



Board Meeting Agenda

September 16, 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

Vacant
Trustee
(First Nations Representative)

Kayla Hoare
Student Trustee

Nitishan Poopalasundaram
Student Trustee

Shampavi Vijayakumar
Student Trustee

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DURHAM DISTRICT SCHOOL BOARD

BOARD MEETING

Monday, September 16, 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
(Cadarakque Public School)

4. Declarations of Interest

Verbal

5. Adoption of Agenda

Verbal

6. Consent Items

(a) Approval of the following meeting Minutes:

- i. DRAFT Minutes of the June 17, 2024 Regular Board Meeting 1-9
- ii. DRAFT Minutes of the June 24, 2024 Special Board Meeting 10-11
- iii. DRAFT Minutes of the September 3, 2024 Special Board Meeting 12-14

(b) Adoption of Any Resolutions from the September 16, 2024 In Camera, Committee of the Whole Meeting. Verbal

7. Public Question Period

Verbal

8. Ministry Memorandums/Information Update
(Director of Education Camille Williams-Taylor)

Verbal

- | | | |
|-----|---|---------|
| 9. | <u>Good News from the System</u>
(Director of Education Camille Williams-Taylor) | Verbal |
| 10. | <u>Recommended Actions</u> | |
| | (a) Short-Term Borrowing Resolution
(Associate Director David Wright) | 15-18 |
| | (b) Items Removed from the List of Consent Items | Verbal |
| 11. | <u>Information Items</u> | |
| | (a) Quarterly Construction Report
(Associate Director David Wright) | 19-29 |
| | (b) Accommodation Plan: Trends, Issues and Future Opportunities 2024-28
(Associate Director David Wright) | 30-174 |
| | (c) Report: Approved Special Education Advisory Committee (SEAC)
Minutes of May 23 and June 20, 2024 Meetings
(Trustees Michelle Arseneault, Donna Edwards, Kelly Miller) | 175-196 |
| 12. | <u>Dates of Significance</u> | 197-198 |
| 13. | <u>Adjournment</u> | |

DRAFT

MINUTES

**The Regular Meeting of the Board
Monday, June 17, 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 7:01 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Donna Edwards, Mark Jacula, Kelly Miller, Carolyn Morton, Shailene Panylo, Student Trustees Ben Cameron, Kayla Hoare, Neha Kasoju

Regrets: Trustees Stephen Linton, Deb Oldfield, Jill Thompson

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, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Stephen Nevills, Andrea McAuley, Heather Mundy, Martine Robinson, Kandis Thompson, 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 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

Trustees Donna Edwards and Kelly Miller welcomed and introduced the Cadarackque Public School's Junior Choir. Members of this choir range from Grades 4 to 6 and are led by Alicia Gauvreau and Christos Kaldis. In addition to O Canada, the Choir sang "Lift Me Up" from Black Panther: Wakanda Forever.

Chair Christine Thatcher welcomed the newly elected and re-elected Student Trustees for the 2024-2025 term.

- Pickering/Ajax, Shampavi Vijayakumar
- Oshawa/Whitby, Nitishan Poopalasundaram
- Brock/Uxbridge/Scugog, Kayla Hoare

4. Swearing in of the Newly Appointed Trustee

Under the guidance of Presiding Officer Camille Williams-Taylor, Mark Jacula made his declaration, both orally and in writing, to fulfill the swearing in process for the Board.

At the conclusion of this process, Director Camille Williams-Taylor welcomed Mark Jacula as a member of the Board of Trustees for the remainder of the 2022-2026 term.

5. Declarations of Interest

There were no declarations of interest at this time.

6. Adoption of Agenda

2023:RB50

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Tracy Brown

THAT THE AGENDA BE APPROVED.

CARRIED

7. 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 May 21, 2024 Regular Board Meeting
 - ii. DRAFT Minutes of the May 28, 2024 Special Board Meeting

- (b) Adopted 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) Adopted Resolutions from the In Camera, Committee of the Whole Meeting, June 17, 2024.
- (d) Adopted Resolutions from the Standing Committee Meeting, June 3, 2024.

8. Ministry Memorandums-Information Update

Director Camille Williams-Taylor provided trustees with the final update for the 2023-2024 school year alongside Chair Thatcher in recognition of the collaborative work and efforts of staff, the Board of Trustees and Student Trustees:

Director Williams-Taylor shared that as we approach the end of June, a flurry of year-end activity is underway in schools and offices, including completion events for students in Senior Kindergarten, Grades 8 and 12, exams and culminating projects.

On behalf of the senior team, I want to recognize and thank all DDSB staff and students for their hard work through the entire school year; your achievements are a testament to your dedication, creativity and ability to navigate challenges and come together in support of the betterment of our community. We are all sending best wishes to our high school students who are jumping into final exams this week. Pace yourselves, get some sleep and stay hydrated!

This year, in addition to guiding students toward their academic goals and providing multiple pathways and opportunities for them to achieve, we continued to prioritize the well-being of students and staff and remain focused on advancing the essential work of removing barriers to success and upholding our commitments to Indigenous and human rights for those in our community.

In January, Trustees passed the 2024-2028 Multi-Year Strategic Plan, charting a forward course based on community and staff input. This coming fall, implementation of the 2024-2025 Operational Plan, recently presented to the Board and made public, will begin and will guide our actions toward achieving the goals set out in the Multi-Year Strategic Plan of Meaningful Learning, Connected Communities, and Well-Being. The Operational Plan sets a clear path forward for the entire District and includes measures and monitoring strategies so we can be sure we are meeting our goals while making adjustments as needed to improve along the way.

Over the summer I hope everyone finds time to reflect, celebrate achievements, recharge, and look ahead in anticipation of what next year will bring – which for some includes a return to our schools and workplaces, the start of retirement for others, or transition to the workplace, apprenticeship, college or university to continue learning journeys.

Chair Christine Thatcher welcomed the community to the final Board meeting and shared that on behalf of the Board of Trustees, they are appreciative of the strength of the partnership with staff in support of students and families.

The Chair provided the following update:

A number of significant initiatives and events have taken place this year where trustees worked closely with staff in support of our shared commitments to Board policies, meaningful learning, connected communities, well-being and practice in schools and workplaces. This includes recognizing, celebrating, and applauding the work, achievements and unique strengths and needs of students and staff at Student Recognition Night, the Durham Black Education Network (DBEN) Student Success Awards, being part of the Student Art Gallery Selection Committee, being present to affirm the importance of opportunities. To name a few of these opportunities, Cypher Black Male Empowerment, Empower Her, and Student Gender Sexuality Alliance (GSA) Conferences and celebrating the start of new chapters for staff and students at the Retirement Reception and graduations.

Trustees have engaged alongside staff and the community, helping to advance priorities by participating in important discussions as members on DDSB's advisory and statutory committees and being prepared at the Board table to confidently make decisions, including participating in the work of consultation, development and adoption of the 2024-2028 Multi-Year Strategic Plan and supporting staff in the development of a balanced budget.

The DDSB is a learning organization, and like students and staff, trustees have also committed to professional development as we continue to grow in our ability to champion good governance, decision making and human and Indigenous rights.

Together, staff and Board members have jointly continued advocating to the Ministry of Education for new schools across the District to support increasing enrollment and meet the needs of our growing community and we are thrilled with the progress of the year with multiple capital projects underway in varying stages of approval and construction.

I'd also like to specifically mention the recent Take Your MPP to School initiative and to recognize the valuable partnerships between trustees and staff as we engaged local politicians in seeing first-hand the impactful work that is happening in our schools. These events shine a light on our vibrant schools and workplaces and are a welcome opportunity to show to those outside the DDSB the dedication of staff and students within our walls.

On behalf of the Board of Trustees, congratulations to all this year's graduates and retirees and best wishes for a positive close to the school year to the entire DDSB community.

9. Public Question Period

Dylan Reynolds joined the meeting virtually and asked a question regarding PPM 128. Staff responded to the question.

Trustee Carolyn Morton congratulated Dylan on receiving his Certificate of Achievement and thanked him for his engagement at the Board meetings.

10. Good News from the System

Cameron and Melissa from Sinclair Secondary School shared good news from across the system on behalf of DDSB students.

11. DDSB Presentations

(a) Student Trustee Recognition

Chair Christine Thatcher on behalf of trustees, thanked outgoing Student Trustees, Ben Cameron, Neha Kasoju and re-elected Student Trustee Kayla Hoare for the work they have done this school year advocating for their peers, making a difference and developing leadership skills.

Director Camille Williams-Taylor representing the Senior Team, acknowledged the work of the Student Trustees who have served the students of the Durham District School Board.

(b) Chairperson's Scholarship Award-2024

Chair Christine Thatcher shared that every year since 2003, the Board has recognized a graduating student who exemplifies excellent leadership and citizenship and who has well represented student issues to others by awarding them with the Chairperson's Scholarship. A committee consisting of the Chairperson of the Board, Christine Thatcher, Trustees Michelle Arseneault, Tracy Brown, Stephen Linton and Carolyn Morton who reviewed the nominations. The Committee decided to award the Chairperson's Scholarship for 2024 to Kayla Escoffery, a student at Pickering H.S.

(c) Abilities Scholarship Award

Superintendent Andrea McAuley introduced Trustees Donna Edwards and Kelly Miller and Rowin Jarvis from the Learning Disabilities Association of Durham Region who presented the 2024 Abilities Scholarship Award to Kylie McKirdy of Ajax H.S.

(d) Parent Involvement Committee (PIC) Annual Report

Trustee Michelle Arseneault introduced the PIC Co-Chair Peter Ackie who provided trustees with an overview of the PIC Annual Report on behalf of the Committee.

Trustee questions were answered.

12. Recommended Actions

(a) Consideration of the 2024-2025 Draft Budget

Associate Director David Wright introduced Senior Managers of Finance Melissa Durward and Jennifer Machin who provided the Trustees with an overview of the 2024-2025 draft budget.

Trustee questions were answered.

2023:RB51

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Emma Cunningham

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.

Chair Christine Thatcher called for a recorded vote.

The following motion was carried on a recorded vote.

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Michelle Arseneault		Stephen Linton	
Tracy Brown		Jill Thompson	
Emma Cunningham		Deb Oldfield	
Donna Edwards			
Mark Jacula			
Kelly Miller			
Carolyn Morton			
Shailene Panylo			
Christine Thatcher			

Student Trustee Non-Binding Vote

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
	Ben Cameron		
	Kayla Hoare		
	Neha Kasoju		

(b) Election of Two Trustee Members for the Anti-Black Racism Advisory Committee

Chair Christine Thatcher called for nominations and/or volunteers for the two Trustee Members for the Anti-Black Racism Advisory Committee.

2024:RB52

TRUSTEE TRACY BROWN SELF NOMINATED FOR THE ANTI-BLACK RACISM ADVISORY COMMITTEE TRUSTEE MEMBER.

2024:RB53

TRUSTEE TRACY BROWN NOMINATED TRUSTEE SHAILENE PANYLO FOR THE ANTI-BLACK RACISM ADVISORY COMMITTEE, TRUSTEE MEMBER. TRUSTEE SHAILENE PANYLO DECLINED THE NOMINATION.

2024:RB54

TRUSTEE SHAILENE PANYLO NOMINATED TRUSTEE STEPHEN LINTON FOR THE ANTI-BLACK RACISM ADVISORY COMMITTEE. TRUSTEE LINTON WAS NOT IN ATTENDANCE AT THE BOARD MEETING, BUT ACCEPTED THE NOMINATION BY PHONE.

Subsequent to three calls for additional nominations by Chair Christine Thatcher, and there being none, nominations for the position of Anti-Black Racism Advisory Committee Trustee Member were closed.

Trustee Tracy Brown and Trustee Stephen Linton were acclaimed as the Anti-Black Racism Advisory Committee Trustee Members.

(c) Election of Two Trustee Members for the Human Rights Advisory Committee

Chair Christine Thatcher called for nominations and/or volunteers for the two Trustee Members for the Human Rights Advisory Committee.

2024:RB55

TRUSTEE KELLY MILLER NOMINATED TRUSTEE EMMA CUNNINGHAM FOR THE HUMAN RIGHTS ADVISORY COMMITTEE TRUSTEE MEMBER. TRUSTEE EMMA CUNNINGHAM ACCEPTED THE NOMINATION.

2024:RB56

TRUSTEE SHAILENE PANYLO SELF NOMINATED FOR THE HUMAN RIGHTS ADVISORY COMMITTEE TRUSTEE MEMBER.

2024:RB57

TRUSTEE EMMA CUNNINGHAM NOMINATED TRUSTEE KELLY MILLER FOR THE HUMAN RIGHTS ADVISORY COMMITTEE TRUSTEE MEMBER. TRUSTEE KELLY MILLER ACCEPTED THE NOMINATION.

Subsequent to three calls for additional nominations by Chair Christine Thatcher, and there being none, nominations for the position of Human Rights Advisory Committee Trustee Member were closed.

Confidential polling took place and Trustee Kelly Miller and Trustee Shailene Panylo were elected as the Human Rights Advisory Committee Trustee Members.

(a) 2024-2025 Inclusive Student Services/Special Education Plan

Superintendent Andrea McAuley shared with trustees the Inclusive Student Services Special Education Plan and programs for the 2024-2025 school year. The Plan was initially presented to Trustees on June 3, 2024, for information and feedback.

Trustee questions were answered.

2024:RB58

MOVED by Trustee Donna Edwards

SECONDED by Trustee Tracy Brown

IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES APPROVE THE INCLUSIVE STUDENT SERVICES SPECIAL EDUCATION PLAN FOR THE 2024-2025 SCHOOL YEAR.

CARRIED

13. Information Items

(a) 2024 Official Enrolment Projections

Associate Director David Wright introduced Head of Facilities Services Lisa Bianca who provided information to the Board of Trustees on the October 2024 Official Enrolment Projections, noting that an overall enrolment increase of 4,299 is projected for the coming school year.

Trustee questions were answered.

(b) Approved Governance and Policy Committee Report, April 24, 2024

Trustee Emma Cunningham shared the minutes of the April 24, 2024, Governance and Policy Committee Meeting.

(c) Approved Special Education Advisory Committee (SEAC) Minutes, April 18, 2024

Trustees Michelle Arseneault, Donna Edwards and Kelly Miller presented the SEAC meeting minutes to trustees for information.

14. Days of Significance

The dates of significance were shared with trustees for information.

15. Memos

(a) 2324:42, 2024 DDSB Summer Learning Opportunities

(b) 2324:44, PPM 128 – DDSB Current Practices and Next Steps

The memos were shared with trustees for their information.

16. Adjournment

2023:RB59
MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:57 p.m.

Chair

Secretary

10

DRAFT

MINUTES

The Special Meeting of the Board

Monday, June 24, 2024

6:00 p.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 6:00 p.m.

Members Present: Trustees Tracy Brown, Emma Cunningham, Donna Edwards, Mark Jacula, Stephen Linton (virtual), Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo (virtual), Student Trustee Ben Cameron

Regrets: Trustees Michelle Arseneault, Student Trustees Neha Kasoju, Kayla Hoare

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, General Counsel Patrick Cotter, Superintendents Michael Bowman, Andrea McAuley, Erin Elmhurst, Margaret Lazarus

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 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. Adoption of Agenda

2024:SB38
MOVED by Trustee Donna Edwards
SECONDED by Trustee Tracy Brown

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Actions

(a) Naming of Unnamed North Oshawa Public School

Superintendent Michael Bowman provided trustees with an overview of the report leading to the recommendation of a name for the new Unnamed North Oshawa Public School that is scheduled to open in September 2024. A School Naming Committee made up of Trustees, staff, students, community members and a representative from the Indigenous Education Advisory Circle was struck and members of the broader community were invited to submit proposed names for the new school, which were considered at three meetings of the naming Committee, who eventually came to a consensus on the recommended name included in the report: Maamawi iyaawag Public School, meaning “they are gathered together here.”

2024:SB39
MOVED by Trustee Deb Oldfield
SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES SELECT THE FIRST CHOICE OF THE NAMING COMMITTEE, MAAMAWI IYAAWAG PUBLIC SCHOOL, AS THE OFFICIAL NAME OF THE CURRENTLY UNNAMED NORTH OSHAWA PUBLIC SCHOOL.

CARRIED

6. Adjournment

2024:SB40
MOVED by Chair Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

The meeting adjourned at 6:10 p.m.

Chair

Secretary

12

DRAFT

MINUTES

The Special Meeting of the Board

Tuesday, September 3, 2024

6:30 p.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 6:32 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets: Trustee Mark Jacula

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, General Counsel Patrick Cotter (virtual), Superintendents Georgette Davis, Heather Mundy, Kandis Thompson, Margaret Lazarus, Michael Bowman, Mohamed Hamid, Erin Elmhurst, Stephen Nevills, Andrea McAuley, Martine Robinson, Senior Manager Dervla Kelly

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 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. Adoption of Agenda

2024:SB41

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Stephen Linton

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Actions

(a) Amendments to Bylaws

General Counsel Patrick Cotter provided trustees with an overview of the proposed changes to the Board's Bylaws, which are being made in order to comply with new legislative requirements related to in-person and electronic meeting attendance for trustees.

Trustee questions were answered.

2024:SB42

MOVED by Trustee Donna Edwards

SECONDED by Trustee Emma Cunningham

THAT THE BOARD OF TRUSTEES ADOPT THE PROPOSED AMENDMENTS TO THE BYLAWS AS SET OUT IN THE AGENDA, SUBJECT TO THE ADDITIONAL CHANGES SHOWN ON-SCREEN BROUGHT FORWARD BY TRUSTEE EDWARDS.

CARRIED

2024:SB43

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Emma Cunningham

THAT THIS BOARD REQUEST ITS OPSBA REPRESENTATIVES TO RAISE OUR CONCERNS AND TO REQUEST THAT OBSPA SURVEY MEMBER BOARDS FOR ANY ISSUES THEY FORESEE COMING OUT OF THESE NEW REGULATIONS.

CARRIED

(b) Amendments to Board Member Code of Conduct

General Counsel Patrick Cotter provided trustees with an overview of the proposed changes to the Board Member Code of Conduct, which are being made in order to comply with new legislative requirements related to receipt of gifts and use of confidential information by trustees.

Trustee questions were answered.

2024:SB44

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Donna Edwards

THAT THE BOARD OF TRUSTEES ADOPT THE PROPOSED AMENDMENTS TO THE BOARD MEMBER CODE OF CONDUCT AS NOTED IN THE APPENDIX B OF THE REPORT.

CARRIED

6. Adjournment

2024:SB45

MOVED by Trustee Tracy Brown

SECONDED by Trustee Shailene Panylo

THAT THE MEETING DOES NOW ADJOURN.

The meeting adjourned at 7:15 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: September 16, 2024

SUBJECT: Short-Term Borrowing Resolution

PAGE: 1 of 3

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary of the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board
Melissa Durward, Senior Manager of Finance

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.

1.0 **Abstract**

The Board is required to have the ability to borrow funds to cover potential timing differences (cash flow) between grant payments or revenue collection and expenditures. Timing differences can be related to operating or capital expenditures or for the purchase of property for school construction.

It is recommended that the Board of Trustees approve the Borrowing Resolution, attached as Appendix A, for the 2024-2025 school year.

2.0 **Purpose**

The purpose of this report is to seek approval from the Board of Trustees for the short-term borrowing resolution for the 2024-2025 school year.

3.0 **Background**

The attached resolution authorizes the signing officers of the Board to borrow funds when required to meet cash flow needs. The dollar amount in the resolution (to a maximum of \$275.0 million) is an increase over the amount that was approved in September 2023 (a maximum of \$175.0 million) to accommodate the purchase of two school sites during the year.

In the 2023-2024 school year, the Board utilized \$161.3 million in short term financing to mitigate cash flow pressures. This borrowing was primarily driven by the Ministry of Education's (EDU) cash management strategy and the Education Development Charge (EDC) deficit.

4.0 Analysis

4.1 Cash Management Strategy

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

4.2 Education Development Charges (EDC)

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

5.0 Financial Implications

Although not anticipated to be incurred, interest charges on funds used for operating purposes would be paid out of operating revenues. The EDU reimburses boards for interest charges related to capital expenditures (excluding EDC expenditures) to a maximum of the 3-month Canadian Overnight Repo Rate Average (CORRA) rate plus 75 basis points. Interest charges on funds used to cover an EDC deficit are chargeable to the EDC fund.

Borrowing related to operating or capital expenses would generally not extend beyond 12 months. Borrowing related to land purchases will rollover indefinitely due to the legislatively capped EDC rate.

6.0 Strategic Links

Short-term borrowing provides risk mitigation against cashflow shortages, enabling the Board to sustain operations.

7.0 Communication/Implementation Plan

N/A

8.0 Recommended Action

It is recommended that the Board of Trustees approve the Borrowing Resolution for the 2024-2025 school year, as noted in Appendix A.

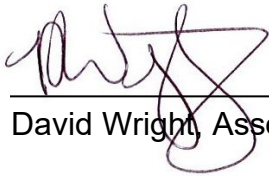
9.0 **Appendices**

Appendix A – Borrowing Resolution, 2024-2025

Report reviewed and submitted by:

A handwritten signature in black ink, appearing to read "CW Taylor", written over a horizontal line.

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

A handwritten signature in black ink, appearing to read "David Wright", written over a horizontal line.

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

RESOLUTION OF DURHAM DISTRICT SCHOOL BOARD

BORROWING RESOLUTION

WHEREAS The Durham District School Board in the Province of Ontario (herein called "the Board") deems it necessary to borrow up to the sum of two hundred seventy five million and nine hundred thousand dollars subject to the terms and conditions set forth in a certain amended and restated credit agreement dated as of January 31, 2022 (as amended by a first amending agreement (the "**First Amendment**") dated as June 13, 2024, the "**Credit Agreement**") to meet the current expenditures and debt charges payable in the year (as respectively defined in Paragraphs 9 and 11 of sub-section 1 of Section 1 of The Education Act) by the Board until the current revenues (as defined in Paragraph 10 of sub-section 1 of Section 1 of the Education Act and as defined in Regulation 284/18) has been received.

AND WHEREAS the amount authorized to be borrowed by this resolution together with any borrowing heretofore made by the Board under Section 243 of The Education Act that have not been repaid does not exceed the amount of the estimated current revenue (excluding such revenue derivable or derived from the sale of assets, borrowing or issues of debentures or from a surplus excluding arrears of taxes and proceeds from the sale of assets) of the Board as set forth in the estimates for the fiscal year September 1, 2024 to August 31, 2025 less the amount of the current revenue for the current year already received and collected.

BE IT THEREFORE RESOLVED THAT:

1. For the purposes aforesaid the Board be authorized to execute, deliver and perform the First Amendment and to borrow an amount not to exceed the sum of two hundred seventy five million and nine hundred thousand dollars by way of the advances under the Credit Agreement payable on demand and bearing interest at the rate equal to Royal Bank Prime, Adjusted Term CORRA, Daily Compounded CORRA (as such terms are defined in the Credit Agreement) or less;
2. The Treasurer, together with the Chairperson of the Board, be and they are hereby authorized and empowered for and on behalf of the Board to sign the First Amendment and to affix thereto the Board's corporate seal;
3. The Treasurer of the Board is hereby authorized and directed to apply in payment of all or any sums borrowed as aforesaid, together with interest thereon, all or any of the current revenues (as hereinbefore defined) of the Board collected or received by the Board and all or any other monies which may lawfully be applied for such purpose;
4. The Treasurer of the Board is hereby authorized and directed to furnish to the Bank or other Financial Institutions, at the time any amount is borrowed under this resolution, a statement showing the amount of the estimated revenues of the current year not yet collected, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the next preceding year and the amount of the revenues of the current year already collected, and also showing the total of any amounts borrowed under Section 243 of The Education Act in the current year that have not been repaid; and
5. The Bank or other Financial Institutions shall not be bound to establish the necessity of the borrowing authorized by this resolution or their application for the purposes aforesaid and may rely on a certified copy of this resolution as proof that the borrowing is validly authorized and, on any statement, furnished by the Treasurer under paragraph 4 of this resolution as proof of the facts stated therein.

We hereby certify that the foregoing is a true and accurate copy of a resolution of the above-mentioned Board duly passed at a meeting thereof duly convened and held at Whitby, Ontario on the ____ day of September 2024 and that the said resolution is in full force and effect, unamended.

As witness the Corporate Seal of the Board this ____ day of September 2024.

(Corporate Seal)

Chairperson

Treasurer

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** September 16, 2024

SUBJECT: Quarterly Construction and Major Projects Report **PAGE:** 1 of 11

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board
Lisa Bianca, Head of Facilities Services
Lindsay Wells, Senior Manager of Development and Inclusive Design
Mike Kennedy, Manager of Major Projects
Ambrosio Dimagiba, Manager of Design and Construction

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.

1.0 Abstract

The Quarterly Construction report provides Trustees, staff and the community with current information on Capital and major project work being undertaken by staff, including the progress details on the anticipated opening of new schools and additions, and designates how Ministry of Education (EDU) funding for repairs and renovations is being used by the District.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the status of construction and major projects as of August 31st, 2024. Updates to this report will be provided to Trustees on a quarterly basis (January, March, June and September), and will be posted on the Board's website [Construction and Property Updates](#). This report is provided for information.

3.0 Background

3.1 Capital Priorities Projects

The Ministry of Education (EDU) regularly provides district school boards with the opportunity to submit requests for Capital Projects funding to construct new schools and additions. The Board has received EDU approval for eight new school builds and one major addition. The progress of these projects is outlined in the Analysis section of this report.

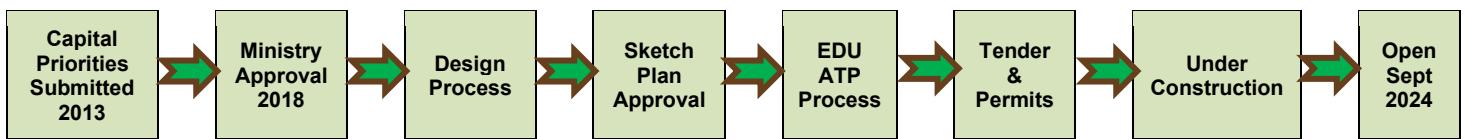
3.2 Major Projects

EDU annually provides school boards with two grants to fund renovations and building improvements. DDSB received \$18.0M in School Condition Improvement funding and \$11.6M in School Renewal funding for the 2023-2024 school year to fund these projects.

4.0 Analysis

4.1 Approved Capital Priorities Projects

Beaver River PS



Project Type: Rebuild Elementary School Including Child Care Centre and Early ON Hub

Capital Priorities Submission: October 2013, January 2017, September 2017

Ministry Approval: February 2018

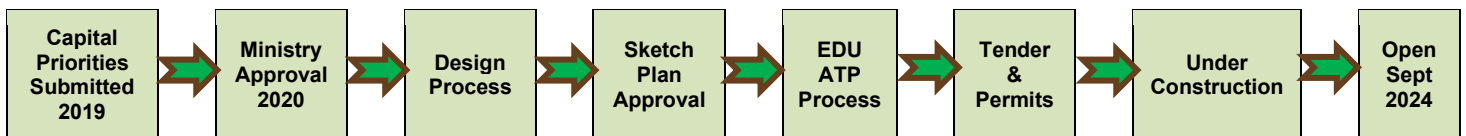
Occupancy Date: September 2024

Architect: Moffet & Duncan Architects Inc.

Contractor: Pre-Eng Contracting Ltd.

Construction of the new facility is complete, and Beaver River PS opened September 3, 2024. Occupancy was granted August 30, 2024, while the final deficiency lists are in progress with rectification to follow. Total project completion and close out is anticipated mid-2025.

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



Project Type: New Elementary School, Including Child CareCentre

Capital Priorities Submission: September 2019

Ministry Approval: October 2020

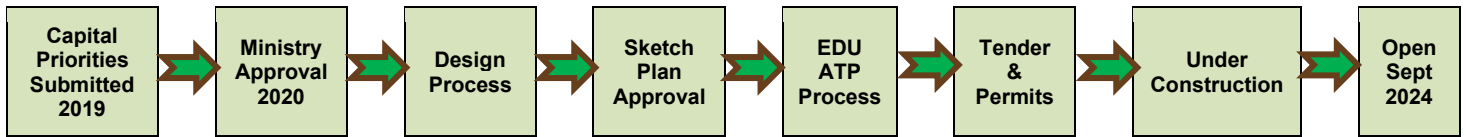
Occupancy Date: September 2024

Architect: Snyder Architects Inc.

Contractor: Everstrong Construction Ltd.

Construction of the new facility is complete and Maamawi iyaawag PS opened September 3, 2024. Occupancy was granted August 30, while the final deficiency lists are in progress with rectification to follow. Total project completion and close out is anticipated mid-2025.

Mary Street PS Oshawa – Addition



Project Type: Replacement of Existing Portapac with a New Addition

Capital Priorities Submission: September 2019

Ministry Approval: July 2020

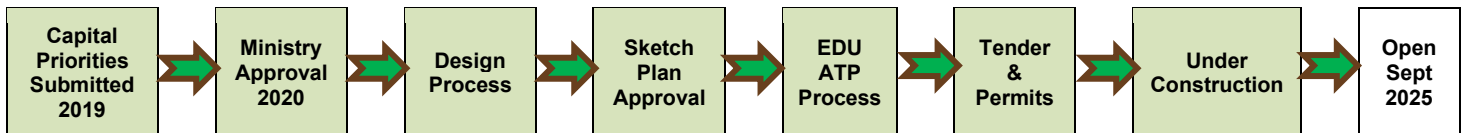
Occupancy Date: September 2024

Architect: Moffet & Duncan Architects Inc.

Contractor: J.J. McGuire Construction Limited

Construction of the new addition is complete and opened September 3, 2024. The existing portapac was demolished and occupancy of the new addition was granted August 30, 2024. Final deficiencies will be rectified while the north vestibule construction will be completed in October 2024. Total project completion and closeout is planned for mid-2025.

Unnamed Coughlan PS (Stannardville Drive/Hurst Drive) formerly Unnamed Pickering Creekwood



Project Type: New Elementary School, Including Child Care Centre

Capital Priorities Submission: September 2019

Ministry Approval: July 2020

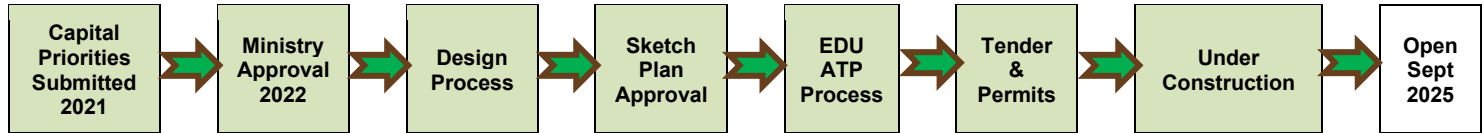
Occupancy Date: September 2025

Architect: Cellucci + Pace

Contractor: Deciantis Construction Limited

Construction commenced on the new facility July 29, 2024 with site grading and excavation well underway. Full building permit and site plan agreement are in the final stages of approval with partial permits issued for the interim. Project completion is currently scheduled for September 2025.

Unnamed Pickering Seaton PS (Burkholder Drive/Azalea Avenue)



Project Type: New Elementary School, Including Child Care Centre

Capital Priorities Submission: May 2021, February 2022

Ministry Approval: May 2022

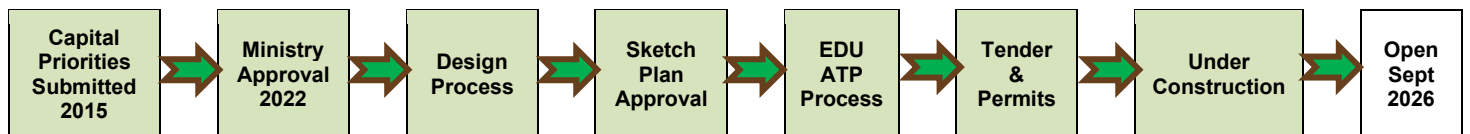
Occupancy Date: September 2025

Architect: Snyder Architects Inc.

Contractor: Everstrong Construction Ltd.

Construction commenced on the new facility July 23, 2024 with site grading, excavation and backfilling well underway. Full building permit and site plan agreement are in the final stages of approval with partial permits issued for the interim. Project completion is currently scheduled for September 2025.

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



Project Type: New Secondary School

Capital Priorities Submission(s): July 2015, July 2016, Sept. 2017, Sept. 2019, May 2021, February 2022.

Ministry Approval: May 2022

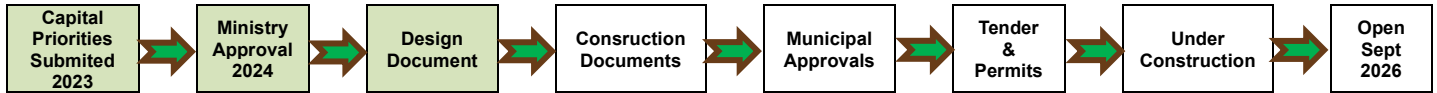
Occupancy Date: September 2026

Architect: Hossack Architects & Associates Inc.

Contractor: Percon Construction Inc

Construction commenced on the new facility July 17, 2024 with site excavation and building footings well underway. Full building permit and site plan agreement are in the final stages of approval with partial permits issued for the interim. Secondary schools, due to their size, require approximately 24 months for construction. Project completion is currently scheduled for September 2026.

Unnamed West Whitby PS (Maskell Crescent and Coronation Road)



Project Type: New Elementary School, Including Child Care Centre

Capital Priorities Submission: October 2023

Ministry Approval: March 2024

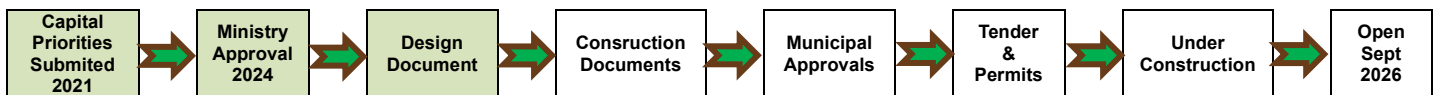
Occupancy Date: September 2026

Architect: Hossack Architects & Associates Inc.

Contractor: To be Determined

Schematic design documents are well underway with the mechanical and electrical design brief completed by the consultants. Geotechnical studies and topographic surveying are complete while the traffic study is underway. Initial site plan comments have been received from the Town of Whitby and preparation of the revised plan package is underway. Project completion is scheduled for September 2026.

Unnamed West Whitby PS (Cisco Drive and Limoges Street)



Project Type: New Elementary School

Capital Priorities Submission(s): May 2021, February 2022, October 2023

Ministry Approval: March 2024

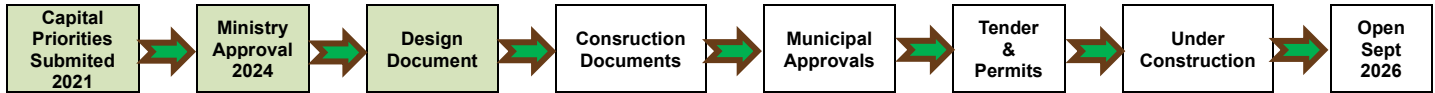
Occupancy Date: September 2026

Architect: Snyder Architects Inc.

Contractor: To be determined

Preliminary design documents along with site studies and reports are well underway. Initial site plan comments have been received from the Town of Whitby and preparation of the revised plan package is underway. Project completion is scheduled for September 2026.

Unnamed Oshawa PS (Symington Avenue and Steeplechase Street)



Project Type: New Elementary School

Capital Priorities Submission(s): May 2021, February 2022, October 2023

Ministry Approval: March 2024

Occupancy Date: September 2026

Architect: Hossack Architects & Associates Inc.

Contractor: To be determined

Schematic design is well underway with the mechanical and electrical design brief completed by the consultant. Site investigations and studies including geotechnical and topographic surveying are complete with the noise study underway. Initial site plan comments have been received from the City of Oshawa and preparation of the revised plan package is underway. Project completion is scheduled for September 2026.

4.2 Child Care Projects

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Child Care Renovation and Minor Addition Projects	Vaughan Willard PS	Construction is complete on the child care centre and 2-classroom addition. Occupancy was granted August 28, 2024 while final deficiencies are corrected.
3 Room Child Care Building Addition Projects	Seneca Trail PS	Construction progressing, footings and foundations complete, load bearing masonry nearly complete. Windows have been installed and roofing is underway. Occupancy projected end of 2024.
	Scott Central PS	Construction is complete. Childcare is open.
	Sunderland PS	The Approval to Proceed (ATP) to tender package was submitted to EDU and is currently under review.

4.3 Major Projects

Major Projects are funded from Capital Funding provided annually to the DDSB.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Main Office/Guidance Renovations	Pringle Creek PS	Renovation work is nearing completion. Replacement of the existing air handling unit serving the main office is scheduled for delivery and install Fall 2024.
	G.L. Roberts CVI	Construction is generally complete with minor work remaining.
	Anderson CVI	Main Office project is awarded. Construction to commence December 2024.
Change Room Renovation	Dunbarton HS	Project is under construction. Planned completion by early 2025.
Art/Science/Music Renovations	Vaughan Willard PS	Project will be tendered in the coming month.
Outdoor Classroom / Courtyard Refresh	Eastdale CVI	Courtyard project is under construction. Work scheduled for completion by the end of September 2024.
Interior Modifications – Teaching Space - Classroom Refresh	Dunbarton HS	Project is under construction. (Practical Learning Program (PLP) fit-out/reprogramming). This work is generally complete with minor work remaining.
	Village Union PS	Project is complete.
	Brock HS	Project is under construction (PLP fit-out). Construction to be complete by mid-November 2024.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Asphalt Replacement	G.L. Roberts CVI R.H. Cornish PS Henry St HS Fallingbrook PS Harmony Heights PS Hillsdale PS Rosebank PS Gordon B. Attersley PS	Project is in design development. Construction timeline is under review. Projects are generally complete with minor work remaining.
Roofing Projects	Kedron PS Joseph Gould PS Meadowcrest PS Biidaasige Mandamin PS Pickering HS Glen Street PS	Projects are generally complete with minor work remaining. Project is under investigation. Seeking to tender for construction during summer 2025.
Masonry/Wall Cladding Restoration	Bayview Heights PS	Project construction is complete.
Masonry Restoration Projects	Beau Valley PS Henry Street PS	Project construction is complete. Project is under investigation.
Window Replacements	Valley View PS Brock HS Port Perry HS	Project is under construction with completion set for early November 2024. Project is under construction with completion set for early September 2024. All windows are installed and minor work remains for completion.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Learning Commons Finish Refresh Projects	Coronation PS	Project is designed and prepared for tendering. Tender schedule to be determined.
	Gandatsetiagon PS	Construction is nearing completion. Mechanical work to provide library air conditioning is underway.
Interior Modifications - Washroom Upgrade Projects	Port Perry HS	Project is complete.
	Ajax HS	Projects are in design development.
	Stephen Saywell PS	
Boiler Replacement Projects	Altona Forest PS C.E. Broughton PS Dr. C.F. Cannon PS	Project construction is well underway at these sites. Final mechanical and electrical connections are in progress. Completion set for end of September 2024.
	J. Clarke Richardson CVI	Project is in design
Dust Collector Replacement Projects	Pickering HS	Project is under construction. Main equipment installed. Completion is tentative for the beginning of September 2024.
	Dunbarton HS	Project to tender. Final design scope to be confirmed prior to release.

4.4 Ventilation Improvement Projects and Air Conditioning

The following is a status report updating the progress of ventilation improvement projects from Capital Funding. The funding is provided annually to the DDSB.

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

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Ventilation Projects Non-Air Conditioned – Partial Building	O'Neill CVI Valley View PS Waverly PS Frenchman's Bay PS Anderson CVI	Projects are under construction. Completion scheduled for December 2024. Classroom work will be phased during the school year to support ongoing school operations.
Partial Air Conditioning/Cooling Centres	Pringle Creek PS	Replacement of the existing air handling unit serving the office is scheduled for Fall 2024.
	Valley View PS	Project is under construction. Completion is scheduled for December 2024.
	Ormiston PS Cartwright PS Dr. C.F. Cannon PS	Projects are complete.

This initiative will continue into the 2024-2025 fiscal year with additional sites being added to address under-ventilated learning spaces to improve ventilation across the District.

The escalation of construction costs remains a challenge throughout the industry and has resulted in significant increases to tender pricing, in some sectors. Staff continue to develop projects that utilize available funding to achieve the greatest impact and benefit to the District while delaying or redesigning those projects that tender significantly over budget. Labour shortages in the trades have been a concern as some contractors have been unable to meet their scheduled obligations and project completions have been delayed. In these situations, staff have worked with contractors to streamline projects to maintain project schedule and turnover.

5.0 **Financial Implications**

The Ministry of Education approved Capital Priorities Funds in the amount of \$261.9 million are being used to construct these new schools and major additions. This number represents Capital Priorities funding received over a number of years, as projects receive approval. \$58.3 million is being utilized in 2024-2025. Annual Capital Funds in the amount of \$30,047,264 are being used for the completion of the major projects listed in the report.

Additional information can be found from pages 28-31 and 34-36 of the 2024-2025 Budget Book. [2024-2025 Budget Book](#)

6.0 Strategic Links

At the conclusion of these projects there will be a total of 5,413 new pupil places, 190 replacement pupil places at Mary Street PS and a total of 500 new child care places. This increase in capacity, its impact on partner schools, and portable utilization is reflected in the Pupil Accommodation Plan 2024-2028: Trends, Issues, and Opportunities (this report will be published on the DDSB website at [Pupil Accommodation Plan 2024-2028](#) following September 16, 2024).

These new schools and revitalized existing spaces will support meaningful learning by providing high quality teaching and learning spaces; contribute to connected communities by creating spaces that foster opportunities to meet, learn from and inspire each other; and advocate well-being by ensuring all schools and workplaces are safe, caring and respectful environments where people can thrive.

7.0 Communication Plan

The Quarterly Construction and Major Projects Report is posted on the DDSB's website and provides families and community members current information on DDSB's capital works. This information is updated quarterly.

8.0 Conclusion

This report is provided to Trustees for information.

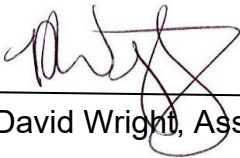
9.0 Appendices

N/A

Report reviewed and submitted by:



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



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

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** September 16, 2024**SUBJECT:** Pupil Accommodation Plan: Trends, Issues
and Future Opportunities 2024-2028**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
Lisa Bianca, Head of Facilities Services
Lindsay Wells, Senior Manager of Development and Inclusive Design
Lygia Dallip, Manager of Property and Planning

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.

1.0 Abstract

The Pupil Accommodation Plan: Trends, Issues and Future Opportunities 2024-2028 (the Plan) is created to provide information on current and emerging enrolment trends, facility capacity and analysis of the board's ability to meet the changing needs of the District. The Plan provides the architecture for decision making and lays out the work to be undertaken over the next 12 months to meet our accommodation needs. It is an all-encompassing document providing insight into the impact of the past five years and what we can expect for the next five, both District-wide, and in each municipality. This is a reference document that contains information about our legislative responsibilities as well as forecasts for each of our schools in the absence of new capital initiatives.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with the annual Pupil Accommodation Plan: Trends, Issues and Future Opportunities for 2024-2028. The Plan is included as Appendix A. This report is provided for information.

3.0 **Background**

Beginning in 1998, the Ministry of Education (EDU) directed school boards to create a Pupil Accommodation Plan (Plan) to provide a structure identifying the District's immediate and future accommodation needs compared to its capital funding entitlement. Under the funding model at that time, school boards had the flexibility to use their capital funding allocation to address needs without EDU approval to proceed with projects. In the early 2000's, with the revisions to the capital funding model, the production of a Plan was no longer required but remained recommended by EDU. DDSB, along with many other boards, particularly those experiencing growth, have continued to produce a Plan as a good business practice.

The Plan is updated annually and provides a broad spectrum of information related to accommodation planning for the District in both the short and long-term.

4.0 **Analysis**

This Plan provides data for decision making, including where and when to seek new capital priorities schools, areas where boundary reviews need to be considered, how we can support schools with declining enrolment so that they continue to offer equitable access to learning opportunities for all students, and how we can accommodate new students as our District grows. Through the growth analysis across the District, the Plan identifies changes in demographics and enrolment trends and analyzes how these will impact school utilization and ultimately DDSB's students, staff and families.

The Plan is divided into two parts with the goal of providing not only overall development trends and issues, but also drilling down to issues impacting each municipality; making it easier to find community-specific information.

The District-wide sections outline growth analysis and identification of regional trends and considerations for DDSB as a whole. The municipal sections detail how these trends affect each municipality, and the nuances and differences that exist across the District.

The Plan also provides the data that forms the basis for work to be undertaken over the next year and beyond.

5.0 **Financial Implications**

The Plan informs Section 3, Enrolment and Section 7, Capital Budget in the [2024-2025 Budget Book](#) which in turn, supports Capital funding decision making.

For more information on the capital project approvals process as well as capital projects currently in progress to meet the District's accommodation needs, see pages 28-31 and 36 of the 2024-2025 Budget Book. Progress details for current Capital Priorities construction projects can be found in the Quarterly Construction Report, posted in the DDSB's [website](#).

6.0 Strategic Links

A plan for ongoing, efficient utilization of DDSB's existing spaces and strategic new capital priorities projects will support meaningful learning by providing high quality teaching and learning spaces; contribute to connected communities by ensuring spaces are available to students and staff that foster opportunities to meet, learn from and inspire each other; and advocate for well-being by ensuring all schools and workplaces are safe, caring and respectful environments where people can thrive.

7.0 Communication/Implementation Plan

Facilities Services will use this report as a basis for defining Capital Priorities business cases, establishing boundary reviews, and meeting the enrolment needs of the board. This report will be posted to the DDSB website.

8.0 Conclusion

This report is provided to Trustees for information.

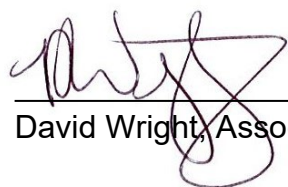
9.0 Appendices

- Appendix A – Pupil Accommodation Plan
- Appendices A1- A3 – Elementary, Secondary and French Immersion Enrolment Summary Tables
- Appendix B – Capital Priorities Submissions
- Appendix C – Facilities Condition Index Table

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

APPENDIX A

DURHAM DISTRICT SCHOOL BOARD

Pupil Accommodation Plan 2024-2028

Trends, Issues and Future Opportunities



The Durham District School Board is committed to providing accessible information and communications. If you require an alternative format, please contact the Digital Accessibility Coordinator by email at: communications.department@ddsb.ca

DURHAM DISTRICT SCHOOL BOARD

PUPIL ACCOMMODATION PLAN – 2024-2028 – TRENDS, ISSUES AND FUTURE OPPORTUNITIES

Executive Summary

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

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

The Durham Region is experiencing significant growth and is projected to grow to a population of 1.3 million by 2051 (Envision Durham review, Durham Region, 2023). The expansion of urban settlement areas, redevelopment and infill within existing areas and increased density through Provincial policies and legislation will all contribute to continued increases in enrolment in Durham District School Board (DDSB) schools.

The Durham District School Board's Pupil Accommodation Plan: Trends, Issues and Future Opportunities document (Plan) is updated annually to reflect these changes in demographics, identify enrolment trends, review school utilization and to provide growth analysis for decision making. The Plan includes detailed information on the many factors that affect enrolment, school capacities and ultimately, the use of each building.

This balancing of school utilization is greatly affected by areas of increasing enrolment offset by other areas experiencing declining enrolments. Throughout the balancing process, quality program opportunities for all students are paramount. All these factors play a significant role in the Ministry of Education's funding model, which must be utilized to its maximum benefit for the achievement, success, and well-being of students at the DDSB.

The following major processes, at this time are available to DDSB to balance accommodation pressures:

- Boundary adjustments
- Program boundary reviews (French Immersion, Gifted)
- New construction/additions
- Facility partnerships

The following minor processes also aid in the interim balancing of accommodation pressures:

- Utilization of portables
- Use of non-traditional classroom spaces
- Designation of partner schools
- Out of area students redirected back to their home school where appropriate.

The Region's and the local municipalities' development plans provide evidence of continued and sustainable population growth in Durham Region. This supports the projected increase in student enrolment over the next five years and in the longer term (10 years).

To accommodate this growth, DDSB will undertake future boundary reviews to balance enrolment by using existing schools to their fullest potential and will seek capital funding from the Ministry of Education for new schools when sustainable enrolment materializes in areas of new growth. DDSB will continue to apply school renewal funding to ensure that its schools remain in good condition to accommodate its students and evolving programs.

Boundary/Program Adjustments and Review

With two new schools planned to open for the 2025-2026 school year the following boundaries will be established in the 2024-2025 school year:

- Unnamed Coughlan Ajax PS (Stannardville Drive and Hurst Drive)
- Unnamed Pickering Seaton PS (Burkholder Drive and Azalea Avenue)

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Introduction

Durham District School Board (DDSB) provides education to more than 83,000 students in seven municipalities across the Durham Region. Within the District, there are four urban municipalities flanking Lake Ontario, including Pickering, Ajax, Whitby, and Oshawa. The three northern, and more rural municipalities within the district include Scugog, Uxbridge and Brock.

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

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

The Durham District School Board's Pupil Accommodation Plan 2024-2028: Trends, Issues and Future Opportunities (the Plan) is updated annually to reflect changes in demographics, identify enrolment trends, review school utilization and to provide growth analysis for decision making. The Plan includes detailed information on the many factors that affect enrolment, school capacities and ultimately, the use of each building.

This balancing of school utilization is greatly affected by areas of increasing enrolment offset by other areas experiencing declining enrolments. Throughout the balancing process, quality program opportunities for all students are paramount. All these factors play a significant role in the Ministry of Education's funding model, which must be utilized to its maximum benefit for the achievement, success, and well-being of students at the DDSB. The following table shows the number of schools and other learning centres located in each municipality during the 2024-2025 school year.

Table 1 -- Municipal Distribution of Schools

Municipality	Elementary	Secondary	Other*	Total
Ajax	23	3		26
Brock	3	1		4
Oshawa	33	5	2	40
Pickering	18	2	2	22
Scugog	5	1	1	7
Uxbridge	5	1	1	7
Whitby	25	5		30
Total:	112	18	6	136

* Other incl. Outdoor Education Centres, Durham Alternative Secondary School (DASS) and Durham Continuing Education (DCE)

Enrolment Overview

For the purposes of this report, Durham District School Board's (DDSB) 2024-2028 Official Enrolment Projections (OEP) have been used. 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.

DDSB retained Paradigm Shift Technology Group Inc to aid in the development of 15-year enrolment projections with consideration for 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.

Enrolment projections used in this Accommodation Plan are a subset of the 15-year enrolment projections. Beyond the 5-year projection period, DDSB will continue to monitor the progression of the 15-year enrolment trend to determine future accommodation considerations.

Existing students in DDSB schools are aged through the grades while recognizing the impact on the regular track and French Immersion (FI) programs. Reliance is placed on Inclusive Student Services (ISS) to provide for special education placement classes. The pandemic, which closed schools for the first time in March 2020, has had various effects on student enrolment. Overall, there has been an increase in student enrolment due to relocation of families to Durham Region in both new development areas and existing homes in mature neighborhoods. While instructional programs were provided through virtual learning (see below), there was a noticeable decline in FI enrolment; however, with students back in the classroom, DDSB's FI enrolment has stabilized with a slow but steady participation in the program. Staff continue to monitor all aspects of enrolment to determine enrolment trends.

