



Regular Board Meeting Agenda

January 20, 2025 7:00 p.m.



Michelle Arseneault
Trustee
Town of Whitby

Tracy Brown
Chair of the Board
Trustee
Town of Whitby

Emma Cunningham
Trustee
City of Pickering

Donna Edwards
Trustee
Town of Ajax

Mark Jacula
Trustee
City of Oshawa

Stephen Linton
Trustee
City of Pickering

Kelly Miller
Trustee
Town of Ajax

Carolyn Morton
Trustee
Townships of Brock, Scugog &
Uxbridge

Deb Oldfield
Vice Chair of the Board
Trustee
City of Oshawa

Shailene Panylo
Trustee
City of Oshawa

Christine Thatcher
Trustee
Town of Whitby

Vacant
Trustee
(First Nations Representative)

Kayla Hoare
Student Trustee

Nitishan Poopalasundaram
Student Trustee

Shampavi Vijayakumar
Student Trustee

Durham District School Board
calendar.ddsbs.ca/meetings
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DURHAM DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING

Monday, January 20, 2025, 7:00 p.m.

PAGE

1. Call to Order

2. Land Acknowledgement

Verbal

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

3. O Canada
(R S McLaughlin CVI)

4. Declarations of Interest

Verbal

5. Adoption of Agenda

Verbal

6. Consent Items

(a) Approval of the following meeting Minutes:

- i. DRAFT Minutes of the December 2, 2024 Regular Board Meeting 1-6
- ii. DRAFT Minutes of the December 11, 2024 Special Board Meeting 7-8

(c) Adoption of Any Resolutions from the January 20, 2025 In Camera, Committee of the Whole Board Meeting Verbal

7. Public Question Period
(Chair Tracy Brown)

Verbal

8. Chair's Update
(Chair Tracy Brown)

Verbal

9.	<u>Good News from the System</u> (Director of Education Camille Williams-Taylor)	Verbal
10.	<u>Recommended Actions</u>	
	(a) Items Removed from the List of Consent Items	Verbal
11.	<u>Information Items</u>	
	(a) Quarterly Construction and Major Projects (Associate Director David Wright)	9-16
	(b) 2024-2025 Interim Financial Report – Quarter 1 (Associate Director David Wright)	17-29
	(c) 2024-2025 Supplementary Funds Summary (Associate Director David Wright)	30-34
	(d) 2024 Director’s Annual Report (Director of Education Camille Williams-Taylor)	35-36
	(e) Report: Approved October 30, 2024 Governance and Policy Committee Meeting Minutes (Trustee Kelly Miller)	37-39
	(f) Report: Approved November 7 and December 5, 2024 Special Education Advisory Committee (SEAC) Meeting Minutes (Trustees Michelle Arseneault, Donna Edwards, Kelly Miller)	40-59
	(g) OPSBA Update (Trustees Donna Edwards, Kelly Miller)	Verbal
12.	<u>Dates of Significance</u>	60-61
13.	<u>Adjournment</u>	

DRAFT

MINUTES

**The Regular Meeting of the Board
Monday, December 2, 2024**

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

1. Call to Order:

Chair Tracy Brown called the meeting to order at 7:01 p.m.

Members Present: Trustees Michelle Arseneault, Emma Cunningham, Donna Edwards, Mark Jacula, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Christine Thatcher, Student Trustees Kayla Hoare, Nitishan Poopalasundaram

Regrets: Student Trustee Shampavi Vijayakumar

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

Recording Secretary: Gillian Venning

2. Land Acknowledgement

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

3. O Canada

Trustees Christine Thatcher and Michelle Arseneault welcomed and thanked Captain Michael VandenBos Public School students and staff for their performance of O Canada.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Adoption of Agenda

2024:RB68

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Stephen Linton

THAT THE AGENDA BE APPROVED.

CARRIED

6. Proposed Consent Items

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

(a) Approval of meeting minutes:

- i. DRAFT Minutes of the October 21, 2024 Regular Board Meeting
- ii. DRAFT Minutes of the November 18, 2024 Special Board Meeting
- iii. DRAFT Minutes of the November 18, 2024 Organizational Meeting

(b) Adoption of the following Resolution of the October 30, 2024 Governance and Policy Committee Meeting, which the Committee Recommended to the Board:

- i. Resolution #1: That the Board Adopt the Revised Director of Education Performance Appraisal Policy

(c) Adoption of Any Resolutions from the In Camera, Committee of the Whole Meeting of December 2, 2024.

7. Public Question Period

Dylan Reynolds joined the meeting virtually and asked a question regarding bell times. Staff responded to the question.

Karthik Tandri joined the meeting in person and asked a question about Transgender Awareness Week. Staff responded to the question.

Jessica Street joined the meeting in person and asked a question about the role of Superintendents of Equitable Education. Staff responded to the question.

Linda Stone joined the meeting in person and asked a question about school block budgets and the Ignite Durham Learning Foundation. Staff responded to the question.

Jessica Wilkins joined the meeting in person and asked a question about learning resource materials. Staff responded to the question.

Staff read and responded to a question submitted by Kellie Lynn Pirie regarding gender identities.

Staff read and responded to a question submitted by Janice Strasbourg regarding reading opportunities for public engagement in DDSB processes.

8. Ministry Memorandums/Information Update

Director Camille Williams-Taylor shared the following Multi-Year Strategic Plan update:

Meaningful Learning

November saw the launch of our 30 Credits My Way campaign and website. The campaign highlights existing best practices from across the system to support students and families with planning for future success. 30 Credits My Way puts students and families in the driver's seat, empowering them to navigate their high school pathway with confidence. We know that for some, the journey isn't just linear. It's about discovering the many options available to suit individual learning styles and aspirations. These are opportunities that have been a part of the available suite of options for many years, and many of our staff have been using this flexible programming approach for students for a long time. 30 Credits My Way is an effort to ensure that this becomes a system wide approach to familiarize all of our secondary students, staff and families with the many possibilities for building their path through secondary school. Stay tuned for more information shared through social media, on school webpages and at family events throughout the system.

Connected Communities

Updates to the DDSB Parent/Guardian Guide to IPRC in Spring 2024 were made to amplify the importance of student voice and parent/guardian consultation throughout program planning and decision making. To increase accessibility to the Guide, an accompanying presentation with voiceover was created, with consultation with SEAC, and will be shared for use by school teams and families in Winter 2025 as the cycle of annual IPRCs begins.

Well-Being

Throughout the consultation process and development of the Anti-Oppression Strategy and its supporting documents such as the Compendium of Action for Black Student Success 2.0 and the Compendium of Action to Support 2SLGBTQIA+ Students, Staff and Families several of the priorities directly link to igniting well-being. Major elements of these documents that reflect this are:

- Support mental health and well-being for all identities
- Cultivating safe working and learning environments
- Creating accessible learning opportunities

Each of these documents provides the system with intentional goals, actions and considerations that can be implemented. As a department, our approach will be to continue to work with the interdepartmental teams (facilitators and coaches) to ensure that these practices are known, shared and implemented when supporting educators in schools. Tonight, you will hear about the work to develop the Compendium of action for the 2SLGBTQIA+ community, students and staff. While this work definitely represents our commitment to anti-oppression, this impact of this work is to galvanize a sense of

well-being by affirming identity and being deliberate in cultivating environments for learning and work where 2SLGBTQIA+ children, youth and community feel safe, and truly know that they matter to their classroom communities, teams, friends and co-workers each and every day.

9. Good News from the System

Emaan and Yasmine from Brock High School shared good news from across the system on behalf of DDSB students.

10. Recommended Actions

(a) SEAC Membership Motion: Member at Large

Trustee Kelly Miller introduced the recommendation of the Special Education Advisory Committee.

2024:RB69

MOVED by Trustee Kelly Miller

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD OF TRUSTEES APPROVE THE SEAC RECOMMENDATION THAT CANDIDATE JESSICA WELLS BE APPROVED AS REPRESENTATIVE FOR MEMBER AT LARGE.

CARRIED

(b) Items Removed from the List of Consent Items

There were no items removed from the List of Consent Items.

11. Information Items

(a) Redesignation of Growth Update

Associate Director David Wright introduced Head of Facilities Lisa Bianca who provided an overview of the ongoing growth across Durham Region and the annual review undertaken to identify partner schools and establish or relocate growth boundaries to accommodate growth from future developments in the north Pickering Seaton and north Oshawa areas.

Trustee questions were answered.

(b) Audit Committee Meeting Summary

Associate Director David Wright provided an overview of the actions of the November 18, 2024 meeting of the Audit Committee.

There were no Trustee questions.

(c) Audit Committee External Member – Term of Appointment

Regular Meeting of the Board Minutes
December 2, 2024

Associate Director David Wright provided an overview of the report, which outlines the process and timeline to fill an upcoming External Member vacancy on the Audit Committee.

There were no Trustee questions.

(d) 2SLGBTQIA+ Compendium of Action

Superintendent Margaret Lazarus provided an overview of the report and introduced DDSB staff Craig Bonikowsky, Stephanie Jerva, James Klodnicki, Chris Mackey and Tara Sarre who presented the 2SLGBTQIA+ Compendium of Action. The Compendium provides actions and considerations for staff to use in classroom, school and system practices in support of students, staff and families who identify as 2SLGBTQIA+ as part of DDSB's ongoing commitment to identifying, addressing and dismantling oppression within the District.

Trustee questions were answered.

(e) Report: Approved September 25, 2024 Governance and Policy Committee Meeting Minutes

Trustee Kelly Miller shared the minutes and provided an overview of discussion that took place at the September 25, 2024 Governance and Policy Committee meeting.

There were no trustee questions.

(f) Report: Approved October 3, 2024 Special Education Advisory Committee Meeting Minutes

Trustee Kelly Miller shared the minutes provided an overview of discussion that took place at the October 3, 2024 SEAC meeting.

There were no Trustee questions.

(g) OPSBA Report

Trustee Donna Edwards shared highlights of the November 29 and 30 OPSBA Board of Directors meeting and upcoming OPSBA-organized events and meetings.

There were no Trustee questions.

12. Memos

(a) 2425:56, Dates of Significance

The memo was shared for information. There were no Trustee questions.

13. Dates of Significance

The dates of significance were shared for information.

Regular Meeting of the Board Minutes
December 2, 2024

14. Adjournment

2024:RB70

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Deb Oldfield

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:34 p.m.

Chair

Secretary

7
DRAFT
MINUTES

The Special Meeting of the Board

Wednesday, December 11, 2024

7:00 p.m.

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

1. Call to Order:

Roll Call: Chair Tracy Brown

The Chair called the meeting to order at 7:34 p.m.

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

Regrets: Trustee Deb Oldfield

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, General Counsel Patrick Cotter, Senior Manager Dervla Kelly

Recording Secretary: Gillian Venning

2. Land Acknowledgement

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

3. Declarations of Interest

There were no declarations of interest at this time.

4. Adoption of Agenda

2024:SB49

MOVED by Trustee Kelly Miller
SECONDED by Trustee Mark Jacula

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Actions

- (a) Adoption of Any Resolutions from the Governance and Policy Committee Meeting of December 11, 2024

Trustee Kelly Miller, Chair of the Governance and Policy Committee, presented the recommendation of the Committee regarding proposed revisions to the Complaints Protocol of the Board Member Code of Conduct.

Trustee questions were answered.

2024:SB50
MOVED by Trustee Kelly Miller
SECONDED by Trustee Carolyn Morton

THAT THE REVISED COMPLAINTS PROCOTOL AS APPROVED BE ADOPTED.

CARRIED

6. Annual Trustee Attendance Records

Chair Tracy Brown shared the attendance records of all trustees and student trustees for the period of December 4, 2023 to November 4, 2024.

