



Board Meeting Agenda

September 16, 2019 — 7:00 p.m.



3rd Annual Welcome Back to Learning BBQ

The 3rd Annual Welcome Back to Learning BBQ held on August 28, 2019 was a tremendous success with 6,587 students, parents/guardians and community members in attendance.

The event welcomed all DDSB school communities with food, refreshments, giveaways, prizes, and entertainment to help kick-start the new school year.

DDSB Education Centre - Boardroom
400 Taunton Road E., Whitby, ON, L1R 2K6
905-666-5500 • 1-800-265-3968
ddsb.ca
Twitter: @Durhamdsb

THIS MEETING WILL BE LIVESTREAMED

Michael Barrett
Chairperson of the Board
City of Oshawa

Carolyn Morton
Vice Chairperson of the Board
Townships of Brock,
Scugog & Uxbridge

Darlene Forbes
Vice Chairperson of
Standing Committee
City of Oshawa

Patrice Barnes
Town of Ajax
Wards 1 & 2

Chris Braney
City of Pickering

Paul Crawford
City of Pickering

Donna Edwards
Town of Ajax
Ward 3

Niki Lundquist
Town of Whitby

Ashley Noble
City of Oshawa

Scott Templeton
Town of Whitby

Christine Thatcher
Town of Whitby

Sally Meseret
Student Trustee

Arlene Wang
Student Trustee

Tyler West
Student Trustee

AGENDA

**DURHAM DISTRICT SCHOOL
BOARD MEETING
Monday, September 16, 2019 - 7:00 p.m.**

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|--|-------------|
| 1. <u>Call to Order</u> | |
| 2. <u>Declarations of Interest</u> | |
| 3. <u>Moment of Silence/Acknowledgement</u> | |
| <p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.</p> | |
| 4. <u>O Canada!</u> | |
| 5. <u>Anderson C.V.I.</u> | |
| (Trustee Niki Lundquist) | |
| 6. <u>Adoption of Agenda</u> | |
| (a) APPROVED Minutes of the Special Board Meeting of May 21, 2019 | 1 – 10 |
| (b) DRAFT Minutes of the Regular Board Meeting of June 17, 2019 | 11 – 22 |
| (c) DRAFT Minutes of the Regular Board Meeting of June 26, 2019 | 23 – 25 |
| 7. <u>This Is My Story</u> | Video |
| (Chair Michael Barrett) | |
| 8. <u>Community Presentations</u> | |
| 9. <u>Ministry Memorandums – Information Update</u> | Verbal |
| (Director Lisa Millar) | |
| 10. <u>Public Question Period</u> | |
| 11. <u>Presentations/Awards</u> | |
| (a) <u>Awards</u> | |
| (i) Bruce Mather Award 2018-2019 | 26 – 27 |
| (Director Lisa Millar) | |

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	<u>PAGE</u>
(b) <u>Presentations</u>	
(i) Culturally Responsive and Relevant Pedagogy Toolkit and Website (Superintendents Mohamed Hamid/ Margaret Lazarus)	28 – 58
(ii) Engagement Strategic Plan (Superintendent Heather Mundy)	59 – 61 & Under Sep.Cover
(iii) Ignite Learning Operational Goals for 2019/2020 (Director Lisa Millar)	62 – 67 & Under Sep.Cover
12. <u>Report from the Committee of the Whole in Camera</u>	
13. <u>Director's News from the System</u> (Director Lisa Millar)	
14. <u>Recommended Actions</u>	
(a) Report: Standing Committee Meeting of September 3, 2019 (Trustee Carolyn Morton)	68 – 73
(b) Report: SEAC Meeting of May 16, 2019 (Trustee Donna Edwards)	74 – 85
(c) Report: Education Finance Committee Meetings of 2019 (Trustee Niki Lundquist)	86 – 94
(d) Short Term Borrowing Resolution (Associate Director David Visser)	95 – 96
(e) By-Law #9: Trustee Determination/Distribution/Governance (Director Lisa Millar/General Legal Counsel Patrick Cotter)	97 – 98
15. <u>Information Items</u>	
(a) Revised Health and Physical Education Curriculum (Superintendents Silvia Peterson/ Stephen Nevills)	99 – 109
(b) Capital Priorities Program (Associate Director David Visser/ Superintendent Jim Markovski)	110 – 114
(c) Draft Accommodation Plan: Trends, Issues and Future Opportunities 2019-2023 (Associate Director David Visser)	115 – 117 & Under Sep.Cover
(d) Education Development Charges – Proposed New Regulations (Associate Director David Visser)	118 – 126

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15. Information Items (Continued)

- (e) Quarterly Construction and Major Projects Progress Report 127 – 134
(Associate Director David Visser)

16. Correspondence:

(a) Action Requested:

(b) Other:

- i. Town of Ajax 135 – 136
- ii. Simcoe County DSB 137 – 138
- iii. Waterloo Region DSB 139 – 140
- iv. OSSTF 141
- v. York Region 142 – 143

17. Other Business

18. Adjournment

APPROVED

MINUTES

The Regular Meeting of the Board

Tuesday, May 21, 2019

The Regular Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

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

Members Present: Trustees Michael Barrett, Chris Braney (left at 8:37 p.m.), Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Tyler West, Risann Wright

Regrets: Trustee Patrice Barnes

Officials Present: Director Lisa Millar, Associate Directors David Visser and Mark Fisher, Superintendents Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson, Communications Manager, Peter Blake and Communications Officer, Kim Brathwaite

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence

Chair Michael Barrett 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 (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.

4. O Canada

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5. Northern Dancer P.S.

Trustee Ashley Noble welcomed the Northern Dancer P.S. Northern Fury Intermediate Band. The band performed three selections entitled "When the Saints Go Marching In," "First Light," and "Feel the Fury." Trustee Ashley Noble congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2019:49

MOVED by Trustee Donna Edwards

SECONDED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED.

CARRIED

2019:50

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF MARCH 18, 2019;

SPECIAL BOARD MEETING OF MARCH 26, 2019; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

SPECIAL BOARD MEETING OF APRIL 10, 2019;

REGULAR BOARD MEETING OF APRIL 15, 2019.

CARRIED

7. And This is My Story

Chair Michael Barrett advised trustees that starting in September 2018, the Board began a new feature entitled, This Is My Story, at every Board meeting to honour, recognize and celebrate the identity of DDSB students, staff and families. Every person has a story that makes them unique, and understanding the impact of identity helps us at the DDSB to strengthen our ability and commitment to ensuring that Equity, Diversity, Identity and Inclusion is a core priority. Tonight's edition of "And This Is My Story" features Principal David Robson, who is the Principal of Dr. S.J. Phillips P.S., in Oshawa. David shares his story about his own challenges at school as a young boy and the impact teachers had on his success. This story is inspiring, as it truly shows how staff make a difference in lives of students and how Principal Robson now impacts students in his school because of the difference educators made in his life.

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8. Presentations

There were no presentations at this time.

9. Ministry Memorandums – Information

Director Lisa Millar provided trustees with an overview of the Ministry memorandums. She noted that the Board is still waiting for the technical paper to complete the analysis and impact of the budget. The Ministry announced the new Ontario Curriculum for First Nations Metis and Inuit Studies. The new math curriculum will be released at the beginning of September and training will be provided in the Fall by the Ministry and DDSB staff.

10. Public Question Period

There were no public questions at this time.

11. Presentations/Awards

(a) Awards

There were no awards at this time.

(b) Presentations

(i) Durham Black Educators' Network (DBEN)

Superintendent Mohamed Hamid provided trustees with an overview of the Durham Black Educators' Network (DBEN) student leadership program and the And Still We Rise conference for secondary students held annually in the Durham District School Board. He introduced Cheryl Rock, DBEN Chair/And Still We Rise Co-Chair, Eleanor McIntosh, DBEN Past-Chair/And Still We Rise Co-Chair and Jennifer Seif, DBEN Media Coordinator/And Still We Rise Committee Member. The group provided trustees with a PowerPoint overview of the one-day conference. It is an amalgamation of keynote speakers, student and community facilitated workshops and a gender-based panel that is focused on a unique theme, designed to engage and provoke critical thought and deep learning. Student Ambassadors, Danielle Martin, Maxwell Heights S.S. and Keira Cawker, O'Neill C.V.I. shared inspirational readings and what they learned during the networking session.

(ii) English as a Second Language (ESL) Department 2018-2019
ESL Coach – Impact on Students

Superintendent Mohamed Hamid provided trustees with information on the impact of the updated elementary English Language Learner support model. The ESL Department is moving towards a full coaching model within which ESL coaches build teacher capacity through a job-embedded coaching model and provide support to English Literacy Development (ELD) students within the classroom. He introduced

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(ii) English as a Second Language (ESL) Department 2018-2019
ESL Coach – Impact on Students (Continued)

Erin Elmhurst, Education Officer, Maureen Verhoog, Facilitator, Karen Fry, Facilitator, Philip Fioravanti, Teacher, West Lynde P.S. and Anita Ferreira ESL Coach. The group provided trustees with a PowerPoint presentation and a video highlighting the coaching model of support and the impact on student achievement at West Lynde P.S. The ESL Department evolved the process of data collection on ELLs and the way in which school staff can access more accurate data to inform programming. They highlighted the coaching model of support, assessments, mentoring and professional development. They also answered questions of trustees.

(iii) Structured Transition and Pathway Planning 7-12, Choosing My Success, Refining My Pathway and Designing My Future

Superintendent Anne Marie Laginski introduced Kim Stuart, Student Success Lead and Facilitators Nicole Dolabaille, Denise Stirton, and Jennifer Parrington. The group provided trustees with a PowerPoint presentation highlighting the structured transition and pathway planning guides for Grades 7-12, Choosing My Success, Refining My Pathway and Designing My Future and how the guides and pathways support students as they transition from elementary to secondary school and pathway plan for their initial post-secondary destination. They shared a celebratory video and also answered questions of trustees.

12. Report from the Committee of the Whole in Camera

Trustee Carolyn Morton reported on the actions of the Committee of the Whole in Camera. Trustees dealt with appointments, personnel issues, property matters and employee relations issues.

Associate Director Mark Fisher advised that the Elementary and Secondary Vice Principal and Principal Short Lists will be shared later this evening.

13. Director's News from the System

Director Lisa Millar highlighted the following good news from the system:

The Director was honoured to participate in two official school opening events in April and May. On April 9th, Northern Dancer Public School students showed how they are *Unleashing the Global Champion Within*, through outstanding dramatic and musical performances. They also showed how DDSB's strategic priorities are an integral part of their school community.

On May 1st, the Director attended a heartfelt and memorable school opening at Viola Desmond Public School. It was an honour to meet members of Viola Desmond's family, to hear a special address from Senator Wanda Thomas Bernard and see amazing students perform.

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13. Director's News from the System (Continued)

McCaskill's Mills Public School responded to an open invitation for students to sing the national anthem at the Harlem Globetrotters game in Oshawa. Students in the school's concert band and junior choirs joined together to sing and perform O Canada. RS McLaughlin student Gracie Cook has been selected to be a Page in the House of Commons for the 2019-2020 school year. She was selected out of approximately 400 applicants based on her essay on Canadian Patriotism. In September, she will begin her studies at the University of Ottawa studying Health Sciences in French Immersion.

Mai-Lyn Puittinen is the recipient of the President's Scholarship for the Faculty of Engineering, also at the University of Ottawa. The President's Scholarship is one of the most prestigious scholarships offered by the university. It's awarded to one student in each faculty whose work and commitment provides an exceptionally good reflection of the university's objectives. Mai-Lyn will be receiving \$30,000 over the course of four years to support her academic endeavors. Gracie and Mai-Lyn were both congratulated on their awards and accomplishments.

On May 2nd students from across Durham gathered for the DDSB's 5th Annual Poetry SLAM. Ajax, Dunbarton and Pickering high schools, along with, GL Roberts, and O'Neill CVI all brought teams and fans to compete for the coveted Poetry SLAM trophy. This year's event showcased the most talented spoken word artists. Dunbarton High School was crowned champion.

Female students, staff, and community members gathered together at Brooklin High School on April 11th, and Anderson CVI on May 2nd, to celebrate female empowerment and confidence building. Both Girls Night In events offered inspirational guest speakers, fun and interactive booths, and a delicious catered dinner for attendees. Students enjoyed art therapy, karaoke, team building and much more.

The DDSB new and improved website was launched on April 25th. The site is packed with great new and improved features, such as easy calendar integration for parents and guardians, and is more mobile-friendly and AODA compliant. It also features the latest Twitter and Facebook posts on the homepage.

The DDSB reached out to parents, guardians and staff on how to improve the Ignite Learning Strategic Plan & Vision. Thought Exchange was used to retrieve and analyze the results. Thought Exchange is a dynamic online tool that engages users to share and review ideas anonymously and rate others. Trustees and senior staff will be using the input consultation in the planning for the 2019-2020 school year.

Hundreds of former students and staff members returned to Thorah Central and Beaverton Public Schools for an alumni celebration on Saturday, May 4th. It was an opportunity to reminisce, as the two schools will be consolidated following the construction of a new building on the Beaverton site.

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13. Director's News from the System (Continued)

On Saturday, April 27, Durham Black Educator's Network hosted the 8th annual And Still We Rise Elementary Conference with support from the DDSB. Community members attending were treated to a rousing keynote speech from motivational speaker, producer, and artist Sean Mauricette who engaged the audience with a presentation tailored to the conference theme, "*Be The Story*."

To celebrate South Asian and Asian Heritage Month, Durham Educators' Network for South Asians (DENSA) and Muslim Educators' Network of Durham (MEND) hosted a student voice conference at Roberta Bondar Public School on May 2nd. Students in Grades 7-10 heard from keynote speaker Anjali Joshi, and participated in workshops where they discussed how to address racism in their school, embracing their identities, and shared personal experiences.

On May 8th, the DDSB Education Centre held the first ever Secondary Student's Mental Health Symposium. The event invited Teachers and teams of high school students from across the region to help make the uncomfortable comfortable by creating awareness and reducing stigma around mental health.

May 17th was International Day Against Homophobia, Bi-phobia, and Transphobia. The Durham District School Board's Equity and Inclusive Education Department teamed up with PFLAG Durham to invite students in their school's Gay Straight Alliance (GSA) to be a part of the Reflections of Me conference. DDSB LGBTQ students and allies enjoyed sessions including *Songwriting and Queer and Drag History*. Keynote speaker Shawnee empowered students through her music, and endnote speaker Max Denley shared his journey of perseverance and self-discovery.

Applecroft Public School hosted their first ever Diversity Day on May 1st. Students jammed along with musician and human rights strategist Chris D'souza. They attended various cultural and identity workshops.

Pride Prom was held on Friday, May 3rd at the Jubilee Pavilion in Oshawa. Over 120 LGBTQ youth and their allies had the opportunity to celebrate prom in a place free of discrimination and homophobia. This year's theme was GLOW, and the youth had a fantastic time dancing, enjoying candy bars and mocktails. Free transportation was available across the Durham region to ensure access to those who wished to attend.

On May 10th, DDSB hosted a Shabbat celebration to recognize Jewish Heritage Month. DDSB students, staff and families attended along with members from Chabad, B'nai Shalom V'tikvah and Beth Zion synagogues. It was a wonderful night to celebrate Jewish heritage and identity.

On May 15th over 850 community members joined together at J. Clarke Richardson Collegiate Institute to participate in Iftaar, the breaking of the fast as we celebrate Ramadan.

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13. Director's News from the System (Continued)

On May 9th it was announced that Maxwell Heights Secondary School is one of 22 schools in Ontario to receive the 2018 Dr. Bette Stephenson Recognition of Achievement, which is presented by EQAO. This year, they are celebrating schools that supported students' passion, which led to academic success in math. Administration and the students were congratulated for receiving this special honour.

Also on May 9th the DDSB was excited to host the 7th Annual Activating Student Success Awards at Henry Street High School. Again, the Durham Black Educators' Network was happy to organize this year's ceremony as the achievements of black students in the DDSB were highlighted.

Bolton C. Falby Public School invited students, families, staff, and community partners to their Make a Difference Community event on May 9th. The free event showcased community services available to families and included a BBQ, raffle prizes, and tons of free giveaways.

On May 2nd the Equity and Diversity Committee held an evening on culturally responsive practices to support the diverse identity of our students. Many partners welcomed parents and students to discuss curriculum and culturally relevant pedagogy.

On May 6th and 7th, 32 elementary and 40 secondary DDSB students put their skills to the test at the Ontario Provincial Skills Competition. From baking, to hairstyling, to robotics, and much more, students were skillin' it! In total, DDSB students brought home five bronze medals and one silver medal. A video highlighting the event was shared.

Director Lisa Millar announced the upcoming retirement of Superintendent of Education Anne Marie Laginski. She has worked closely with Anne Marie for many years, she has been an amazing colleague and friend who has shown great leadership, outstanding knowledge, and a human touch and compassion when collaborating with students, staff and fellow administrators. She thanked Anne Marie for her hard work and dedication throughout the years. Anne Marie retires the end of August.

Dates of Significance:

May 2019	Asian/South Asian Heritage Month
	Jewish Heritage Month
	Dutch Heritage Month
May 21	World Day for Cultural Diversity for Dialogue and Development
May 21-23	Primary & Junior EQAO
May 23	Declaration of the Bab
May 25	National Missing Children's Day
May 28-30	Primary & Junior EQAO
May 29	Ascension of Bahá'u'lláh
May 31	World No Tobacco Day

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Dates of Significance (Continued)

June 2019	National Indigenous History Month Italian History Month
June 3	Standing Committee Meeting
June 5	Eid-ul-Fitr
June 7	PA Day – Elementary Schools only
June 9-10	Pentecost Shavuot
June 11-13	Grade 9 EQAO
June 11	DDSB Annual Retirement Dinner
June 12	World Day Against Child Labour
June 13	SEAC Meeting
June 16	Father's Day
June 17	Board Meeting
June 21	National Indigenous Peoples Day
June 24	La Fete National/Fete de St. Jean-Baptiste
June 26	Last Day – Secondary Schools
June 27	Last Day – Elementary Schools
June 27	Multiculturalism Day
June 28	PA Day – All Schools

14. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of May 6, 2019

Trustee Carolyn Morton presented the report of the Standing Committee Meeting of May 6, 2019.

2019:51

MOVED by Trustee Michael Barrett

SECONDED by Trustee Paul Crawford

THAT THE BOARD ESTABLISH A CODE OF CONDUCT AD HOC COMMITTEE FOR THE PURPOSE OF EXAMINING BY-LAW #12: SCHOOL BOARD MEMBER (TRUSTEE) CODE OF CONDUCT.

CARRIED

2019:52

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Scott Templeton

THAT THE REPORT OF THE STANDING COMMITTEE MEETING OF MAY 6, 2019 BE RECEIVED.

CARRIED

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(b) Report: SEAC Meeting Minutes of March 21, 2019

Trustee Christine Thatcher presented the report of the SEAC meeting of March 21, 2019.

2019:53

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Paul Crawford

THAT THE REPORT OF THE SEAC MEETING OF MARCH 21, 2019 BE
RECEIVED.

CARRIED

15. Information Items

(a) Coronation P.S. and R.H. Cornish P.S. Gifted Program Boundary

Associate Director David Visser provided trustees with information on Oshawa's northern Gifted Program Boundary, currently designated to Coronation P.S.

(b) Update on Education Development Charges

Associate Director David Visser provided trustees with an information update on Education Development Charges (EDCs). He also answered questions of trustees.

16. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

- (i) Toronto & Region Conservation Authority
- (ii) Avon Maitland DSB
- (iii) Greater Essex DSB
- (iv) Simcoe County DSB
- (v) York DSB
- (vi) Durham DSB
- (vii) The Terry Fox Foundation
- (viii) Waterloo Region DSB
- (ix) Peel DSB
- (x) Lakehead DSB

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The correspondence was listed for the information of trustees. Trustees agreed to support the correspondence received from the Waterloo DSB, with respect to full day Kindergarten, by forwarding a letter of support to the Minister of Education.

17. Other Business

There was no other business at this time.

18. Adjournment

2019:54

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Darlene Forbes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:50 p.m.

Chair

Secretary

DRAFT**MINUTES****The Regular Meeting of the Board****Monday, June 17, 2019**

The Regular Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

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

Members Present: Trustees Michael Barrett, Patrice Barnes, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Risann Wright

Regrets: Student Trustee Tyler West

Officials Present: Director Lisa Millar, Associate Directors David Visser and Mark Fisher, Superintendents Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson, Communications Manager, Peter Blake and Communications Officer, Kim Brathwaite

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence

Chair Michael Barrett 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 (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.

4. O Canada

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5. Captain Michael VandenBos P.S.

Trustee Scott Templeton welcomed the Captain Michael VandenBos Bell Club. The group performed four selections entitled "Pachelbel's Canon," "Evening Rise," "Somewhere Over the Rainbow," and "Popcorn." Trustee Scott Templeton congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2019:55

MOVED by Trustee Ashley Noble

SECONDED by Trustee Donna Edwards

THAT THE AGENDA BE APPROVED.

CARRIED

2019:56

MOVED by Trustee Scott Templeton

SECONDED by Trustee Christine Thatcher

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

SPECIAL BOARD MEETING OF APRIL 10, 2019; AND

REGULAR BOARD MEETING OF APRIL 15, 2019;

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING OF MAY 21, 2019.

CARRIED

7. And This is My Story

Chair Michael Barrett advised trustees that starting in September 2018, the Board began a new feature entitled, This Is My Story, at every Board meeting to honour, recognize and celebrate the identity of DDSB students, staff and families. Every person has a story that makes them unique, and understanding the impact of identity helps us at the DDSB to strengthen our ability and commitment to ensuring that Equity, Diversity, Identity and Inclusion is a core priority. Tonight's edition of "And This Is My Story" featured Camp Rainbow Phoenix and how it impacts DDSB students and the difference it makes to create inclusive safe spaces.

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8. Presentations

(a) Durham Region Health Department – Healthy Schools Award

Regina Elliott, RN, MN, Program Manager, Durham Region recognized the achievements of 85 schools (67 elementary and 18 secondary) from the Durham District School Board as 2018-2019 Healthy School Award recipients. This is an increase from 50 schools awarded in the previous school year. She presented the Board with plaques recognizing this achievement. She thanked the Board for its continued collaboration in promoting health and well-being in our communities and presented Chair Michael Barrett and Director Lisa Millar with plaques in recognition of the achievements.

9. Ministry Memorandums – Information

There were no memorandums at this time.

10. Public Question Period

There were no public questions at this time.

11. Presentations/Awards

(a) Awards

(i) Chairperson's Scholarship Award

Chair Michael Barrett advised that a Chairperson's Scholarship Fund was established by the Durham District School Board in May 2003 to be awarded by the Chairperson of the Board to a graduating student.

The prize is to be awarded annually to a student who:

- Is a graduating student;
- A student who exemplifies excellent leadership and citizenship;
- A student who has well represented student issues to others.

The criteria for the award is based upon the applicant meeting the eligibility requirements and a recommendation by their secondary school principal. The amount of the scholarship is \$1,000.

A Committee consisting of the Chairperson of the Board, Michael Barrett, Trustees Paul Crawford, Carolyn Morton, Ashley Noble, and Scott Templeton reviewed the nominations. The Committee decided to award the Chairperson's Scholarship for 2018/2019 to Haiqa Tahir, a student at Maxwell Heights S.S.

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(i) Chairperson's Scholarship Award (Continued)

Haiqa has been a highly involved and contributing member of the Maxwell community since she arrived in grade nine. She has helped to cultivate a positive school climate. Haiqa was the grade 9 representative for Student Council and she has been a Student Ambassador throughout high school. In grade 11 she moved up to the Minister of Promotions on Council, and for 2018-2019 she became the Student Council Prime Minister. She is a modest, unifying force within the school. In Grade 11, Haiqa was an executive member of the DECA, the business club at school. In that club she worked collaboratively and individually to solve business problems and hone her leadership skills. She continued to participate in the club in grade 12. She is also Prime Minister of the Muslim Student Association, which creates cultural awareness programs, such as fashion shows. The Association also hosted an Iftaar dinner and invited the teachers to celebrate with them. This year Haiqa delivered a powerful speech in a school wide diversity assembly on Islamophobia. Outside of school, Haiqa has recorded over 341 volunteer hours and her life continues to be centered around volunteering and leadership. She has taught children grade 3-4 age at her mosque through the Muslim Children of North America organization. As well, she has volunteered at Norman G. Powers P.S. In her limited spare time, she enjoys gaming and digital art activities. Next year, Haiqa will be studying Mechatronic Engineering at Ontario Tech. She is already involved with an Islamic Relief organization at the university. Haiqa has been an extremely dedicated leader at Maxwell Heights S.S. promoting unity and diversity within the school and the community at large. Haiqa Tahir exemplifies leadership and citizenship making her a worthy recipient of the Chairperson's Scholarship. Chair Michael Barrett and Trustees Paul Crawford, Carolyn Morton, Ashley Noble, and Scott Templeton presented Haiqa Tahir with a certificate of recognition and the scholarship award.

(ii) Learning Disabilities Association Abilities Scholarship Award

Superintendent Andrea McAuley provided trustees with information about the Abilities Scholarship 2019 recipient. The Learning Disabilities Association of Durham Region (LDADR) and the Durham District School Board (DDSB) partner to provide an annual \$1000.00 Abilities Scholarship Award. This scholarship recognizes a DDSB high school student who has a diagnosed Learning Disability and who will be continuing studies (apprenticeship, college or university) in the upcoming academic year. A committee comprised of members of the Learning Disabilities Association of Durham Region and Durham DSB SEAC reviewed the nominations to determine the recipient. The 2019 Abilities Scholarship recipient is Mallory McDonald from G.L. Roberts CVI. Mallory's submission highlighted her journey as a learner including the challenges and successes related to having a Learning Disability. In September, Mallory will be continuing her studies at Durham College. Chair Michael Barrett and Trustees Donna Edwards and Christine Thatcher presented Mallory MacDonald with a certificate of recognition and the scholarship award.

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(b) Presentations

(i) Student Trustee Recognition

Chair Michael Barrett, on behalf of the Trustees, thanked Student Trustees Sally Meseret and Risann Wright for their contribution and leadership on behalf of the students of the Board over the 2018/2019 academic year. Chair Michael Barrett and Vice Chair Carolyn Morton presented Sally Meseret and Risann Wright with a keepsake and wished them the best in their future studies. Student Trustee Tyler West was absent from the meeting.

A video of the current student trustees highlighting their impact and memories of the year was shared with trustees.

12. Report from the Committee of the Whole in Camera

Trustee Carolyn Morton reported on the actions of the Committee of the Whole in Camera. Trustees dealt with personnel issues, property matters and employee relations issues.

13. Director's News from the System

Director Lisa Millar highlighted the following good news from the system:

Recently two DDSB schools celebrated great milestones. Sinclair Secondary School recognized their 25th anniversary on May 25th and Waverly Public School's 50th anniversary BBQ on June 4th. It was wonderful to walk down memory lane with former and current students and staff at these great schools. Everyone had a great time.

Risann Wright was recently honoured with the TD Scholarship for Community Leadership. The \$70,000 scholarship, along with an offer of paid employment for 4 summers is offered to students who help support change, nurture progress, and contribute to making the world a better place.

Sally Meseret has been elected as the 2019-2020 President of OSTA-AECO, the Ontario Student Trustees' Association. In her role, Sally will represent and be a strong, effective, and positive voice for over 2 million students across the province.

Scholarship recipients Emma Lord and Carsten Trotter, Grade 12 students from Brooklin High School, set the bar high, exemplifying student success and leadership. Lord is the recipient of a \$30,000 Western University National Scholarship – Faculty of Science Award. Trotter is the Queen's University Chancellor's Award winner who will be receiving \$36,000 towards his education. In addition, Carsten is also Brooklin High School's Valedictorian. Both students received their awards for outstanding academic performance and all-round excellence in extra-curricular activities and community involvement.

Regular Meeting of the Board Minutes
June 17, 2019

13. Director's News from the System (Continued)

On May 23rd, over 350 black male students from grades 8-10 had the opportunity to network and learn about technology, design, and digital literacy while also engaging in positive transitions at the third annual Cypher: Black Male Empowerment Conference. Cypher was once again held at Durham College, and this year's agenda featured keynote speaker, Randall Adjei and several workshops for our many students and staff in attendance.

On June 3, 25 schools and 500 students participated in *We Walk for Water* at the Ajax Waterfront. The event helped raise awareness of water scarcity, locally and globally, and included powerful speeches and calls to action for everyone to do more to help. Students also raised funds for *Me to We* to support water initiatives in Kenya.

DDSB secondary students from Grades 9-12 were invited to submit a 3-5-minute short film to the *Gettin' Legendary Replay Film Festival and Challenge*. This was the second time G.L. Roberts CVI organized the challenge and this year participation more than doubled, with 12 films screening at the red-carpet reception on May 30th.

On May 21st, the Grade 7 students from Westcreek Public School released 96 salmon fry, which are baby salmon, into Duffins Creek at the Greenwood Conservation Area. The initiative is part of the Bring Back the Salmon program. Students participated in a hands-on classroom hatchery program, as they were given salmon eggs to monitor for five months before releasing them into the creek.

In recognition of Jewish Heritage Month, Edith Gelbard shared her incredible survival story with Grade 7 and 8 students at Stephen G. Saywell Public School. After fleeing her home in Austria and then again in Belgium, Edith went into hiding from the Nazis, and was forced to live under a different name and religion in a home for fugitive children in France. Edith's story is told in the popular book *Hiding Edith* by Kathy Kacer. After her moving presentation, Edith answered students' questions about her life experiences, and signed books.

On June 6th, students in Grades 4-10 who self-identify as First Nations, Métis or Inuit took part in our Indigenous Student Celebration Day. The event was filled with fun, engaging cultural experiences and workshops ranging from fiddling and hoop dancing to Treaty exploration. The day focused on education, awareness and fostered connection and pride amongst attendees.

On June 15th Durham Carifest was held once again. DDSB is a proud sponsor of this event which celebrates the culture of the Caribbean Diaspora in the Durham Region, with food, community organizations, music and dancing. This year students from Viola Desmond Public School and Bolton C. Falby Public School both performed and had lots of fun.

On June 11th we celebrated the dedicated careers of our retiring class of 2019. This year's Retirement Dinner congratulated and paid tribute to over 130 retiring staff and guests for the contribution to public education and the growing of young minds at the DDSB. It was our pleasure to honour them.

Regular Meeting of the Board Minutes
June 17, 2019

13. Director's News from the System (Continued)

Director Lisa Millar took the opportunity to extend well wishes to a couple members of the Senior Team. Associate Director of Education Mark Fisher, is leaving to become the Director of Education at Thames Valley District School Board.

Superintendent Anne-Marie Laginski was also congratulated on her retirement. She is moving on to another path after a dedicated career of putting the success of DDSB students first.

At the May Director's Coffee Break, the DDSB Education Centre all came together to talk about how we can continue to make a difference in our community. We shared data about hate crimes and groups impacted. We looked at data connected to anti-Semitism, islamophobia, anti-black racism and hate crimes against the LGBTQ community. Our staff were incredible and have begun to plan a campaign against hate which will be launched in the fall.

To support our commitment to inclusion, a video in honour of Pride Month was shown. A simple question was asked – "What do you wish people knew about being LGBTQ?" The response was truly moving.

Dates of Significance:

June	National Indigenous History Month
	Italian History Month
June 21	National Indigenous Peoples Day
June 24	La Fete National/Fete de St. Jean-Baptiste
June 26	Last Day – Secondary Schools
June 27	Last Day – Elementary Schools
June 27	Multiculturalism Day
June 28	PA Day – All Schools
July 1	Canada Day
Aug. 5	Simcoe Day
Aug. 6	First Day of Classes – Elementary Modified
Aug. 12-22	Summer Learning Institute
Aug. 19-21	Gettin' Ready for High School – Secondary Modified
Aug. 19-22	Gettin' Ready for High School – Secondary Regular
Aug. 26	First Day of Classes – Secondary Modified
September 2	Labour Day
September 3	First Day of Classes – Elementary Regular
September 3	First Day of Classes – Secondary Regular

Director Lisa Millar wished everyone a great summer.

Regular Meeting of the Board Minutes
June 17, 2019

14. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of June 3, 2019

Trustee Carolyn Morton presented the report of the Standing Committee Meeting of June 3, 2019.

2019:57

Moved by Trustee Patrice Barnes

Seconded by Trustee Niki Lundquist

THAT THE ADJUSTMENT OF THE ANNUAL TRUSTEE EXPENSE REPORTING PERIOD TO DECEMBER 1 TO NOVEMBER 30 BE APPROVED.

CARRIED

2019:58

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Patrice Barnes

THAT THE REPORT OF THE STANDING COMMITTEE MEETING OF JUNE 3, 2019 BE RECEIVED.

CARRIED

(b) Report: SEAC Meeting Minutes of April 25, 2019

Trustee Donna Edwards presented the report of the SEAC meeting of April 25, 2019.

2019:59

MOVED by Trustee Donna Edwards

SECONDED by Trustee Christine Thatcher

THAT THE REPORT OF THE SEAC MEETING OF APRIL 25, 2019 BE RECEIVED.

CARRIED

(c) Official Naming of the Unnamed Oshawa P.S.

Superintendent Jamila Maliha provided trustees with information to approve the official naming of the Unnamed Oshawa P.S.

Regular Meeting of the Board Minutes
June 17, 2019

(c) Official Naming of the Unnamed Oshawa P.S. (Continued)

2019:60

MOVED by Trustee Ashley Noble

SECONDED by Trustee Darlene Forbes

THAT THE BOARD APPROVE THE NAME ELSIE MACGILL PUBLIC SCHOOL AS THE OFFICIAL NAME OF THE UNNAMED OSHAWA PUBLIC SCHOOL IN OSHAWA, ONTARIO.

CARRIED

(d) Notice of Motion: By-Law #9: Trustee Determination/Distribution/Governance

Director Lisa Millar and General Legal Counsel Patrick Cotter presented the following Notice of Motion:

- (a) THAT BY-LAW #9 BE AMENDED BY DELETING THE FOLLOWING TEXT AND SUBSTITUTING THE PROPOSED TEXT:

DELETED TEXT:

THE DURHAM DISTRICT SCHOOL BOARD IS A PUBLIC CORPORATE ENTITY COMPOSED OF ELEVEN (11) TRUSTEES, ELECTED BY PUBLIC SCHOOL RATEPAYERS FOR A FOUR-YEAR TERM TO REPRESENT THE MUNICIPALITIES OF AJAX, BROCK/UXBRIDGE, OSHAWA, PICKERING, SCUGOG AND WHITBY. THE BOARD OF TRUSTEES, AS MANDATED BY THE CURRENT EDUCATION ACT, 1998, HAS A COLLECTIVE REGIONAL RESPONSIBILITY OF GOVERNANCE AND POLICY MAKING FOR PUBLIC EDUCATION IN ACCORDANCE WITH THE PROVISIONS OF THE ACT, ITS REGULATIONS AND OTHER RELEVANT LEGISLATION.

THE NUMBER OF TRUSTEES ON A DISTRICT SCHOOL BOARD IS DETERMINED UNDER THE EDUCATION ACT (SECTION 58).

THE DISTRIBUTION OF TRUSTEES IS GOVERNED BY ONTARIO REGULATION 412/00 (ELECTION TO AND REPRESENTATION ON DISTRICT SCHOOL BOARD). A REPORT IS PROVIDED TO THE BOARD BY STAFF IN ADVANCE OF EACH MUNICIPAL ELECTION, OUTLINING THE DISTRIBUTION OF TRUSTEES.

PROPOSED TEXT:

THE DURHAM DISTRICT SCHOOL BOARD ("DDSB") IS A STATUTORY CORPORATION UNDER SECTION 58.5 OF THE EDUCATION ACT, R.S.O. 1990, C. E.2, (THE "EDUCATION ACT"). THE BOARD OF TRUSTEES IS THE GOVERNING BODY OF THE DDSB. THE DUTIES AND POWERS OF THE BOARD OF TRUSTEES ARE AS SET OUT IN THE EDUCATION ACT. DECISION

Regular Meeting of the Board Minutes
June 17, 2019

- (e) Notice of Motion: By-Law #9: Trustee Determination/Distribution/Governance (Continued)

MAKING AUTHORITY RESTS WITH THE BOARD OF TRUSTEES AS A SINGLE BODY, NOT WITH INDIVIDUAL TRUSTEES.

THE NUMBER AND DISTRIBUTION OF ELECTED TRUSTEES IS DETERMINED PURSUANT TO THE PROVISIONS OF THE EDUCATION ACT AND THE REGULATIONS THEREUNDER.

- (b) THAT STAFF BE INSTRUCTED TO REPORT TO THE BOARD AT THE NEXT MEETING ON A PROPOSED CONSOLIDATED AND UPDATED GOVERNANCE BY-LAW TO REPLACE ALL EXISTING BY-LAWS WITH A SINGLE COMPREHENSIVE GOVERNANCE BY-LAW.
- (c) THAT THE BOARD ESTABLISH A JOINT STAFF/TRUSTEE WORKING GROUP TO REVIEW THE PROPOSED CONSOLIDATED BY-LAW AND PREPARE A DRAFT BY-LAW FOR THE BOARD'S CONSIDERATION.

Chair Michael Barrett advised that Part (c) of the proposed recommendation can be considered this evening with the remainder of the recommendation being a Notice of Motion to be considered at the September Board meeting.

2019:61

MOVED by Trustee Chris Braney

SECONDED by Trustee Darlene Forbes

THAT THE BOARD ESTABLISH A JOINT STAFF/TRUSTEE WORKING GROUP TO REVIEW THE PROPOSED CONSOLIDATED BY-LAW AND PREPARE A DRAFT BY-LAW FOR THE BOARD'S CONSIDERATION.

CARRIED

15. Information Items

- (a) Incident Ad Hoc Committee Final Report

Superintendent Georgette Davis provided trustees with an update of the commitments completed by the Incident Ad Hoc Committee from February 2019 to June 2019. She introduced Chris Conley, Research Manager, and Ken MacNaughton, Administrative Officer, Safe Schools who provided trustees with a PowerPoint overview of the ongoing proactive supports for school practices, staffing and training, and next steps recommendations and future actions. They also answered questions of trustees. Additional information requested by trustees will be discussed at the next Ad Hoc meeting.

Regular Meeting of the Board Minutes
June 17, 2019

(b) Annual Operating Plan – End of Year Update

Director Lisa Millar provided trustees with an end of year update regarding the annual Operating Plan.

(c) 2019-2023 Official Enrolment Projections

Associate Director David Visser provided trustees with information on the October 31, 2019 Official Enrolment Projections (OEP). He also answered questions of trustees

(d) Quarterly Construction and Major Projects Progress Report

Associate Director David Visser introduced Christine Nancekivell, Chief Facilities Officer who presented trustees with the Quarterly Construction and Major Projects Progress Report. They also answered questions of trustees.

16. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

- (i) Ontario North East DSB
- (ii) Durham DSB
- (iii) Durham DSB
- (iv) Hamilton-Wentworth DSB
- (v) Halton DSB
- (vi) City of Oshawa
- (vii) OPSBA

The correspondence was listed for the information of trustees.

17. Other Business

There was no other business at this time.

18. Adjournment

2019:60

MOVED by Trustee Ashley Noble

SECONDED by Trustee Chris Braney

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

Regular Meeting of the Board Minutes
June 17, 2019

The meeting adjourned at approximately 8:47 p.m.

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Wednesday, June 26, 2019

The Special Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

Chair Michael Barrett of the Durham District School Board called the meeting to order at 7:38 p.m.

Members Present: Trustees Michael Barrett, Patrice Barnes, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher

Regrets: Trustees Chris Braney, Paul Crawford

Officials Present: Director Lisa Millar, Associate Directors David Visser and Mark Fisher, Superintendents Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson, Communications Officer Charles Senior

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

2019:CW61

MOVED by Trustee Scott Templeton

SECONDED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

The agenda was amended to include the Report from the Committee of the Whole In Camera.

Regular Meeting of the Board Meeting Minutes
June 26, 2019

3. Report from the Committee of the Whole in Camera

Trustee Carolyn Morton reported on the actions of the Committee of the Whole in Camera. Trustees dealt with transfers and placements and personnel issues.

Associate Director Mark Fisher advised that the transfers and placements will be shared with the system tomorrow morning.

4. Consideration of the 2019-2020 Draft Budget

Associate Director David Visser presented trustees with information to approve the 2019-2020 draft budget. He also answered questions of trustees.

2019:62

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Carolyn Morton

THAT THE TRAVEL REIMBURSEMENT RATE BE INCREASED TO
\$0.52/KILOMETRE FOR ALL KILOMETRES TRAVELLED, EFFECTIVE
SEPTEMBER 1, 2019 BE APPROVED.

CARRIED

2019:63

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Darlene Forbes

THAT THE 2019-2020 DRAFT BUDGET CONTAINING TOTAL REVENUES OF
\$849,178,256 AND TOTAL EXPENSES OF \$851,553,406 PREPARED IN
ACCORDANCE WITH PUBLIC SECTOR ACCOUNTING BOARD (PSAB)
STANDARDS, BE APPROVED AS PRESENTED, PENDING MINISTER
APPROVAL OF THE IN-YEAR DEFICIT FOR COMPLIANCE PURPOSES OF
\$10,883,045.

CARRIED

5. Adjournment

2019:64

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Ashley Noble

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

Regular Meeting of the Board Meeting Minutes
June 26, 2019

The meeting adjourned at approximately 7:47 p.m.

Chairperson

Secretary

THE DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO - The Durham District School Board**DATE -** September 16, 2019**SUBJECT -** Bruce Mather Award 2018-2019**PAGE NO.** Page 1 of 2**ORIGIN -** Lisa Millar, Director of Education**1. Purpose**

To inform the Board of the 2018-2019 Bruce Mather Award winner.

2. Background

Bruce Mather served as Director of Education during the period 1984 to 1989. When he retired, the Durham Board of Education established the "Bruce Mather Award" to recognize his service to education.

The prize has been awarded annually to a staff member (or staff team) having made an exceptional contribution to the growth of others. The gift of money accompanying the award can be used to enhance the project or area being recognized. Due to the completion of the funds allocated upon his retirement in 1989, this will be the final year for the Bruce Mather Award.

3. Current Winner

A Committee consisting of the Chair of the Board, Michael Barrett, Vice-Chairperson, Carolyn Morton, and the Director of Education, Lisa Millar, reviewed nominations and have selected Natalie Morgan, Guidance Head, Peer Tutor Advisor, Brooklin H.S. as the recipient for the 2018/2019 school year.

Natalie Morgan has been described as an extremely professional, compassionate, dedicated and committed individual whose focus is on student success and continually building positive relationships with all educational stakeholders.

Natalie Morgan co-created pathway transition material (Transitions, Progressions and Destinations booklets) that continue to be utilized system-wide by the Board as a best practice series of documents. As one of the initial Credit Recovery teachers in the Board, she worked to create a Board Credit Recovery Information Package for teachers and administration.

Natalie Morgan is always willing to make time to meet with students in crisis and has helped hundreds of students over the course of her career.

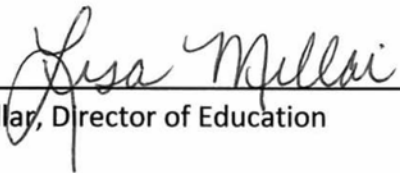
4. Current Winner

Student success and skill development has been supported by engaging students in diverse learning experiences to support personal and academic growth. Through her personal and academic counselling, she encourages students to take initiative and demonstrate leadership. She has been extremely instrumental in building a very positive school culture by encouraging high participation in extra curricular activities. She coordinates and publish Club and Team charts for our entire school community so students can participate in activities that engage and connect. In her role as Guidance Counsellor, Natalie excels supporting students' emotional and mental health needs while providing students with the tools and strategies to help themselves.

Natalie Morgan coordinates the Student Leadership and Mentoring Program and teaches senior student leaders to deliver important cooperative learning lessons to our Grade 9 students about digital citizenship, bullying and other vital life skills. She understands the importance of gathering student voice to ensure a safe, inclusive and accepting learning environment.

As an individual whose unrelenting commitment to the well-being of her students and the school community is outstanding, Natalie Morgan is a deserving recipient of the Bruce Mather Award.

Report reviewed and submitted by:



Lisa Millar, Director of Education

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: September 16, 2019

SUBJECT: Culturally Responsive and Relevant Pedagogy Toolkit and Website

PAGE NO. 1 of 3

ORIGIN: Lisa Millar, Director of Education
Margaret Lazarus, Superintendent of Education
Mohamed Hamid, Superintendent of Education**1. Purpose**

The purpose of this report is to provide Trustees with an overview of the Culturally Responsive and Relevant (CRRP) Toolkit and Website.

2. Ignite Learning Strategic Priority/Operational Goals

Equity - *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

- The CRRP Toolkit and Website supports all operational goals through the lens of Equity by building capacity to ensure the success for all students, staff and community members.

3. Background

The Durham District School Board continues to uphold equity and inclusivity as essential in ensuring excellence in all schools and departments. In accordance with the Canadian Charter of Rights and Freedoms principles, the Ontario Human Rights Code, and as outlined in PPM No. 119, the Board and our staff are committed to ensuring that all students reach their full potential eliminating all discriminatory barriers that may exist whether because of commission or omission.

To strengthen our capacity as a system to do this, the DDSB developed and launched the Equity Strategic Plan in 2018 which identified 5 key priorities:

- Develop staff capacity to develop and implement practices that honour and engage Indigenous ways of knowing.
- Challenge and change structures, tools and practices that create barriers to success and engagement for students, staff or school community members.
- Diversify the staff complement and cultivate climates where staff, students and families from many communities and social realities feel valued and optimistic about their involvement in the organization.
- Partner with community leaders, agencies and services to serve the needs of our students, staff and communities reflecting their diverse lived experiences and social realities.
- Implement the principles of Inclusive Design.

The CRRP Toolkit and Website design allow for the knowledge building required to operationalize all five priority areas.

4. Analysis

The CRRP Toolkit and website are built on the foundation of Culturally Responsive Pedagogy: Towards Equity and Inclusivity in Schools (Ministry of Education, 2013), Culturally Relevant Teaching (Ladson-Billings, 1994; 2001; Morrison, Robbins & Rose, 2008) and Culturally Responsive Teaching (Gay, 2000). These tools provide resources to develop the following characteristics of Culturally Responsive Educators:

- Socio-Cultural Awareness
- High Expectations
- Desire to Make a Difference
- Constructivist Approach
- Deep Knowledge of Students

This is done by using the Six Threads of Inclusive Design:

- Engaging Voice
- Engaging Parent, Family, and Community
- Analyzing Data
- Designing Instruction
- Environment as Third Teacher
- Building Leadership Capacity

Contained within these tools are specific resources, tasks and activities that School and System leaders can use with staff to ensure that learning spaces are built around the identities of the students that we serve in Durham. Teachers, in turn, engage students with relevant curriculum content that is responsive to the students in their classroom.

5. Evidence of Impact

The CRRP Toolkit and Website support the implementation of the Equity and Diversity Strategic plan 2018-2021. It is anticipated that perceptual data will reveal increasing evidence of public confidence in the Durham District School Board's commitment to ensuring equity and inclusion with all communities feeling valued, protected and promoted within the system.

We will know we have been successful when, as a board, we see evidence of where we are making a difference.

- Schools drawing on the voices and realities of our students to make responsive programming decisions

- Schools ensuring their programming is authentic and reflects the lived experiences and abilities of all learners
- Schools building the collective capacity and leadership of all students, staff and communities
- Schools utilizing student equity data, inclusive of everyone, to determine patterns of success
- All classrooms and schools honouring the voices and lived realities of parents, families and communities in local and global contexts
- The Durham District School Board having trained educators who understand and lead the fundamental principles of the CRRP

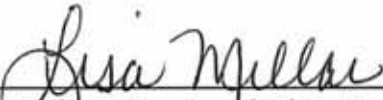
6. Conclusion

This report is respectfully submitted to Trustees for information.

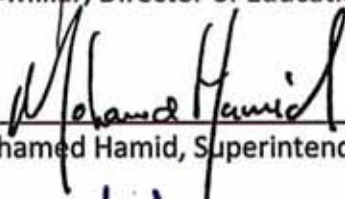
7. Appendices

Appendix A: Becoming a Culturally Responsive Pedagogical Practitioner – A Teacher's Guide

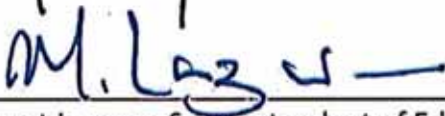
Report reviewed and submitted by:



Lisa Millar, Director of Education



Mohamed Hamid, Superintendent of Education



Margaret Lazarus, Superintendent of Education

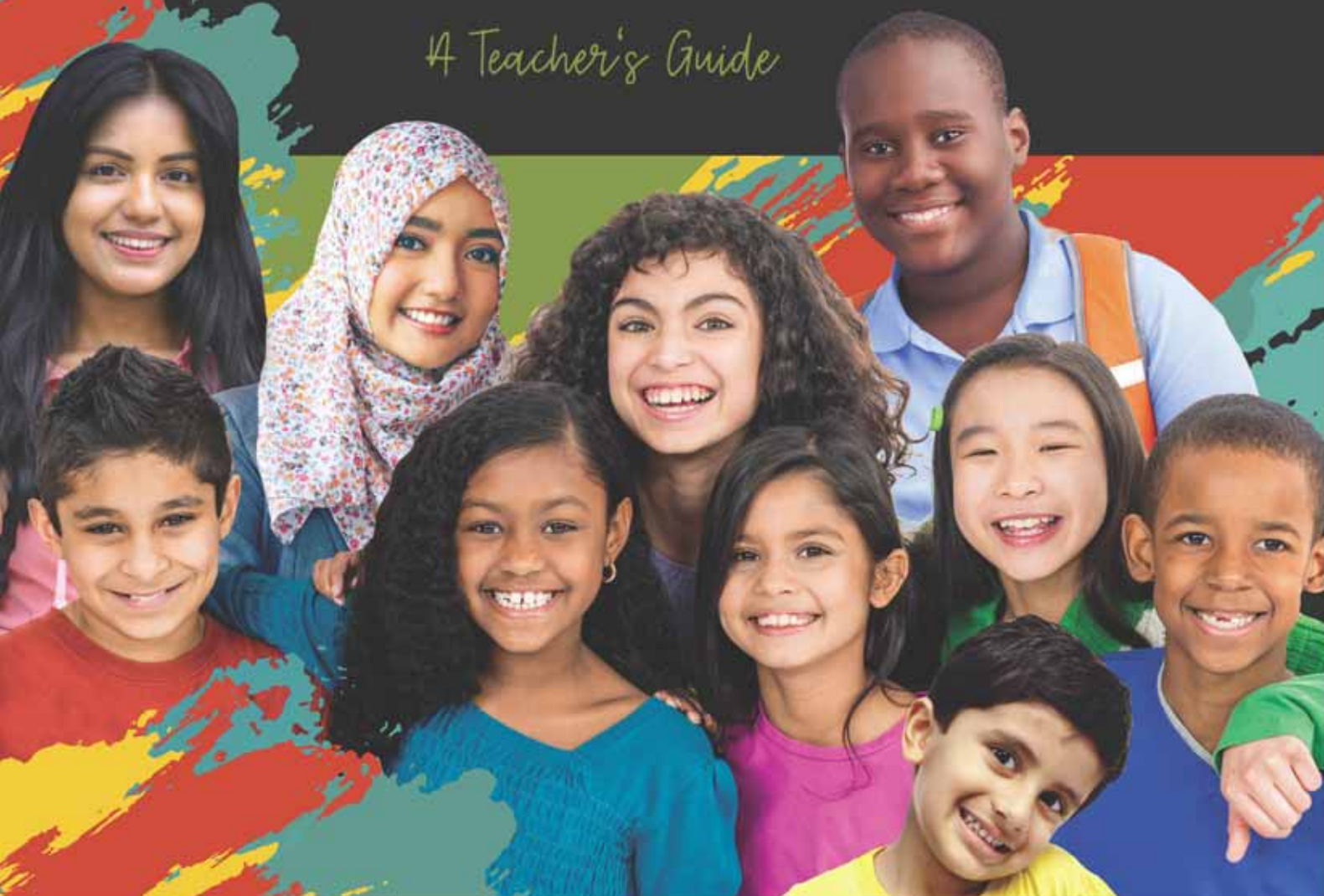


CRRP

Culturally Relevant *and* Responsive Pedagogy

Becoming A Culturally Responsive Pedagogical Practitioner

A Teacher's Guide



Igniting Culturally Relevant and Responsive Pedagogy into DDSB Classrooms

The purpose of this guide is to provide teachers with ideas, tools and strategies to create an environment that promotes cultural identity, inclusive pedagogy and proportional outcomes for all students. The goals are to move educational practice from teaching about culture to teaching through culture as a way to bring depth and breadth and significance to all aspects of the curriculum, to achieve coherence across the district in the area of culturally relevant and responsive pedagogy (CRRP), and to describe a variety of instructional practices, strategies, and sample lessons for embedding CRRP in Durham District School Board (DDSB) classrooms. This will be achieved by:

- Building and fostering relationships with parents, students and community to gain a deeper understanding of who our students are;
- Building teacher capacity in creating culturally relevant education for all students; and
- Intentionally focusing on student engagement and consequently student achievement.

SUCCESS
We value
your achievements.

WELL-BEING
We value
how you feel.

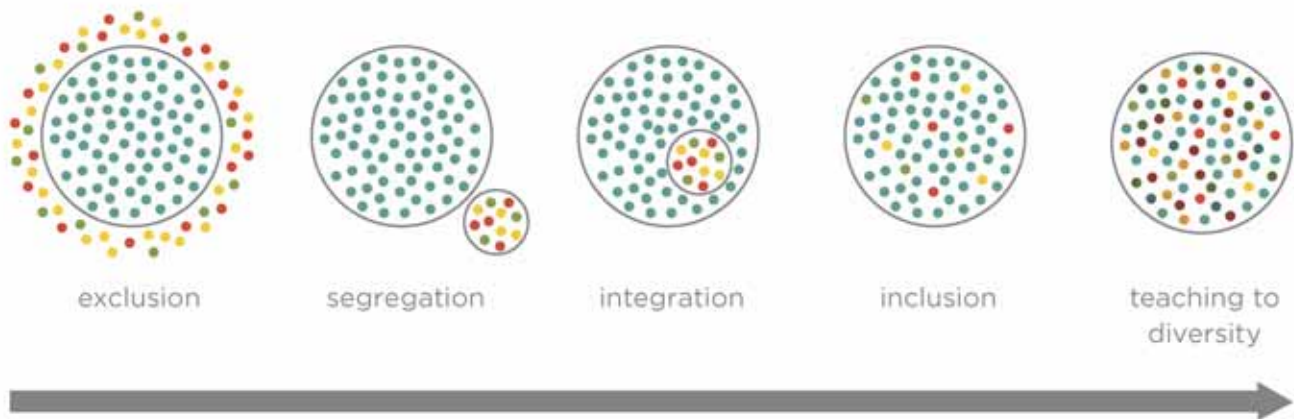
LEADERSHIP
We value
how you grow.

EQUITY
We value
who you are.

ENGAGEMENT
We value
your involvement.

INNOVATION
We value
forward thinking.

DDSB MULTI-YEAR STRATEGIC PRIORITIES



What is Culturally Responsive and Relevant Pedagogy?

The Ministry of Education of Ontario describes culturally relevant pedagogy as: teaching that recognizes all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity. (*Ontario Ministry of Education, 2013*) To expand on this definition Culturally Relevant and Responsive teachers, provide a student-focused practice where students' cultural needs and identity are fostered to promote student success. (*Lynch, 2012*)

When looking at what Culturally Relevant and Responsive Pedagogy embodies, we need to dig deeper than cultural celebrations, pictures on the wall and promoting identity. We have to expand into our teaching practices and provide students with a place where not only do they see themselves in the curriculum, but the curriculum is ignited by their cultural identity, a place where voice and community collaboration drives instruction and students' identity is used as an instructional tool.

“Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone”

Dei et al., 2000

“Culturally responsive instruction has a positive impact on the academic outcomes of minority students.”

Butler, 2019

Why does CRRP matter?

If we truly desire to ensure equitable outcomes for students then we have to embed student identity and pedagogical needs into our daily practice. Students who can see, hear, and feel that they are included in their own education are more engaged and more likely to succeed.

“

In other words, we can expect that, in a truly equitable system, roughly the same proportions of each community will excel, do satisfactorily, or do poorly, as in the total student population. If, as is currently true, they do not, the system needs to be fixed.

”

For the Love of Learning, Royal Commission of Learning 1994
www.edu.gov.on.ca/eng/general/abcs/rcom/full/volume4/chapter16.html

Resources

Butler, E., (2019). *How to make instruction culturally responsive (and why you should)*

Lynch, M., (2012). *What is Culturally Relevant Pedagogy?* Huffpost.

The Capacity Building Series K-12 from the Ministry of Education, *Culturally Responsive Pedagogy: Toward Equity and Inclusivity in Ontario Schools* outlines the six characteristics of CRRP, highlighted and summarized as follows:

SOCIO-CULTURAL CONSCIOUSNESS

Culturally responsive educators understand the social, historical and political context of education, question their own attitudes, behaviours and belief, come to terms with forms of discrimination understanding how it can affect the experiences of students in their class. Educators create an environment that is safe, inclusive and welcoming of all.

HIGH EXPECTATIONS

Culturally responsive educators believe, affirm and support all children to be successful, thus creating a culture of high expectations and genuine respect for all students. They convey the message that students WILL succeed.

DESIRE TO MAKE A DIFFERENCE

Committed to being agents of change, culturally responsive educators create conditions for learning that is beneficial for all students.

CONSTRUCTIVIST APPROACH

The curriculum is brought to life because it is connected to students' real lives and capitalizes on their cultural backgrounds rather than attempting to negate them, and promotes inquiry-based learning. It is student-centered as the students play an active role in creating and developing their own learning experiences.

DEEP KNOWLEDGE OF THEIR STUDENTS

The home-school connection is emphasized as educators work to build strong relationships with their students' families to gain a deeper understanding of who their students are. In this way, integration of students' lived experiences in the daily learning of the classroom is seamless. As a result, students see themselves reflected in the curriculum.

CULTURALLY RESPONSIVE TEACHING PRACTICES

Learning experiences are designed to be relevant, authentic and connected to students' lives. In this way, students and parents feel valued, supported and engaged in the daily learning of the classroom.

Resources



Ontario Ministry of Education. (2013). *Culturally Responsive Pedagogy. Capacity Building Series, Secretariat Special Edition #35*

“

Becoming culturally responsive is an ongoing process that evolves as we learn more about ourselves, our world and other cultures. To become culturally responsive, first look at your own culture--especially if it is part of our country's dominant culture--from the worldview of others; have an open mind to what you don't understand; and be ready to learn new ways of looking at and doing things.

”

Northwest Regional Educational Laboratory, 2005, p. 6

What does CRRP look and sound like in the classroom?

- Students actively engaged in their own learning.
- Examples and analogies being used reflect the students' lived experiences.
- The curriculum resources reflect multiple perspectives relevant to your students.
- Lessons contain a cultural perspective representative of your students.
- A variety of assessments being used? (ie: portfolios, exhibits, oral presentations, debates...)
- The culture of the classroom is inclusive to all students.
- Community resources are included.
- Lessons and assignments are built around students' interests.
- Students work collaboratively in mixed ability groupings.
- Students are encouraged to be the experts in seeking out knowledge.
- Tasks have multiple entry points.
- Tasks presented invite higher order thinking.
- A wide variety of instructional strategies are being used.
- Students listen carefully to ideas and opinions of others so they can understand their thinking and reasoning.
- Classroom dialogue centered on student thinking and solutions.



The 3rd Teacher
Monograph



My university professors made me feel natural in my skin, so I could use my story and voice as a tool in my learning

(Son, 2019)



CRRP Teachers need to think about...

During your exploration of this guide consider the following questions and how they relate or connect to your classroom and your school. Culturally responsive pedagogical practitioners, recognize that students are not a monolithic group. In order to honour the multiple identities that their students bring to the classroom, the following are questions teachers should focus on when planning programming:

IN YOUR CLASSROOM

1. In what ways do you intentionally integrate parts of your students' identities and experiences in your teaching practice?
2. How are you responsive to your school community in your classroom?
3. How do you encourage active participation of students of all identities in your classroom?
4. What is the impact on students when we do not acknowledge the complexity of their identities?
5. How do you consider student voice and identities when you: plan assessment? assign homework? create collaborative groups?
6. Where can you incorporate an inquiry approach in your instruction?
7. How well do you know your students as individual learners? What can you do to know them more?
8. What are some modifications that you can make to your curriculum so that it is more reflective and inclusive of your students?
9. How do you give voice to different perspectives in your classroom?

IN YOUR SCHOOL

1. How could you start a staff discussion towards becoming more intentionally culturally responsive?
2. How have you created an atmosphere of trust with your parents and students so they are comfortable telling "their" story?
3. Consider the resources in your classroom and school. Where and how are your students represented?
4. How are the identities of your students reflected in your school? (eg. on the walls, extracurriculars, languages etc.) Whose voices are missing?
5. How do you recognize the experiences of families in your school?

IN YOUR SCHOOL COMMUNITY

1. What does the demographic data tell you about the students in your school community?
2. Consider the tasks that you assign your students. Is there an opportunity for them to relate culturally and personally?
3. How well do you know the world that your students live in? How can you learn this from your students and parents?

Embedding CRRP strategies must be motivated by an urgent need to change what is "the way we have always done things" to what should ensure equitable and proportional outcomes for every student.

Resources



Equity Continuum - Centre for Urban Schooling - University of Toronto

This resource will guide schools to assess their current practices and provide areas to support moving equity and inclusive education forward

cus.oise.utoronto.ca/UserFiles/File/EquityContinuumSamplePage.pdf

CREATING CULTURALLY INCLUSIVE EDUCATIONAL SPACES

- Take the time to get to know your students, their stories and their families
- Let the students guide your planning
- Set goals and take small steps
- Work with a teaching partner to help you develop your confidence and skills
- Access Board Resources - Website, Media Library, Facilitators
- Include staff, students and community when planning lessons
- Be committed to constantly examining and reflecting on your biases
- Visit classrooms of colleagues who feel comfortable sharing their strategies

CRITERIA FOR CHOOSING BIAS-FREE RESOURCES AND MATERIALS

- Texts should represent a variety of different marginalized groups (gender, race, religion, socioeconomic, LGBTQ, physical/ mental ability groups, body types, etc.)
- Key players are represented for various/different contributions (look beyond stereotypes)
- When telling the story, make sure it comes from a position of power (hero/heroine not always the victim); examine the author's perspective
- Consider the backgrounds of the author and illustrator
- Use current faces/voices, not just voices from the past (current contributions)
- Check illustrations for stereotypes or tokenism

Culturally Responsive Teaching Strategies



Adapted from Prodigy - Author Marcus Guido
www.prodigygame.com/blog/culturally-responsive-teaching/#list

1 LEARN ABOUT YOUR STUDENTS

At the start of the year or semester, demonstrating a desire to adapt your teaching style to students can help them feel valued.

Because open communication should uncover their learning needs and preferences, try:

- Distributing questionnaires, asking about interests
- Handing out surveys, gathering information about learning styles
- Holding open discussions, allowing students to talk about positive experiences from past classes
- Using Community Circles to learn about students and build a sense of community in your classroom

Once you've gathered enough information, tell the class you'll focus on adjusting your teaching approach to help them learn as best as they can.



Deepening Knowledge
 - Dr. Nicole Bell - OISE presentation

2 CREATE A LEARNING PROFILE - INTERVIEW STUDENTS

You'll build a stronger understanding of students' values, interests and habits — as well as strengths and weaknesses — by individually asking them questions. You can use this information to create more responsive lessons and programs.

