



# Board Meeting Agenda

June 17, 2024 7:00 p.m.



Michelle Arseneault  
Trustee  
Town of Whitby

Tracy Brown  
Trustee  
Town of Whitby

Emma Cunningham  
Trustee  
City of Pickering

Donna Edwards  
Trustee  
Town of Ajax

Mark Jacula  
Trustee  
City of Oshawa

Stephen Linton  
Trustee  
City of Pickering

Kelly Miller  
Trustee  
Town of Ajax

Carolyn Morton  
Trustee  
Townships of Brock, Scugog &  
Uxbridge

Deb Oldfield  
Vice Chair of the Board  
Trustee  
City of Oshawa

Shailene Panylo  
Trustee  
City of Oshawa

Christine Thatcher  
Chair of the Board  
Trustee  
Town of Whitby

Jill Thompson  
Trustee  
(First Nations Representative)

Ben Cameron  
Student Trustee

Kayla Hoare  
Student Trustee

Neha Kasoju  
Student Trustee

Durham District School Board  
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# DURHAM DISTRICT SCHOOL BOARD

## BOARD MEETING

Monday, June 17, 2024 - 7:00 p.m.

PAGE

1. Call to Order

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. O Canada

(Cadarackque Public School)

4. Swearing in of the Newly Appointed Trustee

(Secretary to the Board, Camille Williams-Taylor)

5. Declarations of Interest

Verbal

6. Adoption of Agenda

Verbal

7. Consent Items

(a) Approval of the following meeting Minutes:

- |     |   |     |
|-----|---|-----|
| i.  | DRAFT Minutes of the May 21, 2024 Regular Board Meeting | 1-5 |
| ii. | DRAFT Minutes of the May 28, 2024 Special Board Meeting | 6-7 |

(b) Adoption of the following Resolutions from the Governance and Policy Committee Meeting of May 29, 2024, which the Committee Recommended to the Board:

- |      |  |  |
|------|--|--|
| i.   | Rescission of Facilities Services Policies and Regulations         |  |
| ii.  | Rescission of Equity and Inclusive Education Policy and Regulation |  |
| iii. | Revised Criminal Background Checks Policy                          |  |

|     |   |        |
|-----|---|--------|
| iv. | Draft Supervisory Officer Recruitment Policy and Rescission of Hiring of Superintendents Policy and Regulation                  |        |
| v.  | Draft Student Trustee Policy and Revised Consolidated Bylaws  |        |
| (c) | Adoption of Any Resolutions from the In Camera, Committee of the Whole Meeting, June 17, 2024.                                  | Verbal |
| (d) | Adoption of Any Resolutions from the Standing Committee Meeting, June 3, 2024.  | 10     |
| 8.  | <u>Ministry Memorandums-Information Update</u><br>(Director of Education Camille Williams-Taylor)                               | Verbal |
| 9.  | <u>Public Question Period</u>   | Verbal |
| 10. | <u>Good News from the System</u><br>(Director of Education Camille Williams-Taylor)   | Verbal |
| 11. | <u>DDSB Presentation</u>  |        |
| (a) | Student Trustee Recognition<br>(Chair Christine Thatcher, Director of Education Camille Williams-Taylor)                        | Verbal |
| (b) | Chairperson's Scholarship Award-2024<br>(Chair Christine Thatcher)  | 11-12  |
| (c) | Abilities Scholarship Award<br>(Superintendent Andrea McAuley)  | 13-14  |
| (d) | Parent Involvement Committee (PIC) Annual Report<br>(Trustee Michelle Arseneault, PIC Co-Chairs Huma Choudhary and Peter Ackie) | 15-21  |
| 12. | <u>Recommended Actions</u>  |        |
| (a) | Consideration of the 2024-2025 Draft Budget<br>(Associate Director David Wright)  | 22-78  |
| (b) | Election of Two Trustee Members for the Anti-Black Racism Advisory Committee<br>(Chair Christine Thatcher)                      | Verbal |
| (c) | Election of Two Trustee Members for the Human Rights Advisory Committee<br>(Chair Christine Thatcher)                           | Verbal |

|     |   |         |
|-----|---|---------|
| (d) | 2024-2025 Inclusive Student Services/Special Education Plan<br>(Superintendent Andrea McAuley)  | 79-81   |
| (e) | Items Removed from the List of Consent Items  |         |
| 13. | <u>Information Items</u>  |         |
| (a) | 2024 Official Enrolment Projections<br>(Associate Director David Wright)  | 82-95   |
| (b) | Approved Governance and Policy Committee Minutes, April 24, 2024<br>(Trustee Emma Cunningham)   | 96-100  |
| (c) | Approved Special Education Advisory Committee (SEAC) Minutes, April 18, 2024<br>(Trustees Michelle Arseneault, Donna Edwards, Kelly Miller) | 101-108 |
| 14. | <u>Memos</u>  |         |
| (a) | 2324:42, 2024 DDSB Summer Learning Opportunities 2024   | 109-113 |
| (b) | 2324:44, PPM 128 – DDSB Current Practices and Next Steps  | 114-122 |
| 15. | <u>Days of Significance</u>   | 123     |
| 16. | <u>Adjournment</u>  |         |

# DRAFT

## MINUTES

### The Regular Meeting of the Board

Tuesday May 21, 2024

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

1. Call to Order:

Chair Christine Thatcher called the meeting to order at 7:10 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown (virtual), Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Student Trustees Ben Cameron, Kayla Hoare (virtual)

Regrets: Trustees Emma Cunningham, Jill Thompson, Student Trustee Neha Kasoju

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, Superintendents Michael Bowman, Georgette Davis, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Martine Robinson, Kandis Thompson, General Counsel Patrick Cotter

Recording Secretary: Gillian Venning

2. Land Acknowledgement

Chair Christine Thatcher gave the Land Acknowledgment: 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.

3. O Canada

Trustees Donna Edwards and Kelly Miller welcomed and thanked Rosemary Brown Public for their video performance of O Canada by the intermediate Steel Pan Band under the guidance of Teacher Joshua Golin and the song Lift Every Voice and Sing performed by the Junior/Intermediate Choir, conducted by teacher Gillian Davis.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Adoption of Agenda

2024:RB47

MOVED by Trustee Donna Edwards

SECONDED by Trustee Kelly Miller

THAT THE AGENDA BE APPROVED.

CARRIED

Vice Chair Deb Oldfield shared the following statement on behalf of the DDSB:

The Durham District School Board is dedicated to advancing equity and dismantling all forms of racism and discrimination.

This commitment is reflected in our human rights, anti-discrimination, and anti-racism policies, as well as our actions and ongoing efforts to foster safe, equitable, and inclusive learning and working environments where students and staff of all identities and backgrounds are welcomed and supported.

Our dedication extends to the communities we serve. It is an integral part of our guiding principles and a shared responsibility among students, staff, and community members. We recognize that fostering an environment of inclusion and respect is essential for the success and well-being of everyone in our schools.

To achieve this, we are actively working to address systemic inequities and create a culture of belonging. This involves continuous reflection, education, and action. We engage in professional development, implement inclusive curriculum, and encourage open dialogue and learning opportunities. These efforts are designed to ensure that all members of our community feel valued and respected.

Our commitment also extends to other identities that have historically experienced inequitable treatment. We stand against homophobia, biphobia, transphobia, antisemitism, Islamophobia, and all other forms of discrimination.

We understand that this is an ongoing journey, and we are dedicated to making continuous progress. We invite all members of our community to join us in this important work. Together, we can build a school environment where diversity is celebrated, and every individual has the opportunity to thrive.

The DDSB is committed to continuing its efforts to dismantle racism and discrimination and ensuring that our schools are places where all students and staff can succeed and feel a true sense of belonging. This is our shared responsibility, and together, we can make a lasting difference.

6. Proposed Consent Items

As there were no objections, the following proposed consent items were approved and adopted:

- (a) Approved meeting Minutes:
  - i. DRAFT Minutes of the April 15, 2024 Regular Board Meeting
  - ii. DRAFT Minutes of the May 6, 2024 Special Board Meeting
- (b) Adopted Resolutions from the Governance and Policy Committee Meeting of April 24, 2024, which the Committee Recommended to the Board:
  - i. Resolution #1: That the Board Adopt the Revised Naming of Schools Policy.
- (c) Adopted Resolutions from the In Camera, Committee of the Whole Meeting, May 21, 2024.
- (d) Adopted the Special Education Advisory Committee (SEAC) Motion: Alternate Member, Easter Seals

7. Ministry Memorandums-Information Update

Director Camille Williams-Taylor provided trustees with the following update:

On May 16 the Durham Black Educators Network hosted the 12<sup>th</sup> annual Student Success Awards ceremony, recognizing and celebrating the success of 108 student nominees. 19 elementary and secondary recipients received awards that included monetary support towards post-secondary education or other personal interests and endeavors. Each year as part of the ceremony, the DBEN Educator Award is presented to an involved and caring adult who consistently upholds the DBEN mandate in their school and community. This year's recipient is Michel Jackson-Stewart, Vice Principal at Glen Street Public School. Congratulations to Michel and all students who were nominated.

Last Friday the Minister of Education announced approval of DDSB's capital priorities request to build three new elementary schools: two in west Whitby and one in north Oshawa. In addition to other major projects in various stages of construction, we are pleased to share that these three new schools represent space for over 1800 elementary students in west Whitby and north Oshawa combined, and one new child care centre. We will share more details with families and school communities as these projects progress.

This is the time of year when Durham Forest Environmental Education Centre gears up for another summer of fun, learning, and adventure for students aged 7 to 12 through Day Camp. Operated by the DDSB, the Durham Forest Environmental Education Centre facility is located just south of Uxbridge, in a camp-like setting. Each week of camp will feature outdoor and experiential learning activities designed to inspire, educate and reconnect children to the world around them. Interested families can visit the DDSB website to register.

On the evening of May 30, the third annual Student Art Gallery Opening takes place here at the Education Centre and will feature a collection of works created and curated by DDSB students in grades 7 to 12 with staff support. The theme of this year's gallery is My Journey, My Joy, My Genius, and students were encouraged to showcase their unique perspectives and experiences about connection and community. For those unable to attend the opening in person, a digital gallery will be available on our website.

On May 6, 46 DDSB students participated in the Skills Ontario Competition, showcasing their talents in competition in robotics, web design, carpentry and more. Trustee Morton is a longstanding attendee and supporter and will share a few words about DDSB's participation in this year's competition.

8. Public Question Period

Dylan Reynolds joined the meeting virtually and asked a question regarding enrolment and new school construction. Staff responded to the question.

9. Good News from the System

Aditdi and Shyamilan from Donald S. Wilson Secondary School shared good news from across the system on behalf of DDSB students.

10. Recommended Actions

(a) Director of Education Performance Appraisal Policy

General Counsel Patrick Cotter provided Trustees with an overview of the revisions included in the proposed revised Director of Education Performance Appraisal Policy following its presentation and discussion at the April 24, 2024 Governance and Policy Committee meeting. It was noted that further minor amendments as proposed at the April 24 Committee meeting are incorporated in the final draft version of the Policy included in the report.

2024:RB48

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Stephen Linton

THAT THE BOARD OF TRUSTEES CONSIDER AND APPROVE THE DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL POLICY AS INCLUDED IN APPENDIX A.

CARRIED

11. Information Items

(a) Approved Special Education Advisory Committee (SEAC) Minutes, March 21, 2024, April 3, 2024 (2)

Trustee Donna Edwards shared with trustees an overview and highlights of the approved minutes from the SEAC meetings of March 21 and April 3, 2024.

(b) Approved Governance and Policy Committee Minutes, March 27, 2024



General Counsel Patrick Cotter shared with trustees the approved minutes of the Governance and Policy meeting of March 27, 2024.

12. Memos

(a) 2324:37, EQAO Assessments

The memo was shared with trustees for information and trustee questions were answered.

13. Days of Significance

The dates of significance for May and June 2024 were shared with trustees for information.

14. Adjournment

2024:RB49

MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 7:44 p.m.

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Chair

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Secretary

**DRAFT**

**MINUTES**

**The Special Meeting of the Board (Trustee Candidate Selection Process)**

**Tuesday, May 28, 2024**

**10:00 a.m.**

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

1. Call to Order:

Roll Call: Chair Christine Thatcher

The Chair called the meeting to order at 10:00 a.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Donna Edwards, Stephen Linton (virtual), Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Student Trustees Ben Cameron

Regrets: Trustees Emma Cunningham, Jill Thompson, Student Trustees Kayla Hoare and Neha Kasoju

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

Chair Christine Thatcher gave the Land Acknowledgment: the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with territories upon which our school board and schools are located. Today, this area is 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.

3. Declarations of Interest

There were no declarations of interest at this time.

4. Candidate Presentations

Chair Christine Thatcher shared an overview of the appointment process to fill the current trustee vacancy. Trustee candidates were invited one-by-one to share a five-minute presentation addressing their candidacy.

Immediately following completion of candidate presentations, confidential voting took place in accordance with the process outlined in the Board's Bylaws, until a simple majority was achieved by a single candidate.

General Counsel Patrick Cotter and staff designated by the Director of Education counted the ballots and following several rounds of voting, confirmed a simple majority for candidate #16, Mark Jacula.

5. Recommended Actions

(a) Motion: Appointment of Trustee

2024:SB36

MOVED by Trustee Donna Edwards

SECONDED by Trustee Carolyn Morton

THAT THE BOARD OF TRUSTEES FILL THE EXISTING TRUSTEE VACANCY BY APPOINTING MARK JACULA SUBJECT TO CONFIRMATION OF A SATISFACTORY CRIMINAL BACKGROUND CHECK AND THAT MARK JACULA IS WILLING TO ACCEPT THE APPOINTMENT AND CAN ATTEND THE JUNE 17, 2024 BOARD MEETING TO BE SWORN IN.

CARRIED

6. Adjournment

2024:SB37

MOVED by Chair Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

The meeting adjourned at 4:52 p.m.

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Chair

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Secretary



**Durham District School Board**

**June 17, 2024 Board Meeting**

**Resolutions: May 29, 2024 Governance and Policy Committee Meeting**

At the Governance and Policy Committee meeting of May 29, 2024, the Committee made the following recommendations to the Board of Trustees and recommended that the matters be dealt with at this meeting of the Board of Trustees:

**i. Rescission of Facilities Services Policies and Regulations**

THAT THE FACILITIES SERVICES POLICIES AND REGULATIONS INCLUDED IN APPENDIX A OF THE REPORT INCLUDED IN THE MAY 29 AGENDA PACKAGE BE RESCINDED.

**ii. Rescission of Equity and Inclusive Education Policy and Regulation**

THAT THE EQUITY AND INCLUSIVE EDUCATION POLICY AND REGULATION BE RESCINDED.

**iii. Revised Criminal Background Checks Policy**

THAT THE CRIMINAL BACKGROUND CHECKS POLICY BE REVISED AS SET OUT IN APPENDIX A OF THE REPORT INCLUDED IN THE MAY 29 AGENDA PACKAGE.

**iv. Draft Supervisory Officer Recruitment Policy and Rescission of Hiring of Superintendents Policy and Regulation**

THAT THE CURRENT HIRING OF SUPERINTENDENTS POLICY AND REGULATION BE RESCINDED AND THE SUPERVISORY OFFICER RECRUITMENT POLICY BE ADOPTED.

**v. Draft Student Trustee Policy and Revised Consolidated Bylaws**

THAT THE STUDENT TRUSTEE POLICY BE ADOPTED AND THE APPLICABLE SECTIONS OF THE CONSOLIDATED BYLAWS BE AMENDED

AS SET OUT IN THE REPORT INCLUDED IN THE MAY 29 AGENDA PACKAGE.

**Link to May 29, 2024 Governance and Policy Committee agenda package which includes staff reports on the aforementioned items:**

[Agenda: May 29, 2024 Governance and Policy Committee Meeting](#)

**Link to Draft, unapproved May 29, 2024 Governance and Policy Committee meeting minutes:**

[Draft Minutes: May 29, 2024 Governance and Policy Committee Meeting](#)



## **DURHAM DISTRICT SCHOOL BOARD**

June 17, 2024

Regular Board Meeting

### **Adoption of Any Resolution from the Standing Committee Meeting, June 3, 2024**

#### Schools Utilizing Modified School Year Calendar

THAT STAFF INITIATE A REVIEW OF THE MODIFIED SCHOOL YEAR CALENDAR AT THE THREE SECONDARY SCHOOLS BROCK HIGH SCHOOL, MAXWELL HEIGHTS SECONDARY SCHOOL AND HENRY STREET HIGH SCHOOL. INPUT IS REQUIRED FROM THE COMMUNITY - STAFF, STUDENTS, AND PARENTS, AND A REPORT IS TO COME BACK TO THE BOARD OF TRUSTEES NO LATER THAN JANUARY 2025.

**REPORT TO:** Durham District School Board

**DATE:** June 17, 2024

**SUBJECT:** Chairperson's Scholarship Award - 2024

**ORIGIN:** Christine Thatcher Chair of the Board

A Chairperson's Scholarship Fund was established by the Durham District School Board (DDSB) in May 2003 to be awarded annually by the Chair of the Board to a graduating student.

The \$1,000.00 scholarship prize is to be awarded to a student who:

- is graduating secondary school;
- exemplifies excellent leadership and citizenship; and
- has represented student issues to others.

The criteria for the award includes the applicant meeting the eligibility requirements and receiving a recommendation by their secondary school principal.

A committee consisting of the Chair of the Board, Christine Thatcher, Trustees Michelle Arseneault, Tracy Brown, Stephen Linton and Carolyn Morton reviewed the nomination applications. The Committee determined to award the Chairperson's Scholarship Award for 2024 to Kayla Escoffery, a student at Pickering High School.

Kayla is an exemplary student, achieving honour roll standing, while maintaining part-time employment and participating in competitive extra-curriculars. Kayla works tirelessly as a champion for social justice and serves as an exemplary candidate demonstrating leadership in the school community.

Kayla has engaged in numerous activities at the school, which speaks to her ability to take initiative and think innovatively. Kayla founded the Pickering High School Black Students' Association (BSA) that seeks to amplify the voices of Black students and combat anti-Black racism by creating workshops and events to promote awareness and Black excellence. Kayla has successfully worked with her peers to provide a space where self-identified Black students come together to participate in panel discussions, provide social emotional support during traumatic experiences and engage in advocacy campaigns. Kayla helped coordinate a panel of Black professionals to share their story of success with her peers. She also hosted a scholarship application workshop for students to gain insight into steps for applying for various scholarships. Kayla is a strong advocate for human rights, taking on various leadership roles in the school including, Women's' Empowerment Association, and Gay Straight Alliance Pride Club.

In addition to her school activities, Kayla has left an impression within other organizations that she has been part of. Kayla is a Youth Executive Member of the Black Youth in York Region and has been an integral part of this group both as Chair and leading various initiatives. In her role as instructor and counsellor for the Town of Ajax, Kayla provided mentorship and support to youth from various backgrounds, helping them to access activities that enhanced their overall health and well-being. Kayla has been equally successful in advancing her leadership skills from her role as a student to supervising coach and assistant coach for both her soccer league and cheerleading programs. She not only provides much needed representation in these areas as a Black woman, but also serves as a role model for her peers.

Kayla plans to attend Carleton University in the fall for an honours bachelor in social work. She hopes to continue to make a difference by having a career in macro social work and providing those in her community with culturally responsive support that allow them to be their most authentic self and create systemic change.

Kayla exemplifies leadership and citizenship, while representing several diverse student issues, making her a worthy recipient of the Chairperson's Scholarship Award.



## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** June 17, 2024

**SUBJECT:** Abilities Scholarship Award

**PAGE:** 1 of 2

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Andrea McAuley, Superintendent of Education

### 1.0 Purpose

The purpose of this report is to provide information to the Board of Trustees on the Learning Disability Association of Durham Region (LDADR) and Durham District School Board's (DDSB) Abilities Scholarship 2024 recipient.

### 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 Abilities Scholarship

The Learning Disabilities Association of Durham Region and the DDSB partner to provide an annual \$1000.00 Abilities Scholarship Award. This scholarship recognizes a DDSB secondary student who has a diagnosed Learning Disability and who will be continuing studies (apprenticeship, college, or university) in the upcoming academic year.

A committee comprised of members of the LDADR, the DDSB Special Education Advisory Committee (SEAC) Chair and SEAC Trustee representatives reviewed the nominations to determine the recipient of the scholarship.

#### 2.2 2024 Abilities Scholarship Recipient

Kylie McKirdy, of Ajax H.S. is the 2024 Abilities Scholarship recipient and the DDSB extends sincere congratulations to Kylie on her achievement.

Kylie's submission detailed her resiliency and determination. Kylie is reflective of her journey, including attending Sagonaska Provincial School to Ajax H.S., along with the teachers and educational assistants who supported her in her strengths, interests, and strategies, that have helped to change her pathway.

In September, Kylie will be continuing her studies at college in the Social Service Worker Program.

### **3.0 Conclusion and/or Recommendations**

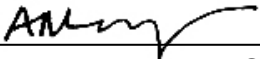
This report is provided to Trustees for information and celebration.

Report reviewed and submitted by:



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



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Andrea McAuley, Superintendent of Education

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** June 17, 2024

**SUBJECT:** Parent Involvement Committee Annual Report

**PAGE:** 1 of 4

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Kandis Thompson, Superintendent of Equitable Education

### 1.0 Purpose

The purpose of this report is to provide the Board of Trustees with the 2023-2024 Parent Involvement Committee (PIC) Year End Report which provides a summary of the Committee's activities for the year.

### 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.

As outlined in Ontario Regulation 612/00, all school boards in Ontario are required to have a Parent Involvement Committee (PIC) and as per Ontario Regulation 330/10, s. 6, the PIC must provide the Board with an end of year report. The PIC undertakes District-wide events to engage parents/guardians and provide the school board with information and advice to help support student learning at home and school. The PIC also shares information and provides support to School Community Councils (SCC). Additionally, the PIC works collaboratively with departments in the Durham District School Board (DDSB) to promote and provide sessions and resources for parents, guardians and caregivers which aids in increased student engagement and success.

### 3.0 Analysis

To support a variety of engagement opportunities for parents/guardians, the PIC established working groups that led several key initiatives. The 2023-2024 Parent Involvement Committee Year-End Report (Appendix A) summarizes the Committee's activities. The working groups this year were as follows:

#### **Communication**

Three (3) Parent Engagement e-newsletters were distributed through the DDSB social media channels, published on the website, and shared with schools for distribution within their communities. These newsletters included a message from the PIC Chairs, information on school and regional events that were held during scheduled

school breaks (winter break, March break and the summer break), educational resources and system information and dates about parent-facing events.

### **Engaging our Diverse Communities**

This sub-committee consulted and referenced DDSB system documents such as the DDSB Accessibility Plan and Guide, documents from the Anti-Oppression Department, Dates of Significance, as well as relevant DDSB Policy and Procedures, to create an easy-to-understand parent-facing resource to support student and family engagement in School Community Council (SCC) hosted events. This document will be available to SCCs in the 2024-2025 school year. In planning events, the guide will ask organizers to consider many factors such as dates of significance, family ancestry, race, gender, religion, ability, neurodiversity, socioeconomic status, family structures/family status. Suggestions for consideration for physical accessibility of location and dietary restriction considerations will also be included.

### **Parent Reaching Out (PRO) Grants**

The Parent Reaching Out (PRO) Grants program provides funding to school boards to work with parent stakeholder groups, SCC and/or Parent Involvement Committees to lead projects with a focus on the identification and removal of barriers that may prevent parents/guardians and families from participating and engaging fully in their children's learning. The Ministry allocated \$75,000 to support PRO Grant initiatives this school year and 43 schools accessed approximately \$50,000 of this budgeted amount. PRO Grants are an excellent opportunity for SCCs to access additional funds to support locally planned initiatives that are responsive to their unique school communities. This year, applications focused on:

- Addressing social inclusion and racism (specifically anti-Asian, anti-Black, and anti-Indigenous racism), and other prejudices toward racialized and marginalized groups.
- Creating a safe and welcoming environment.
- Demonstrating respect for parents/guardians as valued partners within the education system regarding decisions about their child's education.
- Enhancing communication with teachers.
- Informing parents/guardians about the expectations of the Ontario Curriculum and supporting resources.

### **Speaker Series**

The Parent Involvement Committee hosted two virtual events:

- “Parenting in the Age of Social Media” in collaboration with the DDSB Positive School Climates Department which focused on addressing a variety of new considerations for parents and caregivers while offering suggestions for keeping kids safe, responsible, and ethical as they navigate online spaces.
- “The Lighter Side of Mental Health” hosted by Ian Brown (mental health speaker, with a Master’s Degree in Social Justice Education, and a Toronto SCC Chair and parent)

with a focus on supporting children's mental health heading into summer and beyond.

These Virtual Speaker Series events were also offered as a "School Watch Party" platform to foster family engagement, outreach, and build community by having families watch the event together in their local school. For those schools able to host a watch party, it provided an opportunity for their school community to come together and have a deeper conversation on the topic and its relevance within their school.

### **Regional School Community Council Conference**

The Parent Involvement Committee hosted the first in-person Regional SCC meeting in over five (5) years on Monday, February 26th, 2024. Administrators and SCC Chairs were invited to attend and come together for an evening of information sharing and networking. The event included informative breakout sessions, area networking, and community resource tables which provided participants the opportunity to bring back materials to share with their school's SCC.

### **Volunteer of Distinction Recognition Event**

On October 24th, 2023, the Parent Involvement Committee was joined by Trustees, the Director of Education, Superintendents, Administrators, and staff for the first in-person Volunteer of Distinction Recognition evening since 2019. The evening acknowledged and celebrated a volunteer, from each school across the District, for their commitment and work within the school. Recipients were nominated by the Principal and the SCC. Volunteers were recognized in a ceremony, followed by a reception catered by students from Sinclair Secondary School.

## **4.0 Financial Implications**

Funding for Parent Involvement Committee initiatives are embedded within the Family and Community Engagement Department's budget. This includes an allocation of \$75,000 from the Ministry of Education to support PRO Grant initiatives for the 2023-2024 school year. Individual school budgets also have embedded an allocation of \$500 that is funded from the Ministry of Education to offset any office expenses incurred by the school in supporting their school's community council.

## **5.0 Evidence of impact**

This year staff saw an increase in engagement centrally and at the local school level. Over 100 SCC Chairs and Administrators attended the Regional School Community Council Conference with staff representation from all areas across the Board. 113 volunteers were recognized at the Volunteer of Distinction Recognition Event. The number of PRO Grants awarded to SCCs increased from 34 in the 2022-2023 school year to 43 in the 2023-2024 school year. Staff observed a consistent level of engagement with nearly 400 participants in each of the virtual speaker series sessions, including the exciting debut of watch parties that were hosted by four schools during the initial session.

**6.0 Communication Plan**

The 2023-2024 Parent Involvement Committee Year-end Report will be shared with PIC members and SCC Chairs and will be posted on the DDSB PIC web page.

**7.0 Conclusion and/or Recommendations**

This report is provided to Trustees for information.

**8.0 Appendices**

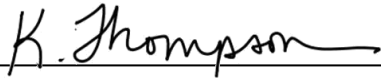
Appendix A – The 2023-2024 Parent Involvement Committee Year End Report.

Report reviewed and submitted by:



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



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Kandis Thompson, Superintendent of Equitable Education

# PARENT INVOLVEMENT

## YEAR END REPORT 2023-2024

*This report has been provided to the Board of Trustees as required by the Durham District School Board (DDSB) Regulation: Parent Involvement Committee (PIC) and Ontario Regulation 330/10 which states that "The Parent Involvement Committee shall annually submit a written summary of the committee's activities to the Chair of the Board and the Director of Education"*

**The PIC** provides the school board with information and advice to help engage parent(s)/guardian(s). The PIC undertakes activities to help parent(s)/guardian(s) support their children's learning at home and school. They also share information with and support School Community Councils (SCC).

**2**   
Co-Chairs

**1**   
Superintendent

**1**  Special Education Advisory Committee (SEAC) Representative

**1**  Central Staff Representative


During the 2023-2024 school year the PIC met **4** times


**The PIC comprises of:**

**1**  
Trustee

**2**   
Community Representatives

**8**   
Parent Representatives from five geographical areas: Pickering, Ajax, Whitby, Oshawa, and North

**2**   
Elementary  
1 Teacher  
1 Administrator

**2**   
Secondary  
1 Teacher  
1 Administrator

**Total members: 20**



## Parents Reaching Out (PRO) Grants

A key focus for PRO Grant Initiatives is to reduce barriers to parent engagement and meet the individual needs in the school communities. The Ministry of Education provided \$75,000 to support PRO Grants in the DDSB.

**43 Applications from both Elementary and Secondary schools were approved.**

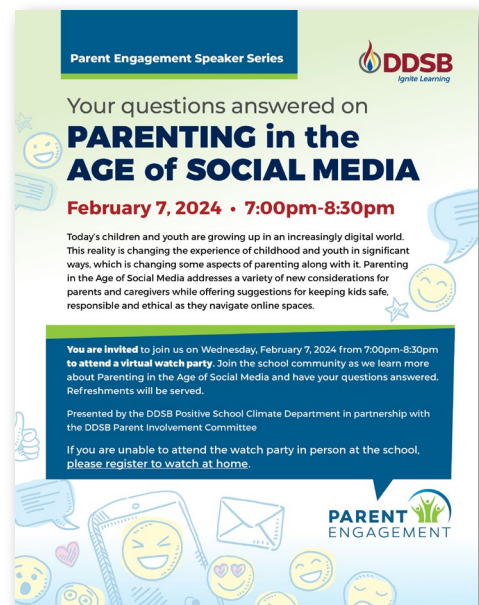
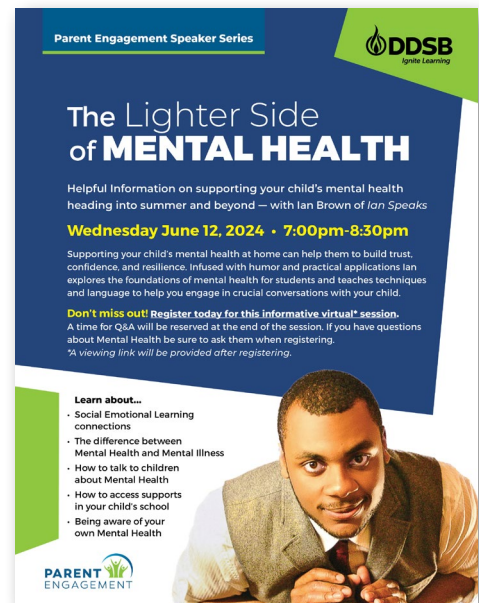
## The Parent Engagement Speaker Series hosted two events this school year.

This year, we offered a new pilot program, whereby schools could receive funding to host a watch party of the virtual speaker event. The purpose was to remove potential barriers for families attending a central in-person event, while also supporting grass-roots engagement at the individual school level. We had a small number of schools participate in this pilot and look forward to rolling this out to all schools across multiple event opportunities next year.

In February, we hosted *Parenting in the Age of Social Media* with our partners from the Positive School Climates Department in partnership with the DDSB PIC. The focus of this event was to address new considerations for parent(s)/guardian(s) while offering suggestions for keeping kids safe, responsible, and ethical as they navigate online spaces.

In June, we had guest speaker Ian Brown talk about *The Lighter Side of Mental Health* providing helpful information on supporting each child's mental health heading into summer and beyond.

The focus of both events came from community surveys and PIC feedback on topics that were important and relative to families.





## Regional SCC

In February, the PIC hosted the first in-person Regional SCC meeting since 2019. Administrators, SCC Chairs, and designates were invited to attend an evening including a panel of guest speakers, breakout sessions on topics relevant to SCCs, and the opportunity to network with each other at the end of the evening. The event was a great success, with almost every school represented, and positive feedback all around. Special thanks to Sinclair Secondary School culinary students and staff for catering the event.



## Volunteer of Distinction

On October 24<sup>th</sup>, the PIC was joined by our Trustees, Director of Education, Superintendents, Administrators, and staff for our first in-person Volunteer of Distinction recognition evening since 2019. The event acknowledges and celebrates volunteers from schools across the Board as nominated by their Principal and SCC for their commitment and work within the school. Volunteers were recognized in a ceremony, followed by a reception where they had the opportunity to meet with all attendees.



## Parent Engagement Communication

Parent Engagement produced three e-newsletters this year featuring information, resources, and strategies for parent(s)/guardian(s). These e-newsletters were shared with communities through schools, social media distribution, and on our website.



## **DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board

**DATE:** June 17, 2024

**SUBJECT:** Consideration of the 2024-2025 Draft Budget

**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  
Melissa Durward, Senior Manager of Finance  
Jennifer Machin, Senior Manager of Finance

### **1.0 Purpose**

The purpose of this report is to seek approval from the Board of Trustees of the 2024-2025 draft budget.

### **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.

Typically, funding information is released by the Ministry of Education in early spring to provide school boards enough time to develop, approve and submit their balanced budget by the end of June. This year, the Core Education Funding (formerly referred to as Grants for Student Needs) was announced for the 2024-2025 school year on April 26, 2024.

At the June 5, 2024 Education Finance Committee meeting, the 2024-2025 draft budget was presented, and the following motion was approved:

It is recommended that the Education Finance Committee recommend to the Board of Trustees that the 2024-2025 draft budget containing total revenues of \$1,220,903,513 and total expenses of \$1,220,903,513 be approved as presented.

### **3.0 Analysis**

#### **3.1 2024-2025 Budget**

The following information regarding the 2024-2025 Budget is included in Appendix A:

- Budget Model and Process
- Key Areas of Focus and Challenges
- Enrolment
- 2024-2025 Operating Revenue
- 2024-2025 Operating Expenditures
- 2024-2025 Special Education Operating Revenue and Expenditures
- 2024-2025 Capital Budget
- Expenditure Details
- Capital Schedules
- Board Staffing Comparison
- Responsive Education Programs

#### **3.2 2024-2025 Draft Budget - Supporting Information**

Attached as Appendix B is additional supporting information for the 2024-2025 draft budget, that was discussed at the May 27 and June 5, 2024 Education Finance Committee meetings, including:

- Language Instruction for Newcomers of Canada, and Care for Newcomer Children
- Staffing to Support De-Streaming and Transition to High School
- Operating Expenditures
- Funding Support for School Councils
- Anti-Oppression Supports at DDSB
- Operating Budget – Expenditure Analysis: Computers and Textbook/Supplies
- Links to Additional Grant Related Information

#### **3.3 Education Finance Committee Public Meeting Minutes**

The meeting minutes of the public sessions are attached as Appendix C.

### **4.0 Financial Implications**

The preparation of the Board's draft budget is required to comply with Ontario Regulation 232(1) of the Education Act.