There were no trustee questions.

7. Adjournment

2024:SB51
MOVED by Trustee Michelle Arseneault
SECONDED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

The meeting adjourned at 7:38 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** January 20, 2025

SUBJECT: Quarterly Construction and Major Projects Report **PAGE:** 1 of 8

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

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

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

1.0 Abstract

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

2.0 Purpose

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

3.0 Background

3.1 Capital Priorities Projects

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

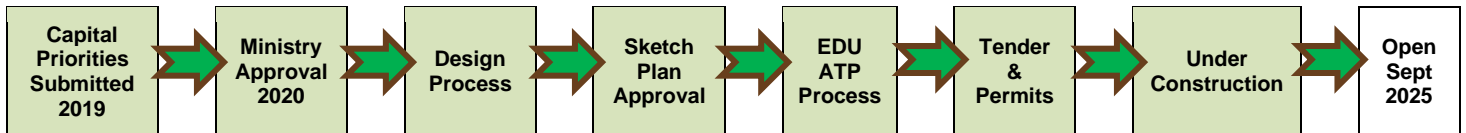
3.2 Major Projects

EDU annually provides school boards with two grants to fund renovations and building improvements. DDSB received \$17.9M in School Condition Improvement funding and \$12.2M in School Renewal funding for the 2024-2025 school year to fund these projects.

4.0 Analysis

4.1 Approved Capital Priorities Projects

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



Project Type: New Elementary School, Including Child Care Centre

Capital Priorities Submission: September 2019

Ministry Approval: July 2020

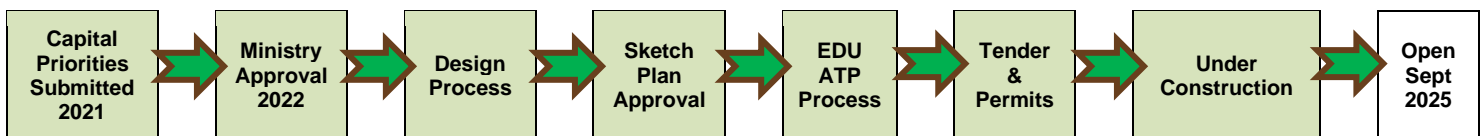
Occupancy Date: September 2025

Architect: Cellucci + Pace

Contractor: Deciantis Construction Limited

Construction commenced on the new facility July 29, 2024 with excavation, helical piles (below ground structural support) and backfill complete. Slab on grade construction is nearing completion with site grading, load bearing block wall and steel framing well underway. Full building permit and site plan agreement have been granted and the site servicing agreement is in the final stages of approval. Project completion is currently scheduled for September 2025.

Unnamed Pickering Seaton PS (Burkholder Drive/Azalea Avenue)



Project Type: New Elementary School, Including Child Care Centre

Capital Priorities Submission: May 2021, February 2022

Ministry Approval: May 2022

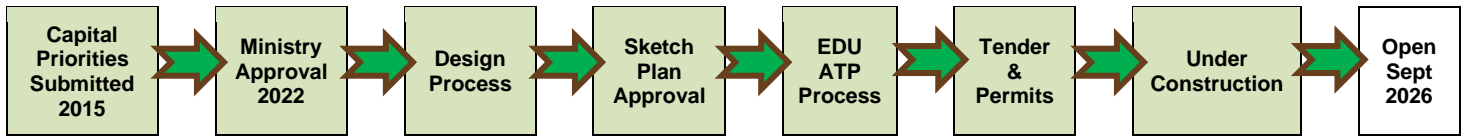
Occupancy Date: September 2025

Architect: Snyder Architects Inc.

Contractor: Everstrong Construction Ltd.

Construction on the new facility commenced July 23, 2024, with excavation, site grading, backfilling, site services, slab on grade and load bearing walls well underway. Full building permit and site plan agreement have been granted and the site servicing agreement is in the final stages of approval. Project completion is currently scheduled for September 2025.

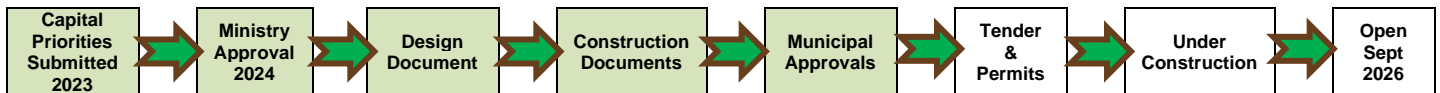
Unnamed North Oshawa SS (Windfields Farm East/Bridle Road South)



Project Type: New Secondary School
 Capital Priorities Submission(s): July 2015, July 2016, Sept. 2017, Sept. 2019, May 2021, February 2022.
 Ministry Approval: May 2022
 Occupancy Date: September 2026
 Architect: Hossack Architects & Associates Inc.
 Contractor: Percon Construction Inc

Construction on the new facility commenced July 17, 2024, with site excavation, building footings, foundation walls, underground duct bank and site servicing nearing completion. Underground mechanical and electrical, concrete curbs and asphalt paving (base and top) as well as structural steel are well underway. Full building permit and site plan agreement are in the final stages of approval with partial permits issued for the interim. Secondary schools, due to their size, require approximately 24 months for construction. Project completion is currently scheduled for September 2026.

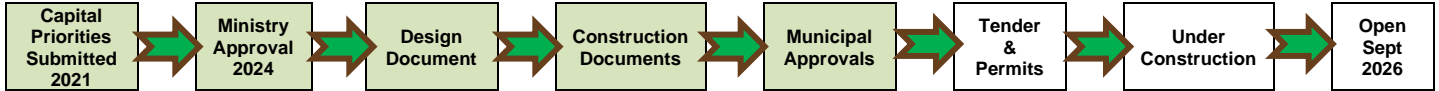
Unnamed West Whitby PS (Maskell Crescent and Coronation Road)



Project Type: New Elementary School, Including Child Care Centre
 Capital Priorities Submission: October 2023
 Ministry Approval: March 2024
 Occupancy Date: September 2026
 Architect: Hossack Architects & Associates Inc.
 Contractor: To be Determined

Construction documents are well underway with the 30% construction cost estimate completed and under review. Initial site plan comments have been received from the Town of Whitby with revisions submitted on November 15, 2024. Project completion is scheduled for September 2026.

Unnamed West Whitby PS (Cisco Drive and Limoges Street)



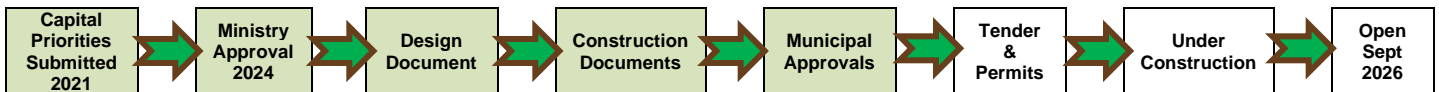
Project Type: New Elementary School

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

Ministry Approval: March 2024
 Occupancy Date: September 2026
 Architect: Snyder Architects Inc.
 Contractor: To be determined

Construction documents continue to progress with the 30% construction cost estimate completed and under review. Initial site plan comments have been received from the Town of Whitby with revisions submitted on November 12, 2024. Project completion is scheduled for September 2026.

Unnamed Oshawa PS (Symington Avenue and Steeplechase Street)



Project Type: New Elementary School

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

Ministry Approval: March 2024
 Occupancy Date: September 2026
 Architect: Hossack Architects & Associates Inc.
 Contractor: To be determined

Construction documents are well underway with the 30% construction cost estimate completed and under review. Initial site plan comments have been received from the Town of Whitby with revisions submitted on November 6, 2024. Project completion is scheduled for September 2026.

4.2 Child Care Projects

Seneca Trail PS – 3 Room Childcare Building Addition

Construction of the new child care building addition is complete with final deficiency rectification underway.

Sunderland PS – 3 Room Childcare Building Addition

The Approval to Proceed to Tender (ATP) package was submitted to EDU and is currently under review.

4.3 Major Projects

Major Projects are funded from Capital Funding provided annually to the DDSB. Funding from School Condition Improvement and School Renewal grants is used to repair, upgrade and renovate DDSB facilities in support of the goals of the Multi-Year Strategic Plan.

Appendix B: Capital Schedules in the [2024-2025 Budget Book](#) provides additional information.

School Condition Improvement

Ignite Connection

Asphalt Replacement/Exterior Site Improvements

- G.L. Roberts CVI - Project is in design development. Construction timeline is under review.
- R.H. Cornish PS, Henry St HS, Fallingbrook PS, Harmony Heights PS, Hillsdale PS, Rosebank PS, Gordon B. Attersley PS – Complete.
- Westney Heights PS, Uxbridge PS, E.B Phin PS, Scott Central PS, Rosebank PS, Dunbarton HS – South Campus, Maple Ridge PS, Sinclair SS, Quaker Village PS, Sunderland PS – Under design.

Ignite Well Being

Roof Replacement Projects

- Kedron PS, Joseph Gould PS, Meadowcrest PS, Biidaasige Mandamin PS, Pickering HS – Complete.
- Glen St. PS – Project is under investigation. Seeking to tender for construction during summer 2025.
- Brock HS, Harmony Heights PS – Under design.

Masonry/Wall Cladding Restoration

- Bayview Heights PS, Beau Valley PS – Complete.
- Uxbridge PS, Henry St. HS – Under design.

Dust Collector Replacement Projects

- Pickering HS – Project is generally complete with minor deficiencies remaining for completion.
- Dunbarton HS – Project to tender. Final design scope to be confirmed prior to release.
- Brock HS – Under design.

Ventilation Projects Non-Air Conditioned – Partial Building

- O'Neill CVI, Valley View PS, Waverly PS, Frenchman's Bay PS, Anderson CVI - Projects are complete with minor deficiencies remaining.
- Scot Central PS – Under design.

Sustainability & Energy Efficiency

Window Replacements

- Valley View PS, Brock HS, Port Perry HS – Complete.
- Ajax HS, Port Perry HS – Under design.

Boiler Replacements Projects

- Altona Forest PS, C.E. Broughton PS, Dr. C.F. Cannon PS – Complete.
- J. Clarke Richardson CVI – Tendering.
- A.G. Bell PS, Westcreek PS – Under design.

Building Services Infrastructure

- Projects TBD

School Renewal

Ignite Learning

Main Office/Guidance Renovations

- Pringle Creek PS, G.L. Roberts CVI – projects completed.
- Anderson CVI – Main Office project is awarded. Construction to commence December 2024.
- Lester B Pearson PS, Lakewoods PS – Projects under development.

Art/Music/Science Renovations

- Vaughan Willard PS - Project is under review with design modifications to transpire prior to tendering.
- William Dunbar PS - Under development.

Interior Modifications – Teaching Space - Classroom Refresh

- Dunbarton HS, Brock HS - PLP classrooms complete
- Beau Valley PS, Ajax HS, R.H. Cornish - Under development

Learning Commons Finish Refresh Projects

- Gandatsetiagon PS - Complete.
- Coronation PS - Project is designed and prepared for tendering. Tender to be issued early 2025.

Ignite Connection

Outdoor Classroom/Courtyard Refresh

- Eastdale CVI - Complete.

Ignite Well Being

Change Room Renovations

- Dunbarton HS - Project is under construction. Planned completion by early 2025.
- Pine Ridge SS, Port Perry HS - Project under development.

Washroom Upgrade Projects

- Ajax HS, Stephen Saywell PS - Under design.

Partial Air Conditioning/Cooling Centres

- Pringle Creek PS, Valley View PS - Complete with minor deficiencies.
- J. Clarke Richardson CVI, Hillsdale PS, DASS Simcoe - Under design.