Also, during this time, a virtual school offering, DDSB@Home was created for students who elected to learn exclusively online. Beginning in September 2024, DDSB@Home is being offered to students who will be in Grade 4 to Grade 10 and previously enrolled in the DDSB@Home program. All other students will be at their home school. This decision is reflective of fewer families now opting for virtual learning.

Official Enrolment Projections can be found on the [Board's website](#).

The projections are also found in Appendix A1 – A3 of this document.

Projections and School Utilization

The Plan considers the available space at existing schools to accommodate students in the 2024-2025 school year and future years. This consideration is assessed when comparing the total enrolment at a school, current and annual projection to the total Ministry Rated Capacity (MRC) of a school to determine the percentage of school utilization. MRC is the number of students a school building can accommodate based on Ministry of Education-specified room loadings (See Enrolment and Capacity section below). If utilization exceeds 100%, then portables may be needed to accommodate classes.

Where steady enrolment growth is evident, DDSB looks at boundary and program reviews as an initial step to alleviate enrolment pressures. In some instances, building additions or new schools are needed.

A new school is dependent on the development of a funding request business case submitted to the Ministry of Education through the Ministry’s annual request for projects and subsequent approval by the Ministry.

The charts below reflect enrolment growth compared to available school space at the elementary and at the secondary level across the district. Chart 1 reflects DDSB’s slow but steady enrolment growth between 2018 to 2023 and the increasing enrolment growth over the next five years (2024 to 2028). Chart 2 reflects increasing enrolment growth within the projected six to fifteen years (2029 to 2038) despite additional new schools being constructed and opened between 2024 to 2028.

Chart 1 – Elementary Enrolment 2018 to 2028

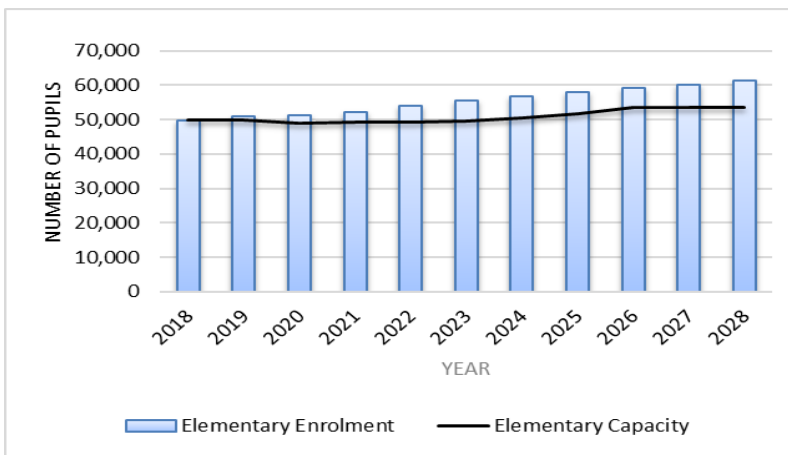


Chart 2 – Elementary Enrolment 2029 to 2038

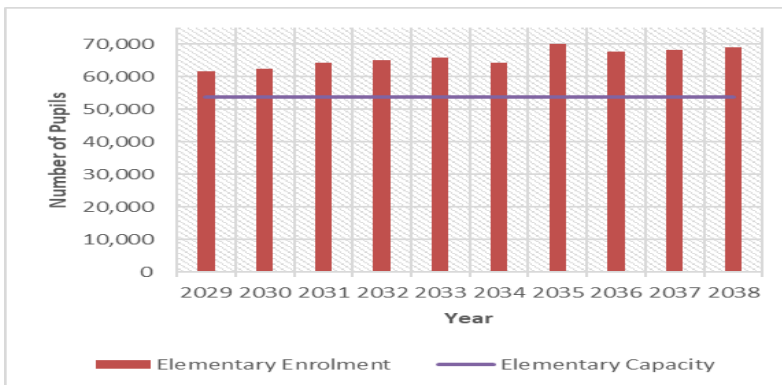


Chart 3 – Secondary Enrolment 2018 to 2024

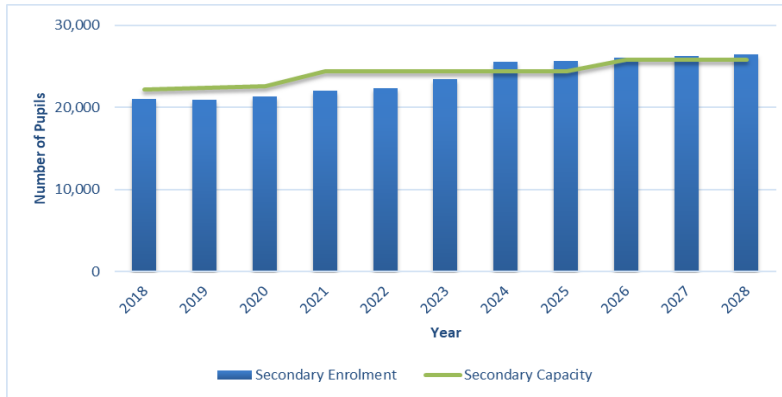
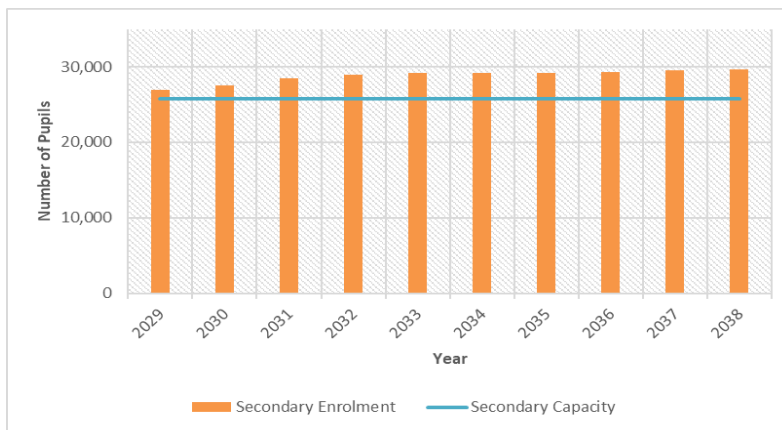


Chart 4 – Secondary Enrolment 2025 to 2038



Future development plans and new residential development with approved registered plans of subdivision have all been included in DDSB’s enrolment projections to better highlight the immediate and future enrolment pressures within the district.

As part of the municipal planning process, when considering new communities, schools are an integral part where future school sites are identified in consultation with the local school boards. These sites may be located within a portion of a residential development owned by one land owner or may straddle two or more land owners.

Prior to registering a plan of subdivision with a local municipality to ensure approval to proceed with development (generally in several phases, depending on the number of homes to be built), the municipality seeks comments from all commenting bodies including school boards. A registered plan of subdivision is a legal document that shows the exact surveyed boundaries and dimensions of lots on which houses are to be built, the location, width and names of streets and the sites of any schools and/or parks. Without this in place, development cannot proceed.

If a school site is located within a circulated request, the developer is required to enter into an Option Agreement with the school board for the school board to acquire the school site within 5 years of signing the agreement.

Registered plans of subdivision are key in the determination of immediate new accommodation pressures that may trigger a request to the Ministry of Education for Capital Priorities funding to build new schools or additions. Once a subdivision has been registered, the actual construction of homes will start, and students will soon begin to attend DDSB schools.

Enrolment and Capacity

The data within this document includes, for each school, five-year historical data, current enrolment, five-year projections as an indicator of immediate needs and future ten-year projections as evidence of continued growth.

a. Elementary Enrolment

The Ministry Rated Capacities (MRC) listed in this document are reflective of the Ministry of Education's formula for the number of students to be accommodated within a school in permanent classrooms (also referred to as the loading of permanent classroom space). Using this formula, Full Day Kindergarten (FDK) classrooms are loaded at 26, regular classrooms at 23, resource rooms at 12 and ISS special education placement rooms at 9 to calculate an MRC of the building based on the number of rooms and the types of uses (i.e., classroom, FDK room, etc.). This calculation is independent of maximum class sizes and the requirements of the Building and Fire Codes of Ontario. The physical space in a school, plus the addition of portables can accommodate more students on site than the MRC, which leads to utilizations greater than 100%. The utilization of each school is a comparison of the calculated school MRC compared to the total enrolment of the school.

When class sizes are larger or smaller than the loading listed above, a school could have more, or less students than the MRC. As per Ministry requirements:

- 100% of FDK classes have 29 or fewer students
- Average size for FDK is 26
- 90% of Primary classes have 20 or fewer students
- 100% of Primary classes have 23 or fewer students
- 100% of combined Grade 3/4 classes have 23 or fewer students

- Average class size for Junior/Intermediate classes is 24.5.

Additionally, the use of physical spaces may impact utilization as follows:

- Music classrooms are used for a full-time classroom but are not calculated in the MRC despite being able to accommodate a full class of 20 or more students.
- ISS classrooms, if not required for ISS students may accommodate a full class of 20 or more students.
- In reviewing the appropriate use of school space, accessibility is always considered. This is further supported by school Principals identifying immediate short-term and long-term requirements based on student and/or staff needs.
- Portable capacities are not recorded as they are considered temporary accommodation and as such, they are loaded by the Ministry at 0. Although this capacity is not included in the numeric calculation of available space, Portables enable schools to accommodate a full class of, on average, 23 or more students.

The illustration below provides an example of a school where the MRC, based on the number of rooms in the permanent building, is 619 pupil places and the additional available capacity based on the number of portables on the school site is 138 pupil places, compared to its 2024-2025 enrolment:

Grade	Classrooms	Loading	MRC	Student Enrolment
FDK	4	26	104	93
1 to 8	22	23	506	652
ISS	1	9	9	18
TOTAL	27	58	619	763

This school site was able to physically accommodate 763 students, at 123% MRC (enrolment compared to MRC of permanent school) for the following reasons:

The music room was used by a homeroom class and music throughout the day – adding 23 spaces.

The school had 6 portables on site -- adding 138 spaces.

A regular classroom was used to accommodate a second ISS class at the school – reduction of 14 spaces (23 vs. 9)

b. Secondary Enrolment

Secondary schools organize class size based on the type of class, in accordance with the local Collective Agreement. The Ministry Rated Capacity for regular classrooms, at the secondary level, is 23 with ISS classrooms loaded at 9. Other spaces such as weight rooms have no loading but are utilized for students and classes. Like elementary schools, the MRC does not mirror how the physical space is utilized.

c. Considerations For Adding Classes or Relocating Portables

Before increasing the number of staff and classes at a school, not only does the Board consider the available space in the school that could be used for instructional purposes but also the potential of the school site to accommodate portables based on municipal requirements, i.e., maximum number of portables that may be located on the site, parking spaces, washroom capacity, etc., and transportation considerations which are identified by DSTS (Durham School Transportation Services), i.e., traffic flow, number of buses to be accommodated on the site; etc.. These considerations are applicable to both elementary and secondary schools.

High and Low Utilization Schools

Many of DDSB's schools with high utilization are accommodating growth from future developments, referred to as a partner schools. Partner schools are a vital need in the district, until previously approved projects are constructed or future Ministry funding for new schools is approved. When these approved projects are constructed, the instructional space created will provide relief to these high utilization schools. However, schools at high utilization due to in-area growth will not see this relief and may require additional portables or a boundary review which is a permanent re-direction of enrolment to a nearby school. This process is undertaken via consultation with the affected communities and the decision resulting from consultation requires the approval of the Board of Trustees. Areas where boundary reviews may be required are identified in each municipal overview.

The table below is an overview of elementary and secondary schools with either enrolment greater than available permanent space (high utilization) or surplus space (low utilization) based on the comparison of the enrolment at the school to the MRC of the school.

Table 2 - High and Low Utilization Schools

High Utilization Schools		Low Utilization Schools	
Elementary		Elementary	
Alexander Graham Bell	Jeanne Sauve	Blair Ridge	Lakeside
Applecroft	Kedron	Cartwright Central	Lakewoods
Beau Valley	Lincoln Alexander	David Bouchard	Lester B. Pearson
Beaver River	Lincoln Avenue	Dr. C. F. Cannon	Ontario Street
Bellwood	Mary Street	Dr. Roberta Bondar	Michaëlle Jean
C.E. Broughton	Norman G. Powers	Duffin's Bay	Rosemary Brown
Clara Hughes	Northern Dancer	Glen Street	Uxbridge
Claremont	Ormiston	Hillsdale	Village Union
College Hill	Pierre Elliott Trudeau	Julie Payette	Westney Heights
Coronation	Pringle Creek		
Cpt. Michael VandenBos	Sherwood		
da Vinci	Sunset Heights		
E.A. Fairman	Terry Fox		
Eagle Ridge	Vincent Massey		
Fallingbrook	Viola Desmond		
Forest View	Waverly		
Gordon B. Attersley	West Lynde		
Harmony Heights	Williamsburg		
Highbush	Woodcrest		
Jack Miner			
Secondary		Secondary	
Henry Street HS	Maxwell Heights SS	Brock HS	Port Perry HS
J. Clarke Richardson CI	Sinclair SS	G.L. Roberts CVI	Uxbridge SS
		Pine Ridge SS	

High Utilization Schools have a utilization of greater than 120%

Low Utilization Schools have a utilization of less than 90%

Demographics - Regional Overview

Trends over the past four years have shown an influx of growth resulting in new students attending DDSB schools. New growth and regeneration of mature neighborhoods to date have equated to a 6.4% increase in DDSB's 2022-2023 enrolments compared to the 2019-2020 enrolments. When comparing the district's growth in 2023-24 to the projected enrolment increase in 2024-25, there is an estimated 4.2% increase. Over the 5-year period reflected in this document, DDSB expects to see increasing enrolment. When looking beyond the 5-year period, this growth is projected to continue over 10 years.

Durham Region is projected to continue to grow, through the expansion of urban settlement areas as well as through the redevelopment and infill within the existing developed areas and through Provincial initiatives to increase the availability of housing. More information on this provincial initiative is available on the [Ontario Government website](#).

Programs Overview – French Immersion, Gifted and Modified

DDSB has a variety of programs available to Durham students. Enrolment trending in a program will dictate the potential need to review and expand within existing schools, as space allows.

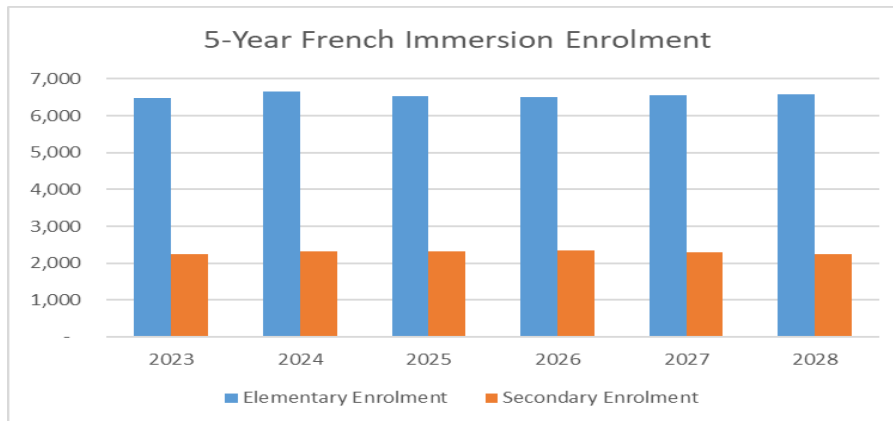
a. French Immersion Programming

DDSB offers a French Immersion (FI) program that allows students to become fluent in French as well as English. FI is an optional program that begins in Grade 1. Students in Grades 1-3 at eighteen DDSB schools spend their entire day in French. Beginning in Grade 4, FI students spend half of their day in French and the other half of the day in English.

In the secondary panel, students can continue with their FI instruction. The program is currently offered at eight schools across the district. Students who complete the elementary and secondary FI program should be versed and confident enough in French to allow them to study French at the post-secondary level or to accept employment in a French-speaking environment.

The introduction of virtual learning had various effects on student enrolment and changed the uptake of specialized programs, most notably for FI. Prior to the 2020-2021 school year FI was growing year over year. Between 2017 and 2021 an increase in enrolment of 1.24% was realized. Between 2019 to 2021, a decrease in new enrolment of 1.65% was recorded. This trend was not unique to our District and similar trends are found across the province. As evident in the chart below, both elementary and secondary FI enrolment growth is projected to slowly increase over the next five years.

Chart 5a – French Immersion Enrolment



A summary of the elementary and secondary French Immersion enrolment projections by school is provided in Table 5.1 and Table 5.2.

Table 5.1 Elementary French Immersion Projection Summary

School	Actual	Projected				
	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
TOTAL	6,492	6,651	6,535	6,511	6,562	6,572

Table 5.2 Secondary French Immersion Projection

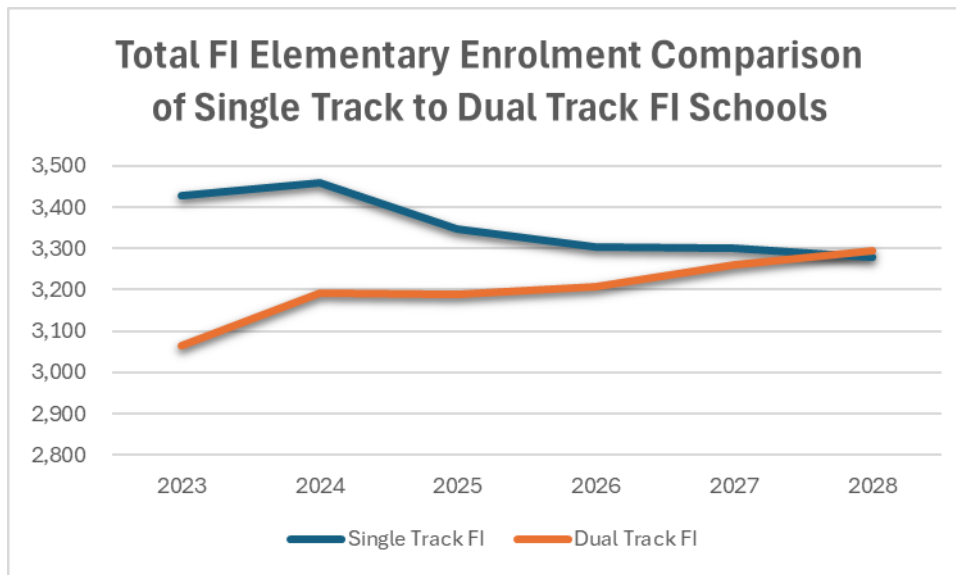
School	Actual	Projected				
	2023	2024	2025	2026	2027	2028
Dunbarton HS	289	300	295	302	291	280
Ajax HS	210	203	194	185	181	177
Pickering HS	378	388	398	427	411	391
Anderson CVI	286	384	387	392	374	359
Donald A Wilson SS	448	375	371	383	368	369
RS McLaughlin CVI	408	425	445	431	450	431
Uxbridge SS	112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

Of the eighteen elementary schools offering FI programs, 8 are single-track FI schools. 2023-2024 was the first year in which Kindergarten classes were not located in single-track FI schools.

It is too early in the implementation of this policy decision to determine if the slower growth in the program is impacted; however, given the overall stability of the FI projections over the next five years; discussions regarding a Program Review of dual track and single-track FI schools is recommended.

Projection data suggests a steady decline in participation at single track FI schools as compared to a steady increase in participation at dual track FI schools as illustrated in Chart 5a below.

CHART 5b – French Immersion Comparison



Projections reflect FI enrolment only.

b. Gifted Programming

Ontario Ministry of Education defines giftedness as an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided.

A child must be identified as gifted by an Identification, Placement and Review Committee (IPRC) to be placed in a gifted program. Durham District School Board provides program options for gifted students between Grades 4 and 12. A student in the gifted program has the following options:

- Remain in their regular class placement at their home school with accommodations provided by their teacher
- Enter a self-contained class with other gifted students

There have been minimal changes to the Gifted program locations over the last several years. Pickering, Ajax, and Oshawa each have one Gifted program school, Whitby has two and there is one location to serve the three northern municipalities.

c. Modified Calendar Programs

Durham District School Board has two elementary schools, both located in Whitby, that offer a Regular calendar year and a Modified calendar year:

- CE Broughton PS
- Winchester PS

CE Broughton PS has a modified calendar year boundary that is open to students from across the district. The school also has a Regular calendar year boundary and is a partner school to support enrolment growth in West Whitby. For the 2024-2025 school year there will be approximately 111 students enrolled in the modified calendar year at CE Broughton PS. This enrolment is expected to remain steady.

Winchester PS has a Regular calendar year boundary and a Modified calendar year boundary available to students who reside in Brooklin only. For the 2024-2025 school year there will be approximately 179 students enrolled in Winchester PS's modified calendar year. The projections indicate a decline in this calendar choice at Winchester PS.

In the secondary panel, a modified calendar is offered at three schools. Henry St. HS in Whitby, Maxwell Heights SS in Oshawa, and Brock HS in Brock Township. The modified calendar program at the secondary level is being reviewed in 2024-2025 with findings and recommendations expected later in 2024-2025.

Durham's Future Growth Overview

On May 17, 2023, the Region of Durham adopted its Official Plan entitled "Envision Durham". The document outlines settlement area boundary expansions and area municipal growth allocations to accommodate Durham's population through to 2051. Durham Region's current population of 723,200 is targeted to grow to 1.3 million people by 2051 (including the Municipality of Clarington in both counts).

a. Envision Durham

The population target of 1.3 million people in Durham Region by 2051 is proposed to be achieved by intensification within the current urban boundary, coupled with expansion of this boundary.

It is proposed that 50% of all in boundary new residential development will be constructed with a mix of housing types with 33% low density (single detached and semi-detached units), 38% medium density (various townhouse units), and 29% high density (apartment condominiums). A portion of the growth within the intensification area will occur on current employment lands that are proposed to be converted to residential lands.

The other 50% of new residential units will be accommodated through the expansion of the current urban boundary by adding 3,671 hectares/9,071 acres of land to accommodate growth needs (residential and employment).

The current population and growth targets, as set out in Envision Durham, by municipality are outlined in Table 6.

Table 6 – Area Population Allocations by Municipality

Year	Ajax	Brock	Clarington	Oshawa	Pickering	Scugog	Uxbridge	Whitby	Durham
2021	131,500	13,000	105,300	182,000	102,900	22,400	22,400	143,700	723,200
2051	199,100	20,900	221,000	298,500	256,400	29,300	29,800	244,900	1,300,000
2021-2051	67,600	7,900	115,700	116,500	153,500	6,900	7,400	101,200	576,800
% Increase	51%	61%	110%	64%	149%	31%	33%	70%	80%

The population growth within Pickering, Whitby, and Oshawa will occur through intensification as well as through the expansion of the current urban boundary. The remaining municipalities: Ajax, Brock, Scugog and Uxbridge will experience growth by intensification only within their current urban boundary. Expansion land details are included in the municipal sections of this report.

Local municipalities have commenced their Official Plan process and include the expansion lands into municipal urban boundaries. DDSB Planning staff will be included in the process of identifying future school site needs, based upon the proposed residential unit counts. These plans, called secondary plans, identify school sites that will be included in proposed plans of subdivision, when they are submitted by developers. Planning staff ensure that the school sites meet DDSB's needs for size, location, and configuration.

Future growth that will occur in all municipalities through intensification will not provide the same opportunities. Growth will generally be accommodated within current schools and their boundaries, sites currently within DDSB's land holdings, or future sites identified within the current urban area.

There may be the need for future schools located within high density developments, where there is intensified growth in a condensed area.

b. More Homes Built Faster - Provincial Initiative

On October 25, 2022, the Province introduced Bill 23, More Homes Built Faster Act, proposed to increase Ontario’s housing supply by 1.5 million homes over the next ten years. On November 28, 2022, Royal Assent was given to Bill 23. In 2023, the Government introduced the “Cutting Red Tape to Build More Homes Act” to facilitate its goal of 1.5 million homes to be constructed by 2031.

This direction proposes changes to land use planning in Ontario to address cutting ‘red tape’ and reducing development charges to provide for ‘more affordable housing’ faster. However, the cost of roads and other service infrastructure, currently funded through the collection of development charges, remains unaccounted for and the source of the funding unaddressed at this time.

A piece of the act that could impact school enrolments is that every urban property will have the right to have up to three residential units on their property, with no minimum lot size. Up to two of the units are allowed in the main residential unit and one additional unit on site. With the high cost of housing, along with immigration and a rise in multi-generation living, DDSB is already experiencing higher student yields per residential unit in some neighborhoods.

In the revised approach, schools have been identified as Community Services that have a place in the planning of new developments. Details of these land use planning changes have yet to be realized or developed and therefore are not able to be included in the development forecasts included in this document.

Given the goal to increase Ontario’s housing supply by 1.5 million homes over the next ten years, this direction will have an impact on Durham’s growth and DDSB’s enrolment over the next few years and will be included as these future changes are defined.

Portable Accommodation

Schools are constructed to accommodate a mature, sustained enrolment over the lifetime of the facility. During the life cycle of a school, there will be times when student enrolment exceeds the school capacity, and portables will be utilized as temporary accommodation for students. Portables are also utilized at partner schools when there are students coming from new growth areas needing accommodation, prior to the approval and construction of a new school in their neighbourhood.

As of the 2023-2024 school year there were 309 portables at elementary schools and 59 portables at secondary schools for a total of 368 across the system. There are an additional 6 portables permanently located at Outdoor Education facilities and not included in the 368 total. For the 2024-2025 school year, to accommodate increased enrolment, there are 347 portables at elementary schools and 99 portables at secondary schools. All portables in use are equipped with ventilation systems in place when built and those purchased in 2014 or later are air conditioned. When the DDSB no longer requires a portable, it is repurposed elsewhere or recycled.

For the 2024-2025 school year, all portables available have been utilized to accommodate the projected student enrolment. Should available portables be exhausted, alternative classrooms such as multi-purpose rooms, or classrooms created in large libraries etc., will be utilized to temporarily host classes.

Table 7 provides a summary of students, actual and projected, in portables from 2024 through to 2028.

Table 7 -- Summary of Students to be Accommodated in Portables

	2024	2025	2026	2027	2028
Elementary Portable (in use) Capacity	7,958	7,475	7,406	8,648	9,844
Secondary Portable (in use) Capacity	2,277	2,714	3,427	3,611	3,726
Total Portable (in use) Capacity	10,235	10,189	10,833	12,259	13,570
Total Enrolment	82,933	83,052	84,732	86,151	87,335
Students in Portables	12.34%	12.27%	12.79%	14.23%	15.54%

Excludes DASS Enrolment

Despite new school openings scheduled for 2024 through to 2026, the percentage of students in portables is expected to increase given new residential development and intensification in existing urban areas. Additional portable utilization details are provided in the municipal overviews.

Partner Schools

Students resulting from new development growth are accommodated in existing schools until such time as DDSB can demonstrate the need for a new school, receive approval through the Ministry's Capital Priorities process, and construct the school in their

neighbourhood. The existing schools utilized to accommodate students from the new development are referred to as “partner schools”, as they are supporting the growth until such time as a new school can be justified and opened.

As development plans are approved by local municipalities and new residential development progresses, DDSB’s Property and Planning Department tracks the progress of the development to identify future growth pressures and alternative accommodation strategies such as partner schools, until such time that funding for new school construction is approved by the Ministry of Education.

Once a partner school is fully utilized, including temporary accommodation, a subsequent partner school is identified for incoming student registrations.

Partner schools are determined based upon several factors, including:

- Available space within the school and/or space to accommodate portables on site
- Analysis of the partner school’s existing and future enrolment trends
- Availability of parking, washrooms, purpose built FDK spaces, and outdoor play space
- Transportation of students based upon DSTS’s distance/timelines and DDSB Policies

To maximize the transportation of students, a new development growth boundary is established, however, as growth continues, one or more of the factors noted above may indicate the need to designate a new partner school for future enrolment. Planning staff work with Superintendents of Equitable Education and DSTS to identify future partner schools as needed. This information is updated late Fall to early Winter to align with FDK registration which commences in January of each year.

The School Locator, available on [DDSB’s website](#), provides updated home school information. Details of current partner schools are provided in the municipal overviews.

Capital Priorities Program

The Ministry of Education’s Capital Priorities Program (CPP) provides school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- Accommodation pressures
- Replacing schools in poor condition
- Supporting past consolidation decisions

- Providing facilities for French-language rights holders in under-served areas
- Creating new licensed Child Care spaces as part of a larger capital project.

DDSB staff have developed business cases for Ministry Capital Priorities funding. Submissions were made on September 16, 2024. The Ministry anticipates announcing funding allocations by April 2025.

Under the Capital Priorities funding initiative, capital projects eligible for funding consideration must meet one or more of the following categories:

- a. **Accommodation Pressure:** projects will accommodate pupils where enrolment is presently or is projected to, persistently exceed capacity at a school or within a group of schools and students are currently housed in a non-permanent space (e.g., portables).
- b. **School Consolidation and Facility Condition:** projects that support the reduction of excess capacity to decrease operating and renewal costs, and/or address renewal need backlogs. Projects associated with consolidations and/or closures that require a Pupil Accommodation Review (PAR) that has yet to be completed, will not be eligible for funding purposes.
- c. **French-language Accommodation:** projects will provide access to French-language facilities where there is a need demographically.

With support from the local Consolidated Municipal Service Manager (CMSM), boards can request capital funding for the creation of capital projects in schools where there is a need for new Child Care spaces for children 0 to 3.8 years of age.

Early Years staff meet with the Region of Durham to discuss Child Care needs within the district and share this information with Facilities Services.

DDSB's submissions consider these requirements (see Appendix B). In the meantime, DDSB opened two new schools and one building addition for the 2024-2025 school year, based upon previous capital funding allocations:

- Maamawi iyaawag PS (Oshawa) including a 4-room Child Care Centre.
- Rebuild of building addition at Mary Street Community School (Oshawa) located on City of Oshawa owned land.
- Beaver River PS (Replacement school for Beaverton and Thorah Central PS) including a new 3-room Child Care Centre.

In 2025-26, DDSB is scheduled to open two new elementary schools in Ajax and in Seaton. Both projects have been approved for child care.

In 2026-27, DDSB is scheduled to open two new elementary schools in Whitby and one in Oshawa as well as a new secondary school in Oshawa. One of the Whitby elementary schools has been approved for child care.

Owned Future Development Sites

DDSB owns other, non-operational school sites which fall under 3 categories: former/closed school sites, surplus school sites and owned future construction sites.

To facilitate the new school construction, future school sites are typically identified early in the Planning stages through the Official Plan process undertaken by municipalities. The site locations are further determined through the Secondary Plan of Subdivision process also undertaken by municipalities. In both processes, DDSB has input in the number of sites needed, school type, site size based on projected pupils that may result from the number of homes. DDSB secures Option Agreements to purchase sites from the landowner when the development phase of the site is being registered. Prior to an Option Agreement expiring, or when funding is provided (whichever comes first) DDSB exercises the option to purchase the school sites if there is the need for a school in the neighbourhood. Generally, Option Agreements to purchase sites have a finite term of 5 years.

DDSB has purchased the following six elementary school sites in developing areas for potential future new school construction. These sites include:

- Unnamed Ajax PS (Rushworth Drive/Hollier Drive)
- Unnamed North Ajax PS (Williamson Drive West/Harwood Avenue North)
- Unnamed Brooklin PS (Cachet Boulevard/Carnwith Drive East)
- Unnamed Whitby PS (Lockton Street/Micklefield Avenue)
- Unnamed Oshawa PS (Whitelaw Avenue/Glenbourne Drive)
- Unnamed Scugog PS (Union Avenue/Earl Cuddie Boulevard)

In total, including these sites, DDSB owns and manages 446 hectares of land.

As of 2024-2025, Thorah Central PS is a closed school. It was used in 2023-2024 to accommodate the Beaver River PS students until the new Beaver River PS opened this September on the former Beaverton PS school site. The Thorah Central PS site remains in the DDSB's inventory of facilities.

Currently, there is one school site, Cartwright HS, that has been declared surplus and has been circulated under Ontario Regulation 444/98 – Disposition of Surplus Real Property and Acquisition of Real Property.

Facilities Condition Index

DDSB is responsible for maintaining 854,297m² of facilities. The Ministry of Education calculates a Facility Condition Index (FCI) for all schools. The FCI is a measure of the condition of a facility and its components relative to the replacement cost of that facility. To derive the FCI, a Facility Condition Assessment is carried out by a Ministry appointed assessment consultant in conjunction with Board staff. These assessments are carried out every 5 years. New Schools opening in 2024 would have no repair needs and as such do not have an FCI at this time.

Each component of a facility is assessed and given a remaining life span and repair cost. The total of the repairs required within the applicable time frame are considered when calculating the renewal needs to bring the facility back to its original condition. The FCI, at any given time, is the value of the identified building renewal needs for the chosen time frame divided by the replacement value of the school to determine the percentage of the need to the value of the building. The replacement value of the school is determined by the Ministry using construction benchmarks. The FCI of a facility is a live number and is changing constantly as renewal work is completed or as new components reach the theoretical end of their life span.

The Board uses these FCIs in conjunction with regular reviews by Facilities Services staff and investigation of issues identified through regular meetings with Principals and Custodial staff, and a review of work orders, to define renewal projects and forecast funding needs.

A facility's FCI is also a factor that is reviewed when considering closure of a building versus repairing an aging facility.

The Ministry uses a Board's FCI to allocate funding. An FCI of 65% or higher has been deemed by the Ministry to be a level at which a facility can become prohibitive to repair as the repair costs are nearing the assessed replacement value of the building. The DDSB's average FCI, district-wide is just over 38% based on the Ministry's data.

As shown in Appendix C the following facilities have an FCI greater than 65% based on the Ministry's :

- Brock HS
- Fairport Beach PS
- Glengrove PS
- Nonquon Outdoor Education Centre
- Cartwright HS (declared surplus)
- Torah Central PS (closed as of June 2023 but still owned by DDSB)

While visual audits occur on an annual basis, the FCI data does not get a complete update until full assessments are done. These assessments occur annually for a limited number of schools with the eventual assessment of all schools in the DDSB's inventory being completed over a five-year period. Therefore, the data can be misleading, showing a high FCI when in fact, work has occurred at a school. For example, the repair of part of a roof would not be captured until the full 5-year assessment is complete. Only full roof replacements are captured in the annual audits.

Despite the four operating sites having an FCI of 65% or more, DDSB continues to target needed repairs and upgrades to ensure a safe environment for students and reduce all buildings to an FCI below 65%.

DDSB's success in maintaining a low FCI has been bolstered by timely repairs and effectively determining when the appropriate action is a repair versus a replacement, upgrade, or renovation to make the best use of Ministry funding. DDSB maximizes the use of Ministry funding through synergies and economies of scale gained when grouping related projects at a facility and completing them at the same time. Appendix C reflects the calculated FCI of each building based on available data.

At the end of the list, DDSB has identified schools where the FCI is at 0% as the schools are in the first year of operation and schools where major additions completed for 2024 have resulted in improved FCIs. This adjusted data is an estimate and will be included in the official listing once a Ministry condition assessment is completed at some point in the future.

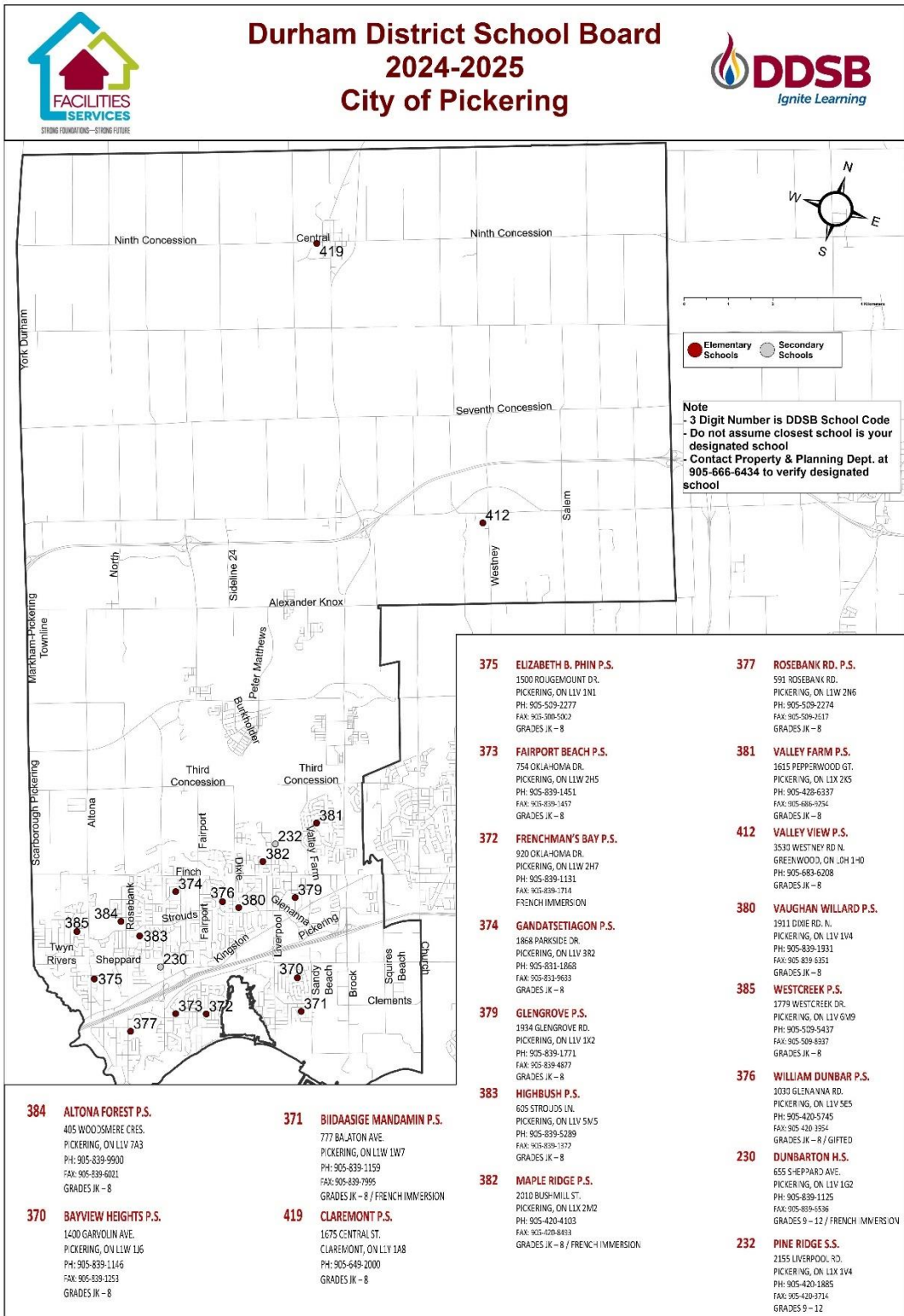
Annual allocations for the 2023-2024 and 2024-2025 school year of the School Renewal Funding and School Condition Improvement are shown in Table 8. This is used to address facility repair needs to provide the best learning environments for students.

Table 8 – School Renewal Funding and School Condition Improvement Funding

Year	School Renewal	School Condition Improvement	Total
2023-2024	\$11,717,402	\$17,960,901	\$29,678,303
2024-2025	\$12,167,790	\$17,879,474	\$30,047,264
Total	\$23,885,192	\$35,840,375	\$59,725,567

MUNICIPAL OVERVIEWS

MUNICIPAL OVERVIEW – CITY OF PICKERING



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City of Pickering -- Summary

- With growth of new developments in the Seaton Area of the City of Pickering (Pickering), elementary schools and secondary schools under the jurisdiction of the DDSB will continue to face enrolment growth pressures in the upcoming five years and beyond.
- In September 2025, the Unnamed Ajax Coughlan PS (Stannardville Drive and Hurst Drive, Ajax) is scheduled to open, which would provide relief to the following two partner schools: Valley View PS and Valley Farm PS currently supporting growth from the Seaton area. This school will accommodate students from both the Seaton area of Pickering and students from the Town of Ajax.
- In September 2025, another elementary school is proposed to open, which is the Unnamed Pickering Seaton PS (Burkholder Drive and Azalea Avenue). This school will provide relief to Westcreek PS, EB Phin PS and Highbush PS as these schools are currently supporting the growth boundary located north of the Hydro Corridor and south of Whitevale Road, East of Scarborough-Pickering/Markham-Pickering Townline and west of Peter Matthews Drive in the Seaton development.
- Municipal growth forecasts indicate that over the next 5 years, over 8,700 new homes will be constructed in Pickering. This will increase to over 25,300 homes over the next 15 years resulting in the need for future capital priorities submissions for additional new schools.

City of Pickering -- Overview

Pickering is the western gateway to Durham Region, bordering Toronto. The suburban community of almost 103,000 people (2021 data), has urbanized settlement bordering the northern shores of Lake Ontario, with rural lands to the north.

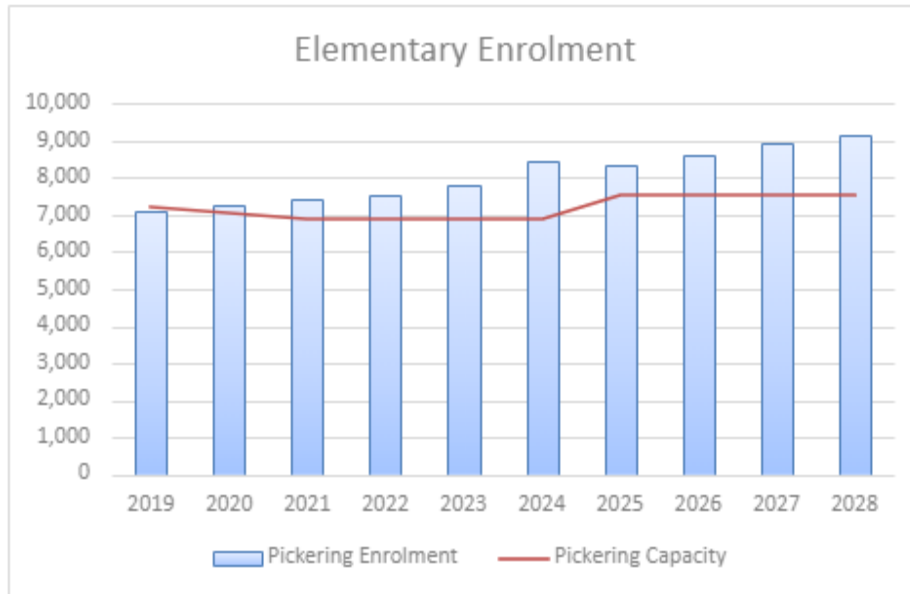
Pickering School Facts

- There are currently 18 elementary schools and 2 secondary schools serving the Pickering area.
- Facilities in Pickering were built between 1952 (Fairport Beach PS) and 2001 (EB Phin PS).
- There is a total 106,430.98 m² of facility space to accommodate Pickering students.
- Pickering schools are accommodated on 37.22 hectares/91.93 acres of land.
- In 2024-2025, there were 8,453 elementary students in Pickering and 3,078 secondary students.
- 60% of Pickering schools are located adjacent to municipal parks with shared use agreements currently in place for all the locations.
- FCI – Two schools have an FCI of 65% or greater; however, repairs and upgrades continue to be addressed to ensure a safe environment for students. Details are available in Appendix C.

Enrolment

The following charts show the enrolment and capacity for Pickering elementary and secondary schools from 2019 to 2028.

Chart P1 - Pickering Elementary Schools' enrolment and capacities from 2019 to 2028



Capacity reflects permanent space and does not reflect the use of portables required to accommodate the increased enrolment until new schools or additions are constructed.

After a long period of stability, the City of Pickering has had significant new development growth over the last few years. Additional students from new developments have resulted in a lack of permanent capacity for Pickering elementary schools' enrolment, with a projected increase going forward.

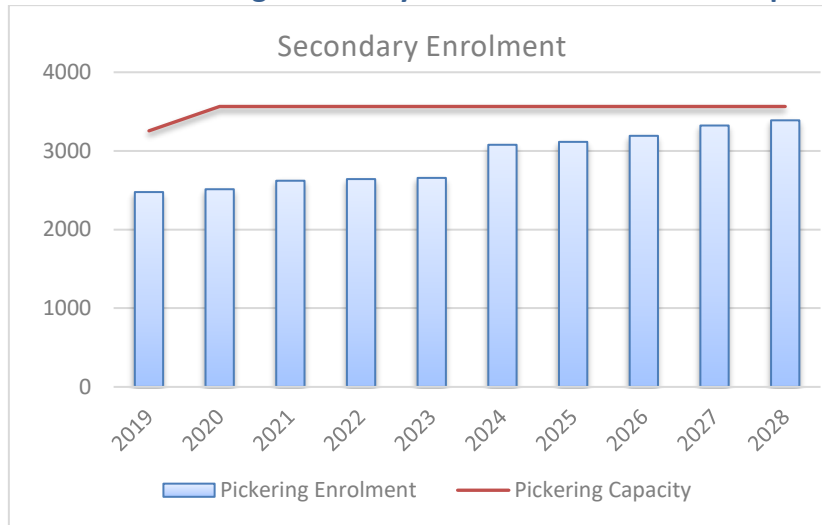
The enrolment will continue to grow as more development is approved and constructed, increasing the need for partner schools in Pickering.

The Ministry of Education's 2022 approval and funding for the Unnamed Pickering Seaton PS (Burkholder Drive/Azalea Avenue), proposed to open in September 2025, will accommodate growth from the first phase of the Seaton development, south of Taunton Road. Until the school opens, students will be accommodated in various partner schools including Highbush PS, Westcreek PS and EB Phin PS. Claremont PS is also being utilized to accommodate growth from other Seaton developments. Approximately 722 students are currently in partner schools.

Existing Pickering schools will continue to be utilized to accommodate growth from the additional Seaton developments, as well as accommodate planned infill and redevelopment of lands along the Kingston Road/Highway #2 corridor.

The Unnamed Ajax Coughlan PS (Stannardville Drive and Hurst Drive) and Unnamed Pickering Seaton PS (Burkholder Drive and Azalea Avenue) are scheduled to open September 2025. Both new schools will provide needed capacity to accommodate students from various partner schools and it is expected this will result in a reduction in the number of portables at the existing partner schools. For the 2024-2025 school year there will be 65 portables required to accommodate Pickering students.

Chart P2 - Pickering Secondary Schools' enrolment and capacities from 2019 to 2028



Capacity reflects permanent space and does not reflect the use of portables to accommodate students from new residential developments.

Space is currently available to accommodate an increase in the number of students at Pickering's secondary schools. As elementary students progress through elementary school and into secondary school, the difference between the number of pupils and capacity at the secondary level will decrease.

2024-2025 Pickering Partner Schools

New residential development located in North Pickering has resulted in new pupils and increased pressure on Pickering schools. Until permission is granted by the Ministry to construct new neighbourhood schools, students are being accommodated in the following existing Pickering schools: Valley Farm PS, Valley View PS, Highbush PS, EB Phin PS, Westcreek PS, and Claremont PS at the elementary level and at Pine Ridge SS and Dunbarton HS at the secondary level.

Portable Utilization

Portables are utilized as temporary school accommodation for students when there is not sufficient space within a facility. With residential development under construction in the Seaton lands, there is a projected need for 65 portables to accommodate elementary students in Pickering.

For the 2024-2025 school year there are no portables required for Pickering secondary schools. Based on projected enrolment over the next 5 years and beyond, as elementary students residing in new residential communities move to secondary schools, there will be the need for portables at the secondary level. This need is projected to increase over the next 15 years and would result in an increase in the percentage of students in portables.

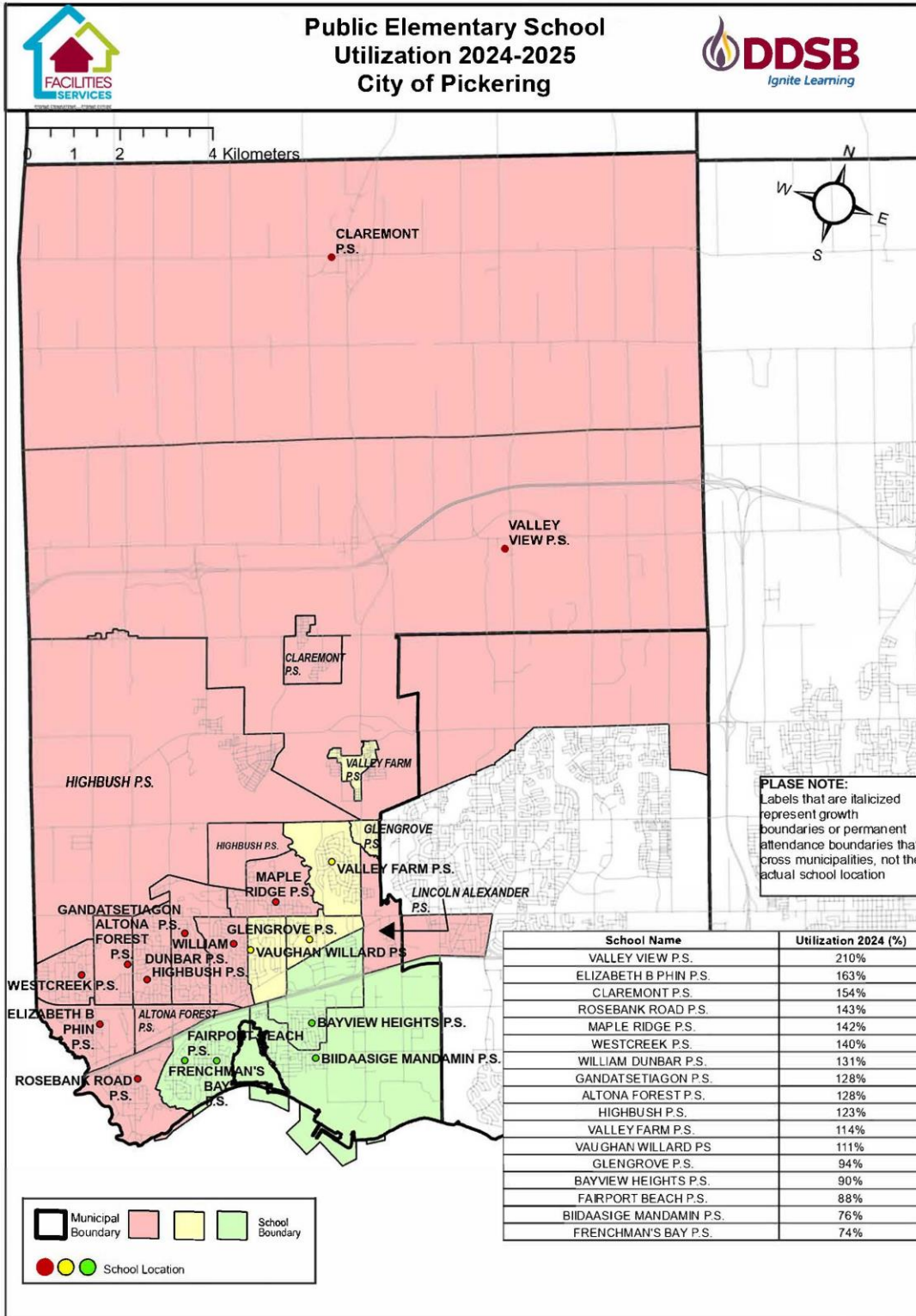
	2024	2025	2026	2027	2028
Elementary Portable (in use) Capacity	1,495	1,058	1,426	1,748	1,909
Secondary Portable (in use) Capacity	0	92	161	299	345
Total Portable (in use) Capacity	1,495	1,150	1,587	2,047	2,254
Total Enrolment	11,531	11,466	11,827	12,257	12,539
Students in Portables	12.97%	10.03%	13.42%	16.70%	17.98%

For the purposes of this Accommodation Plan, accommodation condition maps have been developed to reflect the current situation in 2024-2025 and the future situation in 2028-2029 at the Regular Track elementary and secondary levels, and for the elementary French Immersion program. The future situation in 2028-2029 includes the impact of new elementary schools being constructed and anticipated to open in 2025-2026.

