



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

Tuesday, April 2, 2024

Chair: Deb Oldfield

Vice-Chair: Tracy Brown

Director of Education and Secretary to the Board: Camille Williams-Taylor

Recording Secretary: Gillian Venning

DATE: Tuesday, April 2, 2024

TIME: 7:00 p.m.

LOCATION: Boardroom

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD

Tuesday, April 2, 2024

7:00 p.m.

PAGE

1. Call to Order Verbal
2. Land Acknowledgement Verbal

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 Verbal
4. Motion to Approve Agenda Verbal
5. Community Presentations
 - (a) We Grow Food, Edible Garden Project Verbal
(Carol Vandersanden, Michelle Perry, Principal Melanie Ford)
6. Director's Update Verbal
(Director of Education Camille Williams-Taylor)
7. Recommended Actions
8. Information Items
 - (a) Student Trustee Report Verbal
(Student Trustees Ben Cameron, Kayla Hoare, Neha Kasoju)
 - (b) DDSB Student Achievement Plan 1-7
(Superintendents Michael Bowman, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus Andrea McAuley, Stephen Nevills, Martine Robinson, Kandis Thompson)

	(c) 2023-2024 Interim Financial Report – Operating Expenditures (Associate Director David Wright)	8-11
	(d) Audit Committee Meeting Summary (Associate Director David Wright)	12-13
9.	<u>Memo</u>	
	(a) 2324:22 Overview of Education Perfect for Trustee Information	14-17
10.	<u>Correspondence</u>	
	(a) Letter to the Minister of Education	18-19
11.	<u>Adjournment</u>	

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: April 2, 2024

SUBJECT: DDSB Student Achievement Plan

PAGE: 1 of 5

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary of the Board
Mohamed Hamid, Superintendent of Equitable Education
Stephen Nevills, Superintendent of Equitable Education
Martine Robinson, Superintendent of Equitable Education
Andrea McAuley, Superintendent of Equitable Education
Michael Bowman, Superintendent of Equitable Education
Margaret Lazarus, Superintendent of Equitable Education
Georgette Davis, Superintendent of Equitable Education
Erin Elmhurst, Superintendent of Equitable Education

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with information on the development of the 2023-2024 DDSB Student Achievement Plan.

2.0 Background

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

The Durham District School Board is committed to providing learning and working environments that center human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

On July 28, 2023, the Ministry of Education issued a memorandum outlining regulatory and policy changes to support the [Better Schools and Student Outcomes Act, 2023](https://www.ontario.ca/laws/statute/s23011) (<https://www.ontario.ca/laws/statute/s23011>). One update included the introduction of a new regulation defining provincial priorities for student achievement:

1. Achievement of Learning Outcomes in Core Academic Skills
2. Preparation of Students for Future Success
3. Student Engagement and Well-Being

In conjunction with this, the Ministry introduced the Student Achievement Plan framework, designed to align with these student achievement priorities. This framework sets specific goals and performance indicators for school boards, enabling them to assess student achievement, create action plans, and monitor progress toward improving student outcomes. The overarching goal of the Student Achievement Plan is to align provincial priorities with multi-year strategic plans.

To enhance transparency and meet accountability requirements specified in the Education Act (Subsection 169.1(4)), school boards are mandated to publish their multi-year Student Achievement Plan on their websites and update annually. These plans must follow the format provided by the Ministry of Education, ensuring easy access for local communities.

On January 31, 2024, the Ministry of Education distributed the Student Achievement Plan template to school boards, with a completion date of April 2, 2024. The DDSB Student Achievement Plan has been included as Appendix A.

3.0 Analysis

Within the Durham District School Board (DDSB), staff utilize both qualitative and quantitative data to shape department plans. These plans specifically address identified strengths, barriers, areas for improvement, and District priorities. The DDSB Student Achievement Plan has been developed using these department plans and data, incorporating insights from the Multi-Year Strategic Plan consultation to ensure the ongoing and deepening progress of the initiative. This plan serves to reinforce District commitments and will undergo annual updates to accurately reflect the progress made and feedback received from communities.