Inclusive Design & Accessibility

- Projects TBD

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

5.0 Financial Implications

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

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

6.0 Strategic Links

At the conclusion of these projects there will be a total of 4,509 new pupil places, and a total of 295 new child care places. This increase in capacity, its impact on partner schools, and portable utilization is reflected in the [Pupil Accommodation Plan 2024-2028](#).

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

7.0 Communication Plan

The Quarterly Construction and Major Projects Report is posted on the DDSB's website [Construction and Property Updates](#) and provides families and community members with current information on DDSB's capital works. This information is updated quarterly.

8.0 Conclusion

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

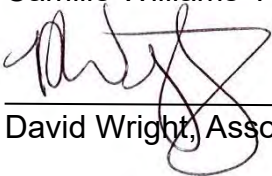
9.0 Appendices

N/A

Report reviewed and submitted by:



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



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

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: January 20, 2025

SUBJECT: 2024-2025 Interim Financial Report – Quarter 1 **PAGE:** 1 of 8

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

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.

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

As part of the Durham District School Board's (DDSB) financial reporting cycle, Quarter 1 interim financial reports are presented to the Board of Trustees in January of each year for information purposes.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on enrolment information and budget changes as part of the 2024-2025 Revised Estimates, and operating expenditures, as at November 30, 2024 (Quarter 1).

3.0 Background

3.1 Financial Reporting

The Ministry of Education (the Ministry) requires school board management to submit Revised Estimates by December 13, 2024. The following information is a summary of the key changes from the 2024-2025 Estimates under the following headings:

- Enrolment
- Operating Revenue and Expenditures
- Capital Budget
- Interim Report on Operating Expenditures, as at Quarter 1
- Updated Budget Appendices

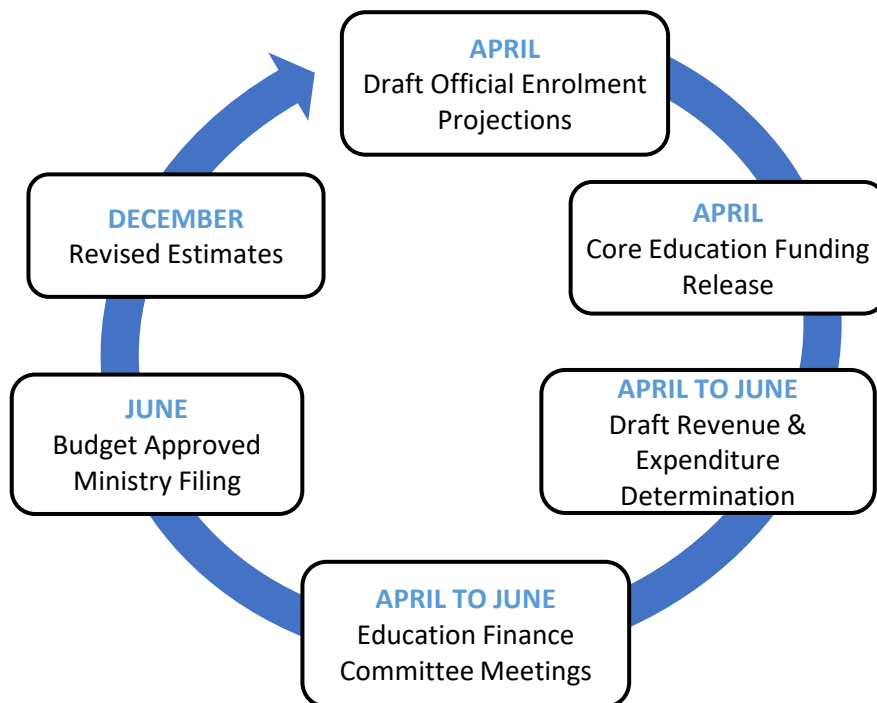
3.2 Budget Process

Provincial funding to school boards is provided through a series of grants referred to as the Core Education Funding (Core Ed), as outlined on page 14 of the [2024-2025 Budget Book](#). The Core Ed includes detailed grant formulas and other criteria to support school board operations and capital expenditures. Typically, the Core Ed is released in early spring each year, providing school boards with time to develop and submit an approved budget plan by the end of June to meet the Ministry's required timeline.

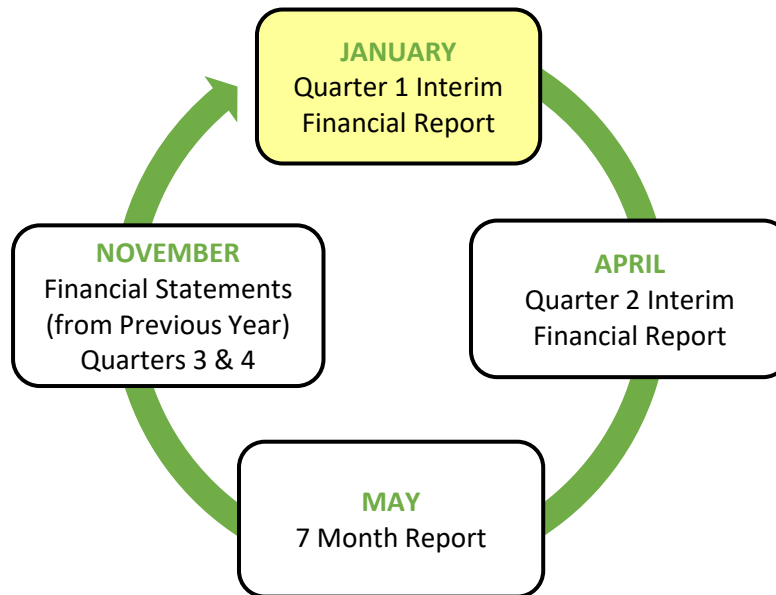
The DDSB's budget process begins with developing a viable projection of elementary and secondary enrolment for the next school year. Following the announcement of Core Ed for the next school year, staff develop an expenditure plan that is balanced to revenues.

The following are graphical representations of the annual budget and financial processes cycles the DDSB undertakes annually, and highlights where we are in the budget process.

Budget Process Cycle (Developing)



Financial Reporting Cycle (Monitoring)



4.0 Analysis

4.1 Enrolment

Enrolment is the main determinant of revenue, as the Ministry allocates funding for school boards based on calculations using Average Daily Enrolment (ADE) as the main component.

Average Daily Enrolment (ADE): the average full-time equivalent (FTE) of students reported on the October 31 and March 31 count dates.

Full-time Equivalent (FTE): calculation of student enrolment, taking into consideration part-time students. A full-time student would be equal to one FTE; however, a part-time student would only be equal to the portion of the school day when the student is attending class. The total FTE for the board will be less than total enrolment for the board, unless there are no part-time students.

4.2 Operating Revenue (Reference Appendix A for Operating Budget – Revenue details)

For the 2024-2025 Revised Estimates, overall revenue increased by \$15.7M from Estimates to a total of \$1,032.5M.

Operating Revenue Changes	2024-2025 Revised Estimates
Enrolment Changes	\$(16.2M)
Salary and Benefit Changes	\$24.6M
New Funding	\$0.3M
Other Changes	\$7.0M
Total	\$15.7M

The following tables will identify some key highlights which have impacted the revenue streams that have been realized.

Average Daily Enrolment	2024-2025 Estimates	2024-2025 Revised Estimates	Variance
ELEMENTARY			
JK & Kindergarten	10,612.00	10,233.00	-379.00
Grades 1-3	16,821.00	16,910.50	89.50
Grades 4-8	29,371.00	29,030.50	-340.50
Other Pupils	17.00	19.00	2.00
Sub-total Elementary	56,821.00	56,193.00	-628.00
SECONDARY			
Pupils of the Board under 21	25,069.44	23,561.01	-1,508.43
High Credit	3.00	4.67	1.67
Pupils of the Board 21 years	2.79	5.00	2.21
Other Pupils	31.00	36.25	5.25
Sub-total Secondary	25,106.23	23,606.93	-1,499.30
Total FTE Enrolment	81,927.23	79,799.93	-2,127.30

Enrolment Changes **\$(16.2M)**

- **Overall Enrolment (Pupils of the Board) **\$(22.2M)**** – Elementary ADE decreased by 630.00 FTE and Secondary ADE decreased by 1,508.43 FTE from Estimates for an overall decrease of 2,138.43 ADE, which had a negative effect on revenue.

Pupils of the Board* (ADE)	2024-2025 Estimates	2024-2025 Revised Estimates	Variance
Elementary	56,804.00	56,174.00	-630.00
Secondary	25,069.44	23,561.01	-1,508.43
Total	81,873.44	79,735.01	-2,138.43

*Pupils of the board exclude Other Pupils, High Credit and students over 21 years

- **Tuition Fee Revenue \$0.2M** – Overall enrolment increase for fee paying students generated higher than budgeted tuition fee revenue.

Other Pupils (ADE)	2024-2025 Estimates	2024-2025 Revised Estimates	Variance
Elementary	17.00	19.00	2.00
Secondary	31.00	36.25	5.25
Total	48.00	55.25	7.25

- **Continuing Education Revenue \$0.7M** – Enrolment increase of students in continuing education programs including high credit and summer students.
- **English as a Second Language/English Literacy Development (ESL-ELD) Revenue \$5.1M** – Overall enrolment increase of students eligible for the ESL-ELD Recent Immigrant Component; those that have entered Canada between September 1, 2020 and October 31, 2024 and were born in a country other than Canada, United Kingdom, Ireland, United States, Australia and New Zealand.

Salary and Benefit Changes \$24.6M

- **Qualifications and Experience \$(8.7M)** – Decrease in funding to reflect hiring of Teachers and Early Childhood Educators with less experience and qualifications than anticipated during the budget process.
- **Compensation \$33.3M** – Increase in funding to reflect new salary grids and employee life and health trusts (ELHT) amounts.

New Funding \$0.3M

- **Occasional Teacher Top Up Component \$0.1M** – Additional funding added to the Classroom Staffing Fund, Local Circumstances Staffing Allocation to reflect the provincial average rate for occasional teachers.
- **Special Incidence Portion (SIP) Exceptional Circumstances Amount \$0.2M** – Additional funding added to the Special Education Fund, Complex Supports Allocation to support students with extraordinarily high needs.

Other Changes \$7.0M

- **Accumulated Surplus \$3.2M** – Draw on accumulated surplus as a result of lower than expected Core Education Funding due to enrolment, permissible under [O Reg 280/19](#). As of August 31, 2024 total working funds were \$48.4M due to prior surpluses, as noted on page 29 of the [Financial Statements](#).

- **Deferred Revenue \$2.0M** – Unspent funding from 2023-2024

Deferred Revenue	2024-2025 Revised Estimates
Special Education	\$1,564,639
Indigenous Education	\$134,161
Areas of Intervention	\$15
Targeted Student Supports	\$305,654
Total	\$2,004,469

- **Education and Community Partnership Program \$1.0M** – Funding adjusted to the projected expense associated with the program.
- **Other \$0.8M** – Includes adjustments to childcare revenue, community use revenue, and staff on loan.

4.3 Operating Expenditures (Reference Appendix B for Operating Budget – Expenditures details)

The following section provides context for the changes to planned expenditures, as captured in Appendix B. For the 2024-2025 Revised Estimates, overall expenditures increased by \$15.7M from Estimates, as detailed on page 22 of the [2024-2025 Budget Book](#), to a total of \$1,032.5M. This change is driven by salary and benefit changes of \$12.3M and other changes including technology, utilities and enveloping of \$3.4M.