3 USE GUEST SPEAKERS

Use Guest speakers to provide multiple perspectives in your classroom. They can bring context and passion to history, geography and social studies lessons and connect with students of different identities.

4 USE MEDIA CRITICALLY IN THE CLASSROOM

Using media that positively depict a range of cultures and are relevant to your curriculum can partially address this need. Provide students with tools to analyze stereotypical depictions of students to build their critical literacy skills. Give students opportunities to create and represent media to depict themselves and express their voices.

5 ENCOURAGE STUDENTS TO PROPOSE TOPICS OF ASSIGNMENTS AND PROJECTS

By asking students to submit ideas for their own projects, the benefits of choice extend beyond free study time. Specifically, students should build confidence by showcasing their strengths. Encourage them to pitch ideas for taking a project from concept to completion.

A student must show how the product will meet success criteria in his or her pitch. If the idea falls short, give the student ideas to refine it. If the student can't refine the idea, he or she can choose a project from a list of options you provide.

Not only will you be pleasantly surprised by some pitches, but you may generate ideas for future culturally-responsive exercises and assessments.

“

As a teacher, I want to acknowledge the wisdom that resides in my students' homes. Because I live in a society that honors the wealthy and tends to hold in greatest esteem "high status" formal knowledge, I must find ways to honour the intelligence, common sense, and love that beats in the hearts of my students' families. In my classroom, I want all students to feel pride in where they come from, in their heritage and in the people who clothe, shelter and teach them.

Linda Christensen, teacher, 1999

”

6 INVOLVE PARENTS/GUARDIANS

Involving parents in their child's learning is a core part of almost any culturally-responsive teaching approach. Parents and Guardians act as the main educators and can provide cultural context. It builds a triad between teachers, students and parents to promote student achievement and success.

7 EXISTING CURRICULUM

The curriculum has a way of defining what is and isn't valued within our schools and society as a whole. (Kugler, J. & West-Burns, N., 2010) Teachers have the ability to ignite the curriculum in ways that honour and respect the cultural identity of the students. Using the curriculum in this manner demonstrates to our students and community that we value our students' identity.

Resources

Kugler, J. & West-Burns, N. (2010). *The CUS Framework for Culturally Responsive and Relevant Pedagogy. Our Schools, Our Selves*, 19(3).

Exploring Student Identity

The first few days of school are essential for teachers to establish relationships, set expectations for student behaviour, and begin to find out who their students are. In a Culturally Relevant and Responsive Classroom, it is important that both the students and the teacher understand the language they will need to discuss issues of equity and identity. The following activities are examples of strategies which can be used each day during the first few days of school to begin the process of becoming a culturally relevant and responsive classroom. These activities have been designed in a manner to allow for teachers to use daily or some of the activities can be used over multiple days to ensure that students have deep knowledge.

DAY 1

DEEP KNOWLEDGE OF STUDENTS

A culturally responsive classroom is based on strong relationships between the teacher and the students in the classroom. This is a process which begins with finding out about your students, who they are, what knowledge and experience they bring to the classroom, and what they would like to learn.

Similarities and Differences : K - 12



Have students work in pairs. Using a Venn diagram

One student writes her name above one circle and their partner writes his name above the other.

Fill out the Venn diagram with their similarities and differences. For example, if the students are of different genders, the genders would go in separate parts of each individual's circle. If they share gender, the gender would be in the overlapping part of the circles. Students are to fill in the Venn diagram with as many aspects of their lives as time allows.

Students can then share in groups of four or with the larger group. Each partner shares what they know about the other. Encourage students to find creative ways to share.

The purpose of the Identity Web is for students to explore all the different factors that define us as a person - i.e., their culture, roles, skills, talents...

This activity should be used when you are first making connections and building relationships with your students.

“Diversity need not mean adversity. Our Bonds transcend our differences.”

Affirming Identity: Identity Web: K - 12
(from p.5 - Being the Change)

Placing ourselves in the World: My Name is: Gr. 6 - 12 (page 14 - Being the Change)

Provide students with paper and colour writing tools. Have them create a poster - title page about their name, personal explanation, traditional meaning, importance, origin or even why they were given the name. Allow for creativity and stories that help students to explain the importance of their name.

The main purpose for this activity is for all students to recognize that identity matters and identity is grounded in our names. Explore “Why Examine Name?” section on page 14 and allow students to see the importance of respecting our names.

Sara K. Ahmed, *Being the Change: Lessons and Strategies to Teach Social Comprehension*

Journey into our Family Histories: Gr. 7 - 12**"Where I'm from" Poems: (page 21 - Being the Change)**

The purpose of creating "Where I'm from" Poems is to allow the writer to create a poem that includes tangible bits and memories related to the writer's identity. This activity was based around the George Ella Lyon poem "Where I'm From". See her website below.



www.georgeellalyon.com/where.html

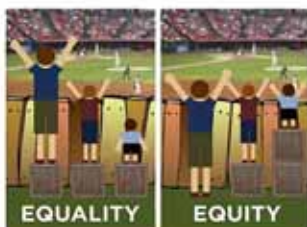
EQUITY VS EQUALITY

In a Culturally Relevant and Responsive classroom, students understand that fair is not always equal and equal is not always fair. These activities encourage students to engage with, and reflect on ideas of equity with their peers and their teacher.

Visually Speaking: Activity Gr. 9 - 12 (but could be adapted for younger grades)**Teacher/facilitator preparation**

Examine the images below:

Kids at a baseball game : On the left, three kids are watching a baseball game from behind a fence: all three are given the same size box (equality) to stand on but only two can see the game over the fence. Equality only works if all three children are the same height. In the picture on the right, equity (fairness) is promoted because the shortest child is given a second box to stand on so he can also see the game.

**Activity Instructions:**

1. Equality versus equity (10-15 minutes)

Prompt:

- a) When I show the picture below, what do you see? (all three children have the same box despite the differences in their height - equality.
- b) Does it seem fair? What is unjust about it? (An equal distribution of resources does not necessarily achieve an equal outcome)
- c) If the picture doesn't seem just, how could you fix it so it would be more fair? (Give the shorter child the tall child's box so that he can see the game too - equity)
- d) Why do you think the fence is there? Who do you think built it? Does it have to be that tall? Does it have to be there at all?
- e) Imagine that the fence is a metaphor for the shorter child's life experiences. What are some examples of resources that some kids have that others lack? (education, parks, wilderness, cell phone)

culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/



2. (In)Equality vs (In)Equity Exercise (15-20 minutes)

a) Instructions: Review the examples below. Does the situation described seem fair? How is it unjust? If it doesn't seem fair, what are some things that could be done to make it more just (equitable?).

Note: there might be different solutions to reach an equitable solution. Example Fair? If not, what could be done to make it more just (equitable)?

- A city has three times more park space per resident in its north part than in its south part.
- Access to computers and to the internet is not the same in all schools in the city.
- A city is having financial problems and has made a decision to cut its budget for its 25 community centers. It cuts the budget by having the same reduction in closing hours for all centers.
- A meeting has been planned to discuss the cleanup of a contaminated site in a community; it will be held in English. However, approximately 25% of people in the community do not speak English as a first language.
- One community has less access to healthy and affordable food than the rest of the city and has requested funding and assistance to build a community garden.

b) In the final image, a third box has been added. It represents the ideal situation where systemic barriers have been removed. How does this impact the individual who previously required supports and accommodations? How does the removal of systemic barriers benefit society as a whole?



www.theinclusionsolution.me/equity-vs-equality-eliminating-opportunity-gaps-education/

“

This country is your country. It's up to you to give it your imagination, your talent, your view of the world. And you know what? I believe that nothing is impossible for children like you... who have courage, heart and a head brimming with ideas.

Michaëlle Jean, Governor-General of Canada

”

PRIVILEGE

Privilege refers to an unearned advantage that are highly valued which a person receives by being born into a particular group. It exists when one group has something of value that is denied to others simply because of group membership and not based on what a person or group has done or failed to do (Johnson, 2006).

A Culturally Relevant and Responsive classroom is one which provides students a chance to engage in self reflection and discussion about privilege.

City Game: (Gr. 7 - 12)

Create a perfect City Game: Basic Version

Materials:

- Pencils, pens, felt pens, crayons
- Scissors, rulers
- Construction paper of different colours, manila paper, white poster paper
- Glitter, stencils

1. Divide the group into smaller groups of 6-8 people/students. Tell them that each group is to create a fair and equitable city using the materials provided.

2. Explain that we will be looking at all of the cities when we are finished.

3. Tell each group that you can only use the materials that are given to them.

4. Provide the groups with different types of materials:

Group 1: Pencils and a large sheet of manila paper

Group 2: Pencils, crayons and white poster paper

Group 3: Pencils, crayons, felt pens and assorted colors of poster paper

Group 4: Pencils, crayons, felt pens, scissors, rulers, and assorted colors of poster paper

Group 5: Pencils, crayons, felt pens, scissors, rulers, glitter, construction paper, stencils, assorted colours of poster paper and anything else that will help the group.

5. If students complain about the differences in resources simply say: "That's the way it is. Life isn't always fair." Say this in a matter of fact way and allow no changes.

6. After students have completed their posters in the allotted time you have given them, carry on a discussion that includes the following questions and any other questions you believe are appropriate.

- How did you feel when you noticed that some people had more materials (or less) than you did?
- In what ways did your resources affect your project?
- How would you have felt if I had judged your final projects for a prize or a grade? Would this be fair? Why? Why not?
- If other people were shown our posters and asked who were the most talented students in the room, whom would they say? Would these posters necessarily be a fair assessment of what all of you can do?

DAY 3 CONT'D

- Why do you think I set up this activity this way?
- Are there other situations you know about where people have advantages over others? Where they have more resources, money or power? (Provide some examples to prompt the class)
- What role might discrimination play in economic differences?
- Is it important to consider individual circumstances and opportunities before judging what a person may or may not be capable of doing? Why?
- Do you know about any programs developed by private or public organizations that address socioeconomic differences and needs? (You might share with them the following: Food banks, public housing etc.)

“

As I sit here I wonder if you, my teacher, are able to tell when I am sinking in spirit and ready to quit this incredible task. I walked a thousand miles, dear teacher, before I met you.

”

ESL/ELD student, Page 4: Many Roots
Many Voices Second document:
ELL Educators guide

DAY 4

BIAS

It is important for both teachers and students to be aware of their biases. In a Culturally Relevant and Responsive Classroom, the students and the teacher regularly reflect on and question their own biases.

Video - “Reach”

www.youtube.com/watch?v=kn0rAWhyx0g&list=PLG-ceRPs6Q7dv6aQMETWsesRnSoG4Olzq

Refusing to let Others' Biases Define us: I am...I am not"**Minds on Activity**

Have a discussion about various stereotypes and assumptions people make about others.

Ask: have you had an experience where someone assumed something about you that simply was not true? (ask for sharing and reflection)



Video - stereotypes
www.youtube.com/watch?v=XjJBjWYDTs

DAY 4 CONT'D

Additional Resources 9 Resources for Teaching about Bias

humaneeducation.org/blog/2017/9-resources-teaching-unconscious-bias/

Activity:

Complete on a slip of paper. On it, answer the following prompt:

"I am... _____"

(a truth about you others may not know that you are safe to share)

"I am not... _____"

(an assumption someone has made about you in the past that is not true based on your identity.)

Consolidate:

Ask Participants to share.

Ask: What was the point of this lesson? What will you take away from it? (possible answers: not to assume, not to believe mass media stereotypes as universally true, to monitor our bias).

Post the slips of paper in a prominent space (with permission)

“

Fairness does not mean everyone gets the same. Fairness means everyone gets what they need.

”

— Rick Riordan, *The Red Pyramid*

DAY 5

POSSIBLE CULMINATING ACTIVITIES TO CONCLUDE EQUITY BOOTCAMP

- Develop a Personal and/or Class Equity Oath
- Create an equity mural or collage
- Create an equity flag for the class
- Have students develop an inquiry project around what they see as the equity issues in their school or community
- Invite students to come with a way to share their learning with the school, or with their families

CRRP Connections to Curriculum

The following are sample lessons of how to ignite CRRP into your curriculum. These have been created to demonstrate how to incorporate culture and social culture into your curriculum. Lessons can be modified to meet the curriculum expectations for your specific subject and grade. It is important to note that making the curriculum culturally relevant for students provides a space to explore identity through culture and social culture.

ART

Grades K-5

Links to Social Studies

Making a Patchwork Quilt - Respecting Oneself and others.

Differences among students--whether based on race, religion, ethnicity, language, gender, class, or ability--don't need to create obstacles in building relationships. Each student receives a quilt square measuring 6" by 6". Students decorate the quilt to illustrate a quality, talent, or experience that they respect in themselves.

Extension: have the students describe in writing or orally their unique squares and what they learned about others from the activity.

ENGLISH

Grades 1-8

Grade 2 or primary grades*

Infusing Equity and Gender Issues in Grade 2 to deepen children's knowledge and understanding of gender equity and to help them explore practical ways to make a positive impact in the world they live by being respectful, open-minded and understanding of individual differences:

Lesson 1

What is Sexism? - Present Children's literature samples. Students respond to the books through oral discussion and write their own definition of sexism

Lesson 2

Gender Stereotyping in Literature - read Princess Smartypants and have students respond through positive problem-solving

Lesson 3

Gender and Occupations - Students look at print media images and considered gender stereotypes and occupations. Students respond through illustrations and raised critical questions

Give students a sheet of labels with the name of an occupation (eg. dentist, nurse, singer, lawyer, hairdresser). Explain to the students that they are going to create illustrations for a picture book about occupations. Once Students complete the illustration, survey the class to determine which jobs have been depicted as male and which as females. Then have the students discuss which genders are most likely associated with each occupation.

Lesson 4

Challenging Gender Stereotypes. The class is presented with a description of a student. Students make inferences as to whether the character is a boy or girls. The text, Oliver Button is a Sissy by Tomie DePaola is read. Students respond through empathetic role-playing

Lesson 5

Gender Stereotypes in the Media - looking at YouTube videos, students record their observations of the different gender behaviour in the media clips through graphic organizer and critical questions

Lesson 6

Introducing Graphic Novels - read aloud "Pinky Boo" and discuss with students whether boys or girls would like this graphic text.



Inquiry into Practice: Reaching Every Student Through Inclusive Curriculum, pp. 72-80 for additional activities to go with each lesson.

www.oise.utoronto.ca/oise/UserFiles/File/ITE_PUB_2011_COMPLETE_LR1.pdf

Writing simple Poems

"Where I am From" Poem. See p. 21-28 "Being the Change; Lessons and Strategies to Teach Social Comprehension"

"I Wonder Why" poetry format - explain to students that there is much they already know about the world and its cultures, such as that people speak many languages or that different reasons led many people from different countries to Canada. Students can write down five questions they have about the world and other cultures. They should write each question beginning with "I wonder why..."

Grades 9 - 12**Choice of texts**

Substitute Shakespeare's *Romeo and Juliet* for *Romiette and Julio* by Sharon Draper. This book is about a young Hispanic boy and a young black girl falling in love. It addresses issues such as interracial relationships, gang violence, belonging, identity, bullying and acceptance. Coupled with culturally relevant instructional approaches, authentic forms of assessment and inclusion of students' life experiences should keep students engaged and deeply involved in thematic discussion.

Shabanu, *Daughters of the Wind*, a novel by Suzanne Fisher Staples is the story of a young girl who lives in the Cholistan Desert in Pakistan and centers on her coming into adulthood. Using student-centered instructional approaches: probable passage, anticipation guides, and literature circles helped students to make predictions about the text, unearth some of the myths and stereotypes that they hold, and develop effective critical thinking skills. Topic discussed: the role of women, arranged marriages, challenges of adolescence and family relationships.*

William Shakespeare's *Romeo and Juliet*: have student connect their own struggles with the themes outlined by Shakespeare: dating, mental health and suicide, forbidden love.

Performance Poetry (Spoken Word)

Performance poetry was written by urban youths of colour in a South Los Angeles urban classroom. Using the "windows and mirrors" approach, students challenge the stereotypes and the racial and class biases that exist in their school/class. This type of poetry helps students examine their experiences and stretch their themselves beyond their own viewpoints and experiences.*

*Ann Lopez, "Student Engagement and Culturally Relevant Pedagogy" in *Inquiry into Practice: Reaching Every Student Through Inclusive Curriculum*, pp 49-53.

www.oise.utoronto.ca/oise/UserFiles/File/ITE_PUB_2011_COMPLETE_LR1.pdf

GEOGRAPHY

Grade 4-12

Natural resources around the world

Use and sustainability and the impact on cultural identity and cultural existence. Explore the PETA movement to ban seal hunting. From a cultural perspective how does banning the seal hunt impact the cultural identity of the Inuit.

Activities (can be modified to explore different geographical locations)

1. Allow students to watch the videos to understand the Indigenous perspective of the environment.
2. Have the students compare and contrast the Indigenous perspective to current Industrialized views of natural resources and the environment.

Grade 4-12

Geography, Social Studies - The International Pencil

As the world economy has expanded, interactions among people and groups both with regions and between regions have increased in number and complexity. As nations try to improve their standard of living, they develop their natural resources. Nations trade with one another for resources they need, and this exchange leads to the creation of products that may be used locally or shipped to consumers around the world. As this cycle continues, the result is often an increase in the standard of living for all countries involved as well as a tremendous increase in global interdependence. Students map out the origins of a pencil, predict and map trade and transport networks and relate what they learn about globalization.



www.nationalgeographic.org/activity/geography-of-a-pencil/

HISTORY

Grades 4- 12

Social Studies/History/Science - The World in a Chocolate Bar

The study of a common item like a chocolate bar can reveal a wealth of information about how people are connected across the globe. The activities in this lesson will broaden students' understanding of the geographic theme "movement" — the mobility and interaction of people, goods, and ideas.



www.iupui.edu/~geni/documents/Worldinacandybar.pdf

Grade 3

Building on students' knowledge of their community, students create three-dimensional geometric figures to contribute ideas for a city's plan to revitalize their community

Grade 5

Introduce students to the Ontario Budget to examine issues around provincial spending and to read, represent, compare and order large numbers

Compare spending on recreation to money needed for education, food, clean drinking water etc.

Inquiry into Practice: Reaching Every Student Through Inclusive Curriculum, pp. 84 for additional activities.



www.oise.utoronto.ca/oise/UserFiles/File/ITE_PUB_2011_COMPLETE_LR1.pdf

Social Justice Focus	Mathematical Curriculum Focus
Food equity: Where does our food come from?	<ul style="list-style-type: none"> Data management
Fair Trade: Where does our clothing come from?	<ul style="list-style-type: none"> Data management: graphing and mapping
Water consumption and conservation	<ul style="list-style-type: none"> Data management and measurement Measuring and recording capacity and volume
Global Trading simulations	<ul style="list-style-type: none"> Number sense and numeration Mathematical process: problem solving, reasoning, reflecting, connecting, and communicating
Maps of the World: Changing perspectives	<ul style="list-style-type: none"> Geometry and spatial awareness
Designing a safe and equitable playground	<ul style="list-style-type: none"> Measurement, geometry and spatial sense Identify and represent measurements of length in a variety of ways Estimate, measure, and record the distance around objects, using non-standard units

Inquiry into Practice: Reaching Every Student Through Inclusive Curriculum, pp. 85 for additional activities.



www.oise.utoronto.ca/oise/UserFiles/File/ITE_PUB_2011_COMPLETE_LR1.pdf

Afrocentric approach to teaching: Seven Principles or Nguzo Saba of afrocentric teaching. These principles are:

1. Umojaa (Unity - We join together as a family, as a community, and as a nation)
2. Kujichagulia (Self-determination - We speak up for ourselves and plan our own future)
3. Ujima (Collective work or responsibility - we work together to solve problems)
4. Ujamaa (Cooperative Economics - We support local stores and businesses)
5. Nia (Purpose - we choose a goal and work towards it)
6. Kuumba (Creativity - we use all of our own talents and appreciate the talents of others)
7. Imani (Faith - we believe in our parents, community leaders. We believe that we will win the struggle for equality)

Students can learn about these seven principles by:

- looking at historical and current figures who exemplified them
- Starting each week by writing down their Nia, or goal(s) for the week. Students can also articulate their Nia by including or linking it to one or two of the other seven principals
- Using inquiry-based learning, opportunities for self-expression and creativity are augmented

Indigenous ways of learning: Indigenous Education encapsulates the 4R principles:

1. Responsibility - creating an understanding of the responsibility between student and teacher and knowing the importance of our roles through the learning journey.
2. Relationship - between the student and the teacher are vital to the learning process, relationships can be fostered through pedagogical practices such as storytelling, where the teacher is able to understand the learning needs of the student and can provide knowledge through story.
3. Relevance - building the curriculum around what is relevant to the students, whereby they feel connected to their learning and can dig deep into the knowledge.
4. Reciprocity - honouring the gifts of knowledge we are given through our teachers and students and knowing that knowledge is a gift and not something we keep to ourselves but share with others.

Grades 4 - 12

Links to Geography (migration), History

Hip Hop is a diasporic art form with roots in Africa, the Caribbean and the United States, which now exists around the world via migration. Lesson explores the concept of cultural migration and Hip Hops roots as a diasporic art form. Students begin by considering their own family's migration patterns as well as the geographic movement of Hip Hop over the years and consider similarities and differences between them. Students should learn that Hip Hop is a very diverse culture with dance, music and visual art elements that draw from many parts of the world, not just North America

Rhymes to Reeducation: A Hip Hop Curriculum Resource Guide for Educators with Social Justice Activities, A Different Publisher, Ontario, 2014

Grade 9 -12

Links to Geography (migration)

Have students read the following article and view the video of Raptors superfan Nav Bhatia. Reflection questions: When we think of the changing landscape of Canadian identity what do we understand after reading the article and seeing the video? What themes can we determine about how identity can be embedded through sport?



theconversation.com/we-the-north-the-toronto-raptors-playoff-success-represents-a-shift-in-canadian-identity-117962



www.youtube.com/watch?v=JQzxb-lU2pk

Grade 9 -12**The Physics of the deadfall trap**

Deadfall traps are traditional hunting tools used by some Indigenous communities in Canada. These tools are particularly used for large animals such as bears, but also for animals that move quickly through the woods. The traditional technology widely used in northern Saskatchewan, explains the concept of force as well as energy of motion. When examining force we know that the weight is equal to mass times the acceleration due to gravity, which causes a quick and humane kill, respecting the animal and their sacrifice. This lesson opens the discussion to traditional ways of knowing and how Indigenous people honour all living beings.



sd73aborinaleducation.weebly.com/uploads/3/9/9/9/39998163/g5_deadfalltrapphysics1.pdf

Tap My Trees - Maple Syrup Production

The production of maple syrup has been a traditional practice for Indigenous people across North America. The science behind maple syrup production can be adapted into various science curriculums and can include but not limited to study of habitats, boiling and freezing points, temperatures. (Sample lesson below)



cdn.teachersource.com/downloads/lesson_pdf/TMT_Lesson_Plan.pdf

Grade 9 Science: Bioaccumulation and First Nation Communities

Studying bioaccumulation and the health implications for First Nation communities. This is a lesson that can speak to the health and cultural impact urban sprawl, overhunting/fishing and introducing invasive species can have on our First Nation communities.



Resource for lessons
www.osstf.on.ca/full-circle-first-nations-metis-inuit-ways-of-knowing

FIVE EQUITY-BASED PRACTICES

in Classrooms

1

Going Deeper into the Curriculum

A RESPONSIVE LESSON

- Supports students in analyzing, comparing, justifying, and proving their solutions.
- Engages students in frequent debates.
- Presents tasks that have high cognitive demand and include multiple solution strategies and representations.

A NON-RESPONSIVE LESSON

- Promotes memorization without examination.
- Encourages students to follow procedures step by step.
- Presents tasks that have low cognitive demand and emphasize one solution strategy.

ASSESSMENT CONSIDERATIONS

A Task

- requires demonstration of multiple strategies or representations;
- involves analysis and justification.

Communication

- offers meaningful feedback that draws students' attention to "making sense" of the content;
- focuses on moving students' thinking forward.

QUESTIONS FOR REFLECTION

- How does my lesson promote analysis?
- How do I support students in closely examining the concept presented?

2

Leveraging Multiple Competencies

A RESPONSIVE LESSON

- Structures student collaboration to use varying course knowledge and skills to solve complex problems.
- Presents tasks that offer multiple entry points, allowing students with varying skills, knowledge, and levels of confidence to engage with the problem and make valuable contributions.

A NON-RESPONSIVE LESSON

- Promotes individual progress at specific, predetermined levels of ability.
- Often structures group work by ability.
- Presents tasks that are rigid and highly sequenced.
- Requires students to show mastery of skills prior to engaging in more complex problem solving.

ASSESSMENT CONSIDERATIONS

Assessing a Task

- Calls for a diversified rubric and an answer key that includes concept practice such as examining patterns, generalizing, abstracting, making comparisons, and specifying conditions
- Requires looking for multiple ways that students demonstrate their knowledge, such as through the use of language, gestures, pictures, physical models, and concrete objects

QUESTIONS FOR REFLECTION

- How do I identify and support contributions from students with different strengths and levels of confidence?

3

Affirming Learners' Identities

A RESPONSIVE LESSON

- Is structured to promote student persistence and reasoning during problem solving.
- Encourages students to see themselves as confident problem solvers who can make valuable contributions.
- Assumes that mistakes and incorrect answers are sources of learning.
- Explicitly validates students' knowledge and experiences as learners.
- Recognizes learning identities as multifaceted, with contributions of various kinds illustrating competence.

A NON-RESPONSIVE LESSON

- Is structured to emphasize speed and competition.
- Connects learner identity solely with correct answers and quickness.
- Explicitly discourages mistakes and immediately corrects them, often without constructive feedback.
- Gives ambivalent value to flexibility, reasoning, and persistence.

ASSESSMENT CONSIDERATIONS**Communication**

- Focuses feedback on making sense of the mathematical idea rather than on the ratio of correct answers to the total possible
- Focuses on strengths and improvements needed;
- Points out what is productive or problematic about a student's chosen strategy.

QUESTIONS FOR REFLECTION

- How do I structure my interactions with students to promote persistence with complex problems?
- How do I discourage my students from linking speed with "smartness"?

4

Challenging Spaces of Marginality

A RESPONSIVE LESSON

- Centers student authentic experiences and knowledge as legitimate intellectual spaces for investigation of ideas.
- Positions students as sources of expertise for solving complex problems and generating questions to probe a specific issue or situation.
- Distributes content knowledge authority and presents it as interconnected among students, teacher, and text.
- Encourages student-to-student interaction and broad-based participation.

A NON-RESPONSIVE LESSON

- Disconnects student experiences and knowledge from the lesson or presupposes that students' knowledge and experiences are inconsequential to learning rigorous content.
- Ascribes content authority to the teacher or the text.
- Relegates complex problem solving to the end of lessons or reserves it for "more advanced" students.
- Segregates specific students (for example, those viewed as "low ability" or labeled as "English language learners") from the main activities.
- Restricts student "voice" to a few (often privileged) students.

ASSESSMENT CONSIDERATIONS**A Task**

- emphasizes public discussion of ideas (whole-class, small-group, pair-share)
- Requires reasoning behind correct and incorrect solutions.

QUESTIONS FOR REFLECTION

- How do I connect my students' knowledge (in school and outside school) with the main concept of this lesson?
- How do I structure a task to maximize student-generated questions?
- How do I make sure that all students have opportunities to demonstrate their content knowledge during the lesson?

5

Drawing on Multiple Resources of Knowledge

(CONTENT AREA, CULTURE, LANGUAGE, FAMILY AND COMMUNITY)

A RESPONSIVE LESSON

- Makes intentional connections to multiple knowledge resources to support learning
- Uses previous knowledge as a bridge to promote new understandings.
- Taps knowledge and experiences related to students' culture, community, family, and history as resources.
- Recognizes and strengthens multiple language forms
- Affirms and supports multilingualism

A NON-RESPONSIVE LESSON

- Treats previous knowledge as irrelevant or problematic (assuming, for example, "They lack skills," or "They don't know any content material").
- Builds on negative stereotypes of culture, community, or family, preventing lessons that connect with authentic knowledge and experiences of students. Such negative stereotypes include notions like, "Many parents are labourers – they can't help their children with school work," "Asian families support schooling – that's why Asian students are so good and so quiet," and "That is not how we approach solving those types of problems in Ontario."
- Discourages rich discourse because it is deemed too difficult for students who have not mastered standard English.
- Supports English as the only language spoken in the classroom.

ASSESSMENT CONSIDERATIONS

- A task involves the creation of stories or situations to solve or represent a problem.
- Communications offers connections to curricular ideas that students may know, but did not use in their solution or explanation

QUESTIONS FOR REFLECTION

- How do I make connections with students' previous content knowledge?
- How do I get to know my students' backgrounds and experiences to support learning in my classroom?
- How do I affirm some of my students' multilingual abilities to help them learn?
- What impact have race and racism had on my lessons?
- How can I learn from family and community members to support students' confidence in my subject and learning?
- How can I effectively communicate with families the strengths and needs of students to affirm their identities as learners and promote learning in my subject.

The above chart is based upon the work of:

Aguirre, J., Mayfield-Ingram, K., Martin, D.B. (2013). *The impact of identity in K-8 mathematics learning and teaching: rethinking equity-based practices*. Reston, VA: The National Council of Teachers of Mathematics, Inc.

CRRP SCOPE AND SEQUENCE

ELEMENTARY AND SECONDARY



This construct was inspired by the CRRP Scope and Sequence from Facing History and Ourselves. This is a construct that allows entry points at different developmental levels or over the course of a school year or semester or can be followed sequentially.

First look at the themes and how they progress and examples of what can be done in each stage.

Notice it begins with self and what is valued to a person while also analyzing what is not valued by mass media stereotypes on a personal level. Educators should also analyze their own identity and how it interplays with students (either complementary or in conflict).

In the second stage we visit assumptions/speculation/stereotypes in more depth. Lessons such as I am/I am not, or Let's Fight Racism (from the United Nations) that develop better sociocultural consciousness are great lessons to do during that time, as are activities that examine bias.

In stage three we look at further broadening this concept of counter-narratives to mass media stereotypes to create a mindset around diversity as an asset and real truth as multiple examples that break assumptions are analyzed.

In the fourth stage we shift towards current and historical institutional forms of oppressions and social justice issues. Examining these issues helps participants understand the underlying structures that bias institutions and marginalize communities of people.

The final stage is a call to action. It asks participants to consider current and historical social justice heroes and role models. By doing so it encourages students to reflect and possibly serve in that capacity – to improve the lives of all students or all identities. It is a call to Activism/Ally-ism or social justice leadership.

The second image is taken from FacingHistory.Org. It suits the secondary lens due to the depth and breadth of the scope. Lesson examples were also attached to go with each sequence. It is our hope and optimism that this scope and sequence can provide a framework to teach CRRP.

www.facinghistory.org/our-approach

Video Resources

VIDEOS FOR STAFF



www.youtube.com/watch?v=E6F5tx2gVUk

Baruti Kafele - "Forget the Achievement Gap" - Talks about the attitude gap between students who have the will to succeed and how to bring that out in students. Highlights the importance of believing in students and knowing them.



www.youtube.com/watch?v=4OW8TjY4ulU

Baruti Kafele- "You Don't Have Discipline Problems. It's BIGGER than that." - Highlights the importance of climate and culture in a classroom and school. 1) Environment for learning, 2) Attitude that we have towards the students, 3) The relationship we have with our students, 4) The compassion we have to our students, 5) The cultural relevance we have towards our students.



www.youtube.com/watch?v=ZT1zCK7aX4k

Video that shows a "race" where students take two steps forward according to certain attributes. It shows how some people have been given more opportunities than other people.



www.theguardian.com/commentisfree/video/2016/jan/13/marlon-james-are-you-racist-video

Discusses the differences between being non-racist and anti-racist. Marlon James



www.raceforward.org/videos/systemic-racism

A number of videos that examine what systemic racism is.



www.youtube.com/watch?v=D4pH6TxKzus

Chimamanda Adichie "The Danger of a Single Story" - highlights the importance of showing people a variety of representations of people/groups to ensure there is not a single narrative about a group.



Becoming culturally responsive is an ongoing process that evolves as we learn more about ourselves, our world and other cultures. To become culturally responsive, first look at your own culture—especially if it is part of our country's dominant culture—from the worldview of others; have an open mind to what you don't understand; and be ready to learn new ways of looking at and doing things.

Butler, 2019



VIDEOS FOR STAFF AND STUDENTS



www.passiton.com

A variety of videos that could be shown to students to convey key messages including:

- Reach – stereotypes about teenagers. How do people see themselves? How do we see others?
- Special Athlete – athletes with special needs competing and agreeing to cross the finish line together.



pulptastic.com/best-anti-racist-video-ever-everyone-see

Two 2 minute video where a family doesn't want to sit beside a person of colour in a Doctor's waiting room. They all go into see the Doctor and find out that the person they did not want to sit next to is the bone marrow donor who saved their daughter's life.



itstopswithme.humanrights.gov.au

Has a number of videos connected to racism

- Elevator Racism it stops with me. Man holds elevator for white lady but not black lady.
- Taxi Racism it stops with me. Person of colour and white person both waiting for taxi. The taxi wants to pick up the white man even though the other man was there first.



www.youtube.com/watch?v=lomlpJREDzw

Colin Kaepernick Nike Ad.



www.youtube.com/watch?v=whpJ19RJ4JY

Nike video called Dream Crazier which inspires women to dream crazier about what is possible.



www.osstf.on.ca/full-circle-first-nations-metis-inuit-ways-of-knowing

OSSTF: Full Circle: First Nation, Métis, Inuit Ways of Knowing - A Common Threads Resource

- This resource provides lessons for secondary teachers which embed Indigenous knowledge throughout various secondary curriculums. Video and activities may be modified to support all students.





CRRP

Culturally Relevant *and* Responsive Pedagogy



REPORT TO: Durham District School Board

DATE: September 16, 2019

SUBJECT: Engagement Strategic Plan

PAGE NO. 1 of 3

ORIGIN: Lisa Millar, Director of Education
Heather Mundy, Superintendent of Education

1. Purpose

To provide Trustees with information on the Engagement Strategic Plan.

2. Ignite Learning Strategic Priority/Operational Goals

This report supports the goals outlined in the Ignite Learning Strategic Plan in the following ways:

Well-Being

- Providing parents/guardians information on welcoming and inclusive schools

Equity

- Collaborating with multiple departments to provide resources/information on initiatives for parents/guardians

Engagement

- Gathering parent/guardians voice to support planning and next steps

3. Background

The Engagement Portfolio supports the DDSB Engagement Priority to engage students, parents, and community members to improve student outcomes and build public confidence. The Parent Involvement Committee(PIC), Parents as Partners Committee(PAP) and DDSB departments work collaboratively to gather voice, plan and execute parent/family/community events.

An Engagement Strategic Plan Committee was convened in May 2019 to create the Engagement Strategic Plan using the three pillars of DDSB Engagement:

- Connecting with Community
- Engaging with Schools
- Learning at Home



The committee was comprised of trustees, parents, superintendents and administrators.

Trustee: Scott Templeton

Parent: Jennifer McLaughlin and Robyn Skube

Administrative Officer: Michael Bowman

Elementary Principal: Mike Menheere and Stephanie Spencer

Elementary Vice-Principal: Stefanie Cole, Tina Mandal and Sandra Makris

Secondary Principal: James Klodnicki

4. Analysis

The committee met on May 28, 2019 and June 10, 2019. The committee reviewed:

School and Board Action from Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010

DDSB Engagement Priorities

PIC Thought Exchange Results

SCC Ignite Learning Strategic Plan Survey Results

PIC Setting Direction (Strengths, Areas of Growth, Opportunities and Barriers)

The committee then brainstormed Actions and Impact related to the goals within each of the three pillars. An action plan was created for 2019-2020 and 2020-2021. See Appendix A: DDSB Engagement Strategic Plan 2019-2021

5. Financial Implications

The actions of the DDSB Ignite Engagement Strategic Plan will be supported through the Engagement budget allocation.

6. Evidence of Impact

The Engagement Strategic Plan includes key indicators of impact to provide feedback on implementation.

7. Communication Plan

The Engagement Strategic Plan will be shared at the September 16th Board Meeting and October Director's Meeting, October Regional SCC Meeting and will be available on the DDSB Website.

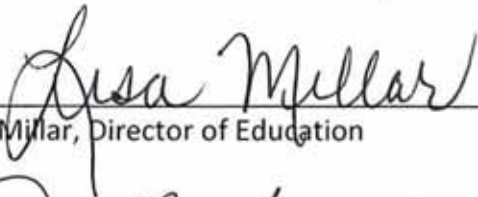
8. Conclusion

This report has been provided as information on the DDSB Engagement Strategic Plan.

9. Appendices

Appendix A – DDSB Engagement Strategic Plan 2019-2021

Report reviewed and submitted by:



Lisa Millar, Director of Education

Heather Mundy, Superintendent of Education

REPORT TO: Meeting of the Durham District School Board **DATE:** September 16, 2019

SUBJECT: Ignite Learning Strategic Plan **PAGE NO.** 1 of 3

ORIGIN: Lisa Millar, Director of Education, Secretary to the Board

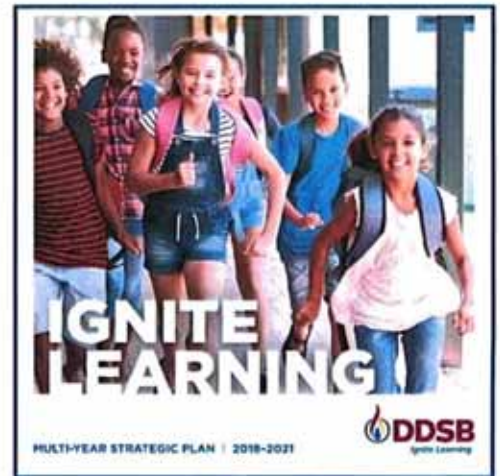
1. Purpose

To provide Trustees with the Operational Goals Action Plan to support the implementation of the Ignite Learning strategic priorities.

2. Background

Beginning in January 2018, Trustees and senior staff worked with Cundari Marketing and Communications to engage stakeholder input for the development of a new three-year strategic plan.

On June 18, 2018, the Durham District School Board Trustees approved the new Ignite Learning Multi-Year Strategic Plan.



3. Analysis:

General Learning

The input/consultation process resulted in key themes emerging regarding the implementation of the strategic priorities and annual goals.

The following key themes reflect participant voice regarding initial and ongoing implementation:

- a) Simplify – Keep it clear, simple and easy to communicate
- b) Definition and Metrics – Keep the number of priorities small and ensure that they are meaningful to all stakeholders.
- c) Meaningful Engagement – Continue to provide new and different ways for authentic voice, input and collaboration with all stakeholder groups.
- d) Communication and Training – Communicate goals and ensure there are concrete action plans to support the implementation of the goals. Provide training on the implementation of the goals that translate into concrete deliverables.
- e) Leadership – Good leadership influences everything that happens. Continue to build leadership capacity and ensure leaders provide clear direction and feedback.

ADMINISTRATIVE REPORT

3. Analysis (Continued):**Strategic Priorities**

The input consultation process resulted in six key strategic priorities for the Board to focus resources and implement initiatives and programs.

The strategic priorities are:

- Success
- Well-Being
- Leadership
- Equity
- Engagement
- Innovation

3.1 Operational Goals:

Based on feedback from the input/consultation process, Trustees and senior staff developed the Operational Goals which will determine projects, programs, training and initiatives.

Strategic Priority	Operational Goals for Each Strategic Priority
Success	Set high expectations and provide support to ensure all students and staff reach their full potential every year.
Well-Being	Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.
Leadership	Identify future leaders, actively develop new leaders, and responsively support current leaders.
Equity	Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.
Engagement	Engage students, parents and community members to improve student outcomes and build public confidence.
Innovation	Re-imagine learning and teaching spaces through digital technologies and innovative resources.

3.2 Developing the Operational Goal Action Plan:

Multi-year strategic planning meetings were held with Trustees and the senior team during March to May 2019.

The strategic planning meetings were integrated into the budget process to align planning for programs and initiatives in collaboration with budget and resource allocation.

ADMINISTRATIVE REPORT

3.3 Stakeholder Voice and Input:

One of the key DDSB Ignite Learning strategic priorities is engagement. Trustees wanted to increase engagement and input opportunities for all stakeholders.

Together the Trustees and senior team developed a Thought Exchange digital consultation process to provide opportunities for stakeholders not only to contribute and provide input on areas of focus, program needs and initiatives, but also to rank and prioritize key initiatives.

3.4 Input Data from Staff, Families, Students, Trustees and the Community:

The Thought Exchange for staff, families and community resulted in:

- 1,033 participants
- 655 thoughts/suggestions/ideas
- 22,959 rankings/prioritization of areas of focus.

Student Senate participated in an input session with a digital artist who captured student voice regarding key areas of focus, initiatives and suggestions.

Students provided the following suggestions:



3.4 Input Data from Staff, Families, Students, Trustees and the Community (Continued):

Student Senate provided input into each of the six Ignite Learning core priorities and identified the key initiatives and areas of focus to incorporate into the Operational Goals Action Plan and the leadership initiatives students will undertake.

Success:

- Achieving Goals - respect the individual goals
- Good relationship between teachers and Students
- Small victories lead to big success
- Having a support system at all times
- Fulfilment beyond grades – cater to different learning styles
- Enjoy the journey...prepare for the future – school/life balance

Leadership:

- Focus on Grade 9s
- Leadership conferences and training
- Leaders shadowing
- Identify the new leaders
- Mentorship is key
- Recognition for great leaders
- Preventative measures – destigmatize; physical resources; everyday activities

Engagement:

- Student Voice - communication student to student – hype each other up!
- Surveys - ask what people want
- School spirit – fun; leave your comfort zone
- Social media – student run?
- Encourage active school citizenship
- Partnerships – SCC, councils
- Support events

Well-Being:

- Mentoring for Grade 9's
- Deepen relationships
- Start with a warm welcome – this welcome will be the foundation for success and well-being for new students

Equity:

- Integration
- Promote belonging
- Fight racism
- Culture is celebrated/promoted
- Having IEPs and helping academics
- Improve safety – accessibility
- Anti-bullying

Innovation:

- Technology is NOT the only innovation
- Express creativity – try different approaches
- Student supports
- Systemic innovation

This student input information will also be shared with school administrators.

3.5 Data Analysis:

The Thought Exchange data which includes thoughts and ratings was deconstructed and categorized by the Ignite Learning Strategic Priorities. This data was then shared with Trustees and Superintendents to further analyze during a facilitated working session.

The senior team incorporated the Thought Exchange, student and Trustee input into the 2019/2020 Operational Goal Action Plan.

Additional data sources including student achievement, well-being data and data collected during training sessions, pilot projects, current initiatives, community and parent evenings and from the DDSB data analysis dashboard provided additional metrics to inform this year's action plan.

3.6 Operational Goal Action Plan:

Attached to this Board report is an action plan to support the implementation of the Ignite Learning strategic priorities and operational goals (Appendix A).

4. Next Steps:

1. The Action Plan will be used by the senior team to lead the quality implementation of the projects, programs and initiatives to support the strategic priorities and operational goals.
2. The Ignite Learning Action Plan will be shared with Principals and Vice Principals at a Director's Meeting to share with staff, SCC's and their communities.
3. An Ignite Learning Implementation Guide was developed and provided to school Principals to use with their staff and parent communities.
4. Superintendents will share the Ignite Learning Action Plan with their departments and teams as part of their leadership in overseeing the implementation.
5. The Ignite Learning Action Plan will be shared with various stakeholder groups such as PIC, SEAC, Regional SCC, Equity and Diversity Committee, Indigenous, DBEN, MEND, DENSA, Student Senate, Unions and other parent, community and staff communities.
6. The Ignite Learning Plan will be available to the public on the DDSB website.

ADMINISTRATIVE REPORT

5. Conclusion

1. Staff will report back to the Board on the stage of implementation of the operational goals with supporting data in January and June 2020 as part of the Ministry process for accountability for multi-year strategic planning.
2. This report and the Ignite Learning Action Plan is presented to Trustees for information.

Report reviewed and submitted by:



Lisa Millar, Director of Education, Secretary to the Board

Appendix A: Ignite Learning Action Plan

Report of the Durham District School Board
Standing Committee Public Session
September 3, 2019

The regular meeting of the Standing Committee of the Durham District School Board was held this date in Room 1017, Education Centre, 400 Taunton Road East, Whitby:

1. Call to Order:

The Chair called the meeting to order at 7:08 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Donna Forbes, Niki Lundquist, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Arlene Wang, Tyler West

Regrets: Trustees Chris Braney, Carolyn Morton

Officials Present: Director Lisa Millar, Associate Director David Visser, Interim Associate Director Anne Marie Laginski, Superintendents Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, Silvia Peterson, Communications Manager Peter Blake, Communications Officer Charles Senior

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

Trustee Darlene Forbes welcomed new Student Trustee Arlene Wang and new Superintendent of Education, Secondary Curriculum and Family of Schools, Stephen Nevills.

3. Motion to Approved the Agenda

2019:15

MOVED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED.

CARRIED

Standing Committee Meeting Minutes
September 3, 2019

4. Report from Committee of the Whole In Camera

Trustee Michael Barrett reported on the actions of the Committee of the Whole in Camera. Trustees dealt with appointments, administrative transfers and placements and personnel issues.

Interim Associate Director Anne Marie Laginski advised that the Principal and Vice Principal transfers will be communicated to the system through the Communications Department.

5. Community Presentations

There were no community presentations at this time.

6. DDSB Presentations

(a) 100 Strong Academy

Superintendent Margaret Lazarus introduced Eleanor McIntosh, Principal, Ajax H.S. who provided trustees with a PowerPoint update on the 2019 100 Strong Academy Summer Program, as the Board continues to implement the commitments outlined in the Compendium of Action for Black Students 2018-2021. She provided a program overview, highlighted why the program is effective, and who the program engaged. She also answered questions of trustees.

(b) Durham Integrated Arts Camp

Superintendent Stephen Nevills introduced Angela Davis, Curriculum Facilitator and Melissa Rabjohn, Teacher, Viola Desmond P.S. who provided trustees with PowerPoint information and highlights from the Durham Integrated Arts Camp 2019 (DIAC 2019). They showed trustees a video of two senior students who highlighted the benefits of attending DIAC. Senior students that attended DIAC performed the DIAC song for trustees. They also answered questions of trustees.

(c) Supports for Students with Autism Spectrum Disorder

Superintendent Andrea McAuley introduced Cheryl Wellwood, Special Education Facilitator and Renata Colantonio, Psychometrist who provided trustees with a PowerPoint presentation overview regarding current supports for students with Autism Spectrum Disorder (ASD) supported through the DDSB Autism Resource Team in collaboration with Inclusive Student Services colleagues and school staff. They shared a video with trustees that highlighted the programs for students with

Standing Committee Meeting Minutes
September 3, 2019

(d) Supports for Students with Autism Spectrum Disorder (Continued)

autism that are occurring within the DDSB. They also answered questions of trustees.

(e) Early Development Instrument (EDI)

Superintendent Jim Markovski introduced Stacey Lepine, Senior Manager of Early Years and Claire Morgan, Manager, Early Years who provided trustees with PowerPoint information on the Cycle 5 Early Development Instrument (EDI) data collected by Kindergarten teachers in 2017-2018. They showed trustees a video of what EDI is about, highlighted the five cycles of data collection, and what is done with the data collected. They also answered questions of trustees.

7. Recommended Actions

There were no recommended actions at this time.

8. Information Items

(a) Student Trustee Report

Student Trustee Tyler West welcomed new Student Trustee Arlene Wang from Pickering H.S. He noted Grade 9 Day today and recognized the student leaders in Grades 10-12 that helped with Grade 9 Day. He introduced the new Student Voice Initiative resulting from the Student Voice Committee last year. Many students had ideas about positive change in schools, but didn't know where to go. The new student voice model poster was given to all trustees and outlines how student voice is channeled at the DDSB and the impact.

Student Trustee Arlene Wang advised that the Student Senate Leadership Symposium is scheduled to be held on September 20, 2019. The symposium will prepare student senators for the upcoming year. Senators are the crucial link to the school student body. The symposium will equip the senators in their role and further develop their skills.

Student Trustee Sally Meseret advised that OSTA has responded to the Ministry mandated courses. A survey was released to students in grades 8 – 12 regarding their experiences with eLearning. 6,000 student responses were received. An accompanying report will be released next week on the findings of the data, students' perspective on eLearning, and the impact on moving forward.

Standing Committee Meeting Minutes
September 3, 2019

(b) Summer Learning Program

Superintendent Jim Markovski, on behalf of the senior team, provided trustees with an update on the Summer Learning Programs. Director Lisa Millar also answered questions of trustees.

(c) Special Education – Supporting Many Paths to Success

Superintendent Andrea McAuley provided trustees with information about the DDSB special education document “Supporting Many Paths to Success” (revision of document previously titled, “Pathway to IPRC”).

(d) Igniting Accessibility

Superintendent Heather Mundy introduced Lisa Bianca, Senior Manager, Facilities Services and they provided trustees with information on the Durham District School Board Ignite Accessibility Communication Campaign.

(e) Ministry of Education – Secondary Class Size Announcement, August 22, 2019

Associate Director David Visser provided trustees with an analysis of the Ministry of Education announcement regarding secondary class sizes for the 2019-2020 budget year, that was received on Thursday, August 22, 2019.

(f) TDSB Dress Code

Trustee Ashley Noble commented on the Toronto District School Board article dated June 4, 2019 regarding student dress code. She advised trustees that it is time to modernize the DDSB dress code for 2019. She indicated that it is important for all students to be welcome in the Board, which includes allowing them to express themselves.

Director Lisa Millar advised trustees that Superintendent Georgette Davis currently has a committee to review student dress code, which was last reviewed in 2015, and it does include student voice. She noted that student dress code is included in school agenda books. School Community Councils also have input into student dress code per Ministry PPM. The committee will partner with Superintendent Heather Mundy to include SCCs in the discussion. Schools are required to review their dress code annually with their students.

Standing Committee Meeting Minutes
September 3, 2019

(f) TDSB Dress Code

Student Trustee Tyler West advised that student dress code is the biggest issue brought to Senate by students because they do not like the dress code. In cooperation with the SCC at his school, the dress code was changed and students reacted positively. Students feel that they have greater ownership of the space and it helps students to feel the school is theirs.

It was suggested that student trustees should work with the committee in partnership with the schools through Student Senate.

(b) OPSBA Report

Trustee Donna Edwards advised that the Canadian School Boards' Association/OPSBA AGM was held from July 4-6, 2019. A variety of speakers presented including Dr. Gabor Mate, renowned addiction expert. Dr. Mate believes that the source of addiction is not to be found in genes but in the early childhood environment. He spoke about the importance of the development of childhood attachments. He has written several books and his presentation is available through the OPSBA website. Trustee Donna Edwards highlighted skills development and the skill revolution indicating that 84% of high school students will change careers by the time they are 25. A lot of company needs are for doers, crafters, facilitators, providers, and problem solvers. The soft skill development of students is failing. Technical skills can be applied from one job to another and teachers need to understand that the workforce is changing. Current jobs didn't exist when they went to school and she noted the mining profession. The OPSBA Executive core positions will remain the same following the elections with Cathy Abraham as Present, Michael Barrett as First Vice President, and Carol Ann Sloat as Second Vice President. The Regional Chair, Central East Region is Corrie McBain from York Region DSB. The OPSBA Central East Regional meeting is scheduled to be held on November 2, 2019 and Durham is hosting

9. Committee Reports

There were no Committee reports at this time.

10. Correspondence

There was no correspondence at this time.

Standing Committee Meeting Minutes
September 3, 2019

11. Other Business

(a) Student Dress Code

Director Lisa Millar indicated that Superintendents Georgette Davis and Heather Mundy will take the lead working on student dress code. The current committee will be expanded to include student trustee representation. Superintendent Georgette Davis will reach out to the student trustees and Superintendent Heather Mundy will follow up with the SCCs for next steps to include more voice. The recommendations received will be reported back to the Standing Committee and will include intentional increased student voice.

12. Adjournment

2019:16

MOVED by Trustee Patrice Barnes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:10 p.m.

Chair

Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, May 16, 2019, 6:30 P.M.

A meeting of the Special Education Advisory Committee was held this date in the Education Centre, 400 Taunton Road East, Whitby.

ROLL CALL:

Claudine Burrell, Autism Ontario – Durham Chapter
 Craig Cameron, Member At Large
 Tara Culley, Durham Down Syndrome Association
 Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
 Rowin Jarvis, Learning Disabilities Association of Durham Region
 Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
 Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
 Carolyn McLennon, Member At Large
 Hanah Nguyen, Easter Seals Ontario

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent Andrea McAuley
 Special Education Officer Kyla McKee

Recording Secretary: Diane Kent

1. Call to Order:

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

2. Welcome Guests:

SEAC Chair Eva Kyriakides welcomed special guests: Jack Barclay, Elementary Representative, Janet Cairns, Secondary Representative and Lisa Drake, Chief of Speech Language and Hearing Services.

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, learn and live.

Report Special Education Advisory Committee (cont'd)
May 16, 2019

3. **Regrets:**

Regrets:

- Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders

4. **Approval of Agenda:**

That the agenda for May 16, 2019 be approved.

MOVED BY: Trustee Donna Edwards SECONDED BY: Kathy Kedey

CARRIED

5. **Approval of the Minutes from April 25, 2019:**

That the minutes from April 25, 2019 be approved.

MOVED BY: Kathy Kedey SECONDED BY: Carolyn McLennon

CARRIED

6. **Inclusive Student Services Report – May 2019:**

Inclusive Student Services – Setting Our Direction

Our department meets together as a full team at key points in the school year. Our recent meeting had focus on setting direction for the 2019-2020 and the development of School Support Plans. As an outcome of our recent service review, we will be approaching our service lens at both the school level as well as at individual student level. Staff used "Thought Exchange" to provide input into use of data (type and source) and conditions for collaboration. To support this work, we reviewed the flow of planning from system (DDSB Strategic Priorities and Board Improvement Plan for Student Achievement and Well-Being) to school (School Improvement Plans for Achievement and Well-Being) through to individualized student supports.

During our meeting, we also highlighted the recent presentation to Board, reviewed scope of changes to Special Education classes for next year and were in-serviced regarding supporting children and youth in need of protection. To give staff the opportunity to reflect on impact and growth, a strategy of 'inside/outside circle' was used to provide opportunity for individual connection on growth supported for an educator in the system, professionals own recent learning and a student growth success with lens of naming what was key in making a difference.

6. **Inclusive Student Services Report – May 2019 (cont'd)**

Our celebration as a department – tremendous 'turn the curve' success for two students (success shared whole group without identifying information) who had previously experienced great challenges. At core of both stories, partnership. Partnership with families, community partners and all levels of the DDSB from classroom to system.

Speech Language Pathology (SLP)/Hearing Services



Each May, Speech-Language and Audiology Canada promote the awareness of speech, language and hearing health and the importance of communication intervention. The speech, language and hearing team created and implemented an awareness event for staff and students at the Education Centre on May 3rd using interactive activities. This fun event was well received by those who attended.

The Speech-Language Pathologists started early in the promotion of effective communication within schools. On April 16th, a workshop entitled 'Taking Care of Your Voice' was provided to educators and administrators. This is important information for professionals who spend a great deal of time projecting their voices to groups of people, which puts them at a greater risk for vocal cord damage.

During the week of May 6th, a team of speech-language pathology students from the University of Western Ontario came to Durham Region to continue research with some of our senior kindergarten students. The aim of the research is to determine the validity of the assessment tool used by our speech-language pathologists in the kindergarten intervention program. Final results of the research are expected to be communicated to the team later in 2019.

The team will also connect with university students in their role as clinical educators. On May 10th, speech-language pathology students from the University of Toronto will continue to develop their clinical knowledge while working with our speech-language pathologists to complete final kindergarten assessments. The data obtained from these assessments will give our team information about the effectiveness of the kindergarten program.

'Dress Loud' day is being celebrated across the board this month. Seneca Trail PS celebrated on Friday, May 3rd. Students in the school made posters about hearing loss and do's and don'ts for communicating with students with hearing loss. Glen Dhu PS is celebrating on May 10th. Students there are collecting money to donate to VOICE. There are raffle prizes and opportunities to visit the library for a 20-minute information session on hearing loss. Many other schools have various events planned throughout the month.

'Kids Like Me Day' was May 8th at the Abilities Center in Whitby. This is a day for students with hearing loss to celebrate hearing, learning and belonging. Plans for today include drumming, roller sledge hockey, sitting volleyball, Bingo, handball, wheelchair skills and team building and inclusion activities. Today's event includes students from grades JK to 6. Our older students will have a similar celebration next week on May 16th.

6. Inclusive Student Services Report – May 2019 (cont'd)

Psychological Services

Psychological Services staff continue to provide services to fulfill their five service functions of: *consultation, assessment, direct service, crisis response and capacity building*.

Currently, staff are working with the integrated team to assess student needs for placement in DDSB's small class placements. Staff also will be finalizing current referrals for assessment, consultations and direct service for the remainder of the year, and will look toward developing a plan for responsive school assignments for the 2019-2020 school year.

Social Work/Attendance

The Social Work and Attendance team continues to provide assessment and direct service to students, as well as supports to school teams. As the end of the school year approaches, the team is coordinating services to ensure that students who require supports through the summer months are connected to services. This has proven to be challenging in some situations as there are lengthy wait lists in the Durham region.

The team has been actively orienting the new Chief of Social Work and Attendance Services to the Family of Schools, providing a rich understanding of the unique needs of schools and communities. In addition, the team is beginning to plan for the coming school year. We are looking at ways to better capture service volume to inform service needs and outcomes. The team is also planning for opportunities to deliver social work services in a variety of ways, including offering more small groups which will allow us to reach and support more students.

Stone Soup - Helping Students with Autism Succeed in Regular Classrooms

On May 8th, approximately, twelve DDSB Inclusive Education Services staff from the Autism Resource Team and Psychological Services, Speech and Language Services and Instructional Facilitator teams attended Lake Ridge Community Support Services' Stone Soup workshop presentation by speaker William L. Heward, Ed.D., BCBA-D (College of Education and Human Ecology, The Ohio State University) in Ajax. In addition to a teaching and research portfolio at Ohio State, Dr. Heward is the author of several special education and Applied Behaviour Analysis (ABA) instructional texts, including the forthcoming, *Applied Behavior Analysis, 3rd. Edition* (Pearson, 2020). During the engaging full-day workshop, entitled "Helping Students with Autism Succeed in Regular Classrooms," Dr. Heward highlighted opportunities in special education to identify, prioritize, and teach quality of life-increasing behaviours (most often, social, communication, and independent skills) to increase students' sense of control over their environments, social effectiveness, and capacity for self-direction now, and in the future. The enduring value of ABA and evidence-based methods for teaching and intervening with students with disabilities in inclusive classrooms was reinforced using practical exemplars, video, and links to a repository of online resources provided to attendees.

Report Special Education Advisory Committee (cont'd)
May 16, 2019

6. **Inclusive Student Services Report – May 2019 (cont'd)**

Some key guidelines and recommendations for intervention presented to attendees included:

- Taking the long view: making the most of current opportunities to plan interventions that will improve student quality of life now and in the future ("*Next Year is Now*")
- Selecting and teach skills for maximum efficiency and impact
- Focusing on 'alterable variables,' aspects of the student's learning environment that are within our control
- Encouraging engagement (Active Student Responding) for individuals and groups through a variety of methods
- Planning programs that will promote generalization of skills and likelihood of behaviour change
- Measuring student performance directly and frequently, and use successes and failures alike to plan

Upcoming Learning Opportunities	Date (s)
What Educators Know about Teaching Kids with Autism – a wish list	May 22, 2019
Augmentative & Alternative Communication Across the Classroom (Core Vocabulary – Part 2)	June 7, 2019
Behaviour Management Basic Training	June 7, 2019
Behaviour Management System Refresher	June 7, 2019
Boardmaker Online	June 7, 2019
Differentiated Structures	June 7, 2019
Google Read & Write for Educational Assistants	June 7, 2019
Executive Functioning Skills for Students	June 7, 2019
Making Functional Behaviour Assessment work for me in the Classroom	June 7, 2019
STAR Discrete Trial Workshop	June 7, 2019
Structure for All	June 7, 2019
Structuring for Social and Play Skill Development in the Kindergarten Classroom	June 7, 2019
SafeTALK	June 7, 2019

7. Presentation:

Speech Language and Hearing Services

Lisa Drake, Chief of Speech Language and Hearing Services provided SEAC members with a PowerPoint presentation that highlighted the 2017-18 student stats; capacity building and 2019-2020 system planning. Lisa also noted that May is Better Speech and Hearing Month. Many activities took place such as a 50/50 draw for the Ontario Association for Families with Communication Disorders (OAFCCD); schools participated in Dress Loud Day for VOICE for Deaf and Hard of Hearing Children and a Speech Language and Hearing Awareness Day was celebrated in the Atrium of the Education Centre.

8 a). Business Arising from the Minutes:

- "Draft" Provincial Funding Model for Class Size Averages and Mandatory E-Learning Letter to Minister of Education

Committee members reviewed the "draft" letter and provided their feedback to SEAC Chair Eva Kyriakides. It was agreed upon that after the changes were incorporated into the letter, it could be sent to the Minister of Education.

8 b). Scheduled Discussion Period:

The open discussion period was used to discuss the following topic:

- Inclusive Classrooms

Committee members paired and shared suggestions and strategies that may foster inclusive classrooms within school communities. SEAC members shared some of their reflections:

- Keep language simple; avoid the acronyms so that everyone understands what you are talking about.
- Support students to advocate for themselves, but to also build self-advocacy skills
- Find ways to support students' whose cognitive/social abilities may not be at the same level as their peers, to engage socially and academically with peers in order to allow them to truly actively participate.
- Consider the physical design of the classroom; is it accessible for all students? Have you considered the needs of all students-our hearing/visually impaired are often overlooked in planning; design with dignity in mind.
- Is the focus on inclusion? Or are students being withdrawn in order to get the support they need?
- Are students with special needs at the heart of field trip planning? Is there a way to provide an inclusive option at the school instead of needing to travel?
- As class sizes continue to increase, how are we making sure to support those with hearing and attention needs? Accessibility needs (more students means more furniture).
- Using closed captioning feature on PowerPoint/Google presentation slides.
- Student presentations to be offered video or Podcast options to reduce anxiety.

9. **Reports:**

Administration:

Superintendent Andrea McAuley

At this time, 2019-2020 school year funding has not yet been released by the Ministry.

The 2019 Special Education Plan is in the works but remains draft as guidelines are not yet available.

As always, feedback from SEAC members is welcome. Any input requested by end of May. Of note - Standard 7: Health Care - as changes unfold. We will be annotating "DDSB" or "Ministry of Health and Long-Term Care" to delineate the responsibilities for specific services.

SEAC is thanked for input last month into the Pathways to Intervention and Support" flow chart. Your recommendations are being embedded and will be reflected in the final document that will also be included in the Special Education Plan this year.

Please continue to check in on our @SpecEdDDSB twitter posts. We have many athletes competing at the Special Olympics Ontario games this week and are retweeting posts from the school teams.

We would also like to thank the team at Bobby Orr Public School for hosting an indoor track and field event for elementary students from Developmental programs across the DDSB today (May 16). Students and staff participated in a number of events with focus on communication, fine and gross motor tasks. Tremendous smiles and connections from all. The leadership of the Intermediate students in captaining teams for the "Amazing Race" of activities was also greatly appreciated.

Our recent Department meeting had focus on planning for the school year ahead. Together we linked from our six system priorities - through the Board Improvement Plan, School Improvement Plan to the School Support Plans in development (overview shared with SEAC).

