



Board Meeting Agenda

October 21, 2019 — 7:00 p.m.



Accessibility for Everyone

The Durham District School Board is committed to ensuring accessible environments that support independence, dignity and respect for our students, families and staff.

We are committed to the principles and practices of equity and inclusion. Our ongoing efforts are in accordance with the Accessibility for Ontarians with Disabilities Act (2005) aoda.ca

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, October 21, 2019 - 7:00 p.m.**

PAGE

1. Call to Order

2. Declarations of Interest

3. Moment of Silence/Acknowledgement

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. 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!

5. Uxbridge S.S.

(Trustee Carolyn Morton)

6. Adoption of Agenda

- | | | |
|-----|--|---------|
| (a) | APPROVED Minutes of the Regular Board Meeting of June 17, 2019 | 1 – 12 |
| (b) | APPROVED Minutes of the Special Board Meeting of June 26, 2019 | 13 – 15 |
| (c) | DRAFT Minutes of the Regular Board Meeting of September 16, 2019 | 16 – 27 |
| (d) | DRAFT Minutes of the Special Board Meeting of October 7, 2019 | 28 – 30 |

7. This Is My Story

(Chair Michael Barrett)

Video

8. Community Presentations

9. Ministry Memorandums – Information Update

(Director Lisa Millar)

Verbal

10. Public Question Period

11. Presentations/Awards

(a) Awards

(i) Educational Services Staff Award 2019

(Director Lisa Millar)

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(b) <u>Presentations</u>	
(i) DDSB Math Plan and Ministry Target Schools (Superintendents Silvia Peterson/ Stephen Nevills)	33 – 39 & Under Sep.Cover
(ii) Parent Reaching Out Grants 2019-2020 (Superintendent Heather Mundy)	40 – 46
(iii) Make A Difference – Re:Source Depot (Superintendent Jim Markovski)	47 – 49
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 October 7, 2019 (Trustee Carolyn Morton)	50 – 57
(b) Report: SEAC Meeting of June 13, 2019 (Trustee Donna Edwards)	58 – 69
(c) 2020-2021 Strategic Budget Process (Associate Director David Visser)	70 – 72
(d) Notice of Motion: New English Language Learners (ELLs) Instruction Policy (Superintendent Mohamed Hamid)	73 – 79
15. <u>Information Items</u>	
(a) Staffing & Enrolment 2019-2020 (Superintendent Anne Marie Laginski)	80 – 85
(b) Coronation PS and RH Cornish PS Gifted Program Boundary Consultation Process (Associate Director David Visser)	86 – 92
(c) Education Development Charges (EDC) – Proposed New Regulations OASBO and OPSBA Correspondence (Associate Director David Visser)	93 – 119
16. <u>Correspondence:</u>	
(a) <u>Action Requested:</u>	
(b) <u>Other:</u>	
17. <u>Other Business</u>	
18. <u>Adjournment</u>	

APPROVED

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

Regular Meeting of the Board Minutes
June 17, 2019

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.

Regular Meeting of the Board Minutes
June 17, 2019

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.

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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.

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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.

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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.

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(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.

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(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

APPROVED

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.

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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

DRAFT**MINUTES**

The Regular Meeting of the Board

Monday, September 16, 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 (left the meeting at 8:45 p.m.), Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Arlene Wang, Tyler West

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

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. Anderson C.V.I.

Trustee Niki Lundquist welcomed the Anderson C.V.I. Senior Band. The group performed three selections entitled "Colonel Bogey," "A Shaker Trilogy," and "Creed." Trustee Niki Lundquist congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2019:65

MOVED by Trustee Scott Templeton

SECONDED by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED.

CARRIED

2019:66

MOVED by Trustee Donna Edwards

SECONDED by Trustee Ashley Noble

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF MAY 21, 2019;

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING OF JUNE 17, 2019; AND

SPECIAL BOARD MEETING OF JUNE 26, 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 Toufan Ariebe, teacher, Terry Fox P.S.

8. Community Presentations

There were no community presentations at this time.