Operating Expenditure Changes	2024-2025 Revised Estimates
Salary and Benefit Changes	\$12.3M
Other Changes	\$3.4M
Total	\$15.7M

Salary and Benefits \$12.3M

- **Employee Benefits \$0.6M** – Benefit adjustment to reflect updated costs associated with 2025 CPP and EI contribution rates.
- **Compensation \$16.9M** – Increase in expenditures to reflect new salary grids, adjustments for job evaluations and staff not at the maximum pay rate for their respective salary grids. Also includes vacancies not filled at the maximum salary grid pay rate and a decrease in average teaching qualification and experience.

- **Enrolment \$(4.9M)** – Given in-year enrolment changes and class size configurations, staff levels were adjusted to include an addition of 10 FTE Early Childhood Educator (ECE) positions and a decrease of 20.00 FTE elementary teacher positions, 2.00 FTE elementary clerical positions, 0.5 FTE elementary vice-principal positions, 24.69 FTE secondary teacher positions and 1.0 FTE intervenor position.
- **Staffing Changes \$(0.3M)** – Change in staffing to support board initiatives including 2.0 FTE Land ELD Teachers, 1.0 FTE System Lead, 1.0 FTE Business Systems Lead, and the reduction of 7.0 FTE Speech and Language Pathologists.

Other Changes \$3.4M

- **Technology, Software Licensing and Implementation \$2.1M** – Increased cost of software licensing and expenses associated with the implementation of an enterprise resource planning (ERP) system.
- **Enveloping \$0.9M** – To match funding changes with corresponding changes in expenditures for programs such as Continuing Education and Special Education.
- **Enrolment-based Central Budgets \$(0.2M)** – Due to decreased enrolment, corresponding decreases to central family of schools budgets.
- **Other \$0.6M** – Miscellaneous, year over year adjustments, such as staff on loan, insurance and discretionary budgets.

4.4 Capital Budget

Capital budget items have been updated to reflect adjusted timelines and revised funding allocations. Included are the following significant changes:

- **\$(18.0M)** decrease in current site purchases
- \$17.5M in higher School Condition Improvement facility upgrade expenditures
- \$11.0M in higher School Renewal facility upgrade and equipment expenditures
- \$30.3M increase in new construction expenditures

Capital funding is limited to capital expenditures that fall within the capital budget restrictions summarized on page 8 of the [2024-2025 Budget Book](#). Reference Appendix C for Capital Budget.

4.5 Interim Report on Operating Expenditures as at Quarter 1

- Operating expenditures for the period ending November 30, 2024 (Quarter 1) are 25.6% of the 2024-2025 Revised Estimates amount of \$1,032,520,368. This expenditure level is slightly higher than prior year, in which 24.2% of the 2023-2024 Revised Estimates was spent at Quarter 1. This variance is largely due to: Increase in monthly transportation billing to more evenly distribute costs over the year
- Timing of discretionary spending for textbooks and supplies

As such, it is estimated that operating expenditures for the current year will be on target. Reference Appendix D for Q1 Operating Expenditure details.

5.0 Financial Implications

The information provided in this report reflects budget changes as part of the 2024-2025 Revised Estimates, and operating expenditures as at November 30, 2024 (Quarter 1).

6.0 Strategic Links

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

7.0 Communication/Implementation Plan

This information has been submitted to the Ministry of Education through the Education Finance Information System (EFIS).

8.0 Conclusion

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

9.0 Appendices

Appendix A – 2024-2025 Operating Budget – Revenue

Appendix B – 2024-2025 Operating Budget – Expenditures

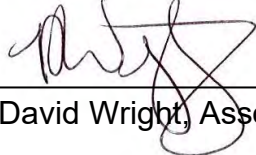
Appendix C – 2024-2025 Capital Budget

Appendix D – Interim Financial Report, for the period ending November 30, 2024

Report reviewed and submitted by:



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



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

**DURHAM DISTRICT SCHOOL BOARD
2024-2025
OPERATING BUDGET - REVENUE**

REVENUE CATEGORIES	2024-2025 Estimates	2024-2025 Revised Estimates
Classroom Staffing Fund (CSF)		
CSF - Per Pupil Allocation	424,627,803	452,072,074
Language Classroom Staffing Allocation	21,808,395	28,832,434
Local Circumstances Staffing Allocation	98,773,725	94,023,323
Indigenous Education Classroom Staffing Allocation	214,250	234,574
Supplemental Staffing Allocation - Literacy, Numeracy and Other Programs	5,425,322	5,778,326
Learning Resources Fund (LRF)		
LRF - Per Pupil Allocation	57,873,384	58,655,929
Language Supports and Local Circumstances Allocation	9,308,449	9,501,912
Indigenous Education Supports Allocation	4,115,586	4,383,341
Mental Health and Wellness Allocation	2,044,201	2,097,733
Student Safety and Well-Being Allocation	1,653,333	1,671,964
Continuing Education and Other Programs Allocation	6,160,298	6,959,482
School Management Allocation	58,770,159	63,631,701
Differentiated Supports Allocation - Demographic, Socioeconomic and Other Indicators	4,698,432	4,861,683
Special Education Fund (SEF)		
SEF - Per Pupil Allocation	69,614,786	72,774,008
Differentiated Needs Allocation (DNA)	43,308,578	46,171,669
Complex Supports Allocation	11,065,754	12,435,225
Specialized Equipment Allocation	4,408,733	4,299,459
School Facilities Fund (SFF)		
School Operations Allocation	92,365,414	91,961,705
Rural and Northern Education Allocation	138,229	145,752
Student Transportation Fund (STF)		
Transportation Services Allocation	28,444,010	28,517,932
School Bus Rider Safety Training Allocation	72,600	72,600
School Board Administration Fund (SBAF)		
Trustees and Parent Engagement Allocation	388,762	388,399
Board-Based Staffing Allocation	21,717,518	22,098,957
Central Employer Bargaining Agency Fees Allocation	59,190	47,560
Data Management and Audit Allocation	337,175	342,981
Core Education Funding Total	967,394,085	1,011,960,724

**DURHAM DISTRICT SCHOOL BOARD
2024-2025
OPERATING BUDGET - REVENUE**

REVENUE CATEGORIES	2024-2025 Estimates	2024-2025 Revised Estimates
Other Government Grants /Fees		
Ministry of Citizenship & Immigration - Adult ESL (Continuing Education)	154,328	156,306
Govt of Canada/Fees Non-Resident	661,757	848,128
Min. Education - Math Recovery Plan	1,378,900	1,378,980
Min. Education - Education Staff to Support Reading Interventions	2,507,000	2,507,000
Min. Education - Bill 124 - Benchmark Adjustment	35,029,716	0
Other Government Grants /Fees Total	39,731,701	4,890,414
Other Revenues/Expenditure Recovery		
Rental/Lease Fees	2,608,911	2,792,357
Community Use Fees	660,000	720,000
Misc. recoveries/rebate	380,320	407,240
Staff on Loan	2,392,883	2,878,771
Fees - Continuing Education	620,660	650,483
Interest Revenue	3,000,000	3,000,000
Other Revenues/Expenditure Recovery Total	9,662,774	10,448,851
Deferred Revenue		
Deferred Revenue - Indigenous Education	0	134,161
Deferred Revenue - Experiential Learning	0	0
Deferred Revenue - Mental Health Workers	0	0
Deferred Revenue – Special Education	0	1,564,639
Deferred Revenue - Areas of Intervention	0	15
Deferred Revenue - Targeted Student Supports	0	305,654
Deferred Revenue Total	0	2,004,469
Operating Revenue Total	1,016,788,561	1,029,304,458
Use of Accumulated Surplus Total	0	3,215,910
Grand Total	1,016,788,561	1,032,520,368

DURHAM DISTRICT SCHOOL BOARD
2024 - 2025
OPERATING BUDGET - EXPENDITURES

EXPENDITURE CATEGORIES	2024-2025 Estimates FTE	2024-2025 Estimates	2024-2025 Revised Estimates FTE	2024-2025 Revised Estimates
Instruction				
Teachers	4862	569,715,487	4825	582,390,027
Supply Staff	0	23,312,938	0	21,236,186
Educational Assistants	940	63,422,492	941	63,013,386
Early Childhood Educator	366	22,620,047	376	24,646,713
Computers	0	15,075,245	0	13,995,245
Textbooks / Supplies	0	20,451,315	0	20,543,464
Prof./ParaProf./Tech.	229	34,005,911	220	32,879,174
Library / Guidance	185	22,580,188	178	22,039,570
Staff Development	0	4,948,249	0	4,945,338
Principals and VPs	255	39,532,620	255	39,712,147
School Office	264	21,251,714	262	20,956,647
Continuing Education	18	6,313,940	18	7,061,019
Coordinators and Consultants	116	19,027,188	118	19,953,470
Instruction Total	7234	862,257,335	7192	873,372,384
Administration & Governance				
Governance	15	296,175	15	281,028
Board Administration	156	30,210,029	159	34,058,745
Administration & Governance Total	171	30,506,204	174	34,339,773
Transportation				
Transportation	8	29,199,445	8	29,218,788
Transportation Total	8	29,199,445	8	29,218,788
School Operations & Maintenance				
School Operations & Maintenance	572	92,282,445	572	92,560,783
School Operations & Maintenance Total	572	92,282,445	572	92,560,783
Other Non-Operating				
Other Non-Operating	0	2,543,131	0	3,028,640
Other Non-Operating Total	0	2,543,131	0	3,028,640
Grand Total	7985	1,016,788,561	7946	1,032,520,368

**DURHAM DISTRICT SCHOOL BOARD
2024-2025
CAPITAL BUDGET**

	2024-2025 ESTIMATES	2024-2025 REVISED ESTIMATES
Site Purchases		
Prior years purchases	11,000,000	11,000,000
Current site purchases	94,459,500	76,421,458
Total Site Purchases	105,459,500	87,421,458
Facility Upgrades		
School Condition Improvement - facility upgrades	17,879,474	35,354,043
School Renewal - facility upgrades and equipment	12,167,790	23,132,576
Total Facility Upgrades	30,047,264	58,486,619
Portable purchases and relocations	2,582,902	2,582,902
New construction	58,331,241	88,639,809
Interest on Long-Term Financing	7,694,045	7,694,045
Total Capital Expenditures	204,114,952	244,824,833

Durham District School Board
Interim Financial Report
For the Period Ending November 30, 2024 (Q1)

EXPENDITURE CATEGORIES	2024-2025 Revised Estimates	2024-2025 Expenditures at Q1	2024-2025 % Spent at Q1	2023-2024 % Spent at Q1
Instruction				
Teachers	582,390,027	147,994,951	25.4%	24.2%
Supply Staff	21,236,186	6,016,750	28.3%	23.8%
Educational Assistants	63,013,386	15,750,279	25.0%	25.6%
Early Childhood Educator	24,646,713	6,754,828	27.4%	26.8%
Textbooks / Supplies	20,543,464	11,527,495	56.1%	48.0%
Computers	13,995,245	1,853,869	13.2%	5.4%
Prof./ParaProf./Tech.	32,879,174	7,254,297	22.1%	21.5%
Library / Guidance	22,039,570	5,905,912	26.8%	24.1%
Staff Development	4,945,338	1,287,129	26.0%	21.2%
Principals and VPs	39,712,147	13,464,905	33.9%	35.5%
School Office	20,956,647	5,072,250	24.2%	25.0%
Officers & Facilitators	19,953,470	4,954,320	24.8%	22.0%
Continuing Education	7,061,019	1,004,733	14.2%	11.6%
Instruction Total	873,372,384	228,841,717	26.2%	24.9%
Administration & Governance				
Governance	281,028	67,591	24.1%	25.7%
Board Administration	34,058,745	7,860,476	23.1%	19.4%
Administration & Governance Total	34,339,773	7,928,067	23.1%	19.5%
Transportation				
Transportation	29,218,788	8,226,490	28.2%	24.1%
Transportation Total	29,218,788	8,226,490	28.2%	24.1%
School Operations & Maint.				
School Operations & Maint.	92,560,783	18,635,789	20.1%	19.3%
School Operations & Maint. Total	92,560,783	18,635,789	20.1%	19.3%
Other Non-Operating				
Other Non-Operating	3,028,640	800,653	26.4%	20.4%
Other Non-Operating Total	3,028,640	800,653	26.4%	20.4%
Grand Total	1,032,520,368	264,432,716	25.6%	24.2%

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** January 20, 2025
SUBJECT: 2024-2025 Supplementary Funds Summary **PAGE:** 1 of 4
ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board
Jennifer Machin, Senior Manager of Finance

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.