### **5.0 Evidence of Impact**

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

**6.0 Communication Plan**

The final 2024-2025 Budget Book will be posted to the Board's website, once approved by the Board of Trustees.

**7.0 Recommendation**

That the Board of Trustees adopt the resolution of Education Finance Committee of June 5, 2024, approving the draft budget such that the 2024-2025 budget at Appendix A, containing total revenues of \$1,220,903,513 and total expenses of \$1,220,903,513 is approved.

**8.0 Appendices**

Appendix A – 2024-2025 Draft Budget


Appendix B – 2024-2025 Draft Budget - Supporting Information

Appendix C – Education Finance Committee Public Meeting Minutes

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

# BUDGET

2024-2025

Draft: June 17, 2024

STRATEGIC PRIORITIES

OPERATIONAL GOALS

INPUT/PLANNING

BUDGET ALLOCATION

• IGNITE LEARNING  
CORE BELIEFS  
AND VALUES

• PROJECTS  
• INITIATIVES  
• PROGRAMS  
• MONITORING  
• METRICS  
• EVALUATION

• INPUT  
• CONSULTATION  
• COLLABORATION  
• ANALYSIS

• FUNDING  
ALLOCATION TO  
SUPPORT STRATEGIC  
PRIORITIES AND  
OPERATIONAL  
GOALS



## MESSAGE FROM THE CHAIR OF THE BOARD

On behalf of the Durham District School Board (DDSB) Board of Trustees, I'm pleased to present the budget package for the 2024-2025 fiscal year. The Board has undertaken a collaborative effort with various partners, groups, organizations, and staff to craft a comprehensive budget document that prioritizes detail, accountability, fiscal responsibility, and transparency. We extend our gratitude to all involved parties for their contributions to this process and commend the dedicated efforts of our staff in furnishing the necessary information for the establishment of a balanced budget.

Additionally, it's important to note that this budget has been formulated without a deficit. However, it's crucial to recognize the substantial funding gaps that exist, which could potentially affect student achievement and well-being within the district. We advocate for the implementation of benchmarks in the education funding model that accurately reflect real costs, as well as a more adaptable funding distribution from the Ministry of Education to school boards. This approach would allow for targeted efforts to address learning disparities while offering comprehensive support to students, tailored to local needs and priorities.

The Board of Trustees is pleased to learn about the Ontario government's decision to boost Core Education Funding by \$745 million province-wide for the forthcoming school year. We eagerly anticipate learning more about how the government's transition to allocating funds directly to school boards will affect our community. Notably, the new funding model places emphasis on mental health assistance and expediting school construction in our rapidly expanding region.

As a Board, we adhere to guiding principles throughout the process of crafting the annual budget. These principles serve as the cornerstone for our budgetary decision-making and encompass:

- Prioritizing student success and well-being;
- Ensuring budgetary decisions promote equity and uphold human rights for both students and staff;
- Aligning financial allocations with operational objectives and priorities outlined in the Multi-Year Strategic Plan, while accounting for district growth;
- Exercising fiscal responsibility to ensure the sustainability of financial health both presently and in the long term.

In alignment with the funding provided by the Ministry of Education, it is our responsibility as elected Trustees to develop and approve a balanced budget. The result of the criteria outlined above is presented in the budget outlined for 2024-2025 and is made up of \$1,016,788,561 in operating funds and \$204,114,952 in capital funds for a total budget of \$1,220,903,513.

As the DDSB, we are dedicated to preserving a strong fiscal standing, particularly amidst the sustained growth observed across numerous school communities. The ongoing expansion of housing in the Durham Region will lead to further enrollment growth in our schools, necessitating ongoing proactive preparation. Advocating for funding to establish new schools in burgeoning areas remains a priority, ensuring our readiness to accommodate increased demand for access to schools across the Region.

As Trustees, we recognize our responsibility in fostering trust within our school communities. Our unwavering dedication lies in upholding robust resource management to deliver high-caliber educational programs tailored to the specific requirements of those we serve, ultimately enhancing student achievement and well-being. Consequently, the budgeting process actively involved partners and organizations engaged with the DDSB, facilitating collaborative efforts in setting strategic priorities.

The budgeting process has maintained its inclusivity by hosting open meetings, where we actively solicit input from our communities, including the Special Education Advisory Committee, School Community Councils, and the Parent Involvement Committee. These public sessions were live-streamed, offering opportunities to engage with the process and comprehend aspects such as budget allocation, resource alignment, and accountability to the communities we serve.

Our commitment remains steadfast in ensuring that our communities have a say in shaping the budget and understanding how it contributes to our goals to ignite learning, ignite connection and ignite well-being. We extend our gratitude to everyone who has generously volunteered their time to participate in our budget discussions.

Sincerely,  
Christine Thatcher  
Chair, Board of Trustees

## BOARD OF TRUSTEES

Public school trustees are the critical link between communities and school boards. They are elected during municipal elections every four years and are responsible for the stewardship of the entire District. DDSB is currently governed by 12 trustees.

Working together, school board trustees are responsible, as members of the Board for the following:

- To govern and set policy.
- To govern for the provision of curriculum, facilities, human and financial resources.
- To advocate for the needs of the Durham District to the Province of Ontario.
- To explain the policies and decisions of DDSB to residents.
- To be fiscally responsible in developing and approving a budget through a consultative process with key community and partner input that will support strategic priorities.

Trustees are available to help taxpayers, parents and others address any issues they may have about the public school system.



Michelle Arseneault  
Town of Whitby



Tracy Brown  
Town of Whitby



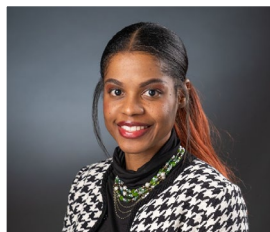
Emma Cunningham  
City of Pickering



Donna Edwards  
Town of Ajax



Stephen Linton  
City of Pickering



Kelly Miller  
Town of Ajax



Carolyn Morton  
Chair of Education Finance  
Townships of Brock, Uxbridge, Scugog



Deb Oldfield  
Vice Chair of the Board  
City of Oshawa



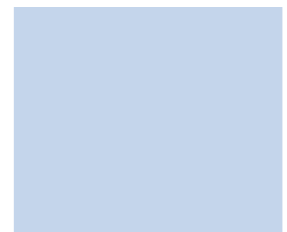
Shailene Panylo  
City of Oshawa



Christine Thatcher  
Chair of the Board  
Town of Whitby



Jill Thompson  
First Nations Representative



Vacant

## MESSAGE FROM THE DIRECTOR OF EDUCATION

On behalf of the Durham District school Board (DDSB) staff and senior team, we are pleased to present the 2024-2025 budget package.

The annual budget represents a key driver of our shared vision as outlined by the Board's Multi-Year Strategic Plan. It enables us to strategically deploy resources that ignite learning, connection and well-being, aligning with our commitment to recognize and uphold Indigenous and human rights in all that we do. The 2024-2028 Multi-Year Strategic Plan, along with the annual operational plans, outline our goals and the path that we intend to take to achieve them. Our Board budget plan supports and resources this path.

As we embark on the 2024-2025 school year, we continue to prioritize mental health and well-being, alongside our responsibility to advance high performance and continuously improving outcomes. To this end, we have emphasized continuous improvement and development for students and staff through strategic instructional methods and the development of responsive programming and environments that are conducive to the diverse needs of the learners in our spaces. Some of the key considerations in the development of this budget include (but are not limited to):

- Providing exemplary instruction and instructional intervention to bridge achievement disparities;
- Recognizing and dignifying the complex needs of neurodivergent students and multi-language learners;
- Ensuring that all learners experience a feeling of safety and belonging in their learning experiences in the DDSB;
- Meeting compliance with legislative and policy requirements.

While we continue to direct our resources towards our aspirational goals, we also recognize the realities of a rapidly growing system. Our communities are expanding and changing in ways that are sometimes unpredictable. We will continue to respond with flexibility and agility within a prudent budget framework.

The development and implementation of Board budget is the result of significant collaboration between trustees and staff. It reflects a great responsibility requiring patience and skill. I appreciate the leadership, partnership and support of the Board of Trustees and the diligence of the staff teams as we have invested together in this work.

For Board information, including the budget, news, highlights and events from the DDSB, please visit [ddsb.ca](https://ddsb.ca) and your school's website. You can also visit us on Facebook, Instagram, LinkedIn, or "X" (formerly Twitter).

Sincerely,  
Camille Williams-Taylor  
Director of Education



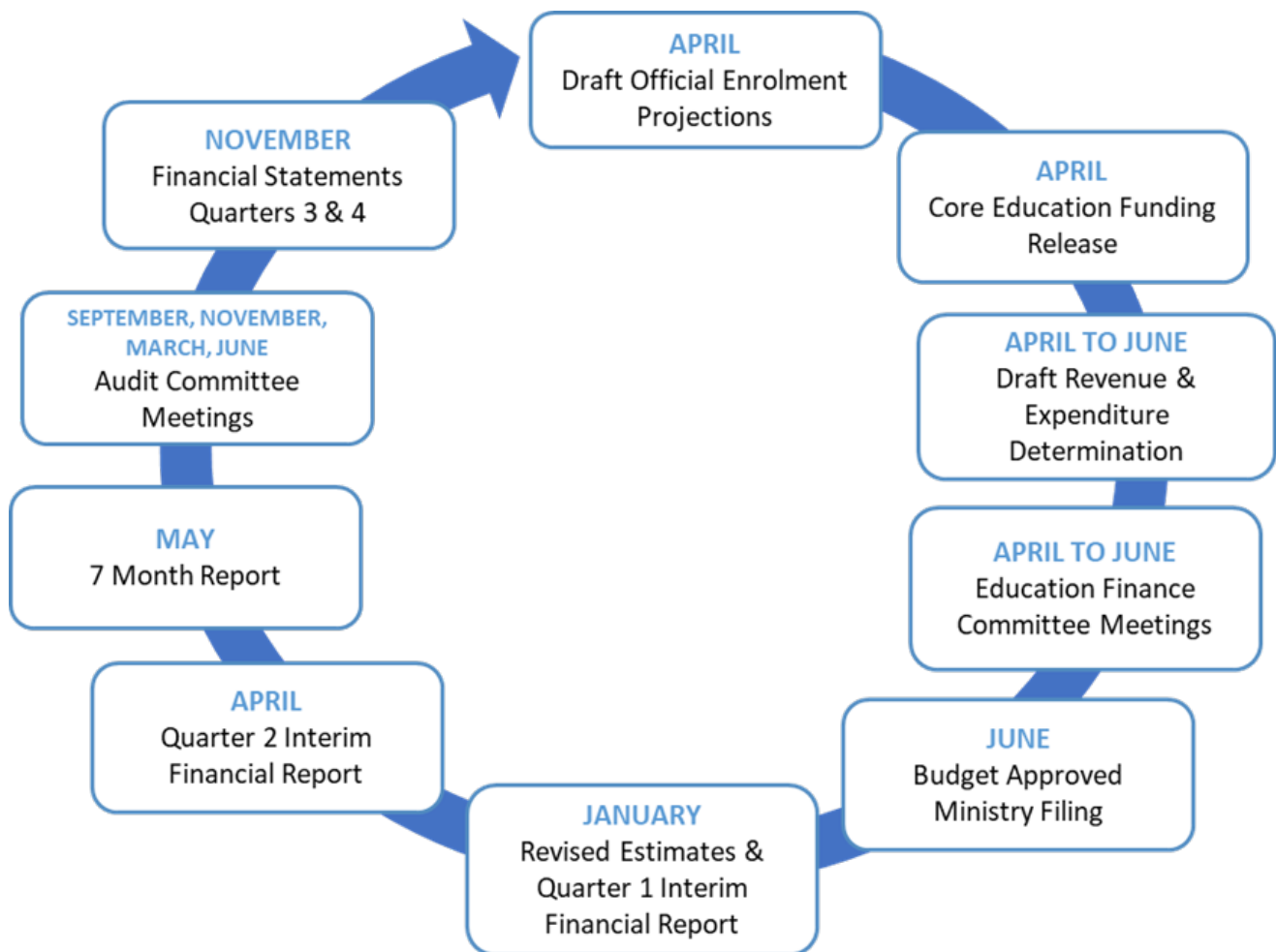
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## 1. Budget Process and Financial Reporting

Provincial funding to school boards is provided through a series of grants referred to as the Core Education Funding (Core Ed). The Core Ed includes detailed grant formulas and other criteria to support school board operations and capital expenditures. Typically, the Core Ed 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 Ministry announced the [2024-2025 Education Funding](#) on April 26, 2024. As shown in the figure below, 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 funding for the next school year, staff develop an expenditure plan that is balanced to revenues.



## BUDGET APPROVAL AND RESPONSIBILITIES

In the DDSB, there are many voices that influence the development and approval of the annual budget. These include:

|                              |  |
|------------------------------|--|
| Trustees                     | <ul style="list-style-type: none"> <li>• Develop a multi-year strategic plan that includes the effective stewardship of Board resources</li> <li>• Approve an annual budget that meets Board and Ministry policies and directives</li> </ul> |
| Director and Superintendents | <ul style="list-style-type: none"> <li>• Director, with support from Senior Team, prepares the budget in compliance with Ministry funding requirements, and alignment with strategic priorities, for Trustee approval</li> </ul>             |
| Principals                   | <ul style="list-style-type: none"> <li>• Input on staffing and enrolment</li> </ul>  |
| Managers                     | <ul style="list-style-type: none"> <li>• Input on needs to fulfil requirements of Ignite Learning Multi-Year Strategic Plan (2024-2028)</li> </ul>   |
| Finance Department           | <ul style="list-style-type: none"> <li>• Develop financial models and budget documents based on input from the community, partners and Ministry guidelines</li> </ul>  |
| Community and Partners       | <ul style="list-style-type: none"> <li>• Provide input into budget considerations through public deputations</li> </ul>  |

## MINISTRY GUIDELINES AND LIMITATIONS

Student-focused funding is an important component of the government's overall commitment to accountability. The Ministry holds school boards accountable for ensuring that the annual budget is aligned with the grant regulations, and that school boards comply with provincial standards and legislation on class size, instructional time, funding envelopes and budget management.

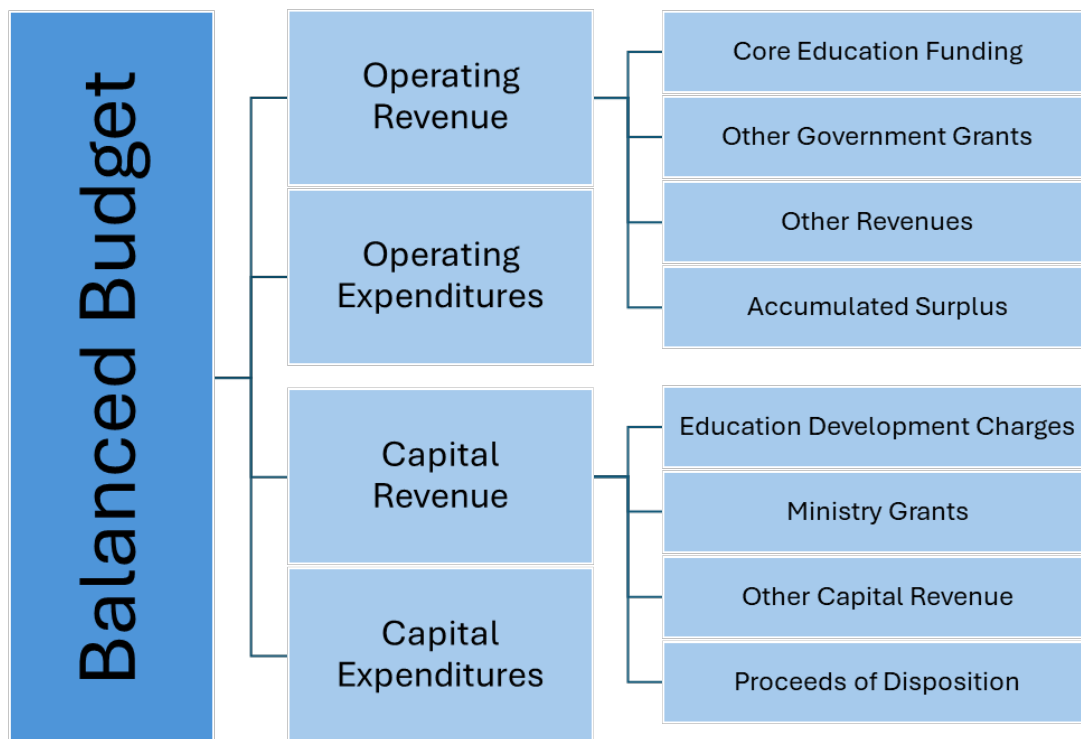
### ***Balanced Budget and Compliance***

Boards are required by the Education Act to submit a balanced budget to the Ministry of Education. If a board incurs a deficit during the year, they must make up the deficit in the following years.

- Operating Revenue = Operating Expenditures
- Capital Revenue = Capital Expenditures

### ***Elementary and Secondary Class Size***

Boards are required to report both elementary and secondary class sizes to the Ministry. The Ministry imposes financial penalties on school boards that do not comply with class size requirements set out in *Ontario Regulation 132/12 – Class Size*. The DDSB has consistently been compliant with class size requirements and has therefore avoided these financial penalties.



## OPERATING BUDGET RESTRICTIONS

### ***Special Education Fund (SEF) Envelope***

Special education funding is limited to special education expenditures; however, boards may spend more on special education programs and support. If there are unspent special education funds, boards must report these funds in a deferred revenue account to be used to support the special education program in the future.

### ***Other Grant Envelopes***

Funding for programs such as Specialist High Skills Major (SHSM), Rural and Northern Education Allocation, Mental Health and Wellness Allocation, Indigenous Education, Areas of Intervention and New Teacher Induction Program (NTIP) is restricted to expenditures for these programs. The Program Leadership Component is to be used to fund the program leader positions included within the grant and the travel and professional development associated with these positions.

### ***School Board Administration***

Boards may not spend more on administration and governance than a base of \$2.1M plus 3.5% of the school board's total expenses.

### ***Student Transportation and School Facilities***

Boards may not spend more on student transportation and school facilities than the revenue generated for this purpose plus 5% of the revenue generated through the Classroom Staffing Fund (CSF), Learning Resources Fund (LRF) and Special Education Fund (SEF).

## **CAPITAL BUDGET RESTRICTIONS**

### ***Capital Funding for Construction Projects***

Construction projects are funded on a project-by-project basis with funding restricted to a specific project.

### ***School Condition Improvement (SCI)***

Boards must use this funding on schools that are expected to remain open and operating for at least five years. It is required that 70% of the funding must be spent on existing major building components. In prior years, school boards were permitted to carry forward any unspent funds under this allocation without restrictions. Starting with the 2023-2024 allocation, these funds will expire 2.5 years after allocation (i.e. unspent funds from the 2024-2025 allocation will expire March 31, 2027).

### ***Proceeds of Disposition (POD)***

Boards must use this funding on schools that are expected to remain open and operating for at least five years. It is required that 80% of POD funding must be spent on existing major building components.

### ***School Renewal***

The portion of this grant that boards may use for operating expenditures is capped. Similar to SCI funds, unspent School Renewal funds will now have an expiry date 2.5 years after allocation.

### ***Child Care and Child and Family Support Programs Space***

Funding for these projects is granted on a project-by-project basis and is restricted to each individual project.

## 2. Key Areas of Focus and Challenges

### KEY AREAS OF FOCUS AND CHALLENGES IN BALANCING THE BUDGET

#### *Student Accommodation*

DDSB enrolment growth is projected to be strong next year and continue for the foreseeable future. This sustained enrolment growth will help to mitigate the impact of some of the funding reductions being seen and help to support the stability of services to students over time. This is a positive outlook.

The challenge associated with the enrolment growth forecast is ensuring adequate availability of space within schools and portables to accommodate the total student population. Residential construction easily outpaces school construction, requiring the reliance on temporary accommodations (portables). Even with two new schools opening in September 2024 and more coming online in 2025 and 2026, utilization will remain over 100%. Temporary accommodation grant funding is currently insufficient to procure enough portables to satisfy projected needs, causing a financial pressure.

#### *Inflation*

Funding increases to support school operations are not keeping pace with inflation. Commodity and utility cost increases, including federal carbon tax charges on natural gas are non-discretionary expenses that will continue to prove challenging to manage.

Additionally, statutory benefit rates (CPP, EI) continue to increase significantly year over year, with no associated increase to the funding benchmark. This growing unfunded difference is not within the control of the Board and is a noticeable area of financial pressure. The estimated unfunded increase over prior year for CPP and EI is approximately \$2.2M.

#### *Technology*

Funding benchmarks for information technology (hardware and software) have remained status quo for many years. The education sector is seeing annual increases to software license fees in some cases up to 10%, which is not sustainable within the current model.

As public sector entities such as school boards are a current target for cyber crime, DDSB is obligated to protect the private information of staff and students. Investments in technology to detect and defend against cyber crime is a growing cost that is not considered under the current funding model.

#### *Special Education*

The funding for special education is not increasing at the same rate as the demand for services. This shortfall in funding places financial pressure on the rest of the Board. In spite of this, funding special education remains a priority for the Board and a significant investment in staffing is being proposed for the coming school year. If the funding model does not change, the gap between the level of service we are able to provide, and the expectations of the system will continue to widen.

### ***Education Development Charge (EDC) Deficit***

In April 2024 the Board adopted a new EDC By-law which will be in place from 2024-2029. Due to the legislative rate cap imposed by the Ministry, the increase in rate is still limited to \$300 per year for residential permits. As a part of the by-law approval, a new non-residential charge has been added at a rate of \$0.10 per square foot of gross floor area for non-residential permits in an effort to bolster collections. Increases to this new rate are also capped by legislation at \$0.10 per year. Under the new by-law the rates per year are as follows:

|        | Residential | Non-Residential |
|--------|-------------|-----------------|
| Year 1 | \$ 3,749    | \$0.10          |
| Year 2 | \$ 4,049    | \$0.20          |
| Year 3 | \$ 4,349    | \$0.30          |
| Year 4 | \$ 4,649    | \$0.40          |
| Year 5 | \$ 4,949    | \$0.50          |

Over the 15-year forecast period covered by the Background Study, the total growth-related net education land costs are projected to be \$1.1B to accommodate the projected growth in the District. Based on this cost, the calculated rates would be \$12,450 per residential permit and \$2.14 per square foot of gross floor area for non-residential permits however, if the rate cap remains in place over the 15-year forecast period, the resulting shortfall would be \$583.1M. The deficit at the beginning of the by-law is estimated to be \$116.5M and is expected to grow to \$283.7M by the end of the 5-year by-law.

Staff continue to update the Ministry regarding the growing deficit.

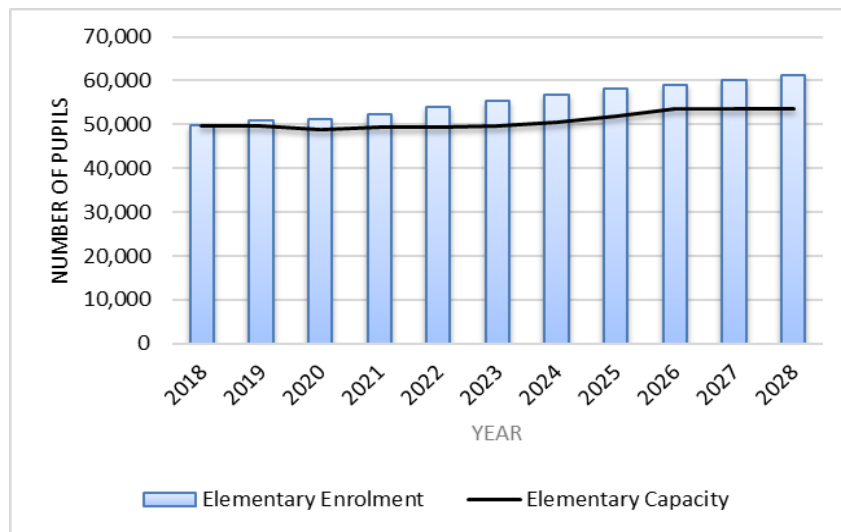
### 3. Enrolment

#### 2024-2025 ENROLMENT

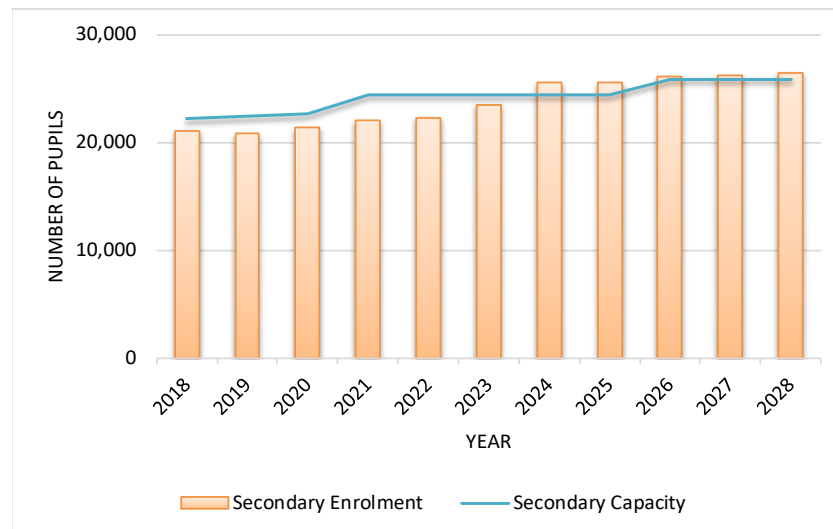
Looking at enrolment and capacities system-wide, there is limited space to accommodate the current growth. This is especially true on the elementary panel, where from October 2018 to October 2023, elementary enrolment increased by 5,606 students with an average utilization of available school space increasing to 106% across the District. Though new schools have opened between October 2018 and October 2023 to accommodate the increased enrolment, a system-wide review and update to school capacities, coupled with childcare conversions, has resulted in an overall reduction of instructional space at the elementary level.

Enrolment pressures will continue because of future new development, along with the regeneration of mature communities throughout the District. Over the next few years, new capital priorities funding will allow for the construction of new schools to provide some accommodation relief. Aligning with specific areas of growth, the Board will continue to submit requests for capital funding to build new schools and to expand existing schools in growth areas. Additionally, the Board will need to consider how best to support students in those areas of declining enrolment.

#### *Elementary Enrolment and Capacity 2018-2028*



#### *Secondary Enrolment and Capacity 2018-2028*





## INTERPRETATION OF ENROLMENT PROJECTIONS

Enrolment projections were updated through the recently completed 2024 Education Development Charge By-law process to reflect development within registered plans of subdivisions and future long-term development plans identified in municipal development forecasts.

Areas such as Seaton, West Whitby, Brooklin and North Oshawa are growth areas within municipal development plans and subsequently identify future enrolment growth pressures within the District at both the elementary and secondary levels. Enrolment projections for DASS are excluded.

As identified in the elementary and secondary charts above, DDSB's accommodation pressures, based on current enrolment projections, is now at both the elementary and secondary levels. These details are set out in the enrolment table below.

### 2024-25 ENROLMENT PROJECTIONS COMPARED TO AVAILABLE SPACE (CAPACITY)

|  | 2023*  | 2024   | 2025   | 2026   | 2027   | 2028   |
|--|--------|--------|--------|--------|--------|--------|
| Elementary Enrolment   | 55,440 | 56,822 | 58,032 | 59,075 | 60,248 | 61,223 |
| Elementary Capacity **   | 49,693 | 50,607 | 51,777 | 53,679 | 53,679 | 53,679 |
| Elementary Surplus/Shortfall   | -5,747 | -6,215 | -6,255 | -5,396 | -6,569 | -7,544 |
| Secondary Enrolment  | 23,425 | 25,527 | 25,605 | 26,046 | 26,253 | 26,419 |
| Secondary Capacity **  | 24,430 | 24,430 | 24,430 | 25,817 | 25,817 | 25,817 |
| Secondary Surplus/Shortfall  | 1,005  | -1,097 | -1,175 | -229   | -436   | -602   |
| Total District Enrolment   | 78,865 | 82,349 | 83,637 | 85,121 | 86,501 | 87,642 |
| Total District Capacity **   | 74,123 | 75,037 | 76,207 | 79,496 | 79,496 | 79,496 |
| Total District Surplus/Shortfall   | -4,742 | -7,312 | -7,430 | -5,625 | -7,005 | -8,146 |
| <i>*Reflects 2023-24 OnSIS Enrolment</i>                                   |        |        |        |        |        |        |
| <i>**Reflects future capacity increases as new schools are constructed</i> |        |        |        |        |        |        |

## APPROVED CAPITAL PRIORITIES - SCHOOL CAPACITY

The table below reflects the impact of increased capacity at both the elementary and secondary level because of approved construction projects under the Ministry's Capital Priorities program for the DDSB.

### APPROVED CAPITAL PRIORITIES - SCHOOL CAPACITY

|            | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|------------|------|------|------|------|------|------|
| Elementary | 0    | 954  | 1170 | 1902 | 0    | 0    |
| Secondary  | 0    | 0    | 0    | 1387 | 0    | 0    |
| Total      | 0    | 954  | 1170 | 3289 | 0    | 0    |

*Capacity increase identified in the year of planned opening*

The Board's Official Enrolment Projections (OEP) for 2024-2025 is a key factor in several critical aspects of operations including:

- Operating revenue and expenditures, including teacher staffing for class size
- Student instruction and accommodation
- Capital revenue and expenditures

Grade-by-grade enrolment information is set out below comparing the OEP for 2023-2024 to the OEP for 2024-2025, as well as the actual enrolment for 2023-2024 submitted to the Ministry of Education's OnSIS portal compared to the OEP for that year.

**OEP COMPARISON 2023-2024 to 2024-2025**

| Elementary    | JK    | SK    | GR1   | GR2   | GR3   | GR4   | GR5   | GR6   | GR7   | GR8   | ISS   | TOTAL  |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| OEP 2023-2024 | 5,156 | 5,170 | 5,206 | 5,417 | 5,364 | 5,369 | 5,141 | 5,407 | 5,556 | 5,475 | 1,490 | 54,751 |
| OEP 2024-2025 | 5,232 | 5,384 | 5,492 | 5,538 | 5,689 | 5,749 | 5,581 | 5,433 | 5,840 | 5,872 | 1,012 | 56,822 |

| Secondary       | GR9   | GR10  | GR11  | GR12  | ISS*  | TOTAL  |
|-----------------|-------|-------|-------|-------|-------|--------|
| OEP 2023-2024** | 5,919 | 5,629 | 5,590 | 5,852 | 1,055 | 22,990 |
| OEP 2024-2025** | 6,133 | 6,069 | 5,861 | 6,605 | 859   | 25,527 |

\*ISS enrolments are included in the by-grade numbers for 2023-24 but excluded in the 2024-25 By-Grade OEP

\*\* DASS number not included in data provided

**COMPARISON OF REALIZED ENROLMENT TO PROJECTED ENROLMENT 2023-2024**

| Elementary              | JK    | SK    | GR1   | GR2   | GR3   | GR4   | GR5   | GR6   | GR7   | GR8   | ISS   | TOTAL  |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| OEP 2023-2024           | 5,156 | 5,170 | 5,206 | 5,417 | 5,364 | 5,369 | 5,141 | 5,407 | 5,556 | 5,475 | 1,490 | 54,751 |
| 2023-24 OnSIS Enrolment | 5,093 | 5,329 | 5,434 | 5,560 | 5,565 | 5,540 | 5,456 | 5,776 | 5,883 | 5,804 | 1,596 | 55,440 |
| Difference              | -63   | 159   | 228   | 143   | 201   | 171   | 315   | 369   | 327   | 329   | 106   | 689    |

| Secondary                | GR9   | GR10  | GR11  | GR12  | ISS*  | TOTAL  |
|--------------------------|-------|-------|-------|-------|-------|--------|
| OEP 2023-2024*           | 5,569 | 5,521 | 5,458 | 5,649 | 1,055 | 22,990 |
| 2023-24 OnSIS Enrolment* | 5,854 | 5,668 | 5,677 | 6,226 | 1,041 | 23,425 |
| Difference               | 285   | 147   | 219   | 577   | -14   | 435    |

\* secondary ISS numbers are separated for information. For purposes of OEPs they are included in grade by grade data.

\*\* DASS number not included in data provided

The table below compares the OEP for 2024-2025 to the 2023-2024 enrolments submitted to the Ministry of Education's OnSIS portal.

**COMPARISON OF 2024-25 OEP ELEMENTARY TO 2023-24 OnSIS ENROLMENTS ELEMENTARY**

| Elementary              | JK    | SK    | GR1   | GR2   | GR3   | GR4   | GR5   | GR6   | GR7   | GR8   | ISS   | TOTAL  |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| OEP 2024-2025           | 5,232 | 5,384 | 5,492 | 5,538 | 5,689 | 5,749 | 5,581 | 5,433 | 5,840 | 5,872 | 1,012 | 56,822 |
| 2023-24 OnSIS Enrolment | 5,093 | 5,329 | 5,434 | 5,560 | 5,565 | 5,540 | 5,456 | 5,776 | 5,883 | 5,804 | 1,596 | 55,440 |
| Difference              | 139   | 55    | 58    | -22   | 124   | 209   | 125   | -343  | -43   | 68    | -584  | 1,382  |

**COMPARISON OF 2024-25 OEP SECONDARY TO 2023-24 OnSIS ENROLMENT SECONDARY**

| Secondary                | GR9   | GR10  | GR11  | GR12  | ISS*  | TOTAL  |
|--------------------------|-------|-------|-------|-------|-------|--------|
| OEP 2024-2025            | 6,133 | 6,069 | 5,861 | 6,605 | 859   | 25,527 |
| 2023-24 OnSIS Enrolment* | 5,854 | 5,668 | 5,677 | 6,226 | 1,041 | 23,425 |
| Difference               | 279   | 401   | 184   | 379   | -182  | 2,102  |

\* secondary ISS numbers are separated for information. For purposes of OEPs they are included in grade by grade data.

\*\* DASS number not included in data provided

**NOTED OEP VARIANCES**

2024-2025 Inclusive Student Services (ISS) OEP projections reflect the maximum number of students per identified ISS class, resulting in a decrease from the actual 2023-2024 ISS enrolment; however, it is anticipated that some students currently identified within the existing projections would move over to the ISS designation. Therefore, the overall total 2024-2025 OEP projections is not anticipated to be significantly impacted.

The 2024-2025 Grade 6 OEP projection is less than the actual 2023-2024 Grade 6 OnSIS Enrolment. The projection reflects the progression of existing Grade 5 students into Grade 6 for 2024-2025 and the expected Grade 6 pupil yield from growth coming out of new residential development. The 2023-2024 reported Grade 6 enrolment reflects the impact of the increased number of new homes occupied in the 2023-2024 school year where a higher number of students in Grade 6 entered the system. This is a noticeable growth in Grade 6; however, this spike is expected to "normalize" in the future.

