sources of data including Kindergarten pre-registration data, enrolment and progression trends and student yields from new residential development. Staff used the 2021 Official Enrolment Projections and the actual enrolment data confirmed by school and program (both online and in-person learning as of June 20, 2022).

The pandemic, which closed schools for the first time in March 2020, has had various effects on student enrolment. Staff will continue to monitor, the pattern and whether the reduced Junior Kindergarten students, reduced French Immersion enrolment, and the overall increased student enrolment over the last two years will continue.

For the 2022-2023 school year DDSB families were provided the option to choose DDSB@Home learning. Fewer families selected this option than in the previous two years. For the purpose of this document and DDSB projections, DDSB@Home students are included in their home school boundary.

Official Enrolment Projections can be found on the Board's website as follows:

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

Projections and School Utilization

Enrolment is analysed on several levels, utilizing the base enrolment information in Appendices A, B and C. For this report, information is highlighted as follows to provide an enhanced visual aid.

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

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

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

Enrolment and Capacity

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

In 2020, staff undertook a review of all classrooms throughout the District to update the Ministry of Education loading of each room, to ensure all renovations and conversions had been captured and that purpose-built Kindergarten and Special Education rooms had been reflected. Staff will continue to review any renovations

and conversions on an annual basis to ensure that school capacities are kept up to date. The capacities listed in this document are reflective of the Ministry of Education's School Facility Inventory System (SFIS) database.

Funded average class sizes for the elementary panel are: JK/SK – 25.57, Primary (Grades 1-3) – 19.8 and Junior & Intermediate (Grades 4-8) – 24.5, for an elementary class size average of 23.3. At the annual October 31st count date, Elementary class sizes must be within the following primary class size caps, on a board-wide basis:

- 100% of Full Day Kindergarten (FDK) classes have 29 or fewer students
- Average size for FDK is 26
- 90% of Primary classes have 20 or fewer students
- 100% of Primary classes have 23 or fewer students
- 100% of combined Grade 3/4 classes have 23 or fewer students
- Average size for Junior/Intermediate classes is 24.5

Funded average class size for the secondary panel is 23 for in-person and online learning, while e-learning courses are funded at an average of 30. The total benchmark funded average credit load per pupil is 7.5, split between online learning (approximately 0.15) and in-person learning (approximately 7.35). The e-learning credit load is equivalent to approximately 15 per cent of secondary average daily enrolment (ADE) in 2022–2023 taking one online credit. Secondary schools organize class size based on the type of class, in accordance with the local Collective Agreement.

Secondary school enrolments will be discussed in more detail (on Table 5 and 6 and Chart 3) and specific school data provided in Appendix A – Elementary and Secondary Summary Enrolment.

The changes in secondary classroom loading will have an impact on staffing and the number of rooms required by each secondary school. In addition, secondary students will have the option of learning virtually through DDSB@Home again next year, as well as in-person. Staff will review additional information to determine the implications on school utilization next year.

As a result of the 2020-2021 French as a Second Language (FSL) Program review, Trustees approved the phasing out of regular program Kindergarten at single track French Immersion schools. The phasing out commences in the 2022-2023 school year, with only Senior Kindergarten remaining and no Junior or Senior Kindergarten for the 2023-2024 school year onwards for single track French Immersion schools. This will be discussed in more detail in Section 5 – Programs.

1) Combined Elementary and Secondary Enrolment vs Capacity

Table 1 illustrates the Board's overall capacity and pupil place surplus/shortfall position by year, from 2017 through 2021. This information does not include enrolment for Durham Alternative Secondary School (DASS):

Table 1 – Total Historical Enrolment Data 2017-2021

	2017	2018	2019	2020	2021
Total Enrolment	69,690	70,903	71,694	72,641	74,220
Capacity	70,273	71,965	72,214	71,568	73,623
Surplus / (-) Shortfall	583	1,062	520	-1,073	-597
Utilization Rate	99%	99%	99%	101%	101%

*Secondary Enrolment excludes DASS

From 2017-2021, overall enrolment increased by 4,530 students, while capacity increased by 3,350 pupil places. The change in capacity is due to the construction of new schools and additions/renovations.

For 2022–2026, the projected overall capacity and pupil place surplus/(shortfall) and enrolment projections are as follows in Table 2:

Table 2 – Total Projected Enrolment Data 2022-2026

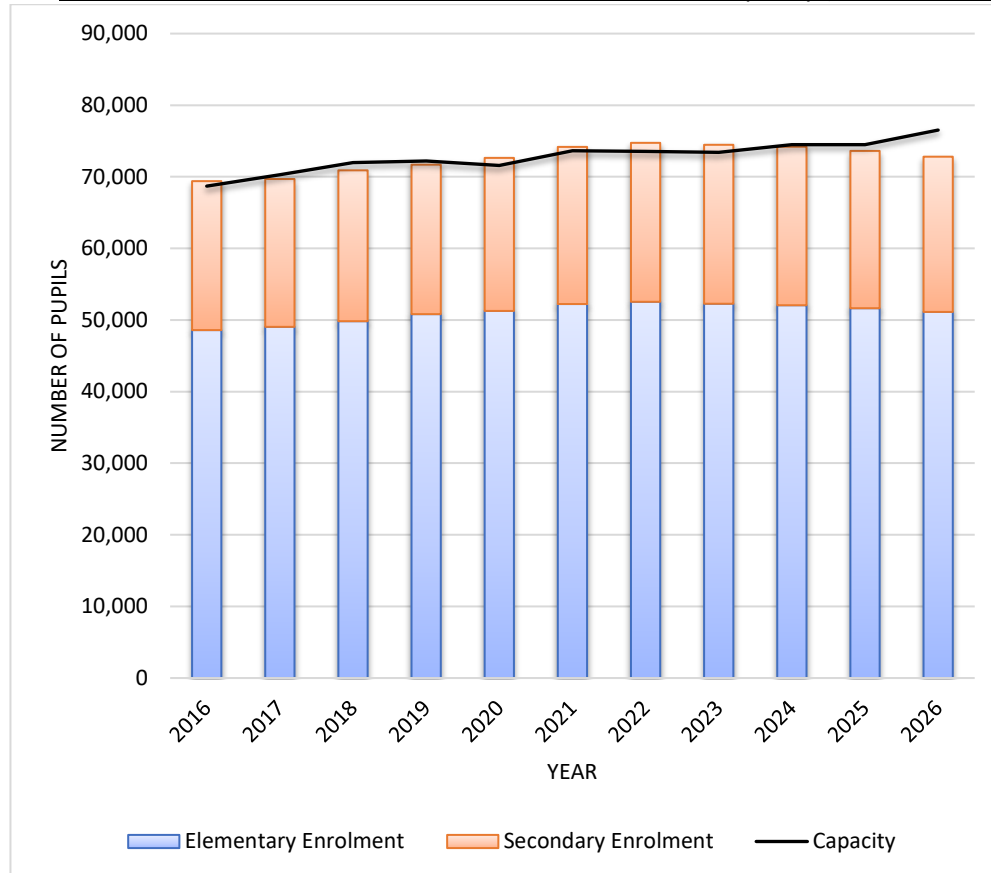
	2022	2023	2024	2025	2026
Total Enrolment	74,772	74,472	74,198	73,616	72,808
Capacity	73,530	73,506	74,599	74,599	76,620
Surplus / (Shortfall)	-1,242	-966	401	983	3,812
Utilization Rate	102%	101%	99%	99%	95%

*Secondary Enrolment excludes DASS

Chart 1, on the following page, shows the total combined elementary and secondary enrolments (historical, actual and projected) from 2017 to 2026, utilizing the Board's current SFIS capacities, along with the capacities for approved new schools based upon the projected year of opening, for each year.

As illustrated in this chart, the total enrolment projected for DDSB will be slightly less than the total capacity through to 2024; however, Ministry approved capital projects will provide relief for 2025 and 2026. It is important to note that projections only include registered developments. It is anticipated that more development will proceed, and the surplus capacity will decline. There are still areas in the Region where enrolment is declining, resulting in the future need for possible school accommodation reviews (a moratorium on school closures is currently in effect).

Chart 1 – Durham District School Board Enrolment and Capacity (2016 to 2026)



2) Elementary Enrolment vs Capacity

From 2016-2021, the elementary enrolment capacity and pupil place surplus/(shortfall) data is provided in Table 3:

Table 3 – Historical Elementary Enrolment and Capacity

	2017	2018	2019	2020	2021
Elementary Enrolment	49,046	49,834	50,820	51,269	52,231
Elementary Capacity	48,109	49,801	49,801	48,953	49,400
Surplus/(-) Shortfall	-937	-33	-1,019	-2,316	-2,831
Utilization Rate	102%	100%	102%	105%	106%

Since 2017, elementary enrolment has increased by 3,185 students, while capacity increased by 1,291. The increase in capacity was as a result of new schools and additions/renovations. The overall elementary capacity decreased by 848 pupil places in 2020 as a result of a review of classroom loading for all elementary schools.

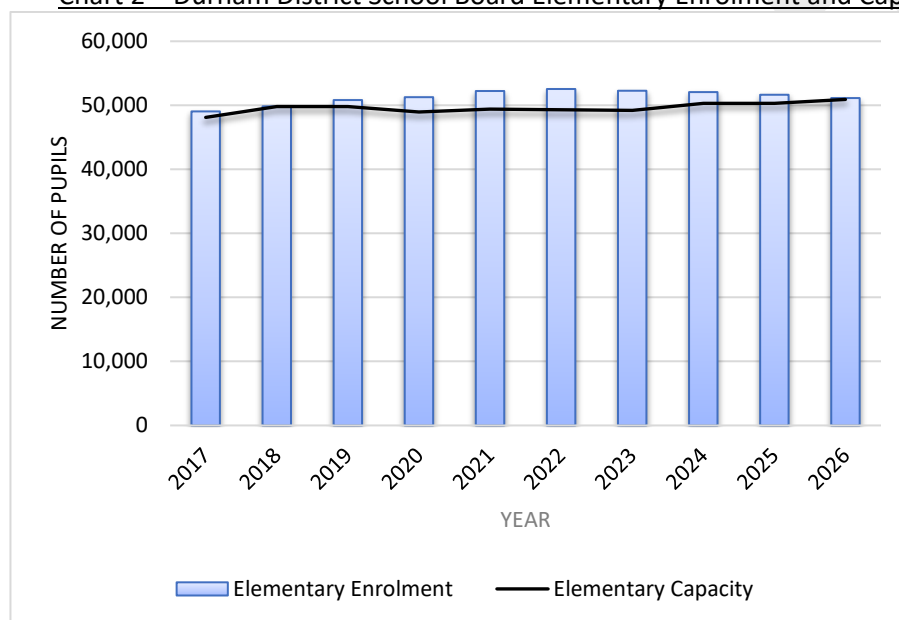
For 2022-2026, the projected elementary enrolment capacity and pupil place surplus/(shortfall) are as follows in Table 4.

Table 4 – Projected Elementary Enrolment and Capacity

	2022	2023	2024	2025	2026
Elementary Enrolment	52,575	52,274	52,063	51,647	51,131
Elementary Capacity	49,307	49,283	50,376	50,376	51,010
Surplus/(Shortfall)	-3,268	-2,991	-1,687	-1,271	-121
Utilization Rate	107%	106%	103%	103%	100%

Chart 2 below shows the total elementary enrolment and capacity from 2017 to 2026.

Chart 2 – Durham District School Board Elementary Enrolment and Capacity 2017 – 2026



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

3) Secondary Enrolment vs Capacity

From 2017-2021, the capacity shortfall diminished in the secondary panel, as shown in Table 5:

Table 5 – Historic Secondary Enrolment and Capacity

	2017	2018	2019	2020	2021
Secondary Enrolment	20,644	21,069	20,874	21,372	21,989
Secondary Capacity	22,164	22,164	22,413	22,615	24,223
Surplus/(-) Shortfall	1,520	1,095	1,539	1,243	2,234
Utilization Rate	93%	95%	93%	95%	91%

*Secondary Enrolment excludes DASS

Secondary enrolment has fluctuated over the past five years however, it has slowly increased since 2019. As identified in Table 5, secondary school capacity has increased with the change in loading of classrooms resulting from the funded average class size change of 21 pupil places to 23 pupil places for 2021-2022 school year.

2022–2026 secondary enrolment projections, as identified in Table 6, reflect the current enrolment projections and capacity surplus/(shortfall) based on current enrolment projections and capacities:

Table 6

	2022	2023	2024	2025	2026
Secondary Enrolment	22,197	22,198	22,135	21,969	21,677
Secondary Capacity	24,223	24,223	24,223	24,223	25,610
Surplus/(-) Shortfall	2,026	2,025	2,088	2,254	3,933
Utilization Rate	92%	92%	91%	91%	85%

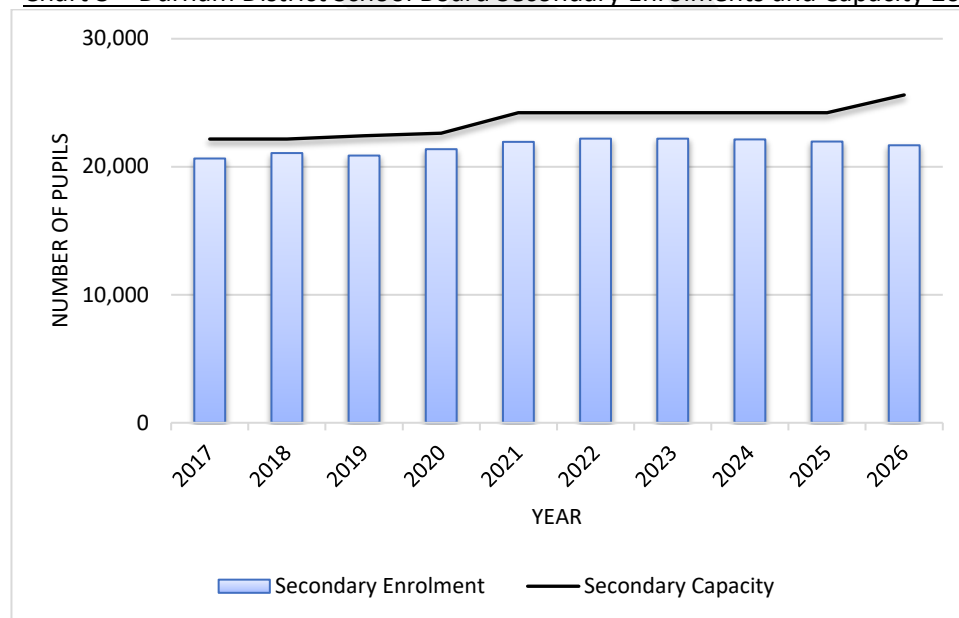
*Secondary Enrolment excludes DASS

As new development is registered, it is expected that secondary enrolment will increase and the range between enrolment and capacity will decrease.

Given future growth proposed in Durham, surplus capacity over the next 5-years will be utilized. However, utilizing the tools outlined within the document are an important part of the review process to ensure the available spaces are consistent with current and future needs.

Chart 3 shows the total actual and projected secondary enrolment and capacity from 2017 to 2026.

Chart 3 – Durham District School Board Secondary Enrolments and Capacity 2017 – 2026



4) Factors Impacting Enrolment

There are various factors that can affect the enrolment at a school, both elementary and secondary. The demographic phenomenon known as Boom Bust Echo outlines the years that there can be increases and decreases expected in both elementary and secondary enrolments.

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

Table 7

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

A second factor that impacts secondary school enrolments is the retention of Grade 8 pupils into DDSB schools for Grade 9. Through an analysis of 2020-2021 and 2021-2022 enrolment, it was determined that there was a total of 580 pupils that did not attend a DDSB secondary school for Grade 9 that were Grade 8 pupils the year prior. However, through further review, it was found that there were 639 Grade 9 pupils attending DDSB secondary schools in the current school year that were not enrolled in a DDSB school for Grade 8 in 2020-2021.

Table 8 is a summary of the gain and loss of pupils, by secondary school, for an overall gain of 59 pupils in Grade 9 for DDSB for the 2021-2022 school year.

Table 8 - Grade 8 to Grade 9 Gains and Losses

School	In-School 2021	DDSB@Home	Grade 9 pupils that did not attend DDSB for Grade 8	Grade 8 DDSB pupils that did not attend DDSB for Grade 9	Net Difference
			TOTAL: GAIN	TOTAL: LOSS	
Ajax HS	31	3	34	83	-49
Anderson CVI	14	2	16	19	-3
Brock HS	19	1	20	9	11
Brooklin HS	61	1	62	10	52
DA Wilson SS	42	6	48	33	15
Dunbarton HS	45	6	51	53	-2
Eastdale CVI	33	0	33	50	-17
GL Roberts CVI	14	1	15	19	-4
Henry Street HS	28	3	31	36	-5
J. Clarke Richardson Col.	35	1	36	51	-15
Maxwell Heights SS	41	6	47	28	19
O'Neill CVI	42	3	45	47	-2
Pickering HS	38	4	42	13	29
Pine Ridge SS	29	2	31	52	-21
Port Perry HS	35	1	36	11	25
RS McLaughlin CVI	23	2	25	36	-11
Sinclair SS	20	1	21	22	-1
Uxbridge SS	44	2	46	8	38
Total		45	639	580	59

Out-of-Area Pupils

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

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

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

Table 9 – Elementary Schools with 50 or More Out of Area Students

School Name	Capacity	October 2021 Enrolment	2021-2022 Portables in Use	October 2021 Out of area students
CE Broughton PS	354	362	1	86
Winchester PS	570	537	0	95

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

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

Table 10 – Secondary Schools with 50 or More Out of Area Students

School Name	Capacity	October 2021 Enrolment	2021-2022 Portables in Use*	October 2021 Out of Areas
Ajax HS	1,513	1,308	0	79
Anderson CVI	1,099	732	0	101
Dunbarton	1,886	1,545	0	75
Eastdale CVI	1,283	1,098	0	75
Henry Street HS	1,007	926	4	76
J Clarke Richardson CI	1,559	1,842	14	77
Maxwell Heights SS	1,375	1,608	10	96
O'Neill CVI	1,380	1,415	0	206
Pickering HS	1,835	1,871	4	137
RS McLaughlin CVI	1,191	1,244	5	104

* Does not include portables used for Grove programs

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

Maxwell Heights SS had some transitioning approved from the current O'Neill CVI's boundary in 2009. Of the 96 out of area students at Maxwell Heights SS, 71 are from O'Neill CVI's boundary. The transitioning provision was granted to families in the Kedron PS boundary and allowed students and any siblings, to attend Maxwell Heights SS, based on their address at that time.

Effective September 2018, a portion of students in the elementary catchment area of Roland Michener PS and Lord Elgin PS began to transition, starting with Grade 9's, to Ajax HS from their former home school J. Clarke Richardson CI. Of the 77 out of area students identified at J. Clarke Richardson CI, 28 of the students are currently identified as residing in the Ajax HS boundary.

Pupil Accommodation Review Guideline Update

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

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

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

There have been no further updates regarding Pupil Accommodation Review Guidelines and the moratorium on Accommodation Reviews remains in place.

Elementary Schools with Enrolments of 250 or Less

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

Table 11 – 250 or Less Enrolment

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

*Consolidation into rebuilt Beaverton PS for 2024 will result in enrolments greater than 250

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

For a small enrolment school to be staffed at DDSB class size averages, there is the potential for triple grade splits. Staff will continue to monitor schools with small enrolments.

New Development

Future School Site Needs

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

Seaton Planning Area – Pickering

Within the north rural area of Pickering, the Seaton community is planned to provide homes for 70,000 people. Through the planning process, a total of 9 elementary and 2 secondary school sites are reserved to accommodate the generated pupils. Existing Pickering schools are being utilized as holding schools for the Seaton development area until such time that enough pupils are generated to receive Ministry approval and funding for the construction of schools within the area.

Capital priorities funding was provided in 2022 for the construction of the first Seaton PS for the 2026-2027 school year.

West Whitby Planning Area – Whitby

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

Kedron Planning Area – Oshawa

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

Brooklin Expansion – Whitby

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

Overall, while the Board continues to experience growth, there will be a need for a total of 29 elementary and 7 secondary schools to accommodate these large new community areas, as follows:

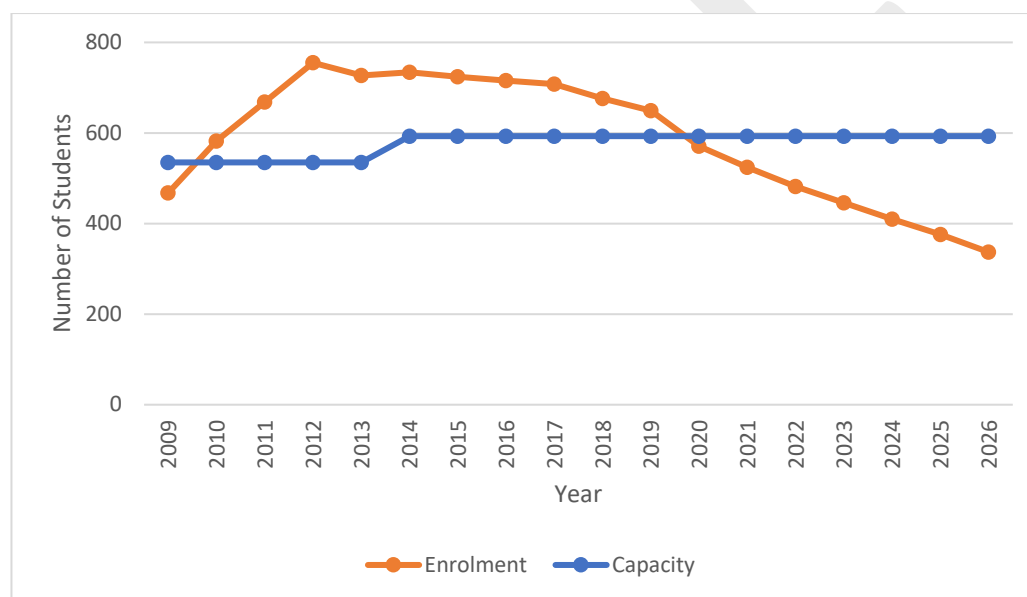
Seaton (Pickering)	9 elementary	2 secondary
West Whitby	5 elementary	1 secondary
Kedron (Oshawa)	6 elementary	2 secondary
Brooklin	9 elementary	2 secondary
Totals	29 elementary	7 secondary

Additional future elementary school sites are designated in smaller development areas in all municipalities, apart from Brock and Uxbridge.

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

The following chart shows the enrolment of Blair Ridge PS from its 2009 opening, through to the projected 2026 enrolment. This is an example of a school in a new development area, and the cycle of enrolment growth. The decline in enrolment for this school has started. While enrolment grew quickly upon opening of the school, enrolment has reached its peak, and is starting to decline to a stable enrolment. During the peak enrolment, there were community requests for an addition, however, the enrolment cycle shows that an addition is not required.

Chart 4- Blair Ridge PS Historic Enrolment Versus Capacity



Holding Schools

Several schools have been designated as holding schools throughout the Region, accommodating new pupil yields from current new development areas. Table 12 lists the current holding schools, based on the development name. This information is updated each December to align with Kindergarten registration which commences January each year.

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

Table 12 – Holding Schools

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

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

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

Table 13 – School Site Purchased

School Name	Municipality	Purchased	Opening Date
Willows Walk PS	Whitby	January 2008	September 2021
Northern Dancer PS	Oshawa	August 2010	September 2018
Rosemary Brown PS	Ajax	January 2011 and November 2011	September 2021
Viola Desmond PS	Ajax	May 2016	September 2018
Elsie MacGill PS	Oshawa	October 2017	September 2019
Fernbrook North PS Site	Brooklin	December 2017	NA
North Oshawa PS (Tribute) Site	Oshawa	August 2021	September 2024
North Oshawa PS Site	Oshawa	October 2021	NA
North Oshawa SS Site	Oshawa	August 2020 and January 2021	September 2026

Region of Durham – Envision Durham Growth Management Study

The Region of Durham, as part of Envision Durham's Growth Management Study, are undergoing a comprehensive review of future land needs to accommodate growth through to 2051. Part of the review includes a land needs assessment to determine the future urban expansion boundary. This also requires a review of the lands within the current boundary, including intensification of lands and employment area conversions within the current urban boundaries.

Employment areas are lands primarily set aside for manufacturing, warehousing and industrial uses. Employment area conversion allows the designation to change, permitting the land to be used for residential purposes (homes) or other non-employment uses. The conversion of employment lands within the existing urban boundary will be replaced with employment lands within the future urban expansion boundary lands.

At this point in the process, Regional staff have been directed to provide with a Growth Management Study with the following Guidelines and to determine the expanded urban boundary and employment conversion lands:

New Community Area land need of 2,500 hectares/6,178 acres to accommodate a mix of housing types

An additional 1,171 hectares/2,894 acres of Employment Area needs

The Employment Area lands include both expansion for future needs and some land to replace the employment lands within the urban boundary that will potentially be converted for residential purposes.

As these lands are defined, DDSB, as a commenting agency, will have the opportunity to participate and provide future school site needs to address the future residential growth.

Site Status

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

Former/Closed School Sites

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

Surplus Sites

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

Cartwright HS

HW Knight PS (vacant site – building demolished)

Board Owned Construction Sites

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

These sites include:

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

DDSB has received Ministry approval and is currently proceeding with the purchase of the Unnamed Ajax PS (Standardville Drive/Hurst Drive).

New Construction

While there was substantial growth through the 1970's and 1980's within Durham Region, pockets of growth have continued to occur through the late 1990's and into the 2000's in Ajax, Whitby and Oshawa. Continuing in areas where the generation of pupils meets the Ministry of Education's criteria for new school construction, Capital Priorities have been submitted upon Ministry request.

Since 2017, the Board has significantly improved the educational environment for staff and students. Improvements to accommodations have occurred through various projects:

- From 2017-2022, DDSB constructed five elementary schools
 - A total of 2,740 pupil places.
- From 2017–2022, DDSB constructed additions at one elementary school and two secondary schools
 - A total of 216 new pupil places.
- Ministry approvals have been received to construct three new elementary schools, one new secondary school, a replacement of modular facility at Mary Street Community PS and a replacement school for Beaverton PS
 - A total of 3,419 new pupil places.
- Portable Replacement Program – an additional 15 air-conditioned portables will be added to the current 220 portables in the summer of 2022.

The sub-sections below outline construction projects since 2017 that have met the Ministry of Education's criteria and received funds and approvals for construction:

Pickering

- Claremont PS addition (2018)

Ajax

- Viola Desmond PS (2018)
- Rosemary Brown PS (2021)

Whitby

- Willows Walk PS (2021)

Oshawa

- Village Union PS relocation into renovated former Oshawa Central CI (2017)
- Eastdale CVI addition (2018)
- RS McLaughlin CVI addition (2018)
- Northern Dancer PS (2018)
- Elsie MacGill PS (2019)

Brock, Scugog and Uxbridge

- No new construction from 2017 to present.
- For September 2024, the rebuilt school on the Beaverton site to accommodate the consolidation of Beaverton PS and Thorah Central PS is planned to open and will include a Child Care Centre.

Capital Priorities Program

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

DDSB submitted the following Capital Priorities:

- Unnamed North Oshawa SS (Bridle and Windfields Farm, Oshawa) – Grade 9 to 12 regular program school
- Clara Hughes PS (Oshawa) 6 classroom and 2-room Child Care addition
- Unnamed Pickering Seaton PS (Burkholder and Azalea, Pickering) with a 4-room Child Care
- Unnamed North Oshawa PS (Symington and Steeplechase, Oshawa) with a 4-room Child Care
- Unnamed West Whitby PS (Cisco and Limoges, Whitby) with a 4-room Child Care

On February 4, 2022, DDSB was informed that none of the Board's projects had been approved for funding.

On February 4, 2022, the Ministry of Education, Capital and Business Support Division, launched the 2022-2023 Capital Priorities Program. The Ministry of Education requested that school boards submit Capital Priorities for funding, to identify their five most urgent and pressing accommodation needs for February 25, 2022. The submission was required to include a minimum of two new projections with the remaining projects (up to three) being drawn from the 2021-2022 Capital Priorities submissions.

DDSB staff met with Ministry staff to review the 2021-2022 submissions in order to ensure that new submissions would be strong contenders for funding. It was noted that DDSB's 2021-2022 submissions were strong however

there was limited funding available to grant all requests. Ministry staff encouraged the board to review submissions to look where there was an increase to project size and to provide updated enrolment information, where available.

DDSB submitted the following Capital Priorities for 2022-2023:

- Unnamed North Oshawa SS (Bridle and Windfields Farm, Oshawa) – Grade 9 to 12 regular program school
 - 2021-2022 submission 1200 pupil places, 2022-2023 submission 1387 pupil places
- Clara Hughes PS (Oshawa) 8 classroom and 2-room Child Care addition
 - 2021-2022 submission 138 pupil place addition, 2022-2023 submission 190 pupil places
- Unnamed Pickering Seaton PS (Burkholder and Azalea, Pickering) with a 4-room Child Care
- Unnamed North Oshawa PS (Symington and Steeplechase, Oshawa) with a 4-room Child Care
- Unnamed West Whitby PS (Cisco and Limoges, Whitby) with a 4-room Child Care
 - 2021-2022 submission 513 pupil places, 2022-2023 submission 634 pupil places

For the 2022-2023 Capital Priorities submissions DDSB was provided funding approval for the following projects:

- Unnamed North Oshawa SS (Bridle and Windfields Farm, Oshawa) – Grade 9 to 12 regular program school, to open 2026
- Unnamed Pickering Seaton PS (Burkholder and Azalea, Pickering) with a 4-room Child Care, to open 2026

Previous Capital Priorities, submitted in September 2019 and approved by the Ministry that are still to open include:

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

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

Based on the 2017 Business Case Submissions/Capital Priorities requests, the following Child Care projects were approved and funded and are under construction or will be under construction and opening for the 2022-2023 school year:

- Lakeside PS – Infant, Toddler and Preschool Child Care

The following schools' Child Care projects were approved and funded and will be under construction and opening in 2023:

- Scott Central PS - Infant, Toddler and Preschool Child Care
- Vaughan Willard PS – Infant and Toddler Child Care rooms

The following projects are currently in the process of submitting a request for approval to proceed to tender based on detailed project budget estimate acceptable to the Ministry:

- Seneca Trail PS – Infant, Toddler and Preschool Child Care
- Sunderland PS – Infant, Toddler and Preschool Child Care
- Rosebank Road PS – Infant, Toddler and Preschool Child Care

Programs – French Immersion, Gifted and Modified

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

Over the last several years, boundary adjustments, program relocation and new school construction has occurred to accommodate the growth that is happening in French Immersion. In the past five years (since 2017), the following schools were affected:

- Ajax (2021) – Michaelle Jean PS/Rosemary Brown PS
- Whitby (2022) – Donald A Wilson SS/Anderson CVI

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

Following the 2020 French as a Second Language Review, at the April 19, 2021 Board Meeting Trustees approved the phase out of Kindergarten in all single-track French Immersion (FI) schools. Given the capacity issues at FI schools, removing the English Kindergarten program is designed to provide more flexibility within schools to focus on FI classrooms.

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

Table 14 shows the elementary participation rates for French Immersion for 2017, 2019 and 2021. The 2021 French Immersion program participation rate, as a percentage of the total Grades 1-8 enrolment, is less than the pre-pandemic participation rate, as reported in both 2017 and 2019, for all municipalities.

The pandemic and need for students to switch to virtual/DDSB@home learning at times throughout the school year, may have had an impact on students' ability and a family's choice to continue, or to choose the French Immersion program during these challenging times.