Page one of the DDSB Student Achievement Plan displays pre-populated school board and provincial results for each performance indicator, offering families, students, and local communities a summary of the DDSB's performance results compared to the results across the province. Notably, data for Achievement of Learning Outcomes in Core Academic Skills is from the 2022-2023 EQAO results, and data for Preparation of Students for Future Success, as well as Student Engagement and Well-Being, is pre-filled from the 2021-2022 OnSIS (Ontario Student Information System).

Page two's data is consolidated into columns 1-4. Under sections, Additional School Board Measures (column 5) and How Our School Board Performs (column 6), school boards are invited to add additional information. The DDSB will continue to gather data and add additional information to these sections for the 2024-2025 school year.

Under section, Action our School Board will take to Improve (column 7), actions, programs, and strategies to be implemented over the next three years to improve student outcomes, have been included. These strategies will be updated annually.

The **DDSB Student Achievement Plan** is reflective and inclusive of various District and department plans, providing a comprehensive approach to student achievement:

- [DDSB Multi-Year Strategic Plan 2024-2028](https://www.ddsb.ca/en/about-ddsb/multi-year-strategic-plan.aspx) (<https://www.ddsb.ca/en/about-ddsb/multi-year-strategic-plan.aspx>)
- DDSB Math Plan
- DDSB Teaching and Learning Plan
- [Three-Year DDSB Mental Health and Well-Being Plan](https://www.ddsb.ca/en/family-and-community-support/your-well-being-matters.aspx) (<https://www.ddsb.ca/en/family-and-community-support/your-well-being-matters.aspx>)
- [2023-2024 One-Year Mental Health and Well-Being Plan](https://www.ddsb.ca/en/family-and-community-support/your-well-being-matters.aspx) (<https://www.ddsb.ca/en/family-and-community-support/your-well-being-matters.aspx>)
- Compendium of Action for Black Student Success 2.0
- [2023-2024 Inclusive Student Services Special Education Plan](https://www.ddsb.ca/en/programs-and-learning/inclusive-student-services.aspx) (<https://www.ddsb.ca/en/programs-and-learning/inclusive-student-services.aspx>)

As staff develop the DDSB Operational Plan, that aligns with the recently approved 2024-2028 Ignite Learning Multi-Year Strategic Plan, the DDSB Student Achievement Plan will continue to evolve to ensure cohesion and effectiveness in the initiatives.

4.0 Financial Implications

The cost of implementing the DDSB Student Achievement Plan is included in the 2023-2024 Priorities and Partnership Funding (PPF).

5.0 Evidence of impact

The collection and analysis of qualitative and quantitative data will reflect the following:

- Improved Literacy and Numeracy learning and achievement.
- Improved student graduation rates and readiness for the future.
- Improved student participation in class time and learning.
- Improved well-being.

Updates on the implementation of the DDSB Student Achievement Plan will be shared with the Ministry of Education by June 30, 2024, through the Student Achievement Plan Reporting Tool and by December 31, 2024, through the Director's Annual Report.

6.0 **Communication Plan**

Date	Communication will be shared with the following groups:
March 20, 2024	Union/Federation Partners
March 21, 2024	Administrator Leadership Associations
April 2 2024	Ministry of Education
April 2, 2024	Live information will be share on the public DDSB website
April 4, 2024	Communication shared with DDSB staff

7.0 **Conclusion and/or Recommendations**

This report is provided to Trustees for information.

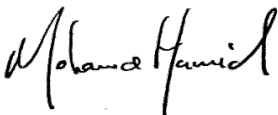
8.0 **Appendices**

Appendix A: DDSB Student Achievement Plan

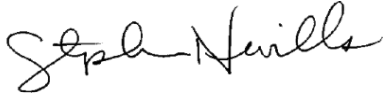
Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary of the Board



Mohamed Hamid, Superintendent of Equitable Education



Stephen Nevills, Superintendent of Equitable Education



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Georgette Davis, Superintendent of Equitable Education