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**

As part of the Durham District School Board's (DDSB) financial reporting cycle, a summary of the supplementary funds announced or received to date are presented to the Board of Trustees in January of each year for information purposes.

2.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with an update on the supplementary funding that has been announced or received to date for 2024-2025.

3.0 **Background**

3.1 **Responsive Education Programs**

Throughout the year, the Board receives a number of Responsive Education Program (REP) grants (previously known as Priorities and Partnerships Fund). These grants fall outside of the Core Education Funding (Core Ed) and may be one-time only or in place for a limited period. These initiatives are all governed by agreements that outline the purpose of the funding, expectations, and specific accountability requirements. These grants are essentially enveloped, in that any unspent grants are normally to be returned. These grants are from the Ministry of Education (the Ministry), however other ministries and agencies may at times provide similar grants.

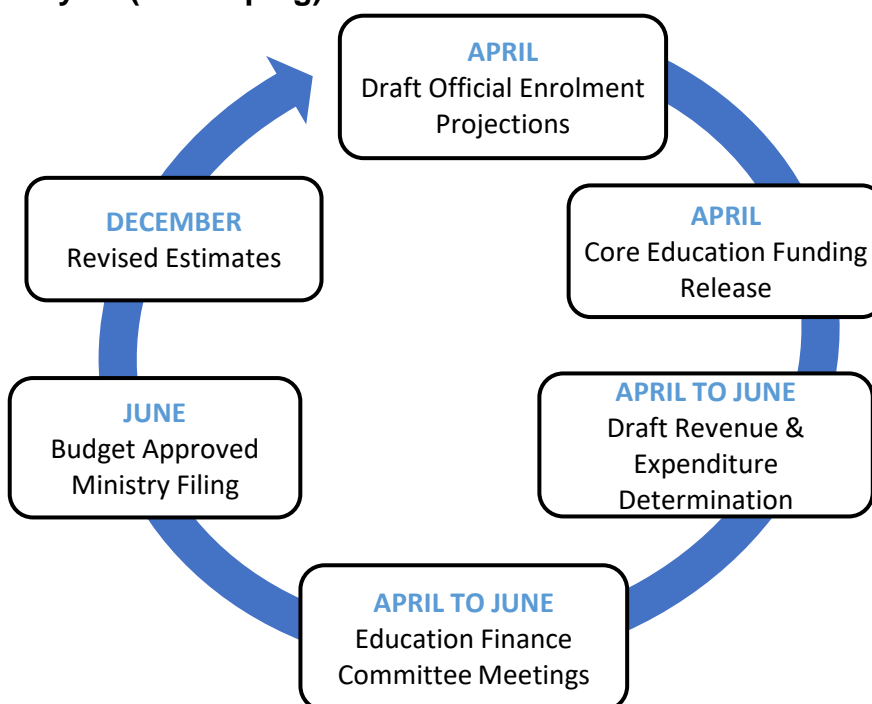
3.2 Budget Process

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

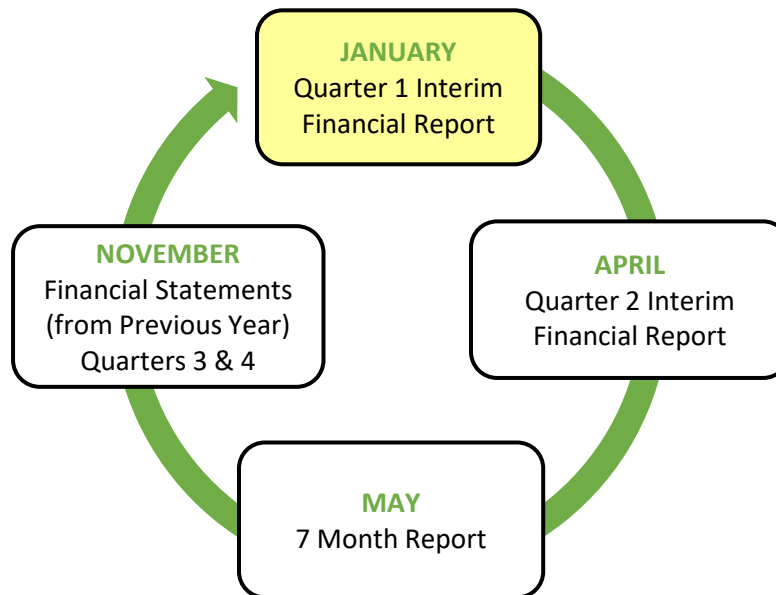
The DDSB's budget process begins with developing a viable projection of elementary and secondary enrolment for the next school year. Following the announcement of Core Ed for the next school year, staff develop an expenditure plan that is balanced to revenues.

The following are graphical representations of the annual budget and financial processes cycles the DDSB undertakes annually, and highlights where we are in the budget process.

Budget Process Cycle (Developing)



Financial Reporting Cycle (Monitoring)



4.0 Analysis

A 2024-2025 Supplementary Funding listing of grants announced or received to date of \$11,200,856 is attached as Appendix A, including REP grants from the Ministry and other funding sources.

5.0 Financial Implications

Budgeted revenues equal budgeted expenses for REP grants, so there is no net impact on budget. Not all grants are reflected in the 2024-2025 Revised Estimates as they may not be recurring, which would cause inconsistency in year over year comparisons of board operations. However, all Supplementary Funding received in a specific fiscal year, together with all corresponding expenses will be fully reflected in the annual financial statements of the Board in accordance with the Public Sector Accounting Board (PSAB) Standards. These annual financial statements are presented to the board in November each year.

6.0 Strategic Links

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

7.0 Communication/Implementation Plan

N/A

8.0 Conclusion

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

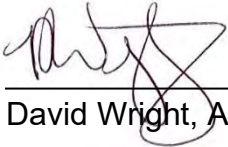
9.0 Appendices

Appendix A – 2024-2025 Supplementary Funding Summary

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

2024-2025 Supplementary Funding Summary

Contact Division/Department	Project Description	Grant Amount 2024-2025
Ministry of Education: Special Education/Success for All Branch	Licenses for Reading Intervention Supports	\$ 299,497
Ministry of Education: Skills Development and Apprenticeship Branch	Recognition of Experiential Learning for Credit (RELC) Program Pilot	\$ 60,000
Ministry of Education: Skills Development and Apprenticeship Branch	Personal Support Worker Bursary	\$ 132,610
Ministry of Education: Skills Development and Apprenticeship Branch	Experiential Professional Learning for Guidance-Teacher Counsellors	\$ 82,530
Ministry of Education: Student Achievement Division	Entrepreneurship Education Pilot Projects	\$ 40,000
Ministry of Education: System Learning and Supports Unit	Skilled Trades Bursary Program	\$ 19,000
Ministry of Education: Student Achievement Division	Education Staff to Support Reading Interventions	* \$ 2,507,000
Ministry of Education: Student Achievement Division	Early Reading Enhancements: Reading Screening Tools	\$ 473,959
Ministry of Education: Student Achievement Division	Cooperative Education Supports for Students with Disabilities Pilot	\$ 69,000
Ministry of Education: System Learning and Supports Unit	De-Streaming Implementation Supports	\$ 77,827
Ministry of Education: Inclusive Education, Priorities and Engagement Branch	Transportation and Stability Supports for Children and Youth in Care	\$ 27,050
Ministry of Education: Education Equity Secretariat Initiatives Branch	Human Rights and Equity Advisors	\$ 170,400
Ministry of Education: Digital and Online Learning Branch	Math Achievement Action Plan (Board Math Lead(s), School Math Facilitator(s), Digital Math Tools)	* \$ 1,378,977
Ministry of Education: Programs and Partnerships Development Unit	Mental Health Strategy Supports - Emerging Needs	\$ 36,613
Ministry of Education: Programs and Partnerships Development Unit	Health Resources, Training and Supports	\$ 35,533
Ministry of Advanced Education and Skills Development	Ontario Youth Apprenticeship Program (OYAP)	\$ 377,540
Ministry of Labour, Immigration, Training and Skills Development	Language Instruction for Newcomers to Canada (LINC)	\$ 2,103,043
Ministry of Labour, Immigration, Training and Skills Development	Literacy and Basic Skills (LBS)	\$ 331,817
Ministry of Labour, Immigration, Training and Skills Development	Durham Hairstyling Academy (DHA)	\$ 116,020
Ministry of Labour, Immigration, Training and Skills Development	Durham Hairstyling Academy Apprenticeship Capital Grant (ACG)	\$ 22,010
Ministry of Education: Inclusive Education, Priorities and Engagement Branch	Graduation Coach Program for Black Students	\$ 237,828
Ministry of Education: Special Education/Success for All Branch	Special Education Additional Qualification (AQ) Courses	\$ 25,840
Ministry of Labour, Immigration, Training and Skills Development	Adult Non-credit Language Program	* \$ 603,327
Ministry of Education: Mental Health	Summer Mental Health Supports	\$ 387,900
Ministry of Education: Special Education/Success for All Branch	Summer Learning for Students with Special Education Needs	\$ 248,400
Ontario Public School Boards' Association (OPSBA)	FSL Case Study and Resources	\$ 25,000
Ministry of Education: Safe and Healthy Schools Branch	Critical Physical Safety Infrastructure	\$ 303,415
Ministry of Education: Field Services Branch	Democracy Travellers Program	\$ 32,795
Ministry of Education: Special Education/Success for All Branch	Special Education Needs Transition Navigators	\$ 243,969
Ministry of Education: Inclusive Education, Priorities and Engagement Branch	Parent Education Awareness	\$ 38,691
Ministry of Education: Safe and Healthy Schools Branch	Implementation Supports for the Revised Provincial Code of Conduct (PPM 128)	\$ 195,014
Ministry of Education: Professionalism, Teaching Policy and Standards Unit	New Teacher Induction Program - Enhancing Teacher Development	\$ 39,385
Ministry of Education: Digital and Online Learning Branch	Math Achievement Action Plan - Additional Qualifications Subsidy	\$ 97,500
Ministry of Education	CUPE Apprenticeship Program	\$ 220,360
Ministry of Education	Elementary Teachers' Federation of Ontario – Education Workers Professional Development	\$ 130,094
Ministry of Education	Ontario Secondary School Teachers' Federation – Education Workers Professional Development	\$ 10,913

Total Supplementary Funding	\$ 11,200,856
Reflected in 2024-2025 Revised Estimates (as indicated by *)	\$ 4,489,304
Net Supplementary Funding	\$ 6,711,552

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: January 20, 2025

SUBJECT: 2024 Director's Annual Report

PAGE: 1 of 2

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

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

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

1.0 **Abstract**

The Director's Annual Report 2024 provides the DDSB community with a glimpse into a few of the many highlights of the past year as we have quickly begun to put the intentions and guidance provided by our new Multi-Year Strategic Plan (MYSP) into practice. This report is provided to the Board of Trustees for information.

2.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with the 2024 Director's Annual Report.

3.0 **Background**

Pursuant to the provisions of the Education Act, the Chief Executive Officer of the Board shall, within the policies established by the Board, develop and maintain an effective organization and the programs required to implement such policies. The Chief Executive Officer is required to submit to the Board a report on the actions taken during the preceding 12 months and to also submit a copy of this report to the Minister of Education.