Areas in red are schools with significant enrolment growth; the areas in yellow are schools where accommodation needs should be monitored and the areas in green are schools where there are currently no growth-related pressures.

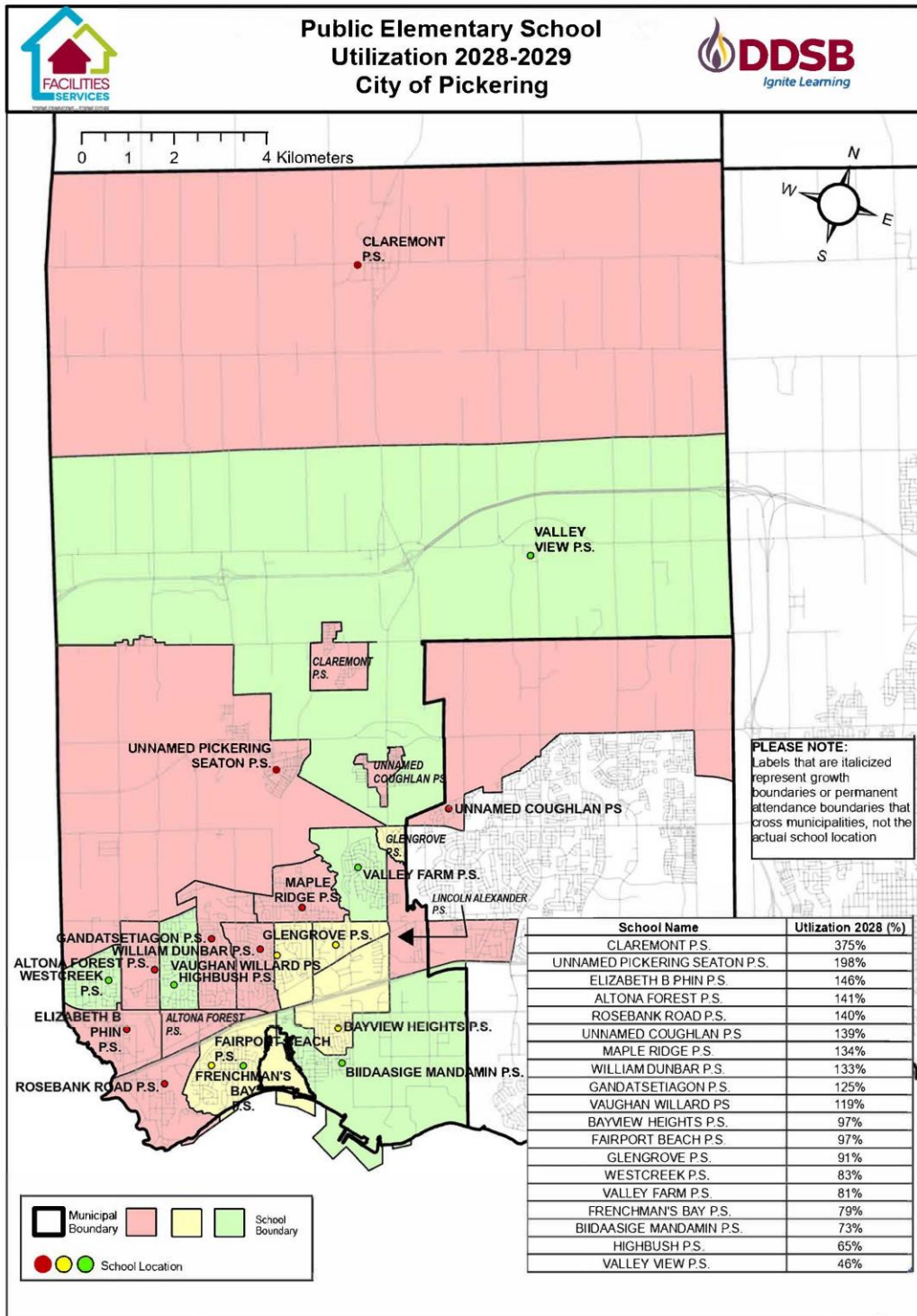
As noted in the 2028-2029 map, the growth pressures in elementary schools will continue to increase in areas where development is expanding and the need for future new elementary schools will continue. DDSB will monitor these areas and submit requests to the Ministry of Education for Capital Priorities funding to build new schools when a supporting business case can be developed.

Pickering Elementary Schools (Regular Track)– Accommodation Condition – 2024-2025

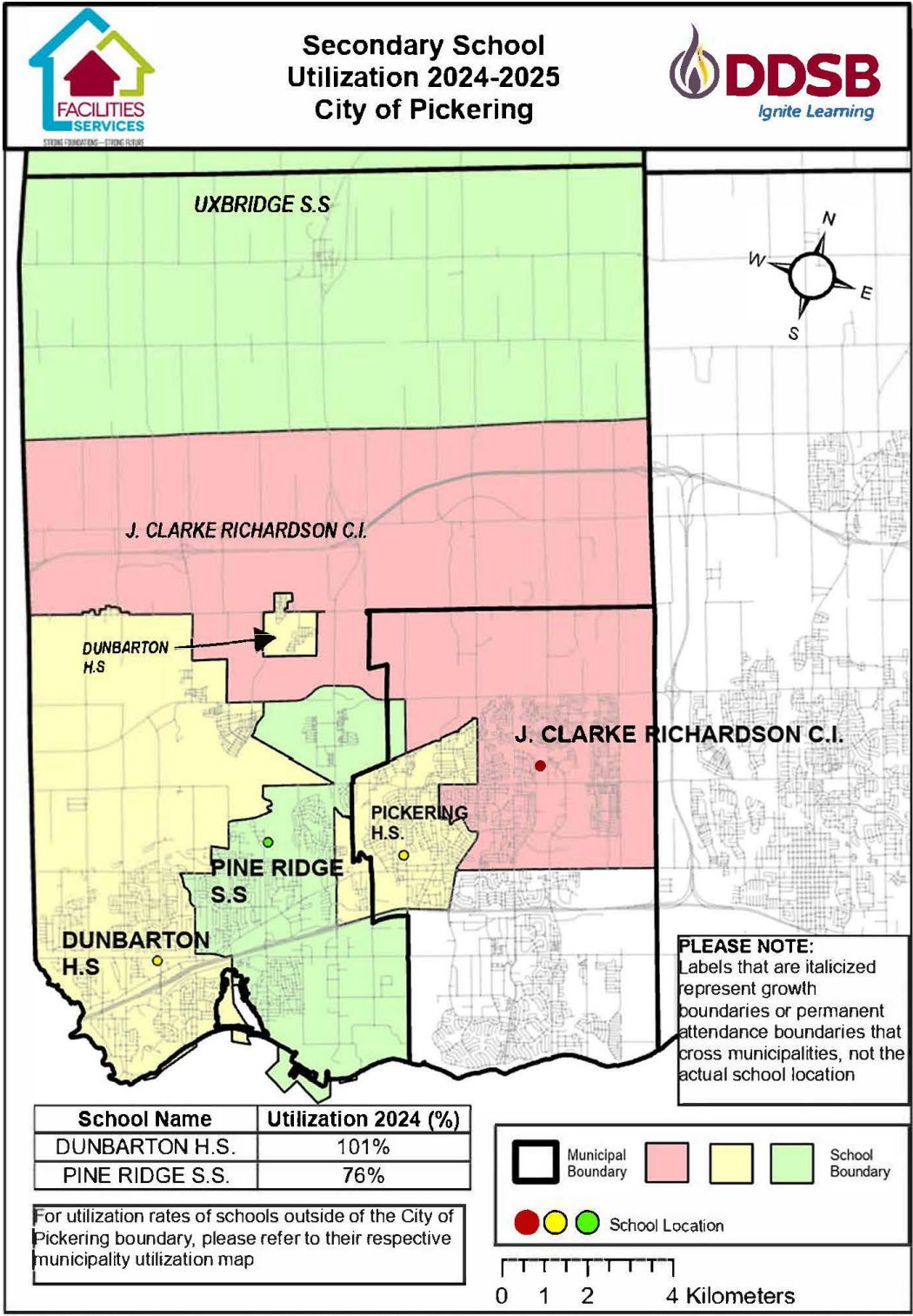


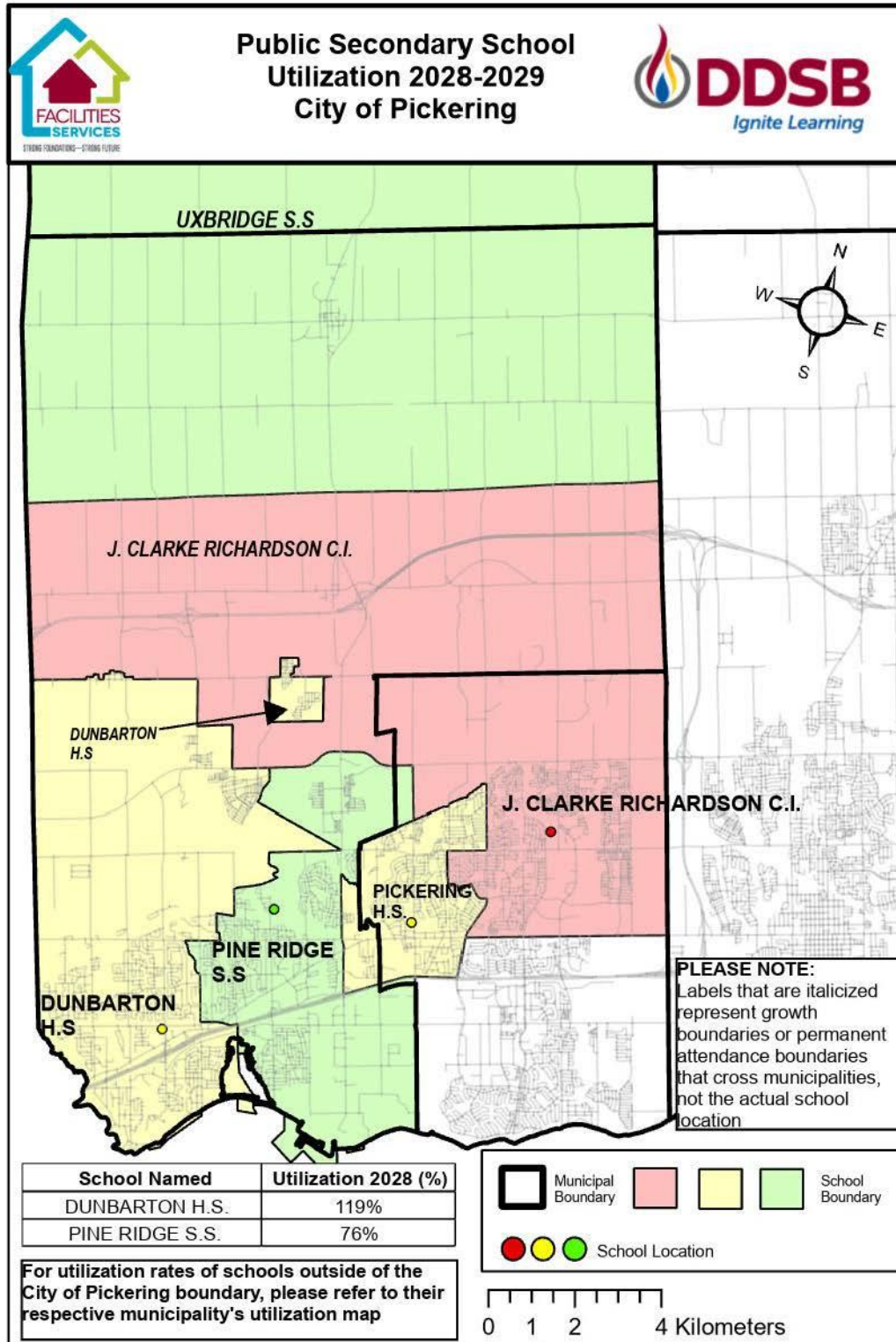
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Pickering Elementary Schools (Regular Track) – Accommodation Condition – 2028-2029

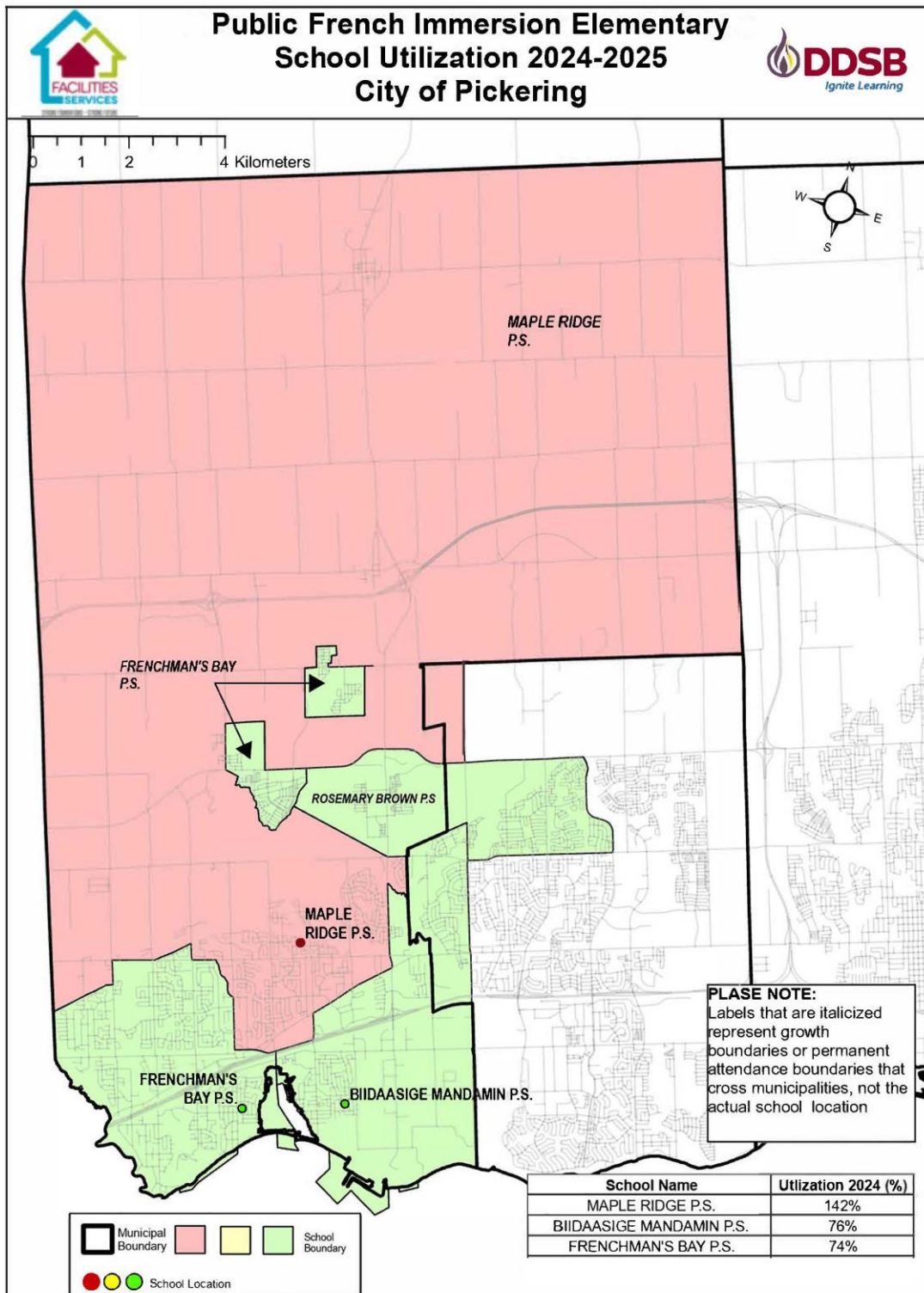


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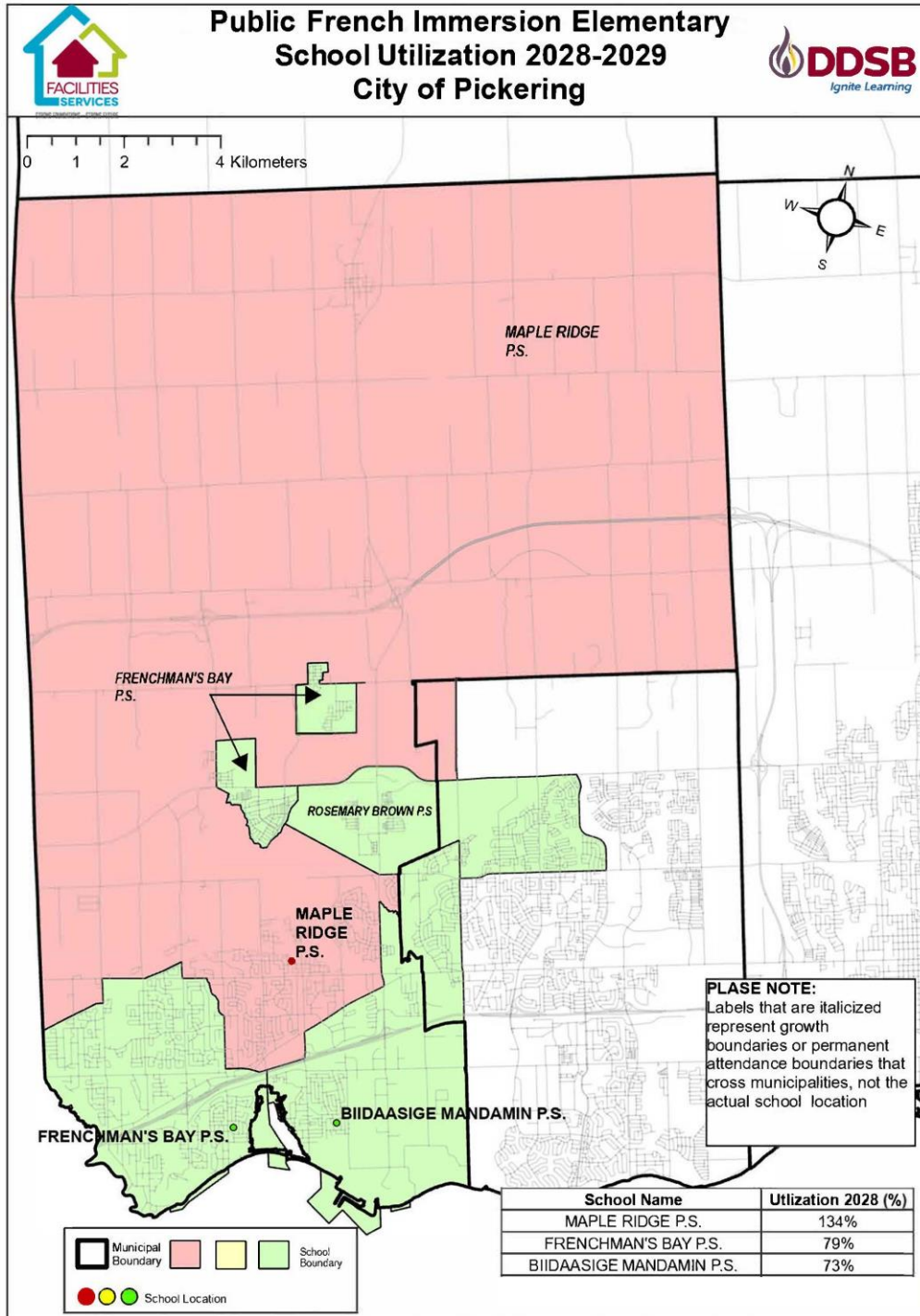




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Pickering Development and Future Schools Overview

Over the next 5 years, over 8,700 new residential units are forecasted, increasing to over 25,300 in 15 years, with the majority of the growth coming from Pickering Seaton. As part of DDSB's 2024 Education Development Charge By-law, development information was sourced from the Region of Durham and City of Pickering Current Development Proposals from the City's website; and the Seaton Planning Justification report, May 2023.

a. Seaton

Pickering includes the Seaton lands of over 3,000 acres of living area. The Seaton community, located west of West Duffins Creek, north of the CP Rail line will provide homes for 70,000 people, once fully built out.

There are 8 elementary and 2 secondary school sites reserved in the Seaton lands for the accommodation of growth. One of these elementary school sites located at Burkholder Drive and Azalea Avenue has a school under construction which will open in September 2025. Existing Pickering schools are currently utilized as partner schools for these students and the remaining Seaton development area until such time that enough pupils are generated to receive Ministry approval and funding for the construction of additional schools within each area of Seaton.

b. Urban Centre and Kingston Road Corridor

Pickering is identified as one of two urban centres in Durham. Planned intensification in Pickering's City Centre and along the Kingston Road corridor will see the development of higher density residential development, with over 1,000 storeys of units currently proposed. This future development is focused adjacent to public transit and to capitalize on Pickering's downtown services. The impact on enrolment in this area is expected over the next five to seven years.

There is 1 elementary school site reserved in the Official Plan within Pickering's Urban Centre, located south of Highway 401 on lands that are currently utilized for a hydro-corridor.

c. Envision Durham Expansion Lands

In Pickering, lands generally located along the east side of Brock Road, north of Highway 407 as well as lands north and south of Highway 407 from Westney Road to Lakeridge Road are incorporated into the urban area for future growth.

Future Development School Sites

There are currently no undeveloped school sites owned by DDSB in Pickering.

Pickering Capital Priorities

The following school has received Ministry of Education funding, through the Capital Priorities Program and will provide relief to the identified partner schools:

- Unnamed Ajax Coughlan PS – Valley View PS/Valley Farm PS – This school is located in Ajax along the Pickering-Ajax boundary and will provide accommodation for students from both Seaton and Ajax.
- Unnamed Pickering Seaton PS – Highbush PS/Westcreek PS/EB Phin PS

As growth continues, the district will apply for future Capital Priorities funding to build new schools. In the meantime, additional partner schools will be identified, as required.

Pickering French Immersion, Gifted and Modified Calendar Programs

Pickering's elementary French Immersion program is accommodated at four schools: Biidaasige Mandamin PS, a dual track (Regular and French Immersion program) school, Maple Ridge PS, a dual track (Regular and French Immersion program) school, Frenchman's Bay PS a single-track French Immersion school and students in north Pickering (Seaton) are accommodated at Rosemary Brown PS located in Ajax near the Pickering-Ajax boundary. Secondary French Immersion students attend Dunbarton HS.

The Gifted elementary program is accommodated at William Dunbar PS, while secondary students in the Gifted program attend Pickering HS, located in Ajax.

There are no schools offering a modified calendar in Pickering.

Pickering Community Facilities

Child Care Centres are offered in 8 of Pickering's 18 elementary schools. In 2024-2025, a 2-room expansion of the existing Child Care Centre at Vaughan Willard PS will be in operation. There are no Child Care Centres at either of Pickering's secondary schools. In addition to the 8 Child Care Centres, 9 additional schools offer before and/or after school care. There are Community Hubs located at 5 Pickering schools.

Future Community Facilities

The unnamed Pickering Seaton PS (Burkholder Drive and Azalea Avenue) includes the construction of a Child Care Centre.

Pickering - Future Direction

Enrolment pressures within Pickering will be alleviated with the scheduled openings for Unnamed Ajax Coughlan PS in September 2025, which picks up students from both Pickering and Ajax, and Unnamed Pickering Seaton PS in 2025. The breadth of development planned for Pickering, both in Seaton and Central Pickering, will require staff to continue monitoring enrolment growth to ensure sufficient space is available for incoming students.

Schools in older areas of Pickering will be directly impacted by the regentrification of the areas such as Central Pickering. The planned development places significant emphasis on intensification through the construction of multi-storey buildings. Schools such as Altona Forest PS, Rosebank Road PS, Maple Ridge PS, and William Dunbar PS are projected to maintain utilization rates greater than 130% through 2028 and beyond. These schools are located around Central Pickering. Accommodation needs in this area will be monitored to determine possible solutions to address expected enrolment growth.

Maple Ridge PS offers both a Regular program and a French Immersion program. Both programs are projected to stabilize, with the need for 7 portables on site in 2024-25. The site is constrained and there is a maximum of 9 portables due to the acreage and limited parking spaces available.

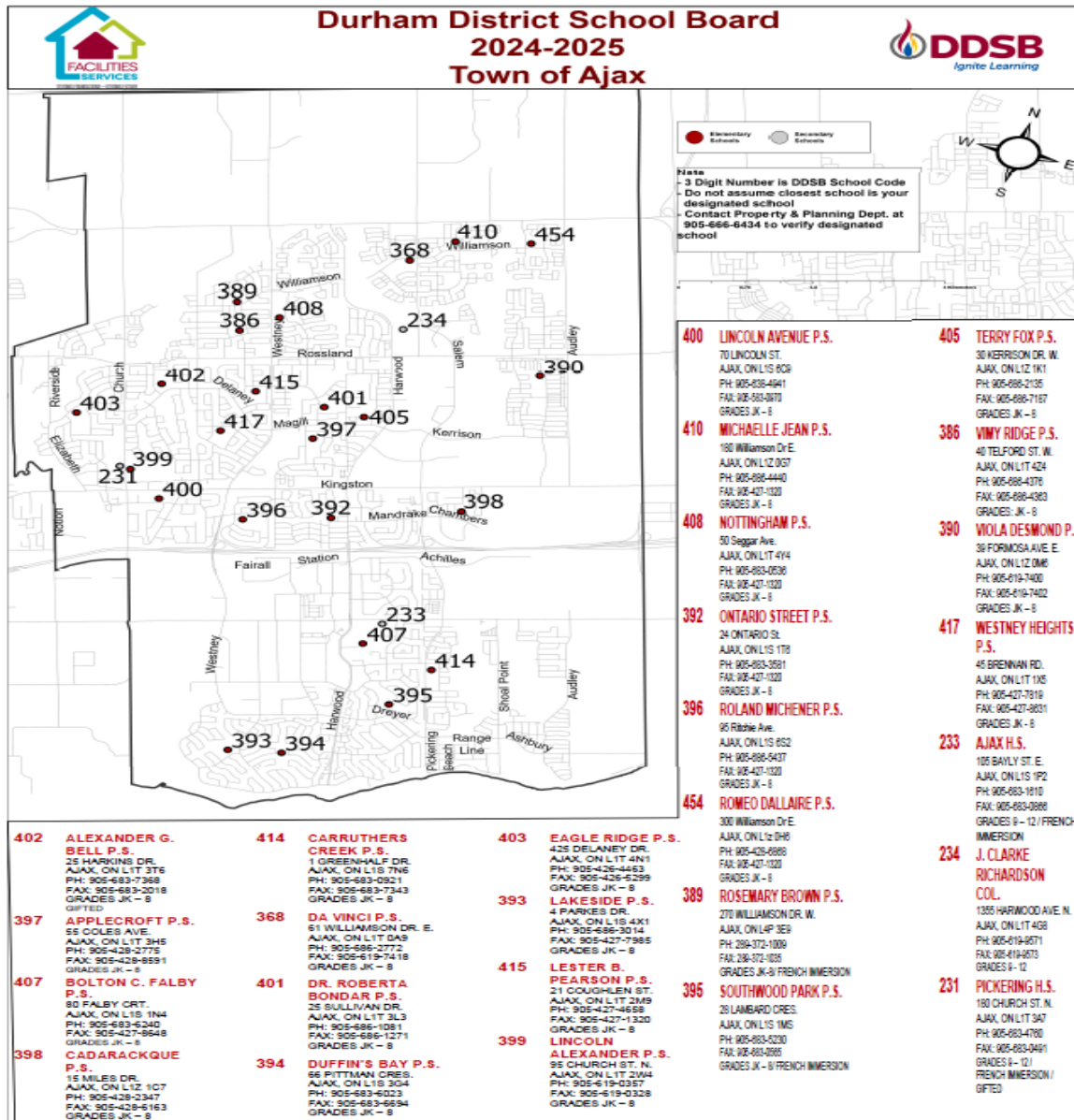
A temporary classroom was added at the school to limit the number of portables on site through the conversion of space that was originally part of the library. This space would be repatriated for library/common use as enrolment decreases.

There is currently space and projected space available in Pickering's other French Immersion locations (Biidaasige Mandamin PS and Frenchman's Bay PS). Given overall changes in French Immersion trends, staff will monitor enrolment over the next couple of years, to determine next steps for French Immersion schools within the district including Pickering.

Over the next five years, there will be sufficient space at the two existing secondary schools to accommodate anticipated enrolment increases.

Any surplus space at elementary schools will be utilized to address growth pressures, potential partnerships, boundary adjustments or the relocation of specialized programs.

MUNICIPAL OVERVIEW -- TOWN OF AJAX



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Town of Ajax -- Summary

- New residential development in the Town of Ajax (Ajax) is anticipated to increase over the next 15 years; however, Town services are not fully in place to accommodate the anticipated development. Enrolment is anticipated to increase with development; however, using portables at existing schools and the construction of one new school, accommodation solutions remain in place over the next five years.

While DDSB schools in south Ajax have been underutilized and schools in the north face enrolment pressures, decisions to partner with underutilized schools to address pressures within established growth boundaries have primarily resulted in a more efficient use of existing schools. Based on projected development, this situation may require a review of the overall accommodation needs in Ajax over the next five to seven years.

- Municipal growth forecasts indicate that over the next 5 years, more than 6,200 new development units are expected to be built in Ajax, with this estimate increasing to over 19,500 units by 2038-2039.
- One new elementary school will be opened in 2025 in Northwest Ajax at Stannardville Drive and Hurst Drive. This school will accommodate students from Ajax as well as Pickering-Seaton. The area impacted is north of Rossland Road West, south of 5th Concession Road, east of Dusty Drive and west of Lakeridge Road North. Students within this area are currently at Eagle Ridge PS and AG Bell PS in Ajax and Valley View PS in Pickering.

Town of Ajax -- Overview

The Town of Ajax (Ajax), located on the northern shores of Lake Ontario between Pickering and Whitby, is the smallest municipality in Durham Region, by area. The suburban community has a population of almost 131,500 people (2021 data).

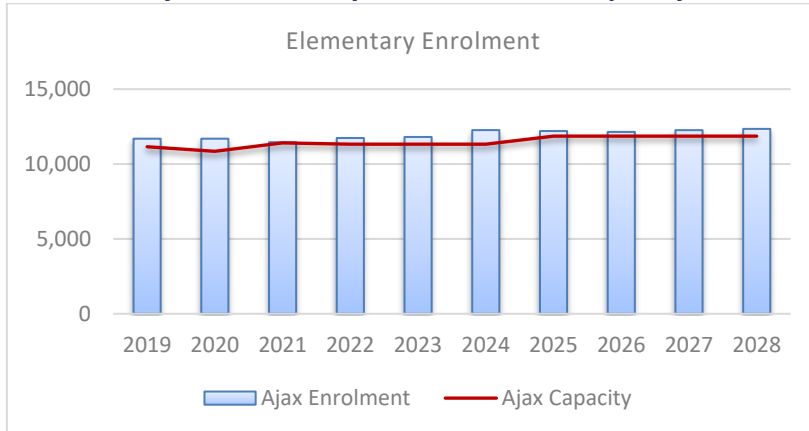
Ajax School Facts

- There are currently 23 elementary schools and 3 secondary schools serving the Ajax area.
- Facilities in Ajax were built between 1951 (Pickering HS) and 2021 (Rosemary Brown PS).
- There is a total 186,517.42 m² of facility space to accommodate Ajax students.
- Ajax schools are accommodated on 72.24 hectares/185.85 acres of land.
- In 2024-2025, 12,266 elementary students and 5,376 secondary students will be accommodated in existing schools.
- 81 % of Ajax schools are located adjacent to municipal parks.
- FCI – no school in Ajax is higher than 65% which is a marker for a school requiring significant repairs/building improvements. Details are available in Appendix C.

Enrolment

The following charts show the enrolment and capacity for Ajax elementary and secondary schools from 2019 to 2028.

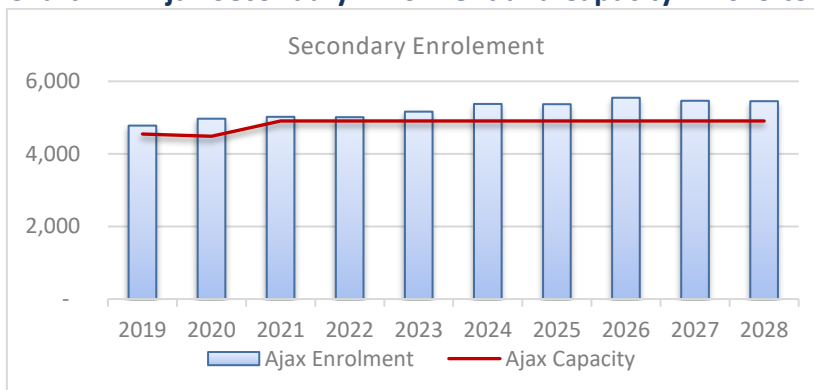
Chart A1 - Ajax Elementary Enrolment and Capacity -- 2019 to 2028



Capacity reflects permanent space and does not reflect the use of portables required to accommodate the increased enrolment until new schools or additions are constructed.

Ajax enrolment and capacity, as outlined in Chart A1 and A2, are stable overall. Elementary enrolment in Ajax is projected to exceed available school capacity by 2028. There are some accommodation pressure points within Ajax including schools both over and under enrolled. Development lands to the north of Eagle Ridge PS (north of Rossland Road) is a growing neighbourhood with new developments, as well as development along Shoal Point Road. There are also plans for redevelopment around South Ajax, along Bayly Street.

Chart A2 - Ajax Secondary Enrolment and Capacity -- 2019 to 2028



Capacity reflects permanent space and does not reflect the use of portables required to accommodate the increased enrolment until new schools or additions are constructed.

Secondary enrolment growth projected for Ajax exceeds existing available school capacity by 2028. The maps below reflect the impact of enrolment growth in existing schools in 2024-25 and the continued effect of enrolment growth as new schools are constructed.

2024-2025 Ajax Partner Schools

Growth pressure in Ajax’s elementary schools has required the designation of multiple partner schools, utilized as space permits. Staff continue to monitor the capacity of designated partner schools for Ajax students and to determine how to best serve the community. Students are being accommodated in the following existing Ajax schools: Bolton C. Falby PS, Carruthers Creek PS, Eagle Ridge PS, Alexander Graham Bell PS, and Lincoln Alexander PS at the elementary level. At the secondary level, students continue to attend their home secondary school.

Portable Utilization

Portables are utilized as temporary school accommodation for students when there is not space within a facility. Given the general stability in the Ajax elementary schools enrolments, there was a need for 39 portables for the 2023-2024 school year increasing to 47 in 2024-2025. Even with a new school opening in 2025-2026, projected enrolment growth will result in a steady increase in portables to 2028-2029.

At the secondary level, there was a need for 13 portables to accommodate enrolment growth in 2023-2024. For 2024-2025, this has increased to 19 portables. As enrolment growth continues, the number of portables is projected to increase.

	2024	2025	2026	2027	2028
Elementary Portable (in use) Capacity	1,081	874	943	1,058	1,173
Secondary Portable (in use) Capacity	437	621	805	736	713
Total Portable (in use) Capacity	1,518	1,495	1,748	1,794	1,886
Total Enrolment	17,642	17,573	17,693	17,726	17,800
Students in Portables	8.60%	8.51%	9.88%	10.12%	10.60%

For the purposes of this Accommodation Plan, accommodation condition maps have been developed to reflect the current situation in 2024-2025 and the future situation in 2028-2029 at the Regular Track elementary and secondary levels, and for the elementary French Immersion program. The future situation in 2028-2029 includes the impact of one new elementary school opening in 2025-2026.

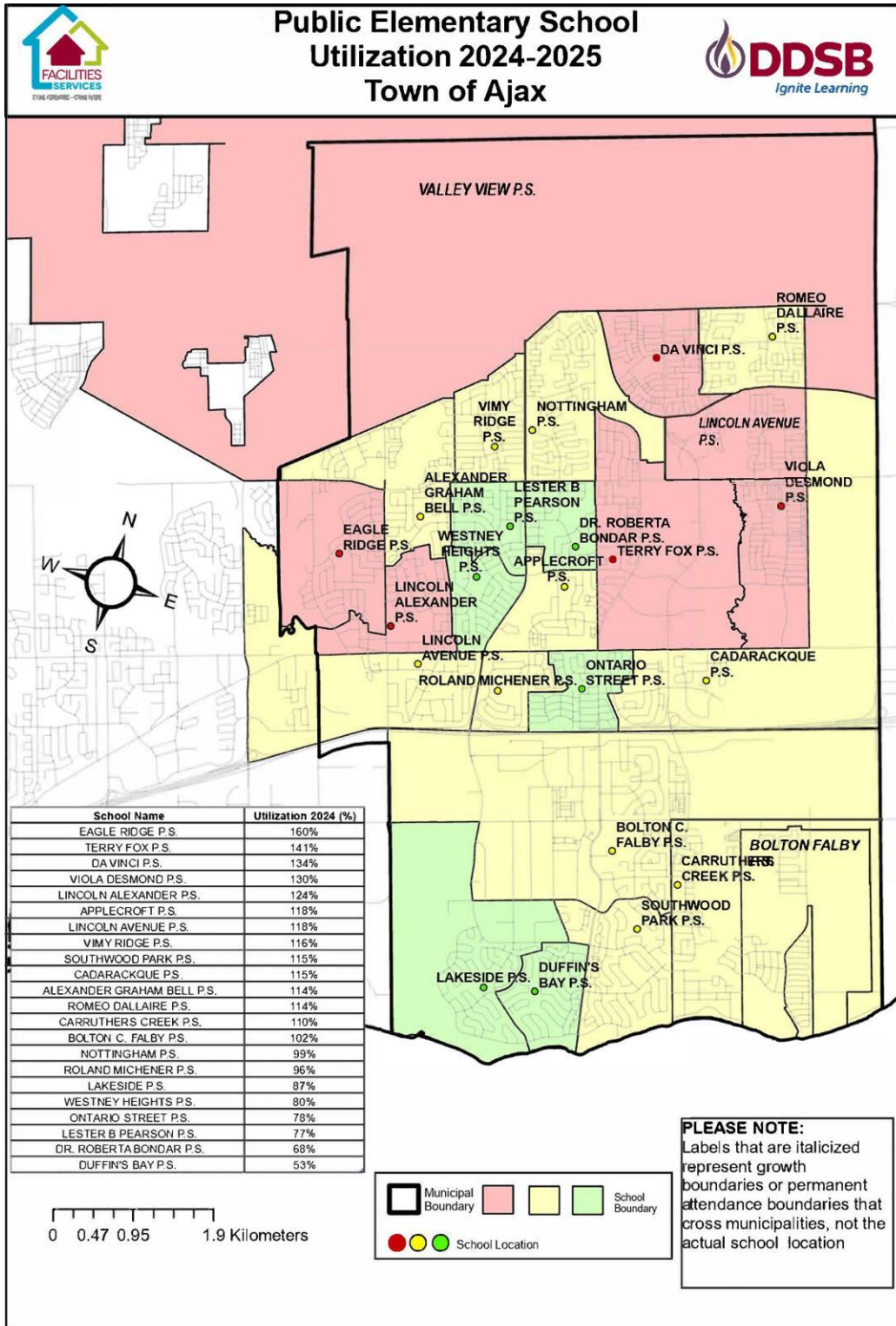
Areas in red are schools with significant enrolment growth; the areas in yellow are schools where accommodation needs should be monitored and the areas in green are schools where there are currently no growth-related pressures.

As noted in the 2028 map, the growth pressures in elementary schools will continue to grow in areas where development is expanding. The need for future new elementary schools will continue. DDSB will

monitor these areas and submit requests to the Ministry of Education for Capital Priorities funding to build new schools in the near future.

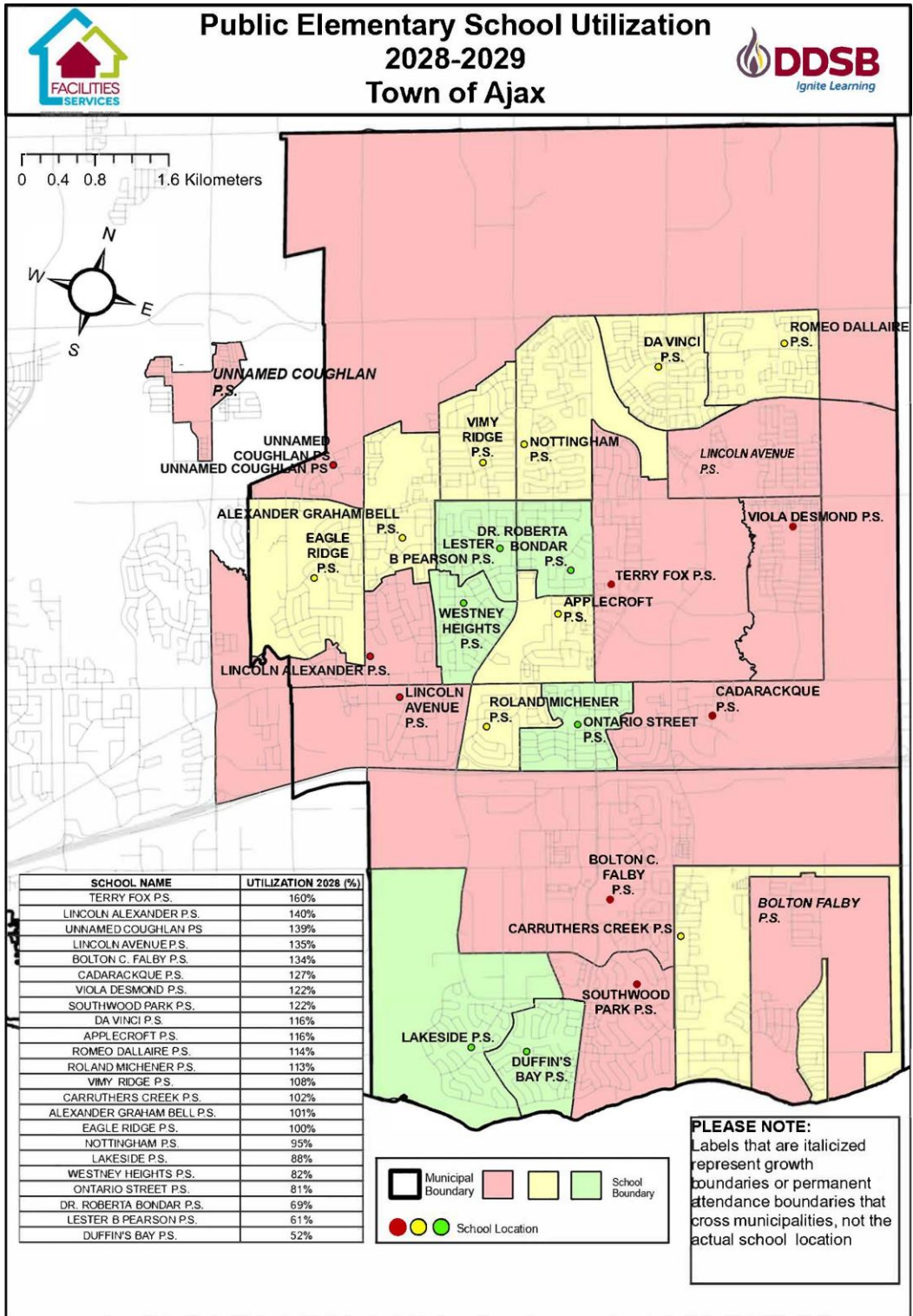
In analyzing areas of enrolment growth, nearby schools could accommodate growth through the use of portables until new schools are identified for Ministry funding.

Ajax Elementary Schools (Regular Track) – Accommodation Condition – 2024-2025



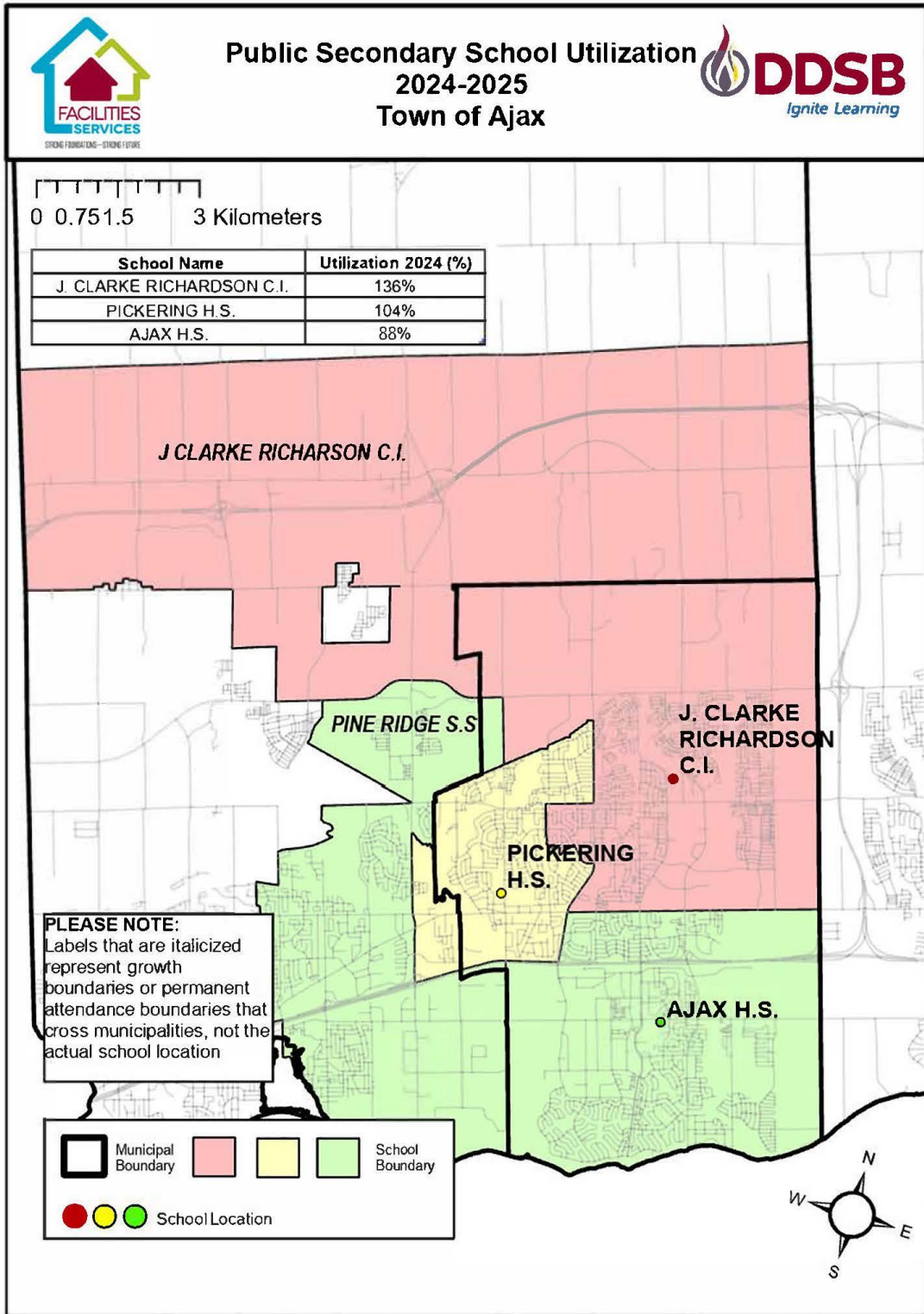
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Ajax Elementary Schools (Regular Track) – Accommodation Condition – 2028-2029



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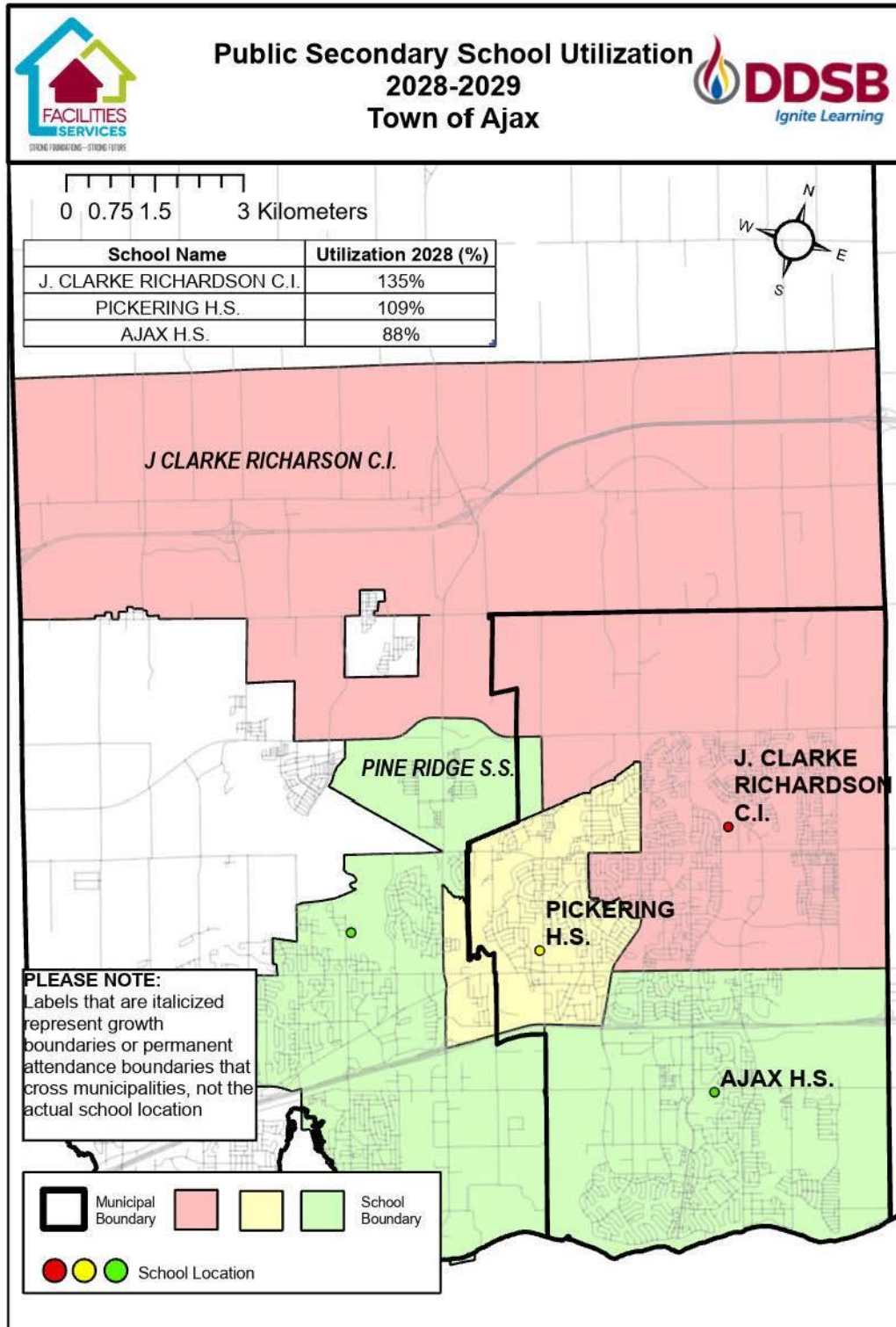
Ajax Secondary Schools – Accommodation Condition – 2024-2025