Erin Elmhurst, Superintendent of Equitable Education

Student Achievement Plan: Durham DSB

LEGEND:  Durham DSB  Province

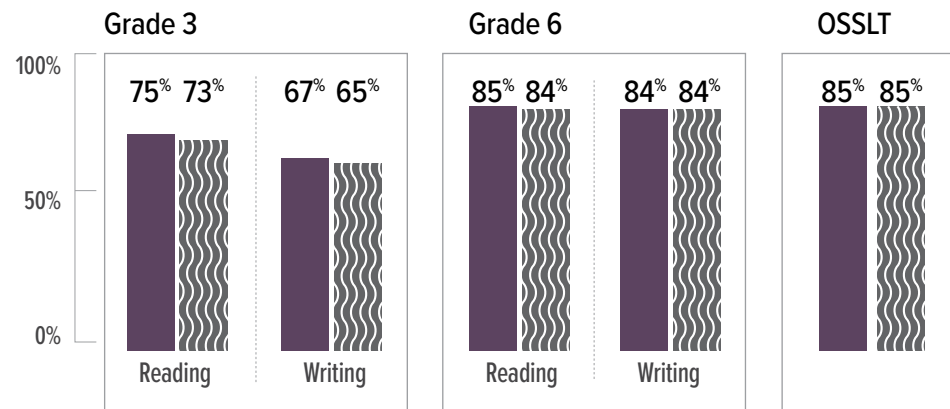


2022-2023 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

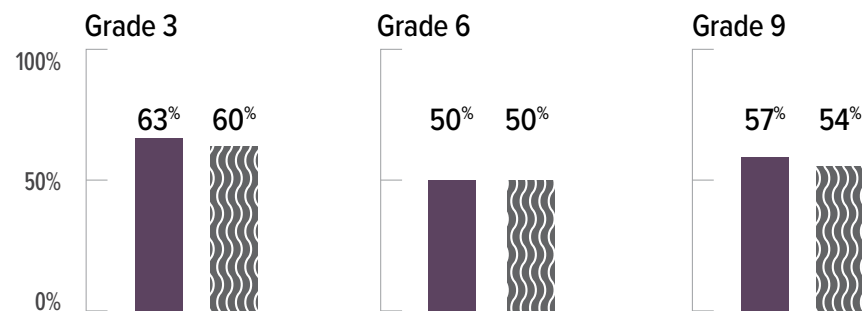
GOAL: Improve students' literacy learning and achievement

Measure: Percent (%) of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.



GOAL: Improve students' math learning and achievement

Measure: Percent (%) of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math

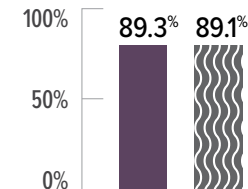


2021-2022 Academic Year

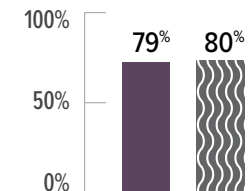
Preparation of Students for Future Success

GOAL: Improve students' graduation rates and preparedness for future success

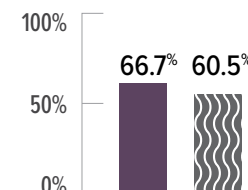
Measure: Percent (%) of students graduating with an OSSD within five years of starting Grade 9. Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.



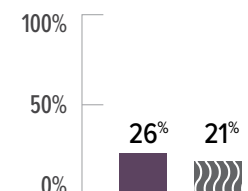
Measure: % of students who earn 16 or more credits by the end of Grade 10



Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

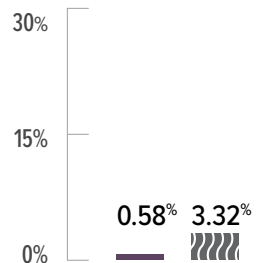


2021-2022 Academic Year

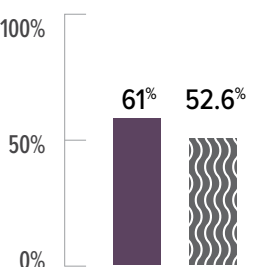
Student Engagement & Well-Being

GOAL: Improve students' participation in class time and learning for future success

Measure: % of students in Grades 4-12 who were suspended at least once

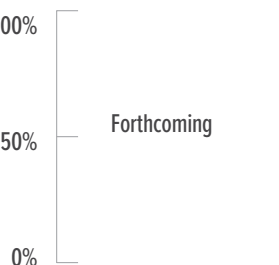


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



GOAL: Improve student well-being

Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health



2022-2023 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

GOAL: Improve students’ literacy learning and achievement

Measure % of students who meet or exceed the provincial standard on:

Grade 3 EQAO Reading	75%	73%		
Grade 3 EQAO Writing	67%	65%		
Grade 6 EQAO Reading	85%	84%		
Grade 6 EQAO Writing	84%	84%		
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	85%	85%		

GOAL: Improve students’ math learning and achievement

Measure % of students who meet or exceed the provincial standard on:

Grade 3 EQAO Math	63%	60%		
Grade 6 EQAO Math	50%	50%		
Grade 9 EQAO Math	57%	54%		

2021-2022 Academic Year

Preparation of Students for Future Success

GOAL: Improve students’ graduation rates and preparedness for the future

Measure % of students...