4.0 **Analysis**

This report is an opportunity to reflect on the successes, challenges, and opportunities for growth and improvement the district has experienced in 2024. The full report is available at <https://www.2024.ddsbanualreport.ca/>.

The Director's Annual Report provides a snapshot of some of the many initiatives and events that took place in our schools and workplaces, demonstrating our ongoing commitment to providing learning and working spaces where everyone is welcomed and provided with the tools and opportunities needed to achieve their goals.

5.0 **Financial Implications**

There are no financial implications to report as a result of the 2024 Director's Annual Report.

6.0 **Strategic Links**

The Ignite Learning Multi-Year Strategic Plan (MYSP) sets the direction for the work of the Durham District School Board (DDSB) and guides our collective actions for ongoing student-centered improvement and success. It includes three guiding principles, three strategic priorities and nine strategic objectives.

The Director's Annual Report contains a snapshot of the initiatives, activities and events that took place in DDSB schools and workplaces this year that are aligned with the strategic priorities of the Ignite Learning Multi-Year Strategic Plan (MYSP).

7.0 **Communication/Implementation Plan**

The 2024 Director's Annual Report webpage will be posted publicly and will be circulated to all staff and community members through email, social media, and school websites. The report will be provided to the Minister of Education in accordance with the Education Act.

8.0 **Conclusion**

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

9.0 **Appendices**

N/A

Report reviewed and submitted by:



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



**APPROVED Minutes – Governance and Policy Committee Meeting
Wednesday, October 30, 2024 7:00 p.m., Hybrid**

1. Call to Order

Trustee Kelly Miller, Committee Vice Chair, called the meeting to order at 7:04 p.m.

Members Present: Trustees Michelle Arseneault (virtual), Tracy Brown, Donna Edwards, Mark Jacula, Stephen Linton, Carolyn Morton, Deb Oldfield, Christine Thatcher, Student Trustees Kayla Hoare (virtual), Nitishan Poopalasundaram (virtual), Shampavi Vijayakumar (virtual)

Regrets: Trustee Emma Cunningham, Shailene Panylo

Staff Present: Director of Education Camille Williams-Taylor, Associate Director Jim Markovski, General Counsel Patrick Cotter, Senior Manager Dervla Kelly

Recording Secretary: Gillian Venning

2. Land Acknowledgment

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

3. Declarations of Interest

There were no declarations of interest.

4. Approval of Agenda

MOVED by Trustee Mark Jacula

THAT THE AGENDA BE APPROVED.

CARRIED

5. Minutes

(a) Draft minutes of the Governance and Policy Committee meeting of September 25, 2024

Trustee Donna Edwards requested that a minor amendment be made to the draft minutes to indicate that OPSBA members are elected at the Annual General Meeting, which does not always take place in June and may take place in July.

MOVED by Trustee Tracy Brown

THAT THE REVISED DRAFT MINUTES OF THE SEPTEMBER 25, 2024 GOVERNANCE AND POLICY COMMITTEE MEETING BE APPROVED.

CARRIED

6. Recommended Actions

(a) Revised Director of Education Performance Appraisal Policy

General Counsel Patrick Cotter provided an overview of the report, which proposes a minor amendment to the Director of Education Performance Appraisal Policy to ensure the language of the policy more closely aligns with applicable regulations.

Trustee questions were answered.

MOVED by Trustee Deb Oldfield

THE GOVERNANCE AND POLICY COMMITTEE APPROVE THE REVISIONS TO THE DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL POLICY AS NOTED IN APPENDIX A, AND THAT THE MATTER PROCEED TO THE BOARD OF TRUSTEES FOR CONSIDERATION AT ITS NEXT MEETING.

CARRIED

(b) Revised Complaints Protocol

General Counsel Patrick Cotter provided an overview of the report, which proposes amendments to the Complaints Protocol of the Board Member Code of Conduct in response to legislative changes that will come into effect on January 1, 2025 to ensure alignment.

A recess was called at 7:20 p.m. due to technical difficulties.

7. Adjournment

MOVED by Trustee Tracy Brown

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THAT THE MEETING ADJOURN AND AGENDA ITEM 6(b) BE DEFERRED TO THE DECEMBER 11, 2024 MEETING OF THE GOVERNANCE AND POLICY COMMITTEE.

CARRIED

The meeting adjourned at 7:38 p.m. due to technical difficulties.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday November 7, 2024 6:30 P.M.

ROLL CALL:

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

Trustees: Donna Edwards Kelly Miller Michelle Arseneault

Staff: Superintendent, Andrea McAuley
System Lead, Michelle Crawford-Eade

Recording Secretary: Lisa Wry

1. **Call to Order:**

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

2. **Land Acknowledgement:**

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

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

DDSB Human Rights & Equity Statement

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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.

3. **Welcome Guests:** Ashley Romano Transition and Work Experience Coordinator Tracy Running - Secondary Representative, Kim Argier - Elementary Representative, Maritzia Basaran Autism Ontario Alternate.

Regrets: Charmain Brown, Rowin Jarvis, Trustee Michelle Arseneault.

Absent: None

4. Approval of Agenda:

That the agenda for November 7, 2024, be approved. With the addition of an item under section nine; membership request from the Abilities Centre

MOVED BY: Tara Culley

SECONDED BY: Allyson Eamer

CARRIED

5. Approval of the Minutes:

That the minutes from October 3, 2024, be approved with the correction of a typo.

Highlight for Board Augmentative and Alternate Communication (ACC) presentation, include some of the questions and answers after the presentation.

MOVED BY: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

6. Staff Reports:

Superintendent Andrea McAuley shared information and updates from the Inclusive Student Services department:

- The Psychological Services department has a new revised information flier. This flier is now on the Board website and available for circulation. If there are any questions or feedback, we are happy to share with Dr. Sara Schleien.
- The Mental Health Leadership team were looking for different affirmation cards and finding it difficult to source cards that were all appropriate; they decided to create their own with support of the Creative Services team. Andrea McAuley invited each member to choose a card from the created deck that spoke to them today.
- There is a working group of educators looking at and creating an Individual Education Plan (IEP) guide for schools, to keep formatting consistent across all schools, this will be a K-12 document; working group is a shared commitment with ETFO.
- A transportation programming working group is being created now, to create a resource for school teams to support student transportation skills (student transportation and public transportation).
- Professional Development (PD) day on November 1, 2024 this PD was Principal lead including focus areas such as student learning, attendance & engagement.
November 15 – all Educational Assistants will be involved with professional learning.
- November 20 is Classroom Support Staff Appreciation Day: ASL Interpreter, Intervenor and Educational Assistants.
- Board of Trustees move into their annual organization meeting November 18, 2024. SEAC will be reorganizing at the December 5 meeting.
- SEAC has committed to a survey every two years which puts us in a position to develop another for release in the Spring of 2025.

7. **Board:** Trustee Kelly Miller shared with SEAC members that the Board of Trustees received information at the October Standing Committee meeting: EQAO results memo, advised that the full report is on the DDSB website; updated math achievement plan; and a presentation on experiential learn. Ignite Durham Learning Foundation update. Food and nutrition memo for supports in school. Information on DDSB student participation in the Skills Ontario Events, allows students to access skilled trade learning they may not be exposed to.

8. **Presentation & Discussion: Integrated Transition Planning**

Presenter: Ashley Romano – Transition and Work Experience Coordinator

- Integrated Transition Planning is combined effort between
 - School teams – who connect with families on the day to day and share information on services and get consent from parents, caregivers, and guardians to access Inclusive Student Services teams.
 - Psychological Services – who provide assessments in support of Developmental Services Ontario (DSO) applications.
 - 2023-24 school year 27 referrals for assessments for DSO
 - 2024-25 school year 81 referrals for assessments for DSO
 - Transition Coordinator (TC) services – received 181 new referrals for TC services in the 2023-24 school year.
 - Maintain relationships with over 50 agencies and service providers in Durham Region and Ontario
- Growth in referral may be due to parents/caregivers becoming more aware of the services and the fact that we are growing in enrollment.

Ashley also shared the DRAFT overview of the Integrated Transition Planning Guide resource for student/parent/caregiver and staff resource.

- Outlines post-secondary pathways for students with developmental and intellectual disabilities with examples of what each pathway might include – pathways are fluid – helps students and families build a vision for the future.
- Also, outlines transition pathway at a glance and works as an overview of all key milestones for transitional aged youth with developmental and intellectual disabilities.
- Integrated Transition Planning earlier is key – transition milestones start at age 14.
- The next step for this resource will be making it available online with interactive pieces to genuinely work as a transition planning guide, individualized to each student.
- Complimentary to this Transition Planning Getting Started resource is the Life Beyond High School Event guide; shared digitally last week.
- These resources provide the what, why and how along with a catalog of local agencies and service providers.

After the presentation members had a brief discussion

- Michelle Crawford-Eade shared- we had a wonderful Life Beyond High School Event which was highly attended.
- Two copies of the Life Beyond High School Event Guides have been provided to each SEAC member; one as own resource and one for sharing.
- Goal is to increase the knowledge and fill a gap for families.
- Trustee Donna Edwards suggested that it might want to be considered moving up the transportation training earlier.
- Ashley and Braden have been working with schools and getting the message out to

- educators.
- A Google classroom has been created and shared with schools. Within the Google classroom there are links for guidance departments and ISS Heads for supporting students with an IEP.
- Administrative Council recommended the resource be reviewed at DDSB's Indigenous Advisory Circle for their feedback at their meeting in December, to ensure that the resource was sensitive to the culture experiences of Indigenous students and families.

9. **Business Arising from the Minutes**

- SEAC Parent Involvement Committee (PIC) Representative:
Jennifer McLaughlin has volunteered to be the SEAC representative on PIC.
- SEAC Webinar Update
Planning committee will include Jennifer McLaughlin, Charmain Brown and Eva Kyriakides
- SEAC Member at Large Sub-Committee Recommendation
SEAC Chair Eva Kyriakides thanked all applicants for their interest. Candidate of interest has children with special education interests, strengths and needs and is a work as a communicative disorders assistant and provide speech therapy in remote communities.

Looking to put that person forward to the Board of Trustees for approval with a motion.

MOTION TO THE BOARD OF TRUSTEES TO APPROVE THE SEAC RECOMMENDATION THAT CANDIDATE J.W. BE APPROVED AS REPRESENTATIVE FOR MEMBER AT LARGE.

MOVED BY: Tara Culley SECONDED BY: Elizabeth Daniel
The name of the nominee is Jessica Wells.

We will reach out to applicants and thank them for their application and to Jessica to let her know that she will be putting forward to Board for approval to be a member of SEAC.

- Membership request from Abilities Centre – not a parent association. Can SEAC have service providers that are non-voting members. The voice is intended to be family and caregiver membership. If they had an alternate, we could offer them a non-voting membership which would need to be approved by Board.

MOTION TO APPROVE ABILITIES CENTRE AS A NON-VOTING MEMBER SHOULD AN ALTERNATE IS BE ESTABLISHED

MOVE BY: Allyson Eamer SECONDED BY: Elizabeth Daniel

- Tara Culley shared Joseph Wrigley Principal of Lakeside P.S. is hosting a listening circle and Tara will be presenting about what SEAC is and what the associations represented.