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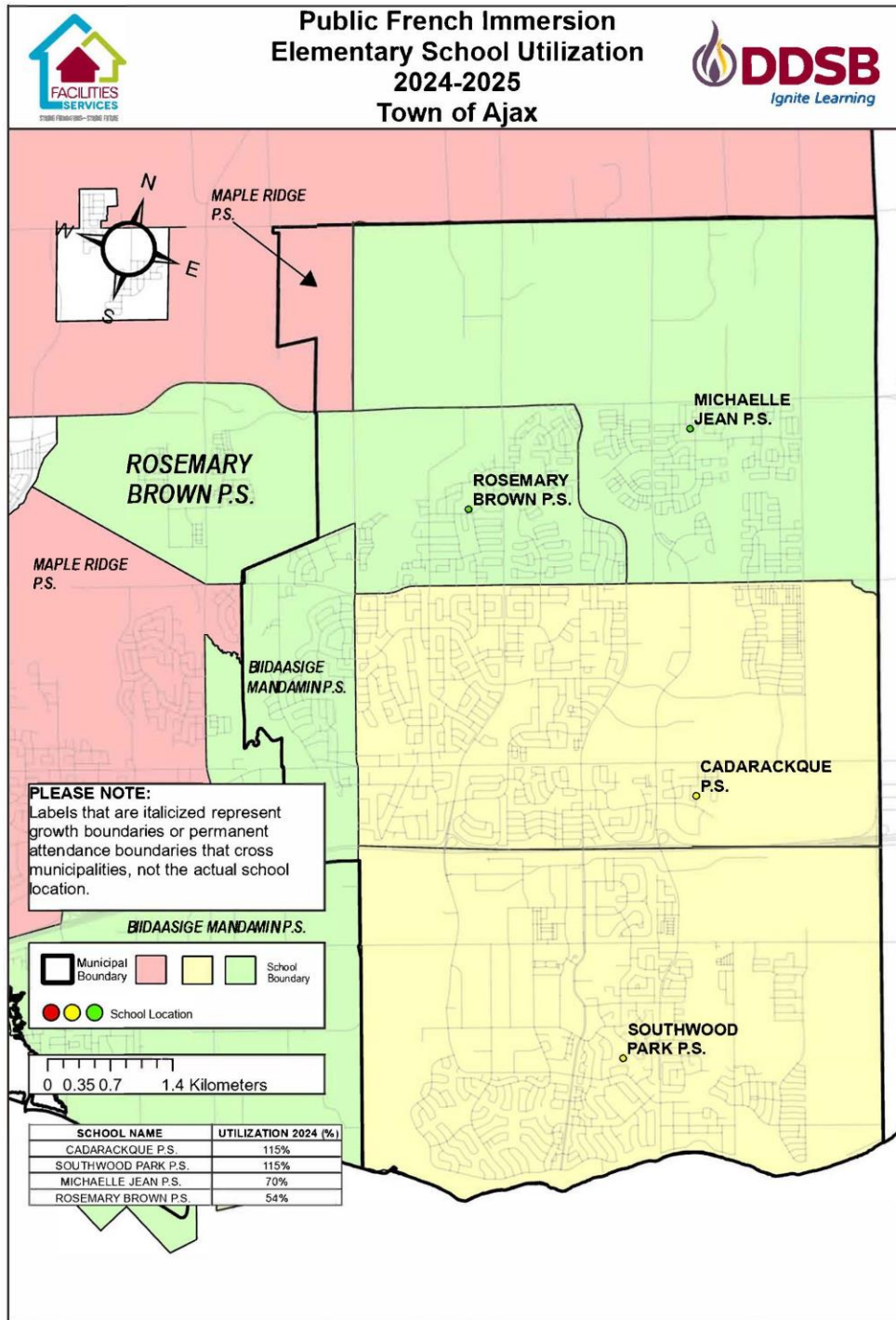


Ajax Secondary Schools – Accommodation Condition – 2028-2029



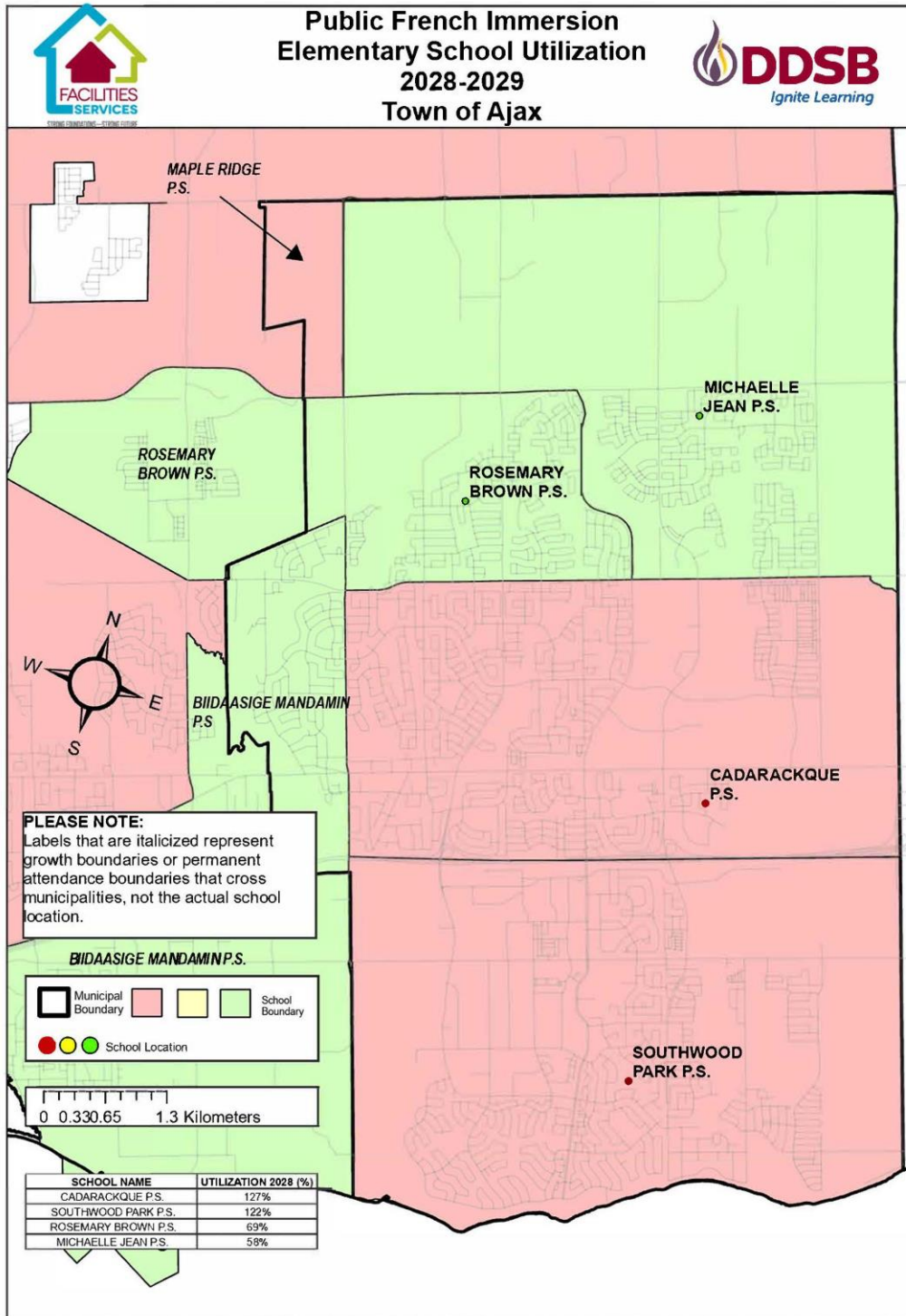
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Ajax Elementary Schools (French Immersion) – Accommodation Condition – 2024-2025



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Ajax Elementary Schools (French Immersion) – Accommodation Condition – 2028-2029



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Ajax Development and Future Schools Overview

Future development potential in Ajax is limited mainly to infill sites or conversion of land previously designated as employment lands. There is also the completion of some new development lands in north and south Ajax that could be accommodated at existing schools.

Over the next 5 years, over 6,000 new residential units are forecasted, increasing to approximately 19,500 in 15 years. As part of DDSB's 2024 Education Development Charge By-law, development information was sourced from the Region of Durham and the Town of Ajax Official Plan Consolidation October 14, 2022, and Open Data subdivision plans. Ajax also has intensification development approved through recent Minister's Zoning Orders that will impact future school needs once these developments are underway. It is recognized that these plans are future development plans as municipal services are not yet in place to accommodate the extent of the planned intensification.

DDSB continues to monitor the development plans being submitted to the Town to determine the extent of the future school needs, portable needs or boundary reviews at both the elementary and the secondary levels.

Future Development School Sites

There are currently two undeveloped elementary school sites owned by DDSB in Ajax:

- Unnamed Ajax PS (Rushworth Drive/Hollier Drive)
- Unnamed Ajax PS (Williamson Drive West/Harwood Avenue North)

Ajax Capital Priorities

Capital Priorities funding allocated by the Ministry in 2020 has resulted in the construction of the Unnamed Ajax Coughlan PS (Stannardville Drive/Hurst Drive). This school will open in September 2025.

Staff will continue to monitor enrolment growth in Ajax to determine the need for boundary reviews; portables or the development of a future business case to request Capital Priorities funding for new construction.

Given the rate of enrolment growth in the municipality, a new school funding request in the near future may be needed to address growth in the northeast area of the municipality.

Ajax French Immersion, Gifted and Modified Calendar Programs

Ajax's elementary French Immersion program is accommodated at four schools: Cadarackque PS, and Southwood Park PS which are both dual track (Regular and French Immersion program) schools, and Michaele Jean PS and Rosemary Brown PS, single-track French Immersion schools. Secondary French Immersion students attend either Pickering HS or Ajax HS.

The Gifted elementary program is accommodated at Alexander Graham Bell PS, while secondary students attend Pickering HS for the Gifted program.

There are no modified calendar schools in Ajax.

Ajax Community Facilities

Eleven of the 23 elementary schools in Ajax have Child Care Centres. There are no Child Care Centres at secondary schools. In addition to the 11 Child Care Centres, the remaining 12 Ajax schools offer before and/or after school care. There are Community Hubs located at 3 Ajax schools.

Future Community Facilities

The new Unnamed Ajax Coughlan PS will have a Child Care Centre when it opens in September 2025.

Town of Ajax - Future Direction

Eagle Ridge PS is accommodating development growth of over 250 students and has reached its portable capacity on site. For the 2024-2025 school year part of the Eagle Ridge PS boundary has been designated as a growth boundary to be partnered with AG Bell PS until the new Unnamed Ajax Coughlan PS opens in September 2025.

It has been observed that many families have larger and younger families. It is projected that this in-boundary enrolment growth will continue over the next five years in the municipality.

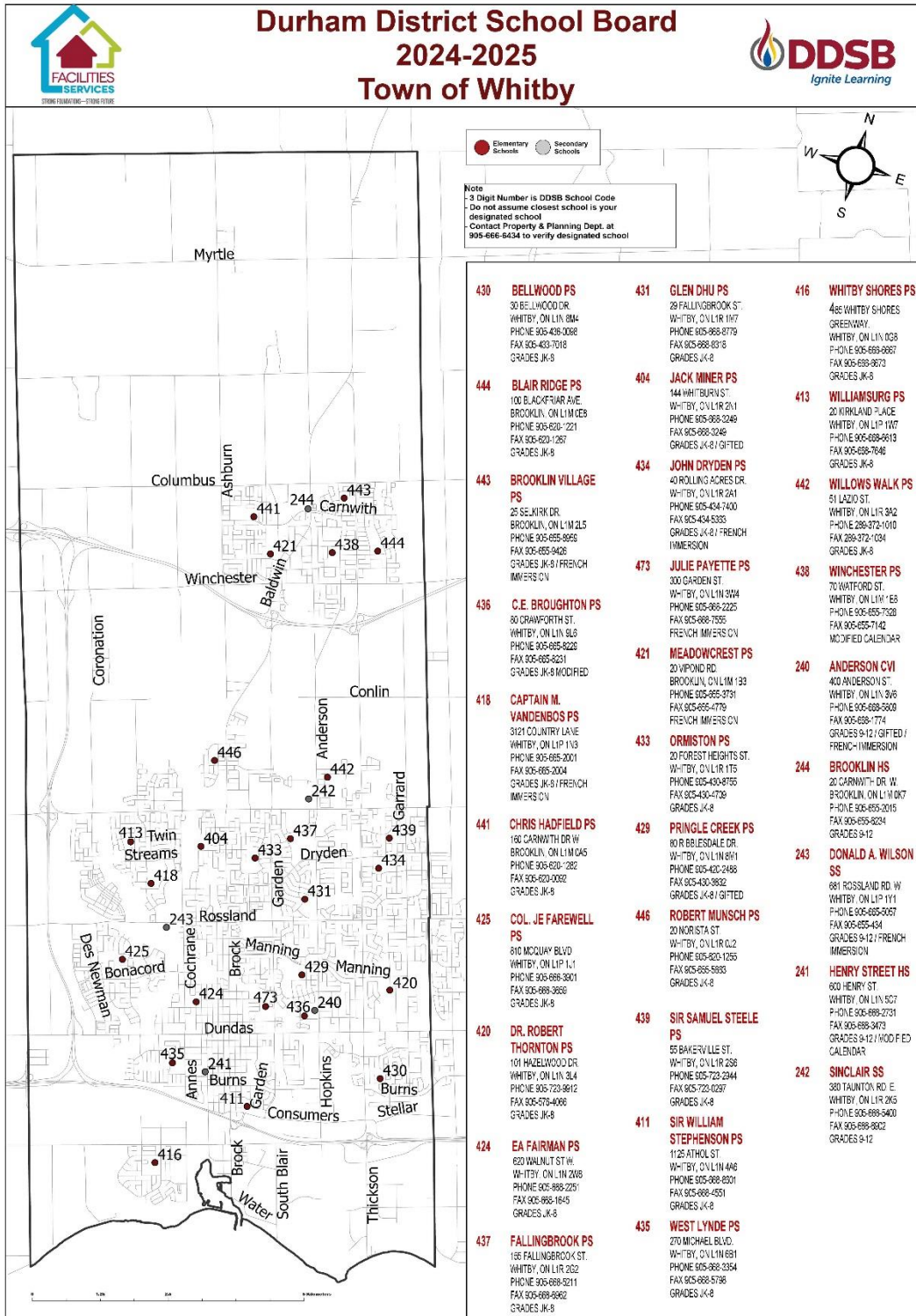
Rosemary Brown PS opened in September 2021 and has been under-enrolled since opening. Utilizing current French Immersion trending, a stable rather than a growing program, there is not

the demand in Ajax for the additional French Immersion space that is currently available at Rosemary Brown PS. Staff need to determine a better use of space at Rosemary Brown PS, utilizing the space to address other accommodation needs in Ajax.

In addition to the ongoing growth north of Hwy. 401, in the south area of Ajax, there are schools with surplus capacity, and other sites with no available capacity. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation (when the Ministry allows for Accommodation Reviews), partnerships, boundary adjustments or the relocation of specialized programs to better balance the enrolments.

With regard to secondary enrolment within Ajax, the projected enrolment through to 2028 is steadily but slowly increasing. New development will assist in stabilizing any potential declines. Staff will continue to monitor enrolment at the three Ajax secondary schools and consider future boundary reviews over the next five years.

MUNICIPAL OVERVIEW -- TOWN OF WHITBY



430 BELLWOOD PS 30 BELLWOOD DR. WHITBY, ON L1R 0M4 PHONE 905-438-0088 FAX 905-433-7018 GRADES JK-8	431 GLEN DHU PS 29 FALLINGBROOK ST. WHITBY, ON L1R 1M7 PHONE 905-668-8779 FAX 905-668-8378 GRADES JK-8	416 WHITBY SHORES PS 486 WHITBY SHORES GREENWAY WHITBY, ON L1V 0G8 PHONE 905-668-8687 FAX 905-668-8673 GRADES JK-8
444 BLAIR RIDGE PS 100 BLACKRIAR AVE BROOKLIN, ON L1M 0E8 PHONE 905-620-2211 FAX 905-620-1287 GRADES JK-8	404 JACK MINER PS 144 WHITBURU ST. WHITBY, ON L1R 2K1 PHONE 905-668-3249 FAX 905-668-3249 GRADES JK-8 / GIFTED	413 WILLIAMSBURG PS 20 WINDLAND PLACE WHITBY, ON L1P 1M7 PHONE 905-668-8913 FAX 905-668-7846 GRADES JK-8
443 BROOKLIN VILLAGE PS 25 SEJIKIK DR. BROOKLIN, ON L1M 2L5 PHONE 905-655-8955 FAX 905-655-3425 GRADES JK-8 / FRENCH IMMERSION	434 JOHN DRYDEN PS 40 ROLLING ACRES DR. WHITBY, ON L1R 2M1 PHONE 905-434-7400 FAX 905-434-8393 GRADES JK-8 / FRENCH IMMERSION	442 WILLOWS WALK PS 51 LAZIO ST. WHITBY, ON L1R 3A2 PHONE 286-972-1010 FAX 286-972-1004 GRADES JK-8
436 C.E. BROUGHTON PS 80 CRAWFORTH ST. WHITBY, ON L1N 8L6 PHONE 905-665-8225 FAX 905-665-8231 GRADES JK-8 / MODIFIED	473 JULIE PAYETTE PS 300 GARDEN ST. WHITBY, ON L1M 3W4 PHONE 905-668-2225 FAX 905-668-7555 FRENCH IMMERSION	438 WINCHESTER PS 70 WATFORD ST. WHITBY, ON L1M 1E8 PHONE 905-655-7528 FAX 905-655-7142 MODIFIED CALENDAR
418 CAPTAIN M. VANDENBOS PS 3121 COUNTRY LAVE WHITBY, ON L1P 1V3 PHONE 905-665-2001 FAX 905-665-2004 GRADES JK-8 / FRENCH IMMERSION	421 MEADOWCREST PS 20 VIVOND RD. BROOKLIN, ON L1M 1B8 PHONE 905-665-3731 FAX 905-665-4779 FRENCH IMMERSION	240 ANDERSON CVI 400 ANDERSON ST. WHITBY, ON L1N 3V6 PHONE 905-668-8608 FAX 905-668-1774 GRADES 9-12 / GIFTED / FRENCH IMMERSION
441 CHRIS HADFIELD PS 160 CARNWITH DR W BROOKLIN, ON L1M 0A5 PHONE 905-620-2822 FAX 905-620-0092 GRADES JK-8	433 ORMISTON PS 20 FOREST HEIGHTS ST. WHITBY, ON L1R 1T5 PHONE 905-430-8755 FAX 905-430-4739 GRADES JK-8	244 BROOKLIN HS 26 CARNWITH DR W BROOKLIN, ON L1M 0K7 PHONE 905-665-2015 FAX 905-659-8234 GRADES 9-12
425 COL. JE FAREWELL PS 810 MCQUAY BLVD WHITBY, ON L1P 1L1 PHONE 905-668-3801 FAX 905-668-3660 GRADES JK-8	429 PRINGLE CREEK PS 80 R BATESDALE DR. WHITBY, ON L1M 8V1 PHONE 905-400-2488 FAX 905-400-9832 GRADES JK-8 / GIFTED	243 DONALD A. WILSON SS 681 ROSSLAND RD W WHITBY, ON L1P 1Y1 PHONE 905-668-2067 FAX 905-655-454 GRADES 9-12 / FRENCH IMMERSION
420 DR. ROBERT THORNTON PS 101 HAZELWOOD DR WHITBY, ON L1N 3L4 PHONE 905-723-8912 FAX 905-678-4066 GRADES JK-8	446 ROBERT MUNSCH PS 20 WURSTA ST. WHITBY, ON L1R 0L2 PHONE 905-660-1255 FAX 905-666-5993 GRADES JK-8	241 HENRY STREET HS 600 HENRY ST WHITBY, ON L1N 8C7 PHONE 905-668-2731 FAX 905-668-3473 GRADES 9-12 / MODIFIED CALENDAR
424 EA FAIRMAN PS 620 WALNUT ST W WHITBY, ON L1N 2V8 PHONE 905-888-2257 FAX 905-888-1845 GRADES JK-8	439 SIR SAMUEL STEELE PS 55 BAKERVILLE ST. WHITBY, ON L1R 2S6 PHONE 905-723-2944 FAX 905-723-0297 GRADES JK-8	242 SINCLAIR SS 380 TAUNTON RD. E. WHITBY, ON L1R 2K5 PHONE 905-668-5400 FAX 905-668-8902 GRADES 9-12
437 FALLINGBROOK PS 135 FALLINGBROOK ST. WHITBY, ON L1R 2E2 PHONE 905-668-9211 FAX 905-669-8682 GRADES JK-8	411 SIR WILLIAM STEPHENSON PS 1125 ATHOL ST WHITBY, ON L1M 4M6 PHONE 905-668-8201 FAX 905-668-4551 GRADES JK-8	435 WEST LYNDE PS 270 MICHAEL BLVD. WHITBY, ON L1M 6B1 PHONE 905-389-3354 FAX 905-668-5736 GRADES JK-8

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Town of Whitby – Summary

- Increased enrolment resulting from new development in the Town of Whitby (Whitby) will continue to contribute to the growth pressures in DDSB schools over the next five years and beyond.
- Two new elementary schools are being constructed to address growth pressures in Whitby. The anticipated opening for both schools is September 2026. They are located at Cisco Drive and Limoges Street, and at Maskell Crescent and Coronation Road.
- Two boundary reviews to create the permanent boundaries of the two new schools are expected in 2025-26.
- Municipal growth forecasts indicate that over the next 5 years, over 6,800 new homes will be constructed in Whitby. This will increase to over 20,400 homes over the next 15 years.
- As enrolment is projected to increase over the next five years and beyond, and existing capacity is full, more new schools will be required, including 1 new secondary school. Capital Priorities business cases will be submitted in the coming years.

Town of Whitby – Overview

Whitby, located on the northern shores of Lake Ontario between Ajax and Oshawa, has a population nearing 144,000 people (2021 data). The suburban community has an urbanized settlement bordering Lake Ontario, the community of Brooklin located just north of Highway 407 and rural lands located in the north.

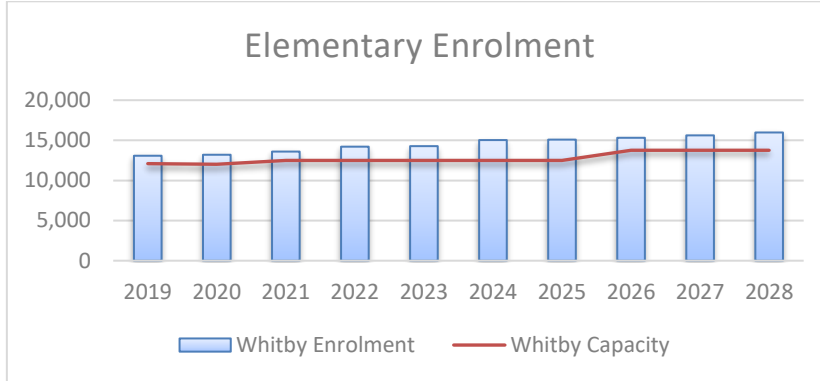
Whitby School Facts

- There are currently 25 elementary and 5 secondary schools serving the Whitby area.
- Facilities in Whitby were built between 1950 (EA Fairman PS) and 2021 (Willows Walk PS).
- There is a total 198,166.06 m² of facility space to accommodate Whitby students.
- Whitby schools are accommodated on 93.67 hectares/231.47 acres of land.
- In 2024-2025, 15,031 elementary students and 6,974 secondary students will be accommodated in existing schools.
- 70 % of Whitby schools are located adjacent to municipal parks.
- FCI – no school in Whitby is higher than 65% which is a marker for a school requiring significant repairs/building improvements. Details are available in Appendix C.

Enrolment

The following charts show the enrolment and capacity for Whitby elementary and secondary schools from 2019 to 2028.

Chart W1 - Whitby Elementary Enrolment and Capacity -- 2019 to 2028

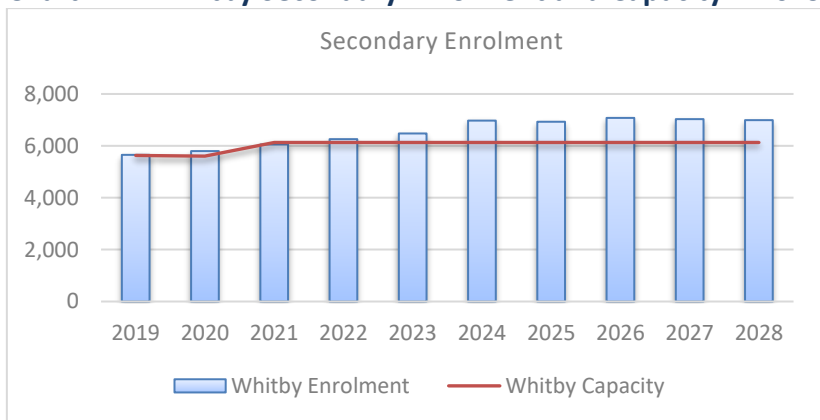


Capacity reflects permanent space and does not reflect the use of portables required to accommodate the increased enrolment until new schools or additions are constructed.

Whitby has had significant new development growth in west Whitby, located along Highway 412, from Dundas Street to the north side of Taunton Road. As of 2024-2025, there were over 1000 students, residing in the West Whitby lands being accommodated at ten partner schools including two additional partner schools to accommodate the West Whitby growth for September 2024 (see section below detailing all Partner Schools). Whitby’s enrolment will continue to grow with new residential development north of Hwy. 7, the regeneration of existing communities and with infill development resulting in the need for additional partner schools to accommodate the current and projected growth.

With two new elementary schools opening in 2026, some of the existing growth needs will be addressed; however, there will be pressures in other areas of the community as new housing developments are approved by the Town.

Chart W2 - Whitby Secondary Enrolment and Capacity -- 2019 to 2028



Capacity reflects permanent space and does not reflect the use of portables required to accommodate the increased enrolment until new schools or additions are constructed.

Secondary enrolment growth projected for Whitby exceeds existing available school capacity as illustrated in the above chart. A possible solution to address this need is set out below in the Capital Priorities section of this document.

2024-2025 Whitby Partner Schools

Growth pressure in Whitby's elementary schools has required the designation of multiple partner schools, utilized as space permits. Staff continue to monitor the capacity of designated partner schools for Whitby students and to determine how to best serve the community. Students are accommodated at the following schools: Ormiston PS, Williamsburg PS, Robert Munsch PS, Colonel JE Farewell PS, West Lynde PS, EA Fairman PS, Willows Walk PS, CE Broughton PS, Dr. Robert Thornton PS, and Glen Dhu PS at the elementary level and at Donald A. Wilson SS and Henry Street HS at the secondary level.

Portable Utilization

Portables are utilized as temporary school accommodation for students when there is not space within a facility. Given the growth in west Whitby and the shortfall in space in Whitby elementary schools to accommodate increasing enrolment, along with the fulfillment of new school builds, there was a need for 84 portables for the 2023-2024 school year which increased to 96 portables for the 2024-2025 school year.

At the secondary level, there were 22 portables required to accommodate surplus enrolment for the 2023-2024 school year. This has increased to 35 portables for 2024-2025. As growth in west Whitby continues, there will continue to be a shortfall of space at the secondary level through to 2028.

With projected growth from new development, the number of students in portables over the next five years will steadily increase. There is a slight decrease in 2026 with the expected opening of the two new elementary schools; however, growth pressures will continue as projected beyond 2026.

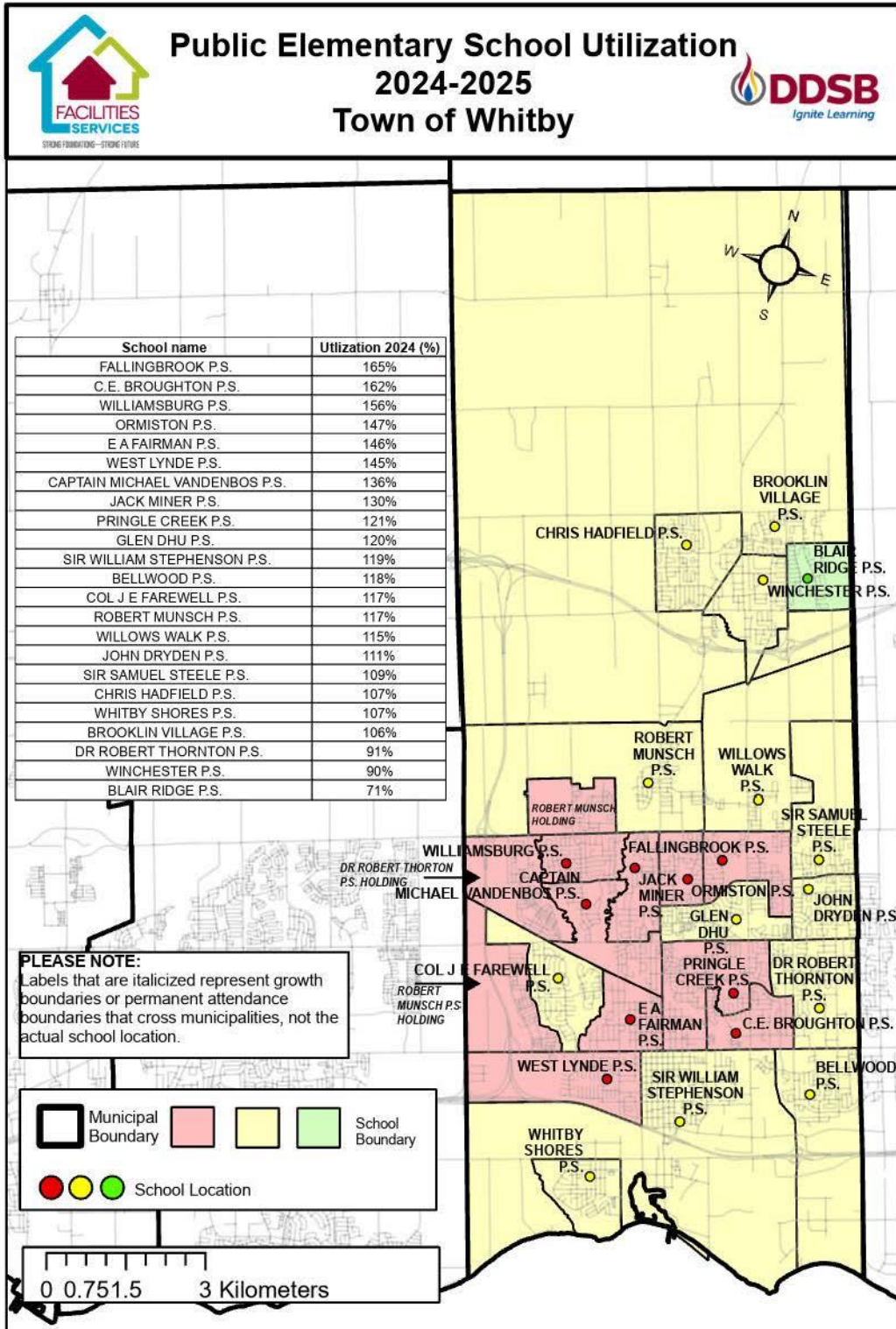
	2024	2025	2026	2027	2028
Elementary Portable (in use) Capacity	2,208	2,300	1,725	2,185	2,622
Secondary Portable (in use) Capacity	805	897	1,012	1,035	1,035
Total Portable (in use) Capacity	3,013	3,197	2,737	3,220	3,657
Total Enrolment	22,005	22,018	22,395	22,647	22,970
Students in Portables	13.69%	14.52%	12.22%	14.22%	15.92%

For the purposes of this Accommodation Plan, accommodation condition maps have been developed to reflect the current situation in 2024-2025 and the future situation in 2028-2029 at the Regular Track elementary and secondary levels, and for the elementary French Immersion program. The future situation in 2028-2029 includes the impact of two new elementary schools being constructed and anticipated to open in 2026-2027.

Areas in red are schools with significant enrolment growth; the areas in yellow are schools where accommodation needs should be monitored and the areas in green are schools where there are currently no growth-related pressures; however, these schools may be utilized as partner schools to accommodate future growth until schools in new communities are funded and constructed.

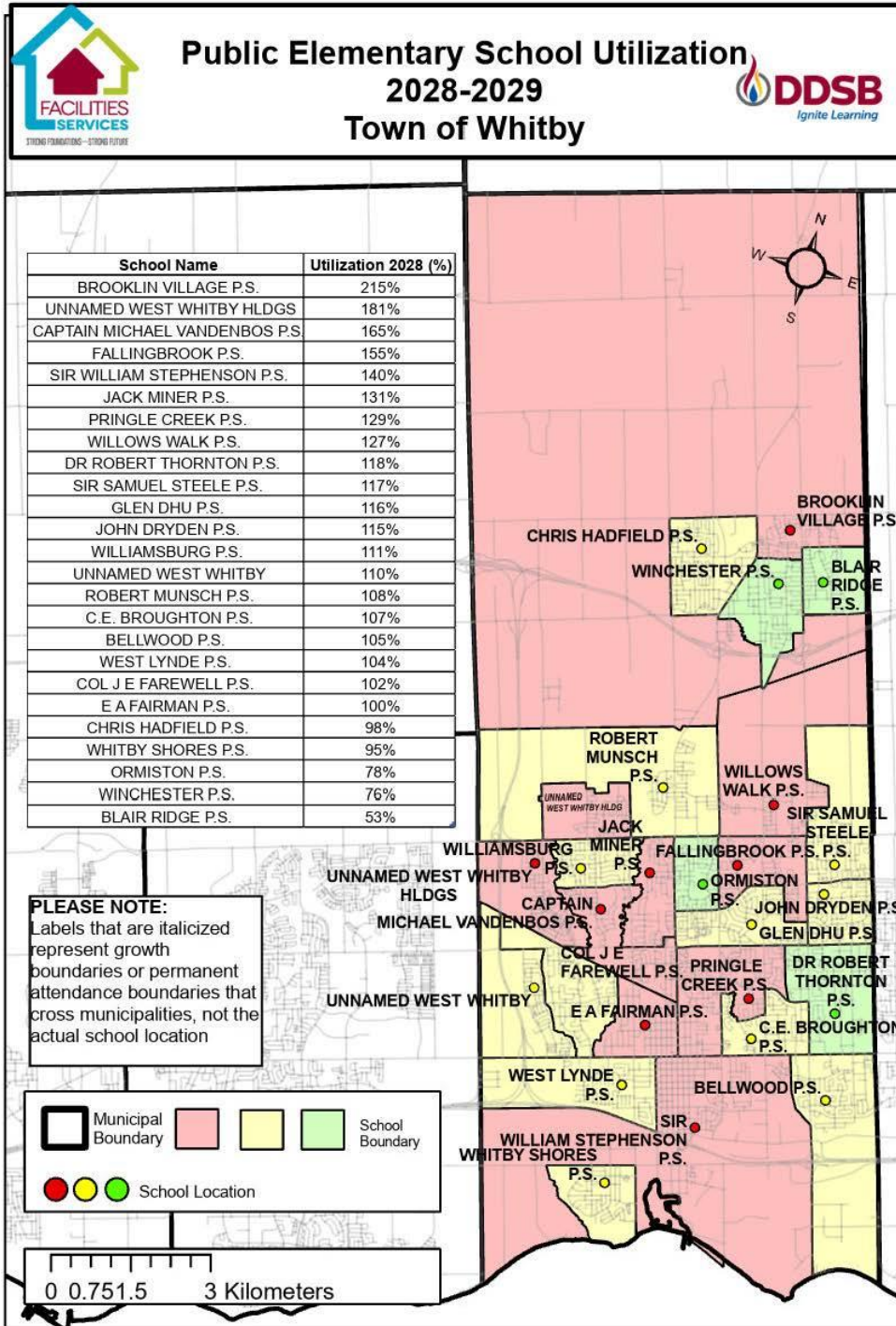
As noted in the 2028-2029 map, the growth pressures in elementary schools will continue to grow in areas where development is expanding. The need for future new elementary schools will continue. DDSB will monitor these areas and submit requests to the Ministry of Education for Capital Priorities funding to build new schools in the near future.

Whitby Elementary Schools (Regular Track) – Accommodation Condition – 2024-2025



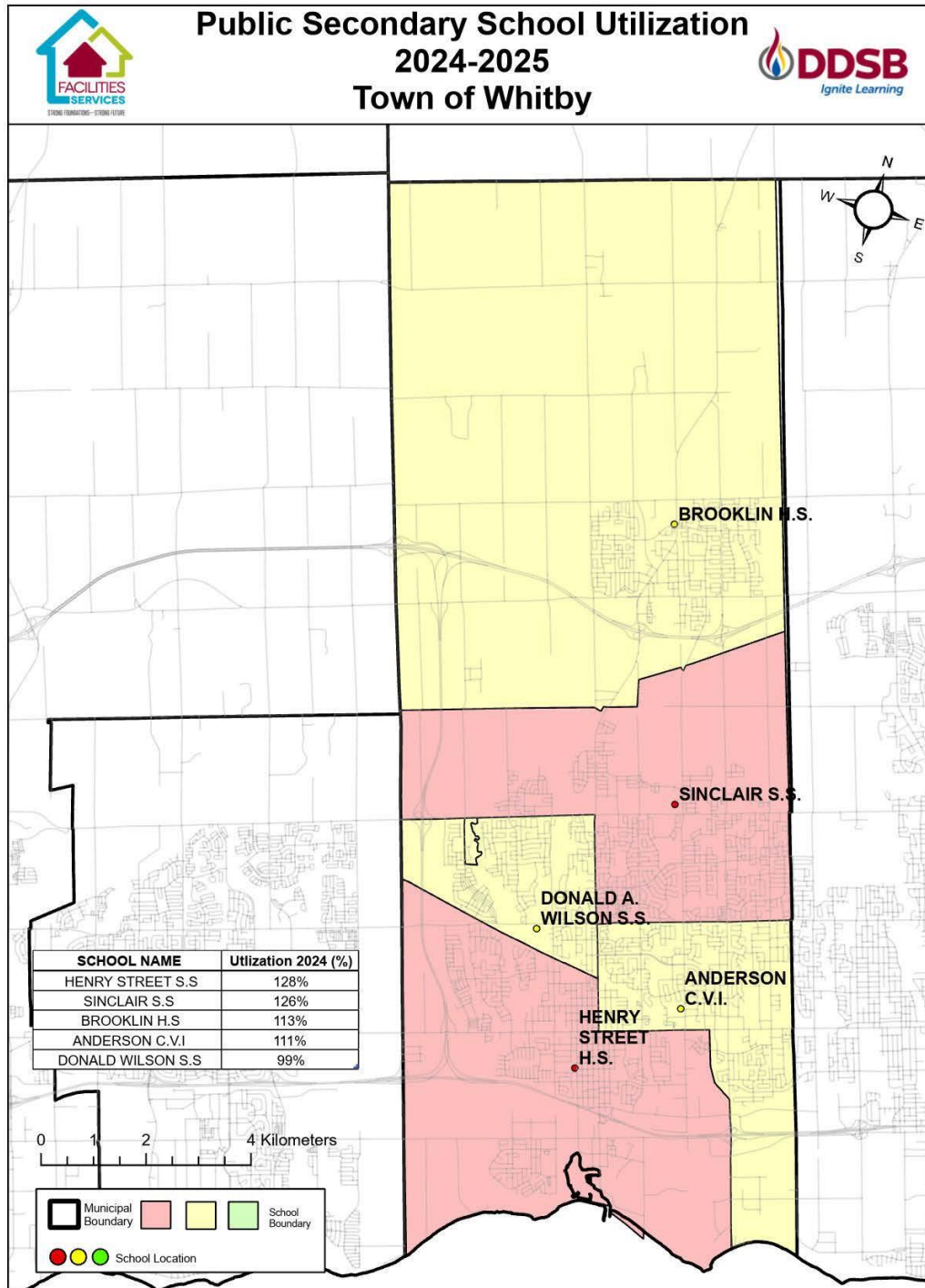
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Whitby Elementary Schools (Regular Track) – Accommodation Condition –2028-2029

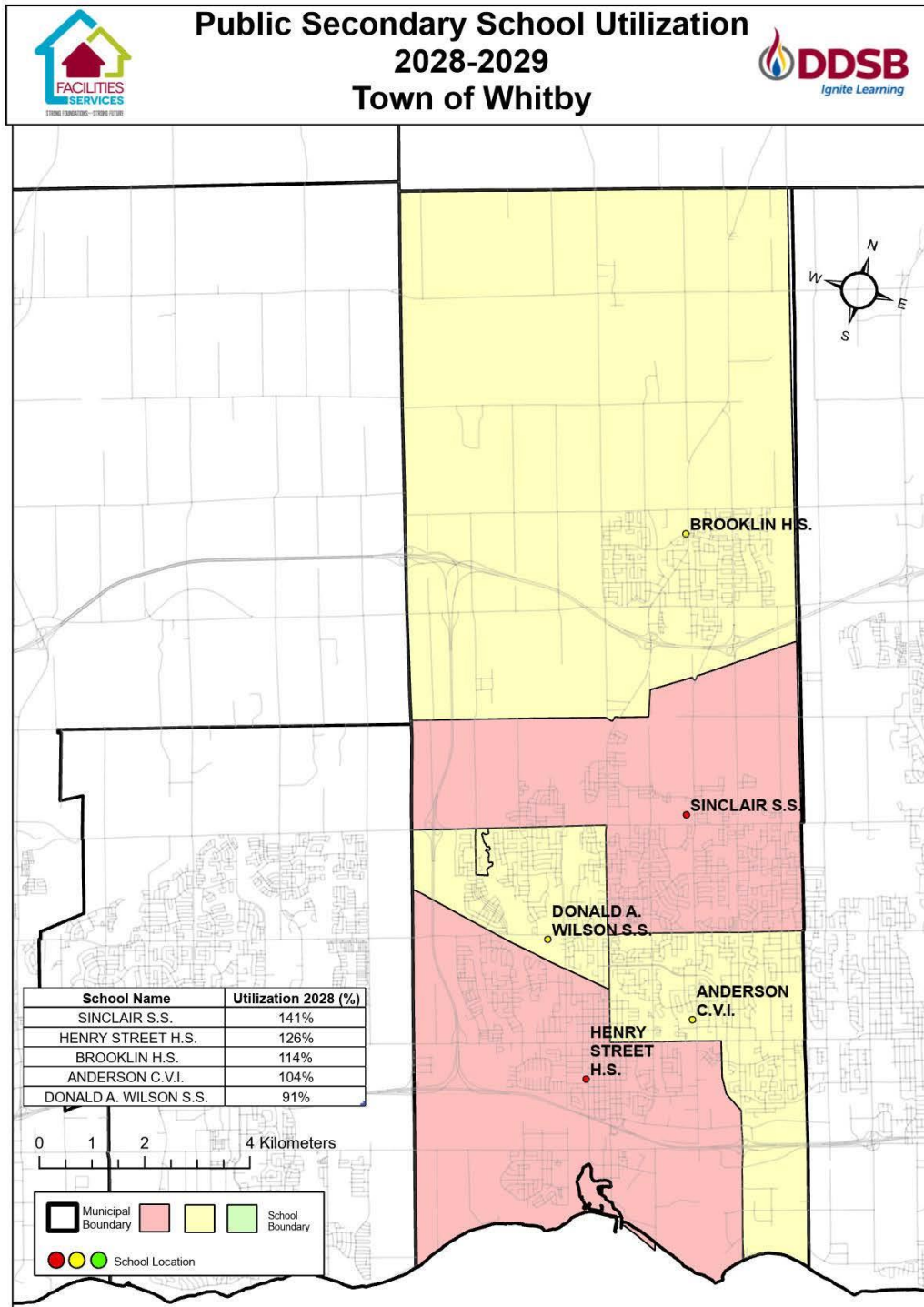


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Whitby Secondary Schools – Accommodation Condition – 2024-2025

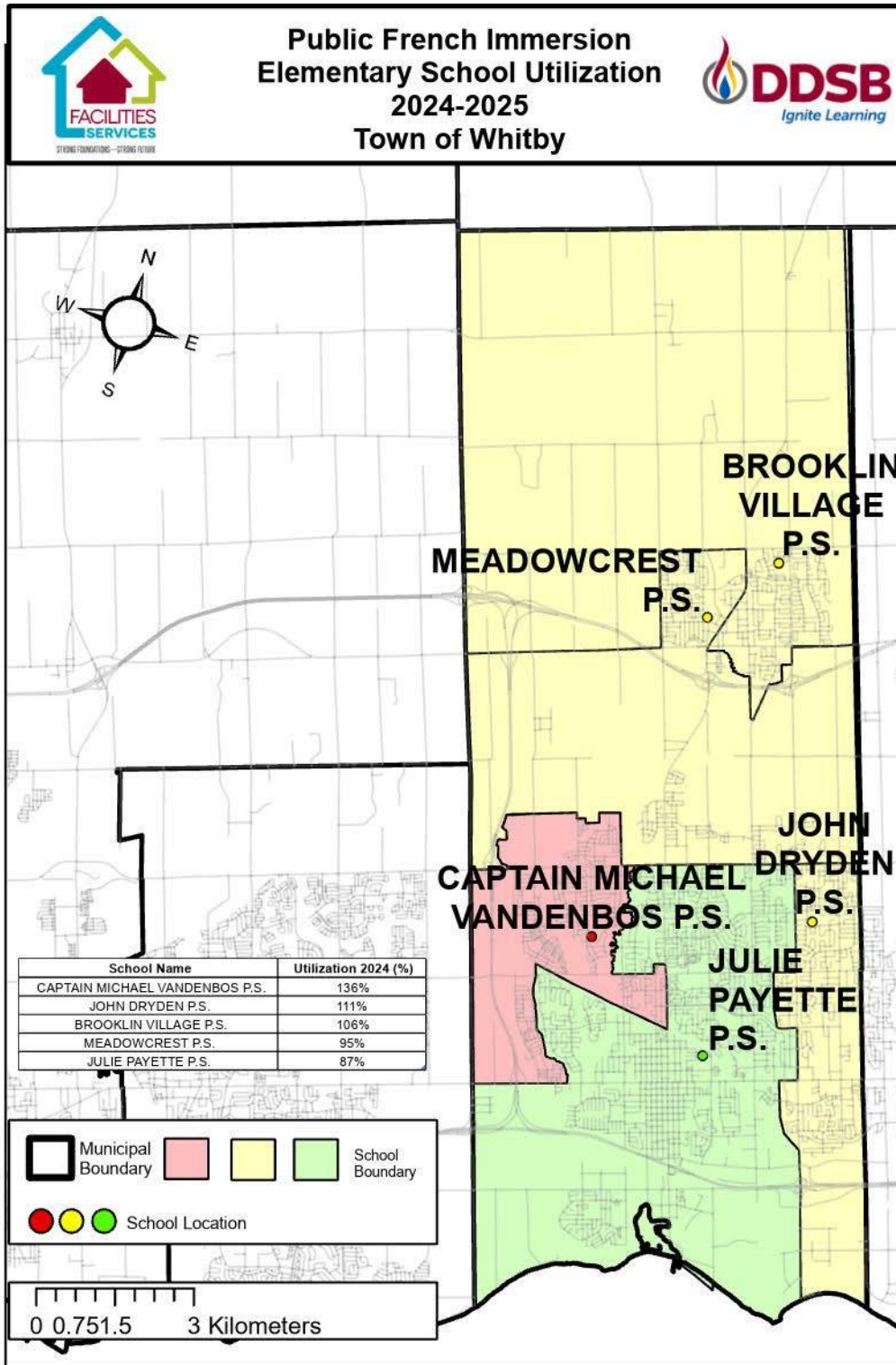


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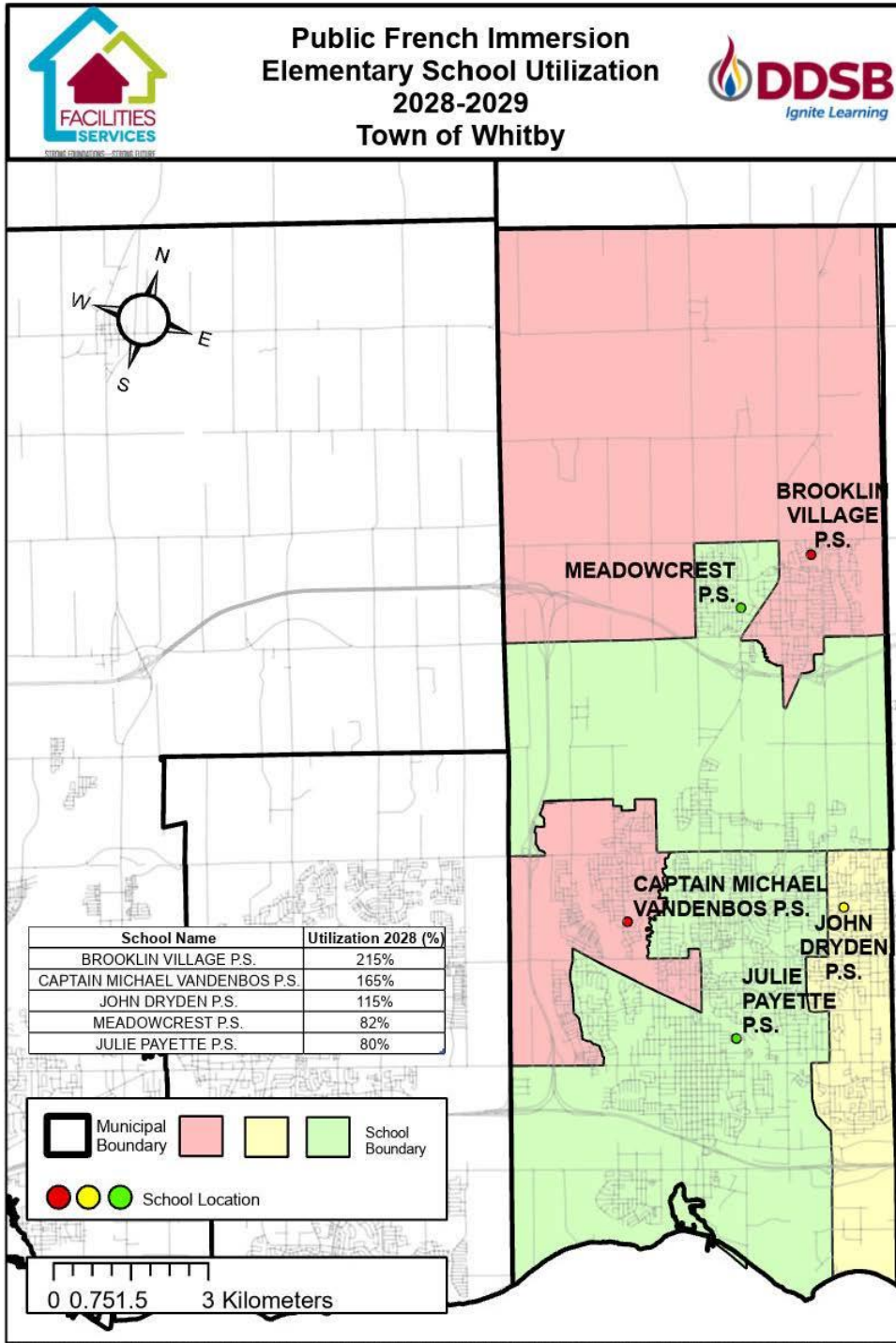
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Whitby Elementary Schools (French Immersion) – Accommodation Condition – 2024-2025



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Whitby Elementary Schools (French Immersion) – Accommodation Condition –2028-2029



Whitby Development and Future Schools Overview

Over the next 5 years, over 6,800 new residential units are forecasted, increasing to over 20,400 in 15 years. As part of DDSB's 2024 Education Development Charge By-law, development information was sourced from the Region of Durham and the Town of Whitby's 2021 Development Charges Background Study.

a. West Whitby

The western development lands in Whitby will ultimately accommodate a community of 26,000 people. Within the area, DDSB has 3 elementary sites owned, 2 elementary sites reserved, and 1 secondary school site reserved to accommodate future growth. Many students from this area are already attending DDSB schools and being accommodated in partner schools.

b. Brooklin Expansion

The future expansion of the Brooklin area will occur north and west of the current Brooklin community. Through the expansion of Brooklin, the population is estimated to increase by 56,000 people over the next 10 to 15 years, or longer pending various factors including the economy, servicing of the lands/private development timelines, available labour and construction materials. Within the expansion area, there is a need for 9 elementary and 2 secondary schools. As with the other new development areas, pupils will be accommodated at existing schools until the justification to construct a new school can be sought.