## 4. 2024-2025 Operating Revenue

### OPERATING REVENUE DESCRIPTIONS

School boards receive operating revenue from three main sources, as outlined in the section below. A detailed list of operating revenues, along with comparison years, is provided in *Operating Budget – Revenue Summary*.

#### i. Core Education Funding (Core Ed)

The Core Ed calculations are outlined in the [Ministry Technical Paper](#) that can be found on the Ministry of Education website. The Core Ed allocation is flowed to school boards through a combination of local tax assessments, as well as a Ministry allocation. This model allows school boards to be funded province-wide under the same funding model regardless of tax assessment base.

The following are the Core Ed grants for 2024-2025:

|                                   |  |
|-----------------------------------|--|
| Classroom Staffing Fund (CSF)     | <p>Provides funding for salaries and benefits of staff that work in classrooms; including teachers, early childhood educators (ECEs) and some educational assistants (EAs).</p> <p>Comprised of the CSF – Per Pupil Allocation, Language Classroom Staffing Allocation, Local Circumstances Staffing Allocation, Indigenous Education Classroom Staffing Allocation, and the Supplementary Staffing Allocation – Literacy, Numeracy and Other Programs.</p>  |
| Learning Resources Fund (LRF)     | <p>Provides funding for salaries and benefits of staff required outside the classroom to support student needs; including teacher librarians, guidance counsellors, mental health workers, and school management staff. Funding also supports non-staffing classroom costs such as learning materials and classroom equipment.</p> <p>Comprised of the LRF – Per Pupil Allocation, Language Supports and Local Circumstances Allocation, Indigenous Education Supports Allocation, Mental Health and Wellness Allocation, Student Safety and Well-Being Allocation, Continuing Education and Other Programs Allocation, School Management Allocation and the Differentiated Supports Allocation – Demographic, Socioeconomic and Other Indicators.</p> |
| Special Education Fund (SEF)      | <p>Incremental funding for students who require Special Education programs, services and equipment. Boards may use this grant only for special education and must save any unspent funding to use for special education expenses in future school years.</p> <p>Comprised of the SEF – Per Pupil Allocation, Differentiated Needs Allocation, Complex Supports Allocation and the Specialized Equipment Allocation.</p>  |
| School Facilities Fund (SFF)      | <p>Funding supports operating (including cleaning and utilities), maintaining, renovating and renewing school buildings. It also provides additional support for students in rural and northern communities.</p> <p>Comprised of the School Operations Allocation, School Renewal Allocation and the Rural and Northern Education Allocation.</p>  |
| Student Transportation Fund (STF) | <p>Funding to transport students to and from home and school.</p> <p>Comprised of the Transportation Services Allocation, School Bus Rider Safety Training Allocation and the Transportation to Provincial or Demonstration Schools Allocation.</p>  |

|   |   |
|---|---|
| School Board<br>Administration Fund<br>(SBAF) | <p>Funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including superintendents and their secretarial support.</p> <p>Comprised of the Trustees and Parent Engagement Allocation, Board-Based Staffing Allocation, Central Employer Bargaining Agency Fees Allocation, Data Management and Audit Allocation and the Declining Enrolment Adjustment (DEA) Allocation.</p> |
|---|---|

## ii. Other Government Grants

The Ministry, other ministries and other agencies provide grants that are directed for specific programs and is often for a limited time. These grants are included in *Operating Budget – Revenue Summary*.

## iii. Other Revenues

The board generates a small amount of revenues for such items as tuition fees for international students, rentals and leases, community use fees and interest earned.

## 2024-2025 FUNDING MODEL CHANGES

The following is an overview of the significant changes to the Core Ed for 2024-2025.

- **Funding Model Changes**
  - Grants for Student Needs (GSN) model restructured into Core Education Funding (Core Ed).
  - Grants reorganized into six funding pillars and 28 allocations from 77 allocations in previous framework.
- **Benchmark Changes**
  - Funded secondary credit load of 7.5 credits per pupil split between 0.325 credits online learning (average class size of 30) and 7.175 credits in-person learning (average class size of 23).
  - Salary benchmarks were increased for education workers by \$1 per hour for 2024-2025 to support the Canadian Union of Public Employees (CUPE) and Elementary Teachers' Federation of Ontario (ETFO) education workers central collective agreements.
  - Teacher salary benchmarks were increased by 1.25% for 2024-2025 as a labour provision.
  - A 2% cost update provided for non-staff benchmarks and funding amounts.
  - A 3% funding increase for student transportation.
  - 2024-2025 marks the first year of a five-year phase-in of 2021 Statistics Canada census updates, phasing out the 2006 census.
- **Responsive Education Programs (REP) Transferred to Core Ed**

| 2024-2025 Core Ed Allocation  | Previous Responsive Education Programs (REP) Grant |
|---|--|
| Special Education Fund (SEF), Differentiated Needs Allocation, Professional Assessments Component | Professional Assessments                           |

- **Discontinued Funding**
  - Safe and Clean Schools Supplement removed from the Learning Opportunities Grant to support costs associated with student well-being and maintaining clean schools.
  - The One-Time Realignment Mitigation Fund provided in 2023-2024 to mitigate the impact of realignment within the Indigenous Education Grant has been removed.

## OPERATING BUDGET – REVENUE SUMMARY

The following provides the 2024-2025 estimated revenue, with comparative figures and change in revenues from the prior year.

| REVENUE CATEGORIES   | 2022-2023<br>Revised<br>Estimates | 2023-2024<br>Revised<br>Estimates | 2024-2025<br>Estimates | Incr/(Decr)       |
|--|-----------------------------------|-----------------------------------|------------------------|-------------------|
| <b><i>Classroom Staffing Fund (CSF)</i></b>  |                                   |                                   |                        |                   |
| CSF - Per Pupil Allocation   | 383,954,948                       | 402,742,361                       | 424,627,803            | 21,885,442        |
| Language Classroom Staffing Allocation   | 19,328,848                        | 23,684,599                        | 21,808,395             | -1,876,204        |
| Local Circumstances Staffing Allocation  | 86,162,083                        | 92,065,808                        | 98,773,725             | 6,707,917         |
| Indigenous Education Classroom Staffing Allocation                                   | 7,500,749                         | 154,392                           | 214,250                | 59,858            |
| Supplemental Staffing Allocation - Literacy, Numeracy and Other Programs             | 6,868,157                         | 7,098,398                         | 5,425,322              | -1,673,076        |
| <b><i>Learning Resources Fund (LRF)</i></b>  |                                   |                                   |                        |                   |
| LRF - Per Pupil Allocation   | 52,021,552                        | 54,604,113                        | 57,873,384             | 3,269,271         |
| Language Supports and Local Circumstances Allocation                                 | 825,090                           | 684,039                           | 9,308,449              | 8,624,410         |
| Indigenous Education Supports Allocation   | 184,314                           | 3,916,435                         | 4,115,586              | 199,151           |
| Mental Health and Wellness Allocation  | 1,855,647                         | 1,956,734                         | 2,044,201              | 87,467            |
| Student Safety and Well-Being Allocation   | 1,443,758                         | 1,550,848                         | 1,653,333              | 102,485           |
| Continuing Education and Other Programs Allocation                                   | 4,625,716                         | 5,806,505                         | 6,160,298              | 353,793           |
| School Management Allocation   | 54,037,645                        | 56,190,315                        | 58,770,159             | 2,579,844         |
| Differentiated Supports Allocation - Demographic, Socioeconomic and Other Indicators | 2,372,796                         | 2,562,578                         | 4,698,432              | 2,135,854         |
| <b><i>Special Education Fund (SEF)</i></b>   |                                   |                                   |                        |                   |
| SEF - Per Pupil Allocation   | 61,909,263                        | 65,897,928                        | 69,614,786             | 3,716,858         |
| Differentiated Needs Allocation (DNA)  | 39,374,285                        | 41,504,490                        | 43,308,578             | 1,804,088         |
| Complex Supports Allocation  | 9,877,676                         | 10,890,041                        | 11,065,754             | 175,713           |
| Specialized Equipment Allocation   | 3,050,940                         | 3,146,449                         | 4,408,733              | 1,262,284         |
| <b><i>School Facilities Fund (SFF)</i></b>   |                                   |                                   |                        |                   |
| School Operations Allocation   | 81,232,553                        | 86,366,507                        | 92,365,414             | 5,998,907         |
| Rural and Northern Education Allocation  | 51,850                            | 57,536                            | 138,229                | 80,693            |
| <b><i>Student Transportation Fund (STF)</i></b>                                      |                                   |                                   |                        |                   |
| Transportation Services Allocation   | 26,959,554                        | 28,184,367                        | 28,444,010             | 259,643           |
| School Bus Rider Safety Training Allocation  | 43,676                            | 59,940                            | 72,600                 | 12,660            |
| <b><i>School Board Administration Fund (SBAF)</i></b>                                |                                   |                                   |                        |                   |
| Trustees and Parent Engagement Allocation  | 365,715                           | 383,883                           | 388,762                | 4,879             |
| Board-Based Staffing Allocation  | 19,896,724                        | 20,736,007                        | 21,717,518             | 981,511           |
| Central Employer Bargaining Agency Fees Allocation                                   | 58,084                            | 58,745                            | 59,190                 | 445               |
| Data Management and Audit Allocation   | 265,920                           | 328,069                           | 337,175                | 9,106             |
| <b><i>Other</i></b>  |                                   |                                   |                        |                   |
| COVID-19 Learning Recovery Fund  | 9,949,682                         | 0                                 | 0                      | 0                 |
| Learning Opportunities - Safe and Clean Schools Supplement                           | 0                                 | 501,997                           | 0                      | -501,997          |
| One-Time Realignment Mitigation Fund   | 0                                 | 1,779,407                         | 0                      | -1,779,407        |
| <b><i>Core Education Funding (Core Ed) Operating Funding Total</i></b>               | <b>874,217,224</b>                | <b>912,912,491</b>                | <b>967,394,085</b>     | <b>54,481,594</b> |

| REVENUE CATEGORIES  | 2022-2023<br>Revised<br>Estimates | 2023-2024<br>Revised<br>Estimates | 2024-2025<br>Estimates | Incr/(Decr)       |
|---|-----------------------------------|-----------------------------------|------------------------|-------------------|
| <b>Other Government Grants /Fees</b>  |                                   |                                   |                        |                   |
| Ministry of Citizenship & Immigration - Adult ESL (Continuing Education)        | 542,240                           | 154,328                           | 154,328                | 0                 |
| Govt of Canada/Fees Non-Resident  | 878,693                           | 1,013,352                         | 661,757                | -351,595          |
| Min. Education - Math Recovery Plan   | 999,000                           | 1,350,247                         | 1,378,900              | 28,653            |
| Min. Education - Tutoring Allocation  | 3,146,091                         | 0                                 | 0                      | 0                 |
| Min. Education - Specialist High Skills Major Expansion                         | 491,000                           | 0                                 | 0                      | 0                 |
| Min. Education - Education Staff to Support Reading Interventions               | 0                                 | 2,296,187                         | 2,507,000              | 210,813           |
| Min. Education - Staffing to Support De-Streaming and Transition to High School | 0                                 | 3,654,598                         | 0                      | -3,654,598        |
| Min. Education - Bill 124 - Benchmark Adjustment                                | 0                                 | 0                                 | 35,029,716             | 35,029,716        |
| <b>Other Government Grants /Fees Total</b>                                      | <b>6,057,024</b>                  | <b>8,468,712</b>                  | <b>39,731,701</b>      | <b>31,262,990</b> |
| <b>Other Revenues/Expenditure Recovery</b>                                      |                                   |                                   |                        |                   |
| Rental/Lease Fees   | 2,440,826                         | 2,673,959                         | 2,608,911              | -65,048           |
| Community Use Fees  | 400,000                           | 600,000                           | 660,000                | 60,000            |
| Miscellaneous. recoveries/rebate  | 136,512                           | 100,000                           | 380,320                | 280,320           |
| Staff on Loan   | 2,831,456                         | 2,655,657                         | 2,392,883              | -262,774          |
| Fees - Continuing Education   | 640,275                           | 620,660                           | 620,660                | 0                 |
| Interest Revenue  | 1,000,000                         | 3,000,000                         | 3,000,000              | 0                 |
| <b>Other Revenues/Expenditure Recovery Total</b>                                | <b>7,449,069</b>                  | <b>9,650,276</b>                  | <b>9,662,774</b>       | <b>12,498</b>     |
| <b>Deferred Revenue</b>   |                                   |                                   |                        |                   |
| Deferred Revenue - Indigenous Education   | 345,248                           | 75,000                            | 0                      | -75,000           |
| Deferred Revenue - Experiential Learning  | 81,984                            | 0                                 | 0                      | 0                 |
| Deferred Revenue - Mental Health Workers  | 25,331                            | 0                                 | 0                      | 0                 |
| Deferred Revenue – Special Equipment Amount (SEA)                               | 1,139,763                         | 0                                 | 0                      | 0                 |
| Deferred Revenue - Targeted Student Supports                                    | 734,871                           | 179,256                           | 0                      | -179,256          |
| <b>Deferred Revenue Total</b>   | <b>2,327,197</b>                  | <b>254,256</b>                    | <b>0</b>               | <b>-254,256</b>   |
| <b>Operating Revenue Total</b>  | <b>890,050,514</b>                | <b>931,285,735</b>                | <b>1,016,788,561</b>   | <b>85,502,826</b> |
| <b>Accumulated Surplus</b>  |                                   |                                   |                        |                   |
| Use of Accumulated Surplus  |                                   |                                   |                        |                   |
| Special Education Reserve - Accumulated Surplus                                 | 230,001                           | 120,413                           | 0                      | -120,413          |
| Working Funds - Accumulated Surplus   | 679,821                           | 2,374,633                         | 0                      | -2,374,633        |
| <b>Accumulated Surplus</b>  | <b>909,822</b>                    | <b>2,495,046</b>                  | <b>0</b>               | <b>-2,495,046</b> |
| <b>Grand Total</b>  | <b>890,960,336</b>                | <b>933,780,781</b>                | <b>1,016,788,561</b>   | <b>83,007,780</b> |

## OPERATING BUDGET – REVENUE ANALYSIS

### i) Core Education Funding (Core Ed) \$54.5M

#### a) Enrolment Changes \$32.4M

- **Overall Enrolment \$32.4M** – For funding purposes, overall enrolment is measured by Average Daily Enrolment (ADE). ADE is calculated by averaging the Full-Time Equivalent (FTE) of students at the October 31 and March 31 count dates. This calculation excludes fee paying students and students covered under federal government agreements. Elementary ADE is projected to increase 1,303.0 FTE and Secondary ADE is projected to increase 1,975.15 FTE.

#### b) Core Ed Funding Formula Updates \$2.0M

- **Professional Assessments \$0.3M** – The Professional Assessments Component was transferred from a Responsive Education Program (REP) to be included in the Special Education Fund, Differentiated Needs Allocation to support school boards in conducting professional assessments to help reduce wait times.
- **2021 Statistics Canada Census Updates \$0.6M** – 2024-2025 marks the first year of a five-year phase-in of 2021 Statistics Canada census updates, phasing out the 2006 census.
- **Specialized Equipment Allocation \$1.1M** – Replacing the Special Equipment Amount, comprised of a formula component (with base and per-pupil amount) and a claims-based component for any single item costing \$5,000 or more.

#### c) Benchmark Changes \$16.5M

- **Compensation \$11.2M** – Salary benchmarks were increased for education workers by \$1 per hour for 2024-2025 to support the Canadian Union of Public Employees (CUPE) and Elementary Teachers' Federation of Ontario (ETFO) education workers central collective agreements. Teacher salary benchmarks were increased by 1.25% for 2024-2025 as a labour provision. Benefit trust funding amounts were also updated to reflect negotiated increases.
- **Online Learning (\$-0.4M)** – Funded secondary credit load of 7.5 credits per pupil split between 0.325 credits online learning (average class size of 30) and 7.175 credits in-person learning (average class size of 23).
- **Special Education Fund - Per Pupil Allocation \$1.4M** – Increased per pupil amount for all grade levels (funding previously flowed through the Special Education Per Pupil Amount (SEPPA) Allocation).
- **Differentiated Needs Allocation \$1.5M** – Increase in table amounts for the Measures of Variability (MOV), Special Education Statistical Prediction Model (SESPM) and Base Amount for Collaboration and Integration (funding previously flowed through Differentiated Special Education Needs Amount (DSENA) Allocation).
- **School Operations \$2.2M** – Increased by 2.0% of non-staff portion to assist in managing increases in electricity, natural gas and other costs.
- **Program Level Changes \$0.4M** – Increases in per-pupil and table amounts at the program level such as French as a Second Language (FSL), English as a Second Language/English Literacy Development (ESL/ELD), Mental Health and Wellness, Special Incidence Portion (SIP), and Indigenous Education.
- **Transportation \$0.2M** – Funding benchmarks updated for buses, public transit, local priorities and operations and rider safety training. New funding benchmark added for contracted special purpose vehicles.



#### **d) Other Changes \$3.6M**

- **Staffing Changes \$5.7M** – An increase in the Cost Adjustment and Teacher Qualifications and Experience grant to reflect higher expenditures associated with increases in experience and qualification of teachers and Early Childhood Educators (ECE).
- **One-Time Realignment Mitigation Fund (-\$1.8M)** – Discontinued funding that was provided to support boards while adjusting cost structures to realign within the Indigenous Education Grant.
- **Safe and Clean Schools Supplement (-\$0.5M)** – Discontinued COVID-19 related funding for additional services that support student well-being and maintain clean schools.
- **Other Changes \$0.2M** – Additional revenue generated within the Board-Based Staffing Allocation based on the number of T4 slips issued and the School Management Allocation due to a new school opening.

#### **ii) Other Government Grants/Fees \$31.2M**

- **Education Staff to Support Reading Interventions \$0.2M** – Funding from the Ministry of Education for additional teachers to provide reading support to students in Kindergarten to Grade 3.
- **Staffing to Support De-Streaming and Transition to High School (-\$3.7M)** – discontinued funding from the Ministry of Education for additional teachers to provide early supports to prepare students in Grades 7 and 8 prior to transitioning into a de-streamed Grade 9 and to continue to support students in a de-streamed Grade 9 and their transition to Grade 10.
- **Bill 124 – Benchmark Adjustment \$35.0M** – Expected increase in Core Ed revenue related to Bill 124 that will occur once 2024-2025 benchmarks are adjusted.
- **Non-Resident Student Enrolment (-\$0.3M)** – Decrease in projected FTE of non-resident, fee paying students.

#### **iii) Other Revenues/Expenditure Recovery \$0.0M**

- **Staff on Loan (-\$0.3M)** – Expenditure recovery funding received for staff that are seconded to positions with organizations such as the Ministry of Education or labour unions.
- **Other \$0.3M** – Adjusted projected revenue from daycare leases, community use permits and cafeteria revenue.

#### **iv) Deferred Revenue (-\$0.2M)**

- **2023-2024 Deferred Revenue (-\$0.2M)** – One-time use of deferred revenue from Targeted Student Supports and Indigenous education funding unspent in 2022-2023.

#### **v) Accumulated Surplus (-\$2.5M)**

- **2023-2024 Accumulated Surplus (-\$2.5M)** – Use of accumulated surplus in 2023-2024 to provide support while adjusting cost structures to align with the discontinuation of COVID-19 Learning Recovery Fund.



## 5. 2024-2025 Operating Expenditures

### OPERATING EXPENDITURE DESCRIPTIONS

Operational expenditures are to be supported by operational revenue. This section provides information on each major expenditure line in the Operating Budget.

#### a) *Instruction*

|  |  |
|--|--|
| <b>Teachers</b>                                  | Salaries and benefits for classroom teachers to support funded average class sizes, and preparation time for classroom teachers, as well as Special Education specialist teachers, Student Success and English as a Second Language/English Literacy Development (ESL/ELD) teachers.                       |
| <b>Educational Assistants</b>                    | Salaries and benefits for educational assistants who support teachers in the classroom.  |
| <b>Early Childhood Educators</b>                 | Salaries and benefits for early childhood educators to support the Full-Day Kindergarten program.  |
| <b>Computers</b>                                 | Instructional technology and associated network costs.   |
| <b>Textbooks/Supplies</b>                        | Textbooks and learning materials required to meet the learning expectations of the curriculum including workbooks, science supplies, and lab materials.  |
| <b>Professional/Paraprofessional/Technicians</b> | Salaries and benefits for staff who provide support services to students and teachers, such as psychologists, psychometrists, speech and language pathologists, interpreters and intervenors, attendance counsellors, lunchroom supervisors, social workers, child/youth workers and computer technicians. |
| <b>Library/Guidance</b>                          | Salaries and benefits for teacher librarians and guidance teachers.  |
| <b>Staff Development</b>                         | Expenditures to support instructional leadership and ongoing professional development.   |
| <b>Principals and Vice-Principals</b>            | Salaries and benefits for principals and vice-principals.  |
| <b>School Office</b>                             | Salaries and benefits for clerical support staff, school office supplies and equipment.  |
| <b>Coordinators and Consultants</b>              | Salaries and benefits for leads, facilitators and administration staff who support school programs and required equipment and supplies.  |
| <b>Continuing Education</b>                      | Salaries and benefits for Continuing Education principal, vice-principal, teachers, instructors, support staff and required supplies and textbooks.  |

***b) Administration and Governance***

Costs for administration and governance such as operating board offices and central facilities, trustees, central based staff and expenditures, including superintendents and their secretarial support, finance, human resource, and information technology administration.

***c) Transportation***

Cost to transport students to and from home and school, including transporting students with special needs and school teams/clubs.

***d) School Operations and Maintenance***

Costs of operating school facilities (heating, lighting, maintaining and cleaning). Includes custodial salaries, benefits and required supplies.

***e) Other Non-Operating***

Includes the cost of employees seconded for assignments with the Ministry or unions (Staff on Loan).

## OPERATING BUDGET - EXPENDITURE ANALYSIS

| EXPENDITURE CATEGORIES                       | 2022-2023<br>Revised<br>Estimates<br>FTE | 2022-2023<br>Revised<br>Estimates | 2023-2024<br>Revised<br>Estimates<br>FTE | 2023-2024<br>Revised<br>Estimates | 2024-2025<br>Estimates<br>FTE | 2024-2025<br>Estimates |
|--|--|-----------------------------------|--|-----------------------------------|-------------------------------|------------------------|
| <b>Instruction</b>                           |  |                                   |  |                                   |                               |                        |
| Teachers                                     | 4,553                                    | 492,274,146                       | 4,686                                    | 514,965,878                       | 4,862                         | 569,715,487            |
| Supply Staff                                 | 0  | 19,934,255                        | 0  | 20,385,680                        | 0                             | 23,312,938             |
| Educational Assistants                       | 891                                      | 53,339,824                        | 890                                      | 55,997,962                        | 940                           | 63,422,492             |
| Early Childhood Educator                     | 358                                      | 20,200,951                        | 368                                      | 21,237,047                        | 366                           | 22,620,047             |
| Computers                                    | 0  | 15,146,793                        | 0  | 14,911,597                        | 0                             | 15,075,245             |
| Textbooks / Supplies                         | 0  | 16,973,425                        | 0  | 19,572,105                        | 0                             | 20,451,315             |
| Prof./ParaProf./Tech.                        | 215                                      | 30,271,452                        | 224                                      | 30,782,027                        | 227                           | 34,005,911             |
| Library / Guidance                           | 169                                      | 18,236,965                        | 194                                      | 22,397,812                        | 185                           | 22,580,188             |
| Staff Development                            | 0  | 4,715,949                         | 0  | 4,731,148                         | 0                             | 4,948,249              |
| Principals and Vice-Principals               | 249                                      | 36,676,762                        | 251                                      | 36,446,751                        | 255                           | 39,532,620             |
| School Office                                | 266                                      | 19,643,857                        | 265                                      | 20,252,801                        | 264                           | 21,251,714             |
| Continuing Education                         | 18                                       | 5,495,426                         | 18                                       | 6,119,905                         | 18                            | 6,313,940              |
| Coordinators and Consultants                 | 109                                      | 16,843,018                        | 115                                      | 17,422,873                        | 118                           | 19,027,188             |
| <b>Instruction Total</b>                     | <b>6,828</b>                             | <b>749,752,823</b>                | <b>7,010</b>                             | <b>785,223,585</b>                | <b>7,234</b>                  | <b>862,257,335</b>     |
| <b>Administration &amp; Governance</b>       |  |                                   |  |                                   |                               |                        |
| Governance                                   | 14                                       | 255,732                           | 15                                       | 276,437                           | 15                            | 296,175                |
| Board Administration                         | 153                                      | 25,096,216                        | 155                                      | 28,744,622                        | 156                           | 30,210,029             |
| <b>Administration &amp; Governance Total</b> | <b>167</b>                               | <b>25,351,948</b>                 | <b>170</b>                               | <b>29,021,059</b>                 | <b>171</b>                    | <b>30,506,204</b>      |
| <b>Transportation</b>                        |  |                                   |  |                                   |                               |                        |
| Transportation                               | 8  | 26,322,212                        | 8  | 29,743,799                        | 8                             | 29,199,445             |
| <b>Transportation Total</b>                  | <b>8</b>                                 | <b>26,322,212</b>                 | <b>8</b>                                 | <b>29,743,799</b>                 | <b>8</b>                      | <b>29,199,445</b>      |
| <b>School Operations &amp; Maintenance.</b>  |  |                                   |  |                                   |                               |                        |
| School Operations & Maint.                   | 565                                      | 83,370,493                        | 567                                      | 86,986,700                        | 572                           | 92,282,445             |
| <b>School Operations &amp; Maint. Total</b>  | <b>565</b>                               | <b>83,370,493</b>                 | <b>567</b>                               | <b>86,986,700</b>                 | <b>572</b>                    | <b>92,282,445</b>      |
| <b>Other Non-Operating</b>                   |  |                                   |  |                                   |                               |                        |
| Other Non-Operating                          | 0  | 6,162,859                         | 0  | 2,805,638                         | 0                             | 2,543,131              |
| <b>Other Non-Operating Total</b>             | <b>0</b>                                 | <b>6,162,859</b>                  | <b>0</b>                                 | <b>2,805,638</b>                  | <b>0</b>                      | <b>2,543,131</b>       |
| <b>Grand Total</b>                           | <b>7,568</b>                             | <b>890,960,335</b>                | <b>7,756</b>                             | <b>933,780,781</b>                | <b>7,985</b>                  | <b>1,016,788,561</b>   |

## NOTE(s):

The presentation of the 2023-2024 Budget is similar to prior years, however minor variances in certain expenditure categories may exist due to updates in the Ministry's standardized code of accounts. Some prior year expenditure adjustments may have been made for consistency and comparison purposes.

### ***Salary and Benefits \$78.4M***

- **Grid Shifts \$4.8M** – Annual salary increases for staff not at the maximum pay rate for their respective salary grids.
- **Labour Relations \$10.8M** – Salary benchmarks were increased for education workers by \$1 per hour for 2024-2025 to support the Canadian Union of Public Employees (CUPE) and Elementary Teachers' Federation of Ontario (ETFO) education workers central collective agreements. Teacher salary benchmarks were increased by 1.25% for 2024-2025 as a labour provision.
- **Bill 124 \$35.0M** – Adjustment to reflect updated costs associated with Bill 124 salary increases for the period from 2019-2020 to 2021-2022.
- **Benefit Rate Changes \$5.0M** – Adjustment to reflect updated costs associated with the benefit trusts and increased employer contribution rate on statutory benefits.
- **De-Streaming and Transition to High School (-\$3.7M)** – Expenditure adjustment to reflect the discontinuation of this Responsive Education program (REP) includes a reduction of 18.0 FTE secondary guidance teachers and 15.0 FTE elementary guidance teachers.
- **Staffing Changes \$26.5M:**
  - Increased enrolment generated an overall increase of 84.4 FTE elementary teacher positions and an increase of 101.34 FTE secondary teacher positions.
  - Administrative, custodial and clerical staff added to support opening of new school.
  - Additional school support positions such as Indigenous and Well-Being facilitators and Educational Assistants.
  - Additional central staffing positions to support board initiatives, including Human Resources Associate, Manager of Maintenance and WSIB Administrative Support.

### ***Other Changes \$4.6M***

- **Software Licensing and Implementation \$2.2M** – Increased cost of software licensing and expenses associated with the implementation of an enterprise resource planning (ERP) system.
- **Enveloping \$0.8M** – Expenditure adjustments to match funding changes for programs such as Indigenous Education, Special Education, Continuing Education and Mental Health and Wellness.
- **School Operations \$0.8M** – Increased cost of utilities, maintenance materials and fees and contractual services relating to operating school facilities.
- **School Level Supports \$0.8M** – Adjustment to school level expenses such as consumables and technology as a result of increased enrolment.
- **Other \$0.02M** – Miscellaneous year over year adjustments such as staff on loan, and enrolment-based central budgets such as estimated supply teaching coverage and professional development.

## 6. 2024-2025 Special Education – Operating Revenue and Expenditures

### SPECIAL EDUCATION – OPERATING REVENUE

The Special Education Fund (SEF) is a component of Core Ed funding made up of four different allocations. These allocations are enveloped, which means the funding may only be used for special education programs, services and/or equipment. This fund is the minimum amount that must be spent on special education; however, the Board uses other funding to support special education programs as well.

#### ***SEF - Per Pupil Allocation (SEF-PPA) \$69.6M***

To assist with the costs of providing additional support to students with special education needs. It is allocated to school boards on the basis of total enrolment of all students, not just students with special education needs.

#### ***Differentiated Needs Allocation (DNA) \$43.3M***

This allocation addresses the variation among school boards with respect to their population of students with special education needs. The model includes seven components:

- ***Special Education Statistical Prediction Model (SESPM) \$31.2M:*** Predicted percentages for the population likely to have special education needs based on neighbourhood profiles.
- ***Measures of Variability \$9.4M:*** Number of students receiving special education programs and services, participation and achievement of students with special education needs in EQAO assessments, credit accumulation and participation in locally developed and alternative non-credit courses (K-courses) by students with special education needs, remote and rural adjustment, Indigenous education grant adjustment.
- ***Local Special Education Priorities \$0.5M:*** To support local priorities such as additional educational staff, additional professional or paraprofessional staff, evidence-based programs and interventions and transition supports.
- ***Early Math Intervention Amount \$0.1M:*** To support early math intervention for elementary students with special education needs.
- ***Professional Assessments \$0.3M:*** To support professional assessments (e.g., speech and language, psycho-educational) to help reduce wait times.
- ***Collaboration and Integration Base \$0.5M:*** Base funding of \$503,117.
- ***Multi-Disciplinary Supports \$1.3M:*** To support increased special education programs and services.
  - Multi-Disciplinary Team \$0.4M
  - Other Staffing Resources \$0.9M

#### ***Complex Supports Allocation \$11.1M***

This allocation addresses specialized supports for students with complex educational needs. The model includes three components:

- ***Special Incidence Portion (SIP) \$3.8M:*** To support those students who require more than two full-time staff to address their health and/or safety needs.
- ***Education and Community Partnership Program (ECP) \$6.2M:*** Formerly named the Care, Treatment, Custody and Correctional (CTCC) amount, this allocation is to support the provision of education programs to school aged children and youth in care and/or treatment centres, and in

custody and correctional facilities. Funding is based on an approval process specified in the guideline issued for these programs.

- **Behaviour Expertise \$1.1M:** To provide funding to hire professional staff who have expertise in Applied Behavior Analysis (ABA). This model includes three amounts, all of which are comprised of a fixed amount for each school board and a per pupil amount.
  - **ABA Expertise Professionals Amount \$0.7M:** To hire board level ABA expertise professionals.
  - **ABA Training Amount \$0.2M:** To provide training to build school board capacity in ABA.
  - **After-School Skills Development (ASSD) Amount \$0.2M:** To provide skills development programs outside the instructional day.

### **Specialized Equipment Allocation (SEA) \$4.4M**

To support the purchase of equipment that may be required by students with special education needs. The model includes two components:

- **SEA Formula Component:** For the purchase of specialized equipment with costs under \$5,000 before taxes. Comprised of a base amount for each school board and total ADE multiplied by a benchmark rate.
- **SEA Claims-Based Component:** For the purchase of specialized equipment with costs of \$5,000 or more before taxes.

## **SPECIAL EDUCATION – EXPENDITURE ANALYSIS**

Direct service and supports for students and families is prioritized within special education and mental health expenditure planning. The majority of funds are utilized to provide school based and direct service (e.g., clinical support) staffing in support of student well-being, mental health and learning. Staffing is inclusive of 1) classroom-based support staff, 2) school-based support staff and 3) Inclusive Student Services teams. Services are provided to students in all schools inclusive of single-track French Immersion schools. The next layers of priority are Specialized Equipment Allocation (SEA) and supporting professional learning that directly impacts on programs and services.

The Ministry of Education has revised the [Special Education Funding Model](#) for the 2024-2025 school year. Funding is provided to school boards with the flexibility to support based on the local model of special education programs and services as outlined above. The Special Education Fund is now made up of four allocations:

- Per Pupil Allocation
- Differentiated Needs Allocation
- Complex Support Allocation
- Specialized Equipment Allocation

The shift from a claims-based process to a formula amount for supports for students requiring complex support means maintaining focus on program embedded student supports as the related administrative tasks have been reduced. Changes to the SEA funding will be implemented in collaboration with key partners such as Grandview Kids and the provision of School Based Rehabilitative Services integral in these supports.

Additional revenue, through Responsive Education Program project grants including funding for Special Education Needs Navigators, will be used to help support services for students and families with specific focus on transitions.

### ***Classroom Supports***

Classroom support staff includes: Educational Assistants, ASL Interpreters, Intervenor and a Language Acquisition Support Worker (ASL). We also consider special education class teachers within the primary, most direct support to students. These roles are supported by Special Education Resource Teachers (SERTs); funded as part of the special education budget. Overall, from the 2023-2024 school year, we are increasing the number of special education classes providing additional program access for students through additional Practical Learning (elementary and secondary), Structured Learning and Developmental Programs (elementary level).