10. **Association Reports & Committee Reports**

- Durham Down Syndrome Association Presentation

Tara Culley shared a presentation about the Durham Down Syndrome Association (DDSA)

History

- Started in 1983, the Durham Down Syndrome Association (DDSA) was created to provide a support system for persons living with Down Syndrome (DS) and their families.
- Today, we proudly support 90 families within the Durham region.
- The association is a source of information & support for new and existing parents/caregivers of children with Down Syndrome.
- The association actively fundraises and receives donations as an official registered charity, to support its members.
- The association provides a wealth of programs and events for its members and others who wish to participate.
- There are also larger organizations at the provincial and Canadian levels.
Down Syndrome Association of Ontario (DSAO)
Canadian Down Syndrome Society (CDSS)

World Down Syndrome Day was designated by the United Nations in 2012 as the 21st day of March and is recognized internationally annually.

Our Mission:

- To continue building a supportive, inclusive community by providing social and active events for people with Down Syndrome and their families.

Our Vision:

- To build a supportive and welcoming community for people with Down syndrome and their families, by creating opportunities for social interaction, active participation, family networking and resource sharing.
- To build support for our members within the Durham Region community by raising awareness of Down Syndrome and fostering inclusive relationships with our neighbours and other community organizations.

What is Down Syndrome?

A typical human has 46 chromosomes (arranged in 23 pairs), but people with Down Syndrome have 47.

That extra chromosome usually sits on the 21st pair.

- Affects ~95% of people with DS

As such, the typical medical diagnosis is called Trisomy 21.

- Translocation – the extra chromosome sits on another chromosomal pair
- Mosaic (means “combination”) – some cells have 3 chromosomes, some just 2

This manifests in many ways, in varying degrees in each person.

- Physical issues and heart defects
- Speech and language delays
- Hypotonia (low muscle tone)
- Cognitive delays

Resources

- Durham Down Syndrome Association: www.ddsa.ca
- Down Syndrome Association of Ontario: www.dsao.ca
- Canadian Down Syndrome Society: www.cdss.ca
- World Down Syndrome Day: www.worlddownsyndromeday.org

A community of support for families which includes special events for young people and families.

Additional Association Information:

- Autism Ontario is offering a 'Pathways to Special Education Support: Meet & Greet for Families-future dates still available.
- LDADR is having a few presentations at the Ajax Library on November 17 from 1:00-3:00.

11. **Correspondence**

- University of Toronto OISE Psychology Clinic-Offering psychological assessments

12. **Community Concerns**

No community concerns raised.

13. **Celebrations & Successes**

Tara Culley shared that her son Adam just celebrated his 18th birthday.

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

December 5, 2024, is the SEAC organizational meeting, it is very important to have quorum at this meeting.

The Board will organize on November 18.

15. **Adjournment**

That the meeting does now adjourn at 8:09p.m.

Adjournment called by SEAC Chair Eva Kyriakides

MOVED BY: Tara Culley SECONDED BY: Allyson Eamer

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

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Report Special Education Advisory Committee (cont'd)
November 7, 2024

Table 1 Action Items

ACTIVITY	RESPONSIBILITY	DATE COMPLETED
Send previous Survey and results out to members	Lisa Wry	November 8, 2024
Link to the Standing report from November 4	Lisa Wry	November 8, 2024
Link to donations Ignite Learning Foundation	Lisa Wry	November 8, 2024
Share with Administrators Psychological OSIE Clinic- Psychological Assessments and Supports for Students	Lisa Wry	November 29, 2024

Durham District School Board (DDSB)

Inclusive Student Services Impact Update

2024-2025 • Issue 2

Integrated Transition Planning

In a commitment to supporting achievement, well-being and pathways within School Achievement Plans, how we plan for, support and celebrate students whose achievement is other than an Ontario Secondary School Diploma (OSSD) is important.

Integrated Transition Planning begins at age 14 for youth with developmental and/or intellectual disabilities. Early planning is key to ensuring that students, and their families/caregivers:

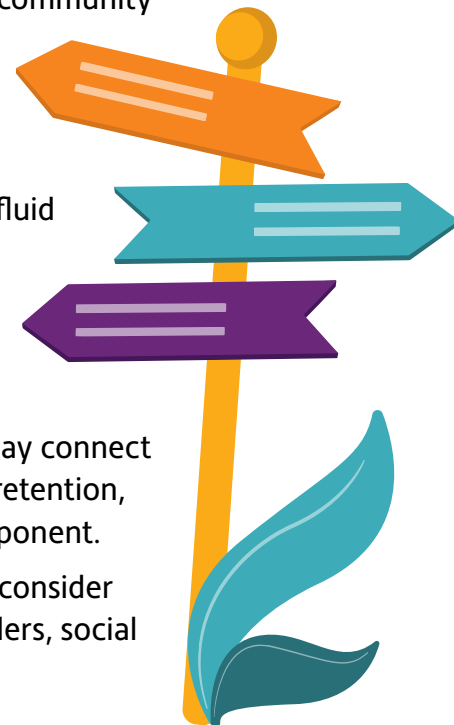
- are centred in planning (goals/hopes);
- have access to information and;
- that supports such as [Developmental Services Ontario](#) (DSO) application requirements such as recent assessment are planned.

Transition planning is personalized for each student. All transition plans should include a range of considerations, both long and short-term. Long-term considerations may include the transition to postsecondary activities and services like day programs, while short-term considerations may lead to opportunities through their school and in the community before transitioning to post-secondary pathways.

Post-Secondary Pathways

Each student's pathway will look different shaped by students' unique strengths, needs, and vision for the future. Post-secondary pathways are fluid and change over time.

- **Continuing Education:** Students wanting to continue their education may look into modified college programs like Co-Operative Education through Community Integration (CICE).
- **Employment:** Students looking to follow the pathway to employment may connect with employment service providers for support with job searching and retention, employment readiness programs, or programs with a volunteering component.
- **Community:** Students wishing to explore community participation may consider connecting with community-based services such as day program providers, social groups, sports leagues, or other supported opportunities.



Importance of Families/Caregivers

Integrated Transition Planning is about future planning. Families and caregivers share the responsibility with school teams to initiate conversations on transition planning for their child. When families and caregivers take an active role in the development of their child's transition plan, there is a better chance the plan is successful and appropriate for the child's future. Families and caregivers hold a wealth of information on their student's unique strengths, needs, and vision for the future.



"Having support as we navigate the transition to adult services and plan for life after high school really helps. I know I don't have to do everything alone."

—Parent

”

Importance of School and District Support Team

Each student's classroom team is their first circle of care and support at school. Classroom teams include professionals in a variety of roles including Teachers, Educational Assistants and may include others, for example Intervenors and ASL Interpreters.

The school team is central in transition planning processes with students and families/caregivers. The team is also able to draw on the expertise of district staff to support Integrated Transition processes. Two examples:

Transition Coordinator Team members support school teams in developing Integrated Transition Plans for students with intellectual or developmental disabilities. This support is tailored to meet the unique needs and pathways of each student. Coordinated planning can include transition meetings with students, families, school teams and community partners. During the 2023-24 school year, 181 new referrals were made to Transition Coordinators. There are currently 315 students being supported by Transition Coordinators. Further, Transition Coordinators collaborate with key community partners across the region to ensure that relevant resources, programs and services supporting the transition to adult services are shared with students, families and school teams in a timely manner. The Transition Coordinator team maintains contact with over 50 services providers across Durham Region and Ontario.

"The Transition Coordinator knows of resources, how to access resources, and is another caring adult who our families can rely on. As well, I've been able to locate information for myself that lets me do a better job as a Practical Learning Program class teacher".

—Anderson C.V.I. Teacher

Psychological Services team members may provide assessments that support application to DSO. These assessments can occur anytime during the young person's school career, as they can also inform transitions that occur from class to class, grade to grade, and elementary to secondary school. This support is responsive to individual student needs and pathways; the number of assessments fluctuates year to year as a result. During the 2023-2024 school year, 27 assessments in support of DSO access were completed. At this time in 2024-2025, information is currently being reviewed based on 81 referrals. Consideration will be made for what information is already available as some students already have assessments considered current for purpose of programming and application and assessments will be confirmed for those requiring.

“Transition coordination has been seamlessly integrated into our annual planning to support both students and families on a yearly basis. Together, in combination with Guidance and Inclusive Student Services, transition coordination has taken student success and achievement to the next level!” –Eastdale C.V.I. Inclusive Student Services Team

Importance of Community Partners

Integrated Transition Planning plays an integral role in getting students and families connected with community partners. This is one of the first opportunities for families to familiarize and engage with community partners as they prepare for life beyond high school. When looking at student’s pathways, this often includes direct support from community partners through their services. Engaging with community partners is essential for effective transition planning, helping families and caregivers understand the services available when students turn 18 or 21. Community partners provide comprehensive information on support and services available.

““

“The Transition Coordinator team is very passionate about their role and supporting teens with disabilities. That passion really shows up in their commitment to help all teens and parents—there hasn’t been a question or request that they haven’t been able to support us with.”
–Melly’s Workplace, Community Partner

“I would tell students and families to gather as much information as they can from the transition coordinator, take advantage of the meeting times they are offered and really use them as a resource and a guide to transitioning from children’s services to adult services.”

–Community Living Ajax Pickering Whitby, Community Partner

””

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



REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday December 5, 2024 6:30 P.M.

ROLL CALL:

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

Trustees: Donna Edwards Kelly Miller Michelle Arseneault

Staff: Superintendent, Andrea McAuley
System Lead, Conor Jinkinson

Recording Secretary: Lisa Wry

1. **Call to Order:**

Superintendent Andrea McAuley called the meeting to order at 6:31 p.m.

2. **Land Acknowledgement:**

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

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3. **Welcome Guests:** Lisa Wray-Secondary Representative, Melissa Cook-Elementary Representative

Regrets: Jennifer McLaughlin, Jessica Wells.

Absent: None.

4. Approval of Agenda:

That the agenda for December 5, 2024, be approved. With the addition of an item under section nine; membership request from Grandview Kids

MOVED BY: Trustee Michelle Arseneault SECONDED BY: Trustee Donna Edwards

CARRIED

- a) Superintendent Andrea McAuley informed committee members of the election process for the positions of SEAC Chair and Vice-Chair following the Ontario Education Act Regulations.

Tara Culley nominated, Eva Kyriakides for 2025 Chair of SEAC. Eva Kyriakides accepted the nomination. Nominations were called three times for the position of Chair of SEAC with no further nominations Eva Kyriakides was acclaimed Chair of SEAC for 2025. SEAC member Eva Kyriakides as the newly elected Chair assumed the role and conducted the remainder of the meeting. Chair Eva Kyriakides thanked committee members for electing her to the position of Chair of SEAC.

- b) **Election of the Vice- Chair:**

SEAC Chair Eva Kyriakides called for nominations for the position of Vice-Chair.

Elizabeth Daniel nominated Tara Culley for position of Vice-Chair and following three calls Tara Culley was acclaimed Vice-Chair for SEAC 2025.

5. Approval of the Minutes:

That the minutes from November 7, 2024, be approved.

MOVED BY: Elizabeth Daniel SECONDED BY: Tara Culley

CARRIED

6. Staff Reports:

System Lead Conor Jinkinson shared information and updates from the Inclusive Student Services (ISS) department:

ISS Impact Update Practical Learning Program (PLP)-the focus of this program is literacy, numeracy, and practical learning skills.

Here is what students had to say about the program:

"It's like a second home and a second family."

"We learn to stick up for ourselves and others."

"We learn to cook and do laundry."

"I like that you give me independence in the kitchen."

"We learn that it's important to get fresh air and that walking helps your mood."

- Students are integrated within mainstream classrooms and as a result feel included as part of the whole school, where all students are able to build relationships and appreciation for one another.
- The classroom environments are created with our Facilities Services department to support the development of skills in our students to serve them when they leave the DDSB and help them reach their potential (e.g., laundry and cooking facilities)
- It was asked what age/grade does the PLP program start and what the practical learning would consist of for younger students. Limited number of PLP classes in primary and junior grades aligned with commitment to inclusion. Programming, in the placement class and within accommodations in regular class placements, supports life skills, literacy, numeracy and work experiences.