• who earn 16 or more credits by the end of Grade 10	79%	80%		
• participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	26%	21%		
• graduating with an OSSD within five years of starting Grade 9	89.3%	89.1%		
• who earn 16 or more credits by the end of Grade 10	79%	80%		
• enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	66.7%	60.5%		
• who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	Forthcoming	Forthcoming		

2021-2022 Academic Year

Student Engagement & Well-Being

GOAL: Improve students’ participation and in class learning

Measure % of students...

• in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	61%	52.6%		
• in Grades 4-12 who were suspended at least once	0.58%	3.32%		

GOAL: Improve student well-being

Measure % of

• Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	Forthcoming	Forthcoming		
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Action our School Board Will Take

Achievement

- System-wide professional development on Structured Literacy and the Updated Language curricula for Grades 1-8, and English curriculum for Grade 9.
- Regular school team meetings to analyze student work, informing instructional decisions and interventions.
- Implementing school-based student success monitoring systems to enhance student achievement.
- Integrating digital math tools to support assessment and instruction.
- Daily dedicated time for Math (minimum of 60 minutes) and Literacy in all elementary classrooms, including daily word work/phonics routines.
- Guided lesson design and delivery based on the DDSB Mathematics Grades 1 - 12: A DDSB companion guide to the Ontario Curriculum.
- Providing coaching, mentoring, and job-embedded support for educators to incorporate Indigenous-specific and identity-affirming learning opportunities.
- Intensive support for schools identified by the Ministry.

Preparation for Future

- Enhanced parent communication regarding pathways and credit attainment.
- Increased community promotion of job skills programs with guidance from cooperative education teachers.
- Introducing trades pathways in Grades 7 & 8.
- Expanded understanding and access to PLAR for credit attainment.
- Strengthening community and trade union partnerships, including OYAP union partners and additional SHSM sectors.
- Introducing recognition of learning credit (RELC) to engage students.
- Improved access to credit completion and credit rescue opportunities.
- Increased access and opportunities for SCWI/Dual Credit programs.
- Expanding availability of extracurricular STEM and business activities leading to OYAP opportunities.
- Continued implementation of graduation coaches for Black students.
- Providing graduation and pathway support for Indigenous students through Engagement Coach.

Engagement & Well-Being

- Recognition and respect for students’ diverse backgrounds and experiences to cultivate nurturing environments.
- Establishing Indigenous student circles in elementary and secondary schools to foster a sense of belonging and well-being.
- Providing identity-affirming personalized support tailored to individual student needs.
- Utilizing engagement as a strategy to reduce suspensions.
- Implementing Universal Design for Learning (UDL) strategies to meet students’ academic, social, and emotional learning needs in a culturally responsive manner considering intersections of identity.

Department Plans

- DDSB Teaching and Learning Plan 2023-2025
- DDSB Math Action Plan
- Compendium of Action for Black Student Success 2.0
- Three Year Action Plan for Mental Health and Well-Being
- One Year Action Plan for Mental Health and Well-Being
- Inclusive Student Services/Special Education Plan
- Indigenous Education Policy
- Human Rights, Anti-Discrimination and Anti-Racism Policy

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** April 2, 2024**SUBJECT:** 2023-2024 Interim Financial Report –
Operating Expenditures**PAGE:** 1 of 3**ORIGIN:** Camille Williams-Taylor, 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 provide the Board of Trustees with information related to the operating expenditures for the period ending February 29, 2024 (Quarter 2).