Special Education Officer Kyla McKee

We are pleased to share the resource brochures created for each small class placement; brochure for the gifted program is in development. Brochures highlight the program outcomes of each individual program, program supports and staffing for each specific class type. These brochures will be made available through the DDSB website.

Committee members provided their feedback on the new small class brochures. Some concerns expressed were: that a brochure for a regular class was missing or needed; bus transportation to small class locations and transparency in being supportive with families. Superintendent Andrea McAuley thanked SEAC for their input and will inquiry with Accountability and Assessment regarding seeking feedback from families of children with special needs in school settings.

May 16, 2019

Board:

Trustee Donna Edwards informed committee members that the Board of Trustees received presentations on Future City Competition: Powering Our Future; Secondary Faces on the Data Case Conference and the DDSB Well-Being and Mental Health Plan System Implementation at the Standing Committee meeting on Monday, May 6, 2019.

Trustee Donna Edwards advised that the OPSBA Board of Directors met April 4- 5, 2019. She noted that presentations were received from the Ontario Student Trustees Association (OSTA) regarding their recently released Vision Document: The Students' Vision for Education. The depth of research students engaged in resulting in the recommendations was impressive. The link to the document was shared with SEAC members.

10. Association Reports:Autism Ontario – Durham Region

The Ministry of Children, Community and Social Services is engaging in a month-long series of public Ontario Autism Consultations and on-line surveys on how children and youth with autism, including complex needs can be supported.

Autism Ontario is now accepting applications for the 2019 One-to-One Summer Support Worker Reimbursement Fund. Further details can be found at <https://www.autismontario.com/chapters/durham-region>.

Learning Disabilities Association of Durham Region (LDADR)

The next monthly speaker series will take place on Thursday, May 30, 2019 at Trent University Durham, in Oshawa at 7:00 p.m. This month's workshop presentation will be on the topic of Executive Functioning and Emotional Regulation.

VOICE for Deaf and Hard of Hearing Children

The 27th Annual VOICE Conference was held on May 3rd and 4th at Centennial College in Toronto.

Dress Loud Day 2019 – pick any Friday in the month of May to celebrate with VOICE by participating in the annual Dress Loud Day. This day is to raise awareness and funds to support programs for children with hearing loss.

Kathy Kedey thanked the Durham DSB for organizing the "Teens/Kids Like Me Days" at the Abilities Centre on May 9 and 16th. She noted that the cost of \$20.00 per student to attend the event was manageable by some parents but not all; as well some students could not attend due to lack of transportation.

11. Correspondence/Attachments:

- Ottawa Carleton DSB

Report Special Education Advisory Committee (cont'd)
May 16, 2019

12. Questions and Comments:

SEAC Chair Eva Kyriakides put forth a suggestion for committee members to receive a presentation on the recently released Vision Document: The Students' Vision for Education. Trustee Donna Edwards noted that she would extend an invitation to one of the Student Trustees to present at the June SEAC meeting.

13. Celebrations and Success:

There were no celebrations or successes at this time.

14. Next S.E.A.C. meeting – June 13, 2019 in Room 2007.

15. Adjournment:

That the meeting does now adjourn at 8:16 p.m.

MOVED BY: Kathy Kedey

SECONDED BY: Claudine Burrell

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
Vision Document: The Students' Vision for Education presentation to SEAC members.	Trustee Donna Edwards	By next SEAC meeting.
Parent Feedback Query: Accountability and Assessment	Superintendent Andrea McAuley	By next SEAC meeting.



May 3, 2019

RECEIVED MAY 14 2019

Dear SEAC Chair Colleagues,

I am writing on behalf of the Special-Education Advisory Committee (SEAC) of the Ottawa-Carleton District School Board (OCDSB) to express our support of the attached letter to the Ministers of Education and Children, Community and Social Services. The letter shares our concerns regarding the changes to the Ontario Autism Program.

We are troubled by the impact these changes will have on both families and students of the OCDSB and across the province. Special Education in Ontario is already underfunded, and changes such as these will only increase the burden placed on Ontario school boards. We are grateful for the opportunity for further consultation and the exploration of a shared solution, and suggest that other SEAC's offer their expertise and understanding to the continued dialogue.

We ask that you consider working with your Board of Trustees on a unified response and be an active participant and voice in the Ministries continued consultations. We hope this is the start of a collaborative effort to ensure that students with autism have the required resources to be successful in our classrooms.

Sincerely,

Rob Kirwan, Chair, Special Education Advisory Committee
Ottawa-Carleton District School Board

cc: Chairs, District School Board Special Education Advisory Committees

Attachment: Letter from Chair Lynn Scott



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Office of the Chair of the Board

April 23, 2019

Hon. Lisa M. Thompson
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Hon. Lisa MacLeod
Minister of Children, Community and Social Services
6th Floor, Hepburn Block
80 Grosvenor Street
Toronto, ON M7A 1E9

Dear Ministers Thompson and MacLeod:

Further to my letter dated 8 March 2019, I am writing to you on behalf of the Ottawa-Carleton District School Board (OCDSB) to express our continuing concerns regarding future supports for students with Autism Spectrum Disorder (ASD).

On 22 March 2019, the Ministry of Children, Community and Social Services (MCCSS) announced several amendments to the proposed Ontario Autism Program, including commitments to hold broader consultations, to explore how best to provide additional supports to families based on the diagnosed needs of their child, to allow all children who currently have an OAP Behaviour Plan to continue their plan until its end date, and to allow families to renew the plan for 6 months after the plan ends. As much as we appreciate that these amendments allow for additional dialogue and additional planning and transition time for families and school districts, we remain concerned about the OCDSB's ability to provide meaningful education and adequate supports for students with ASD in our schools. This concern is rooted in part in the significant funding changes for the provision of autism services announced by the Minister of Education on 11 March 2019, in *Enhancing Education Support: A Plan for Students with Autism*.

Members of the OCDSB's Special Education Advisory Committee (SEAC) are concerned that the proposed funding is insufficient and will not allow school boards to adequately staff positions that support students with ASD, in particular, (i) professional support staff (i.e., Psychologists and Speech Language Pathologists), (ii) educational assistants, (iii) Applied Behavioural Analysis (ABA) coordinators, (iv) Registered Behavioural Technicians (RBTs), and (v) Board Certified Behaviour Analysts (BCBAs).

Our SEAC is also significantly concerned with the scope of professional learning and online training outlined in the Minister Thompson's announcement. SEAC members believe that additional ASD-specific training is required beyond the ASD Additional Qualifications Course to support the implementation and monitoring of the learning. The online training outlined in the Minister's announcement should be made available to all school board staff, including educational assistants, early childhood educators, teachers and school administrators.

OCDSB trustees and SEAC members support the position of the Ontario Public School Boards' Association (OPSBA) as expressed to you in its letter dated 26 February 2019. In addition, on 26 March 2019, the OCDSB approved a policy resolution for OPSBA that included recommendations for funding for staffing and funding to continue targeted autism programs. This resolution has been submitted to OPSBA for consideration at its Annual General Meeting in July 2019.

We are appreciative of the Ministers' commitment to continue consultation, as further dialogue is required among the provincial government, families, school boards, SEACs, OPSBA and service providers to find a solution that can meet the government's objectives while providing adequate care and support for students with ASD. Together, we all share the goal of ensuring that Ontario's publicly funded education system is sustainable and meets the needs of all students.

In my previous letter, I requested a meeting with Minister MacLeod at her earliest convenience, and I reiterate that request here. We feel strongly that an opportunity to discuss the planned changes to the Ontario Autism program and their impact on our students and our schools will be helpful to the Minister as she moves forward.

Sincerely,



Lynn Scott
Chair, Board of Trustees
Ottawa-Carleton District School Board

c.c. All Trustees
Special Education Advisory Committee
Senior Staff
Corporate Records

DURHAM DISTRICT SCHOOL BOARD**MOTION – JUNE 26, 2019**

MOVED by: Trustee Patrice Barnes

SECONDED by: Trustee Carolyn Morton

IT IS RECOMMENDED THAT THE TRAVEL REIMBURSEMENT RATE BE INCREASED TO \$0.52/KILOMETRE FOR ALL KILOMETRES TRAVELLED, EFFECTIVE SEPTEMBER 1, 2019, BE APPROVED AS PRESENTED.

DURHAM DISTRICT SCHOOL BOARD**MOTION – JUNE 26, 2019**

MOVED by: Trustee Christine Thatcher

SECONDED by: Trustee Darlene Forbes

IT IS RECOMMENDED THAT THE 2019-2020 DRAFT BUDGET CONTAINING TOTAL REVENUES OF \$849,178,256 AND TOTAL EXPENSES OF \$851,553,406 PREPARED IN ACCORDANCE WITH PUBLIC SECTOR ACCOUNTING BOARD (PSAB) STANDARDS, BE APPROVED AS PRESENTED, PENDING MINISTER APPROVAL OF THE IN-YEAR DEFICIT FOR COMPLIANCE PURPOSES OF \$10,883,045.

EDUCATION FINANCE COMMITTEE

DRAFT MINUTES

A meeting of the Education Finance Committee was held on Wednesday, June 26, 2019 in **PUBLIC** in the Board Room at the Education Centre, 400 Taunton Road East, Whitby, Ontario.

1. Call to Order

The Chair of the Committee Niki Lundquist called the meeting to order at approximately 7:08 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher

Members Absent/Regrets: Trustees Chris Braney, Paul Crawford

Officials Present: Director Lisa Millar; Associate Directors David Visser and Mark Fisher; Superintendents, Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson

Staff Present: Melissa Durward, Manager of Capital Budget
Jennifer Machin, Manager of Finance
Christine Nancekivell, Chief Facilities Officer

Recording Secretary: Kristin Talbot, Supervisor of Office Services- Corporate

2. Land Acknowledgement

Chair Lundquist 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 (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest at this time.

4. Approval of the Agenda

Chair Lundquist advised of an additional item for the agenda "Correspondence Received From SEAC".

MOVED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED AS AMENDED

CARRIED

5. Correspondence Received From SEAC

Chair Lundquist shared correspondence that was received from SEAC Chair Eva Kyriakides.

6. Approval of the June 12, 2019 Education Finance Committee PUBLIC Meeting Minutes

MOVED by Trustee Ashley Noble

THAT THE MINUTES BE APPROVED AS PRESENTED

CARRIED

7. Deferral of Capital Projects Report

Associate Director Visser presented the report. No questions were raised.

8. Consideration of the 2019-2020 Draft Budget Book Report

Jennifer Machin presented the report. Associate Director Visser presented the draft 2019-2020 budget book. A discussion ensued, and questions were responded to

MOVED by Trustee Donna Edwards

THAT THE EDUCATION FINANCE COMMITTEE RECOMMEND TO THE BOARD THAT THE 2019-2020 DRAFT BUDGET CONTAINING TOTAL REVENUES OF \$849,178,256 AND TOTAL EXPENSES OF \$851,553,406 PREPARED IN ACCORDANCE WITH PUBLIC SECTOR ACCOUNTING BOARD (PSAB) STANDARDS, BE APPROVED AS PRESENTED PENDING MINISTER APPROVAL OF THE IN-YEAR DEFICIT FOR COMPLIANCE PURPOSES OF \$10,883,045.

CARRIED

9. Other Business

There was no other business.

10. Adjournment

MOVED by Trustee Michael Barrett

THAT THE MEETING DOES NOW ADJOURN

CARRIED

The meeting adjourned at approximately 7:38 p.m.

Trustee Niki Lundquist
Chair of the Committee

EDUCATION FINANCE COMMITTEE

APPROVED MINUTES

A meeting of the Education Finance Committee was held on Wednesday, June 12, 2019 in **PUBLIC** in the Board Room at the Education Centre, 400 Taunton Road East, Whitby, Ontario.

1. Call to Order

The Chair of the Committee Niki Lundquist called the meeting to order at approximately 7:07 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher

**Members
Absent/Regrets:** Trustee Paul Crawford

Officials Present: Director Lisa Millar; Associate Directors David Visser and Mark Fisher; Superintendents, Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson

Staff Present: Paul Brown, Operations Officer
Melissa Durward, Manager of Capital Budget
Jennifer Machin, Manager of Finance
Christine Nancekivell, Chief Facilities

Recording Secretary: Kristin Talbot, Supervisor of Office Services- Corporate

2. Land Acknowledgement

Chair Lundquist 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 (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest at this time.

4. Approval of the Agenda

MOVED by Trustee Ashley Noble

THAT THE AGENDA BE APPROVED AS PRESENTED

CARRIED

5. Approval of the June 5, 2019 Education Finance Committee PUBLIC Meeting Minutes

MOVED by Trustee Scott Templeton

THAT THE MINUTES BE APPROVED AS PRESENTED

CARRIED

6. 2019-2020 Draft Budget Booklet

Associate Director Visser presented the draft 2019-2020 budget booklet. Jennifer Machin and Melissa Durward presented a PowerPoint. Director Millar and Associate Director Visser discussed Section 10: Challenges. Questions were responded to.

7. Impact of Funded Class Size Regulations on Elementary Class Organization and Class Size Report

Paul Brown presented the report. No questions were raised.

8. Other Business

There was no other business.

9. Next Meeting Date

Wednesday June 26, 2019

- Public Session - 7:00 p.m.

10. Adjournment

MOVED by Trustee Patrice Barnes

THAT THE MEETING DOES NOW ADJOURN

CARRIED

The meeting adjourned at approximately 7:43 p.m.

Trustee Niki Lundquist
Chair of the Committee

Approved June 26, 2019

EDUCATION FINANCE COMMITTEE

APPROVED MINUTES

A meeting of the Education Finance Committee was held on Wednesday, June 5, 2019 in **PUBLIC** in Room 2007 at the Education Centre, 400 Taunton Road East, Whitby, Ontario.

1. Call to Order

The Chair of the Committee Niki Lundquist called the meeting to order at approximately 7:12 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Scott Templeton, Christine Thatcher

Members Absent/Regrets: Trustee Ashley Noble

Officials Present: Director Lisa Millar; Associate Directors David Visser and Mark Fisher; Superintendents, Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson

Staff Present: Jennifer Machin, Manager of Finance
Melissa Durward, Manager of Capital Budget

Recording Secretary: Kristin Talbot, Supervisor of Office Services- Corporate

2. Land Acknowledgement

Chair Lundquist 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 (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest at this time.

4. Approval of the Agenda

MOVED by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED AS PRESENTED

CARRIED

5. Approval of the May 29, 2019 Education Finance Committee PUBLIC Meeting Minutes

MOVED by Trustee Darlene Forbes

THAT THE MINUTES BE APPROVED AS PRESENTED

CARRIED

6. Travel Reimbursement Rate Report

Associate Director Visser present the report. Questions were responded to.

MOVED by Trustee Michael Barrett

THAT THE EDUCATION FINANCE COMMITTEE RECOMMENDS TO THE BOARD THAT THE TRAVEL REIMBURSEMENT RATE BE INCREASED TO \$0.52/KILOMETRE FOR ALL KILOMETRES TRAVELLED, EFFECTIVE SEPTEMBER 1, 2019.

CARRIED

7. 2019-2020 Budget Booklet

Associate Director Visser presented sections 3, 5 and 6 from the draft 2019-2020 budget booklet. Jennifer Machin and Melissa Durward presented a PowerPoint. Questions were responded to.

8. Other Business

There was no other business.

9. Next Meeting Date

Wednesday June 12, 2019

- Public Session - 7:00 p.m.

10. Adjournment

MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN

CARRIED

The meeting adjourned at approximately 7:38 p.m.

Trustee Niki Lundquist
Chair of the Committee

Approved June 12, 2019

EDUCATION FINANCE COMMITTEE

APPROVED MINUTES

A meeting of the Education Finance Committee was held on Wednesday, May 29, 2019 in **PUBLIC** in Room 2007 at the Education Centre, 400 Taunton Road East, Whitby, Ontario.

1. Call to Order

The Chair of the Committee Niki Lundquist called the meeting to order at approximately 7:13 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton,

Members Absent/Regrets: Trustees Paul Crawford, Christine Thatcher

Officials Present: Director Lisa Millar; Associate Directors David Visser and Mark Fisher; Superintendents, Georgette Davis, Mohamed Hamid, Anne Marie Laginski, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Silvia Peterson

Staff Present: Terry Henderson, Comptroller of Finance
Christine Nancekivell, Chief Facilities Officer
Jennifer Machin, Manager of Finance
Melissa Durward, Manager of Capital Budget

Recording Secretary: Kristin Talbot, Supervisor of Office Services- Corporate

2. Land Acknowledgement

Chair Lundquist 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 (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest at this time.

4. Approval of the Agenda

MOVED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED AS PRESENTED

CARRIED

5. Approval of the June 5, 2018 Education Finance Committee PUBLIC Meeting Minutes

MOVED by Trustee Michael Barrett

THAT THE MINUTES BE APPROVED AS PRESENTED

CARRIED

6. Deputations

- Tara Culley, a representative of the Special Education Advisory Committee, made a presentation to the Committee. A copy of the presentation was provided.

7. 2019-2020 Budget Booklet

Associate Director Visser provided summary comments regarding the challenges of the budget process this year.

- Section 1: Budget Model and Process
Jennifer Machin presented. No questions were raised.
- Section 2: Enrolment
Christine Nancekivell presented. No questions were raised.

8. Other Business

There was no other business.

9. Next Meeting Date

Wednesday June 5, 2019

- Public Session - 7:00 p.m.

10. Adjournment

MOVED by Trustee Patrice Barnes

THAT THE MEETING DOES NOW ADJOURN

CARRIED

The meeting adjourned at approximately 7:32 p.m.

Trustee Niki Lundquist
Chair of the Committee

Approved June 5, 2019

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: September 16, 2019

SUBJECT: Short-Term Borrowing Resolution

PAGE NO. 1 of 1

ORIGIN: Lisa Millar, Director of Education
 David Visser, Associate Director/Corporate Services and Treasurer of the Board
 Melissa Durward, Manager of Capital Budget
 Jennifer Machin, Manager of Finance

1. Purpose

To approve the resolution for short-term borrowing for the 2019-2020 school year.

2. Analysis

The attached resolution authorizes the signing officers of the Board to borrow funds when required to meet cash flow needs. The dollar amount in the resolution (to a maximum of \$175.0 million) is equal to the amount that was approved in October 2018.

In 2018-2019, the Board utilized \$65.0 million in short term financing (line of credit), due to cash flow pressure on the Board. This pressure was as a result of the Ministry of Education implementation of a Cash Management strategy and Education Development Charges (EDC) interim measures.

Cash Management Strategy

On September 1, 2018, the Ministry of Education implemented a delayed grant payment strategy, aimed at reducing borrowing costs at the provincial level. This strategy is anticipated to continue in 2019-2020, so the Board will continue to short term finance capital and like items due from the Ministry of Education.

Education Development Charges (EDC) Interim Measures

On March 29, 2019, the Ministry of Education released Ontario Regulation 55/19, which only allowed for modest EDC rate increases, on top of the current freeze. As a result, the EDC deficit will continue to increase and the Board will continue to short term finance future school site purchases and development.

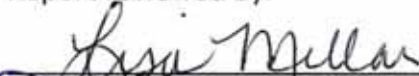
3. Recommendation

That the attached Borrowing Resolution for the 2019-2020 school year be approved.

4. Appendices

Appendix A – Borrowing Resolution

Report reviewed by:



Lisa Millar, Director of Education



David Visser, Associate Director/Corporate Services and Treasurer of the Board

RESOLUTION OF DURHAM DISTRICT SCHOOL BOARD

BORROWING RESOLUTION

WHEREAS The Durham District School Board in the Province of Ontario (herein called "the Board") deems it necessary to borrow the sum of one hundred and seventy five million dollars to meet the current expenditures and debt charges payable in the year (as respectively defined in Paragraphs 9 and 11 of sub-section 1 of Section 1 of The Education Act) by the Board until the current revenues (as defined in Paragraph 10 of sub-section 1 of Section 1 of the Education Act and as defined in Regulation 284/18) has been received.

AND WHEREAS the amount authorized to be borrowed by this resolution together with any borrowing heretofore made by the Board under Section 243 of The Education Act that have not been repaid does not exceed the amount of the estimated current revenue (excluding such revenue derivable or derived from the sale of assets, borrowing or issues of debentures or from a surplus excluding arrears of taxes and proceeds from the sale of assets) of the Board as set forth in the estimates for the fiscal year September 1, 2019 to August 31, 2020 less the amount of the current revenue for the current year already received and collected.

BE IT THEREFORE RESOLVED THAT:

1. For the purposes aforesaid the Board be authorized to borrow an amount not to exceed the sum of one hundred and seventy five million dollars by way of a promissory note of the Board payable not later than the 31st day of August 2020 and bearing interest at the Bank Prime Rate or less;
2. The Treasurer, together with the Chairperson of the Board, be and they are hereby authorized and empowered for and on behalf of the Board to sign such promissory notes as may be necessary and to affix thereto the Board's corporate seal;
3. The Treasurer of the Board is hereby authorized and directed to apply in payment of all or any sums borrowed as aforesaid, together with interest thereon, all or any of the current revenues (as hereinbefore defined) of the Board collected or received by the Board and all or any other monies which may lawfully be applied for such purpose;
4. The Treasurer of the Board is hereby authorized and directed to furnish to the Bank or other Financial Institutions, at the time any amount is borrowed under this resolution, a statement showing the amount of the estimated revenues of the current year not yet collected, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the next preceding year and the amount of the revenues of the current year already collected, and also showing the total of any amounts borrowed under Section 243 of The Education Act in the current year that have not been repaid; and
5. The Bank or other Financial Institutions shall not be bound to establish the necessity of the borrowing authorized by this resolution or their application for the purposes aforesaid and may rely on a certified copy of this resolution as proof that the borrowing is validly authorized and on any statement furnished by the Treasurer under paragraph 4 of this resolution as proof of the facts stated therein.

We hereby certify that the foregoing is a true and accurate copy of a resolution of the above-mentioned Board duly passed at a meeting thereof duly convened and held at Whitby, Ontario on the *16th day of September, 2019* and that the said resolution is in full force and effect, unamended.

As witness the Corporate Seal of the Board this *16th day of September 2019*.

(Corporate Seal)

Chairperson

Treasurer

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** September 19, 2019**SUBJECT:** Board Governance**PAGE NO.** 1 of 2**ORIGIN:** Lisa Millar, Director of Education
Patrick Cotter, General Counsel**1. Purpose**

The purpose of this report is to provide Trustees with information regarding the recommendations on reviewing and updating the Board's By-Laws. A Notice of Motion was presented to trustees at the June 17, 2019 Board meeting.

2. Background

The Board of Trustees has nine By-Laws speaking to Board governance, the conduct of Board meetings and related matters. These By-Laws were last reviewed and updated in November 2015.

3. Analysis

It is our view that the Board's By-Laws ought to be updated and consolidated.

As the first step in this process, it is recommended that *By-Law #9* be amended with the *Current Text* deleted and replaced with the *Proposed Text* as set out below:

Current Text

The Durham District School Board is a public corporate entity composed of eleven (11) trustees, elected by public school ratepayers for a four-year term to represent the municipalities of Ajax, Brock/Uxbridge, Oshawa, Pickering, Scugog and Whitby. The Board of Trustees, as mandated by the current Education Act, 1998, has a collective regional responsibility of governance and policy making for public education in accordance with the provisions of the Act, its regulations and other relevant legislation.

The number of Trustees on a district school board is determined under the Education Act (Section 58).

The distribution of Trustees is governed by Ontario Regulation 412/00 (Election to and Representation on District School Board). A report is provided to the Board by staff in advance of each municipal election, outlining the distribution of Trustees.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Proposed Text

The Durham District School Board ("DDSB") is a statutory corporation under section 58.5 of the Education Act, R.S.O. 1990, c. E.2, (the "Education Act"). The Board of Trustees is the governing body of the DDSB. The duties and powers of the Board of Trustees are as set out in the Education Act. Decision making authority rests with the Board of Trustees as a single body, not with individual Trustees.

The number and distribution of elected Trustees is determined pursuant to the provisions of the Education Act and the Regulations thereunder.

Reference is also made to the *Rules By-Law* which provides, in part, as follows:

By-Laws may be amended by a two-thirds vote of those members voting at any meeting of the Board, provided that notice of intention to introduce such amendment has been given in writing at the previous Regular Meeting of the Board and is referred to in the Notice of the Meeting, and provided that such proposed amendment is not in conflict with any statutory provision or regulation then in force.

4. Recommendations

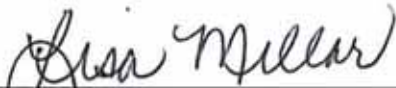
It is recommended that:

- (a) The Board consider adopting the proposed text for By-Law #9.

It is also recommended that:

- (b) The Board establish a joint staff/trustee working group to draft and review a proposed consolidated By-Law and prepare a draft By-Law for the Board's consideration.

Report reviewed and submitted by:



Lisa Millar, Director of Education

Patrick Cotter, General Legal Counsel

ADMINISTRATIVE REPORT

REPORT TO: Board of Trustees

DATE: September 16, 2019

SUBJECT: Revised Health and Physical Education Curriculum

PAGE NO. 1 of 5

ORIGIN: Lisa Millar, Director of Education
Stephen Nevills, Superintendent of Education
Silvia Peterson, Superintendent of Education**1. Purpose**

The purpose of the report is to provide trustees with an update on the government's revised Health and Physical Education elementary curriculum.

2. Ignite Learning Strategic Priority/Operational Goals

Success: Set high expectations and provide support to ensure all students and staff reach their full potential every year.

- Being involved in physical activity classes provides healthy, active living benefits to both students and staff that will increase productivity and readiness for learning, improving morale, decreasing absenteeism, promoting safe and healthy relationship and heightening personal satisfaction.

Well-Being: Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.

- Health and Physical educators create, foster and sustain a learning environment that is healthy, caring, inclusive and accepting which will not only support the student's cognitive, emotional, social and physical development, but also their mental health, their resilience and their overall state of well-being.

Equity: Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.

- A well-rounded health and physical education experience prioritizes social-emotional learning, physical and mental health, and inclusion together with academic success for all students.

3. Background

On August 21, 2019, Premier Doug Ford and Education Minister Stephen Lecce released a revised elementary Health and Physical Education curriculum for implementation in September 2019. Following the Province's consultation on education, the elementary Health and Physical Education curriculum has been updated to reflect public feedback, research and advice from experts.

ADMINISTRATIVE REPORT

Elementary Health and Physical Education Curriculum

As stated in a Ministry News Release,

The Province is introducing an enhanced and inclusive Health and Physical Education curriculum for Grades 1-8 that relates to the everyday experiences of students. It provides them with the skills and knowledge they need to lead safe, healthy, and active lives.

As a result of these enhancements, the elementary Health and Physical Education curriculum will make Ontario a leader in teaching students about:

- *Mental Health, including Social-Emotional Learning Skills*
- *Concussions*
- *The effects and consequences of vaping and cannabis*
- *Cyber safety, including bullying prevention and digital privacy*
- *Healthy eating and body image*
- *Healthy relationships, including consent*

Boards were directed that beginning in September 2019 they were to begin work on the implementation of the revised Health and Physical Education curriculum.

Parent Exemption Request

The Ministry also issued a Policy/Program Memorandum which allows parents to exempt their child from instruction of the sexual health education component of the elementary Health and Physical Education curriculum. This revised procedure will be in place by November 30, 2019 (Appendix 1). Human Growth and Development is a mandated and integral part of the Healthy Living strand within the Health and Physical Education Curriculum and principals will exempt students only when the written request has been received from the student's parent(s)/guardian(s). The Durham District School Board's policy states that Principals will notify parent(s)/guardian(s) by letter, a minimum of two weeks prior to the teaching of the Human Growth and Development topics to be taught in Health class, ensuring that dates for topics being covered are established and communicated. A supervised alternate activity will be provided for all students who have been excluded from Human Growth and Development component of the curriculum.

Secondary Health and Physical Education Curriculum

The secondary curriculum is not changing and teachers will continue to teach the 2015 Health and Physical Education curriculum. The parent communication letter and exemption process put in place last year will continue.

ADMINISTRATIVE REPORT

4. Analysis

In the new 2019 revised Health and Physical Education curriculum there are four main sections for each grade:

- **Social-Emotional Learning Skills:** foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive
- **Active Living:** active participation, physical fitness and safety
- **Movement Competence:** skills for moving properly and with confidence
- **Healthy Living:** learning about health, making healthy choices and understanding the connections to everyday life. The Healthy Living section comprises approximately 30% of the curriculum and is now divided into five content areas instead of four. The Human Development and Sexual Health strand has been revised and a new Mental Health Literacy strand has been added.

Social-Emotional Learning Skills

As of September 2019, Social-Emotional Learning Skills replaces Living Skills from the previous Health and Physical Education curriculum. The Social-Emotional Learning Skills section updates the living skills in ways that benefit students' mental and healthy development. These skills are to be taught in all strands of the curriculum to help students gain a better understanding of who they are and help them connect positively and productively with the larger world. These expectations are the same for all grades and learning with these expectations should progress in depth and complexity within context throughout the grades.

Exemption

As well, the Durham District School Board has developed a procedure for student exemption from instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019. The procedure will be in place by November 30, 2019 and will allow parents to exempt their child from instruction of the sexual health education component of the elementary Health and Physical Education curriculum. The full Policy/Program Memorandum can be accessed on the Ministry of Education website.

5. Financial Implications

The Ministry of Education is providing funds to build educator capacity to implement the revised curricula and to facilitate networking opportunities to support collaborative inquiry among educators. Resources will be acquired or developed for educators to support instruction of the revised curricula. The Student Achievement and Curriculum Department has already purchased the Ontario Physical Health Education Association (OPHEA) resource document which is available online to support teachers in the implementation of the curriculum.

ADMINISTRATIVE REPORT

6. Evidence of Impact

The Province has the authority to define the curriculum and school boards have a legal obligation to follow directives from the Ontario Ministry of Education. Classroom teachers will continue to send home letters before teaching the units on sexual health and will identify topics from the curriculum expectations in the revised 2019 curriculum.

7. Communication Plan

- September 2019: 2019 elementary Health and Physical Education curriculum changes communicated to ETFO and OSSTF
- September 2019 Family of School Meeting: 2019 Health and Physical Education curriculum shared with administrators
- Week of September 23 to 27, 2019: Principals share messaging and information about the new 2019 Health and Physical Education curriculum, including a letter to elementary teachers and the comparison chart (Appendices 2 and 3)
- Ongoing communication to parents and school administration will occur as support documents for the 2019 Health and Physical Education curriculum are released by the Ministry of Education
- If parents have concerns regarding instruction related to the health curriculum we strongly encourage parents to speak to the teacher and administration as they would with any concerns
- Student Achievement and Curriculum Department will provide links to Ontario Physical Health Education Association (OPHEA) throughout the year for specific documents/resources to ensure educators are supported

8. Conclusion

The Durham District School Board is committed to the safety, health and well-being of all students in our care, and we will continue to work with parents and the community to ensure our schools remain safe and are welcoming spaces. Every student deserves to feel welcomed, included and safe in our classrooms and schools.

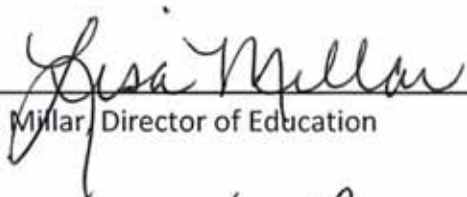
The Durham District School Board is revising the DDSB guide to the 2019 Ontario Health and Physical Education Curriculum, updating it to reflect the new changes to the curriculum. The guide will be shared with staff when completed. The Ministry of Education has stated that they will develop parental resources to support the new Health and Physical Education curriculum in the fall of 2019. When these new documents are released, they will be distributed by the Board to the appropriate stakeholders.

ADMINISTRATIVE REPORT

9. Appendices

Appendix 1	Procedure: Notifying Parents Regarding Human Development and Sexual Health (2019 Curriculum: Grades 1-8 and 2015 Curriculum: Grades 9-12)
Appendix 2	Letter to Elementary Teachers
Appendix 3	Comparison Chart: Elementary Health and Physical Education Curriculum

Report reviewed and submitted by:



Lisa Millar, Director of Education



Stephen Nevills, Superintendent of Education



Silvia Peterson, Superintendent of Education

INSTRUCTION**Notifying Parents Regarding Human Development and Sexual Health (2019 Curriculum: Grades 1 – 8 and 2015 Curriculum: Grades 9-12)**

- 1.1 The following procedure shall be used to inform the parent(s)/guardian(s) of students when the Human Development and Sexual Health (2019 Curriculum: Grades 1 – 8 and 2015 Curriculum: Grades 9-12) topics are being introduced. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum

For Students in Grades 1 to 8

- 1.2 Principals will notify parent(s)/guardian(s) by letter, a minimum of twenty days prior to the teaching of the Human Growth and Development topics to be taught in Health class throughout the school year. The following information should be included in the letter (see sample letter – Appendix A). Schools must acknowledge receipt of any exemption requests that are made by parents and the outcome of the request.
- 1.3 Principals will ensure dates for topics being covered that fall under the Human Growth and Development component of the curriculum are established and communicated to the parent(s)/guardian(s).
- 1.4 As Human Growth and Development is a mandated and integral part of the Healthy Living strand within the Health and Physical Education Curriculum, principals will exempt students only when the written request has been received from the student's parent(s)/guardian(s).
- 1.5 Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations. References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption policy/procedure. There will be no academic penalty for exemptions. There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.
- 1.6 Principals will ensure that a supervised alternate activity is provided for all students who have been excluded from Human Growth and Development component of the curriculum at the request of their parent(s)/guardian(s). Because school boards are responsible for student safety and well-being during instructional time, options for supervision must be offered. Parents must choose one of the following options for their child: to remain in the classroom during the exemption period without taking part in instruction, and to be assigned work or activities; or to leave the classroom for the duration of the instruction and remain in the school under supervision; or to be released into the care of the parent or the parent's approved designate.
- 1.7 Principals are responsible for approving all non-staff members involved in the instruction and/or delivery of the aspects of the Human Growth and Development component of the curriculum and for approving materials to be viewed and distributed.

For Students in Grades 9 to 12

- 1.8 Principals could include on Options Sheets, a statement under the appropriate course descriptions, that it is the responsibility parent(s)/guardian(s) to notify the principal in writing if they wish the student to be exempted from the Human Development and Sexual Health portion of the course. In addition, principals may use the school newsletter and/or website to inform parents about the Human Development and Sexual Health component of the curriculum.

Appendix:**Appendix A - Sample Letter**

Effective Date
93-03-30

Amended/Reviewed
2006-06-07
2011-03-04
2015-09-22
2016-09-07
2018-09-11

Approved by
Administrative Council

Distribution
Elementary & Secondary

Date:

Dear Parent(s)/Guardian(s):

Human Development and Sexual Health Education (Grades 1 – 12) is an integral component of the Health and Physical Education Curriculum. As outlined in the Health and Physical Education Curriculum, Human Development and Sexual Health Education is more than simply teaching young people about anatomy and physiology of reproduction – understood in its broadest sense, it can include a wide range of topics and concepts. Sexual development is one component of overall human development, and learning about healthy human development begins at an early age. The overall and specific expectations are developmentally appropriate and are addressed with sensitivity and respect for individual differences. The key topics discussed in Health and Physical Education Curriculum are summarized in this chart:

Grade 1	Body parts; Senses and functions; Hygienic procedures
Grade 2	Stages of development; Body appreciation; Oral health
Grade 3	Healthy relationships, bullying, consent; Visible, invisible differences, respect
Grade 4	Puberty – changes; emotional, social impact; Puberty – personal hygiene and care
Grade 5	Reproductive system; Menstruation, spermatogenesis; self-concept, sexual orientation; Emotional, interpersonal stresses – puberty
Grade 6	Sexually explicit media; understanding puberty changes, healthy relationships; Decision making, consent; Stereotypes and assumptions – impacts and strategies for responding
Grade 7	Delaying sexual activity; Sexually transmitted and blood-borne infections (STBBIs); Sexual health and decision making; Relationship changes
Grade 8	Decisions about sexual activity, supports; Gender identity, gender expression, sexual orientation, self-concept; decision making considerations and skills; Relationships and intimacy

Grade 9	Preventing pregnancy and STIs; Factors affecting gender identity and sexual orientation; supports; Relationships – skills and strategies; Thinking ahead about sexual health, consent, personal limits
Grade 10	Decision making, communication, healthy sexuality; Misconceptions relating to sexuality; Relationships – effects on self and others
Grade 11	Mental illness, addictions – causes, manifestations, and effects on personal health and well-being; Reproductive and sexual health; proactive health measures; Skills for dealing with stressful situations; Mental illness – reducing stigma
Grade 12	Skills and strategies for evolving relationships; Identifying personal aptitudes and interests; developing life plans; Maintaining health and well-being when independent; Bias and stereotyping in media portrayal of relationships

Your child's class will be engaged in learning the Human Development and Sexual Health component of the Health and Physical Education Curriculum on: _____ date(s) _____.

The complete Health and Physical Education Curriculum along with Parent Guides can be obtained by visiting the Ministry of Education websites:

Grades 1 to 8: <http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>

Grades 9 to 12: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health.html>

You continue to have the right to have your child not participate in this component of the curriculum. You must return the form attached ***to the principal*** by the date specified. Requests for exemptions cannot be made by phone. Exemption forms or written requests that do not have a parental signature cannot be accepted. Exempted students will be assigned an alternative activity in a supervised area within the school while the content is being taught. The removal of the child from the class will be done sensitively and without academic penalty.

In the case of an unforeseen event and we have to move the period of instruction for the Human Development and Sexual Health curriculum component to a later date in the school year, we will provide you with this information and new date as soon as reasonably possible.

Yours truly,

Principal

Development and Sexual Health Education (Grades 1 – 12)

Exemption Request Form

*Any parent(s)/guardian(s) wishing to withdraw their child from the Human Development and Sexual Health component of the Health and Physical Education Curriculum, must complete and **return this form to the Principal** no later than _____ (5 days before the start of the Human Development and Sexual Health component).*

I, _____, parent(s)/guardian(s) of _____ wish to have my child exempted from the Human Development and Sexual Health component of the Health and Physical Education Curriculum that is being taught on _____ *date(s)* .

Supervision

I wish for my child:

- ☐ to remain in the classroom during the exemption period without taking part in instruction, and to be assigned work or activities
- ☐ to leave the classroom for the duration of the instruction and remain in the school under supervision;
- ☐ to be released into the care of the parent or the parent's approved designate.

Date: _____ Signature: _____



Durham District School Board
400 Taunton Road East
Whitby, Ontario L1R 2K6
Ph: 905-666-5500
1-800-265-3968
TTY: 905-666-6943
Fax: 905-666-6474

www.ddsb.ca

September 2019

Dear Elementary Teachers,

Welcome back to another school year. I hope that you had a wonderful summer, with time to rest and relax with your family.

As you are undoubtedly aware, there have been recent curriculum changes made by the provincial government, most specifically and notably (but not exclusively) relating to the Health and Physical Education curriculum.

At this time the government has provided school boards with the direction to use the *2019 Ontario Curriculum Health and Physical Education Grades 1 - 8* document. This document is available online at the Ministry of Education website.

We recognize our teachers are dedicated professionals who are committed to student success, safety and well-being. As a result, the Education Centre staff are currently working on support resources for teachers. The board has purchased the Ontario Physical Education and Health Association (OPHEA) digitized resource to support elementary and secondary teachers.

We will also be providing a similar communication to parents so that they will have an understanding of the teaching and learning requirements under the *2019 Ontario Curriculum Health and Physical Education Grades 1 – 8 document*. It is recommended that parents who have specific concerns with instructional approaches should resolve these through discussions with teachers and principals.

I appreciate your continued commitment, professionalism, and dedication to our students and families. You make an incredible difference in our students' lives.

Thank you for your ongoing support. Have a great start-up!

Sincerely,

Lisa Millar
Director of Education



@DurhamDSB



Facebook.com/DurhamDistrictSchoolBoard



www.youtube.com/DurhamDSB

Comparison Chart of Human Development and Sexual Health Topics – Grades 1 – 8

Grade	2015 Human Development and Sexual Health	2018 Interim Growth and Development	2019 Human Development and Sexual Health
1	<ul style="list-style-type: none"> • Body parts • Senses and functions • Hygienic procedures 	<ul style="list-style-type: none"> • Life cycles of plants and animals, including humans • Factors affecting growth • Body parts 	<ul style="list-style-type: none"> • Body parts • Senses and functions • Hygienic procedures
2	<ul style="list-style-type: none"> • Stages of development • Oral health 	<ul style="list-style-type: none"> • Similarities and differences between themselves and others • Germ transmission and personal hygiene • Senses and function 	<ul style="list-style-type: none"> • Stages of development • Body appreciation • Oral health
3	<ul style="list-style-type: none"> • Healthy relationships • Physical and emotional development • Visible, invisible difference, and respect 	<ul style="list-style-type: none"> • Reproductive processes • Changes in growth and development from birth to childhood 	<ul style="list-style-type: none"> • Healthy relationships, bullying, consent • Visible, invisible differences, respect
4	<ul style="list-style-type: none"> • Puberty – changes (emotional, social impact) • Puberty – personal hygiene and care 	<ul style="list-style-type: none"> • Stages of development and changes within these stages – physical, interpersonal, emotional • Healthy relationships • Relationships - challenges and responsibilities 	<ul style="list-style-type: none"> • Puberty – changes (emotional, social impact) • Puberty – personal hygiene and care
5	<ul style="list-style-type: none"> • Reproductive system • Menstruation, spermatogenesis • Emotional, interpersonal stresses - puberty 	<ul style="list-style-type: none"> • Dealing with stress and pressure from relationships • Factors affecting healthy relationships • Puberty – secondary physical changes • Menstruation and spermatogenesis • Puberty – personal hygiene care 	<ul style="list-style-type: none"> • Reproductive system • Menstruation, spermatogenesis • Self-concept, sexual orientation • Emotional, interpersonal stresses - puberty
6	<ul style="list-style-type: none"> • Development of self-concept • Understanding of puberty changes • Understanding of healthy relationships • Decision making in relationships • Stereotypes and assumptions – impacts and strategies for responding 	<ul style="list-style-type: none"> • Puberty – reproductive organs and function • Problem-solving/decision-making process 	<ul style="list-style-type: none"> • Sexually explicit media • Understanding of puberty changes • Understanding of healthy relationships • Decision making, consent • Stereotypes and assumptions – impacts and strategies for responding
7	<ul style="list-style-type: none"> • Delaying sexual activity • Sexually transmitted infections • STI and pregnancy prevention • Sexual health and decision making • Relationship changes at puberty 	<ul style="list-style-type: none"> • Reproductive systems • Menstruation, spermatogenesis, and fertilization • Sexually transmitted infections • Communication skills • Abstinence • Sources of support for healthy sexuality 	<ul style="list-style-type: none"> • Delaying sexual activity • Sexually transmitted and blood-borne infections (STBBIs) • Sexual health and decision making • Relationship changes
8	<ul style="list-style-type: none"> • Decisions about sexual activity/supports • Gender identity, sexual orientation, self-concept • Decision making and contraception • Relationships and intimacy 	<ul style="list-style-type: none"> • Abstinence • STIs • Contraception • Decision making • Sources of support of healthy sexuality 	<ul style="list-style-type: none"> • Decisions about sexual activity and supports • Gender identity, sexual orientation, self-concept • Decision making and contraception • Relationships and intimacy

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: September 16, 2019

SUBJECT: Capital Priorities Program

PAGE NO. 1 of 4

ORIGIN: Lisa Millar, Director of Education
 David Visser, Associate Director/Corporate Services and Treasurer of the Board
 Jim Markovski, Superintendent of Education/Early Years/Poverty Strategy/Foundation
 Christine Nancekivell, Chief Facilities Officer
 Stacey Lepine-Fisher, Senior Manager, Early Years

1. Purpose

To provide information to the Trustees of the Durham District School Board (DDSB) regarding the Ministry of Education's recent request for capital projects, including child care.

2. Ignite Learning Strategic Priority/Operational Goals**Increase Student Achievement and Well-being:**

- Align resources to where they are most needed to support equitable outcomes for all students
- Provide safe, inclusive and respectful learning environments which support positive academic, mental and physical growth.

3. Background

In memorandum 2019:B17 from the Ministry of Education titled *Announcement of launch of 2019-20 Capital Priorities Program, including Child Care Capital Funding and review of School Construction Standards*, the Ministry requested school boards submit Capital Priorities for funding, to identify their most urgent and pressing pupil accommodation needs, by September 30, 2019.

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

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating child care spaces in schools

Approved projects are expected to be completed and open no later than the 2023-24 school year.

4. Analysis

4.1 Eligibility and Evaluation Criteria

Projects eligible for funding consideration must meet one or more of the following category descriptions:

- a) Accommodation Pressure: where enrolment presently is or is projected to persistently exceed capacity at a school or within a group of schools
- b) School Consolidations: reduction of excess capacity in order to decrease operating and renewal costs and address renewal need backlogs. Projects associated with consolidations and/or closures that require a Pupil Accommodation Review will not be eligible
- c) Facility Condition: replace schools that have higher renal needs than the cost of constructing a new facility
- d) French-language Accommodation: provide access to French-language facilities where demographics warrant.

Projects that will not be considered are as follows:

- Addressing accommodation pressure as a result of a specialized or alternative program ie. French Immersion;
- Additional child care spaces that are not associated with a pupil place accommodation project ie. stand-alone child-care project in existing schools;
- Associated with a closure/consolidation where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding;
- Projects previously funded by either the ministry or the school board;
- Projects that should be funded via renewal funding; and
- Projects addressing school board administrative space

4.2 Design Standardization and Benchmark Review

The Ministry of Education is encouraging school boards to standardize and repeat the design of new school construction. For the DDSB, repeat design has been a practice for the past 30 years. The repeat design allows for savings as follows:

- ✓ 80% of full consultant fees
- ✓ Design time is substantially reduced, saving approximately 6 months off the overall project time
- ✓ Construction contingency budgets are reduced significantly as cost changes during construction are minimized as issues have been previously resolved
- ✓ Tendering is more competitive as the prequalified contractors and subcontractors are familiar with the school and can provide tighter bidding
- ✓ Improvements can easily be made on each new school, with feedback from school staff at the existing repeat design schools.

Going forward, the ministry will explore opportunities to drive efficiencies in the design and procurement of new school construction. It is recognized that there will need to be a review of the existing cost and space benchmarks. The memorandum continues, encouraging to look at creative and lower-cost solutions, such as locating a school within a podium instead of purchasing acres of land. This model of school would also require underground parking.

For DDSB, 100 parking spaces in underground parking would cost \$3-\$4M to construct. In Durham, due to land values, underground parking would be more costly than purchasing 2 acres of land to construct a parking lot. The podium schools and underground parking would be cost savings for Toronto school boards.

4.3 Child Care in Schools

With support of the local Consolidated Municipal Service Manager (CMSM), boards have the opportunity to request capital funding for the creation of new child care spaces. The Ministry states that child care projects in new school construction are a priority. Only child care projects related to new schools and pupil place additions are eligible. Early Years staff have met with the Region of Durham to discuss child care needs within the DDSB's jurisdiction. Eligible child care projects are reflected in the upcoming submission.

4.4 Other Considerations

4.4.1 Pilot of Modular Construction Methods

The ministry is running a pilot program to assess the merits of modular construction. As such, the ministry will be considering for selection, projects to be constructing using modular methods.

4.4.2 Joint Use Capital Projects

The ministry encourages boards to consider collaborative capital projects between school boards. This includes co-location, particularly in rural, northern or smaller communities.

DDSB staff have communicated with the three other schools boards within the DDSB jurisdiction and there are no joint-use opportunities at this time.

4.5 DDSB Submission

Based on the criteria and information outlined in Ministry of Education memorandum 2019:B17, and information outlined in Section 8 of the Accommodation Plan 2019-2023, the DDSB will be submitting the following projects for consideration, on September 30, 2019:

New School Construction

- ✓ **Unnamed North Oshawa Secondary School**
 - Site purchase required
- ✓ **Unnamed Pickering Creekwood PS (Brock and Rossland) + 4-room child care**
 - Site purchase required
- ✓ **Unnamed North Oshawa PS (Simcoe and Conlin) + 4-room child care**
 - Site purchase required

ADMINISTRATIVE REPORT

Capital Priorities Program

Page 4 of 4

Modular Construction School

- ✓ Rebuild Mary Street Community School (located on City of Oshawa owned lands)

Child Care in exiting schools

- ✓ No pupil place additions proposed to existing schools, therefore no eligible child care projects

The above noted projects will continue to improve the educational environment for students and staff, adding to the over 17,000 pupil places, or 805 classrooms since 2007, that have been constructed or approved for construction through to 2021.

As outlined on page 62 of 89 in the 2019-2020 Budget Book, and attached as Appendix A, the potential increase in secondary class sizes coupled with the potential impacts to enrolment related to e-learning could see a surplus of over 10,000 secondary pupil places within the system. Without confirmation of class sizes and not knowing the impacts of e-learning, accommodation planning for secondary pupils in large development areas, such as north Oshawa, must continue.

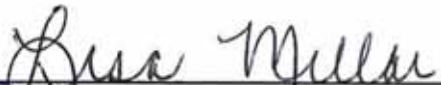
5. Conclusion

The information in the report has been provided for information purposes.


6. Appendices

Appendix A – Page 62 of 89 from the 2019-2020 Budget Book

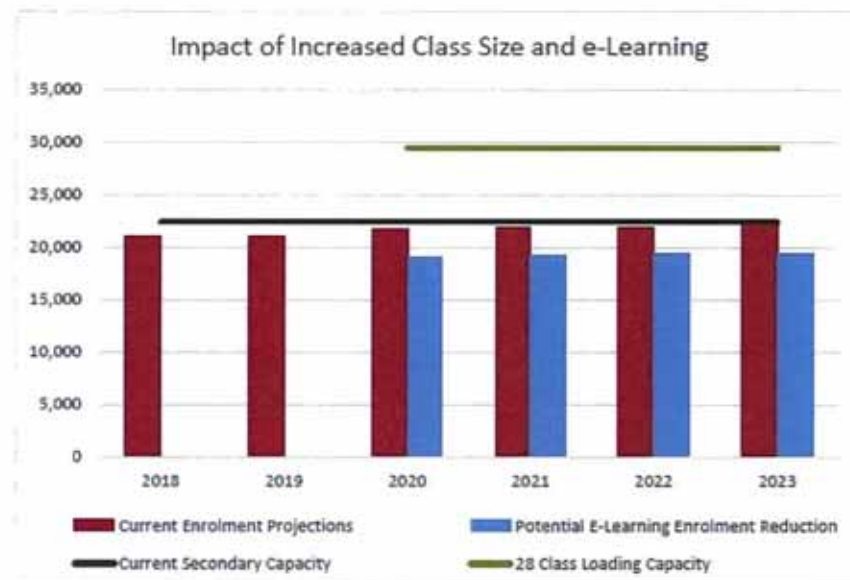
Report reviewed and submitted by:


 Lisa Miller, Director of Education


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


 Jim Markovski, Superintendent of Education//Early Years/Poverty Strategy/Foundation

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Specifically, in current projections for 2023, there would be 332 excess pupil places. With e-Learning, 4 of 32 credits would be achieved outside of the physical school building, leading to a reduction of potentially 12% of pupils attending the physical school building. This alters the 2023 enrolment to 19,410 pupils, a decrease of 2,180 from the current enrolment.

Coupled with the enrolment change is the increase in class size loading. The current DDSB total secondary school capacity is 22,389 pupil places. With the increase in class size loading, the DDSB secondary school capacity would increase to 29,417 pupil places. By 2023, the change in enrolment and class size loading would result in 66% utilization overall, not 99% as previously stated.

School Capacity

The class size increase and the potential change in enrolment due to e-Learning could result in 10,007 surplus pupil places, which is the equivalent to 8 secondary schools, as reflected in the following table:

	Year 2023
28 Class Loading Capacity	29,417
Potential e-Learning Enrolment Reduction	19,410
Surplus Pupil Places	10,007
Equivalent # of 1,250 Pupil Place Secondary Schools	8

A change in excess pupil spaces from 332 to 10,007, or a change of 9,675 spaces as a result of recent Ministry changes. To balance enrolment and capacity, both wholesale boundary changes throughout the Region, along with closures, would likely be required. To gain a balance in enrolment to capacity, students could live well within walking distance to a school but will require bussing to a school located at a distance from their home. While this is not ideal, this may be the result to better utilize secondary schools.

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	DATE:	September 16, 2019
SUBJECT:	Draft Accommodation Plan: Trends, Issues and Future Opportunities 2019-2023	PAGE NO.	Page 1 of 3
ORIGIN:	Lisa Millar, Director of Education David Visser, Associate Director of Corporate Services and Treasurer of the Board Christine Nancekivell, Chief Facilities Officer		

1. **Purpose**

To provide Trustees with information regarding short and long term accommodation, enrolment trends and school utilization information.

2. **Ignite Learning Strategic Priorities/Operational Goals**

- Align resources to where they are most needed to support equitable outcomes for all students
- Provide safe, inclusive and respectful learning environments which support positive academic, mental and physical growth
- Use many ways to communicate with and receive feedback from the community

3. **Background**

The balancing of school utilization is greatly affected by declining enrolment, along with pockets of increasing enrolment. Throughout the balancing process, quality program opportunities are paramount. All these factors play a significant role in the Ministry of Education's funding model, which must be utilized to its maximum in order to benefit the achievement and well-being of students of the Durham District School Board (DDSB).

The resources available to Boards, to balance accommodation pressures, are as follows:

Major Resources

- Accommodation Review Committees (ARCs)
- Boundary Adjustments
- Program Boundary Reviews – French Immersion (FI)/Gifted
- New Construction/Additions
- Facility Partnerships

Minor Resources

- Out of area students redirected back to their home school where appropriate
- Utilization of Portables

For the purposes of the Accommodation Plan, the DDSB's 2019-2023 Official Enrolment Projections (OEP) have been used. The OEP's are updated each spring, and use various sources of data to create, including Kindergarten preregistration data, enrolment and progression trends and new residential development student yields from registered plans of subdivisions.

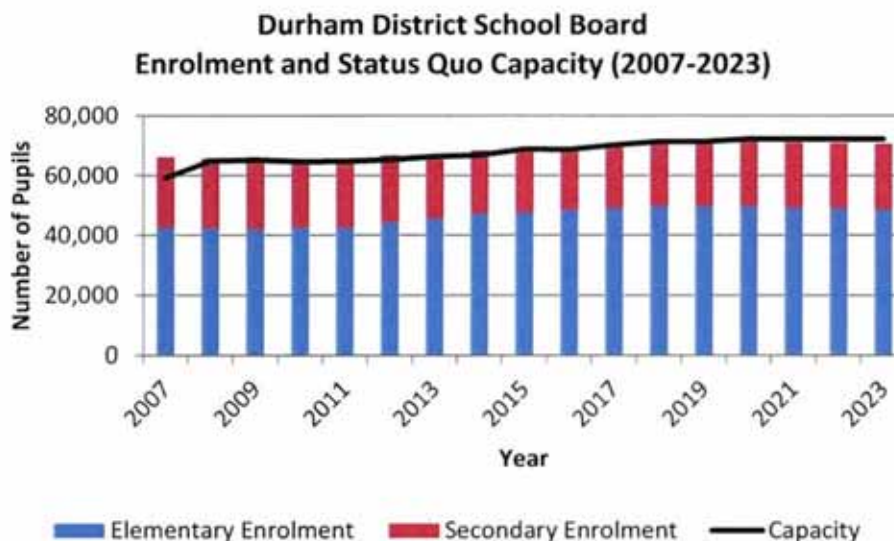
It is important to note that the OEP's reflect only the new residential growth that has been approved for construction via registered plans of subdivision, during the 2019-2023 timeframe, based on the DDSB's student generation calculations. Therefore, if a new development is proposed, the expected enrolment is not included in a school's projection until each phase of development has received approval to proceed.

Attached to this report, as a separate document, is a Draft of the DDSB's "Accommodation Plan 2019-2023 Trends, Issues and Future Opportunities". There are many items regarding enrolment and capacity outlined in the Accommodation Plan.

4. Analysis

Into the future, the overall Board utilization rate remains very close to 100%. The following chart is from the Accommodation Plan document, based upon current capacities.

Chart 1: Board Enrolment and Capacity 2007-2023



The recent announcements regarding secondary class size increase and e-learning could have significant impact on the overall use of secondary schools and long term projections and utilization. Changes to capacities and enrolments will be reflected in future Accommodation Plans, once the changes are implemented and the impacts are realized. Section 9 of the Accommodation Plan provides details of the potential impacts.

ADMINISTRATIVE REPORT

Draft Accommodation Plan 2019-2023 Trends, Issues and Future Opportunities

Page 3 of 3

5. **Conclusion**

Overall, the annual review of student opportunities and school utilizations is a healthy process. However, it is recognized that there are a number of possibilities identified for consideration. The Accommodation Plan provides information for consideration, as well as for discussion between the Family of Schools Superintendents and Trustees with the assistance of Facilities Services staff.

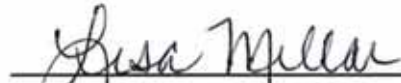
The report is being presented in draft. If there are no changes to the document, it will become the official Accommodation Plan for the Board, by the end of September.

6. **Appendices**

Attachment Under Separate Cover

- Draft Accommodation Plan: Trends, Issues and Future Opportunities 2019-2023

Report reviewed and submitted by:



Lisa Millar, Director of Education



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

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: September 16, 2019

SUBJECT: Education Development Charges – Proposed New Regulations PAGE NO. 1 of 6

ORIGIN: Lisa Millar, Director of Education
 David Visser, Associate Director of Corporate Services and Treasurer of the Board
 Christine Nancekivell, Chief Facilities Officer

1. Purpose

To provide information to the Board of Trustees regarding Ministry of Education's Education Development Charges (EDC) and Notice to School Boards Prior to Acquiring Land: Proposed Regulations.

2. Ignite Learning Strategic Priority/Operational Goals

Well-being – create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff enabled by the acquisition of school sites in areas of new residential development.

3. Background

The Proposed Regulations have a direct financial impact to the Board's Education Development Charge and the future acquisition of school sites.

On October 12, 2018, the Ministry of Education filed Regulation 438/18 that amended the EDC Regulation, Ontario Regulation 20/98, among other things freezing EDC rates as of August 31, 2018.

March 29, 2019, the Ministry of Education released amendments to Ontario Regulation 20/98, Education Development Charges, allowing for restrictions in increases to current EDC rates.

On April 10, 2019, Durham District School Board (DDSB) Trustees approved the Board's current Education Development Charges (EDC) By-law, which came into effect May 1, 2019.

Calculated EDC Rate Per Residential Unit - 2019 Background Study	Approved EDC Rate Per Residential Unit*	Shortfall
\$11,876	\$2249**	-\$9,627

*Allowable EDC based upon Ministry of Education amendments to Ontario Regulation 20/98.

** EDC rate increase of \$300 per year

On Thursday August 29, 2019, staff were notified that the Ministry of Education had released an Education Development Charges - Consultation Document to amend Ontario Regulation 20/98 Education Development Charges, provided as Appendix A.

The EDC Consultation Document outlines seven proposed amendments. The Ministry of Education is requesting input on the proposed amendments to the Ministry of Education's Capital Programs Branch by October 7, 2019. Additionally, DDSB will provide input to an OASBO Committee, who is working a response to submit to the Ministry of Education, on behalf of OASBO.

4. Analysis

The following chart outlines the EDC Consultation Document - current versus proposed changes, followed by staff comments.

EDC Rate Increase Restrictions

Current*	Proposed
Residential increases of 5% or \$300 per unit (whichever is greater).	NO CHANGE
Non-residential increases of 5%.	Non-residential annual increases of 5%, or \$0.10 per square foot (whichever is greater).

* As per March 29, 2019 Ministry of Education amendments to Ontario Regulation 20/98

Staff Comments:

- 2019 calculated EDC rate of \$11,876.00 per residential unit.
- Ministry of Education revisions to EDCs resulted in DDSB's current residential EDC rate of \$2,249.00 with a \$300 increase per year for 5-year term of the EDC By-law.
- DDSB has a calculated shortfall for 2019-2020, to fund future school site purchases, estimated at \$65.9 million per annum + the current account deficit of \$12.9 million = \$78.8 million for 2019-2020.
- Proposed non-residential changes continue to be detrimental to DDSB given we currently do not have a non-residential charge.

4.2 Notice of Public Meetings

Current	Proposed
School boards must hold at least 1 public meeting prior to passing an EDC by-law. Required to provide at least 20 days' notice prior to meeting.	Specifies requirements of public meeting details: location, date and time of meeting, and a statement indicating the school board is accepting Alternative Projects and Localized Education Development Agreement proposals and the final date to accept the proposals.

Staff Comments:

- At this time, no concerns.

4.3 Existing School Space Included in Calculation of EDCs

Current	Proposed
School boards must include all existing school space that could reasonably be used to accommodate new pupils from new development.	Existing school space to accommodate new pupils from new development would be subject to the Minister's approval.

Staff Comments:

- Ministry staff would not have the same level of intimate knowledge of local circumstances as DDSB staff.
- Proposed changes could result in extended timelines while school board staff and Ministry staff discuss existing school space that is reasonable to accommodate new pupils.

4.4 Changes to an Alternative Project

Current	Proposed
School boards will be required to notify the Minister of Education if it is proposing changes to an Alternative Project after the project has Minister approval.	Specifies details of Alternative Project requiring school boards provide at least 60 days notice to the Minister prior to making a change to an Alternative Project. The Minister would then have 60 days after the issuance of the notice to deny the proposed change.

Staff Comments:

- An Alternative Project is defined as a lower expenditure option with Ministry Approval.
- Examples of Alternative Projects, as outlined in the May 21, 2019 Report to Trustees entitled *"Update on Education Development Charges"* include:
 - Constructing an underground parking garage to serve a new school thereby reducing the land requirements for a grade level parking area;
 - Improving pedestrian access to a new or existing school. An example provided identified constructing a bridge/walkway over a major road;
 - Constructing a Podium school (classrooms/school included within a high-rise building).
- If Ministry denied the proposed Alternative Project school board has spent a minimum of four months with no Alternative Project in place.

4.5 Education Development Charge – Exempt Institutions

Current	Proposed
Current exemptions include: Region, municipality or a local board, a board, a public hospital, a publicly funded university, community college, private elementary or secondary school, religious organizations' principal residence and a seminary of learning.	Proposed a variety of institutions that provide social benefit to a community be exempt from EDC: Long-term care homes, retirement homes, private schools, universities and colleges, memorial homes, clubhouses or athletic grounds of the Royal Canadian Legion, hospices and Child care facilities.

Staff Comments:

- If a retirement home is defined as residential (includes a kitchen and bath in each unit) EDCs would no longer be collected on these units.
- To date staff has no estimated reduction of the EDCs to be collected.
- A potential future change in use from retirement units to residential units (accommodating all ages) will result in a loss of EDC revenue.
- With the exception of retirement homes, expect little to no change in collections as other uses would generally fall under non-residential development, and the school board currently does not have a non-residential charge.

4.6 Holding Students

Current	Proposed
Students of the board not permanently accommodated (e.g. in temporary/holding schools) are not included in the counting of students for the purpose of calculating EDC rates.	Regulation would clarify that existing students from new development in holding school would be added to the counting of new pupils that are the result of new residential development.

Staff Comments:

- Clarification to the Regulation ensures that holding students, in place from one EDC By-law to the next (five year term), continue to be captured as growth towards a new school.
- Current examples of students in a holding school include, but not limited to:
 - Stephen Saywell PS and Sunset Heights PS holding growth for North Oshawa,
 - Highbush PS holding growth for Seaton/Pickering.
- 2019 DDSB EDC By-law included holding school students, from new residential development in the EDC rate.
- DDSB staff are in support of the proposed clarification to the Regulation.