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9. Ministry Memorandums – Information

Director Lisa Millar provided trustees with an update on the following:

- (i) PPM 128: The Provincial Code of Conduct and School Board Codes of Conduct as it relates to cell phones and personal mobile devices.
- (ii) Bill 65: Safer School Zones Act as it relates to municipalities introducing a more streamlined process to participate in Ontario's red-light camera program and the use of automated speed enforcement systems in community safety zones.
- (iii) Revised elementary health and physical education curriculum.
- (iv) New mathematics proficiency test for teachers who are new applicants as part of their registration and certification approval at the OCT.
- (v) Small revisions to the provincial report card.
- (vi) Currently a group of CODE members are meeting with the Ministry to advocate for students with autism.
- (vii) Proposed regulations on education development charges and notice for school boards acquiring land.
- (viii) PPM 163: School Board Policies on Services Animals requires boards to update or have procedures by 2020.

10. Public Question Period

There were no public questions at this time.

11. Presentations/Awards

(a) Award

(i) Bruce Mather Award

Director Lisa Millar advised that 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.

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.

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(ii) Bruce Mather Award (Continued)

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.

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.

Director Lisa Millar, Chair Michael Barrett, Vice Chair Carolyn Morton presented Natalie Morgan with an award of recognition and participated in a photo opportunity.

(b) Presentations

(i) Culturally Responsive and Relevant Pedagogy Toolkit and Website

Superintendents Mohamed Hamid and Margaret Lazarus provided trustees with an overview of the Culturally Responsive and Relevant (CRRP) Toolkit and Website. They introduced Dawn White, Vice Principal, Anderson C.V.I. and Camille Alli, Facilitator, Equity and Inclusion who provided trustees with a PowerPoint presentation highlighting the purpose of the toolkit which is to provide teachers with ideas, tools and strategies to create an

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(ii) Culturally Responsive and Relevant Pedagogy Toolkit and Website (Continued)

environment that promotes cultural identity, inclusive pedagogy and proportional outcomes for all students. This teaching recognizes that all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity. They outlined the six characteristics of CRRP and shared the socio-cultural consciousness activity and impact exercise that Anderson CVI engaged in where individuals identify all things that they are and then start to cross things off the list. They also answered questions of trustees.

(iii) Engagement Strategic Plan

Superintendent Heather Mundy provided trustees with information on the Engagement Strategic Plan. She introduced Michael Bowman, Education Officer, Stephanie Spencer, Principal, Gordon B. Attersley P.S. and Jennifer McLaughlin, parent. The group provided trustees with a PowerPoint presentation highlighting the engagement priority to engage students, parents, and community members to improve student outcomes and build public confidence. The Parent Involvement Committee, Parents as Partners Committee and DDSB departments work collaboratively to gather voice, plan and execute parent/family/community events. The Engagement Strategic Plan uses the three pillars of DDSB engagement: Connecting with Community; Engaging with Schools; and Learning at Home. They also answered questions of trustees.

(iv) Ignite Learning Operational Goals for 2019/2020

Director Lisa Millar provided trustees with a PowerPoint presentation on the Operational Goals Action Plan to support the implementation of the Ignite Learning strategic priorities. She noted that the multi-year strategic plan is in its second year of implementation in setting direction, and highlighted the consultation with stakeholders. The Welcome Back video was shared with trustees.

15. Information Items

(a) Capital Priorities Program

Associate Director David Visser introduced Christine Nancekivell, Chief Facilities Officer who provided trustees with information regarding the Ministry of Education's recent request for capital projects, including child care.

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

Christine Nancekivell, Chief Facilities Officer provided trustees with information regarding short and long-term accommodation, enrolment trends and school utilization information.

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(c) Education Development Charges – Proposed new Regulations

Christine Nancekivell, Chief Facilities Officer provided trustees with information regarding the Ministry of Education's Education Development Charges (EDC) and Notice to School Boards Prior to Acquiring Land: Proposed Regulations. She 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 personnel issues, and other issues.

13. Director's News from the System

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

- Across Durham and DDSB school communities, students, staff, parents, guardians, and community members gathered once again to welcome the new school year with the annual Snowbirds flyover at Captain Michael VandenBos Public School.