2.0 Background

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

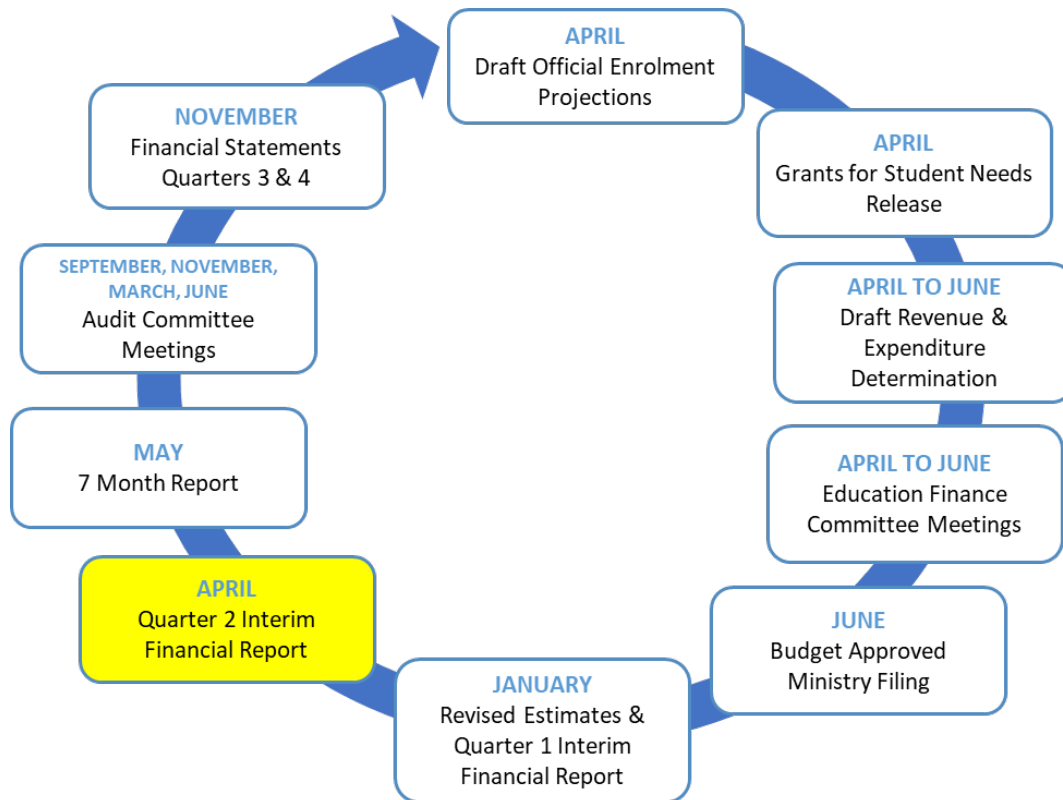
The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

2.1 Budget Process

Provincial funding to school boards are provided through a series of grants referred to as the Grants for Student Needs (GSN). The GSN includes detailed grant formulas and other criteria to support school board operations and capital expenditures. Typically, the GSN is released in early spring each year, providing school boards with time to develop and submit an approved budget plan by the end of June to meet the Ministry of Education (the Ministry) required timeline.

The board's budget process begins with developing a viable projection of elementary and secondary enrolment for the next school year. Following the announcement of the GSN for the next school year, staff develop an expenditure plan that is balanced to revenues.

The figure shown below highlights where we are in the budget process.



2.2 Financial Reporting

The [2023-2024 Revised Estimates & Quarter 1 Interim Financial Report](#) was presented at the Board meeting on January 22, 2024. That report provided updated revenue and expenditure information from the Budget to the Revised Estimates, as well as operating expenditures as of November 30, 2023 (Quarter 1).

Attached as Appendix A is the 2023-2024 Quarter 2 Interim Financial Report – Operating Expenditures for the period ended February 29, 2024, which has been prepared on a similar basis as per previous reports.

3.0 Analysis

Operating expenditures for the period ended February 29, 2024 are 48.4% of the 2023-2024 Revised Estimates amount of \$933,780,781. In the prior year, 48.4% of the 2022-2023 Revised Estimates was spent at the end of Quarter 2.

Overall, expenses are in-line with the prior year, with some timing differences impacting individual lines in the attached schedule. There are three areas showing a significant variance to the Revised Estimates budget: Continuing Education, Staff Development and Computers. The Continuing Education variance is due to timing of summer school expenses, and the Computers and Staff Development variances relate to timing of discretionary spending.

