



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

**STANDING COMMITTEE
PUBLIC SESSION**

Monday, October 7, 2024

Chair: Deb Oldfield

Vice-Chair: Tracy Brown

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

Recording Secretary: Gillian Venning

DATE: Monday, October 7, 2024

TIME: 7:00 p.m.

LOCATION: Boardroom

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Monday, October 7, 2024
7:00 p.m.

		PAGE
1.	<u>Call to Order</u>	Verbal
2.	<u>Land Acknowledgement</u>	Verbal
	<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3.	<u>Declarations of Interest</u>	Verbal
4.	<u>Motion to Approve Agenda</u>	Verbal
5.	<u>DDSB Presentations: Strategic Implementation</u>	
	(a) Diplôme d'études en langue française (DELF) (Superintendent Margaret Lazarus)	1-9
6.	<u>Recommended Actions</u>	
	(a) Approval of the Standing Committee Minutes, September 3, 2024 (Trustee Deb Oldfield)	10-12
7.	<u>Information Items</u>	
	(a) 2024-2025 Capital Priorities Submission (Associate Director David Wright)	13-30
	(b) Summer Learning Opportunities: 2024 Impact Report (Superintendents E. Elmhurst, M. Hamid, M. Lazarus, A. McAuley, S. Nevills, M. Robinson)	31-53

- | | | |
|-----|---|--------|
| (c) | Student Trustee Report
(Student Trustees K. Hoare, N. Poopalasundaram, S. Vijayakumar) | 54-55 |
| (d) | Ignite Durham Learning Foundation (IDLF) Update
(Trustee Michelle Arseneault) | Verbal |
| (e) | OPSBA Update
(Trustee Donna Edwards) | 56-60 |

8. Adjournment

1. Increase student confidence, proficiency, and achievement in FSL;
2. Increase the percentage of students studying FSL until graduation;
3. Increase student, educator, parent, and community engagement in FSL.

The Ministry has identified the DELF as an effective tool to assess student confidence, proficiency, and achievement. Moreover, the DELF is listed as a key area of intervention supported through Core Education Funding in keeping with the Canada-Ontario Agreement on Minority-Language Education and Second Official-Language Instruction.

The DELF is an official diploma awarded by the French Ministry of Education to certify the French language competency of candidates outside of France. It measures the proficiency of a student in four curriculum language competencies: reading, writing, listening, and speaking. The four competencies correspond with the CEFR, a framework used for instruction in DDSB Core French and FI classes.

The DELF has four examination levels for students: A1, A2, B1, and B2 — Level A represents basic abilities in French, and Level B represents intermediate abilities. DDSB offers the A2, B1, and B2 levels of DELF scolaire (school), a version of the exam aimed at secondary students which is open to any student registered in a grade 12 French course in the current school year. Participation is optional and all eligible students are encouraged to take the DELF exam. No fees are charged.

The DELF consists of two components: a written collective test and an oral production test. Both are highly prescriptive in testing and marking expectations and failure to meet these requirements could result in sanctions to the school board administering the examination, including losing the right to offer DELF. There are three DELF examination sessions offered to schools in Canada each year and the dates for the exam are determined by the French Ministry of Education.

The collective written test measures oral comprehension, written comprehension, and written production. Only trained DELF assessors mark the DELF exams. The trainers are certified by the DELF governing body in France to ensure uniform standards of exam assessment worldwide. Once completed, each written collective test is independently marked twice and then harmonized for a final agreed-upon mark. The second component, the oral production test, occurs with two examiners, is marked independently, and harmonized for a final mark. All materials are then submitted to the Ontario DELF Centre where there are additional checks for compliance before students receive their exam results.

4.0 Analysis

4.1 Significantly Increased Enrolment

Since offering two exam sessions (fall and spring) instead of just once annually, the DDSB has seen a significant increase in student participation. During the 2023-2024 school year, 728 students registered for the DELF exam, up from 663 in the previous year, reflecting a 10% increase in yearly enrolment and a 40% increase from 2022. Notably, 95% of students enrolled in Grade 12 French Immersion and 94% of students in Grade 12 Core French registered for the DELF exam. See Appendix B for a summary of enrolment in DELF 2015-2024.

Among those who took the exam, 88% of students were successful. Specifically, 92% of FI students and 82% of Core French students passed the DELF.

4.2 Multilanguage Learner Success

19% of the DELF candidates identified as Multilanguage Learners (MLL). These MLL students achieved an 88% success rate, comparable to their anglophone peers. MLL students in Core French had notably higher success rates at 89%, compared to 82% for their anglophone counterparts. In contrast, MLL students in F I had slightly lower success rates at 89%, compared to 92% for their peers.

4.3 Success Among Students with IEPs

80 students, representing 12% of the total candidates, utilized accommodations outlined in their IEP during the exam. Among these students, 93% passed the DELF. Notably, 40% of those requiring accommodation attempted the most challenging level (B2), where the success rate soared to 97%. Additionally, there were no significant differences in average scores between students who received accommodations and those who did not, with both groups achieving an average score of 64%.

4.4 DELF Mirrors DDSB Socio Economic Status

The median marginalization index of students participating in the DELF is similar to the index of the DDSB student population as a whole.

4.5 Identifying Literacy Strengths and Needs

A2: Out of 33 students who registered, all participated and completed the exam. Of these, 94% of the students were successful. However, a significant trend emerged at this level: there was a notable drop in scores for listening comprehension. The average score for the Oral Comprehension component was 50%, markedly lower than the other three competencies, which averaged between 68% and 70%.

B1: Out of 324 students who registered, 284 were successful, resulting in a success rate of 87%. While there has not been a significant overall increase in scores, it is noteworthy that FI students have shown improved success rates in the B1 exam. Specifically, 98% of FI students who attempted the B1 level were successful.

Analyzing the trends at this level reveals that students faced the most difficulty with the Oral Comprehension and Written Production components of the exam. For students in Core French, Oral Comprehension is particularly challenging, with an average score of just 50%, which is notably lower compared to their scores in other categories. Conversely, Reading Comprehension scores were significantly higher, averaging 80%, indicating a stronger performance in this area.

B2: Out of 316 students who registered, 20 participants were from Core French programs with the rest in FI. 282 students were successful, achieving an impressive success rate of 89%, a 10% increase from the 2022-2023 year. Notably, students performed exceptionally well in the Reading Comprehension component, averaging a score of 80%.

However, their performance in Written Comprehension was significantly lower, with an average score of 65%.

4.6 Risk and Opportunities

Administration of the DELF is highly prescriptive in testing and marking expectations and failure to meet these requirements could result in sanctions to the school board administering the examination, including losing the right to offer DELF. It is therefore essential that exam proctors are effectively trained.

DELF provides a recognized certification of French language proficiency, which has been and continues to be useful for future academic and career opportunities around the world as an internationally recognized exam and diploma. Participation in the DELF examination can also boost a student's confidence in their ability to speak French.

Notably, the DELF also has a positive impact on classroom practice. Teachers report using learning activities like the DELF tasks in their classroom and indicate that their French classes become more communicative in orientation through increased practice of speaking skills and more emphasis on authentic documents for listening and reading.

The DELF dashboard, an information data management tool that allows educators to identify trends, literacy strengths and needs, measure efficiency, and monitor performance. The information gleaned on the DELF dashboard helps staff to make data-driven decisions such as providing embedded professional development for educators to improve instruction and achievement.

5.0 Financial Implications

To efficiently proctor the DELF exam, significant human resources and funding are required. However, the benefits of providing DDSB an opportunity to participate in the DELF outweigh the expenditure. The overall cost of DELF is summarized in Appendix C: \$202,062.99. Most expenditures are fixed expenses, for example, supply teacher costs, and clerical costs. In 2023-2024 the DDSB received \$20,000 in Core Education funding specifically allocated to FSL and the administration of the DELF.

Page 16 of the [2024-2025 DDSB Budget Book](#) shows the Language Classroom Staffing Allocation and the Language Supports and Local Circumstances Allocation, both of which contain funding previously flowed through the FSL Allocation of the Grants for Student Needs for core and immersion French programs. Pages 30, 31 and 83 of the [Core Education Funding: Technical Guide for School Boards](#) contains descriptions of these allocations.

The time that FSL Facilitators dedicated to organizing and implementing the logistics of the DELF is not reflected as a monetary amount however the time spent coordinating directly impacted and reduced the number of hours necessary to provide curriculum support in preparation for the DELF administration.

6.0 Strategic Links

Meaningful Learning

The DDSB's Multi-Year Strategic plan seeks to ensure that learning environments for educators and students are universally designed and that professional learning sessions are job-embedded and authentic. In this regard, this report links DELF to the strategy of Meaningful Learning and highlights the alignment of classroom programming and instructions to CEFR. Students demonstrate strengths in reading comprehension but experience challenges in oral comprehension and written production. DELF underscores its strategic value in promoting language proficiency, teacher development, and community engagement.

Language proficiency can open doors to educational and career opportunities that might otherwise be inaccessible, thereby promoting equity across diverse intersectional identities. Many companies in retail, travel, and telecommunications seek DELF qualified staff to serve French-speaking customers in a wide variety of roles. For example:

- VIA Rail often requires bilingualism for various positions, especially those that involve direct customer service, such as ticket agents and onboard staff.
- Fairmont Hotels & Resorts and Air Canada Vacations typically recognize various language proficiency certifications, including the DELF.
- Both federal and provincial government positions in Canada recognize the DELF as a valid certification of French language proficiency for employees.

Successful completion of the DELF is an asset available to students at no additional cost throughout their education journey. The DELF diploma is valid for life.

Marking and evaluating the DELF exam significantly enhance teacher practice, pedagogy, and equity by refining assessment skills and promoting reflective teaching. In addition, by providing clear benchmarks and actionable feedback, DELF promotes fair assessment supports through Universal Design for Learning (UDL), activates differentiated instruction to meet diverse student needs, informs instruction and improves achievement

7.0 Communication/Implementation Plan

Communication channels informing students and families about the DELF include email letters to families and a dedicated section on the DDSB website that provides essential information such as FAQs, registration details, and resources. School and DDSB social media channels are used to share updates on registration, while virtual or in-person information sessions are organized for parents, students, and classroom teachers to engage directly. Additionally, slideshows, posters and flyers are distributed in schools.