4.7 Notice to Acquire or Expropriate Site

Current	Proposed
Under the amendments, school boards will be required to notify the Minister of Education if they plan to acquire land by purchase, expropriation, lease or any other means within a time period set out in the regulation. Minister, within a time period set out in regulation, can respond that the board shall not proceed with the acquisition of land.	Clarified that Ministry of Education to be notified at least 60 days prior to: the close of the purchase of a site, the date the board plans to apply for approval from trustees to expropriate, entering into a lease (of any terms) or the acquisition by any other means. The Minister would have 60 days from the school boards notice to notify the board that it shall not proceed with the proposed acquisition.

Staff Comments:

- If Ministry denied the proposed acquisition, clarification needs to be provided on the next step for the school board e.g. Ministry of Education provide an alternative solution for the school board.
- Purchase of school sites is typically through an Option Agreement. If Ministry denies the proposed acquisition, the school site is no longer available into the future.
- Westcreek PS is an example of how Ministry of Education input, during the school site negotiation process, can effect site acquisitions.
 1. DDSB had an option agreement in place for the Westcreek PS site,
 2. Ministry of Education site acquisition funding revisions required additional time for negotiations resulting in the need to an extension to option agreement,
 3. Developer denied the extension of DDSB's option agreement,
 4. DDSB staff were required to expropriate the school site, the only option to secure the property, a costly and time intensive process.

5. Financial Implications

- Based on Ministry of Education EDC proposal details the DDSB will continue to have a calculated shortfall for 2019-2020 school year, to fund future school site purchases, estimated at \$65.9 million per annum + the current account deficit of \$12.9 million = \$78.8 million for 2019-2020.

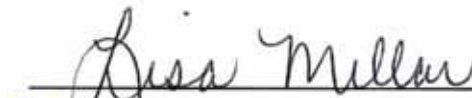
6. Conclusion

This report has been provided to Trustees for information. Staff will provide future updates as additional information is provided.

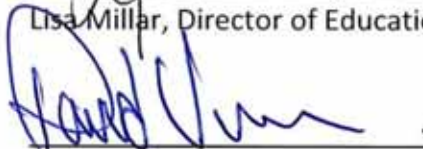
7. Appendices

Appendix A – Education Development Charges – Consultation Document

Report reviewed and submitted by:



Lisa Millar, Director of Education



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

Proposal Details

The *More Homes, More Choice Act, 2019* received Royal Assent on June 6, 2019. Schedule 4 of that Act amends the *Education Act* to require school boards to provide notice to the Minister of Education if the board plans to acquire or expropriate land. The Minister would be authorized to reject the board's proposal.

The amendments to the *Education Act* will also allow school boards, subject to the approval of the Minister, to enter into Localized Education Development Agreements to allow a land owner to provide a lease, real property or other prescribed benefit to be used by the school board in place of paying EDCs. The amendments will also allow boards, subject to the approval of the Minister, to allocate EDCs towards alternative projects, which are projects, leases or other prescribed measures that would address the board's needs for pupil accommodation.

Changes to Ontario Regulation 20/98 (Education Development Charges – General) made under the *Education Act* are being proposed to support the amendments to the *Education Act* made through the *More Homes, More Choice Act, 2019*. Other changes are also being proposed to the regulation that relate to the process of passing an EDC by-law and determining EDC rates.

1. Rate Increase Restrictions

Currently, annual increases to education development charges are restricted to:

- Residential: increases of 5% or \$300 per unit (whichever is greater)
- Non-residential: increases of 5%

Proposed Content:

- Non-residential: annual increases of 5% or \$0.10 per square foot (whichever is greater)

2. Notice of Public Meetings

Under the *Education Act*, school boards must hold at least one public meeting prior to passing an EDC by-law. Boards are required to provide notice at least 20 days prior to the meeting.

Proposed Content:

The proposed regulation would specify details of the notice of the public meeting, which would include:

- Location of the meeting,
- Time and date of the meeting,

- A statement to the public indicating that the school board is accepting Alternative Projects and Localized Education Development Agreements proposals for consideration.
- The final date by which the board will no longer accept Alternative Project and Localized Education Development Agreement proposals.

Notice of public meetings would be required to be posted on the board's website.

3. Existing School Space to be included in the calculation of EDCs

Currently, school boards must include all existing school space that, in the opinion of the board, could reasonably be used to accommodate new pupils that are the result of new residential development.

Proposed Content:

The proposed regulation would specify that the school board's determination of existing school spaces that could reasonably be used to accommodate new pupils that are the result of new residential development would be subject to the Minister's approval.

4. Changes to an Alternative Project

Under the amendments to the *Education Act*, school boards will be required to notify the Minister of Education if it is proposing changes to an Alternative Project after the project has been approved by the Minister.

Proposed Content:

It is proposed that school boards provide notice to the Minister at least 60 days prior to making a change to an approved alternative project. The Minister would then have 60 days after the issuance of the notice by the board to deny the proposed change.

5. Education Development Charge-Exempt Institutions

It is proposed that a variety of institutions that provide social benefits to the community would be exempt from paying education development charges.

Proposed Content:

The following types of organizations would be exempt from paying EDCs:

- Long-term care homes;

- Retirement homes;
- Private schools;
- Universities and colleges;
- Memorial homes, clubhouses or athletic grounds of the Royal Canadian Legion; Hospices;
- Child care facilities.

6. Holding Students

Currently, students of the board that are not permanently accommodated (e.g. students that are in temporary school accommodations) are not included in the counting of students for the purpose of calculating EDC rates.

Proposed Content:

The regulation would clarify that existing students from new developments who are not permanently accommodated would be added the counting of new pupils that are the result of new residential development.

7. Notice to Acquire or Expropriate Site

Under the amendments to the *Education Act*, school boards will be required to notify the Minister of Education should they plan to acquire land by purchase, expropriation, lease or by any other means within a time period that would be set out in regulation. If the Minister responds, within a time period that would be set out in regulation, that the board shall not proceed with the acquisition, the board would not be authorized to proceed with the acquisition.

Proposed Content:

The proposed regulation would require boards to notify the Minister of Education at least 60 days prior to:

- the close of the purchase of a site;
- the date the board plans to apply for approval from its trustees to expropriate; or entering into a lease (of any term); or
- acquisition by any other means.

The Minister would then have 60 days from the day the board provides its notice to notify the board that it shall not proceed with the proposed acquisition.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	DATE:	September 16, 2019
SUBJECT:	Quarterly Construction and Major Projects Progress Report	PAGE NO.	Page 1 of 7
ORIGIN:	Lisa Millar, Director of Education David Visser, Associate Director of Corporate Services and Treasurer of the Board Christine Nancekivell, Chief Facilities Officer Lisa Bianca, Senior Manager of Facilities Services Brenda Coward, Manager of Facilities Design/Construction		

1. Purpose

To provide the Board of Trustees with a quarterly report of the current construction and major projects progress, as information.

2. Ignite Learning Strategic Priority/Operational Goals**2.1 Increase Student Achievement and Well-Being**

- Align resources to where they are most needed to support equitable outcomes for all students.
- Use data and research to develop programs to support learning.
- Provide safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth.
- Provide a range of rich programming options which allow students to pursue multiple pathways.

3. Background**3.1 The Board has been in a fortunate capital position to have approved several capital oriented projects, as follows:**

- On November 21, 2016 the Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed North Oshawa P.S. (Greenhill Avenue/Clearbrook Drive) in Oshawa.
- In February 2018, the Durham District School Board received Ministry of Education approval to build two new elementary schools, Unnamed North Ajax P.S. (Williamson Drive West/Bellinger Drive) in Ajax, and Unnamed North Whitby P.S. (Samandria Avenue/Lazio Street) in Whitby, and to build Beaverton/Thorah Central P.S. replacement school to consolidate Beaverton P.S. and Thorah Central P.S. on the Beaverton P.S. site, in Beaverton.

- 3.2 The Ministry approval process must be carefully considered when undertaking any major capital projects. The stages of Ministry approval include; announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on cost consultant report, and post tender approval if the tender exceeds the approved funding amount. Each stage requires Ministry approval prior to proceeding to the next step.

While Ministry approvals are in process, reports are submitted to the Board of Trustees for decision making, such as sketch plan reports and tender reports to engage a contractor. Other approval points for capital projects include municipal, regional and conservation authority approvals.

Due to these multiple stages in the process, it is important to note that each approval process can take several weeks or months, and can be further delayed as a result of any changes and transitions in the Ontario government.

- 3.3 As described in Appendix A – Facilities Design & Construction - Project History, Since 2008, the Board has created 17,294 new pupil places, 805 classrooms, and 1,961,518 square feet valued over \$429 million. This number of classrooms is equivalent to approximately 31 new elementary schools.
- 3.4 The intention of this report is to provide a quarterly update in the months of September, January, March, and June. This report would be posted on the Board's website and would allow the greater community a "snap shot" of the activities. These reports will serve as an update in a non-technical manner.

4. Analysis

4.1 New Elementary School Construction Projects

- A. Elsie MacGill P.S. (formerly unnamed North Oshawa P.S. Greenhill Ave/Clearbrook Dr)

<i>Type of Project:</i>	New Elementary School including child care centre
<i>Project Occupancy Date:</i>	September 2019
<i>Architect:</i>	MC Architects Inc.
<i>Contractor:</i>	Everstrong Construction Ltd.

Occupancy received August 2019. Deficiency clean-up is ongoing.

B. Beaverton P.S./Thorah Central P.S. Rebuild

<i>Type of Project:</i>	Rebuild Elementary School including child care centre and Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	Moffet & Duncan Architects Inc.
<i>Contractor:</i>	To be determined

Tender documents are complete. Authority approvals are nearing completion. Project is awaiting Ministry of Education's final approval to proceed to tender. Project completion date has been rescheduled from September 2020 to September 2021 due to time frame of final approvals.

C. Unnamed North Ajax P.S. (Williamson Drive West/Bellinger Drive)

<i>Type of Project:</i>	New French Immersion Elementary School, including Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	Cellucci + Pace
<i>Contractor:</i>	To be determined

Tender documents are complete. Authority approvals are nearing completion. Project is awaiting Ministry of Education's final approval to proceed to tender. Project completion date has been rescheduled from September 2020 to September 2021 due to timeframe of final approvals.

D. Unnamed North Whitby P.S. (Samandria Avenue/Lazio Street)

<i>Type of Project:</i>	New Elementary School, including child care centre and Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	MC Architects Inc.
<i>Contractor:</i>	To be determined

Tender documents are complete. Authority approvals are nearing completion. Project is awaiting Ministry of Education final approval to proceed to tender. Project completion date has been rescheduled from September 2020 to September 2021 due to timeframe of final approvals.

4.2 Major Projects

In mid June 2019, the Ontario Pipe Trades Council and the Mechanical Contractor's Association resolved their labour dispute and their membership, sheet metal workers and plumbers/pipefitters, were able to return to work. Project delays were minimal.

PROJECT	PROGRESS DETAILS
Altona Forest P.S. Child Care Project	Construction of 3 new child care rooms is complete; site work complete. Occupancy received August 2019.
Romeo Dallaire P.S. Child Care Project	Construction of 4 new child care rooms is complete; site work complete. Occupancy received August 2019.
G. L. Roberts CVI	Construction of youth hub complete. Auditorium renovations progressing well.
Scott Central P.S.	Child care on hold, pending Ministry approval to proceed. Septic replacement seeking approval from the Ministry of Environment. Library renovation complete.
Village Union P.S.	Replacement elevator construction drawings and tender underway.
Roofing Projects <ul style="list-style-type: none"> R.S. McLaughlin CVI – <i>Partial</i> Roland Michener P.S., Duffins Bay P.S., Claremont P.S., Valley View P.S. – <i>Partial</i> Bolton C Falby P.S. – <i>Partial & Windows</i> 	Roofing projects have been completed. Minor deficiencies and sheet metal work underway.
Masonry/Wall Cladding Restoration <ul style="list-style-type: none"> Dr. S. J. Phillips P.S., Coronation P.S., Waverly P.S., Ajax H.S., Brock H.S., Anderson CVI, Cartwright Central P.S., Sunderland P.S., Vincent Massey P.S. 	All 2019 Cladding projects complete and deficiencies work ongoing. 2019/2020 projects to continue through fall.
Library/Learning Commons Upgrades <ul style="list-style-type: none"> E.A. Fairman P.S., Sir John A. MacDonald P.S. 	Projects nearing completion. Occupancy scheduled for fall 2019.

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 5 of 7

Child Care Projects <ul style="list-style-type: none"> • McCaskills Mills P.S., Roland Michener P.S., Bobby Orr P.S., Seneca Trail P.S., Roberta Bondar P.S. • Bayview Heights P.S., Winchester P.S., Glengrove P.S., Lakeside P.S., Vaughan Willard P.S. 	<ul style="list-style-type: none"> • Project on hold pending Ministry Approval to Proceed to Tender. • Project design completed. Submissions for Ministry approvals in process.
Asphalt Replacement and Expansion Projects <ul style="list-style-type: none"> • EA Lovell, Westney Heights P.S., Applecroft P.S. • Dr. Robert Thornton P.S., Bellwood P.S. 	Projects completed. Final deficiencies ongoing.
Boiler Replacement Projects <ul style="list-style-type: none"> • Goodwood P.S., William Dunbar P.S. • Roland Michener P.S., Highbush P.S. 	<ul style="list-style-type: none"> • Projects nearing completion. • Design and tender preparation underway. Construction start date pending.


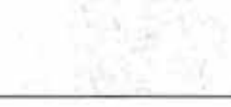
4.3 Air Conditioning Projects

PROVISION OF COOLING CENTRES <i>Installation 2018/2019</i>		
Ajax H.S.	Duffin's Bay P.S.	Roland Michener P.S.
Applecroft P.S.	Earl A. Fairman P.S.	S. A. Cawker P.S.
Coronation P.S.	Fairport Beach P.S.	Stephen G. Saywell P.S.
Dr. Robert Thornton P.S.	Highbush P.S.	Uxbridge P.S.
Dr. S. J. Phillips P.S.	R. H. Cornish P.S.	Lester B. Pearson P.S.
PROVISION OF COOLING CENTRES <i>Design & Development Stage</i>		
Bellwood P.S.	Lincoln Avenue P.S.	Valley Farm P.S.
Cadarackque P.S.	Prince Albert P.S.	Valley View P.S.
Harmony Heights P.S.	Roland Michener P.S.	William Dunbar P.S.
Greenbank P.S.	Rosebank Road P.S.	

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 6 of 7

 CONVERSION TO FULL A/C <i>Installation 2019/2020</i>		
Bayview Heights P.S.	John Dryden P.S.	McCaskills Mills P.S.
DASS/Grove School	Joseph Gould P.S.	
Eagle Ridge P.S.	Maple Ridge P.S.	
 CHILLER UPGRADE <i>Installation 2018/2019</i>		
C.E. Broughton P.S.	Lincoln Alexander P.S.	Winchester P.S.

The cost of the above projects plan is estimated to be \$17.6M. The costs are estimates and are subject to market conditions.

5. Financial Implications

Use of a total of \$45,577,276 Ministry of Education current approved Capital Priority Funds and \$69,355,754 for Major Projects.

6. Evidence of Impact

Creation of a total of 1,893 new pupil places and a total of 170 new child care places, resulting in the removal of a total of 40 portables.

7. Communication Plan

Quarterly Construction and Major Projects Progress Report to Board in the months of September, January, March and June.

- Report is posted on the D.D.S.B.'s website under About DDSB, School Properties, Construction and Property Updates.

8. Conclusion

This Board of Trustees receive this report as information.

9. Appendices

Appendix A: Facilities Design & Construction – Project History Since 2008

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 7 of 7

Report reviewed and submitted by:



Lisa Millar, Director of Education

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

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SCHOOL	New Pupil Placements	# of Classrooms	Square ft.	OVERALL PROJECT BUDGET (APPROXIMATE)	MUNICIPALITY	OCCUPANCY
SECONDARY SCHOOLS						
Maxwell Heights S.S.	1,227	57	173,200	\$31,000,000	Oshawa	2009
Brooklin HS	1,227	57	173,210	\$33,000,000	Brooklin	2015
NEW ELEMENTARY SCHOOLS						
Romeo Dallaire P.S.	558	27	81,217	\$11,500,000	Ajax	2009
Vmy Ridge P.S.	535	26	58,816	\$11,000,000	Ajax	2009
Blair Ridge P.S.	536	26	57,659	\$10,200,000	Brooklin	2009
Robert Mursch P.S.	512	25	57,320	\$10,000,000	Brooklin	2009
Whitby Shores Shores P.S.	525	26	64,706	\$11,600,000	Whitby	2010
Julie Payette P.S.	633	30	68,000	\$12,100,000	Whitby	2011
da Vinci P.S.	542	25	59,500	\$10,700,000	Ajax	2012
Seneca Trail P.S.	542	25	59,633	\$11,700,000	Oshawa	2013
Chris Hadfield P.S.	542	25	59,233	\$11,700,000	Brooklin	2013
David Bouchard P.S.	602	28	66,706	\$13,200,000	Oshawa	2013
Clara Hughes P.S.	490	23	60,316	\$12,700,000	Oshawa	2014
Michelle Jean P.S.	553	26	58,887	\$11,100,000	Ajax	2015
Unnamed Stonecrest P.S.	553	26	57,856	\$10,800,000	Oshawa	2016
Forest View P.S.	444	21	49,160	\$10,330,473	Oshawa	2016
Viola Desmond P.S.	663	30	77,780	\$15,049,000	Ajax	2018
Northern Dancer P.S.	513	24	62,360	\$12,242,500	Oshawa	2018
Unnamed North Oshawa P.S. (Greenhill Avenue/Clearbrook Drive)	519	23	63,830	\$12,734,329	Oshawa	2019
Unnamed North Ajax F.I. P.S. (Williamson Drive West/Belinger Drive)	558	25	56,970	\$12,007,309	Ajax	2020
Unnamed North Whitby P.S. (Samantha Avenue/Lazo Street)	490	23	60,100	\$12,762,981	Whitby	2020
Beaverton P.S./Thorah Central P.S. Rebuild	326	16	45,300	\$9,981,386	Brock	2020
ADDITIONS - SECONDARY						
Pickering HS - Addition	546	26	103,000	\$21,400,000	Pickering	2008
Port Perry H.S.	126	6	8,557	\$4,500,000	Port Perry	2013
Uxbridge H.S.	126	6	21,959	\$6,300,000	Uxbridge	2013
R.S. McLaughlin CVI	60	4	15,672	\$3,702,440	Oshawa	2018
Eastdale CVI	165	9	19,000	\$5,021,976	Oshawa	2018
ADDITIONS - ELEMENTARY						
Vaughan Willard P.S.	184	8	12,658	\$3,200,000	Pickering	2008
Fallingbrook P.S.	92	4	5,856	\$1,700,000	Whitby	2008
Harmony Heights P.S.	92	4	5,567	\$2,000,000	Oshawa	2008
Bellwood P.S.	92	4	7,086	\$1,800,000	Whitby	2009
Altona Forest P.S.	92	4	8,063	\$1,500,000	Pickering	2009
Westcreek P.S.	92	4	5,856	\$16,000,000	Pickering	2009
Stephen Saywell P.S.	92	4	6,417	\$1,700,000	Oshawa	2009
Carbriht Central P.S.	138	6	9,870	\$3,800,000	Scugog	2009
McCaskill's Mills P.S.	138	6	10,215	\$2,400,000	Carrington	2009
Winchester P.S.	184	8	13,483	\$3,000,000	Brooklin	2009
Joseph Gould P.S.	184	8	13,714	\$3,600,000	Uxbridge	2009
Lord Elgin P.S.	92	4	6,350	\$2,000,000	Ajax	2009
John Dryden P.S.	138	6	10,658	\$2,700,000	Whitby	2009
Lester B. Pearson P.S.	92	4	8,000	\$2,400,000	Ajax	2009
S.A. Cawker P.S.	138	6	9,386	\$2,500,000	Port Perry	2009
Walter E. Hams P.S.	138	6	7,875	\$2,800,000	Oshawa	2010
Carruthers Creek P.S.	138	6	9,888	\$2,800,000	Ajax	2010
Pringle Creek P.S.	230	10	12,000	\$3,400,000	Whitby	2011
Captain Michael Vanderbos P.S.	92	4	8,000	\$1,900,000	Whitby	2011
West Lynde P.S.	104	4	8,660	\$3,100,000	Whitby	2011
Goodwood P.S.	52	2	4,036	\$1,400,000	Goodwood	2012
Southwood Park P.S.	104	4	7,267	\$3,000,000	Ajax	2012
Frenchman's Bay P.S.	48	2	10,320	\$5,600,000	Pickering	2013
Brooklin Village P.S.	184	8	15,126	\$3,800,000	Brooklin	2014
Gandatselagon P.S.	104	4	6,380	\$2,600,000	Pickering	2014
Vincent Massey P.S.	150	6	14,820	\$5,000,000	Oshawa	2015
Claremont P.S.	0	4	12,000	\$5,551,447	Claremont	2017/2018
TOTAL:	17,294	805	1,961,518	\$429,182,971		

*Includes funding for childcare



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Premier Doug Ford
Premier's Office
Room 281
Legislative Building, Queen's Park
Toronto, ON M7A 1A1

June 19, 2019

Re: **Autism Funding**

Please be advised that the following resolution was endorsed by Ajax Town Council at its Meeting held on June 17, 2019:

WHEREAS in February 2019, the Provincial Government introduced a new service delivery approach and funding programs to address waitlists for treatment and other challenges within the existing Autism Spectrum Disorder (ASD) support system, starting May 1;

AND WHEREAS considerable concerns have been expressed about the new program and funding changes (i.e. inadequate funding, reduced flexibility, and lack of training/resources within classrooms) by a broad variety of stakeholders, including Autism Ontario, parents, and health professionals;

AND WHEREAS the Minister of Children, Community and Social Services conducted further consultation throughout the month of May to help inform the government on ways to better support those with complex ASD needs, and recently created a 20-member panel to consider consultation feedback and make recommendations on a needs-based funding model;

AND WHEREAS ASD is one of the most common developmental disabilities in Canada, with 1 in 66 children diagnosed with ASD, and evidence shows that when children start behavioural intervention between ages 2 and 5, they gain improvements in cognitive and language development, are better prepared for school, and have better long-term outcomes in adulthood;

NOW THEREFORE BE IT RESOLVED THAT Ajax Council formally requests that the Minister of Children, Community and Social Services continues to work collaboratively with families, community partners and stakeholders to develop a needs-based funding model to ensure every person with ASD has access to the specialized programming, therapies and service providers they need to thrive within their communities;

AND THAT a copy of this resolution be forwarded to Premier Ford, Minister Fedeli, Minister MacLeod, members of provincial parliament within the Region of Durham, local school boards, Association of Municipalities of Ontario, and Autism Ontario.

If you require any additional information please do not hesitate to contact me at 905-619-2529, ext. 3342 or alexander.harras@ajax.ca

Sincerely,



Alexander Harras
Manager of Legislative Services/Acting Clerk

Copy: Minister Fedeli
Minister MacLeod
Region of Durham Members of Provincial Parliament
Local school boards
Association of Municipalities of Ontario
Autism Ontario
Ms. Suzi Panovska-Guarrasi



June 20, 2019

The Honourable Stephen Lecce
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce,

On behalf of the Board of Trustees for the Simcoe County District School Board (SCDSB), I would like to express our need for a request for capital priorities project funding submissions. While we recognize the fiscal challenges facing the Province of Ontario, the last request for submissions from the Ministry of Education was on June 12, 2017, more than two years ago.

This is particularly challenging for school boards with growing populations and enrolment such as the SCDSB. Simcoe County is experiencing significant residential growth in a number of our municipalities. Overall, the total number of residential units expected to be built over the next 15 years exceeds 91,000 which will generate in excess of 20,500 public elementary and secondary students. The board is already seeing significant impacts of this growth in many of our southern municipalities where residential growth has been substantial and is continuing. It follows that this new growth requires new schools to adequately accommodate students.

In the entirety of Bradford/West Gwillimbury for instance, our elementary utilization for the coming year will well exceed 140 percent across six elementary schools. While a seventh elementary school is currently in the design process, we have an urgent need for another elementary school in the area. In the interim, the SCDSB is using portables, 42 at four schools in the community of Bradford alone, while also busing students from new subdivisions to schools outside of the community. Even these strategies are approaching their limits, since school sites have portable limitations due to municipal zoning and building code requirements and rural schools have defined limits set under the Ministry of Environment, Conservation and Parks, regarding private servicing (septic). Staff is currently using every strategy at their disposal to reasonably accommodate students as best as they possibly can.

In addition to the Bradford community, we are also seeing substantial residential and enrolment growth in the Township of Essa, Town of Innisfil, Town of New Tecumseth, City of Orillia and City of Barrie. These are the areas where the Board of Trustees has identified its most high and urgent capital needs and pressures. In total, a demonstrated immediate and short term need exists that requires eight new elementary capital projects and two secondary capital projects throughout our jurisdiction. Further needs are also projected as the County continues to grow and the province's housing supply action plan is implemented. Considering the amount of time required for the planning, site acquisition, design, and construction of a facility, we feel it is critical to begin these projects as soon as reasonably possible in order to best serve our communities and to be able to reasonably provide student accommodation for children and families.

As stated earlier in this letter, as a board we recognize the fiscal challenges facing the province. While the SCDSB continues to work collaboratively with the Ministry to ensure the careful stewardship of resources, I again respectfully express our need for the Ministry of Education to request capital priorities project funding submissions as soon as possible.

Thank you for your consideration.

Sincerely,



Jodi Lloyd
Chairperson
Simcoe County District School Board

c: Doug Downey, MPP, Barrie, Springwater, Oro-Medonte
Jill Dunlop, MPP, Simcoe North
Andrea Khanjin, MPP, Barrie, Innisfil
Jim Wilson, MPP, Simcoe Grey
Hon. Caroline Mulroney, MPP, York-Simcoe
Chairs, Ontario Public School Boards Association
Board of Trustees, SCDSB
Steve Blake, Director of Education, SCDSB
John Dance, Associate Director, SCDSB
Brian Jeffs, Superintendent of Business and Facility Services, SCDSB

June 24, 2019

The Honourable Stephen Lecce
Minister of Education
5th Floor
438 University Avenue
Toronto, Ontario M7A 2A5

Dear Minister Lecce,

I would like to start by congratulating you on your appointment as Minister of Education.

Trustees are mandated by the Education Act to enhance student achievement and well-being, and close gaps in student achievement. With this focus, Trustees with the Waterloo Region District School Board have directed me to voice our significant concerns regarding the proposed changes to classroom operations and funding the Government of Ontario has proposed to public education.

Changes to the Grants for Student Needs (GSN) has created challenges for our staff as they work diligently to prepare a balanced budget for the 2019-2020 school year. The WRDSB is facing an estimated loss of \$12 million as a result of changes to the GSN. Per-pupil funding has reduced by \$2 million from the 2017-18 budget year, which means each and every one of our students will receive \$110.44 less in funding. Our staff will continue to provide exemplary support for our students despite these changes; however, funding is essential to ensure our students have the necessary resources in place to support their academic achievement and their well-being.

The change that is causing the most concern for both my fellow trustees and staff, especially as we look beyond the current school year, are the proposed changes to class sizes. Moving from an average of 22 to 28 students in a classroom in secondary school might not seem like it will have much of an impact on student achievement and well-being, but I can assure you that this change will drastically alter the experiences our students have at school. We are anticipating that this change will affect the courses schools can offer students. Specialized courses and electives with lower enrollment numbers, such as technology courses and the arts may be limited, which will impact our students' optional areas of study and pathways opportunities. We also anticipate that an average class size of 28 students may result in some mandatory courses having a reduced number of sections available. Reduced sections may lead to students on wait lists to receive the course they require to graduate, and class sizes that may stretch the capacity of our classroom facilities. Furthermore, the increase in the average class size will result in fewer caring adults in our schools - caring adults who play an important role in the lives of students, who have an impact on the well-being of students in classrooms, and who supervise extra-curricular activities that keep students engaged.



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Kitchener, ON N2C 2R5
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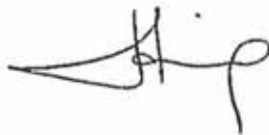


The four mandatory online learning courses that secondary students will be required to complete starting in 2020 as a requirement of graduation are also of concern. All students learn in different ways. For some, online learning is a clear choice and an effective way to accumulate credits. For others, online learning does not suit their needs. Some students need one-on-one interactions with educators and peers to stay engaged and focused on their work. This new requirement also has an equity component that currently, has not been addressed. Not all students and their families have access to the internet or have limited access and not all students have access to computers after school hours. Research has shown that e-learning is not an effective platform for all students to learn. This proposal is a one-size fits all approach to education that does not address the learning needs of all students. We believe that enacting a mandatory four online courses for secondary students will lead to a rise in disengaged learners and hinder graduation rates.

We urge you to reconsider the decrease in per pupil funding, the increase in secondary class sizes and the mandatory four e-learning credits, and to consider the impact these changes will have on our students' achievement and well-being. We ask you to affirm your support for public education. An investment in public education is an investment in our youth, our communities and the future of Ontario.

Trustees of the Waterloo Region District School Board look forward to your response and would welcome a meeting at your convenience to discuss our concerns.

Sincerely,



Jayne Herring
Chairperson of the Board

cc: The Honorable Doug Ford
MPP Belinda Karahalios
MPP Laura Mae Lindo
MPP Amy Fee
MPP Mike Harris
MPP Catherine Fife
Ontario Public School Boards' Association (OPSBA)
Chairs of all District School Boards



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JUL 15 2019

To Whom It May Concern,

On Wednesday, June 19, 2019, the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) released a newly commissioned report based on research by the Conference Board of Canada as evidence that provincial cuts to public education will impact high school graduation rates and lead to higher fiscal costs for the Ontario government.

The report, entitled *The Economic Case for Investing in Education*, is enclosed for your review. It examines the impact of public education on the economy in Ontario.

The report's key findings include:

- Each dollar invested in public education generates \$1.30 in total economic impacts to Ontario. At the same time, the inverse holds true for each dollar taken from public education.
- Increased investment in public education that lifts Ontario's high school graduation rates to 90.0 per cent, matching the highest in the country, could generate average fiscal savings of \$16.4 million per year on social assistance, health care, and criminal justice. That could accrue to total savings of \$3.5 billion over the course of two decades.
- In a reverse scenario, where high school graduation rates instead fall to 82.6 per cent, Ontario would spend an additional \$18.0 million each year on these programs. Over a 20-year period, that could amount to total fiscal costs of \$3.8 billion.
- Each additional high school graduate saves the Ontario government (on average) \$2,767 each year on social assistance, health care, and criminal justice, while each additional high school non-completer costs the province \$3,128 each year.
- Public education can generate social benefits, such as a healthier population, a higher standard of living, and a reduction in crime. That lessens demand for Ontario's social assistance, public health care, and criminal justice services.

OSSTF/FEESO has always taken the position that public education is an investment in Ontario's future, and this research provides solid evidence that this is true. We hope that after reviewing the report you will share our belief that investment in Ontario's public education system is integral to building a better economy. Please consider joining us in our efforts calling on the Ford government to look closely at this Conference Board of Canada report, and to seriously reconsider the cuts it has planned for education in Ontario.

For more information about this report and ways you can support public education and build a stronger economy, please visit <https://betterschoolsstrongereconomy.ca>.

Sincerely,

Harvey Bischof, President

Protecting and Enhancing Public Education
Protéger et faire avancer l'éducation publique

Ontario Secondary School Teachers' Federation
Fédération des enseignantes-enseignants
des écoles secondaires de l'Ontario
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If you require this information in an accessible format, please contact The Regional Municipality of Durham at 1-800-372-1102 ext. 3560.



Sent via standard mail

July 19, 2019

Niki Lundquist, Chairperson, Education Finance, Trustee
Durham District School Board
400 Taunton Road East
Whitby, Ontario L1R 2K6

Dear Niki Lundquist:

**RE: Notice of Commencement – Durham York Energy Centre
Throughput Increase from 140,000 to 160,000 Tonnes per Year**

The Regional Municipalities of Durham and York (Durham and York), the Owners of the Durham York Energy Centre (DYEC), have commenced an Environmental Screening Process in accordance with *Ontario Regulation 101/07: Waste Management Projects*. Please refer to the attached Notice of Commencement.

The DYEC site is located at 1835 Energy Drive, in the Municipality of Clarington, Ontario, Canada, and has been in commercial operation since 2016. The DYEC is a waste management facility that produces energy from the combustion of residential garbage that remains after maximizing waste diversion programs in both Durham and York regions.

The proposed undertaking is to increase the amount of material the facility is permitted to process annually by 20,000 tonnes per year—from 140,000 tonnes per year to 160,000 tonnes per year (Project). The facility is capable of processing 160,000 tonnes per year without the requirement for additional construction or the installation of additional equipment to accommodate the increase.

Your agency has been identified as having a potential interest in the Project. The DYEC Project Team will provide you with copies of relevant information and updates on the Environmental Screening Process at key milestones.

Notice of Commencement – Durham York Energy Centre
Throughput Increase from 140,000 to 160,000 Tonnes per Year
July 19, 2019
Page 2 of 2

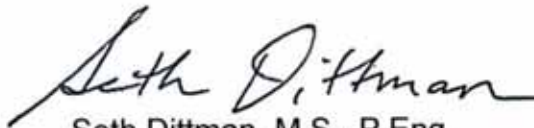
All materials generated for the Environmental Screening Process, as well as copies of the reports completed for the Environmental Assessment in support of the facility's construction, are available on the DYEC Project website (DurhamYorkWaste.ca).

Should you have any questions or concerns, please contact Andrew Evans, Project Manager, Waste Planning and Technical Services, at 905-404-0888 extension 4102 or andrew.evans@durham.ca.

Sincerely,



Andrew Evans, M.A.Sc., P.Eng.
Project Manager
Waste Planning and Technical Services
The Regional Municipality of Durham
Andrew.Evans@durham.ca



Seth Dittman, M.S., P.Eng.
Supervisor, Technical Services
Waste Management
The Regional Municipality of York
Seth.Dittman@york.ca

Enclosure (Notice of Commencement Public Notice dated July 3, 2019)

ACCOMMODATION PLAN 2019–2023

TRENDS, ISSUES AND FUTURE OPPORTUNITIES



EXECUTIVE SUMMARY

The balancing of school utilization is greatly affected by declining enrolments and pockets of increasing enrolment. Throughout the balancing process, quality program opportunities are paramount. All of these factors play a significant role in the Ministry of Education's funding model, which must be utilized to its maximum in order to benefit the achievement and well-being of students of the Durham District School Board (DDSB).

There are several resources available to the Board to balance accommodation pressures. Major resources are as follows:

- Accommodation Reviews
- Boundary Adjustments
- Program Boundary Reviews (French Immersion, Gifted)
- New Construction/Additions
- Facility Partnerships

Minor resources that are available to aid in the balancing of accommodation are:

- Out of Area students redirected back to their home school where appropriate
- Utilization of Portables

The DDSB's Accommodation Plan: Trends, Issues and Future Opportunities is a document that is updated annually, to reflect the changes in demographics, enrolment trends, school utilization and growth analysis. There are many factors that affect enrolment and ultimately, utilization of each building. Within this document, enrolment, capacity and utilization, along with the factors that affect enrolment, are discussed.

With the recent announcement by the Ministry of Education regarding the increase in funded average class size and e-learning, the potential impacts of these items on enrolment and capacity are provided within the document.

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1. Enrolment

For the purposes of this report, the DDSB's 2019-2023 Official Enrolment Projections (OEP) have been used. The OEP's are updated each spring, and use various sources of data including Kindergarten pre-registration data, enrolment and progression trends and student yields from new residential development are used to create the OEP's.

The DDSB OEP's reflect only the new residential growth that has been approved for construction at the time of the creation of the OEP's. Therefore, enrolment from unregistered plans of subdivision are not included in a school's projection until each phase of development has received approval to proceed. The OEP's can be found on the Board's Website as follows:

<https://www.ddsb.ca/en/about-ddsb/student-enrolment-summaries-and-projections.aspx>

I. Projections and School Utilization

Enrolment is analysed on several levels, utilizing the base enrolment information in Appendix A, B and C. For the Accommodation Plan: Trends, Future Issues and Opportunities Report, information is highlighted as follows to provide an enhanced visual aid.

Green	Utilization Rate	>86% and <115%
Yellow	Utilization Rate	>71% and <85% or >116% and <130%
Red	Utilization Rate	>131% and <70%

While there are many areas of proposed new development within the DDSB's jurisdiction, the student yield from the new development areas are only included within individual school projections when phases of new subdivision areas have been registered. Once a subdivision has been registered, the actual construction of homes will start.

A registered plan of subdivision is a legal document that shows the exact surveyed boundaries and dimensions of lots on which houses are to be built, the location, width and names of streets and the sites of any schools and or parks.

II. Enrolment and Capacity

From 2007-2018, the DDSB has decreased the over utilization of its schools through two main factors. These two factors are an accumulation of:

1. Extensive new school and addition construction
2. Overall enrolment decreases

In recent years, there have been physical facility changes that affect capacity in both elementary and secondary schools. These changes include the creation of Kindergarten classrooms due to the implementation of Full Day Kindergarten (FDK), creation of Child Care, Family Program rooms and Youth Hubs along with renovations and creation of specialty classrooms. These changes impact the Ministry Rated Capacity of a school, by changing or eliminating the room loading.

Staff have undertaken a full review of all classrooms throughout the system, to update the Ministry of Education loading of each room, to ensure all renovations and conversions have been captured, and that purpose built Kindergarten and Special Education rooms have been reflected.

For the purposes of this report, the changes to the capacity capturing the physical changes that have occurred within the schools are reflected starting in 2018. Also, changes related to all approved new schools, additions, Child Care Centres, Family Program rooms and Youth Hubs have been reflected in the capacities from 2018 to 2023.

Further to the physical changes that have occurred within DDSB schools, the Ministry of Education is increasing the funded average class size:

- grades 4 to 8 from 23.84 to 24.5
- grades 9 to 12 from 22 to 28

These changes will have an impact on the number of rooms required by each school. The secondary class size will increase the capacity of each secondary school dramatically.

Along with the secondary class size increase, the Ministry has announced an e-learning component to secondary school curriculum, where one credit per year is to be achieved via e-learning. There is the potential for e-learning to impact the daily enrolment at secondary schools, by having fewer students physically in the school. The impacts of the class size and e-learning will be reflected at greater length in Section 9 - Potential Impacts of Increased Class Size and E-learning.

1) Combined Elementary and Secondary Enrolment vs Capacity

Below, Table 1, illustrates the Board's overall capacity shortfall position by year inclusive of 2018. This information does not include enrolment for Durham Alternative Secondary School (DASS):

Table 1

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Enrolment	66,262	65,895	65,750	65,662	65,594	66,941	66,760	68,521	69,038	69,393	69,690	70,903
Capacity	59,140	64,873	65,280	64,715	64,853	65,381	66,413	66,869	68,825	68,696	70,273	71,449
Surplus / (Shortfall)	(7,122)	(1,022)	(470)	(947)	(741)	(1,560)	(347)	(1,652)	(213)	(697)	583	546
Utilization Rate	112%	102%	101%	101%	101%	102%	101%	102%	100%	101%	99%	99%

From 2007-2018 overall enrolment increased 4,641, mostly due to full implementation of FDK, while capacity increased by 12,309 pupil places. The change in capacity is due to the construction of new schools and additions, FDK alterations/conversions and school closures/consolidations. This increase in capacity is net of any school closures.

a) Status Quo Enrolments and Capacity:

For 2019 – 2023, the projected overall enrolment capacity and surplus/(shortfall), with status quo capacity and projections are as follows in Table 2:

Table 2

	2019	2020	2021	2022	2023
Total Enrolment	70,776	71,280	71,215	71,050	70,744
Capacity	71,377	72,237	72,234	72,234	72,234
Surplus / (Shortfall)	601	957	1,019	1,184	1,490
Utilization Rate	99%	99%	99%	98%	98%

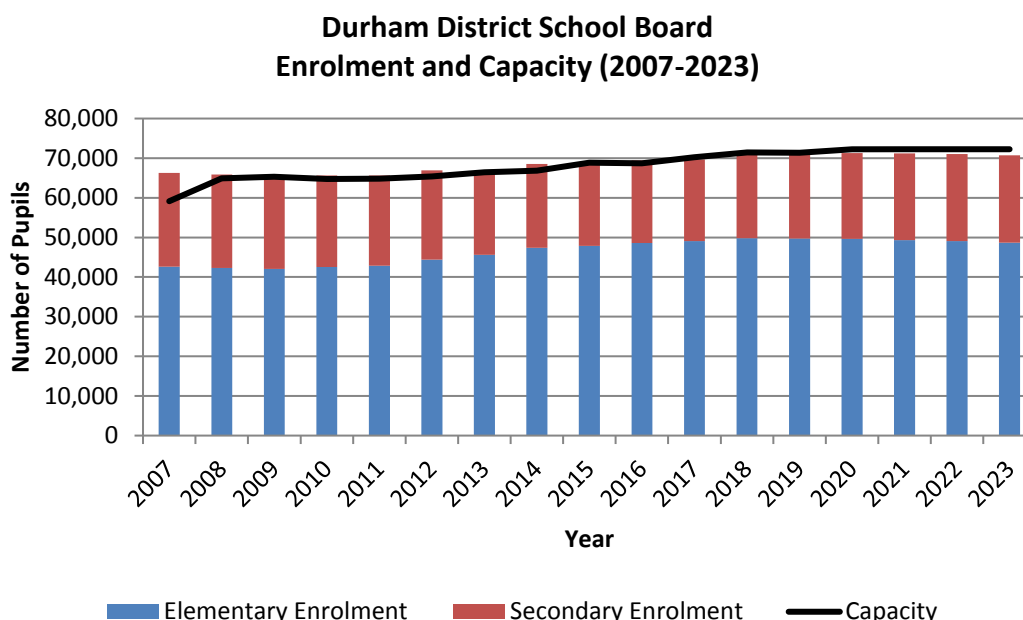
This chart includes capital projects which are approved by the Ministry of Education, and are reflected in the year of completion.

Chart 1 is a visual representation of the data contained in Appendix A. The chart shows the total combined elementary and secondary enrolments (actual and projected) from 2007 to 2023, along with the relevant total combined capacity for each year.

From this chart, it can be seen that the total enrolment of the DDSB will be slightly less than the total capacity through to 2023. In some areas, this will leave room for anticipated growth, while in other areas possible school closures.

Into the future, the overall Board Utilization Rate remains very close to 100% with status quo capacity.

Chart 1



b) Increased Secondary Class Size and Potential E-learning Enrolment Impacts:

For 2019 – 2023, the projected overall enrolment capacity and surplus/(shortfall), reflecting the impact of secondary class size and e-learning, the projections are as follows in Table 3:

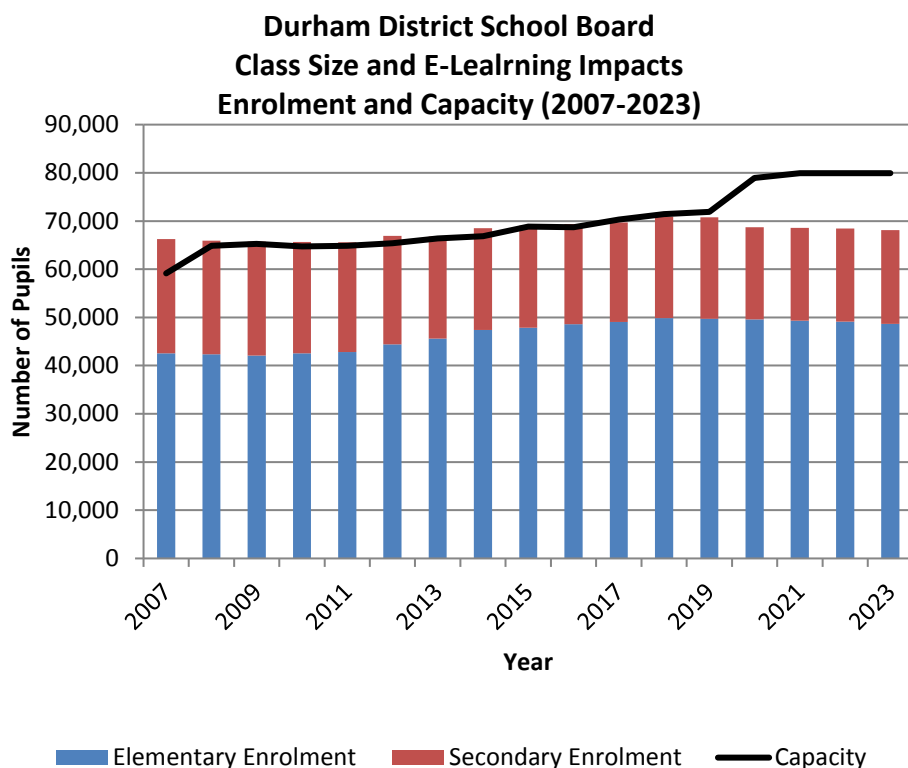
Table 3

	2019	2020	2021	2022	2023
Total Enrolment	70,776	68,679	68,589	68,416	68,097
Capacity	71,896	78,924	79,924	79,924	79,924
Surplus / (Shortfall)	601	7,985	8,047	8,212	8,518
Utilization Rate	99%	90%	90%	90%	89%

Chart 2, below, is a visual representation of the data. The chart shows the total combined elementary and secondary enrolments (actual and projected) from 2007 to 2023, along with the relevant total combined capacity for each year reflecting secondary class size increase and e-learning enrolment impacts.

From this chart, it can be seen that the total enrolment of the DDSB will be significantly less than the total capacity through to 2023. The impact directly on secondary enrolment and capacity will be discussed further in the secondary portion of this section.

Chart 2



2) Elementary Enrolment vs Capacity

From 2007-2018, the elementary panel has had capacity shortfall changes as follows in Table 4:

Table 4

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Elementary Enrolment	42,586	42,328	42,076	42,552	42,825	44,410	45,633	47,397	47,834	48,591	49,046	49,834
Elementary Capacity	38,413	42,421	42,828	43,103	43,085	43,718	44,750	45,038	45,767	46,472	48,109	49,285
Surplus/(Shortfall)	(4,173)	93	752	551	260	(692)	(883)	(2,359)	(2,067)	(2,119)	(937)	(549)
Utilization Rate	111%	100%	98%	99%	99%	102%	102%	105%	105%	105	102%	101%

The table reflects the Full Time Equivalent (FTE) enrolment for 2007 to 2013. For 2007 to 2009, all schools offered part-time Kindergarten. From 2010 to 2013 Full Day Kindergarten implementation was occurring, with Kindergarten being offered part-time at fewer schools each year, hence the increase in enrolment.

The 2014 elementary enrolment is a total enrolment, with the full implementation of FDK. The capacity figures within the chart do not reflect FDK classroom loadings, renovations and /or conversions etc. until 2014.

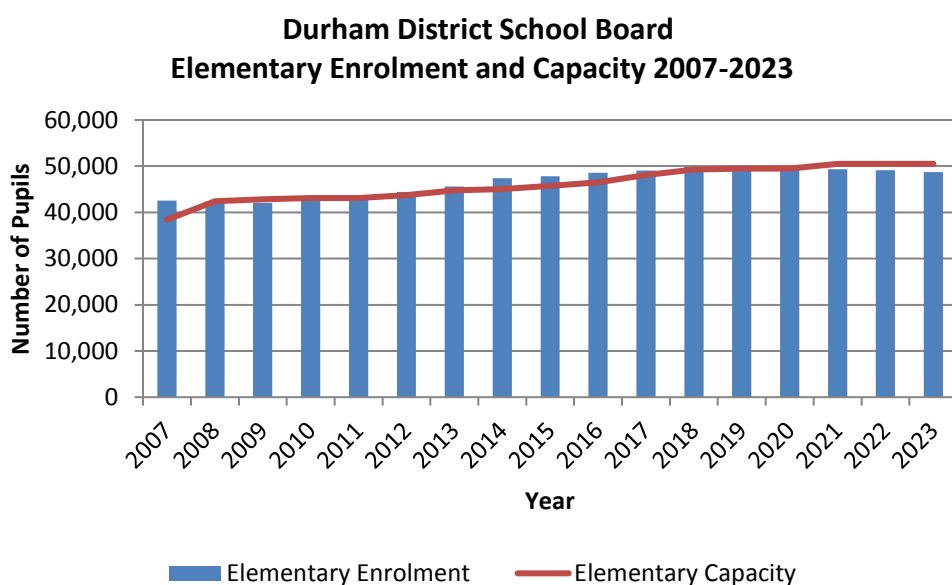
For 2019-2023, the projected elementary enrolment capacity and surplus/(shortfall) are as follows in Table 5:

Table 5

	2019	2020	2021	2022	2023
Elementary Enrolment	49,749	49,609	49,329	49,100	48,687
Elementary Capacity	49,507	49,507	50,507	50,507	50,507
Surplus/(Shortfall)	(242)	(102)	1,178	1,407	1,820
Utilization Rate	100%	100%	98%	97%	96%

Chart 3 below shows the total elementary enrolment and capacity from 2007 to 2023.

Chart 3



A surplus of space combined with the future growth areas of the Board are a preferable position. However, utilizing the tools outlined within this document are an important part of the review process to ensure the available spaces are consistent with the current and future needs.

3) Secondary Enrolment vs Capacity

From 2007-2018, the capacity shortfall has diminished in the secondary panel, as shown in Table 6:

Table 6

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Secondary Enrolment	23,676	23,567	23,674	23,110	22,769	22,531	21,127	21,124	21,204	20,802	20,644	21,069
Secondary Capacity	20,727	22,452	22,452	21,612	21,768	21,663	21,663	23,058	23,058	22,224	22,164	22,164
Surplus/(Shortfall)	(2,949)	(1,115)	(1,222)	(1,498)	(1,001)	(868)	536	1,934	1,854	1,422	1,520	1,095
Utilization Rate	114%	105%	105%	107%	105%	104.01%	98%	92%	92%	94%	93%	95%

*Secondary Enrolment excludes DASS

From 2007-2018 secondary enrolment has decreased by 2,607 while the capacity has increased by 1,437 pupil places. Further analysis must be conducted to determine available opportunities, if any.

For 2019–2023, Table 7 reflects the current enrolment projections and capacity surplus/(shortfall) based on current enrolment projections and capacities:

Table 7

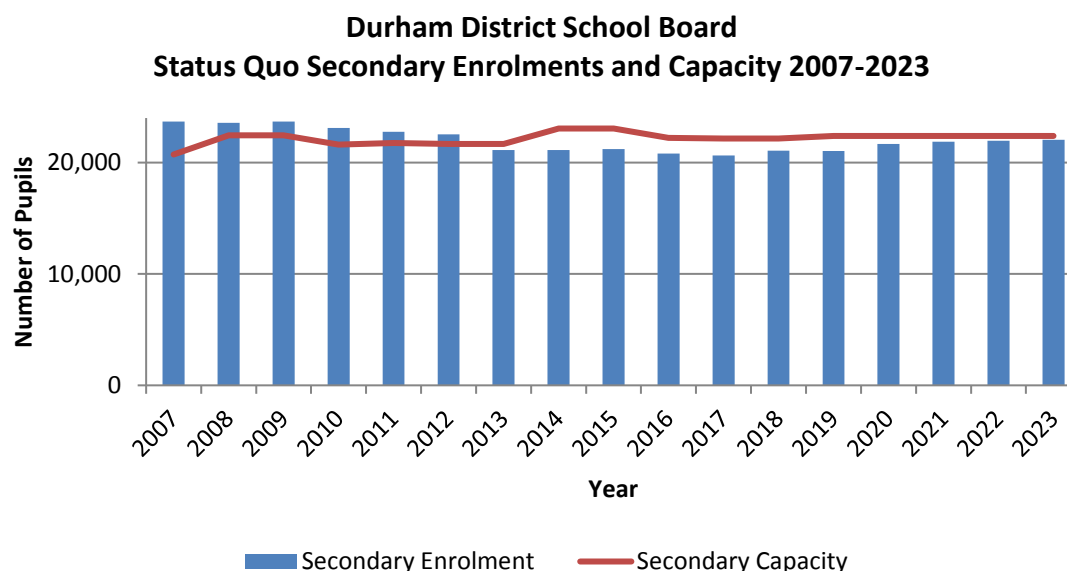
	2019	2020	2021	2022	2023
Secondary Enrolment	21,027	21,671	21,886	21,950	22,057
Secondary Capacity	22,389	22,389	22,389	22,389	22,389
Surplus/(Shortfall)	1,362	718	503	439	332
Utilization Rate	94%	97%	98%	98%	99%

*Secondary Enrolment excludes DASS

Based on status quo projections and capacity, a surplus of space combined with the future growth areas of the Board are in a preferable position. However, utilizing the tools outlined within the document are an important part of the review process to ensure the available spaces are consistent with the current and future needs.

Chart 4 below shows the total secondary enrolment and capacity based on current conditions from 2007 to 2023.

Chart 4



The impacts of the class size and e-learning will be reflected at greater length in Section 9 - Potential Impacts of Increased Class Size and E-learning.

4) Factors Impacting Enrolment

There are various factors that can affect the enrolment at a school, for both elementary and secondary. Changes in demographics is a contributing factor to the fluctuations in enrolment that the DDSB experiences. The demographic phenomenon known as Boom Bust Echo outlines the years that there can be increases and decreases expected in both elementary and secondary enrolments.

Table 8 below is a summary of the changes in enrolment that can be expected, by year.

Table 8

Generation	Years Born	Years starting Elementary	Years starting Secondary	Total Years of Generation	Enrolment Change
Boomers	1947-1966	1953-1972	1962-1981	19	Increase
Bust	1967-1979	1973-1985	1982-1994	12	Decrease
Echo	1980-1995	1986-2001	1995-2010	15	Increase
Children of Bust	1996-2008	2002-2014	2011-2023	12	Decrease
Children of Echo	2009-2024	2015-2030	2024-2039	15	Increase

A second factor that impacts secondary school enrolments are the retention of Grade 8 pupils into DDSB schools for Grade 9. Through an analysis of 2017/18 school year grade 8 pupils and 2018/19 grade 9 pupils, it was determined that there was a total of 463 pupils that did not attend a DDSB secondary school for grade 9 that were grade 8 pupils the year prior. However, through further review, it was found there were 499 grade 9 pupils attending DDSB secondary schools this current school year, that were not enrolled in a DDSB school for the Grade 8 in 2017/2018.

Table 9 is a summary of the gain and loss of pupils, by secondary school, for an overall gain of 36 pupils in grade 9 for DDSB for the 2018/19 school year.

Table 9

School	GAIN	LOSS	Net Difference
	# of Grade 9 pupils that did not attend DDSB for Grade 8	# of Grade 8 DDSB pupils that did not attend DDSB for Grade 9	
Ajax HS	23	55	-32
Anderson CVI	6	16	-10
Brock HS	10	8	2
Brooklin HS	70	8	62
DA Wilson SS	17	20	-3
Dunbarton HS	38	51	-13
Eastdale CVI	19	30	-11
GL Roberts CVI	7	25	-18
Henry Street HS	15	31	-16
J. Clarke Richardson Col.	36	51	-15
Maxwell Heights SS	56	16	40
O'Neill CVI	24	20	4
Live outside Durham	7	4	3
Pickering HS	43	22	21
Pine Ridge SS	36	49	-13
Port Perry HS	27	9	18
RS McLaughlin CVI	22	24	-2
Sinclair SS	12	16	-4
Uxbridge SS	31	8	23
TOTAL	499	463	36

III. Out-of-Area Pupils

Appendix D is a summary of out of area data for each elementary school, by municipality. The data gives the detail on which schools the students are attending as out of area. This information is critical with lower enrolment schools and creating opportunities for student retention. This only includes pupils that are in regular program; however, Modified calendar (CE Broughton PS and Winchester PS) pupils cannot be differentiated in the download of registrations. Therefore, Modified calendar pupils are shown as out of area.

From the information found in Appendix D, Table 10 outlines the elementary schools with 50 or more pupils attending as out of area.

Table 10

School Name	Capacity	October 2018		
		Enrolment	Portables in Use	Out of Areas
CE Broughton PS*	377	278	0	50
Stephen Saywell PS	403	412	3	50
Winchester PS*	662	563	0	95

*Modified Program

Appendix D also reflects out of area data for each secondary school. This only includes pupils that are in regular program. This information is critical with lower enrolment schools and creating opportunities for student retention. However, Performing Arts (O'Neill CVI) pupils cannot be differentiated from regular program pupils in the download of registrations. Therefore Performing Arts pupils are shown as out of area.

From the information found in Appendix D, Table 11 outlines the secondary schools with 50 or more pupils attending as out of area.

Table 11

School Name	Capacity	October 2018		
		Enrolment	Portables in Use	Out of Areas
Ajax HS	1,425	1,179	0	61
Brooklin SS	1,173	1,306	6	53
Donald A. Wilson SS	1,257	1,410	6	68
Dunbarton HS	1,722	1,441	0	52
Eastdale CVI	1,029	1,017	0	133
GL Roberts CVI	960	450	0	78
Henry Street HS	975	801	2	91
J. Clarke Richardson Col.	1,425	1,819	15	99
Maxwell Heights SS	1,245	1,679	14	50
O'Neill CVI	1,302	1,243	0	188
Pine Ridge SS	1,509	1,048	0	81
RS McLaughlin CVI	1,050	1,069	2	67
Sinclair SS	1,227	1,275	7	68

IV. Pupil Accommodation Review Guideline Update

The existing Pupil Accommodation Review Guideline (PARG) dated March 2015 aligns with the Board's Procedure #7113: Pupil Accommodation Review. This Guideline is a revision of the original PARG from 2009.

In June 2017, the Ministry put a hold on any future school accommodation reviews due to concerns from rural and northern communities affected by school closings. At the time, the Ministry committed to revising the Pupil Accommodation Review Guidelines after consultation from the community, municipalities and school boards.

On February 9, 2018, the Ministry released a Draft PARG, January 2018. Feedback on the Draft PARG was taken into consideration resulting in the revised Ministry of Education PARG, April 2018.

To date, with the transition in government, there have not been any updates regarding Pupil Accommodation Review Guidelines.

2. New Development

I. Future School Site Needs

The DDSB will witness steady enrolment growth over the next 20 years as large development areas within the Region are constructed. For DDSB, these areas include:

1. Seaton Planning Area – Pickering

Within the north rural area of Pickering, the Seaton community is planned to provide homes for 70,000 people. Through the planning process a total of 13 elementary and 2 secondary school sites will be required to accommodate the generated pupils. Construction has already begun within the Seaton area. Existing Pickering schools will be holding schools for the Seaton development area until such time that enough pupils are generated to receive Ministry approval and funding for the construction of schools within the Seaton area.

2. West Whitby Planning Area – Whitby

The west area of Whitby is planned to expand to accommodate a 26,000 person community. Within the area, the DDSB has 5 elementary and 1 secondary school sites reserved to accommodate future growth. Until such time that there are sufficient pupils generated to construct schools within the new development area, existing schools within Whitby will be utilized as holding schools.

3. Kedron Planning Area – Oshawa

There is the potential for 23,500 person community within the Kedron Planning area in Oshawa, which is located north of Conlin Road and east of Ritson Road North. Within the area, there is the need for 6 elementary and 2 secondary schools. As with the other new development areas, pupils will be accommodated at existing schools until the justification to construct a new school can be sought.

4. Brooklin Expansion – Whitby

The future expansion of the Brooklin area will occur north and west of the current area. It is proposed that there will be an estimated 56,000 person increase to the population. Within the expansion area, there is a need for 9 elementary and 2 secondary schools. As with the other new development areas, pupils will be accommodated at existing schools until the justification to construct a new school can be sought.

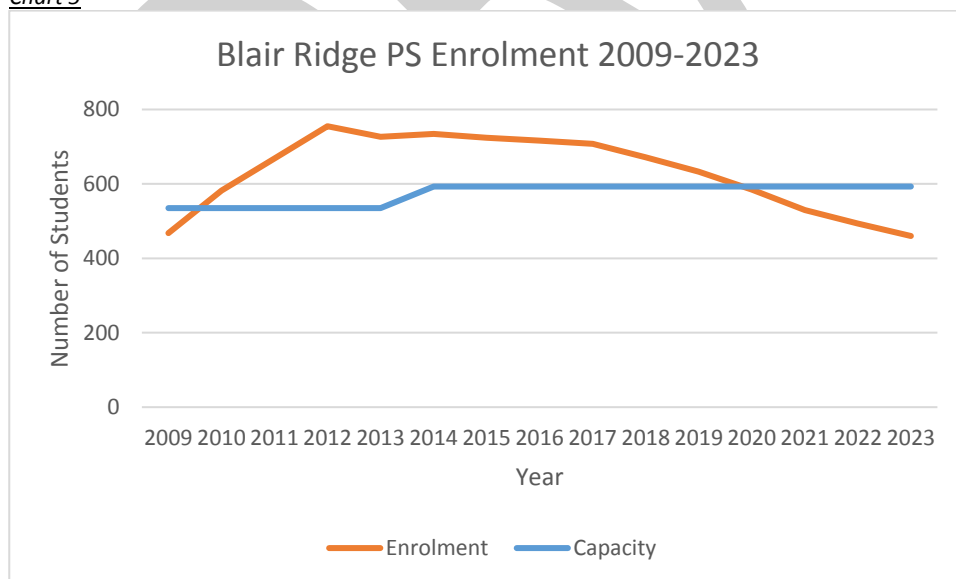
Overall, while the Board continues to experience growth, there will be a need for a total 33 elementary and 7 secondary schools to accommodate these large new community areas, as follows:

Brooklin	9 elementary	2 secondary
Seaton	13 elementary	2 secondary
West Whitby	5 elementary	1 secondary
Kedron	6 elementary	2 secondary
	33 elementary	7 secondary

While new development areas create the need for new school construction, there is a cycle of enrolment growth and stabilization that occurs. Schools are constructed to accommodate the expected mature and stable population of a neighbourhood, not the peak population. Hence, the need for portable classrooms. If a school shows signs, after several years, of retaining a higher than capacity enrolment, additions can be constructed to allow for the long term accommodation of pupils without the need for many portables. However, the DDSB has witnessed a further decrease in enrolment at schools, after the construction of an addition.

The following chart shows the enrolment of Blair Ridge PS from its 2009 opening, through to the projected 2023 enrolment, and is an example of a school in a new development area, and the cycle of enrolment growth. It can be seen that the decline in enrolment for this school has started. While enrolment grew quickly upon opening of the school, enrolment has reached its peak, and is starting to decline to a stable enrolment. During the peak enrolment there were community requests for an addition. However, enrolment cycle shows that an addition is not required.

Chart 5



II. Holding Schools

Several schools have been designated as holding schools throughout the Region accommodating new pupil yields from current new development areas. These schools are as follows:

Table 12 lists the current holding schools, based on the development name.

Table 12

As future development areas start construction, additional holding schools will be determined.

Municipality	Development Name	Holding Schools	
		Elementary	Secondary
Pickering	Seaton (Brock Road)	Valley Farm PS	Pine Ridge SS
	Seaton (Mattamy)	Highbush PS	Dunbarton HS
Ajax	Shoal Point	Bolton C. Falby PS	
	Shoal Point	Carruthers Creek PS	
	Duffin's Village, Stonebury Gate	Eagle Ridge PS	
	Stonebury Gate, The Enclave	Alexander Graham Bell PS	
	Castlefields	Lincoln Alexander PS	
Whitby	Forestview Estates	Dr. Robert Thornton PS	Sinclair SS
	West Whitby - Country Lane, Park Vista	Ormiston PS	Donald A. Wilson SS
	West Whitby - Hiddenbrook, Queens Common	Col. JE Farewell PS	Henry Street HS
	West Whitby - Chelsea Hill, Whitby Meadows	EA Fairman PS	Henry Street HS
	West Whitby - Chelsea Hill, Whitby Meadows	Glen Dhu PS	Donald A. Wilson SS
Oshawa	The Fields of Harmony	Seneca Trail PS	
	U.C.	Sunset Heights/Stephen Saywell PS	RS McLaughlin CVI

III. Education Development Charges

The Durham District School Board's Education Development Charges By-law (EDC), the fifth in a series of By-laws, expired May 1, 2019. The DDSB approved the new By-law April 10, 2019 which came into effect May 1, 2019. EDC By-laws have a maximum term of five years.