Superintendent Andrea McAuley proposed, and presented two draft options, for an Annual Report from SEAC. SEAC provides immense value with the expertise and heart each member brings to the table, and the consultation provided around programs and services and the breadth and depth of conversation had throughout the year. In Durham we have not had an annual report from SEAC, bringing forward a proposal to do so showing highlights of consultation, advocacy, expertise, and heart. Request to SEAC to decide if they approve of the concept, and if so, which format is preferred from an accessibility lens. Once completed the DDSB Creative Services department would assist with the publishing.

- SEAC to consider an annual report; sample draft reports were provided as a possible outline using information from meetings in 2024.
- SEAC Chair Eva Kyriakides suggested keeping the reports brief as the minutes are already posted and reviewed some of the suggested highlights.
- Trustee Donna Edward would like to see it sound more like it came from SEAC members.
- Allyson Eamer prefers the longer version because it covers topics and gives weight to what SEAC is and does. Consider highlights at the end of each meeting to help build the report rather than going back twelve months.
- This report would be available to the public and would include direct quotes of impact.
- Tara Culley suggested that members use November minutes to test how it would be built to, create a template for use in 2025.
- Suggestion to have a committee that captures what and why information.
- During conversation at meetings, it could be announced that something that is said should be highlighted "that's a highlight."
- Consider categories without it growing to the minutes.

SEAC Chair Eva Kyriakides asked members their preference of whether they start fresh for 2025 or keep a smaller version for 2024. A vote was taken by a show of hands with the question of - who would like to start with 2024?

- The consensus of the group was that starting in 2025 would give time to build a more thoughtful and representative document.

- Suggestion to create and share a google document for collaboration where all members can add items during or after the meetings; to build on-going through the year.
- Perhaps reviewing content quarterly.

MOTION TO CREATE AN ANNUAL REPORT STARTING IN 2025.

MOVED by: Rowin Jarvis SECONDED BY: Allyson Eamer

7. **Board:** Trustee Kelly Miller shared with SEAC members that the Board of Trustees received information at the Board Meeting on December 2, 2024, including a report on 2SLGBTQIA+ Compendium of Action and approved SEAC Member at Large. Trustee Donna Edwards added that the compendium for action is in the first draft, and Trustees are excited because it ties everything together with action items. Kelly Miller mentioned within the compendium there is a great list of terms for reference.

8. **Presentation & Discussion:**

SEAC Parent/Caregiver Survey Spring 2025

- Whenever we are putting together a survey, it is important to ensure that we are aligned with our multiyear strategic plan.
- Survey focus in 2023 was on communication
- Always good data in repeatability, measure of change, and different benefits of novel inquiries
- The last survey was concise, by design, with opportunity to elaborate in responses.
- Ensure that we do not unintentionally identify a student.
- Possible topic discussed: are we interested in knowing if the parents are happy with the placement, part of the reason for the question about child's current placement was looking at communication and whether families with children in varying placement receive information differently.
- Last time we landed on communication because there was a lot of questions around communication and the IPRC process was. Wanted to know where the gaps were.
- Be considerate of the time required by those completing the survey.
- Consider asking respondents if they would be interested in being a part of a focus group; further discussion regarding resources needed to conduct the focus groups.
- Action for SEAC members to review the previous survey and results; survey will be on the January agenda for further discussion.
- Findings from the last survey were shared with Administrators and SERTs. As well as informed the update to the Parent/Guardian Guide to IPRC.
- Survey 2025 – to include, at the beginning of the survey, explanation of how the information received from the last survey was put into actions.

- Specifically, as a result of the last survey, we have updated our Identification and Placement Review Committee (IPRC) invitation letter to include the IPRC Guide for Parents/Caregivers.

9. **Business Arising from the Minutes**

Parent Guardian Guide to Special Education Identification, Placement and Review Committee

- Staff appreciated the feedback from SEAC wanted to come back and ask if the changes reflected the consideration of SEAC. Any feedback would be appreciated now or by early next week.

Trustee Donna Edwards suggested it would be more helpful to have a chart or visual. Superintendent Andrea McAuley responded that a flow chart has been created and is being finalized by Creative Services to accompany the Guide.

SEAC Membership considerations:

- The Abilities Centre membership application-we have not received any further information on potential alternate.
- Grandview Kids has put forward a membership request they have named a member as well as an alternate; both qualifying in accordance with the Education Act
- Amend the language around The Abilities Centre to remove non-voting.
- Trustee Donna Edwards stated the legislation states a Parent Association with Provincial affiliation.
- Question to Grandview would be if they can put forward two members from the parent group.
- Deferred for legal consult and further discussion in next SEAC meeting.

10. **Association Reports & Committee Reports**

- Durham Down Syndrome association had their annual holiday party. With games and fun for the young ones and a dance for the teens and adults.
- Easter Seals is organizing a youth conference in March.

11. **Correspondence**

- Limestone District School Board Letter to Ontario College of Teachers.

Requesting special education training as part of the curriculum in the various Faculties of Education. This would need to come as a directive, so lobbying to the Ministry and the Ontario College of Teachers.

SEAC Chair Eva Kyriakides asked members if the DDSB SEAC would also like to write a letter.

MOTION TO WRITE A LETTER FROM THE DURHAM DISTRICT SCHOOL BOARD. SEAC SUPPORTING THE LETTER FROM LIMESTONE DISTRICT SCHOOL BOARD.

MOVED BY: Allyson Eamer SECONDED BY: Tara Culley

12. Community Concerns

Tara Culley attended and presented at the Lakeside P.S. listening circle. Listening to ways to improve the school and what things are going well. It was a fantastic, relaxed networking opportunity for families, which resulted in community building. There will probably be another follow up session in the new year.

13. Celebrations & Successes

Trustee Donna Edwards Town of Ajax had its first ever International Day of Persons with Disabilities Film Screening-film featured was "A New Story".

Trustee Edwards is also celebrating that her son earned his G2 driver's license.

Next S.E.A.C Meeting

January 9, 2025

14. Adjournment

That the meeting does now adjourn at 8:45p.m.

Adjournment called by SEAC Chair Eva Kyriakides

MOVED BY: Tara Culley SECONDED BY: Allyson Eamer

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

Table 1 Action Items

ACTIVITY	RESPONSIBILITY	COMPLETION
Survey focus ideas/generate for January meeting	SEAC members	Note: Thoughtexchange created and circulated to SEAC members to gather input
SEAC Membership – Voting/Non-Voting Legal Consult	Staff	December 2024
Draft Letter re advocacy for inclusion of special education training in Bachelor of Education Programs	Allyson Eamer to draft	Prior to January 2025 SEAC for inclusion in agenda package; needed before January 2, 2025.
Establish SEAC shared Google Doc for recording notes towards 2025 SEAC Annual Report	Lisa Wry to set up file and link	Prior to January 2025 SEAC

Durham District School Board (DDSB)

Inclusive Student Services Impact Update

2024-2025 • Issue 3

Practical Learning Program

The Practical Learning Program (PLP) provides intensive support while teaching and reinforcing essential skills that foster independence in activities of daily living. The program includes school and community-based opportunities for learning including workplace readiness skills. Each student's program is individualized for their unique pathway based on strengths, interests, and program support needs.

Practical Learning Program classes, in accordance with the Education Act s.181/98, have a maximum of ten students. This program is suited for students who may have intellectual disabilities, developmental disabilities, and/or autism.

Currently in the DDSB, 845 students access learning and support through 93 Practical Learning Program classes (42 Elementary and 51 Secondary).

Program Focus

The Practical Learning Program provides intensive support while teaching and reinforcing essential skills that foster independence in activities of daily living.

- Development of communication skills;
- Functional literacy and numeracy skills (Ontario Curriculum Expectations or alternative expectations with a focus on functional reading, writing and mathematics skills);
- Life Management Skills (self-regulation, advocacy, self-awareness);
- Independent living skills (grocery shopping, cooking, community engagement, vocational skills);
- Work education opportunities which may be in-school or in-community experiences;
- Healthy Living Skills (physical health and safety, social skills and relationships);
- Integrated transition planning from year to year, particularly from secondary to post-secondary.



"We learn that it's important to get fresh air and that walking helps your mood."

"We learn to stick up for ourselves and others."

"It's like a second home and a second family."

"We learn to cook and do laundry."

"I like that you give me independence in the kitchen."
 –Student quotes

Families and Caregivers

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

"The best decision I have ever made for my child's education was to join the Practical Learning Program (PLP). The educators in the program believe our children to be capable and have much to offer our society. When you start with this mindset you can only have positive growth, in all areas of development. The community that they build for our children not only within the PLP program but throughout the school community is truly inspiring. I see my child blossoming daily. I couldn't be more thankful."

-Parent



The Classroom Team

Each Practical Learning Program team is based on a foundation of one teacher and two Educational Assistants. Additional support may be in place including support from community partnerships such as GrandviewKids and provision of School Based Rehabilitative Services (Occupational Therapy, Physiotherapy supports). DDSB Inclusive Student Services team members are part of the classroom team supports and, through consent, are involved in the planning for individual students.

"The students in our Practical Learning Program classroom are a meaningful part of all the things that happen around them. They come into the classroom and know what they have to do because their schedule is in front of them. They know that they are a part of our community and are important to us... By the time they graduate, they have established a group of friends around them, they demonstrate confidence by sharing information to the class in whatever form they use to communicate and they feel valued."

-Teacher

"In our Practical Learning Program classroom, students feel safe and comfortable to express themselves in whatever way they are able. In our classroom, a student who communicates with an iPad, modeled for another student how to say hello. He also had her repeat his name. He then followed up with, "Do you like to build sandcastles? The fact that we can target communication as a specific goal and spend quality time teaching communication to the students means that they will be able to use the skills and have a voice throughout their life".

-Team Member

The Practical Learning Program—Classroom Environment

The environment within each Practical Learning Program classroom is designed to meet the diverse strengths and needs of students. Spaces and resources include, but are not limited to:

- Literacy and numeracy resources of high interest meeting students at their individual skills levels for growth;
- Access to a kitchenette for the development of meal preparation and clean up skills. Most programs utilize convection microwaves and are equipped with dishwashers to parallel equipment available through adult support programs;
- Access to laundry facilities;
- Sensory and/or multi-modal rooms available to students as a proactive means to promote self-regulation to assist students with sensory activities that promote their wellness and a return to their classroom learning.



"In our Practical Learning Program classroom, we practice self-regulation strategies daily. We have bean bag chairs, a tent, and rocking chairs to teach students different strategies to regulate."

—Teacher



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



January 2025 Dates of Significance 60

Tamil Heritage Month

New Years Day	1
Guru Gobind Singh's Birthday (Sikh)	6
Epiphany (Christianity)	6
Orthodox Christmas (Christianity)	7
Orthodox New Year	14
Thai Pongal (Tamil)	14 - 17
Epiphany (Orthodox)	19
Lincoln Alexander Day	21
International Holocaust Remembrance Day	27
Lunar New Year (Asia)	29

February 2025 Dates of Significance 61

Black History Month	Basant Panchami/Saraswati Puja (Hinduism)	2
Psychology Month	Imbolc (Druid)	3
	Women and Girls in Science	11
	Kindness Awareness Week	12
	Tu bi-Shevat (Arbor Day) (Judaism)	12 - 13
	Valentine's Day	14
	National Flag of Canada Day	15
	Random Act of Kindness Day	17
	Family Day	17
	Great Prayer Festival (Tibet, Buddhist)	22 - 25
	Pink Shirt Day	26
	Shivratri (Hinduism)	26
	Start of Ramadan (Islam)	28 - 3/1