8.0 Conclusion

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

9.0 Appendices

Appendix A – DELF Student Enrolment and Success Rates 2023-2024
 Appendix B – DELF Student Participation 2015-2024
 Appendix C – DELF Expenses

Report reviewed and submitted by:



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



Margaret Lazarus, Superintendent of Education

Appendix A: DELF Student Enrolment and Student Success Rates 2023-2024

	YEAR-END ENROLMENT DELF						DELF FALL SESSION			DELF SPRING SESSION		
	FRENCH IMMERSION ENROLMENT		CORE FRENCH ENROLMENT		TOTAL ENROLMENT		FRENCH IMMERSION SUCCESS	CORE FRENCH SUCCES	TOTAL	FRENCH IMMERSION SUCCESS	CORE FRENCH SUCCESS	TOTAL SUCCESS RATES
	FALL	SPRING	FALL	SPRING	FALL	SPRING						
A2	0	1	13	19	13	20	N/A	94%	94%	100%	95%	94%
B1	57	88	91	89	148	177	98%	81%	88%	98%	72%	86%
B2	136	161	11	9	147	170	90%	73%	88%	90%	89%	90%
Grand Total	477		302		608		92%	82%	88%	88%	84.5%	88%

Appendix B: DELF Student Enrolment 2015-2024

Year	Number of DDSB Students Who Participated in the DELF
2015-2016	79 students
2016-2017	140 students
2017-2018	208 students
2018-2019	309 students
2019-2020	350 students
2020-2021	No data available
2021-2022	0 students (400 students registered but testing was cancelled due to COVID Restrictions)
2022-2023	663 students (279 fall/384 spring)
2023-2024	728 students (332 fall/396 spring)

Appendix C: DELF Expenses

2023-2024 DELF Expenses				
General Expenses	\$7,256.08			
Elementary Supply	\$92,401.73			
Secondary Supply	\$90,032.18			
Casual Clerical	\$3,358.87			
Meals	\$6,400.62			
Supplies/Duplicating	\$1,846.54			
Fees and Contractual	\$566.97		728	Total # students
TOTAL	\$202,062.99		\$277.56	Cost Per Student

2022-2023 DELF Expenses				
Fees and Contractual	\$682.50			
Elementary Supply	\$98,549.27			
Secondary Supply	\$68,357.30		<u># students</u>	
Supply Lead and Casual Clerical	\$26,388.51		251	Fall
Meals	\$6,052.78		357	Spring
Supplies/Duplicating	\$3,430.08			
			608	Total # students
TOTAL	\$203,460.44		\$334.64	Cost Per Student

Report of the Durham District School Board Standing Committee Public Session September 3, 2024

A meeting of the Standing Committee of the Durham District School Board was held on this date.

1. Call to Order:

The Chair of Standing Committee, Deb Oldfield called the meeting to order at 7:24 p.m.

Roll Call: Chair Deb Oldfield

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

Regrets: Trustee Mark Jacula

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

Recording Secretary: Gillian Venning

2. Land Acknowledgement

Chair Deb Oldfield 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. Declarations of Interest

There were no declarations of interest at this time.

4. Motion to Approve the Agenda

2024:SC19

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Tracy Brown

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Actions

(a) Approval of the Standing Committee Minutes, June 3, 2024

Trustee Deb Oldfield presented the minutes from the June 3, 2024 Standing Committee Meeting.

2024:SC20

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Tracy Brown

THAT THE MINUTES OF THE JUNE 3, 2024 STANDING COMMITTEE MEETING BE APPROVED.

CARRIED

6. Information Items

(a) Student Trustee Report

Student Trustees Kayla Hoare, Nitishan Poopalasundaram and Shampavi Vijayakumar introduced themselves and provided an overview of their upcoming Student Senate planning meetings.

(b) OPSBA Update

Trustee Donna Edwards provided an overview of OPSBA’s 2023-2024 annual report and the Canadian School Board Association (CSBA) and Ontario Public School Board Association’s (OPSBA) Annual General Meeting that took place July 3-5, 2024, including regional elections.

(c) Trustee Professional Learning Report: Canadian Congress of Black Parliamentarians Conference

On behalf of Trustees Tracy Brown, Stephen Linton, and Shailene Panylo, Trustee Kelly Miller provided an overview of DDSB trustees’ attendance at the August 2024 Canadian Congress of Black Parliamentarians Conference. It was noted that attendees unanimously voted to change the name of the event in the future to: Canadian Congress of Black Politicians.

7. Correspondence

(a) Response Letter from Ministry of Education: Education Development Charge Legislation

Standing Committee Meeting Minutes
September 3, 2024

Trustee Deb Oldfield provided a summary of DDSB's March 2024 letter to the Ministry of Education regarding removal of the cap on Education Development Charges and the Ministry's subsequent response.

Trustee questions were answered.

8. Memos

(a) 2425:48, Early Reading Screeners

(b) 2425:49, 2024-2025 School Year Start

The memos were shared for information. Trustee questions were answered.

9. Adjournment

2024:SC21

MOVED by Trustee Deb Oldfield

THAT THE MEETING BE ADJOURNED.

CARRIED

The meeting adjourned at approximately 7:41 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Standing Committee

DATE: October 7, 2024

SUBJECT: Capital Priorities Program: 2024-2025 Submission **PAGE:** 1 of 9

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
Melissa Durward, Senior Manager of Finance
Lindsay Wells, Senior Manager, Facilities Services
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 center 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**

On July 8, 2024, the Ministry of Education (Ministry) released Memorandum 2024:B11 - Launch of 2024-25 Capital Priorities Program (CPP) (Appendix A). School boards were given the opportunity to submit business cases for funding their highest and most urgent capital construction needs. On September 16, 2024, DDSB submitted requests for three projects and provided information on long term growth-related capital needs across the District. The information provided is consistent with [the Pupil Accommodation Plan 2024-2028 – Trends, Issues and Future Opportunities](#). This information report outlines the timelines and Ministry-informed process that resulted in the 2024 DDSB CPP submission.

2.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with information on the Durham District School Board (DDSB) project submissions for the Ministry 2024-2025 request for capital projects, including child care, submitted on September 16, 2024.

3.0 **Background**

The CPP provides school boards with an opportunity to identify and address their most urgent pupil accommodation needs. This process only begins when the District receives a memo from the Ministry that launches the CPP for that year. The timelines between receipt of the memo and submission deadline varies each year. Appendix B provides an overview and details of the 2024-2025 process and steps involved in the submission of a CPP business case.

Since the 2019-2020 school year, DDSB has submitted up to five capital priorities business cases with varying degrees of success in receiving funding. Projects that received Ministry funding approval are designated with an “A” in the table below.

Table 1: DDSB 2019-2023 CPP Submissions

Release Date	Memo	Deadline	Priority #1	Result	Priority #2	Result	Priority #3	Result	Priority #4	Result	Priority #5	Result
22-Jul 2019	2019: B17	30-Sep 2019	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 2021	2021: B05	21-May 2021	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 2022	2022: B01	25-Feb 2022	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 2023	2023: B08	20-Oct 2023	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			

The new Maamawi iyaawag PS and Mary Street CS addition opened September 2024. All other approved projects are in various stages of progress.

The Pupil Accommodation Plan 2024-2028 – Trends, Issues and Future Opportunities notes that a Capital Priorities Business Case was submitted under the 2024-2025 Ministry submission process for the following three projects:

1. Unnamed West Whitby SS;
2. Unnamed NE Oshawa PS;
3. 15-room addition to Henry Street HS to address existing and continued growth-related enrolment pressures.

It is important to note that while Districts may identify a priority order in their submissions, the approval of projects may not reflect the District’s priority order.

3.1 Eligibility and Evaluation Criteria

The CPP for 2024-2025 follows the format of the 2023-2024 program which was changed to reflect key government commitments to deliver new schools faster to support the needs of growing communities and better utilize school capacity. Eligibility and evaluation criteria for Ministry assessment of submitted projects have been clearly defined and shared with Districts.

As with previous years, project submissions were required to demonstrate a critical and urgent pupil accommodation need in order to be considered for funding approval. These pupil accommodation needs may include accommodation pressures, replacement schools and French language access. In addition to addressing pupil accommodation needs, projects may also include the creation of new licensed child care spaces.

Components of CPP Submissions

1. Project Readiness Assessment

Again this year, school boards were asked to complete a **Project Readiness Assessment** and provide a summary of key project milestones. In this assessment section, the Ministry requested detailed information regarding site identification, design plans, project timelines and cost estimates. Priority will be given to projects that are best positioned to be completed in a timely manner or considered “shovel-ready”. Submissions required details on site purchases planned or acquired, design plans with cost estimates, and a clear schedule with project milestones indicating a path to project completion.

Design Standardization

In June 2023, the *Better Schools and Student Outcomes Act* amended the *Education Act* to provide authority for the Minister to require school boards to use particular functional specifications, designs or plans when constructing, renovating or making additions to school buildings or premises.

With the input of various school boards, including DDSB, the Ministry developed an EDU Design Catalogue of new school builds that have been completed or are currently in progress. The catalogue includes schematic designs of elementary and secondary schools from 8 school boards, selected based on the following criteria:

- All designs are aligned within current Ministry space benchmark requirement.
- All designs have been approved/tendered since 2021 to reflect current costs.
- Project costs are aligned and consistent with current market conditions in the average range of \$390-\$450/sq. ft. excluding unique site costs.
- Designs represent a variety of pupil place sizes to provide scalability.
- School boards have received permission from the architects for inclusion.

2. Board Performance Assessment

As part of the Capital Priorities evaluation process, school boards will be assessed on their performance history delivering capital projects, including the following:

- Adherence to project timelines,
- Time to completion,
- Cost overages,
- Existing inventory of active projects,
- Adherence to space benchmarks,
- Capital Accountability Framework compliance.

3. Enhanced Accountability Framework

As a result of the Ministry's review of its Capital Accountability Framework, the accountability framework for major capital construction projects was redesigned, removing the requirement to submit at multiple stages for approval during project development, with the intention of decreasing the development timeline. Approval will be granted for the initial submission and unless there are significant changes to cost or timeline, no further approvals will be required.

Successful projects will result in a Project Commitment which will include a clear schedule, budget and scope of the project as submitted by the school board and agreed upon by the Ministry. The Project Commitment will establish Ministry expectations for successful project delivery.

School boards will be responsible and accountable for implementing appropriate measures to ensure that projects are completed within the schedule, budget and scope established in the Project Commitment.

As with its current practice, the Ministry will meet with school boards to review project progress reports on a regularly scheduled basis to monitor the progress of approved projects.