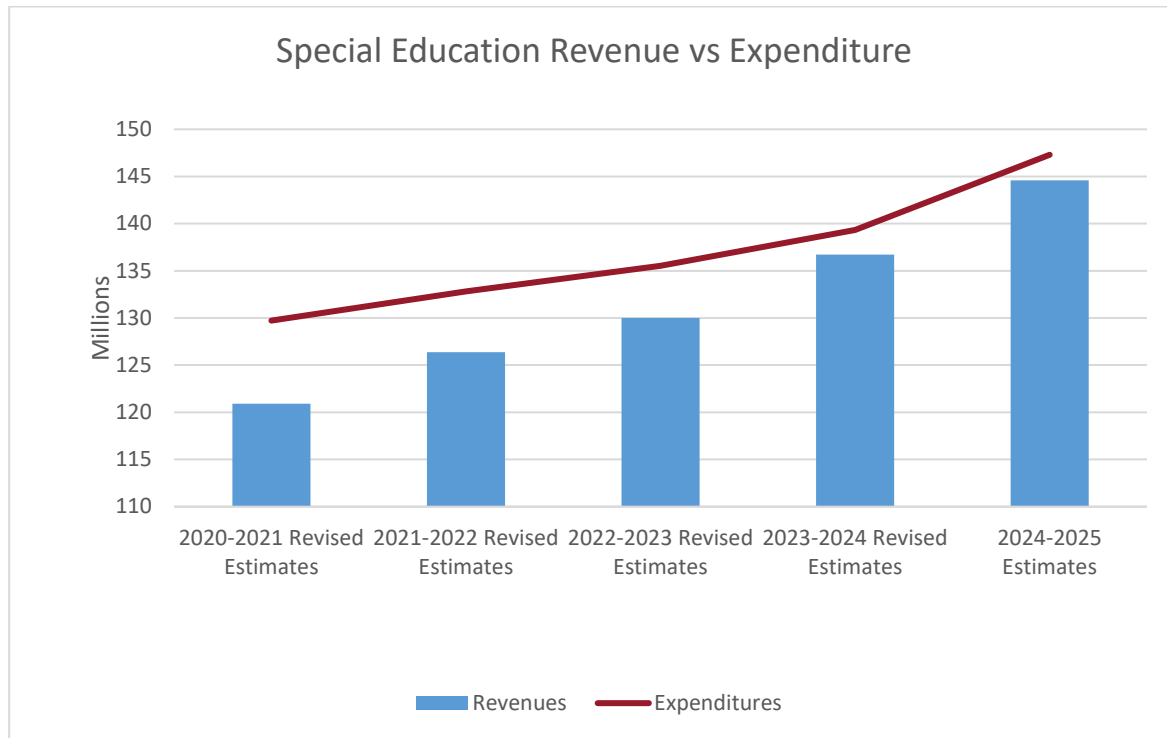
### ***Student Mental Health and Well-Being***

Embedded in the DDSB Mental Health and Well-Being Action Plan is our collective commitment to support the everyday mental health and well-being of students and staff. Our aim is to provide for our students and staff inclusive, identity responsive, and culturally relevant supports, and to strive to connect all students and staff to, from, and through access to those supports. In the DDSB, all staff roles support student well-being and include teams providing direct mental health related supports (Psychological Services, Social Work Services and Well-Being Youth Workers). Funding is used to provide direct services to students, support strategies for prevention, early identification and promotion of mental health, support transitions for students and support referrals to community-based services.

Our current Mental Health and Well-Being Action Plan concludes during the 2024-2025 and our next three-year plan will be created and launched in 2025 in continued alignment with [PPM 169 Student Mental Health](#).

## **SPECIAL EDUCATION – OPERATING EXPENDITURES**

|  | Revised<br>Estimates<br>2022-2023 | Estimates<br>2023-2024 | Revised<br>Estimates<br>2023-2024 | Estimates<br>2024-2025 | Change 2023-<br>2024 to 2024-<br>2025 |
|--|-----------------------------------|------------------------|-----------------------------------|------------------------|---------------------------------------|
| <b>SPECIAL EDUCATION - REVENUE</b>                                     |                                   |                        |                                   |                        |                                       |
| SEF - Per Pupil Allocation   | 61,909,263                        | 65,130,233             | 65,897,928                        | 69,614,786             | 3,716,858                             |
| Differentiated Needs Allocation (DNA)                                  | 39,374,285                        | 41,501,182             | 41,504,490                        | 43,308,578             | 1,804,088                             |
| Complex Supports Allocation  | 9,877,676                         | 9,846,425              | 10,890,041                        | 11,065,754             | 175,713                               |
| Specialized Equipment Allocation                                       | 3,050,940                         | 3,117,570              | 3,146,449                         | 4,408,733              | 1,262,284                             |
| <b>Total Special Education Allocation</b>                              | <b>114,212,164</b>                | <b>119,595,410</b>     | <b>121,438,908</b>                | <b>128,397,851</b>     | <b>6,958,943</b>                      |
| Re-allocation of CSF - Per Pupil Allocation for Self Contained Classes | 12,759,135                        | 13,378,214             | 13,407,904                        | 14,383,806             | 975,902                               |
| Support for Students Fund - CUPE Special Education                     | 1,655,465                         | 1,763,281              | 1,763,281                         | 1,817,590              | 54,309                                |
| Special Education Reserve - Accumulated Surplus                        | 230,001                           | 120,413                | 120,413                           | 0                      | -120,413                              |
| Deferred Revenue - Special Equipment Amount (SEA)                      | 1,139,763                         | 0                      | 0                                 | 0                      | 0                                     |
| <b>Total Revenue Available for Special Education</b>                   | <b>129,996,528</b>                | <b>134,857,318</b>     | <b>136,730,506</b>                | <b>144,599,247</b>     | <b>7,868,741</b>                      |
| <b>SPECIAL EDUCATION - EXPENDITURES</b>                                |                                   |                        |                                   |                        |                                       |
| Teachers   | 63,578,606                        | 64,350,338             | 65,670,763                        | 67,275,240             | 1,604,477                             |
| Educational Assistants   | 53,339,824                        | 56,162,886             | 55,997,962                        | 60,891,474             | 4,893,512                             |
| Textbooks / Supplies / Computers                                       | 2,034,456                         | 1,360,356              | 1,395,832                         | 1,406,504              | 10,672                                |
| Prof./ParaProf./Tech.  | 12,618,578                        | 12,016,943             | 12,369,878                        | 13,831,351             | 1,461,473                             |
| Staff Development  | 415,343                           | 438,963                | 438,963                           | 420,803                | -18,160                               |
| Principals and VPs   | 347,050                           | 292,191                | 292,404                           | 293,204                | 800                                   |
| School Office  | 259,561                           | 273,980                | 273,945                           | 282,296                | 8,351                                 |
| Leads & Facilitators   | 2,953,885                         | 2,977,814              | 2,905,430                         | 2,897,982              | -7,448                                |
| <b>Total Special Education Expenditures</b>                            | <b>135,547,302</b>                | <b>137,873,471</b>     | <b>139,345,177</b>                | <b>147,298,854</b>     | <b>7,953,677</b>                      |
| <b>TOTAL SPECIAL EDUCATION SURPLUS/(DEFICIT)</b>                       | <b>-5,550,774</b>                 | <b>-3,016,153</b>      | <b>-2,614,671</b>                 | <b>-2,699,607</b>      | <b>-84,936</b>                        |





## 7. 2024-2025 Capital Budget

For the 2024-2025 year, the capital budget of the Board is \$204.1M.

In analyzing the capital budget, it is important to understand that the revenues recognized in any given year are directly related to the expenditure for the year. As a result, while a grant may be allocated in one year, it may be recognized over multiple years as it is spent. There are no significant changes to capital grants for the year.

### Education Development Charges (EDC)

The EDC by-law provides the funding for school boards to purchase land on which to construct schools. This by-law imposes a fee on new residential and non-residential building permits which fund both the acquisition and development of school sites to accommodate growth-related pupil needs. In the current by-law, the rates over the period of the by-law have been capped by the Ministry resulting in a significant projected deficit.

Site purchases can include expenditures from sites purchased in prior years, as well as sites being purchased in the current year.

For 2024-2025, the collection of fees from building permits is anticipated to be \$11.0M and will be applied to prior year's site purchases. The estimated in-year site purchases of \$94.5M will be funded by EDC collections in future years.

### Ministry Grants

#### i) Facility Upgrade Projects

|                                    |   |
|------------------------------------|---|
| School Condition Improvement (SCI) | <ul style="list-style-type: none"> <li>To address the renewal priorities of the board, including replacing and repairing building components and improving the energy efficiency of schools.</li> <li>Allocated in proportion to a board's total assessed renewal needs under the Condition Assessment Program relative to the provincial total.</li> <li>Must be used to fund depreciable renewal expenditures in schools that are expected to remain open and operating for at least five years.</li> <li>70% must be used for major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing), the remaining 30% can be used to address any locally identified needs.</li> <li>Starting with 2023-24, unspent annual allocations will expire after 2.5 years.</li> </ul> |
| School Renewal (SR)                | <ul style="list-style-type: none"> <li>To address the costs of repairing and renovating schools.</li> <li>Largest component is based on a benchmark renewal cost associated with a standard floor area for each elementary/secondary pupil.</li> <li>Adjusted to reflect the renewal needs of older schools and regional variations in construction costs.</li> <li>Starting with the 2023-24 allocation, any unspent funds will expire 2.5 years after initial allocation.</li> </ul>  |

DDSB is responsible for maintaining 854,297 m<sup>2</sup> of facilities and 436 hectares of land. These projects include expenditures for repairing, upgrading and renovating those schools and sites. The projects listed in Appendix B: Schedules 1 and 2 are critical to ensure the Board's facilities and properties are maintained.

The Board's allocation from the Ministry for SCI has decreased slightly in comparison to last year from \$18.0M to \$17.9M. As renewal work is completed, the condition of the Board's buildings improves and DDSB's portion

of the funding will fluctuate. For 2023-2024, the SR allocation has increased slightly from \$11.6M to \$12.2M as a result of enrolment.

### ii) *Portable Purchases & Relocations*

|                         |   |
|-------------------------|---|
| Temporary Accommodation | <ul style="list-style-type: none"> <li>• Provides for leasing costs, portable relocation and acquisition costs.</li> <li>• Allocation is based on history of net portable additions and relocations.</li> </ul> |
|-------------------------|---|

This category includes the purchase cost of the portables as well as costs associated with set-up on school sites. Relocation expenditures include transportation and set-up costs associated with portable moves. Portables are relocated from school to school to accommodate temporary fluctuations in enrolment.

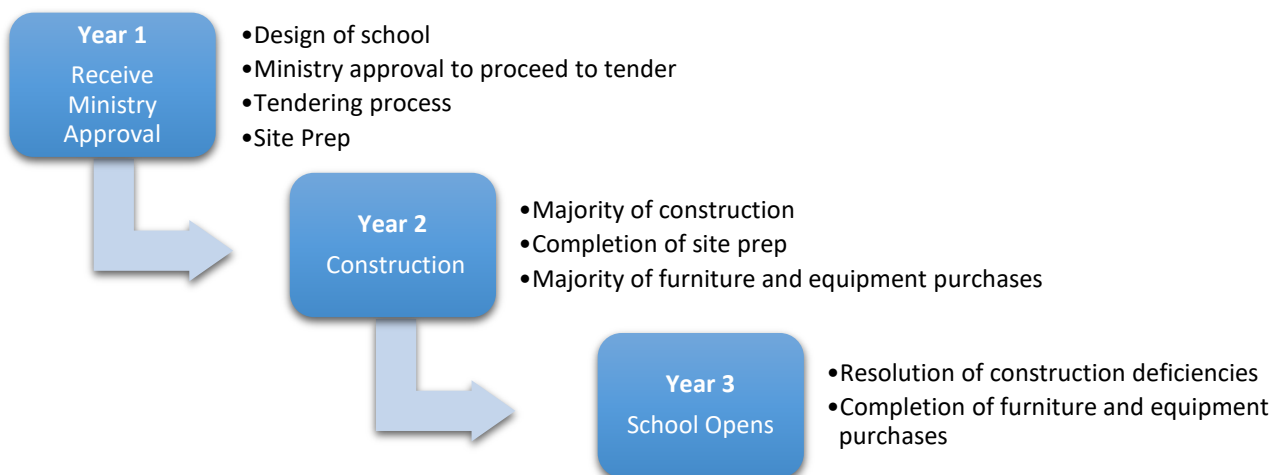
The Temporary Accommodation funding for 2024-2025 has increased compared to 2023-2024 from \$1.5M to \$2.6M as a result of a net board-wide increase in portables and portable moves over the past few years.

### iii) *New Construction*

|                             |  |
|-----------------------------|--|
| Capital Priorities (CP)     | <ul style="list-style-type: none"> <li>• To fund the construction of new and replacement schools, as well as additions to existing schools.</li> <li>• Allocated by the Ministry based on business case submissions on a project-by-project basis.</li> <li>• The funding formula for these grants was historically based on construction and per pupil area benchmarks set by the Ministry. Beginning with the 2023-2024 Capital Priorities program, funds are allocated based on project costs estimated by boards and adjusted by the Ministry for cost escalation, site and municipal costs, space benchmark compliance and construction rate caps.</li> </ul> |
| Child Care (CC) and EarlyON | <ul style="list-style-type: none"> <li>• Funding is received as part of the project approvals for new and replacement schools and for additions to existing schools to cover the costs of building a child care centre or EarlyON hub room.</li> <li>• Calculated on a per room basis.</li> </ul>  |

New construction expenditures include the costs to design, construct and furnish new schools and additions to existing schools. As construction projects span multiple years, the revenues and expenditures associated with a construction project will span across multiple school year capital budgets.

The following provides a sample new school construction cycle:



Current construction projects include the following:

- **Under Construction:**
  - Beaver River PS (opening September 2024)
  - Unnamed North Oshawa PS (opening September 2024)
  - Mary Street Community School – Addition (opening December 2024)
  - Seneca Trail PS – Child Care Addition (opening December 2024)
- **Recently Announced and Under Design:**
  - Unnamed Coughlan PS (opening September 2025)
  - Unnamed North Oshawa SS (opening September 2026)
  - Unnamed Pickering Seaton PS (opening September 2026)
  - Unnamed West Whitby PS (opening September 2026)
  - Unnamed West Whitby PS (opening September 2026)
  - Unnamed North Oshawa PS (opening September 2026)

The timing of expenditures for current new construction and child care projects can be seen in Appendix B: Schedule 3.

#### ***iv) Interest on Long-Term Financing***

|                     |  |
|---------------------|--|
| Long Term Financing | <ul style="list-style-type: none"> <li>• Funding is based on debt payments required including principal and interest.</li> </ul> |
|---------------------|--|

This interest expenditure is as a result of the long-term financing associated with the construction of new schools and additions.

The decrease in Long Term Financing funding and interest expenditure is due to the natural decline as principal balances decline. This trend will continue as the Ministry has shifted from long term financing to cash flow financing, based on reporting of expenses twice annually.

#### **Proceeds of Disposition (POD)**

Revenues are generated from the sale of board properties and buildings that have been declared surplus through Ontario Regulation 374/23 (formerly Ontario Regulation 444/98). These funds are to be used for the renewal of existing schools through the repair or replacement of components. As outlined in the Ministry's Proceeds of Disposition Policy, 80% must be spent on the repair or replacement of key building components and systems with the remaining 20% being used to address other locally identified renewal needs. To use POD funds for purposes other than those outlined in the policy, a Ministers approval is required.

The Board currently has one property that has been declared surplus and is being circulated through O. Reg 444/98:

- Former Cartwright HS, 14220 Old Scugog Road, Blackstock

The proceeds from this sale will be used to address capital needs throughout the system including roof replacements, mechanical systems upgrades, building envelope and site improvements within the boundaries of the POD policy.

## CAPITAL BUDGET SUMMARY

|   | 2024-2025<br>ESTIMATES |
|---|------------------------|
| <b>Site Purchases</b>   |                        |
| Prior years purchases   | 11,000,000             |
| Current site purchases  | 94,459,500             |
| <b>Total Site Purchases (A)</b>   | <b>105,459,500</b>     |
| <b>Facility Upgrades</b>  |                        |
| School Condition Improvement - facility upgrades - Appendix B, Schedule 1 | 17,879,474             |
| School Renewal - facility upgrades and equipment - Appendix B, Schedule 2 | 12,167,790             |
| <b>Total Facility Upgrades (B)</b>  | <b>30,047,264</b>      |
| <b>Portable purchases and relocations (C)</b>                             | <b>2,582,902</b>       |
| <b>New construction - Appendix B, Schedule 4 (D)</b>                      | <b>58,331,241</b>      |
| <b>Interest on Long-Term Financing (E)</b>                                | <b>7,694,045</b>       |
| <b>Total Capital Expenditures (A+B+C+D+E)</b>                             | <b>\$ 204,114,952</b>  |



Durham District School Board  
BUDGET  
2024-2025

**APPENDICES**

## Appendix A: Expenditure Details

| EXPENDITURE CATEGORIES                       | Salaries & Wages   | Payroll Taxes & Benefits | Total Staffing Costs | Other Operating Expenditures | Total Operating Expenditures |
|--|--------------------|--------------------------|----------------------|------------------------------|------------------------------|
| <b>Instruction</b>                           |                    |                          |                      |                              |                              |
| Teachers                                     | 497,863,020        | 71,852,467               | 569,715,487          | ----                         | 569,715,487                  |
| Supply Staff                                 | 21,174,393         | 2,138,545                | 23,312,938           | ----                         | 23,312,938                   |
| Educational Assistants                       | 48,679,802         | 14,742,690               | 63,422,492           | ----                         | 63,422,492                   |
| Early Childhood Educator                     | 17,196,977         | 5,423,070                | 22,620,047           | ----                         | 22,620,047                   |
| Textbooks / Supplies                         | ----               | ----                     | ----                 | 20,451,315                   | 20,451,315                   |
| Computers                                    | ----               | ----                     | ----                 | 15,075,245                   | 15,075,245                   |
| Prof./ParaProf./Tech.                        | 23,679,176         | 5,469,151                | 29,148,327           | 4,857,584                    | 34,005,911                   |
| Library / Guidance                           | 19,886,974         | 2,693,213                | 22,580,188           | ----                         | 22,580,188                   |
| Staff Development                            | 4,193,228          | 419,410                  | 4,612,638            | 335,611                      | 4,948,249                    |
| Principals and Vice-Principals               | 35,198,445         | 4,234,675                | 39,433,120           | 99,500                       | 39,532,620                   |
| School Office                                | 15,237,199         | 4,504,457                | 19,741,656           | 1,510,058                    | 21,251,714                   |
| Continuing Education                         | 5,220,545          | 780,537                  | 6,001,081            | 312,859                      | 6,313,940                    |
| Coordinators and Consultants                 | 12,520,674         | 1,922,304                | 14,442,977           | 4,584,211                    | 19,027,188                   |
| <b>Instruction Total</b>                     | <b>700,850,434</b> | <b>114,180,518</b>       | <b>815,030,952</b>   | <b>47,226,383</b>            | <b>862,257,335</b>           |
| <b>Administration &amp; Governance</b>       |                    |                          |                      |                              |                              |
| Trustees                                     | 248,640            | 17,535                   | 266,175              | 30,000                       | 296,175                      |
| Board Administration                         | 17,084,356         | 3,860,988                | 20,945,344           | 9,264,685                    | 30,210,029                   |
| <b>Administration &amp; Governance Total</b> | <b>17,332,996</b>  | <b>3,878,523</b>         | <b>21,211,519</b>    | <b>9,294,685</b>             | <b>30,506,204</b>            |
| <b>Transportation</b>                        |                    |                          |                      |                              |                              |
| Transportation                               | 770,731            | 191,295                  | 962,026              | 28,237,419                   | 29,199,445                   |
| <b>Transportation Total</b>                  | <b>770,731</b>     | <b>191,295</b>           | <b>962,026</b>       | <b>28,237,419</b>            | <b>29,199,445</b>            |
| <b>School Operations &amp; Maintenance.</b>  |                    |                          |                      |                              |                              |
| School Operations & Maint.                   | 45,244,301         | 11,480,627               | 56,724,928           | 35,557,517                   | 92,282,445                   |
| <b>School Operations &amp; Maint. Total</b>  | <b>45,244,301</b>  | <b>11,480,627</b>        | <b>56,724,928</b>    | <b>35,557,517</b>            | <b>92,282,445</b>            |
| <b>Other Non-Operating</b>                   |                    |                          |                      |                              |                              |
| Other Non-Operating                          | ----               | ----                     | ----                 | 2,543,131                    | 2,543,131                    |
| <b>Other Non-Operating Total</b>             | <b>----</b>        | <b>----</b>              | <b>----</b>          | <b>2,543,131</b>             | <b>2,543,131</b>             |
| <b>Total Operating Expenditures</b>          | <b>764,198,462</b> | <b>129,730,963</b>       | <b>893,929,425</b>   | <b>122,859,135</b>           | <b>1,016,788,561</b>         |

## Appendix B: Capital Schedules

### Appendix B: Schedule 1 - School Condition Improvement

| School Condition Improvement   |                      |
|--|----------------------|
| <b>Ignite Connection</b>   |                      |
| Exterior siteworks   | \$ 1,800,000         |
| Priority projects: Dunbarton HS - South Campus, EB Phin PS, Meadowcrest PS, Scott Central PS, Westney Heights PS |                      |
| Communication upgrades - various locations   | 650,000              |
| <b>Ignite Well Being</b>   |                      |
| Ventilation upgrades   | 2,200,000            |
| Priority projects: Dunbarton HS - South Campus, Pickering HS   |                      |
| Chiller replacements   | 1,400,000            |
| Priority projects: J Clarke Richardson CVI   |                      |
| Building envelope restoration  | 1,100,000            |
| Priority projects: Uxbridge PS   |                      |
| Dust collector replacements  | 1,000,000            |
| Priority projects: Brock HS  |                      |
| <b>Sustainability &amp; Energy Efficiency</b>  |                      |
| Full/partial roof replacements   | 4,000,000            |
| Priority projects: Brock HS, Glen St PS, Harmony Heights PS  |                      |
| Window replacements  | 1,700,000            |
| Priority projects: Ajax HS, Port Perry HS  |                      |
| Boiler replacements - various locations  | 1,500,000            |
| Lighting upgrades - various locations  | 400,000              |
| <b>Building Services Infrastructure</b>  |                      |
| Electrical service upgrades - various locations  | 200,000              |
| Watermain replacements - various locations   | 950,000              |
| <b>Contingency</b>   |                      |
| Contingency to address locally identified needs during the year  | 979,474              |
| <b>Total School Condition Improvement</b>  | <b>\$ 17,879,474</b> |

Appendix B: Schedule 2 - School Renewal

| <b>School Renewal</b>  |                      |
|--|----------------------|
| <b>Ignite Learning</b>   |                      |
| Interior modifications - program needs   | \$ 600,000           |
| Priority projects: Dunbarton HS - South Campus, Port Perry HS                    |                      |
| Interior modifications - specialty classrooms                                    | 1,000,000            |
| Priority projects: Vaughan Willard PS, William Dunbar PS                         |                      |
| Interior modifications - support spaces  | 400,000              |
| Priority projects: Lakewoods PS, Lester B Pearson PS                             |                      |
| Interior modifications - classroom refresh                                       | 900,000              |
| Priority projects: Ajax HS, Beau Valley PS                                       |                      |
| <b>Ignite Connection</b>   |                      |
| Exterior siteworks   | 1,300,000            |
| Priority projects: Maple Ridge PS, Quaker Village PS, Sinclair SS, Sunderland PS |                      |
| <b>Ignite Well Being</b>   |                      |
| Interior modifications - washrooms   | 1,050,000            |
| Priority projects: Ajax HS, Stephen Saywell PS                                   |                      |
| HVAC ventilation - new   | 1,450,000            |
| Priority projects: Greenbank PS, Hillsdale PS, Scott Central PS                  |                      |
| Interior modifications - building infrastructure and services                    | 1,050,000            |
| Priority projects: EA Lovell, Southwood PS, Sunderland PS                        |                      |
| <b>Inclusive Design &amp; Accessibility</b>                                      |                      |
| Interior modifications - inclusive design  | 2,550,000            |
| Priority projects: Dr. SJ Phillips PS, Pineridge SS                              |                      |
| Priority projects: Port Perry HS, Village Union PS                               |                      |
| Accessibility improvements - various locations                                   | 500,000              |
| <b>Contingency</b>   |                      |
| Contingency to address locally identified needs during the year                  | 1,367,790            |
| <b>Total School Renewal</b>  | <b>\$ 12,167,790</b> |



Appendix B: Schedule 3 - Capital Projects in Progress, Ministry Approved

|  |                   |             | Funding                          |                    | New Construction Expenditures |  |                 |
|--|-------------------|-------------|----------------------------------|--------------------|-------------------------------|--|-----------------|
|  |                   |             | Ministry<br>Approved<br>Funding* | Board<br>Funding** | 2023-2024<br>and Prior        | 2024-2025<br>Estimated<br>Expenditures | Future<br>Years |
| Opening  | Project<br>Budget |             |                                  |                    |                               |  |                 |
| New Schools  |                   |             |                                  |                    |                               |  |                 |
| Beaver River PS  | Sept. 2024        | 22,929,064  | 13,307,613                       | 9,621,451          | 21,728,529                    | 1,200,535                              | -               |
| Unnamed Coughlan PS<br>(Stannardville Drive/Hurst Drive)                   | Sept. 2025        | 25,371,495  | 22,356,661                       | 3,014,834          | 10,870,991                    | 11,805,362                             | 2,695,142       |
| Unnamed North Oshawa PS<br>(Windfields Farm Drive West/Wintergrace Avenue) | Sept. 2024        | 22,247,107  | 19,718,070                       | 2,529,037          | 21,043,706                    | 1,203,401                              | -               |
| Unnamed North Oshawa SS<br>(Windfields Farm Drive East/Bridle Road South)  | Sept. 2026        | 72,267,117  | 68,703,131                       | 3,563,986          | 3,972,585                     | 13,635,925                             | 54,658,607      |
| Unnamed Pickering Seaton PS<br>(Burkholder Drive/Azalea Avenue)            | Sept. 2026        | 18,997,002  | 18,997,002                       | -                  | 1,090,329                     | 16,833,095                             | 1,073,578       |
| Unnamed West Whitby PS<br>(Maskell Crescent/Coronation Road)               | Sept. 2026        | 30,450,779  | 30,450,779                       | -                  | -                             | 4,480,519                              | 25,970,260      |
| Unnamed West Whitby PS<br>(Cisco Drive/Limoges Street)                     | Sept. 2026        | 23,414,654  | 23,414,654                       | -                  | -                             | 3,425,101                              | 19,989,553      |
| Unnamed North Oshawa PS<br>(Symingont Avenue/Steeplechase Street)          | Sept. 2026        | 27,743,229  | 27,743,229                       | -                  | -                             | 4,074,387                              | 23,668,842      |
| Total New Schools  |                   | 243,420,447 | 224,691,139                      | 18,729,308         | 58,706,140                    | 56,658,325                             | 128,055,982     |
| Additions  |                   |             |                                  |                    |                               |  |                 |
| Mary Street Community School   | Dec. 2024         | 8,763,038   | 8,013,038                        | 750,000            | 8,303,823                     | 459,215                                | -               |
| Seneca Trail PS Child Care   | Dec. 2024         | 4,072,915   | 4,072,915                        | -                  | 2,859,214                     | 1,213,701                              | -               |
| Total Additions  |                   | 12,835,953  | 12,085,953                       | 750,000            | 11,163,037                    | 1,672,916                              | -               |
|  |                   |             |                                  |                    |                               | \$ 58,331,241                          |                 |

\*Ministry Approved Funding includes Capital Priorities, Child Care and EarlyON

\*\*Board Funding includes Proceeds of Disposition and Education Development Charges

## Appendix C: Board Staffing Comparison

|  | 2022-<br>2023<br>FTE | 2023-<br>2024<br>FTE | CHANGE<br>2023-<br>2024 vs<br>2022-<br>2023 | 2024-<br>2025<br>FTE | CHANGE<br>2024-<br>2025 vs<br>2023-<br>2024 |
|--|----------------------|----------------------|---|----------------------|---|
| <b>Instruction</b>                           |                      |                      |   |                      |   |
| <b>Teachers</b>                              |                      |                      |   |                      |   |
| Classroom Teachers                           | 3966.6               | 4097.2               | 130.7                                       | 4270.4               | 173.1                                       |
| Care & Treatment Teacher                     | 50.0                 | 49.0                 | -1.0  | 49.0                 | 0.0   |
| Special Education Teacher                    | 283.2                | 282.4                | -0.7  | 283.0                | 0.5   |
| Special Education Resource Teachers          | 203.0                | 198.0                | -5.0  | 200.5                | 2.5   |
| English as a Second Language                 | 35.0                 | 41.5                 | 6.5   | 41.5                 | 0.0   |
| Hearing and Vision Teacher                   | 12.0                 | 14.0                 | 2.0   | 14.0                 | 0.0   |
| Safe Schools (Program Costs)                 | 1.5                  | 1.5                  | 0.0   | 1.5                  | 0.0   |
| Students Success Grades 7-12 (Program Costs) | 2.0                  | 2.0                  | 0.0   | 2.0                  | 0.0   |
| <b>Teachers Total</b>                        | <b>4553.3</b>        | <b>4685.7</b>        | <b>132.4</b>                                | <b>4861.9</b>        | <b>176.2</b>                                |
| <b>Educational Assistants</b>                |                      |                      |   |                      |   |
| Educational Assistants                       | 880.4                | 879.4                | -1.0  | 929.4                | 50.0  |
| START Team/District                          | 10.0                 | 10.0                 | 0.0   | 10.0                 | 0.0   |
| Care & Treatment Educational Assistant       | 1.0                  | 1.0                  | 0.0   | 1.0                  | 0.0   |
| <b>Educational Assistants Total</b>          | <b>891.4</b>         | <b>890.4</b>         | <b>-1.0</b>                                 | <b>940.4</b>         | <b>50.0</b>                                 |
| <b>Early Childhood Educator</b>              |                      |                      |   |                      |   |
| Early Childhood Educator                     | 358.0                | 368.0                | 10.0  | 366.0                | -2.0  |
| <b>Early Childhood Educator Total</b>        | <b>358.0</b>         | <b>368.0</b>         | <b>10.0</b>                                 | <b>366.0</b>         | <b>-2.0</b>                                 |
| <b>Prof./ParaProf./Tech.</b>                 |                      |                      |   |                      |   |
| Administration                               | 10.0                 | 10.0                 | 0.0   | 10.0                 | 0.0   |
| Administrative Support Staff                 | 3.0                  | 4.0                  | 1.0   | 5.0                  | 1.0   |
| Instructors                                  | 4.0                  | 4.0                  | 0.0   | 5.0                  | 1.0   |
| Coordinator                                  | 1.0                  | 1.0                  | 0.0   | 1.0                  | 0.0   |
| Support Staff                                | 30.0                 | 29.0                 | -1.0  | 29.0                 | 0.0   |
| Cafeteria Assistants Salaries                | 12.0                 | 12.0                 | 0.0   | 13.0                 | 1.0   |
| Psychologists & Psychometrists               | 36.2                 | 37.2                 | 1.0   | 37.6                 | 0.4   |
| Social Workers & Attendance Counsellors      | 26.0                 | 27.0                 | 1.0   | 28.0                 | 1.0   |
| Speech & Language Pathologists               | 26.0                 | 35.0                 | 9.0   | 35.0                 | 0.0   |
| Interpreters & Intervenors                   | 19.0                 | 19.0                 | 0.0   | 19.0                 | 0.0   |
| Mental Health Lead                           | 1.0                  | 1.0                  | 0.0   | 1.0                  | 0.0   |
| Work Experience Coordinator (Spec. Ed.)      | 4.0                  | 2.0                  | -2.0  | 2.0                  | 0.0   |
| Youth Worker                                 | 12.0                 | 11.0                 | -1.0  | 10.0                 | -1.0  |
| I.T. Specialists                             | 28.0                 | 29.0                 | 1.0   | 29.0                 | 0.0   |
| Outdoor Education Interpreter                | 1.0                  | 1.0                  | 0.0   | 1.0                  | 0.0   |
| Educational Assistant-Technology             | 0.5                  | 0.5                  | 0.0   | 0.5                  | 0.0   |
| Safe Schools (Program Costs)                 | 1.0                  | 1.0                  | 0.0   | 1.0                  | 0.0   |
| <b>Prof./ParaProf./Tech. Total</b>           | <b>214.7</b>         | <b>223.7</b>         | <b>9.0</b>                                  | <b>227.1</b>         | <b>3.4</b>                                  |
| <b>Library / Guidance</b>                    |                      |                      |   |                      |   |
| Teacher Librarians                           | 104.6                | 106.0                | 1.4   | 109.8                | 3.8   |