Table 14 – Elementary French Immersion Participation

	2017 Grade 1-8 Enrolment	2017 French Immersion Enrolment	2017 Participation Rate	2019 Grade 1-8 Enrolment	2019 French Immersion Enrolment	2019 Participation Rate	2017 to 2019	2021 Grade 1-8 Enrolment	2021 French Immersion Enrolment	2021 Participation Rate	2017 to 2021	2019 to 2021
Pickering	5,492	1,057	19.25%	5,757	1,187	20.62%	1.37%	6,001	1,111	18.51%	- 0.73%	-2.10%
Ajax	9,120	1,660	18.20%	9,624	1,716	17.83%	-0.37%	9,365	1,577	16.84%	- 1.36%	-0.99%
Whitby	11,004	2,011	18.28%	10,894	2,056	18.87%	0.60%	11,272	1,958	17.37%	- 0.90%	-1.50%
Oshawa	10,603	1,463	13.80%	11,503	1,538	13.37%	-0.43%	12,008	1,483	12.35%	- 1.45%	-1.02%
Uxbridge	1,507	310	20.57%	1,446	299	20.68%	0.11%	1,444	278	19.25%	- 1.32%	-1.43%
Scugog	1,570	338	21.53%	1,506	345	22.91%	1.38%	1,525	318	20.85%	- 0.68%	-2.06%
Brock	849	132	15.55%	890	140	15.73%	0.18%	1,054	140	13.28%	- 2.26%	-2.45%
TOTALS	40,145	6,971	17.36%	41,620	7,281	17.49%		42,669	6,865	16.09%		
AVERAGE			18.17%			18.57%	0.41%			16.92%	- 1.24%	-1.65%

Table 15 shows the secondary participation rates for French Immersion for 2017, 2019 and 2021. From 2017 to 2019, while there was an overall decline in secondary enrolment, enrolment within the French Immersion program increased.

For 2021, secondary enrolment decreased, compared to both 2015 and 2019. Overall, there was a decrease in Secondary French Immersion enrolment in 2021 with a 6.83% average participation rate, compared to the 2019 average of 8.27%.

Table 15 – Secondary French Immersion Participation

	2017 Grade 9-12 Enrolment	2017 French Immersion Enrolment	2015 Participation Rate	2019 Grade 9-12 Enrolment	2019 French Immersion Enrolment	2019 Participation Rate	Difference 2015 to 2019	2021 Grade 9-12 Enrolment	2021 French Immersion Enrolment	2021 Participation Rate	2017 to 2021	2019 to 2021
Ajax/Pickering	7,328	495	6.75%	7,256	640	8.82%	2.07%	7,642	607	7.94%	1.19%	-0.88%
Ajax	4,788	325		4,779	413	8.64%		5,021	408	8.13%	8.13%	-0.52%
Pickering	2,540	170		2,477	227	9.16%		2,621	199	7.59%	7.59%	-1.57%
Whitby	5,442	251	4.61%	5,654	538	9.52%	4.90%	6,053	490	8.10%	3.48%	-1.42%
Oshawa	5,370	219	4.08%	5,460	301	5.51%	1.43%	5,848	294	5.03%	0.95%	-0.49%
Uxbridge	1,201	93	7.74%	1,100	107	9.73%	1.98%	1,076	63	5.86%	-1.89%	-3.87%
Scugog/Brock	1,438	118	8.21%	1,404	99	7.05%	-1.15%	1,420	89	6.27%	-1.94%	-0.78%
TOTALS	20,779	1,176	5.66%	20,874	1,685	8.07%		22,039	1,543	7.00%		
AVERAGE			6.28%			8.27%	1.85%			6.83%	2.50%	-1.36%

* Secondary enrolment is reported by school including in-school and DDSB@home.

Gifted

There have been minimal changes to the Gifted program locations over the last several years. Enrolment in the elementary Gifted program peaked at 1,006 students in the 2013-2014 school year and has generally been declining since then. The decrease in students enrolled in the gifted program can be explained in part by new testing that was initiated in the 2014 school year. Gifted enrolment saw a slight increase for the 2021-2022 school year, as outlined in Table 16. The elementary Gifted program projections for each school can be found in Appendix B.

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

Table 16 – Elementary Gifted Enrolment

	Elementary Gifted Program Enrolment							
	Grade							
Year	4	5	6	7	8	Total	Total Enrolment	Gifted Percentage
2012-2013	187	196	198	185	195	961	46,635	2.06%
2013-2014	184	210	212	214	186	1006	46,949	2.14%
2014-2015	77	204	222	224	213	940	47,397	1.98%
2015-2016	70	91	208	222	223	814	47,834	1.70%
2016-2017	65	91	102	227	239	724	48,591	1.49%
2017-2018	100	106	113	109	231	659	49,046	1.34%
2018-2019	121	97	87	117	109	531	49,834	1.07%
2019-2020	76	125	106	92	115	514	50,813	1.01%
2020-2021	92	80	129	105	98	504	51,237	0.98%
2021-2022	98	110	94	141	111	554	52,231	1.06%

Table 17 shows that secondary Gifted enrolment has fluctuated over time. The lowest enrolment was the 2019-2020 school year with 276 students, representing 1.29% of total secondary enrolment. Gifted enrolment increased for the 2020-2021 school year with 348 students, or 1.63% of secondary students.

Table 17 – Secondary Gifted Enrolment

Secondary Gifted Program Enrolment			
Year	Total	Total Enrolment	Gifted Percentage
2012-2013	299	22,531	1.33%
2013-2014	287	21,709	1.32%
2014-2015	320	21,127	1.51%
2015-2016	328	21,204	1.55%
2016-2017	324	20,802	1.56%
2017-2018	398	20,779	1.92%
2018-2019	365	21,069	1.73%
2019-2020	276	21,333	1.29%
2020-2021	348	21,372	1.63%
2021-2022	251	22,400	1.12%

Modified

DDSB has two elementary schools, both located in Whitby, that offer a Modified calendar year:

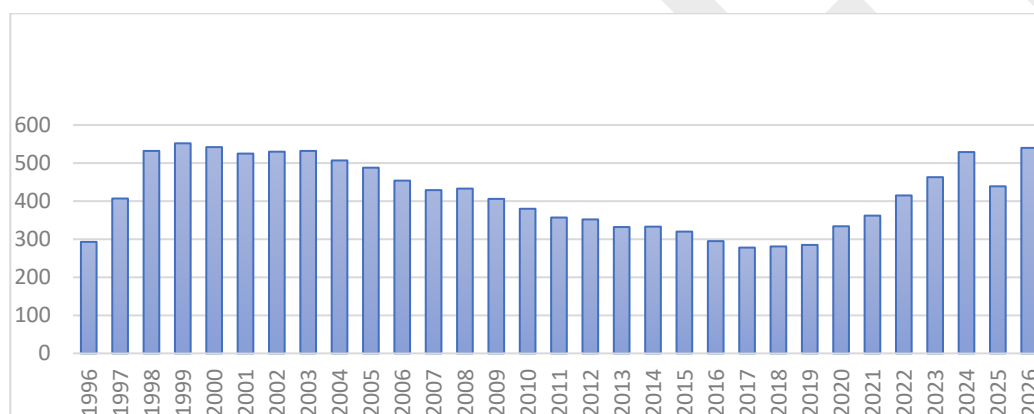
- CE Broughton PS
- Winchester PS

CE Broughton PS opened in September 1996. In addition to having a modified calendar year boundary that is open to students from across the District, the school also has a Regular calendar year boundary, and a holding boundary to accommodate growth from West Whitby.

Winchester PS opened in September 1999. The school has a Regular calendar year boundary and a Modified calendar year boundary available to students who reside in Brooklin only.

Chart 5 shows the combined Regular calendar year and Modified calendar year enrolment from school opening in 1996, projected through 2026.

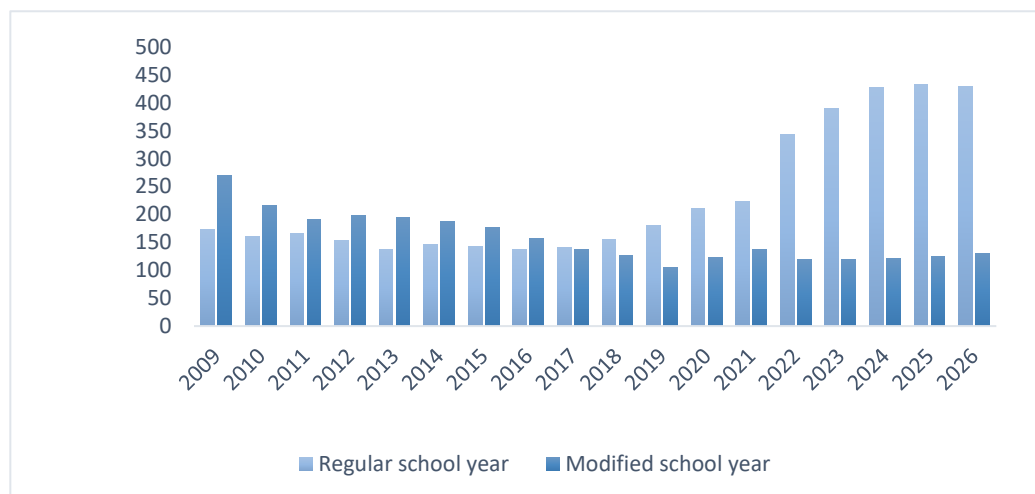
Chart 5 – CE Broughton PS Total Enrolment 2009 to 2026



CE Broughton PS's total enrolment peaked in 1999 at 552 students, however with growth that is now designated from West Whitby the enrolment is projected to increase, with a 2026 enrolment projection of 540.

The following chart reflects the actual and projected enrolment of the two programs from 2009 through to 2026. Both the Regular calendar year and Modified calendar years enrolment increased by 17% for the 2020-2021 school year and are projected to slowly decline, with the Modified calendar year projected to be at the 2019-2020 enrolment by 2025.

Chart 6 – CE Broughton PS Enrolment By Program 2009-2026



In the 2019-2020 school year, there was a review of the Modified calendar year at CE Broughton PS, due to low enrolment in the program. As a result of the review and the community consultation and input, DDSB staff recommended that the Modified calendar year at CE Broughton PS collapse at the end of the school year (June 2020), and that the current CE Broughton PS Modified calendar students be provided the following options for September 2020:

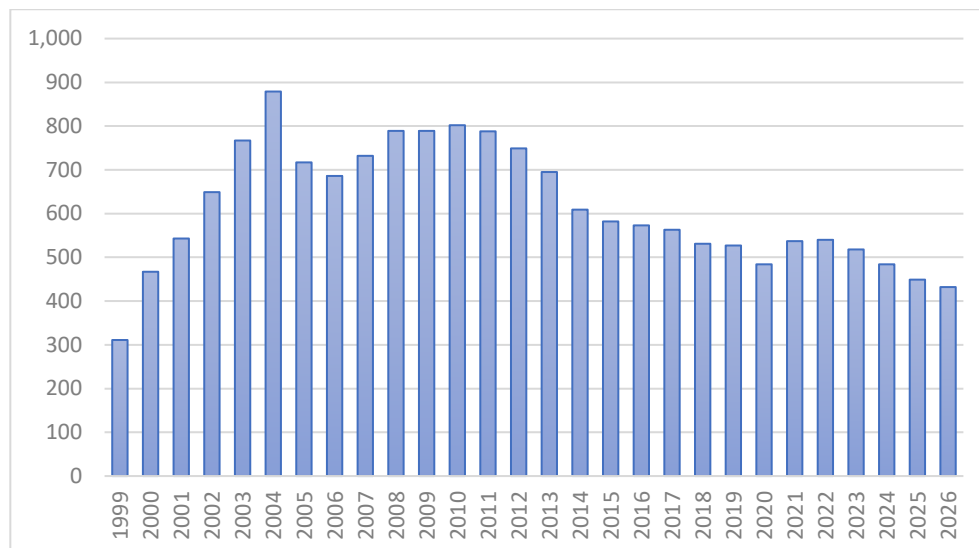
- That CE Broughton PS Modified calendar year students, currently enrolled in the Modified calendar year at CE Broughton PS, and their siblings, could continue to attend CE Broughton PS's Regular calendar year/program, as out of area.
- That current CE Broughton PS Modified calendar year students, and their siblings, that want to continue in the Modified calendar year, would be provided access to attend Winchester PS's Modified calendar year, as out of area.

After receiving the staff report along with community input, Trustees decided that the Board would continue operation of the Modified calendar year program at CE Broughton PS for the 2020-2021 and 2021-2022 school years. Trustees also approved that the Board take every reasonable step to ensure that the DDSB community be made aware of the program and provided access to the program as an option. Additionally, staff were directed to review enrolment statistics in the fall of 2020 and report back on the efforts undertaken to increase enrolment and the results of those efforts.

In October 2020, updates were made on the measures that were taken to advertise the CE Broughton PS Modified calendar. These updates included sending out reminders via social media to support the campaign and promote the Modified calendar at CE Broughton PS, providing the opportunity to enrol through online registrations and ensuring information was provided to new developments to guarantee families had access to the information.

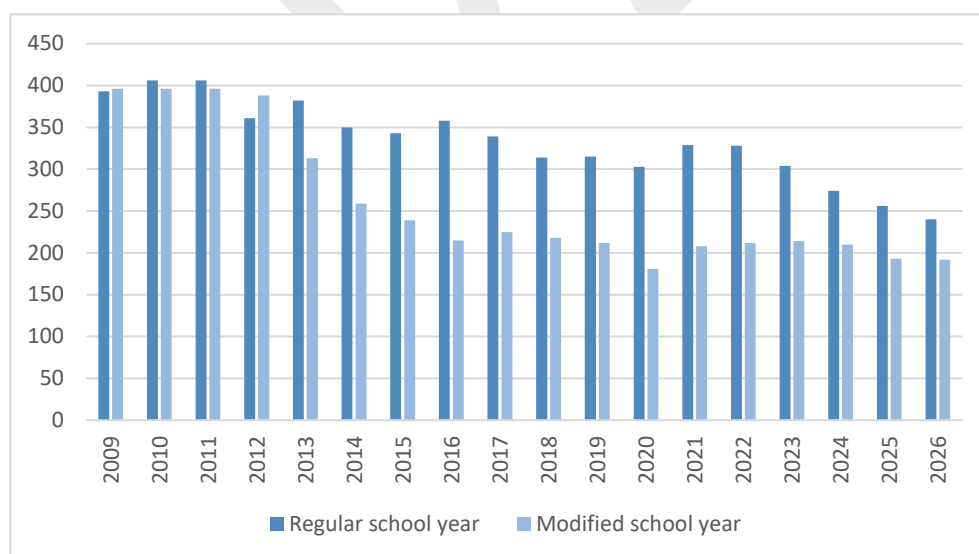
At the November 2021 Board Meeting the Board of Trustees decided to pause the review. DDSB staff will continue to monitor CE Broughton PS's enrolments.

Chart 7 shows Winchester PS's combined Regular calendar enrolment and Modified calendar enrolment from the school opening in 2009 thorough to the projected 2025 enrolment.

Chart 7 – Winchester PS Total Enrolment 2005 -2026

Winchester PS's total enrolment peaked in 2004 at 879 students. The Regular program boundary has been impacted over the years, with the opening of both Brooklin Village PS (2005) and Blair Ridge PS (2009). The enrolment has been in a general decline since 2011.

Chart 8 shows the combined Regular program and Modified calendar year enrolment from the school opening in 2009 through to the projected 2026 enrolment.

Chart 8 – Winchester PS Enrolment By Program 2009 - 2026

Based upon Chart 8, the Modified program at Winchester PS is projected to hold at the current reduced enrolment numbers of around 200 students.

Partnerships

DDSB has several partnerships in place, including:

- Before and After school care programs
- Child Care centres
- Grandview Children Centre at SA Cawker PS
- Grove partners at various schools
- Lake Ridge Community Social Services at Duffin's Bay PS, as well as pre-kindergarten program at various schools
- Nursery school programs
- Parent and family literacy centres (hubs and mini hubs)
- Recreation programs
- Youth hubs

As shown in Appendices B and C, there are schools that have available capacity and could accommodate an appropriate partner. Staff will continue to investigate future partnership opportunities.

Facility Condition Index (FCI)

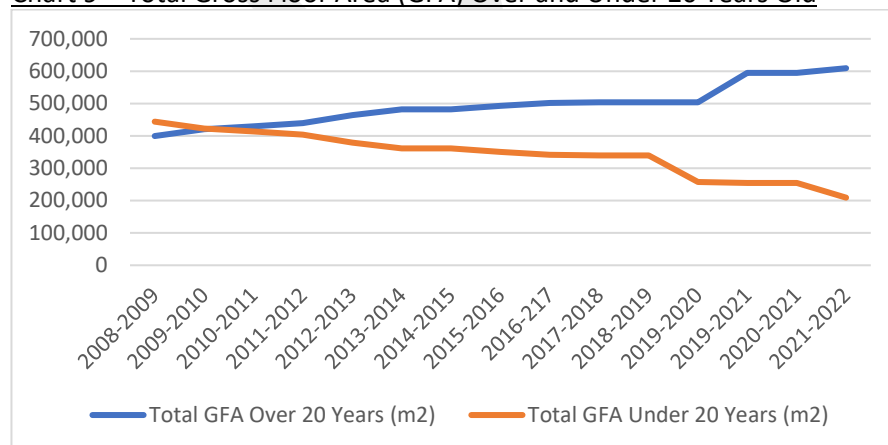
The FCI is a measure of the condition of a facility and its components relative to the replacement cost of that facility. To derive the FCI, a Facility Condition Assessment is carried out by a Ministry appointed assessment consultant in conjunction with Board staff. These assessments are carried out on a 5-year cycle.

Each component of a facility is assessed and given a remaining life span and repair cost. The total of the repairs required within the applicable time frame are considered when calculating the renewal needs to bring the facility back to its original condition. The FCI, at any given time, is the renewal needs for the chosen time frame divided by the replacement value of the school. The replacement value of the school is determined by the Ministry using construction benchmarks. The FCI of a facility is a live number and is changing constantly.

The Board uses these FCIs in conjunction with regular reviews by Facilities services staff and investigation of issues identified through regular meetings with Principals and Custodial staff, and a review of work orders, to define renewal projects and forecast funding needs. A facility's FCI is also a factor that is reviewed when considering closure of a building versus repairing an aging facility.

DDSB is responsible for maintaining 851,700 m² of facilities and 435 hectares of land. Despite the number of new schools built in recent years, the age of the Board's overall Gross Floor Area (GFA) of its facilities continues to increase as illustrated in the following graph.

Chart 9 – Total Gross Floor Area (GFA) Over and Under 20 Years Old



The Ministry uses a Boards FCI's to allocate funding. An FCI of 65% or higher has been deemed by the Ministry to be a level at which a facility can become prohibitive to repair. In 2005, there were 34 DDSB schools with an FCI greater than 65%. The following table outlines these schools.

Table 18 – DDSB 2005 FCI of 65% Or Greater

School	2005 (9 yr. repair %)	Current
Brock HS	150.64%	Active School
Beau Valley PS	73.24%	Active School
Beaverton PS	110.50%	Active School
Bellwood PS	67.50%	Active School
Cartwright HS	72.08%	Closed
Claremont PS	115.55%	Active School
Colonel JE Farewell PS	69.38%	Active School
Dr SJ Phillips PS	65.40%	Active School
Duke of Edinburgh PS	84.76%	Closed
Dunbarton HS	87.60%	Active School
Earl A Fairman PS	79.27%	Active School
Epsom PS	104.13%	Closed
Florence M Heard PS	93.81%	Closed
GL Roberts CVI	71.60%	Active School
Grandview PS	103.12%	Closed
Harmony Heights PS	112.40%	Active School
Harmony PS	131.02%	Closed
Hillsdale PS	102.84%	Active School
Leslie McFarlane PS	113.94%	Closed
Lord Elgin PS	109.62%	Active School
Palmerston Avenue PS	80.45%	Closed
Pickering HS	97.13%	Active School
Port Perry HS	79.49%	Active School
RH Cornish PS	96.37%	Active School
Ritson Road PS	100.01%	Closed
Rosebank Road PS	85.17%	Active School
Sunset Heights PS	74.70%	Active School
Thorah Central PS	67.26%	Active School
TR McEwen PS	130.97%	Closed
Uxbridge PS	80.62%	Active School
Uxbridge SS	86.21%	Active School
Vaughan Willard PS	114.82%	Active School
Vincent Massey PS	68.59%	Active School
Walter E Harris PS	72.86%	Active School

Since 2005, the Board has successfully reduced the number of facilities with an FCI of 65% or greater, from 34 to one, through the strong selection of building infrastructure projects and school level projects and closures.

As shown in Appendix I, Beaverton PS, with an FCI at 92.33% is the only school currently in the Board with an FCI greater than 65%. Beaverton PS is scheduled to be closed and consolidated with Thorah Central PS, with a new school opening on the Beaverton PS site for September 2024.

The Board's success in this area has also been bolstered by timely repairs and effectively determining when the appropriate action is a repair versus a replacement, upgrade or renovation to make the best use of Ministry funding. Another way in which DDSB maximizes the use of Ministry funding is through synergies and economies of scale gained when grouping related projects at a facility and completing them at the same time. Appendix I includes a current list of FCIs as released by the Ministry.

Appendix I provides detail on the work that has been completed or is underway at these schools. While visual audits occur on an annual basis, the FCI data does not get a complete update until full assessments are done. These assessments occur every 5 years. Therefore, the data can be misleading, showing a high FCI when in fact, work has occurred at a school. For example, the repair of part of a roof would not be captured until the full 5-year assessment is complete. Only full roof replacements are captured in the annual audits.

Annual allocations for the 2020-2021 and 2021-2022 school year of the School Renewal Funding and School Condition Improvement are shown in the chart below.

Table 19 – School Renewal Funding and School Condition Improvement Data

Year	School Renewal Funding	School Condition Improvement	Total
2021-2022	\$10,864,481	\$16,539,376	\$27,403,857
2022-2023	\$11,158,011	\$17,760,483	\$28,918,494
TOTAL	\$22,022,492	\$34,299,859	\$56,322,351

This funding provides the opportunity for DDSB to address facility repair needs in order to provide the best learning environment for students.

Portables

In September 2014, DDSB commenced a portable replacement program. Essentially, as new classrooms were being constructed, the need for portables was decreasing. A key factor in this situation was that the inventory of portables for DDSB was aging. The District continued to purchase new portables through to September 2019, however due to budget constraints, there were no new portables purchased for September 2020. For 2021, DDSB was successful in securing 30 new portables through the joint Federal/Provincial CVRIS Grant program. For the 2022 school year, 15 new portables have been purchased.

As DDSB has purchased new portables, older portables and/or portables in disrepair have been demolished and removed. Each portable within the District has been independently assessed based upon repair value.

The breakdown of new portables by year is as follows:

- 2014 = 50 new portables
- 2015 = 23 new portables
- 2016 = 15 new portables
- 2017 = 31 new portables
- 2018 = 39 new portables
- 2019 = 24 new portables
- 2020 = 0 new portables
- 2021 = 30 new portables
- 2022 = 15 new portables

All portables purchased since 2014 have been equipped with air-conditioning, in addition to eight 2006 portables that were retrofitted, for a total of 235 air-conditioned units. Following are the estimated portables in use for elementary (Appendix B-5 of 5) and secondary (Appendix C-1 of 1).

Table 20 – Portable Data 2021-2026

	2021	2022	2023	2024	2025	2026
Elementary	151	247	241	232	226	226
Secondary *	52	59	53	58	53	32
Total Portables (in use)	203	306	294	290	279	258
Total Portables locked on site (future needs)	120	15	27	31	42	63
TOTAL PORTABLES	323	321	321	321	321	321
Air-conditioned Portables	220	235	235	235	235	235

Through time the percentage of air-conditioned portables will increase, as the older, non air-conditioned portables are retired, and new air-conditioned portables continue to be purchased. As identified in Table 20, the total number of air-conditioned portables is noted as static for future years, however air-conditioned portable needs will be determined in year based upon a number of factors including future development and enrolment needs, school utilization and new school openings freeing up portables in the system.

Additional portables may be required or locked into the fall once enrolment is finalized.

There are six Grove portables located on four secondary sites, as well as four portables at the DDSB's outdoor Education sites. These portable numbers are not reflected in the portable data in Table 20.

From a capacity perspective, each elementary and secondary portable is loaded at 23.

Table 21 – Portable Usage

	2021	2022	2023	2024	2025	2026
Elementary	3,473	5,681	5,543	5,336	5,198	5,198
Secondary *	1,196	1,357	1,219	1,334	1,219	736
Total Portable (in use) Capacity	4,669	7,038	6,762	6,670	6,417	5,934
Total Enrolment	74,220	74,772	74,472	74,198	73,616	72,808
Students in Portables	6.29%	9.41%	9.08%	8.99%	8.72%	8.15%

* Excludes DASS Enrolment

Based upon Table 22, the percentage of students in portables increased for 2022 with a greater number of students returning to in-person learning. With various new schools planned for 2023 through to 2026 the percentage of students in portables is expected to decline. With continued growth planned, and possible school opening delays due to various factors, the percentage of students in portables could increase from what is currently identified.

Municipal Long-Term Accommodation

There are many variables that affect enrolment and growth and the planning for long term accommodation. While planning short term accommodation through to 2022 it is necessary to address immediate accommodation issues, and important to understand the trends that are occurring and the affects they have on long term accommodation.

Pickering – Elementary and Secondary

There are several areas of growth, which include developments in the Seaton area and along Brock Road. Currently, there are surplus spaces within Pickering elementary and secondary schools. While the development of the new Seaton Community will generate new pupils over the next 30+ years, there are planned schools within Seaton to accommodate the growth.

Chart 10 shows the Pickering elementary enrolment and capacity, from 2016 to 2026, and Chart 11 shows the Pickering secondary enrolment and capacity, from 2016 to 2026.

Chart 10- Pickering Elementary Enrolment and Capacity

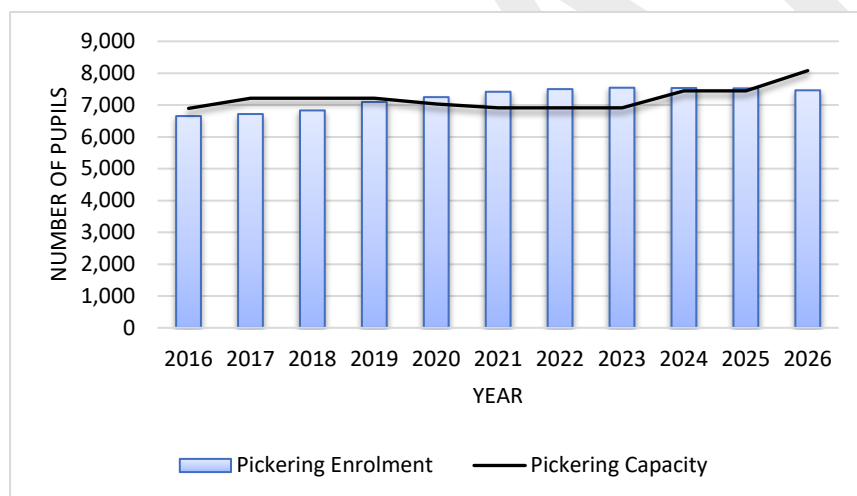
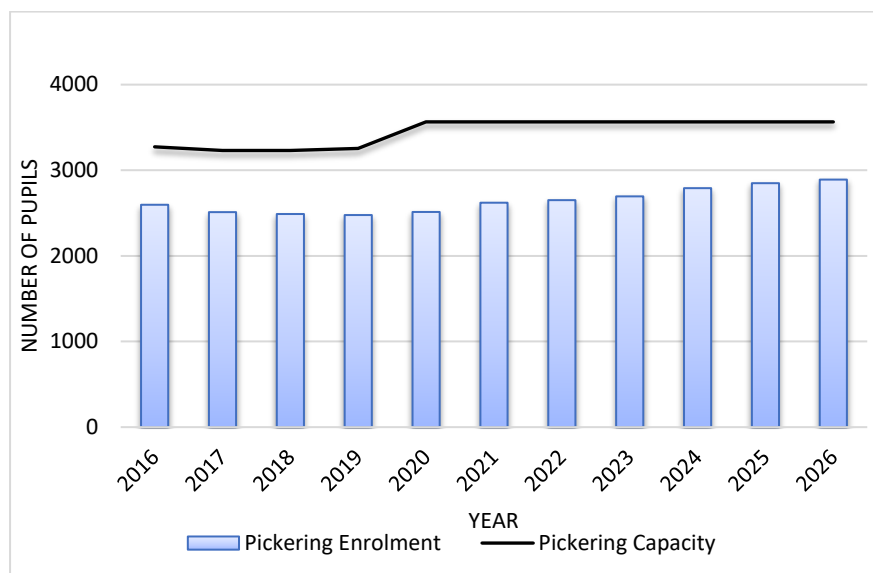


Chart 11 – Pickering Secondary Enrolment and Capacity


Appendix B, page 1 of 5 shows the enrolments and utilization of each Pickering elementary school. The City of Pickering has had new development growth over the last few years. Additional students from new developments are starting to enrol in Pickering elementary schools' enrolment, with a projected increase in enrolment moving forward. The enrolment will continue to grow as more development is approved and constructed, increasing the need for new schools and holding schools in Pickering.

The Ministry of Education's approval and funding of Unnamed Creekwood PS, proposed to open in September 2024, will accommodate the growth that has occurred from new developments along the Brock Road corridor. Currently over 450 students are being accommodated in holding schools at Valley View PS and Valley Farm PS.

The Ministry of Education's 2022 approval and funding for Unnamed Pickering Seaton PS (Burkeholder Drive/Azelea Avenue), proposed to open in September 2026, will accommodate growth from the first phase of Seaton development, south of Taunton Road. Until the school opens students will be accommodated in various holding schools including Highbush PS and Westcreek PS. Claremont PS is also being utilized to accommodate other Seaton developments.

Existing Pickering schools will continue to be utilized to hold growth from the additional Seaton developments, as well as accommodate planned infill and redevelopment of lands along the Kingston Road/Highway #2 corridor.

Accommodation pressures are slowly easing at Maple Ridge PS with the stabilization of the French Immersion program enrolment over the last two years. With more students attending school in-person and the pandemic appearing to ease there may be an uptake in French Immersion, as was the trend prior to the pandemic. Though there is a reduction in portables, from 9 (the maximum allowed on site) to 8, the site is still constrained due to the acreage and parking spaces available. A temporary classroom (within the library) was added at the school and may be removed once there is confirmation of enrolment for September. French Immersion trends need to be monitored in the coming years to determine next steps for French Immersion schools in Pickering, including Maple Ridge PS.

With regards to secondary enrolment and capacity, as found in Appendix C, there is expected to be continued capacity available at the secondary schools within Pickering. New pupils generated from the Seaton development area will be accommodated between the two schools.

Any surplus space at elementary schools will be utilized for holding future growth, potential partnerships, boundary adjustments or the relocation of specialized programs. French Immersion trends will continue to be monitored to determine if the program's enrolment increases, as identified prior to the pandemic. If the French Immersion enrolment increases, there may be a need for a Pickering French Immersion boundary review in the future.

Secondary surplus space could be potentially managed through partnerships, boundary adjustments or the relocation of specialized programs.

Ajax – Elementary and Secondary

In south Ajax, there are surplus spaces within the elementary schools. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

Chart 12 shows the enrolment and capacity, from 2016 to 2026, for Ajax elementary schools and Chart 13 shows the Ajax secondary enrolment and capacity, from 2016 to 2026.