As part of the EDC process, Ministry of Education (MOE) legislation states that each School Board must conduct a review of its EDC policies prior to renewing their EDC By-law. As outlined in Section 257.60 sub-section (1) of the Education Act "Before passing an Education Development Charge By-law, the board shall conduct a review of the Education Development Charge policies of the board."

Each EDC By-law has a set of underlying policies that help to determine the structure and type of By-law that will be enacted.

The Durham District School Board has had an Education Development Charge By-law in place since January 1, 1995.

Through the Development Charges Act, 1989, school boards became eligible to recover the local share of growth-related costs for new school buildings and associated site costs.

In 1997, the funding was moved to the Education Act (Section 257 and Ontario Regulation 20/98). This provides school boards across the province of Ontario with the authority to impose EDC's to cover 100% of the land costs (e.g. the purchase price of school sites and any associated site remediation cost) relating to areas of new student growth. At one time, construction costs could be included but this no longer applies.

Since 1995, the Durham District School Board (DDSB) has jointly issued the EDC By-laws with the Durham Catholic District School Board (DCDSB). This practice is consistent with other growth areas within the Province.

On October 12, 2018, the Ministry of Education filed Regulation 438/18 that amends the Education Development Charges Regulation O. Reg. 20/98. Among other things, Regulation 438/18 froze EDCs at the rate as of August 31, 2018; the DDSB's rate is \$1,949.00 per new residential unit. On March 29, 2019, the Ministry of Education released amendments to Ontario Regulation 20/98, Education Development Charges.

The interim measures introduced through Ontario Regulation 55/99 introduce modest EDC rate increases, on top of the current EDC rate freeze, as follows:

- Maximum yearly EDC increase to the greater of 5% (*equates to \$97.45 for DDSB*) or \$300.00 per residential unit; and
- Maximum yearly increase of 5% for non-residential fees (*not applicable as the DDSB since currently does not have a non-residential charge*)

As identified in Table 13 the EDC rates commencing with the renewal of the EDC By-law, based on the interim measures, are as follows:

Table 13

Year 1*	\$ 2,249.00
Year 2	\$ 2,549.00
Year 3	\$ 2,849.00
Year 4	\$ 3,149.00
Year 5	\$ 3,449.00

**came into force May 1, 2019*

Though the interim measure will allow the DDSB to collect additional funds each year, \$300.00 (cumulatively) added each year on top of the current EDC rate of \$1949.00, there will continue to be a shortfall in collections to fund future school site purchases.

A component of the EDC Background Study, and the EDC charge, requires Board staff to identify future site needs, over a 15-year period. These site costs are based upon land values and the year the Board is projected to purchase the site.

Based upon experience and past requirements for sites, Board staff, in conjunction with the EDC Consultants, will identify sites to purchase (by year), in preparation for future schools.

School sites are purchased and are built upon, given need and funding justified to the Ministry of Education. The Durham District School Board has a very good track record of sites purchased and built upon.

Table 14 identifies all school sites purchased by the Durham District School Board, and schools justified / opening to date, over the past 10 years. This table also provides the insight required by staff to project needs into the future.

Table 14

School Name	Municipality	Purchased	Opening Date
Blair Ridge PS	Whitby	August 2008	September 2009
Brooklin HS	Brooklin	June 2014	September 2016
Chris Hadfield PS	Brooklin	September 2011	September 2013
Da Vinci PS	Ajax	April 2010	September 2011
Elsie MacGill PS	Oshawa	October 2017	September 2019
Fernbrook North Site	Brooklin	December 2017	NA
Glaspell site	Oshawa	September 2011	NA
Jeanne Sauve PS	Oshawa	July 2014	September 2016
Maxwell Heights SS	Oshawa	September 2007	September 2009
Medallion Castlefields Site	Ajax	May 2012	NA
Michaelle Jean PS	Ajax	October 2013	September 2015
Northern Dancer PS	Oshawa	August 2010	September 2018
Nottingham 2 Site	Ajax	April 2010	NA
Robert Munsch PS	Whitby	April 2007	September 2009
Romeo Dallaire PS	Ajax	June 2008	September 2009
Seneca Trail PS	Oshawa	September 2007	September 2013
Unnamed North Ajax FI PS	Ajax	January 2011 and November 2011	September 2021
Unnamed North Whitby PS	Whitby	January 2008	September 2021
Vimy Ridge PS	Ajax	June 2008	September 2009
Viola Desmond PS	Ajax	May 2016	September 2018
Whitby Shores PS	Whitby	June 2004	September 2010

3. Site Status

The DDSB has various non-operational schools sites which fall under 3 categories: former/closed school sites, surplus school sites as well as owned future construction sites.

I. Former/Closed School Sites

Currently, the DDSB has one site that is vacant:

- Ritson PS

II. Surplus Sites

Currently, there are 9 school sites that have been declared surplus and have been circulated under Regulation 444/98.

- 555 Rossland Road former Administrative Building (Vacant site – building demolished)
- Athabasca PS - Interest declared via Regulation 444/98
- Cartwright HS
- Epsom PS
- Florence M Heard PS (Vacant site – building demolished) – Sold August 15, 2019
- Gertrude Colpus PS
- HW Knight PS (Vacant site – building demolished)
- Palmerston PS (Vacant site – building demolished) – Interest declared via Regulation 444/98
- Undeveloped School Site Garrard Road

III. Board Owned Construction Sites

The DDSB currently owns, or is in the process of owning, 9 elementary schools sites within new development areas, for the potential of future new school construction. These sites include:

- Unnamed Ajax PS (Rushworth Drive/Hollier Drive)
- Unnamed North Ajax PS (Williamson Drive West/Harwood Avenue North)
- Unnamed North Ajax PS (Williamson Drive West/Winterton Way) - to open September 2021
- Unnamed Brooklin PS (Cachet Boulevard/Carnwith Drive East)
- Unnamed North Whitby PS (Lazio Street/Samandria Avenue) – to open September 2021
- Unnamed Oshawa PS (Whitelaw Avenue/Glenbourne Drive)
- Unnamed Scugog PS (Union Avenue/Earl Cuddie Boulevard)

4. New Construction

While there was substantial growth through the 70's and 80's within Durham Region, pockets of growth have continued to occur through the late 90's and into the 2000's in Ajax, Whitby and Oshawa. In areas where the generation of pupils meet the Ministry of Education's criteria for new school construction, Business Cases have been submitted upon Ministry request.

Since 2007, the Board has significantly improved the educational environment for staff and students. Improvements to accommodation have occurred through various avenues:

- New Construction – 17,294 pupil places or over 805 classrooms approved for construction through to 2021
- 1,893 pupil places for 2019 and 2021 openings
- Accommodation Reviews – approval for 12 elementary and three secondary schools closed and consolidated
- Over 70 schools affected through Boundary Reviews
- Portable Replacement Program - 171 portables with air conditioning; 160 portables demolished

The sub-sections below outline the construction over the last several years that have met the Ministry of Education's criteria and received funds and approvals for construction due to accommodation pressure, program requirements (Primary Class Size Reduction or Full Day Kindergarten) or closures and consolidations.

I. Pickering

- Vaughan Willard PS replacement of Relocatable Classroom Module (RCM) with addition 2008 (Child Care Centre and Hub)
- Altona Forest PS addition (2009)
- Westcreek PS addition (2009)
- Frenchman's Bay PS addition (2013)
- Gandatsetiagon PS addition (2014)
- Claremont PS addition (2018)

II. Ajax

- Pickering HS addition (2008)
- Vimy Ridge PS (2009)
- Lord Elgin PS addition (2009)
- Lester B. Pearson PS addition (2009)
- Romeo Dallaire PS (2009)
- Carruthers Creek PS addition (2010)
- Southwood Park PS addition (2012)
- da Vinci PS (2012)
- Michaelle Jean PS (2015)
- Viola Desmond PS (2018)

For September 2021, Unnamed North Ajax French Immersion PS (Williamson Drive/Bellinger Drive) is planned to open.

III. Whitby

- Brooklin Village PS (2005) addition which included a Child Care Centre (2014)
- Fallingbrook PS addition (2008)
- Bellwood PS addition (2009)
- Blair Ridge PS (2009)
- John Dryden PS addition (2009)
- Robert Munsch PS (2009)
- Whitby Shores PS (2009)
- Winchester PS addition (2009)
- Julie Payette PS (2011)
- Pringle Creek PS addition (2011)
- Captain Michael VandenBos PS addition (2011)
- West Lynde PS addition (2011)
- Chris Hadfield PS (2013)
- Brooklin HS (2015)

For September 2021, Unnamed North Whitby PS (Samandria Avenue/Lazio Street) is planned to open and will include a Child Care Centre.

IV. Oshawa

- Sherwood PS (2003)
- Norman G. Powers PS (2005)
- Harmony Heights PS addition (2008)
- Maxwell Heights SS (2009)
- Stephen Saywell PS addition (2009)
- Walter E. Harris PS addition (2010)
- Seneca Trail PS (2013)
- David Bouchard PS (2013)
- Clara Hughes PS which included a Child Care Centre (2013)
- Vincent Massey PS addition (2015)
- Jeanne Sauve PS (2016)
- Forest View PS (2016)
- Village Union PS relocation into renovated former Oshawa Central CI (2017)
- Eastdale CVI addition (2018)
- RS McLaughlin CVI addition (2018)
- Northern Dancer PS (2018)

Elsie MacGill PS (Unnamed North Oshawa PS Greenhill Drive/Clearbrook Drive) opened September 2019 and includes a Child Care Centre.

V. Brock, Scugog and Uxbridge

- Cartwright Central PS addition (2009)
- McCaskill's Mills PS addition (2009)
- Joseph Gould PS addition (2009)
- SA Cawker PS addition (2009)
- Goodwood PS addition (2012)
- Port Perry HS addition (2013)
- Uxbridge SS addition (2013)

For September 2021, the rebuilt school on the Beaverton site to accommodate the consolidation of Beaverton PS and Thorah Central PS is planned to open and includes a Child Care Centre.

Business Case Submission

The Ministry of Education has requested school boards submit Capital Priorities for funding, to identify their most urgent and pressing pupil accommodation needs, by September 30, 2019. The projects submitted are expected to be completed and open no later than the 2023-2024 school year.

The previous Business Case submissions from June 2017 submission included:

1. Unnamed North Oshawa SS (Oshawa) – Grade 9 to 12 regular program school
2. Beaverton PS / Thorah Central PS consolidation rebuild with 3-room child Care and EarlyON room
3. Unnamed North Ajax French Immersion PS with EarlyON room
4. Unnamed North Whitby PS with 4-room Child Care and EarlyON room
5. Pierre Elliott Trudeau PS (Oshawa) – 6 classroom addition

From the 2017 submission, the DDSB was successful in receiving funds for:

- Beaverton PS / Thorah Central PS consolidation rebuild with 3-room child Care and EarlyON room
- Unnamed North Ajax French Immersion PS with EarlyON room
- Unnamed North Whitby PS with 4-room Child Care and EarlyOn room

The Ministry of Education requested the locations, in conjunction with the Consolidated Municipal Services Manager regarding the eligibility and viability requirements to build or renovate Child Care rooms. The Board submitted and were approved for the following projects:

1. Bayview Heights PS – Infant, Toddler and Preschool Child Care
2. Bobby Orr PS - Infant, Toddler and Preschool Child Care
3. Cartwrights Central PS – Family Grouping Room
4. Dr. Roberta Bondar PS – Infant, Toddler and Preschool Child Care
5. Glengrove PS - Family Grouping Room
6. Lakeside PS - Family Grouping Room
7. McCaskill's Mills PS – Infant Child Care room
8. Roland Michener PS – Infant Child Care room -
9. Seneca Trail PS – Infant, Toddler and Preschool Child Care
10. Vaughan Willard PS – Infant and Toddler Child Care rooms
11. Winchester PS - Infant, Toddler and Preschool Child Care

While initial approvals of the projects are received, there are further stages of Ministry approval that need to be met for a project to commence. These stages, after the announcement of funding, include:

- approval of facility space template and appointing an architect,
- approval to proceed to tender based on cost consultant report, and
- post tender approval if the tender exceeds the approved funding amount.

Each stage requires Ministry approval prior to proceeding to the next step. To date, the DDSB is still awaiting approvals to proceed with the three new schools and the Child Care Centres.

5. Programs – French Immersion, Gifted and Modified

I. French Immersion

Over the last several years, boundary adjustments, program relocation and new school construction has occurred to accommodate the growth that is being witnessed in the program.

- Brooklin (2009) – Brooklin Village PS
- Ajax (2009) – Romeo Dallaire PS/Cadarackque PS
- Whitby (2011) – Julie Payette PS/ F.M. Heard PS/ Captain Michael VandenBos PS
- Brooklin (2013) – Meadowcrest PS/Brooklin Village PS
- Oshawa (2013) – City wide elementary boundary review and boundary adjustment resulting in David Bouchard PS, Walter E. Harris PS and Seneca Trail PS
- Pickering (2014) - Maple Ridge/Frenchman's Bay PS/Sir John A. Macdonald PS; Pickering HS/Dunbarton HS
- Whitby (2015) - Sinclair SS/ Donald A. Wilson SS
- Ajax (2015) – Michaelle Jean PS/Romeo Dallaire PS
- Whitby (2016) – John Dryden PS / Julie Payette PS
- Oshawa (2016) – Jeanne Sauve PS / Seneca Trail PS

Enrolment in French Immersion continues to increase throughout areas of the Region. As enrolment within the program continues to increase, there will be the need to continue to create new program locations within the municipalities, whether through single track or dual track schools. Appendix E and F are scattergram maps showing the distribution of elementary and secondary French Immersion program pupils

Table 15 below shows the elementary participation rates for French Immersion for 2007, 2012 and 2018. The participation rate within the program has increased for each municipality from 2007 to 2018, with the average participation rate in 2007 of 11.13% increasing to 18.56% for 2018.

Table 15

	Elementary French Immersion Participation Rates									DIFFERENCES		
	2007			2012			2018					
	Grade 1-8 Enrolment	French Immersion Enrolment	Participation Rate	Grade 1-8 Enrolment	French Immersion Enrolment	Participation Rate	Grade 1-8 Enrolment	French Immersion Enrolment	Participation Rate	2007 to 2012	2012 to 2018	
Pickering	6,563	788	12.01%	5,642	942	16.70%	5,551	1,143	20.59%	4.69%	3.89%	
Ajax	7,893	743	9.41%	8,475	1,218	14.37%	9,439	1,697	17.98%	4.96%	3.61%	
Whitby	9,365	832	8.88%	10,147	1,424	14.03%	10,952	2,028	18.52%	5.15%	4.48%	
Oshawa	9,908	682	6.88%	9,524	854	8.97%	11,138	1,507	13.53%	2.08%	4.56%	
Uxbridge	1,888	338	17.90%	1,643	296	18.02%	1,494	301	20.15%	0.11%	2.13%	
Scugog	1,941	268	13.81%	1,706	339	19.87%	1,511	352	23.30%	6.06%	3.42%	
Brock	1,055	95	9.00%	886	102	11.51%	871	138	15.84%	2.51%	4.33%	
TOTALS	38,613	3,746	9.70%	38,023	5,175	13.61%	40,956	7,166	17.50%			
AVERAGE			11.13%				14.78%			18.56%	3.65%	3.78%

Table 16 below shows the secondary participation rates for French Immersion for 2007, 2012 and 2018. While there was a slight decrease in the participation rate for Scugog/Brock from 2007 to 2011, the participation rate within the program has increased for each municipality from 2007 to 2018, with the average rate in 2007 of 4.42% increasing to 7.09% for 2018. While there is an overall decline in secondary enrolment, the enrolment within the French Immersion program has been increasing.

With the newly created French Immersion program at Dunbarton HS in 2014, the total for French Immersion within the Town of Ajax and the City of Pickering is still shown for comparison to the previous years. The breakdown by each municipality is shown for reference purpose only.

Table 16

	Secondary French Immersion Participation Rates									DIFFERENCES	
	2007			2012			2018				
	Grade 1-8 Enrolment	French Immersion Enrolment	Participation Rate	Grade 1-8 Enrolment	French Immersion Enrolment	Participation Rate	Grade 1-8 Enrolment	French Immersion Enrolment	Participation Rate	2007 to 2012	2012 to 2018
Ajax/Pickering	8,755	334	3.81%	8,224	376	4.57%	7,377	580	7.86%	0.76%	3.29%
Ajax							4,888	379	7.75%		
Pickering							2,489	201	8.08%		
Whitby	5,162	204	3.95%	5,338	288	5.40%	5,622	451	8.02%	1.44%	2.63%
Oshawa	6,290	197	3.13%	5,825	212	3.64%	5,458	213	3.90%	0.51%	0.26%
Uxbridge	1,380	90	6.52%	1,384	102	7.37%	1,168	88	7.53%	0.85%	0.16%
Scugog/Brock	2,089	98	4.69%	1,760	68	3.86%	1,444	105	7.27%	-0.83%	3.41%
TOTALS	23,676	923	3.90%	22,531	1,046	4.64%	21,069	1,437	6.82%		
AVERAGE			4.42%			4.97%			7.09%	0.55%	1.95%

II. Gifted

There has been minimal changes to the Gifted program locations over the last several years. Changes that were made were due to accommodation pressures.

- Pickering (2008) – Frenchman’s Bay PS/William Dunbar PS (relocate program)
- Whitby (2011) – Jack Miner PS / Pringle Creek PS (split program)
- Whitby (2012) – Sinclair SS/Anderson CVI (relocate program)

As seen in Table 17 below, elementary Gifted enrolment steadily increased from 2005-2013. Enrolment in the elementary Gifted program peaked at 1,006 students in the 2013/14 school year, and has been declining in the following years. The decrease in gifted students can be explained in part by new testing that was in place since the 2014 school year. For the 2017/18 school year, there has been a return to the previous testing model, which resulted in an increase in the Gifted Program projections. However, the projected 2018/19 elementary Gifted enrolment shows a decline. For the current school, Gifted program pupils represent 1.07% of the total elementary enrolment. The elementary Gifted program projections for each school can be found in Appendix B.

Appendix G and H are scattergram maps showing the distribution of elementary and secondary Gifted program pupils.

Table 17

	Elementary Gifted Program Enrolment							
	Grade							
Year	4	5	6	7	8	Total	Total Enrolment	Gifted Percentage
2005-2006	113	109	126	133	126	607	47,145	1.29%
2006-2007	139	135	120	133	133	660	46,950	1.41%
2007-2008	134	160	148	126	136	704	46,559	1.51%
2008-2009	153	162	174	166	134	789	46,379	1.70%
2009-2010	141	170	157	174	158	800	46,195	1.73%
2010-2011	181	157	189	166	172	865	46,166	1.87%
2011-2012	163	194	167	191	168	883	46,235	1.91%
2012-2013	187	196	198	185	195	961	46,635	2.06%
2013-2014	184	210	212	214	186	1006	46,949	2.14%
2014-2015	77	204	222	224	213	940	47,397	1.98%
2015-2016	70	91	208	222	223	814	47,834	1.70%
2016-2017	65	91	102	227	239	724	48,591	1.49%
2017-2018	100	106	113	109	231	659	49,046	1.34%
2018-2019	121	97	87	117	109	531	49,834	1.07%

As seen in Table 18 below, secondary Gifted enrolment has fluctuated during the timeframe that is shown. The program reached the highest enrolment in the 2008/09 schoolyear with 555 pupils, and had the lowest in 2010/11 with 281 pupils. Currently, the secondary Gifted program pupils represent 1.73% of the total secondary enrolment.

Table 18

Secondary Gifted Program Enrolment			
Year	Total	Total Enrolment	Gifted Percentage
2005-2006	412	23,073	1.79%
2006-2007	390	23,364	1.67%
2007-2008	469	23,676	1.98%
2008-2009	555	23,567	2.35%
2009-2010	526	23,674	2.22%
2010-2011	281	23,110	1.22%
2011-2012	333	22,769	1.46%
2012-2013	299	22,531	1.33%
2013-2014	287	21,709	1.32%
2014-2015	320	21,127	1.51%
2015-2016	328	21,204	1.55%
2016-2017	324	20,802	1.56%
2017-2018	398	20,779	1.92%
2018-2019	365	21,069	1.73%

III. Modified

The Durham District School Board (DDSB) has two elementary schools that offer a modified program:

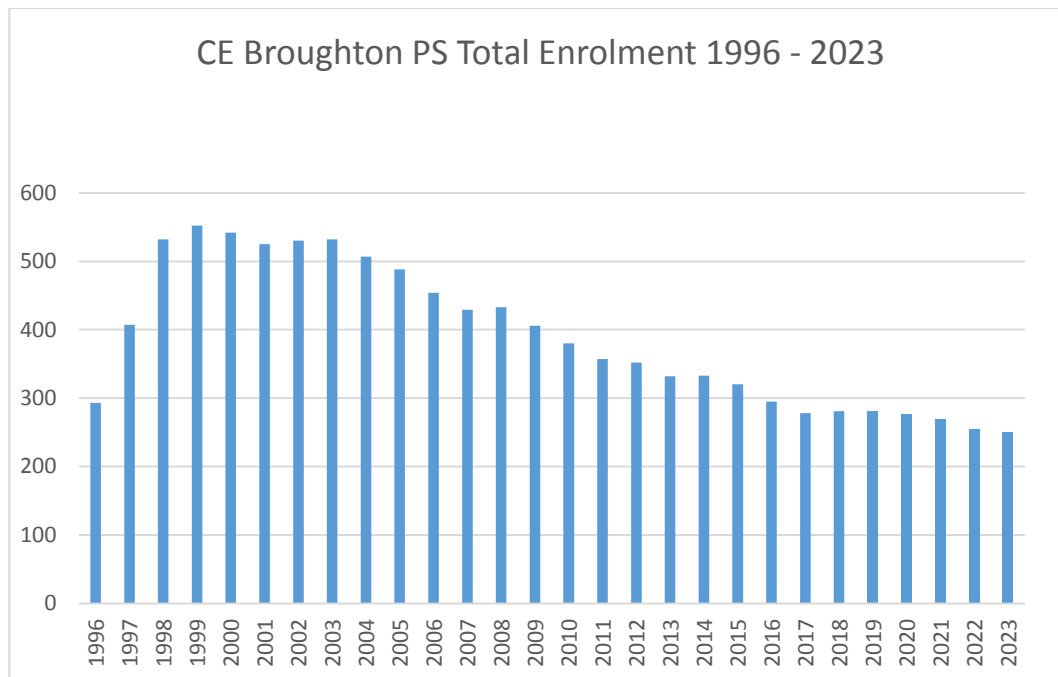
- CE Broughton PS
- Winchester PS

CE Broughton PS opened September 1996. The school has a Regular program boundary, which has not changed since the school opened and a Modified program boundary, open to students across the Durham District School Board's (DDSB) jurisdiction.

Winchester PS opened September 1999. The school has a Regular program boundary and a Modified program boundary available to students who reside in Brooklin.

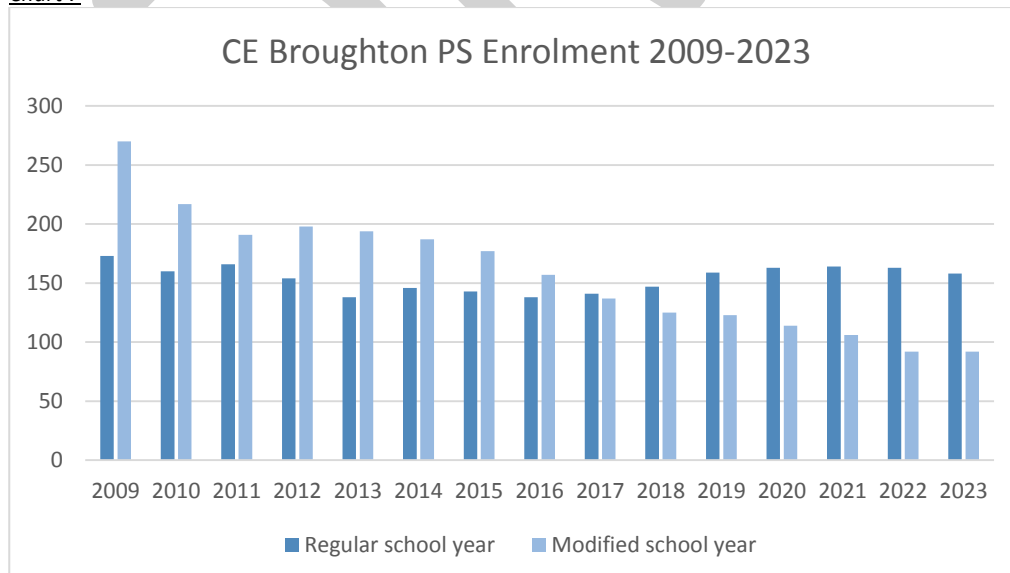
Chart 6 below shows the combined regular program and Modified program enrolment from the school opening in 1996 thorough to the projected 2023 enrolment.

Chart 6



CE Broughton PS total enrolment peaked in 1999 at 552 students. The enrolment has been in a general decline since 2003. The following chart reflects the enrolment of the two programs from 2009 through to 2023.

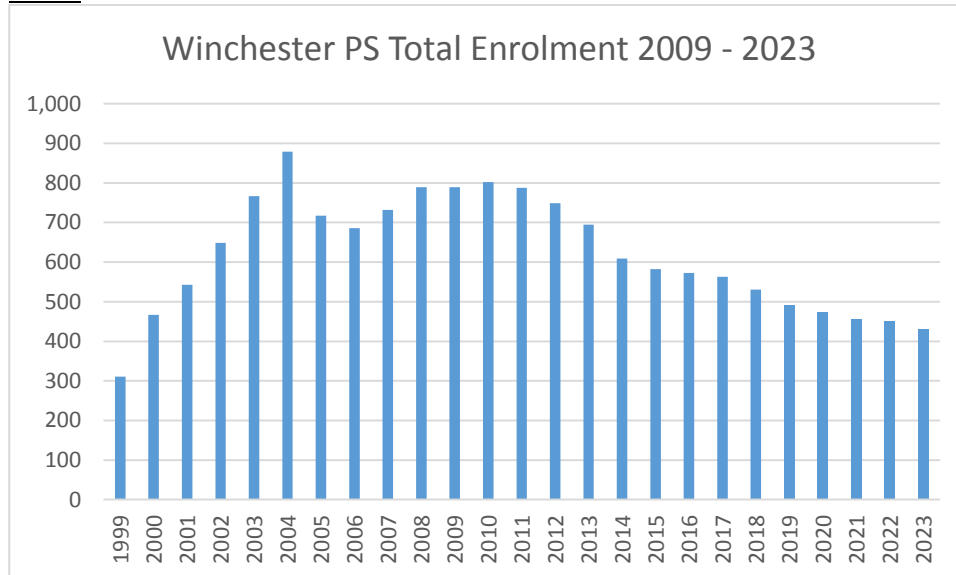
Chart 7



From this, it can be seen that the Modified program is projected to decline to below 100 pupils, JK to grade 8. Of the current Modified program students at CE Broughton PS, 39% of the pupils live within the CE Broughton PS regular program boundary.

Chart 8 below shows the combined regular program and Modified program enrolment from the school opening in 2009 thorough to the projected 2023 enrolment.

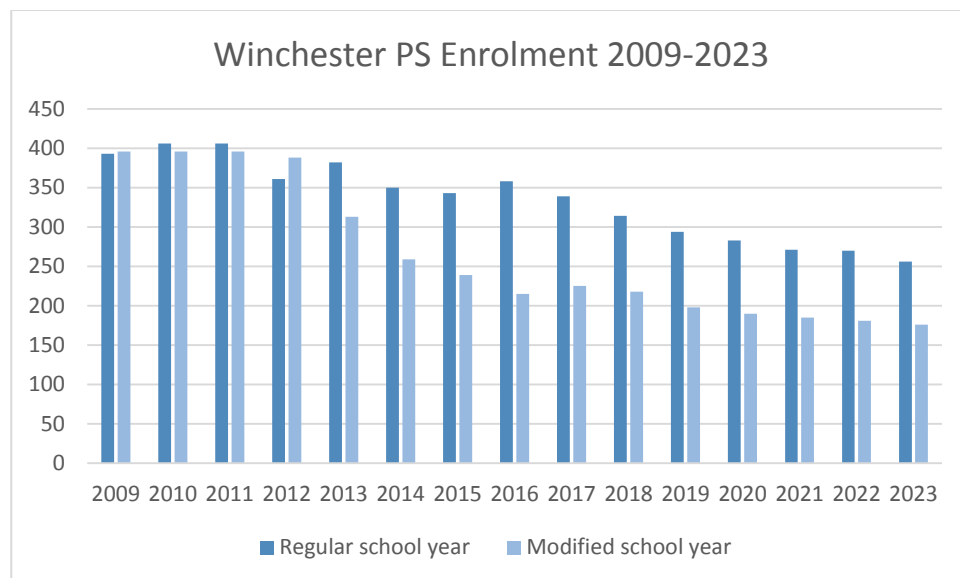
Chart 8



Winchester PS total enrolment peaked in 2004 at 879 students. The regular program boundary has been impacted over the years, with the opening of both Brooklin Village PS (2005) and Blair Ridge PS (2009). The enrolment has been in a general decline since 2011.

Chart 9 shows the combined regular program and Modified program enrolment from the school opening in 2009 thorough to the projected 2023 enrolment.

Chart 9



From this, it can be seen that the Modified program at Winchester PS is projected to decline. Of the current Modified program students at Winchester PS, 58% of the pupils live within the Winchester PS regular program boundary.

6. Facility Condition Index (FCI)

The FCI is a measure of the condition of a facility and its components relative to the replacement cost of that facility. To derive the FCI a Facility Condition Assessment is carried out by a Ministry appointed assessment consultant in conjunction with Board staff. These assessments are carried out on a 5 year cycle.

Each component of a facility is assessed and given a remaining life span and repair cost. The total of the repairs required within the applicable time frame are considered the renewal needs to bring the facility back to its original condition. The FCI at any given time is the renewal needs for the chosen time frame divided by the replacement value of the school. The replacement value of the school is determined by the Ministry using construction benchmarks. The FCI of a facility is a live number and is changing constantly.

The Board uses these FCIs in conjunction with issues identified through regular meetings with Principals and Custodial staff and a review of work orders to schedule renewal projects and forecast funding needs. A facility's FCI is also a factor that is reviewed when considering closure of a building versus repairing the aging facility. DDSB is responsible for maintaining 843,590 m² of facilities and 429 hectares of land. Despite the number of new schools built in recent years, the age of the Board's overall Gross Floor Area (GFA) of its facilities continues to increase as illustrated in the graphs below.

Chart 10

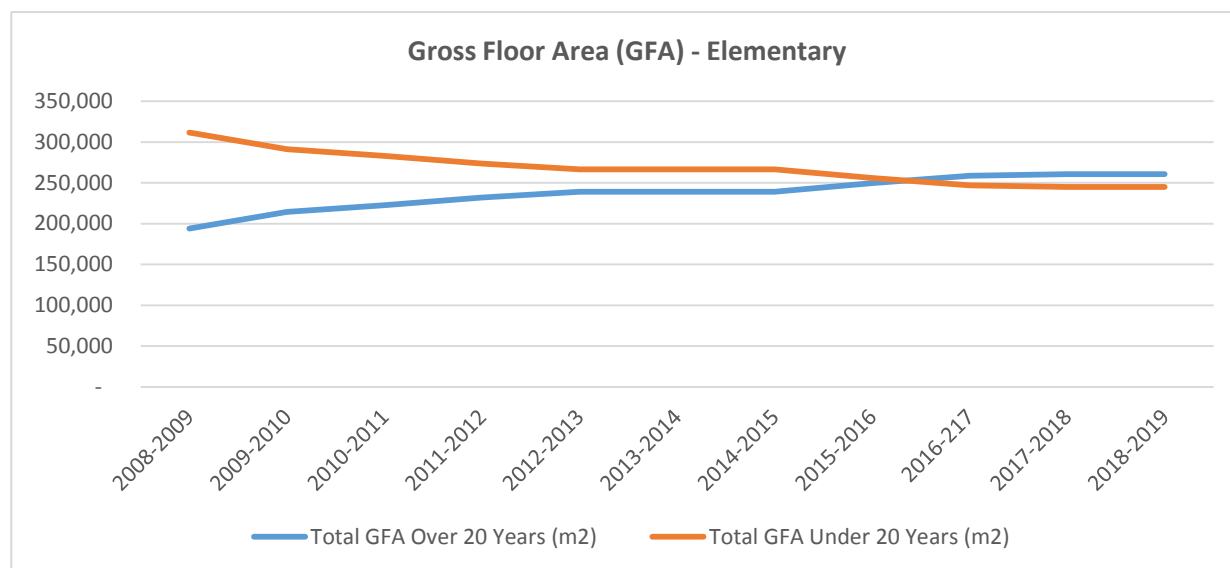
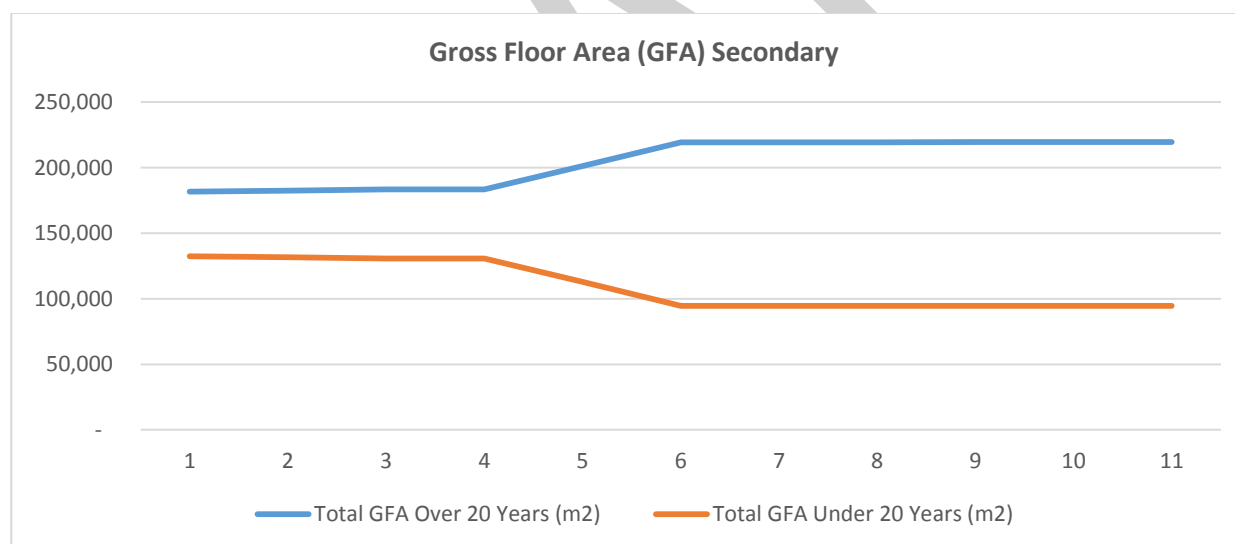


Chart 11



The Ministry also uses a Boards FCI's to allocate funding across the province. An FCI of 65% or higher has been deemed by the Ministry to be a level at which a facility can become prohibitive to repair. In 2005, there were 34 schools with a FCI greater than 65%. The following table outlines these schools.

Table 19

School	2005 (9 yr repair %)	Current
Brock HS	150.64%	Active School
Beau Valley PS	73.24%	Active School
Beaverton PS	110.50%	Active School
Bellwood PS	67.50%	Active School
Cartwright HS	72.08%	Closed
Claremont PS	115.55%	Active School
Colonel JE Farewell PS	69.38%	Active School
Dr SJ Phillips PS	65.40%	Active School
Duke of Edinburgh PS	84.76%	Closed
Dunbarton HS	87.60%	Active School
Earl A Fairman PS	79.27%	Active School
Epsom PS	104.13%	Active School
Florence M Heard PS	93.81%	Closed
GL Roberts CVI	71.60%	Active School
Grandview PS	103.12%	Closed
Harmony Heights PS	112.40%	Active School
Harmony PS	131.02%	Closed
Hillsdale PS	102.84%	Active School
Leslie McFarlane PS	113.94%	Closed
Lord Elgin PS	109.62%	Active School
Palmerston Avenue PS	80.45%	Closed
Pickering HS	97.13%	Active School
Port Perry HS	79.49%	Active School
RH Cornish PS	96.37%	Active School
Ritson Road PS	100.01%	Closed
Rosebank Road PS	85.17%	Active School
Sunset Heights PS	74.70%	Active School
Thorah Central PS	67.26%	Active School
TR McEwen PS	130.97%	Closed
Uxbridge PS	80.62%	Active School
Uxbridge SS	86.21%	Active School
Vaughan Willard PS	114.82%	Active School
Vincent Massey PS	68.59%	Active School
Walter E Harris PS	72.86%	Active School

Since 2005, the Board has successfully reduced the number of facilities with an FCI of 65% or greater, from 34 to 6, through the strong selection of building infrastructure projects and school level projects and closures.

The Board's success in this area has also been bolstered by timely repairs and effectively determining when the appropriate action is a repair versus a replacement, upgrade or renovation to make the best use of Ministry funding. Another way in which DDSB maximizes the use of Ministry funding is through synergies and economies of scale gained when grouping related projects at a facility and completing them at the same time. Appendix I includes a current list of FCIs as released by the Ministry.

Currently, the schools with a FCI greater than 65% are as follows:

DASS Simcoe	84%
Valley View PS	84%
Beaverton PS	84%
Dunbarton HS	70%
Dr. R. Thornton PS	68%
Hillsdale PS	67%

Appendix I provides detail on the work that has been completed or is underway at these schools, that has not been reflected in the FCI data. While visual audits occur on an annual basis, the FCI data does not get a complete update until full assessments which occur every 5 years. Therefore, the data can be misleading, showing a high FCI when in fact, work has occurred at a school. For example, the repair of part of a roof would not be captured until the full 5 year assessment. Only full roof replacements are captured in the annual audits.

Annual allocations for the 2018-2019 and 2019-2020 school years of the School Renewal Funding and School Condition Improvement are shown in the chart below.

Table 20

Year	School Renewal Funding	School Condition Improvement	Total
2018-2019	\$10,252,828	\$20,843,880	\$31,096,708
2019-2020	\$10,400,655	\$20,331,433	\$30,732,088
TOTAL	\$20,653,483	\$41,175,313	\$61,828,796

This funding provides the opportunity for the DDSB to address facility repair needs in order to provide the best learning environment for students.

7. Portable Replacement Program

In September 2014, the DDSB commenced with a portable replacement program. Essentially, as new classrooms were being constructed the need for portables was decreasing. A key factor to this situation was the inventory of portables for the DDSB was aging.

In 2008, the DDSB had over 450 portables in use. With the construction of new schools and additions, closures and consolidations of schools, as well as balancing of enrolments with over 70 boundary adjustments and of specialized program relocations, the inventory decreased to 358 portables in 2014, with 320 in use. Of the 358 portables, 161 or 45% of the portables were 25 years or older. The life expectancy of a portable is approximately 20 to 25 years, dependent upon use. Below is a chart outlining the age of portables in 2014.

Table 21

	2014	
	Total Portables	% of Total
10 years or less	44	12%
11-15 years	10	3%
16-20 years	52	15%
21-25 years	91	25%
25 years or older	161	45%
TOTAL	358	100%

While the DDSB has purchased new portables, older portables and/or portables in disrepair have been demolished and removed from the system. Each portable within the system has been independently assessed based upon repair value. To repair the older portables to keep them in the system, instead of demolishing them and purchasing new portables, the Board would need to spend \$20,000 to \$25,000 on each portable. These older portables have reduced levels of insulation, baseboard heaters as the only heat source and a wall fan/windows for fresh air.

The breakdown of new portables by year are as follows:

- 2014 = 51 new portables
- 2015 = 23 new portables
- 2016 = 15 new portables
- 2017 = 30 new portables
- 2018 = 39 new portables
- 2019 = 25 new portables

Along with the purchase of new air conditioned portables, the portables purchased in 2006 and 2007 are able to be retrofitted with air conditioning. Over time, the portables from 2006 and 2007 will be air conditioned. However, with current funding constraints, there will be a decrease in the number of new portables that will be purchased in the coming years.

Below are the estimated portables in use for elementary (Appendix B-5 of 5) and secondary (Appendix C-1 of 1).

Table 22

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Elementary	169	162	194	190	228	209	217	246	235	205	202	198	202	201
Secondary	140	130	129	126	92	82	64	66	71	51	64	72	73	84
Total Portables	309	292	323	316	320	291	281	312	306	256	266	270	275	285
A/C Portables	0	0	0	0	55	81	97	137	179	190	190	190	190	190
% Ports with A/C	0%	0%	0%	0%	17%	28%	35%	44%	58%	74%	71%	70%	69%	67%

From a capacity perspective each elementary and secondary portable is 23 and 20 respectively, so based upon the number of portables identified in Table 22, Table 23 provides the student capacity of the portables (e.g. 209 elementary portables in 2015 times 23 = 4,807).

Table 23

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Elementary	3,887	3,726	4,462	4,370	5,244	4,807	4,991	5,658	5,405	4,715	4,646	4,554	4,646	4,623
Secondary	2,800	2,600	2,580	2,520	1,840	1,640	1,280	1,320	1,420	1,020	1,280	1,440	1,460	1,680
Total Portable Capacity	6,687	6,326	7,042	6,890	7,084	6,447	6,271	6,978	6,825	5,735	5,926	5,994	6,106	6,303
Total Enrolment	69,276	69,004	69,166	68,658	68,524	69,038	69,393	69,690	70,903	70,776	71,280	71,215	71,051	70,744
Students in Portables	9.65%	9.17%	10.18%	10.04%	10.34%	9.34%	9.04%	10.01%	9.63%	8.10%	8.31%	8.42%	8.59%	8.91%

Excludes DASS Enrolment

There was a peak of pupils in portables in 2014, with 10.34% of pupils in portables. Based upon Table 23 above, by 2023 this percentage will have decreased to 8.91% pupils in portables, of which 67% of portables could have air conditioning. Table 24 below reflects the number of portables, by age, which will be in the system after the new 2019 portables are placed on sites (this includes portables in use and locked on site). For comparison, 2014 information is shown, and the difference reflected.

Table 24

	2019		2014		Change between 2014 and 2019	
	Total Portables	% of Total	Total Portables	% of Total	Total Portables	% of Total
10 years or less	183	47%	44	12%	139	35%
11-15 years	52	13%	10	3%	42	11%
16-20 years	0	0%	52	15%	-52	-15%
21-25 years	44	11%	91	25%	-47	-14%
25 years or older	112	29%	161	45%	-49	-16%
TOTAL	391	100%	358	100%		

8. Municipal Long Term Accommodation

There are many variables that affect enrolments and growth and the planning for long term accommodation. While planning short term accommodation through to 2022 it is necessary to address immediate accommodations issues, it is important to understand the trends that are occurring and the affects they have in long term accommodation.

I. Pickering – Elementary and Secondary

There are several areas of growth, which include developments in the Seaton area and along Brock Road. Currently, there are surplus spaces within Pickering elementary and secondary schools. While the development of the new Seaton Community will generate new pupils over the next 30+ years, there are planned schools within Seaton to accommodate the growth.

Chart 12 and 13 below show the enrolment and capacity from 2007 to 2023 for elementary and

secondary within Pickering.

Chart 12

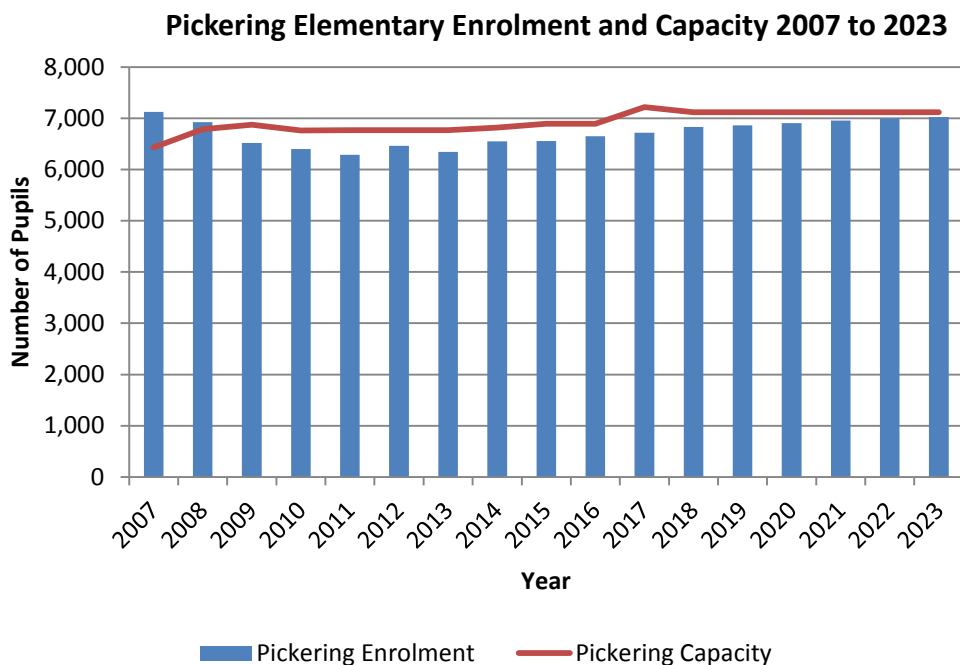
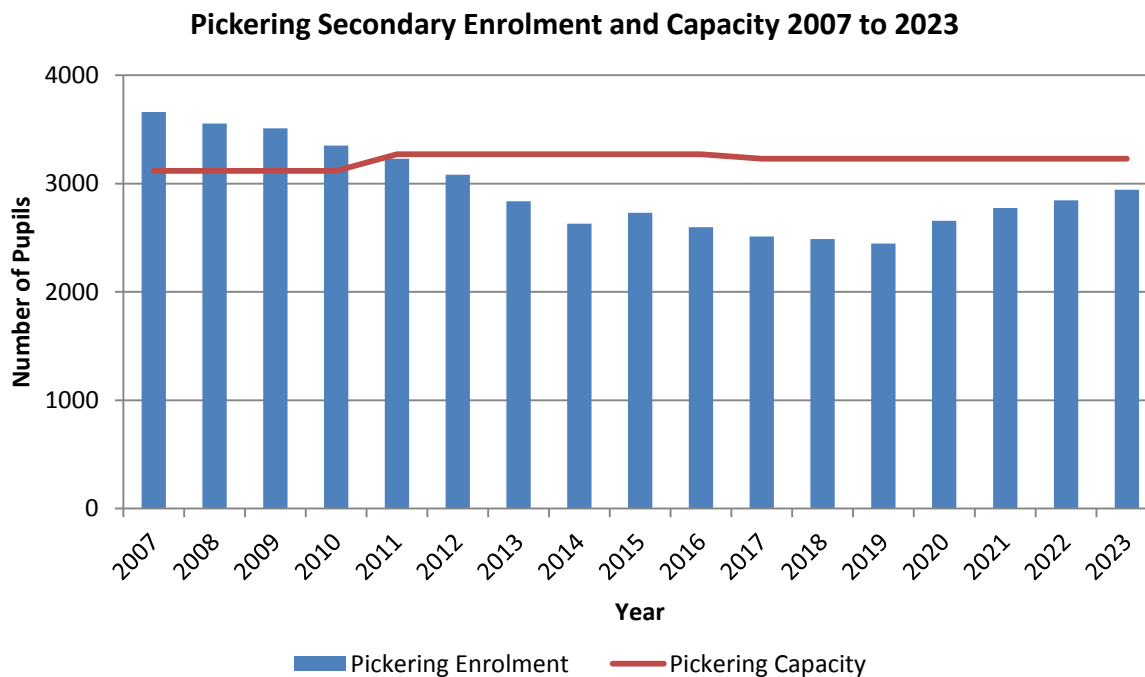


Chart 13



Appendix B, page 1 of 5 shows the enrolments and utilization of each Pickering elementary school.

Expected growth from one Seaton development area has started to be reflected in the enrolment projection for Highbush PS, as a holding school. As further construction starts in Seaton, and pupils are generated, other schools will become holding schools for the area.

Staff will continue to monitor the growth in the French Immersion program at Maple Ridge PS, to determine if another location is required within Pickering, as well as the Creekwood development area that currently attends Valley View PS and Valley Farm PS.

With regards to secondary, as found in Appendix C, there is expected to be continued capacity available at the secondary schools within Pickering. New pupils generated by the Seaton development area will be accommodated between the two schools.

There are surplus spaces within the Pickering elementary schools. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

II. Ajax– Elementary and Secondary

In south Ajax, there are surplus spaces within the elementary schools. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

Chart 14 and 15 below show the enrolment and capacity from 2007 to 2023 for both elementary and secondary within Ajax.

Chart 14

Ajax Elementary Enrolment and Capacity 2007 to 2023

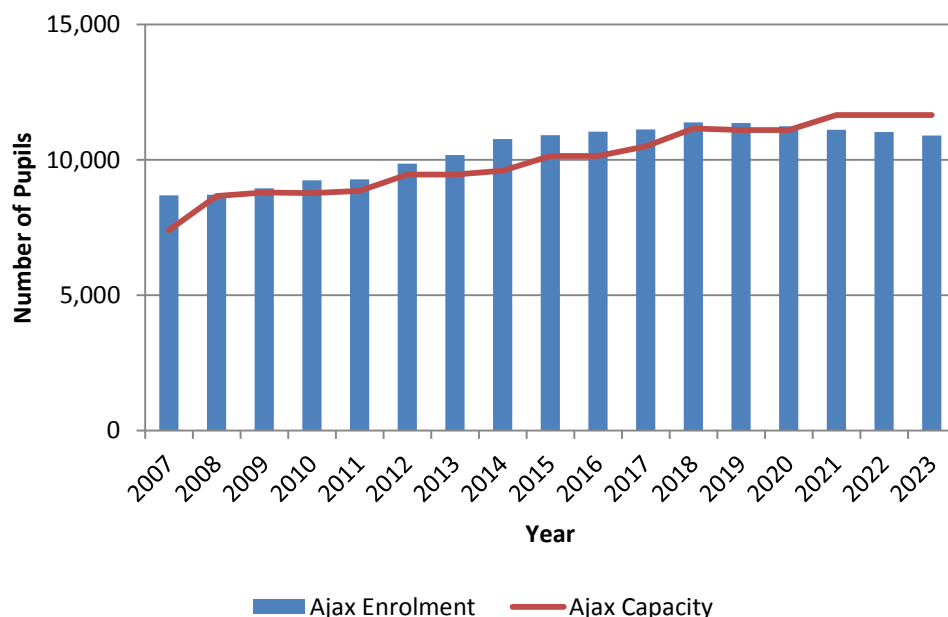
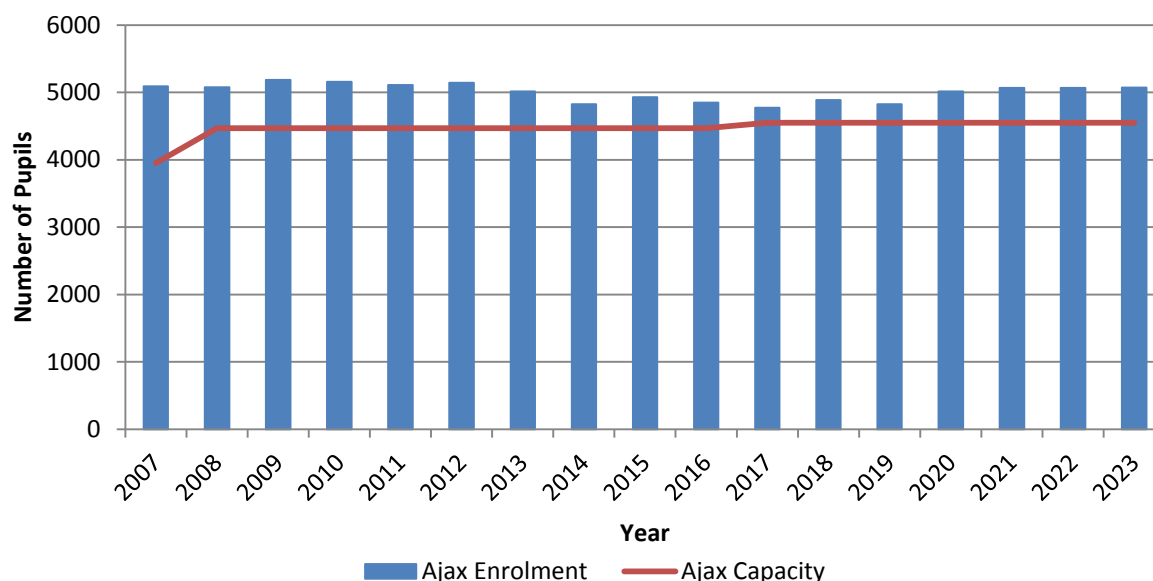


Chart 15

Ajax Secondary Enrolment and Capacity 2007 to 2023

Appendix B, page 2 of 5, shows the enrolments and utilization of each Ajax elementary school. The data on page 2 of Appendix B reflects the opening of the approved Unnamed North Ajax FI PS (Williamson/Bellinger) in 2021.

Within the north area of Ajax, there continues to be accommodation pressure at da Vinci PS and Michaelle Jean PS. Da Vinci PS has a small geographic boundary area, which starts to show enrolment decline through to 2023, which is typical to new development areas, as outlined in Section 2 New Development. With regards to Michaelle Jean PS, the Unnamed North Ajax French Immersion PS (Williamson/Bellinger) planned to open September 2021 will offer relief to the accommodation pressure.

For the middle area of Ajax, there is overall decline in enrolment occurring. However, Cadarackque PS continues to show growth and accommodation pressure. Accommodation pressure is also evident at Eagle Ridge PS. Future development within the boundary for the school has been redirected to Alexander Graham Bell PS, which is below capacity through to 2023.

For the south area of Ajax, surplus capacity continues to increase through to 2023. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

With regards to secondary enrolments within Ajax, south Ajax secondary remains steady, while the central and north areas continue to experience enrolments greater than capacity. Appendix C shows that there is capacity available at Ajax HS, while both J. Clarke Richardson Collegiate and Pickering HS continue to have capacity issues. Staff will continue to monitor the enrolments at both schools.

III. Whitby– Elementary and Secondary

Overall, surplus space and declining enrolments will occur at schools throughout Whitby. While the closures and consolidations that have occurred in Whitby have assisted in reducing excess space, further review of enrolments will be necessary long term within the municipality. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs, such as French Immersion.

Chart 16 below show the enrolment and capacity from 2007 to 2023 for both elementary and secondary within Whitby.

Chart 16

Whitby Elementary Enrolment and Capacity 2007 to 2023

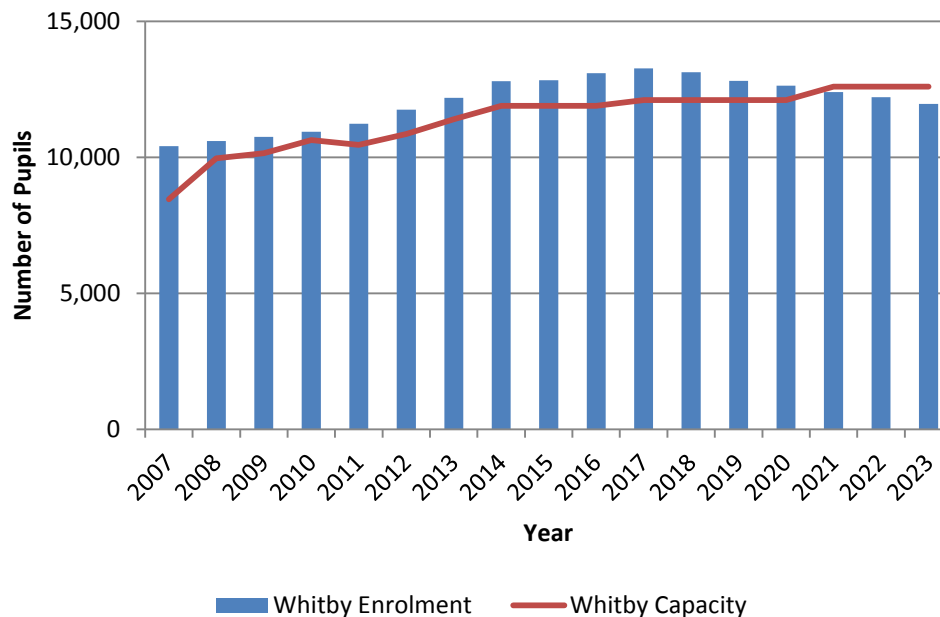
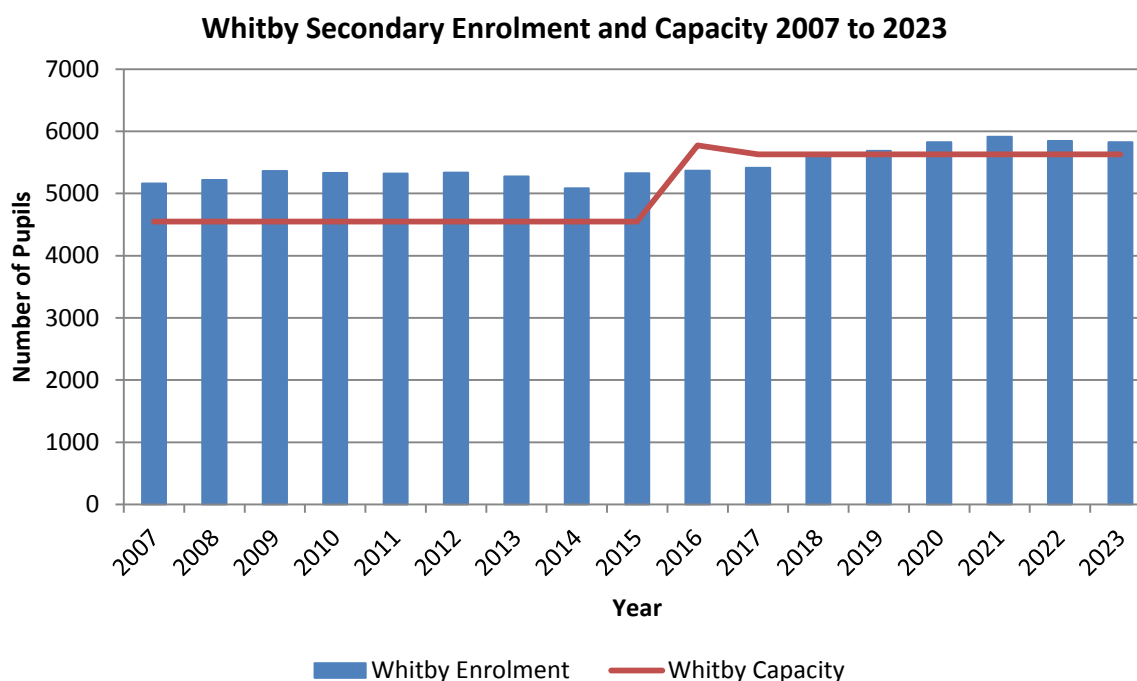


Chart 17



Appendix B page 3 of 5 shows the enrolments and utilization of each Whitby elementary school. The data on page 3 of Appendix B reflects the opening of the approved Unnamed North Whitby PS (Samandria/Lazio) in 2021.

In north Whitby, specifically the Brooklin area, there continues to be a deficit in capacity thorough to 2022, with surplus capacity by 2023. We are witnessing the start of the enrolment stabilization and decline and year over year reduction in the deficiency of capacity. Long term, the enrolments will right size to the capacities of the facilities. As Brooklin continues to expand, as per the Town's growth targets, future school sites will be determined within the expansion lands to accommodate the long term growth.

As for the middle area of Whitby, there may be a need to make further adjustments to Julie Payette PS. Staff will continue to monitor the enrolment trends within the program for this area.

For the south area of Whitby, there is some growth being projected for Whitby Shores PS. Due to the isolated location of the school, there is no boundary adjustment that is warranted. Staff will continue to monitor to determine if an addition is required in the future.

For secondary schools, as shown in Appendix C, increases in enrolment at Brooklin HS and Donald A. Wilson SS continue. Brooklin HS continues to show growth, as the DDSB gains pupils from educational sources other than the DDSB. This is evident in Chart 9 of this document, with 70 grade 9 pupils that were not DDSB students for grade 8. For Donald A. Wilson SS, the French Immersion program is the contributing factor to the enrolment increase.

There is future growth within Whitby that is currently not reflected in the projections. This growth will occur in West Whitby and the future expansion of Brooklin.

IV. Oshawa– Elementary and Secondary

Overall, excess space and declining enrolments, both elementary and secondary will continue to occur in Oshawa long term. It is necessary for the DDSB to examine all accommodation options within this area. Long term, the declining enrolment could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

Chart 18 and 19 below show the enrolment and capacity from 2007 to 2023 for both elementary and secondary within Oshawa.