Clearing of some of the lands for future Brooklin development is commencing. Students resulting from early occupancy of homes in this area are in DDSB schools in 2024-2025.

c. Envision Durham Proposed Expansion Lands

In Whitby, Durham Region's expansion lands for future development are generally located near Highway 407 east and west of Brooklin; between Highway 412 and Lakeridge Road; and south of the 401 east of Lakeridge Road.

Future Development School Sites

There are currently two undeveloped elementary school sites owned by DDSB in Whitby:

- Unnamed Brooklin PS (Cachet Boulevard/Carnwith Drive East)
- Unnamed Whitby PS (Micklefield Avenue and Lockton Street)

Whitby Capital Priorities

The Ministry has approved two new elementary schools under the 2023-24 capital priority request, and those schools will be open for September 2026:

- Unnamed West Whitby PS (Maskell Crescent/Coronation Road)
- Unnamed West Whitby PS (Cisco Drive/Limoges Street)

DDSB anticipates accommodating over 1000 students in these two schools. In the meantime, partner schools will be used to accommodate elementary enrolment growth.

As discussed earlier and as evidenced in the accommodation condition maps, when the two new schools open, the ongoing enrolment pressure in West Whitby remains in effect but expected to impact other existing schools closer to new residential development. Future Capital Priorities funding requests will be considered when enrolment from these areas is realized.

The DDSB recognizes that secondary enrolment growth will require a new secondary school. DDSB has identified a secondary school site to address the expected need. A request for funding this school was made under the 2023-2024 Capital Priorities process; however, it was not approved at that time. The funding request was updated to reflect the increasing enrolment pressure and re-submitted in the 2024-2025 process with an anticipated opening for September 2028 if approved.

An addition to Henry Street SS has also been requested to address existing and increasing enrolment growth in south Whitby. In 2024-2025, Henry Street SS has 12 portables on site. This is projected to increase as the school's enrolment increases from both West Whitby and other new development in south Whitby.

Whitby French Immersion, Gifted and Modified Calendar Programs

Whitby's elementary French Immersion (FI) program is accommodated at five schools: Brooklin Village PS, Captain Michael VandenBos PS and John Dryden PS, all dual track (Regular and FI program) schools, and Julie Payette PS and Meadowcrest PS, both single-track FI schools. Secondary FI students attend either Anderson CVI or Donald A Wilson SS where dual track programs are offered.

The Gifted elementary program is accommodated at Jack Miner PS and Pringle Creek PS, while secondary students in the Gifted program attend Anderson CVI.

The Modified Calendar Year is offered at two Whitby elementary schools and one secondary school. CE Broughton PS offers the alternative calendar year, available to all students within the district. Students residing in Brooklin have the option to attend Winchester PS for the Modified Calendar Year. Henry Street HS offers the Modified Calendar Year at the secondary level.

The DDSB is reviewing the Modified Calendar Year program at the secondary level in 2024-2025. The review is anticipated to be completed later this year.

Whitby Community Facilities

Child Care Centres are offered in 8 Whitby elementary schools and at Sinclair SS. In addition to the 9 Child Care Centres, there are an additional 16 Whitby schools that offer before and/or after school care. There is also one Community Hub located in Whitby.

Future Community Facilities

One of the two recently approved elementary school projects in west Whitby has been approved for Child Care. It is expected that this centre will open in 2026 with the completion of the new school.

Town of Whitby - Future Direction

A shortfall of over 2000 spaces in Whitby's elementary schools from 2024-2025 to 2028-2029 is projected. More than half of the shortfall can be attributed to growth and to students residing in West Whitby in new residential development where schools are under construction. Until such time, as funding can be secured to construct more needed schools in Whitby, students will continue to be redirected to partner schools.

Fallingbrook PS has reached its maximum portables to be placed on site. The school is not a partner school but has some in-area development currently underway. It is projected that this in-boundary enrolment growth will continue over the next few years. Staff will monitor to determine if there is need to redirect/overflow for future registrations if additional staffing/ classrooms are required.


Blair Ridge PS is projected to be under-utilized for 2024-2025; however, with the expansion and growth planned for Brooklin the school will be utilized for accommodating new development.

Whitby secondary schools are projected to steadily increase in enrolments through to 2028 and beyond as students from new residential developments move into the secondary schools. The new growth will offset any mature community declines. As new developments are registered in Whitby, future pressures on the five Whitby secondary schools and a need for the future west Whitby secondary school site to accommodate new growth are anticipated.


As Brooklin continues to expand, as per the Town's growth targets, there will be accommodation pressures at Brooklin HS. Two future secondary school sites have been identified to accommodate the long-term growth in Brooklin.

This growth will result in using other Whitby secondary schools as partner schools to accommodate the growth. There are site restrictions at Brooklin SS which would not enable DDSB to site additional portables.

MUNICIPAL OVERVIEW -- CITY OF OSHAWA




Durham District School Board
2024-2025
City of Oshawa



DDSB
Ignite Learning

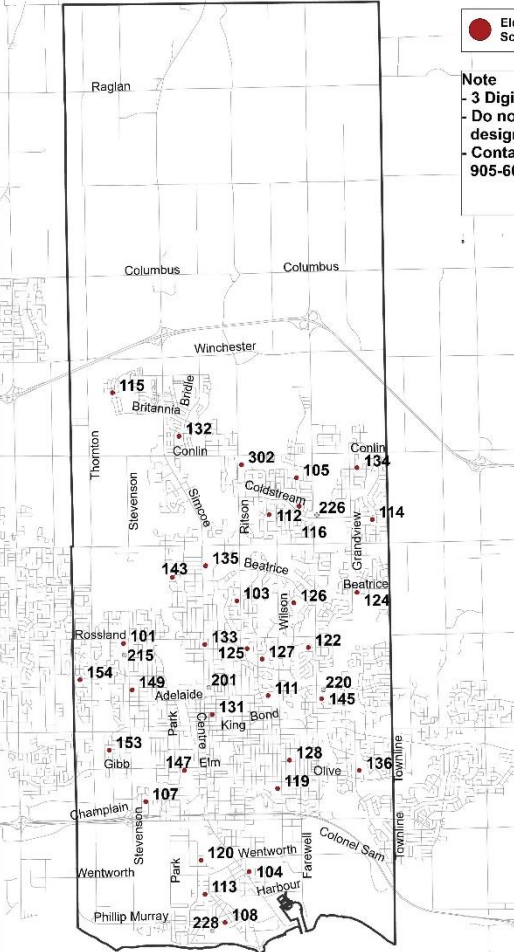
● Elementary Schools

● Secondary Schools



Note

- 3 Digit Number is DDSB School Code
- Do not assume closest school is your designated school
- Contact Property & Planning Dept. at 905-666-6434 to verify designated school



<p>101 ADELAIDE MCLAUGHLIN PS 630 STEVENSON RD. N. OSHAWA, ONTARIO L1J5P1 PHONE 905-728-8471 FAX 905-728-9471 GRADES JK-8</p> <p>103 BEAU VALLEY PS 230 MARGOLD ST. OSHAWA, ONTARIO L1G3G3 PHONE 905-578-0193B FAX 905-578-7519 GRADES JK-8</p> <p>104 BOBBY ORR PS 7 WATERLOO ST. OSHAWA, ONTARIO L1H8V9 PHONE 905-723-3621 FAX 905-725-8193 GRADES JK-8</p> <p>107 COLLEGE HILL PS 530 LAVAL ST. OSHAWA, ONTARIO L1J6R2 PHONE 905-723-2876 FAX 905-723-7706 GRADES JK-8</p> <p>111 CORONATION PS 441 ADELAIDE AVE E. OSHAWA, ONTARIO L1G2A4 PHONE 905-725-2032 FAX 905-578-5848 GRADES JK-8/ G1-4-8</p> <p>119 DAVID BOUCHARD PS 480 WILSON RD. S. OSHAWA, ONTARIO L1H8C9 PHONE 905-725-5271 FAX 905-725-0207 GRADES JK-8/ FRENCH IMMERSION</p>	<p>105 ELSIE MCGILL PS 800 GRENHILL AVE. OSHAWA, ONTARIO L1K0C3 PHONE 905-215-1948 FAX 905-215-1948 GRADES JK-8</p> <p>106 FORESTVIEW PS 285 GRANDVIEW ST. S. OSHAWA, ONTARIO L1K3S1 PHONE 905-723-8223 FAX 905-723-8366 GRADES JK-8</p> <p>120 GLEN STREET PS 629 GLEN ST. OSHAWA, ONTARIO L1K3T8 PHONE 905-723-8827 FAX 905-723-8960 GRADES JK-8</p> <p>125 GORDON B. ATTERSLEY PS 1110 ATTERSLEY DR. OSHAWA, ONTARIO L1K1X8 PHONE 905-678-8807 FAX 905-678-8488 GRADES JK-8</p> <p>122 HARMONY HEIGHTS PS 830 GARDNER DR. OSHAWA, ONTARIO L1M1M2 PHONE 905-433-8823 FAX 905-671-8386 GRADES JK-8</p> <p>125 HILLSDALES PS 625 OSWANKILL BLVD. N. OSHAWA, ONTARIO L1G5T8 PHONE 905-723-1237 FAX 905-728-7315 GRADES JK-8</p> <p>116 JEANNE SALUVE PS 950 COLLEGE PARK DR. OSHAWA, ONTARIO L1K0X1 PHONE 905-728-7857 FAX 905-728-4881 FRENCH IMMERSION</p> <p>302 KEDRON PS 1638 RITSON RD. N. OSHAWA, ONTARIO L1H7N5 PHONE 905-728-2887 FAX 905-728-8981 GRADES JK-8</p> <p>108 LANENWOODS PS 323 WILSON AVE. OSHAWA, ONTARIO L1H1S6 PHONE 905-678-8822 FAX 905-678-6314 GRADES JK-8</p>	<p>113 DR. CF CANNON PS 1186 CEDAR ST. OSHAWA, ONTARIO L1J3S2 PHONE 905-723-9812 FAX 905-725-8938 GRADES JK-8</p> <p>133 DR. S. J. PHILLIPS PS 625 S. WILCOX ST. N. OSHAWA, ONTARIO L1G4V6 PHONE 905-723-4232 FAX 905-725-1940 GRADES JK-8</p> <p>115 MAAMAWI IYAAWAG PS 482 WINDFELDS PARK DR. W. OSHAWA, ONTARIO L1H7W4 PHONE 905-908-6075 FAX 905-728-8259 GRADES JK-8</p> <p>131 MARY ST. COMMUNITY SCHOOL 1010 MARY ST. OSHAWA, ONTARIO L1G7S2 PHONE 905-433-8810 FAX 905-433-9476 GRADES JK-8</p> <p>114 NORMAN G. POWERS PS 1555 COLLEGE PARK DR. OSHAWA, ONTARIO L1K3E5 PHONE 905-728-5448 FAX 905-728-5477 GRADES JK-8</p> <p>132 NORTHERN DANCER PS 2225 BR. 341 ST. OSHAWA, ONTARIO L1L0L5 PHONE 905-440-7367 FAX 905-440-7361 GRADES JK-8</p> <p>124 PIERRE LOTTE TRUDEAU PS 111 BEAUFORT ST. E. OSHAWA, ONTARIO L1K2S7 PHONE 905-725-7632 FAX 905-725-4282 GRADES JK-8</p> <p>135 QUEEN ELIZABETH PS 1225 S. WILCOX ST. N. OSHAWA, ONTARIO L1G4V1 PHONE 905-728-7042 FAX 905-48-8625 GRADES JK-8</p> <p>134 SENECA TRAIL PS 1915 QUEENSWAY DR. OSHAWA, ONTARIO L1K1S1 PHONE 905-728-2210 FAX 905-728-4581 GRADES JK-8</p> <p>112 SHERWOOD PS 682 OSWANKILL DR. OSHAWA, ONTARIO L1K2W6 PHONE 905-728-8833 FAX 905-728-4546 GRADES JK-8</p> <p>154 STEPHEN G. SAYWELL PS 885 ROUNDELAVER DR. OSHAWA, ONTARIO L1J7W7 PHONE 905-578-9437 FAX 905-578-3075 GRADES JK-8</p> <p>143 SUNSET HEIGHTS PS 1110 OSWANKILL ST. OSHAWA, ONTARIO L1G4G7 PHONE 905-723-8822 FAX 905-432-7554 GRADES JK-8</p> <p>147 VILLAGE UNION PS 165 GIBBS ST. OSHAWA, ONTARIO L1J1P6 PHONE 905-725-1622 FAX 905-728-8259 GRADES JK-8</p> <p>145 VINCENT MASSEY PS 211 HARMOYNE N. OSHAWA, ONTARIO L1G8K4 PHONE 905-728-4881 FAX 905-728-0284 GRADES JK-8</p> <p>127 WALTER E. HARRIS PS 485 CENTRAL PARK BLVD. N. OSHAWA, ONTARIO L1L0L5 PHONE 905-728-4832 FAX 905-728-8142 FRENCH IMMERSION</p> <p>153 WATERY PS 101 WATERY ST. S. OSHAWA, ONTARIO L1J5V7 PHONE 905-728-4481 FAX 905-728-8677 GRADES JK-8</p> <p>149 WOODCREST PS 516 WOODCREST AVE. OSHAWA, ONTARIO L1K2T8 PHONE 905-725-1001 FAX 905-725-5820 GRADES JK-8</p> <p>220 EASTDALE CMI 285 HARMOYNE N. OSHAWA, ONTARIO L1G8K4 PHONE 905-73-8187 FAX 905-723-7024 GRADES JK-12</p> <p>228 GL. ROBERTS CMI 389 CHALEUR AVE. OSHAWA, ONTARIO L1J2S5 PHONE 905-728-7894 FAX 905-728-7720 GRADES JK-12</p> <p>226 MAXWELL HEIGHTS SS 1110 COLLEGE PARK DR. OSHAWA, ONTARIO L1K0W1 PHONE 905-440-4472 FAX 905-440-7233 GRADES JK-12/ WOODFORD COLLEGE</p> <p>201 O'NEILL CMI 107 SIMCOX ST. N. OSHAWA, ONTARIO L1G4F2 PHONE 905-728-7501 FAX 905-728-2405 GRADES JK-12/ GIFTED/ F.A.</p> <p>215 RS MCLAUGHLIN CMI 515 STEVENSON RD. N. OSHAWA, ONTARIO L1J5P7 PHONE 905-728-8407 FAX 905-728-8541 GRADES JK-12/ FRENCH IMMERSION</p>
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City of Oshawa -- Summary

- Increased enrolment resulting from new development in the City of Oshawa (Oshawa) contributes to the growth pressures in DDSB schools over the next five years and beyond.
- The first of three new schools under construction in the City of Oshawa (Oshawa) opened in September 2024. Maamawi iyaawag PS serves the north Oshawa area addressing growth from new development.
- One new elementary school is under construction with the anticipated opening for September 2026. It is located at Symington Avenue and Steeplechase Street.
- One new secondary school is under construction with the anticipated opening for September 2026. It is located at Windfields Farm Drive East and Bridle Road South.
- While the three new schools will alleviate the existing enrolment pressures resulting from new residential development growth, housing development in Oshawa continues in both the Kedron and Columbus Planning Areas as well as within existing communities where infill development is evident.
- Municipal growth forecasts indicate that over the next 5 years, over 8,400 new homes will be constructed in Oshawa. This will increase to over 24,500 homes over the next 15 years.

City of Oshawa -- Overview

Oshawa, located on the northern shores of Lake Ontario, east of Whitby, is the largest urban municipality in Durham, with a population of 182,000 people (2021 data). As with the other Durham municipalities bordering the lake, Oshawa has urbanized settlement bordering Lake Ontario and rural lands located in the north.

Oshawa School Facts

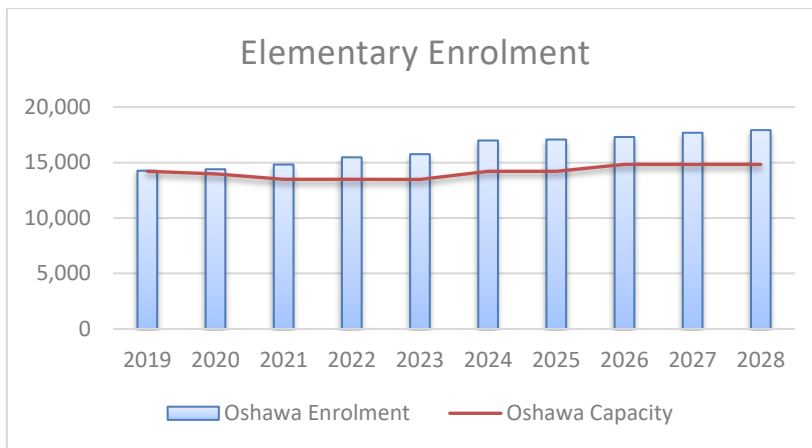
- There are currently 33 elementary schools and 5 secondary schools serving the Oshawa area, as well as an alternative secondary school and Continuing Education program that serve the broader DDSB community.
- Facilities in Oshawa were built between 1928 (O'Neill CVI) and 2024 (Maamawi iyaawag PS).
- There is a total 244,206.6 m² of facility space to accommodate Oshawa students.
- Oshawa schools are accommodated on 113.134 hectares/279.78 acres of land.
- In 2024-2025, 16,989 elementary students and 6,963 secondary students will be accommodated in existing schools.
- 47% of Oshawa schools are located adjacent to municipal parks.

- FCI – With the recently completed addition/renovation project at Mary Street Community School in Oshawa, no school in the City has an FCI higher than 65% which is a marker for a school requiring significant repairs/building improvements. Details are available in Appendix C.
- Mary Street Community School received an addition to replace the previously existing portapak classrooms. The new building opened in September 2024 with a staff-estimated FCI of approximately 13% as a result of the building improvements.

Enrolment

The following charts show the enrolment and capacity for Oshawa elementary and secondary schools from 2019 to 2028.

Chart O1 - Oshawa Elementary Enrolment and Capacity – 2019 to 2028



Capacity reflects permanent space and does not reflect the use of portables required to accommodate the increased enrolment until new schools or additions are constructed.

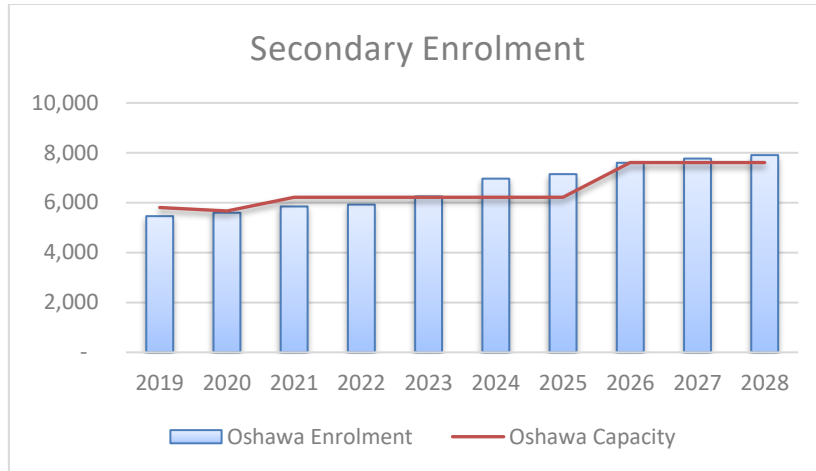
Oshawa continues to have significant new development growth in north Oshawa, occurring north of Taunton Road and within the Kedron Planning area located north of Conlin Road and east of Ritson Road. Maamawi iyaawag PS opened in September 2024 in north Oshawa to accommodate growth in the western quadrant, north of Taunton Road and west of Simcoe Street.

In May 2024, the Ministry approved the construction of a new elementary school at Symington Avenue and Steeplechase Street in north Oshawa, which is scheduled to open in September 2026. Additional new schools will be needed, and in the meantime, partner schools will continue to be used to accommodate the projected growth (see section on Partner Schools below).

As new residential development continues, additional elementary schools will be needed to offset the ongoing enrolment pressures. A possible solution to address this need is set out below in the Capital Priorities section of this document.

DDSB will continue to monitor and assess enrolment growth and decline in all of the Oshawa schools.

Chart O2 - Oshawa Secondary Enrolment and Capacity – 2019 to 2028



Capacity reflects permanent space and does not reflect the use of portables.

Current enrolment and projections through to 2025 identify limited capacity within Oshawa’s secondary schools. The Unnamed North Oshawa SS (Bridle Road/Windfields Farm Drive East), scheduled to open September 2026 adds needed capacity and is anticipated to be 100% utilized. Projections indicate a surplus of secondary space for Oshawa secondary schools overall; however, the surplus space is limited to the south, primarily at GL Roberts CVI.

2024-2025 Oshawa Partner Schools

Growth pressures in Oshawa’s elementary schools required the designation of partner schools. There are currently 10 schools, 8 elementary and 2 secondary schools, accommodating students for future school openings. Staff continue to monitor designated partner schools for Oshawa and how these can best serve the community. Students are accommodated at Seneca Trail PS, Beau Valley PS, Sherwood PS, Dr. SJ Phillips PS, Sunset Heights PS, Kedron PS, and Norman G. Powers PS at the elementary level and Eastdale CVI and RS McLaughlin CVI at the secondary level.

Portable Utilization

Portables are utilized as temporary school accommodation for students when there is no available classroom space within a facility.

Given the growth in north Oshawa and infill development taking place in already developed pockets, there is a shortfall in space for elementary school enrolment.

In 2023-2024, there were 108 portables at Oshawa elementary schools. In 2024-2025 school year this has increased to 119 portables to accommodate surplus enrolment despite a new elementary school being opened. Similar trends are projected through to 2028.

At the secondary level, there were 21 portables in 2023-2024. This has increased to 42 portables required to accommodate surplus enrolment at Oshawa secondary schools for the 2024-2025 school year. There is a surplus of space at GL Roberts CVI, located in the south, however as growth continues in north Oshawa and new residential plans are registered, there is the need for a secondary school, currently scheduled to open for the 2026-2027 school year.

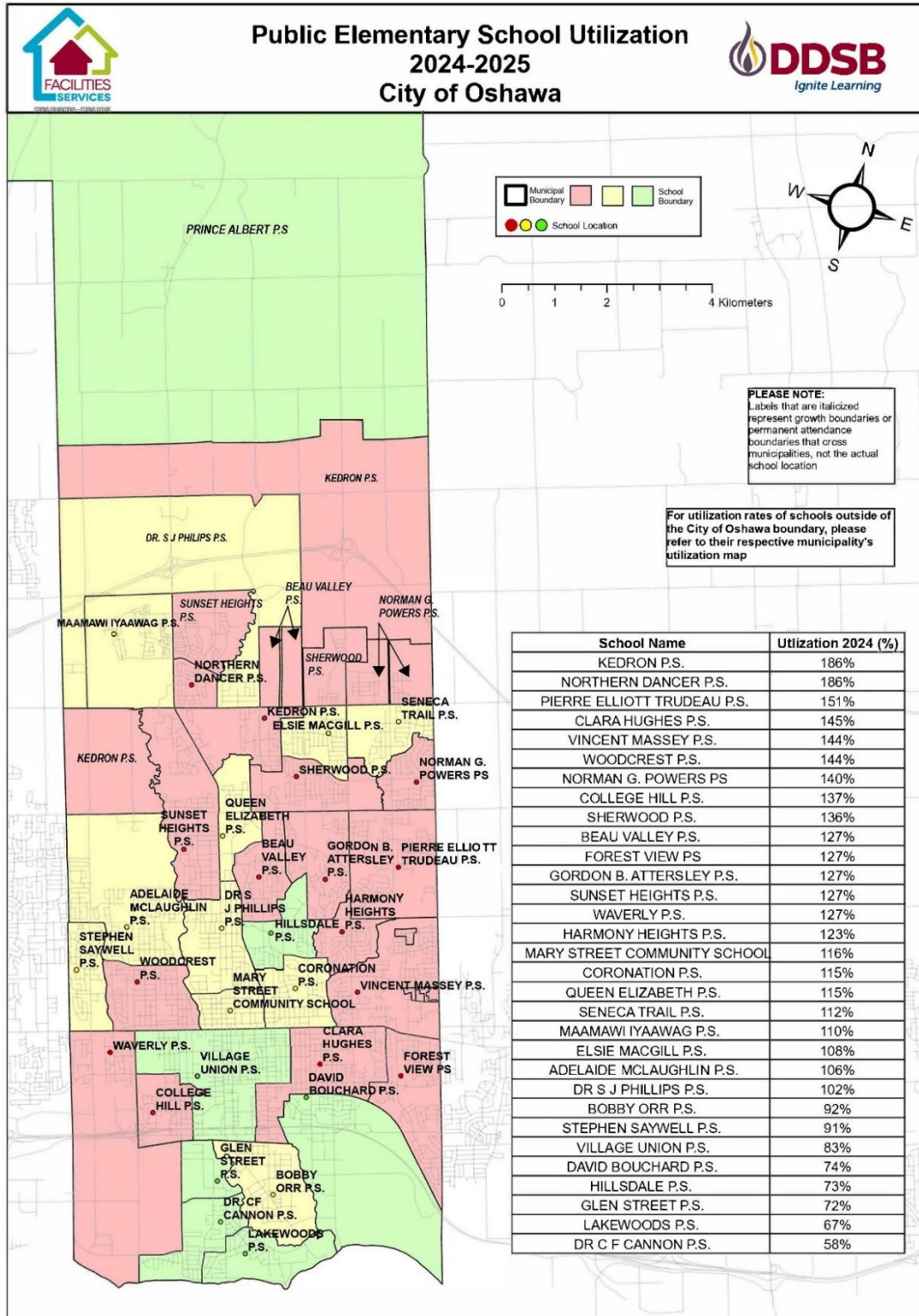
With projected growth from new development, the number of students in portables over the next five years will steadily increase.

	2024	2025	2026	2027	2028
Elementary Portable (in use) Capacity	2,737	2,760	2,668	2,990	3,335
Secondary Portable (in use) Capacity *	966	1,104	1,449	1,541	1,633
Total Portable (in use) Capacity	3,703	3,864	4,117	4,531	4,968
Total Enrolment	23,952	24,218	24,901	25,453	25,830
Students in Portables	15.46%	15.96%	16.53%	17.80%	19.23%

For the purposes of this Accommodation Plan, accommodation condition maps have been developed to reflect the current situation in 2024-2025 and the future situation in 2028-2029 at the Regular Track elementary and secondary levels, and for the elementary French Immersion program. The future situation in 2028-2029 includes the impact of one new elementary school and one new secondary school being constructed and anticipated to open in 2026-2027.

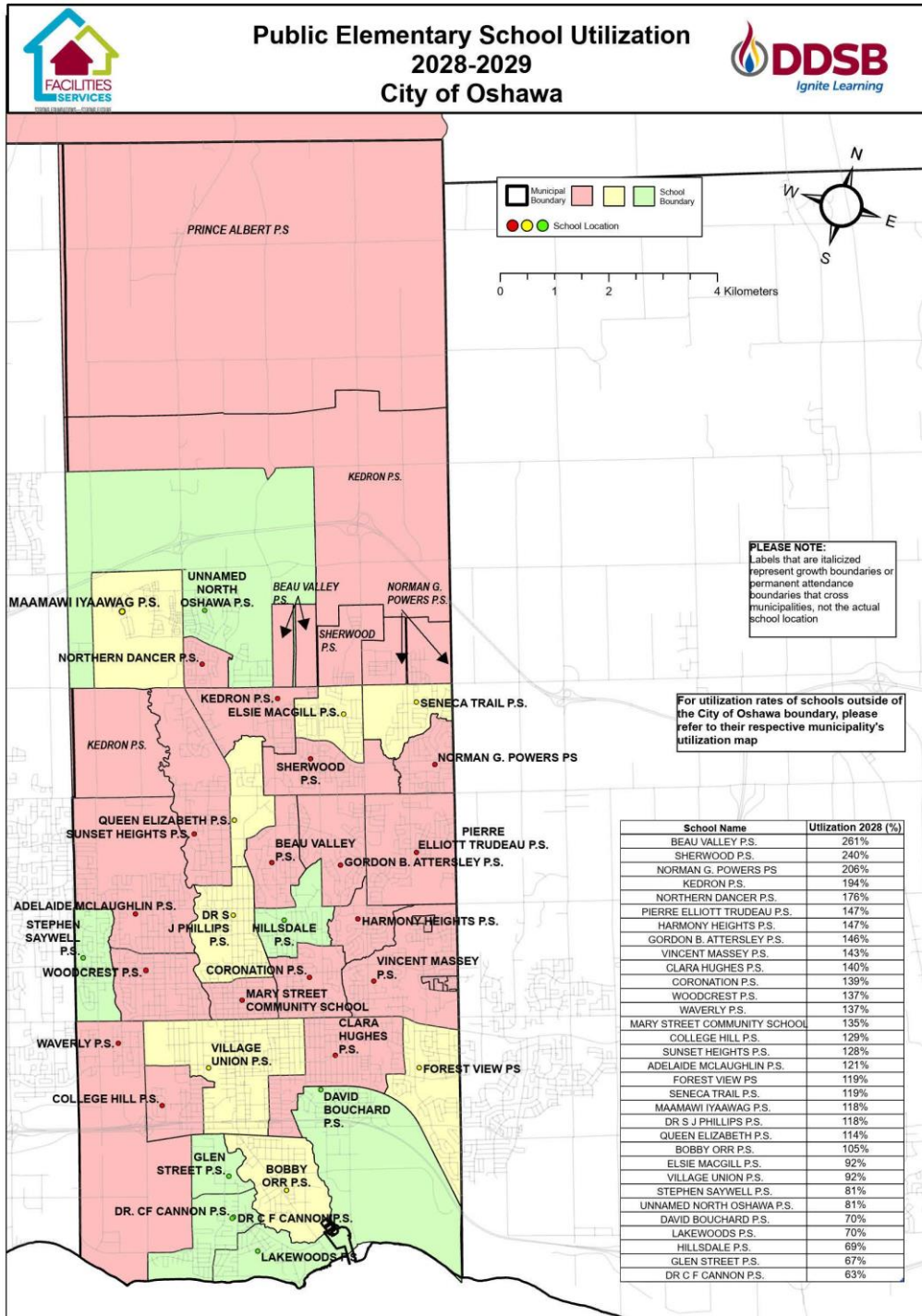
Areas in red are schools with significant enrolment growth; the areas in yellow are schools where accommodation needs should be monitored and the areas in green are schools where there are currently no growth-related pressures.

Oshawa Elementary Schools (Regular Track) – Accommodation Condition – 2024-2025

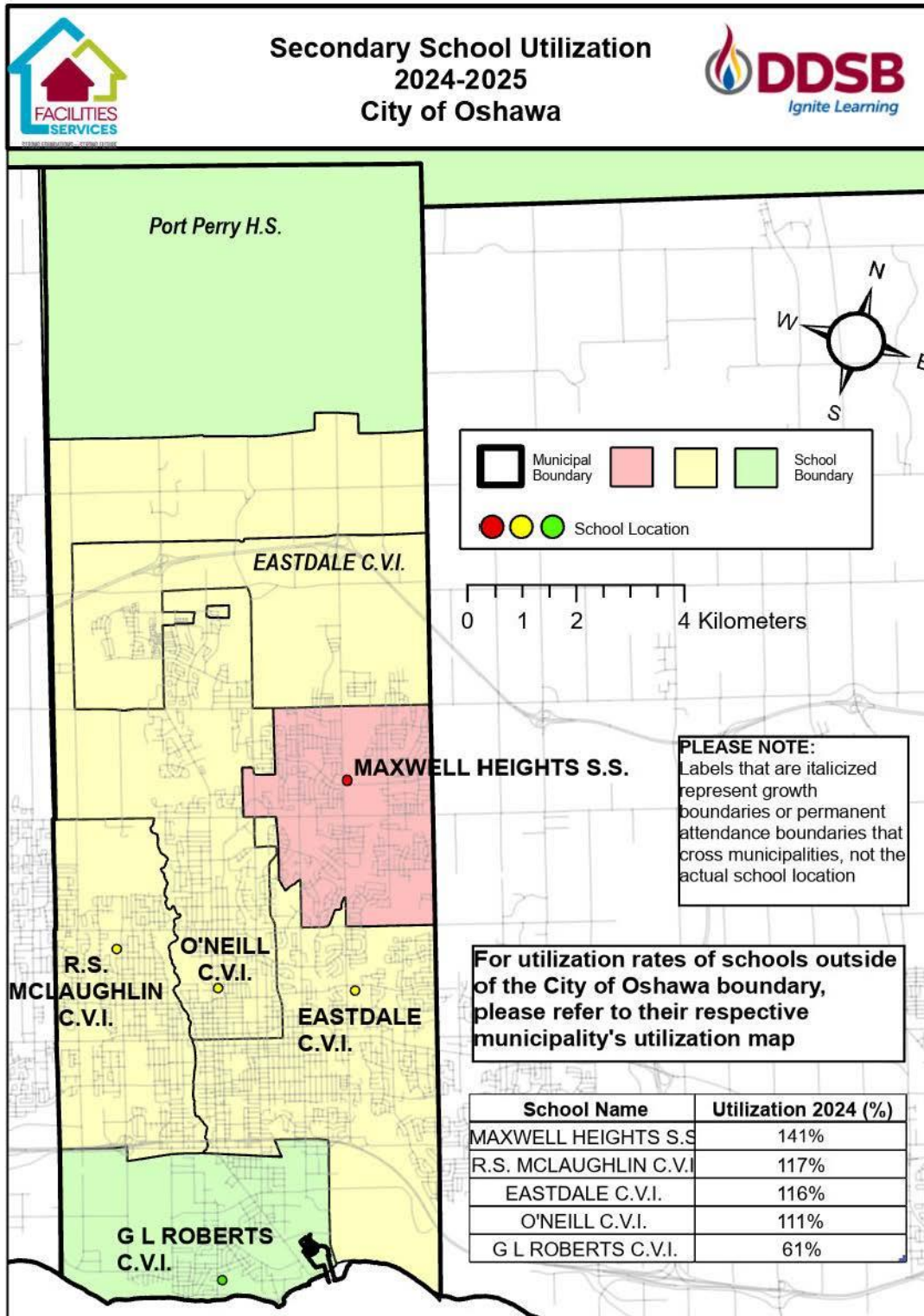


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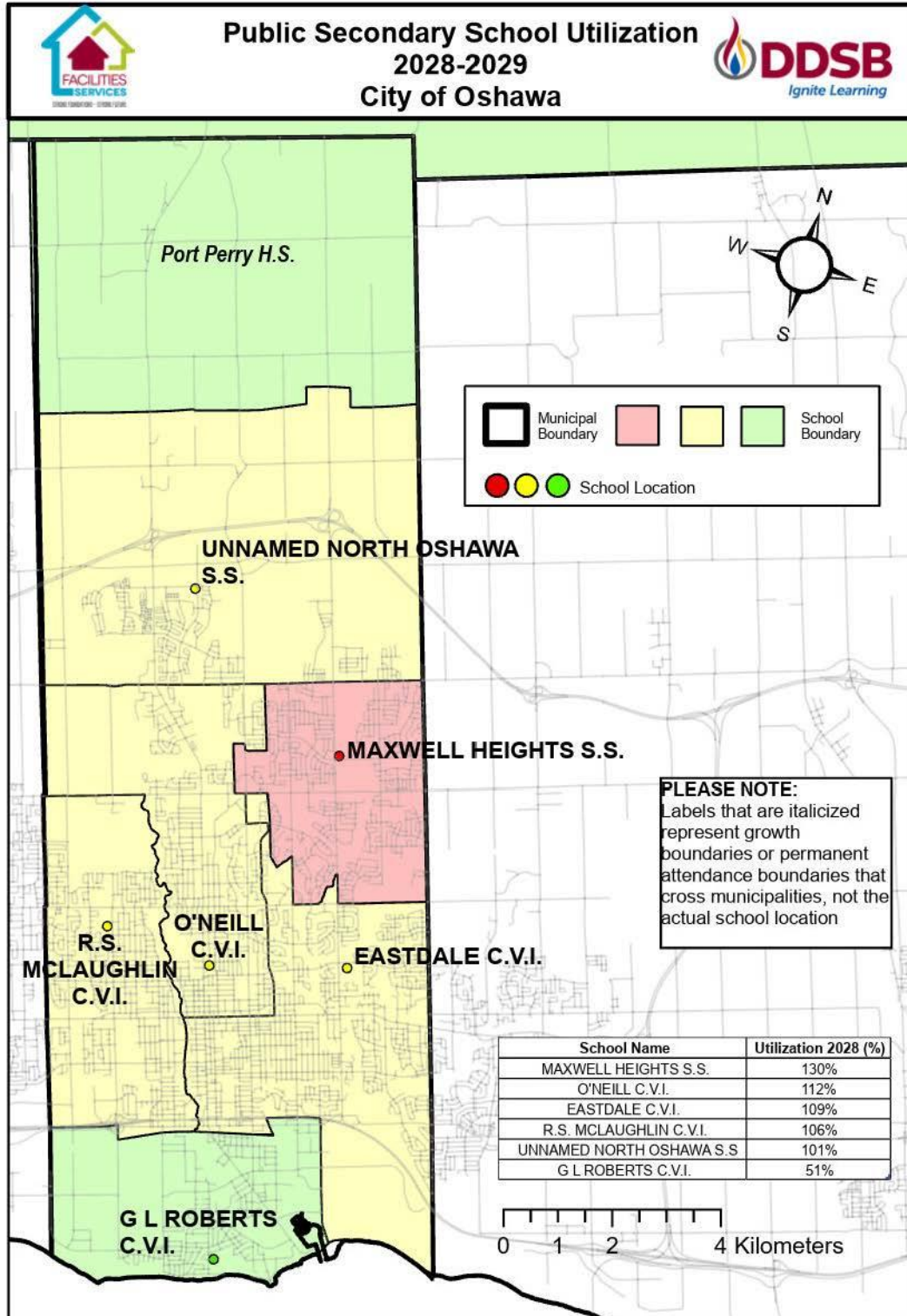
Oshawa Elementary Schools (Regular Track) – Accommodation Condition – 2028-2029



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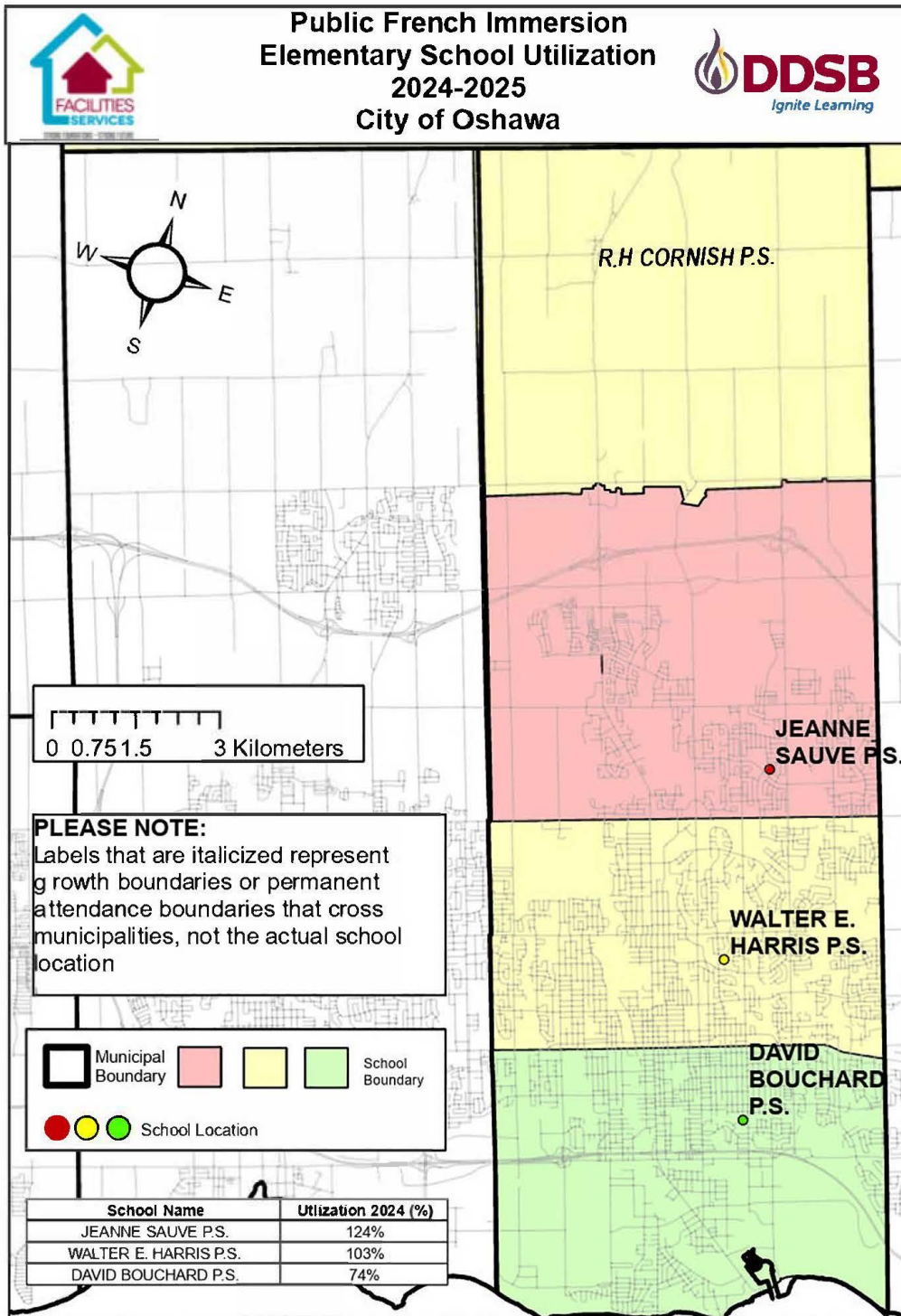


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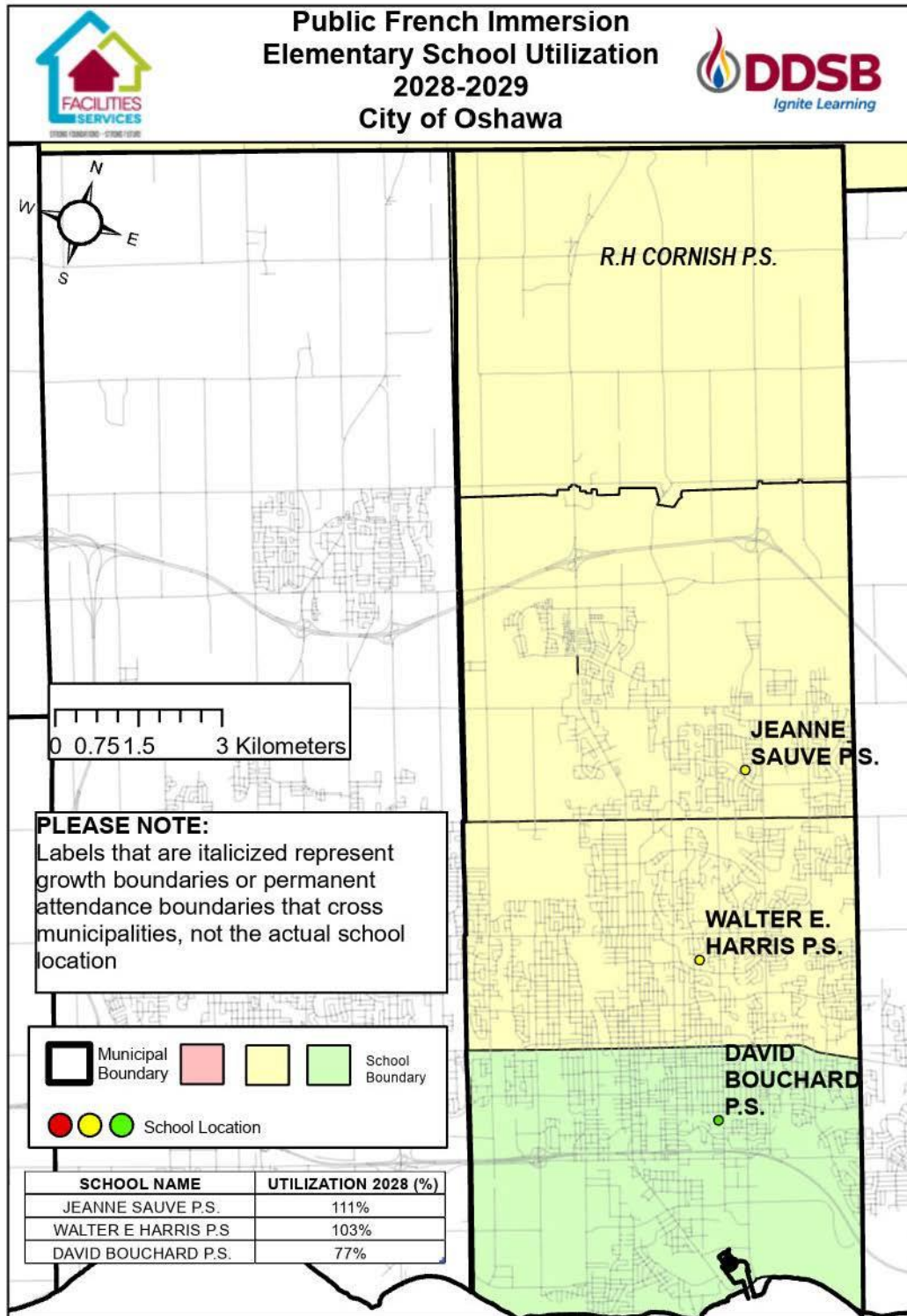
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Oshawa Elementary Schools (French Immersion) – Accommodation Condition – 2024-2025



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Oshawa Elementary Schools (French Immersion) – Accommodation Condition – 2028-2029



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Oshawa Development and Future Schools Overview

Over the next 5 years, over 8,400 new residential units are forecasted, increasing to over 24,500 in 15 years, with the majority of the growth coming from Oshawa North. As part of DDSB's 2024 Education Development Charge By-law, development information was sourced from the Region of Durham and the City of Oshawa 2019 & 2021 Updated Development Charges study report.

a. Kedron Planning Area

Located north of Conlin Road and east of Ritson Road North, the Kedron Planning area is proposed to accommodate a community of 23,500 people. Within the area, there is the need for 6 elementary and 2 secondary schools. Students from this development area have already begun attending DDSB schools. As with the other new development areas, pupils will be accommodated at existing schools until there is justification to construct a new school.

b. Columbus Planning Area

The future development of Columbus, located in north Oshawa, will encompass lands north of Highway 407 to Howden Road West, generally between Thornton Road North and Ritson Road North. The planned community is projected to accommodate a community of 23,400 people. Within the area, there are 6 elementary and 2 secondary school sites designated to accommodate the future student population. Development is in the early stages, with students projected to arrive within the next five years. As with other new development areas, pupils will be accommodated at existing schools until a new school can be justified and funding is secured through the Ministry of Education.

c. Envision Durham Proposed Expansion Lands

For Oshawa, through Envision Durham, expansion lands include pockets of land east and west of Columbus and north of the Kedron Planning area (bounded by Conlin Road, Ritson Road, Townline Road and Winchester Road).

d. Bill 23 More Homes Built Faster

There are no additional lands in Oshawa added for future development from Bill 23, More Homes Built Faster Act.

Future Development School Sites

There is one undeveloped elementary school site owned by DDSB in Oshawa:

- Unnamed Oshawa PS (Whitelaw Avenue/Glenbourne Drive) for which a Capital Priorities business case has been developed and submitted to the Ministry as outlined in the Capital Priorities section of this Accommodation Plan.

Oshawa Capital Priorities

In 2024, the Ministry approved Capital Priorities funding for a new elementary school at Symington Avenue and Steeplechase Street. The planned opening date is September 2026. This new school will alleviate part of the enrolment pressure being experienced within the Kedron Planning Area in north Oshawa.

A new north Oshawa SS located at Windfields Farm Drive East and Bridle Road South was approved by the Ministry in the May 2022 Capital Priorities announcements. The planned opening date is September 2026. The new school will alleviate enrolment pressures at the nearby secondary schools.

As discussed earlier and as evidenced in the accommodation condition maps, opening new schools between 2024 and 2026 provides a partial solution to school accommodation; however, the ongoing enrolment pressure in north and central Oshawa remains in effect and is expected to impact other existing schools closer to new residential development.

A request for a new elementary school was submitted under the 2024-2025 Capital Priorities initiative in September to address pressures in north and central Oshawa. Future Capital Priorities funding requests will be considered and updated in the 2025-2026 Accommodation Plan.

Oshawa French Immersion, Gifted and Modified Calendar Programs

Oshawa's elementary French Immersion (FI) program is accommodated at three schools: David Bouchard PS, a dual track (Regular and FI program) school and Jeanne Sauve PS and Walter E Harris PS, both single-track FI schools. Secondary FI students attend RS McLaughlin CVI which is a dual track school.

The Gifted elementary program is accommodated at Coronation PS, while secondary students attend O’Neill CVI where the Gifted program is offered.

A Performing Arts Program is also offered at O’Neill CVI. This program is available to students across the district. Students are required to audition, with limited spaces available. Students are responsible for their own transportation to the school for this program.

A secondary school modified calendar program is offered at Maxwell Heights SS. The DDSB is reviewing the Modified Calendar Year program at the secondary level in 2024-2025. The review is anticipated to be completed later this year.

Oshawa Community Facilities

Child Care Centres are offered in 10 Oshawa elementary schools and at RS McLaughlin CVI. In addition to the 11 Child Care Centres, there are an additional 16 Oshawa schools that offer before and/or after school care. There are also four Community Hubs located in Oshawa.

Future Community Facilities

There are no planned future Child Care Centres at this time.

City of Oshawa - Future Direction

The DDSB, based on municipal housing forecasts, anticipates a shortfall of over 2,000 pupil places in Oshawa’s elementary schools over the next five to fifteen years. More than half of the shortfall can be attributed to enrolment growth in north Oshawa.

The new Maamawi iyaawag PS opened in September 2024 and provides a school for the community on the west side of Simcoe Street North, the north side of Conlin Road, the south side of Winchester Road West and the east side of Thornton Road. Prior to the opening of this school, approximately 613 students were attending Stephen Saywell PS, Sunset Heights PS, Dr SJ Phillips PS and Elsie McGill PS as partner schools.

The opening of Maamawi iyaawag PS in September 2024 alleviated some of the pressure at these partner schools; however, ongoing enrolment growth has resulted in the continued use of Sunset Heights PS and Dr. SJ Phillips PS to alleviate growth from the Kedron planning area until the recently approved new elementary school at Symington Avenue and Steeplechase Street opens in September 2026.