Chart 12 – Ajax Elementary Enrolment and Capacity

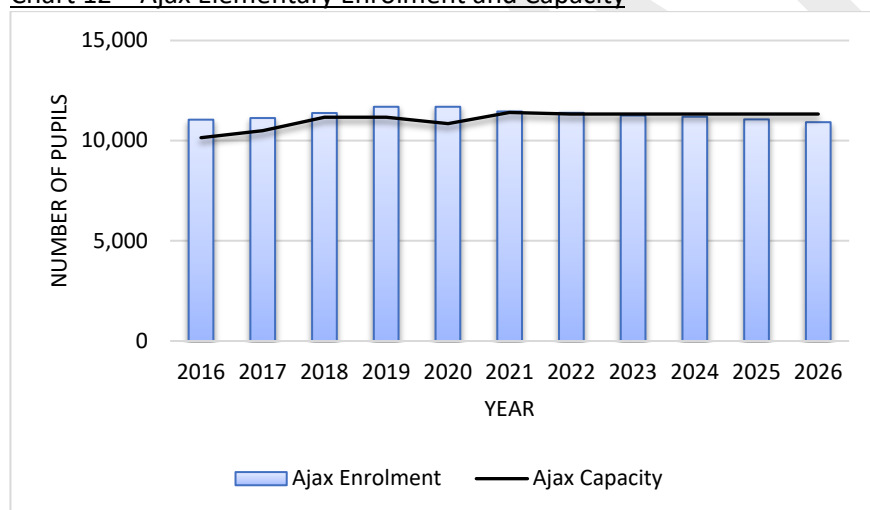
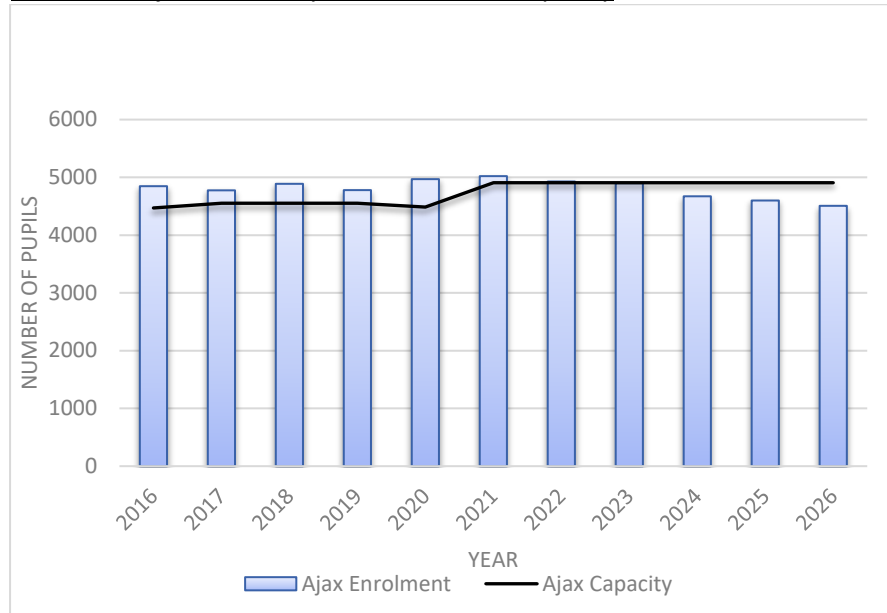


Chart 13 – Ajax Secondary Enrolment and Capacity



Appendix B, page 2 of 5, shows the enrolment and utilization of each Ajax elementary school. The data on page 2 of Appendix B reflects the opening of Rosemary Brown PS for the 2021 school year. Rosemary Brown PS, a single-track French Immersion school opened during the pandemic, when the trends for French Immersion uptake stabilized and/or declined. Staff have allocated growth neighbourhoods, previously designated to attend Maple Ridge PS, to Rosemary Brown PS, to assist in balancing the accommodation at both facilities.

For central Ajax, there is overall decline in enrolment occurring. However, accommodation pressure is evident at Eagle Ridge PS. Future development within the boundary for the school has been redirected to Alexander Graham Bell PS, which is projected at capacity through to 2026. Staff will continue to monitor both Dr. Roberta Bondar PS and Lord Elgin PS, which have surplus capacity projected through to 2026.

For the south area of Ajax, Duffin's Bay PS has surplus capacity through to 2026, staff will continue to monitor. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

With regards to secondary enrolments within Ajax, south Ajax secondary enrolment is growing to approach capacity through to 2023, with limited capacity available 2024 through to 2026. Appendix C shows that there is capacity available at Ajax HS and projected at Pickering HS while J. Clarke Richardson CI continues to have capacity issues. Staff will continue to monitor the enrolments at all three secondary schools.

Whitby – Elementary and Secondary

Overall, Whitby elementary enrolment is projected to be balanced through to 2026. There is growth in West Whitby and pockets of infill resulting in growth in some middle Whitby schools.

Chart 14 below shows the enrolment and capacity, from 2016 to 2026, for Whitby elementary schools and Chart 15 shows the Whitby secondary enrolment and capacity, from 2016 to 2026.

Chart 14 – Whitby Elementary Enrolment and Capacity

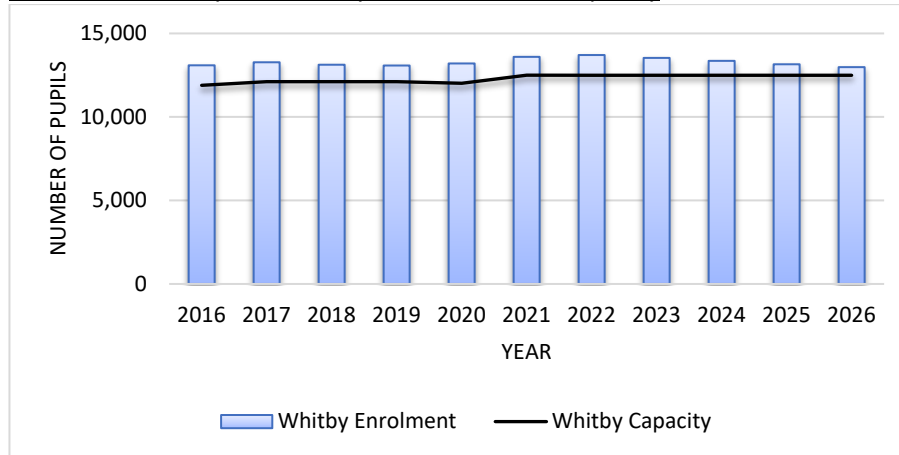
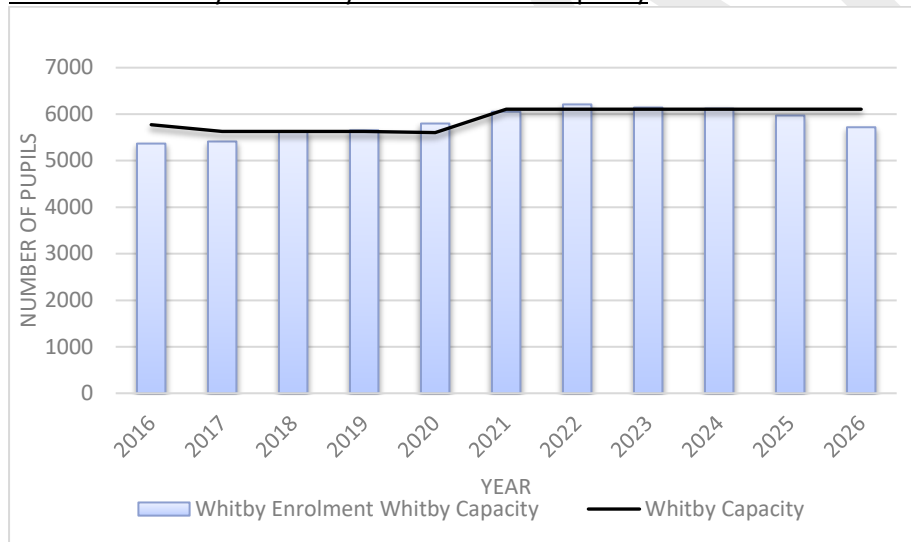


Chart 15 – Whitby Secondary Enrolment and Capacity



Appendix B, page 3 of 5, shows the enrolment and utilization of each Whitby elementary school. The data on page 3 of Appendix B reflects the opening of Willows Walks PS in September of 2021.

For the south area of Whitby, the enrolment is projected to be stable apart from West Lynde PS being utilized as a holding school for West Whitby growth. Staff will continue to monitor future growth to identify any accommodation needs.

Growth in West Whitby is also being held in middle Whitby schools with surplus space and/or schools that can accommodate portables on site. The need for an elementary school to accommodate students in West Whitby, between Dundas Street and Rossland Road, east of Highway 412 was submitted as a Capital Priority to the Ministry of Education but has not been approved for funding at this time.

Space within Whitby schools will be utilized to accommodate continued future growth in West Whitby and Brooklin as expansion of Brooklin is expected to commence in the next year or two. Longer term, declining enrolments could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs, such as French Immersion.

For secondary schools, as shown in Appendix C, with the boundary revisions in place for Donald A Wilson SS, Anderson CVI and Sinclair SS enrolments are projected to be stable.

As Brooklin continues to expand, as per the Town's growth targets, there will be accommodation pressures at Brooklin HS. Two future secondary school sites have been identified to accommodate the long-term growth in Brooklin. As Brooklin expands, there will be an interim need to utilize other Whitby secondary schools to accommodate the growth.

Oshawa– Elementary and Secondary

Overall, Oshawa at both the elementary and secondary panel appears stable, however there are pockets of growth and schools in decline long term. It is necessary for DDSB to examine all accommodation options within this area. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs. Pockets of growth could be potentially managed through boundary adjustments, relocation of specialized programs or the request for additional capital funding for new schools in growth areas.

Chart 16 shows the enrolment and capacity, from 2016 to 2026, for Oshawa elementary schools and Chart 17 shows the Oshawa secondary enrolment and capacity, from 2016 to 2026.

Chart 16 – Oshawa Elementary Enrolment and Capacity

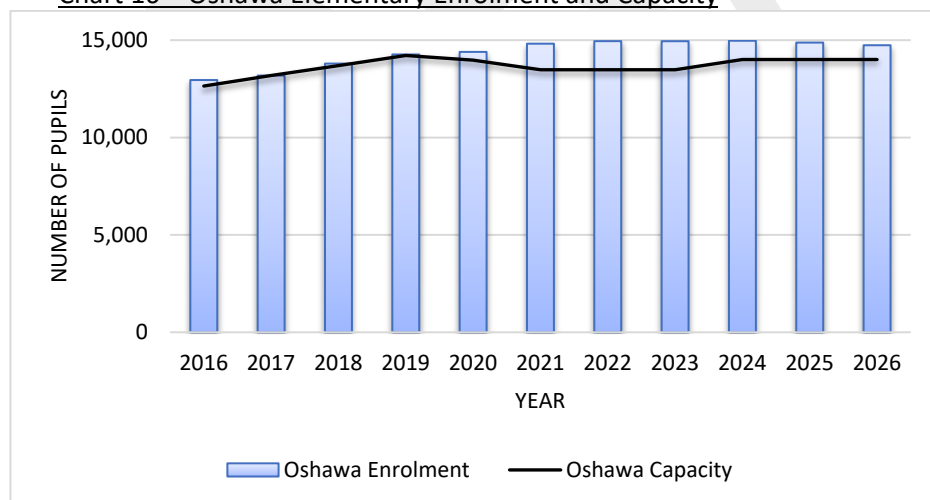
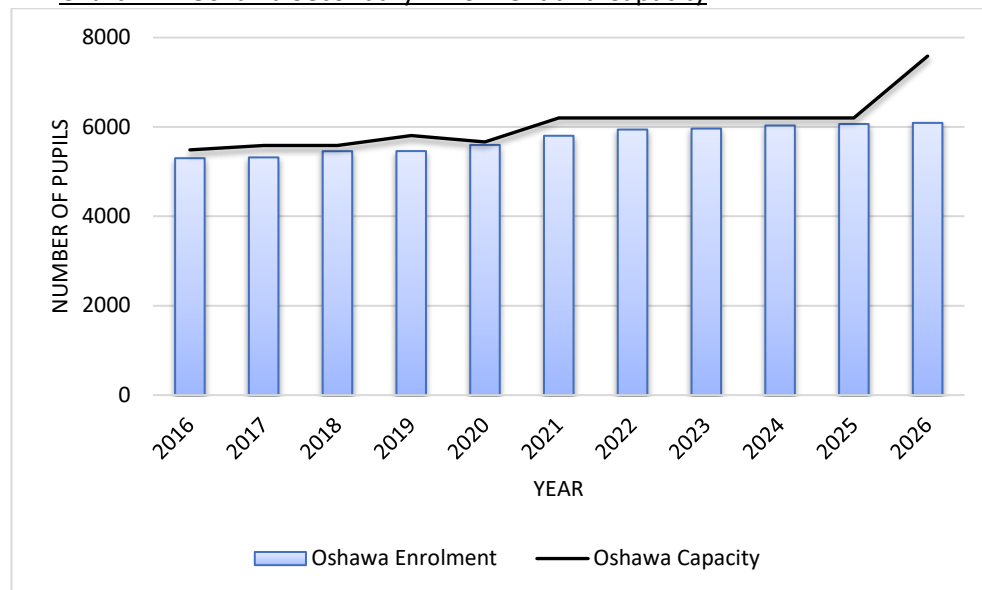


Chart 17 – Oshawa Secondary Enrolment and Capacity



Appendix B, page 4 of 5, shows the enrolments and utilization of each Oshawa elementary school.

For north Oshawa, there is a shortfall of elementary capacity as the growth in the area continues. The need for a dual track elementary school to accommodate students in north Oshawa, east of Simcoe Street and north of Conlin Road was submitted as a Capital Priority to the Ministry of Education but has not been approved for funding at this time.

Within the middle Oshawa area, there are some elementary schools with a shortfall of capacity. Some of the schools with accommodation pressures are holding growth for the north including Stephen Saywell PS, Sunset Heights PS and Dr. SJ Phillips PS. These schools will receive relief with the opening of the Unnamed North Oshawa PS (Craftsmans Drive/Windfields Farm Drive West).

Vincent Massey PS has seen a revitalization of the neighbourhood, especially over the last couple of years. Staff will continue to monitor the school's enrolment to see if the accommodation pressures continue and there is need for a boundary revision into the future. Hillsdale PS continues to be an underutilized facility in middle Oshawa.

For the south area, there are schools that are witnessing both growth and decline. Clara Hughes PS continues to have enrolment pressures. A request for an 8-classroom addition at Clara Hughes PS has been made through the Capital Priorities program to provide some relief to the current and projected accommodation pressures but approval for funding has not been received. In order to address the accommodation pressures, a boundary revision is necessary.

Appendix C reflects the secondary school enrolment and utilization of each secondary school. Through to 2026, there is stability of enrolment versus capacity. However, there is an imbalance of enrolment versus capacity from school to school. As growth continues in the north area, added pressure will continue to be placed on Oshawa secondary schools holding growth (RS McLaughlin CVI, O'Neill CVI and Eastdale CVI). Ministry of Education approval and funding was received to open Unnamed North Oshawa SS for 2026-2027.

In order to accommodate the growth and portables at Maxwell Heights SS there is an agreement in place with the City of Oshawa (through Committee of Adjustment) to allow for use of parking at the Delpark Arena, located to the north of the school.

Long term, declining enrolment is expected to continue at many schools and could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

Uxbridge– Elementary and Secondary

Excess space at both elementary and secondary is expected to continue long term within the Uxbridge area. It is necessary for the DDSB to examine all accommodation options within this area.

Chart 18 below shows the enrolment and capacity, from 2016 to 2026, for Uxbridge elementary schools and Chart 19 shows the Uxbridge secondary enrolment and capacity, from 2016 to 2026.

Chart 18 – Uxbridge Elementary Enrolment and Capacity

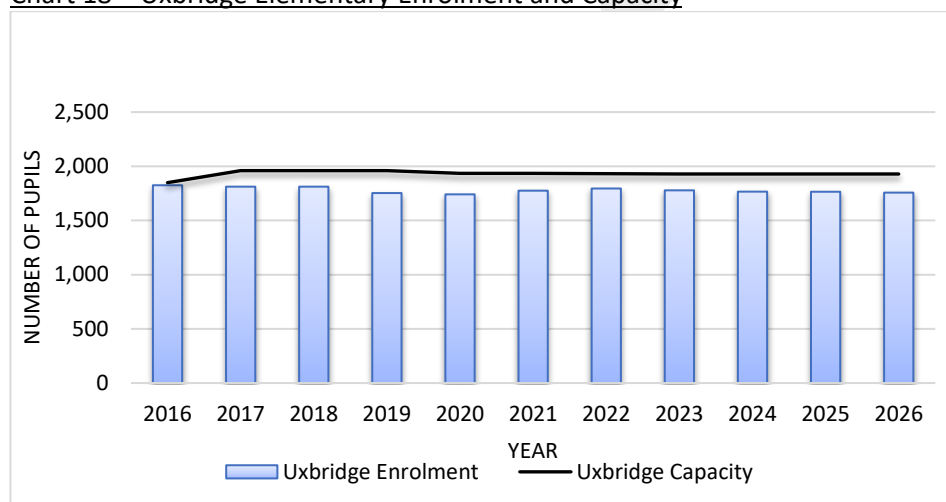
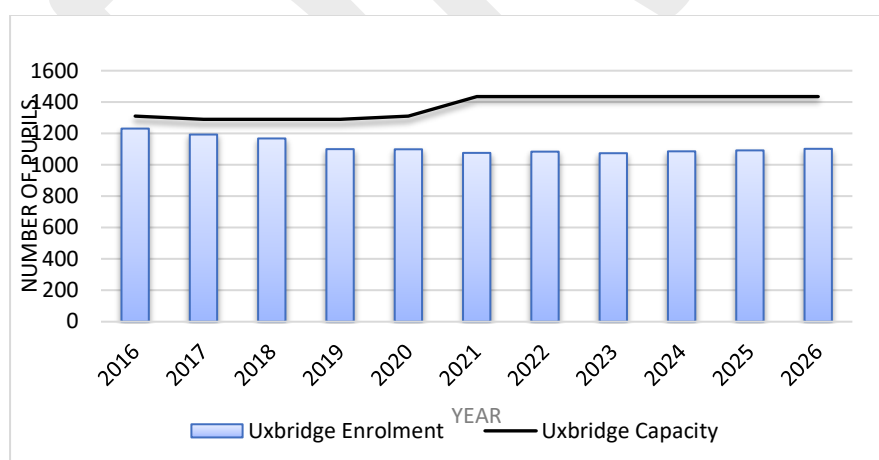


Chart 19 – Uxbridge Secondary Enrolment and Capacity



Appendix B, page 5 of 5, shows the enrolment and utilization of each Uxbridge elementary school. From this data, there is surplus space within the elementary schools.

Appendix C shows the enrolment and utilization of Uxbridge SS. There is also available capacity at the secondary level.

Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

Scugog– Elementary and Secondary

Surplus space at both elementary and secondary is expected to continue long term within the Scugog area. Any new development within the municipality will help to stabilize the decline.

Chart 20 shows the enrolment and capacity, from 2016 to 2026, for Scugog elementary schools and Chart 21 shows the Scugog secondary enrolment and capacity, from 2016 to 2026.

Chart 20 -Scugog Elementary Enrolment and Capacity

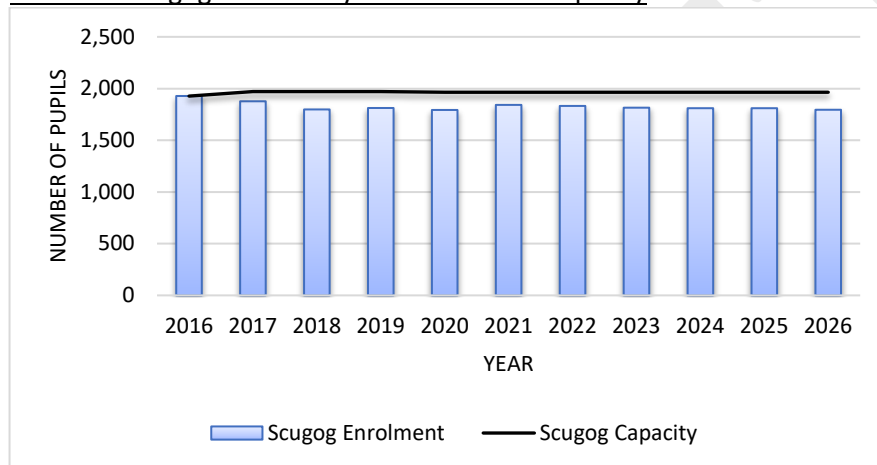
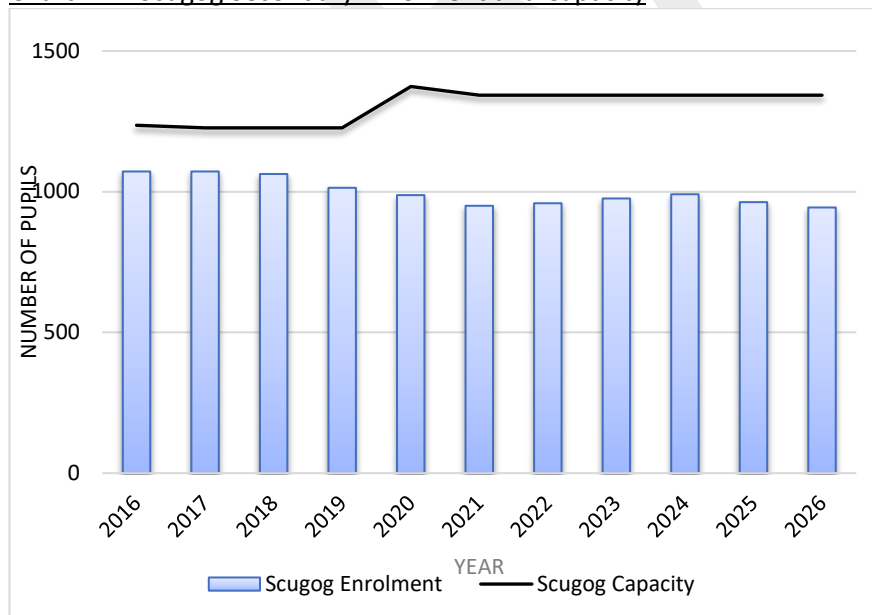


Chart 21 – Scugog Secondary Enrolment and Capacity



Appendix B, page 5 of 5, shows the enrolment and utilization of each Scugog elementary school. From this data, enrolment is stable and there is some surplus space within elementary schools.

Appendix C shows the enrolment and utilization of Port Perry HS. There is also available capacity at the secondary level.

It is necessary for the DDSB to examine all accommodation options within this area. Long term, the declining enrolments could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

Brock– Elementary and Secondary

With the consolidation of Beaverton PS and Thorah Central PS, all three elementary schools will be slightly over capacity. While decline continues to be projected at the secondary level, there are initiatives in place to stabilize the decline.

Chart 22 shows the enrolment and capacity, from 2016 to 2026, for Brock elementary schools and Chart 23 shows the Brock secondary enrolment and capacity, from 2016 to 2026.

Chart 22 -Brock Elementary Enrolment and Capacity

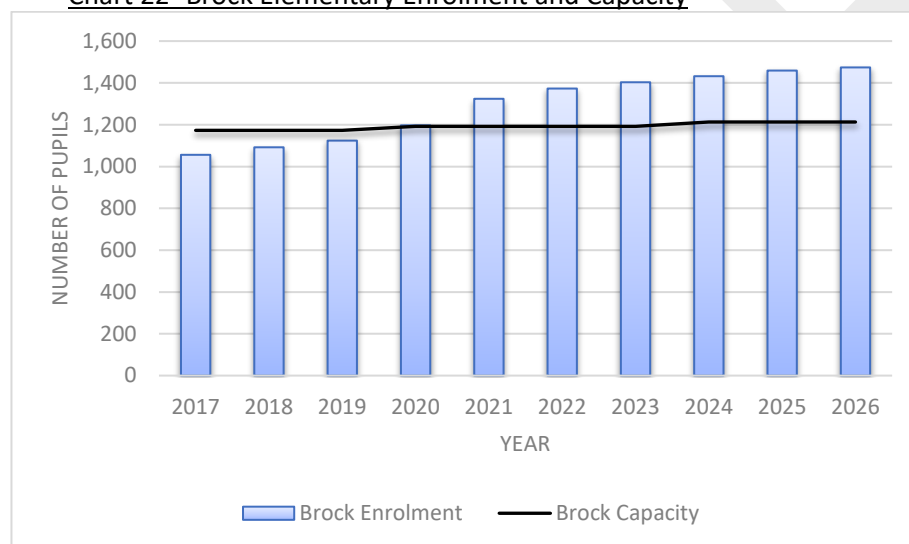
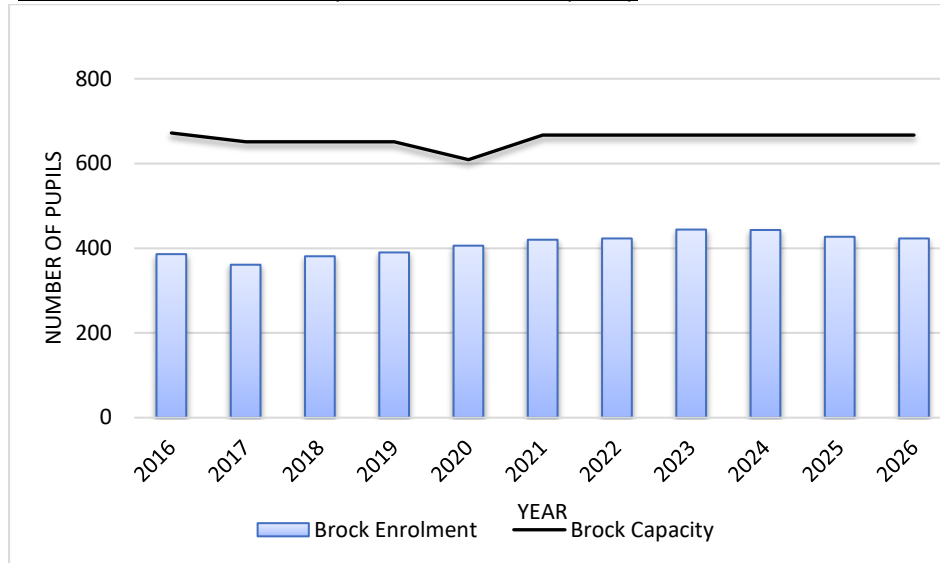


Chart 23 – Brock Secondary Enrolment and Capacity



Appendix B, page 5 of 5, shows the enrolment and utilization of each Brock elementary school. From this data, there is a shortfall of space within the Township area from 2021 to 2026. An Accommodation Review was completed and approved by Trustees for the consolidation of Beaverton PS and Thorah Central PS into a newly constructed school on the Beaverton PS site. DDSB received the funding approval to construct a new school on the Beaverton PS site to consolidate the existing populations from Beaverton PS and Thorah Central PS. The new school is planned to open in September 2024. Growth in the Beaverton area is projected to continue to place enrolment pressure on Beaverton PS through to 2026.

Appendix C shows the enrolment and utilization of Brock HS. The school has experienced a decline in enrolment over the last several years.

Staff will continue to monitor and examine partnership opportunities within the building.

Summary of Accommodation Needs

Capital Submission Considerations:

The DDSB submitted the following Capital Priorities for the February 25, 2022 deadline:

- Unnamed North Oshawa SS (Bridle and Windfields Farm, Oshawa) – Grade 9 to 12 Regular program school
 - Ministry of Education Approval and Funding for 2026 received
- Clara Hughes PS (Oshawa) - 8 classroom and 2-room Child Care addition
 - No approval received
 - DDSB will proceed with boundary review to assist in accommodation relief
- Unnamed Pickering Seaton PS (Burkholder and Azalea, Pickering) with a 4-room Child Care
 - Ministry of Education Approval and Funding for 2026 received
- Unnamed North Oshawa PS (Symington and Steeplechase, Oshawa) with a 4-room Child Care
 - DDSB will continue to monitor Northern Dancer PS enrolment
- Unnamed West Whitby PS (Cisco and Limoges, Whitby) with a 4-room Child Care
 - DDSB will continue to accommodate growth in holding school

Boundary/Program Adjustments and Review

To address accommodation pressures staff have identified the following schools for boundary reviews:

- Clara Hughes PS
- Beaverton PS and Thorah Central PS

Continue to Monitor:

Table 22

High Utilization Schools		Low Utilization Schools	
Elementary		Elementary	
Beaverton/Thorah Central PS (consolidated)	Maple Ridge PS	Blair Ridge PS	Uxbridge PS
CE Broughton PS	Northern Dancer PS	Coronation PS	
Clara Hughes PS	Ormiston PS	Dr. CF Cannon PS	
EA Fairman PS	Sunset Heights PS	Dr. Roberta Bondar PS	
Eagle Ridge PS	Valley View PS	Duffin's Bay PS	
Fallingbrook PS	Vincent Massey PS	Hillsdale PS	
Gandatsetiagon PS	Westcreek PS	Lakewoods PS	
Gordon B Attersley PS	West Lynde PS	Lord Elgin PS	
Kedron PS		Rosemary Brown PS	
Secondary		Secondary	
		Brock HS	GL Roberts CVI

Many of the schools identified in the High Utilization section of Chart 26 are schools that are holding for growth areas. Either approved projects or future Ministry Approvals will provide relief to these high utilization schools.

Elementary Summary Table

	Total Elementary Enrolment																													
	Actual					2022 Official Enrolment Projections																								
Municipality	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables used *	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required **	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required	2026 Capacity	2026 Enrolment	Excess Spaces	% Utilization	Portables Required
City of Pickering	6,915	7,415	-500	107%	26	6,912	7,499	-587	108%	41	6,909	7,542	-633	109%	40	7,445	7,533	-88	101%	39	7,445	7,522	-77	101%	41	8,079	7,461	618	92%	38
Town of Ajax	11,408	11,458	-50	100%	8	11,333	11,390	-57	100%	28	11,327	11,255	72	99%	24	11,327	11,194	133	98%	19	11,327	11,063	264	97%	16	11,327	10,923	404	96%	18
Town of Whitby	12,500	13,598	-1,098	108%	31	12,494	13,707	-1,213	109%	57	12,488	13,535	-1,047	108%	58	12,488	13,358	-870	106%	58	12,488	13,153	-665	105%	54	12,488	12,982	-494	103%	57
City of Oshawa	13,487	14,819	-1,332	109%	64	13,481	14,979	-1,498	111%	97	13,475	14,946	-1,471	110%	96	14,011	14,970	-959	106%	100	14,011	14,875	-864	106%	99	14,011	14,739	-728	105%	96
Township of Uxbridge	1,934	1,775	159	91%	3	1,931	1,795	136	92%	4	1,928	1,778	150	92%	4	1,928	1,766	162	91%	4	1,928	1,765	163	91%	4	1,928	1,757	171	91%	4
Township of Scugog	1,964	1,842	122	93%	7	1,964	1,832	132	93%	6	1,964	1,815	149	92%	4	1,964	1,810	154	92%	4	1,964	1,810	154	92%	3	1,964	1,795	169	91%	3
Township of Brock	1,192	1,324	-132	111%	12	1,192	1,373	-181	115%	14	1,192	1,403	-211	117%	15	1,213	1,432	-219	118%	8	1,213	1,459	-246	120%	9	1,213	1,474	-261	121%	10
Overall Elementary Totals	49,400	52,231	-2,831	106%	151	49,307	52,575	-3,268	107%	247	49,283	52,274	-2,991	106%	241	50,376	52,063	-1,687	103%	232	50,376	51,647	-1,271	103%	226	51,010	51,131	-121	100%	226

* Portable use for 2021-2022 identifies portable accommodates intended in-school enrolment only.