4.0 Financial Implications

The information provided in this report reflects budget changes as part of the 2023-2024 Revised Estimates, and operating expenditures as of February 29, 2024.

5.0 Evidence of Impact

Resources are allocated to achieve strategic priorities as outlined in the Board's Ignite Learning Multi-Year Strategic Plan.

6.0 Communication Plan

N/A

7.0 Recommendation

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

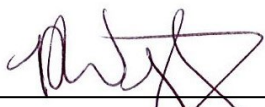
8.0 Appendices

Appendix A – Interim Financial Report – Operating Expenditures

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



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

Durham District School Board
Interim Financial Report
For the Period Ending February 29, 2024 (Q2)

EXPENDITURE CATEGORIES	2023-2024 Revised Estimates	2023-2024 Expenditures at (Q2)	2023-2024 % Spent at Q2	2022-2023 % Spent at Q2
Instruction				
Teachers	514,965,878	246,291,498	47.8%	48.3%
Supply Staff	20,385,680	11,593,860	56.9%	58.8%
Educational Assistants	55,997,962	31,207,001	55.7%	50.3%
Early Childhood Educators	21,237,047	11,281,529	53.1%	54.1%
Textbooks / Supplies	19,577,105	13,423,855	68.6%	54.8%
Computers	14,911,597	2,539,554	17.0%	66.3%
Prof./ParaProf./Tech.	30,786,027	13,575,404	44.1%	40.8%
Library / Guidance	22,397,812	10,650,374	47.6%	49.0%
Staff Development	4,731,148	1,552,740	32.8%	4.0%
Principals and VPs	36,446,751	21,940,881	60.2%	49.2%
School Office	20,252,801	10,553,223	52.1%	45.9%
Officers & Facilitators	17,413,873	7,565,922	43.4%	42.9%
Continuing Education	6,119,905	1,511,419	24.7%	22.7%
Instruction Total	785,223,585	383,687,260	48.9%	48.5%
Administration & Governance				
Governance	276,437	147,595	53.4%	47.9%
Board Administration	28,744,622	12,009,460	41.8%	45.8%
Administration & Governance Total	29,021,059	12,157,055	41.9%	45.8%
Transportation				
Transportation	29,743,799	14,536,437	48.9%	58.4%
Transportation Total	29,743,799	14,536,437	48.9%	58.4%
School Operations & Maintenance				
School Operations & Maintenance	86,986,700	40,826,297	46.9%	43.6%
School Operations & Maintenance Total	86,986,700	40,826,297	46.9%	43.6%
Other Non-Operating				
Other Non-Operating	2,805,638	1,067,584	38.1%	65.5%
Other Non-Operating Total	2,805,638	1,067,584	38.1%	65.5%
Grand Total	933,780,781	452,274,633	48.4%	48.4%

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Standing Committee **DATE:** April 2, 2024

SUBJECT: Audit Committee Meeting Summary **PAGE:** 1 of 2

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with a summary from the March 20, 2024 Audit Committee meeting public session.

2.0 Background

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

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

The primary purpose of an Audit Committee is to provide oversight of the financial reporting process, the audit process, the company's system of internal controls and compliance with laws and regulations and is governed by Ontario Regulation 361/10: Audit Committee.

The Audit Committee is comprised of three Trustees and two External Members. Meetings also include the Director, Associate Director of Corporate Services, Business staff, External Auditors and Regional Internal Auditors. Meetings typically take place in March, June, September and November.

3.0 Analysis

The following is a summary of the March 20, 2024 meeting:

- Public Session
 - A new External Member was introduced to the Committee;
 - Approval of the November 9, 2023 public meeting minutes;
 - The Annual Agenda Plan was reviewed;
 - The Audit Committee Chair term of role was discussed;
 - The next meeting is scheduled for June 19, 2024.

4.0 Financial Implications

N/A

5.0 Evidence of Impact

Maintaining compliance with Ontario Regulations.

6.0 Communication Plan

N/A

7.0 Conclusion

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

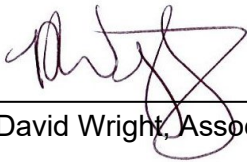
8.0 Appendices

N/A

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



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



MEMORANDUM

To: Trustees

Memo: No. 2023:22

From: Camille Williams-Taylor, Director of Education and Secretary to the Board

Date: March 27, 2024

RE: Overview of Education Perfect for Trustee Information

Purpose

This memo is intended to provide the Board of Trustees with information regarding the digital learning platform, Education Perfect (EP), focusing on the platform's features, benefits, and potential impact on student learning.