The new school will also alleviate the existing enrolment pressure at Northern Dancer PS where there are 16 portables and within the existing Kedron growth boundary.

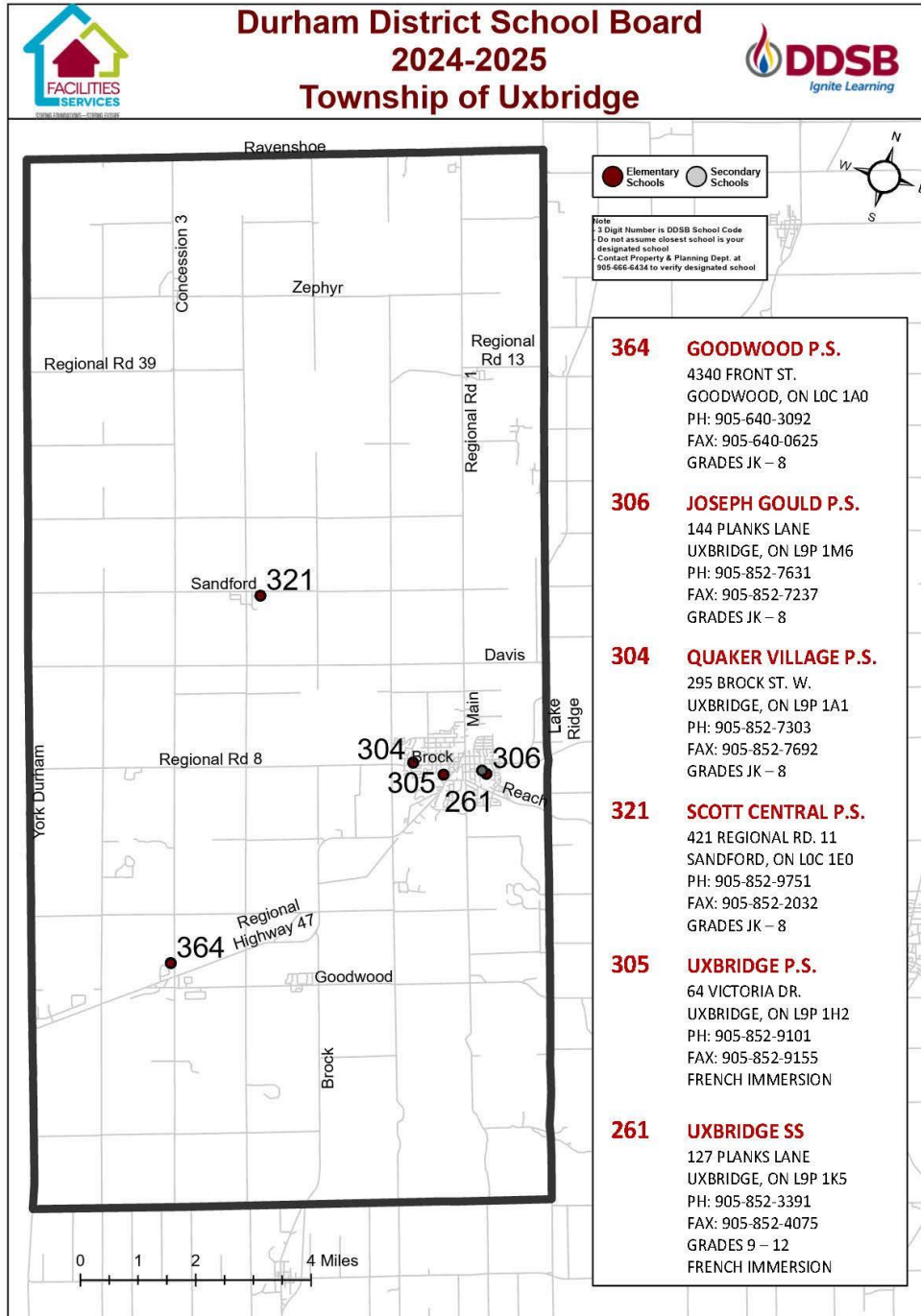
Adelaide McLaughlin PS has limited ability to accommodate additional students in portables due to the topography of the school site and the lack of required parking. The neighbourhood, like other mature DDSB neighbourhoods, is undergoing regeneration and enrolment is projected to grow to require 3 portables by 2028. A boundary review for this school will be completed in 2024-2025.

As depicted in the accommodation condition maps, enrolment growth as a result of new residential development, migration to affordably priced areas and intensification is resulting in significant enrolment pressures at existing schools, i.e., Norman G. Powers PS, Pierre Elliott Trudeau PS, Gordon B. Attersley PS, Harmony Heights PS, Kedron PS, Sherwood PS. Staff will continue to monitor these areas and model potential solutions which may result in future boundary reviews or future Capital Priorities funding requests being made to the Ministry.

Such requests, given the pressures in existing schools, may be for additions to existing schools. The continued use of portables over the next five years may result in approximately 19% of Oshawa students being impacted. Consideration would also be given to the relocation of specialized programs in areas where there is surplus space.

Current enrolment and projections through to 2025 identify limited capacity within Oshawa's secondary schools. The Unnamed North Oshawa SS, scheduled to open September 2026 adds capacity to the north creating the appearance of a surplus of secondary space for Oshawa secondary schools overall; however, the surplus space is limited to the south at GL Roberts CVI. Staff will continue to explore opportunities for future growth, potential partnerships, boundary adjustments or the relocation of specialized programs to utilize the surplus space available at GL Roberts CVI.

MUNICIPAL OVERVIEW -- TOWNSHIP OF UXBRIDGE



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Township of Uxbridge - Summary

- Projected enrolment in the Township of Uxbridge (Uxbridge) is stable with some enrolment increases from new development over time. Both Uxbridge PS (Single-track French Immersion school) and Uxbridge SS are under-utilized.
- By 2028, one of the existing five elementary schools is projected to experience enrolment growth. Staff will continue to monitor the accommodation needs to determine accommodation solutions.
- Municipal growth forecasts indicate that over the next 5 years, over 500 homes are expected to be built in Uxbridge with this number increasing to over 1,450 over the next 15 years.

Township of Uxbridge – Overview

Uxbridge, located north of Pickering and east of York Region, is home to more than 20,000 people. Uxbridge is the largest populated community within the Township however there are eight other smaller settlement areas scattered throughout the rural landscape of the Township.

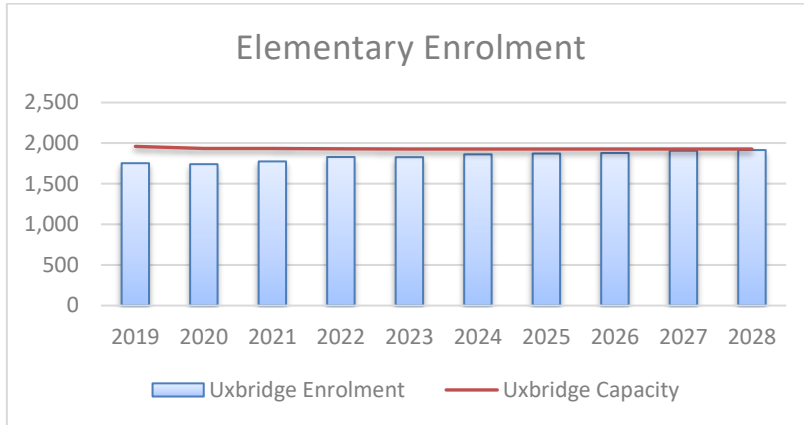
Uxbridge School Facts

- There are currently 5 elementary schools and 1 secondary school serving the Uxbridge area.
- Facilities in Uxbridge were built between 1913 (Uxbridge PS) and 1999 (Quaker Village PS).
- There is a total 37,054.61 m² of facility space to accommodate Uxbridge students.
- Uxbridge schools are accommodated on 44.74 hectares/110.55 acres of land.
- In 2024-2025, 1,862 elementary students and 1,075 secondary students will be accommodated in existing schools.
- 33% of Uxbridge schools are located adjacent to municipal parks.
- FCI – no school in Uxbridge is higher than 65% which is a marker for a school requiring significant repairs/building improvements. Details are available in Appendix C.

Enrolment

The following charts show the enrolment and capacity, from 2019 to 2028, for Uxbridge elementary and secondary schools.

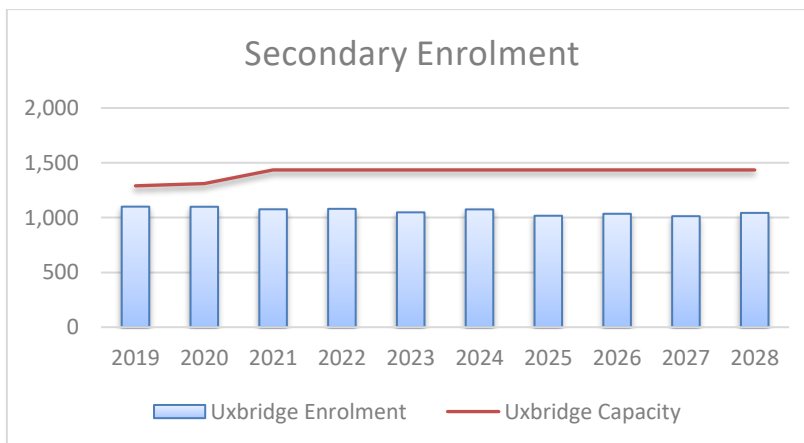
Chart U1 - Uxbridge Elementary Schools’ enrolment and capacities for 2019 to 2028



Capacity reflects permanent space and does not reflect the use of portables.

Elementary enrolment and capacity in Uxbridge are stable overall. There is surplus space at Uxbridge PS, where a single-track French Immersion program is offered. Given overall changes in French Immersion trends, staff will monitor these trends over the next couple of years, to determine next steps for French Immersion schools. There is the potential to add community partnerships to utilize the space or consider other alternative programs.

Chart U2 - Uxbridge Secondary Schools’ enrolment and capacities for 2019 to 2028



Capacity reflects permanent space and does not reflect the use of portables.

Uxbridge SS is projected to see a slight decline in enrolment through to 2028. This is the sole secondary school supporting this community. Staff will continue to monitor the enrolment and will continue to explore opportunities for future growth, potential partnerships, or the relocation of specialized programs to utilize the surplus space that becomes available.

2024-2025 Uxbridge Partner Schools

There is sufficient space in existing schools in Uxbridge to accommodate growth from new development occurring within the attendance boundaries of these schools. As a result, there is no need to transport students outside of their home communities.

Portable Utilization

Portables are utilized as temporary school accommodation for students when there is no available classroom space within a facility. Given the general stability in Uxbridge elementary schools' enrolment, there was a need for 3 portables for the 2023-2024 school year to accommodate enrolment greater than permanent school capacity. With enrolment increasing at a slower pace, additional portables will be required through to 2028.

Two portables at Uxbridge SS accommodate Grove programming. Overall, there is surplus space at the secondary level in Uxbridge.

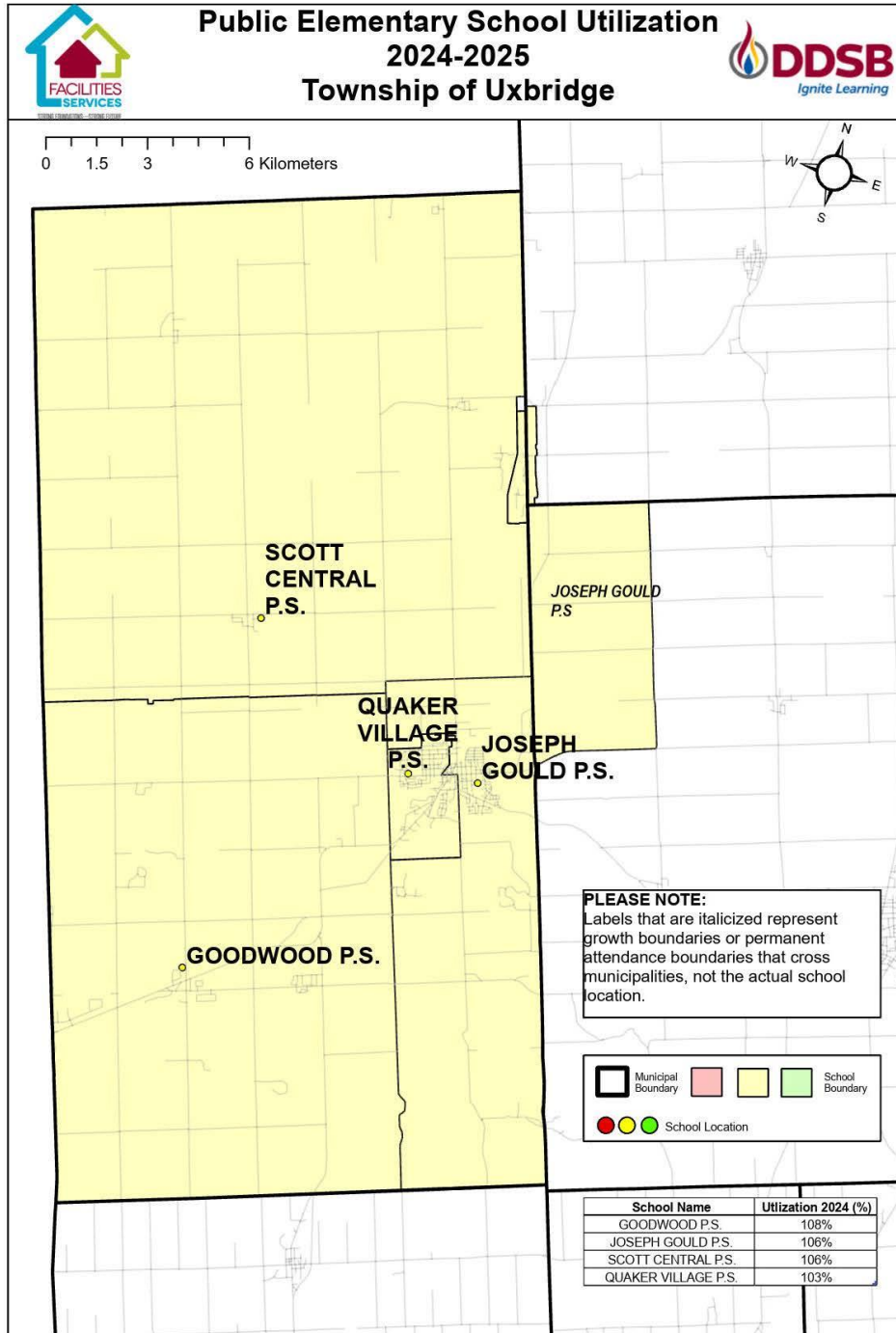
	2024	2025	2026	2027	2028
Elementary Portable (in use) Capacity	69	92	138	138	184
Secondary Portable (in use) Capacity	46	0	0	0	0
Total Portable (in use) Capacity	115	92	138	138	184
Total Enrolment	2,937	2,889	2,914	2,920	2,958
Students in Portables	3.92%	3.18%	4.74%	4.73%	6.22%

For the purposes of this Accommodation Plan, accommodation condition maps have been developed to reflect the current situation in 2024-2025 and the future situation in 2028-2029 at the Regular Track elementary and secondary levels, and for the elementary French Immersion program.

Areas in red are schools with significant enrolment growth; the areas in yellow are schools where accommodation needs should be monitored and the areas in green are schools where there are currently no growth-related pressures; however, these schools may be utilized as partner schools to accommodate future growth until schools in new communities are funded and constructed.

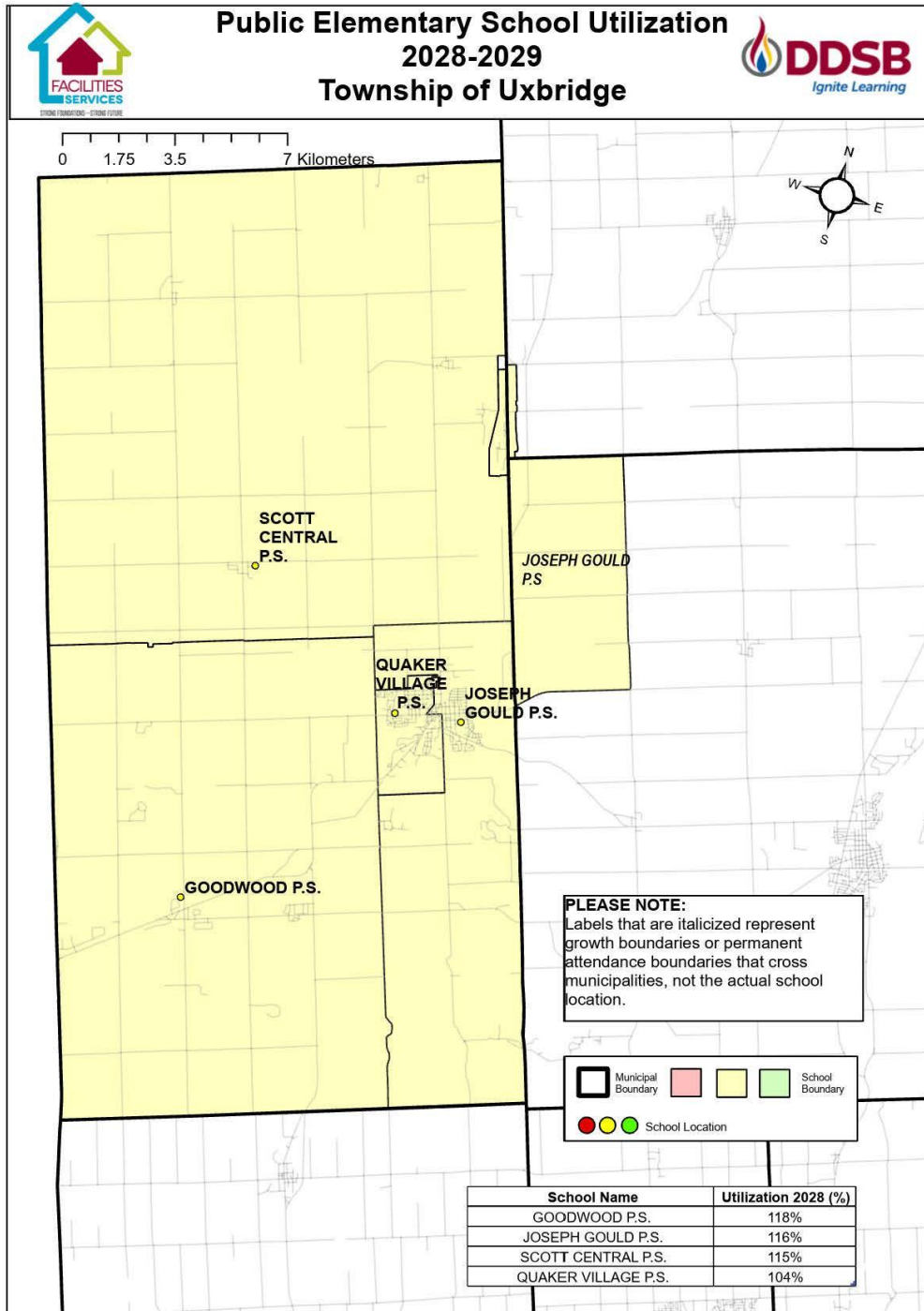
As noted in the 2028-2029 map, the growth pressures in elementary schools will continue to grow in areas where development is expanding; however, this remains manageable with the use of portables. DDSB will monitor these areas to ensure that appropriate accommodation is available.

Uxbridge Elementary Schools (Regular Track)– Accommodation Condition – 2024-2025

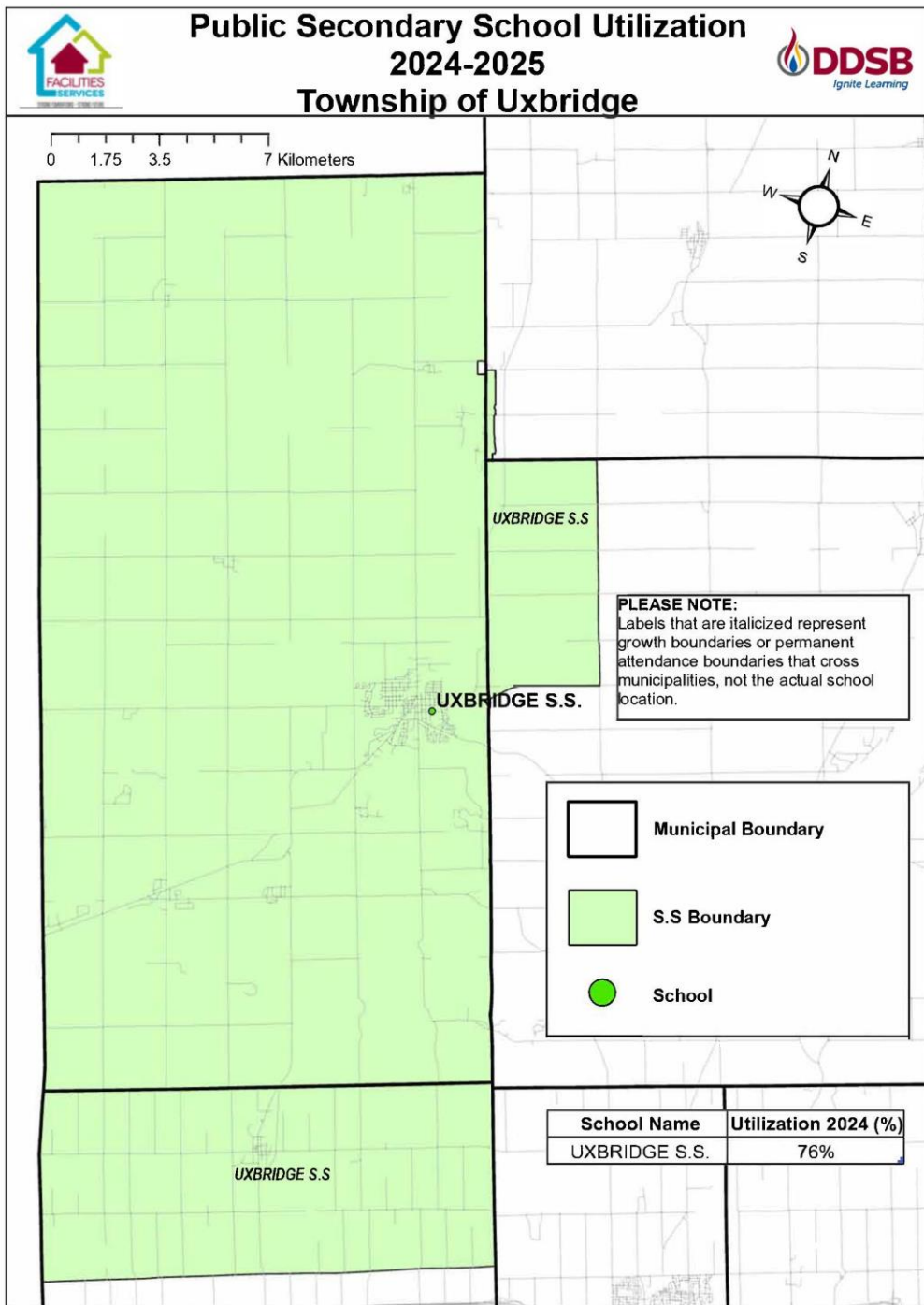


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Uxbridge Elementary Schools – Accommodation Condition – 2028-2029

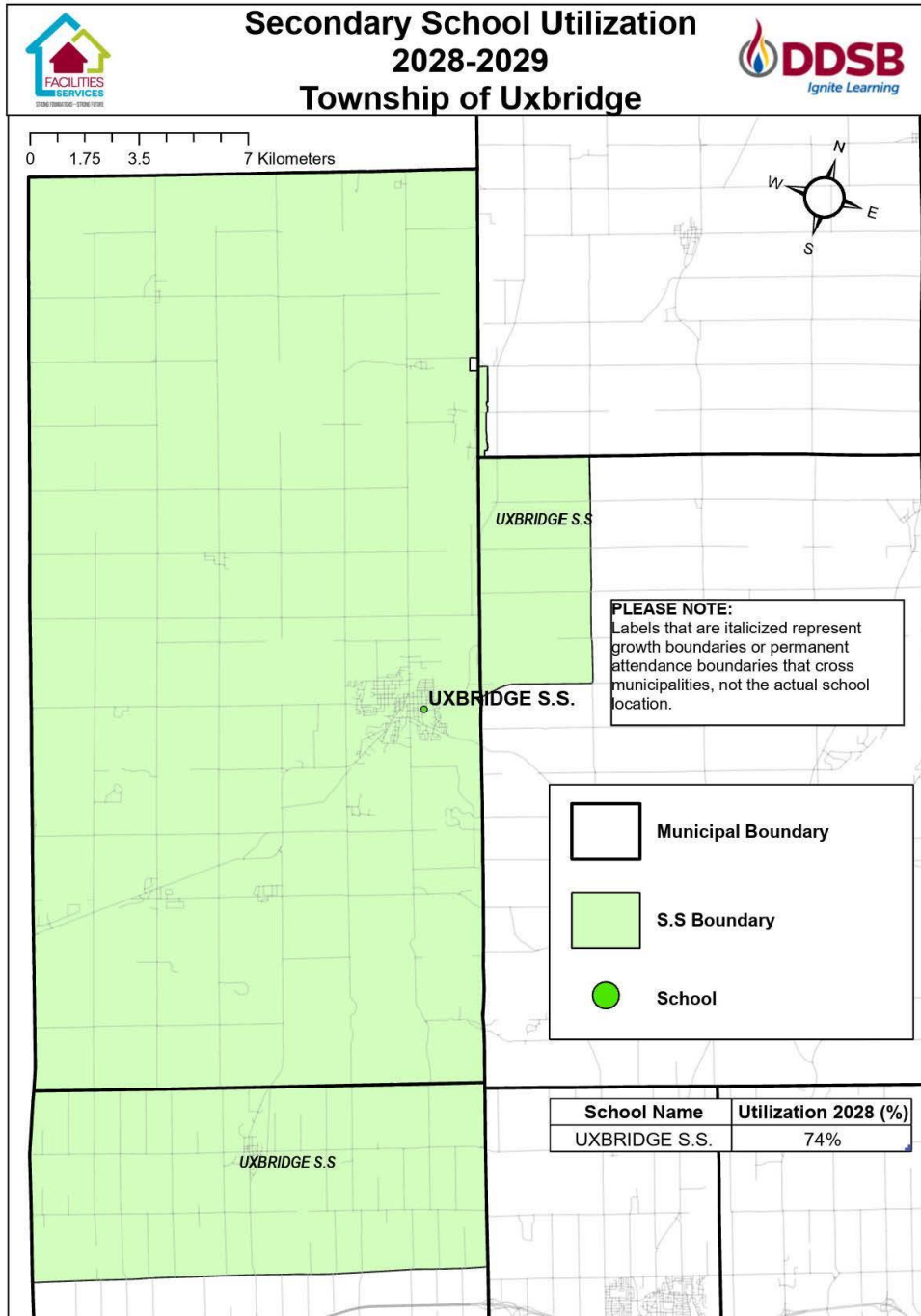


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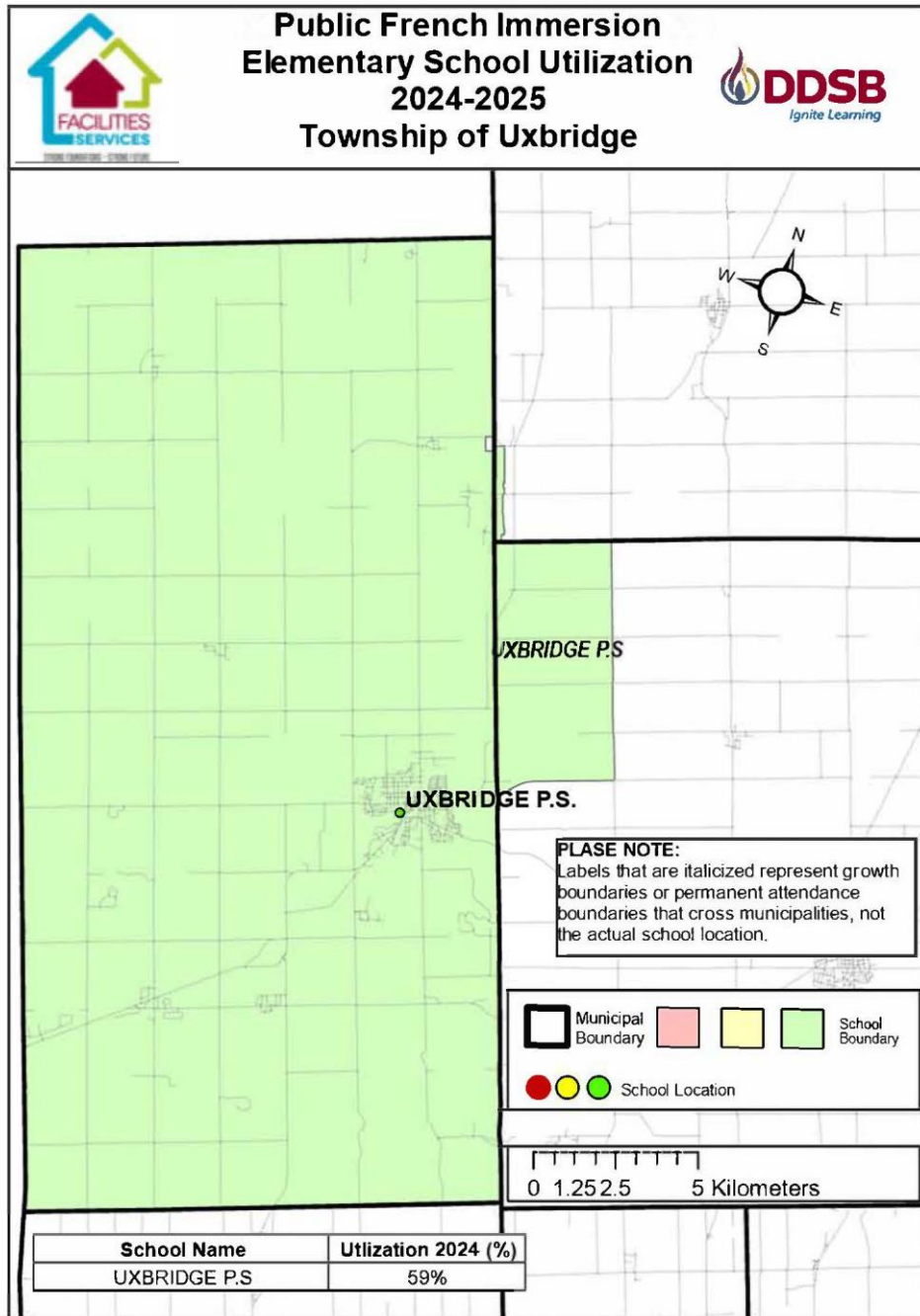
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Uxbridge Secondary Schools – Accommodation Condition – 2028-2029



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Uxbridge Elementary Schools (French Immersion)– Accommodation Condition – 2024-2025



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Uxbridge Development and Future Schools Overview

Future development potential is limited mainly to infill sites or conversion of previous employment lands to residential use.

Over the next 5 years, over 500 new residential units are forecasted, increasing to over 1,450 in 15 years. As part of DDSB's 2024 Education Development Charge By-law, development information was sourced from the Region of Durham and the Township of Uxbridge Current Planning Applications report and Development Charges Study, 2021.

Future Development School Sites

There are no undeveloped elementary school sites owned by DDSB in Uxbridge.

Uxbridge Capital Priorities

There are currently no new school needs for Uxbridge to require funding for new school construction.

Uxbridge French Immersion, Gifted and Modified Calendar Programs

An elementary French Immersion (FI) program is accommodated at Uxbridge PS, a single-track FI school. Secondary FI students attend Uxbridge SS. Enrolment projections indicate a decline in FI enrolment in the area. This issue would be included in the overall review of the FI program.

The Gifted elementary program is accommodated at RH Cornish PS, Port Perry and the secondary Gifted program is accommodated at Port Perry HS. Students in the Gifted program that reside in Uxbridge attend schools in Scugog Township.

There are no modified school calendar programs in Uxbridge.

Uxbridge Community Facilities

Child Care Centres, of which, one opened in 2024-2025, are offered in 3 of Uxbridge's 5 elementary schools. There are no Child Care Centres located in Uxbridge SS. In addition to the 3 Child Care Centres, there are 4 schools offering before and/or after school care. There is 1 Uxbridge school with a Community Hub.

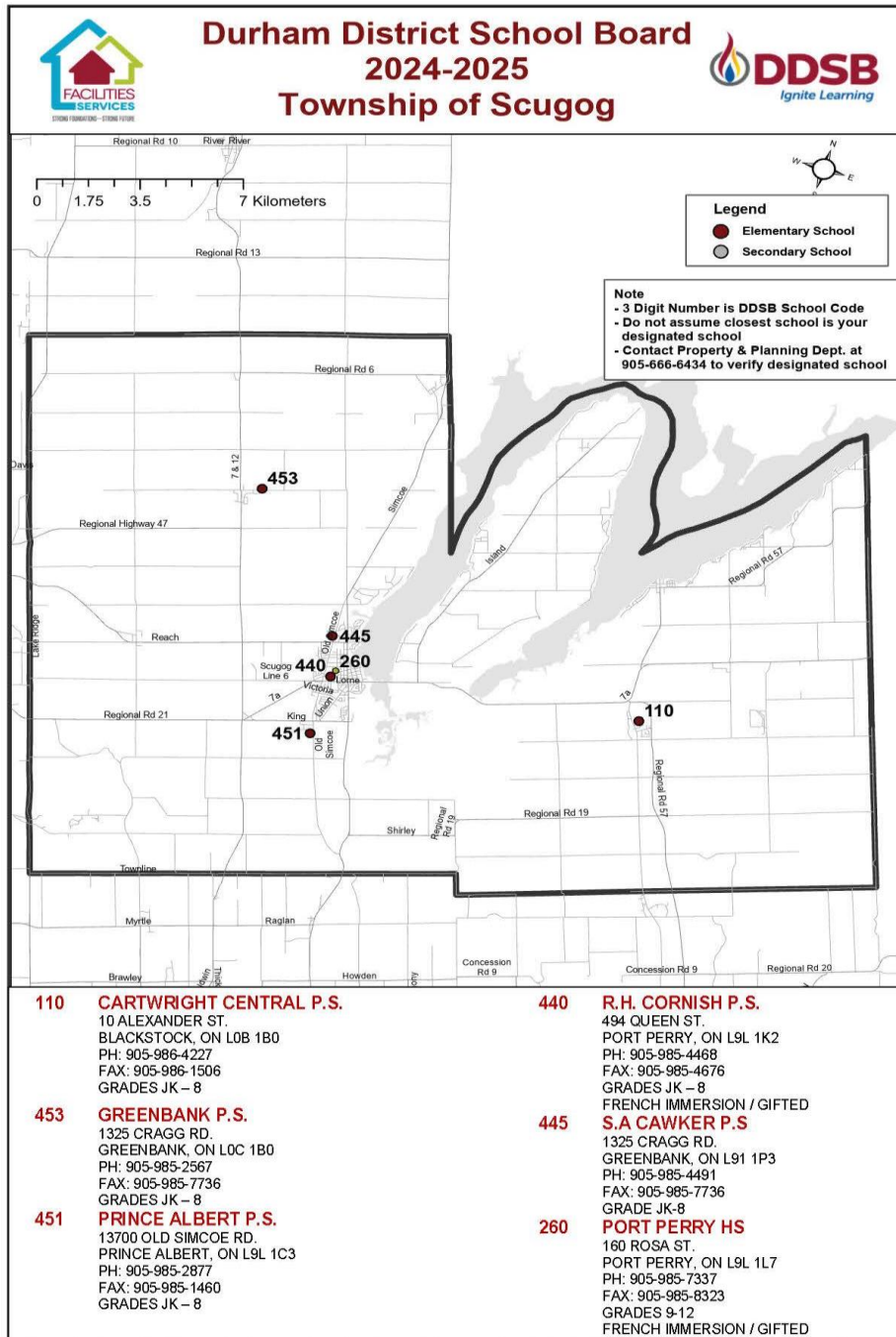
Future Community Facilities

A new Child Care Centre is open for operation as of June 2024 at Scott Central PS. The Child Care Centre consists of 3 rooms, where two rooms are created in unused interior space and there is a one-room building addition.

Township of Uxbridge - Future Direction

The enrolment in the Township is stable. There is surplus capacity at Uxbridge PS and Uxbridge SS. Staff will continue to monitor the enrolment and will continue to explore opportunities for future growth, potential partnerships, boundary adjustments or the relocation of specialized programs to utilize the surplus space available.

MUNICIPAL OVERVIEW -- TOWNSHIP OF SCUGOG



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Township of Scugog -- Summary

- Enrolment growth in the Township of Scugog (Scugog) is slowly increasing as a result of new residential development within the town of Port Perry. Growth is currently accommodated in existing schools and supported by portables.
- Municipal growth forecasts indicate that over the next 5 years, over 500 new homes will be constructed in Scugog. Over the next 15 years, this is projected to increase to in excess of 1,460.

Township of Scugog -- Overview

Scugog, located north of Whitby and Oshawa and east of Uxbridge is home to more than 21,000 people. Port Perry is the largest populated community within the Township; however, there are ten other smaller settlement areas scattered throughout the rural landscape of the Township.

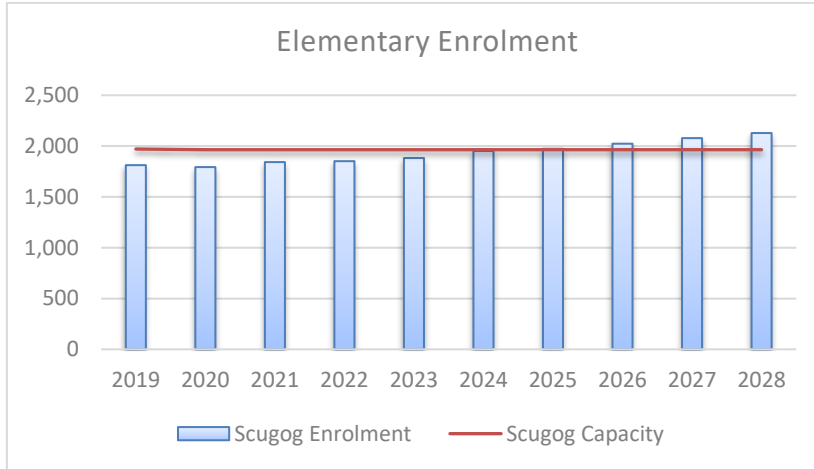
Scugog School Facts

- There are currently 5 elementary schools and 1 secondary school serving the Scugog area.
- Facilities in Scugog were built between 1909 (Greenbank PS) and 1989 (SA Cawker PS).
- There is a total of 34,696.27 m² of facility space to accommodate Scugog students.
- Scugog schools are accommodated on 42.02 hectares/103.83 acres of land.
- In 2024-2025, 1,951 elementary students and 1,026 secondary students will be accommodated in existing schools.
- There are no Scugog schools located adjacent to municipal parks.
- FCI – no building in Scugog higher than 65% which is a marker for a school requiring significant repairs/building improvements. Details are available in Appendix C.

Enrolment

The following charts show the enrolment and capacity, from 2019 to 2028, for Scugog elementary schools and secondary schools.

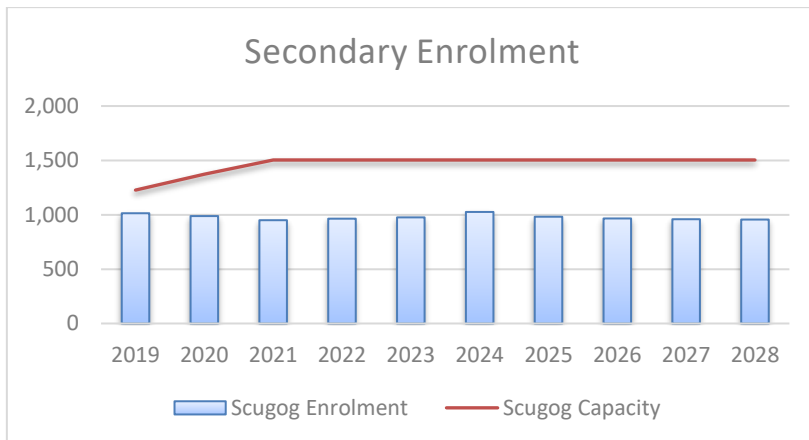
Chart S1 - Scugog Elementary Schools' enrolment and capacities for 2019 through to 2028



Capacity reflects permanent space and does not reflect the use of portables.

Enrolment growth in Scugog is slowly increasing as a result of new residential development in Port Perry. Growth is currently accommodated in existing schools and supported by portables.

Chart S2 - Scugog Secondary Schools' enrolment and capacities for 2019 through to 2028



Capacity reflects permanent space and does not reflect the use of portables.

As identified in Chart S2 above, there is also available capacity at the secondary level.

Over the longer term, the declining enrolments at both the elementary and secondary levels may be addressed through processes such as closure/consolidation/rebuild, partnerships, boundary adjustments or the relocation of specialized programs.

2024-2025 Scugog Partner Schools

Students resulting from new residential development are accommodated in existing schools. There are currently no partner schools needed to accommodate growth in Scugog.

Portable Utilization

Portables are utilized as temporary school accommodation for students when there is not space within a facility. In 2023-2024, there were 6 portables in the elementary schools. This remains the same in 2024-2025. The number of portables is projected to increase over the next 5 years. One portable is located at Port Perry SS; however, it is not utilized for classroom space. There is surplus space at the secondary level in Scugog.

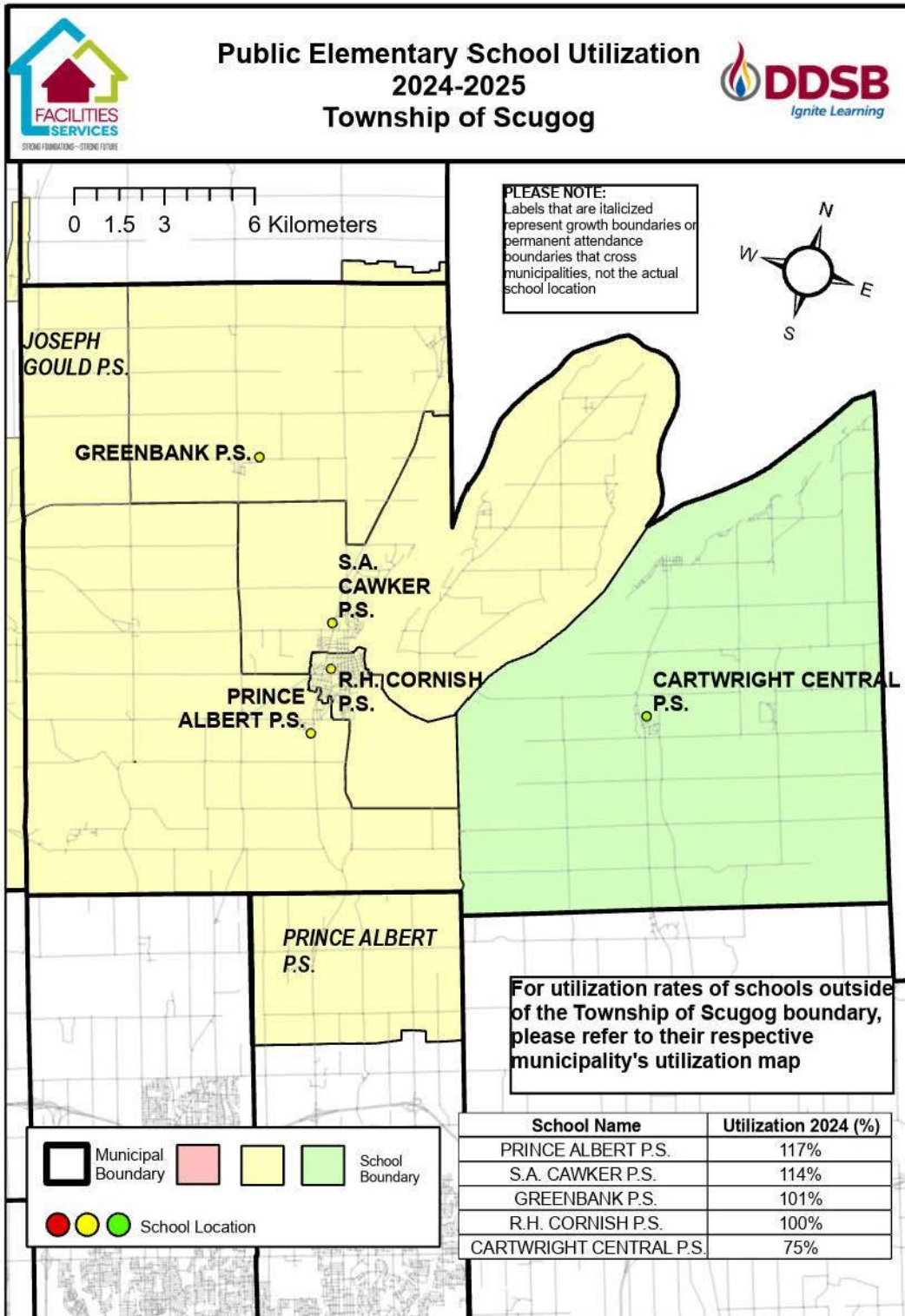
	2024	2025	2026	2027	2028
Elementary Portable (in use) Capacity	138	161	230	230	276
Secondary Portable (in use) Capacity	23	0	0	0	0
Total Portable (in use) Capacity	161	161	230	230	276
Total Enrolment	2,977	2,955	2,989	3,037	3,084
Students in Portables	5.41%	5.45%	7.69%	7.57%	8.95%

For the purposes of this Accommodation Plan, accommodation condition maps have been developed to reflect the current situation in 2024-2025 and the future situation in 2028-2029 at the Regular Track elementary and secondary levels, and for the elementary French Immersion program.

Areas in red are schools with significant enrolment growth; the areas in yellow are schools where accommodation needs should be monitored and the areas in green are schools where there are currently no growth-related pressures.

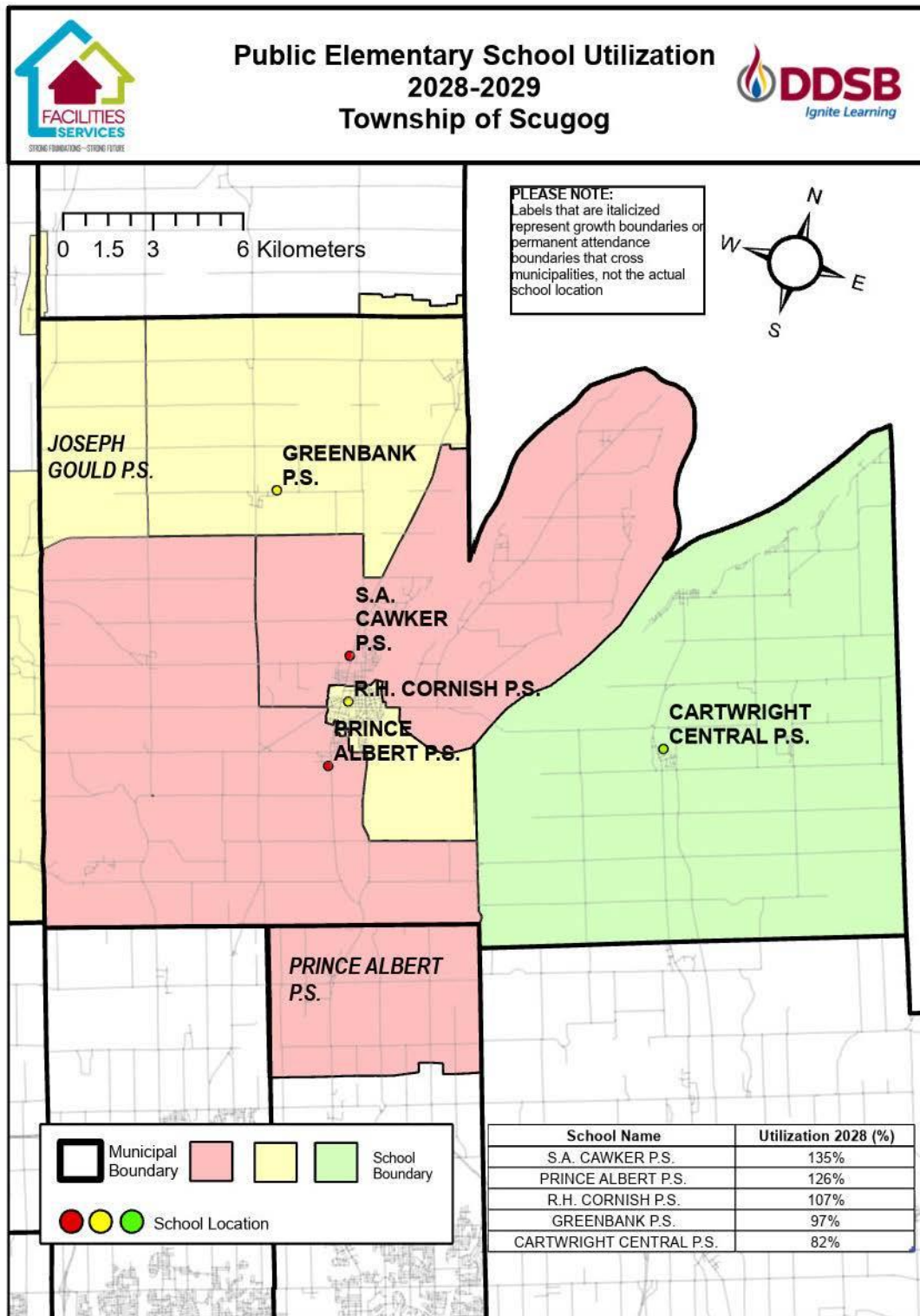
Staff will continue to monitor schools with available space to determine future solutions.