** Portable needs not yet finalized for the 2021-2022 school year - will be updated in September document.

Secondary Summary Table

	Total Secondary Enrolment																													
	Actual					2022 Official Enrolment Projections																								
Municipality	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables used *	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required **	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required	2026 Capacity	2026 Enrolment	Excess Spaces	% Utilization	Portables Required
City of Pickering	3,565	2,621	944	74%	0	3,565	2,651	914	74%	0	3,565	2,698	867	76%	1	3,565	2,791	774	78%	0	3,565	2,849	716	80%	0	3,565	2,891	674	81%	0
Town of Ajax	4,907	5,021	-114	102%	18	4,907	4,928	-21	100%	16	4,907	4,899	8	100%	16	4,907	4,672	235	95%	11	4,907	4,599	308	94%	9	4,907	4,507	400	92%	10
Town of Whitby	6,107	6,053	54	99%	21	6,107	6,210	-103	102%	26	6,107	6,143	-36	101%	22	6,107	6,120	-13	100%	28	6,107	5,972	135	98%	26	6,107	5,719	388	94%	19
City of Oshawa	6,199	5,848	351	94%	10	6,199	5,942	257	96%	14	6,199	5,964	235	96%	11	6,199	6,032	167	97%	15	6,199	6,067	132	98%	16	7,586	6,091	1,495	80%	2
Township of Uxbridge	1,435	1,076	359	75%	2	1,435	1,084	351	76%	2	1,435	1,074	361	75%	0	1,435	1,086	349	76%	0	1,435	1,092	343	76%	0	1,435	1,102	333	77%	0
Township of Scugog	1,343	950	393	71%	1	1,343	959	384	71%	1	1,343	976	367	73%	2	1,343	991	352	74%	3	1,343	963	380	72%	2	1,343	944	399	70%	1
Township of Brock	667	420	247	63%	0	651	423	228	65%	0	651	444	207	68%	1	651	443	208	68%	1	651	427	224	66%	0	651	423	228	65%	0
DASS		411					450					450					450					450					450			
Overall Secondary Totals	24,223	22,400	2,234	91%	52	24,207	22,647	2,010	92%	59	24,207	22,648	2,009	92%	53	24,207	22,585	2,072	91%	58	24,207	22,419	2,238	91%	53	25,594	22,127	3,917	85%	32

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

* Portable use for 2021-2022 identifies portable accommodates intended in-school enrolment only.

** Portable needs not yet finalized for the 2021-2022 school year - will be updated in September document.

		Total Elementary Enrolment Numbers																													
		Actual					2022 Official Enrolment Projections																								
School Name	Grades	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables used *	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required **	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required	2026 Capacity	2026 Enrolment	Excess Spaces	% Utilization	Portables Required
North Pickering																															
Claremont PS	JK to 8	187	173	14	92%	0	187	186	1	99%	0	187	197	-10	105%	0	187	220	-33	117%	1	187	238	-51	127%	2	187	244	-57	130%	2
Valley View PS **	JK to 8	167	377	-210	225%	8	167	380	-213	227%	9	167	372	-205	222%	9	167	367	-200	219%	9	167	360	-193	215%	9	167	361	-194	216%	9
Subtotal		354	550	-196	155%	8	354	566	-212	159%	9	354	569	-215	160%	9	354	587	-233	165%	10	354	598	-244	168%	11	354	605	-251	170%	11
Middle Pickering																															
Altona Forest PS	JK to 8	349	369	-20	105%	0	349	386	-37	110%	1	349	402	-53	115%	0	349	404	-55	115%	0	349	409	-60	117%	0	349	406	-57	116%	0
Elizabeth B Phin PS	JK to 8	400	443	-43	110%	0	400	452	-52	113%	2	400	472	-72	118%	3	400	474	-74	118%	3	400	472	-72	118%	3	400	455	-55	113%	0
Gandatsetiagon PS	JK to 8	403	571	-168	141%	4	403	559	-156	138%	5	403	559	-156	138%	5	403	549	-146	136%	5	403	539	-136	133%	5	403	538	-135	133%	5
Glengrove PS	JK to 8	357	317	40	88%	0	357	313	44	87%	0	357	306	51	85%	1	357	296	61	82%	1	357	295	62	82%	1	357	290	67	81%	1
Highbush PS	JK to 8	610	631	-21	103%	1	610	604	6	99%	2	610	592	18	97%	0	610	564	46	92%	0	610	513	97	84%	0	610	497	113	81%	0
Maple Ridge PS Total	JK to 8	441	686	-245	155%	9	441	670	-229	151%	8	441	660	-219	149%	8	441	644	-203	146%	7	441	626	-185	141%	6	441	593	-152	134%	5
Maple Ridge PS Regular	JK to 8		233					216					196					185					177				162				
Maple Ridge PS French Immersion	1 to 8		453					454					464					459					449				431				
Unnamed Pickering Creekwood PS (Tillings/Scenic Lane)	JK to 8																536					536				536					
Unnamed Pickering (Seaton) PS (Burkholder Dr/Azelea Dr)	JK to 8																									634					
Valley Farm PS **	JK to 8	628	715	-87	113%	1	628	747	-119	118%	3	628	755	-127	120%	3	628	752	-124	119%	5	628	755	-127	120%	5	628	756	-128	120%	5
Vaughan Willard PS	JK to 8	300	303	-3	101%	0	300	300	0	100%	0	300	293	7	97%	0	300	294	6	98%	-1	300	289	11	96%	-1	300	289	11	96%	-1
Westcreek PS	JK to 8	426	468	-42	109%	0	426	554	-128	130%	4	426	644	-218	151%	8	426	707	-281	165%	7	426	757	-331	177%	9	426	783	-357	183%	10
William Dunbar PS Total	JK to 8	495	617	-122	124%	3	495	617	-122	124%	4	495	607	-112	122%	4	495	598	-103	120%	4	495	601	-106	121%	4	495	597	-102	120%	4
William Dunbar PS Regular Program	JK to 8		493					496					486					477					480				476				
William Dunbar PS Gifted Program	4 to 8		124					121					121					121					121				121				
Subtotal		4,409	5,120	-711	116%	18	4,409	5,202	-793	117%	29	4,409	5,290	-881	119%	32	4,945	5,282	-337	106%	31	4,945	5,256	-311	106%	32	5,579	5,204	375	93%	29
South Pickering																															
Bayview Heights PS	JK to 8	495	403	92	81%	0	495	413	82	83%	0	495	399	96	80%	-1	495	386	109	77%	-2	495	383	112	77%	-2	495	372	123	75%	-2
Biidassige Mandamin	JK to 8	489	372	117	76%	0	489	383	106	78%	0	489	374	115	76%	0	489	372	117	76%	0	489	370	119	75%	0	489	366	123	74%	0
Biidassige Mandamin PS Regular	JK to 8		198					217					205					196					188				187				
Biidassige Mandamin PS French Immersion	1 to 8		174					166					169					176					182				179				
Fairport Beach PS	JK to 8	328	229	99	69%	0	328	230	98	70%	0	328	230	98	70%	0	328	233	95	71%	0	328	239	89	72%	0	328	241	87	73%	0
Frenchman's Bay PS French Immersion	SK to 8	650	530	120	81%	0	647	490	157	75%	0	644	462	182	71%	0	644	458	186	71%	0	644	469	175	72%	0	644	471	173	73%	0
Rosebank PS	JK to 8	190	211	-21	111%	1	190	215	-25	113%	3	190	218	-28	114%	3	190	215	-25	113%	3	190	207	-17	108%	3	190	202	-12	106%	3
Subtotal		2,152	1,745	407	81%	0	2,149	1,731	418	80%	3	2,146	1,683	463	78%	-1	2,146	1,664	482	77%	-2	2,146	1,668	478	77%	-2	2,146	1,652	494	76%	-2
PICKERING TOTALS		6,915	7,415	-500	107%	26	6,912	7,499	-587	108%	41	6,909	7,542	-633	109%	40	7,445	7,533	-88	101%	39	7,445	7,522	-77	101%	41	8,079	7,461	618	92%	38

* Portable use for 2022-2023 identifies portables to accommodate in-school enrolment and has not taken into account those students who have chosen to attend on-line.

** Unnamed Pickering Creekwood PS (Tillings/Scenic Lane) will alleviate accommodation pressures at Valley View PS and Valley Farm PS when it opens in 2023

*** Portable updates will be provided in the September document, as required.

		194Total Elementary Enrolment Numbers																													
		Actual					2022 Official Enrolment Projections																								
School Name	Grades	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables used *	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required **	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required	2026 Capacity	2026 Enrolment	Excess Spaces	% Utilization	Portables Required
North Ajax																															
da Vinci PS	JK to 8	565	807	-242	142%	1	565	768	-203	135%	5	565	731	-166	129%	3	565	689	-124	121%	1	565	660	-95	116%	0	565	613	-48	108%	-2
Michaelle Jean PS French Immersion	SK to 8	553	523	30	94%	0	550	473	77	86%	0	547	454	93	82%	0	547	453	94	82%	0	547	460	87	84%	0	547	456	91	83%	0
Nottingham PS	JK to 8	521	511	10	98%	0	521	504	17	96%	0	521	480	41	92%	0	521	472	49	90%	0	521	453	68	86%	0	521	442	79	84%	0
Romeo Dallaire PS	JK to 8	490	548	-58	111%	0	490	536	-46	109%	0	490	523	-33	106%	-1	490	507	-17	103%	-2	490	493	-3	100%	-3	490	484	6	98%	1
Rosemary Brown PS	SK to 8	558	257	301	46%	0	555	292	263	52%	0	552	286	266	51%	0	552	312	240	56%	0	552	329	223	59%	1	552	351	201	63%	2
Vimy Ridge PS	JK to 8	562	712	-135	126%	0	562	687	-125	122%	3	562	671	-109	119%	2	562	632	-70	112%	0	562	597	-35	106%	-1	562	563	-1	100%	-2
Viola Desmond PS	JK to 8	663	798	-135	120%	0	663	811	-148	122%	4	663	810	-147	122%	4	663	802	-139	120%	4	663	790	-127	119%	4	663	782	-119	117%	4
Subtotal		3,912	4,156	-244	106%	1	3,906	4,071	-165	104%	12	3,900	3,955	-55	101%	8	3,900	3,867	33	99%	3	3,900	3,782	118	96%	1	3,900	3,691	209	94%	3
Middle Ajax																															
Alexander Graham Bell PS Total	JK to 8	512	488	24	95%	0	512	480	32	93%	0	512	491	21	95%	0	512	495	17	96%	0	512	499	13	97%	0	512	483	29	94%	0
Alexander Graham Bell PS Regular Program			330					336					347					351					355				339				
Alexander Graham Bell PS Gifted Program			158					144					144					144					144				144				
Applecroft PS	JK to 8	308	311	-3	100%	0	308	315	-7	102%	1	308	312	-4	101%	1	308	312	-4	101%	0	308	316	-8	102%	0	308	315	-7	102%	0
Cadarackque PS Total	JK to 8	570	666	-96	116%	0	570	650	-80	114%	1	570	649	-79	113%	1	570	656	-86	115%	1	570	652	-82	114%	1	570	648	-78	113%	1
Cadarackque PS Regular	JK to 8		276					270					249					243					234				227				
Cadarackque PS French Immersion	1 to 8		390					380					400					413					418				421				
Dr Roberta Bondar PS	JK to 8	305	204	101	66%	0	305	204	101	66%	0	305	200	105	65%	0	305	197	108	64%	0	305	195	110	63%	0	305	199	106	65%	0
Eagle Ridge PS	JK to 8	435	637	-202	146%	6	435	648	-213	148%	9	435	656	-221	150%	9	435	668	-233	153%	10	435	647	-212	148%	9	435	638	-203	146%	9
Lester B Pearson PS	JK to 8	403	341	62	84%	0	403	343	60	85%	0	403	330	73	81%	0	403	323	80	80%	0	403	315	88	78%	0	403	288	115	71%	0
Lincoln Alexander PS	JK to 8	412	510	-98	123%	0	412	513	-101	124%	1	412	504	-92	122%	1	412	502	-90	121%	1	412	493	-81	119%	1	412	494	-82	119%	1
Lincoln Avenue PS	JK to 8	305	318	-13	104%	0	305	323	-18	105%	1	305	320	-15	104%	1	305	310	-5	101%	1	305	304	1	99%	1	305	293	12	96%	0
Lord Elgin PS	JK to 8	282	184	98	65%	0	282	184	98	65%	0	282	186	96	65%	0	282	186	96	65%	0	282	189	93	67%	0	282	193	89	68%	0
Roland Michener PS	JK to 8	248	250	-2	100%	0	248	243	5	97%	0	248	235	13	94%	0	248	243	5	97%	0	248	240	8	96%	0	248	246	2	99%	0
Terry Fox PS	JK to 8	349	414	-65	118%	0	349	427	-78	122%	1	349	425	-76	121%	1	349	430	-81	123%	1	349	427	-78	122%	1	349	430	-81	123%	1
Westney Heights PS	JK to 8	464	367	97	79%	0	464	366	98	78%	0	464	368	96	79%	0	464	368	96	79%	0	464	365	99	78%	0	464	356	108	76%	0
Subtotal		4,593	4,690	-97	102%	6	4,593	4,696	-103	102%	14	4,593	4,676	-83	101%	14	4,593	4,690	-97	102%	14	4,593	4,642	-49	101%	13	4,593	4,583	10	99%	12
South Ajax																															
Bolton C Falby PS	JK to 8	712	606	106	85%	0	712	608	104	85%	0	712	621	91	87%	0	712	632	80	88%	0	712	639	73	89%	0	712	641	71	90%	0
Carruthers Creek PS	JK to 8	758	808	-50	106%	0	758	807	-49	106%	0	758	812	-54	107%	0	758	819	-61	108%	0	758	826	-68	108%	0	758	816	-58	107%	0
Duffin's Bay PS	JK to 8	397	209	188	52%	0	397	211	186	53%	0	397	212	185	53%	0	397	206	191	51%	0	397	200	197	50%	0	397	208	189	52%	0
Lakeside PS	JK to 8	397	276	121	69%	0	328	276	52	84%	0	328	264	64	80%	0	328	256	72	78%	0	328	255	73	77%	0	328	252	76	76%	0
Southwood Park PS Total	JK to 8	639	713	-74	111%	1	639	721	-82	112%	2	639	715	-76	111%	2	639	724	-85	113%	2	639	719	-80	112%	2	639	732	-93	114%	3
Southwood Park PS Regular	JK to 8		218					219					204					202					189				182				
Southwood Park PS French Immersion	1 to 8		495					502					511					522					530				550				
Subtotal		2,903	2,612	291	89%	1	2,834	2,623	211	92%	2	2,834	2,624	210	92%	2	2,834	2,637	197	93%	2	2,834	2,639	195	93%	2	2,834	2,649	185	93%	3
AJAX TOTALS		11,408	11,458	-50	100%	8	11,333	11,390	-57	100%	28	11,327	11,255	72	99%	24	11,327	11,194	133	98%	19	11,327	11,063	264	97%	16	11,327	10,923	404	96%	18

* Portable use for 2022-2023 identifies portables to accommodate in-school enrolment and has not taken into account those students who have chosen to attend on-line.

** Portable updates will be provided in the September document, as required.

		195Total Elementary Enrolment Numbers																													
		Actual					2022 Official Enrolment Projections																								
School Name	Grades	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables used *	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required **	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required	2026 Capacity	2026 Enrolment	Excess Spaces	% Utilization	Portables Required
North Whitby																															
Blair Ridge PS	JK to 8	593	524	69	88%	0	593	482	111	81%	0	593	446	147	75%	0	593	410	183	69%	0	593	376	217	63%	0	593	337	256	56%	0
Brooklin Village PS Total	JK to 8	674	728	-54	108%	1	674	703	-29	104%	0	674	656	18	97%	0	674	638	36	94%	0	674	625	49	92%	0	674	611	63	90%	0
Brooklin Village PS Regular Program	JK to 8		382					354					310					289					271				257				
Brooklin Village PS French Immersion	1 to 8		346					349					346					349					354				354				
Chris Hadfield PS	JK to 8	657	773	-116	117%	3	657	724	-67	110%	2	657	662	-5	100%	0	657	619	38	94%	0	657	562	95	85%	0	657	518	139	78%	0
Meadowcrest PS French Immersion	SK to 8	285	337	-52	118%	3	282	298	-16	105%	1	279	270	9	96%	2	279	269	10	96%	2	279	258	21	92%	0	279	267	12	95%	0
Winchester PS Total	JK to 8	570	537	33	94%	0	570	540	30	94%	0	570	518	52	90%	0	570	484	86	84%	0	570	449	121	78%	0	570	432	138	75%	0
Winchester PS Regular Program	JK to 8		329					328					304					274					256				240				
Winchester PS Modified Program	JK to 8		208					212					214					210					193				192				
Subtotal		2,779	2,899	-120	104%	7	2,776	2,747	29	98%	3	2,773	2,552	221	92%	2	2,773	2,420	353	87%	2	2,773	2,270	503	81%	0	2,773	2,165	608	78%	0
Middle Whitby																															
CE Broughton PS Total start here	JK to 8	354	362	-8	102%	1	354	463	-109	130%	4	354	489	-135	138%	5	354	529	-175	149%	7	354	539	-185	152%	7	354	540	-186	152%	7
CE Broughton PS Regular Program	JK to 8		224					344					370					407					414				410				
CE Broughton PS Modified Program	JK to 8		138					119					119					122					125				130				
Cpt Michael VandenBos PS	JK to 8	619	739	-120	119%	4	619	735	-116	118%	5	619	725	-106	117%	5	619	722	-103	116%	5	619	706	-87	114%	4	619	694	-75	112%	4
Cpt M VandenBos PS Regular Program	JK to 8		386					368					347					336					312				295				
Cpt M VandenBos PS French Immersion Program	1 to 8		353					367					378					386					394				399				
Col JE Farewell PS	JK to 8	524	628	-104	119%	2	524	630	-106	120%	3	524	616	-92	117%	2	524	619	-95	118%	2	524	599	-75	114%	1	524	586	-62	111%	0
Dr Robert Thornton PS	JK to 8	420	308	112	73%	0	420	305	115	72%	0	420	304	116	72%	0	420	305	115	72%	0	420	305	115	72%	0	420	309	111	73%	0
EA Fairman PS	JK to 8	256	360	-104	140%	5	256	365	-109	142%	6	256	360	-104	140%	6	256	350	-94	136%	6	256	344	-88	134%	6	256	350	-94	136%	6
Fallingbrook PS	JK to 8	426	590	-164	138%	4	426	612	-186	143%	6	426	639	-213	150%	7	426	619	-193	145%	6	426	606	-180	142%	5	426	576	-150	135%	4
Glen Dhu PS	JK to 8	527	609	-82	115%	0	527	624	-97	118%	3	527	618	-91	117%	3	527	605	-78	114%	2	527	591	-64	112%	1	527	570	-43	108%	0
Jack Miner PS Total	JK to 8	386	434	-48	112%	2	386	424	-38	109%	3	386	398	-12	103%	2	386	380	6	98%	1	386	366	20	94%	0	386	351	35	90%	1
Jack Miner PS Regular Program	JK to 8		325					315					289					271					257				242				
Jack Miner PS Gifted Program	4 to 8		109					109					109					109					109				109				
John Dryden PS Total	JK to 8	639	742	-103	116%	1	639	741	-102	115%	3	639	735	-96	115%	3	639	709	-70	110%	2	639	707	-68	110%	0	639	715	-76	111%	0
John Dryden PS Regular Program	JK to 8		468					448					430					389					369				361				
John Dryden PS French Immersion Program	1 to 8		274					293					305					320					338				354				
Julie Payette PS French Immersion	SK to 8	668	740	-72	110%	0	665	673	-8	101%	0	662	634	28	95%	-2	662	619	43	93%	-3	662	630	32	95%	-3	662	625	37	94%	0
Ormiston PS	JK to 8	472	606	-134	128%	2	472	673	-201	142%	8	472	732	-260	155%	10	472	742	-270	157%	10	472	744	-272	157%	10	472	763	-291	161%	11
Pringle Creek PS Total	JK to 8	564	611	-47	108%	0	564	629	-65	111%	3	564	624	-60	110%	3	564	614	-50	108%	3	564	600	-36	106%	2	564	585	-21	103%	1
Pringle Creek PS Regular Program	JK to 8		527					539					534					524					510				495				
Pringle Creek PS Gifted Program	4 to 8		84					90					90					90					90				90				
Robert Munsch PS	JK to 8	559	462	97	82%	0	559	459	100	82%	0	559	440	119	78%	0	559	432	127	77%	0	559	412	147	73%	0	559	401	158	71%	0
Sir Samuel Steele PS	JK to 8	469	498	-29	106%	0	469	490	-21	104%	0	469	483	-14	102%	0	469	480	-11	102%	0	469	467	2	99%	0	469	468	1	99%	0
Williamsburg PS	JK to 8	513	622	-109	121%	0	513	588	-75	114%	0	513	554	-41	107%	-1	513	527	-14	102%	-2	513	503	10	98%	0	513	481	32	93%	0
Willows Walk PS	JK to 8	487	289	198	59%	0	487	371	116	76%	0	487	399	88	81%	0	487	424	63	87%	1	487	450	37	92%	2	487	471	16	96%	3
Subtotal		7,883	8,600	-717	109%	21	7,880	8,782	-902	111%	44	7,877	8,750	-873	111%	43	7,877	8,676	-799	110%	40	7,877	8,569	-692	108%	35	7,877	8,485	-608	107%	37
South Whitby																															
Bellwood PS	JK to 8	380	429	-49	112%	0	380	434	-54	114%	2	380	433	-53	113%	2	380	432	-52	113%	2	380	433	-53	113%	1	380	420	-40	110%	0
Sir William Stephenson PS	JK to 8	438	459	-21	104%	0	438	466	-28	106%	1	438	472	-34	107%	1	438	464	-26	105%	1	438	479	-41	109%	2	438	487	-49	111%	2
West Lynde PS	JK to 8	449	552	-103	122%	3	449	622	-173	138%	7	449	686	-237	152%	10	449	761	-312	169%	13	449	824	-375	183%	16	449	867	-418	193%	18
Whitby Shores PS	JK to 8	571	659	-88	115%	0	571	656	-85	114%	0	571	642	-71	112%	0	571	605	-34	105%	0	571	578	-7	101%	0	571	558	13	97%	0
Subtotal		1,838	2,099	-261	114%	3	1,838	2,178	-340	118%	10	1,838	2,233	-395	121%	13	1,838	2,262	-424	123%	16	1,838	2,314	-476	125%	19	1,838	2,332	-494	126%	

* Portable use for 2022-2023 identifies portables to accommodate in-school enrolment and has not taken into account those students who have chosen to attend on-line.

** Portable updates will be provided in the September document, as required.

		196Total Elementary Enrolment Numbers																													
		Actual					2022 Official Enrolment Projections																								
School Name	Grades	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables used *	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required **	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required	2026 Capacity	2026 Enrolment	Excess Spaces	% Utilization	Portables Required
North Oshawa																															
Elsie MacGill PS	JK to 8	519	474	45	91%	0	519	486	33	93%	0	519	482	37	92%	0	519	485	34	93%	0	519	478	41	92%	0	519	472	47	90%	0
Jeanne Sauve PS French Immersion	SK to 8	576	786	-210	136%	4	573	762	-189	132%	6	570	751	-181	131%	6	570	738	-168	129%	5	570	713	-143	125%	4	570	712	-142	124%	4
Kedron PS	JK to 8	262	418	-156	159%	5	262	417	-155	159%	6	262	413	-151	157%	6	262	421	-159	160%	6	262	409	-147	156%	6	262	404	-142	154%	6
Norman G Powers PS	JK to 8	513	562	-49	109%	0	513	558	-45	108%	0	513	509	4	99%	0	513	470	43	91%	0	513	439	74	85%	0	513	427	86	83%	0
Northern Dancer PS	JK to 8	513	832	-319	162%	11	513	865	-352	168%	14	513	876	-363	170%	14	513	900	-387	175%	15	513	890	-377	173%	15	513	889	-376	173%	15
Seneca Trail PS	JK to 8	565	640	-75	113%	0	565	662	-97	117%	3	565	662	-97	117%	3	565	676	-111	119%	4	565	661	-96	116%	3	565	643	-78	113%	2
Sherwood PS	JK to 7	467	461	6	98%	0	467	501	-34	107%	0	467	526	-59	112%	0	467	539	-72	115%	1	467	561	-94	120%	2	467	582	-115	124%	3
Unnamed North Oshawa PS (Windfields Farm/Craftsman)	JK to 8																536					536					536				
Subtotal		3,415	4,173	-758	122%	20	3,412	4,251	-839	124%	29	3,409	4,219	-810	123%	29	3,945	4,229	-820	107%	31	3,945	4,151	-742	105%	30	3,945	4,129	-720	104%	30
Middle Oshawa																															
Adelaide McLaughlin PS	JK to 8	397	371	26	93%	0	397	372	25	93%	1	397	367	30	92%	1	397	371	26	93%	0	397	372	25	93%	0	397	363	34	91%	0
Beau Valley PS	JK to 8	236	226	10	95%	0	236	241	-5	102%	0	236	241	-5	102%	0	236	243	-7	102%	0	236	238	-2	100%	0	236	227	9	96%	0
Coronation PS Total	JK to 8	400	365	35	91%	0	400	356	44	89%	0	400	356	44	89%	0	400	354	46	88%	0	400	348	52	87%	0	400	342	58	85%	0
Coronation PS Regular Program	JK to 8		312					301					301					299					293					287			
Coronation PS Gifted Program	4 to 8		53					55					55					55					55					55			
Dr S J Phillips PS	JK to 8	452	483	-31	106%	0	452	528	-76	116%	6	452	555	-103	122%	7	452	572	-120	126%	8	452	589	-137	130%	9	452	599	-147	132%	9
Gordon B Attersley PS	JK to 8	481	448	33	93%	0	481	462	19	96%	0	481	462	19	96%	0	481	461	20	95%	0	481	469	12	97%	0	481	456	25	94%	0
Harmony Heights PS	JK to 8	317	295	22	93%	0	317	292	25	92%	0	317	279	38	88%	-1	317	277	40	87%	0	317	267	50	84%	0	317	265	52	83%	0
Hillsdale PS	JK to 8	233	138	95	59%	0	233	140	93	60%	0	233	137	96	58%	0	233	139	94	59%	0	233	128	105	54%	0	233	128	105	54%	0
Mary Street Community School	JK to 8	0	212			2	0	215			3	0	214			3	0	205			3	0	209			2	0	202			2
Pierre Elliott Trudeau PS	JK to 8	495	696	-201	140%	5	495	670	-175	135%	6	495	630	-135	127%	4	495	607	-112	122%	4	495	573	-78	115%	3	495	541	-46	109%	2
Queen Elizabeth PS	JK to 8	427	507	-80	118%	1	427	519	-92	121%	3	427	533	-106	124%	4	427	535	-108	125%	4	427	537	-110	125%	4	427	541	-114	126%	4
Stephen G Saywell PS ***	JK to 8	389	458	-69	117%	1	389	438	-49	112%	1	389	410	-21	105%	0	389	396	-7	101%	-1	389	389	0	100%	-1	389	363	26	93%	-2
Sunset Heights PS ***	JK to 8	380	632	-252	166%	8	380	653	-273	171%	9	380	656	-276	172%	9	380	643	-263	169%	8	380	660	-280	173%	9	380	644	-264	169%	8
Vincent Massey PS	JK to 8	441	590	-149	133%	4	441	618	-177	140%	8	441	637	-196	144%	9	441	644	-203	146%	9	441	641	-200	145%	9	441	634	-193	143%	9
Walter E Harris PS French Immersion	SK to 8	443	534	-91	120%	3	440	477	-37	108%	1	437	462	-25	105%	0	437	470	-33	107%	0	437	481	-44	110%	0	437	488	-51	111%	0
Woodcrest PS	JK to 8	305	382	-77	125%	3	305	380	-75	124%	5	305	387	-82	126%	5	305	392	-87	128%	5	305	393	-88	128%	5	305	390	-85	127%	5
Subtotal		5,396	6,337	-941	117%	27	5,393	6,361	-968	117%	43	5,390	6,326	-936	117%	41	5,390	6,309	-919	117%	40	5,390	6,294	-904	116%	40	5,390	6,183	-793	114%	37
South Oshawa																															
Bobby Orr PS	JK to 8	360	294	66	81%	0	360	302	58	83%	0	360	302	58	83%	0	360	303	57	84%	0	360	298	62	82%	0	360	300	60	83%	0
Clara Hughes PS	JK to 8	490	874	-384	178%	12	490	913	-423	186%	15	490	944	-454	192%	16	490	971	-481	198%	17	490	982	-492	200%	17	490	981	-491	200%	17
College Hill PS	JK to 8	225	270	-45	120%	2	225	276	-51	122%	4	225	270	-45	120%	4	225	282	-57	125%	5	225	282	-57	125%	5	225	276	-51	122%	5
David Bouchard PS Total	JK to 8	602	551	51	91%	0	602	529	73	87%	0	602	532	70	88%	0	602	546	56	90%	1	602	550	52	91%	1	602	557	45	92%	1
David Bouchard PS Regular Program	JK to 8		287					282					269					265					260					252			
David Bouchard PS French Immersion Program	1 to 8		264					247					263					281					290					305			
Dr C F Cannon PS	JK to 8	676	380	296	56%	0	676	398	278	58%	0	676	405	271	59%	0	676	395	281	58%	0	676	396	280	58%	0	676	387	289	57%	0
Forest View PS	JK to 8	444	525	-81	118%	0	444	526	-82	118%	2	444	530	-86	119%	2	444	534	-90	120%	2	444	528	-84	118%	2	444	521	-77	117%	2
Glen Street PS	JK to 8	472	354	118	75%	0	472	335	137	70%	0	472	324	148	68%	0	472	315	157	66%	0	472	307	165	65%	0	472	299	173	63%	0
Lakewoods PS	JK to 8	504	298	206	59%	0	504	304	200	60%	0	504	302	202	59%	0	504	296	208	58%	0	504	292	212	57%	0	504	298	206	59%	0
Village Union PS	JK to 8	549	368	181	67%	0	549	385	164	70%	0	549	389	160	70%	0	549	391	158	71%	0	549	396	153	72%	0	549	403	146	73%	0
Waverly PS	JK to 8	354	395	-41	111%	3	354	399	-45	112%	4	354	403	-49	113%	4	354	399	-45	112%	4	354	399	-45	112%	4	354	405	-		

* Portable use for 2022-2023 identifies portables to accommodate in-school enrolment and has not taken into account those students who have chosen to attend on-line.

** Portable updates will be provided in the September document, as required.

*** Unnamed North Oshawa PS (Windfields Farm/Craftsman) will alleviate accommodation pressures at Stephen Sayewell PS, Sunset Heights PS and Dr SJ Phillips PS when it opens in 2023.