Approximately 700 school and community members witnessed the Snowbirds flypast to honour the memory of Captain Michael VandenBos, a former Snowbird, Whitby resident, and the school's namesake.

The special event was attended by dignitaries and Trustee Lundquist as well as members of Captain VandenBos' family and close friends.

- On September 3rd excited staff at Elsie MacGill Public School greeted students and parents on their first ever day of school. 431 smiling students walked through the new shiny doors looking forward to a successful school year and to take on the world.
- On August 27th, DDSB Principals, Vice Principals, Superintendents, and Managers came together for Administrators' Day.

Staff participated in shared learning on Leadership, the launching of toolkits and website for Culturally Relevant and Responsive Pedagogy, and discussions on digital strategies to support innovative learning environments and equitable outcomes for students.

The new professional learning digital hub was also debuted. This was an opportunity to set the direction and lead the implementation of the Ignite Learning priorities and goals for the 2019-2020 school year.

- Many students participated in various summer learning programs this July and August.

The DDSB offered the ESL Summer Learning Program for the second year. It was extremely successful. 80 students enjoyed this opportunity.

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

58 students and staff from West Lynde Public School community came together in the White Oaks neighbourhood for a free Minds on Math program. They were provided with lessons and tutoring.

This year the Indigenous Summer Learning Program hosted 82 students at Lakewoods Public School. The program focused on engaging students with literacy and numeracy instruction while also embedding Indigenous content and language.

16 students participated in the Great Beginnings program for Black Students at Nottingham Public School. Through a partnership with SKD Bilingual Childcare, DDSB Early Years and Community Partners, children were immersed in fun Culturally Relevant and Responsive Pedagogy and impactful activities.

- After lots of consultation and hard work our talented team launched a new board website and new school websites at the end of June. The websites have a bright new look, that is more user-friendly and responsive to all devices. There is a new calendar syncing feature for parents and students as well as better search functionality.
- This summer, two DDSB alumnus competed in the 2019 Pan American Games hosted in Lima, Peru. Congratulations to Uxbridge Secondary School graduate Jaclyn Stelmaszyk, who won gold in Lightweight Women's Doubles Rowing and to Dunbarton High School alumnus Justin Barnes who won bronze in the 49er Sailing race, and secured a spot for Team Canada at the 2020 Olympics in Tokyo, Japan. We are so proud of you both!
- This past August, students entering Grade 9 had the opportunity to get a taste of secondary school through the Getting Ready for High School program. The program covers a variety of topics such as: The Grade 9 English and math curriculum, study skills, time management, and steps to success.
- A positive school climate exists when all members of the school community feel safe, included, accepted, and actively promote positive behaviours and interactions. The first 20 days of the Well-Being program is currently underway in many of our schools. Each day is intentionally structured for educators to promote student and staff well-being, and positive mental health.
- The 3rd annual Welcome Back to Learning BBQ was a success. 6,587 students, parents, guardians and community partners attended the event. It was a wonderful day and the perfect opportunity to engage school communities. Director Lisa Millar thanked Superintendent Jim Markovski and Senior Manager Stacey Lepine-Fisher for their leadership and the Early Years Department, aka the Dream Team, for organizing a fantastic event and all staff and Trustees who worked hard and helped to make the BBQ a great success.

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13. Director's News from the System Continued

Dates of Significance:

Sept. 19	Special Education Advisory Committee (SEAC) meeting
Sept. 25	Franco-Ontarian Day
Sept 23-27	DDSB Ally Week/GLSEN
Sept. 23-27	Safety Week
Sept 29-Oct 7	Navratri
Sept 29-Oct 1	Rosh Hashanah
Sept. 30	Orange Shirt Day
	Disabilities Awareness Month
	Dyslexia Awareness Month
October	Child Abuse Prevention Month
	Hispanic Heritage Month
	Islamic Heritage Month
	Women's Heritage Month
Oct. 2	National Custodial Workers' Day
Oct. 5	Engaged Parents - DBEN
Oct. 5	World Teachers' Day
Oct. 7	Standing Committee Meeting
Oct. 9	Yom Kippur
Oct. 11	PA Day – All schools
Oct. 13-20	Sukhot
Oct. 14	Thanksgiving Day
Oct. 16	Parent Involvement Committee Meeting
Oct. 17	Special Education Advisory Committee (SEAC) meeting
Oct. 21	Board Meeting
Oct. 21	Simchat Torah
Oct. 24	Volunteer of Distinction Awards Evening
Oct. 24	Ontario Dress Purple Day
Oct. 24	Early Childhood Educators Appreciation Day
Oct. 27	Diwali
Oct. 29	Regional School Community Council Meeting
Oct. 31	Halloween
Oct 27-Nov 1	English as a Second Language Week