Background

Education Perfect is a digital platform designed to enrich the educational experience of students by providing access to a vast range of interactive learning materials. It offers an engaging learning experience, aligning with curriculum standards to offer a holistic educational tool. EP's key features include a rich content library, personalized learning pathways, and a suite of tools for educators to track progress, identify learning needs, and tailor instruction to meet the diverse needs of students.

Analysis

Key Benefits of Education Perfect:

- **Engagement Through Interactive Resources:** The platform incorporates engaging content and resources, such as videos, assessments, and games, designed to meet diverse learning needs and preferences.
- **Accessibility and Personalization:** EP is built on principles of Universal Design for Learning (UDL), ensuring accessibility and inclusivity. It provides personalized learning pathways that adapt to the unique needs and skill levels of each student, promoting equitable learning opportunities.
- **Support for Educators:** With EP, teachers can effectively monitor student progress, identify areas for improvement, and customize their teaching approaches. The platform also allows for the creation and sharing of customized content and assessments.
- **Data-Driven Decision Making:** EP's comprehensive data analytics feature enables educators to gain insights into student engagement, performance, and progress, allowing for informed instructional decisions and strategies.

Since its introduction in September 2023, EP has been integrated into many classroom math programs, serving as one of the tools used to enhance daily instruction, supporting skill development, homework assignments, and by providing a robust framework for assessments and feedback. The platform has been utilized by 506 educators and 11,420 students in 119 schools across the District.

Conclusion

Education Perfect represents an advancement in digital learning, offering tools and resources that can potentially transform the educational landscape by making learning more engaging, accessible, and personalized.

Should you have any questions regarding this memo, please contact Superintendent Mohamed Hamid at mohamed.hamid@ddsb.ca.



Empowering Excellence

Education Perfect (EP) is a comprehensive digital toolkit that combines learning features, assessment technology and insightful analytics to support high-impact instructional practices for teaching and learning.



Engaging learning

EP's lesson experience and engagement features support practices such as explicit instruction, student autonomy and problem-solving tasks with:

- Curriculum-aligned lessons and tasks teachers can assign to students or present in class
- Multimedia and interactive features, to support multiple means of expression and represent thinking, such as gamification, audi-visual tools, visual graphing calculator (with Desmos) and working formula
- Access for students to explore content independently anytime, anywhere



Growth tracking

Our assessment capabilities and growth tracking empower teachers to rethink assessment and evaluation, engage in deliberate practice and supports learning goals and feedback with:

- Formative and summative assessment tools to understand student strengths and weaknesses and track growth towards learning objectives
- Sequences of work aligned to curriculum outcomes
- The ability to collect different types of data such as lesson and assessment insights as well as student reflections
- Instant feedback options and peer to peer feedback



Personalized learning

EP empowers teachers with a range of features to help them implement strategies such as problem solving, small-group instruction and flexible groupings, and create personalized learning experiences for students.

These include the ability to:

- Personalize insights and learning recommendations
- Deliver automatic consolidation and extension
- Assign work to individuals or groups
- Customize content & learning opportunities
- Create differentiated learning pathways for each class and student

One platform to support Growing Success

EP powers a data-driven learning cycle that focuses on the continuous evaluation of student progress against learning objectives and seamlessly integrates instructional and assessment practices to guide students towards mastery.

"The primary purpose of assessment is to improve student learning."

(Growing Success, 2010).

What do students need to know?
Determine learning objectives

Where are they now?
Administer a pre-assessment to determine strengths and needs

Are they there yet?
Administer a post assessment to assess for mastery/determine next steps

How do they get there?
Leverage the recommended next steps to provide differentiated learning pathways

How are they progressing?
Check for understanding, provide feedback and opportunities for self and peer assessment

Supporting teachers with certified processes



Proven results

EP's formative assessment cycle has been proven to double learning growth and have a significant impact on exam results.

[View impact report](#)



Trusted by over 50K teachers

"I love the versatility of [Education Perfect] and that you can cater so much for whole class needs and individual differentiation for learners."