		197 Total Elementary Enrolment Numbers																													
		Actual					2022 Official Enrolment Projections																								
School Name	Grades	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables used *	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required **	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required	2026 Capacity	2026 Enrolment	Excess Spaces	% Utilization	Portables Required
Uxbridge																															
Goodwood PS	JK to 8	213	228	-15	107%	1	213	227	-14	106%	2	213	222	-9	104%	2	213	220	-7	103%	2	213	216	-3	101%	2	213	215	-2	100%	2
Joseph Gould PS	JK to 8	541	508	33	93%	0	541	533	8	98%	0	541	543	-2	100%	0	541	534	7	98%	0	541	526	15	97%	0	541	520	21	96%	0
Quaker Village PS	JK to 8	409	377	32	92%	0	409	383	26	93%	0	409	394	15	96%	0	409	399	10	97%	0	409	396	13	96%	0	409	394	15	96%	0
Scott Central PS	JK to 8	305	326	-21	106%	2	305	348	-43	114%	2	305	347	-42	113%	2	305	338	-33	110%	2	305	345	-40	113%	2	305	345	-40	113%	2
Uxbridge PS	SK to 8	466	336	130	72%	0	463	304	159	65%	0	460	272	188	59%	0	460	275	185	59%	0	460	282	178	61%	0	460	283	177	61%	0
Uxbridge Totals		1,934	1,775	159	91%	3	1,931	1,795	136	92%	4	1,928	1,778	150	92%	4	1,928	1,766	162	91%	4	1,928	1,765	163	91%	4	1,928	1,757	171	91%	4
Scugog																															
Cartwright Central PS	JK to 8	446	320	126	71%	0	446	325	121	72%	0	446	321	125	71%	0	446	318	128	71%	0	446	321	125	71%	0	446	327	119	73%	0
Greenbank PS	JK to 6	141	138	3	97%	1	141	149	-8	105%	1	141	159	-18	112%	1	141	153	-12	108%	1	141	151	-10	107%	1	141	151	-10	107%	1
Prince Albert PS	JK to 8	251	291	-40	115%	3	251	285	-34	113%	3	251	281	-30	111%	3	251	275	-24	109%	3	251	262	-11	104%	2	251	258	-7	102%	2
R H Cornish PS Total	JK to 8	639	602	37	94%	1	639	592	47	92%	0	639	584	55	91%	0	639	569	70	89%	0	639	568	71	88%	0	639	560	79	87%	0
R H Cornish PS Regular Program	JK to 8		258					251					246					236					230					218			
R H Cornish PS French Immersion Program	1 to 8		318					317					314					309					314					318			
R H Cornish PS Gifted Program	4 to 8		26					24					24					24					24					24			
S A Cawker PS	JK to 8	487	491	-4	100%	2	487	481	6	98%	2	487	470	17	96%	0	487	495	-8	101%	0	487	508	-21	104%	0	487	499	-12	102%	0
Scugog Totals		1,964	1,842	122	93%	7	1,964	1,832	132	93%	6	1,964	1,815	149	92%	4	1,964	1,810	154	92%	4	1,964	1,810	154	92%	3	1,964	1,795	169	91%	3
Brock																															
Beaverton PS ***	JK to 8	167	302	-135	180%	6	167	342	-175	204%	8	167	375	-208	224%	9															
McCaskill's Mills PS	JK to 8	441	467	-26	105%	2	441	458	-17	103%	2	441	436	5	98%	1	441	431	10	97%	1	441	430	11	97%	1	441	436	5	98%	1
McCaskill's Mills PS Regular Program	JK to 8		327					320					299					295					292					293			
McCaskill's Mills PS French Immersion Program	1 to 8		140					138					137					136					138					143			
Sunderland PS	JK to 8	354	395	-41	111%	4	354	403	-49	113%	4	354	419	-65	118%	5	354	414	-60	116%	5	354	412	-58	116%	5	354	409	-55	115%	5
Thorah Central PS ***	JK to 8	230	160	70	69%	0	230	170	60	73%	0	230	173	57	75%	0															
Unnamed Consolidated Beaverton PS/Thorah Central PS	JK to 8																418	587	-169	140%	2	418	617	-199	147%	3	418	629	-211	150%	4
Brock Totals		1,192	1,324	-132	111%	12	1,192	1,373	-181	115%	14	1,192	1,403	-211	117%	15	1,213	1,432	-219	118%	8	1,213	1,459	-246	120%	9	1,213	1,474	-261	121%	10
NORTH TOTALS		5,090	4,941	149	97%	22	5,087	5,000	87	98%	24	5,084	4,996	88	98%	23	5,105	5,008	97	98%	16	5,105	5,034	71	98%	16	5,105	5,026	79	98%	17

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** Portable updates will be provided in the September document, as required.

*** Amalgamation of Beaverton PS and Thorah Central PS starting in 2024

School	Total Secondary Enrolment Numbers																													
	Actual					2022 Official Enrolment Projections																								
	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables used *	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required **	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	2024 Capacity	2024 Enrolment	Excess Spaces	% Utilization	Portables Required	2025 Capacity	2025 Enrolment	Excess Spaces	% Utilization	Portables Required	2026 Capacity	2026 Enrolment	Excess Spaces	% Utilization	Portables Required
City of Pickering																														
Dunbarton HS	1,886	1,545	341	82%	0	1,886	1,552	334	82%	0	1,886	1,581	305	84%	0	1,886	1,607	279	85%	0	1,886	1,630	256	86%	0	1,886	1,635	251	87%	0
Pine Ridge SS	1,679	1,076	603	64%	0	1,679	1,099	580	65%	0	1,679	1,117	562	67%	1	1,679	1,184	495	71%	0	1,679	1,219	460	73%	0	1,679	1,256	423	75%	0
Town of Ajax																														
Ajax HS	1,513	1,308	205	86%	0	1,513	1,234	279	82%	0	1,513	1,218	295	81%	0	1,513	1,178	335	78%	0	1,513	1,161	352	77%	-1	1,513	1,153	360	76%	0
J Clarke Richardson Col	1,559	1,842	-283	118%	14	1,559	1,850	-291	119%	12	1,559	1,892	-333	121%	14	1,559	1,830	-271	117%	11	1,559	1,814	-255	116%	10	1,559	1,818	-259	117%	10
Pickering HS	1,835	1,871	-36	102%	4	1,835	1,844	-9	100%	4	1,835	1,789	46	97%	2	1,835	1,664	171	91%	0	1,835	1,624	211	89%	0	1,835	1,536	299	84%	0
Town of Whitby																														
Anderson CVI	1,099	732	367	67%	2	1,099	918	181	84%	3	1,099	997	102	91%	6	1,099	1,094	5	100%	10	1,099	1,074	25	98%	9	1,099	1,005	94	91%	6
Brooklin HS	1,260	1,392	-132	110%	6	1,260	1,368	-108	109%	4	1,260	1,290	-30	102%	1	1,260	1,268	-8	101%	0	1,260	1,210	50	96%	0	1,260	1,157	103	92%	0
Donald A Wilson SS	1,375	1,838	-463	134%	12	1,375	1,552	-177	113%	8	1,375	1,359	16	99%	0	1,375	1,170	205	85%	0	1,375	1,131	244	82%	0	1,375	1,108	267	81%	0
Henry Street HS	1,007	926	81	92%	1	1,007	966	41	96%	6	1,007	999	8	99%	6	1,007	1,017	-10	101%	6	1,007	999	8	99%	6	1,007	957	50	95%	5
Sinclair SS	1,366	1,165	201	85%	0	1,366	1,406	-40	103%	5	1,366	1,498	-132	110%	9	1,366	1,571	-205	115%	12	1,366	1,558	-192	114%	11	1,366	1,492	-126	109%	8
City of Oshawa																														
Eastdale CVI	1,283	1,098	185	86%	0	1,283	1,108	175	86%	0	1,283	1,126	157	88%	1	1,283	1,150	133	90%	2	1,283	1,131	152	88%	1	1,283	1,141	142	89%	1
GL Roberts CVI	970	483	487	50%	0	970	513	457	53%	0	970	501	469	52%	0	970	497	473	51%	0	970	496	474	51%	0	970	486	484	50%	0
Maxwell Heights SS	1,375	1,608	-233	117%	10	1,375	1,575	-200	115%	6	1,375	1,560	-185	113%	0	1,375	1,537	-162	112%	0	1,375	1,544	-169	112%	0	1,375	1,575	-200	115%	0
O'Neill CVI	1,380	1,415	-35	103%	0	1,380	1,392	-12	101%	0	1,380	1,368	12	99%	0	1,380	1,379	1	100%	0	1,380	1,396	-16	101%	1	1,380	1,393	-13	101%	1
RS McLaughlin CVI	1,191	1,244	-53	104%	5	1,191	1,354	-163	114%	8	1,191	1,409	-218	118%	10	1,191	1,469	-278	123%	13	1,191	1,500	-309	126%	14	1,191	1,496	-305	126%	14
Unnamed North Oshawa SS																										1,387				
Uxbridge Township																														
Uxbridge SS	1,435	1,076	359	75%	2	1,435	1,084	351	76%	2	1,435	1,074	361	75%	0	1,435	1,086	349	76%	0	1,435	1,092	343	76%	0	1,435	1,102	333	77%	0
Scugog Township																														
Port Perry HS	1,343	950	393	71%	1	1,343	959	384	71%	1	1,343	976	367	73%	2	1,343	991	352	74%	3	1,343	963	380	72%	2	1,343	944	399	70%	1
Brock Township																														
Brock HS	667	420	247	63%	0	667	423	244	63%	0	667	444	223	67%	1	667	443	224	66%	1	667	427	240	64%	0	667	423	244	63%	0
Alternative Secondary																														
DASS	0	411				0	450				0	450				0	450				0	450				0	450			
Totals	24,223	22,400	2,234	91%	#REF!	24,223	22,647	2,026	92%	#REF!	24,223	22,648	2,025	92%	#REF!	24,223	22,585	2,088	91%	#REF!	24,223	22,419	2,254	91%	#REF!	25,610	22,127	2,546	85%	#REF!

Note: Utilization Rate Totals do not include DASS enrolment and portables used for Grove Program not included in portable use
* Portable use for 2021-2022 identifies portable accommodates intended in-school enrolment only.
** Portable needs not yet finalized for the 2021-2022 school year - will be updated in September document.

PICKERING ELEMENTARY DATA

Originating HOME SCHOOL - Students in vertical columns

should be attending vertically shown school name.

Child Care Centre	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Altona Forest PS	Bayview Heights PS	Claremont PS	Elizabeth B. Phin PS	Fairport Beach PS	Frenchman's Bay PS FI	Gandatsetiagon PS	Glengrove PS	Highbush PS	Maple Ridge PS	Maple Ridge PS FI	Rosebank PS	Sir JA Macdonald PS	Sir JA Macdonald PS FI	Valley Farm PS	Valley View PS	Vaughan Willard PS	Westcreek PS	William Dunbar PS	Students COMING FROM another Pickering school, as out of area	Students COMING FROM a different municipality, as out of area	2021 TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA	
	✓	Altona Forest PS				5		2			3										1	2	13	3	16
		Bayview Heights PS					3				1			1	17			1	5		1	2	31	3	34
✓	✓	Claremont PS				2																2	2	4	
✓	✓	Elizabeth B. Phin PS	5				5			3	1			3							7	1	25	6	31
✓	✓	Fairport Beach PS		3																		2	5	3	8
	✓	Frenchman's Bay PS FI		2		20							1										23	2	25
✓	✓	Gandatsetiagon PS					2			1		1						2			2	8	5	13	
✓		Glengrove PS	1				2	1														4		4	
✓	✓	Highbush PS	3	1					2													1	7	2	9
✓	✓	Maple Ridge PS							1	3									2				6	0	0
✓	✓	Maple Ridge PS FI			2																		2		2
	✓	Rosebank PS		1					3											1		5	3	8	
	✓	Sir JA Macdonald PS		17																			17	3	20
	✓	Sir JA Macdonald PS FI				1				1													2	40	42
✓	✓	Valley Farm PS		1														7		1		9	9	18	
	✓	Valley View PS																					0	5	5
✓	✓	Vaughan Willard PS		5					1	6	1	2					1	2			1	19	0	19	
✓	✓	Westcreek PS	1	1		7											1					10	2	12	
	✓	William Dunbar PS	2	2						5	1	2							2				14	5	19
		Students GOING TO another Pickering school, as out of area	12	33	2	35	12	3	7	19	7	5	1	4	17	0	2	10	11	11	11	202	93	289	
		Students GOING TO a different municipality, as out of area	3	3	2	2	2	0	3	6	0	0	0	0	0	0	7	9	0	7	2				
		2021 TOTAL NUMBER OF STUDENTS GOING AS OUT OF AREA	15	36	4	37	14	3	10	25	7	5	1	4	17	0	9	19	11	18	13	248			

Note: Single track French Immersion 'out of area' students are students in regular program JK/SK

AJAX ELEMENTARY DATA

			Originating HOME SCHOOL - Students in vertical columns should be attending vertically shown school name.																												
Child Care	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Alexander Graham Bell PS	Applecroft PS	Bolton C. Falby PS	Cadarackque PS	Cadarackque PS FI	Carruthers Creek PS	da Vinci PS	Dr. Roberta Bondar PS	Duffin's Bay PS	Eagle Ridge PS	Lakeside PS	Lester B. Pearson PS	Lincoln Alexander PS	Lincoln Avenue PS	Lord Elgin PS	Michaelle Jean PS FI	Nottingham PS	Roland Michener PS	Romeo Dallaire PS	Rosemary Brown PS	Southwood Park PS	Southwood Park PS FI	Terry Fox PS	Vimy Ridge PS	Viola Desmond PS	Westney Heights PS	Students COMING FROM another Ajax school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA
	√	Alexander Graham Bell PS		2		1					2	7										5	1			1		1	20	3	23
√	√	Applecroft PS	1																	6			1		3			11	1	12	
√	√	Bolton C. Falby PS													1								4		3	1		9	3	12	
√	√	Cadarackque PS	1					2									1								1			5		5	
√	√	Cadarackque PS FI			2											8					2							12	1	13	
	√	Carruthers Creek PS			4										1					1			2		2			3	13		13
	√	da Vinci PS																			1					1		2	3	5	
√	√	Dr. Roberta Bondar PS							1								1								2			4	3	7	
	√	Duffin's Bay PS	2		7																		11					20		20	
	√	Eagle Ridge PS	7												3													10	3	13	
	√	Lakeside PS			1			1	1		2												4					9	0	9	
		Lester B. Pearson PS			2				2						1		3		1	2			1		2		2	5	21	6	27
√	√	Lincoln Alexander PS										2				1												3	0	3	
	√	Lincoln Avenue PS																										0	3	3	
√	√	Lord Elgin PS			6	2			1																1			10	1	11	
	√	Michaelle Jean PS FI	1									1							7							1	1	11	9	20	
√	√	Nottingham PS								1		1		1												3	1	7	1	8	
√	√	Roland Michener PS		6	3											3	2		2						2		1	19	0	19	
√	√	Romeo Dallaire PS			2				1	2					6												1	12	3	15	
		Rosemary Brown PS FI					2																					2	1	3	
	√	Southwood Park PS	1	1	7			5																				1	15	0	15
	√	Southwood Park PS FI							1												1							2	1	3	
		Terry Fox PS		3	2	1			2	3							2		1		1		2			1		18	4	22	
	√	Vimy Ridge PS	1		1														1				1					4	9	13	
√	√	Viola Desmond PS								1																		1	1	2	
	√	Westney Heights PS	1		2			1		3				5	4	1			1	4	3		1		1			27	3	30	
Students GOING TO another Ajax school, as out of area			15	12	39	4	2	9	9	10	4	11	0	6	16	13	9	0	13	13	8	5	28	0	17	8	6	10	267	59	326
Students GOING TO a different municipality, as out of area			4	1	14	3	1	5	7	1	0	8	0	4	2	10	0	0	3	1	2	51	2	0	6	8	13	7			
TOTAL NUMBER OF STUDENTS GOING AS OUT OF AREA			19	13	53	7	3	14	16	11	4	19	0	10	18	23	9	0	16	14	10	56	30	0	23	16	19	17	420		

Note: Single track French Immersion 'out of area' students are students in regular program JK/SK

Child Care	Before & After																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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** Coding not in place to distinguish Modified Program pupils. Therefore, data shows as "out of area"

Note: Single track French Immersion 'out of area' students are students in regular program JK/SK

Originating HOME SCHOOL - Students in vertical columns

should be attending vertically shown school name.

Child Care	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Adelaide McLaughlin PS	Beau Valley PS	Bobby Orr PS	Clara Hughes PS	College Hill PS	Coronation PS	David Bouchard PS	David Bouchard PS FI	Dr. CF Cannon PS	Dr. SJ Phillips PS	Elsie MacGill PS	Forest View PS	Glen Street PS	Gordon B. Attersley PS	Harmony Heights PS	Hillsdale PS	Jeanne Sauve PS FI	Kedron PS	Lakewoods PS	Mary St. Community School	Norman G. Powers PS	Northern Dancer PS	Pierre Elliot Trudeau PS	Queen Elizabeth PS	Seneca Trail	Sherwood PS	Stephen Saywell PS	Sunset Heights PS	Village Union PS	Vincent Massey PS	Walter E. Harris PS FI	Waverly PS	Woodcrest PS	Students COMING FROM another Oshawa school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA		
	√	Adelaide McLaughlin PS		2			2					3			2	1												2	1	8				1	6	28	3	31		
		Beau Valley PS										1		2		1	1	2								4		1		2					14	3	17			
	√	Bobby Orr PS				4			3	5	2			2	7						5									4					32		32			
√	√	Clara Hughes PS		1			2																							4				1		8	2	10		
√	√	College Hill PS										1			1	1						1								3				1	2	10	1	11		
	√	Coronation PS				3	3		2		4			1		5	3	5				1				1	1					5			1	35	2	37		
√	√	David Bouchard PS			1	12	1	2			2	1		1	1						3					1	4				8					37		37		
√	√	David Bouchard PS FI						1																											9	1	11	2	13	
√		Dr. CF Cannon PS	1		1										2						13															17		17		
	√	Dr. SJ Phillips PS		3				1								1		4		1		2		2		3		1		3		2		1		24	5	29		
√	√	Elsie MacGill PS																		2				2	1			8								13	1	14		
	√	Forest View PS			1	12		2				3					1														1					20	1	21		
√		Glen Street PS																																			0		0	
√		Gordon B. Attersley PS			1						1	1			2			1				1				3					1				1	12	7	19		
		Harmony Heights PS	1			1		5			1	1	2	3		12												1	1			2			1	31	1	32		
		Hillsdale PS							3			1				1										2		1								8	2	10		
	√	Jeanne Sauve PS FI						2								1																				3	0	3		
√	√	Kedron PS														2							2	1		2		2							1		10	3	13	
√	√	Lakewoods PS			5		2				12				2							1								2	1				2		27	1	28	
		Mary St. Community School				1			1									1												3	3				1		10	1	11	
	√	Norman G. Powers PS											3	2		3										3		7								18	3	21		
√	√	Northern Dancer PS										7								1								1	3			1				13	15	28		
	√	Pierre Elliot Trudeau PS														3	1																				4	1	5	
√	√	Queen Elizabeth PS		1							2	4			1														1	4						2		15	0	15
	√	Seneca Trail PS											1							1			1	1	2				1								7	12	19	
	√	Sherwood PS																																			0	5	5	
√	√	Stephen Saywell PS	8															1												1					1	7	18	0	18	
	√	Sunset Heights PS															1			2					1	2	2									1		9	0	9
		Village Union PS				4	7					1		1	2								1				1			1						1	19	4	23	
	√	Vincent Massey PS				3						1		2				1									2		1								10	1	11	
	√	Walter E. Harris PS FI				2																	2						1								5	0	5	
√	√	Waverly PS				1	6							1							1									1	6						5	21	1	22
	√	Woodcrest PS	1		1		1	1	1			2	1			2						2					2				4			1		19	12	31		
		Students GOING TO another Oshawa school, as out of area	11	7	10	43	24	14	7	3	27	29	7	15	20	33	7	15	0	7	22	8	6	7	9	26	8	18	7	16	45	10	0	21	26	508	89	597		
		Students GOING TO a different municipality, as out of area	9	1	4	4	2	2	4	0	6	15	4	7	1	6	1	5	0	11	2	3	2	22	3	9	0	0	0	1	8	2	0	4	10					
		TOTAL NUMBER OF STUDENTS GOING OUT OF AREA	20	8	14	47	26	16	11	3	33	44	11	22	21	39	8	20	0	18	24	11	8	29	12	35	8	18	7	17	53	12	0	25	36	656				

Note: Single track French Immersion 'out of area' students are students in regular program JK/SK

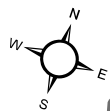
			Originating HOME SCHOOL - Students in vertical columns should be attending vertically shown school name																		
			Township of Uxbridge					Township of Scugog					Township of Brock								
Child Care	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Goodwood PS	Joseph Gould PS	Quaker Village PS	Scott Central PS	Uxbridge PS FI	Cartwright Central PS	Greenbank PS	Prince Albert PS	RH Cornish PS	RH Cornish PS FI	SA Cawker PS	Beaverton PS	McCaskill's Mills PS	McCaskill's Mills PS FI	Sunderland PS	Thorah Central PS	Students COMING FROM another NORTH school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA
	√	Goodwood PS																	0	0	0
√	√	Joseph Gould PS	6		13	6				1							4		30	4	34
	√	Quaker Village PS	3	5													2	1	11	1	12
	√	Scott Central PS		1	3												5	1	10	0	10
√	√	Uxbridge PS FI								2							6		8	0	8
	√	Cartwright Central PS																	0	0	0
	√	Greenbank PS															2		2	0	2
	√	Prince Albert PS									5		1						6	7	13
√	√	RH Cornish PS						5		1			6						12	0	12
√	√	RH Cornish PS FI															2		2	0	2
√	√	SA Cawker PS						1	3	1	9				1				15	11	26
√	√	Beaverton PS			1												1	20	22	3	25
√	√	McCaskill's Mills PS								1				4			3	8	16		16
√	√	MCCaskill's Mills PS FI																	0	0	0
√	√	Sunderland PS		4						1					3			1	9	0	9
		Thorah Central PS												5					5	0	5
			9	10	17	6	0	6	3	7	14	0	7	9	4	0	25	31	148	26	174
			1	5	1	0	0	1	1	7	0	0	3	2	1	0	14	2			
			10	15	18	6	0	7	4	14	14	0	10	11	5	0	39	33	186		

Note: Single track French Immersion 'out of area' students are students in regular program JK/SK

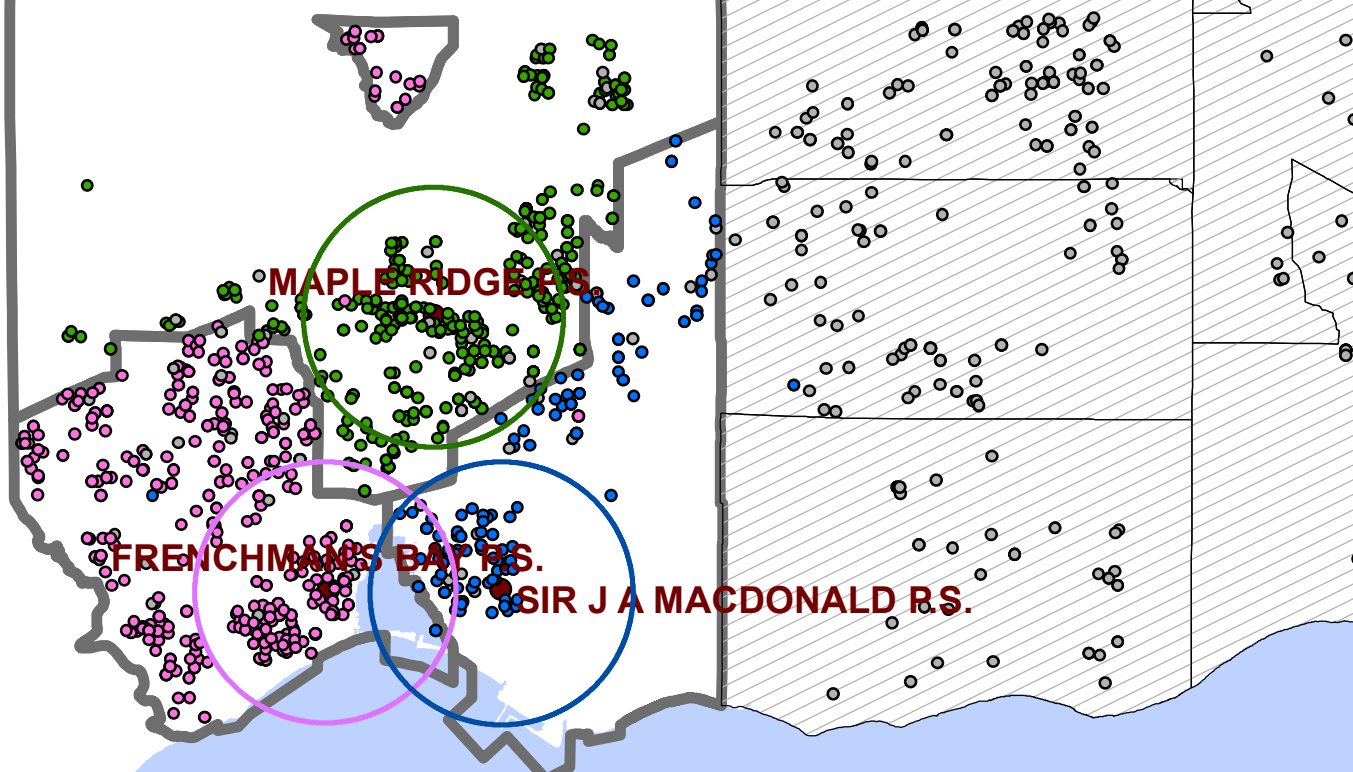
Durham District School Board - Movement of Secondary Students, as of October 2021
SECONDARY DATA

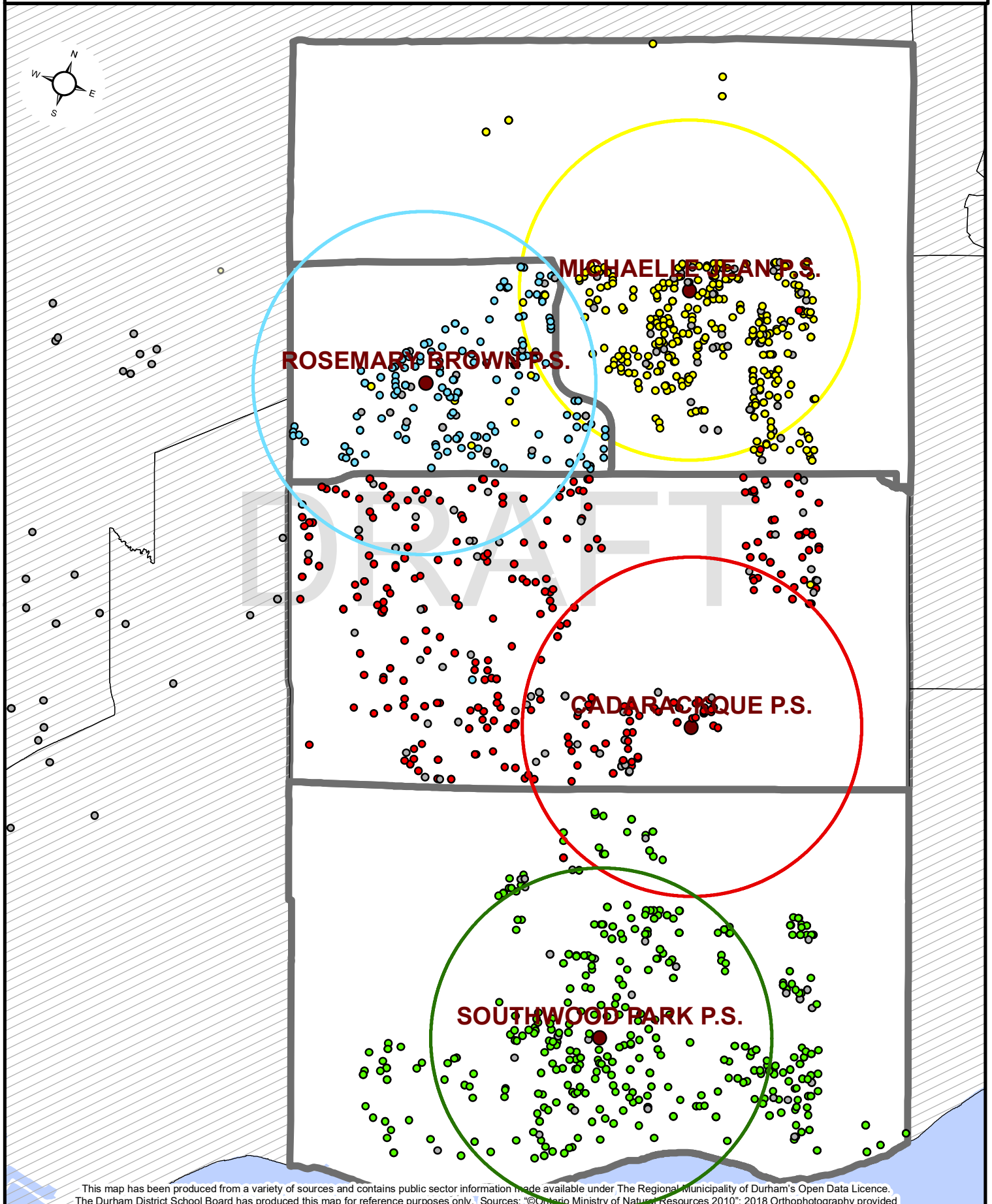
Regular Track IN CLASS		Originating HOME SCHOOL-Students in vertical columns should be attending vertically shown school name.																		Students COMING FROM another school in the same municipality, as out of area	TOTAL NUMBER OF SECONDARY STUDENTS COMING AS OUT OF AREA
Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".		Ajax HS	Anderson CVI	Brock HS	Brooklin HS	Donald A. Wilson SS	Dunbarton HS	Eastdale CVI	GL Roberts CVI	Henry Street HS	J. Clarke Richardson Col.	Maxwell Heights SS	O'Neill CVI	Pickering HS	Pine Ridge SS	Port Perry HS	RS McLaughlin CVI	Sinclair SS	Uxbridge SS		
Ajax HS	In Class							4			48		1	7	4		2	1		55	79
Ajax HS	Virtual						1	1		1	7			1			1			8	
Anderson CVI	In Class	1		1	4	14		8	2	32	4		1	1	1		3	24		74	101
Anderson CVI	Virtual				1	1				2				1				1		5	
Brock HS	In Class															2				0	2
Brock HS	Virtual																			0	
Brooklin HS	In Class					2				2		2	2	1	1			3	1	7	15
Brooklin HS	Virtual												1							0	
Donald A. Wilson SS	In Class		7		5				1	6	3	2	2	1	1			10	1	28	43
Donald A. Wilson SS	Virtual											1						3		3	
Dunbarton HS	In Class	1								2	10	2		3	48			1	2	48	75
Dunbarton HS	Virtual													1	5					5	
Eastdale CVI	In Class	1				1			11			22	20			1	9	2		62	75
Eastdale CVI	Virtual		2								1	2	2				1			5	
GL Roberts CVI	In Class		1					16				1	10				15			42	49
GL Roberts CVI	Virtual							4									2			6	
Henry Street HS	In Class	4	16		3	15		2	1		1	5	3			2	3	11		45	76
Henry Street HS	Virtual		3			2					3							2		7	
J. Clarke Richardson Col.	In Class	24	2		1	1	4	1	2	2				19	4		1			43	77
J. Clarke Richardson Col.	Virtual	4											1	10				1		14	
Maxwell Heights SS	In Class							6	1	1	1		56				11			74	96
Maxwell Heights SS	Virtual												15			2	3			18	
O'Neill CVI *	In Class	7	5	1	16	5	2	46	19	17	6	54		6	2	4	41	16	3	160	260
O'Neill CVI *	Virtual							5	1		1						2		1	8	
Pickering HS	In Class	22			1		15			2	59				21	1		1	3	81	137
Pickering HS	Virtual	2				1					7				1				1	9	
Pine Ridge SS	In Class	1	1		1		7	1		2	10	1		7				3		7	44
Pine Ridge SS	Virtual						5				4			1						5	
Port Perry HS	In Class			9								1							1	10	13
Port Perry HS	Virtual			1														1		2	
RS McLaughlin CVI	In Class		1		1			18	9	1		25	28	1				1		80	104
RS McLaughlin CVI	Virtual		1					5	2	1		4	6							17	
Sinclair SS	In Class	1	3		1	16		2			1	5		1			2			20	35
Sinclair SS	Virtual		1									2								1	
Uxbridge SS	In Class			17	2		1				1					11				28	32
Uxbridge SS	Virtual																			0	
Students GOING TO another Secondary School, as out of area		68	43	29	36	58	35	119	49	71	167	129	148	61	88	23	96	80	14	977	1,313