- Projects that are progressing within the parameters of the Project Commitment will not be required to obtain any further approval from the Ministry and will be able to proceed through key project milestones to project completion including design, tender, and construction stages.
- During a project's development, however, school boards that encounter issues that put the project at risk of not adhering to the Project Commitment, may require Ministry approval to revise the Project Commitment. This could involve schedule delays, increased costs or changes in project scope. In extreme cases, the project may be subject to cancellation.

3.2 Child Care in Schools

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 construction and/or renovations to existing child care spaces for children 0 to 3.8 years of age. DDSB Early Years staff have met with the Region of Durham to discuss child care needs within the District. There are no eligible child care projects reflected in the current submission.

4.0 Analysis

4.1 DDSB Capital Priorities Submission 2024-2025

Using the eligibility criteria of the CPP guidelines and the information in the [Pupil Accommodation Plan 2024-2028 – Trends, Issues and Future Opportunities](#), staff identified areas of project need across the District. Long term enrolment data was analysed in order to develop and prove a sound business case for the need of each project. This is a requirement under the Ministry's CPP. With the Ministry's stated goal of "shovel-readiness" in the forefront of CPP submission planning, projects with owned sites or those in the final stages of purchase were prioritized. CPP submissions were developed for the following projects:

- Unnamed West Whitby Secondary School
 - Initial submission 2023-2024
 - New 1,384 pupil place secondary school without child care
 - Building design is a proposed repeat of Unnamed North Oshawa Secondary School, currently in development and a repeat of South-West Milton Secondary School from Halton District School Board (HDSB)
 - DDSB completing the purchase of this site in early October
 - Zoning and site services in place
 - Proposed opening September 2028

- Unnamed Oshawa Public School – Whitelaw Avenue and Glenbourne Drive PS
 - Initial submission 2024-2025
 - New 634 pupil place elementary school without child care
 - Building design from EDU catalogue
 - DDSB owned site
 - Zoning and site services in place
 - Proposed opening September 2027

- Henry Street HS -15 Classroom Addition
 - Initial submission 2024-2025
 - 345 pupil place addition to a secondary school without child care
 - Permanent addition to existing building
 - DDSB owned site
 - Zoning and site services in place
 - Proposed opening September 2027

These projects have been submitted to the Ministry in the following order of priority:

1. Unnamed West Whitby Secondary School
2. Unnamed Oshawa Public School – Whitelaw Avenue and Glenbourne Drive PS
3. Henry Street High School – 15 classroom addition

4.2 DDSB Long Term Growth Needs

Similar to the 2023-2024 submission process, there was an opportunity for boards to provide details of their longer-term growth needs for accommodating projected enrolment due to new development in the District. The CPP required an assessment out to 2041-2042. Based on municipal growth plans and Ontario initiatives, such as the Housing Supply Action Plan, details including housing development projections and the impact on enrolment growth were requested for future needs in local municipalities.

DDSB identified future needs in Pickering, Oshawa, Whitby, Scugog and Ajax based on residential development growth over the short term and to 2038 and beyond.

4.2.1 Pickering

Within the Seaton Planning Area, the DDSB has identified its next elementary school at the site located north of the 5th Concession and east of Brock Road. With the increased development in the area staff anticipates enrolment pressures at existing and future holding schools will continue to increase. It is expected that the DDSB will submit a business case for the Seaton area in the next round of Capital Priorities, 2025-2026, for a new school opening in 2029-2030. There are 13 elementary school sites identified throughout the Seaton Planning Area. The Board has a funding allocation for one of these sites that is under construction with a planned opening in September 2025. The other 12 sites are in various stages from identification in the Official Plan (OP) to a signed option agreement.

The need for schools in strategic areas of the Seaton community complements the latest expectation that the City of Pickering have 16,257 new homes constructed by 2041-2042 in the Seaton Planning Area within the city's approximate 26,400 projected homes.

At present, the DDSB has no operating schools within the developing Seaton community. Students are bused outside of their home area to existing schools. Durham Student Transportation Services (DSTS) routing is challenging in these cases as traffic congestion heading south in Pickering negatively impacts transportation travel time. As such, there are limited existing schools where transportation requirements are met. Additionally, consideration must be given to available space in identified schools or the potential for siting portables to accommodate the growth.

4.2.2 Oshawa

The DDSB has 9 elementary school sites within the Kedron Planning Area that are either identified in an OPA or Draft Plan or under an existing option agreement. Despite the new Maamawi iyaawag PS opening in 2024-2025, and the new Unnamed North Oshawa PS at Symington Avenue and Steeplechase Street scheduled to open in 2026-2027, significant enrolment growth in north Oshawa continues at the elementary level to such a degree that schools are operating with increased portables on sites.

Additionally, under the Columbus Planning Area II, the DDSB has identified the need for 5 elementary school sites and 1 secondary school site.

The need for schools in strategic areas of Oshawa complements the latest expectation that the City of Oshawa have 11,872 residential units constructed by 2041-2042 in north Oshawa within the City's approximate 24,600 proposed new homes.

With the increased development in the north Oshawa area the DDSB anticipates enrolment pressures at existing and future partner schools will continue to increase. If funding is approved for the proposed Unnamed Northeast Oshawa – Whitelaw Avenue and Glenbourne Drive PS, this school will accommodate in-area growth as well as be a holding school for these two planning areas until a new school is constructed. If the Unnamed Northeast Oshawa PS submission is approved in 2024-2025 a new elementary school for the Kedron area, to alleviate ongoing and increasing enrolment pressures will be required for 2028-2029. A submission for this project is anticipated to be submitted in the next round of CPP in 2025-2026.

4.2.3 Whitby

Population and student enrolment growth in Whitby continues to increase. The area north of Taunton Road and south of Columbus Road is projected to be a mixture of growth recognizing the expansion of the Brooklin community as well as the west Whitby area.

In the OP, the DDSB has identified 19 potential future school sites. There are option agreements for 5 sites and the DDSB owns 1 site in Brooklin. All sites identified are in the Whitby growth area and in the Brooklin area.

By 2041-2042 an estimated 13,487 new homes are expected in north Whitby. Schools, south of Winchester Road (Hwy. 7) will be considered as partner schools for this area as there are currently only two Whitby elementary schools within this planning area. The Town of Whitby is projecting more than 20,500 new homes over the next 17 years.

As development continues and houses close, the DDSB is experiencing enrolment pressures in existing schools that are now being identified as partner schools for this growth area. Many of these schools are overutilized and can no longer accommodate portables on site. It is increasingly challenging to identify future partner schools as DSTS routing helps to identify traffic-related issues that extend the length of a bus ride beyond optimal arrival and departure timelines.

If the Unnamed West Whitby Secondary School is approved in 2024-2025, the DDSB will again be looking to submit a business case for a new elementary school in north Whitby in the 2025-2026 CPP submission based on an opening date of September 2028.

4.2.4 Scugog Township

There is an immediate need for a solution to growth occurring in the Township of Scugog. This is a rural township with most of the growth in the town of Port Perry. Growth is currently accommodated at both RH Cornish PS and Prince Albert PS. The DDSB owns a 5.35-acre site at Union Avenue and Earl Cuddie Boulevard. A proposal related to this site is anticipated to be submitted in the 2025-2026 CPP submission; however, DDSB staff would like an opportunity to formally discuss the approach with Ministry staff.

The proposal is based on accommodating students resulting from 1,945 homes by 2041-2042. The projected enrolment from new development is insufficient to sustain a new growth-related school; however, a combined growth and existing community school to replace a small rural school on a septic system would be a cost-effective and efficient solution to address the enrolment pressure and the growing servicing concern.

4.2.5 Ajax

The Town of Ajax, over the next 17 years, is projecting over 19,000 new homes in its development forecast. What remains unclear, is whether this number includes the recently approved Minister's Zoning Orders (MZO) issued by the Ministry of Municipal Affairs and Housing for significant development intensification in Ajax. Preliminary discussions with the Region of Durham indicate that much of the servicing required to support such intensification is not yet in place. Such services include roads and water and sewer capacity. The DDSB will come forward with a request for Capital Priorities funding or to note longer term needs in Ajax once the Town's forecast is fully updated over the next year. Future needs being monitored include ongoing development south of Bayly Street in the Ajax South and Centre planning area (reflected in the long-term projections set out in the Long-Term Growth Needs Analysis spreadsheet required as part of the CPP submission) and a recently approved MZO in north Ajax near the Castlefields development. This information has not been included yet in the Town's forecast. Ajax is consulting on zoning by-law amendments and official plan amendments to conform with the Province's direction on housing. Upon completion of this work and adoption of recommendations, development forecasts will provide greater certainty regarding future development.

5.0 **Financial Implications**

Successful projects will be provided with Capital Priorities funding by the Ministry. Education Development Charges (EDCs) will support the purchase of the planned West Whitby Secondary School site. The purchase is expected to be completed in early October 2024.

For more information on the capital project approvals process as well as capital projects currently in progress to mitigate accommodation pressures, please see pages 28-31 and page 36 of the [2024-2025 Budget Book](#).

6.0 Strategic Links

New capital priorities projects will support meaningful learning by providing high quality teaching and learning spaces; contribute to connected communities by ensuring spaces that foster opportunities to meet, learn from and inspire each other are available; and advocate well-being by ensuring our schools are safe, caring and respectful environments where people can thrive.

7.0 Communication Plan

Districts are expecting the announcement of approved projects in spring 2025. Confirmed projects will follow the communications protocol established by the Ministry for public announcements. Once publicly announced, projects progress will be included in the Quarterly Construction Report in September, January, March and June of each year found on the DDSB website at [Construction and Property Updates - DDSB](#).

8.0 Conclusion

Projects submitted for CPP consideration reflect the highest and most urgent needs in the District. Significant accommodation pressures already exist in both the Whitby and Oshawa elementary panels and are growing in the Whitby secondary panel. Enrolment needs have exceeded building capacities and the ability to add temporary accommodation is limited as school sites are unable to accommodate additional portables.

The DDSB relies on annual CPP project approvals to meet the growing needs of the District.