|  | 2022-<br>2023<br>FTE | 2023-<br>2024<br>FTE | CHANGE<br>2023-<br>2024 vs<br>2022-<br>2023 | 2024-<br>2025<br>FTE | CHANGE<br>2024-<br>2025 vs<br>2023-<br>2024 |
|--|----------------------|----------------------|---|----------------------|---|
| Teacher Guidance Counsellor                  | 64.2                 | 87.7                 | 23.5  | 74.8                 | -12.9                                       |
| <b>Library / Guidance Total</b>              | <b>168.8</b>         | <b>193.7</b>         | <b>24.9</b>                                 | <b>184.6</b>         | <b>-9.1</b>                                 |
| <b>Principals and Vice-Principals</b>        |                      |                      |   |                      |   |
| School Principal                             | 135.0                | 133.0                | -2.0  | 133.0                | 0.0   |
| School Vice-Principal                        | 114.1                | 118.0                | 3.9   | 122.0                | 4.0   |
| <b>Principals and Vice-Principals Total</b>  | <b>249.1</b>         | <b>251.0</b>         | <b>1.9</b>                                  | <b>255.0</b>         | <b>4.0</b>                                  |
| <b>School Office</b>                         |                      |                      |   |                      |   |
| Clerical Support Staff Permanent             | 265.8                | 265.4                | -0.4  | 263.5                | -1.9  |
| Clerical Support Staff Casual Salaries       | 0.0                  | 0.0                  | 0.0   | 0.0                  | 0.0   |
| <b>School Office Total</b>                   | <b>265.8</b>         | <b>265.4</b>         | <b>-0.4</b>                                 | <b>263.5</b>         | <b>-1.9</b>                                 |
| <b>Coordinators and Consultants</b>          |                      |                      |   |                      |   |
| Administration                               | 9.0                  | 10.0                 | 1.0   | 11.0                 | 1.0   |
| Administrative Support Staff                 | 12.0                 | 11.0                 | -1.0  | 11.0                 | 0.0   |
| Leads  | 10.0                 | 10.0                 | 0.0   | 11.0                 | 1.0   |
| Facilitators                                 | 63.0                 | 70.5                 | 7.5   | 74.5                 | 4.0   |
| Safe Schools (Program Costs)                 | 4.0                  | 4.0                  | 0.0   | 2.0                  | -2.0  |
| Students Success Grades 7-12 (Program Costs) | 4.0                  | 4.0                  | 0.0   | 4.0                  | 0.0   |
| Employee Computer Training Instructor        | 6.0                  | 4.0                  | -2.0  | 3.0                  | -1.0  |
| Experiential Learning Envelope               | 1.0                  | 1.0                  | 0.0   | 1.0                  | 0.0   |
| <b>Coordinators and Consultants Total</b>    | <b>109.0</b>         | <b>114.5</b>         | <b>5.5</b>                                  | <b>117.5</b>         | <b>3.0</b>                                  |
| <b>Continuing Education</b>                  |                      |                      |   |                      |   |
| Administration                               | 1.0                  | 1.0                  | 0.0   | 1.0                  | 0.0   |
| Administrative Support Staff                 | 12.0                 | 12.0                 | 0.0   | 12.0                 | 0.0   |
| School Principal                             | 1.0                  | 1.0                  | 0.0   | 1.0                  | 0.0   |
| School Vice-Principal                        | 2.0                  | 2.0                  | 0.0   | 2.0                  | 0.0   |
| Classroom Teachers                           | 2.0                  | 2.0                  | 0.0   | 2.0                  | 0.0   |
| <b>Continuing Education Total</b>            | <b>18.0</b>          | <b>18.0</b>          | <b>0.0</b>                                  | <b>18.0</b>          | <b>0.0</b>                                  |
| <b>Instruction Total</b>                     | <b>6828.0</b>        | <b>7010.3</b>        | <b>182.3</b>                                | <b>7233.9</b>        | <b>223.6</b>                                |
| <b>Administration &amp; Governance</b>       |                      |                      |   |                      |   |
| <b>Governance</b>                            |                      |                      |   |                      |   |
| Trustee                                      | 11.0                 | 12.0                 | 1.0   | 12.0                 | 0.0   |
| Student Trustee                              | 3.0                  | 3.0                  | 0.0   | 3.0                  | 0.0   |
| <b>Governance Total</b>                      | <b>14.0</b>          | <b>15.0</b>          | <b>1.0</b>                                  | <b>15.0</b>          | <b>0.0</b>                                  |
| <b>Board Administration</b>                  |                      |                      |   |                      |   |
| Administration                               | 121.0                | 123.0                | 2.0   | 124.0                | 1.0   |
| Administrative Support Staff                 | 32.0                 | 32.1                 | 0.1   | 31.7                 | -0.4  |
| <b>Board Administration Total</b>            | <b>153.0</b>         | <b>155.1</b>         | <b>2.1</b>                                  | <b>155.7</b>         | <b>0.6</b>                                  |
| <b>Administration &amp; Governance Total</b> | <b>167.0</b>         | <b>170.1</b>         | <b>3.1</b>                                  | <b>170.7</b>         | <b>0.6</b>                                  |
| <b>School Operations &amp; Maintenance</b>   |                      |                      |   |                      |   |
| <b>School Operations &amp; Maint.</b>        |                      |                      |   |                      |   |
| Administration                               | 39.0                 | 40.0                 | 1.0   | 41.0                 | 1.0   |

|   | 2022-<br>2023<br>FTE | 2023-<br>2024<br>FTE | CHANGE<br>2023-<br>2024 vs<br>2022-<br>2023 | 2024-<br>2025<br>FTE | CHANGE<br>2024-<br>2025 vs<br>2023-<br>2024 |
|---|----------------------|----------------------|---|----------------------|---|
| Administrative Support Staff                | 8.0                  | 8.0                  | 0.0   | 8.0                  | 0.0   |
| Custodial Salaries                          | 467.8                | 467.8                | -0.1  | 471.8                | 4.0   |
| Cleaners Salaries                           | 4.3                  | 4.3                  | 0.0   | 4.3                  | 0.0   |
| Repair Person                               | 1.0                  | 1.0                  | 0.0   | 1.0                  | 0.0   |
| Security Monitors                           | 4.2                  | 4.2                  | 0.0   | 4.2                  | 0.0   |
| Co-op Student                               | 0.0                  | 0.0                  | 0.0   | 0.0                  | 0.0   |
| Maintenance Staff                           | 37.0                 | 38.0                 | 1.0   | 38.0                 | 0.0   |
| Energy Support Staff                        | 4.0                  | 4.0                  | 0.0   | 4.0                  | 0.0   |
| <b>School Operations &amp; Maint. Total</b> | <b>565.3</b>         | <b>567.2</b>         | <b>1.9</b>                                  | <b>572.2</b>         | <b>5.0</b>                                  |
| <b>School Operations &amp; Maint. Total</b> | <b>565.3</b>         | <b>567.2</b>         | <b>1.9</b>                                  | <b>572.2</b>         | <b>5.0</b>                                  |
| <b>Transportation</b>                       |                      |                      |   |                      |   |
| <b>Transportation</b>                       |                      |                      |   |                      |   |
| Administration Costs - DSTS                 | 8.0                  | 8.0                  | 0.0   | 8.0                  | 0.0   |
| <b>Transportation Total</b>                 | <b>8.0</b>           | <b>8.0</b>           | <b>0.0</b>                                  | <b>8.0</b>           | <b>0.0</b>                                  |
| <b>Transportation Total</b>                 | <b>8.0</b>           | <b>8.0</b>           | <b>0.0</b>                                  | <b>8.0</b>           | <b>0.0</b>                                  |
| <b>Grand Total</b>                          | <b>7,568.3</b>       | <b>7,755.6</b>       | <b>187.3</b>                                | <b>7,984.9</b>       | <b>229.2</b>                                |

### Appendix D: Responsive Education Programs (REP) Grants

| Contact<br>Division/Department  | Project Description  |  | 2023-2024<br>Grant | 2024-<br>2025<br>Grant | Variance   | Included in<br>2024/2025<br>REP Memo |
|---|--|--|--------------------|------------------------|------------|--------------------------------------|
| Ministry of Education:<br>Digital and Online Learning<br>Branch                             | Math Achievement Action Plan (Board<br>Math Lead(s), School Math Facilitator(s), Digital Math Tools) |  | 1,350,200          | 1,378,900              | 28,700     | Y                                    |
| Ministry of Education,<br>Student Achievement<br>Division, Program<br>Implementation Branch | Specialist High Skills Major Expansion (SHSM)  |  | 285,000            |                        | -285,000   |                                      |
| Ministry of Education:<br>System Learning and<br>Supports Unit                              | Skilled Trades Bursary Program   |  | 19,000             | 19,000                 | 0          | Y                                    |
| Ministry of Education:<br>Inclusive Education,<br>Priorities and Engagement<br>Branch       | Transportation and Stability Supports<br>for Children and Youth in Care                              |  | 27,050             |                        | -27,050    |                                      |
| Ministry of Education:<br>Education Equity Secretariat<br>Initiatives Branch                | Human Rights and Equity Advisors   |  | 170,400            | 170,400                | 0          | Y                                    |
| Ministry of Education:<br>Digital and Online Learning<br>Branch                             | Math Achievement Action Plan–<br>Additional Qualifications Subsidy                                   |  | 97,500             |                        | -97,500    |                                      |
| Ministry of Education: Skills<br>Development and<br>Apprenticeship Branch                   | Personal Support Worker Bursary  |  | 180,219            |                        | -180,219   |                                      |
| Ontario Public School<br>Boards' Association (OPSBA)  | Teach French @ DDSB  |  | 15,000             |                        | -15,000    |                                      |
| Ministry of Education:<br>Special Education/Success<br>for All Branch                       | Special Education Additional Qualification (AQ) Courses  |  | 25,800             | 25,800                 | 0          | Y                                    |
| Ministry of Education:<br>System Learning and<br>Supports Unit                              | De-Streaming Implementation Supports   |  | 102,500            | 77,800                 | -24,700    | Y                                    |
| Ministry of Education:<br>System Learning and<br>Supports Unit                              | Staffing to Support De-Streaming and Transition to High School                                       |  | 3,654,600          |                        | -3,654,600 |                                      |
| Ministry of Education   | In-class Enhancement Fund (non colleges) - IEFNC   |  | 150,804            |                        | -150,804   |                                      |
| Ministry of Labour,<br>Immigration, Training and<br>Skills Development                      | Apprenticeship Capital Grant (ACG)   |  | 32,950             |                        | -32,950    |                                      |
| Ministry of Education:<br>Mental Health   | Summer Mental Health Supports  |  | 311,600            | 387,900                | 76,300     | Y                                    |
| Ministry of Education:<br>Special Education/Success<br>for All Branch                       | Licenses for Reading Intervention Supports   |  | 296,300            | 299,000                | 2,700      | Y                                    |
| Ministry of Education:<br>Student Achievement<br>Division                                   | Early Reading Enhancements: Reading Screening Tools  |  | 474,000            | 474,000                | 0          | Y                                    |
| Ministry of Education:<br>Student Achievement<br>Division                                   | Education Staff to Support Reading Interventions   |  | 2,296,200          | 2,507,000              | 210,800    | Y                                    |
| Ministry of Education: Skills<br>Development and<br>Apprenticeship Branch                   | Experiential Professional Learning for Guidance-<br>Teacher Counsellors                              |  | 82,500             | 82,500                 | 0          | Y                                    |
| Ministry of Education:<br>Inclusive Education,<br>Priorities and Engagement<br>Branch       | Graduation Coach Program for Black Students  |  | 229,426            | 230,576                | 1,150      |                                      |

| Contact<br>Division/Department  | Project Description  |   | 2023-2024<br>Grant | 2024-<br>2025<br>Grant | Variance   | Included in<br>2024/2025<br>REP Memo |
|---|--|---|--------------------|------------------------|------------|--------------------------------------|
| Ministry of Education:<br>Special Education/Success<br>for All Branch                     | Professional Assessments and Systematic Evidence-Based<br>Reading Programs                           | * | 258,600            |                        | -258,600   |                                      |
| Ministry of Education:<br>Special Education/Success<br>for All Branch                     | Summer Learning for Students with Special Education Needs  |   | 245,100            | 248,400                | 3,300      | Y                                    |
| Ministry of Education:<br>Student Achievement<br>Division                                 | Entrepreneurship Education Pilot Projects  |   | 40,000             | 40,000                 | 0          | Y                                    |
| Ministry of Education:<br>Programs and Partnerships<br>Development Unit                   | Health Resources, Training and Supports  |   | 38,400             | 35,500                 | -2,900     | Y                                    |
| Ministry of Education:<br>Student Achievement<br>Division                                 | Cooperative Education Supports for Students with Disabilities Pi<br>lot                              |   | 69,000             |                        | -69,000    |                                      |
| Ministry of Education: Skills<br>Development and<br>Apprenticeship Branch                 | 2023-2024<br>Recognition of Experiential Learning for Credit (RELC) Program<br>Pilot                 |   | 60,000             |                        | -60,000    |                                      |
| Ministry of Education   | Critical Physical Security Infrastructure  |   |                    | 303,400                | 303,400    | Y                                    |
| Ministry of Education   | Special Education Needs Transition Navigators  |   |                    | 244,000                | 244,000    | Y                                    |
| Ministry of Education:<br>Programs and Partnerships<br>Development Unit                   | Mental Health Strategy Supports - Emerging Needs   |   | 45,620             | 36,600                 | -9,020     | Y                                    |
| Ministry of Education: Field<br>Services Branch   | Democracy Travellers Program   |   | 32,795             | 21,863                 | -10,932    |                                      |
| Ministry of Labour,<br>Immigration, Training and<br>Skills Development                    | Adult Non-credit Language Program  |   | 603,327            |                        | -603,327   |                                      |
| Ministry of Citizenship,<br>Immigration and<br>International Trade                        | Service Delivery Improvements (SDI): Introduction to English<br>Language Learning in a Digital World |   | 435,585            |                        | -435,585   |                                      |
| Ministry of Labour,<br>Immigration, Training and<br>Skills Development                    | Language Instruction for Newcomers to Canada (LINC)  |   | 2,071,647          | 2,103,043              | 31,396     |                                      |
| Ministry of Labour,<br>Immigration, Training and<br>Skills Development                    | Literacy and Basic Skills (LBS)  |   | 331,817            |                        | -331,817   |                                      |
| Ministry of Education:<br>Strategic Policy & Education<br>Workforce                       | New Teacher Introduction Program   |   | 69,709             |                        | -69,709    |                                      |
| Ministry of Education:<br>Programs and Partnerships<br>Development Unit                   | Focus on Youth   |   | 118,572            |                        | -118,572   |                                      |
| Ministry of Education:<br>Special Education Policy and<br>Programs Unit                   | Removing Barriers for Students with Disabilities   |   | 52,500             |                        | -52,500    |                                      |
| Ministry of Education:<br>Programs and Partnerships<br>Development Unit                   | Mental Health Supports for Emerging Needs  |   | 52,500             |                        | -52,500    |                                      |
| Ontario Public School<br>Boards' Association (OPSBA)                                      | FSL Experiential Learning Resources  |   | 5,000              |                        | -5,000     |                                      |
| Ministry of Education:<br>Curriculum, Assessment,<br>and Student Success Policy<br>Branch | ECE Professional Development   |   | 114,752            |                        | -114,752   |                                      |
| Ministry of Education   | Bill 124 Remedy  |   | 1,560,981          |                        | -1,560,981 |                                      |
| Ministry of Advanced<br>Education and Skills<br>Development                               | Ontario Youth Apprenticeship Program (OYAP)  |   | 380,027            |                        | -380,027   |                                      |

| Contact<br>Division/Department                              | Project Description |  | 2023-2024<br>Grant | 2024-<br>2025<br>Grant | Variance | Included in<br>2024/2025<br>REP Memo |
|---|---------------------|--|--------------------|------------------------|----------|--------------------------------------|
| Ministry of Advanced<br>Education and Skills<br>Development | OYAP Advisor        |  | 23,860             |                        | -23,860  |                                      |

Total Supplementary Funding      16,410,841      8,685,682      -7,725,159

\* Transferred to Core Ed

DURHAM DISTRICT SCHOOL BOARD

# BUDGET

2024-2025





## MEMORANDUM

**To:** Trustees

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

**Date:** June 17, 2024

**RE: 2024-2025 Budget – Supporting Information**

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### **1. Language Instruction for Newcomers of Canada, and Care for Newcomer Children**

If you are an adult permanent resident or a protected person, you can take language classes at no cost. These language classes are funded by the federal government through **Immigration, Refugees and Citizenship Canada (IRCC)**. These classes are called *Language Instruction for Newcomers of Canada (LINC)*.

Throughout the province these classes are offered in schools, colleges and community organizations.

Within the Durham Region, through a co-terminus school board agreement, DCDSB offers LINC classes at their Ajax and Whitby locations and DDSB offers LINC classes at their Oshawa and Pickering locations through Durham Continuing Education.

At both of our DDSB Continuing Education locations eligible parents receive support for their infant and pre-school children. This allows English Language Learners with small children to attend classes, knowing that their children will be taken care of. This child-care program will continue in both the Oshawa and Pickering locations and there is no planned disruption to the service provided for adults requesting childcare. The number of learners utilizing childminding services has decreased over the past few years and the childcare program has been undersubscribed in our Pickering location.

The Federal Government provides funding (average \$2.1M per year) directly to DDSB for the LINC program in the following categories. For the 2024-2025 fiscal year, the following allocations have been provided in the budget from the federal government.

- Language Program Delivery (66%)
- Support Services (27%)
- Administrative (6.7%)
- Capital (0.3%)

DCE makes decisions within the budget provided from external funders, like the federal government, to ensure that programs are available to learners and are accountable to ensure that programs meet the requirements of the funder.

## **2. Staffing to Support De-Streaming and Transition to High School**

For clarification, in the 2023-2024 school year, the De-Streaming grant supports were used to employ 33 teachers, noted in the budget as Guidance Counsellors, based on their defined roles/responsibilities. The grant supports (\$3.7M) were not renewed for the 2024-2025 school year, so a corresponding reduction in Guidance Counsellors is reflected in the Board Staffing Comparison Appendix to the Budget book. The historical complement of Guidance Counsellors remains intact.

## **3. Operating Expenditures**

Upon further consideration, detailed analysis of expenditures based either by envelope or by discretionary expense is not possible with the timeframe we are working within.

Operating Expenses are presented in a slightly different format below to add some additional detail for perspective. Each line in the below table includes some portion of expenses that are not enveloped, but allocation may be required to confirm to collective agreements, to ensure legislative compliance, to manage risk, or to ensure effective operation as an organization.

### **Durham District School Board Analysis of 2024-2025 Operating Expenditure**

| <b>Area of Expenditure</b>                                      | <b>Estimates<br/>2024-2025</b> | <b>Revised Estimates<br/>2023-2024</b> |
|---|--------------------------------|--|
| Salaries & Benefits   | 891,123,650                    | 812,116,223                            |
| Transportation  | 27,926,519                     | 28,485,019                             |
| Utilities and Upkeep of Grounds                                 | 18,494,021                     | 18,342,021                             |
| School Operation & Maintenance (Supplies, Inspections, Repairs) | 14,066,124                     | 13,411,624                             |
| School Block Budgets (Elementary/Secondary)                     | 12,843,100                     | 12,569,200                             |
| Computer (including SEA)  | 11,765,710                     | 11,172,247                             |
| Software Licensing  | 8,668,506                      | 7,809,267                              |
| IT Infrastructure (Internet, Switches, Servers, Projectors)     | 6,078,062                      | 6,379,023                              |
| Centrally Managed Class Supplies                                | 4,843,287                      | 4,937,545                              |
| SEA Equipment   | 3,710,553                      | 2,442,125                              |
| Professional Development  | 3,702,068                      | 3,315,685                              |
| ERP Implementation  | 2,181,860                      | 2,000,000                              |
| Insurance Programs (Liability/Property/WSIB)                    | 1,803,509                      | 1,763,209                              |
| Professional Fees   | 1,593,500                      | 1,334,143                              |
| Legal   | 935,000                        | 775,000                                |
| Furniture and Equipment   | 661,200                        | 641,200                                |
| Office Supplies   | 593,150                        | 559,279                                |
| FOS Budget Model  | 590,974                        | 521,024                                |
| Mileage & Travel Allowances                                     | 577,420                        | 554,930                                |
| Telephone (School and Administration)                           | 433,800                        | 433,981                                |
| Leases  | 310,977                        | 307,274                                |
| Courier, Postage, Duplicating                                   | 309,189                        | 291,239                                |
| Other   | 3,576,382                      | 3,619,523                              |
| <b>Total Operating Expenditure</b>                              | <b>\$ 1,016,788,561</b>        | <b>\$ 933,780,781</b>                  |

#### **4. Funding Support for School Councils**

The Ministry provides \$500 per school to defray the costs of supporting the work of the school council. In addition, schools and school councils may access Parent Reaching Out (PRO) grants, supporting initiatives that identify and address local parent needs. PRO grants are allocated in consultation with the Parental Involvement Committee (PIC) to identify and align with local, equitable and inclusive funding priorities.

#### **5. Equity**

##### **5.1 Indigenous Education**

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 Indigenous Education Department supports Indigenous students and builds capacity within the district by guiding and informing. Supported by a Superintendent, the department is comprised of 20 FTE staff members including a system lead, elementary and secondary school facilitators, elementary and secondary school instructional and engagement coaches, special education supports, and new for the 2024-2025 school year, three additional FTE: an Indigenous Interpreter, a land-based facilitator and a land-based instructor.

##### **5.2 Anti-Oppression**

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.

DDSB has taken a collaborative and integrated approach to anti-oppression. In addition to the 12 FTE staff members focusing solely on the work of anti-oppression (Equity and Diversity Support, Graduation Coaches, Youth Liaison Workers), more than 320 staff in departments across the district (Inclusive Student Services, Positive School Climate, Leadership, Teaching and Learning, Partnership Development and PIC, Ignite Durham Learning Foundation and the Make a Difference Depot), are working to dismantle structures that oppress and to support the work of the Anti-Oppression Department. In addition, The Anti-Oppression Department works closely with the Human Rights and Equity Advisor to ensure that as a District, we uphold Indigenous Rights and Human Rights for all.

### Equity and Diversity Supports

The Anti-Oppression Department is supported by a Superintendent and is staffed with a System Lead and a Facilitator. An additional Facilitator position (1 FTE) is being recommended for the 2024-2025 school year in this proposed budget. The Human Rights and Equity Advisor role guides policy development and consults and advises on equity related issues this. While the HREA position was initiated as a Ministry vision, the DDSB introduced and funds the role of: The Human Rights and Equity Investigator, investigates allegations of harm related to protected grounds, from students and staff and provides recommendations for remedial measures where appropriate.

### Graduation Coach Program for Black Students

Graduation Coaches for Black students support the improvement of graduation rates. The Ministry has funded the DDSB for two of these and we have added a third coach through district funds, with the goal to build on evidence that indicates that providing direct and targeted specialized services and programs to underserved student populations will help to address systemic education barriers and support these students to stay in school, graduate, and succeed.

### Youth Liaison Workers

This role was envisioned and implemented as a DDSB initiative. Three FTE positions are filled by staff, who work primarily with marginalized communities to offer families direct support and community connection to the Youth Hubs and community-based programming and assists with building networks of support for students who experience marginalization for many reasons including, but not limited to poverty, racial, neurodivergent or Indigenous identities.

### Critical Conscious Practitioner Inquiry (CCPI)

Spearheaded by the Anti-Oppression Department, CCPI provides foundational learning to explore inquiry-based solutions to address issues of oppression in the classroom environment and has partnered with the Teaching and Learning Department to build capacity within the 37 literacy and numeracy coaches, facilitators, and intervention specialists to work on the ground with schools and to promote equitable outcomes for all students.

### Inclusive Student Services

Sixty-six Social Workers and Psychological Services staff support students in the areas of equity and anti-oppression and approach resolution of situations with an anti-oppressive lens. Twelve Inclusive Support Services Facilitators will be trained to identify systemic racism in special education. In addition, training will be provided for all 200 SERTs (Special Education Resource Teacher). Social workers have spearheaded and led the AFFRIM program for students from the 2SLGBTQIA community, as well as BE ME program for Black students.

### Ignite Durham Learning Foundation

The work of the Ignite Durham Learning Foundation (IDLF) and the Make a Difference Depot are directed by five staff members and supported by a Board of Directors and many volunteers. IDLF fundraises within the community to assist with the work of the depot and to provide bursaries to students targeted to removing barriers of access to their learning. Through the Make a Difference Depot, students are provided with basic necessities such as food and clothing, to help ensure equitable access to education.

## **6.0 Operating Budget – Expenditure Analysis: Computers & Textbook/Supplies**

Additional detail of two budget lines that were requested the Education Finance Committee meeting on June 5, 2024.

Computer technology is an area that DDSB has prioritized through the provision of Chromebooks for all students in grade 7-12. In alignment with and to support this heavy investment in digital technology, there has been more of a focus on digital books and resources.

|   |                  |
|---|------------------|
| <b><u>Computers</u></b>   | \$ 15,075,245.00 |
| School and Student Devices  | \$ 8,224,931.00  |
| Student Device Repairs  | \$ 1,282,514.00  |
| Staff Devices   | \$ 1,209,185.00  |
| Network Operations Centre and Disaster Recovery (includes cost of internet service) | \$ 4,358,615.00  |

|   |                  |
|---|------------------|
| <b><u>Textbooks / Supplies</u></b>              | \$ 20,451,315.03 |
| Resources and Supplies for Schools              | \$ 12,024,811.03 |
| Software Licensing and Digital Resources        | \$ 7,834,004.00  |
| Centrally Supported Textbooks & Reference Books | \$ 592,500.00    |

## 7.0 Links to Additional Grant Related Information

- Ministry of Education website that has been developed to help bring some transparency to education funding for parents/families:  
<https://www.ontario.ca/page/school-funding>
- Descriptive, technical information about education funding for the 2024/25 school year:  
[www.ontario.ca/files/2024-04/edu-a-guide-to-core-education-funding-24-25-en-2024-04-26.pdf](http://www.ontario.ca/files/2024-04/edu-a-guide-to-core-education-funding-24-25-en-2024-04-26.pdf)
- Technical document geared to support school board staff in the preparation and filing of annual budget:  
[https://efis.fma.csc.gov.on.ca/faab/Memos/B2024/B05\\_Attach1\\_EN.pdf](https://efis.fma.csc.gov.on.ca/faab/Memos/B2024/B05_Attach1_EN.pdf)



**Durham District School Board**  
**Education Finance Committee Meeting**  
**APPROVED MINUTES**

A public meeting of the Education Finance Committee was held on Monday, May 27, 2024.

**1. Call to Order**

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

|  |  |
|--|--|
| <b>Committee Members Present:</b>        | Trustees - Michelle Arseneault, Tracy Brown, Emma Cunningham (virtual), Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Christine Thatcher, Student Trustee - Ben Cameron, Neha Kasoju (virtual)  |
| <b>Committee Member Regrets/Absence:</b> | Trustees - Shailene Panylo, Jill Thompson, Student Trustee Kayla Hoare   |
| <b>Officials Present:</b>                | Director Camille Williams-Taylor; Associate Directors Jim Markovski and David Wright; Superintendents Michael Bowman, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Martine Robinson, Kandis Thompson, General Counsel Patrick Cotter |
| <b>Staff Present:</b>                    | Melissa Durward, Senior Manager of Finance<br>Jennifer Machin, Senior Manager of Finance<br>Lygia Dallip, Senior Planner & Accommodations Coordinator  |
| <b>Recording Secretary:</b>              | Kristin Talbot, Executive Assistant  |

**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 (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.

**3. Declaration of Conflict of Interest**

There were no declarations of conflict of interest.

**4. Approval of the Agenda**

**MOVED** by Donna Edwards

That the agenda be approved as presented.

**CARRIED**

**5. Approval of the June 7, 2023 Education Finance Committee PUBLIC Meeting Minutes**

**MOVED** by Tracy Brown

That the minutes be approved as presented.

**CARRIED**

**6. Welcome**

Director Williams-Taylor provided an overview of the budget process.

**7. Public Deputations**

Public deputations were made to the Committee by the following:

- Selena Tandon
- Tara Culley, a representative of Special Education Advisory Committee
- Mary Fowler, a representative of Elementary Teachers' Federation of Ontario
- Carrie Boisvert and Christine Brown, representatives of Canadian Union of Public Employees, Local 218

**8. Presentation of the 2024-2025 Draft Budget**

Associate Director Wright provided an overview of the Core Education Funding that was announced by the Ministry of Education on April 26, 2024 and presented the 2024-2025 draft budget book.

- Section 1 & 2: presented by Associate Director Wright
- Section 3: presented by Lygia Dallip
- Section 4 & 5: presented by Jennifer Machin
- Section 6: presented by Jennifer Machin and Superintendent McAuley
- Section 7: presented by Melissa Durward

A discussion ensued and questions were responded to.

**9. Other Business**

There was no other business.

**10. Next Public Meeting Date**

June 5, 2024

**11. Adjournment**

The meeting was adjourned at 8:55 p.m.

Carolyn Morton  
Chair of the Committee

***APPROVED JUNE 5, 2024***





**Durham District School Board**  
**Education Finance Committee Meeting**  
**DRAFT MINUTES**

A public meeting of the Education Finance Committee was held on Wednesday, June 5, 2024.

**1. Call to Order**

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

|  |   |
|--|---|
| <b>Committee Members Present:</b>        | Trustees - Michelle Arseneault, Tracy Brown, Emma Cunningham, Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Shailene Panylo (virtual), Christine Thatcher, Student Trustee - Ben Cameron, Kayla Hoare (virtual)  |
| <b>Committee Member Regrets/Absence:</b> | Trustees - Deb Oldfield, Jill Thompson, Student Trustee Neha Kasoju   |
| <b>Officials Present:</b>                | Director Camille Williams-Taylor; Associate Directors Jim Markovski and David Wright; Superintendents Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus (virtual), Andrea McAuley, Heather Mundy, Stephen Nevills (virtual), Martine Robinson, Kandis Thompson, General Counsel Patrick Cotter (virtual), Human Rights and Equity Advisor Devika Mathur (virtual) |
| <b>Staff Present:</b>                    | Lisa Bianca, Head of Facilities Services<br>Melissa Durward, Senior Manager of Finance<br>Jennifer Machin, Senior Manager of Finance  |
| <b>Recording Secretary:</b>              | Kristin Talbot, Executive Assistant   |

**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 (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.

**3. Declaration of Conflict of Interest**

There were no declarations of conflict of interest.

**4. Approval of the Agenda**

**MOVED** by Donna Edwards

That the agenda be approved as presented.

**CARRIED**

**5. Approval of the May 27, 2024 Education Finance Committee PUBLIC Meeting Minutes**

**MOVED** by Michelle Arsenault

That the minutes be approved as presented.

**CARRIED**

**6. Consideration of the 2024-2025 Draft Budget**

Director Williams-Taylor noted Appendix B to the report is to provide further information and clarification to Trustees on questions that were raised at the May 27, 2024 Education Finance Committee meeting.

Associate Director Wright reviewed the information in Appendix B to the report.

A discussion ensued and questions were responded to.

**MOVED** by Donna Edwards

**SECONDED** by Christine Thatcher

It is recommended that the Education Finance Committee recommend to the Board of Trustees that the 2024-2025 draft budget containing total revenues of \$1,220,903,513 and total expenses of \$1,220,903,513 be approved as presented.

**CARRIED**

Chair Morton expressed her appreciation to Associate Director Wright, Superintendent McAuley, Jennifer Machin, Melissa Durward, Lisa Bianca and to all others for their contributions in drafting the 2024-2025 budget.

**7. Other Business**

There was no other business.

**8. Adjournment**

The meeting was adjourned at 8:06 p.m.

Carolyn Morton  
Chair of the Committee

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** June 17, 2024

**SUBJECT:** 2024-2025 Inclusive Student Services  
Special Education Plan

**PAGE:** 1 of 3

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary of the Board  
Andrea McAuley, Superintendent of Education

### 1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees to adopt the Inclusive Student Services Special Education Plan and programs for the 2024-2025 school year. The DDSB Inclusive Student Services Special Education Plan for 2024-2025 was initially presented to Trustees on June 3, 2024 for information and feedback.

### 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.

### **Special Education Plan Requirements**

In accordance with [Regulation 306](#), each school Board is required, every two years, to publish a Special Education Plan outlining programs and services provided by the Board. The Special Education Plan is published on the District website and is submitted to the Ministry of Education. Requirements of the Special Education Plan are outlined in the document, [Ontario Ministry of Education Standard for School Boards' Special Education Plans \(2000\)](#).

### **Durham District School Board Special Education Plan**

The [Durham District School Board Inclusive Student Services Special Education Plan](#) continues to undergo annual refinement. Consultation includes opportunities for the Special Education Advisory Committee (SEAC) to provide input into the design of programs and services reflected in the Plan. The Special Education Plan continues to be revised annually exceeding current Ministry requirements.

Our commitment as a district is to center Indigenous rights and human rights. This commitment, reflected in the Inclusive Student Services Special Education Plan, is to examine and reconstruct services to remove discriminatory barriers and address disproportionate experiences and outcomes. This includes professional learning commitments with a focus on addressing ableism, examination of practices and resources consistent with the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy and related procedures as well as continuing to deepen consultation.

### **3.0 Financial Implications**

The funding for special education and mental health programs and services, outlined in the Plan, is included in the draft Board budget for the 2024-2025 school year. Planning includes funding through Core Education Funding (special education allocation and mental health and well-being allocation) and Student Support Funding committed to for the 2024-2025 school year. Details of revenue and expenditures supporting special education programs and services are embedded in the budget planning process through the Education Finance Committee.

Application-based funding for school boards, such as 'Supporting Students with Disabilities' funding, will continue to be utilized as opportunities become available to seek additional funding to support implementation of initiatives to address barriers experienced by students with disabilities and foster inclusive programs.

### **4.0 Evidence of Impact**

The DDSB is committed to providing a variety of program and pathway options to support students who benefit from specialized, outcomes-based programs which are further individualized for each student accessing through Identification, Placement and Review Committee (IPRC) placement in special education class.

### **5.0 Communication Plan**

The Inclusive Student Services Special Education Plan for 2024-2025 was presented to Trustees on June 3, 2024, for information. The plan is available publicly on the District website. The link to the plan will be shared through social media and provided directly to the SEAC membership.

### **6.0 Conclusion and/or Recommendations**

It is recommended that the Board of Trustees approve the Inclusive Student Services Special Education Plan for the 2024-2025 school year.

Once approved the Special Education Plan will be submitted to the Ministry of Education.

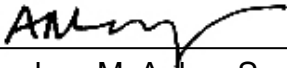
**7.0 Appendices**

Appendix A – [DDSB Inclusive Student Services Special Education Plan](#)

Report reviewed and submitted by:



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



Andrea McAuley, Superintendent of Education

## **DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board

**DATE:** June 17, 2024

**SUBJECT:** 2024 Official Enrolment Projections

**PAGE:** 1 of 3

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

Lisa Bianca, Head of Facilities Services

Lindsay Wells, Senior Manager, Development & Inclusive Design

Lygia Dallip, Manager, Property and Planning

### **1.0 Purpose**

The purpose of this report is to provide information to the Board of Trustees on the October 2024 Official Enrolment Projections (OEP). Copies of the OEP Summary tables are attached as Appendix A1 and the by-grade summary tables as Appendix A2.

### **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.

Durham District School (DDSB) Planning staff, in conjunction with Workforce Planning and Business Services staff, have developed the Official Enrolment Projections (OEP) for October 31, 2024. Staff received input from principals at both the elementary and secondary level through discussions, meetings and/or email correspondence. Inclusive Student Services (ISS) provided input on the location and enrolment of ISS classes for 2024-2025.

The OEPs are utilized by various departments and staff across DDSB to create the annual budget and to allocate staffing for schools, for the coming school year. Based on this need, the projection is developed in February and further refined over the balance of the school year as enrolment registrations for the coming year impact the projection.

At the school level, the OEPs are used as the basis for staffing purposes for the upcoming school year.

Centrally, Facilities Services use the OEPs to identify schools and programs with unsustainable increases, or decreases in enrolment, where boundary/program revisions are required and to determine future school needs. Future new facilities are not represented in the OEP until the year they are occupied, thereby giving staff an accurate representation of the impact of enrolment at partner schools.

OEPs are also used to identify which schools have space to accommodate partnerships, or where there is a deficit of space, and temporary portable accommodations are required.

Details and results of this analysis will be shared in the annual Accommodation Plan, Trends, Issues and Future Opportunities Report to be released this September.