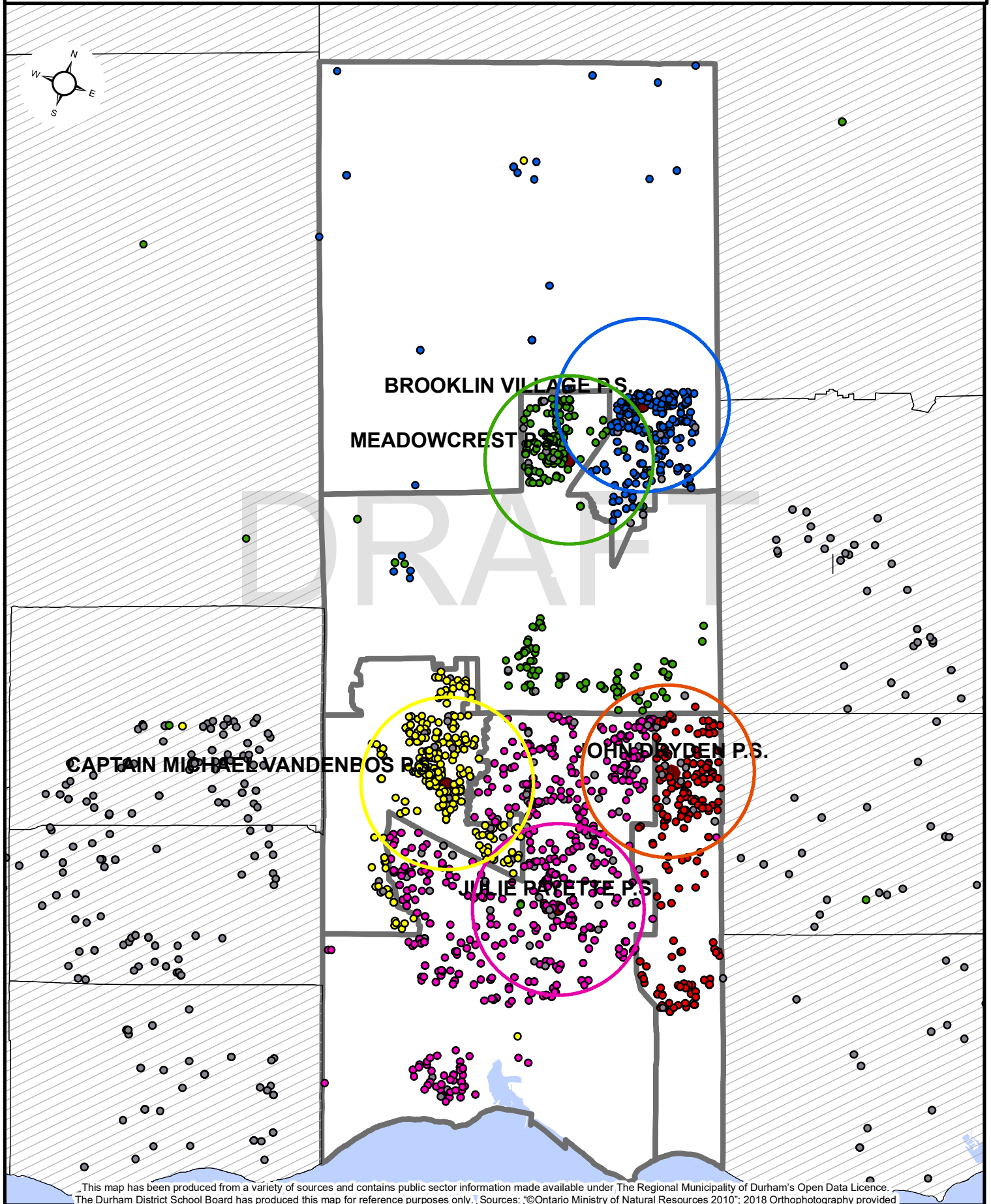
* Performing Arts program

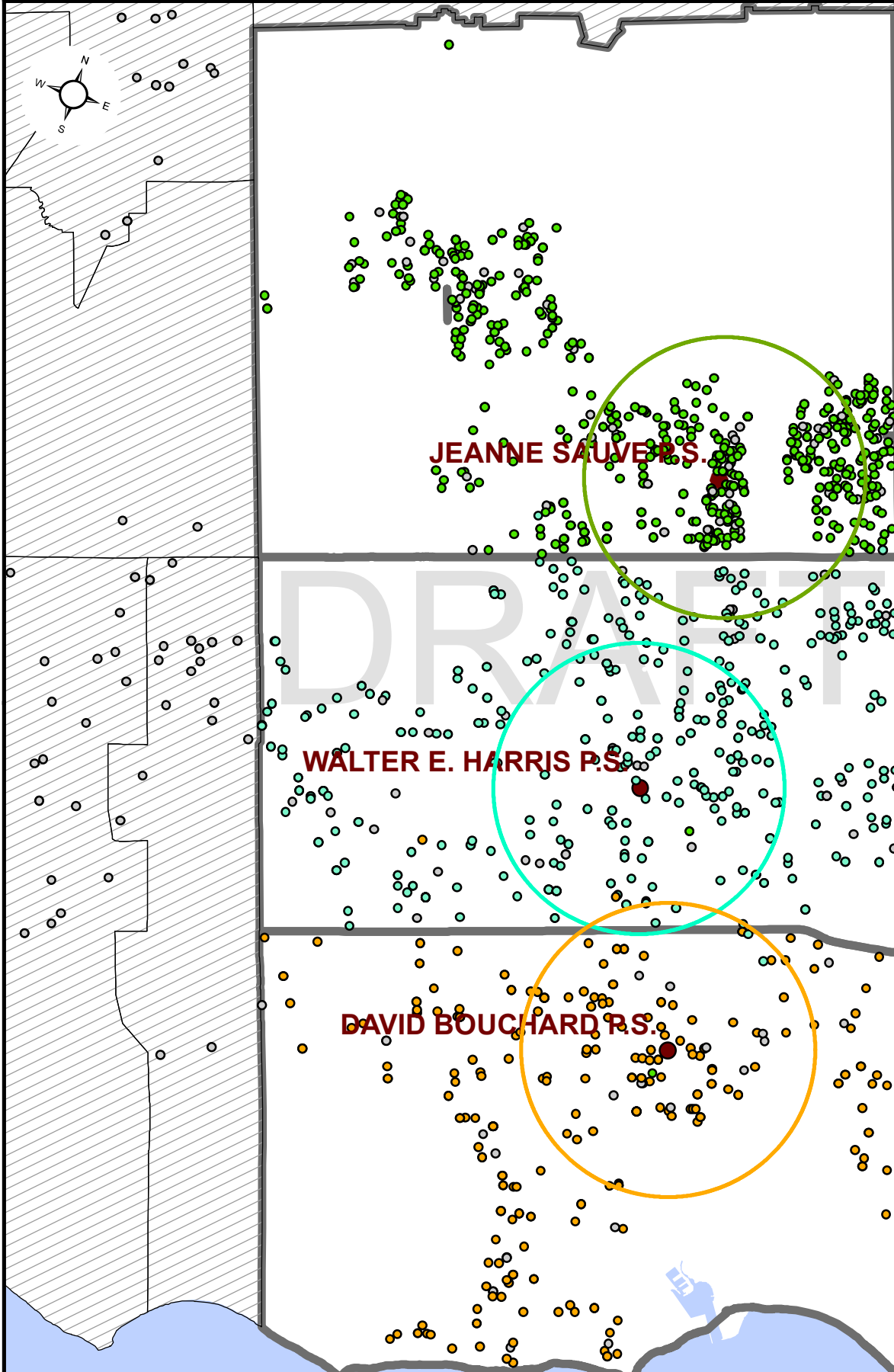


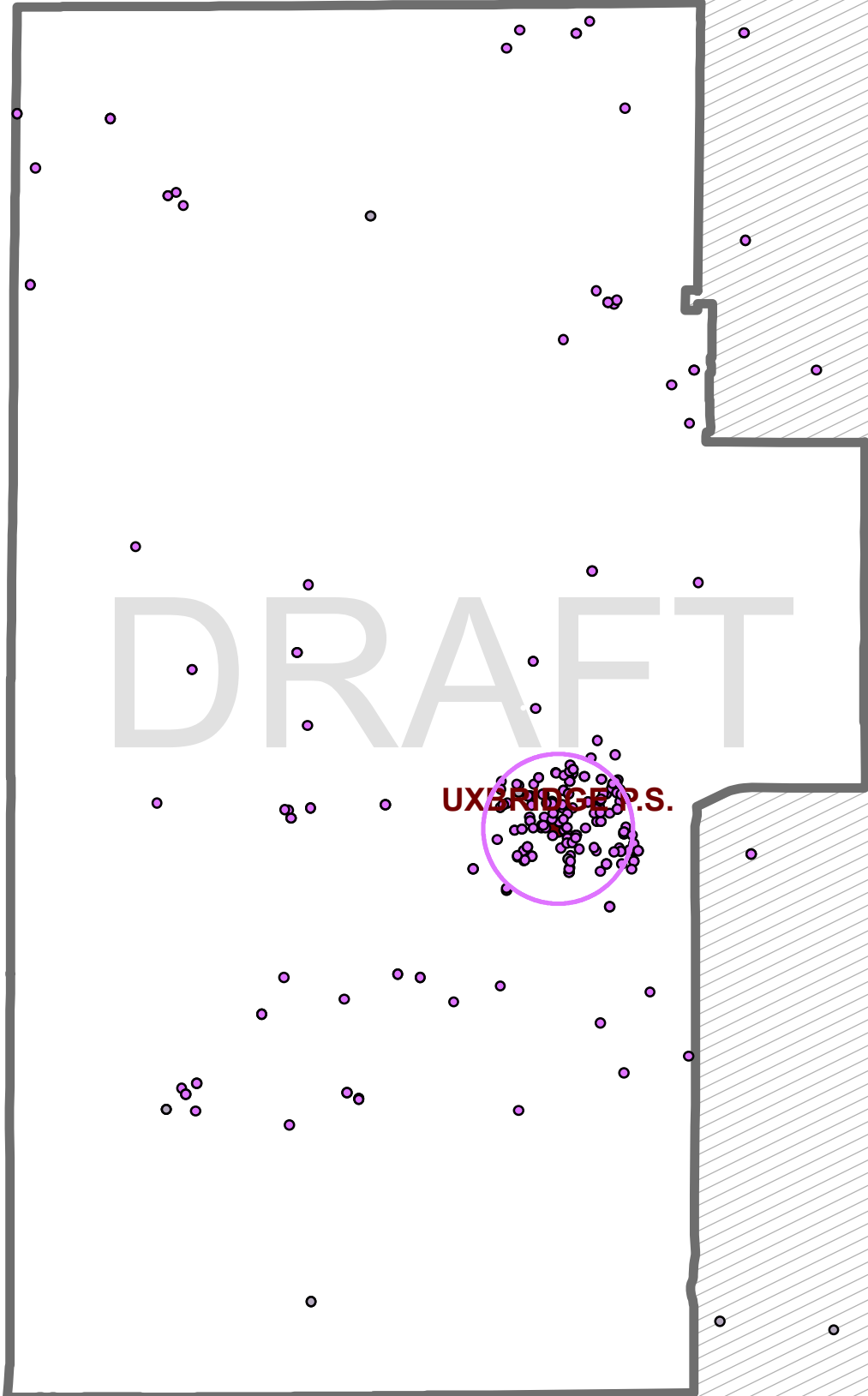
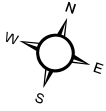
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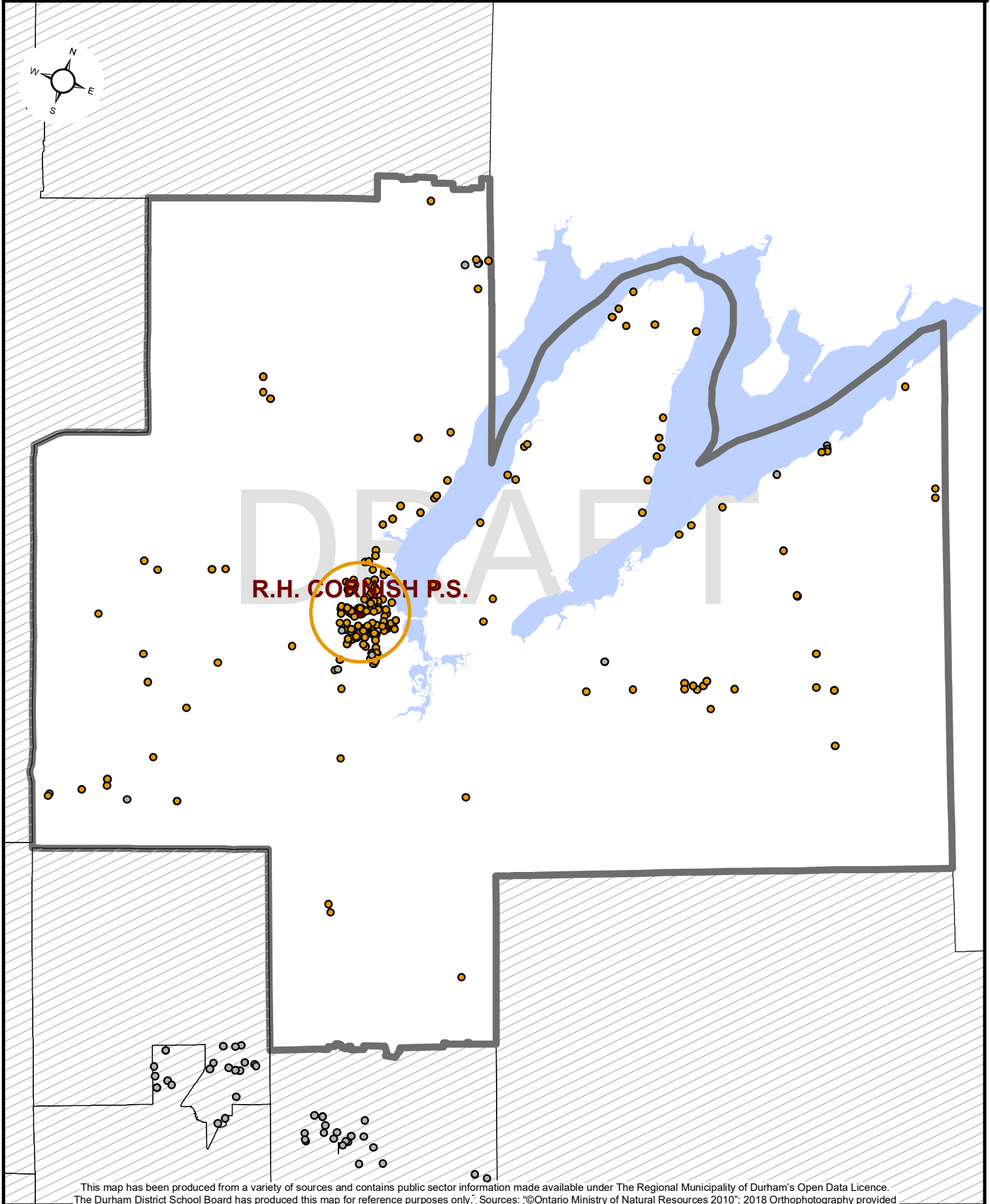








Township of Scugog Elementary French Immersion Boundary October 2021 Student Data

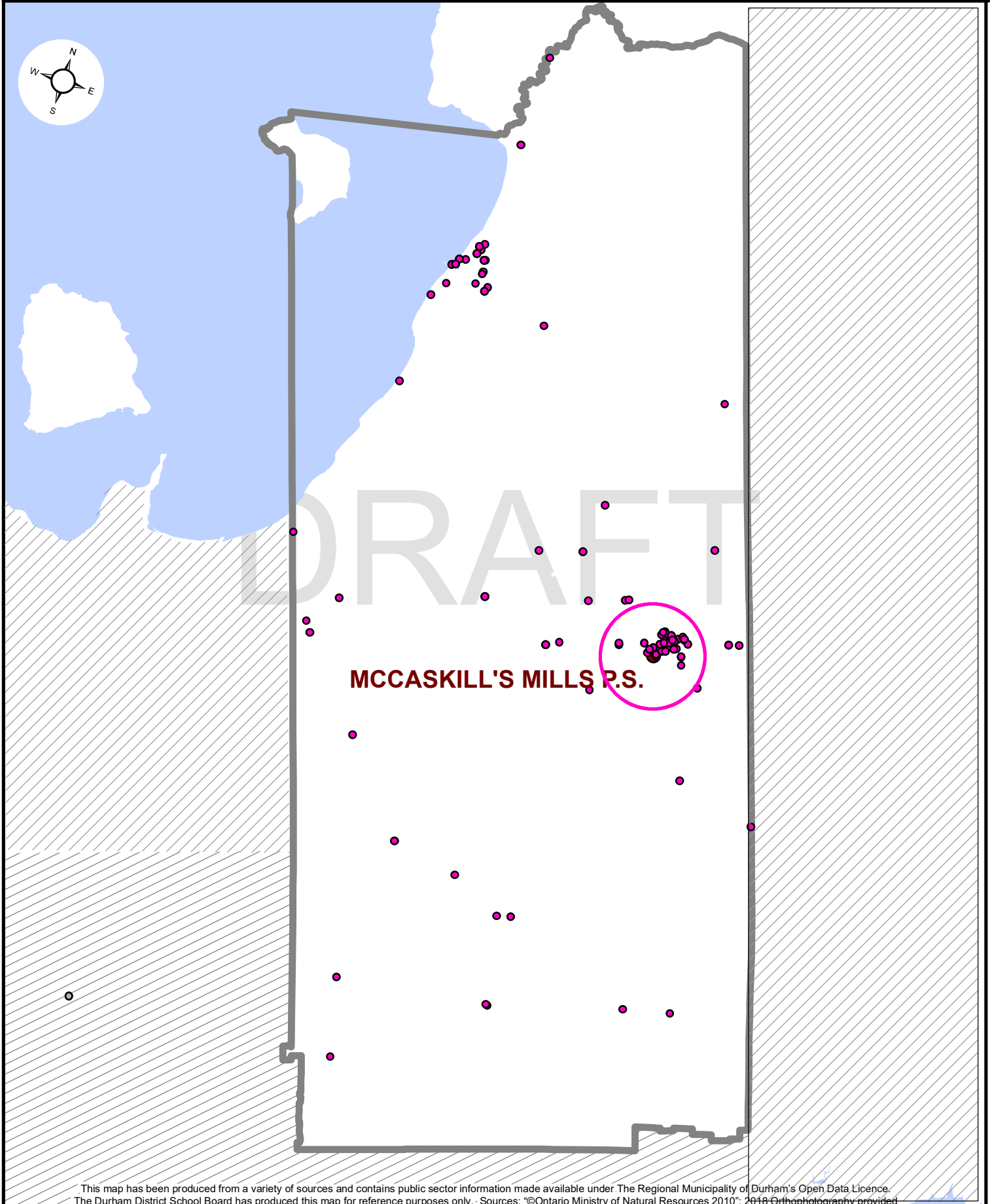


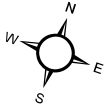


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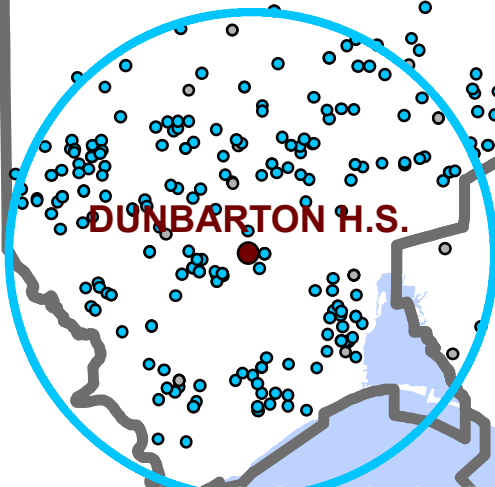
Township of Brock Elementary French Immersion Boundary October 2021 Student Data

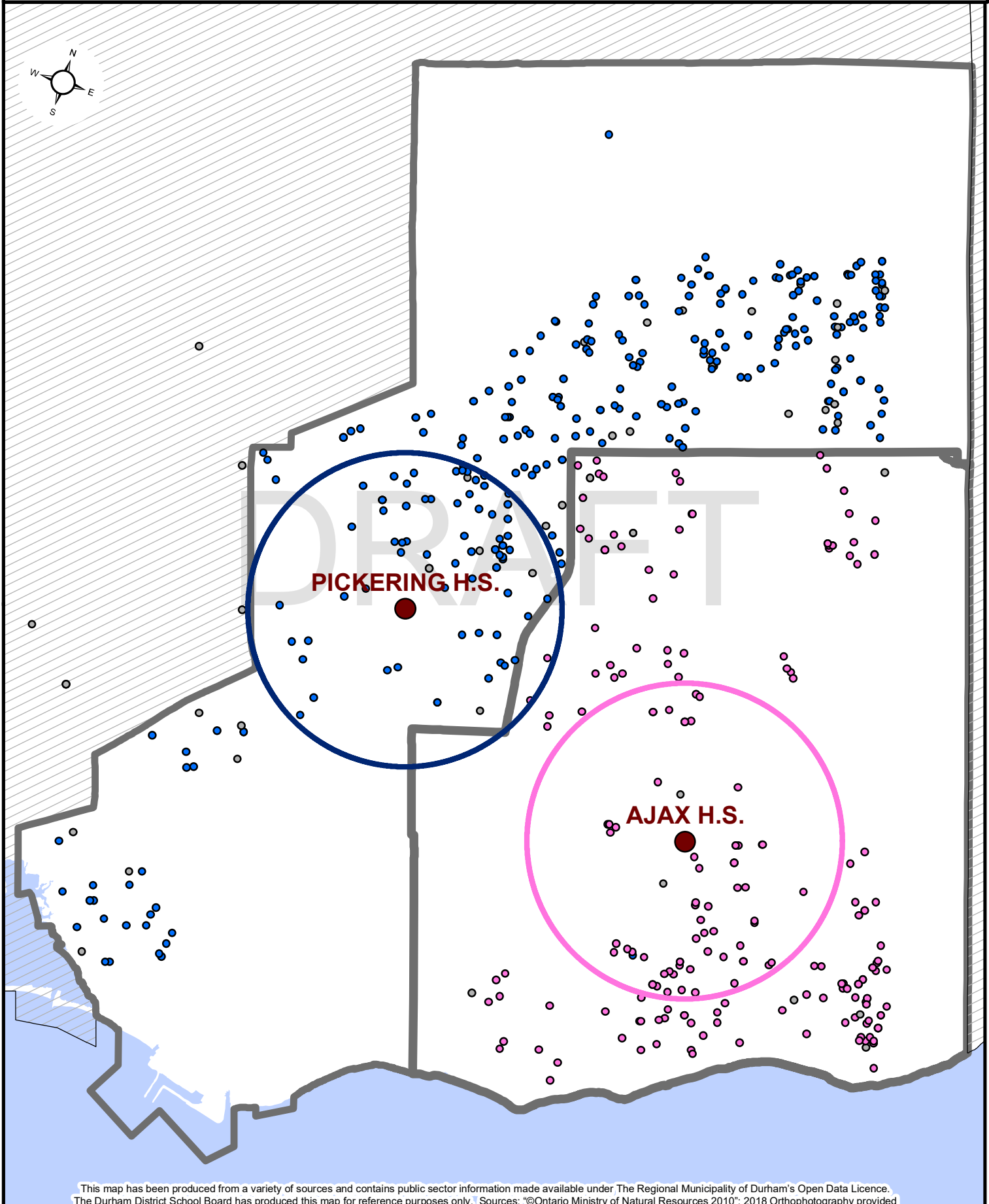
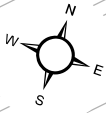
APPENDIX E. Page 7 of 7

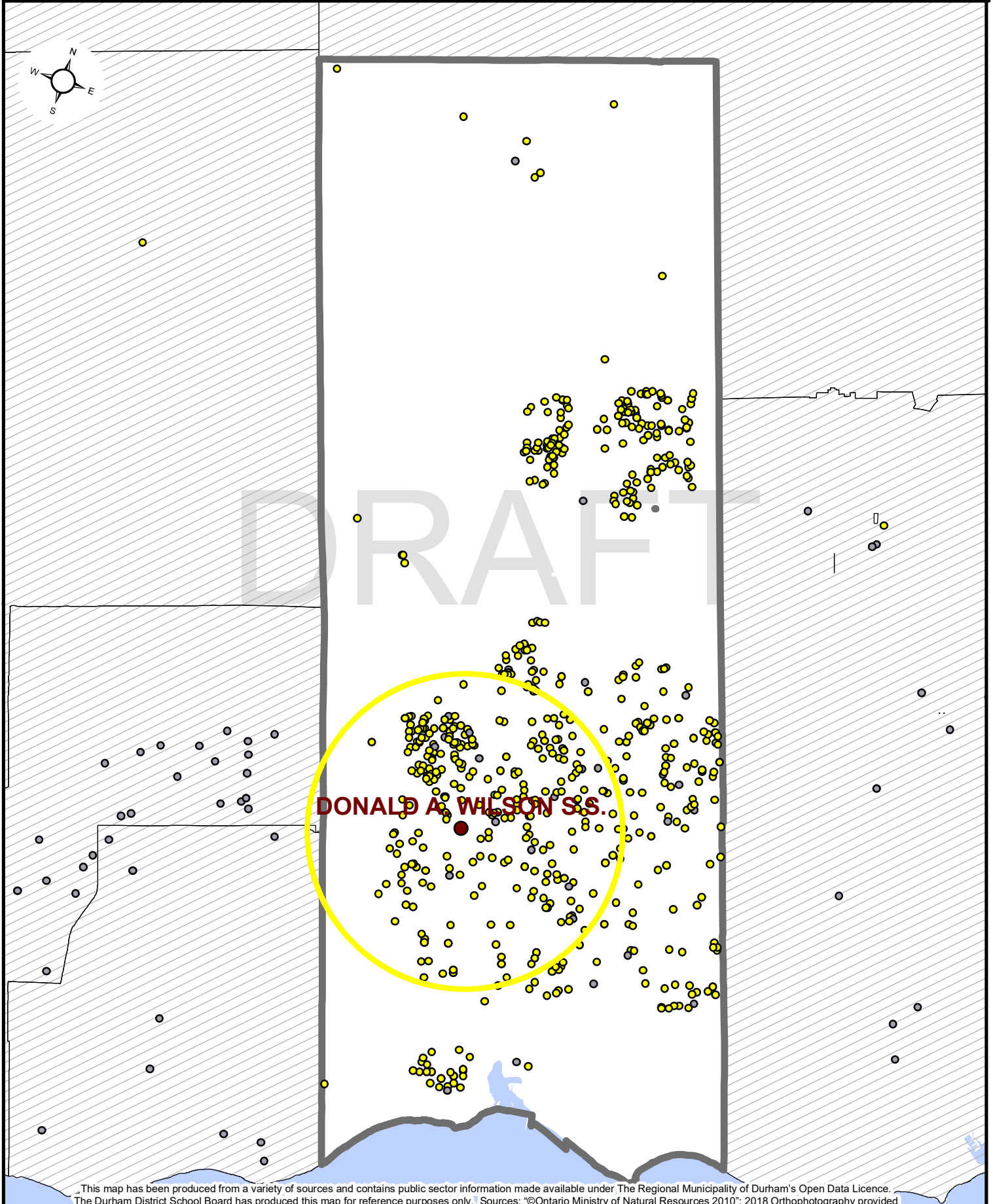


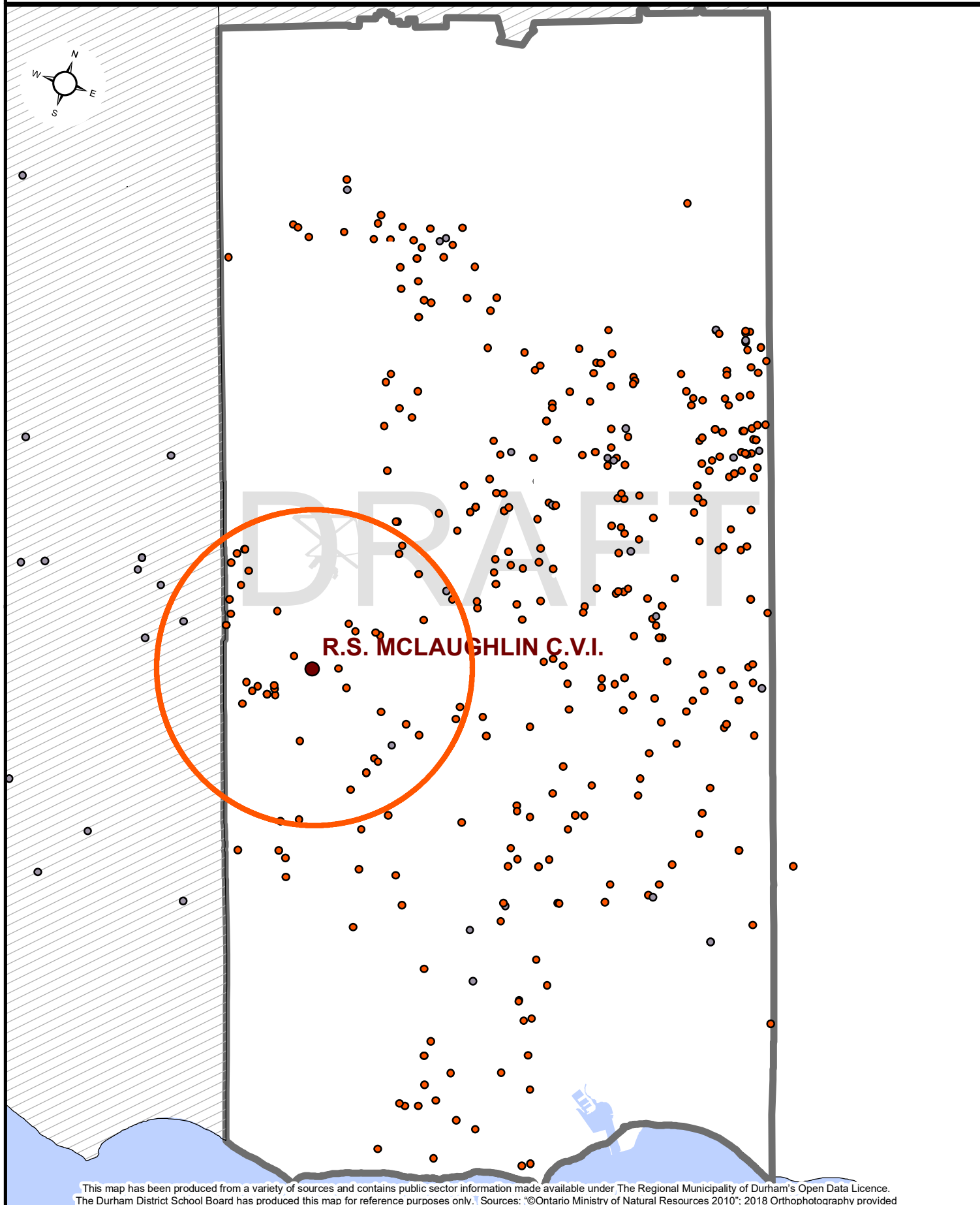


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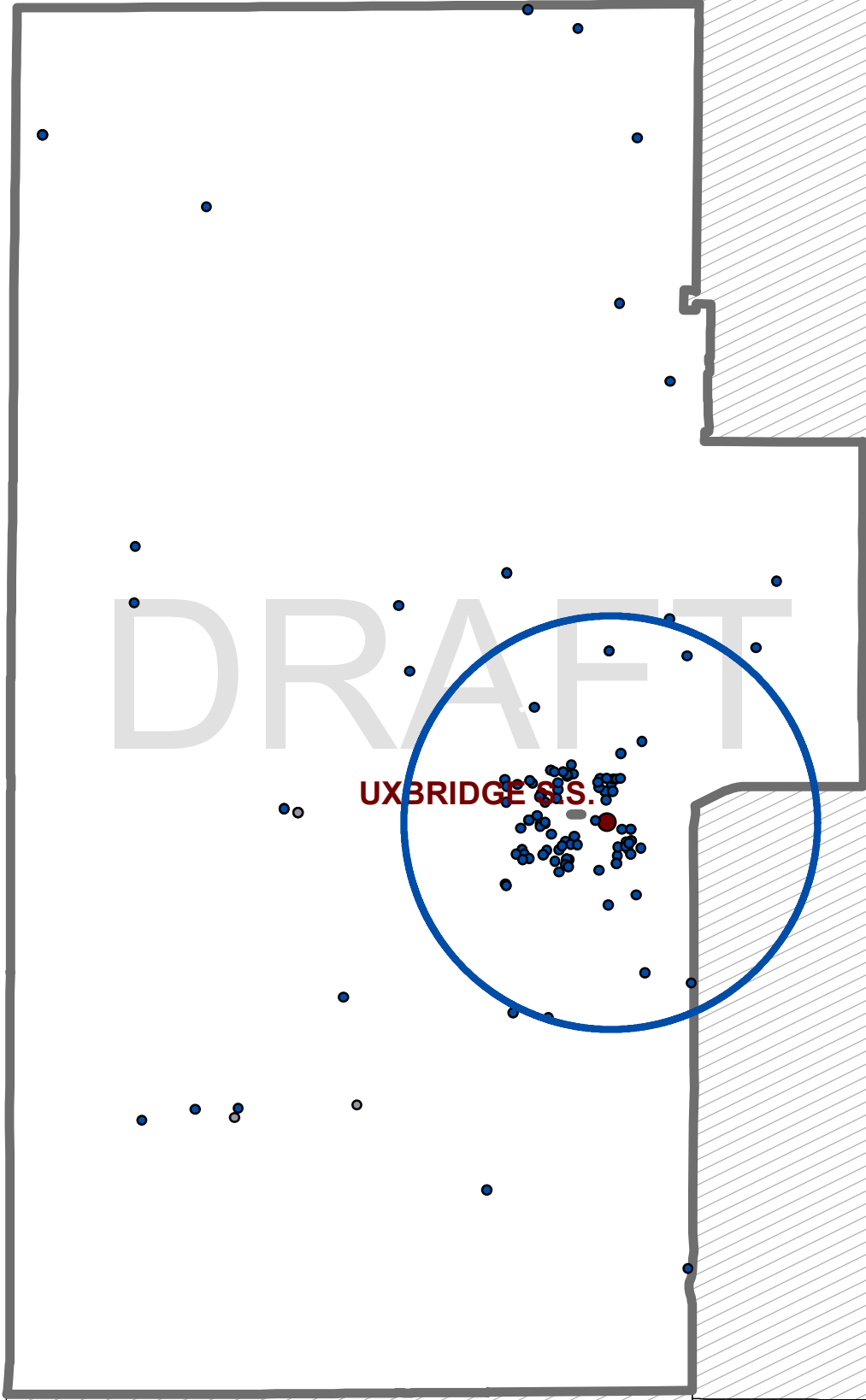
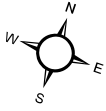