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

9.0 Appendices

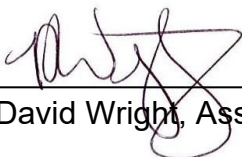
Appendix A – Memorandum 2024:B11 Launch of 2024-25 Capital Priorities Program

Appendix B – Steps and Process for Submission of a Capital Priorities Program Business Case

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

Ministry of Education**Ministère de l'Éducation**Capital and Business Support
DivisionDivision du soutien aux immobilisations
et aux affaires

315 Front Street West

315, rue Front ouest

15th Floor

15e étage

Toronto ON M7A 0B8

Toronto (ON) M7A 0B8

2024: B11**Date:** July 8, 2024

Memorandum to: Directors of Education
Children's Service Leads, Consolidated Municipal Service
Managers (CMSMs) and District Social Services Administration
Boards (DSSABs)
Secretary/Treasurers of School Authorities

From: Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Subject: **Launch of 2024-25 Capital Priorities Program**

The Ministry of Education is pleased to invite school boards to submit proposals for consideration through the 2024-25 Capital Priorities Program. As you know, the Capital Priorities Program provides funding to address boards' highest priority capital needs. With Ontario's population increasing steadily, the government plans to build on the momentum of its \$1.3 billion investment in Capital Priorities in 2023-24 to focus on shovel-ready projects that will continue to help meet the needs of growing communities.

The ministry has been working closely with school boards, municipalities and other key partners to transform the education capital system to build modern schools faster, better utilize school capacity and enhance accountability and transparency.

Projects selected for Capital Priorities funding in 2024-25 will reflect these priorities by having a

demonstrated need, either to meet an accommodation pressure, improve the condition of a school, provide access to French-language rights holders or create new licensed child care spaces. Further, proposals will also be assessed in part based on their readiness and use of standardized design.

2024-25 Capital Priorities Program Submissions – At a Glance

- The deadline for all capital funding submissions is **September 16, 2024**. No submission will be accepted after this date. Funding announcements will be made in Spring 2025.
- Business Case templates, Program Guidelines, Design Catalogue and other supporting material are available for download from the SharePoint site shared in the email to the school board.
- School boards will submit proposals through the Capital and Business Support Division SharePoint site.
- For the 2024-25 Capital Priorities program, school boards are asked to:
 - Submit detailed project proposals to address **current** accommodation needs related to:
 - Accommodation Pressures
 - School Consolidation
 - Facility Condition, and
 - Access to French Language schools.
 - Provide high level summary information on future, long term projections. The information should be linked to municipal growth plans.
 - Provide a priority ranking for the proposals.
- School boards have an opportunity to request Child Care Capital funding for child care projects associated with a larger Capital Priorities project.
- Detailed project submissions to address accommodation needs must include fully completed business cases that identify a utilization equal to or greater than 100% (including area schools) in the fifth year after the proposed school opening date, provide a positive investment return (Net Present Value greater than \$0), or identify students who do not have access to a French Language school. Projects are also expected to include a completion date with a clear, detailed schedule for milestones and deliverables. At minimum, projects should include at minimum Class D cost estimates and schematic designs. Boards are restricted from including any cost escalation in their estimations.
- School boards are encouraged to identify opportunities to work together on joint-use project submissions.

NEEDS ASSESSMENT

As with previous years, project submissions must demonstrate a critical and urgent pupil accommodation need in order to be considered for funding approval. These pupil accommodation needs may include accommodation pressures, replacement schools and French language access. In addition to addressing pupil accommodation needs, projects may also include the creation of new licensed child care spaces.

URBAN AND INNOVATIVE SCHOOLS

The ministry recognizes that intensification in high density urban areas poses unique challenges. Finding suitable land for the construction of a school is challenging and expensive. As residential development is expected to continue to be high in urban areas, school boards may not be able to construct schools according to the traditional model. The ministry encourages school boards to pursue opportunities to explore new, innovative ways to build schools – such as vertical schools and podium schools. The ministry looks forward to working with you on advancing these and numerous other initiatives that are part of the ministry’s ambitious capital agenda to ensure funding, programs and supports continue to meet the needs of students and school boards across the province.

PROJECT READINESS ASSESSMENT

School boards are asked provide evidence of project readiness. Priority will be given to projects that are best positioned to be completed in a timely manner. Submissions will require details regarding sites planned or acquired, design plans with cost estimates, and a clear schedule with project milestones indicating a path to project completion.

DESIGN STANDARDIZATION

The ministry recognizes the importance of ensuring that school board capital assets are used effectively and efficiently to support the needs of growing communities.

Design standardization presents opportunities to help save time and money by accelerating the design and approvals processes.

Consistent with the last round of Capital Priorities, school boards must submit a design either from the EDU Design Catalogue or another repeat design. Where a standardized design is not possible, the school board may be permitted to submit a new design. For further details on design submissions and applicable criteria, please refer to the “Project Submissions” section below.

BOARD PERFORMANCE ASSESSMENT

As part of the Capital Priorities evaluation process, school boards will be assessed on their past performance in delivering capital projects, including the following:

- Adherence to project timelines
- Time to completion
- Cost overages
- Existing inventory of active projects
- Adherence to space benchmarks
- Capital Accountability Framework compliance

PROJECT COMMITMENTS

Successful projects will result in a Project Commitment that will include a clear schedule, budget and scope of the project as submitted by the school board and agreed upon by the ministry. The Project Commitment will establish ministry expectations for successful project delivery.

School boards will be responsible and accountable for implementing appropriate measures to ensure that projects are completed within the schedule, budget and scope established in the Project Commitment.

The ministry will meet with school boards to review project progress reports on a regularly scheduled basis to monitor the progress of approved projects.

PROJECT SUBMISSIONS

Submission templates, guidelines and design catalogue can be downloaded from the Capital and Business Support Division SharePoint site.

School boards will submit proposals through the SharePoint site to be considered for funding approval. A complete submission will include the following:

- 1) Business Case - Part A (Excel Template) will include:
 - a. Project Information
 - b. Closest Facilities
 - c. Space Template
 - d. Enrolment Projections
 - e. Child Care Joint Submission (If Applicable)
 - f. Child Care Space Template (If Applicable)
 - g. Cost Estimates
 - Boards are restricted from including cost escalation in their calculations.
 - At minimum, projects should include at minimum Class D cost estimates.
 - Cost estimation documentation must be submitted with the proposal.
 - h. Design Info
 - i. Submission Check
- 2) Business Case - Part B (Written Report) will include:
 - a. A written description of the project, including detailed information on the rationale,

proposed scope of work and demonstration of why alternative options are not feasible.

- b. Evidence and details on how site identification and design plans and cost estimates were derived. Identify the Land Priorities funding needed. This does not mean Land Priorities funding will be provided automatically. Requests for Land Priorities funding will be assessed against current inventory of surplus property.
 - c. Detailed information on costing estimates and assumptions made.
 - d. Detailed project plan that includes timelines for key project milestones.
 - e. Details on the submitted design including when the design was last used, associated costs and supporting documentation.
- Design
 - a. School boards should submit, at minimum, schematic designs based on either:
 - EDU Design Catalogue; or
 - Another repeat design that, at a minimum, meet the following criteria:
 - Tendered since 2021
 - Board must provide documentation on project cost for the repeat build that includes prior cost and updated cost estimate for the future build. This includes construction costs and soft costs like permit fees and furniture and fixtures. However, the cost estimate excludes unique site costs/demolition and site preparation costs.
 - Design space has to align with ministry space benchmark requirements for the specific pupil places being requested, including complying with 90% of the total space benchmark.
 - The ministry will only consider minor modifications to a repeat design, including instances where design changes need to be made to accommodate the site or the design is scaled up or down to include or remove additional classroom spaces and required washrooms. Other modifications to a repeat design would be considered a new design.
 - Submission of schematic design for original repeat and proposed design for new project.
 - b. New elementary school projects should proceed under one of the two options above. For other projects where a repeat design may not be feasible, school boards may be provided an exception and submit a new design. These projects include:
 - additions/ renovations,
 - projects with unique site constraints,
 - podium or vertical schools,
 - secondary schools, and
 - schools in joint-use facilities.

School boards **must submit schematic designs, at a minimum, for their submissions**, whether a repeat design is selected from the catalogue, another repeat design or new design. **NOTE:** Projects submitted without a design **may be ineligible** for funding.

4) Long Term Projections

- a. Boards are asked to provide details of their longer-term growth needs for addressing current and projected pupil accommodation needs and should be related to municipal growth plans.
 - Boards covering the Urban Growth Centres identified in *A Place to Grow* **are required** to submit long term projections for those centres with their 2024-25 submission. A list of areas can be found in Appendix D of the Capital Priorities Guidelines document.
- b. Please see program guidelines for further information.

Please refer to the **Checklist** to ensure your board has included all required documentation.

INFORMATION SESSIONS

The ministry will host information sessions for the Capital Priorities Program on the following dates:

- Tuesday July 23, 2024 10:00am to 12:00pm
- Wednesday July 24, 2024 1:00pm to 3:00pm
- Thursday July 25 (French) 10:00am to 12:00pm

These sessions will provide school board staff with support regarding the completion of Capital Priorities business cases.

MINISTRY CONTACT

If you have any questions regarding the Capital Priorities Program, or require additional information, please contact the Capital Analyst assigned to your school board or:

- Lesley Cunningham, Manager, Capital Program Branch at 647-404-1133 or Lesley.Cunningham@ontario.ca
- Sophie Liu, Manager, Capital Program Branch at 647-402-9597 or Sophie.Liu@ontario.ca, or
- Paul Bloye, Director, Capital Program Branch at 416-325-8589 or at Paul.Bloye@ontario.ca.

We look forward to working with you on advancing these projects and other initiatives as part of the Ontario government's commitment to meeting the needs of students and school boards across the province.

Sincerely,

Didem Proulx
Assistant Deputy Minister

Capital and Business Support Division

- c. Senior Business Officials
 - Superintendents and Managers of Facilities Managers of Planning
 - Early Years Leads
 - CAOs of Consolidated Municipal Service Managers CAOs of District Social Services Administration Boards
 - Holly Moran, Assistant Deputy Minister, Early Years and Child Care Division, Ministry of Education
 - Didier Pomerleau, Assistant Deputy Minister, French-Language Education Division, Ministry of Education
 - Andrew Locker (A), Director, Field Services Branch, Ministry of Education
 - President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
 - Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
 - President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
 - Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
 - President, Ontario Catholic School Trustees' Association (OCSTA)
 - Executive Director, Ontario Catholic School Trustees Association (OCSTA)
 - President, Ontario Public School Boards' Association (OPSBA)
 - Executive Director, Ontario Public School Boards' Association (OPSBA)
 - Executive Director, Council of Ontario Directors of Education (CODE)
 - Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
 - Executive Director, Catholic Principals' Council of Ontario (CPCO)
 - Executive Director, Ontario Principals' Council (OPC)

Steps and Process for Submission of a Capital Priorities Program Business Case

Under the 2024-2025 Capital Priorities Program submission requirements, school boards were requested to:

- Submit detailed project proposals to address current accommodation needs related to:
 - Accommodation Pressures,
 - School Consolidation,
 - Facility Condition, and
 - Access to French Language schools.
- Provide high level summary information on future, longer term growth needs related to the Housing Supply Action Plan municipal growth plans.
- Provide a priority ranking for the proposals.
- School boards had an opportunity to request Child Care Capital Funding for child care projects associated with a larger Capital Priorities project.