### **3.0 Analysis**

#### **3.1 Official Enrolment Projections**

DDSB retained Paradigm Shift Technology Group Inc. to aid in the development of 15-year enrolment projections, giving consideration to municipal growth forecasts. Sources for growth considerations included discussions held with the Region of Durham's (the Region) Planning & Economic Development staff, the Region's Annual Building Activity Review reports 2018- 2022, Envision Durham, the Region's Official Plan, Table 2 – Country Residential Subdivisions; the Region's Growth Management Study – Phase 2 Area Municipal Growth Allocations and Land Needs, 2051, Appendix A of the Region's 2023 Development Charges study; the Region's Annual Subdivision/Condominium Activity reports 2019-2022; and each municipality's development forecast available prior to February 2024.

The sources used in the development of the DDSB's enrolment growth forecast are all approved regional or municipal sources identifying future growth plans and were the basis for the recently approved (April 15, 2024) Education Development Charges By-law.

Existing students in DDSB schools progress through the grades while recognizing the impact on the regular track and French Immersion (FI) programs. ISS is relied on to provide class information for Small Class placements and Gifted placements.

In developing the OEPs consideration is given to development with Registered Plans of Subdivision over a 5-year period as these developments are within the immediate future. Longer-term development, identified in the most recent and approved Regional and municipal development forecasts, is considered and projections are adjusted to reflect the estimated timing of these developments.

In comparing current 2023 enrolments to the 2024 OEP, there is a projected increase of 2,470 elementary pupils and 1,829 secondary pupils for a District-wide projected increase of 4,299 pupils enrolled at DDSB.

### 3.2 French Immersion Projections

The 2024 OEPs include the elementary French Immersion (FI) projections for 2024-2028, as summarized in Appendix B. The projection considers students currently in the FI program and aging them through the system as well as anticipated participation in the program from students residing in new residential areas.

### 4.0 Financial Implications

N/A

### 5.0 Evidence of impact

The annual OEP is the basis for determining staffing and accommodation needs for the coming school year, benefiting all students.

### 6.0 Communication Plan

The 2024 OEP document will be made available on DDSB's website.

### 7.0 Conclusion

The October 2024 OEP is projected at 58,225 elementary students and 25,061 secondary students for a projected total of 83,286 DDSB students in 2024-2025.

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

### 8.0 Appendices

Appendix A1 – OEP Summary Tables

Appendix A2 – OEP By Grade Summary Tables

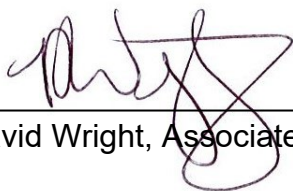
Appendix B – French Immersion OEP Summary Table – 2024

Report reviewed and submitted by:



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



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



## 2024 to 2028 Projected Elementary Enrolment

| School #          | School Name           | Grades  | Total Enrolment Numbers             |                 |                 |                 |                 |                 |
|-------------------|-----------------------|---------|-------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                   |                       |         | Actual                              | Projected       |                 |                 |                 |                 |
|                   |                       |         | 2023<br>(As at<br>February<br>2024) | October<br>2024 | October<br>2025 | October<br>2026 | October<br>2027 | October<br>2028 |
| City of Pickering |                       |         |                                     |                 |                 |                 |                 |                 |
| 384               | Altona Forest         | JK to 8 | 418                                 | 447             | 469             | 484             | 493             | 491             |
| 370               | Bayview Heights       | JK to 8 | 395                                 | 426             | 432             | 425             | 441             | 459             |
| 371               | Biidassige Mandamin   | JK to 8 | 388                                 | 416             | 381             | 367             | 361             | 355             |
| 419               | Claremont             | JK to 8 | 246                                 | 328             | 444             | 575             | 691             | 799             |
| 375               | Elizabeth B. Phin     | JK to 8 | 623                                 | 651             | 682             | 713             | 743             | 773             |
| 373               | Fairport Beach        | JK to 8 | 273                                 | 287             | 296             | 311             | 317             | 319             |
| 372               | Frenchman's Bay       | JK to 8 | 477                                 | 484             | 475             | 483             | 485             | 494             |
| 374               | Gandatsetiagon        | JK to 8 | 573                                 | 598             | 570             | 573             | 564             | 566             |
| 379               | Glengrove             | JK to 8 | 325                                 | 335             | 335             | 331             | 325             | 324             |
| 383               | Highbush              | JK to 8 | 618                                 | 759             | 764             | 815             | 868             | 919             |
| 382               | Maple Ridge           | JK to 8 | 661                                 | 657             | 654             | 641             | 644             | 623             |
| 377               | Rosebank              | JK to 8 | 231                                 | 245             | 240             | 240             | 238             | 233             |
| 381               | Valley Farm           | JK to 8 | 791                                 | 823             | 561             | 548             | 549             | 544             |
| 412               | Valley View           | JK to 8 | 338                                 | 377             | 348             | 348             | 336             | 337             |
| 380               | Vaughan Willard       | JK to 8 | 305                                 | 333             | 338             | 349             | 357             | 358             |
| 385               | Westcreek             | JK to 8 | 598                                 | 626             | 712             | 780             | 856             | 899             |
| 376               | William Dunbar        | JK to 8 | 656                                 | 661             | 650             | 652             | 666             | 657             |
| Town of Ajax      |                       |         |                                     |                 |                 |                 |                 |                 |
| 402               | Alexander Graham Bell | JK to 8 | 548                                 | 621             | 739             | 719             | 702             | 705             |
| 397               | Applecroft            | JK to 8 | 343                                 | 377             | 368             | 367             | 368             | 358             |
| 390               | Bolton C. Falby       | JK to 8 | 764                                 | 814             | 831             | 892             | 965             | 1,015           |
| 398               | Cadarackque           | JK to 8 | 609                                 | 662             | 685             | 698             | 707             | 722             |
| 414               | Carruthers Creek      | JK to 8 | 825                                 | 849             | 831             | 800             | 782             | 770             |
| 368               | da Vinci              | JK to 8 | 780                                 | 775             | 726             | 685             | 661             | 658             |
| 401               | Dr. Roberta Bondar    | JK to 8 | 228                                 | 223             | 226             | 228             | 226             | 226             |
| 394               | Duffin's Bay          | JK to 8 | 214                                 | 227             | 210             | 211             | 207             | 205             |
| 403               | Eagle Ridge           | JK to 8 | 693                                 | 714             | 725             | 721             | 724             | 732             |
| 393               | Lakeside              | JK to 8 | 283                                 | 290             | 288             | 290             | 284             | 290             |
| 415               | Lester B. Pearson     | JK to 8 | 339                                 | 341             | 307             | 278             | 270             | 247             |
| 399               | Lincoln Alexander     | JK to 8 | 487                                 | 519             | 523             | 541             | 552             | 576             |
| 400               | Lincoln Avenue        | JK to 8 | 347                                 | 380             | 380             | 380             | 388             | 411             |
| 392               | Lord Elgin            | JK to 8 | 223                                 | 233             | 218             | 216             | 225             | 229             |
| 410               | Michaelle Jean        | JK to 8 | 405                                 | 400             | 367             | 342             | 333             | 323             |
| 408               | Nottingham            | JK to 8 | 529                                 | 549             | 509             | 499             | 503             | 496             |
| 396               | Roland Michener       | JK to 8 | 241                                 | 258             | 262             | 266             | 274             | 279             |
| 454               | Romeo Dallaire        | JK to 8 | 563                                 | 570             | 562             | 554             | 570             | 559             |
| 389               | Rosemary Brown        | JK to 8 | 267                                 | 306             | 314             | 329             | 354             | 383             |
| 395               | Southwood Park        | JK to 8 | 735                                 | 756             | 760             | 777             | 793             | 800             |
| 405               | Terry Fox             | JK to 8 | 469                                 | 507             | 509             | 518             | 545             | 558             |
| 386               | Vimy Ridge            | JK to 8 | 678                                 | 654             | 639             | 625             | 613             | 605             |
| 390               | Viola Desmond         | JK to 8 | 871                                 | 861             | 844             | 834             | 831             | 812             |
| 417               | Westney Heights       | JK to 8 | 365                                 | 380             | 381             | 376             | 386             | 388             |

## 2024 to 2028 Projected Elementary Enrolment

| School #                     | School Name            | Grades  | Total Enrolment Numbers             |                 |                 |                 |                 |                 |
|------------------------------|------------------------|---------|-------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                              |                        |         | Actual                              | Projected       |                 |                 |                 |                 |
|                              |                        |         | 2023<br>(As at<br>February<br>2024) | October<br>2024 | October<br>2025 | October<br>2026 | October<br>2027 | October<br>2028 |
| <b><i>Town of Whitby</i></b> |                        |         |                                     |                 |                 |                 |                 |                 |
| 430                          | Bellwood               | JK to 8 | 464                                 | <b>472</b>      | 446             | 425             | 414             | 398             |
| 444                          | Blair Ridge            | JK to 8 | 461                                 | <b>432</b>      | 391             | 362             | 337             | 317             |
| 443                          | Brooklin Village       | JK to 8 | 735                                 | <b>723</b>      | 864             | 1,005           | 1,208           | 1,448           |
| 436                          | C.E. Broughton         | JK to 8 | 577                                 | <b>573</b>      | 508             | 503             | 474             | 469             |
| 418                          | Cpt. Michael VandenBos | JK to 8 | 791                                 | <b>849</b>      | 893             | 935             | 985             | 1,019           |
| 441                          | Chris Hadfield         | JK to 8 | 735                                 | <b>712</b>      | 673             | 650             | 634             | 645             |
| 425                          | Col. J.E. Farewell     | JK to 8 | 597                                 | <b>625</b>      | 607             | 507             | 525             | 536             |
| 420                          | Dr. Robert Thornton    | JK to 8 | 332                                 | <b>405</b>      | 602             | 716             | 721             | 744             |
| 424                          | E.A. Fairman           | JK to 8 | 374                                 | <b>378</b>      | 375             | 366             | 323             | 324             |
| 437                          | Fallingbrook           | JK to 8 | 696                                 | <b>717</b>      | 692             | 677             | 675             | 662             |
| 431                          | Glen Dhu               | JK to 8 | 647                                 | <b>661</b>      | 666             | 649             | 598             | 609             |
| 404                          | Jack Miner             | JK to 8 | 496                                 | <b>512</b>      | 495             | 487             | 491             | 506             |
| 434                          | John Dryden            | JK to 8 | 707                                 | <b>730</b>      | 726             | 721             | 733             | 733             |
| 473                          | Julie Payette          | JK to 8 | 595                                 | <b>581</b>      | 574             | 552             | 551             | 537             |
| 421                          | Meadowcrest            | JK to 8 | 252                                 | <b>250</b>      | 230             | 226             | 217             | 214             |
| 433                          | Ormiston               | JK to 8 | 710                                 | <b>714</b>      | 689             | 667             | 645             | 633             |
| 429                          | Pringle Creek          | JK to 8 | 669                                 | <b>731</b>      | 694             | 692             | 708             | 726             |
| 446                          | Robert Munsch          | JK to 8 | 458                                 | <b>696</b>      | 701             | 874             | 839             | 868             |
| 439                          | Sir Samuel Steele      | JK to 8 | 515                                 | <b>512</b>      | 525             | 535             | 541             | 550             |
| 411                          | Sir William Stephenson | JK to 8 | 510                                 | <b>525</b>      | 559             | 587             | 590             | 615             |
| 435                          | West Lynde             | JK to 8 | 651                                 | <b>656</b>      | 633             | 631             | 625             | 623             |
| 416                          | Whitby Shores          | JK to 8 | 647                                 | <b>656</b>      | 617             | 602             | 573             | 544             |
| 413                          | Williamsburg           | JK to 8 | 820                                 | <b>822</b>      | 739             | 736             | 641             | 628             |
| 442                          | Willows Walk           | JK to 8 | 531                                 | <b>565</b>      | 570             | 567             | 564             | 620             |
| 438                          | Winchester             | JK to 8 | 533                                 | <b>534</b>      | 619             | 645             | 1,004           | 1,010           |

## 2024 to 2028 Projected Elementary Enrolment

| School #              | School Name            | Grades  | Total Enrolment Numbers             |                 |                 |                 |                 |                 |
|-----------------------|------------------------|---------|-------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                       |                        |         | Actual                              | Projected       |                 |                 |                 |                 |
|                       |                        |         | 2023<br>(As at<br>February<br>2024) | October<br>2024 | October<br>2025 | October<br>2026 | October<br>2027 | October<br>2028 |
| <b>City of Oshawa</b> |                        |         |                                     |                 |                 |                 |                 |                 |
| 101                   | Adelaide McLaughlin    | JK to 8 | 415                                 | 461             | 459             | 456             | 471             | 482             |
| 103                   | Beau Valley            | JK to 8 | 289                                 | 299             | 390             | 475             | 546             | 616             |
| 104                   | Bobby Orr              | JK to 8 | 322                                 | 333             | 345             | 357             | 370             | 377             |
| 454                   | Clara Hughes           | JK to 8 | 643                                 | 712             | 733             | 725             | 710             | 688             |
| 107                   | College Hill           | JK to 8 | 296                                 | 309             | 305             | 294             | 294             | 290             |
| 111                   | Coronation             | JK to 8 | 466                                 | 464             | 474             | 499             | 515             | 524             |
| 119                   | David Bouchard         | JK to 8 | 553                                 | 540             | 502             | 463             | 438             | 435             |
| 113                   | Dr. C. F. Cannon       | JK to 8 | 437                                 | 442             | 446             | 449             | 477             | 469             |
| 133                   | Dr. S. J. Phillips     | JK to 8 | 666                                 | 461             | 485             | 495             | 514             | 533             |
| 105                   | Elsie MacGill          | JK to 8 | 719                                 | 584             | 520             | 511             | 498             | 480             |
| 102                   | Forest View            | JK to 8 | 546                                 | 562             | 559             | 546             | 545             | 527             |
| 120                   | Glen Street            | JK to 8 | 354                                 | 363             | 334             | 322             | 324             | 317             |
| 126                   | Gordon B. Attersley    | JK to 8 | 461                                 | 624             | 657             | 693             | 701             | 704             |
| 122                   | Harmony Heights        | JK to 8 | 358                                 | 461             | 464             | 484             | 513             | 532             |
| 125                   | Hillsdale              | JK to 8 | 170                                 | 191             | 160             | 156             | 161             | 161             |
| 116                   | Jeanne Sauve           | JK to 8 | 729                                 | 712             | 691             | 670             | 660             | 640             |
| 302                   | Kedron                 | JK to 8 | 492                                 | 522             | 517             | 511             | 509             | 507             |
| 108                   | Lakewoods              | JK to 8 | 332                                 | 340             | 341             | 344             | 351             | 353             |
| 131                   | Mary Street            | JK to 8 | 208                                 | 234             | 237             | 223             | 237             | 256             |
| 114                   | Norman G. Powers       | JK to 8 | 618                                 | 685             | 755             | 852             | 930             | 1,007           |
| 132                   | Northern Dancer        | JK to 8 | 923                                 | 977             | 953             | 935             | 917             | 909             |
| 124                   | Pierre Elliott Trudeau | JK to 8 | 733                                 | 747             | 753             | 738             | 734             | 728             |
| 135                   | Queen Elizabeth        | JK to 8 | 550                                 | 573             | 561             | 548             | 557             | 547             |
| 134                   | Seneca Trail           | JK to 8 | 656                                 | 652             | 645             | 638             | 663             | 670             |
| 112                   | Sherwood               | JK to 8 | 536                                 | 634             | 756             | 879             | 999             | 1,121           |
| 154                   | Stephen G. Saywell     | JK to 8 | 418                                 | 412             | 349             | 338             | 324             | 322             |
| 143                   | Sunset Heights         | JK to 8 | 574                                 | 504             | 487             | 485             | 485             | 487             |
| 137                   | Unnamed North Oshawa   | JK to 8 | 0                                   | 591             | 629             | 635             | 639             | 634             |
| 147                   | Village Union          | JK to 8 | 607                                 | 625             | 635             | 645             | 662             | 677             |
| 145                   | Vincent Massey         | JK to 8 | 636                                 | 650             | 641             | 632             | 632             | 629             |
| 127                   | Walter E. Harris       | JK to 8 | 458                                 | 463             | 454             | 453             | 458             | 457             |
| 153                   | Waverly                | JK to 8 | 451                                 | 453             | 459             | 481             | 483             | 484             |
| 149                   | Woodcrest              | JK to 8 | 378                                 | 409             | 378             | 370             | 368             | 360             |

## 2024 to 2028 Projected Elementary Enrolment

| School #             | School Name        | Grades  | Total Enrolment Numbers             |                 |                 |                 |                 |                 |
|----------------------|--------------------|---------|-------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                      |                    |         | Actual                              | Projected       |                 |                 |                 |                 |
|                      |                    |         | 2023<br>(As at<br>February<br>2024) | October<br>2024 | October<br>2025 | October<br>2026 | October<br>2027 | October<br>2028 |
| Township of Uxbridge |                    |         |                                     |                 |                 |                 |                 |                 |
| 364                  | Goodwood           | JK to 8 | 228                                 | 234             | 237             | 245             | 252             | 252             |
| 306                  | Joseph Gould       | JK to 8 | 594                                 | 600             | 615             | 622             | 632             | 655             |
| 304                  | Quaker Village     | JK to 8 | 390                                 | 437             | 425             | 420             | 432             | 427             |
| 321                  | Scott Central      | JK to 8 | 323                                 | 327             | 339             | 344             | 348             | 351             |
| 305                  | Uxbridge           | JK to 8 | 266                                 | 264             | 256             | 248             | 243             | 230             |
| Township of Scugog   |                    |         |                                     |                 |                 |                 |                 |                 |
| 110                  | Cartwright Central | JK to 8 | 323                                 | 335             | 337             | 359             | 369             | 367             |
| 453                  | Greenbank          | JK to 6 | 149                                 | 148             | 143             | 142             | 139             | 137             |
| 451                  | Prince Albert      | JK to 8 | 298                                 | 303             | 306             | 310             | 316             | 326             |
| 440                  | R. H. Cornish      | JK to 8 | 631                                 | 642             | 649             | 656             | 668             | 682             |
| 445                  | S. A. Cawker       | JK to 8 | 481                                 | 523             | 538             | 556             | 586             | 616             |
| Township of Brock    |                    |         |                                     |                 |                 |                 |                 |                 |
| 301                  | Beaver River       | JK to 8 | 492                                 | 533             | 553             | 584             | 607             | 634             |
| 308                  | McCaskill's Mills  | JK to 8 | 438                                 | 462             | 457             | 451             | 448             | 444             |
| 341                  | Sunderland         | JK to 8 | 424                                 | 427             | 439             | 455             | 469             | 492             |
| Virtual Elementary   |                    |         |                                     |                 |                 |                 |                 |                 |
| 484                  | DDSB@Home          | 4 to 8  | 499                                 | 251             | 223             | 198             | 162             | 136             |
|                      | Regional Total     |         | 55,755                              | 58,225          | 58,234          | 58,990          | 60,169          | 61,147          |

## Summary Table - Elementary Enrolment

|                      | Total Enrolment Numbers             |                 |                 |                 |                 |                 |
|----------------------|-------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                      | Actual                              | Projected       |                 |                 |                 |                 |
|                      | 2023<br>(As at<br>February<br>2024) | October<br>2024 | October<br>2025 | October<br>2026 | October<br>2027 | October<br>2028 |
| City of Pickering    | 7,916                               | 8,453           | 8,351           | 8,635           | 8,934           | 9,150           |
| Town of Ajax         | 11,806                              | 12,266          | 12,204          | 12,146          | 12,263          | 12,347          |
| Town of Whitby       | 14,503                              | 15,031          | 15,088          | 15,317          | 15,616          | 15,978          |
| City of Oshawa       | 15,994                              | 16,989          | 17,074          | 17,302          | 17,685          | 17,923          |
| Township of Uxbridge | 1,801                               | 1,862           | 1,872           | 1,879           | 1,907           | 1,915           |
| Township of Scugog   | 1,882                               | 1,951           | 1,973           | 2,023           | 2,078           | 2,128           |
| Township of Brock    | 1,354                               | 1,422           | 1,449           | 1,490           | 1,524           | 1,570           |
| DDSB@Home            | 499                                 | 251             | 223             | 198             | 162             | 136             |
| TOTAL                | 55,755                              | 58,225          | 58,234          | 58,990          | 60,169          | 61,147          |

## 2024 to 2028 Projected Secondary Enrolment

|                             | Total Enrolment Numbers             |                 |                 |                 |                 |                 |
|-----------------------------|-------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                             | Actual                              | Projected       |                 |                 |                 |                 |
|                             | 2023<br>(As at<br>February<br>2024) | October<br>2024 | October<br>2025 | October<br>2026 | October<br>2027 | October<br>2028 |
| <b>City of Pickering</b>    |                                     |                 |                 |                 |                 |                 |
| Dunbarton HS                | 1,599                               | 1,817           | 1,908           | 1,957           | 2,108           | 2,141           |
| Pine Ridge SS               | 1,114                               | 1,261           | 1,207           | 1,235           | 1,215           | 1,248           |
| <b>Town of Ajax</b>         |                                     |                 |                 |                 |                 |                 |
| Ajax HS                     | 1,376                               | 1,383           | 1,378           | 1,383           | 1,349           | 1,380           |
| J. Clarke Richardson CI     | 1,988                               | 2,101           | 2,050           | 2,142           | 2,084           | 2,092           |
| Pickering HS                | 1,862                               | 1,892           | 1,941           | 2,022           | 2,030           | 1,980           |
| <b>Town of Whitby</b>       |                                     |                 |                 |                 |                 |                 |
| Anderson CVI                | 1,028                               | 1,226           | 1,173           | 1,217           | 1,190           | 1,153           |
| Brooklin HS                 | 1,405                               | 1,446           | 1,429           | 1,452           | 1,457           | 1,467           |
| Donald A. Wilson SS         | 1,394                               | 1,356           | 1,327           | 1,335           | 1,291           | 1,243           |
| Henry Street HS             | 1,066                               | 1,197           | 1,201           | 1,225           | 1,215           | 1,178           |
| Sinclair SS                 | 1,534                               | 1,749           | 1,800           | 1,849           | 1,878           | 1,951           |
| <b>City of Oshawa</b>       |                                     |                 |                 |                 |                 |                 |
| Eastdale CVI                | 1,295                               | 1,518           | 1,580           | 1,691           | 1,678           | 1,678           |
| G.L. Roberts CVI            | 484                                 | 587             | 521             | 527             | 497             | 494             |
| Maxwell Heights SS          | 1,683                               | 1,936           | 2,052           | 2,241           | 2,311           | 2,384           |
| O'Neill CVI                 | 1,352                               | 1,525           | 1,630           | 1,775           | 1,858           | 1,907           |
| R.S. McLaughlin CVI         | 1,245                               | 1,397           | 1,361           | 1,365           | 1,424           | 1,444           |
| <b>Township of Uxbridge</b> |                                     |                 |                 |                 |                 |                 |
| Uxbridge SS                 | 1,036                               | 1,075           | 1,017           | 1,035           | 1,013           | 1,043           |
| <b>Township of Scugog</b>   |                                     |                 |                 |                 |                 |                 |
| Port Perry HS               | 944                                 | 1,026           | 982             | 966             | 959             | 956             |
| <b>Township of Brock</b>    |                                     |                 |                 |                 |                 |                 |
| Brock HS                    | 400                                 | 467             | 484             | 523             | 587             | 585             |
| <b>DDSB@Home</b>            |                                     |                 |                 |                 |                 |                 |
| DDSB@Home                   | 427                                 | 102             | 105             | 106             | 109             | 95              |
| <b>Total</b>                | 23,232                              | 25,061          | 25,146          | 26,046          | 26,253          | 26,419          |

\*Durham Alternative Secondary School has not been included in the 2024 Official Enrolment Projections

## Summary Table - Secondary Enrolment

|                      | Total Enrolment Numbers             |                 |                 |                 |                 |                 |
|----------------------|-------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                      | Actual                              | Projected       |                 |                 |                 |                 |
|                      | 2023<br>(As at<br>February<br>2024) | October<br>2024 | October<br>2025 | October<br>2026 | October<br>2027 | October<br>2028 |
| City of Pickering    | 2,713                               | 3,078           | 3,115           | 3,192           | 3,323           | 3,389           |
| Town of Ajax         | 5,226                               | 5,376           | 5,369           | 5,547           | 5,463           | 5,452           |
| Town of Whitby       | 6,427                               | 6,974           | 6,930           | 7,078           | 7,031           | 6,992           |
| City of Oshawa       | 6,059                               | 6,963           | 7,144           | 7,599           | 7,768           | 7,907           |
| Township of Uxbridge | 1,036                               | 1,075           | 1,017           | 1,035           | 1,013           | 1,043           |
| Township of Scugog   | 944                                 | 1,026           | 982             | 966             | 959             | 956             |
| Township of Brock    | 400                                 | 467             | 484             | 523             | 587             | 585             |
| DDSB@Home            | 427                                 | 102             | 105             | 106             | 109             | 95              |
| <b>Total</b>         | 23,232                              | 25,061          | 25,146          | 26,046          | 26,253          | 26,419          |

\*Durham Alternative Secondary School has not been included in the 2024 Official Enrolment Projections

## October 2024 Projected Elementary Enrolment by Grade

| School                          | JK | SK | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | ISS 1-8 | Total Including ISS |
|---------------------------------|----|----|----|----|----|----|----|----|----|----|---------|---------------------|
| <b><u>City of Pickering</u></b> |    |    |    |    |    |    |    |    |    |    |         |                     |
| Altona Forest                   | 45 | 47 | 56 | 48 | 38 | 45 | 44 | 33 | 39 | 36 | 16      | 447                 |
| Bayview Heights                 | 43 | 50 | 35 | 45 | 56 | 34 | 38 | 42 | 46 | 37 | 0       | 426                 |
| Biidasige Mandamin              | 32 | 24 | 63 | 56 | 38 | 38 | 38 | 38 | 43 | 36 | 10      | 416                 |
| English                         | 32 | 24 | 29 | 18 | 11 | 16 | 22 | 22 | 19 | 22 | 10      | 225                 |
| French Immersion                |    |    | 34 | 38 | 27 | 22 | 16 | 16 | 24 | 14 | 0       | 191                 |
| Claremont                       | 44 | 46 | 27 | 38 | 30 | 29 | 32 | 22 | 30 | 30 | 0       | 328                 |
| E.B. Phin                       | 72 | 93 | 63 | 71 | 63 | 65 | 48 | 54 | 58 | 54 | 10      | 651                 |
| Fairport Beach                  | 45 | 41 | 31 | 27 | 21 | 25 | 32 | 25 | 16 | 24 | 0       | 287                 |
| Frenchman's Bay                 | 0  | 0  | 65 | 66 | 56 | 60 | 59 | 64 | 63 | 51 | 0       | 484                 |
| Gandatsetiagon                  | 60 | 65 | 62 | 57 | 63 | 61 | 52 | 62 | 53 | 63 | 0       | 598                 |
| Glengrove                       | 38 | 48 | 26 | 35 | 27 | 29 | 30 | 38 | 34 | 24 | 6       | 335                 |
| Highbush                        | 94 | 62 | 62 | 52 | 78 | 64 | 75 | 76 | 72 | 94 | 30      | 759                 |
| Maple Ridge                     | 33 | 34 | 80 | 58 | 78 | 73 | 85 | 66 | 78 | 72 | 0       | 657                 |
| English                         | 33 | 34 | 14 | 15 | 31 | 21 | 33 | 17 | 22 | 22 | 0       | 242                 |
| French Immersion                |    |    | 66 | 43 | 47 | 52 | 52 | 49 | 56 | 50 | 0       | 415                 |
| Rosebank Road                   | 25 | 23 | 29 | 12 | 24 | 25 | 28 | 26 | 26 | 27 | 0       | 245                 |
| Valley Farm                     | 88 | 92 | 90 | 77 | 85 | 82 | 74 | 67 | 76 | 70 | 22      | 823                 |
| Valley View                     | 34 | 30 | 31 | 47 | 43 | 27 | 48 | 43 | 38 | 36 | 0       | 377                 |
| Vaughan Willard                 | 39 | 32 | 30 | 29 | 27 | 31 | 33 | 22 | 27 | 27 | 36      | 333                 |
| Westcreek                       | 52 | 61 | 76 | 67 | 56 | 77 | 55 | 63 | 59 | 60 | 0       | 626                 |
| William Dunbar                  | 51 | 53 | 52 | 61 | 49 | 80 | 88 | 72 | 81 | 74 | 0       | 661                 |

| School                     | JK  | SK  | 1   | 2  | 3  | 4  | 5  | 6  | 7   | 8  | ISS 1-8 | Total Including ISS |
|----------------------------|-----|-----|-----|----|----|----|----|----|-----|----|---------|---------------------|
| <b><u>Town of Ajax</u></b> |     |     |     |    |    |    |    |    |     |    |         |                     |
| Alexander Graham Bell      | 58  | 49  | 45  | 37 | 32 | 61 | 55 | 82 | 94  | 98 | 10      | 621                 |
| Applecroft                 | 42  | 50  | 39  | 35 | 37 | 36 | 43 | 31 | 35  | 29 | 0       | 377                 |
| Bolton C. Falby            | 90  | 99  | 104 | 71 | 80 | 65 | 75 | 49 | 73  | 82 | 26      | 814                 |
| Cadarackque                | 46  | 47  | 81  | 71 | 79 | 78 | 64 | 65 | 68  | 63 | 0       | 662                 |
| English                    | 46  | 47  | 13  | 16 | 29 | 24 | 25 | 33 | 24  | 22 | 0       | 279                 |
| French Immersion           |     |     | 68  | 55 | 50 | 54 | 39 | 32 | 44  | 41 | 0       | 383                 |
| Carruthers Creek           | 81  | 90  | 75  | 85 | 77 | 84 | 78 | 84 | 100 | 85 | 10      | 849                 |
| da Vinci                   | 68  | 74  | 70  | 59 | 86 | 76 | 63 | 84 | 101 | 94 | 0       | 775                 |
| Dr. Roberta Bondar         | 25  | 24  | 24  | 21 | 23 | 18 | 23 | 24 | 20  | 21 | 0       | 223                 |
| Duffin's Bay               | 32  | 26  | 27  | 20 | 25 | 19 | 22 | 19 | 13  | 24 | 0       | 227                 |
| Eagle Ridge                | 51  | 55  | 78  | 71 | 73 | 64 | 56 | 69 | 79  | 98 | 20      | 714                 |
| Lakeside                   | 32  | 32  | 23  | 30 | 33 | 34 | 21 | 33 | 26  | 26 | 0       | 290                 |
| Lester B. Pearson          | 29  | 36  | 33  | 27 | 31 | 38 | 43 | 29 | 49  | 26 | 0       | 341                 |
| Lincoln Alexander          | 53  | 54  | 46  | 56 | 54 | 59 | 38 | 50 | 54  | 55 | 0       | 519                 |
| Lincoln Avenue             | 42  | 47  | 40  | 32 | 46 | 37 | 28 | 32 | 46  | 30 | 0       | 380                 |
| Lord Elgin                 | 26  | 32  | 20  | 26 | 20 | 32 | 16 | 14 | 26  | 21 | 0       | 233                 |
| Michaelle Jean             | 0   | 0   | 48  | 45 | 55 | 46 | 50 | 46 | 59  | 51 | 0       | 400                 |
| Nottingham                 | 54  | 52  | 62  | 52 | 58 | 50 | 60 | 43 | 57  | 61 | 5       | 549                 |
| Roland Michener            | 31  | 31  | 30  | 31 | 21 | 32 | 20 | 23 | 17  | 22 | 0       | 258                 |
| Romeo Dallaire             | 62  | 63  | 57  | 57 | 45 | 46 | 58 | 46 | 48  | 58 | 30      | 570                 |
| Rosemary Brown             | 0   | 0   | 65  | 48 | 40 | 34 | 21 | 25 | 37  | 36 | 0       | 306                 |
| Southwood Park             | 42  | 45  | 93  | 91 | 90 | 87 | 83 | 71 | 72  | 82 | 0       | 756                 |
| English                    | 42  | 45  | 11  | 17 | 27 | 25 | 28 | 19 | 23  | 27 | 0       | 264                 |
| French Immersion           |     |     | 82  | 74 | 63 | 62 | 55 | 52 | 49  | 55 | 0       | 492                 |
| Terry Fox                  | 51  | 57  | 56  | 59 | 46 | 56 | 49 | 35 | 54  | 44 | 0       | 507                 |
| Vimy Ridge                 | 72  | 70  | 61  | 47 | 54 | 70 | 64 | 69 | 74  | 73 | 0       | 654                 |
| Viola Desmond              | 103 | 105 | 74  | 77 | 85 | 86 | 79 | 67 | 78  | 87 | 20      | 861                 |
| Westney Heights            | 37  | 39  | 29  | 44 | 39 | 31 | 36 | 29 | 41  | 37 | 18      | 380                 |