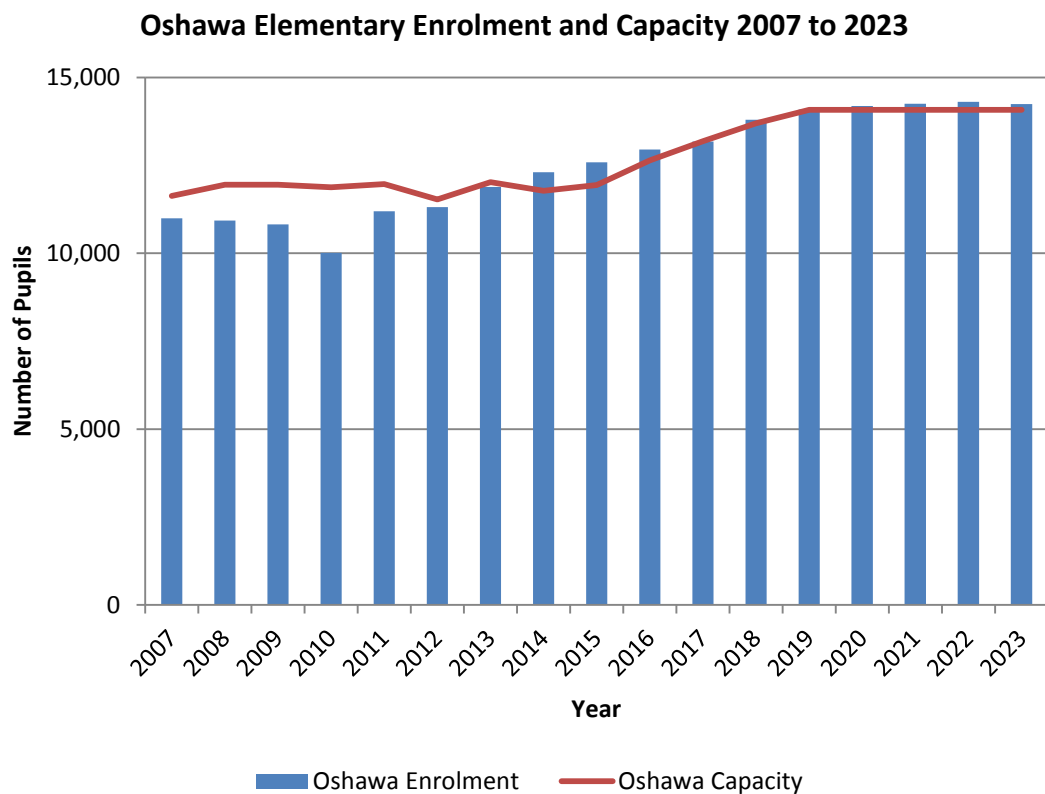
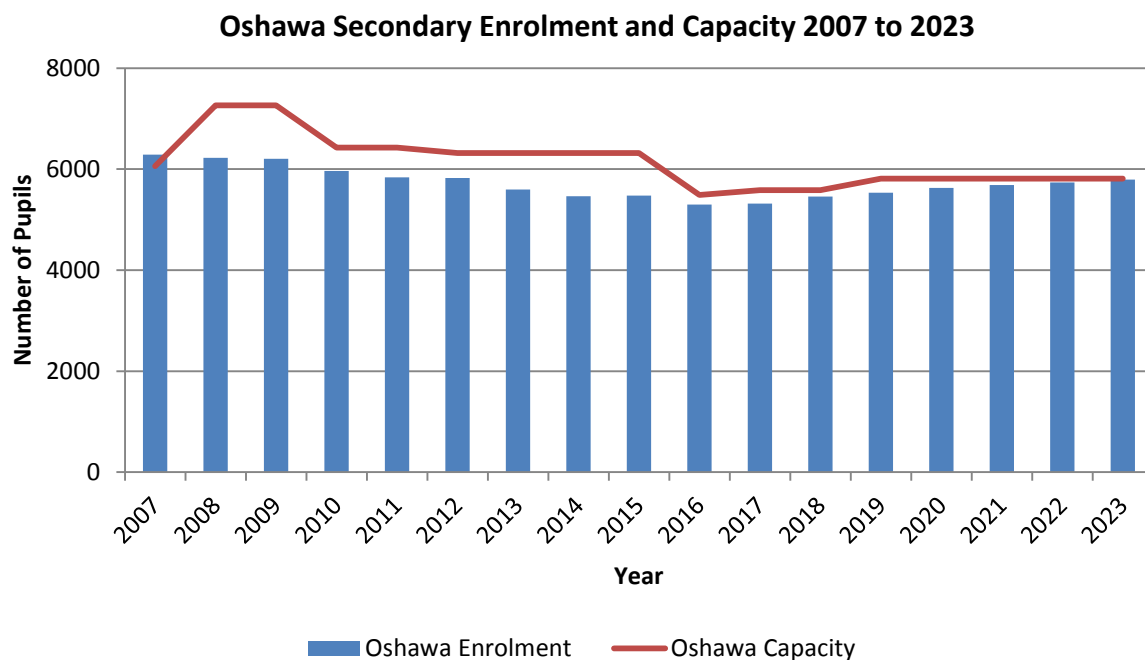
Chart 18

Chart 19



Appendix B page 4 of 5 shows the enrolments and utilization of each Oshawa elementary school.

For north Oshawa, there is a shortfall of elementary capacity as the growth in the area continues. The data on page 4 of Appendix B reflects the opening of the approved Unnamed North Oshawa PS (Greenhill) in 2019.

Within the middle Oshawa area, there are some elementary schools with a shortfall of capacity. Staff will monitor the enrolments at Pierre Elliott Trudeau PS and Walter E. Harris PS. The DDSB has submitted a Business Case to the Ministry of Education for an addition at Pierre Elliott Trudeau PS three times, to assist in the accommodation of the enrolment.

For the south area, there are schools that are witnessing both growth and decline. Staff will monitor the growth at Clara Hughes PS.

Appendix C reflects the secondary school enrolments and utilizations of each secondary school. Through to 2023, there is a fluctuation of excess capacity at Oshawa secondary overall. The balancing of the enrolments will need to continue. As growth continues in the north area, added pressure will be placed on Maxwell Heights SS. The DDSB has submitted a Business Case to the Ministry of Education for a new secondary school in north Oshawa three times.

Long term, declining enrolments are expected to continue at many schools and could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

V. Uxbridge– Elementary and Secondary

Excess space at both elementary and secondary is expected to continue long term within the Uxbridge area. It is necessary for the DDSB to examine all accommodation options within this area.

Chart 20 and 21 below show the enrolment and capacity from 2007 to 2023 for both elementary and secondary within Uxbridge.

Chart 20

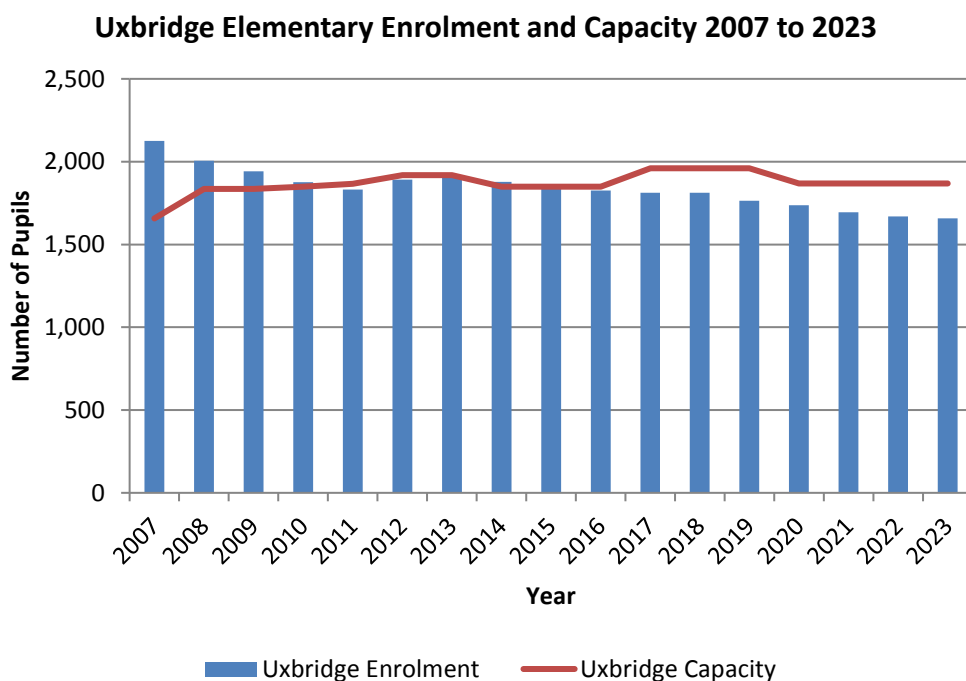
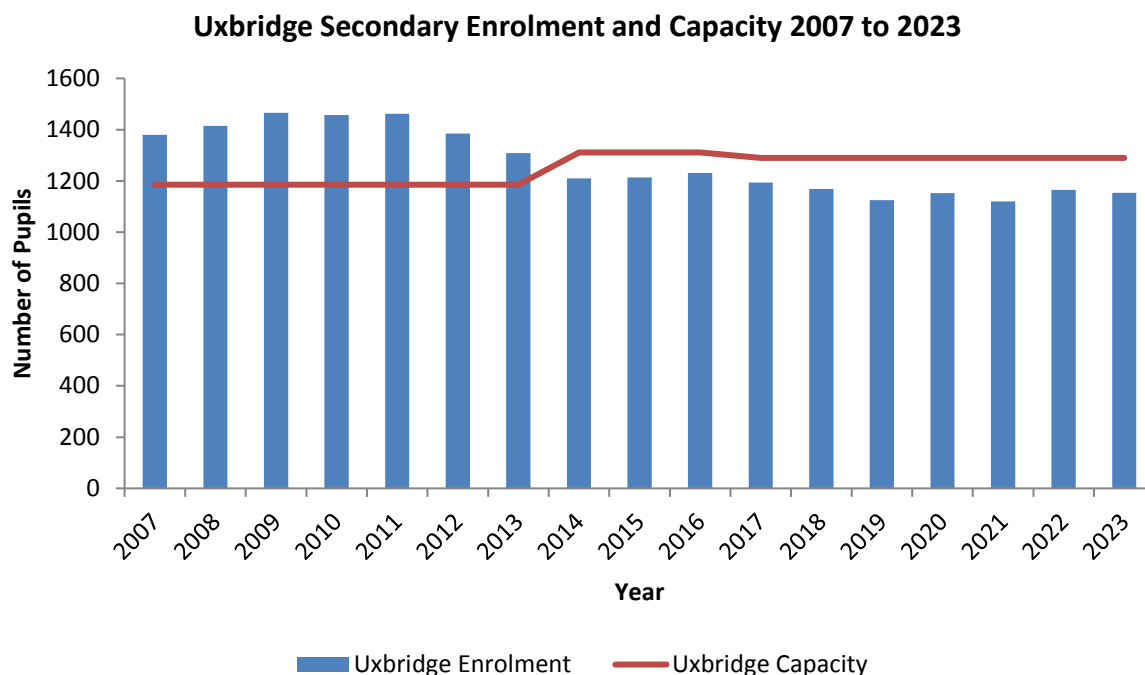


Chart 21



Appendix B page 5 of 5 shows the enrolments and utilization of each Uxbridge elementary school. From this data, it can be seen that there is surplus space within the elementary schools.

Appendix C shows the enrolment and utilization of the Uxbridge SS. There is also available capacity at the secondary level.

Long term, the declining enrolments could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

VI. Scugog— Elementary and Secondary

Surplus space at both elementary and secondary is expected to continue long term within the Scugog area. Any new development within the municipality will stabilize the decline.

Chart 22 and 23 below show the enrolment and capacity from 2007 to 2023 for both elementary and secondary within Scugog.

Chart 22

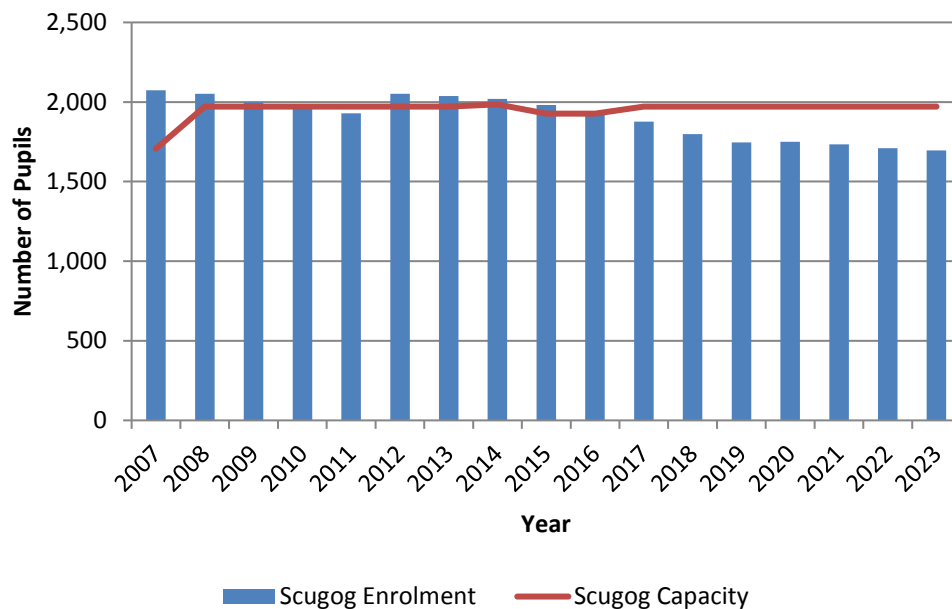
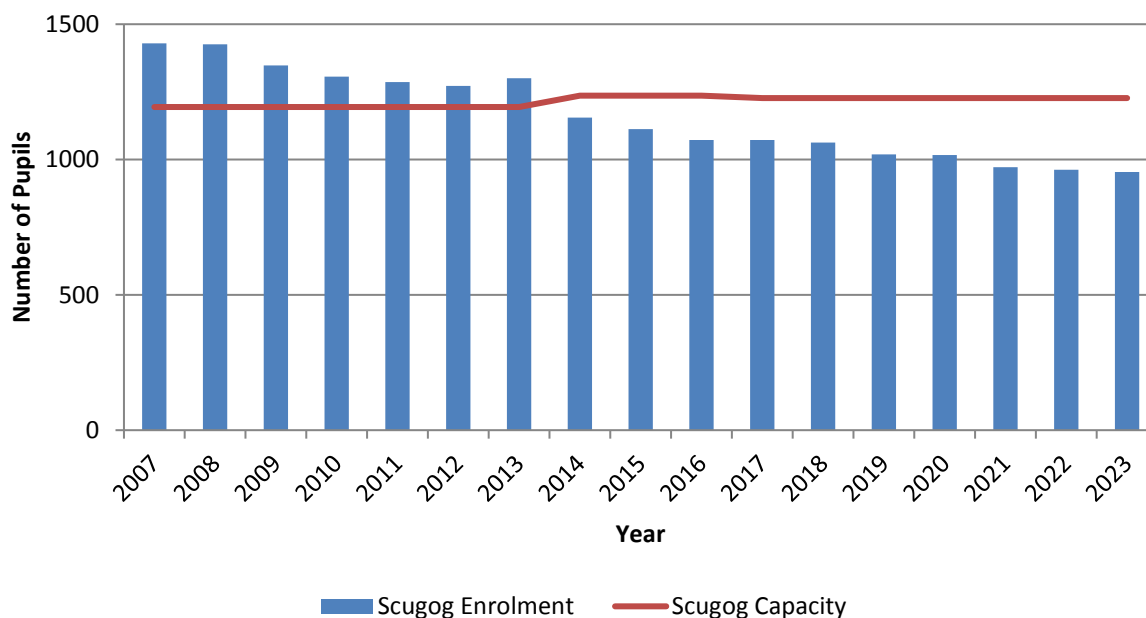
Scugog Elementary Enrolment and Capacity 2007 to 2023

Chart 23

Scugog Secondary Enrolment and Capacity 2007 to 2023

Appendix B page 5 of 5 shows the enrolments and utilization of each Scugog elementary school. From this data, it can be seen that there is surplus space within the elementary schools. RH Cornish PS has been experiencing declining enrolment over the last few years. It is projected that the enrolment will be less than capacity for 2019. There are three programs at RH Cornish PS; regular, French Immersion and Gifted. The decline in the Gifted program is contributing to the overall decline.

Appendix C shows the enrolment and utilization of the Port Perry HS. There is also available capacity at the secondary level.

It is necessary for the DDSB to examine all accommodation options within this area. Long term, the declining enrolments could be potentially managed through processes such as closure/consolidation, partnerships, boundary adjustments or the relocation of specialized programs.

VII. Brock– Elementary and Secondary

With the consolidation of Beaverton PS and Thorah Central PS, all three elementary schools will be slightly over capacity. While decline continues to be projected at secondary, there are initiatives in place to stabilize the decline.

Chart 24 and 25 below show the enrolment and capacity from 2007 to 2023 for both elementary and secondary within Brock.

Chart 24

Brock Elementary Enrolment and Capacity 2007 to 2023

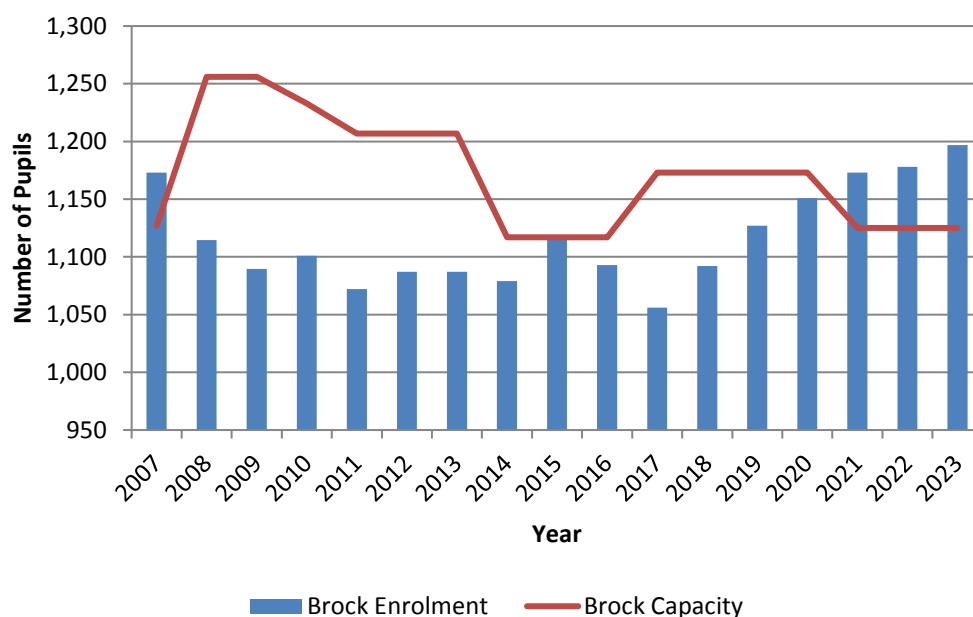
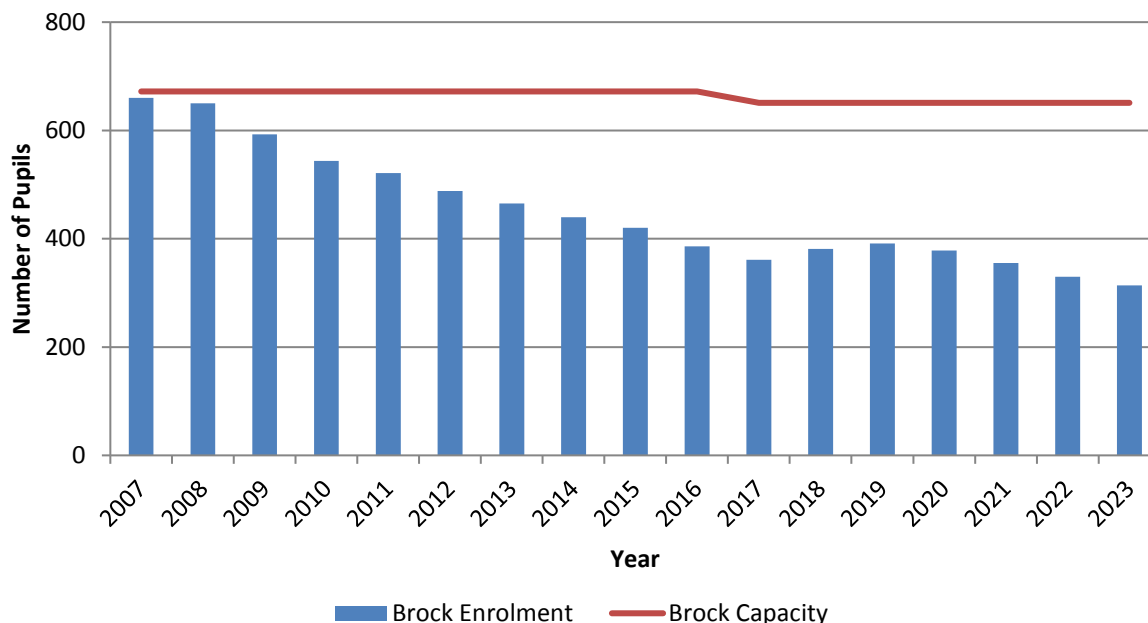


Chart 25

Brock Secondary Enrolment and Capacity 2007 to 2023

Appendix B page 5 of 5 shows the enrolments and utilization of each Brock elementary school. From this data, it can be seen that overall, there is a shortfall of space within the Township area from 2020 to 2023. An Accommodation Review was completed and approved by Trustees for the consolidation of Beaverton PS and Thorah Central PS into a newly constructed school on the Beaverton PS site. The DDSB received the funds to construct a new school on the Beaverton PS site, to consolidate the existing populations from Beaverton PS and Thorah Central PS. The new school is planned to open September 2021.

Appendix C shows the enrolment and utilization of Brock HS. The school has experienced enrolment decline over the last several years.

Staff will continue to monitor and examine partnership opportunities within the building.

Summary of Accommodation Needs

Capital Submission Considerations:

City of Pickering

- Unnamed Pickering PS (Tillings Road/Dersan Street) - based on site availability

City of Oshawa

- Unnamed North Oshawa SS (Bridle Road/Winchester Road) – site available to purchase
- Unnamed North Oshawa PS (Simcoe Street/Conlin Road) – site available to purchase

Boundary Adjustment/Program Review

CE Broughton PS Modified

Coronation PS Gifted Program

Eagle Ridge PS

Maple Ridge PS French Immersion Program

Continue to Monitor:

High Utilization Schools - elementary		Low Utilization Schools - elementary	
Clara Hughes PS	Meadowcrest PS	Bayview Heights PS	Hillsdale PS
Eagle Ridge PS	Northern Dancer PS	Bobby Orr PS	Lakeside PS
Jeanne Sauve PS	Valley View PS	CE Broughton PS	Lakewoods PS
Maple Ridge PS	Walter E. Harris PS	Dr. CF Cannon PS	Village Union PS
		Dr. Roberta Bondar PS	Westcreek PS
		Duffin's Bay PS	Winchester PS
High Utilization Schools - secondary		Low Utilization Schools - secondary	
Brooklin HS		GL Roberts CVI	
Donald A. Wilson SS		Brock HS	

9. Potential Impacts of Secondary Increased Class Size and E-learning

With the recent announcements regarding secondary class size increase and e-learning, Appendix J reflects the increased class size loading, along with a decrease in daily enrolment based upon e-learning commencing in 2020. In the recent announcement by the Ministry of Education, 4 secondary school credits must be achieved via e-learning. One credit per secondary year equates to 12% of student time spent on e-learning, and potentially not physically attending school.

Therefore, Appendix J, while showing the increase in capacity, also shows a reduction in total enrolment of each school to account for students not attending school 12% of the time due to e-learning.

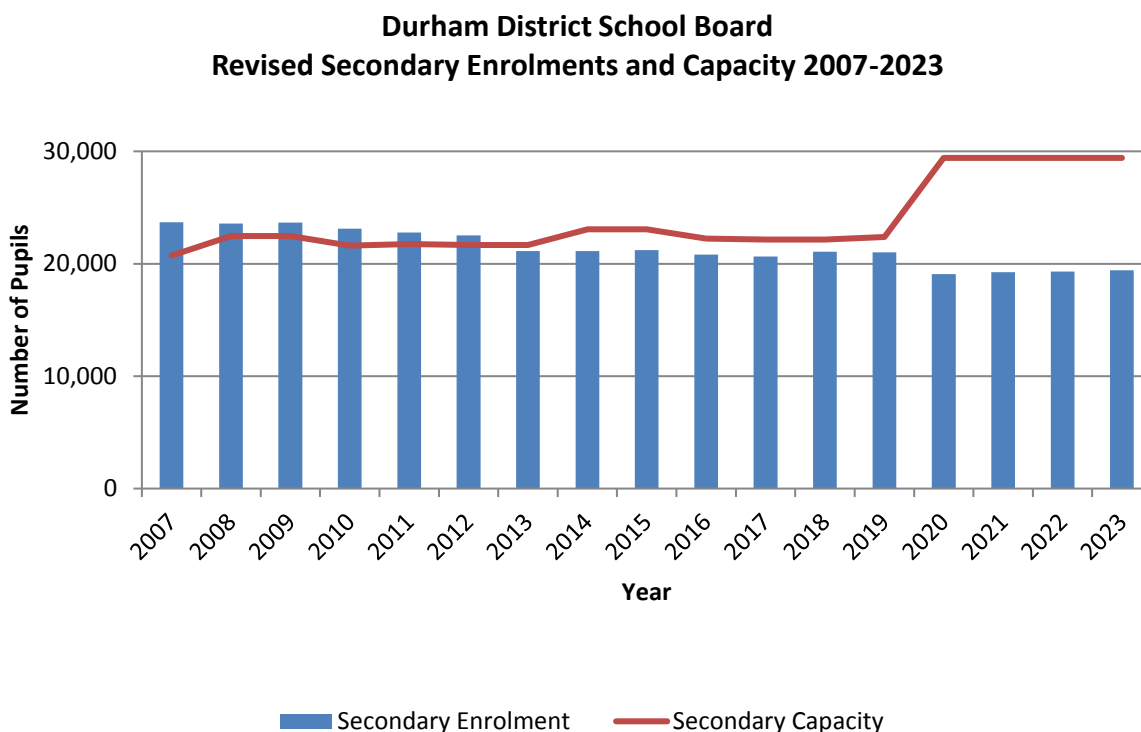
For 2019 – 2023, the projected overall enrolment capacity and surplus/(shortfall), reflecting the impact of secondary class size and e-learning, the projections are as follows in Table 25:

Table 25

	2019	2020	2021	2022	2023
Total Enrolment	70,776	68,679	68,589	68,416	68,097
Capacity	71,896	78,924	79,924	79,924	79,924
Surplus / (Shortfall)	1,120	10,245	11,335	11,508	11,827
Utilization Rate	98%	87%	86%	86%	85%

Chart 26, below, is a visual representation of the secondary data in Appendix J, reflecting the secondary changes related to class size and the potential impact e-learning could have on enrolments:

Chart 26



From this chart, it can be seen that the total enrolment of the DDSB will be significantly less than the total capacity through to 2023. The impact directly on secondary enrolment and capacity will be discussed further in the secondary portion of this section.

For 2019 – 2023, the secondary enrolment, capacity and surplus/(shortfall), reflecting the potential impacts of secondary class size increase and e-learning, are as follows in Table 26:

Table 26

	2019	2020	2021	2022	2023
Secondary Enrolment	21,027	19,070	19,260	19,316	19,410
Secondary Capacity	22,389	29,417	29,417	29,417	29,417
Surplus/(Shortfall)	1,362	10,347	10,157	10,101	10,007
Utilization Rate	94%	65%	65%	66%	66%

*Secondary Enrolment excludes DASS

The following charts reflect the secondary data found in Appendix J, by municipality, where the extent of the impacts can be seen.

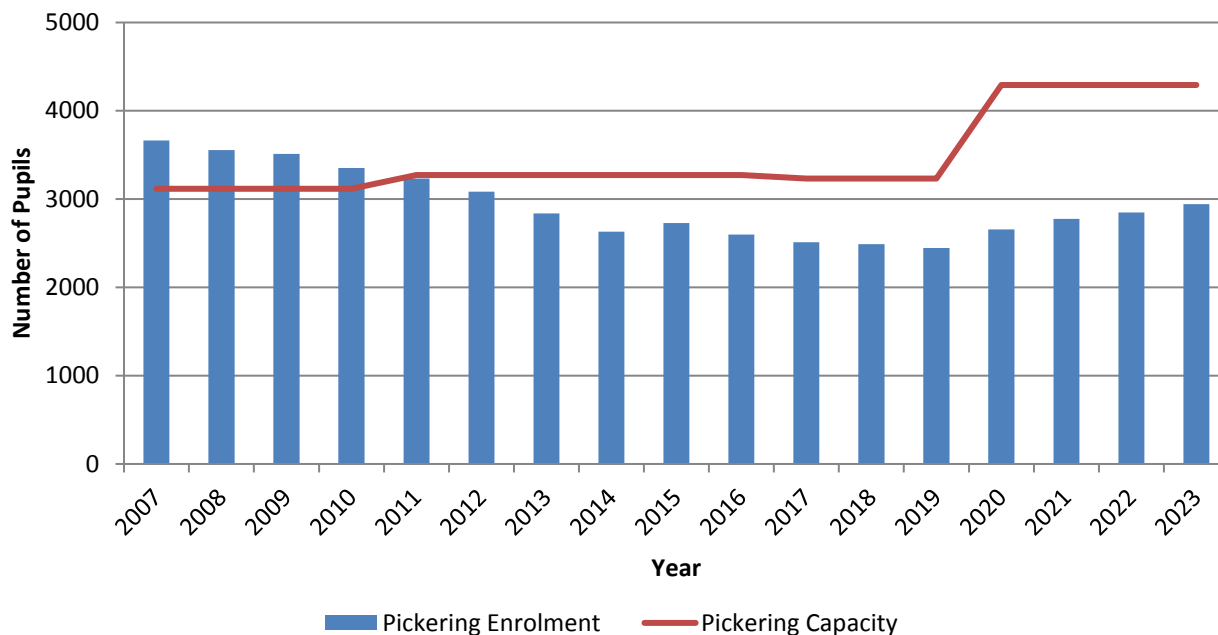
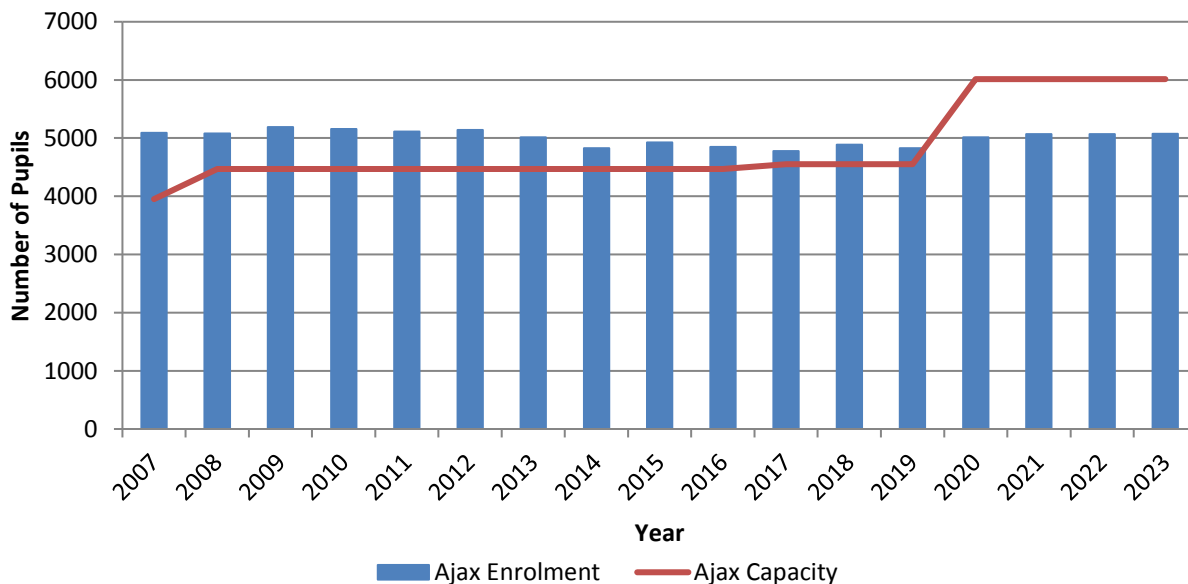
Chart 27**Pickering Secondary Enrolment and Capacity 2007 to 2023**Chart 28**Ajax Secondary Enrolment and Capacity 2007 to 2023**

Chart 29

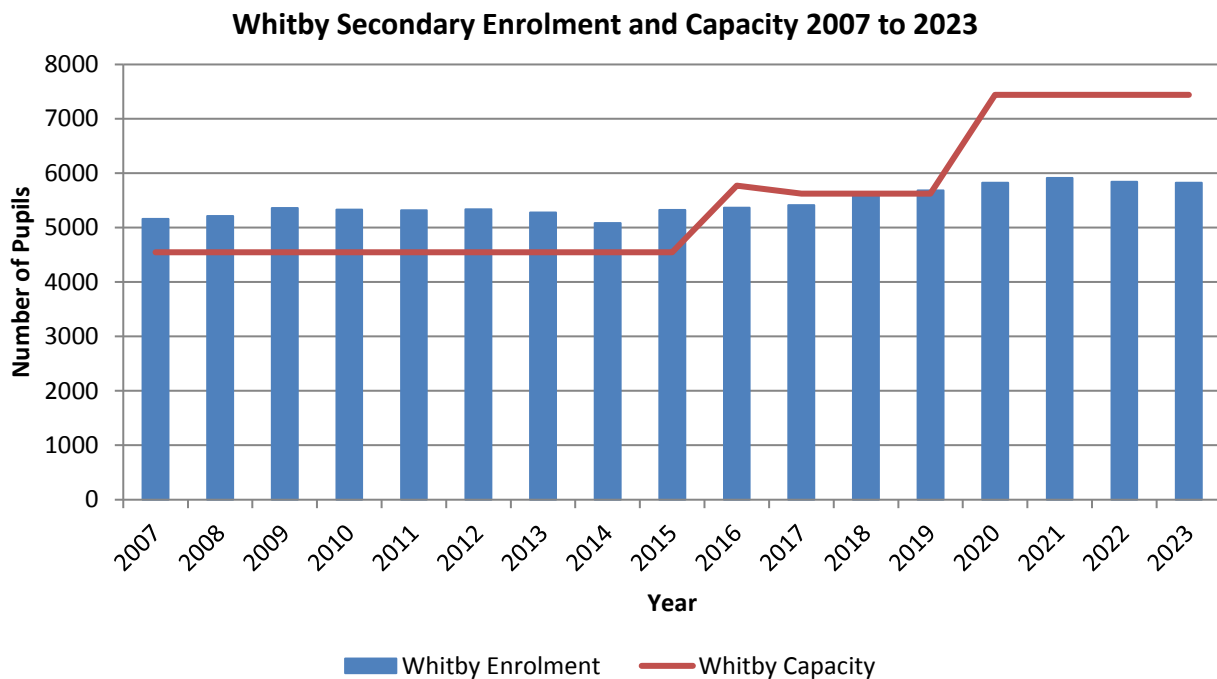


Chart 30

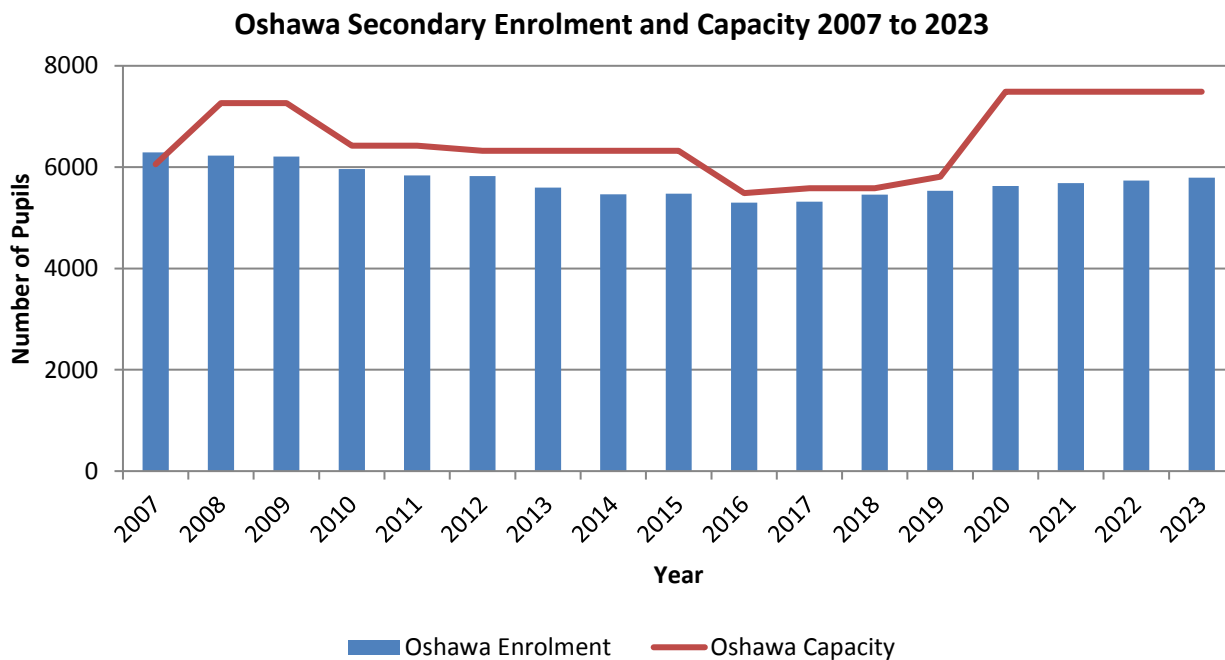


Chart 31

Uxbridge Secondary Enrolment and Capacity 2007 to 2023

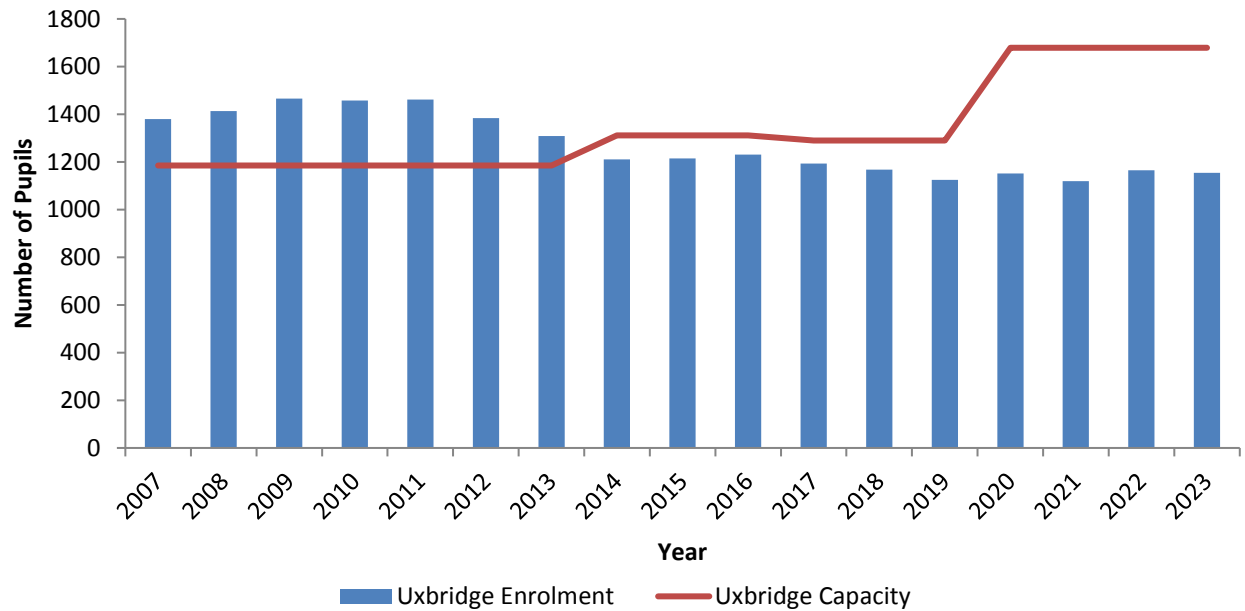


Chart 32

Scugog Secondary Enrolment and Capacity 2007 to 2023

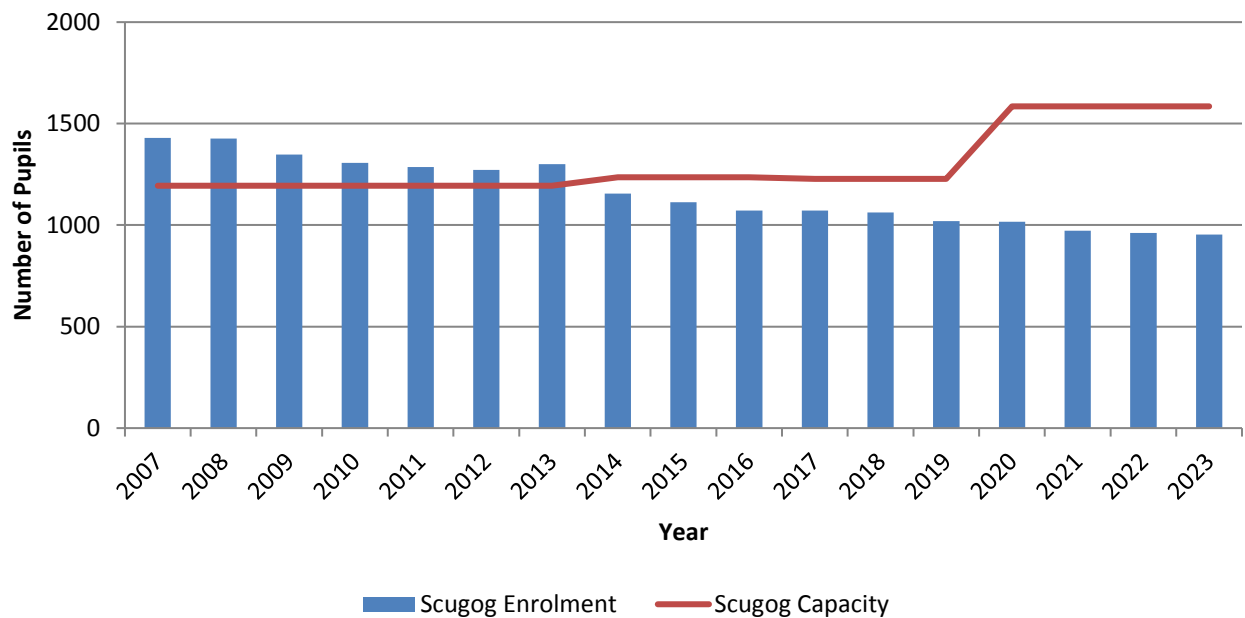
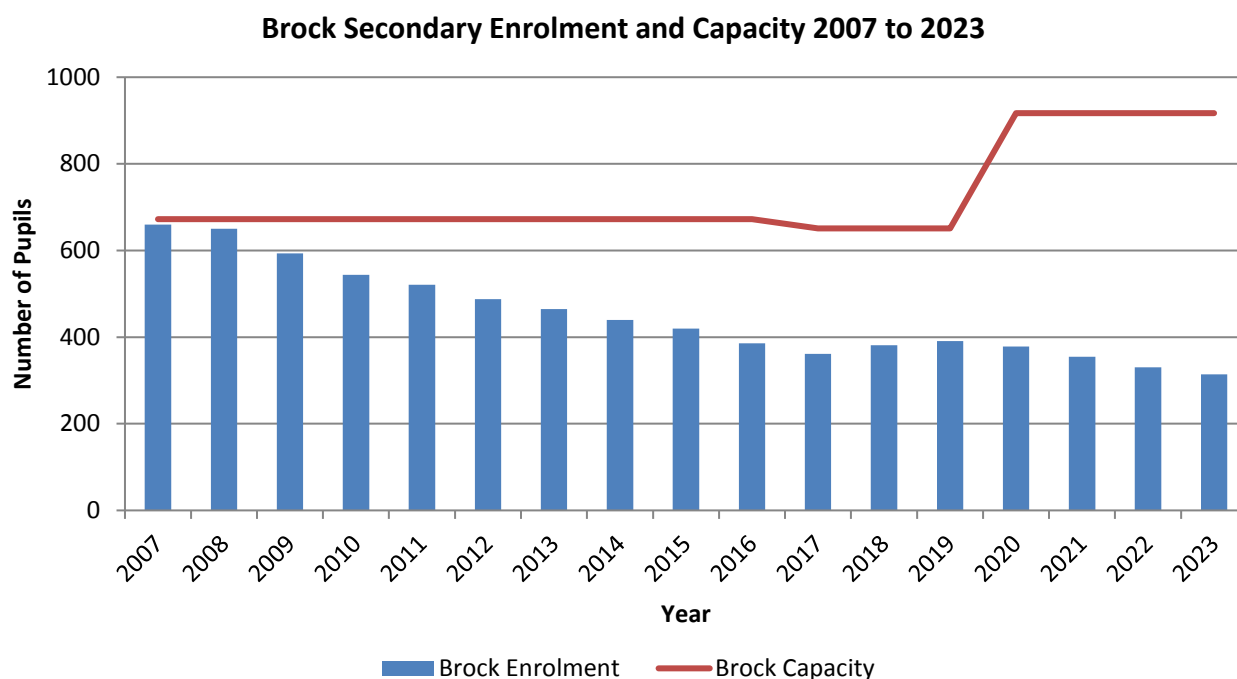


Chart 33



10. Partnerships

The Durham District School Board has several partnerships in place. These partnerships include the following:

- Before and After School Care Programs
- Child Care Centres
- Parent and Family Literacy Centres (Hubs and Mini Hubs)
- Youth Hubs
- Recreation programs
- Nursery school programs
- Durham Regional Police Services
- RCMP
- Grandview Children Centre at SA Cawker PS
- Lake Ridge Community Social Services at Dr. Robert Thornton PS and Duffin's Bay PS
- Grove partners at various schools

As shown in Appendix B and C, there are schools that have available capacity and could accommodate an appropriate partner. Staff will continue to investigate future partnership opportunities.

Elementary Summary Table

	Total Elementary Enrolment															2019 Official Enrolment Projections														
	Actual																													
Municipality	2018 Capacity	2018 Enrolment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrolment	Excess Spaces	% Utilization	Portables Required	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required
City of Pickering	7,215	6,829	386	94%	28	7,120	6,861	259	96%	28	7,120	6,907	213	97%	29	7,120	6,956	164	97%	29	7,120	7,000	120	98%	30	7,120	7,024	96	98%	30
Town of Ajax	11,164	11,381	-217	101%	47	11,100	11,357	-257	102%	46	11,100	11,241	-141	101%	46	11,658	11,119	539	95%	47	11,658	11,026	632	94%	45	11,658	10,904	754	93%	45
Town of Whitby	12,105	13,126	-1,021	108%	59	12,105	12,810	-705	105%	41	12,105	12,634	-529	104%	35	12,595	12,398	197	98%	30	12,595	12,206	389	96%	28	12,595	11,962	633	94%	24
City of Oshawa	13,697	13,796	-99	100%	83	14,078	14,085	-7	100%	77	14,078	14,188	-110	100%	82	14,078	14,255	-177	101%	80	14,078	14,310	-232	101%	86	14,078	14,248	-170	101%	89
Township of Uxbridge	1,960	1,812	148	92%	5	1,960	1,737	223	88%	3	1,960	1,737	223	88%	3	1,960	1,695	265	86%	3	1,960	1,670	290	85%	3	1,960	1,657	303	84%	3
Township of Scugog	1,971	1,798	173	91%	8	1,971	1,746	225	88%	5	1,971	1,751	220	88%	4	1,971	1,733	238	87%	4	1,971	1,710	261	86%	4	1,971	1,695	276	85%	4
Township of Brock	1,173	1,092	81	93%	5	1,173	1,127	46	96%	5	1,173	1,151	22	98%	3	1,125	1,173	-48	104%	5	1,125	1,179	-54	104%	6	1,125	1,197	-72	106%	6
Overall Elementary Totals	49,285	49,834	-549	101%	235	49,507	49,749	-242	100%	205	49,507	49,609	-102	100%	202	50,507	49,329	1,178	98%	198	50,507	49,101	1,406	97%	202	50,507	48,687	1,820	96%	201

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Secondary Summary Table

Municipality	Total Secondary Enrolment																2019 Official Enrolment Projections															
	Actual																															
	2018 Capacity	2018 Enrolment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrolment	Excess Spaces	% Utilization	Portables Required	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required		
City of Pickering	3,231	2,489	742	77%	0	3,231	2,446	785	76%	0	3,231	2,656	575	82%	0	3,231	2,775	456	86%	0	3,231	2,847	384	88%	0	3,231	2,943	288	91%	0		
Town of Ajax	4,551	4,888	-337	107%	22	4,551	4,827	-276	106%	21	4,551	5,013	-462	110%	28	4,551	5,068	-517	111%	31	4,551	5,069	-518	111%	32	4,551	5,072	-521	111%	33		
Town of Whitby	5,628	5,622	6	100%	23	5,628	5,687	-59	101%	18	5,628	5,828	-200	104%	20	5,628	5,912	-284	105%	23	5,628	5,844	-216	104%	23	5,628	5,827	-199	104%	21		
City of Oshawa	5,586	5,458	128	98%	23	5,811	5,532	279	95%	12	5,811	5,628	183	97%	16	5,811	5,684	127	98%	17	5,811	5,733	78	99%	18	5,811	5,793	18	100%	18		
Township of Uxbridge	1,290	1,168	122	91%	2	1,290	1,125	165	87%	0	1,290	1,120	170	87%	0	1,290	1,120	170	87%	0	1,290	1,120	170	87%	0	1,290	1,154	136	89%	0		
Township of Scugog	1,227	1,063	164	87%	1	1,227	1,019	208	83%	0	1,227	1,016	211	83%	0	1,227	972	255	79%	0	1,227	962	265	78%	0	1,227	954	273	78%	0		
Township of Brock	651	381	270	59%	0	651	391	260	60%	0	651	378	273	58%	0	651	355	296	55%	0	651	330	321	51%	0	651	314	337	48%	0		
DASS		521					450					450					450					450					450					
Overall Secondary Totals	22,164	21,590	1,095	95%	71	22,389	21,477	1,362	94%	51	22,389	22,121	718	97%	64	22,389	22,336	503	98%	71	22,389	22,400	439	98%	73	22,389	22,507	332	99%	72		

* Utilization Rate Totals do not include DASS enrolment and portables used for Grove Program not included in portable use

City of Pickering

		Total Elementary Enrolment Numbers																														
		2013 Official Enrolment Projections																														
School Name	Grades	Actual								2013 Official Enrolment Projections																						
		2018 Capacity	2018 Enrolment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrolment	Excess Spaces	% Utilization	Portables Required	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	
North Pickering	JK to 8	187	162	25	86%	0	187	158	29	84%	0	187	153	34	81%	0	187	155	32	82%	0	187	153	34	81%	0	187	145	42	77%	0	
	JK to 8	187	355	-168	212%	8	167	364	-197	217%	8	167	358	-191	214%	8	167	345	-178	206%	7	167	340	-173	203%	7	167	334	-167	200%	7	
	Subtotal	354	517	-163	146%	8	354	522	-168	147%	8	354	511	-157	144%	8	354	500	-146	141%	7	354	493	-139	139%	7	354	479	-125	135%	7	
Middle Pickering	JK to 8	444	333	111	75%	0	349	309	40	88%	0	349	297	52	85%	0	349	285	64	81%	0	349	284	65	81%	0	349	287	62	82%	0	
	JK to 8	400	390	10	97%	0	400	385	15	96%	0	400	373	27	93%	0	400	376	24	94%	0	400	363	37	90%	0	400	375	25	93%	0	
	JK to 8	403	506	-103	125%	4	403	509	-106	126%	4	403	505	-102	125%	4	403	497	-94	123%	4	403	486	-83	120%	4	403	489	-86	121%	4	
	JK to 8	380	322	58	84%	1	380	322	58	84%	0	380	315	65	82%	0	380	312	68	81%	0	380	314	66	82%	0	380	306	74	80%	0	
	JK to 8	679	525	154	77%	0	679	555	124	81%	0	679	585	94	86%	0	679	591	88	87%	0	679	597	82	87%	0	679	609	70	89%	0	
	Maple Ridge Total	441	645	-204	146%	8	441	691	-250	156%	9	441	710	-269	160%	10	441	743	-302	168%	11	441	769	-328	174%	12	441	789	-348	178%	13	
	Maple Ridge Regular	441	223	218	50%	0	441	219	224	50%	0	441	204	237	54%	0	441	203	238	54%	0	441	193	249	59%	0	441	190	251	60%	0	
	Maple Ridge French Immersion	1 to 8		420		472							506					550					576				559					
	Valley Farm	JK to 8	651	697	-46	107%	1	651	712	-61	109%	1	651	718	-67	110%	1	651	704	-53	108%	1	651	705	-54	108%	1	651	680	-29	104%	0
	Roughan/Willard	JK to 8	320	240	80	75%	0	320	267	63	81%	0	320	273	55	83%	0	320	273	55	83%	0	320	275	53	83%	0	320	276	52	84%	0
	Westcreek	JK to 8	424	312	112	73%	0	424	307	117	72%	0	424	294	130	69%	0	424	295	129	69%	0	424	285	139	67%	0	424	290	134	68%	0
	William Dunbar Total	JK to 8	495	516	-21	124%	4	495	598	-103	120%	4	495	594	-99	120%	4	495	597	-102	120%	4	495	605	-110	122%	4	495	603	-108	121%	4
	William Dunbar Regular	JK to 8		495		100%	0		494		100%	0		494		100%	0		497		100%	0		505		100%	0		503		100%	0
William Dunbar Gifted Program	4 to 8		118		100%	0		100		100%	0		100		100%	0		100		100%	0		100		100%	0		100		100%	0	
South Pickering	Subtotal	6,645	4,615	30	98%	18	4,550	4,655	-105	102%	18	4,550	4,664	-114	102%	19	4,550	4,673	-123	102%	20	4,550	4,683	-133	102%	21	4,550	4,704	-154	103%	21	
	Rayview Heights	JK to 8	559	319	240	57%	0	559	306	253	54%	0	559	307	252	54%	0	559	309	250	55%	0	559	310	249	55%	0	559	304	255	54%	0
	Airport Beach	JK to 8	328	207	121	63%	0	328	214	114	65%	0	328	224	104	68%	0	328	234	94	71%	0	328	249	79	75%	0	328	258	70	78%	0
Frenchman's Bay French Immersion	JK to 8	650	590	60	90%	0	650	596	54	91%	0	650	601	49	92%	0	650	617	33	94%	0	650	628	22	96%	0	650	642	8	98%	0	
	JK to 8	190	217	-27	114%	2	190	220	-30	115%	2	190	221	-31	116%	2	190	225	-35	118%	2	190	226	-36	118%	2	190	221	-31	116%	2	
	Islebek	JK to 8	489	344	145	70%	0	489	348	141	71%	0	489	379	110	77%	0	489	396	93	80%	0	489	411	78	84%	0	489	416	73	85%	0
Sir John A. Macdonald	JK to 8		489		100%	0		488		100%	0		489		100%	0		497		100%	0		505		100%	0		503		100%	0	
	Sir John A. Macdonald Regular	JK to 8		489		100%	0		488		100%	0		489		100%	0		497		100%	0		505		100%	0		503		100%	0
	Sir John A. Macdonald French Immersion	1 to 8		179		184							210					227					244				256					
PICKERING TOTALS	Subtotal	2,216	1,697	519	76%	2	2,216	1,684	532	75%	2	2,216	1,732	484	78%	2	2,216	1,783	433	80%	2	2,216	1,824	392	82%	2	2,216	1,841	375	83%	2	
	JK to 8	7,215	6,829	386	94%	28	7,120	6,861	259	96%	28	7,120	6,907	213	97%	29	7,120	6,956	164	97%	29	7,120	7,000	120	98%	30	7,120	7,024	96	98%	30	

Town of Ajax

Total Elementary Enrolment Numbers																																
Actual																2019 Official Enrolment Projections																
Grades	School Name	2018 Capacity	2018 Enrolment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrolment	Excess Spaces	% Utilization	Portables Required	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required	
North Ajax																																
JK to 8	de Vinci	565	855	-290	151%	11	565	846	-281	149%	10	565	821	-256	145%	9	565	782	-217	138%	7	565	750	-185	132%	6	565	724	-159	128%	5	
JK to 8	Michelle Jean French Immersion *	553	791	-238	143%	10	553	822	-269	148%	10	553	853	-300	154%	11	553	884	-331	159%	12	553	911	-358	164%	13	553	928	-375	167%	14	
JK to 8	Nettingham	521	597	-76	114%	3	521	558	-37	107%	0	521	525	-4	100%	0	521	523	38	92%	0	521	483	40	92%	0	521	426	95	81%	0	
JK to 8	Romeo Dalire	582	513	69	88%	1	518	505	13	97%	1	518	475	43	91%	0	518	461	57	88%	0	518	436	82	84%	0	518	407	111	78%	0	
JK to 8	Unimmed North Ajax FI PS (Williamson/Bellinger)																558									558						
JK to 8	Virna Ridge	562	668	32	118%	2	562	658	-96	117%	2	562	633	-71	112%	1	562	623	-61	110%	1	562	606	-44	107%	0	562	610	-48	108%	0	
JK to 8	Viola Desmond	665	651	32	95%	0	665	719	-56	108%	1	665	725	-62	109%	1	665	740	-77	111%	2	665	736	-73	111%	2	665	732	-69	110%	2	
Subtotal		3,446	4,055	-609	117%	27	3,382	4,108	-726	121%	24	3,382	4,032	-650	119%	22	3,940	3,973	-33	100%	22	3,940	3,842	-98	98%	21	3,940	3,827	113	97%	21	
Middle Ajax																																
JK to 8	Alexander Graham Bell Total	512	488	24	95%	0	512	449	63	87%	0	512	431	81	84%	0	512	421	91	82%	0	512	400	112	78%	0	512	393	119	76%	0	
	Alexander Graham Bell Regular Program	324					300					282					272					251					244					
	Alexander Graham Bell Gifted Program	164					149					149					149					149					149					
JK to 8	Aspicroft	308	314	-6	101%	1	308	305	3	99%	0	308	297	11	96%	0	308	297	11	96%	0	308	297	11	96%	0	308	293	15	95%	0	
JK to 8	Cedarclique Total	570	687	-117	120%	5	570	671	-101	117%	5	570	670	-100	117%	5	570	663	-93	116%	5	570	660	-90	115%	5	570	661	-91	115%	5	
JK to 8	Codrington Regular	240					226					217					205					195					186					
JK to 8	Codrington French Immersion	447					445					453					458					465				475						
JK to 8	Dr. Roberta Bonitz	403	213	190	52%	0	403	204	199	50%	0	403	207	196	51%	0	403	195	208	48%	0	403	199	204	49%	0	403	195	208	48%	0	
JK to 8	Eagle Ridge	435	630	-195	144%	8	435	656	-221	150%	10	435	697	-262	160%	12	435	717	-282	164%	13	435	740	-305	170%	14	435	746	-311	171%	14	
JK to 8	Lester B. Pearson	426	350	76	82%	0	426	351	75	82%	0	426	346	80	81%	0	426	334	92	78%	0	426	340	86	79%	0	426	330	96	77%	0	
JK to 8	Lincoln Alexander	435	487	-52	111%	2	435	492	-57	113%	2	435	489	-54	112%	2	435	486	-61	114%	2	435	484	-49	114%	2	435	480	-55	112%	2	
JK to 8	Lincoln Avenue	305	321	-16	105%	1	305	323	-18	105%	2	305	312	-7	102%	2	305	313	-8	102%	2	305	306	-1	100%	0	305	293	12	96%	0	
JK to 8	Lord Elgin	259	190	69	73%	0	259	184	75	71%	0	259	178	81	68%	0	259	181	78	69%	0	259	181	78	69%	0	259	183	76	70%	0	
JK to 8	Roland Michener	271	235	36	86%	0	271	232	39	85%	0	271	231	40	85%	0	271	226	45	83%	0	271	219	52	80%	0	271	216	55	79%	0	
JK to 8	Terry Fox	349	403	-54	115%	0	349	396	-47	113%	0	349	393	-44	112%	0	349	369	-20	105%	0	349	371	-22	106%	0	349	361	-12	103%	0	
JK to 8	Westney Heights	450	366	84	81%	0	450	362	88	80%	0	450	358	92	79%	0	450	348	102	77%	0	450	354	96	78%	0	450	358	92	79%	0	
Subtotal		4,723	4,684	39	99%	17	4,723	4,625	98	97%	19	4,723	4,609	114	97%	21	4,723	4,560	163	96%	22	4,723	4,551	172	96%	21	4,723	4,519	204	95%	21	
South Ajax																																
JK to 8	Bolton C. Faby	712	610	102	85%	0	712	612	100	85%	0	712	614	98	86%	0	712	603	109	84%	0	712	601	111	84%	0	712	595	117	83%	0	
JK to 8	Carruthers Creek	755	801	-46	106%	0	755	798	-43	105%	1	755	799	-44	105%	1	755	798	-43	105%	1	755	801	-46	106%	1	755	799	-44	105%	1	
JK to 8	Duffin's Bay PS	397	236	161	59%	0	397	237	160	59%	0	397	226	171	56%	0	397	219	178	55%	0	397	211	186	53%	0	397	213	184	53%	0	
JK to 8	Lakeside	475	288	187	60%	0	475	281	194	59%	0	475	256	219	53%	0	475	252	223	53%	0	475	249	226	52%	0	475	239	236	50%	0	
JK to 8	Southwood Park Total	656	707	-51	107%	3	656	696	-40	106%	2	656	705	-49	107%	2	656	714	-58	108%	2	656	721	-65	109%	2	656	712	-56	108%	2	
JK to 8	Southwood Park Regular	197					177					168					163					158					145					
JK to 8	Southwood Park French Immersion	510					519					537					551					563				567						
Subtotal		2,995	2,642	353	88%	3	2,995	2,624	371	87%	3	2,995	2,600	395	86%	3	2,995	2,586	409	86%	3	2,995	2,583	412	86%	3	2,995	2,558	437	85%	3	
AJAX TOTALS																																
		11,164	11,381	-217	101%	47	11,100	11,357	-257	102%	46	11,100	11,241	-141	101%	46	11,658	11,119	539	95%	47	11,658	11,026	632	94%	45	11,658	10,904	754	93%	45	

* Unassigned North Ajax FI PS will alleviate accommodation pressure from Michelle Jean PS starting in 2021

Town of Whitby

Total Elementary Enrolment Numbers																									
Actual		2019 Official Enrolment Projections																							
Grades	2018 Capacity	2018 Enrolment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrolment	Excess Spaces	% Utilization	Portables Required	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required
North Whitby																									
JK to 8	593	672	-79	113%	2	593	633	-40	106%	1	593	585	8	98%	0	593	530	63	89%	0	593	494	99	83%	0
JK to 8	674	757	-83	112%	3	674	759	-85	112%	2	674	781	-107	115%	3	674	797	-123	118%	4	674	817	-143	121%	5
JK to 8	368						341					341					332					318			
JK to 8	369						419					440					465					469			
JK to 8	634	876	-242	138%	7	634	839	-105	130%	6	634	798	-164	125%	5	634	765	-131	120%	4	634	735	-101	115%	3
JK to 8	285	399	-114	140%	6	285	393	-108	137%	4	285	398	-113	138%	4	285	395	-110	138%	4	285	388	-103	136%	4
JK to 8	662	531	131	80%	0	662	492	170	74%	0	662	474	188	71%	0	662	457	205	69%	0	662	452	210	68%	0
JK to 8	317						284					284					272					271			
JK to 8	214						198					190					185					181			
Subtotal	2,848	3,235	-387	113%	18	2,848	3,106	-258	109%	13	2,848	3,036	-188	106%	12	2,848	2,944	-96	103%	12	2,848	2,886	-38	101%	12
Middle Whitby																									
JK to 8	377	281	96	74%	0	377	282	95	74%	0	377	277	100	73%	0	377	270	107	71%	0	377	250	127	66%	0
JK to 8	155						159					163					164					158			
JK to 8	126						129					114					106					92			
JK to 8	619	646	-27	104%	1	619	611	8	98%	1	619	592	27	95%	0	619	592	27	95%	0	619	586	33	94%	0
JK to 8	358						305					279					271					258			
JK to 8	310						306					313					321					342			
JK to 8	524	433	91	82%	0	524	444	80	84%	0	524	446	78	85%	0	524	457	67	87%	0	524	466	58	88%	0
JK to 8	443	333	110	75%	0	443	332	111	74%	0	443	337	106	76%	0	443	332	111	74%	0	443	343	100	77%	0
JK to 8	256	255	1	99%	1	256	249	7	97%	1	256	251	5	98%	1	256	236	20	92%	0	256	229	27	89%	0
JK to 8	426	420	6	98%	0	426	412	14	96%	0	426	404	22	94%	0	426	394	32	92%	0	426	371	55	87%	0
JK to 8	550	535	15	97%	2	550	545	5	99%	1	550	545	5	99%	1	550	528	22	96%	0	550	530	20	96%	0
JK to 8	386	439	-53	113%	2	386	420	-34	109%	2	386	397	-11	102%	1	386	397	-11	102%	1	386	374	12	96%	0
JK to 8	353						333					310					310					287			
JK to 8	87						87					87					87					87			
JK to 8	639	775	-136	121%	4	639	760	-121	119%	3	639	748	-109	117%	3	639	743	-104	116%	3	639	711	-72	111%	1
JK to 8	524						491					445					423					359			
JK to 8	251						267					302					318					332			
JK to 8	645	783	-138	121%	4	645	772	-127	119%	2	645	794	-149	123%	3	645	795	-150	123%	3	645	808	-163	125%	3
JK to 8	472	381	91	80%	0	472	403	69	85%	0	472	426	46	90%	0	472	437	35	92%	0	472	453	19	95%	0
JK to 8	564	582	-18	103%	3	564	571	-7	101%	1	564	559	5	99%	0	564	557	7	98%	0	564	540	24	95%	0
JK to 8	509						505					493					491					474			
JK to 8	73						66					66					66					66			
JK to 8	536	734	-198	136%	6	536	695	-159	129%	4	536	660	-124	123%	3	536	635	-99	119%	2	536	572	-86	106%	1
JK to 8	469	509	-40	108%	2	469	484	-25	105%	1	469	485	-16	103%	1	469	456	13	97%	0	469	427	42	91%	0
South Whitby																									
JK to 8	513	692	-179	134%	5	513	641	-128	124%	3	513	607	-94	118%	2	513	557	-44	108%	0	513	502	11	97%	0
JK to 8	7,419	7,798	-379	105%	30	7,419	7,631	-212	102%	19	7,419	7,528	-109	101%	15	7,419	7,386	-523	93%	9	7,419	7,150	759	90%	5
Subtotal																									
Belwood																									
JK to 8	300	469	-89	123%	5	300	460	-80	121%	3	300	464	-64	122%	3	300	465	-65	122%	3	300	456	-76	120%	3
JK to 8	438	464	-26	105%	1	438	463	-25	104%	2	438	468	-30	106%	2	438	459	-21	104%	2	438	446	-8	101%	2
JK to 8	449	449	0	100%	2	449	462	-13	102%	2	449	470	-21	101%	2	449	489	-40	108%	3	449	491	-42	109%	3
JK to 8	571	711	-140	124%	3	571	688	-117	120%	2	571	668	-97	116%	1	571	655	-84	114%	1	571	622	-51	108%	0
Subtotal	1,838	2,093	-255	113%	11	1,838	2,073	-235	112%	9	1,838	2,070	-232	112%	8	1,838	2,068	-230	112%	9	1,838	2,015	-177	109%	8
WHITBY TOTALS	12,105	13,126	-1,021	108%	59	12,105	12,810	-705	106%	41	12,105	12,634	-529	104%	35	12,105	12,598	-517	98%	30	12,105	11,962	633	94%	24