[Read case studies](#)



Unparalleled support

Access to our team of Ontario-certified teacher experts and our comprehensive [resource center](#).

Safe and secure



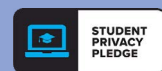
ISO 27001 Certification



Safer Technology for Schools (ST4S) Badge



GDPR Compliance



Student Privacy Pledge

Validated learning design

[View more research](#)



Johns Hopkins University



Digital Promise Product Certification



Durham District School Board

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March 26, 2024

Dear Minister Lecce,

On behalf of the Board of Trustees of the Durham District School Board (DDSB), we are writing to you seeking a change to the Education Development Charge (EDC) legislation which, in 2019, introduced a limit to the amount that any school board's EDC could be increased, the "Cap".

EDCs are imposed by school boards on new residential and non-residential developments with the collected funds restricted to land acquisition and site preparation costs accrued to address growth-related student accommodation pressures in areas of new residential development.

Both the Durham District School Board and Durham Catholic District School Board adopted jurisdiction-wide EDC by-laws which reflected the legislatively capped rate provisions imposed by the province on March 29, 2019. The current EDC by-laws are set to expire on April 30, 2024, and successor by-laws must be adopted by April 26, 2024, to avoid any interruption to collection of EDCs. The Board will consider the adoption of the new by-law on April 15, 2024, with the in-force date being May 1, 2024.

The current legislative cap limits the annual increase to \$300 per residential unit and \$0.10 per square foot of non-residential gross floor area. Without a change to the current limitations of this approach, we will not be able to purchase new land without direct support from the Ministry of Education. Durham Region is growing at a rapid pace and school needs continue to grow. We have gone from 70,000 students in 2019 to 79,000 students in 2023, resulting in increased enrolment pressure. If the EDC cap is not addressed by the Ministry, it will create additional challenges in meeting growth needs.

The DDSB's EDC Background Study dated February 13, 2024, was submitted in February for the Ministry's analysis of our required 15-year projected needs by our Consultant, Quadrant Advisory Group Limited. The Study identified our current EDC deficit at \$116.5 million which is a direct result of higher land prices, increased borrowing costs and our inability to collect the equivalent of a calculated EDC per residential unit given that the charge is capped at an allowable increase of \$300 per residential unit.

Additionally, as the DDSB's financial shortfall occurs well beyond the next 15 years, almost 56% of the net education land costs are unfunded, provided that costs do not increase. This makes the DDSB unique in that, while growth-related expenditures are expected to continue with housing growth beyond Year 15, the revenue stream will continue to be limited to the 'cap' until Years 24/25. An additional \$56 million in funding, as identified in the Study, is required by 2026/27, but there is no committed and available funding source at this time.

However, as we move through another three by-law adoptions over next 15 years, and assuming the growth rates remain stable and costs don't exceed the projected land and site preparation values, there would be an expectation of an additional \$300 million in expenditures every by-law period, and for which there is no additional funding unless the cap is lifted.



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Despite imposing a legislative cap on EDCs, the Ministry of Education remained silent on how or who would cover the shortfall in collections which is the difference between the capped EDC and the actual amount required to purchase sites. Under our current by-law, the capped rate is \$3,449 per residential unit while the amount needed was calculated at \$11,876 per residential unit. Our proposed new by-law is capped at \$3,749 per residential unit and \$0.10 per Sq. Ft. of non-residential gross floor area when we actually need \$12,540 per residential unit and \$2.14 per Sq. Ft. of non-residential gross floor area to fully fund our \$1.14 billion of identified needs over the next 15 years.

We are requesting that the Ministry of Education remove the cap on EDCs to enable us to meet our obligations to our communities to provide new schools on school sites in growth areas where none currently exist and that the Ministry of Education provide us with sufficient funding to address the increasing shortfall in EDC collections directly attributed to the impact of the cap since 2019.

Should you have any questions, please do not hesitate to reach out. In addition, DDSB staff are available to work with Ministry staff to provide clarification on any points regarding our request. Thank you for your consideration.

Sincerely,



Christine Thatcher
Chair, Board of Trustees
Durham District School Board

Cc:

DDSB Board of Trustees
Premier of Ontario, Hon. Doug Ford
Minister of Finance, Hon. Peter Bethlenfalvy
Durham Region MPPs



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