## October 2024 Projected Elementary Enrolment by Grade

| School                        | JK  | SK  | 1  | 2   | 3   | 4  | 5  | 6  | 7  | 8   | ISS 1-8 | Total Including ISS |
|-------------------------------|-----|-----|----|-----|-----|----|----|----|----|-----|---------|---------------------|
| <b><u>Town of Whitby</u></b>  |     |     |    |     |     |    |    |    |    |     |         |                     |
| <b>Bellwood</b>               | 48  | 47  | 45 | 36  | 39  | 52 | 58 | 47 | 53 | 37  | 10      | <b>472</b>          |
| <b>Blair Ridge</b>            | 31  | 26  | 42 | 39  | 31  | 46 | 49 | 52 | 57 | 59  | 0       | <b>432</b>          |
| <b>Brooklin Village</b>       | 54  | 57  | 61 | 70  | 86  | 77 | 83 | 69 | 83 | 73  | 10      | <b>723</b>          |
| English                       | 54  | 57  | 21 | 24  | 52  | 34 | 43 | 39 | 28 | 37  | 10      | 399                 |
| French Immersion              |     |     | 40 | 46  | 34  | 43 | 40 | 30 | 55 | 36  | 0       | 324                 |
| <b>C.E. Broughton</b>         | 60  | 82  | 56 | 62  | 51  | 55 | 45 | 45 | 58 | 39  | 20      | <b>573</b>          |
| Regular Calendar              | 47  | 66  | 44 | 48  | 39  | 51 | 35 | 36 | 46 | 30  | 20      | 462                 |
| Modified Calendar             | 13  | 16  | 12 | 14  | 12  | 4  | 10 | 9  | 12 | 9   | 0       | 111                 |
| <b>Cpt. Michael VandenBos</b> | 46  | 53  | 90 | 109 | 102 | 87 | 91 | 78 | 86 | 87  | 20      | <b>849</b>          |
| English                       | 46  | 53  | 19 | 26  | 37  | 34 | 38 | 39 | 41 | 49  | 20      | 402                 |
| French Immersion              |     |     | 71 | 83  | 65  | 53 | 53 | 39 | 45 | 38  | 0       | 447                 |
| <b>Chris Hadfield</b>         | 53  | 60  | 52 | 52  | 71  | 72 | 65 | 87 | 93 | 107 | 0       | <b>712</b>          |
| <b>Col. J.E. Farewell</b>     | 62  | 54  | 66 | 48  | 70  | 79 | 57 | 42 | 65 | 72  | 10      | <b>625</b>          |
| <b>Dr. Robert Thornton</b>    | 56  | 30  | 36 | 38  | 37  | 33 | 43 | 48 | 40 | 44  | 0       | <b>405</b>          |
| <b>E.A. Fairman</b>           | 30  | 36  | 37 | 44  | 33  | 52 | 37 | 37 | 31 | 41  | 0       | <b>378</b>          |
| <b>Fallingbrook</b>           | 54  | 61  | 71 | 77  | 84  | 71 | 71 | 66 | 77 | 75  | 10      | <b>717</b>          |
| <b>Glen Dhu</b>               | 60  | 68  | 72 | 64  | 59  | 58 | 72 | 63 | 74 | 71  | 0       | <b>661</b>          |
| <b>Jack Miner</b>             | 32  | 41  | 31 | 37  | 40  | 70 | 50 | 59 | 69 | 67  | 16      | <b>512</b>          |
| <b>John Dryden</b>            | 58  | 66  | 90 | 79  | 75  | 83 | 77 | 67 | 63 | 72  | 0       | <b>730</b>          |
| English                       | 58  | 66  | 40 | 44  | 42  | 44 | 49 | 35 | 35 | 45  | 0       | 458                 |
| French Immersion              |     |     | 50 | 35  | 33  | 39 | 28 | 32 | 28 | 27  | 0       | 272                 |
| <b>Julie Payette</b>          | 0   | 0   | 75 | 68  | 72  | 76 | 79 | 65 | 82 | 64  | 0       | <b>581</b>          |
| <b>Meadowcrest</b>            | 0   | 0   | 31 | 16  | 33  | 38 | 28 | 32 | 30 | 42  | 0       | <b>250</b>          |
| <b>Ormiston</b>               | 56  | 63  | 85 | 79  | 85  | 71 | 73 | 63 | 62 | 77  | 0       | <b>714</b>          |
| <b>Pringle Creek</b>          | 68  | 86  | 60 | 62  | 51  | 92 | 68 | 73 | 90 | 71  | 10      | <b>731</b>          |
| <b>Robert Munsch</b>          | 108 | 50  | 60 | 79  | 54  | 56 | 67 | 60 | 72 | 80  | 10      | <b>696</b>          |
| <b>Sir Samuel Steele</b>      | 52  | 47  | 49 | 45  | 54  | 47 | 50 | 57 | 47 | 54  | 10      | <b>512</b>          |
| <b>Sir William Stephenson</b> | 64  | 60  | 57 | 54  | 52  | 46 | 33 | 51 | 38 | 40  | 30      | <b>525</b>          |
| <b>West Lynde</b>             | 62  | 67  | 78 | 72  | 61  | 72 | 50 | 73 | 52 | 59  | 10      | <b>656</b>          |
| <b>Whitby Shores</b>          | 64  | 53  | 71 | 57  | 68  | 55 | 75 | 77 | 65 | 71  | 0       | <b>656</b>          |
| <b>Williamsburg</b>           | 80  | 136 | 75 | 80  | 64  | 78 | 80 | 80 | 67 | 82  | 0       | <b>822</b>          |
| <b>Willows Walk</b>           | 61  | 62  | 55 | 55  | 58  | 58 | 45 | 47 | 48 | 60  | 16      | <b>565</b>          |
| <b>Winchester</b>             | 44  | 39  | 49 | 41  | 54  | 56 | 43 | 55 | 54 | 79  | 20      | <b>534</b>          |
| Regular Calendar              | 30  | 25  | 36 | 22  | 37  | 42 | 25 | 34 | 38 | 47  | 20      | 356                 |
| Modified Calendar             | 14  | 14  | 13 | 19  | 17  | 14 | 18 | 21 | 16 | 32  | 0       | 178                 |

## October 2024 Projected Elementary Enrolment by Grade

| School                 | JK | SK  | 1   | 2   | 3   | 4  | 5  | 6  | 7  | 8   | ISS 1-8 | Total Including ISS |
|------------------------|----|-----|-----|-----|-----|----|----|----|----|-----|---------|---------------------|
| <u>City of Oshawa</u>  |    |     |     |     |     |    |    |    |    |     |         |                     |
| Adelaide McLaughlin    | 39 | 40  | 46  | 39  | 52  | 52 | 46 | 39 | 39 | 39  | 30      | 461                 |
| Beau Valley            | 25 | 34  | 30  | 39  | 24  | 28 | 27 | 24 | 33 | 35  | 0       | 299                 |
| Bobby Orr              | 35 | 41  | 27  | 30  | 41  | 27 | 28 | 22 | 23 | 23  | 36      | 333                 |
| Clara Hughes           | 66 | 69  | 59  | 78  | 70  | 84 | 74 | 66 | 68 | 68  | 10      | 712                 |
| College Hill           | 31 | 34  | 26  | 34  | 31  | 27 | 33 | 27 | 38 | 28  | 0       | 309                 |
| Coronation             | 37 | 43  | 35  | 41  | 34  | 60 | 60 | 52 | 63 | 39  | 0       | 464                 |
| David Bouchard         | 34 | 44  | 62  | 49  | 57  | 64 | 49 | 61 | 46 | 44  | 30      | 540                 |
| English                | 34 | 44  | 27  | 22  | 27  | 33 | 32 | 26 | 23 | 19  | 30      | 317                 |
| French Immersion       |    |     | 35  | 27  | 30  | 31 | 17 | 35 | 23 | 25  | 0       | 223                 |
| Dr. C. F. Cannon       | 51 | 49  | 44  | 40  | 41  | 36 | 48 | 31 | 49 | 43  | 10      | 442                 |
| Dr. S. J. Phillips     | 46 | 57  | 53  | 42  | 48  | 48 | 40 | 36 | 43 | 48  | 0       | 461                 |
| Elsie MacGill          | 53 | 53  | 60  | 58  | 43  | 64 | 59 | 55 | 56 | 63  | 20      | 584                 |
| Forest View            | 51 | 55  | 48  | 54  | 56  | 58 | 65 | 49 | 62 | 54  | 10      | 562                 |
| Glen Street            | 43 | 46  | 36  | 33  | 44  | 43 | 30 | 23 | 31 | 24  | 10      | 363                 |
| Gordon B. Attersley    | 63 | 68  | 53  | 53  | 59  | 71 | 54 | 56 | 70 | 57  | 20      | 624                 |
| Harmony Heights        | 53 | 61  | 50  | 48  | 44  | 46 | 36 | 27 | 32 | 44  | 20      | 461                 |
| Hillsdale              | 22 | 13  | 23  | 13  | 18  | 17 | 22 | 13 | 19 | 31  | 0       | 191                 |
| Jeanne Sauve           | 0  | 0   | 85  | 88  | 89  | 86 | 87 | 85 | 83 | 109 | 0       | 712                 |
| Kedron                 | 49 | 57  | 53  | 39  | 63  | 54 | 50 | 51 | 50 | 56  | 0       | 522                 |
| Lakewoods              | 39 | 43  | 34  | 33  | 27  | 38 | 31 | 25 | 30 | 30  | 10      | 340                 |
| Mary Street            | 28 | 26  | 24  | 27  | 14  | 30 | 17 | 17 | 36 | 15  | 0       | 234                 |
| Norman G. Powers       | 58 | 57  | 71  | 56  | 66  | 58 | 72 | 79 | 67 | 89  | 12      | 685                 |
| Northern Dancer        | 99 | 102 | 111 | 102 | 104 | 85 | 88 | 99 | 98 | 89  | 0       | 977                 |
| Pierre Elliott Trudeau | 69 | 74  | 62  | 73  | 76  | 69 | 77 | 75 | 89 | 83  | 0       | 747                 |
| Queen Elizabeth        | 56 | 60  | 73  | 59  | 62  | 42 | 60 | 39 | 48 | 54  | 20      | 573                 |
| Unnamed North Oshawa   | 68 | 62  | 63  | 45  | 73  | 58 | 74 | 58 | 62 | 69  | 20      | 652                 |
| Seneca Trail           | 58 | 59  | 57  | 59  | 57  | 63 | 57 | 71 | 67 | 56  | 30      | 634                 |
| Sherwood               | 36 | 37  | 41  | 40  | 43  | 39 | 38 | 46 | 44 | 42  | 6       | 412                 |
| Stephen G. Saywell     | 70 | 63  | 47  | 42  | 38  | 40 | 47 | 50 | 53 | 44  | 10      | 504                 |
| Sunset Heights         | 69 | 59  | 69  | 53  | 61  | 60 | 63 | 54 | 52 | 51  | 0       | 591                 |
| Village Union          | 56 | 78  | 68  | 63  | 62  | 52 | 51 | 55 | 47 | 55  | 38      | 625                 |
| Vincent Massey         | 60 | 71  | 64  | 62  | 67  | 62 | 60 | 60 | 60 | 74  | 10      | 650                 |
| Walter E. Harris       | 0  | 0   | 68  | 58  | 66  | 55 | 55 | 47 | 55 | 59  | 0       | 463                 |
| Waverly                | 47 | 55  | 43  | 52  | 34  | 45 | 44 | 47 | 28 | 42  | 16      | 453                 |
| Woodcrest              | 41 | 40  | 43  | 43  | 54  | 37 | 46 | 37 | 37 | 31  | 0       | 409                 |



## October 2024 Projected Elementary Enrolment by Grade

| School                             | JK | SK | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | ISS 1-8 | Total Including ISS |
|------------------------------------|----|----|----|----|----|----|----|----|----|----|---------|---------------------|
| <b><u>Township of Uxbridge</u></b> |    |    |    |    |    |    |    |    |    |    |         |                     |
| Goodwood                           | 17 | 20 | 23 | 24 | 25 | 23 | 28 | 21 | 20 | 23 | 10      | 234                 |
| Joseph Gould                       | 67 | 69 | 59 | 47 | 63 | 62 | 53 | 54 | 59 | 57 | 10      | 600                 |
| Quaker Village                     | 52 | 32 | 50 | 42 | 33 | 39 | 46 | 37 | 41 | 45 | 20      | 437                 |
| Scott Central                      | 38 | 27 | 38 | 38 | 33 | 21 | 27 | 31 | 36 | 28 | 10      | 327                 |
| Uxbridge                           | 0  | 0  | 30 | 45 | 26 | 38 | 36 | 29 | 34 | 26 | 0       | 264                 |
| <b><u>Township of Scugog</u></b>   |    |    |    |    |    |    |    |    |    |    |         |                     |
| Cartwright Central                 | 40 | 36 | 30 | 26 | 39 | 31 | 38 | 28 | 22 | 35 | 10      | 335                 |
| Greenbank                          | 17 | 15 | 21 | 18 | 21 | 19 | 18 | 19 | 0  | 0  | 0       | 148                 |
| Prince Albert                      | 30 | 33 | 26 | 32 | 25 | 33 | 28 | 32 | 29 | 35 | 0       | 303                 |
| R. H. Cornish                      | 45 | 60 | 61 | 71 | 54 | 78 | 62 | 65 | 68 | 62 | 16      | 642                 |
| English                            | 45 | 60 | 23 | 17 | 16 | 37 | 27 | 31 | 31 | 22 | 16      | 321                 |
| French Immersion                   |    |    | 38 | 54 | 38 | 41 | 35 | 38 | 37 | 40 | 0       | 321                 |
| S. A. Cawker                       | 46 | 54 | 47 | 48 | 48 | 43 | 38 | 38 | 67 | 58 | 36      | 523                 |
| <b><u>Township of Brock</u></b>    |    |    |    |    |    |    |    |    |    |    |         |                     |
| Beaver River                       | 64 | 64 | 51 | 49 | 58 | 36 | 38 | 53 | 45 | 55 | 20      | 533                 |
| McCaskill's Mills                  | 42 | 42 | 50 | 34 | 41 | 43 | 50 | 45 | 37 | 42 | 36      | 462                 |
| English                            | 42 | 42 | 34 | 21 | 23 | 31 | 28 | 28 | 25 | 29 | 36      | 339                 |
| French Immersion                   |    |    | 16 | 13 | 18 | 12 | 22 | 17 | 12 | 13 | 0       | 123                 |
| Sunderland                         | 42 | 52 | 40 | 39 | 49 | 49 | 38 | 38 | 33 | 37 | 10      | 427                 |
| <b><u>Virtual Elementary</u></b>   |    |    |    |    |    |    |    |    |    |    |         |                     |
| DDSB@Home                          | 0  | 0  | 0  | 0  | 0  | 46 | 40 | 55 | 54 | 56 | 0       | 251                 |

## October 2024 Projected Elementary Enrolment by Grade Summary

| Municipality         | JK           | SK           | 1            | 2            | 3            | 4            | 5            | 6            | 7            | 8            | ISS 1-8      | Total Including ISS |
|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------------|
| City of Pickering    | 795          | 801          | 878          | 846          | 832          | 845          | 859          | 813          | 839          | 815          | 130          | 8,453               |
| Town of Ajax         | 1,127        | 1,177        | 1,280        | 1,192        | 1,229        | 1,239        | 1,145        | 1,119        | 1,321        | 1,303        | 134          | 12,266              |
| Town of Whitby       | 1,303        | 1,344        | 1,494        | 1,463        | 1,484        | 1,580        | 1,489        | 1,493        | 1,556        | 1,623        | 202          | 15,031              |
| City of Oshawa       | 1,552        | 1,650        | 1,728        | 1,645        | 1,718        | 1,698        | 1,688        | 1,576        | 1,678        | 1,688        | 368          | 16,989              |
| Township of Uxbridge | 174          | 148          | 200          | 196          | 180          | 183          | 190          | 172          | 190          | 179          | 50           | 1,862               |
| Township of Scugog   | 178          | 198          | 185          | 195          | 187          | 204          | 184          | 182          | 186          | 190          | 62           | 1,951               |
| Township of Brock    | 148          | 158          | 141          | 122          | 148          | 128          | 126          | 136          | 115          | 134          | 66           | 1,422               |
| DDSB@Home            | 0            | 0            | 0            | 0            | 0            | 46           | 40           | 55           | 54           | 56           | 0            | 251                 |
| <b>Total</b>         | <b>5,277</b> | <b>5,476</b> | <b>5,906</b> | <b>5,659</b> | <b>5,778</b> | <b>5,923</b> | <b>5,721</b> | <b>5,546</b> | <b>5,939</b> | <b>5,988</b> | <b>1,012</b> | <b>58,225</b>       |

## October 2024 Projected Secondary Enrolment by Grade

| School                             | 9   | 10  | 11  | 12  | ISS | Total |
|------------------------------------|-----|-----|-----|-----|-----|-------|
| <b><u>City of Pickering</u></b>    |     |     |     |     |     |       |
| Dunbarton HS                       | 467 | 385 | 463 | 442 | 60  | 1,817 |
| Pine Ridge SS                      | 294 | 310 | 283 | 320 | 54  | 1,261 |
| <b><u>Town of Ajax</u></b>         |     |     |     |     |     |       |
| Ajax HS                            | 310 | 339 | 338 | 348 | 48  | 1,383 |
| J. Clarke Richardson CVI           | 469 | 509 | 485 | 567 | 71  | 2,101 |
| Pickering HS                       | 461 | 461 | 460 | 458 | 52  | 1,892 |
| <b><u>Town of Whitby</u></b>       |     |     |     |     |     |       |
| Anderson CVI                       | 302 | 304 | 262 | 324 | 34  | 1,226 |
| Brooklin HS                        | 330 | 357 | 347 | 380 | 32  | 1,446 |
| Donald A. Wilson SS                | 315 | 334 | 318 | 351 | 38  | 1,356 |
| Henry Street HS                    | 295 | 302 | 265 | 303 | 32  | 1,197 |
| Sinclair SS                        | 438 | 400 | 418 | 445 | 48  | 1,749 |
| <b><u>City of Oshawa</u></b>       |     |     |     |     |     |       |
| Eastdale CVI                       | 380 | 393 | 333 | 344 | 68  | 1,518 |
| G.L. Roberts CVI                   | 136 | 133 | 124 | 112 | 82  | 587   |
| Maxwell Heights SS                 | 495 | 500 | 419 | 460 | 62  | 1,936 |
| O'Neill CVI                        | 422 | 359 | 370 | 362 | 12  | 1,525 |
| R.S. McLaughlin CVI                | 341 | 293 | 338 | 357 | 68  | 1,397 |
| <b><u>Township of Uxbridge</u></b> |     |     |     |     |     |       |
| Uxbridge SS                        | 240 | 259 | 248 | 290 | 38  | 1,075 |
| <b><u>Township of Scugog</u></b>   |     |     |     |     |     |       |
| Port Perry HS                      | 253 | 240 | 237 | 268 | 28  | 1,026 |
| <b><u>Township of Brock</u></b>    |     |     |     |     |     |       |
| Brock HS                           | 130 | 96  | 99  | 110 | 32  | 467   |
| <b><u>Virtual Secondary</u></b>    |     |     |     |     |     |       |
| DDSB@Home                          | 53  | 49  | 0   | 0   | 0   | 102   |

*\*Durham Alternative Secondary School has not been included in the 2024 Official Enrolment Projections*

## October 2024 Projected Secondary Enrolment by Grade Summary

| School               | 9            | 10           | 11           | 12           | ISS        | Total         |
|----------------------|--------------|--------------|--------------|--------------|------------|---------------|
| City of Pickering    | 761          | 695          | 746          | 762          | 114        | 3,078         |
| Town of Ajax         | 1,240        | 1,309        | 1,283        | 1,373        | 171        | 5,376         |
| Town of Whitby       | 1,680        | 1,697        | 1,610        | 1,803        | 184        | 6,974         |
| City of Oshawa       | 1,774        | 1,678        | 1,584        | 1,635        | 292        | 6,963         |
| Township of Uxbridge | 240          | 259          | 248          | 290          | 38         | 1,075         |
| Township of Scugog   | 253          | 240          | 237          | 268          | 28         | 1,026         |
| Township of Brock    | 130          | 96           | 99           | 110          | 32         | 467           |
| DDSB@Home            | 53           | 49           | 0            | 0            | 0          | 102           |
| <b>Total</b>         | <b>6,131</b> | <b>6,023</b> | <b>5,807</b> | <b>6,241</b> | <b>859</b> | <b>25,061</b> |

*\*Durham Alternative Secondary School has not been included in the 2024 Official Enrolment Projections*

## Elementary French Immersion Projection Summary

|                        | Actual       | Projected    |              |              |              |              |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| School                 | 2023         | 2024         | 2025         | 2026         | 2027         | 2028         |
| Biidassige Mandamin PS | 178          | 191          | 173          | 159          | 158          | 152          |
| Frenchman's Bay PS     | 479          | 484          | 475          | 483          | 485          | 494          |
| Maple Ridge PS         | 403          | 415          | 410          | 396          | 394          | 389          |
| Cadarackque PS         | 350          | 383          | 389          | 404          | 429          | 446          |
| Michaelle Jean PS      | 408          | 400          | 367          | 342          | 333          | 323          |
| Rosemary Brown PS      | 266          | 306          | 314          | 329          | 354          | 383          |
| Southwood Park PS      | 488          | 492          | 494          | 505          | 511          | 515          |
| Brooklin Village PS    | 327          | 324          | 307          | 284          | 280          | 267          |
| Captain M VandenBos PS | 399          | 447          | 508          | 559          | 613          | 654          |
| John Dryden PS         | 249          | 272          | 272          | 275          | 275          | 277          |
| Julie Payette PS       | 588          | 581          | 574          | 552          | 551          | 537          |
| Meadowcrest PS         | 251          | 250          | 230          | 226          | 217          | 214          |
| David Bouchard PS      | 209          | 223          | 192          | 187          | 174          | 178          |
| Jeanne Sauve PS        | 727          | 712          | 677          | 670          | 660          | 640          |
| Walter E Harris PS     | 443          | 463          | 454          | 453          | 458          | 457          |
| Uxbridge PS            | 265          | 264          | 256          | 248          | 243          | 230          |
| RH Cornish PS          | 336          | 321          | 314          | 304          | 293          | 286          |
| McCaskill's Mills PS   | 126          | 123          | 129          | 135          | 134          | 130          |
| <b>TOTAL</b>           | <b>6,492</b> | <b>6,651</b> | <b>6,535</b> | <b>6,511</b> | <b>6,562</b> | <b>6,572</b> |

## Secondary French Immersion Projection Summary

|                    | Actual       | Projected    |              |              |              |              |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| School             | 2023         | 2024         | 2025         | 2026         | 2027         | 2028         |
| Dunbarton HS       | 289          | 300          | 295          | 302          | 291          | 280          |
| Ajax HS            | 210          | 203          | 194          | 185          | 181          | 177          |
| Pickering HS       | 378          | 388          | 398          | 427          | 411          | 391          |
| Anderson CVI       | 286          | 384          | 387          | 392          | 374          | 359          |
| Donald A Wilson SS | 448          | 375          | 371          | 383          | 368          | 369          |
| RS McLaughlin CVI  | 408          | 425          | 445          | 431          | 450          | 431          |
| Uxbridge SS        | 112          | 117          | 106          | 105          | 107          | 110          |
| Port Perry HS      | 115          | 128          | 121          | 121          | 120          | 118          |
| <b>TOTAL</b>       | <b>2,246</b> | <b>2,320</b> | <b>2,317</b> | <b>2,346</b> | <b>2,302</b> | <b>2,235</b> |



**APPROVED Minutes – Governance and Policy Committee Meeting**  
**Wednesday, April 24, 2024 7:00 p.m., Hybrid**

**1. Call to Order**

Trustee Kelly Miller, Committee Vice Chair, called the meeting to order at 7:11 p.m.

Members Present: Trustees Michelle Arseneault (virtual), Donna Edwards, Carolyn Morton, Deb Oldfield, Christine Thatcher, Student Trustees Ben Cameron, Kayla Hoare (virtual)

Regrets: Trustees Tracy Brown, Emma Cunningham, Stephen Linton, Shailene Panylo, Jill Thompson, Student Trustee Neha Kasoju

Staff Present: Director of Education Camille Williams-Taylor, Associate Director Jim Markovski, General Counsel Patrick Cotter, Executive Lead Robert Cerjanec, Policy Analyst Ahmad Khawaja (virtual)

Recording Secretary: Gillian Venning

**2. Land Acknowledgment**

Trustee Kelly Miller gave the Land Acknowledgement: 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.

**3. Declarations of Interest**

There were no declarations of interest.

**4. Approval of Agenda**

MOVED by Trustee Carolyn Morton

THAT THE AGENDA BE APPROVED.

CARRIED

## 5. Minutes

### (a) Draft revised minutes of the Governance and Policy Committee meeting of March 27, 2024

MOVED by Trustee Deb Oldfield

THAT THE DRAFT MINUTES OF THE MARCH 27, 2024 GOVERNANCE AND POLICY COMMITTEE MEETING BE APPROVED.

CARRIED

## 6. Information Items

### (a) Bylaws – Public Question Period

Executive Lead Robert Cerjanec provided trustees with an overview of the report which was prepared following trustee discussion of an initial report presented for information at the March 27, 2024 Committee meeting. The update report shared additional information on public participation in meetings at other school boards and current activities underway. Staff recommended that further investigation be undertaken to contemplate suggestions for the Committee to consider.

Discussion took place and trustee questions were answered.

Student Trustee Ben Cameron proposed the following motion:

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT SECTIONS 5.13.13 TO 5.13.16 OF THE BYLAWS BE DELETED AND THAT IT BE CONSIDERED AT THE NEXT MEETING OF THE BOARD OF TRUSTEES.

MOVED by Trustee Christine Thatcher

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT SECTIONS 5.13.13 TO 5.13.16 OF THE BYLAWS BE DELETED AND THAT IT BE CONSIDERED AT THE NEXT MEETING OF THE BOARD OF TRUSTEES.

Trustee Deb Oldfield moved a motion to defer, which took precedence.

MOVED by Trustee Deb Oldfield

THAT THE MOTION BE DEFERRED TO A FUTURE MEETING OF THE GOVERNANCE AND POLICY COMMITTEE MEETING NO LATER THAN OCTOBER 2024.

CARRIED

## 7. Recommended Actions

### (a) Motion: Amendment to Consolidated Bylaws

Trustee Carolyn Morton provided an overview of the proposed motion, noting that it is intended to bring greater clarity and ensure consistency at Board and Committee meetings by requiring all motions to have a mover and seconder to be debated and voted on.

Discussion took place.

MOVED by Trustee Carolyn Morton

THAT THE GOVERNANCE AND POLICY COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE BYLAWS BE AMENDED AS FOLLOWS AND THAT THE AMENDMENT BE CONSIDERED AT THE NEXT MEETING OF THE BOARD OF TRUSTEES:

Section 5.12.21: At Board and Committee meetings, a motion that has been moved and seconded is considered to be on the floor and will be decided by a vote.

Student Trustee Ben Cameron proposed the following motion:

THAT THE MOTION BE POSTPONED INDEFINITELY.

MOVED by Trustee Deb Oldfield

THAT THE MOTION BE POSTPONED INDEFINITELY.

CARRIED

### (b) Revised Naming of Schools Policy

Associate Director Jim Markovski provided an overview of the report, which proposes revisions to the Naming of Schools Policy following a resolution adopted by the Board of Trustees in January 2024. Proposed revisions give the Board the ability to request the School Naming Committee propose additional names, provide clarity that a renaming process means a school will have a new name, and that if a request to rename a school does not meet the established criteria, the Director is no longer required to provide a formal report to the Board.

Discussion took place and trustee questions were answered.

Student Trustee Ben Cameron proposed the following motion:

THAT SECTION 5.2 BE AMENDED BY ADDING “a Student Trustee” AFTER “fewer than two Trustees),”.

MOVED by Trustee Christine Thatcher

THAT SECTION 5.2 BE AMENDED BY ADDING “a Student Trustee” AFTER “fewer than two Trustees),”.

CARRIED

Student Trustee Ben Cameron proposed the following motion:

THAT SECTION 5.5 BE AMENDED TO READ: “The Board will only choose a name on the short-list of names recommended by the School Naming Committee, but may refer the matter back to the School Naming Committee for additional recommendations or a new short-list of recommendations.”

The proposed motion was not moved.

MOVED by Trustee Deb Oldfield

THAT SECTION 5.3 BE AMENDED TO ADD: IF THE DIRECTOR IS NOT SATISFIED THAT THE REQUEST IS, OR IS LIKELY TO BE A CONCERN THAT ENGAGES ONE OR MORE OF THE RENAMING CRITERIA STIPULATED IN SECTION 5.4 OF THE POLICY, THEN THE DIRECTOR SHALL MAINTAIN A RECORD OF SUCH REQUESTS AND SHALL DELIVER A SUMMARY REPORT AT THE END OF THE YEAR OF ALL SUCH NAMES.

CARRIED

MOVED by Trustee Donna Edwards

THAT THE GOVERNANCE AND POLICY COMMITTEE CONSIDER AND APPROVE THE REVISED NAMING OF SCHOOLS POLICY AS INCLUDED IN APPENDIX B AND AS AMENDED AT THIS MEETING AND THAT THE MATTER BE CONSIDERED AT THE NEXT MEETING OF THE BOARD OF TRUSTEES.

CARRIED

### **(c) Revised Director of Education Performance Review Policy**

General Counsel Patrick Cotter provided an overview of the report, noting that proposed revisions have been made in response to new legislation seeking to bring province-wide standardization to the Director of Education Performance Appraisal process.

Discussion took place and trustee questions were answered.

Seeing no opposition and as part of the discussion process, the Committee agreed to the following additional minor amendments:

“Review” changed to “Appraisal” throughout the document.

Section 4.1.4 revised to read: If the Committee is reduced to less than three members, then additional members shall be placed on the Committee at a meeting of the Board of Trustees.

Reference to “a 360- degree performance review questionnaire” be changed to reference a “questionnaire”.

Reference to “member” in dispute resolution sections revised to make it clear that the reference is to a panel member, not a Board member.

MOVED by Trustee Carolyn Morton

THAT THE GOVERNANCE AND POLICY COMMITTEE CONSIDER AND APPROVE THE REVISED DIRECTOR OF EDUCATION POLICY AND THAT THE MATTER BE CONSIDERED AT THE NEXT MEETING OF THE BOARD OF TRUSTEES.

CARRIED

**8. Other Business**

There was no other business discussed.

**9. Adjournment**

MOVED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 8:14 p.m.



## REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday April 18, 2024 6:30 P.M.

### ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) SEAC Chair  
Charmain Brown, OPVIC Ontario Parents of Visually Impaired Children  
sensaRAneb Burrell, Autism Ontario – Durham Region Chapter  
Tara Culley, Durham Down Syndrome Association  
Rowin Jarvis, Learning Disabilities Association of Durham Region  
Elizabeth Daniel, Member at Large  
Morgann Cameron, Member at Large  
Jennifer McLaughlin, Sawubona Africentric Circle of Support

Trustees: Donna Edwards Kelly Miller Michelle Arseneault

Staff: Superintendent, Andrea McAuley

Recording Secretary: Lisa Wry

### 1. **Call to Order:**

SEAC Vice-Chair Tara Culley called the meeting to order at 6:32 p.m.

### 2. **Land Acknowledgement:**

SEAC Vice-Chair Tara Culley 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, live, and learn.

This statement was co-created in partnership with the Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island.

### 3. **DDSB Human Rights & Equity Statement**

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subject to action 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.

### 4. **Welcome Guests:** Denise Nickerson-System Lead Teaching & Learning, Michele Liverpool-Facilitator Literacy/Numeracy,

**Regrets:** SEAC Chair Eva Kyriakides, Trustee Kelly Miller

**Absent:** None

**5. Approval of Agenda:**

That the agenda for April 18, 2024, be approved with the following amendment: move Inclusive Student Services/Special Education Plan to the May 23, 2024 meeting and add the Transportation Advocacy letter:

MOVED BY: sensaRAneb Burrell

SECONDED BY: Rowin Jarvis

CARRIED

**6. Approval of the Minutes:**

That the minutes from March 21, 2024, be approved:

MOVED BY: Charmain Brown

SECONDED BY: Rowin Jarvis

CARRIED

That the minutes from April 3, 2024, Finance meeting be approved:

MOVED BY: Morgann Carmeron

SECONDED BY: Rowin Jarvis

CARRIED

That the minutes from April 3, 2024, Advocacy Event Planning meeting be approved:

MOVED BY: Jenn McLaughlin

SECONDED BY: Morgann Cameron

CARRIED

**7. Staff Reports:**

Superintendent Andrea McAuley shared updates from the Inclusive Student Services Department and expressed that she is looking forward to hearing from two exceptional instructional leaders Denise Nickerson and Michele Liverpool.

- Thrilled to have the Abilities Centre Summer Therapeutic Recreation program back for a third year this summer. The Durham Catholic School Board is third partner for the program. The program is open to all youth whose programming needs align with life skills, selfcare and readiness for the workplace. The Abilities Centre has already received great interest following registration opening. The program for Summer 2024 will consist of four two-week programs. Summer Therapeutic Recreation program also has a parallel program with youth and their community-based caregivers, allowing the youth to access the program and build community.
- Planning for the 2024-2025 school year and changes to special education programs. There were few shifts as we work with our partners in Teaching and Learning on Universal Design for Learning (UDL) and differentiation,

- Regular Class with indirect support remains the best and most inclusive placement for the majority of students with accommodation needs.
- Also, honoured as a district to continue to offer a range of programs for students.
- As we continue to build on UDL and inclusion in the regular classroom you will see a shift in the School Support Program (SSP) because it is a literacy/numeracy program, we are closing some of those programs, but there is a net add of Special Education placement classes in elementary. Opening additional Development Program and two new Practical Learning Programs (PLP) as well as another Structured Learning Class (SLC).
- At the Secondary level we still had a few schools with more than one SSP, as we build destreaming we can accommodate the programming needs of students at the senior course level through voice, choice, and interest in courses, therefore will be closing the program in locations where two classes remain: with exception of GL Roberts CVI.
- In secondary, opening of a PLP.
- A few of our classes will be relocating for September, considering the needs and location of who is accessing a little adjustment is required. The adjustments are student centred and in conversation with families, administrators, and school staff, as well as Facilities Services, Transportation, Finance as well as People and Culture for staffing supports.
- Working through the elementary gifted programs, we have had an increase in receipt of private (community practitioner facilitated) assessments.
- Team is continuing to monitor if additional secondary practical learning is necessary.
- This month ISS Impact Update is highlighting Social Work. Social Workers come along side students and parents/caregivers with wrap around care. They work mainly with tier 3 interventions around mental health and wellbeing.

Trustee Donna Edwards had questions about transition from grade six to seven supports in place for students learning to advocate for themselves during this time.

Superintendent Andrea McAuley responded in agreement that is a critical transition for students. Our Teaching and Learning partners have a team focused on that support for intermediate grades focusing on the 7-10 transition. As for individual students, the Facilitator, and the Special Education Resource Teacher (SERT), as well as the secondary team also support these transitions.

**Board:** Trustee Donna Edwards shared with SEAC members that Board of Trustees has appointed a new Trustee to SEAC, Trustee Michelle Arseneault. Vacancy committee has met to prepare the process for filling the vacancy of the Oshawa seat, advertisements are out in the media. Human Rights Advisory Committee is being formed looking for expressions of interest. Passed a policy around board assessment. Waiting for the Ministry to share Grants for Student Needs\*. Passed an education development bylaw.

**Note: Core Education Funding (renaming of the Grants for Student Needs) was published subsequent to SEAC's meeting in April and prior to approval of the minutes reflective of the meeting in May.**

## 8. Presentation:

A Road Map for Mathematics Excellence: Aligning Strategies for Enhanced Math Achievement.  
Presenters: Denise Nickerson-System Lead Teaching & Learning, Michele Liverpool-Facilitator Literacy/Numeracy.

### **Teaching and Learning Vision**

Creating thriving learning ecosystems that prioritize student identity, Indigenous rights, and Human Rights in order to create the conditions for all students to thrive, achieving their fullest potential.