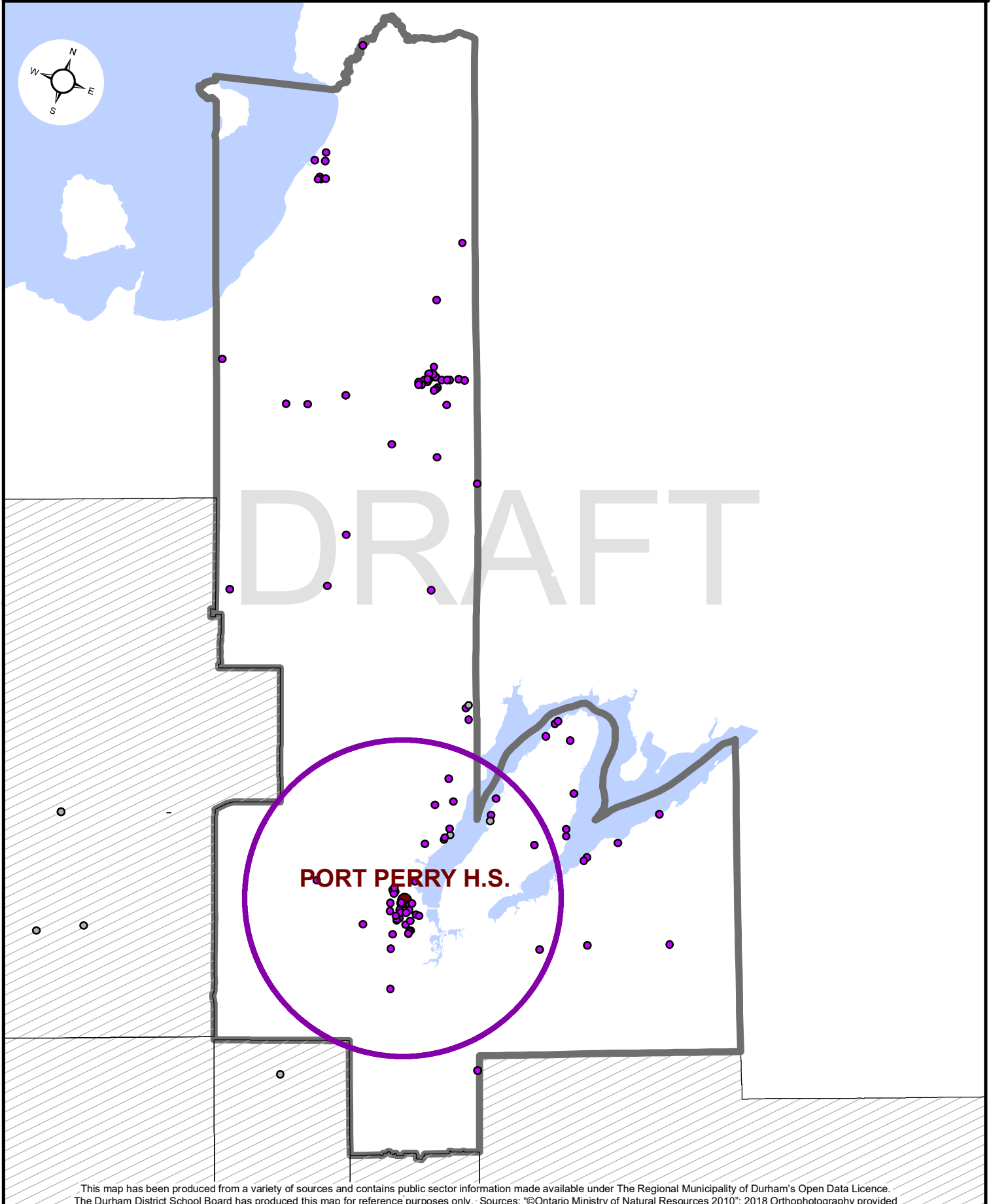


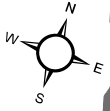




Township of Uxbridge Secondary French Immersion Boundary October 2021 Student Data

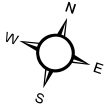






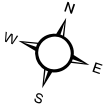
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WILLIAM DUNBAR P.S.

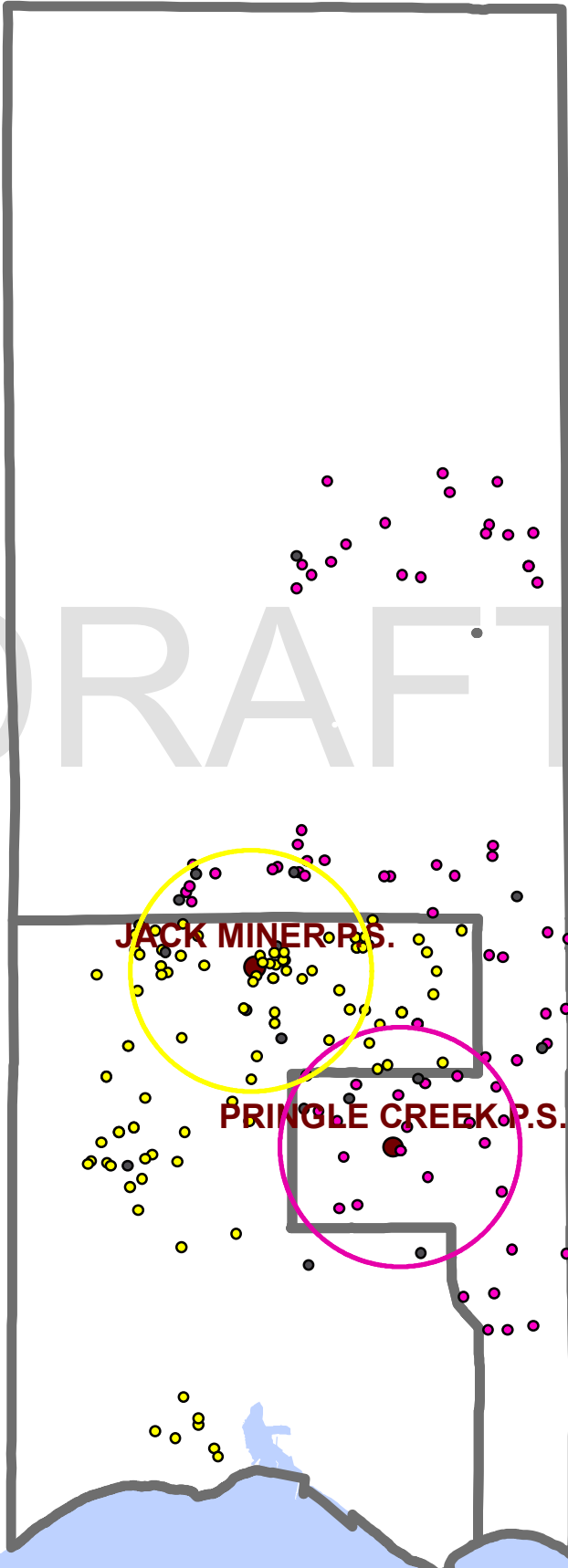


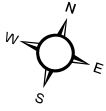
ALEXANDER GRAHAM BELL P.S.

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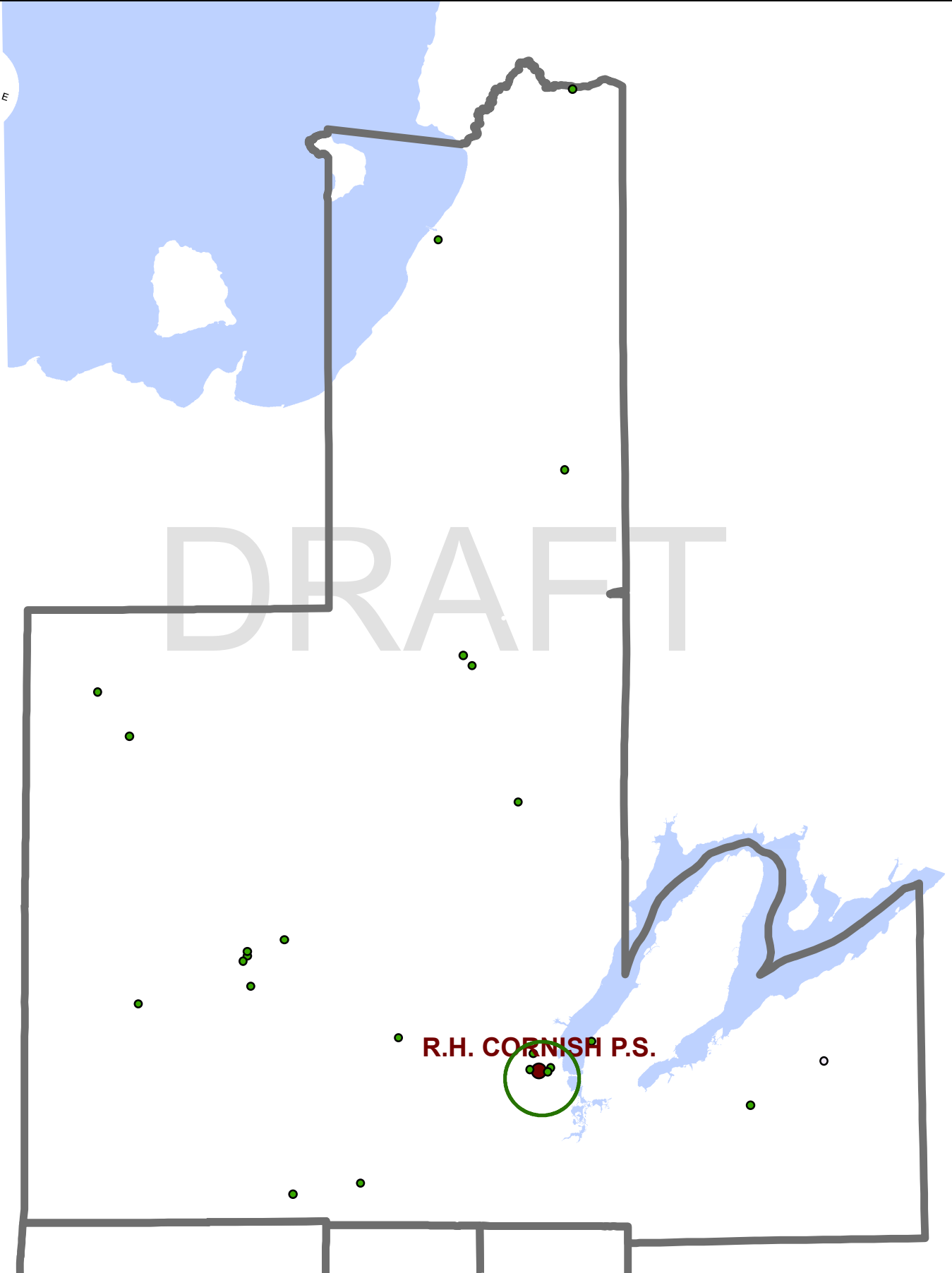
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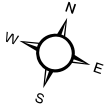




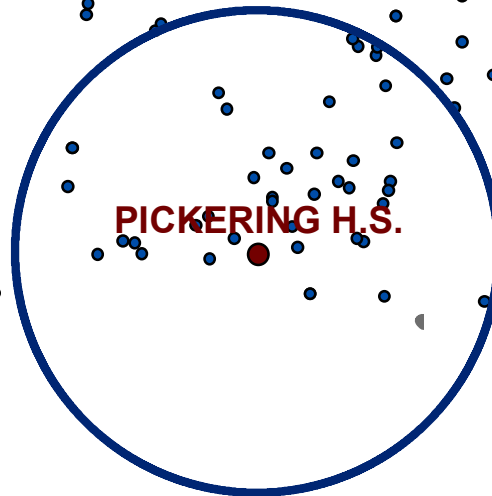
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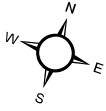
CORONATION P.S.





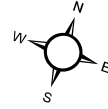
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ANDERSON C.V.I.



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O'NEILL CVI



DRAFT

PORT PERRY H.S.

Appendix I - School Facility Condition Data

5 Year Live FCI - VFA Export

May 9, 2022

Asset - Asset Name	Asset - FCI	Asset - Replacement	Asset - OTG Asset - Use	Asset - Size	Asset - Status
Beaverton PS, Building ID 5399-B01	92.33%	\$ 4,397,360	144 Elementary Sc	2248	Open
Durham Alternative SS (DASS - Oshawa), Building ID 8577-B01	62.44%	\$ 10,065,013	471 Elementary Sc	16695	Open
R H Cornish PS, Building ID 6482-B01	58.57%	\$ 13,418,872	639 Elementary Sc	5927	Open
Brock HS, Building ID 8141-B01	58.16%	\$ 17,792,383	609 Secondary Sch	8688	Open
Mary Street Community S, Building ID 6254-B01	56.89%	\$ 2,901,879	0 Elementary Sc	1452	Open
Sunderland PS, Building ID 6747-B01	51.47%	\$ 7,906,779	312 Elementary Sc	3531	Open
Forest View PS - Holding School (Old Athabasca P.S.), Building ID 5361-B01	49.49%	\$ 6,978,650	0 Elementary Sc	2588	Holding
Harmony Heights PS, Building ID 5964-B01	49.40%	\$ 7,414,038	317 Elementary Sc	3600	Open
Glen Street PS, Building ID 5889-B01	48.48%	\$ 10,237,355	472 Elementary Sc	5084	Open
Dunbarton HS, Building ID 6938-B01	48.39%	\$ 34,768,456	1302 Secondary Sch	19233	Open
Uxbridge PS, Building ID 6804-B01	47.44%	\$ 10,127,349	466 Elementary Sc	3837	Open
C E Broughton PS, Building ID 5478-B02	46.46%	\$ 8,379,150	354 Elementary Sc	4405	Open
Fallingbrook PS, Building ID 10256-B01	45.23%	\$ 9,146,819	426 Elementary Sc	4506	Open
Vaughan Willard PS, Building ID 6814-B01	44.48%	\$ 8,606,180	328 Elementary Sc	3471	Open
William Dunbar PS, Building ID 6915-B01	44.40%	\$ 10,291,315	495 Elementary Sc	4558	Open
Sherwood PS, Building ID 11012-B01	43.33%	\$ 9,827,176	467 Elementary Sc	5074	Open
Colonel J E Farewell PS, Building ID 5610-B01	42.82%	\$ 10,983,899	524 Elementary Sc	4618	Open
Pine Ridge SS, Building ID 8339-B01	42.33%	\$ 39,490,651	1533 Secondary Sch	20560	Open
Lakewoods PS, Building ID 5574-B01	42.13%	\$ 10,377,676	504 Elementary Sc	5337	Open
Elizabeth B Phin P.S., Building ID 6624-B01	41.91%	\$ 8,719,063	400 Elementary Sc	4046	Open
R S McLaughlin C & VI, Building ID 5314-B02	41.53%	\$ 28,952,745	1089 Secondary Sch	13396	Open
Walter E Harris PS, Building ID 5546-B01	41.46%	\$ 8,898,094	443 Elementary Sc	3964	Open
Fairport Beach PS, Building ID 5810-B01	40.82%	\$ 7,429,098	328 Elementary Sc	2374	Open
Eastdale C & VI, Building ID 5186-B02	40.57%	\$ 29,069,911	1173 Secondary Sch	15944	Open
Dr Roberta Bondar PS, Building ID 5707-B01	39.84%	\$ 8,571,938	305 Elementary Sc	4680	Open
Thorah Central PS, Building ID 5560-B01	39.49%	\$ 5,797,961	230 Elementary Sc	2379	Open
Valley Farm, Building ID 6811-B01	39.38%	\$ 14,316,127	628 Elementary Sc	6124	Open
Ajax HS, Building ID 8111-B01	39.05%	\$ 37,950,542	1383 Secondary Sch	20276	Open
ACEC - EA Lovell School (DCE), Building ID 5734-B01	39.04%	\$ 6,187,434	168 Secondary Sch	4333	Open
Dr Robert Thornton PS, Building ID 5706-B01	38.94%	\$ 9,112,792	443 Elementary Sc	3955	Open
Dr S J Phillips PS, Building ID 5708-B01	38.77%	\$ 9,903,992	452 Elementary Sc	4027	Open
Valley View PS, Building ID 6808-B01	38.76%	\$ 4,911,994	167 Elementary Sc	1739	Open
Scott Central PS, Building ID 6651-B01	37.97%	\$ 7,030,100	305 Elementary Sc	3272	Open
Lincoln Alexander PS, Building ID 6168-B01	37.66%	\$ 10,052,224	412 Elementary Sc	5795	Open
Beau Valley PS, Building ID 5398-B01	37.63%	\$ 6,001,108	236 Elementary Sc	2491	Open
Coronation PS, Building ID 5635-B01	37.59%	\$ 8,752,116	423 Elementary Sc	3751	Open
Sunset Heights PS, Building ID 6752-B01	37.47%	\$ 8,234,652	380 Elementary Sc	3464	Open
Woodcrest PS, Building ID 6934-B01	37.31%	\$ 7,030,100	305 Elementary Sc	2400	Open
Earl A Fairman PS, Building ID 5732-B01	37.01%	\$ 6,052,165	256 Elementary Sc	2198	Open
Kedron PS, Building ID 5638-B01	36.99%	\$ 6,898,378	262 Elementary Sc	2749	Open
Goodwood PS, Building ID 6805-B01	36.99%	\$ 5,880,719	213 Elementary Sc	2149	Open
Cartwright Central PS, Building ID 5550-B01	36.93%	\$ 9,330,703	446 Elementary Sc	4296	Open
Henry Street HS, Building ID 8245-B01	36.61%	\$ 27,500,999	921 Secondary Sch	13467	Open
Bolton C Falby PS, Building ID 8111-B02	36.43%	\$ 17,214,164	712 Elementary Sc	10385	Open
Glengrove PS, Building ID 5894-B01	35.28%	\$ 8,234,652	380 Elementary Sc	3467	Open
Anderson C & VI, Building ID 5478-B01	35.16%	\$ 26,961,725	1005 Secondary Sch	13026	Open
Greenbank PS, Building ID 6565-B01	34.89%	\$ 3,591,801	141 Elementary Sc	1531	Open
Claremont PS, Building ID 6456-B01	34.83%	\$ 6,831,476	187 Elementary Sc	2522	Open
Prince Albert PS, Building ID 6564-B01	34.21%	\$ 6,377,803	251 Elementary Sc	2382	Open
Meadowcrest PS, Building ID 6271-B01	34.09%	\$ 6,671,429	285 Elementary Sc	2501	Open
College Hill PS, Building ID 5613-B01	33.98%	\$ 5,788,865	225 Elementary Sc	2195	Open
Roland Michener, Building ID 6605-B01	33.95%	\$ 7,303,515	248 Elementary Sc	3541	Open
Westney Heights PS, Building ID 6881-B01	33.15%	\$ 9,373,733	464 Elementary Sc	5438	Open
Adelaide McLaughlin PS, Building ID 5314-B01	32.65%	\$ 8,333,207	397 Elementary Sc	3977	Open
Terry Fox P.S., Building ID 10478-B01	32.43%	\$ 7,856,455	349 Elementary Sc	4570	Open
Hillsdale PS, Building ID 6007-B01	32.20%	\$ 6,156,571	233 Elementary Sc	2096	Open
Dr CF Cannon PS, Building ID 6133-B01	32.14%	\$ 14,187,862	676 Elementary Sc	5503	Open
Sir John A Macdonald PS, Building ID 6681-B01	32.02%	\$ 10,039,490	489 Elementary Sc	3881	Open
Lord Elgin PS, Building ID 6185-B01	31.89%	\$ 6,374,398	282 Elementary Sc	3156	Open
Lakeside PS, Building ID 6139-B01	31.59%	\$ 9,903,992	397 Elementary Sc	5101	Open
Bayview Heights PS, Building ID 5392-B01	31.51%	\$ 11,286,662	587 Elementary Sc	4538	Open
Waverly PS, Building ID 6869-B01	31.34%	\$ 10,262,966	354 Elementary Sc	4084	Open
Maple Ridge, Building ID 6208-B01	31.20%	\$ 10,106,439	441 Elementary Sc	4793	Open
Applecroft PS, Building ID 5349-B01	30.34%	\$ 8,243,048	308 Elementary Sc	3667	Open
Gandatsetiagon PS, Building ID 5866-B01	29.91%	\$ 9,057,616	403 Elementary Sc	3783	Open
Julie Payette PS, Building ID 12261-B01	29.70%	\$ 13,230,914	668 Elementary Sc	6132	Open
Bellwood PS, Building ID 5410-B01	29.61%	\$ 8,234,652	380 Elementary Sc	3934	Open

Captain Michael Vandenbos P.S., Building ID 10399-B01	29.54%	\$	12,785,927	619 Elementary Sc	5661 Open
Queen Elizabeth PS, Building ID 6537-B01	28.76%	\$	9,150,877	427 Elementary Sc	6006 Open
S A Cawker PS, Building ID 6669-B01	28.73%	\$	10,324,600	487 Elementary Sc	4684 Open
Joseph Gould PS, Building ID 6082-B01	28.59%	\$	12,558,543	541 Elementary Sc	4859 Open
Rosebank Road PS, Building ID 6613-B01	28.25%	\$	5,268,202	190 Elementary Sc	1452 Open
Cadarackue PS, Building ID 5481-B01	28.22%	\$	12,585,471	570 Elementary Sc	5416 Open
Frenchmans Bay PS, Building ID 5859-B01	27.94%	\$	13,811,663	650 Elementary Sc	5180 Open
Pringle Creek PS, Building ID 6520-B01	27.73%	\$	11,557,857	564 Elementary Sc	4825 Open
Dunbarton HS - South Campus, Building ID 6938-B02	27.52%	\$	13,336,273	420 Secondary Sc	3641 Open
Southwood Park PS, Building ID 6711-B01	26.40%	\$	13,074,688	639 Elementary Sc	5636 Open
Duffin's Bay PS, Building ID 5320-B01	26.18%	\$	8,333,207	397 Elementary Sc	3790 Open
Gordon B Attersley PS, Building ID 10257-B01	25.15%	\$	10,557,238	481 Elementary Sc	5214 Open
Pierre Elliot Trudeau P.S., Building ID 10477-B01	25.01%	\$	10,917,003	495 Elementary Sc	4802 Open
Ormiston PS, Building ID 6408-B01	24.67%	\$	10,878,088	472 Elementary Sc	4929 Open
Lincoln Avenue PS, Building ID 6167-B01	24.24%	\$	7,030,100	305 Elementary Sc	2808 Open
Vincent Massey PS, Building ID 5186-B01	24.06%	\$	9,280,052	441 Elementary Sc	4063 Open
Uxbridge SS, Building ID 8408-B01	24.03%	\$	35,410,289	1311 Secondary Sc	18428 Open
Stephen G Saywell PS, Building ID 6732-B01	23.85%	\$	9,260,585	389 Elementary Sc	4264 Open
Sinclair SS, Building ID 8367-B01	23.48%	\$	69,243,785	1248 Secondary Sc	33518 Open
Highbush PS, Building ID 5934-B01	23.45%	\$	14,487,145	610 Elementary Sc	6113 Open
Quaker Village PS, Building ID 10258-B01	22.33%	\$	8,798,485	409 Elementary Sc	4510 Open
Glen Dhu PS, Building ID 5877-B01	21.95%	\$	12,212,241	527 Elementary Sc	5620 Open
Westcreek PS, Building ID 10259-B01	21.79%	\$	9,129,814	426 Elementary Sc	4550 Open
Bobby Orr PS, Building ID 11117-B01	21.62%	\$	8,851,399	369 Elementary Sc	4722 Open
West Lynde PS, Building ID 6197-B01	21.15%	\$	11,378,560	449 Elementary Sc	4874 Open
Lester B Pearson PS, Building ID 6161-B01	21.04%	\$	9,661,073	403 Elementary Sc	4255 Open
Altona Forest PS, Building ID 10251-B01	20.83%	\$	9,306,968	349 Elementary Sc	4610 Open
G L Roberts C & VI, Building ID 5574-B02	20.25%	\$	26,357,114	888 Secondary Sc	13166 Open
Port Perry HS, Building ID 8344-B01	19.40%	\$	33,680,949	1227 Secondary Sc	15876 Open
Nottingham P.S., Building ID 11191-B01	19.17%	\$	11,925,808	521 Elementary Sc	5282 Open
Seneca Trail P.S., Building ID 19028-B01	19.16%	\$	12,233,172	565 Elementary Sc	5502 Open
Sir Samuel Steele P.S., Building ID 10398-B01	19.12%	\$	10,244,127	469 Elementary Sc	4757 Open
Eagle Ridge PS, Building ID 11118-B01	18.41%	\$	9,593,730	435 Elementary Sc	4900 Open
Winchester PS, Building ID 10260-B01	17.68%	\$	12,815,815	570 Elementary Sc	6277 Open
Jack Miner P.S., Building ID 10397-B01	16.80%	\$	8,766,812	386 Elementary Sc	4491 Open
John Dryden PS, Building ID 6068-B01	16.45%	\$	13,172,984	639 Elementary Sc	6281 Open
Donald A. Wilson Secondary School, Building ID 11113-B01	16.32%	\$	34,532,406	1257 Secondary Sc	15649 Open
Williamsburg P.S., Building ID 10200-B01	15.98%	\$	11,107,287	513 Elementary Sc	5066 Open
Alexander Graham Bell PS, Building ID 10250-B01	13.61%	\$	10,669,719	512 Elementary Sc	5039 Open
David Bouchard PS, Building ID 5226-B02	13.38%	\$	11,900,665	602 Elementary Sc	6263 Open
O'Neill C & VI, Building ID 8325-B01	13.35%	\$	35,941,141	1260 Secondary Sc	21046 Open
Sir William Stephenson PS, Building ID 11189-B01	12.96%	\$	9,622,740	438 Elementary Sc	4667 Open
Vimy Ridge P.S., Building ID 12176-B01	12.27%	\$	12,001,366	562 Elementary Sc	5464 Open
Carruthers Creek PS, Building ID 11107-B01	11.54%	\$	16,026,152	758 Elementary Sc	6808 Open
Robert Munsch P.S., Building ID 12177-B01	11.38%	\$	11,972,865	559 Elementary Sc	5325 Open
Norman G Powers, Building ID 11192-B01	11.02%	\$	11,107,287	513 Elementary Sc	5038 Open
McCaskill's Mills P.S., Building ID 12047-B01	10.97%	\$	10,218,249	441 Elementary Sc	5617 Open
Village Union PS, Building ID 8330-B01	9.64%	\$	20,811,600	977 Secondary Sc	12172 Open
Pickering HS, Building ID 8338-B01	9.29%	\$	45,663,350	1677 Secondary Sc	21428 Open
Blair Ridge P.S., Building ID 12175-B01	9.21%	\$	12,839,418	593 Elementary Sc	5357 Open
Brooklin Village P.S., Building ID 11190-B01	8.86%	\$	15,319,813	674 Elementary Sc	5733 Open
Romeo Dallaire P.S., Building ID 12174-B01	8.00%	\$	14,394,624	490 Elementary Sc	5687 Open
Whitby Shores, Building ID 12238-B01	6.65%	\$	12,290,429	571 Elementary Sc	6010 Open
Brooklin HS, Building ID 19299-B01	5.58%	\$	33,785,131	1173 Secondary Sc	16091 Open
Da Vinci PS, Building ID 18071-B01	5.17%	\$	11,762,681	565 Elementary Sc	5495 Open
Maxwell Heights S.S., Building ID 12126-B01	4.79%	\$	35,913,727	1257 Secondary Sc	16084 Open
Forest View PS, Building ID 5916-B01	4.25%	\$	9,679,234	444 Elementary Sc	4562 Open
Michaëlle Jean PS, Building ID 19300-B01	3.30%	\$	11,914,717	553 Elementary Sc	5285 Open
Chris Hadfield P.S., Building ID 19027-B01	3.24%	\$	12,927,704	657 Elementary Sc	5425 Open
Clara Hughes PS, Building ID 5719-B02	0.91%	\$	11,720,510	490 Elementary Sc	5554 Open
Durham Alternative SS (DASS - Pickering), Building ID 20163-B01	0.00%	\$	-	Secondary Sc	1800 Open
Elsie MacGill PS, Building ID 19579-B01	0.00%	\$	-	519 Elementary Sc	5843 Open
Jeanne Sauvé PS, Building ID 19481-B01	0.00%	\$	-	576 Elementary Sc	4830 Open
Maintenance Centre, Building ID 11584-B01	0.00%	\$	-	Administrative	26773
Northern Dancer PS, Building ID 19578-B01	0.00%	\$	-	513 Elementary Sc	5786 Open
Rosemary Brown P.S., Building ID 19775-B01	0.00%	\$	-	Elementary Sc	5300 Open
Viola Desmond PS, Building ID 19577-B01	0.00%	\$	-	663 Elementary Sc	7010 Open
Willows Walk P.S., Building ID 19776-B01	0.00%	\$	-	Elementary Sc	5589 Open

ACCOMMODATION PLAN 2022-2026

DURHAM DISTRICT SCHOOL BOARD

400 TAUNTON ROAD EAST, WHITBY, ON L1R 2K6

ddsb.ca

SUCCESS

WELL-BEING

LEADERSHIP

INDIGENOUS
EDUCATION

EQUITY

ENGAGEMENT

INNOVATION

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday June 16, 2022 6:30 P.M.

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

ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
sensaRAneb Burrell, Autism Ontario – Durham Chapter
Carissa Lewis, Black Parents Support Group
Tara Culley, Durham Down Syndrome Association
Christina Salisbury, Easter Seals Ontario
Rowin Jarvis, Learning Disabilities Association of Durham Region
Carolyn McLennon, Member At Large
Donna Edge-Bean, Member At Large
Kelly Kennedy, Ontario Association for Families of Children with Communication Disorders
Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
Vera Mercier, Early Years Consortium – Non-voting member

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent, Andrea McAuley
System Leads, Kyla McKee, Conor Jinkinson, Michelle Crawford-Eade

Recording Secretary: Lisa Wry

1. **Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:31 p.m.