The detailed project submissions for capital needs had to include fully completed business cases that identified school utilization equal to or greater than 100% (including the area's existing schools) by the 5th year after the proposed school/addition opening date, provide a positive investment return (Net Present Value greater than \$0), or identify students that do not have access to a French Language school (in the case of French first language school boards). Projects were also expected to include a completion date with a clear and detailed schedule for milestones and deliverables.

A 79-page guideline package was provided to school boards under the 2024-2025 Capital Priorities program to ensure that all school boards comply with the Ministry's requirements for: an analysis of funding, design and enrolment need through an Excel template and supporting information through a Word template.

A 58-page design catalogue with Ministry-acceptable school designs was also provided. Should a school board elect to not use a school design featured in the catalogue, justification for such a decision would be required.

The Excel template developed by the Ministry is macro-based with a "mini" database of the DDSB's existing school data. Data requested is narrowly focused within the Excel template to cells that are "unprotected". 10 years of enrolment by panel and by grade is required with the ten-year period being triggered by the proposed year of operation of the submission. Once the required data is provided, the "mini" database updates all

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** October 7, 2024
SUBJECT: Summer Learning Opportunities – 2024 **PAGE:** 1 of 7
 Impact Report

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

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

This report provides a summary of the Durham District School Board's (DDSB) Summer Learning Programs for 2024, detailing their key educational impacts, aligned with the Multi-Year Strategic Plan (MYSP).

The summer learning programs served students from Early Years to Grade 12, focusing on **Meaningful Learning, Connected Communities, and Well-Being**. Programs supported academic achievement, mental health, and student engagement.

Summer learning experiences offered students the opportunity to consolidate learning, prepare for the new school year, and enhance their well-being through various inclusive programs. The full list of 2024 summer learning opportunities, locations and impact is captured in Appendix A.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the impact of the DDSB's 2024 summer learning programs, emphasizing their contribution to meeting the goals set out in the MYSP priorities: **Meaningful Learning, Connected Communities, and Well-Being**.

3.0 Background

3.1 Annual Development Strategy

The DDSB's summer learning programs are designed annually, taking into consideration Ministry of Education (Ministry) funding allocations, evolving educational priorities, and student interests, strengths, and needs. Each year, the program structure and content are adjusted to reflect emerging educational needs, new pedagogical approaches, and feedback from students, families, and educators. The annual revision process ensures that programs remain responsive and relevant by building on students' existing strengths and fostering continued growth, creating opportunities for enriched learning and development during the summer months.

3.2 Program Scope and Diversity

In 2024, the DDSB offered a range of summer learning opportunities for students from Kindergarten to Grade 12. These programs targeted the consolidation of foundational skills in literacy and numeracy, supported credit attainment in secondary, as well as social-emotional development, critical thinking, and well-being for all participants. Programs were offered both in-person and online to ensure flexibility and accessibility for students and families. Programs included but were not limited to:

- **Great Beginnings School Success Program:** Supported successful entry to Kindergarten for students starting in September 2024 across 32 programs in multiple locations across the District.
- **Great Beginnings Afrocentric Program for Black Student Success:** Focused on supporting Black students entering Kindergarten with an emphasis on Afrocentric perspectives and belonging, offered at Viola Desmond PS.
- **Multilingual Language Learners (MLL) Summer Learning Program:** Enhanced language acquisition for Grades 2-8 Multilingual Language Learners through inquiry-based learning, recreational activities, coding, and STEM at three regional locations (Ajax, Whitby, Oshawa).
- **Math and Literacy Summer Camp (Grades 1-8):** Consolidated foundational skills in math and literacy for students in Grades 1-8 through arts-integrated learning opportunities across 9 sites in the District.
- **Durham Forest Summer Day Camp:** Provided outdoor experiential learning for students aged 7-12, with a focus on environmental stewardship and team building at the Durham Forest Outdoor Environmental Centre.
- **Indigenous Elementary Summer Program:** Offered land-based learning opportunities with Elders, Knowledge Keepers, and Indigenous Education staff, focusing on individual student strengths and interests for students in Grades 2-8 at Nonquon Environmental Education Centre.

- **Indigenous Secondary Summer Programs (Reach Ahead):** Provided self-identifying Indigenous students in Grades 9-12 (as of September 2024) the opportunity to earn a secondary credit, potentially fulfilling a mandatory language credit, at Nonquon Environmental Education Centre and online.
- **Getting Ready for High School:** Helped students entering Grade 9 with an introduction to Grade 9 English and Mathematics, alongside study and time management skills.
- **Secondary e-Learning Courses:** Provided secondary students with new credit opportunities online, available in two sessions, with an extended two-month program for Grade 12 College and University English and Grade 11 University Mathematics.
- **Full Credit In-Person Courses:** Secondary students had the opportunity to take new or repeat full-credit courses in-person at Sinclair SS in a variety of subject areas.
- **Credit Recovery In-Person and Online:** Assisted secondary students with recovering credits at Sinclair SS, offered over two summer semesters as well as opportunities at each homeschool in early July.
- **Cooperative Education and Specialist High Skills Major Cooperative Education:** Enabled secondary students to earn up to two credits through online cooperative education components.
- **Therapeutic Recreation (in Partnership with the Abilities Centre):** Provided activity-based programming for students with life skills Individual Education Plans (IEPs), aimed at improving well-being, physical and mental health, and participation at the Abilities Centre.
- **Grove/Education and Community Partnership Program (ECPP):** Continuity of day treatment program opportunities for students enrolled in service through participating agency partners.
- **Focus on Youth:** Provided secondary students paid summer intern opportunities to develop employability skills and build resumes.
- **100 Strong Academy:** Empowered Black male youth in Grades 7-8 by promoting positive identity development, critical thinking, and peer networking, held at the University of Toronto's Scarborough Campus.

Transportation for students was provided to in-person sites as needed. Multiple programs were offered at in-person sites which helped to create transportation and site efficiencies.

Opportunity For Clinical Assessments

Psychological services team members provided 14 psychological assessments. These assessments help shape understanding of individual student strengths and needs informing educational programming decisions. The assessments also serve to support student application for funding such as Developmental Services Ontario (DSO). Speech-language pathologists provided 58 speech and language assessments. These assessments consisted of standardized and informal measures to learn more about students' oral language, literacy and speech production development, which helps school teams fully understand students' language and communication needs, leading to more accurate and effective classroom support and programming. Follow up classroom support will be provided to students throughout the fall as the regular school year begins as appropriate.

4.0 Analysis

4.1 The 2024 Summer Learning Programs supported students in their academic, social, and emotional development. Each program contributed meaningfully to the overall objectives of the MYSP by fostering **Meaningful Learning, Connected Communities**, and **Well-Being**. Detailed program information and key impacts are provided in **Appendix A**. Some program highlights include:

Multilingual Language Learners (MLL) Summer Learning Program supported 156 students and saw substantial growth in students' English language proficiency through participation in structured literacy activities. Students engaged in leadership roles by organizing camp-wide events, demonstrating improvements in oral language, reading, and writing.

- **Great Beginnings School Success Program** supported 376 incoming Kindergarten students, focusing on a play-based approach to enhance social, emotional, physical, and cognitive development, ensuring that students entered school with a strong sense of belonging and readiness.

Great Beginnings Afrocentric Program for Black Student Success provided identity-affirming educational experiences for 26 students, emphasizing belonging and growth through an Afrocentric lens, aligning with the DDSB's commitment to affirm and uphold human rights.

Math and Literacy Summer Learning Camp engaged 820 students in arts-integrated learning activities, significantly enhancing student engagement, retention, and confidence in mathematics and literacy.

- **Durham Forest Summer Day Camp** supported 25-30 students and provided outdoor experiential learning opportunities, helping students develop essential survival skills and a deeper connection to nature while promoting environmental stewardship.

Indigenous Elementary and Secondary Summer Programs supported 40 students and facilitated land-based learning opportunities where students connected with their

cultural identities and gained valuable skills through teachings from Elders and Knowledge Keepers.

- **Therapeutic Recreation - In Partnership with the Abilities Centre** supported 65 students, including 38 new participants, with life skills foundations in their IEPs through community and activity-based programming aimed at improving well-being, physical and mental health, and participation. The program, facilitated in collaboration with the Durham Catholic District School Board and the Abilities Centre, also included job-embedded learning for Faculty of Education placement candidates.

Each of these programs not only reinforced academic skills but also fostered an inclusive, supportive environment that strengthened relationships between students, families, and educators, while promoting holistic well-being. These outcomes underscore the effectiveness of the summer programs in advancing the DDSB's strategic goals.

Risks and Opportunities

While fluctuations in Ministry funding may affect the scalability of these programs in future years, the demonstrated success of the 2024 programs shows clear and positive outcomes for students who would benefit from learning consolidation during the summer. This success highlights opportunities for continued collaboration with community partners and a potential desire to expand offerings in future years. The District must remain committed to maintaining and strengthening these programs in the long-term, ensuring that future investments, including support through core educational funding lines, are prioritized to meet the needs of all students.

5.0 Financial Implications

The funding sources accessed to support the DDSB 2024 Summer Learning Programs are outlined below and were allocated as part of the approval of the 2023-2024 annual budget. The page numbers mentioned correspond to the relevant sections within the DDSB 2023-2024 Budget Book.

Ministry Transfer Payment Agreements (referenced on page 41):

- Focus on Youth – Included as a part of the overall Priorities and Partnerships Funding (PPF) grant
- Early Reading Enhancements - Page 45
- Licenses for Reading Interventions - Page 44
- Tutoring Component of the Learning Resources Fund - Page 44
- Summer Learning for Students with Special Needs - Page 45
- Summer Mental Health Supports - Page 45

Core Education Funding:

- Early Years Funding (Great Beginnings) - Referenced in the Operating Revenue Descriptions section on page 15

- Indigenous Education Board Action Plan Funding - Referenced in the Indigenous Education section on page 15
- Per pupil funding allocation for Grade 7-12 programs - Referenced in the Operating Revenue Descriptions section on page 14

These funding streams were crucial in covering program delivery costs, including staff salaries, resources, and transportation, enabling the DDSB to offer a wide range of summer learning opportunities that were both accessible and impactful. This commitment to funding reflects the District's dedication to advancing its strategic priorities and supporting student success.