### **Ministry Priorities for Math**

1. Ensuring Curriculum Fidelity
  - Intentional Strategies for Math Achievement
  - Curriculum Alignment with best practices
  - Implementation of Advancement Committee recommendations
2. Math Content Knowledge for Teaching
  - Provision of guidelines and resources
  - Establishment of a Curriculum Advancement Committee
  - Leverage coaching support for School Improvement Teams
  - High Impact Instructional Practices
  - Utilization of “Mathematics Companion guide Grades 1 - 12”
  - Increased educator and student growth
3. Knowing Your Student
  - Small Group Instruction
  - Direct Instruction
  - Tools and Representations
  - Deliberate Practice

### **Innovative Human Centered Professional Learning**

- Commitment to support schools with Human centered learning prioritizing both student achievement and well-being through a critical thinking approach.
- Coaching/Mentoring supported by interdepartmental Family of School Teams

### **Daily Math Instruction and Collaborative Meetings**

- Protected time blocks for math instruction
- Collaborative learning for deeper knowledge
- Dedicated support in priority schools

### **Humanizing the Learning Environment**

- Anti-Oppressive Pedagogy and Practices
- Universal Design for Learning
- Destreaming
- Student Success

### **Understanding the Mathematics Learner**

- Human centered approach to math learning
- Use of digital tools for targeted support
- Engagement in responsive educational practices

### **Tracking Progress and Outcomes**

- Percentage of implemented recommendations.
- Educator engagement in professional learning
- Student achievement and well-being metrics

### **Commitment to Student Excellence**

- Emphasis on Collaborative approaches
- Continuous improvement cycle

Members had the following questions and reflections for the team.

- How much cross curriculum learning is there? Interdepartmental department literacy/multilingual language learners/equity department/STEM/the outdoors in ways that are meaningful and important to the students.
- Culturally Relevant Responsive Pedagogy (CRRP), how do students see themselves reflected?
- Facilitators are working to understand students, their needs, and identities.
- Inequities in math, where math shows up in what are the interests of the students.
- The facilitators are engaged in professional learning re: anti-oppressive practices.
- Look at our assessment practices, how do you know what a student is demonstrating?
- Teaching and learning are working through collaborative assessments.
- What does math look for students with learning disabilities? Learning tailored within the classroom to bring out the best and the joy in the classroom.
- Tell me your thinking, engaging in math talk is richer than just putting it on a piece of paper.
- Humanity and identity, how are we using our diversity lens?
- Decolonizing the space is offering options for assessment and learning-example of outdoor learning, rich conversations about math and learning. Where does math bring joy, and teachers can be creative. Offering opportunities for more learning.

## **9. Open Discussion**

Transportation Support for Students with Special Education Needs- Accessibility to Education and Multiple Pathways.

- Letter has been updated and is ready for sending, also include OPSOA on the send out.

MOTION TO SUBMIT THE LETTER

MOVED: sensaRAneb Burrell

SECONDED: Rowin Jarvis

SEAC Chair Eva Kyriakides has approved Vice-Chair Tara Culley to sign in her absence.

## **10. Business Arising from the Minutes**

Advocacy Event date commitment

- September 24, 25 or October 1, 2024
- Tuesday October 1, 2024, was the date decided upon

## 11. **Association Reports & Committee Reports**

Association highlight: Learning Disabilities Association of Durham Region (LDADR)  
Rowin Jarvis shared with the committee information about the association.

### **WHO WE ARE**

- The Learning Disabilities Association of Durham Region (LDADR) is a charitable, non-profit organization dedicated to improving the lives of children, youth, and adults with learning disabilities.
- One of fourteen chapters representing various regions of Ontario

### **MISSION STATEMENT**

- The Learning Disabilities Association of Durham Region's mission is to advocate, support and educate the Durham community about learning disabilities and to enable persons with learning disabilities to reach their full potential.

### **WHAT IS AN LEARNING DISABILITY(LD)?**

- Learning disabilities (LDs) are brain-based difficulties that affect one or more ways that a person takes in, stores, remembers or uses verbal (speech) and nonverbal (non-speech) information.
- LDs are difficulties in processing information. LDs occur in people with average or above average thinking and reasoning abilities.
- Specific Learning Disorder (DSM-5) - Different from intellectual disabilities, developmental disabilities or neurological or motor disabilities.
- LDs are not caused by environmental factors such as language differences or socio-economic status, but those factors may compound the impact of an LD.
- LDs can interfere with learning basic skills such as reading, writing, and math. They can also interfere with higher level skills such as organization, time management and social communication skills.
- LDs and their effects are different from person to person, so a person's pattern of learning abilities need to be understood in order to find good, effective strategies for compensation.

**Dyslexia** = "A sustained difficulty in learning how to read and acquiring reading and writing fluency in children who are intelligent, who are receiving a standard education and who do not present with sensory-based issues or pre-existing psychological issues."

<https://www.ldatschool.ca/dyslexia-when-hidden-talents-are-awakened/>

**Dysgraphia** = "Even when provided with an appropriate amount of instruction and practice, children with dysgraphia fail to progress typically in the acquisition of handwriting . . . handwriting lacks consistency and is variable in size, form and orientation across several trials . . . Reflects a lack of automaticity at the cognitive level."

<https://www.ldatschool.ca/literacy-skills-handwriting/>

**Dyscalculia** = "Dyscalculia is a math learning disability that impairs an individual's ability to learn number-related concepts, perform accurate math calculations, reason and problem solve, and perform other basic math skills." <https://www.additudemag.com/what-is-dyscalculia-overview-and-symptom-breakdown/>

Rowin provided an example of how text may appear for someone with a learning disability. This text allowed members to experience what students with an LD may experience.

Services provided by LDADR:

- Advocate for LD individuals by participating in SEAC (Special Education Advisory Committee) for both Durham school boards as well as other groups.
- Host workshops on a variety of topics relating to LD.
- Provide a monthly resources/events e-newsletter.
- Provide resource facilitation.
- Provide advocacy services (\* free for members)
- We are run entirely by a dedicated group of volunteers.

Trustee Donna Edwards shared that she has often referred families to the LDADR association.

## 12. **Correspondence**

- Easter Seals Association Letter-still looking for an alternate

MOTION WHEN AN ALTERNATE IS PROVIDED FOR EASTER SEALS ONTARIO, SEAC WOULD MAKE A RECOMMENDATION TO THE BOARD OF TRUSTEES THAT EASTER SEALS ONTARIO BE APPROVED FOR MEMBERSHIP.

MOVE: sensaRAneb Burrell      SECONDED: Elizabeth Daniel

- Expression of Interest-DDSB Human Rights Advisory Committee

## 13. **Community Concerns**

Concerns about classes closing, hopefully as the month moves along there will be more information for families.

## 14. **Celebrations & Successes**

- As we approach the end of the school year, we are preparing for transition celebrations for students, Superintendents will be joining various celebrations.
- This week is the week of *Suits and Gowns for Grads* with Durham Regional Police Services. Teams from the high school fashion programs were on hand for alterations. This was a great event full of joy and excitement.
- Abilities track meet has been confirmed for June 14, 2024 - if you are able to attend between 10:30 and 1:00 you will be able to see this amazing event.
- Oshawa Basketball Tournament for the students in the Practical Learning Program was April 17, 2024, at Seneca Trail P.S. Appreciation to the school team for coordinating and welcoming athletes & teams.
- Tara Culley is celebrating that her son James and his peers achieved second place in the skills competition. Their project was on green energy.
- Trustee Donna Edwards shared that Trustees enjoyed spending time at the Simcoe County District School Board outdoor centre learning about how they integrate leadership courses for students with disabilities.

15. **Next S.E.A.C Meeting**

May 23, 2024

16. **Adjournment**

That the meeting does now adjourn at 8:15 p.m.

Adjournment called by SEAC Vice-chair Tara Culley

MOVED BY: Morgann Cameron

SECONDED BY: sensaRAneb Burrell

CARRIED

Report respectfully submitted by:

Tara Culley, SEAC Vice-Chair

**Table 1- Action Plan**

| ACTIVITY                           | RESPONSIBILITY | COMPLETION |
|------------------------------------|----------------|------------|
| Transportation Letter Distribution | Lisa Wry       | Completed  |
|                                    |                |            |
|                                    |                |            |
|                                    |                |            |





## MEMORANDUM

To: Trustees

Memo: No. 2324:42

**From:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
 Erin Elmhurst, Superintendent of Equitable Education  
 Mohamed Hamid, Superintendent of Equitable Education  
 Margaret Lazarus, Superintendent of Equitable Education  
 Andrea McAuley, Superintendent of Equitable Education  
 Stephen Nevills, Superintendent of Equitable Education  
 Martine Robinson, Superintendent of Equitable Education  
 Kandis Thompson, Superintendent of Equitable Education

Date: June 17, 2024

RE: DDSB Summer Learning Opportunities 2024

The Durham District School Board (DDSB) offers a variety of summer learning programs that evolve annually to meet the needs of students. This year's summer programs emphasize foundational literacy and numeracy skills, individualized instruction, equitable access, and enhancing student engagement and well-being. Programs are designed to support a diverse range of learners, including those entering Kindergarten, Indigenous students and multilingual language learners. The DDSB also offers targeted programs for Black students and students with exceptionalities, along with credit recovery and enrichment opportunities for secondary students. These initiatives aim to address systemic barriers and foster a positive and inclusive learning environment.

The following chart provides a detailed overview of each program.

| Program Name  | Audience   | Purpose  | Location   |
|---|--|--|--|
| <b>Great Beginnings School Success Program</b>                        | Students entering Kindergarten (KDG) in September 2024 | Supporting successful entry to KDG.  | Multiple school locations (32 programs)<br><br>July 8th - August 1st |
| <b>Great Beginnings Afrocentric Program for Black Student Success</b> | Students entering KDG in September 2024                | Supporting successful transition into KDG with an emphasis on creating a sense of belonging and contributing through Afrocentric perspectives. | Viola Desmond PS (3 programs)<br><br>July 8th – August 1st           |

| <b>Program Name</b>   | <b>Audience</b>                                   | <b>Purpose</b>  | <b>Location</b>  |
|---|---|---|--|
| <b>Multilingual Language Learners (MLL) Summer Learning Program</b> | MLL students who have finished Grades 2-8         | Supporting language acquisition for Primary - Intermediate multilingual language learners through inquiry and recreational activities in addition to Coding and STEM activities   | Three regional locations dependent on students' home address (Ajax, Whitby & Oshawa)<br><br>July 10th - August 3rd |
| <b>Math and Literacy Summer Camp (Grades 1 -8)</b>                  | Students who are currently enrolled in Grades 1-8 | Supporting the consolidation of foundational math and literacy skills through engaging, arts-based learning opportunities   | Multiple school locations (9 sites) across the District.<br><br>July 8th - August 1st                              |
| <b>Durham Forest Summer Day Camp (paid day camp opportunity)</b>    | Students who are ages 7 – 12                      | Outdoor experiential learning opportunities with a focus on environmental stewardship and team building.  | Durham Forest Outdoor Environmental Centre<br><br>July 2nd- August 23rd  |
| <b>Indigenous Elementary Summer Program</b>                         | Students Grades 2 – 8                             | Land-based focused learning opportunities with Elders, Knowledge Keepers and Indigenous Education Department staff to provide programming responsive to individual student strengths and interests.   | Nonquon Outdoor Environmental Centre<br><br>July 8th – July 18th   |
| <b>Indigenous Secondary Summer Programs Reach Ahead</b>             | Students Grades 9 – 12                            | Providing an opportunity for Grades 9-12 (as of September 2024) students who self-identify as Indigenous to achieve a secondary credit which could be used as a mandatory language credit for their OSSD. (Reach Ahead and credit program). | Nonquon Outdoor Environmental Centre and online for a portion of the time<br><br>July 2nd – July 26th              |

| <b>Program Name</b>  | <b>Audience</b>   | <b>Purpose</b>  | <b>Location</b>  |
|--|---|---|--|
| <b>Getting Ready for High School</b>   | Students entering Grade 9 in September 2024   | A brief introduction to the Grade 9 English and Mathematics curriculum, as well as study and time management skills, and provides steps to success. | Held on-site at the student's home school and online for the DDSB@Home students<br><br>August 19th to 21st                             |
| <b>Secondary e-Learning Courses</b>  | Secondary students  | New credit  | Online<br><br>July 2nd to July 25th<br>July 29th to August 20th<br><br>Extended Program (ENG4U and ENG4C only) July 2nd to August 20th |
| <b>Full Credit In-Person Courses</b>   | Secondary students  | New credit or full credit repeat  | Sinclair SS<br><br>July 2nd to July 25th   |
| <b>Credit Recovery In-Person and Online</b>                                    | Secondary students  | Credit recovery   | Sinclair SS<br><br>Two semesters: July 2nd to July 12th and July 15th to July 25th   |
| <b>Cooperative Education and Specialist Skills Major Cooperative Education</b> | Secondary students  | Up to two credits   | All classroom components are online<br><br>July 2nd to August 2nd  |
| <b>Therapeutic Recreation - In Partnership with the Abilities Centre</b>       | Students with life skills foundations to their IEPs. Most commonly accessing programming through the Practical Learning Program | Community and activity- based programming to improve wellbeing, physical and mental health, and participation.                                      | Onsite at the Abilities Centre<br><br>July 4th to August 26th  |

| <b>Program Name</b>           | <b>Audience</b>  | <b>Purpose</b>  | <b>Location</b>   |
|-------------------------------|--|---|---|
| <b>ASSDP Related Programs</b> | Supporting Autistic Students/Students with Autism - individualized program support | TeachTown Basics and TeachTown Social Skills  | Online support  |
| <b>Focus on Youth</b>         | Secondary Students   | Providing secondary school students with paid summer intern opportunities to develop employability skills and resume building opportunities.  | July and August   |
| <b>100 Strong Academy</b>     | Black male youth in grades 7 and 8   | <p>Providing students with the tools necessary to achieve their maximum potential in education, life skills, and well-being while promoting creative and critical thinking skills.</p> <p>Reinforcing positive identity development as racialized males, cultivating a network of like-minded supportive peers.</p> | <p>Scarborough Campus at the University of Toronto</p> <p>July 2nd – July 26th<br/>Monday to Friday</p> |

### **Funding Sources**

The funding sources accessed to support the DDSB 2024 Summer Learning Programs are outlined below:

Ministry Transfer Payment Agreements:

- Focus on Youth
- Early Reading Enhancements
- Licenses for Reading Interventions
- Tutoring Component of the Learning Resources Fund
- Summer Learning for Students with Special Needs
- Summer Mental Health Supports

Core Education Funding:

- Early Years Funding (Great Beginnings)

- Indigenous Education Board Action Plan Funding
- Per pupil funding allocation for Grade 7-12 programs

## Ongoing Planning with Facility Services:

Ongoing planning occurred with the Facilities Services to ensure seamless integration with major construction projects happening at schools. This coordination was essential to maintain a safe and uninterrupted learning environment for all summer programs and timely completion of all site projects. Further information can be found in the most recent Quarterly Construction and Major Projects Update, June 2024

[Quarterly Construction and Major Projects June 2024](#)

## Communication Timeline

The Summer Learning Program information was shared with school administration in mid May. Communication was then shared with, families at the end of May to ensure ample time for planning and participation.

A Summer Learning Program update will be shared with trustees at the October 2024 Standing Committee meeting.

## MEMORANDUM

**To:** Trustees

**Memo: No. 2324:44**

**From:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
David Wright, Associate Director of Corporate Services  
Jim Markovski, Associate Director of Equitable Education  
Michael Bowman, Superintendent of Equitable Education

**Date:** June 7, 2024

**RE:** **PPM 128 – DDSB Current Practices and Next Steps**

On April 28, 2024, the Province revised Policy/Program Memorandum 128 (PPM 128), which strengthens the Provincial Code of Conduct's restrictions on the use of personal mobile devices in schools. Further, it prohibits the possession and use of vaping and smoking products. These changes are intended to take effect September 1, 2024.

The purpose of PPM 128 is to communicate to school boards the revised Provincial Code of Conduct and to provide direction on the authority and responsibility of boards to develop, implement, enforce, review, and assess codes of conduct for their school communities.

The requirements of the revised PPM build upon both the Ministry's restrictions on cell phones and other personal mobile devices in classrooms (2019) and the Smoke-Free Ontario Act (2017).

The PPM requirements are outlined below, along with some specific references that show how some of these requirements are already included in the current policy, procedure and supporting documents, as well as identified next steps that will be needed to fully satisfy the requirements of the revised PPM.

| PPM 128 Requirements  | Current DDSB Practices and Next Steps   |
|---|---|
| Requirements for Boards   |   |
| School boards must develop and update their own codes of conduct to implement, at minimum, standards consistent with this Provincial Code of Conduct. School board codes of conduct must link locally developed standards to the relevant provincial standards. | <p>The Code of Conduct for the Durham District School Board reflects the provincial Code of Conduct.</p> <p>A revised DDSB Code of Conduct will be developed that is consistent with the Provincial Code of Conduct and will link school Codes of</p> |

| PPM 128 Requirements  | Current DDSB Practices and Next Steps  |
|---|--|
| Requirements for Boards   |  |
|   | <p>Conduct to the provincial standards.</p> <p>An updated Positive School Climate Policy- will include a revised Code of Conduct Procedure – which is being developed.</p>   |
| <p>School boards must ensure that opportunities which promote the standards of the Provincial Code of Conduct are made available for all members of the school community. This includes promoting the knowledge, skills, and attitudes relevant to it. This is the first part of implementing the Provincial Code of Conduct.</p> | <p>Requirement is currently covered in <a href="#">Code of Conduct and Discipline for Students Regulation 1.0</a>.</p> <p>Annual communication from the system and from schools will be shared with families and will be made available through school/DDSB websites.</p>  |
| <p>School boards may require principals to develop codes of conduct to address specific local school-related needs. Where local codes have already been developed, they must be updated to be consistent with the Provincial Code of Conduct and address requirements specified by the board.</p>                                 | <p>DDSB currently requires principals to establish a School Code of Conduct governing the behaviour of all persons in the school.</p> <p>In addition to the guidelines contained within <a href="#">Code of Conduct Regulation 2.0</a>, a School Code of Conduct template will be provided to schools to ensure consistency with the updated Provincial Code of Conduct.</p> |
| <p>School boards should assist principals in developing or reviewing their local codes of conduct by creating clear guidelines for the development of such codes, in accordance with this memorandum.</p>   | <p>In addition to the guidelines contained within <a href="#">Code of Conduct Regulation 2.0</a>, a School Code of Conduct template will be provided to schools to ensure consistency with the updated Provincial Code of Conduct.</p>   |
| <p>1.1 Beyond a promotion of the standards, appropriate implementation of the Provincial Code of Conduct also requires that school boards ensure that the</p>   | <p>This requirement of the PPM, as it pertains to students, is covered in <a href="#">Code of Conduct</a></p>  |

| PPM 128 Requirements   | Current DDSB Practices and Next Steps  |
|--|--|
| Requirements for Boards  |  |
| <p>standards of the Provincial Code of Conduct are enforced. As a result, school boards must:</p> <ul style="list-style-type: none"> <li>• develop procedures that set out how their schools will implement and enforce their codes of conduct and all other rules that they develop that are related to the Provincial Code of Conduct standards.</li> <li>• ensure these procedures distinguish between staff, students and other members of the school community: <ul style="list-style-type: none"> <li>○ PPM 145 addresses how unacceptable student behaviour is to be addressed by boards.</li> <li>○ For staff, any disciplinary policies and procedures to address unacceptable behaviour would need to be established and applied in a manner consistent with local collective agreements.</li> <li>○ School boards must develop, implement, and enforce procedures that address unacceptable behaviour of other persons, such as volunteers and visitors.</li> </ul> </li> </ul> | <p><a href="#">Regulation 7.0 through 9.18.0.</a></p> <p>Staff who are in contravention to the Board Code of Conduct, or any other DDSB Policy, Procedure or Regulation, would be subject to the appropriate disciplinary processes.</p> <p>Unacceptable behaviour of other persons such as visitors and volunteers are addressed through the DDSB Security and Safety Procedure 2.3 (ii) (iii) and 2.4 (i) (a) and (b)</p> <p>Highlights of PPM 128 will be communicated to administrators.</p> |
| <p>A school board's code of conduct can only be successfully implemented if members of the school community are aware of and understand its policies and procedures. As a result, school boards must:</p> <ul style="list-style-type: none"> <li>• Establish a process that clearly communicates the codes of conduct policies and procedures to all parents, students, principals, teachers, other school staff and other members of the school community in order to obtain their commitment and support. <ul style="list-style-type: none"> <li>○ This must include communication of how all members of the school community would appropriately report unacceptable behaviour.</li> <li>○ This must include an annual notification to parents and students reminding them of the restrictions and requirements for student personal mobile device use and the consequences for non-compliance.</li> </ul> </li> </ul>  | <p>Annual communication from the system and from schools will be communicated to families and will be made available through school/Board websites.</p> <p>The Ministry has indicated that the required content of signage will be forthcoming. The Code of Conduct Policy, Procedure and Regulation are public-facing and</p>   |



| PPM 128 Requirements  | Current DDSB Practices and Next Steps  |
|---|--|
| Requirements for Boards   |  |
| <ul style="list-style-type: none"> <li>○ This process must consider and include parents whose first language is a language other than English or French.</li> <li>• Post signage in school entrances and other visible places that reflects the behavioural expectations of the Provincial Code of Conduct. The required content of the sign will be set out in a separate ministry memo.</li> <li>• Make the codes of conduct policies and procedures available to the public, either on the school board's website or, if the board does not have a website, in another accessible manner.</li> <li>• If the board enters into an agreement with another person or entity, other than a board, respecting the use of a school operated by the board, the board shall include in the agreement a requirement that the person or entity follows the standards that are consistent with the board's code of conduct and related policies.</li> </ul> | <p>currently available through the <a href="#">DDSB website</a>.</p> <p>The requirement of the PPM regarding agreements with other persons or entities is currently addressed in <a href="#">DDSB Code of Conduct Regulation 2.0</a></p>   |
| <p>School boards are reminded of their obligations to report concerning conduct to the relevant regulatory colleges (e.g., the Ontario College of Teachers, the College of Early Childhood Educators, etc.) under applicable legislation.</p>   | <p>This requirement is currently addressed through <a href="#">Code of Conduct Procedure 5.5</a>.</p>  |
| <p>School board local codes of conduct must set out enforcement mechanisms to address the possession, use and provision of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol and illegal drugs. The enforcement must comply with the board's obligations under the <i>Education Act</i> and other applicable legislation and provincial policies, including PPM 145 <i>Progressive discipline and promoting positive student behaviour</i>.</p> <p>Boards must also follow the direction in <i>Provincial Model for a Local Police/School Board Protocol</i> regarding mandatory and discretionary notification of incidents to the police.</p>   | <p>The <a href="#">DDSB Prohibiting Smoking and Other Devices Procedure</a> lists expectations that should be in a School Code of Conduct.</p> <p>The steps of enforcement are currently found in the <a href="#">DDSB Smoke-free Schools Enforcement protocol</a>.</p> <p>Expectations from the <a href="#">Prohibiting Smoking and Other Devices Procedure</a> will be incorporated into the Board Code of Conduct, including a reference to the specific steps of enforcement found in the <a href="#">DDSB Smoke-Free Schools Enforcement Protocol</a>. These expectations</p> |

| PPM 128 Requirements   | Current DDSB Practices and Next Steps  |
|--|--|
| Requirements for Boards  |  |
|  | <p>will also be incorporated into the School Code of Conduct template.</p> <p>A revised Prohibiting Smoking and Associated Devices Procedure is being drafted.</p>   |
| <p>School board codes of conduct must also remind the school community that:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Smoke-Free Ontario Act, 2017</a> prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the <a href="#">Smoke-Free Ontario Act, 2017</a>.             <ul style="list-style-type: none"> <li>○ The <a href="#">Smoke-Free Ontario Act, 2017</a> also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the <a href="#">Smoke-Free Ontario Act, 2017</a>.</li> </ul> </li> </ul> | <p>Statement currently not in Code of Conduct Policy, Procedure or Regulation.</p> <p>The Smoke-Free Ontario Act statement will be added into the Board Code of Conduct and School Code of Conduct template.</p> <p><a href="#">Sections 2.0 through 5.0 of the Prohibiting Smoking and Other Devices Procedure</a> will be incorporated into the Board Code of Conduct and School Code of Conduct template.</p> <p>A revised Prohibiting Smoking and Associated Devices Procedure is being drafted.</p> |
| <p>At minimum, in the case of these substances being found in the possession of students, parents must be notified, and the student must surrender the item(s) to the educator or administrator. As per PPM 145, it is expected that students involved in these incidents would receive support to learn from inappropriate behaviours and make choices that support continuing their learning.</p>  | <p><a href="#">Sections 2.0 through 5.0 of the Prohibiting Smoking and Other Devices Procedure</a> will be incorporated into the Board Code of Conduct and School Code of Conduct template.</p> <p>A revised Prohibiting Smoking and Associated Devices Procedure is being drafted.</p>  |
| <p>School boards must develop a local policy on how surrendered items, including personal mobile devices, will be handled in compliance with applicable provincial policy and legislation, including the Education Act and the Smoke-Free Ontario Act, 2017.</p>   | <p>We do not currently have a process to guide schools on requesting, and taking</p>   |

| PPM 128 Requirements  | Current DDSB Practices and Next Steps  |
|---|--|
| Requirements for Boards   |  |
|   | <p>possession of, surrendered items.</p> <p>A process to guide schools on requesting, and taking possession of, surrendered items will be developed in consultation with federations, unions, OPC and legal counsel.</p>   |
| <p>School boards must develop a local policy setting out how they will enforce the restrictions on student use of personal mobile devices at school. The policy must comply with the board's obligations under the Education Act and other relevant provincial policy and legislation. The policy must, at minimum, align with the following direction provided in this memorandum:</p> <ul style="list-style-type: none"> <li>• All members of the school community must not use personal mobile devices during instructional time except under the following circumstances: <ul style="list-style-type: none"> <li>○ for educational purposes, as directed by an educator</li> <li>○ for health and medical purposes</li> <li>○ to support special education needs</li> </ul> </li> </ul> | <p>Currently, we have a <a href="#">Central File Memorandum</a> providing schools with guidance around use of cell phones and other personal electronic devices during instructional time.</p> <p>A draft Student Personal Electronic Device Use Procedure is being developed. Communication of this new procedure will be part of PPM 128 Highlights to administrators.</p> <p>Students requiring a personal electronic device for health and medical reasons would have this requirement incorporated into the student's Plan of Care (Refer to Policy – <a href="#">Supporting Children and Students with Prevalent Medical Conditions in Schools</a>, and the associated procedures).</p> <p>We will be developing guidelines for staff around Personal Electronic Device use during instructional time.</p> |
| <p>At minimum the local policy must require that for grades 7 to 12 students', personal mobile devices are stored out of view and powered off or set to silent mode during</p>  | <p>Currently, we have a <a href="#">Central File Memorandum</a> providing schools with guidance around use of cell phones and other</p>  |

| PPM 128 Requirements   | Current DDSB Practices and Next Steps  |
|--|--|
| Requirements for Boards  |  |
| <p>instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above.</p> <ul style="list-style-type: none"> <li>If the educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator.</li> </ul>  | <p>personal electronic devices during instructional time.</p> <p>A draft Student Personal Electronic Device Use Procedure is being developed.</p> <p>Communication of this new procedure to be part of PPM 128 Highlights to administrators.</p> <p>A process to guide schools on requesting, and taking possession of, surrendered items will be developed in consultation with federations, unions, OPC and legal counsel.</p>   |
| <p>For students in grade 6 and below, at minimum the local policy must require that students' personal mobile devices are stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.</p> <ul style="list-style-type: none"> <li>If an educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal.</li> </ul> | <p>Currently, we have a <a href="#">Central File Memorandum</a> providing schools with guidance around use of cell phones and other personal electronic devices during instructional time.</p> <p>A draft Student Personal Electronic Device Use Procedure is currently being developed. Communication of this new procedure to be part of PPM 128 Highlights communication to administrators.</p> <p>A process to guide schools on requesting, and taking possession of, surrendered items will be developed in consultation with federations, unions, OPC and legal counsel.</p> |
| <p>The student is responsible for their personal mobile device, how they use it and the consequences of not</p>  | <p>Currently, we have a <a href="#">Central File Memorandum</a> providing schools with guidance around use of cell phones and other</p>  |

| PPM 128 Requirements   | Current DDSB Practices and Next Steps  |
|--|--|
| Requirements for Boards  |  |
| <p>following the school board's policy on personal mobile device use.</p> <p>If the student does not hand in their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM No. 145, <i>Progressive discipline and promoting positive student behaviour</i>, to consider a range of responses to address this behaviour including suspension. To support the implementation of the above, the local policy must include:</p> <ul style="list-style-type: none"> <li>• An approach to enforcement of the restrictions that includes clear expectations of responsibility for students, educators, principals and superintendents.</li> <li>• Best practices for educators on classroom management related to responsible use of technology.</li> <li>• A requirement for schools to have an annual notification sent to parents and students reminding them of the policy, its requirements and consequences for non-compliance.</li> <li>• A requirement that the expectations and responsibilities under the local policy, the best practices for educators and the annual notifications for parents be shared with all educators and principals.</li> </ul> | <p>personal electronic devices during instructional time.</p> <p>A draft Student Personal Electronic Device Use Procedure is being developed. Communication of this new procedure to be part of PPM 128 Highlights communication to administrators.</p> <p>A process to guide schools on requesting, and taking possession of, surrendered items will be developed in consultation with federations, unions, OPC and legal counsel.</p> <p>This will be part of the annual communication to families about the DDSB Code of Conduct, including the additional expectations of PPM 128.</p> |
| <p>School boards are required to restrict access to all social media platforms on school networks and school devices.</p> <p>Social media platforms can only be used by students at school for educational purposes, directed by an educator. School boards can determine exception protocols for the use of social media for pedagogical or work-related purposes.</p>  | <p>We are currently consulting with I.T.</p> <p>Much like the guidelines that will govern the use of student personal electronic devices, use of social media would be permitted only for educational purposes, as directed by an educator.</p>  |
| <p>In developing and reviewing these policies, boards must seek input from:</p> <ul style="list-style-type: none"> <li>• students, teachers, principals, other staff of the board, volunteers working in the schools, parents of the students, school councils, and the public.</li> </ul> <p>Boards should also seek input from:</p>  | <p>The Code of Conduct for the Durham District School Board reflects the provincial Code of Conduct.</p> <p>A revised DDSB Code of Conduct will be developed that is consistent with the Provincial Code of Conduct</p>  |

| PPM 128 Requirements   | Current DDSB Practices and Next Steps  |
|--|--|
| Requirements for Boards  |  |
| <ul style="list-style-type: none"> <li>their Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Council, social service agencies, mental health agencies and other appropriate community partners.</li> </ul>   | updates and will link school codes of conduct to the provincial standards. This will be in draft form until consultation has been completed.   |
| <p>Reviews of the school board code of conduct policies and procedures should occur at least every three years or more often if necessary.</p> <p>Reviews must assess the content of both the policies and procedures, ensuring they meet the requirements and expectations laid out in this document.</p> | <p>All policies, regulations and procedures are currently subject to review on a five-year cycle as per <a href="#">Policy Review Regulation 1.0</a>.</p> <p>This will be reviewed.</p>  |
| <p>All communications with parents must be accessible and made available in English and French and other languages based on the needs of each school community.</p>  | <p>Requirement currently addressed in DDSB <a href="#">Code of Conduct Regulation 2.0</a> covers development and communication of School Codes of Conduct.</p> <p>Annual communication from the system and from schools will be shared with families and will be made available through school/Board websites.</p> |

Should you have any questions, please contact Associate Director, Jim Markovski at [jimmy.markovski@ddsb.ca](mailto:jimmy.markovski@ddsb.ca) or Michael Bowman at [michael.bowman@ddsb.ca](mailto:michael.bowman@ddsb.ca).



## Dates of Significance, June 2024

### June 2024

Indigenous Histories Month

Pride Month

Italian Heritage Month

Portuguese History and Heritage Month

Filipino Heritage Month

|          |                                      |
|----------|--------------------------------------|
| June 5:  | World Environment Day                |
| June 8:  | World Oceans Day                     |
| June 14: | Day of Hajj (Islam)                  |
| June 16: | Martyrdom of Guru Arjan Dev (Sikh)   |
| June 16: | Father's Day                         |
| June 16: | Eid-al-Adha (Islam)                  |
| June 18: | Autistic Pride Day                   |
| June 18: | Autistic Pride Day                   |
| June 19: | Juneteenth                           |
| June 19: | United Empire Loyalists' Day         |
| June 20: | Summer Solstice                      |
| June 21: | National Indigenous Peoples Day      |
| June 21: | Litha                                |
| June 23: | Pentecost                            |
| June 24: | St. Jean Baptiste Day                |
| June 27: | Multiculturalism Day                 |
| June 28: | Stonewall Rebellion Day              |
| June 29: | Gahambar Maidyoshem (Zoroastrianism) |



**June 17, 2024**  
**Board Meeting**

**Statement from Trustee Stephen Linton**

Thank you, Chair Thatcher and my trustee colleagues, for indulging this request as per the 2024-2025 budget.

I would like to extend my appreciation to David Wright and his team. They have navigated this process under immense pressure, wrestling with a shortened timeline and funding that does not fully meet the needs of our student population. Despite these challenges, they have worked diligently with trustees and the community to attempt to bridge these gaps. David, your dedication and perseverance in answering countless questions to ensure transparency and understanding among trustees are appreciated. Thank you.

As we face unprecedented challenges, we are compelled to seek new and innovative solutions. The question arises: how do we do more with less? Drawing from over 15 years of experience in the public sector supporting the budget process, I know that meeting community needs often necessitates finding efficiencies. This means scrutinizing every line item, no matter how granular, to reallocate resources effectively.

Let me illustrate this with an example: saving even \$50,000 across four budget lines can accumulate to \$200,000. This amount could make a significant difference if redirected towards crucial areas like educational assistants or equity initiatives. Such decisions, as trustees, are at the heart of our responsibility. It is incumbent upon us to ask the tough questions and gain a comprehensive understanding of the budget, honoring the trust placed in us by our constituents.

While I appreciate the addition of 50 educational assistants, it remains clear that this is but a fraction of what our students truly require. The challenges of increasing violence against students and staff further underscore the urgency of our responsibilities. Therefore, while the level of scrutiny may be unpopular, it is imperative in identifying potential savings that could be reallocated where they are most needed.

Regrettably, my support for this budget is withheld due to insufficient information regarding explored efficiencies and alignment with our multi-year strategic plan. It is my hope that moving forward for the 2025-2026 budget, we can advocate more robustly to the province for additional resources and time. This advocacy will enable us to engage in thorough, in-depth discussions that yield a budget we can all stand behind with confidence.

In closing, I again wish to extend my gratitude to the Chair and my esteemed colleagues for allowing me to share these thoughts. I look forward to collaborating with each of you to effect the necessary changes and fulfill our roles productively.

Thank you,

Stephen Linton  
Trustee Pickering