14. Recommended Actions

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

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

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

2019:67

Moved by Trustee Donna Edwards

Seconded by Trustee Darlene Forbes

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

CARRIED

(b) Report: SEAC Meeting Minutes of May 16, 2019

Trustee Donna Edwards presented the report of the SEAC meeting of May 16, 2019.

2019:68

MOVED by Trustee Donna Edwards

SECONDED by Trustee Ashley Noble

THAT THE REPORT OF THE SEAC MEETING OF MAY 16, 2019 BE RECEIVED.

CARRIED

(a) Report: Education Finance Committee Meetings of 2019

Trustee Niki Lundquist presented the report of the Education Finance Committee meetings of 2019.

2019:69

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

THAT THE REPORT OF THE EDUCATION FINANCE COMMITTEE MEETINGS OF
2019 BE RECEIVED.

CARRIED

(b) Short Term Borrowing Resolution

Associate Director David Visser provided trustees with information to approve the resolution for short-term borrowing for the 2019-2020 school year.

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(c) Short Term Borrowing Resolution (Continued)

2019:70

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Scott Templeton

THAT THE BORROWING RESOLUTION FOR THE 2019-2020 SCHOOL YEAR BE APPROVED.

CARRIED

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

Director Lisa Millar and General Counsel Patrick Cotter provided trustees with information regarding the recommendations on reviewing and updating the Board's By-Laws. The also answered questions of trustees.

2019:70

MOVED by Trustee Ashley Noble

SECONDED by Trustee Niki Lundquist

(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.

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(d) By-Law #9: Trustee Determination/Distribution/Governance (Continued)

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.

CARRIED

2019:71

MOVED by Donna Edwards

Seconded by Darlene Forbes.

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.

CARRIED

15. Information Items

(d) Revised Health and Physical Education Curriculum

Superintendents Silvia Peterson provided trustees with an update on the government's revised Health and Physical Education elementary curriculum. She also answered questions of trustees.

(e) Quarterly Construction and Major Projects Progress Report

Associate Director David Visser presented trustees with the Quarterly Construction and Major Projects Progress Report.

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16. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

- (i) Town of Ajax
- (ii) Simcoe County DSB
- (iii) Waterloo Region DSB
- (iv) OSSTF
- (v) York Region

The correspondence was listed for the information of trustees.

17. Other Business

There was no other business at this time.

18. Adjournment

2019:72

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:51 p.m.

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Monday, October 7, 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 9:00 p.m.

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

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

Recording Secretary: Karen Douglas

2. Declarations of Interest

There were no declarations of interest at this time.

2019:73

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Niki Lundquist

THAT THE AGENDA BE APPROVED.

CARRIED

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3. 2019-2020 DDSB Budget – Compliance Adjustments and Re-Submission

Associate Director David Visser presented Trustees with compliance adjustments in accordance with the Ministry of Education direction, in order to resubmit the 2019-2020 budget which was originally approved on June 26, 2019, for Ministry of Education approval.

Associate Director David Visser responded to questions from Trustees.

2019:74

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

THAT THE BOARD OF TRUSTEES RESCIND THE MOTION FROM THE BOARD MEETING ON JUNE 26, 2019:

“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.”