6.0 Strategic Links

The 2024 summer learning programs directly align with the priorities outlined in the DDSB's MYSP (2024-2028) by advancing:

- **Meaningful Learning:** The programs fostered student engagement through learning experiences tailored to individual strengths and interests, enabling deeper connections to the curriculum.
- **Connected Communities:** Programs facilitated collaboration between students, families, educators, and community members, creating inclusive learning environments that built trust and fostered a shared sense of purpose.
- **Well-Being:** The programs emphasized the holistic well-being of students by integrating mental health supports, safe learning environments, and activities designed to enhance self-awareness and empower students in their learning and personal growth.

The 2024 summer learning programs fostered an interconnected approach, where **Meaningful Learning, Connected Communities, and Well-Being** worked in harmony to create inclusive, student-centered environments that supported academic growth, strengthened relationships, and empowered students to thrive in all aspects of their learning journey.

7.0 Conclusion

The design, implementation and outcomes of the 2024 summer learning programs demonstrate a clear alignment with the DDSB's MYSP by advancing **Meaningful Learning, Connected Communities, and Well-Being**. These programs provided students with opportunities to deepen their understanding of foundational skills, build meaningful connections with peers and educators, and engage in learning environments that nurtured their identity and holistic growth.

Prioritizing and expanding these summer learning opportunities is essential to ensuring that all students, particularly those who benefit from learning consolidation, are supported year-round. The success of these programs underscores the DDSB's commitment to

fostering inclusive, student-centered learning experiences that empower students to reach their full potential.

8.0 Appendices

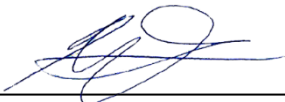
Appendix A – 2024 Summer Learning Key Impact Chart

Appendix B – Excerpts from the 2023 – 2024 Budget Book (Approved June 2023)

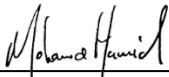
Report reviewed and submitted by:



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



Erin Elmhurst, Superintendent of Education



Mohamed Hamid, Superintendent of Education



Margaret Lazarus, Superintendent of Education



Andrea McAuley, Superintendent of Education



Stephen Nevills, Superintendent of Education



Martine Robinson, Superintendent of Education

Appendix A

2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
<p>Multilingual Language Learners (MLL) Summer Learning Program</p> <p>Supported MLL students in English language acquisition and proficiency through rich student centred recreational activities that promoted oral language and connection to community.</p>	<p># of students: 156 # of educators: 1 Lead 17 ESL specialized teachers</p> <p>Monday - Thursday, July 8 - August 1 9:00 a.m. - 2:00 p.m.</p> <ul style="list-style-type: none"> ● 3 sites: ● Elsie MacGill ● Willows Walk ● Bolton C Falby 	<p>Nominated by MLL coaches, MLL students identified as pre-STEP to STEP 2 in English language acquisition for English language proficiency experienced significant improvements in oral language, reading and writing through specific use of structured literacy activities.</p> <p>Through student voice and choice and leadership opportunities, MLL students were able to plan, design and lead whole camp events specific to interests and current events, i.e., Summer Olympics.</p> <p>Students led their own demonstration of learning by creating portfolios and sending them to families and future year teachers.</p> <p>Greater diversity in recreational opportunities were provided through community partners (Ontario Tech. U, Crave, arts-integrated activities, Boys & Girls Club). These activities helped to increase vocabulary development through experiential learning.</p> <p>Students expressed that “they loved being with their teachers and friends, working together to learn math and English.”</p> <p>Caregivers arrived on the last day for the celebration of learning and thanked staff for the opportunity to have camp and noted how easy it was to get students to come to camp and make friends that spoke their own language,</p>

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
		resulting in greater community connections and peer supports.
<p>Great Beginnings School Success Program</p> <p>Supported a successful transition for students beginning Year 1 of Kindergarten.</p>	<p># of students: 376 # of educators: 70 5 EAs 32 ECEs 33 Teachers Duration of program: July 8 - August 1 (Mon. -Thurs., 9:00 a.m. - 12:00 p.m.) Program locations in all DDSB municipalities</p>	<p>Great Beginnings School Success Program:</p> <p>The overall focus of the Great Beginnings School Success program was to implement a play-based, developmentally appropriate program that enhanced children’s social, emotional, physical, cognitive, language, math, and literacy skills, with a strong emphasis on belonging and well-being. Designed specifically for incoming Kindergarten students, the overall goal of the program was for children to enter Kindergarten healthy and secure, emotionally and socially competent, eager and confident.</p>
<p>Great Beginnings Afrocentric Program for Black Student Success (in partnership with SKD Bilingual Child Care Centres)</p> <p>Supported a successful transition for students beginning Year 1 of Kindergarten with an emphasis on creating a sense of belonging and contributing through Afrocentric perspectives.</p>	<p># of students: 26 # of educators: 6 ECEs Duration of program: July 8 - August 1 (Mon. - Thurs., 9:00 a.m. - 12:00 p.m.)</p>	<p>This summer, program welcomed over 370 students and supported their positive and successful transition into Kindergarten. Aligning with the MYSP, this program created a safe, caring, and respectful environment where students and staff were able to thrive and feel a sense of belonging.</p> <p>Great Beginnings Afrocentric Program for Black Student Success:</p> <p>The Great Beginnings Afrocentric Program for Black Student Success offered an identity-affirming, play-based, developmentally appropriate program for incoming</p>

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
		<p>Kindergarten students and was designed to enhance children's social, emotional, physical, cognitive, math, and literacy skills. Uniquely, this program highlighted the diversity of the Black identity through authentic activities, literature and guest speakers connected directly to the Ontario Kindergarten Program.</p> <p>The overall goal of the Afrocentric program was to ensure that children enter Kindergarten healthy and secure, emotionally and socially competent, eager, and confident, and had the opportunity to engage in learning through an Afrocentric approach. Aligning directly with the DDSB's Compendium of Action for Black Student Success 2.0, the program actively worked to remove barriers to ensure all students meet their full potential when entering Kindergarten.</p> <p>Educator Feedback:</p> <p><i>"It was a lot of fun and reminded me of the joy of teaching."</i></p> <p><i>"This was my 3rd summer with the program. It has been worth my time each summer, and I feel so fortunate to get to see the success and growth the participating students from our school have done when they arrive in September, and we see a completely different transition. The emotions we see when</i></p>

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
<p>Math and Literacy Summer Learning Camp (Grades 1-8) Supported students enrolled in Grades 1-8. Students engaged in fun, interactive arts-integrated learning opportunities focused on further developing and consolidating skills and knowledge connected to Language and Mathematics.</p>	<p># of students: 820 # of educators: 61 teachers 23 EA's 9 Summer Students 5 Focus on Youth students 1 clerical 2 administrators 1 system lead July 8 - August 1 (Mon. – Thurs., 9:00 a.m. - 2:00 p.m.)</p>	<p>Key impacts demonstrated through student testimonials:</p> <p>Enhanced Engagement and Motivation “I loved coming to camp because I enjoyed the different activities, especially the art projects”</p> <p>Improved Understanding and Retention “The Number Talks and games in Math helped me to learn in ways that stuck and will help me in September”</p> <p>Increased Collaboration and Social Skills “The ‘get to know you’ activities at the start of the day helped me to learn different things about people in my class and I made new friends”</p> <p>Boosted Confidence and Self-Esteem “The passion project let me focus on things that interest me and that I wanted to know more about”</p>
<p>Durham Forest Summer Day Camp (paid day camp opportunity)</p>	<p>8-week program # of students: 25-30 # of Staff: 1 Camp Director 2 Counsellors (university students) 1 High School Junior Counsellor and various High School Volunteers</p>	<p>Outdoor Skills Exploration</p> <p>Campers engaged in hands-on activities to explore the richness Durham Forest has to offer. Through guided hikes, they developed their “green thumbs” by planting and identifying local plants, seeds, berries, and birds on the Durham Forest property, and learned about their ecological significance.</p>

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
		<p>Campers acquired essential outdoor survival techniques tailored for summer conditions. They learned to build outdoor fires, construct shelters using wood poles and tarps, and strategize for situations where food and water might be scarce.</p> <p>As they traversed various trails, campers observed the trees above and examined the ground below, gaining a fresh perspective on nature. They encountered Ontario's Indigenous wildlife in their natural habitats and participated in creating animal-themed crafts and engaging in predator vs. prey games.</p> <p>Campers explored the concept of sustainability and its importance for the environment. They learned about the three Rs - reduce, reuse, and recycle - and applied these principles to make eco-friendly crafts and decisions.</p> <p>Venturing deep into the Durham Forest, campers familiarized themselves with the local trees and trails. They practiced identifying different tree species and used their senses to connect with the natural world.</p> <p>Campers navigated the Durham Forest trails, enhancing their orientation skills through exploration and inquiry. They developed a stronger connection with the land and improved their</p>

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
		ability to navigate and understand their surroundings.
Indigenous Elementary Summer Program	# of Students: 40 # of Educators: 6 # of Elders: 3 # of Knowledge Holders: 5 # of Community Partners: 2	<p>This culturally immersive summer program provided Indigenous students with the opportunity to learn directly from elders and knowledge holders, fostering a deeper connection with their identities and cultural heritage. Through land-based activities, elders, knowledge holders, and educators supported cultural continuity and helped students gain a profound understanding of who they are as Indigenous peoples. Some of the activities that students experienced are as follows:</p> <ul style="list-style-type: none"> ● Made hoops and learned how to hoop dance. ● Learned how to make tea using various plants. ● Made sunscreen using various plants. ● Learned some words in Anishinaabemowin. ● Beaded medicine bags. ● Hair braiding/hair and sweetgrass teachings.
Indigenous Secondary Summer Programs Anishinaabemowin Language Credit	# of Students: 6 # of Educators: 1 # of Knowledge Holders: 1	The Anishinaabemowin Language Program offered students an immersive learning experience through a land-based model. Guided by a language instructor and a land-based knowledge holder, students not only learned Anishinaabemowin but also engaged deeply with the land. This credit-bearing program contributes towards the Ontario