* Unnamed North Whitby PS will alleviate accommodation pressure at Robert Munich PS starting in 2021

City of Oshawa

School Name		Total Elementary Enrolment Numbers																													
		Actual													2019 Official Enrolment Projections																
Grades		2018 Capacity	2018 Enrolment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrolment	Excess Spaces	% Utilization	Portables Required	2020 Capacity	2020 Enrolment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required
North Oshawa																															
	Jr to 8						519	416	103	80%	0	519	424	95	81%	0	519	437	82	84%	0	519	431	88	83%	0	519	417	102	80%	0
	Jr to 8	576	707	-131	122%	4	576	768	-192	133%	6	576	808	-232	140%	8	576	830	-254	144%	9	576	847	-271	147%	10	576	874	-298	151%	11
	Jr to 8	262	400	-138	152%	4	262	392	-130	149%	4	262	385	-123	146%	4	262	387	-125	147%	4	262	388	-126	148%	4	262	376	-114	143%	4
	Jr to 8	490	654	-164	133%	5	490	607	-117	123%	4	490	556	-66	113%	2	490	515	-25	105%	0	490	477	13	97%	0	490	440	50	89%	0
	Jr to 8	513	661	-148	128%	4	513	733	-220	142%	9	513	787	-274	153%	11	513	820	-307	159%	12	513	859	-346	167%	14	513	871	-358	169%	15
	Jr to 8	542	505	37	93%	0	542	528	14	97%	0	542	527	15	97%	0	542	514	28	94%	0	542	493	49	90%	0	542	465	78	86%	0
	Jr to 8	467	814	-347	174%	13	467	432	35	92%	0	467	412	55	88%	0	467	414	53	89%	0	467	415	52	89%	0	467	416	51	89%	0
	Subtotal	2,850	3,741	-891	131%	30	3,369	3,976	-507	115%	23	3,369	3,899	-530	115%	25	3,369	3,926	-557	116%	25	3,369	3,940	-571	116%	28	3,369	3,886	-517	115%	30
Middle Oshawa																															
	Jr to 8	397	316	81	79%	0	397	325	72	81%	0	397	335	62	84%	0	397	347	50	87%	0	397	356	41	89%	0	397	362	35	91%	0
	Jr to 8	236	219	17	92%	0	236	207	29	87%	0	236	202	34	85%	0	236	195	41	82%	0	236	190	38	81%	0	236	201	35	85%	0
	Jr to 8	423	407	16	96%	1	423	404	19	95%	0	423	415	8	98%	0	423	420	3	99%	0	423	419	4	99%	0	423	418	5	98%	0
	Jr to 8		332				336					347				352					357					350					
	4 to 8		75					68					68				68					68					68				
	Jr to 8	475	413	62	86%	0	475	404	71	85%	0	475	400	75	84%	0	475	395	80	81%	0	475	382	93	80%	0	475	381	94	80%	0
	Jr to 8	481	377	104	78%	0	481	385	96	80%	0	481	392	89	81%	0	481	399	82	82%	0	481	407	74	84%	0	481	407	74	84%	0
	Jr to 8	317	313	4	98%	1	317	300	17	94%	0	317	295	22	92%	0	317	288	29	90%	0	317	288	29	90%	0	317	278	39	87%	0
	Jr to 8	233	143	90	61%	2	233	137	96	58%	0	233	131	102	56%	2	233	129	104	55%	0	233	132	101	56%	0	233	123	110	52%	0
	Jr to 8	0	166				0	169			2	0	173			2	0	177			2	0	182			3	0	183			3
	Jr to 8	485	767	-272	154%	10	495	743	-248	150%	9	495	710	-215	143%	8	495	673	-178	135%	6	495	650	-155	131%	5	495	618	-123	124%	4
	Jr to 8	565	481	84	85%	3	565	482	83	85%	2	565	487	78	86%	2	565	487	78	86%	2	565	488	77	86%	2	565	481	84	85%	2
	Jr to 8	403	542	-139	134%	3	403	625	-222	155%	9	403	591	-188	146%	8	403	569	-166	141%	7	403	544	-141	134%	6	403	522	-119	129%	5
	Jr to 8	380	337	43	88%	0	380	364	16	95%	0	380	397	-17	104%	1	380	421	-41	110%	2	380	443	-63	116%	3	380	463	-83	121%	4
	Jr to 8	441	513	-72	116%	3	441	530	-89	120%	4	441	534	-93	121%	4	441	528	-87	119%	4	441	524	-83	118%	4	441	527	-86	119%	4
	Jr to 8	420	589	-169	140%	8	420	580	-160	138%	5	420	615	-195	146%	6	420	640	-220	152%	7	420	653	-233	155%	8	420	668	-248	159%	9
	Jr to 8	305	364	-59	119%	5	305	373	-68	122%	5	305	376	-71	123%	5	305	381	-76	124%	5	305	377	-72	123%	5	305	378	-73	123%	5
	Subtotal	5,571	5,947	-376	106%	36	5,571	6,036	-465	108%	36	5,571	6,058	-487	108%	36	5,571	6,056	-485	108%	35	5,571	6,041	-470	108%	36	5,571	6,010	-439	107%	36
South Oshawa																															
	Jr to 8	415	238	177	57%	0	415	251	164	60%	0	415	258	157	62%	0	415	256	159	61%	0	415	262	153	63%	0	415	264	151	63%	0
	Jr to 8	490	747	-257	152%	9	490	781	-291	159%	11	490	793	-303	161%	12	490	814	-324	166%	13	490	840	-350	171%	14	490	854	-364	174%	15
	Jr to 8	225	235	-10	104%	3	225	236	-11	104%	3	225	237	-12	105%	3	225	227	-2	100%	0	225	225	0	99%	0	225	211	14	93%	0
	Jr to 8	579	584	-5	100%	0	579	584	-5	100%	0	579	607	-28	104%	1	579	627	-48	108%	2	579	639	-60	110%	3	579	648	-69	111%	3
	Jr to 8		269					270					267				267					267					257				
	Jr to 8		215					214					240				260					263					257				
	Jr to 8	676	374	302	55%	0	676	380	296	56%	0	676	375	301	55%	0	676	371	305	54%	0	676	376	301	55%	0	676	383	293	56%	0
	Jr to 8	444	470	-26	105%	0	444	473	-29	106%	0	444	487	-43	109%	1	444	493	-49	111%	1	444	503	-59	113%	1	444	512	-68	115%	1
	Jr to 8	455	382	73	83%	0	455	390	65	85%	0	455	391	64	85%	0	455	402	53	88%	0	455	400	55	87%	0	455	396	59	87%	0
	Jr to 8	504	302	202	59%	0	504	300	204	59%	0	504	302	202	59%	0	504	301	203	59%	0	504	300	204	59%	0	504	297	207	58%	0
	Jr to 8	996	377	619	37%	0	996	389	607	39%	0	996	392	604	39%	0	996	404	592	40%	0	996	416	580	41%	0	996	420	576	42%	0
	Jr to 8	492	399	93	81%	5	492	389	103	80%	4	492	388	104	80%	4	492	378	114	82%	4	492	371	121	83%	4	492	367	125	84%	4
	Subtotal	5,276	4,108	1,168	77%	17	5,138	4,173	965	81%	18	5,138	4,231	907	82%	21	5,138	4,273	865	83%	20	5,138	4,329	809	84%	22	5,138	4,352	786	84%	23
	OSHAWA TOTALS	13,697	13,796	-99	100%	83	14,078	14,085	-7	100%	77	14,078	14,188	-110	100%	82	14,078	14,255	-177	101%	80	14,078	14,310	-232	101%	86	14,078	14,248	-170	101%	89

Townships of Uxbridge, Scugog and Brock

School Name		Total Elementary Enrolment Numbers																													
		Actual										2019 Official Enrolment Projections																			
Grades	2018 Capacity	2018 Enrolment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrolment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrolment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrolment	Excess Spaces	% Utilization	Portables Required	2023 Capacity	2023 Enrolment	Excess Spaces	% Utilization	Portables Required						
Uxbridge	JK to 8	213	229	-16	107%	2	213	227	-14	106%	2	213	234	-21	109%	2	213	230	-17	107%	2	213	219	-6	102%	2	213	216	-3	101%	2
	Goodwood																														
	Joseph Gould																														
	JK to 8	567	541	26	95%	1	567	528	39	93%	0	567	513	54	90%	0	567	484	73	87%	0	567	480	87	84%	0					
	Dunkley Village																														
Uxbridge	JK to 8	409	375	34	91%	0	409	365	44	89%	0	409	343	66	83%	0	409	329	80	80%	0	409	317	82	77%	0	409	312	97	76%	0
	JK to 8	305	314	-9	102%	2	305	300	5	98%	1	305	294	11	96%	1	305	292	13	95%	1	305	287	18	94%	1	305	289	16	94%	1
	Uxbridge																														
	JK to 8	466	353	113	75%	0	466	343	123	73%	0	466	353	113	75%	0	466	350	116	75%	0	466	353	113	75%	0	466	360	106	77%	0
	Uxbridge Totals																														
	1,960	1,812	148	92%	5	1,960	1,763	197	89%	3	1,960	1,737	223	88%	3	1,960	1,695	265	86%	3	1,960	1,657	303	84%	3						
Scugog	JK to 8	446	299	147	67%	0	446	301	145	67%	0	446	304	142	68%	0	446	319	127	71%	1	446	324	122	72%	1	446	329	117	73%	1
	Canwright Central																														
	Greenbank																														
	JK to 6	127	133	-6	104%	1	127	128	-1	100%	1	127	127	0	100%	1	127	124	3	97%	1	127	125	2	98%	1	127	131	-4	103%	1
	JK to 8	260	245	15	94%	2	260	251	9	96%	1	260	255	5	98%	1	260	254	6	97%	1	260	251	9	96%	1	260	251	9	96%	1
Brock	JK to 8	639	656	-17	102%	3	639	623	16	97%	1	639	646	-7	101%	2	639	636	3	97%	1	639	627	12	98%	1	639	622	17	97%	1
	R. H. Cornish Total																														
	R. H. Cornish Regular Program																														
	JK to 8	248																													
	JK to 8	352																													
Brock	JK to 8	459	465	-6	93%	2	459	443	16	96%	2	459	419	40	91%	0	459	410	49	89%	0	459	383	76	84%	0	459	362	97	79%	0
	Scugog Totals																														
	JK to 8	1,971	1,798	173	91%	8	1,971	1,746	225	88%	5	1,971	1,751	220	88%	4	1,971	1,733	238	87%	4	1,971	1,710	261	86%	4	1,971	1,695	276	85%	4
	JK to 8	144	174	-30	120%	2	144	196	-52	136%	2	144	212	-68	147%																
	Beaverton *																														
Brock	JK to 8	487	446	41	91%	0	487	459	28	94%	0	487	458	29	94%	0	487	459	28	94%	0	487	454	33	93%	0	487	453	34	93%	0
	McCaslin's Mills Regular Program																														
	JK to 8	319																													
	McCaslin's Mills French Immersion Program																														
	JK to 8	227																													
Brock	JK to 8	312	351	-39	112%	3	312	348	-36	111%	3	312	354	-42	113%	3	312	366	-54	117%	4	312	366	-54	117%	4	312	374	-62	119%	4
	Uxbridge																														
	JK to 8	230	121	109	52%	0	230	124	106	53%	0	230	127	103	55%																
	Thorah Central *																														
	Unnamed Consolidated Beaverton/Thorah Central																														
NORTH TOTALS	JK to 8	1,173	1,092	81	93%	5	1,173	1,127	46	96%	5	1,173	1,151	22	98%	3	1,125	1,173	-48	104%	5	1,125	1,179	-54	104%	6	1,125	1,197	-72	106%	6
	JK to 8	5,104	4,702	402	92%	18	5,104	4,636	468	90%	13	5,104	4,639	465	90%	10	5,056	4,559	497	90%	12	5,056	4,559	497	90%	13	5,056	4,549	507	89%	13

* Amalgamation of Beaverton P.S. and Thorah Central starting in 2021

Secondary Schools

Total Secondary Enrollment Numbers 2019 Official Enrollment Projections																														
Actual					2019 Official Enrollment Projections																									
	2018 Capacity	2018 Enrollment	Excess Spaces	% Utilization	Portables used	2019 Capacity	2019 Enrollment	Excess Spaces	% Utilization	Portables Required	2020 Capacity	2020 Enrollment	Excess Spaces	% Utilization	Portables Required	2021 Capacity	2021 Enrollment	Excess Spaces	% Utilization	Portables Required	2022 Capacity	2022 Enrollment	Excess Spaces	% Utilization	Portables Required	2023 Capacity	2023 Enrollment	Excess Spaces	% Utilization	Portables Required
City of Pickering	1,722	1,441	281	84%	0	1,722	1,402	320	81%	0	1,722	1,468	254	87%	0	1,722	1,582	140	92%	0	1,722	1,610	112	93%	0	1,722	1,677	45	97%	0
	1,509	1,048	461	69%	0	1,509	1,044	465	69%	0	1,509	1,158	351	77%	0	1,509	1,193	316	79%	0	1,509	1,237	272	82%	0	1,509	1,266	243	84%	0
	Town of Ajax																													
	1,425	1,179	246	83%	0	1,425	1,199	226	84%	0	1,425	1,230	189	86%	0	1,425	1,236	189	87%	0	1,425	1,219	206	86%	0	1,425	1,202	223	84%	0
	1,425	1,819	-394	128%	15	1,425	1,788	-263	125%	14	1,425	1,854	-429	130%	17	1,425	1,870	-445	131%	18	1,425	1,882	-457	132%	19	1,425	1,855	-430	130%	18
	1,701	1,890	-189	111%	7	1,701	1,840	-139	108%	7	1,701	1,929	-228	113%	11	1,701	1,962	-261	115%	13	1,701	1,968	-267	116%	13	1,701	2,015	-314	118%	15
	Town of Whitby																													
	996	830	166	83%	2	996	782	214	79%	0	996	803	193	81%	0	996	802	194	81%	0	996	837	159	84%	0	996	884	102	90%	0
	1,173	1,306	-133	111%	6	1,173	1,320	-147	113%	6	1,173	1,380	-207	118%	9	1,173	1,430	-257	122%	11	1,173	1,449	-276	124%	12	1,173	1,490	-317	127%	14
	1,257	1,410	-153	112%	6	1,257	1,557	-300	124%	10	1,257	1,579	-322	126%	11	1,257	1,593	-336	127%	12	1,257	1,571	-314	125%	11	1,257	1,479	-222	118%	7
975	801	174	82%	2	975	827	148	85%	0	975	805	170	83%	0	975	833	142	85%	0	975	773	202	79%	0	975	735	240	75%	0	
1,227	1,275	-48	104%	7	1,227	1,201	26	98%	2	1,227	1,261	-34	103%	0	1,227	1,254	-27	102%	0	1,227	1,214	13	99%	0	1,227	1,229	-2	100%	0	
City of Oshawa																														
1,029	1,017	12	99%	7	1,194	1,037	157	87%	0	1,194	1,041	153	87%	0	1,194	1,055	139	88%	0	1,194	1,059	135	89%	0	1,194	1,079	115	90%	0	
960	450	510	47%	0	960	429	531	45%	0	960	433	527	45%	0	960	424	536	44%	0	960	438	522	46%	0	960	444	516	46%	0	
1,245	1,679	-434	135%	14	1,245	1,618	-373	130%	11	1,245	1,655	-410	133%	13	1,245	1,665	-420	134%	13	1,245	1,655	-410	133%	13	1,245	1,712	-467	138%	16	
1,302	1,243	59	95%	0	1,302	1,283	19	99%	0	1,302	1,284	18	99%	0	1,302	1,297	5	100%	0	1,302	1,327	-25	102%	0	1,302	1,361	-59	105%	0	
1,050	1,069	-19	102%	2	1,110	1,165	-55	105%	1	1,110	1,215	-105	109%	3	1,110	1,243	-133	112%	4	1,110	1,254	-144	113%	5	1,110	1,197	-87	108%	2	
Unbridge Township																														
1,290	1,168	122	91%	2	1,290	1,125	165	87%	0	1,290	1,152	138	89%	0	1,290	1,120	170	87%	0	1,290	1,165	125	90%	0	1,290	1,154	136	89%	0	
Scugog Township																														
1,227	1,063	164	87%	1	1,227	1,019	208	83%	0	1,227	1,016	211	83%	0	1,227	972	255	79%	0	1,227	962	265	78%	0	1,227	954	273	78%	0	
Brook Township																														
651	381	270	59%	0	651	381	260	60%	0	651	378	273	58%	0	651	355	296	55%	0	651	330	321	51%	0	651	314	337	48%	0	
Alternative Secondary																														
0	521				0	450				0	450				0	450				0	450				0	450				
22,164	21,590	1,095	95%	71	22,389	21,477	1,362	94%	51	22,389	22,121	718	97%	64	22,389	22,356	503	98%	71	22,389	22,400	439	98%	73	22,389	22,507	332	99%	72	
Utilization Rate Totals do not include DASS enrollment and portables used for Grove Program not included in portable use																														

* Utilization Rate Totals do not include DASS enrollment and portables used for Grove Program not included in portable use

Durham District School Board - Movement of Elementary Students, as at October 2018

PICKERING ELEMENTARY DATA

		Originating HOME SCHOOL - Students in vertical columns should be attending vertically shown school name.																							
Child Care Centre	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Altona Forest PS	Bayview Heights PS	Claremont PS	Elizabeth B. Phin PS	Fairport Beach PS	Frenchman's Bay PS FI	Gandatsetiagon PS	Glengrove PS	Highbush PS	Maple Ridge PS	Maple Ridge PS FI	Rosebank PS	Sir JA Macdonald PS	Sir JA Macdonald PS FI	Valley Farm PS	Valley View PS	Vaughan Willard PS	Westcreek PS	William Dunbar PS	Students COMING FROM another Pickering school, as out of area	Students COMING FROM a different municipality, as out of area	2018 TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA	
	Y	Altona Forest PS					1				4			1		4			1			7	1	8	
		Bayview Heights PS														4				1		5	3	8	
Y	Y	Claremont PS																				0	16	16	
	Y	Elizabeth B. Phin PS	7	1			9	1	2	2	1	1	2								14	2	42	12	54
	Y	Fairport Beach PS	1	1																		4	0	4	
	Y	Frenchman's Bay PS FI	7			1	19		8		7			7							3	52	0	52	
	Y	Gandatsetiagon PS		1						2								1				4	2	6	
	Y	Glengrove PS		4			2					2										10	6	16	
Y	Y	Highbush PS	8			2	1	5									1		1	1		3	20	4	24
Y	Y	Maple Ridge PS								2												3	0	0	
Y	Y	Maple Ridge PS FI													1							0	0	0	
	Y	Rosebank PS					2	2														4	1	5	
	Y	Sir JA Macdonald PS		13			4					1										18	4	22	
	Y	Sir JA Macdonald PS FI																				0	0	0	
Y	Y	Valley Farm PS		3					1	1									2			7	11	18	
	Y	Valley View PS																28				28	0	28	
Y	Y	Vaughan Willard PS		5			3	3	8	1	3						1	4			4	32	0	32	
	Y	Westcreek PS	2	2		8																13	0	13	
Y	Y	William Dunbar PS		1				1						1			1		2			6	2	8	
		Students GOING TO another Pickering school, as out of area	25	31	0	11	41	0	21	15	14	7	1	11	5	0	31	7	4	19	12	255	62	314	
		Students GOING TO a different municipality, as out of area	1	6	2	3	1	0	5	5	6	3	0	0	0	0	4	5	0	1	1				
		2018 TOTAL NUMBER OF STUDENTS GOING AS OUT OF AREA	26	37	2	14	42	0	26	20	20	10	1	11	5	0	35	12	4	20	13	298			

Note: Single track French immersion 'out of area' students are students in regular program JK/5K

Durham District School Board - Movement of Elementary Students, as at October 2018

AJAX ELEMENTARY DATA

			Originating HOME SCHOOL - Students in vertical columns should be attending vertically shown school name.																												
Child Care	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area"	Alexander Graham Bell PS	Applecroft PS	Bolton C. Falby PS	Cadaraque PS	Cadaraque PS FI	Carruthers Creek PS	da Vinci PS	Dr. Roberta Bondar PS	Duffin's Bay PS	Eagle Ridge PS	Lakeside PS	Lester B. Pearson PS	Lincoln Alexander PS	Lincoln Avenue PS	Lord Elgin PS	Michaelle Jean PS FI	Nottingham PS	Roland Michener PS	Romeo Dallaire PS	Southwood Park PS	Southwood Park PS FI	Terry Fox PS	Vimy Ridge PS	Viola Desmond PS	Westney Heights PS	Students COMING FROM another Ajax school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA	
	✓	Alexander Graham Bell PS		1										3	6				1	4			1		5			16	3	21	
✓	✓	Applecroft PS	2		1			1	2	20				4										5	2	2	1	14	3	48	
✓	✓	Bolton C. Falby PS	3			1		1	1	1												3		3			1	14	3	17	
✓	✓	Cadaraque PS	1																								1	2	1	3	
✓	✓	Cadaraque PS FI																									1	0	0	0	
	✓	Carruthers Creek PS	1		16					1	1									2			2			2		25	2	27	
	✓	da Vinci PS		1		1															5	1						8	1	9	
	✓	Dr. Roberta Bondar PS			2			2	1											2					2	1		10	3	13	
	✓	Duffin's Bay PS			10			3															19				1	33	0	33	
	✓	Eagle Ridge PS	1													6			1					2			1	11	5	16	
	✓	Lakeside PS				1		1														6						8	1	9	
	✓	Lester B. Pearson PS	3	1	3					4		1					1	1			2	1	2		4	2	2	4	31	6	37
✓	✓	Lincoln Alexander PS		1							2										2	2						5	2	7	
	✓	Lincoln Avenue PS																										1	1	6	7
✓	✓	Lord Elgin PS		2	8	7				1												1	1		2			22	3	25	
	✓	Michaelle Jean PS FI							18						11					2		16				3		50	1	51	
✓	✓	Nottingham PS																							1	3		4	0	4	
✓	✓	Roland Michener PS		5	1			1				3				2		1										14	0	14	
	✓	Romeo Dallaire PS	1		1			2								8				2								14	4	18	
	✓	Southwood Park PS		6				4			2																	12	1	13	
	✓	Southwood Park PS FI																										0	0	0	
	✓	Terry Fox PS		2					1	2								1								3		10	0	10	
	✓	Vimy Ridge PS	1		2									2														8	7	15	
	✓	Viola Desmond PS	1			2		1	1																3			8	1	9	
✓	✓	Westney Heights PS	2						1	3				3	3	4			1	1	3	1		2				24	7	31	
		Students GOING TO another Ajax school, as out of area	16	11	53	11	0	14	27	32	3	6	0	12	36	5	3	0	7	11	29	36	0	24	18	11	10	375	62	437	
		Students GOING TO a different municipality, as out of area	6	4	6	1	0	2	2	0	1	3	1	5	14	13	0	0	2	0	2	0	0	1	0	5	2				
		TOTAL NUMBER OF STUDENTS GOING AS OUT OF AREA	22	15	59	12	0	16	29	32	4	9	1	17	50	18	3	0	9	11	31	36	0	25	18	16	12	445			

Note: Single track French immersion 'out of area' students are students in regular program JK/5K

Durham District School Board - Movement of Elementary Students, as at October 2018
WHITBY ELEMENTARY DATA

		Originating HOME SCHOOL - Students in vertical columns should be attending vertically shown school name.																														
Child Care	Before & After	Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Belwood PS	Blair Ridge PS	Brooklin Village PS	Brooklin Village PS FI	CE Broughton PS	Capt M VandenBos PS	Capt M VandenBos PS FI	Chris Hadfield PS	Col JE Farewell PS	Dr R Thornton PS	EA Fairman PS	Fallingbrook PS	Glen Dhu PS	Jack Miner PS	John Dryden PS	John Dryden PS FI	Julie Payette PS FI	Meadowcrest PS FI	Ormiston PS	Pringle Creek PS	Robert Munsch PS	Sir Samuel Steele PS	Sir Wm. Stephenson PS	West Lynde PS	Whitby Shores PS	Williamsburg PS	Winchester PS	Students COMING FROM another Whitby school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA
	✓	✓ Bellwood PS					1																2						5	52	3	55
	✓	✓ Blair Ridge PS			50																	1								12	2	14
	✓	✓ Brooklin Village PS		5									1																	0	0	0
	✓	✓ Brooklin Village PS FI																												0	0	0
	✓	✓ CE Broughton PS **	1								1	4	2		4	1	3				3	20		1	4		3	3	50	23	73	
	✓	✓ Capt. M VandenBos PS														1							2					5	8	3	11	
	✓	✓ Capt. M VandenBos PS FI																											0	0	0	
	✓	✓ Chris Hadfield PS			5											1								1				1	1	9	5	14
	✓	✓ Col JE Farewell PS	1				3								1									2		3				10	4	14
	✓	✓ Dr. Robert Thornton PS	1				1	1													1									4	2	6
	✓	✓ EA Fairman PS	2					1			2	2			1		1				10			8	6	2	2		37	9	46	
	✓	✓ Fallingbrook PS						2							8		2				2		1	1					20	4	24	
	✓	✓ Glen Dhu PS			2							1		1								1	1	2	2		1		11	9	20	
	✓	✓ Jack Miner PS						1			1				2							2	1	1		1		3	11	1	12	
	✓	✓ John Dryden PS	2									4												6				1	13	2	15	
	✓	✓ John Dryden PS FI																											0	0	0	
	✓	✓ Julie Payette PS FI					5				6		3	2	7														53	0	53	
	✓	✓ Meadowcrest PS FI			2					37		2											5	3		4	4		2	51	0	51
	✓	✓ Ormiston PS													3	1													6	3	9	
	✓	✓ Pringle Creek PS					3															2		1	1	1			6	2	8	
	✓	✓ Robert Munsch PS												1															1	2	3	
	✓	✓ Sir Samuel Steele PS										3					8				1		1					1	14	2	16	
	✓	✓ Sir Wm Stephenson PS													1														1	6	7	
	✓	✓ West Lynde PS			1						6		1				2					1			2			1	14	3	17	
	✓	✓ Whitby Shores PS																						1					1	5	6	
	✓	✓ Williamsburg PS						7								1					1		1						10	5	15	
	✓	✓ Winchester PS **		22	54				13		1											5							95	7	102	
		Students GOING TO another Whitby school, as out of area	7	27	114	0	16	9	0	50	16	19	7	4	27	5	16	0	0	0	12	54	21	17	23	15	6	17	8	490	108	598
		Students GOING TO a different municipality, as out of area	2	0	0	0	1	6	0	7	3	1	0	0	9	0	11	0	0	0	1	3	1	1	10	7	2	2	1			
		TOTAL NUMBER OF STUDENTS GOING AS OUT OF AREA	9	27	114	0	17	15	0	57	19	20	7	4	36	5	27	0	0	0	13	57	22	18	33	22	8	19	9	558		

Note: Single track French Immersion 'out of area' students are students in regular program JK/SK

Durham District School Board - Movement of Elementary Students, as at October 2018
OSHAWA ELEMENTARY DATA

[illegible]

Note: Single track French Immersion 'out of area' students are students in regular program JK/SK

Durham District School Board - Movement of Elementary Students, as at October 2018
NORTH ELEMENTARY DATA

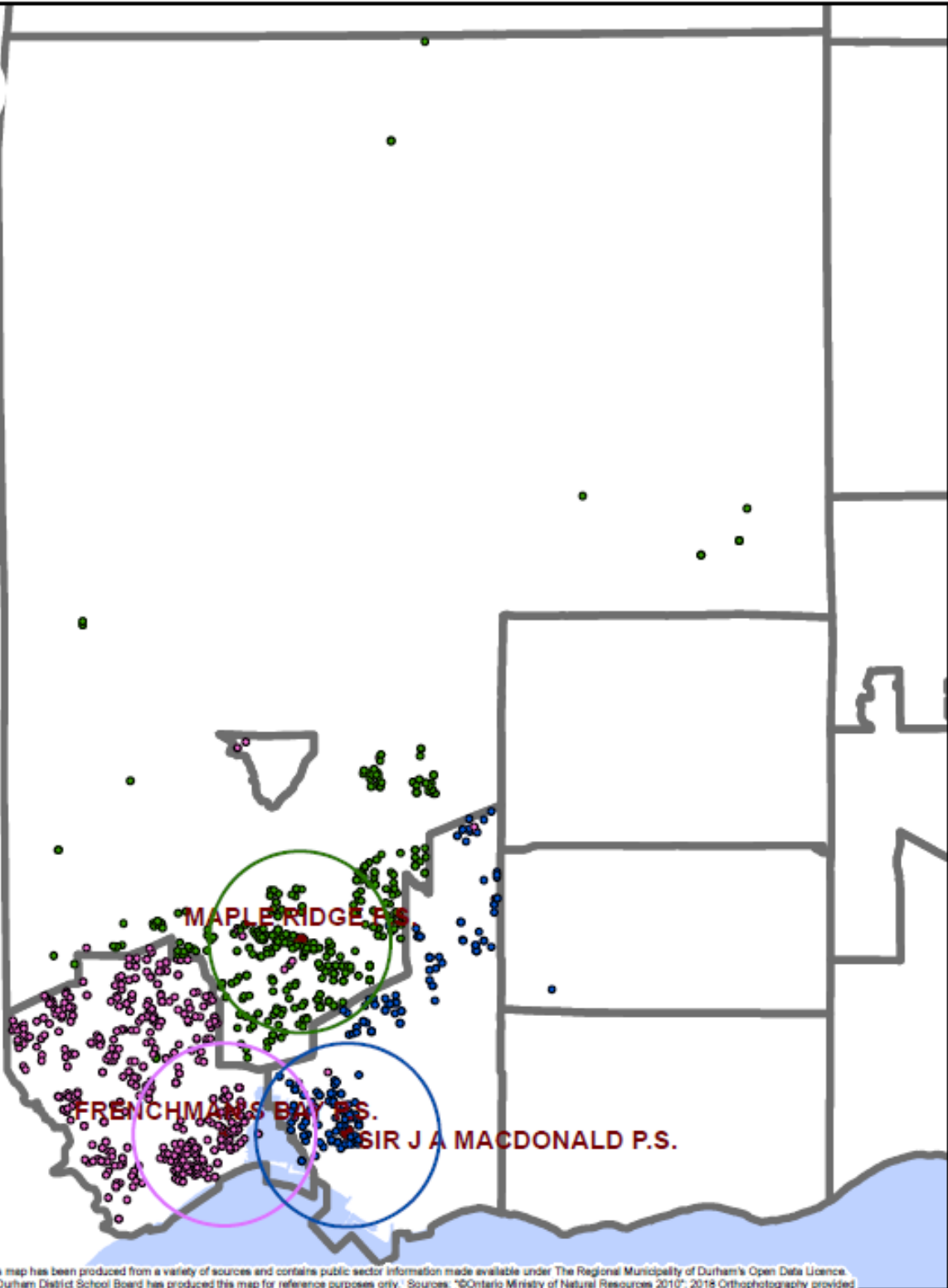
			Originating HOME SCHOOL - Students in vertical columns should be attending vertically shown school name																	
Child Care Before & After		Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Township of Uxbridge					Township of Scugog					Township of Brock					Students COMING FROM another NORTH school, as out of area	Students COMING FROM a different municipality, as out of area	TOTAL NUMBER OF STUDENTS COMING AS OUT OF AREA
			Goodwood PS	Joseph Gould PS	Quaker Village PS	Scott Central PS	Uxbridge PS FI	Cartwright Central PS	Greenbank PS	Prince Albert PS	RH Cornish PS	RH Cornish PS FI	SA Cawker PS	Beaverton PS	McCaskill's Mills PS	McCaskill's Mills PS FI	Sunderland PS			
	✓	Goodwood PS	1			5												6	3	9
✓	✓	Joseph Gould PS	9	13	7	15		1	2							1		48	5	53
	✓	Quaker Village PS	6	10			24									2	2	44	0	44
	✓	Scott Central PS	2	6	1		8									2		19	10	29
	✓	Uxbridge PS FI	5	15	24	8												52	0	52
	✓	Cartwright Central PS																0	5	5
	✓	Greenbank PS							2					2		1		5	2	7
	✓	Prince Albert PS					1			12		3	1					17	2	19
	✓	RH Cornish PS					5		2			4						11	2	13
	✓	RH Cornish PS FI																0	0	0
	✓	SA Cawker PS					4	4	13	11				1				33	6	39
✓	✓	Beaverton PS			1											2	12	15	2	17
✓	✓	McCaskill's Mills PS						1		1		1				8	2	13	12	25
✓	✓	MCCaskill's Mills PS FI																0	0	0
	✓	Sunderland PS	4		1				2					6			2	15	3	18
		Thorah Central PS										6						6	5	11
Students GOING TO another NORTH school, as out of area			26	32	38	17	52	10	6	21	24	0	8	7	9	0	16	284	57	341
Students GOING TO a different municipality, as out of area			7	2	0	0	0	2	0	4	1	0	3	1	0	0	0			
TOTAL NUMBER OF STUDENTS GOING OUT OF AREA			33	34	38	17	52	12	6	25	25	0	11	8	9	0	16	304		

Note: Single track French Immersion 'out of area' students are students in regular program JK/SK

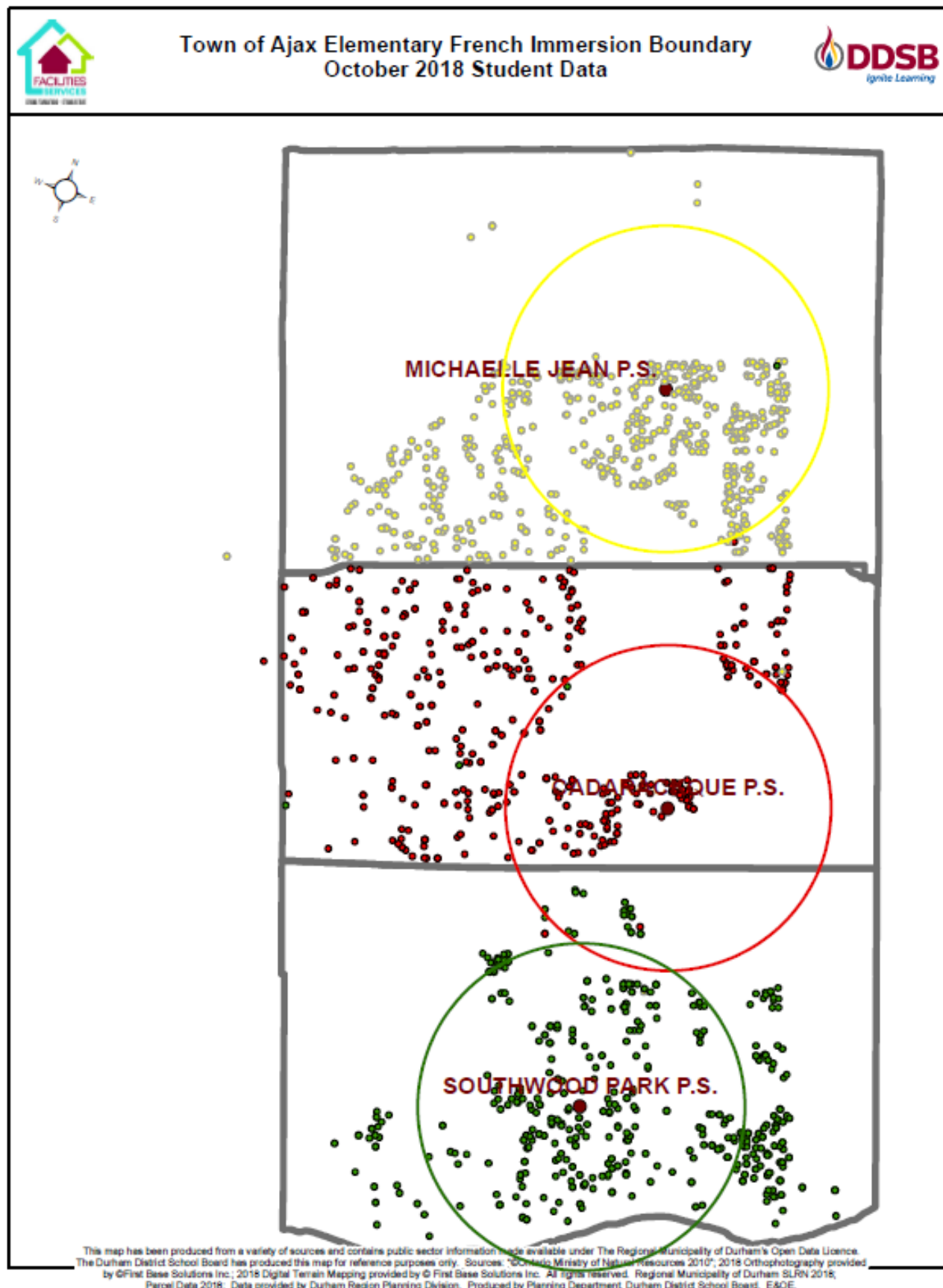
Durham District School Board - Movement of Secondary Students, as at October 2018
SECONDARY DATA

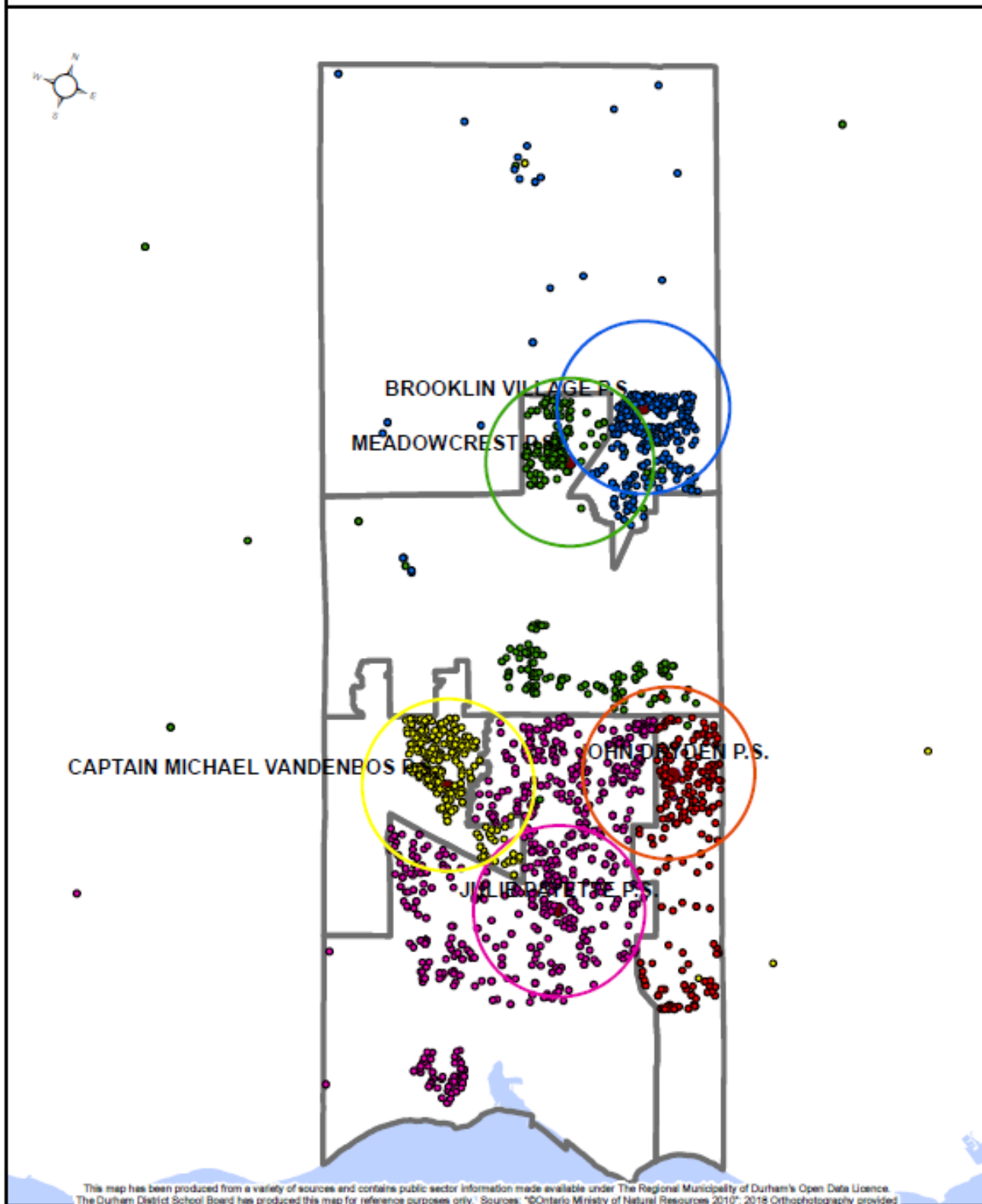
	Originating HOME SCHOOL - Students in vertical columns should be attending vertically shown school name.																			
Out of Area School - Students indicated in horizontal rows represent the school where students attend "out of area".	Ajax HS	Anderson CVI	Brock HS	Brooklin HS	Donald A. Wilson SS	Dunbarton HS	Eastdale CVI	GL Roberts CVI	Henry Street HS	J. Clarke Richardson Col.	Maxwell Heights SS	O'Neill CVI	Pickering HS	Pine Ridge SS	Port Perry HS	RS McLaughlin CVI	Sinclair SS	Uxbridge SS	Students COMING FROM another Pickering school, as out of area	TOTAL NUMBER OF SECONDARY STUDENTS COMING AS OUT OF AREA
Ajax HS																			48	48
Anderson CVI	2			12	13	2	4	2	48	27	3	4		7	1	5	40		131	131
Brock HS														1	2			2	5	5
Brooklin HS		1			2				2	1		1			1		9	1	18	18
Donald A. Wilson SS		10		3			1		15	6		3				1	12	1	52	52
Dunbarton HS	2	1					1				2	1	3	54					64	64
Eastdale CVI		1			1			34			38	38				20			132	132
GL Roberts CVI		1		1			26		1		7	20				13			69	69
Henry Street HS	1	13		2	19	1	1	3		3	2			1	3		15	1	65	65
J. Clarke Richardson Col.	73	1		1	5	2			4		3	2	21	2					114	114
Maxwell Heights SS						1	21	1				119				9	1		152	152
O'Neill CVI *	3	2		1			44	20	4	6	20				3	23	2		128	128
Pickering HS	23					29				49				20			1		122	122
Pine Ridge SS	4					17	2			6	2	1	2					1	35	35
Port Perry HS			6					1				2					1	6	16	16
RS McLaughlin CVI	1	1					25	13	1		22	26			1		2		92	92
Sinclair SS		6		10	8		4	3	4	3	1	2							41	41
Uxbridge SS	1		13	1											17		1		33	33
Students GOING TO another Secondary School, as out of area	110	37	19	31	48	52	129	78	79	101	104	215	34	85	28	71	85	11	1,317	1,317

* Performing Arts program

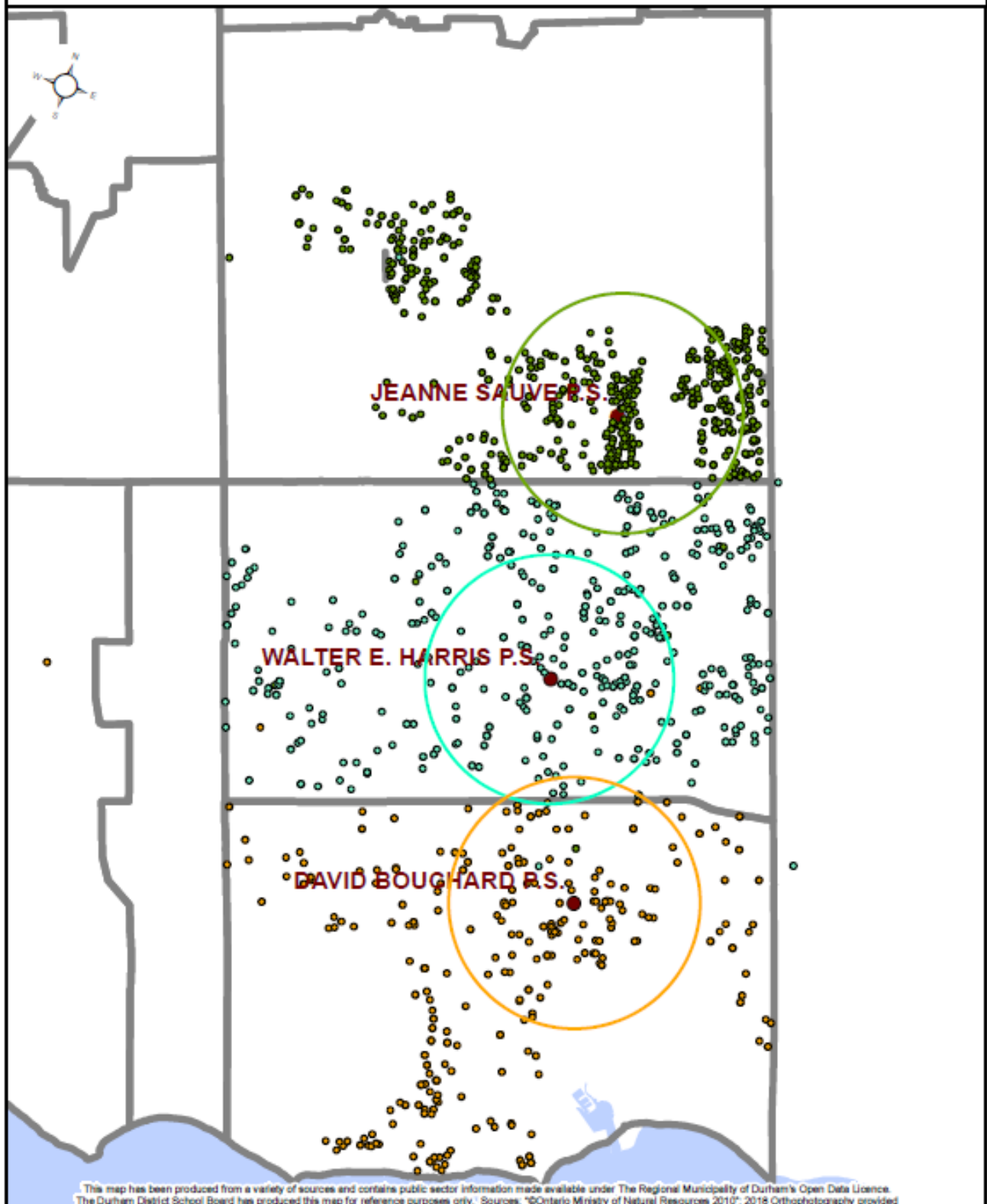


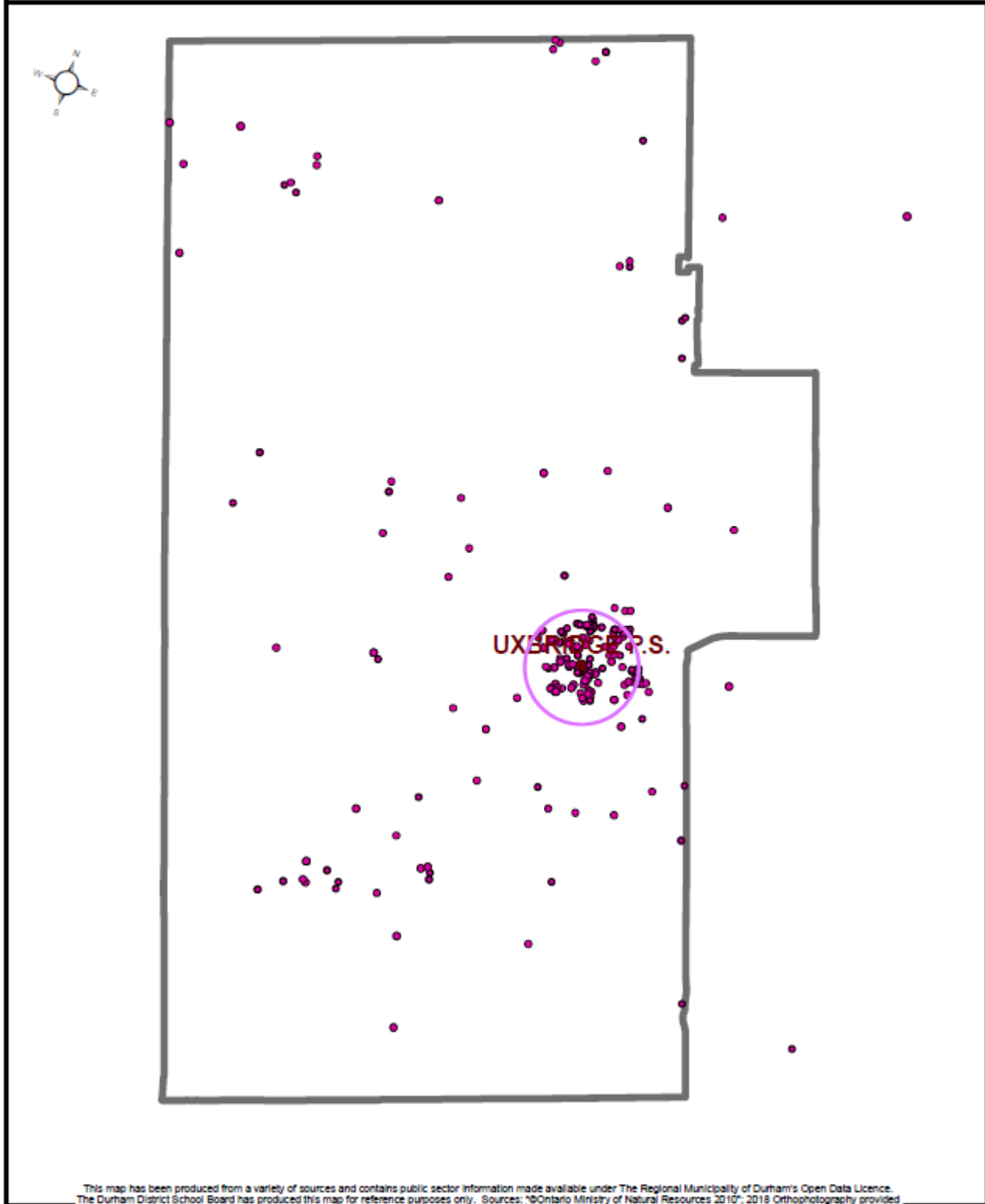
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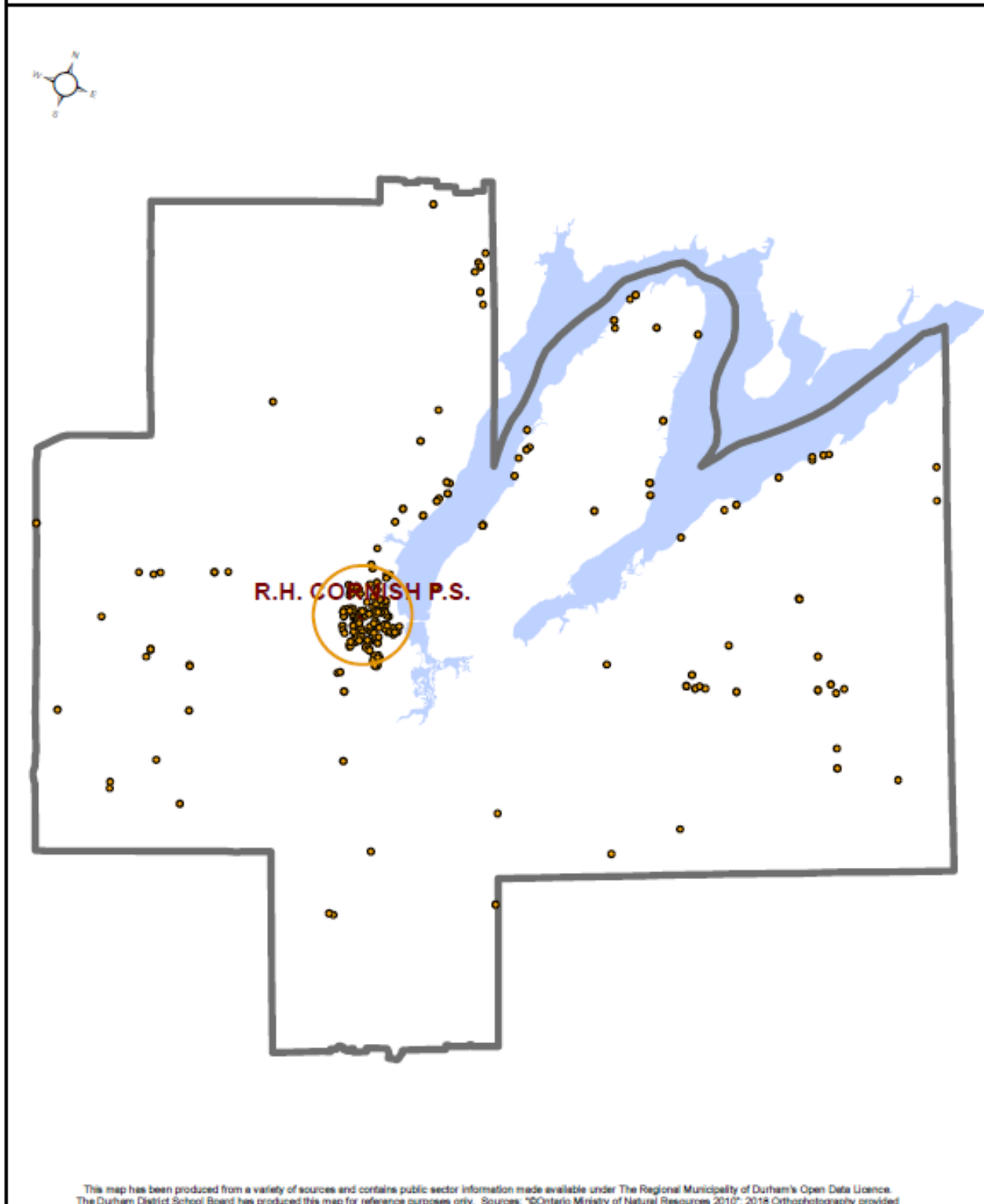


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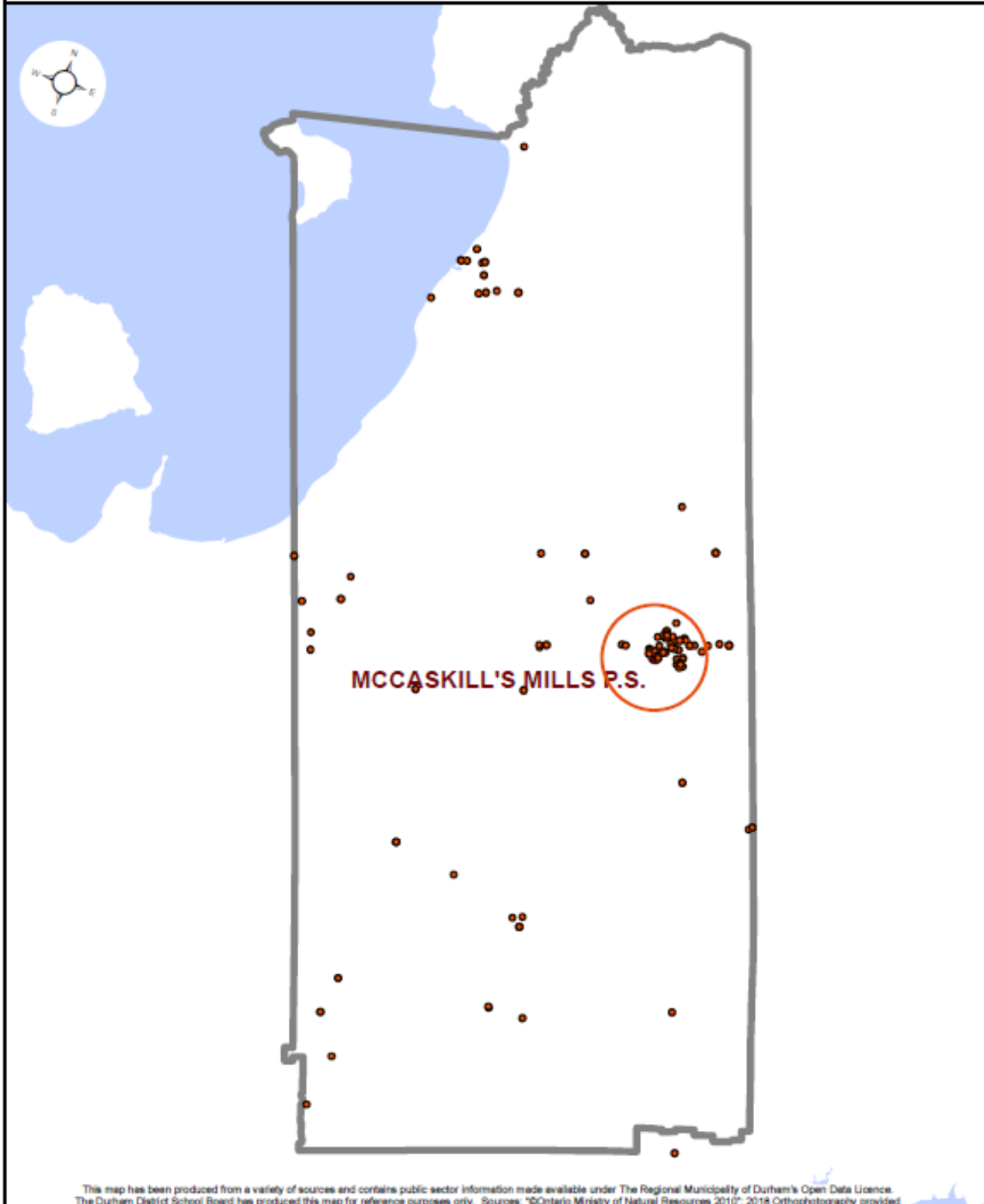