CARRIED

2019:75

MOVED by Trustee Scott Templeton

SECONDED by Trustee Donna Edwards

“THAT THE BOARD OF TRUSTEES APPROVE THE 2019-2020 BUDGET CONTAINING TOTAL REVENUES OF \$854,066,103 AND TOTAL EXPENSES OF \$855,651,464 PREPARED IN ACCORDANCE WITH PUBLIC SECTOR ACCOUNTING BOARD (PSAB) STANDARDS.”

CARRIED

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5. Adjournment

2019:76

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:05 p.m.

Chairperson

Secretary

THE DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO - The Durham District School Board**DATE -** October 21, 2019**SUBJECT -** Educational Services Staff Award 2019**PAGE NO.** Page 1 of 2**ORIGIN -** Lisa Millar, Director of Education**1. Purpose**

To inform the Board of the 2019 Educational Services Staff Award winner.

2. Background

At the June 2013 Board meeting, the Board approved the establishment of an annual Educational Services Staff Award. The award is to recognize a staff member/team affiliated with CUPE, consisting of office-clerical-technical staff, custodial and maintenance staff, and Educational Assistants. These staff support the safe operation of schools, keep schools clean and systems operating, and provide program support to teachers and students. The award provides the Board with the opportunity to recognize an educational services staff member who has made an exceptional contribution to the support of students, schools or the growth of others in the Board.

The winner receives an award and \$500 to be allocated by the winner in a manner related to his/her project/program or initiative.

3. Current Winner

A Committee consisting of the Chair of the Board, Michael Barrett, Vice-Chair, Carolyn Morton, Rod King, President of CUPE Local 218, and Kathryn Gooding, Chief Human Resources, reviewed nominations and have selected Wendy Butler, Head Secretary, since retired, for her work at Elizabeth B. Phin PS as the recipient for 2019. Wendy Butler was nominated by numerous students, parents and staff of the school.

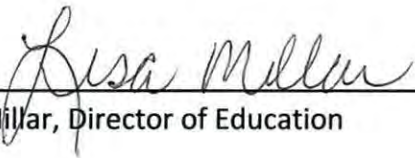
Wendy Butler made everyone who entered E.B. Phin PS feel welcome, and was instrumental in supporting the volunteers at the school and organizing special events including the 75th anniversary of the school, all with a caring, people first approach. She mentored other staff and formed excellent relationships with students and their families. She comforted children and gave families the peace of mind knowing that their children were in capable, caring hands.

3. Current Winner (Continued)

Wendy Butler was also an excellent support to teachers and administration at the school, championing the work they do for students. Her dedication and expertise made her a valuable asset. Her ability to collaborate with others was commendable and she made everyone feel important, valued and special.

As an individual who demonstrated dedication, Wendy Butler is a most deserving recipient of the Educational Services Staff Award.

Report reviewed and submitted by:



Lisa Millar, Director of Education

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** October 21, 2019**SUBJECT:** DDSB Math Plan and Ministry Target Schools**PAGE NO.** 1 of 7**ORIGIN:** Lisa Millar, Director of Education
Stephen Nevills, Superintendent of Education
Silvia Peterson, Superintendent of Education**1. Purpose**

To provide trustees with information on the DDSB Elementary and Secondary Math Plan developed to support the Ministry of Education Math Strategy.

To provide updates outlining the current plans and initiatives of the Student Achievement and Curriculum Department for providing professional learning and resources to support identified target schools. These professional learning resources are focused on supporting student attainment of the Ontario curriculum expectations that deal with fundamental math concepts and skills found within the strands of Number Sense and Numeration, Patterning and Algebra and Grade 9 Applied Mathematics in secondary.

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.

- The DDSB Elementary Math Plan demonstrates a focus on success by providing administrators, educators, and their students with tools, strategies, and knowledge to build and consolidate fundamental math skills within number sense and numeration in elementary and overall expectations in secondary.

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

- This plan is differentiated based on unique and varied needs of DDSB schools. In particular, Ministry designated target schools will be receiving focused professional learning opportunities, classroom teaching and instructional resources, and capacity building for administrator instructional leadership.