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
		<p>Secondary School Diploma and can serve as a substitute for French. Six credits have been granted to students across the District through this program.</p> <p>One parent commented on how exciting it was when their son came home and would teach them about what they were learning in class and on the land.</p>
Getting Ready for High School	<p># of Students: 1089 45 classes over 18 schools # of educators: 45</p>	<p>The program allows students to become familiar with their new school and prepares them for the transition from elementary school to secondary school. It is especially helpful for students who are experiencing some anxiety related to the upcoming transition.</p>
Full Credit Secondary e-Learning Courses	<p># of students: 3785 # of educators: 122 July Session # of Coaches: 5 (1 MLL, 1 Literacy, 1 Numeracy, 2 Tech) # of SERTs: 3 # of EAs: 8 #of Tutors: 14 Shared with all Credit Recovery July classes # of students: 2974 # of educators:103 # of Coaches: 1 (MLL) # of SERTs: 1 # of EAs: 2 # of Tutors: 4 August Session</p>	<p>Students take eLearning for various reasons including completing credits needed for graduation, gaining an extra credit to support with timetabling, meeting the mandatory graduation requirement of two eLearning credits, or to complete prerequisites for college or university.</p> <p>This summer, students earned 3316.5 eLearning credits in July and 2479.5 eLearning credits in August.</p>

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
Full Credit In-Person Courses	# of students: 337 # of educators: 14 July Session	Students are able to complete credits needed for graduation, gaining an extra credit to support with timetabling, or complete prerequisites for college or university through in-person summer school courses. This summer students earned 329.5 credits.
Credit Recovery In-Person and Online	# of students: 696 # of educators: 29 July in-person # of students: 1301 # of educators: 43 July online	Students are able to complete credits in the summer that they were previously unsuccessful at completing, allowing them to maintain their credit count, reinforce skills and earn prerequisites needed for subsequent courses. This summer students recovered 238 credits in-person and 1196.5 credits online through our central program. Students looking to complete credits through their homeschool were able to do so at all in-person locations including an additional 479 students earning 789.5 credit recovery credits.
Cooperative Education and Specialist High Skills Major Cooperative Education	# of students = 76 # of educations = 4	Students are able to gain valuable work skills and experience in the summer cooperative education program allowing them to meet SHSM requirements as well as providing flexibility in their school year timetables. This summer students earned 152 cooperative education credits.

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
Youth in Policing BOYD Archaeological Field Study	# of students = 100 # of educators = 3 # of students = 18 # of educators = 1	Students have options to earn credits through smaller, specialized summer programs which support them to meet graduation requirements, career pathway plans and personal interests. In total, students earned 236 credits in these programs this summer.
Therapeutic Recreation – In Partnership with the Abilities Centre	# of students: 70 43 DDSB students Community Integration Pathway # of students: 8 # of staff: 2 DDSB Educational Assistants	In partnership with the Abilities Centre and the Durham Catholic District School Board, students with life skills foundations to their IEPs accessed programming through the Practical Learning Program Community and activity-based programming to improve wellbeing, physical and mental health, and participation. This summer, 65 youth participated in the program with 38 being new to the summer program experience. The program is facilitated by staff from all three organizations providing job embedded collaboration and learning including Faculty of Education placement teaching candidates. Testimonial: <i>“My son had such a positive experience, this is the first time in his life he has been able to be</i>

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
		<i>included in a summer camp. The activities were fun and engaging and it really helped his mood this summer."</i>
Day Treatment	# of students 107	Grove School, DDSB's ECPP (Education Community Partnership Program) operates 12 months of the year. Summer programming funded by the Ministry of Education involved programs run centrally out of the Grove/DASS Oshawa facility and through alternative agency settings and involves 20 program classes in July and 10 in August. During the summer, the programs supported 107 students in partnership with seven different agencies. This summer participating students, in addition to continuity within clinical treatment programs, worked to achieve 81 credits.
Focus on Youth	# of students: 23 # of Community Partner Organizations - 10 with participating staff Duration of the program June 26 - August 20	Students completed the program with many positive comments about their experience. Many detailed how they developed independence in their workplaces and took initiative to find new tasks to complete. Students also began to understand the value of money in regards to tax deductions on their pay stubs, improving their understanding of financial literacy. Collaborating and contributing to a positive work environment was consistent feedback received from community organisations. The students demonstrated increased

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2024 Summer Learning Key Impact Chart

Summer Learning Opportunity	Participating Students Participating Staff Duration of the Program	Key Impact
		<p>ability to collaborate and problem solve without utilizing the program coordinator as a primary contact.</p> <p>Students planning to attend post-secondary institutions benefited from exploring fields of possible interest prior to entering post-secondary institutions.</p>
100 Strong Academy	<p># of Black male youth in grades 7 and 8: 37 # of Staff: 5 July 2 – July 26 Monday to Friday</p>	<p>Providing students with the tools necessary to achieve their maximum potential in education, life skills, and well-being while promoting creative and critical thinking skills.</p> <p>Reinforcing positive identity development as racialized males, cultivating a network of like-minded supportive peers.</p>

4. 2023-2024 Operating Revenue

OPERATING REVENUE DESCRIPTIONS

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

i. Grants for Student Needs (GSN)

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

The following are the GSN grants for 2023-2024:

Pupil Foundation	To support the common classroom experience and core education. Accounts for approximately half of the GSN and is calculated on a per-pupil basis. Provides funding for salaries of classroom teachers, early childhood educators, educational assistants, teacher librarians and guidance counsellors, as well as textbooks, classroom supplies and classroom computers.
School Foundation	To support in-school administration and leadership. Provides funding for principals, vice-principals and office support staff, as well as school administrative supplies and library staff.
Special Education	Incremental funding for students who require Special Education programs, services and equipment. Boards may use this grant only for special education and must save any unspent funding to use for special education expenses in future school years.
Language	Provides funding to meet costs for language instruction. Allocations support FSL (French as a Second Language), ESL/ELD (English as a Second Language/English Literacy Development), FFL (French as a First Language), etc.
Indigenous Education	Funding supports programs designed for Indigenous learning and are aimed at improving Indigenous student achievement and well-being. Boards may use this grant only to support Indigenous learning and must save any unspent funding to use for Indigenous education expenses in future school years.
Geographic Circumstances	To support the additional costs associated with operating small schools, considering geography, board size and dispersion.
Learning Opportunities	Provides funding to help students who are at greater risk of lower academic achievement.
Student Transportation	Funding to transport students to and from home and school, including transporting students with special needs.

Mental Health and Well-Being	Provides funding for mental health workers in secondary schools, to strengthen positive school climates and targeted support to secondary schools in priority urban neighbourhoods. Supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. Also supports programs for long-term suspended and expelled students.
Supports for Students	Provides flexible funding to support the learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education and STEM programming. All funds are to be used consistent with central agreement obligations.
Program Leadership	Funding to support Early Years Leads, Indigenous Education Leads, Mental Health Leaders, School Effectiveness Leaders, Student Success Leads, Technology Enabled Learning and Teaching (TELT) Contacts Leads.
Cost Adjustment and Teacher Qualifications and Experience	Recognizes the difference in salary ranges of both teaching and various non-teaching staff. Provides additional funding for teachers and non-teaching staff acknowledging qualifications and experience above salary benchmark levels. Includes New Teacher Induction Program (NTIP) funding to support the growth and professional development of new teachers in the system.
Continuing Education and Other Programs	Supports adult day-school programs including correspondence and self-study, Continuing Education (including transfer courses for secondary students moving between applied and academic streams), as well as summer school for adults and secondary students.
School Board Administration and Governance	Funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including superintendents and their secretarial support.
One-Time Realignment Mitigation Fund	Provides transitional funding for boards to adjust their cost structures to realignment within the Indigenous Education Grant.
School Facility Operations and Renewal	Supports the costs of operating and repairing schools, including costs for heating, lighting, maintenance and cleaning of schools, including custodial staff.
Declining Enrolment Adjustment	Provides transitional funding for boards to adjust their cost structures to declines in enrolment. As board funding is determined by enrolment, revenue decreases as enrolment declines. Board costs, however, do not decline in a way that is strictly proportional to declining enrolments.
Debt Service Support	Funding to support capital debt that was financed through either third-party debentures or Ontario Financing Authority (OFA). This grant is being flowed to school boards over the remaining term of their existing capital debt instruments.

Priorities and Partnerships Funding

Contact Division/Department	Project Description		2022-2023 Grant	2023-2024 Grant	Variance	Included in 2023/2024 PPF Memo
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Math Recovery Plan		999,000	1,350,200	351,200	Y
Ministry of Education, Student Achievement Division, Program Implementation Branch	Specialist High Skills Major		491,000		-491,000	
Ministry of Education	Skilled Trades Bursary Program		19,000	19,000	0	Y
Ministry of Education, Inclusive Education Branch	Innovative Education Programs for Children and Youth in Care		24,000		-24,000	
Ministry of Education Equity Secretariat	Hire A Senior Leader With Expertise In Human Rights, Dispute Resolution And Organization Change		170,430	170,400	-30	Y
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Math AQ Subsidy Program		65,000			
Ministry of Education Enrolment Policy and Labour Implementation	Ukrainian Student Supports		98,386			
Ministry of Education Skills Development and Apprenticeship Branch	Personal Support Worker Bursary		227,069			
Ministry of Education Special Education/Success for All Branch	Professional Assessments and Systematic Evidence-Based Reading Programs		124,985			
Ontario Public School Boards' Association	Teach French @ DDSB		10,000			
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Autism AQ Subsidy Program		25,800	25,800	0	Y
Ministry of Education	Anti-Sex Trafficking Protocol		38,058			
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Demographic Data Gathering	*	39,717			
Ministry of Education	Optimizing Air Quality In Schools - Ventilation In Classrooms		671,210		-671,210	
Ministry of Education	De-Streaming Transition Support Program		74,900	102,500	27,600	Y
Ministry of Education	Staffing to Support De-Streaming and Transition to High School			3,654,600	3,654,600	Y
Ministry of Education	In-class Enhancement Fund (non colleges) - IEFNC			150,804	150,804	
Ministry of Education	Apprenticeship Capital Grant (ACG)			32,950	32,950	
Ministry of Education	Summer Mental Health Supports		242,000	311,600	69,600	Y
Ministry of Education	Licenses for Reading Intervention Supports			296,300	296,300	Y
Ministry of Education	Early Reading Enhancements: Early Reading Screening Tools			474,000	474,000	Y
Ministry of Education	Education Staff to Support Reading Interventions			2,296,200	2,296,200	Y
Ministry of Education Skills Development and Apprenticeship Branch	Experiential Learning for Guidance-Teacher Counsellors		82,530	82,500	-30	Y
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Support the Provision of High-Speed Broadband Internet Access		259,290		-259,290	
Ministry of Education	Graduation Coach Program for Black Students		228,514	229,426	912	
Ministry of Education	Tutoring Supports Program		3,146,091		-3,146,091	Y