Scugog Elementary Schools (Regular Track) – Accommodation Condition – 2024-2025



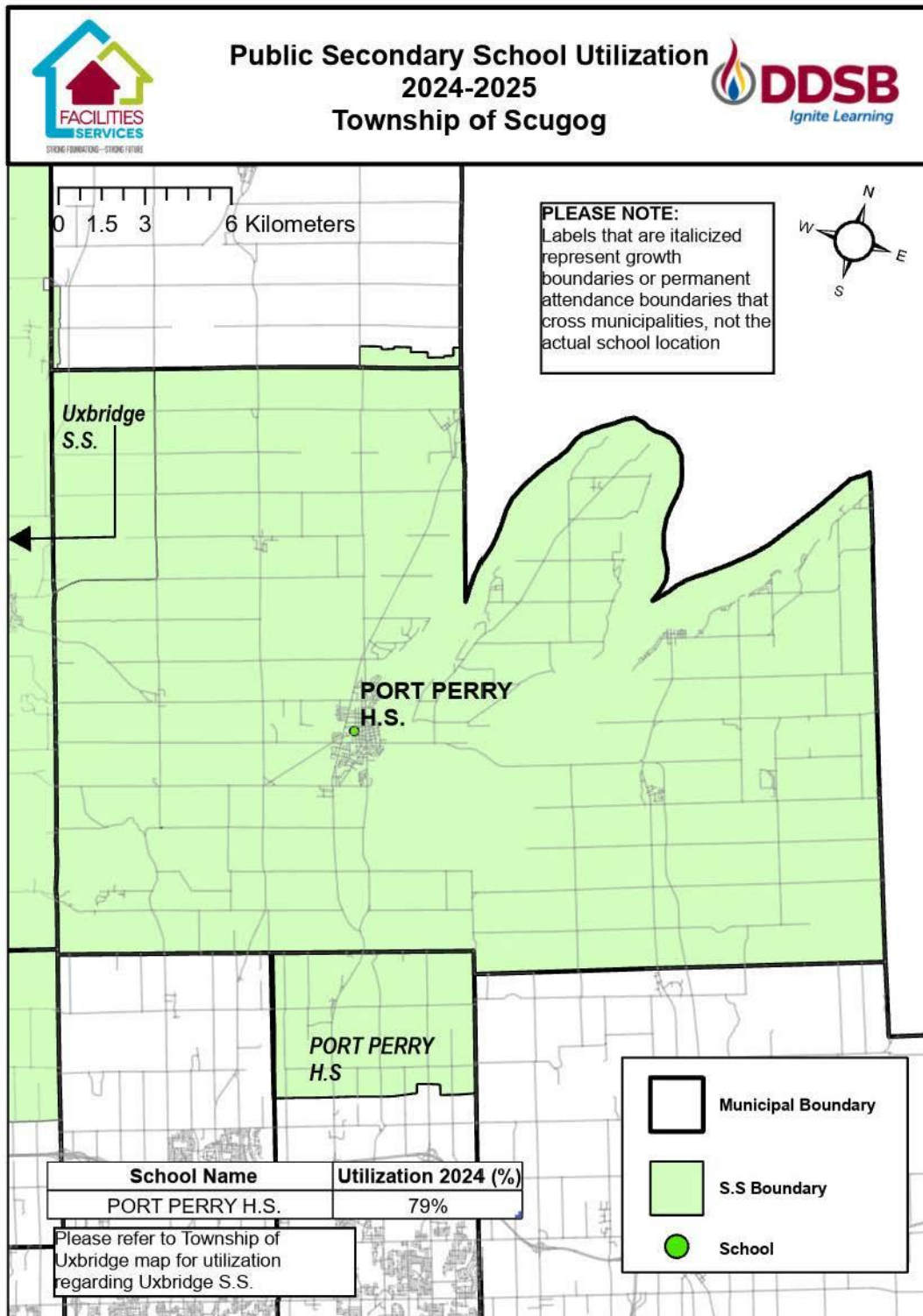
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Scugog Elementary Schools (Regular Track) – Accommodation Condition –2028-2029



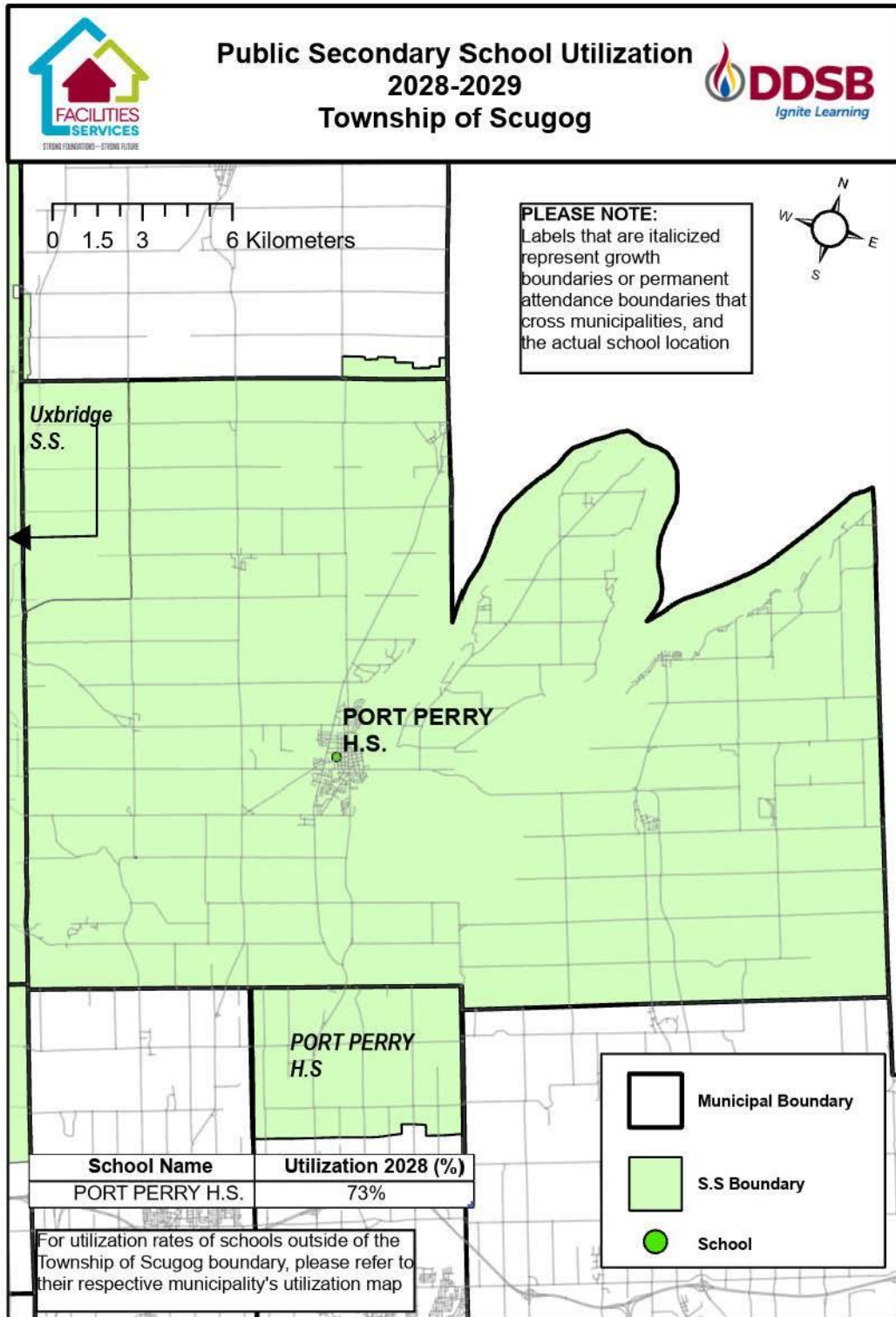
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Scugog Secondary Schools – Accommodation Condition – 2024-2025

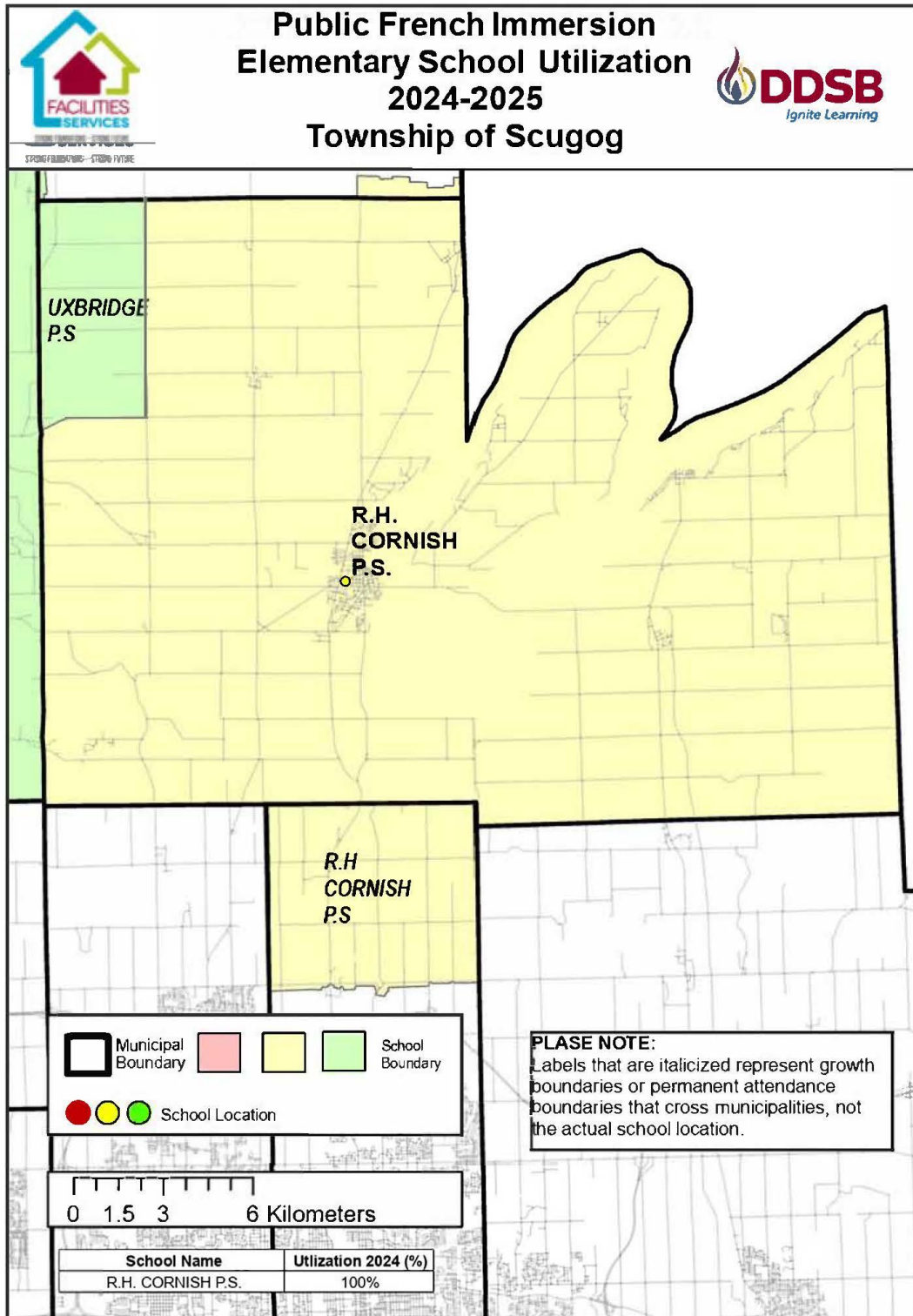


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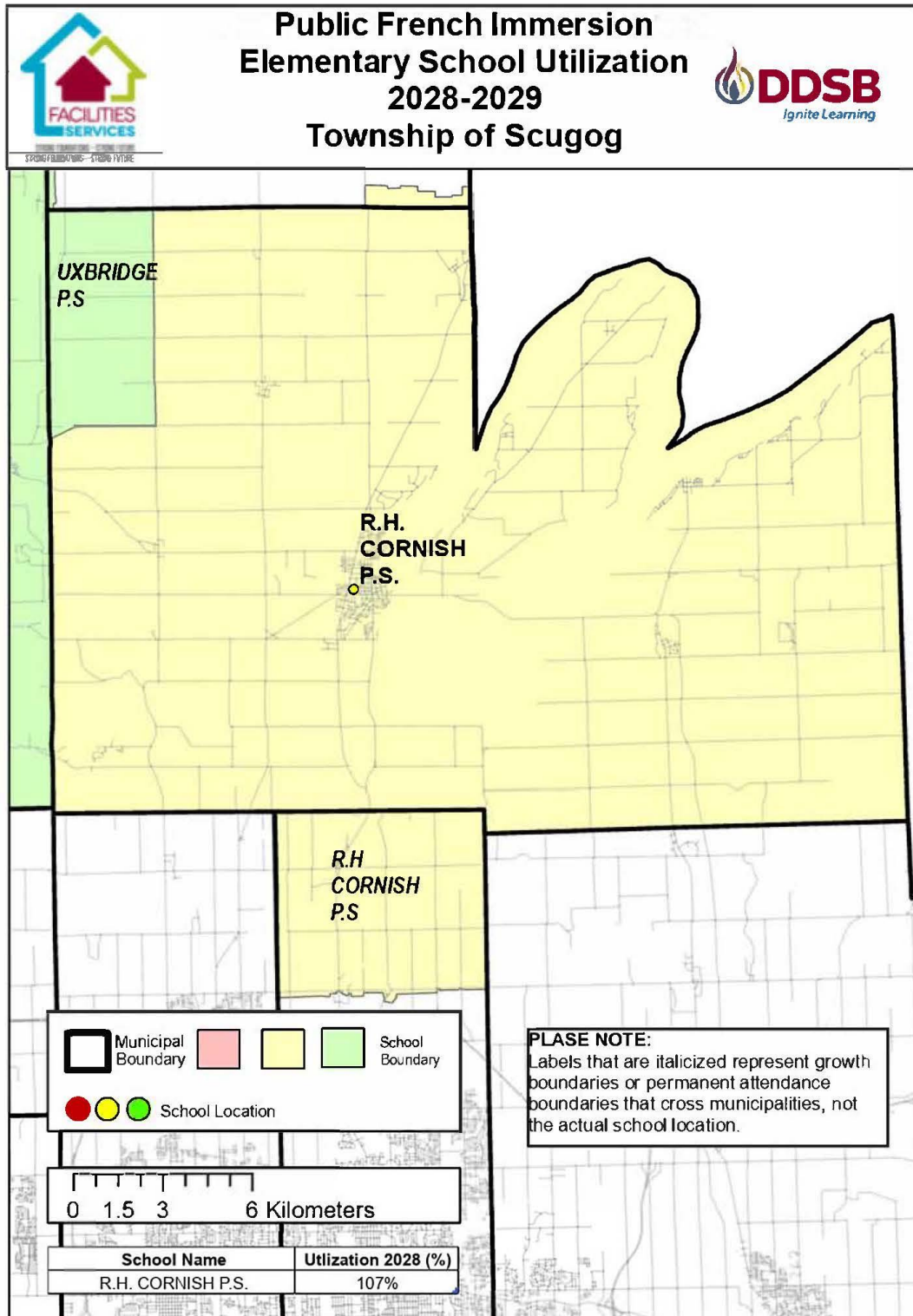
Scugog Secondary Schools – Accommodation Condition – 2028-2029



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Scugog Development and Future Schools Overview

Based on Envision Durham, future development to accommodate an expanded Urban Area, along the northern boundary of Port Perry has been identified.

Over the next 5 years, over 500 new residential units are forecasted, increasing to just over 1,450 in 15 years. As part of DDSB's 2024 Education Development Charge By-law, development information was sourced from the Region of Durham and the Township of Scugog discussions with Development Services staff, Development Services Annual reports, and Development Charges Study.

Future Development School Sites

There is one undeveloped school site owned by DDSB in Scugog and one surplus/closed facility:

- Unnamed Scugog PS (Union Avenue/Robin Trail)
- Former Cartwright HS (Blackstock) – closed since 2014

Scugog Capital Priorities

As part of a future submission to the Ministry for Capital Priorities new school construction funding, DDSB will develop and submit a proposal to build a new school on the Union Avenue/Robin Trail site to address growth-related pressures within Port Perry as well as building condition issues at Prince Albert PS.

Scugog French Immersion, Gifted and Modified Calendar Programs

The elementary French Immersion program is accommodated at RH Cornish PS, a triple-track French Immersion, Gifted and Regular program school.

Some secondary French Immersion and Gifted students attend Port Perry HS however this is only a portion of the Scugog enrolment.

There are segments of both the elementary and secondary school boundaries, located just east of Uxbridge SS that have historically been designated to Uxbridge PS and Uxbridge SS for French Immersion, rather than Port Perry HS. This anomaly was created to improve ease of transportation through this area due to road access and travel times.

Scugog Community Facilities

There are no Child Care Centres in Scugog elementary schools; however, all five elementary schools offer before and/or after school care. There are no Child Care Centres at the secondary level. There is one Scugog school with a Community Hub.

Future Community Facilities

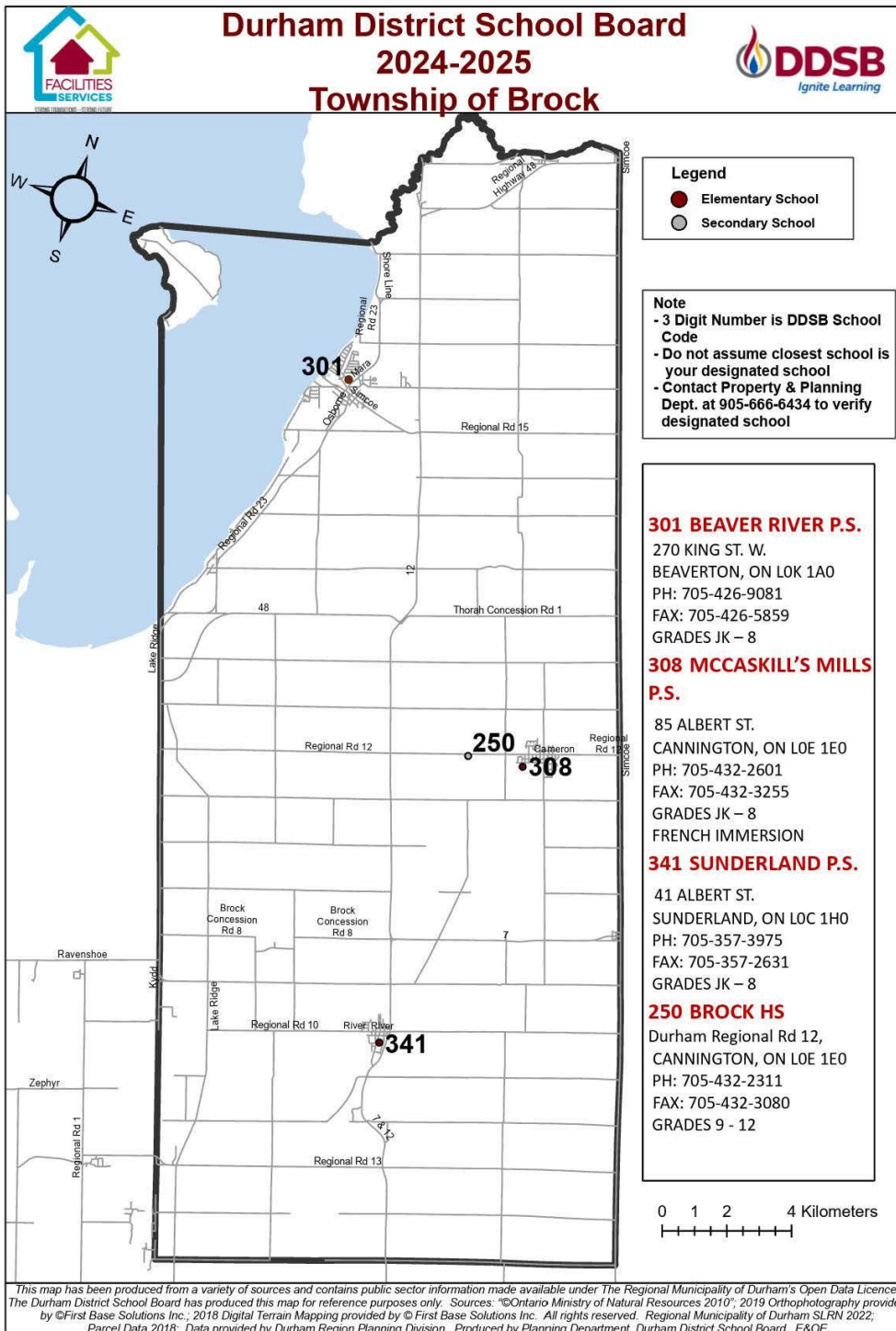
There are currently no Child Care projects approved or underway in Scugog.

Township of Scugog - Future Direction

The enrolment in Scugog is stable but gradually increasing through to 2028 and beyond. This growth is centered around the Port Perry area where expansion on the nearby schools may not be possible due to site and/or servicing issues. A request for funding to resolve this issue was made under the 2024-2025 Capital Priorities initiative and submitted to the Ministry.

Both Cartwright Central PS and Port Perry HS have available space; however, with respect to the elementary school, it is not located within the designated growth areas of Scugog. Staff will continue to monitor the enrolment and will continue to explore opportunities for future growth, potential partnerships, boundary adjustments or the relocation of specialized programs to utilize the surplus space available.

MUNICIPAL OVERVIEW -- TOWNSHIP OF BROCK



Township of Brock -- Summary

- Enrolment and capacity are stable at both elementary and secondary levels in the Township of Brock (Brock) and expected to gradually increase through to the 2028-2029 school year.
- With the opening of the new Beaver River PS in September 2024 at the former Beaverton PS site, the total number of portables would be reduced to 10 in 2024-2025.
- Municipal growth forecasts indicate that over the next 5 years, approximately 430 new homes will be constructed in Brock. Over the next 15 years, this number is projected to be over 1,280.

Township of Brock -- Overview

Brock, located on the eastern shore of Lake Simcoe, is home to more than 14,000 people. Brock has three main villages -- Beaverton, Cannington and Sunderland, with rural residents outside the three built-up areas.

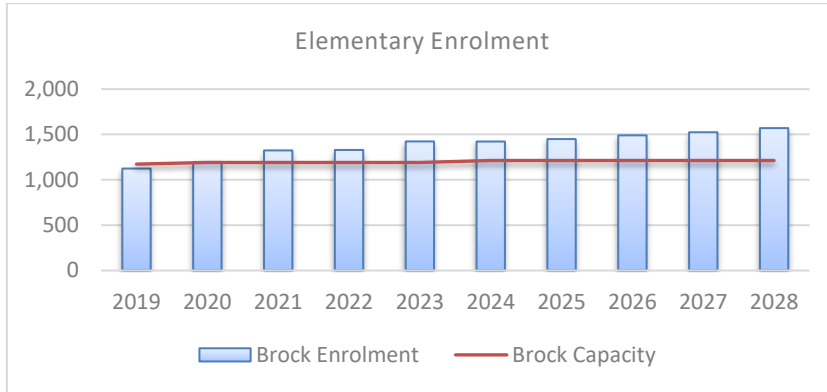
Brock School Facts

- There are currently 3 elementary schools and 1 secondary school serving Brock Township.
- Facilities in Brock were built between 1956 (Sunderland PS) and 2024 (new Beaver River PS, built on the site of the former Beaverton PS).
- There is a total 22,470.93 m² of facility space to accommodate Brock students.
- Brock schools are accommodated on 35.98 hectares/88.91 acres of land.
- In 2024-2025, 1,422 elementary students and 467 secondary students will be accommodated in existing schools.
- There are no Brock schools located adjacent to municipal parks, however there is a park across the street from Beaver River PS.
- FCI – There are currently two buildings in Brock with an FCI higher than 65% which is a marker for a school requiring significant repairs/building improvements. Details are available in Appendix C:
 - Thorah Central PS is a closed facility; and
 - Brock HS – although building improvements are underway, the facility’s condition continues to hover above the 65% threshold.

Enrolment

The following charts show the enrolment and capacity, from 2019 to 2028, for Brock elementary schools and secondary schools.

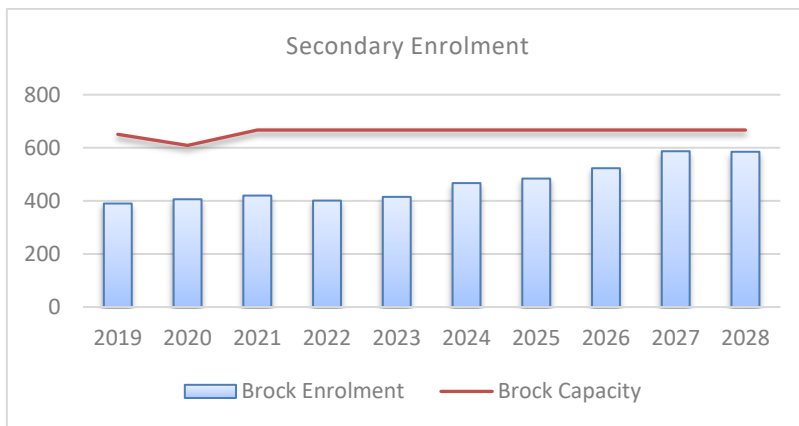
Chart B1 - Brock Elementary Schools' enrolment and capacities for 2019 through to 2028



Capacity reflects permanent space and does not reflect the use of portables required to accommodate the increased enrolment until new schools or additions are constructed.

Beaver River PS opened in September 2024 on the previous Beaverton PS site, consolidating the students from the former schools (Thorah Central PS and Beaverton PS). Enrolment growth within the area is resulting in sustainable accommodation pressures at the existing schools. Enrolment is projected to steadily increase beyond 2028. Portables will be used to address the accommodation needs until a permanent solution is developed.

Chart B2 - Brock Secondary Schools' enrolment and capacities for 2019 through to 2028



Capacity reflects permanent space and does not reflect the use of portables.

At the secondary level in Brock, similar to the trend at the elementary level, the enrolment is also projected to increase through to 2028, based on the new growth and regeneration of communities.

2024-2025 Brock Partner Schools

There are currently no partner schools to accommodate growth in Brock.

Portable Utilization

Portables are utilized as temporary school accommodation for students when there is not space within a facility. In 2023-2024, there were 18 portables at Brock elementary schools to accommodate students. In 2024-2025, with the opening of the new Beaver River PS facility, there are 10 portables. With increasing enrolment in the area, more portables will be needed for 2028-2029 and beyond.

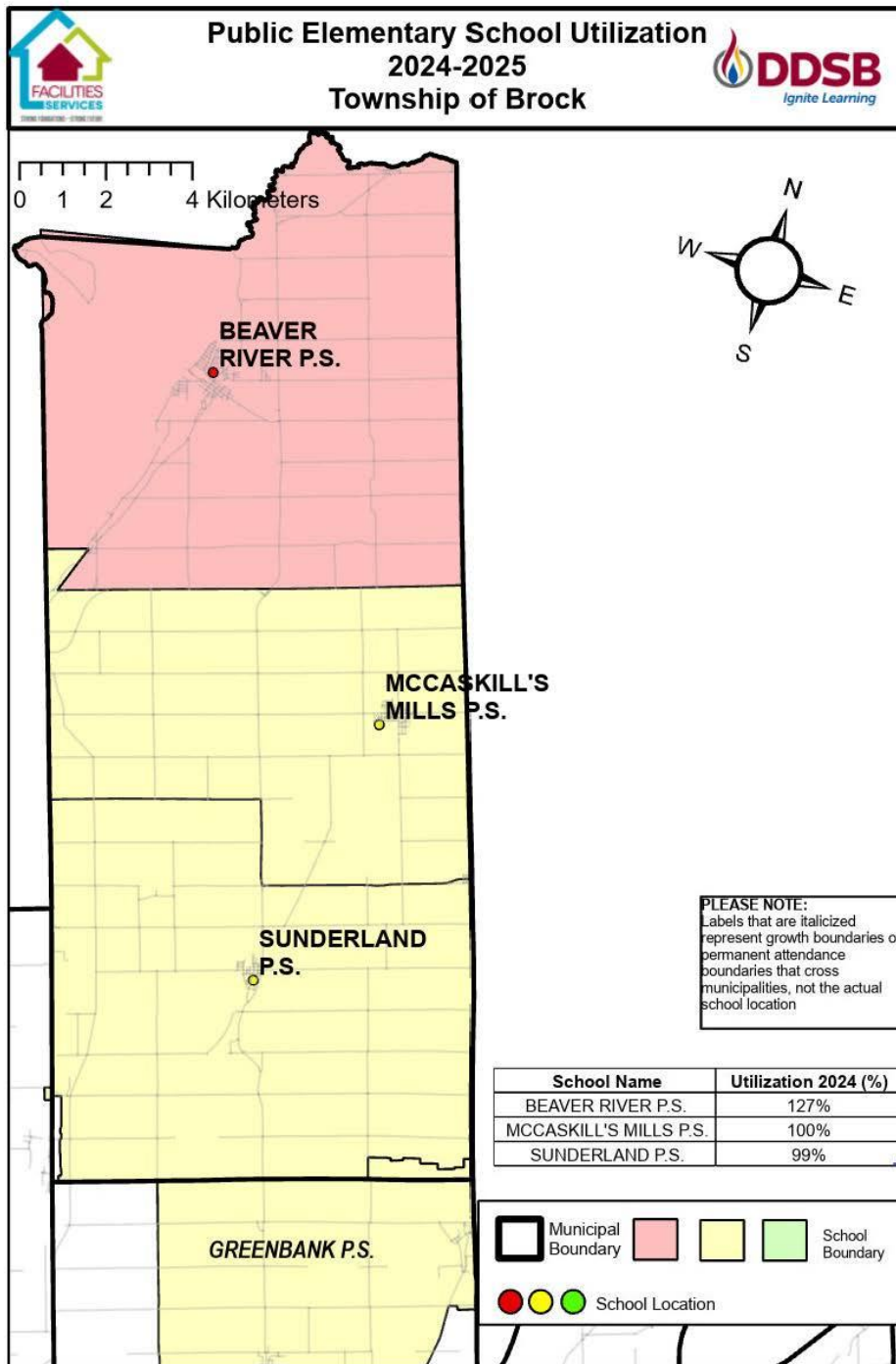
Given the surplus space available at Brock HS there are no portables on site currently or projected through to 2028-2029.

	2024	2025	2026	2027	2028
Elementary Portable (in use) Capacity	230	230	276	299	345
Secondary Portable (in use) Capacity	0	0	0	0	0
Total Portable (in use) Capacity	230	230	276	299	345
Total Enrolment	1,889	1,933	2,013	2,111	2,155
Students in Portables	12.18%	11.90%	13.71%	14.16%	16.01%

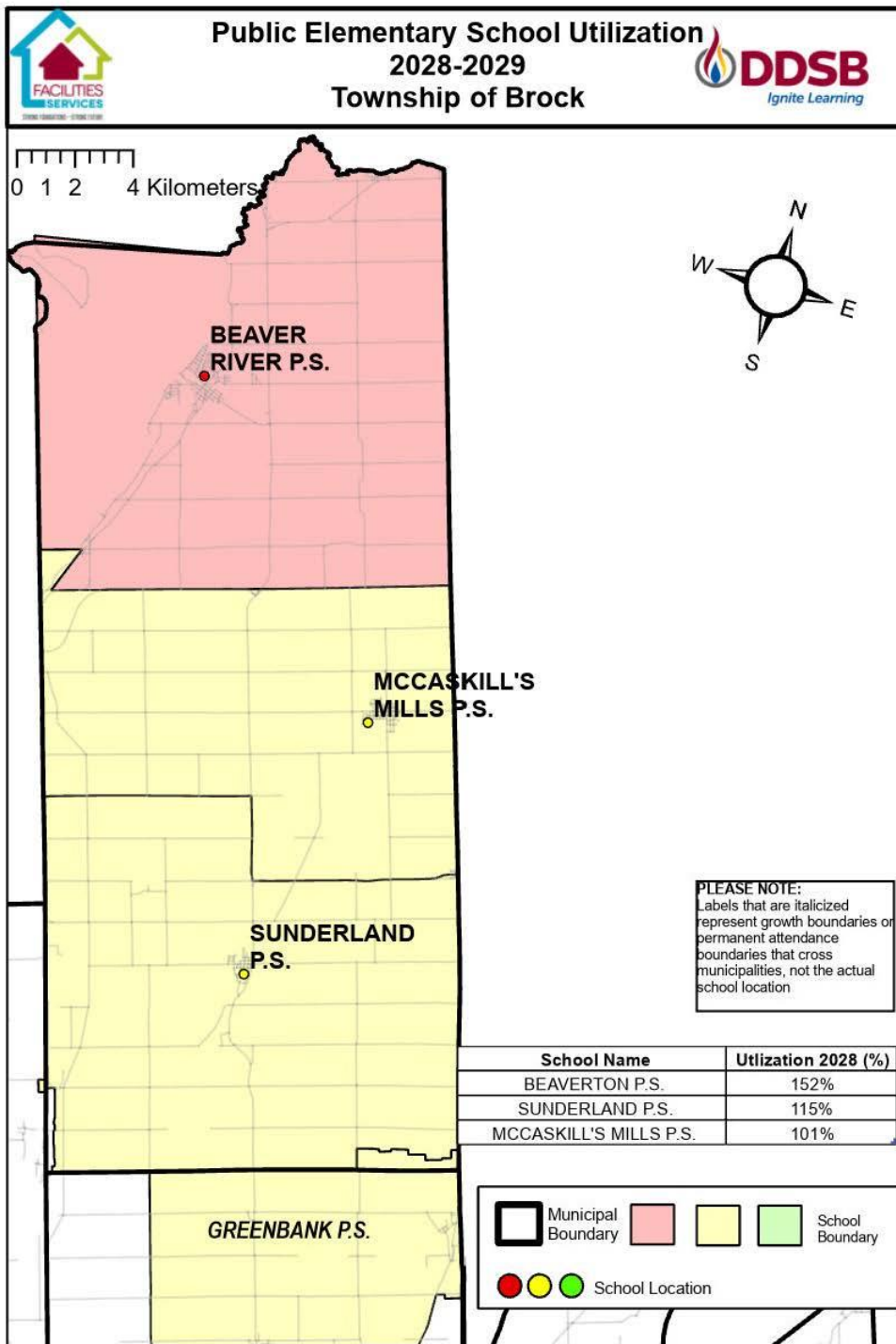
For the purposes of this Accommodation Plan, accommodation condition maps have been developed to reflect the current situation in 2024-2025 and the future situation in 2028-2029 at the Regular Track elementary and secondary levels, and for the elementary French Immersion program.

Areas in red are schools with significant enrolment growth; the areas in yellow are schools where accommodation needs should be monitored and the areas in green are schools where there are currently no growth-related pressures.

Brock Elementary Schools (Regular Track) – Accommodation Condition – 2024-2025

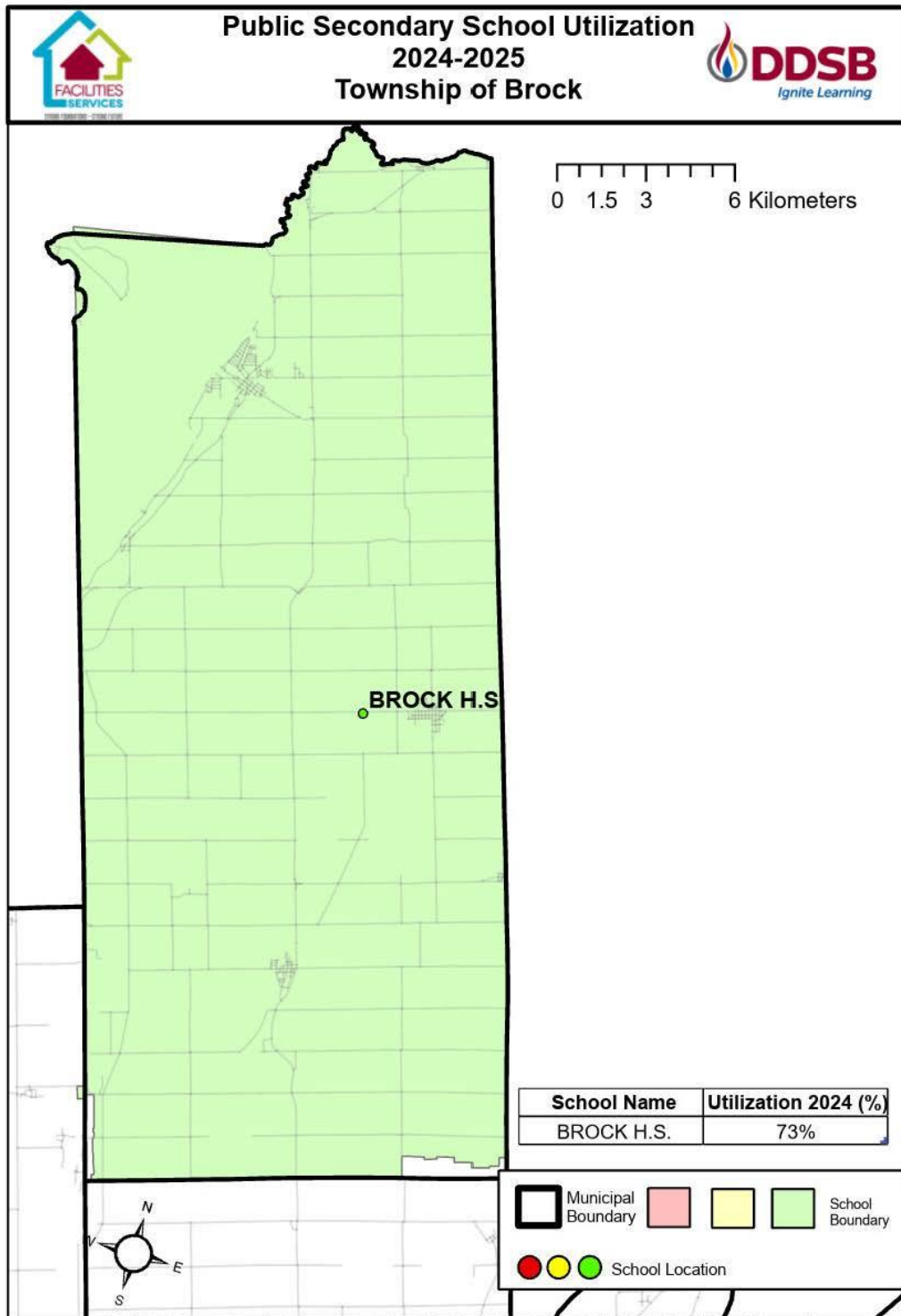


Brock Elementary Schools – Accommodation Condition – 2028-2029



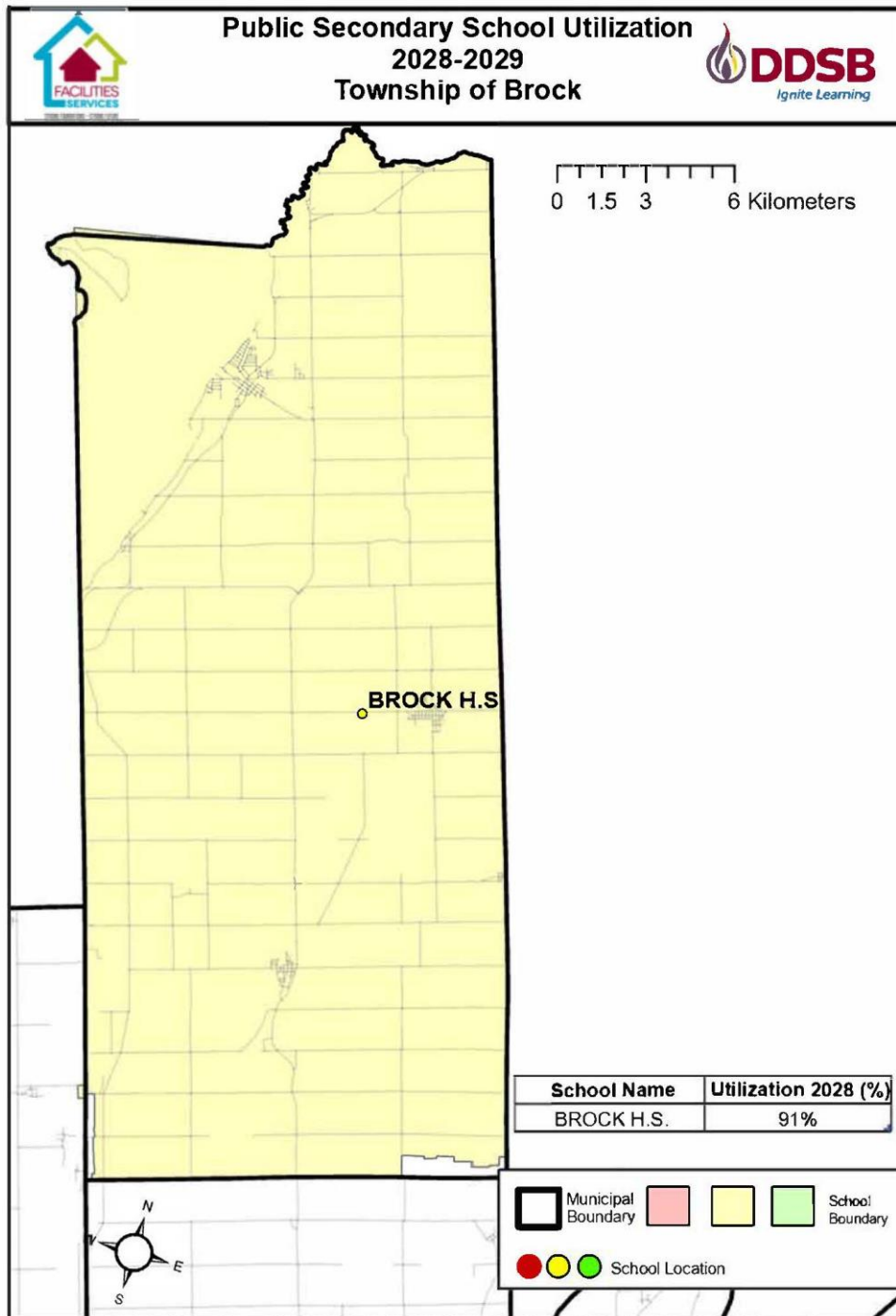
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 Regional Municipality of Durham GURN 2021, Parcel Data 2021, Data provided by Durham Region Planning Division, Produced by Planning Department, Durham District School Board. E&OE.

Brock Secondary School – Accommodation Condition – 2024-2025

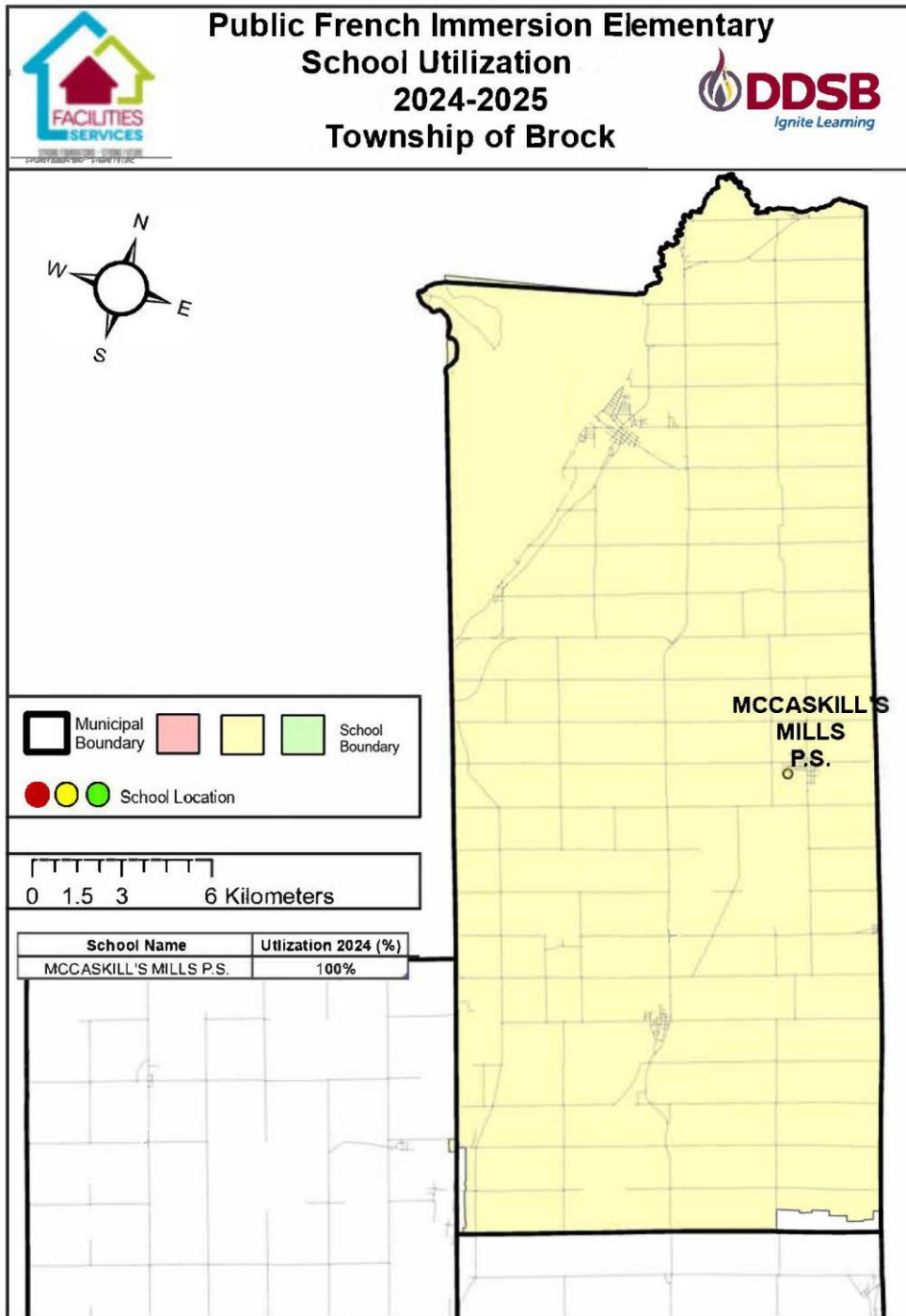


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Regional Municipality of Durham SURJ 2021; Parcel Data 2021; Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board. ES&C.

Brock Secondary School – Accommodation Condition – 2028-2029

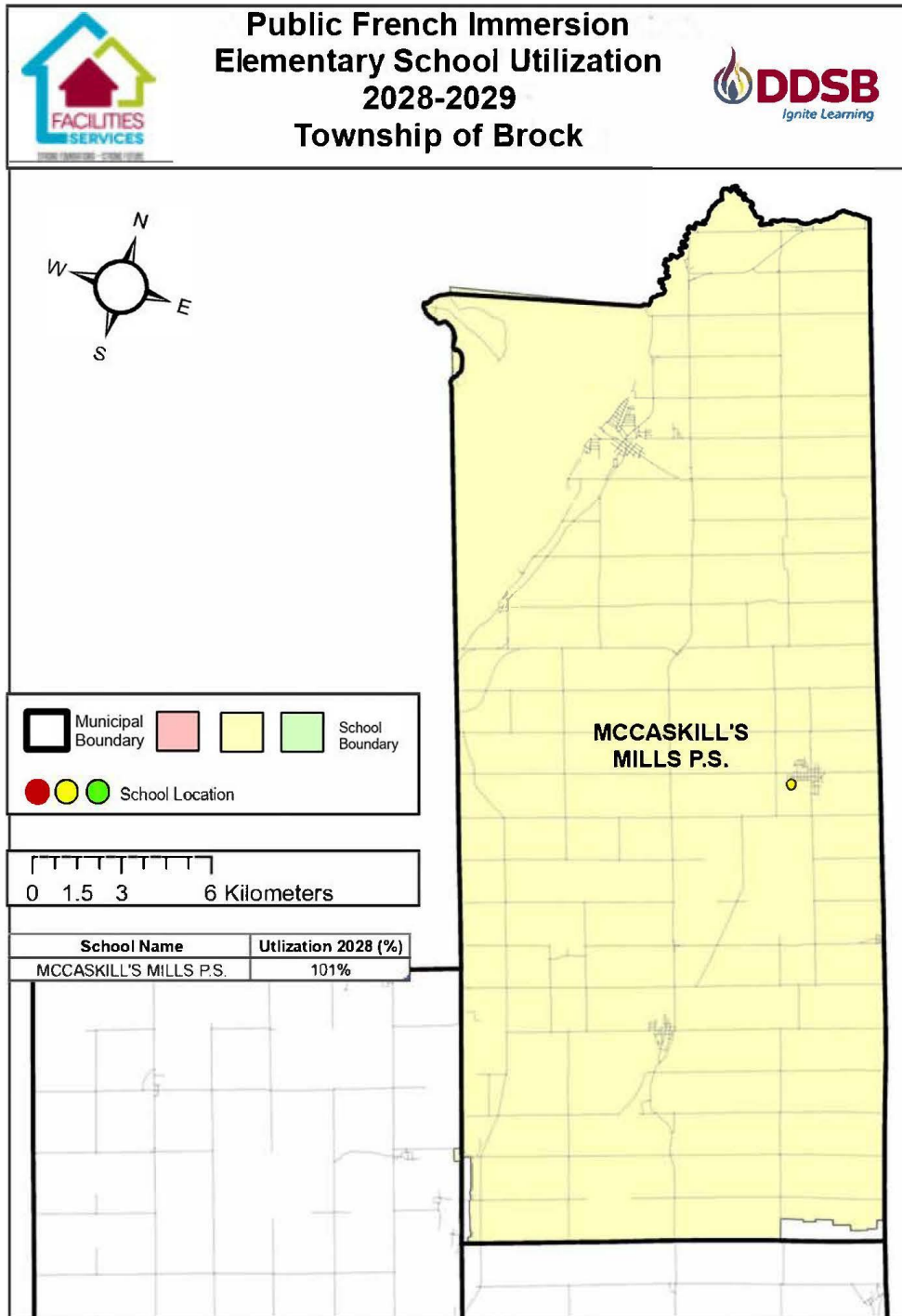


Brock Elementary Schools (French Immersion) – Accommodation Condition – 2024-2025



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Brock Elementary Schools (French Immersion) – Accommodation Condition – 2028-2029



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Brock Development and Future Schools Overview

There is future new growth in Brock within the current urban area, focused primarily in the Beaverton area.

Over the next 5 years, approximately 430 new homes are forecasted with an overall projected increase of approximately 1,280 in 15 years. As part of DDSB's 2024 Education Development Charge By-law, development information was sourced from the Region of Durham and the Township of Brock 2018 Development Charges Study.

Future Development School Sites

There are no undeveloped school sites owned by DDSB in Brock; however, the DDSB does have the former Torah Central PS property. With growth in the area, staff will explore options to utilize this asset as part of a future accommodation solution.

Brock Capital Priorities

There are currently no future new school needs for Brock Township. Staff will continue to monitor enrolment growth in the Township.

Brock French Immersion, Gifted and Modified Calendar Programs

Elementary French Immersion program is accommodated at McCaskill's Mills PS, a dual-track French Immersion and Regular program school.

Elementary students enrolled in the Gifted program attend RH Cornish PS in Scugog.

Secondary French Immersion and Gifted students attend Port Perry HS in Scugog.

Brock Community Facilities

There are two Child Care Centres in Brock elementary schools, and three schools offer before and/or after school care. There are no Child Care Centres at the secondary level. There is one Brock school with a Community Hub.

Future Community Facilities

There are currently no Child Care projects approved or underway in Brock.

Township of Brock - Future Direction

Staff will monitor growth to address future needs at both the elementary schools and the secondary school.