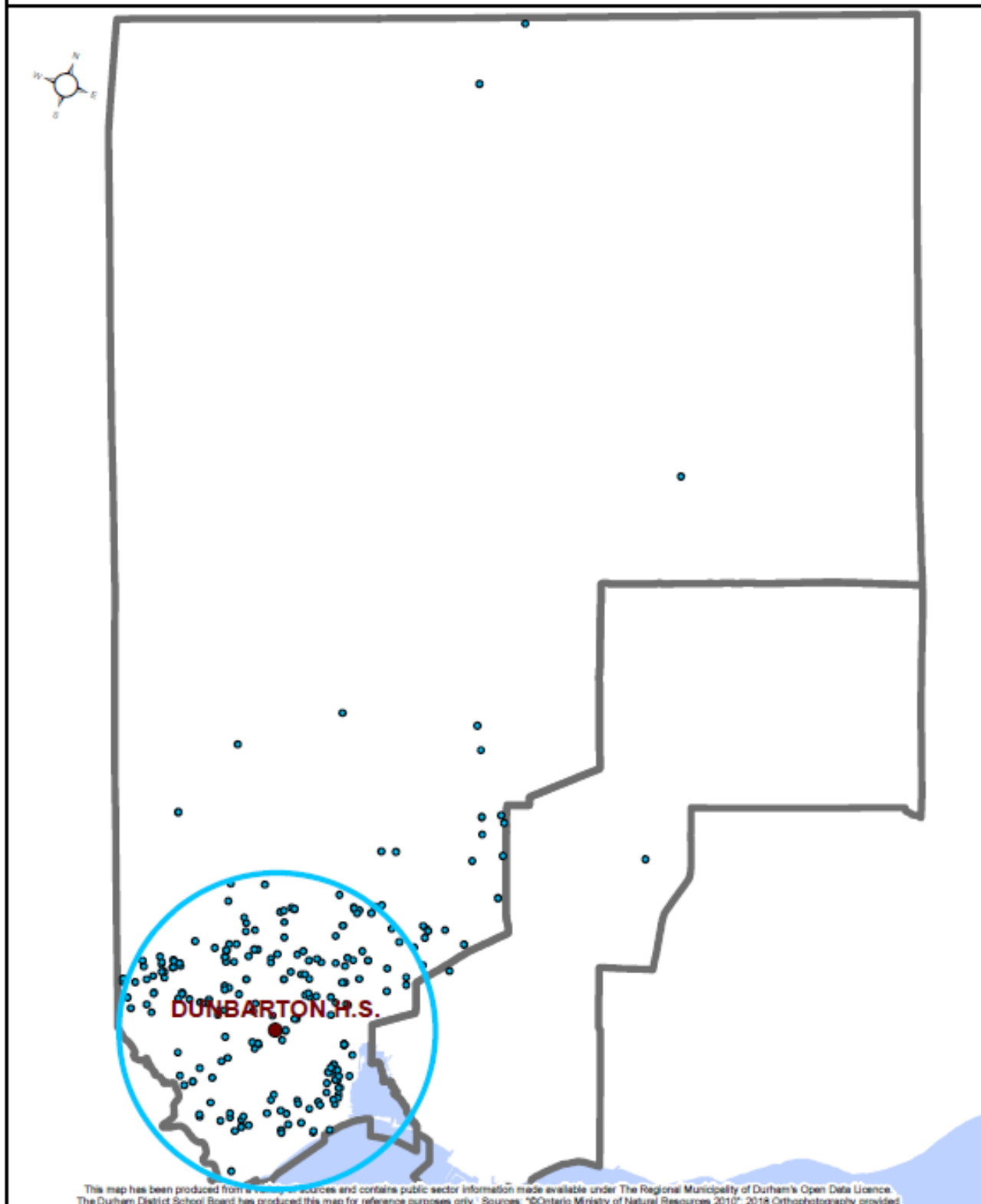
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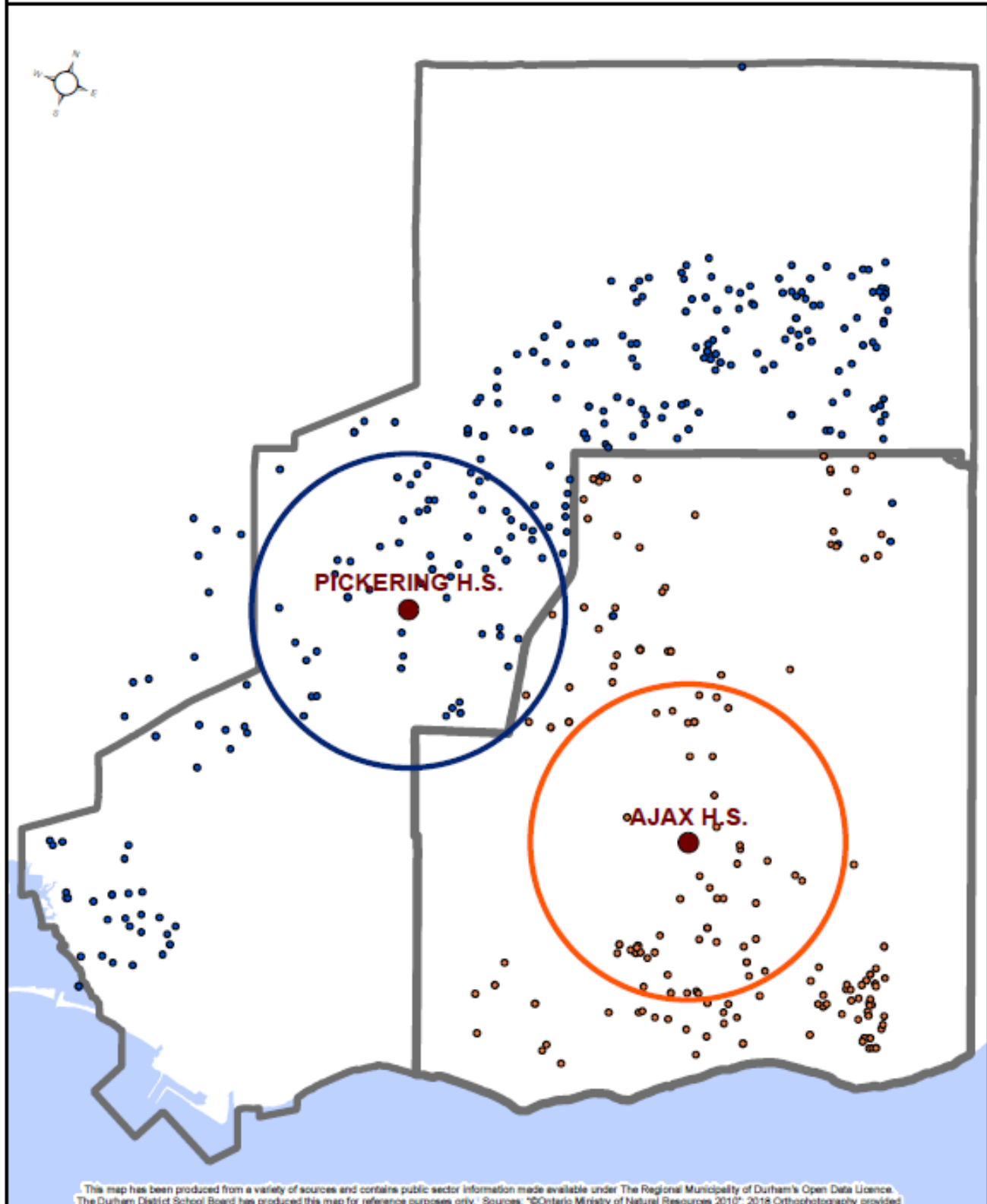
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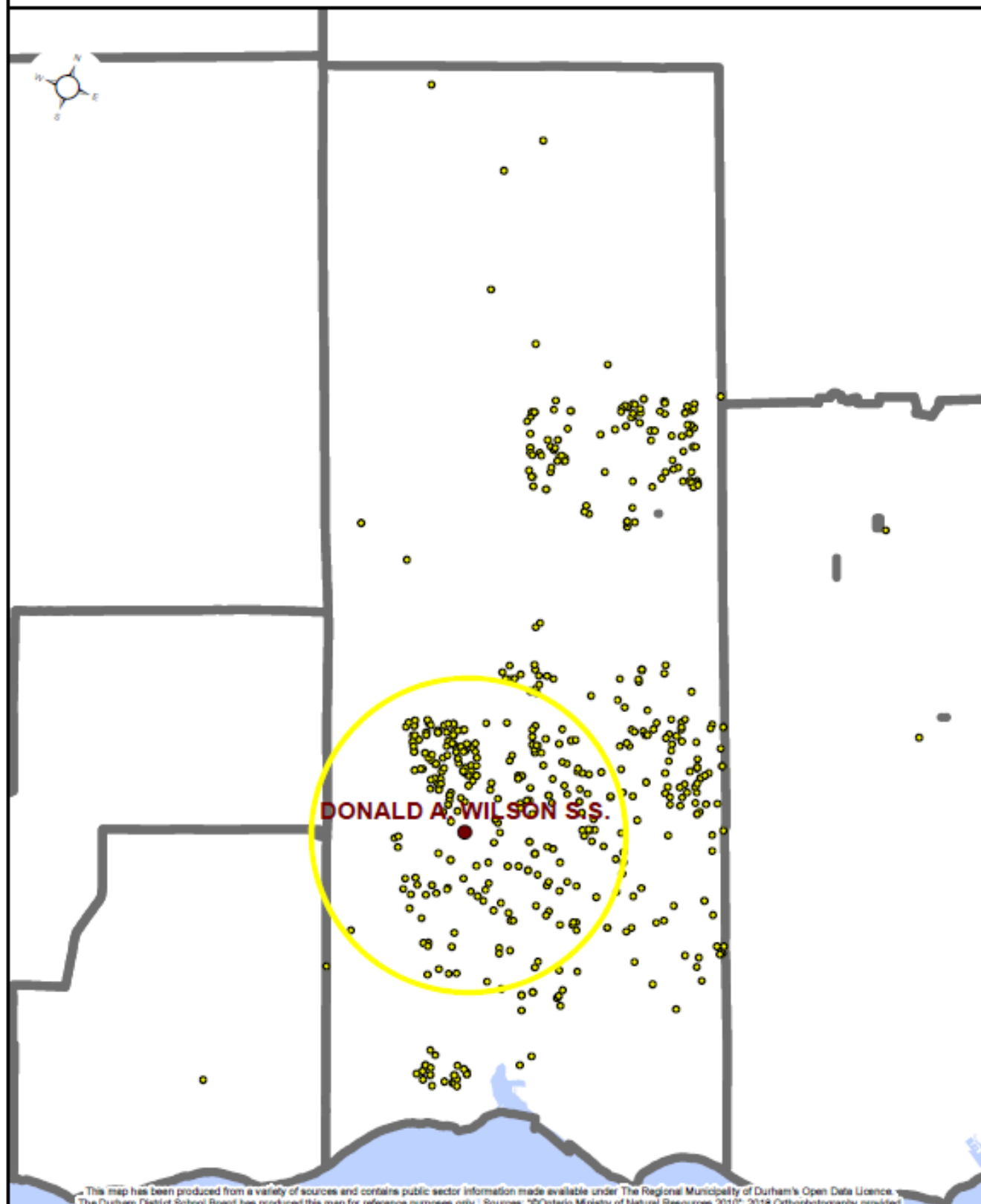


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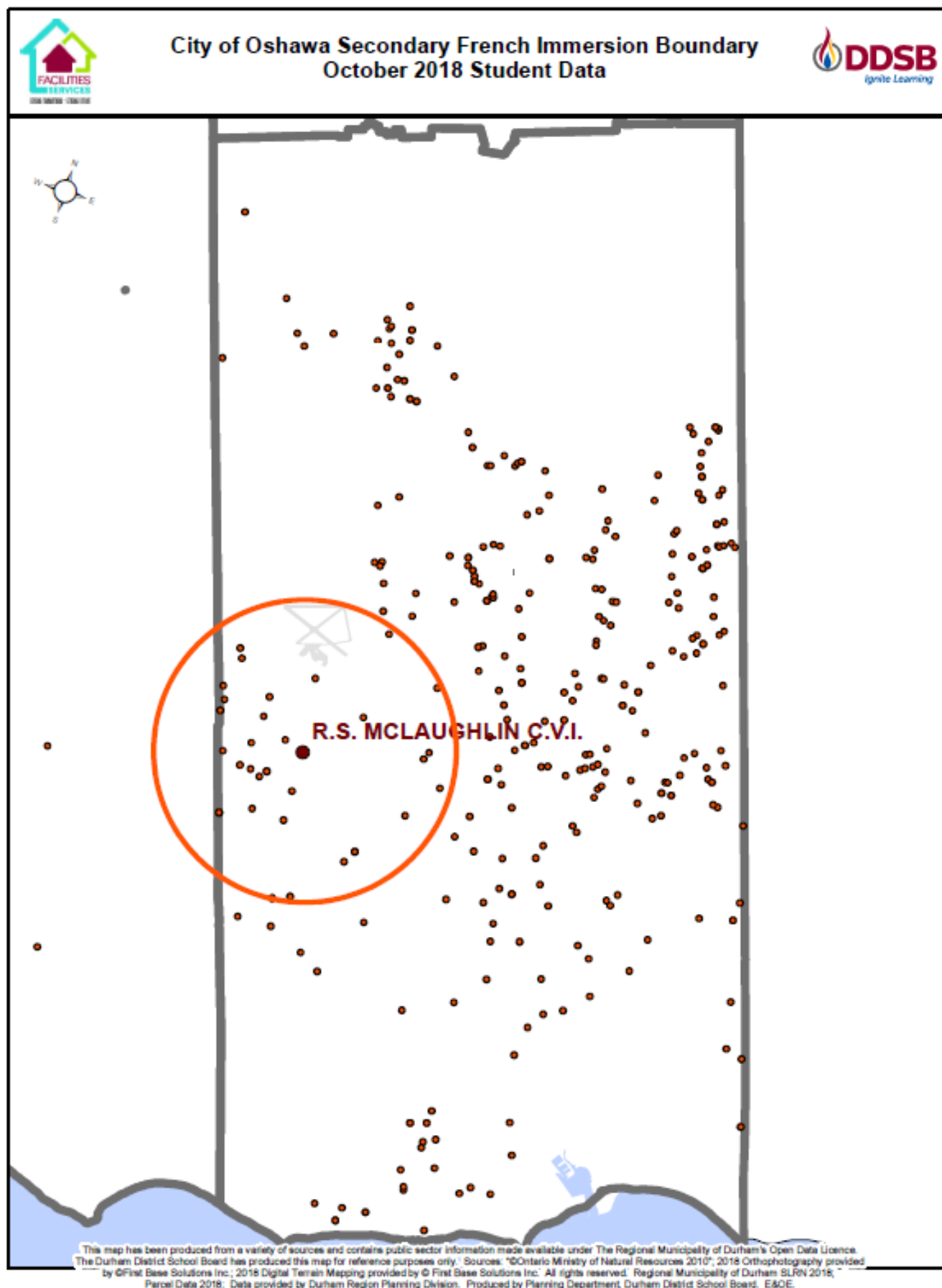


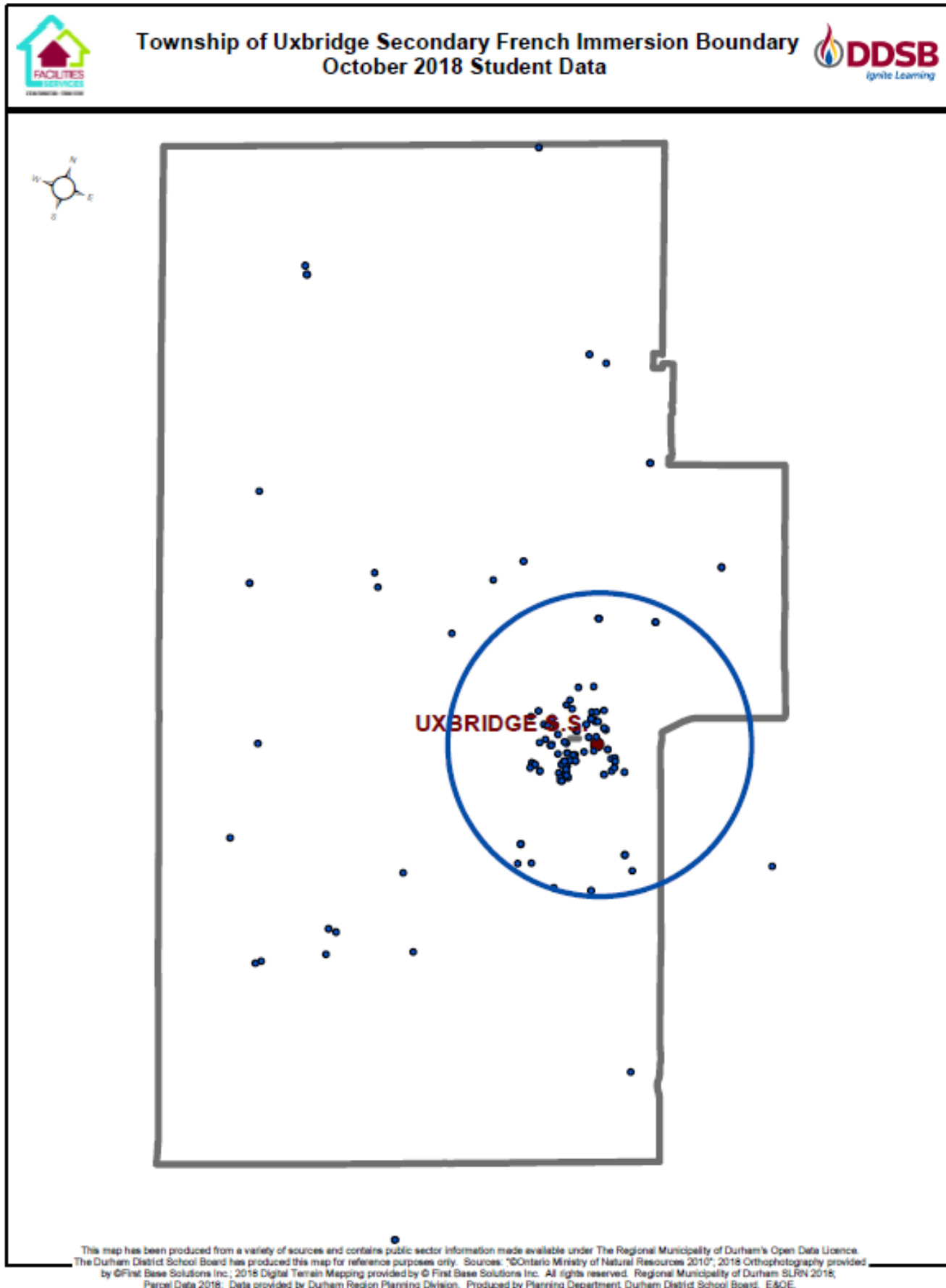
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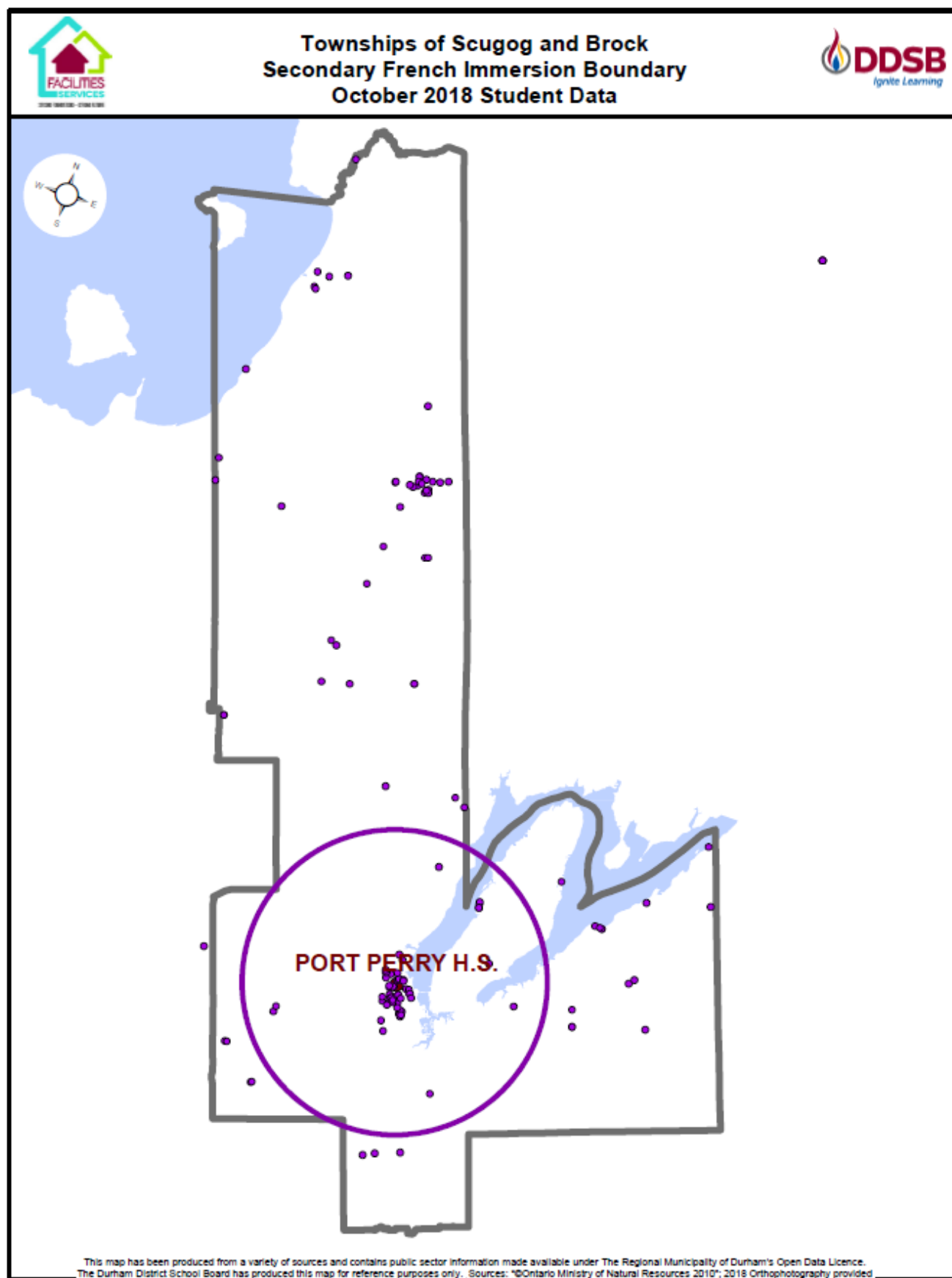


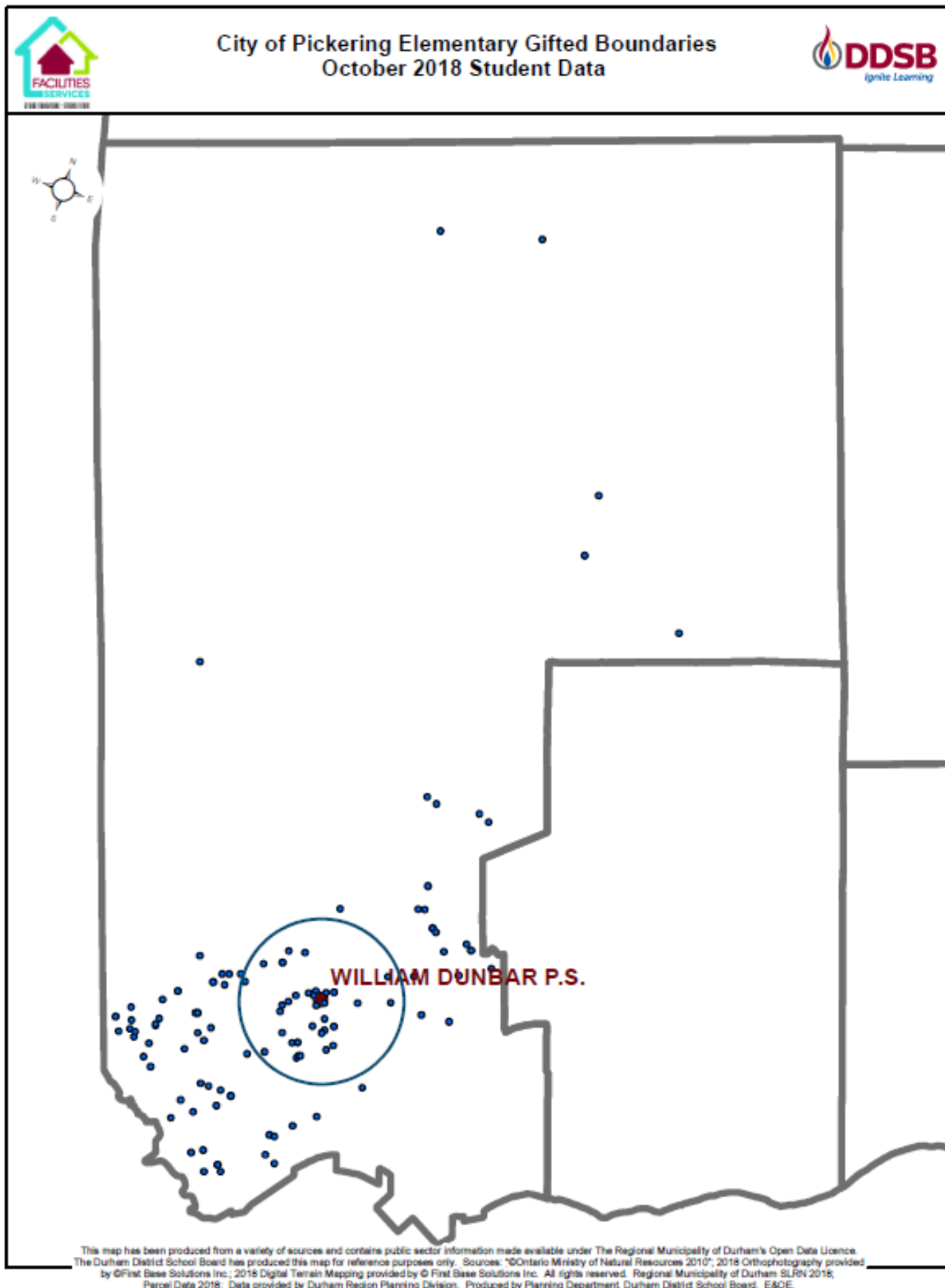


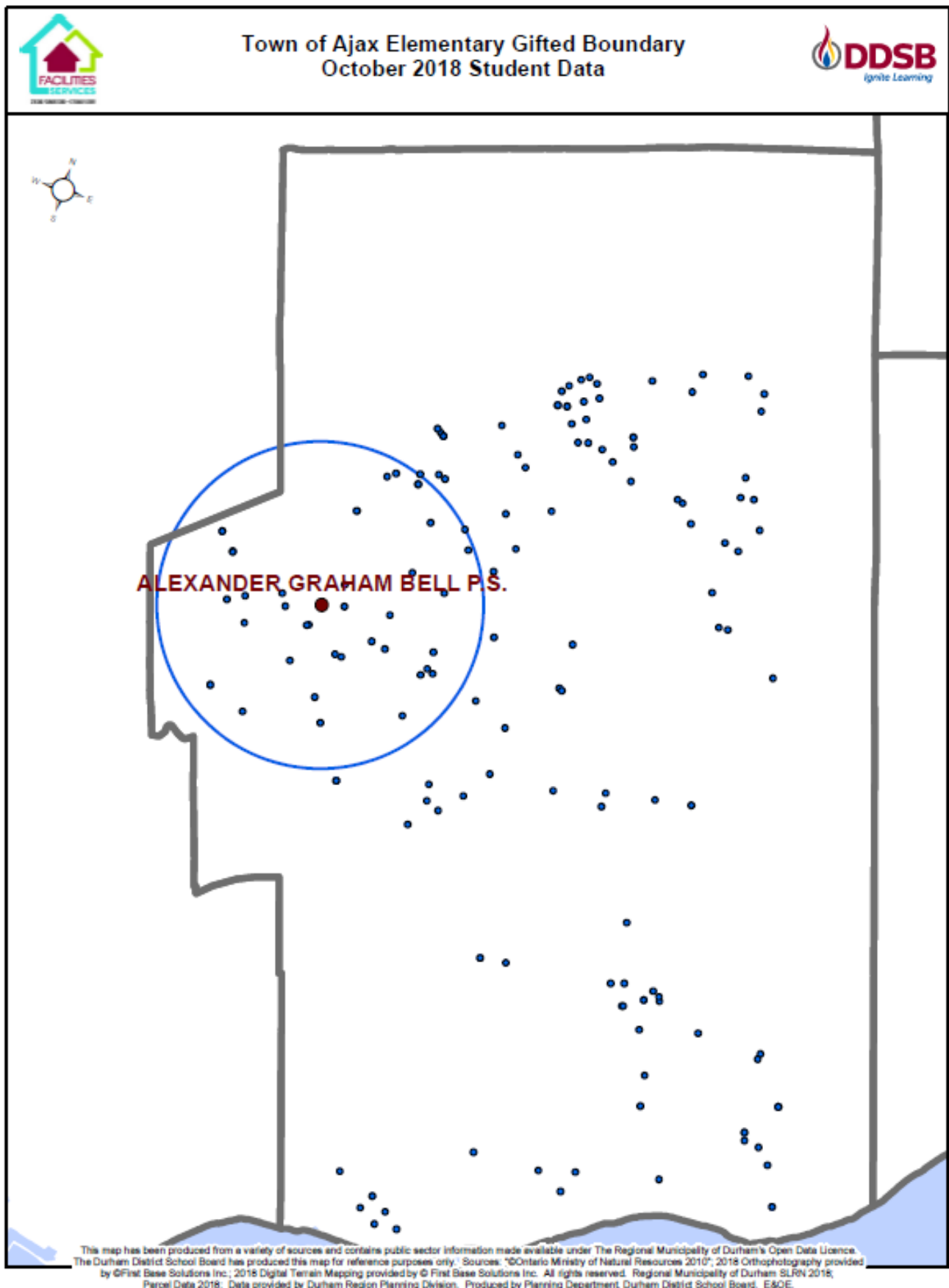
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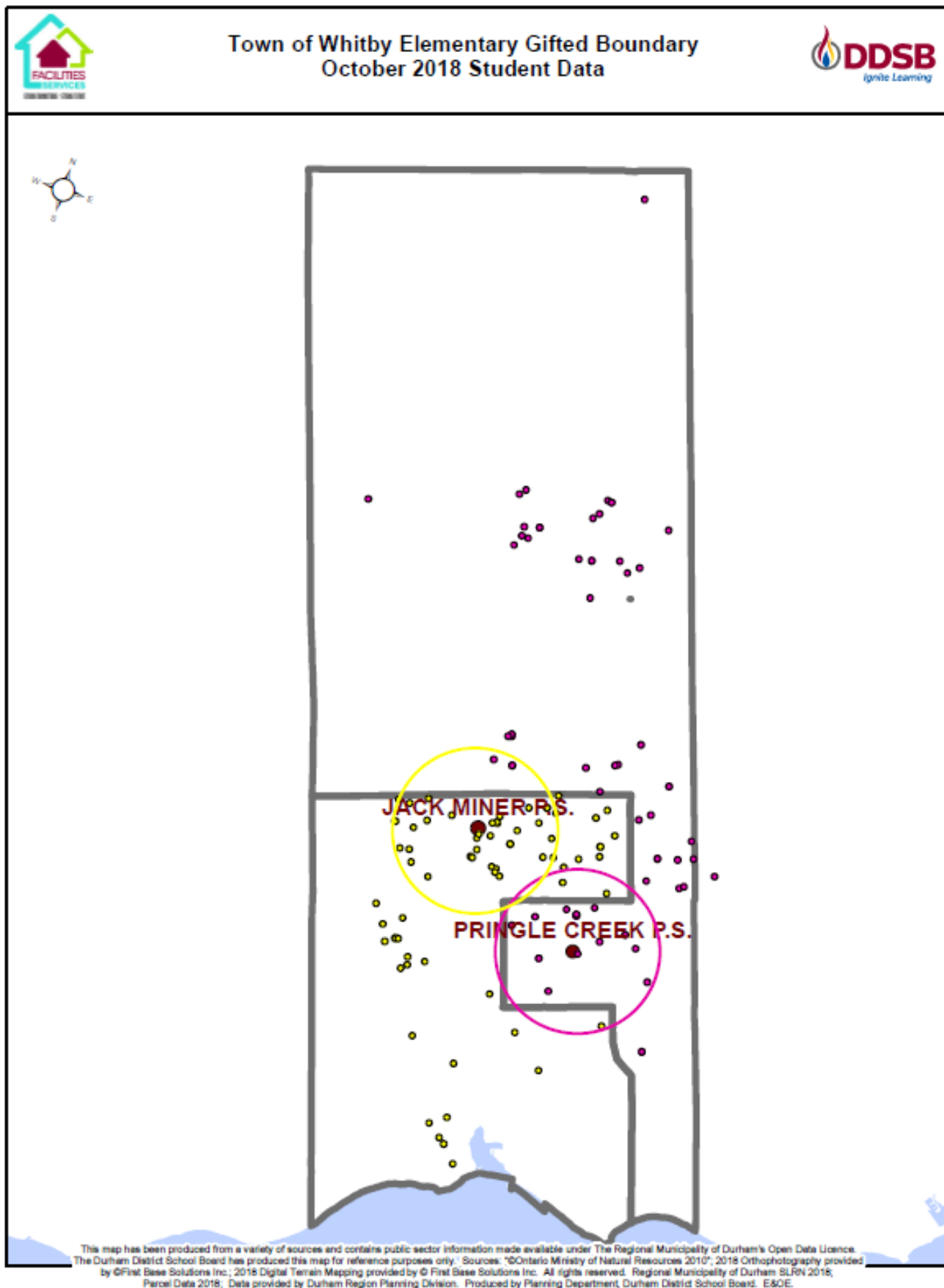






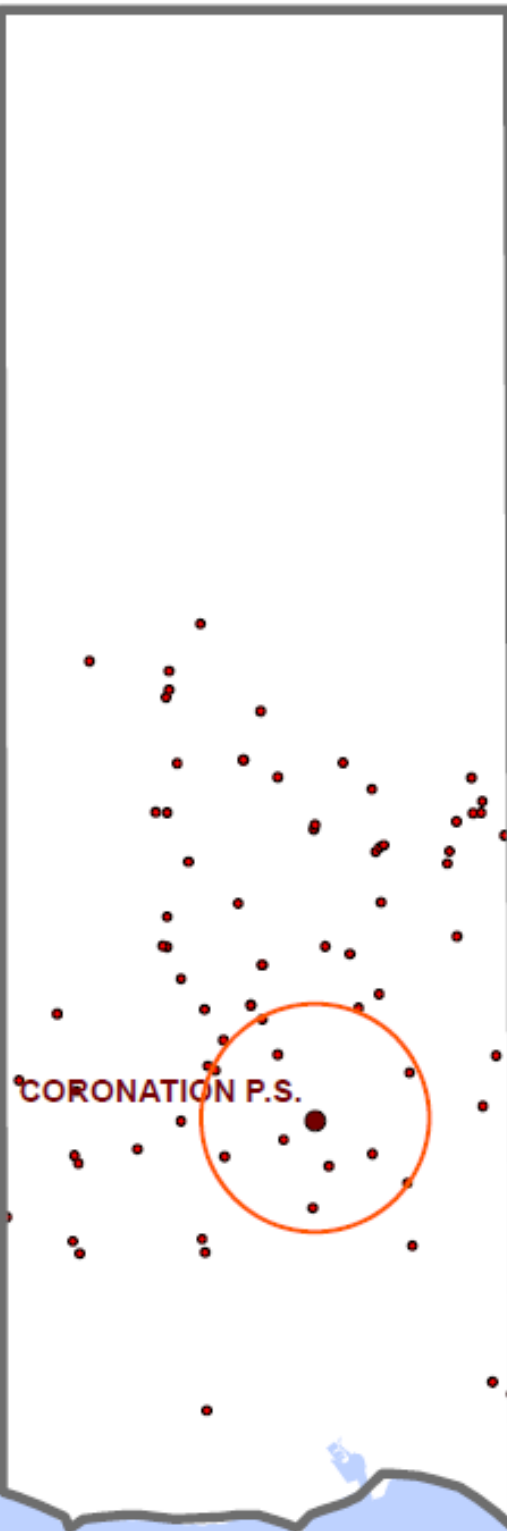




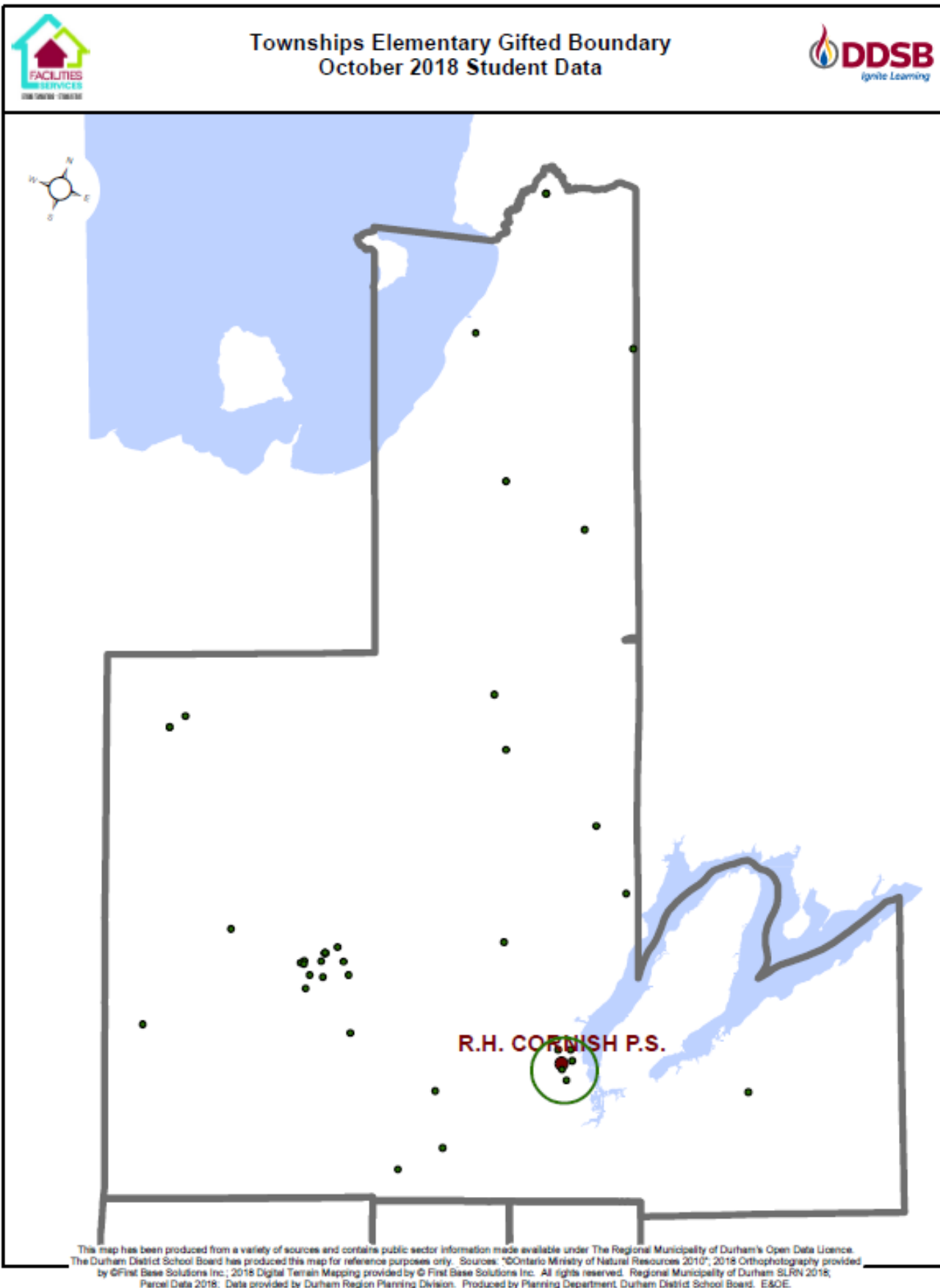


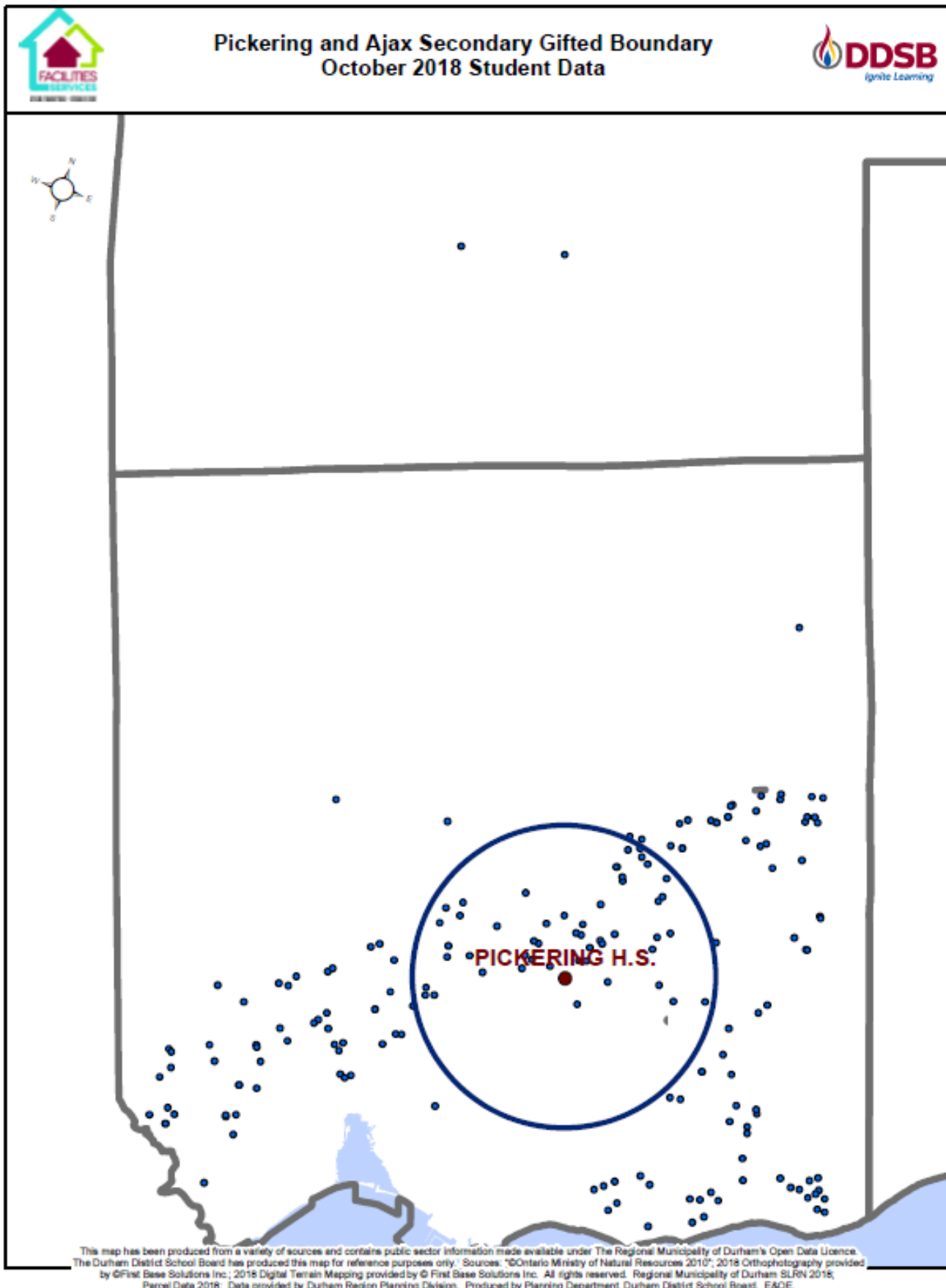


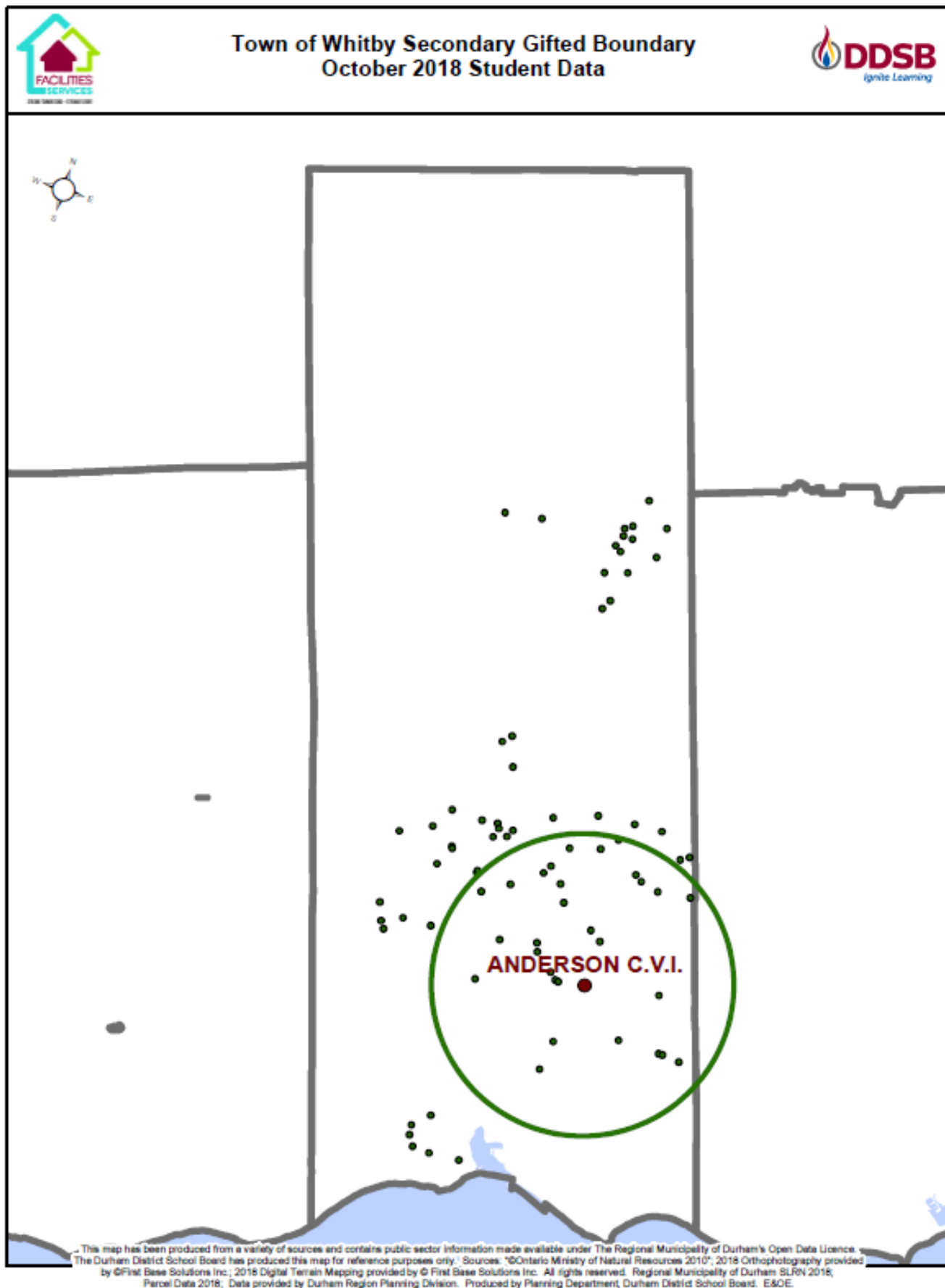
City of Oshawa Elementary Gifted Boundary October 2018 Student Data

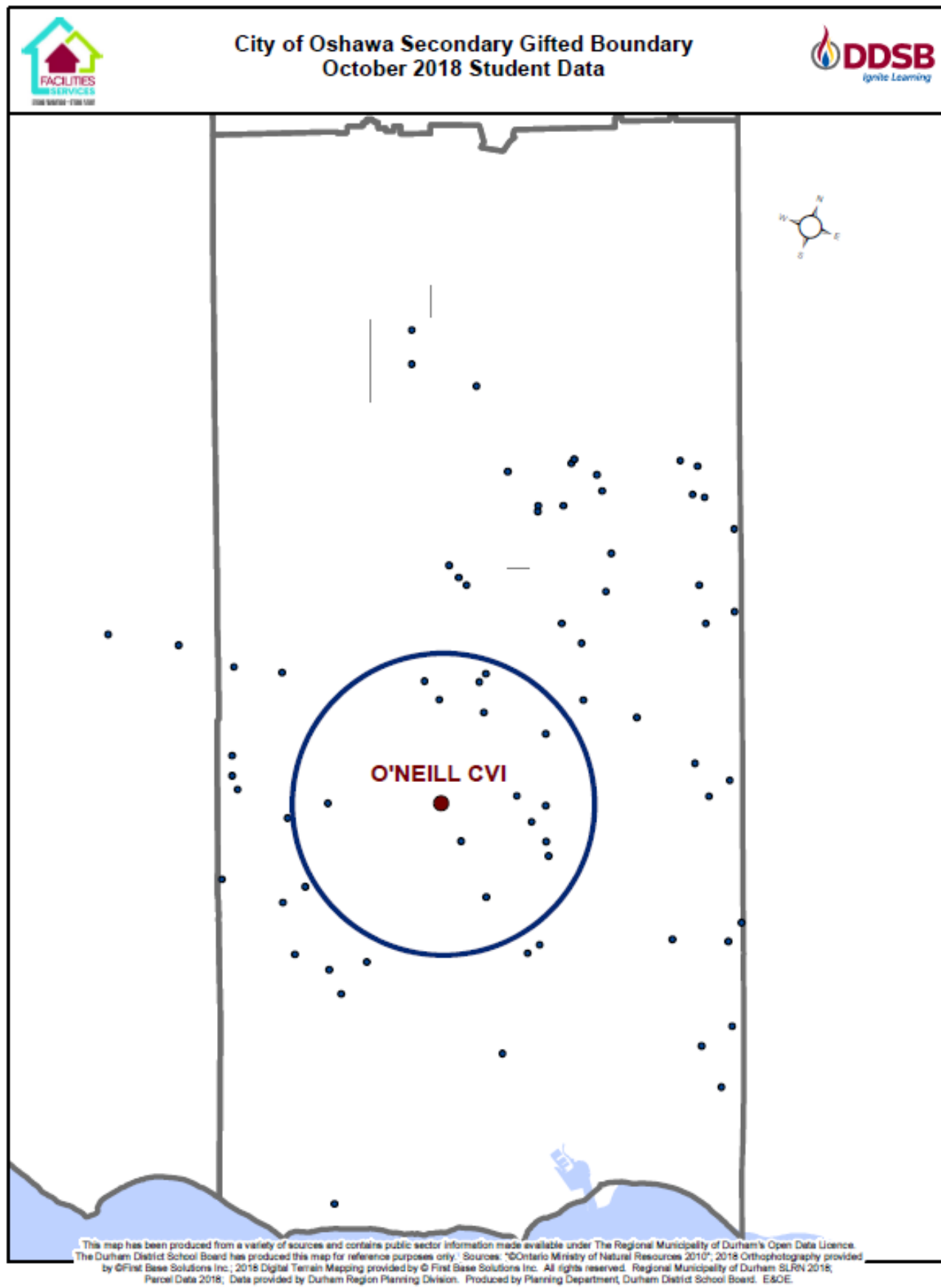


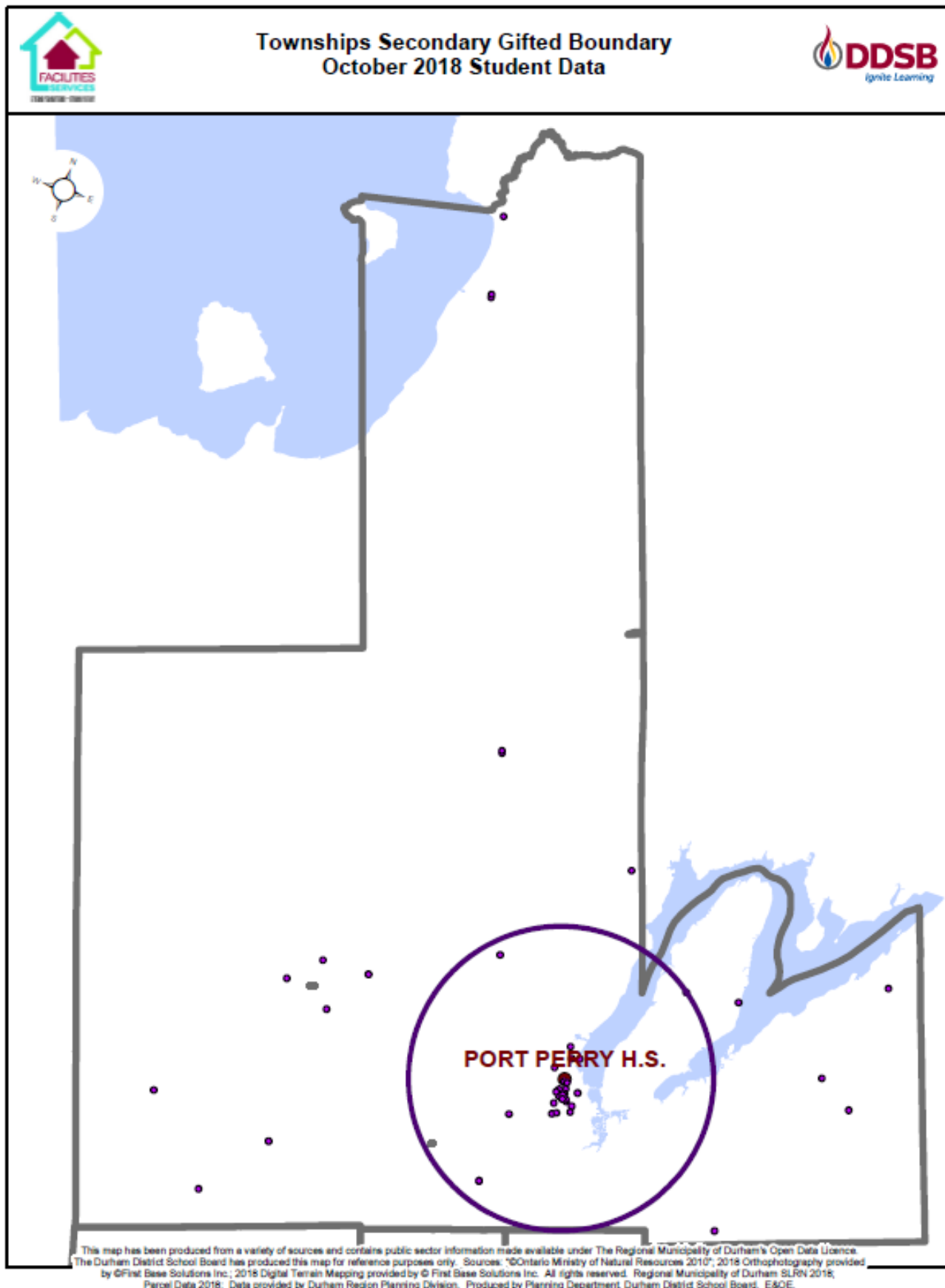
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5 YEAR FCI - VFA DATABASE

Asset - Asset Name	Asset - FCI	Asset - Replacement Value (CAD)	Comments	Value of 2018/19 and 2019/20 Work	Estimated revised 5 Year FCI
DASE - OSHAWA (NEW), Building ID 8577-801	84%	\$ 13,636,910	HEATING SYSTEM UPGRADES, 2ND FLOOR A/C, EXTERIOR CLADDING, INTERIOR MODIFICATIONS - PROGRAM NEEDS	\$ 2,800,000.00	63.5%
Valley View PS, Building ID 6808-801	84%	\$ 3,704,440	ROOF REPLACEMENT, VENTILATION, OFFICE & LIBRARY A/C, LIGHTING UPGRADES, INTERIOR MODIFICATIONS - WASHROOMS	\$ 1,000,000.00	57.0%
Beaverton PS, Building ID 3399-801	84%	\$ 4,397,360	REBUILD TO OCCUR IN 2020/21 - BASIC MAINTENANCE ONGOING	\$ 50,000.00	81.9%
Dunbarton HS, Building ID 6938-801	70%	\$ 34,768,456	LIGHTING UPGRADE, CLASSROOM MODIFICATIONS COMPLETED IN 2018/19 NOT REFLECTED IN FCI	\$ 1,000,000.00	67.2%
Dr Robert Thornton PS, Building ID 3706-801	68%	\$ 9,112,792	PARKING LOT REPLACEMENT, LIGHTING UPGRADES, PARTIAL A/C	\$ 300,000.00	65.0%
Hillsdale PS, Building ID 6007-801	67%	\$ 5,542,870	ASPHALT/WALKWAYS/RETAINING WALL	\$ 400,000.00	59.8%
Gertrude Colpus PS, Building ID 5880-801	63%	\$ 8,677,680			
Goodwood PS, Building ID 6803-801	59%	\$ 5,768,070			
Uxbridge SS, Building ID 8408-801	59%	\$ 32,826,750			
Port Perry HS, Building ID 8344-801	53%	\$ 30,981,890			
Lord Elgin PS, Building ID 6183-801	53%	\$ 5,549,700			
G L Roberts C & VI, Building ID 3574-802	51%	\$ 26,143,480			
Coronation PS, Building ID 3633-801	51%	\$ 8,752,116			
Brock HS, Building ID 8141-801	50%	\$ 17,792,383			
Athabasca, Building ID 5361-801	50%	\$ 6,978,630			
Ajax HS, Building ID 8111-801	48%	\$ 37,950,542			
Greenbank PS, Building ID 6565-801	48%	\$ 3,384,630			
Bolton C Feiby PS, Building ID 8111-802	47%	\$ 17,214,164			
Terry Fox P.S., Building ID 10478-801	47%	\$ 7,403,310			
Meadowcrest PS, Building ID 6271-801	46%	\$ 6,671,429			
Anderson C & VI, Building ID 3478-801	46%	\$ 26,961,725			
R S McLaughlin C & VI, Building ID 5314-802	46%	\$ 28,952,745			
Gordon B Attersley PS, Building ID 10257-801	45%	\$ 9,544,330			
Mary Street Community S, Building ID 6254-801	45%	\$ 2,901,879			
Roland Michener, Building ID 6605-801	45%	\$ 7,303,515			
Uxbridge PS, Building ID 6804-801	45%	\$ 10,127,349			
R H Cornish PS, Building ID 6482-801	44%	\$ 13,418,872			
Henry Street HS, Building ID 8243-801	44%	\$ 27,500,999			
Pickering HS, Building ID 8338-801	44%	\$ 41,800,780			
Earl A Fairman PS, Building ID 5732-801	43%	\$ 6,052,165			
William Dunbar PS, Building ID 6915-801	43%	\$ 10,291,315			
Pierre Elliot Trudeau P.S., Building ID 10477-801	42%	\$ 10,034,630			
Claremont PS, Building ID 6436-801	42%	\$ 6,831,476			
Eastdale C & VI, Building ID 5186-802	41%	\$ 29,069,911			
Lincoln Avenue PS, Building ID 6167-801	41%	\$ 7,030,100			
Lincoln Alexander PS, Building ID 6168-801	41%	\$ 10,052,224			
Frenchmans Bay PS, Building ID 5859-801	38%	\$ 12,391,570			
Rosebank Road PS, Building ID 6613-801	38%	\$ 5,268,202			
Joseph Gould PS, Building ID 6082-801	38%	\$ 12,558,543			
Sir Samuel Steele P.S., Building ID 10398-801	37%	\$ 9,282,000			
Glen Street PS, Building ID 3889-801	37%	\$ 10,237,335			
Beau Valley PS, Building ID 3398-801	37%	\$ 6,001,108			
Harmony Heights PS, Building ID 3964-801	36%	\$ 7,414,038			
Village Union PS (new), Building ID 8330-801	35%	\$ 20,811,600			
Jack Miner P.S., Building ID 10397-801	35%	\$ 7,931,790			
Dr CF Cannon PS, Building ID 6133-801	35%	\$ 14,187,862			
Cartwright Central PS, Building ID 5550-801	33%	\$ 9,330,703			
Scott Central PS, Building ID 6651-801	33%	\$ 7,030,100			
Sir John A Macdonald PS, Building ID 6681-801	33%	\$ 10,039,490			
Woodcrest PS, Building ID 6934-801	33%	\$ 7,030,100			
Vaughen Willard PS, Building ID 6814-801	33%	\$ 8,606,180			
Dr S J Phillips PS, Building ID 5708-801	32%	\$ 9,903,992			
Sunset Heights PS, Building ID 6752-801	32%	\$ 8,234,652			
Bobby Orr Public School, Building ID 11117-801	31%	\$ 8,623,070			
Thorah Central PS, Building ID 5560-801	31%	\$ 5,797,961			
Walter E Harris PS, Building ID 3546-801	31%	\$ 8,898,094			
Adelaide McLaughlin PS, Building ID 5314-801	30%	\$ 8,333,207			
O'Neill C & VI, Building ID 8325-801	30%	\$ 33,795,930			
Waverly PS, Building ID 6869-801	30%	\$ 10,262,966			
Dr Roberta Bondar PS, Building ID 5707-801	29%	\$ 8,571,938			
Westney Heights PS, Building ID 6881-801	29%	\$ 9,373,733			
Glenview PS, Building ID 3894-801	28%	\$ 8,234,652			
Alexander Graham Bell PS, Building ID 10250-801	28%	\$ 10,054,310			
Sunderland PS, Building ID 6747-801	28%	\$ 7,906,779			
John Dryden PS, Building ID 6068-801	27%	\$ 11,161,530			
Bayview Heights PS, Building ID 3392-801	27%	\$ 11,286,662			
Captain Michael Vandenbos P.S., Building ID 10399-801	27%	\$ 11,741,080			
Lakeside PS, Building ID 6139-801	26%	\$ 9,903,992			
Stephen G Saywell PS, Building ID 6732-801	26%	\$ 9,260,585			
College Hill PS, Building ID 5613-801	26%	\$ 5,788,865			
Duffin's Bay PS, Building ID 5320-801	26%	\$ 8,333,207			

Ormiston PS, Building ID 6408-B01	25%	\$ 10,878,088
Maple Ridge, Building ID 6208-B01	25%	\$ 10,106,439
Quaker Village PS, Building ID 10258-B01	25%	\$ 8,291,000
Prince Albert PS, Building ID 6564-B01	24%	\$ 6,377,803
Pine Ridge SS, Building ID 8339-B01	24%	\$ 39,490,651
Dumbarton SS (auxiliary campus), Building ID 6938-B02	23%	\$ 13,336,273
Cadaraque PS, Building ID 3481-B01	23%	\$ 12,585,471
Sir William Stephenson PS, Building ID 11189-B01	23%	\$ 9,009,730
Winchester PS, Building ID 10260-B01	23%	\$ 12,911,790
Highbush PS, Building ID 5934-B01	22%	\$ 14,487,145
C E Broughton PS, Building ID 3478-B02	22%	\$ 8,379,150
Colonel J E Farewell PS, Building ID 5610-B01	22%	\$ 10,983,899
ACEC - E A Lovell PS, Building ID 5734-B01	22%	\$ 5,606,310
Vincent Massey PS, Building ID 5186-B01	21%	\$ 9,280,052
Applecroft PS, Building ID 5349-B01	21%	\$ 8,243,048
Valley Farm, Building ID 6811-B01	20%	\$ 14,316,127
Pringle Creek PS, Building ID 6520-B01	19%	\$ 11,557,857
Eagle Ridge Public School, Building ID 11118-B01	19%	\$ 8,984,020
Gendetsrebiagon PS, Building ID 5866-B01	18%	\$ 9,057,616
S A Cawker PS, Building ID 6669-B01	18%	\$ 10,324,600
Bellwood PS, Building ID 5410-B01	18%	\$ 8,234,652
Nottingham P.S., Building ID 11191-B01	17%	\$ 9,913,350
Kedron PS, Building ID 5638-B01	17%	\$ 6,896,378
Southwood Park PS, Building ID 6711-B01	17%	\$ 13,074,688
McCaskill's Mills P.S., Building ID 12047-B01	16%	\$ 9,628,880
Williamsburg P.S., Building ID 12020-B01	16%	\$ 10,064,090
Elizabeth B Phin P.S., Building ID 6624-B01	16%	\$ 8,719,063
Lakewoods PS, Building ID 5574-B01	16%	\$ 10,377,676
Westcreek PS, Building ID 10259-B01	16%	\$ 8,603,220
Donald A. Wilson Secondary School, Building ID 11113-B01	15%	\$ 31,427,940
Queen Elizabeth PS, Building ID 6337-B01	14%	\$ 11,717,560
Fallingbrook PS, Building ID 10256-B01	14%	\$ 9,146,819
Altona Forest PS, Building ID 10251-B01	13%	\$ 9,164,900
Carruthers Creek Public School, Building ID 11107-B01	12%	\$ 14,492,520
Sinclair SS, Building ID 8367-B01	11%	\$ 69,243,783
Lester B Pearson PS, Building ID 6161-B01	10%	\$ 9,661,073
Glen Dhu PS, Building ID 5877-B01	9%	\$ 12,212,241
West Lynde PS, Building ID 6197-B01	9%	\$ 11,378,560
Brooklin Village P.S., Building ID 11190-B01	8%	\$ 12,911,790
Seneca Trail P.S., Building ID 19028-B01	7%	\$ 10,695,500
David Bouchard PS, Building ID 5226-B02	7%	\$ 11,717,560
Norman G Powers, Building ID 11192-B01	7%	\$ 10,350,370
Sherwood Public School, Building ID 11012-B01	7%	\$ 9,827,176
Romeo Dallaire P.S., Building ID 12174-B01	5%	\$ 11,238,810
Robert Munsch P.S., Building ID 12177-B01	3%	\$ 10,453,510
Vimy Ridge P.S., Building ID 12176-B01	3%	\$ 10,874,200
Maxwell Heights S.S., Building ID 12126-B01	3%	\$ 32,438,500
Blair Ridge P.S., Building ID 12175-B01	3%	\$ 11,633,540
Whitby Shores, Building ID 12238-B01	2%	\$ 11,136,110
Julie Payette Public School, Building ID 12261-B01	1%	\$ 13,230,914
de Vinci Public School, Building ID 18071-B01	1%	\$ 11,762,681
Brooklin S.S., Building ID 19299-B01	0%	\$ -
Chris Hadfield P.S., Building ID 19027-B01	0%	\$ 12,182,060
Clara Hughes PS, Building ID 5719-B02	0%	\$ 9,650,530
DASE - Oshawa (Pine), Building ID 8187-B01	0%	\$ 5,606,310
Jeanne Sauvé PS, Building ID 19481-B01	0%	\$ -
Maintenance Centre	0%	\$ -
Michaëlle Jean PS, Building ID 19300-B01	0%	\$ -
Nonquon - Outdoor Education Facility, Building ID 19982-B01	0%	\$ -
Northern Dancer P.S. (), Building ID 19578-B01	0%	\$ -
Viola Desmond P.S., Building ID	0%	\$ -

Utilization Rate Totals do not include DASS enrolment and portables used for Grove Program not included in portable use



ACCOMMODATION PLAN 2019-2023

DURHAM DISTRICT SCHOOL BOARD
400 TAUNTON ROAD EAST
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