Contact Division/Department	Project Description		2022-2023 Grant	2023-2024 Grant	Variance	Included in 2023/2024 PPF Memo
Ministry of Education	Professional Assessments - Speech/Language and psycho-educational, to help reduce wait times			258,600	258,600	Y
Ministry of Education	Summer Learning for Students with Special Education Needs		242,000	245,100	3,100	Y
Immigration, Refugees and Citizenship Canada	Introduction to English Language Learning in a Digital World		394,176		-394,176	
Ministry of Education	Early Intervention in Math for Students with Special Education Needs	*	114,600		-114,600	Y
Ministry of Education	Entrepreneurship Education Pilot Projects		40,000	40,000	0	Y
Ministry of Education	Health Resources, Training and Supports		37,100	38,400	1,300	Y

**Total Supplementary
Funding**

7,864,856 9,778,380 2,516,739

* Transferred to GSN



Durham District School Board

Student Trustee Report

October 7, 2024 Standing Committee

Ignite Learning

On September 19th, we held our inaugural Student Senate Executive Meeting, followed by our General Assembly Meeting. The day was focused on giving Senators an introduction into how the Senate functions, going through crucial governing documents like our new Student Trustee and Student Senate Policy, and providing them with multiple different networking opportunities. Overall, our Senate team is incredibly well rounded and are eager to collaborate with one another this school year. We had lots of positive feedback and were able to learn a lot about what the Senators wish to focus on. Additionally, we appointed individuals to the positions of Northern Representative, Communications Coordinator, and Secretary for the 2024-2025 school year. Our congratulations goes out to them.

Ignite Connection

A message is being sent out to each secondary school Principal on behalf of the Student Trustees and the Student Senate. The 'Start of Year' message includes introductions to the current Student Trustees, the President, and the Vice-President of the Student Senate as well as a bit about our roles in the hopes to continue building a strong connection with every one of our school communities. We are anticipating the feedback we will receive from them.

Introductory posts for the Student Senate and Student Trustee Instagram pages have been uploaded over the past few days. This initiative helps students across the DDSB put faces to our names! It is also a fantastic opportunity to showcase our Senate Exec team and ensure that students see their peers represented in leadership roles.

Ignite Well-being

The topic of mental health within our school board comes with continuously growing importance. With the well-being of 84,000+ students at the forefront of our mission, we recognize that mental health is a crucial topic that requires our attention and action. This year, we aim to prioritize conversations around mental health whether it's here in the Boardroom or during breakout sessions at Senate meetings. Our plan is to promote various initiatives that the Student Senate will be taking on throughout the year. By doing so, we hope to foster a supportive environment where all students feel valued and heard. Trustees, we would like to ask you for your continued support and assistance on this important journey.

Submitted by Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar



Durham District School Board

OPSBA Report

October 7, 2024 Standing Committee

The Ontario Public School Board Association (OPSBA) Board of Directors held a meeting in Mississauga (GTA) on Sep 27 & 28, 2024. On Friday evening, Stewart McDonough, Advisor, Municipal Engagement, with the Association of Municipalities of Ontario (AMO), provided a presentation on the [Healthy Democracy Project](#).

Public matters discussed

- **Annual Operational Plan**

The Annual Operational Plan and Monitoring Framework for 2024-2025 was shared with the Board of Directors. This document identifies specific goals, indicators and target dates to support the achievement of OPSBA's four strategic priorities.

- **Government and Public Affairs**

- As part of OPSBA's ongoing advocacy, we are once again participating in **Local Government Week (LGW)**. Please join OPSBA, our member trustees, and our education partners in raising civic awareness and promoting the role of trustees among Ontario students. Similar to past non-election years, we are asking trustees to set up visits – either in-person or virtual – with Grade 5 and 10 classrooms during the week of October 21 to 25, 2024.
- OPSBA is promoting LGW centrally and have asked other education stakeholders, including the Association of Municipalities of Ontario (AMO), the Association of Municipal Managers, Clerks and Treasurers of Ontario (AMCTO), government, and opposition party critics, to promote this initiative, as well as use the hashtag #LocalGovWeek
- OPSBA recognizes that Grade 5 and 10 civics classes may not be offered in your local school(s) this semester and that there are religious days of significance occurring during this week that may impact school visits. In these cases, please consider postponing your visit to another week or month.

- **Legislative Update**

- The legislature remains adjourned for the summer and is scheduled to resume on October 21, 2024.
- On July 30, the Ministry of Education proceeded with filing regulations stemming from the Better Schools and Student Outcomes Act and regarding Electronic Meetings & Meeting Attendance.
- The four regulations cited in the memo were: 1. Trustee Code of Conduct 2. Integrity Commissioner (IC) - Led Investigation 3. Trustee Honoraria 4. Electronic Meetings and Meeting Attendance requirements.
- OPSBA expressed its concerns to the Minister of Education and Ministry of Education through writing (available on OPSBA Members' site) and in multiple meetings.
- **National School Food Policy Update** In early September, the Government of Canada announced the first National School Food Program provincial/territory agreement with Newfoundland and Labrador. The Ontario Chapter of the Coalition for Healthy School Food is establishing meetings with key stakeholders and MPPs to discuss their Ontario proposal to accept federal funding and increase the provincial investment. OPSBA will also be working with the Coalition to support its advocacy efforts. On September 23 OPSBA sent a letter to Minister Parsa encouraging the acceptance of federal funding and support to increase Student Nutrition Programs in Ontario.
- Feedback was recently provided to the Ministry of Education about the Experienced Pathway Program that would allow 21-year-olds to enter an apprenticeship program without the necessary academic requirements. In addition, a submission will be provided to the Ministry of Education with respect to the new Life Skills curriculum.
- Feedback was also provided (OPSBA Members' area) to the Ontario College of Teachers Draft Professional Advisory on Countering Hate and Discrimination.
- Updates were given on the various Ministry Initiatives committee and working groups

- **Ontario Coalition for Children and Youth Mental Health**

- As advocated by the Coalition, the co-ordination table regarding the Ministries of Health and Education will continue to meet this year. The focus is on working together to coordinate actions in the promotion of student mental health and well-being with a comprehensive K-12 approach. The Coalition continues work on a recently funded Ministry of Education project to gather parent/caregiver and student voice around the creation of resources to support student mental health.

- **Education Finance**

- 2024-25 is the first year in which school boards will be operating under the new Core Education Funding model (Core Ed). Core Ed (previously Grants for Student Needs) represents the first major grants model change in 25 years. The model simplifies grants from 18 to six and allocations from 77 to 28. Capital Priorities Submissions were due September 16, 2024.
- Early indications from the ministry are that March 2025 is the current intended timeline for announcement of successful projects.
- OPSBA participated in Land Use Planning consultation that took place over the summer and provided feedback to the Ministry of Municipal Affairs and Housing, primarily around the site plan approval process. The intention of a revised process is to deliver completed school infrastructure projects more efficiently. Outcomes of the consultation and changes to relevant legislation are expected to be announced this fall.
 - The following breakdown of school boards in Surplus/Deficit was also noted:
Ontario Public School Boards - Three surplus, 11 deficit compliant, two deficit non-compliant, 15 balanced.
In the Province: 26 surplus (\$11 million), 31 deficit (\$200 million), 15 balanced.
 - It is important to note that although some boards have surpluses, these surpluses are already allocated.
- A summary of B and SB Memos released by the Ministry of Government was provided (Available through the MOE's website).

- **Indigenous Trustees' Council (ITC)**

- The annual August planning meeting took place on August 22-23 at the OPSBA office.
- The Council highlighted the following priorities:
 1. Re-establishment of an advisory "Minister's Table" for Indigenous Education, or some form of it.
 2. Future revisions to the Native Language Curriculum as the curriculum has not been revised since 1999 (Grade 9 and 10) and 2001 (Grades 1-8), and the current documents do not meet the needs of today's students, nor does it appropriately respond to the critical urgency that is needed to preserve and protect Indigenous languages.
 3. Advancement of the Truth and Reconciliation Commission's Calls to Action
 4. Funding for Indigenous Education, especially core funding.

- Other agenda items from the August meeting included a presentation from the Chiefs of Ontario regarding, *“Review of the Implementation of Jordan’s Principle in Ontario School Boards Report,”* Education Services Agreements, the Curriculum Revision Process (and Native Languages Curriculum, Trauma Informed Education along with other important updates and emerging topics of discussion.
- **National Day for Truth and Reconciliation**
 - OPSBA observed the fourth Truth and Reconciliation Week, National Day for Truth and Reconciliation and Orange Shirt Day. This day and week is a time for reflection and acknowledgement of harmful colonial policies and actions that continue to have impacts on Indigenous communities. Ontario’s school boards, including students, staff, and school communities, will be commemorating the tragic history and ongoing legacy of residential schools, which more than 150,000 First Nations, Métis, and Inuit children were forced to attend between the 1870s and 1997.
 - On September 24, OPSBA published a media release entitled, Truth and Reconciliation Week: A Time to Recognize the Vital Role of Indigenous Trustees.
 - The Board of Directors also observed Orange Shirt Day during the Friday evening portion of the meeting.
- **Black Trustees’ Caucus (BTC)**
 - At its most recent meeting in late September, the BTC received an overview from OPSBA’s Executive Director regarding the role of the BTC and participation on OPSBA’s Work Groups.
 - Several Black student trustees attended and participated in discussions on advocacy regarding proposed changes to the history curriculum, which will include Black History and contributions to Canada.
 - The Caucus went through a priority setting activity, through an exercise that captured both the voices of those who were in attendance, and those who were unable to attend. The top two identified priorities for 2024-25 are:
 - 1) expansion of the graduation coach program, and
 - 2) continuing work on data collection.
 - Discussion was also held around a joint BTC/ITC meeting to discuss common items.

Upcoming Meetings and Events

- 2024 Fall OPSBA Regional Meetings (Except Northern), October 19.
- 2024 Northern Region Meeting and Program, October 26 and 27.
- 2025 Public Education Symposium (PES) will be a two-day event held on January 24 and 25.

- OPSBA Advocacy Day, February 24
- 2025 Education Labour Relations and Human Resources Symposium, May 1 and 2
- Take Your MPP to School Week, May 20 to 23
- 2025 OPSBA Annual Meeting and Conference, June 12 to 14.

Respectfully submitted.

Donna Edwards