DURHAM DISTRICT SCHOOL BOARD

Pupil Accommodation Plan 2024-2028

Trends, Issues and Future Opportunities



2024 to 2028 Projected Elementary Enrolment

School #	School Name	Grades	Total Enrolment Numbers					
			Actual	Projected				
			2023 (As at February 2024)	October 2024	October 2025	October 2026	October 2027	October 2028
<i>City of Pickering</i>								
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
<i>Town of Ajax</i>								
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	Ontario Street	JK to 8	223	233	218	216	225	229
410	Michaëlle 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 (As at February 2024)	October 2024	October 2025	October 2026	October 2027	October 2028
Town of Whitby								
430	Bellwood	JK to 8	464	472	446	425	414	398
444	Blair Ridge	JK to 8	461	432	391	362	337	317
443	Brooklin Village	JK to 8	735	723	864	1,005	1,208	1,448
436	C.E. Broughton	JK to 8	577	573	508	503	474	469
418	Cpt. Michael VandenBos	JK to 8	791	849	893	935	985	1,019
441	Chris Hadfield	JK to 8	735	712	673	650	634	645
425	Col. J.E. Farewell	JK to 8	597	625	607	507	525	536
420	Dr. Robert Thornton	JK to 8	332	405	602	716	721	744
424	E.A. Fairman	JK to 8	374	378	375	366	323	324
437	Fallingbrook	JK to 8	696	717	692	677	675	662
431	Glen Dhu	JK to 8	647	661	666	649	598	609
404	Jack Miner	JK to 8	496	512	495	487	491	506
434	John Dryden	JK to 8	707	730	726	721	733	733
473	Julie Payette	JK to 8	595	581	574	552	551	537
421	Meadowcrest	JK to 8	252	250	230	226	217	214
433	Ormiston	JK to 8	710	714	689	667	645	633
429	Pringle Creek	JK to 8	669	731	694	692	708	726
446	Robert Munsch	JK to 8	458	696	701	874	839	868
439	Sir Samuel Steele	JK to 8	515	512	525	535	541	550
411	Sir William Stephenson	JK to 8	510	525	559	587	590	615
435	West Lynde	JK to 8	651	656	633	631	625	623
416	Whitby Shores	JK to 8	647	656	617	602	573	544
413	Williamsburg	JK to 8	820	822	739	736	641	628
442	Willows Walk	JK to 8	531	565	570	567	564	620
438	Winchester	JK to 8	533	534	619	645	1,004	1,010

2024 to 2028 Projected Elementary Enrolment

School #	School Name	Grades	Total Enrolment Numbers					
			Actual	Projected				
			2023 (As at February 2024)	October 2024	October 2025	October 2026	October 2027	October 2028
City of Oshawa								
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 (As at February 2024)	October 2024	October 2025	October 2026	October 2027	October 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 (As at February 2024)	October 2024	October 2025	October 2026	October 2027	October 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 (As at February 2024)	October 2024	October 2025	October 2026	October 2027	October 2028
City of Pickering						
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
Town of Ajax						
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
Town of Whitby						
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
City of Oshawa						
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
Township of Uxbridge						
Uxbridge SS	1,036	1,075	1,017	1,035	1,013	1,043
Township of Scugog						
Port Perry HS	944	1,026	982	966	959	956
Township of Brock						
Brock HS	400	467	484	523	587	585
DDSB@Home						
DDSB@Home	427	102	105	106	109	95
Total	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 (As at February 2024)	October 2024	October 2025	October 2026	October 2027	October 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
Total	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
<u>City of Pickering</u>												
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
<u>Town of Ajax</u>												
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
Ontario Street	26	32	20	26	20	32	16	14	26	21	0	233
Michaëlle 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
<u>Town of Whitby</u>												
Bellwood	48	47	45	36	39	52	58	47	53	37	10	472
Blair Ridge	31	26	42	39	31	46	49	52	57	59	0	432
Brooklin Village	54	57	61	70	86	77	83	69	83	73	10	723
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
C.E. Broughton	60	82	56	62	51	55	45	45	58	39	20	573
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
Cpt. Michael VandenBos	46	53	90	109	102	87	91	78	86	87	20	849
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
Chris Hadfield	53	60	52	52	71	72	65	87	93	107	0	712
Col. J.E. Farewell	62	54	66	48	70	79	57	42	65	72	10	625
Dr. Robert Thornton	56	30	36	38	37	33	43	48	40	44	0	405
E.A. Fairman	30	36	37	44	33	52	37	37	31	41	0	378
Fallingbrook	54	61	71	77	84	71	71	66	77	75	10	717
Glen Dhu	60	68	72	64	59	58	72	63	74	71	0	661
Jack Miner	32	41	31	37	40	70	50	59	69	67	16	512
John Dryden	58	66	90	79	75	83	77	67	63	72	0	730
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
Julie Payette	0	0	75	68	72	76	79	65	82	64	0	581
Meadowcrest	0	0	31	16	33	38	28	32	30	42	0	250
Ormiston	56	63	85	79	85	71	73	63	62	77	0	714
Pringle Creek	68	86	60	62	51	92	68	73	90	71	10	731
Robert Munsch	108	50	60	79	54	56	67	60	72	80	10	696
Sir Samuel Steele	52	47	49	45	54	47	50	57	47	54	10	512
Sir William Stephenson	64	60	57	54	52	46	33	51	38	40	30	525
West Lynde	62	67	78	72	61	72	50	73	52	59	10	656
Whitby Shores	64	53	71	57	68	55	75	77	65	71	0	656
Williamsburg	80	136	75	80	64	78	80	80	67	82	0	822
Willows Walk	61	62	55	55	58	58	45	47	48	60	16	565
Winchester	44	39	49	41	54	56	43	55	54	79	20	534
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
<i>City of Oshawa</i>												
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
<u>Township of Uxbridge</u>												
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
<u>Township of Scugog</u>												
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	27	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
<u>Township of Brock</u>												
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
<u>Virtual Elementary</u>												
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
Total	5,277	5,476	5,906	5,659	5,778	5,923	5,721	5,546	5,939	5,988	1,012	58,225

October 2024 Projected Secondary Enrolment by Grade

School	9	10	11	12	ISS	Total
<u>City of Pickering</u>						
Dunbarton HS	467	385	463	442	60	1,817
Pine Ridge SS	294	310	283	320	54	1,261
<u>Town of Ajax</u>						
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
<u>Town of Whitby</u>						
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
<u>City of Oshawa</u>						
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
<u>Township of Uxbridge</u>						
Uxbridge SS	240	259	248	290	38	1,075
<u>Township of Scugog</u>						
Port Perry HS	253	240	237	268	28	1,026
<u>Township of Brock</u>						
Brock HS	130	96	99	110	32	467
<u>Virtual Secondary</u>						
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
Total	6,131	6,023	5,807	6,241	859	#####

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

Elementary French Immersion Projection Summary

School	Actual	Projected				
	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
Michaëlle 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
TOTAL	6,492	6,651	6,535	6,511	6,562	6,572

Secondary French Immersion Projection Summary

School	Actual	Projected				
	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
TOTAL	2,246	2,320	2,317	2,346	2,302	2,235

Capital Priorities Submissions to the Ministry of Education 2019 to 2023

APPENDIX B

Date of Ministry Request	Submission Deadline	Priority #1	Result	Priority #2	Result	Priority #3	Result	Priority #4	Result	Priority #5	Result
22-Jul-19	30-Sep-19	Unnamed North Oshawa SS		Unnamed Pickering Creekwood PS	A	Unnamed North Oshawa PS (west of West of Simcoe)	A	Mary Street Community School-Modular	A		
24-Mar-21	21-May-21	Unnamed North Oshawa SS		Clara Hughes PS addition		Unnamed Pickering Seaton		Unnamed North Oshawa PS (east of Simcoe, north of NDPS)		Unnamed West Whitby PS (Cisco & Limoges)	
04-Feb-23	25-Feb-23	Unnamed North Oshawa SS	A	Clara Hughes PS addition		Unnamed Pickering Seaton	A	Unnamed North Oshawa PS (east of Simcoe, north of NDPS)		Unnamed West Whitby PS (Cisco & Limoges)	
14-Aug-23	20-Oct-23	Unnamed West Whitby PS (Maskell & Coronation)	A	Unnamed West Whitby PS (Cisco & Limoges)	A	Unnamed North Oshawa PS (Symington & Steeplechase)	A	Unnamed West Whitby SS			

A = Approved for Funding

Board Facility Name	Asset - FCI	Asset - Replacement Value	5 YR FCI Renewal Needs
Nonquon - Outdoor Education Facility	104.6%	\$ 489,653	\$ 512,021
Brock HS	81.4%	\$ 17,792,383	\$ 14,481,398
Thorah Central PS	69.9%	\$ 5,797,961	\$ 4,053,967
Mary Street Community S	69.0%	\$ 2,901,879	\$ 2,001,081
Fairport Beach PS	66.8%	\$ 7,429,098	\$ 4,963,568
Glengrove PS	66.1%	\$ 8,234,652	\$ 5,442,730
Beau Valley PS	61.1%	\$ 6,001,108	\$ 3,669,212
DASS - Oshawa	59.9%	\$ 10,065,013	\$ 6,030,050
R H Cornish PS	59.4%	\$ 13,418,872	\$ 7,968,178
Glen Street PS	56.9%	\$ 10,237,355	\$ 5,828,981
College Hill PS	56.3%	\$ 5,788,865	\$ 3,261,523
C E Broughton PS	56.2%	\$ 8,379,150	\$ 4,711,527
Hillsdale PS	54.9%	\$ 6,156,571	\$ 3,381,592
Harmony Heights PS	50.1%	\$ 7,414,038	\$ 3,712,390
Dr CF Cannon PS	49.9%	\$ 14,187,862	\$ 7,074,052
Vaughan Willard PS	49.3%	\$ 8,606,180	\$ 4,239,316
Sunset Heights PS	49.0%	\$ 8,234,652	\$ 4,035,065
Sir John A Macdonald PS	48.0%	\$ 10,039,490	\$ 4,816,469
Henry Street HS	47.6%	\$ 27,500,999	\$ 13,097,931
Lincoln Alexander PS	47.6%	\$ 10,052,224	\$ 4,785,074
Scott Central PS	47.6%	\$ 7,030,100	\$ 3,342,915
Colonel J E Farewell PS	47.4%	\$ 10,983,899	\$ 5,203,848
Dr Roberta Bondar PS	47.0%	\$ 8,571,938	\$ 4,032,887
Dr S J Phillips PS	46.7%	\$ 9,903,992	\$ 4,620,752
Uxbridge PS	46.6%	\$ 10,127,349	\$ 4,724,090
Duffin's Bay PS	46.3%	\$ 8,333,207	\$ 3,858,501
Adelaide Mclaughlin PS	45.9%	\$ 8,333,207	\$ 3,821,709
Lakewoods PS	45.0%	\$ 10,377,676	\$ 4,672,361
Terry Fox P.S.	44.9%	\$ 7,856,455	\$ 3,528,372
Sunderland PS	44.5%	\$ 7,906,779	\$ 3,514,812
Sherwood Public School	44.0%	\$ 9,827,176	\$ 4,327,538
Elizabeth B Phin P.S.	42.9%	\$ 8,719,063	\$ 3,740,104
Dunbarton HS	42.8%	\$ 34,768,456	\$ 14,869,515
Valley Farm	42.1%	\$ 14,316,127	\$ 6,024,102
Pine Ridge SS	41.7%	\$ 39,490,651	\$ 16,461,871
Walter E Harris PS	41.4%	\$ 8,898,094	\$ 3,685,755
Bolton C Falby PS	41.0%	\$ 17,214,164	\$ 7,064,497
Valley View PS	40.9%	\$ 4,911,994	\$ 2,010,910
R S Mclaughlin C & VI	40.8%	\$ 28,952,745	\$ 11,810,643
Ajax HS	40.5%	\$ 37,950,542	\$ 15,376,954
Fallingbrook PS	40.0%	\$ 9,146,819	\$ 3,656,212
Woodcrest PS	39.9%	\$ 7,030,100	\$ 2,808,433
Southwood Park PS	39.7%	\$ 13,074,688	\$ 5,192,044

Board Facility Name	Asset - FCI	Asset - Replacement Value	5 YR FCI Renewal Needs
Westney Heights PS	39.7%	\$ 9,373,733	\$ 3,722,024
Bellwood PS	38.8%	\$ 8,234,652	\$ 3,199,125
Roland Michener	37.3%	\$ 7,303,515	\$ 2,726,258
Cartwright Central PS	37.3%	\$ 9,330,703	\$ 3,481,036
Claremont PS	37.1%	\$ 6,831,476	\$ 2,535,525
ACEC - E A Lovell PS	37.0%	\$ 6,187,434	\$ 2,291,819
Coronation PS	36.9%	\$ 8,752,116	\$ 3,231,345
William Dunbar PS	36.9%	\$ 10,291,315	\$ 3,793,573
West Lynde PS	36.2%	\$ 11,378,560	\$ 4,115,956
Pringle Creek PS	36.0%	\$ 11,557,857	\$ 4,156,652
Prince Albert PS	35.7%	\$ 6,377,803	\$ 2,278,495
Goodwood PS	35.5%	\$ 5,880,719	\$ 2,086,936
Lakeside PS	35.4%	\$ 9,903,992	\$ 3,506,997
Gordon B Attersley PS	35.1%	\$ 10,557,238	\$ 3,705,808
Greenbank PS	34.8%	\$ 3,591,801	\$ 1,249,678
Anderson C & VI	34.7%	\$ 26,961,725	\$ 9,362,248
Meadowcrest PS	34.2%	\$ 6,671,429	\$ 2,279,313
Ontario Street PS	34.1%	\$ 6,374,398	\$ 2,172,424
Seneca Trail P.S.	33.9%	\$ 12,233,172	\$ 4,142,102
Maple Ridge	33.7%	\$ 10,106,439	\$ 3,406,840
Frenchmans Bay PS	33.6%	\$ 13,811,663	\$ 4,646,414
Sir William Stephenson PS	33.1%	\$ 9,622,740	\$ 3,184,519
Waverly PS	33.0%	\$ 10,262,966	\$ 3,385,158
Highbush PS	32.9%	\$ 14,487,145	\$ 4,770,278
Port Perry HS	32.9%	\$ 33,680,949	\$ 11,087,054
Bayview Heights PS	32.7%	\$ 11,286,662	\$ 3,690,612
Gandatsetiagon PS	32.3%	\$ 9,057,616	\$ 2,923,759
Applecroft PS	32.2%	\$ 8,243,048	\$ 2,653,922
Eastdale C & VI	31.9%	\$ 29,069,911	\$ 9,279,712
Queen Elizabeth PS	31.9%	\$ 9,150,877	\$ 2,917,704
EA Fairman PS	31.0%	\$ 6,052,165	\$ 1,879,106
Dr Robert Thornton PS	31.0%	\$ 9,112,792	\$ 2,826,782
Julie Payette Public School	30.0%	\$ 13,230,914	\$ 3,972,192
Rosebank Road PS	29.7%	\$ 5,268,202	\$ 1,566,664
Captain Michael Vandenbos P.S.	29.3%	\$ 12,785,927	\$ 3,748,180
Cadarackque PS	29.1%	\$ 12,585,471	\$ 3,665,835
Stephen G Saywell PS	28.6%	\$ 9,260,585	\$ 2,647,448
Lester B Pearson PS	27.9%	\$ 9,661,073	\$ 2,694,420
Dunbarton HS - South Campus	27.5%	\$ 13,336,273	\$ 3,670,936
S A Cawker PS	27.0%	\$ 10,324,600	\$ 2,785,091
Glen Dhu PS	26.9%	\$ 12,212,241	\$ 3,290,446
Kedron PS	26.2%	\$ 6,898,378	\$ 1,810,255
Joseph Gould PS	26.2%	\$ 12,558,543	\$ 3,292,259

Board Facility Name	Asset - FCI	Asset - Replacement Value	5 YR FCI Renewal Needs
Sinclair SS	26.0%	\$ 69,243,785	\$ 17,989,685
Bobby Orr Public School	25.9%	\$ 8,851,399	\$ 2,296,258
Uxbridge SS	25.9%	\$ 35,410,289	\$ 9,163,274
Lincoln Avenue PS	25.1%	\$ 7,030,100	\$ 1,763,640
David Bouchard PS	24.7%	\$ 11,900,665	\$ 2,944,987
Vincent Massey PS	24.7%	\$ 9,280,052	\$ 2,294,422
Ormiston PS	24.4%	\$ 10,878,088	\$ 2,650,543
Altona Forest PS	24.0%	\$ 9,306,968	\$ 2,230,819
Sir Samuel Steele P.S.	23.8%	\$ 10,244,127	\$ 2,433,224
Jack Miner P.S.	22.0%	\$ 8,766,812	\$ 1,929,053
Pierre Elliot Trudeau P.S.	21.0%	\$ 10,917,003	\$ 2,294,025
G L Roberts C & VI	20.9%	\$ 26,357,114	\$ 5,521,181
da Vinci Public School	20.8%	\$ 11,762,681	\$ 2,444,092
Village Union PS	19.0%	\$ 20,811,600	\$ 3,961,402
Nottingham P.S.	18.7%	\$ 11,925,808	\$ 2,232,316
Winchester PS	18.4%	\$ 12,815,815	\$ 2,358,872
Quaker Village PS	17.9%	\$ 8,798,485	\$ 1,578,035
Westcreek PS	17.3%	\$ 9,129,814	\$ 1,577,591
McCaskill's Mills P.S.	16.8%	\$ 10,218,249	\$ 1,714,745
Williamsburg P.S.	16.6%	\$ 11,107,287	\$ 1,846,714
Carruthers Creek Public School	16.3%	\$ 16,026,152	\$ 2,610,040
O'Neill C & VI	16.2%	\$ 35,941,141	\$ 5,836,537
Norman G Powers	16.0%	\$ 11,107,287	\$ 1,774,323
Eagle Ridge Public School	15.9%	\$ 9,593,730	\$ 1,529,096
Donald A. Wilson Secondary School	15.5%	\$ 34,532,406	\$ 5,362,922
Alexander Graham Bell PS	13.9%	\$ 10,669,719	\$ 1,481,933
Pickering HS	13.5%	\$ 45,663,350	\$ 6,178,229
Brooklin Village P.S.	12.8%	\$ 15,319,813	\$ 1,959,995
Vimy Ridge P.S.	12.2%	\$ 12,001,366	\$ 1,462,714
Blair Ridge P.S.	12.2%	\$ 12,839,418	\$ 1,560,202
John Dryden PS	11.3%	\$ 13,172,984	\$ 1,492,222
Robert Munsch P.S.	10.6%	\$ 11,972,865	\$ 1,266,937
Romeo Dallaire P.S.	7.8%	\$ 14,394,624	\$ 1,128,189
Brooklin HS	6.4%	\$ 33,785,131	\$ 2,151,013
Whitby Shores	6.2%	\$ 12,290,429	\$ 759,868
Maxwell Heights S.S.	4.9%	\$ 35,913,727	\$ 1,754,125
Grandview PS	4.4%	\$ 9,679,234	\$ 422,919
Michaëlle Jean PS	2.9%	\$ 11,914,717	\$ 340,578
Chris Hadfield P.S.	1.3%	\$ 12,927,704	\$ 171,312
Clara Hughes PS	1.0%	\$ 11,720,510	\$ 118,886
Beaver River PS	0.0%	\$ -	\$ -
DASS - Pickering	0.0%	\$ -	\$ -
Elsie Macgill PS	0.0%	\$ -	\$ -

Board Facility Name	Asset - FCI	Asset - Replacement Value	5 YR FCI Renewal Needs
Jeanne Sauvé PS	0.0%	\$ -	\$ -
Northern Dancer P.S.	0.0%	\$ -	\$ -
Rosemary Brown P.S.	0.0%	\$ -	\$ -
Viola Desmond P.S.	0.0%	\$ -	\$ -
Willows Walk P.S.	0.0%	\$ -	\$ -
Beaver River PS (New School opened 2024)	0.0%	\$ -	\$ -
Maamawi iyaawag PS (New School opened 2024)	0.0%	\$ -	\$ -
Mary Street PS (Major Renovation completed 2024)	12.7%	\$ 9,786,027	\$ 1,238,467

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday May 23, 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
Allyson Eamer, Easter Seals Ontario
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
System Lead, Conor Jinkinson

Recording Secretary: Lisa Wry

1. **Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:31 p.m.

2. **Land Acknowledgement:**

SEAC Chair Eva Kyriakides advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples, and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, 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:** Michael Bowman, Superintendent of Education- Positive School Climates & Family of Schools, Steffanie Pelleboer, Mental Health Lead, Tracy Running-Secondary Principal, O'Neill CVI.

Regrets: Trustee Donna Edwards, Morgann Cameron, Rowin Jarvis.

Absent: Trustee Michelle Arseneault

5. **Approval of Agenda:**

That the agenda for May 23, 2024, be amended to shift the Staff Report and the Board Report with item nine Senior Team Introduction and ten Presentation and Open Discussion.

MOVED BY: Elizabeth Daniel

SECONDED BY: Tara Culley

CARRIED

That the amended agenda be approved:

MOVED by: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

6. **Approval of the Minutes:**

That the minutes from April 18, 2024, be approved:

MOVED BY: Tara Culley

SECONDED BY: sensaRAneb Burrell

CARRIED

7. **Senior Team Introduction** – Michael Bowman, Superintendent of Education Portfolio: Positive School Climates & Family of School

- Started as an educational assistant.
- Moved to Durham and began teaching career.
- Was an Administrator at several schools a System Lead and now Superintendent.
- Positive School Climate department and Inclusive Student Services work in collaboration recognizing that student mental health and well-being are critical foundation for the work being done by the district teams.

8. **Presentation & Open Discussion:**

DRAFT 2024-2025 Mental Health & Well-Being Action Plan Facilitator:
Steffanie Pelleboer, Mental Health Leader

Steffanie shared the 2024-2025 Draft Mental Health and Well-Being Action Plan and requested feedback from members of SEAC.

- Important to recognize that good mental health is foundational to academic success.
- Everyday conditions that bolster and protect student well-being.
- The Ministry has made a commitment to Mental Health; also reflected in the DDSB Multi-Year Strategic Plan.
- Sharing the Draft 2024-2025 One Year Action Plan for Mental Health and Well-Being; school year plan and looking for feedback.

- Important to have us clarify any language that may not be accessible for a public facing document.
- Inclusive, Identify affirming and culturally relevant supports.
- Mental Health Literacy-now modules for all intermediate teachers to teach mental health literacy and the information is consistent across the province.
- Will be rolling out mental health literacy in the Grade Ten Civics and Careers courses.
- Work closely with all staff in all schools to support student mental health and well-being.
- A central focus is on mental health awareness and literacy.
- Teir One is 'what do all students need?'- an environment that is safe and inclusive.
- Teir Two for some students that need more targeted supports.
- Teir Three for the few students who need more intensive, individualized supports.
- Social Emotional Learning leans heavily into resources created by School Mental Health Ontario- they work in partnership with the Ministry to create resources for schools.
- Key: Identity affirming and responsive mental health practices.
- Additional roles for mental health and well-being are being introduced to the system to help build mental health capacity.
- Within every school there is a Positive School Climate and Well-Being team.
- Working with these teams to get the message shared throughout schools and communities to help create environments where kids thrive.
- Communication plan with newsletters to families and schools around what is happening in schools around mental health to help bolster the theme.
- Mental Health First Aid, ASIST, Apple are a few of the programs available for staff professional development.
- AFFIRM, BeMe (Black Excellence Made Evident) - Identity affirming programs available to students.
- Life promotion – training with ASIST.
- Continually actively engage with the community

Feedback and questions were received from members:

- Feedback: May want to include more information about the new roles.
- Question: Anti Black Racism and the Mental Health and Well-Being Plan? – As a district we are in our second plan-Compendium of Action for Black Student Success 2.0 of clearly articulated commitments to addressing anti-black racism and promotion of black affirmation and excellence. Both from a curriculum perspective and from a staffing perspective through representation and experience and how our students engage with mental health and well-being support. BeMe – (Black Excellence Made Evident)-has brought together black identifying students with district staff in their lived experience. The commitment to anti-black racism is infused in every decision made.
- A high number of children of new to Canada families will be first to enter this education system. Migration, lived trauma, first born Canadians consider training for staff for around this kind of trauma informed support.
- Wanting to create a system understanding of trauma informed practice.
- In the targeted skills building section opportunity to add more around intersectionality race and identity.
- Schools are under regulation to have an anti-bullying plan and a positive school plan.

- Translate actions into everyday lived conditions.
- How everything links around the student experience
- All individuals that connect with a student in any way help build relationships.

9. **Staff Reports:**

System Lead Conor Jinkinson shared Volume 9 of Inclusive Student Services Impact Update- which focuses on the Developmental Program with focus on individual growth and development of skills, in areas such as: communication; sensory integration skills, gross and fine motor skills, social skills and personal development skills.

- Maximum of 6 students in each program class.
- Parents and caregivers are essential partners.
- Classroom team is a classroom teacher and two educational assistants, other professionals that attend these classrooms may include: occupational therapist, nurses, physiotherapist, GrandviewKids, Speech Language Pathologists. Also, a connection with the Teachers of the Deaf/Hard of Hearing and Teachers of the Blind/Low Vision
- Programing goals for each student are unique.
- Two Technology/Innovation Facilitators that work directly with students in the Developmental class. An example of this is the use of switches as a form of communication.

Service Animals in DDSB Schools 2024

DDSB has long standing history of inclusion of certified service animals where students, or staff, use for accommodation and are the independent handlers.

- Our procedure delineates Service Animals, Support Animals and Visiting Animals.
- PPM 163 outlines the responsibility of school districts to publicly report data related to service animals annually. We do so through SEAC, and within the related minutes, to Board.

Currently,
Service Animals

- 4 service animals in individual secondary schools
- 1 service animal active in an elementary school; approval in place for another/working with family towards school entry.

Visiting Animals

- 9 secondary schools; 4 elementary

Multiple schools also welcome service animals, with parent/caregiver handlers, on the school grounds daily during pick up and drop off times. These are trained and licenced service animals.

How is it determined if a student will be offered a placement within a small class?

Always start with and consider our mainstream classroom, which is the most inclusive environment, look at how we are going to meet individual programing requirements. It is a complex process for consideration, we are a rapidly growing district, we look at trends throughout the system and work to plan these classrooms accordingly. There are families that choose to have their child stay within the mainstream classroom, even when a special education placement has been offered.

Superintendent Andrea McAuley shared with members that the district has received 2024-2025 funding information from the Ministry. The DDSB DRAFT budget revenue and spending will be released on May 24, 2024 through Education Finance Committee.

The following information was presented:

Special Education Funding

Purpose

To provide the Special Education Advisory Committee updated information regarding the special education funding model based on Core Education Funding supporting the 2024-2025 school year.

Agenda:

- Changes to public education funding
- Special Education Fund (formerly Special Education Grant)
- Support for Students Funding
- Responsive Education Projects (REPs)
- Accumulated Surplus – Special Education Reserve
- DRAFT 2024-2025 Special Education Budget

Core Education Funding

- Released on April 26, 2024
- Formerly called Grants for Student Needs
- Key changes to Ministry of Education funding to school boards can be found in the memo. 2024:B5 –2024-2025 Core Education Funding
Reference: 2024-2025 MoE Technical Paper

Core Education Funding is made up of six funds:

1. Classroom Staffing Fund (CSF)
2. Learning Resource Fund (LRF)
3. Special Education Fund (SEF)
4. School Facilities Fund (SFF)
5. Student Transportation Fund (STF)
6. School Board Administration Fund (SBAF)

Census Data Update

“Starting in 2024–25, the Special Education Statistical Prediction Model (SESPM) component is being updated with data from the 2021 census, phasing out the 2006 census, which will be phased in over five years.”

Special Education Fund – Revenue

The Special Education Fund (SEF) is comprised of four allocations:

1. SEF Per Pupil Allocation (SEF-PPA)
2. Differentiated Needs Allocation
3. Complex Supports Allocation
4. Specialized Equipment Allocation

SEF – Per Pupil Allocation

“Base funding to support all students with special education needs. Funding is primarily intended for staffing costs (e.g., teachers, EAs, professional/para-professionals) as well as professional development and learning materials.” (p.139)

Differentiated Needs Allocation

“To address the variation among school boards with respect to students with special education needs and school boards' abilities to meet those needs due to geographic, linguistic and sociodemographic factors.” (p.139)

This funding was previously flowed through the Differentiated Special Education Needs Amount (DSENA) Allocation in the GSN.

The Differentiated Needs Allocation (DNA) addresses the variation among school boards with respect to students with special education needs and school boards' abilities to respond to those needs due to geographic, linguistic, and sociodemographic factors.

The DNA is made up of the following components:

- Measures of Variability (MOV) component
- Special Education Statistical Prediction Model (SESPM) component
- Collaboration and Integration Base component
- Multi-Disciplinary Supports component
- Local Special Education Priorities component
- Early Math Intervention component
- Professional Assessments component

Complex Supports Allocation

“For specialized supports for students with complex special education needs, including students who require support from more than two full-time board-paid staff at a time due to health and safety needs; children and youth who cannot attend regular school due to their primary need for care, treatment or because of a court order to serve a custody or detention sentence; and students with autism and other special education needs.” (p.139)

The Complex Supports Allocation is intended for specialized supports for students with complex special education needs.

The Complex Supports Allocation is made up of the following components:

- Special Incidence Portion (SIP) component
- Education and Community Partnership Program (ECPP) component
- Behaviour Expertise component

Specialized Equipment Allocation (SEA)

“To assist with the costs of specialized equipment essential to support students with special education needs.” (p.139)

Specialized Equipment Allocation (SEA) of the Special Education Fund is replacing the Special Equipment Amount.

“The modernized approach detailed below aims to better meet the changing needs of students, reduce administrative burden and increase flexibility in how school boards utilise Specialized Equipment Allocation funds to meet local needs.”

Beginning in 2024-25, [Specialized Equipment Allocation](#) funding will be allocated to school boards through the following two components:

- A formula component (base and per-pupil amounts) for any equipment type, technology related or not, and training, maintenance, and repairs related to that equipment for students with special education needs.
- A claims-based component for any single item (any equipment type technology related or not) costing \$5,000 or more before taxes for an individual student with special education needs.

Special Education Fund Revenue

- SEF - Per Pupil Allocation (SEPPA) \$69.6M
- Differentiated Needs Allocation (DNA) \$43.3M
- Complex Supports Allocation \$11.1M
- Specialized Equipment Allocation (SEA) \$4.4M

DDSB DRAFT 2024-2025 Budget

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.”

DDSB 2024-2025 DRAFT Budget Book

DDSB Draft Budget – Special Education Expenditures

The DRAFT DDSB Includes:

- Proposed increase to Educational Assistant FTE (Full-Time Equivalent) Positions & related technology needs
- Overall increase to Special Education Placement Classes
- Introduction: Senior Speech Pathologist Position
- Increase to SEA; for adjustment to funding model.

Supports for Students Funding

Allocation of funding in direct connection with current Collective Agreements and expenditures in consultation with employee unions/federations:

- Educational Assistants (29.0 FTE) – continued from previous commitment.

- Elementary Special Education Resource Teachers – 8.3 FTE
- Special Education Class Teacher Funding
- Primary Resource Teachers (11.0 FTE/22 schools @ 0.5 FTE)
- Well-Being Facilitators (2.0 FTE)

Members had the following inquiries about the DRAFT Budget:

- Literacy Supports: Speech Language Pathologists (SLP) will not be part of the Literacy team for the 2024-2025 school year the Ministry outline was specific that it was to be teachers.
- Support for educators has always been a part of the SLP practice.
- They are communication experts.
- It was suggested that SEAC advocate for students needs to the Ministry of Education.

Deputation to Education Finance on Monday May 27, 2024 will be provided by SEAC Vice-Chair Tara Culley

- Echo the statement from the Board
- Appreciation of the proposed additional Educational Assistants
- This funding is for students that are currently identified and currently in the system.
- Twice a year enrolment reports to the Ministry of Education: October 31 and March 31.

10. **Board:** Trustee Kelly Miller shared with SEAC members that Board of Trustees has received information that DDSB has received funding for 3 new elementary schools two of these new schools will be in Whitby and the third will be in Oshawa, each school will support 634 pupil spaces supporting the growing needs within the district. These new school builds will help with accommodation pressures and transportation difficulties. DDSB will be hosting The Living Compendium event, an evening to discuss The Living Compendium for Black Students 2.0. Community members are welcome to register. June 4, 2024 will be held at da Vinci Public School and June 18, 2024, will be held at Port Perry High School.
11. **DRAFT Summary of SEAC Obligations and Expectations**
- Review and send any changes to Lisa Wry and they will be circulated for the June 20, 2024 meeting.
 - Proposed to have SEAC adopt the Obligations and Expectations document within June 2024 meeting to have in place for the start of the 2024-2025 school year.
12. **Business Arising from the Minutes**
- Engagement & Advocacy Event – Next Steps in Planning
 - Need to establish a sub-committee to put the event together.
 - Much of the planning will need to be done in the coming months.
 - Online meetings are easier to attend.
13. **Association Reports & Committee Reports**
- Association for Bright Children-Highlight
- The Association for Bright Children of Ontario** is an all-volunteer, provincially incorporated registered charity, with many chapters across Ontario. It provides information, advocacy, and support to parents of bright and gifted children and adolescents. It offers the parents' voice to local school boards, educators, professional groups, and the Ontario Ministry of Education.

ABC Ontario defines Intellectual Giftedness as: Asynchronous development characterized by measurable, advanced intellectual abilities accompanied by any or a combination of the following:

- heightened intensity - strong emotional reactions
- exceptional creativity - think outside the box.
- persistent intellectual curiosity- question everything.
- rapid acquisition and mastery of concepts - dislike repetition
- superior reasoning and problem-solving skills- understand concepts far beyond their years.
- leadership capacity - like to take on responsibility.
- potential for advanced achievement in a specific domain or general academic aptitude - often have an area or areas of learning or talent that stands out and which requires interventions beyond those available in a regular school program.

It is important to note that,

- Individuals who are gifted are not necessarily gifted in all areas.
- Individuals who are gifted can experience asynchronous development; they may be 6 years old and reading at the level of a 12-year-old, but have the emotional and social development of a 6-year-old.
- Many students who are gifted also have a secondary identification.

14. **Correspondence**

- Easter Seals Association Letter
- [Ministry of Education – Guide to the 2024-2025 Special Education Fund](#)
- [PPM128 Provincial Code of Conduct and School Board Codes of Conduct](#)

15. **Community Concerns**

None

16. **Celebrations & Successes**

Tara Culley shared her son Adam is participating in baseball again this year and is the team's biggest cheerleader.

Jenn McLaughlin shared that her son is graduating from grade eight this year.

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

June 20, 2024

18. **Adjournment**

That the meeting does now adjourn at 9:03 p.m.

Adjournment called by SEAC Chair Eva Kyriakides

MOVED BY: Tara Culley SECONDED BY: Elizabeth Daniel

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

Table 1- Action Plan

ACTIVITY	RESPONSIBILITY	COMPLETION
Review SEAC Obligations & Expectations. Send feedback/suggestions to Lisa Wry	Committee Members	Before June 20, 2024 meeting Requested by June 19,2024

Durham District School Board (DDSB)

Inclusive Student Services Impact Update

2023-2024 • Volume 9

Developmental Program

The Developmental Program is a special education placement supporting students' individualized growth and development in the following areas: Communication, Sensory Skills, Gross Motor, Fine Motor, Social Skills, and Personal Development Skills. The program includes school and community-based opportunities for social integration. Each student's program is individualized for their strengths, interests, and program support needs.

Students accessing programming through Developmental Programs have significant physical, intellectual or developmental disabilities. Students may also be medically fragile and/or require significant sensory support.

Developmental classes, in accordance with the Education Act s.181/98, have a maximum of six students. Currently in the DDSB, 109 students access learning and support through 22 Developmental Program classes (13 Elementary and 9 Secondary).

"Never underestimate our students. They will amaze you!"

—Special Education Head and experienced Teacher in the Developmental Program

Families and Caregivers

Families and caregivers are an essential part of the planning for student learning and well-being.

"Being part of the Developmental Class has been an amazing experience for our son. His team is supportive, imaginative, caring and energetic. Thought and care goes into his IEP to ensure maximum success in his daily activities and tasks. He has grown tremendously because of the individualized program that has been set for him. He comes off the bus each day with a huge smile and we know it's been a great day at school. We are so thankful for the school team."

—Parent



“The Development Program was life changing for my daughter. The level of care and attention she receives is second to none. It has helped nurture her learning in so many great ways. Without this program my daughter would not be pulling herself up to a standing position. We cannot thank Educational Assistants and teachers enough. School would not be a viable option for my daughter without this program. Thank you all for your amazing work.”

–Parent

The Classroom Team

Each Developmental Program class team is comprised of a Teacher, minimum of two Educational Assistants and includes integrated community supports embedded within programming. Community partners commonly include: nursing care, occupational therapists, and physiotherapists from organizations such as Grandview Kids through School Based Rehabilitation Services.

DDSB Inclusive Student Services team members are part of the classroom team supports and, through consent, are involved in the planning for individual students (Facilitator, Speech Language Pathologists, Social Workers, Teachers of the Deaf and Hard of Hearing, Teachers of the Blind or Low Vision or Psychological Services team members). Classroom teams may also be supported by consultation with a student’s community health team.



“As an educator, I find the greatest joy in working with students with developmental strengths and support needs. Our daily routine revolves around helping them achieve their physiotherapy and occupational goals, using Augmentative and Alternative Communication (AAC), various computer technologies, and engaging in sensory exploration. Typically, our students arrive at school with enthusiasm, ready to collaborate with our team. Witnessing their smiles... is incredibly rewarding. We approach our role with a deep sense of care, treating these students as if they were our own children. It’s more than just teaching; it’s a genuine partnership between families and educators, where everyone works together to support the growth and well-being of these wonderful students.”

–Teacher, Developmental Program

The Developmental Classroom Environment

The environment within each Developmental Program classroom is designed to meet the diverse strengths and needs of students.

Accessibility and inclusion are district commitments in the DDSB. For example, in many Developmental Program class spaces, students and staff use accessible and adjustable tables built by the DDSB Facilities Services team. The tables were designed including purposeful indentations to allow students using mobility aids (wheelchairs and standers) to participate in activities such as cooking and arts.

Spaces and resources include, but are not limited to:

- Visual supports (large screens, light box, high contrast manipulatives)
- Hearing supports (sound fields, microphones, speakers, hush ups on chairs)
- Movement spaces (ball pit, trampoline, swing, etc.)
- Specialized seats, pea pods, therapy trikes, standers and/or walkers
- Visually sensitive walls (decreased complexity), sensitivity lighting and sensory activities
- Lifts, slings, mats, wedges, and bolsters for physical therapy, naps, and playtime
- Change tables, accessibility in washrooms such as grab bars
- Kitchenette and laundry facilities

The Power of Technology

A switch is an assistive technology device commonly used by students including many in Developmental Programs. A switch can be used to operate computer software, devices, battery toys and communication devices. Students may use a switch to make choices or answer yes/no questions, turn sensory equipment and lights off and on, or read parts of a book independently. Switches can also be used to play multiple recorded messages allowing for communication and participation. Switches come in a variety of shapes and sizes and can be operated by almost any body part.

“Are you happy or sad in our classroom?”

The student responded to the question by activating the “happy” button on the 3 choice switch.

**For more information about the
DDSB Inclusive Student Services Impact Update,
please visit [DDSB Inclusive Student Services](#).**



REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday June 20, 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
Allyson Eamer, Easter Seals Ontario
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
System Lead, Michelle Crawford-Eade

Recording Secretary: Lisa Wry

1. **Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:33 p.m.

2. **Land Acknowledgement:**

SEAC Chair Eva Kyriakides 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:** Tracy Running, Secondary Principal Rep

Regrets: Trustee Kelly Miller, Jenn McLaughlin, Trustee Michelle Arsenault

Absent: sensaRAneb Burrell

5. **Approval of Agenda:**

That the agenda for June 20, 2024

MOVED BY: Trustee Donna Edwards SECONDED BY: Tara Culley

CARRIED

6. **Approval of the Minutes:**

That the minutes from May 23, 2024, be approved:

MOVED BY: Tara Culley SECONDED BY: Elizabeth Daniel

CARRIED

7. **Staff Reports:**

Superintendent Andrea McAuley

- Highlighted the Inclusive Student Services- Impact Update for June focus on Augmentative and Alternative Communication (AAC). This was a new position for the 2023-2024 school year for one of our Speech Language Pathologists.
 - Position was implemented to deepen learning about AAC and build consistency of practice across Speech Language team.
 - Promethean Boards, work with new addition of clicker.
 - What is funded for home use and what is funded for school use? Helping synchronize
 - The AAC assignment SLP works with the school based SLPs to train assist them with implementing the AAC.
 - If family's consent, there is collaboration between the community based SLP and the school SLP as well as the classroom teacher to program home and school devices to have the same bank of words for use in both spaces.
- Ontario Autism Program (OAP) team last year had 180 children enter kindergarten. The OAP Entry to School team stays with us for the transition into school teams.
 - This year we have 160 little ones moving into our kindergarten system.
- The DDSB 2024-2025 Budget and the Inclusive Student Services Special Education Plan were passed by the Board of Trustees.
- Fifty additional permanent EA positions have been added for the upcoming school year.
- Due to student transfers/completion, not known earlier this spring, two intervenors were surplus staff.
- A sincere thank you to SEAC when we reflect on this year consultation has provided immense time and care to experience to students and families.

- An invitation was extended to members of SEAC to make suggestions/recommendations for ISS Impact Update topics for 2024-2025
- A video of the Abilities Track and Field meet was shared; video is posted on DDSB social media.

Trustee Donna Edwards inquired about arranging wheelchair accessible bussing for the Abilities Track and Field meet, and suggested some barriers to attending might be trust with a new and different environment. Perhaps sharing the video with families prior to the event. Consider reaching out to the taxi companies for sponsorship with transportation.

The Abilities Track and Field Meet was attended by many families as well as our Director and CUPE218 EA Chairperson Stephanie Dezsi.

8. **Board:** Trustee Donna Edwards shared with SEAC members that Board of Trustees has passed the budget for the 2024-2025 school year. Noting that working within the funds released to us to support students and families as well as uphold our strategic plan has been challenging. Projection for more growth also, the usual influx on new students in September adds additional pressure. The Chairperson's Scholarship was awarded, as well as the Abilities Scholarship. There will be a special Board meeting on Monday June 24 to name the new North Oshawa School. The Parent Involvement Committee (PIC) also attending the Board meeting.

Rowin Jarvis shared that the Abilities Scholarship was awarded to Kylie McKirdy, and it was nice to see so many students apply for the scholarship. The student awarded the scholarship is going on to college in the Social Service Worker program and is planning to volunteer to help other children that may also have Learning Disabilities. Kylie was also recognized at the student recognition night.

SEAC Chair Eva Kyriakides - Are there (budget) adjustments made when we have an influx of students? The answer is yes, they do adjust for additional student after the October and March reports to the Ministry of Education.

School Boards also have the Priorities and Partnerships Funding that are additional to Core Education Funding; they are special projects which we can use when offered but this funding is not guaranteed to continue long-term.

9. **Open Discussion – Advocacy Event Planning**

- There was a virtual planning meeting June 18.
- Great thoughts around in-person or virtual (possible barriers, childcare, transportation, distances)
- May need to connect with the media team to help with planning especially if this is the first SEAC event.
- Decided not to have too many breakout rooms.
- Possibly a keynote speaker-perhaps from LDADR
- Breakout rooms for IPRC what is involved.
- Another breakout room for IEPs
- Chain of advocacy-where to start at the school level and beyond.

- Communication supports e.g., sentence starters for parents to have conversations with educators.
- Student self-advocacy, do students know and understand their strengths, needs and interests in advocacy for embedding in their programs.
- The breakout rooms could have a presentation and then a brief question and answer period.
- Let families know that the meeting is being livestreamed, so conversation needs to be kept general.
- How to reach out to SEAC members
- Determine a start time.
- Need volunteers for breakout rooms.
- Set up another meeting in August.
- Keynote could be great; we want to make sure we are being very inclusive. Consider intersection of identities and how individuals experience education system.
- What have association members learned over time.
- Presentations have been done in the past where questions can be submitted in advance and questions can be answered directly to the questioner. And then in the end the questions and answers can be compiled and shared with attendees keeping personal information private.
- Send out the live recording of the presentation with the questions and answers and who answered it, and how to connect with the associations.
- Decide if it is in person or virtual – in person is often difficult for our families.
- Families would need to register in advance and the link would be shared with them in advance.
- Goal is to connect with as many families as possible.
- Consider having an ASL Interpreter; those at home would be able to use closed captioning.
- Difficult to have an ASL interpreter on a virtual presentation signing as the presentation runs, better to have the presentation prepared in advance and have it interpreted before the presentation is shared.
- Sometimes coming to the Board office can be intimidating for families.
- Building awareness of SEAC for families and caregivers
- Consider breaking it down into a series of events of 4 or 5 webinars-easiest accessibility.
- Advertised as a series.
- The information is more bite size.
- Marketing of the event needs to be done well, to draw attendance.
- Feedback from the first presentation to build and improve with each module.
- Want to get information out in a time sensitive manner, complimenting the flow of the school year.
- A series will need to be preplanned dates and topics.
- Webinar series, general topics, reminders sent out, ability to add new participants and send out links on the day of the event.
- LDADR advocacy presentation may be a good place to start.
- Consider using different nights of the week to make it more flexible for families.
- First presentation will focus on IEPs.

10. Business Arising from the Minutes

- SEAC Obligations & Expectations reviewed and adopted by SEAC.
- If we have an Indigenous Trustee, we should have an indigenous representative on SEAC.
- The SEAC Obligations and Expectations will be posted to the website replacing the SEAC Handbook.

11. Association Reports & Committee Reports

- Update the website to include Easter Seals
- All documents shared at SEAC can be shared with associations.
- ISS Impact Update is meant to be shared widely so please do share with your associations.

12. Correspondence

- PAAC on SEAC Meeting Recommendations
- Ministry of Education Parent/Caregiver Letter – Changes to OSSD Requirements
- MACSE Meeting Highlights
- Durham Region Transit (DRT)- response from the DDSB SEAC letter.
 - All concerns in the letter were raised at the Ajax DRT meeting.
 - DRT does not seem to understand what SEAC is and what we represent.
 - Consider inviting Durham Region Transit to SEAC.
 - Need to consult those involved with the multi-organization Memorandum of Understanding (MOU)
 - Concern did not come from the Board, but from SEAC, as a committee, representing the community.
 - How do we respond to this letter? Perhaps invite them to a meeting with an explanation of what SEAC is.

13. Community Concerns

None

14. Celebrations & Successes

Tara Culley shared that Adam came home with two first place ribbons from the Abilities Track Meeting

Donna Edwards shared that her daughter received a silver medal and also the recipient of a dance scholarship.

15. Next S.E.A.C Meeting

September 5, 2024

16. Adjournment

That the meeting does now adjourn at 8:26 p.m.

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Report Special Education Advisory Committee (cont'd)
June 20, 2024

Adjournment called by SEAC Chair Eva Kyriakides

MOVED BY: Rowin Jarvis SECONDED BY: Elizabeth Daniel

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

Table 1 Action Items

ACTIVITY	RESPONSIBILITY	COMPLETION
Dates for Webinar series	SEAC Members	ASAP
Doodle poll for sub- committee for advocacy webinar series. Meeting to occur in August	Eva Kyriakides	July 2024
Addition of Easter Seals to DDSB SEAC brochure and related space on website	Lisa Wry	July 2024
SEAC Obligations and Expectations to be posted to website; replacing Handbook	Lisa Wry/Andrea McAuley	July 2024

Inclusive Student Services Impact Update

2023-2024 • Volume 10

Augmentative and Alternative Communication (AAC)

Communication is a significant factor in how many people express their identity. We communicate to ask questions, tell jokes, make comments, express dislike, give information, form relationships, and for many other reasons. Fostering and supporting the use of communication systems is an inclusive practice that benefits students' development and expression of their own identities. Communication systems give students equitable access to all functions of communication and allow them to participate more fully in their lives both at school and beyond.

"[AAC System] has changed my life. I was lonely and had given up on a good future, but now I feel loved by many loving people because I can talk with them. I had no way to express that I was bored and needed to learn with others."

–AAC user

AAC helps people including those with complex communication needs. AAC supports strategies and communication systems. During the 2023-2024 school year, updates were made to AAC related processes in the DDSB to allow Speech Language Pathologists (SLPs) to:

1. Match the right AAC system to support individual student communication;
2. Enhance training and support for educators on AAC implementation; and
3. Develop consistent AAC processes and guidelines across the system.



ACC at School

There are different types of AAC systems that we can provide for our students that range in how much technology is involved. Having several options available centres students' identities, choice and humanity as well as their communication needs.

Through Specialized Equipment Allocation* (SEA) funding, SLPs can order specialized AAC equipment or AAC apps on iPads to support communication in the classroom. Communication devices may include high tech apps such as LAMP Words for Life, TouchChat, TD Snap, Proloquo2Go, GoTalk Now and mid-tech recordable devices such as A QuickTalker, A Step-By-Step, and a BigMack.



Student, Family and Educator Learning

Knowledgeable and skilled communication partners are essential to the success of an AAC system, though learning to use AAC and learning to interact with someone using AAC are not intuitive processes. Learning to use an AAC system is like learning a new language; we need to tap buttons and pictures on the AAC system along with the student, so they can see and learn how to use the language as well. Using the system with the student in natural and motivating settings helps demonstrate how the student can use the system as a tool for their own communication. The more people use the system with the student and foster an environment where communication is encouraged and not required, the more effective and empowering the system will be for that student.

The new AAC process at DDSB places a large focus on in-school training sessions for educators and parents/guardians supporting students who use AAC so that they may learn the above skills and feel confident in using AAC systems with students. This training is an important step towards ensuring that AAC systems are successful, students feel supported in their communication, and that students can express their identities and have equitable access to educational and social opportunities at school and at home.

"When a student was asked how she felt about her new AAC system, she tapped "like". When asked how she felt about the new teenage girl voice that was added to her system, she tapped "like, like, like!"

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“

“AAC technology, strategies, and guiding principles have evolved considerably in recent years. An AAC process allows for this new information to be consolidated and leveraged throughout our system. This ensures that educators feel supported and AAC users’ communication is honoured, allowing students to thrive at school as they develop identities, skills, and relationships. Having the chance to be a part of this new process has been exciting and fulfilling!”

“Dedicated time for communication partner training sessions empower staff and family to understand and use the strategies recommended. This sets students up for success to use their AAC as a powerful tool to connect with others and be understood. The impact of effective AAC practices on a student’s participation, learning and engagement at school can’t be understated!”

–Speech Language Pathologists

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AAC at Home

Families seeking AAC for home use may access funding through the provincial [Assistive Devices Program \(ADP\)](#) of the Ontario Ministry of Health and Long-Term Care. The ADP helps people with long-term physical disabilities pay for customized equipment such as communication and mobility devices. Students who meet the eligibility criteria can be referred to this program by the SLP (Speech Language Pathologist) supporting their school.



“We are so excited that his new device has more words (than his paper-based board) and is more portable so we can take it into the community, to the trampoline park, and so he can communicate with his family members. Thank you so much, we know he has a lot of words and a lot of things to say, and we can see how this will help him share that with us and remove some of the guesswork and frustration.”

–Parents of an AAC user

*Reflects SEA naming in Ministry of Education funding for the 2024-2025 school year.

For more information about the
DDSB Inclusive Student Services Impact Update,
 please visit [DDSB Inclusive Student Services](#).



Dates of Significance - September 2024

Labour Day*	2
Eid-Maulad-un-Nabi (Islamic)	15
Alban Elfed (Druid)	22
Franco Ontarian Day	25
Orange Shirt Day	30
National Day for Truth and Reconciliation	30

Dates of Significance October 2024

Cyber Security Awareness Month	Rosh Hashanah (Judaism)	2
	Custodian Appreciation Day	2
Islamic History Month	Navaratri	3 - 12
	World Teachers Day	5
Hispanic Heritage Month	Durga Puja begins (Hinduism)	9 - 13
	World Mental Health Day	10
National Principals Month	Yom Kippur (Judaism)	11
	Dussehra (Hinduism)	12
Neurodivergent Acceptance Month	Thanksgiving*	14
<ul style="list-style-type: none"> Autism Awareness Month Disabilities Awareness Month Dyslexia Awareness Month Learning Disabilities Awareness Month 	Pavarana (Buddhist)	16
	DDSB Volunteer of Distinction	17
	Sukkot (Judaism)	17 - 23
	Early Childhood Educators and Child Care Worker Appreciation Day	24
Women's History Month	Karwa Chauth (Hinduism)	19 - 20
	Safety Week	22 - 24
	Simchat Atzeret (Judaism)	24 - 25
	Simchat Torah (Judaism)	25
2SLGBTQIA+ History Month	Ontario Dress Purple Day	25
	Halloween	31
	Diwali (Hinduism)	31 - 11/1