2. **Land Acknowledgement:**

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

3. **DDSB Human Rights & Equity Statement**

The Durham District School Board is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination while placing Human Rights and Equity at the center.

4. **Welcome Guests:**

- Nicole Dolabille – Facilitator School to Work Secondary
- Carolyn Tsai – Secondary Instructional Inclusive Grade 9 Coach e-Learning
- Colin Calhoun - Secondary Instructional Inclusive Grade 9 Coach e-Learning
- Laura Lee – Transition Pathway Counsellor

- Chris Conley- Manager, Research and Assessment
- Leslie Parsons – Research Associate Student
- Anthony Phelan-Vice-Principal, Pickering H.S.
- Shannon Robertson – Principal, Westney Hts. P.S.
- Rema Saati – Vice-Principal, Carruthers Creek P.S.

Regrets: Elizabeth Daniels, and Darlene Forbes, Vera Mercier

5. Approval of Agenda:

That the agenda for June 16, 2022 be approved:

MOTION BY: Donna Edwards

SECONDED BY: Tara Culley

CARRIED

6. Approval of the Minutes from May 19, 2022:

That the minutes from May 19, 2022 be approved:

MOVED BY: Kathy Kedey

SECONDED BY: Tara Culley

CARRIED

7. Staff Reports:

SEAC: June 2022 Administration Report

The Administrative report this month has focus in appreciation as many of the updates for consultation are embedded across the SEAC agenda including conversations about Inclusive Design Grade Nine and SEAC survey planning for the 2022-2023 school year.

The DDSB Special Education Plan for 2022-2023 was shared with Trustees as part of the Standing Committee on June 6. Consultation with SEAC on the special education plan is built into SEAC agendas at key times of the year for planning. Feedback on the plan, programs & services is welcomed throughout the school year.

Our teams advocate for children & youth in many ways; most often in partnership. A report by the Canadian Institute for Health Information (CIHI) released in May 2022 showed a nearly 60 per cent increase in hospitalizations for eating disorders among girls aged 10 to 17 between March 2020 and March 2021. Currently, there are no adolescent day treatment programs for eating disorders in Durham Region. This is set to change effective for September. Working with Ontario Shores, an expansion to Grove (ECP) programs has been approved to support the addition of an outpatient program, through the Adolescent Mental Health Unit, on site at the Ontario Shores facility. We thank our partner and the Ministry of Education for supporting with funding for an educator who will be embedded in the programming for youth, Grades 7-12, accessing the program.

Well-being, mental health and special education supports are once again infused into summer planning. Students accessing summer learning will have access to professionals in the roles of SERT and Educational Assistants as part of programming options which include, but not

limited to, secondary credit opportunities, Grade Eight to Grade Nine transition program, elementary literacy & math camps, outdoor education camps and early years focused programs. TeachTown, run through the school year through leadership from the Autism Resource Team, continues through the summer. This year, we have also partnered with the Abilities Centre to provide two, four-week Therapeutic Recreation programs at the Centre. This program will be facilitated by Abilities Centre staff with DDSB Educational Assistance support. We are thrilled that the program registration is now full. All of the aforementioned programs are provided cost free to families.

Our mental health services teams have put together a plan that weaves some opportunity for individual continuity of service, non-emergency availability of connection with our mental health team and update to the mental health resources posted on the DDSB website, mental health & well-being tab. Community partners have collaborated on a 24/7 emergency mental health line that families and youth can access. The number is 1-855-310-2673 (Cope) or TTY 1-866-323-7783. These partners include: Chimo, Frontenac, and Kinark.

With June comes transitions not only for students but for team members as well. This evening we would like to thank:

- Retiring members of the Inclusive Student Services teams. Whether school based in roles such as Educational Assistant, SERT and Special Education Class teacher or district based in roles such as Hearing Resource Teacher or Clinical team member such as Social Work, each retiring member has made a difference and an impact on students.
- Joanne Docherty, Vice-Principal of Grove School is retiring at the end of this month. Joanne has dedicated most of her educational career to students and youth who thrive in alternative education and needed wrap around programs whether through Grove, Durham Continuing Education or through secondary schools. Thank you, Joanne.
- Completing five years as a System Lead for Inclusive Student Services, Kyla McKee transitions to the principal role at Clara Hughes PS. Kyla has coached, lead and inspired teams both in schools and at the district level and shifted programming and services to continually improve service & support for students and families. Kyla would say she is the fortunate one to move into the Clara Hughes community for the incredible kids, families & staff there; I would say they are fortunate as well as Kyla brings her leadership founded on a commitment to collaboration, well-being, mental health & learning wrapped together and heart that truly finds each person's excellence.

We thank families/caregivers, staff across all roles and most importantly students for the privilege of being part of their supports.

This is our Administrator report for June 2022.

Board: Trustee Donna Edwards informed SEAC members that the Board of Trustees received information and presentations on: Standing committee student voice initiative – focus on voices that are not usually heard. Currently analysing the data, First Nations Metis and Inuit grade 11 English course, Special Education Plan, Durham region transition memorandum of understanding with bulk purchasing of bus passes. Special Board meeting: two Trustee vacancies, one resignation and Patrice Barnes moving to the provincial government. Also, set a hiring committee for new Trustees and to replace our retiring Director. Attended the

retirement event for DDSB retirees from the past 3 years. June 20 Board Meeting looking at passing the budget.

8. **Inclusive Student Service Department Report- June 16, 2022**

Updates this month include:

- Special Education Plan (2022-2023) Submitted to Ministry of Education
- Student Recognitions
- SEA Training Update
- Transition Supports
- Summer Supports

Our commitment as a district is to center Indigenous rights and human rights. The district recognizes that protecting and upholding Indigenous rights and human rights are necessary to support:

- students' sense of safety, inclusion, well-being, engagement and belonging
- a culture of care where students are respected, valued and are successful and thrive.

We continue to commit to providing the structures and support each student needs to nurture their growth and development in programs which respect dignity, maximize participation, and foster integration and independence as defined for each student based on their identity, strengths and needs.

Special Education Plan 2022-2023

As a district, we are committed to addressing ableism, shifting practices to an asset-based approach of inclusion and challenging medical models which focus on diagnosis and/or deficit. We acknowledge and commit to the work that must be done to make these shifts.

The Special Education Plan provides an overview of programs, services and key information such as roles and responsibilities, staffing, SEAC, and professional learning commitments; all with focus on support to students with special education strengths and needs.

Revisions to the Special Education Plan for 2022-2023 include:

Updates made to the DDSB Parent/Guardian Guide to Special Education IPRC including shift in language from 'case conference' to 'care conference' and amplified emphasis on the importance of ongoing student and parent/guardian voice in program and pathway planning. Updates made to the DDSB Transition Guide including updates to further centre student and family voice.

Commitments to professional learning that include working alongside educators within classrooms through an applied practice coaching model, large group delivery of professional learning, and ongoing networked learning of professionals using the Critically Conscious Practitioner Inquiry (CPPI) model. Inclusive design and Universal Design for Learning (UDL) are key foundations for learning.

The [DDSB Special Education Plan](#) for the 2022-2023 has been posted on the district website.

The Special Education Plan, and information on related programs, was shared with Trustees during Standing Committee on June 6, 2022 and, subsequently, submitted to the Ministry of Education.

The Inclusive Student Services team thanks SEAC for your on-going consultation on programs & services.

Feedback on programs and services reflected in the plan is welcomed throughout the year.

Educational Assistants-Professional Learning

Educational Assistants, currently supporting students in elementary schools, participated in a full day of professional learning on June 3, 2022 (PA Day). Highlights of learning included:

- Return to in-person Behaviour Management Systems (BMS) Training. This training is an annual certification requirement of all permanent Educational Assistants. The training team, comprised of Psychological Services team members, Speech Language team members and Administrators, specifically focuses the training each year. This year, the focus is on recognizing identity and experience to build trauma-sensitive transition plans for students. We look forward to continuing to catch up physical trainings into the 2022-23 year.
- As a keynote webinar Inclusive Student Services partnered with our Curriculum and Equitable Education teams to facilitate a session that addressed and informed our EAs about the DDSB's Human Rights Policy, their duty bearer responsibilities, as well as their rights as right holders and student rights. The second half of the session explored the relationships between power, privilege, and how that is at the centre of how we engage students.
- EAlls, a job classification within the DDSB, are a group of Educational Assistants who carry professional qualifications of Child Youth Worker or equivalent, and are in positions of responsibilities including programming. The group of 26 EAlls include 10 roles with the Short-Term Assistance Response Team (START) and currently 16 school-based positions. On June 6, all EAlls (elementary & secondary) came together for a half day of collaboration with System Lead Kyla McKee and Superintendent Andrea McAuley on specifically leveraging and supporting the EAll role in the DDSB in support of students.

Transition Supports

Transition planning is an important part of setting students up for success as they move grades, schools, and/or placements. For 2022-23 we also have a significant number of students returning to in-person learning after in some cases almost three years of virtual learning. Schools have been provided with support and resources to focus on this important activity in the coming weeks, and in preparation for the 2022-23 school year. Here are some typical resources developed by SERTs and school teams to support transition planning and meetings :

- All About Me tools for families to share information about the student with their school team
- Social Stories to support students with routines, spaces around the school, timetables, etc.
- Virtual tours to show key spaces if students are not able to visit the school
- Transition meetings with extended teams to share important information and plan collaboratively
- Transition binders that include samples of student's specific tools and strategies as examples (visual schedules or strips, picture communication tools, technology apps/tools, work systems, sensory or self-regulation items or routines, etc.)

Schools are encouraged to have multiple opportunities for students to visit or connect with their new teachers, school, spaces to support a successful transition. For students with IEPs, this is documented in their Transition Plans.

Special Education Programs, Services & Supports Changes for 2022-2023

Changes and initiatives embedded within the draft 2022-2023 Special Education Budget include:

- Planned phase out of the Self-Regulation Program as a special education class placement
- Stability (contract positions made permanent full-time equivalent positions) of mental health supports adding through temporary funding during the pandemic, now funded through the new, GSN embedded, mental health & well-being allocation
- Developmental Service Worker (DSW) Pilot Program

Student Recognition Awards

For more than three decades, a special evening has been hosted annually to recognize many dedicated and exceptional students in each of the DDSB's secondary schools.

The students honoured, this year on May 26th at Brooklin High School, have made outstanding contributions to their school or community or have inspired others through their example. These are students counted on for enthusiastic and dependable support; the ones who work for the good of others and who have achieved personal excellence. In short, the honourees are role models whose unique efforts are unquestionably inspirational.

We congratulate each of the 2022 Student Recognition Award Recipients.

Specialized Equipment Allocation (SEA) Training Update

Table 1 Training Sessions

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr	May	Total to Date
# of Schools Visited	54	68	80	40	50	55	52	60	57	516
Student Training Sessions (Total)	165	265	400	125	150	176	270	258	266	2075
Staff Training Sessions (Total)	30	65	19	20	154	78	54	73	47	720

Table 2 Student Training by Program

	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total to Date
Google Read/Write	159	263	336	103	129	161	251	235	271	1908
Accessibility	151	240	106	52	91	135	208	178	179	1340

Summer Programs-Student Learning Opportunities

The DDSB is pleased to provide a wide range of summer program opportunity for students during the upcoming summer. Differentiated and responsive programs are in place to support student learning and well-being. A full listing is available online.

Highlights include:

- Great Beginnings – Supports for students entering Kindergarten for the first time in September 2022
- ELL (English Language Learners) Programs – Early Years to Grade Four
- Summer Camps for Literacy and Numeracy
- Durham Forest Summer Day Camp
- Getting Ready for High School
- Secondary Course Credit Programs
- TeachTown Program – supporting Autistic students/students with Autism
- French Language Camp

Summer Programs-Mental Health & Assessment Supports

- Direct access button on the DDSB webpage for families to connect with a member of the DDSB mental health team. This is not an emergency line; connects through the button are responded to Monday to Thursday throughout the summer. Emergency contact information provided on the website for families in immediate need. Link: connecting with our mental health team
- Continuity of direct service for some students
- Collaboration with the curriculum department on the integration of well-being themes into summer learning programs
- Collaboration to embed inclusion and accommodation supports into summer learning programs. Specifically, summer learning programs mirror in year (September – June) supports such as Special Education Resource Teacher (SERT), Virtual Learning Hub and Educational Assistant Support.
- Opportunity for access to assessments (Psychological Services and Speech Language Services)

Partnership Highlight: Summer Therapeutic Recreation

In partnership with the Abilities Centre, Summer Therapeutic Recreation, as four-week programs, is available to youth with life skills foundations to their IEP; most commonly accessing programming through the Practical Learning Program.

Therapeutic Recreation (TR) uses community and activity-based programming to improve well-being, physical and mental health.

This program is free and is facilitated on-site at the Abilities Centre from July 4th to August 26th.

Program registration current at 50% of spaces remaining (June 7, 2022).

Registration link: [Summer Therapeutic Recreation](#)

For further information contact: Therapeuticrecreation@abilitiescentre.org

Flier distributed within June SEAC agenda package

Thank you SEAC

Thank you to each member of the DDSB Special Education Advisory Committee. Your insightful input, inquiries and connection through families across the district help make DDSB programs & services stronger for students.

We look forward to the 2022-2023 school year and continuing to come together in collaboration in support of students in the DDSB who have special education strengths & needs.

Our commitment is to continue to grow opportunities for your voice and, together, how we continue to listen & hear from students and families across the district.

Thank you to each of you.

- On behalf of the Inclusive Student Services team

9. Presentation: Inclusive Design Grade 9

- Nicole Dolabille – Facilitator School to Work Secondary
- Carolyn Tsai – Secondary Instructional Inclusive Grade 9 Coach e-Learning
- Colin Calhoun - Secondary Instructional Inclusive Grade 9 Coach e-Learning
- Laura Lee – Transition Pathway Counsellor

The committee received a presentation on the Inclusive Design for 2022-2023 school year Grade 9, courses. Which can be watched through use of this link at the 23 minute mark:

[DDSB June 16, 2022 SEAC](#)

As of September 2022, all Applied courses in Grade 9 will be removed

[What Families Want to Know About De-Streaming and Inclusive Grade 9](#)

- Shifting ideology
- Shifting our pedagogy
- Shifting our assessment strategies.
- Anticipate, identify and remove barriers to students accessing learning. Multiple entrance points for learning, all students are going to be able to engage.
- Provide multiple entry points for learners
- Classrooms are designed from day one to meet the needs of all students.
- Classrooms that can identify areas of concern before these gaps can threaten the student's academic success.

- Incorporate the features of CRRP and UDL to ensure classrooms meet the needs of all students.
- Meaningful connects between home and the teachers.
- Conscious of teacher biases
- Additional, individualized supports for students which may include: extra help sessions, access to tutoring and student success opportunities.

Note Presentation: Can be watched through DDSB June 2022 [SEAC link](#) at 23:00

10. Open Discussion: SEAC Survey

- Chris Conley- Manager, Research and Assessment
- Leslie Parsons – Research Associate Student

The members provided feedback on the direction of the questions the starting point was previous SEAC surveys:

- Change so of the special education language that is not universal.
- Anonymous survey; cannot connect with other information.
- Ability to choose “all that apply”
- Should we look by municipality- might be helpful when addressing areas and Families of Schools.
- Data can be sent out with separate links from each Family of Schools
- Is including diagnosis applicable?
- How are we doing? Where can we improve? Are questions we would like to pose.
- Share your identification if you choose to.
- Would you like to have a member of SEAC reach out to you? This would no longer make it anonymous.
- Feedback on programs and services or on SEAC.
- Make people aware of SEAC, perhaps a link to the SEAC page on the DDSB website.

11. Business Arising from the Minutes:

None

12. Association Reports & Committee Reports:

- OAFCCD June Newsletter
- July Language Calendar
- August Language Calendar

13. Correspondence:

- Therapeutic Recreation Summer Program
- PAAC on SEAC Tip Sheet
 - Perhaps reach out to some of the organizations on this list.
- PAAC on SEAC Funding Resource Guide
- Durham Crisis Line Poster
- Letter from Ecoles catholiques Centre-Est re: PPM 81

14. Community Concerns:

None

15. Celebrations and Success:

- Kathy celebrating the retirement of her daughter's teacher she will be missed
- Rowin celebrating the LDADR recipient of the scholarship
- Tara celebrating reached a new goal in independence.
- Carolyn celebrated her son's convocation at Durham College
- Donna celebrated being able to attend celebrations in person, retirements and event at Ajax H.S.
- Eva youngest is moving on the Guelph University and Eva attended her last SCC meeting.

16. Next S.E.A.C. meeting – Thursday, September 15, 2022.

17. Adjournment:

That the meeting does now adjourn at 8:37 p.m. Adjournment called by SEAC Chair Eva Kyriakides

MOVED BY: Tara Culley

SECONDED BY: Rowin Jarvis

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

ACTIVITY	RESPONSIBILITY	COMPLETION
SEAC Survey-Topic for open discussion period next meeting	Agenda	September 2022
Consideration: send out request for interest to associations listed on the PACC on SEAC letter	SEAC	September 15, 2022 meeting

Table 3- Action Plan



Minutes - Governance and Policy Committee Meeting

Tuesday, May 10, 2022, 6:00 p.m., Virtual

Trustees: Michael Barrett, Paul Crawford, Donna Edwards, Carolyn Morton, Christine Thatcher, Scott Templeton, Darlene Forbes

Regrets: Trustees Patrice Barnes, Chris Braney, Niki Lundquist, Linda Stone

Staff present: Associate Director Jim Markovski, General Counsel Patrick Cotter, Executive Lead Robert Cerjanec, Policy Analyst Ahmad Khawaja

Recording Secretary: Gillian Venning

1. Call to Order

Trustee Michael Barrett, Committee Chair, called the meeting to order at 6:01 p.m.

2. Land Acknowledgment

Trustee Barrett read out the Land Acknowledgement.

3. Declarations of Interest

There were no declarations of interest.

4. Approval of Agenda

Trustee Edwards put forth a motion to approve the agenda.

CARRIED

5. Approval of Minutes – March 24, 2022

Trustee Templeton put forth a motion to approve the minutes.

CARRIED

6. Recommended Actions

(a) Emergency Closing of Schools Policy

Associate Director Jim Markovski led the Committee through the revised draft policy and two related procedures (Emergency Closing of Schools and Cancellation of Student Transportation), summarizing revisions that have been made and noting where sections align with other DDSB policies or procedures and applicable legislation including the Education Act.

Trustee questions were answered.

Following review of the revised draft policy and procedures, it was recommended that pending minor corrections as noted, the policy be moved to the next Board meeting as a notice of motion.

Trustee Morton put forward a motion to move the revised draft Emergency Cancellation of Schools Policy forward to the next regular meeting of the Board as a notice of motion, scheduled for May 16, 2022.

CARRIED

7. Information Items

(a) Receiving Board Correspondence/Letters

Chair Michael Barrett introduced the item, noting that there does not appear to be a standard framework or practice in place in terms of sharing correspondence addressed to the Chair with the entire Board.

It was suggested that a framework be developed with a draft presented at a future meeting of the Governance and Policy Committee for consideration.

There was discussion of some potential parameters including:

- correspondence addressed to the Chair of the Board be circulated to the entire Board and be included in the Correspondence section of the next Board meeting agenda
- Exceptions to the above will be made when there is information contained in correspondence that either names an individual trustee, or contains information that is disparaging to individual trustees
- Guidance to help determine whether correspondence addressed to individual trustees (other than the Chair) should be considered business of the Board
- Guidance for dealing with correspondence that includes threats of any kind to individual trustees or the Board as a whole

It was noted that the process to be developed should not interfere in any way with the ability of members of the public to bring forward complaints and have their concerns fairly addressed.

It was confirmed that Executive Lead Robert Cerjanec and General Counsel Patrick Cotter will work with Trustees Michael Barrett and Scott Templeton to begin drafting a document. When ready, the draft will be presented to this Committee for consideration and together members will determine if it should eventually be included in the By-laws or as a separate protocol.

(b) Trustee Self-Assessment

Trustee Paul Crawford introduced the item and asked members to consider whether there is interest in completing a self-assessment and if yes, whether it should take place in connection with the mandate of the existing Director's Performance Review Committee or as a separate Ad Hoc committee.

Discussion took place and trustee questions were answered.

Trustees present were in support of a self-assessment, though it was suggested that it might be better timed to take place following the October 2022 municipal election.

It was noted that the existing terms of reference of the Director's Performance Review Committee do not include mention of a board self-assessment. It was suggested that the terms of reference could be revised to include a component for board self-assessment as part of its work if necessary. Some trustees indicated the self-assessment process should take place separate from the Director's Performance Review Committee.

(c) Board Member (Trustee) Code of Conduct (Appendix 2 – Complaints Protocol – Integrity Commissioner)

Trustee Paul Crawford introduced the item and expressed concern with the updated wording of Appendix 2, suggesting it appears that anyone who wishes to, can file a complaint directly with the Integrity Commissioner, without first having to work with the entire Board to resolve informally.

Staff confirmed that the language of the Complaints Protocol in relation to complaints by members of the public.

Discussion took place and trustee questions were answered.

8. Date of Next Meeting

To be scheduled for early June.

9. Adjournment

Meeting adjourned at 7:59 p.m.

August 25, 2022

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

Via email: minister.edu@ontario.ca

Dear Minister Lecce:

The Thames Valley District School Board is the fourth largest school board in Ontario, with more than 80,000 students and an area of over 7,000km². Our school board continues to grow at a considerable rate due to the rapid migration of families to the City of London, the City of St. Thomas and Elgin, Middlesex and Oxford Counties.

As we strive to accommodate skyrocketing enrolment and provide our students with quality learning spaces, we are faced with a number of funding and timeline challenges. We are hopeful that these challenges can be addressed with your support.

The first of these challenges is the limitations of current capital benchmark funding. According to findings from the Operations, Maintenance & Construction Committee (OMC) of the Ontario Association of School Business Officials (OASBO), there is an average gap of approximately 18% between cost estimates and tender price for new schools tendered from 2015 to 2018. Increased capital benchmark funding would allow for more realistic budgets for new capital projects moving forward.

Another difficulty we face as a board is a substantial capital backlog of \$694,156,214, projected to reach \$912,786,055 over the next five years. Increased funding for the School Condition Improvement (SCI) and School Renewal Allocation (SRA) grants would assist in alleviating this significant backlog so that we can ensure students are learning in well-maintained environments.

Approval timelines also present a challenge for our board as enrolment growth outpaces the speed at which we can secure approvals for new schools and build much-needed student accommodations. With current timelines and the frequent need to submit business cases multiple times through various rounds of the Capital Priorities Program prior to receiving approval, our board has now begun to consider portable placements from the start of the design process for new schools as we anticipate the need for portables upon the school's opening. This is a significant concern for our communities.



Mark Fisher, Director of Education and Secretary

On behalf of the Trustees of the Thames Valley District School Board, I ask that you please consider the following actions to ensure the timely, cost-effective construction of quality schools for our students:

1. Increase capital benchmark funding for building of new schools, additions and other repairs;
2. Increase funding to the School Condition Improvement (SCI) and School Renewal Allocation (SRA) grants to reduce TVDSB's capital backlog which presently is at \$694,156,214 and is forecasted to increase to \$912,786,055 over the next five years;
3. Shorten approval timelines for business cases submitted through the Capital Priorities Program and the construction approval process for new schools.

As Trustees this would assist our communities by ensuring our students have the facilities, they need for an optional learning environment as enrolment increases. Thank you for your consideration on this important matter.

Sincerely,

A handwritten signature in grey ink that reads "L. Pizzolato".

Lori-Ann Pizzolato
Chair of the Board
Thames Valley District School Board

cc: Trustees
Mark Fisher, Director of Education



If this information is required in an alternate format, please contact the Accessibility Co-ordinator at 905-623-3379 ext. 2131

June 23, 2022

The Honourable Doug Ford, M.P.P.
Premier of Ontario
Via Email: premier@ontario.ca

To Premier Ford:

Re: Community Warning Program similar to Amber Alert

File Number: PG.25.06

At a meeting held on June 20, 2022, the Council of the Municipality of Clarington passed the following resolution #C-145-22:

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;

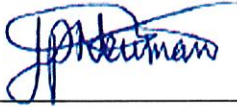
Whereas a similar alert program for those who have special needs who leave family custody would be seem to be warranted in the Province of Ontario;

Therefore Be it Resolved that the Council of the Municipality of Clarington 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.

Yours truly,



John Paul Newman
Deputy Clerk

JPN/cm

c: See attached list of interested parties

Interested Parties

The Honourable Colin Carrie, P.C., M.P., Oshawa – colin.carrie@parl.gc.ca
The Honourable Mark Holland, P.C., M.P., Ajax – mark.holland@parl.gc.ca
The Honourable Philip Lawrence, P.C., M.P., Northumberland—Peterborough South -
Philip.Lawrence@parl.gc.ca
The Honourable Jennifer O'Connell, P.C., M.P., Pickering-Uxbridge –
Jennifer.oconnell@parl.gc.ca
The Honourable Erin O'Toole, P.C., M.P., Durham - Erin.OToole@parl.gc.ca
The Honourable Jamie Schmale, P.C., M.P., Haliburton-Kawartha Lakes-Brock –
jamie.schmale@parl.gc.ca
The Honourable Ryan Turnbull, P.C., M.P., Whitby – Ryan.Turnbull@parl.gc.ca
The Honourable Andrea Horwath, M.P.P., Leader of the Official Opposition - horwatha-gp@ndp.on.ca
The Honourable Patrice Barnes, M.P.P., Ajax – Patrice.Barnes@pc.ola.org
The Honourable Peter Bethlenfalvy, M.P.P., Pickering-Uxbridge –
Peter.Bethlenfalvy@pc.ola.org
The Honourable Lorne Coe, M.P.P., Whitby – Lorne.Coe@pc.ola.org
The Honourable Jennifer K. French, M.P.P., Oshawa – JFrench-CO@ndp.on.ca
The Honourable Todd McCarthy, M.P.P., Durham – Todd.McCarthy@pc.ola.org
The Honourable David Piccini, M.P.P., Northumberland-Peterborough South -
david.piccini@pc.ola.org
The Honourable Laurie Scott, M.P.P., Haliburton-Kawartha Lakes-Brock –
Laurie.Scott@pc.ola.org
Susan Cassel, City Clerk, City of Pickering - clerks@pickering.ca
Nicole Cooper, Director of Legislative & Information Services, Town of Ajax -
clerks@ajax.ca
Alexander Harras, Regional Clerk, The Regional Municipality of Durham -
clerks@durham.ca
Christopher Harris, Town Clerk, Town of Whitby - clerk@whitby.ca
Becky Jamieson, Director of Corporate Services/Municipal Clerk, Township of Scugog –
bjamieson@scugog.ca
Fernando Lamanna, Clerk/Deputy CAO, Township of Brock -
fernando.lamanna@brock.ca
Debbie Leroux, Director of Legislative Services/Clerk, Township of Uxbridge -
dleroux@uxbridge.ca
Mary Medeiros, City Clerk, City of Oshawa - clerks@oshawa.ca
Durham Regional Police Services Board
Conseil scolaire catholique MonAvenir – c/o Andre Blais, Director of Education and
Secretary Treasurer – ablais@cscmonavenir.ca
Conseil Scolaire Viamonde – c/o Michel Laverdière, Acting Director of Education –
laverdierem@csviamonde.ca
Durham Catholic District School Board – c/o Tracy Barill, Director of Education
Durham District School Board – c/o Norah Marsh, Director of Education

Kawartha Pine Ridge School Board – c/o Rita Russo, Director of Education and
Secretary to the Board - Director_Education@kprdsb.ca
Peterborough Victoria Northumberland and Clarington Catholic District School Board –
c/o Joan Carragher, Director of Education/Secretary Treasurer -
jcarragher@pvnccdsb.on.ca



 THE EDUCATION CENTRE - AURORA

60 Wellington Street West, Aurora, Ontario L4G 3H2

Tel: 905.722.3201 905.895.7216 905.727.3141 416.969.8131

Fax: 905.727.1931

Website: www.yrdsb.ca

September 2, 2022

The Honourable Prabmeet Sarkaria
 President of the Treasury Board
 Treasury Board Secretariat
 Suite 4320, 99 Wellesley Street West
 Toronto, Ontario M7A 1W3
minister.tbs@ontario.ca

Deputy Minister Deborah Richardson
 Treasury Board Secretariat
 Suite 5320, Wellesley Street West
 Toronto, Ontario M7A 1A1
deborah.richardson2@ontario.ca

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Dear Honourable Prabmeet Sarkaria and Deputy Minister Deborah Richardson,

Congratulations on your government's re-election and your leadership of the Treasury Board. We are writing to you in the continued pursuit of establishing fair compensation for York Region District School Board ("YRDSB") Supervisory Officers. Notwithstanding our previous correspondence outlining the nature of the request and rationale, the Treasury Board and/or Ministry has not provided us with any ability to address the glaring inequities and substantial negative impact of the salary freeze.

By now, through measures including our correspondence, conversations, and dialogue that has surfaced between you and other representatives from the education sector, we trust you have gained a more fulsome understanding of this concerning situation. We are also confident that you appreciate the damage that is being perpetuated and exacerbated the longer this issue remains unresolved.

In the YRDSB, the negative effects of the salary freeze have compounded through time and are currently creating serious recruitment and retention challenges. There is currently only a \$4,500 salary differential between secondary Principals and Superintendents within our Board. We are perilously close to a salary inversion between supervisor and supervisee. Furthermore, earning \$4,500 more as a Supervisory Officer does not appropriately remunerate these employees who assume greater responsibility and have significantly more working days and evenings. The situation must be rectified urgently.

Accordingly, this letter contains two requests:

1. Reversal of the denial for an exemption of the current salary freeze to enable equitable compensation for YRDSB Supervisory Officers; and
2. Shortening the timeline for the urgent development and immediate implementation of a long-term executive compensation framework for Supervisory Officers.

Exemption from the Broader Public Sector Executive Compensation Act (BPSECA)

Pursuant to section 7.1 of Ontario Regulation 406/18, the YRDSB made application for an exemption from a requirement in the compensation framework as established under the Broader Public Sector Executive Compensation Act ("BPSECA"). The exemption requested is as follows:

That all Supervisory Officers of the YRDSB be exempted from the salary cap provisions established under section 3 of O. Reg. 406/18, thus permitting Supervisory Officer salaries to be adjusted on a one-time basis to rectify long-standing compensation inequities. The resulting adjusted salaries will serve as the foundation for the future executive compensation framework.

The partial provincial implementation of the previous Executive Compensation Framework has disadvantaged YRDSB Supervisory Officers in particular. On behalf of our Supervisory Officers, we urge the Treasury Board to reconsider its decision to deny the requested exemption.

Please advise if any further information is required from us in support of this request.

Long-Term Executive Compensation Framework

The implementation of the previous Executive Compensation Framework has been on hold since 2018. Since that time, we have repeatedly been advised that the government remains committed to reviewing and establishing a long-term approach to broader public executive compensation. However, three years have passed without any indication of process, timeline, or progress to date.

We are hereby calling on the government to revisit equitable public sector executive compensation as a priority, with the urgent development and immediate implementation of a long-term framework. Supervisory Officers deserve fair compensation.

Next Steps

Our previous correspondence details the unintended negative effects of the salary freeze, and our proposal for a one-time adjustment to rectify the situation. For your ease of reference, a copy is appended to this letter.

We sincerely hope that you will recognize the importance of the Supervisory Officer role and authorize appropriate corrective measures.

Please reply and confirm approval for the exemption, as well as provide details regarding the establishment of an equitable long-term executive compensation framework for Supervisory Officers.

Sincerely,



Louise Sirisko
Director of Education



Allan Tam
Chair of the Board

cc. Ontario Public School Board's Association
School Board Chairs
Minister Stephen Lecce
Deputy Minister Nancy Naylor
Executive Director of CODE

Attachments