ADMINISTRATIVE REPORT

3. **Background**

- 3.1 In August of 2018 the Ministry of Education released *"Focusing on the Fundamentals of Math: A Teacher's Guide"* and *"A Parent's Guide to the Fundamentals of Math: Grades 1 to 8"*.
- 3.2 In March of 2019 the Ministry of Education launched their Math Strategy plan which emphasizes instruction focused on student understanding and application of math fundamental skills to improve student performance in math, help students solve everyday math problems, and increase students' employability for the jobs of tomorrow.
- 3.3 In August of 2019 the Ministry of Education identified 11 DDSB elementary target schools selected primarily on Grades 3 and 6 EQAO scores over the past five years. In some cases, average daily enrollment, school size, and socio-economic factors were considered.

The following schools have been identified by the Ministry of Education as schools requiring targeted support:

- Applecroft Public School
- Bayview Heights Public School
- Bobby Orr Public School.
- Dr. C.F. Cannon Public School
- Glen Street Public School
- Gordon B. Attersley Public School
- Lakewoods Public School
- Mary Street Community School
- Queen Elizabeth Public School
- Village Union Public School
- Woodcrest Public School.

- 3.4 In August of 2019 the Ministry of Education identified four DDSB secondary target schools selected primarily on Grade 9 Applied EQAO scores over the past five years. In some cases, average daily enrollment, school size, and socio-economic factors were considered.

The following schools have been identified by the Ministry of Education as schools requiring targeted support:

- Ajax High School
- Anderson Collegiate and Vocational Institute
- Eastdale Collegiate and Vocational Institute
- Pine Ridge Secondary School.

- 3.5 For the 2019-2020 school year, all board improvement plans are required to identify student needs and include actions to improve fundamental math skills. In addition, boards are required to monitor progress and measure impact.

ADMINISTRATIVE REPORT

- 3.6 In 2019-2020, the Ministry will release a resource titled *High Impact Instructional Strategies for Mathematics* to support the use of best teaching practices in Mathematics classrooms.
- 3.7 Fundamental math concepts and skills include working with numbers, recognizing and applying understanding of number properties, mastering math facts, developing mental math skills, and developing efficiency with operations (*Focusing on the Fundamentals of Math, Ministry of Education*).
- 3.8 Students need to be fluent with math facts in order to perform mathematical calculations efficiently and accurately whether mentally or applying algorithms on paper (*Focusing on the Fundamentals of Math, Ministry of Education*).
- 3.9 The goal is for students to develop automaticity, which is the ability to use skills or perform mathematical procedures with little or no mental effort. Skills in automaticity support students as they engage in critical thinking and problem solving (*Focusing on the Fundamentals of Math, Ministry of Education*).
- 3.10 Professional and classroom resources have been purchased to support educators/schools (including *Nelson Pre-Assessments, Mathology, Taking Shape, The Impact of Identity in K-8 Mathematics, Making Math Meaningful, From Patterning to Algebra* and *Knowledgehook*).
- 3.11 K-8 and 7-12 coaches and facilitators will provide ongoing support for the classroom implementation of a balanced approach to numeracy development which includes focused Number Talks, problem solving tasks, gap closing and consolidation tasks/opportunities.
- 3.12 Each secondary school receiving targeted support will be required to submit a Secondary School Report for students in Grade 9 Applied Mathematics courses. This report will require assessment of student performance and a report on baseline and level changes over a semester; principal and supervisory officer reflections three times per semester; and have the option of selecting suggested evidence informed strategies for implementation.

4. Analysis

- 4.1 In response to the August 2019 Ministry directive, the DDSB Math Plan includes professional learning opportunities for administrators and educators within Ministry target schools. Each component of this plan will be monitored through a range of metrics focused on student learning outcomes, educator and administrator learning outcomes, and classroom/school-based implementation of instructional strategies and resources.
- 4.2 All target elementary schools will receive coach support for 2.5 days per week.
- 4.3 DDSB educators (ECEs and teachers) and a principal will engage in four half-day Kindergarten learning hub sessions. All schools will receive copies of the DDSB Kindergarten Profile and *Taking Shape*.

ADMINISTRATIVE REPORT

Impact of the Kindergarten learning hubs project will be measured through:

- Student growth in learning as measured through student assessment task with analysis criteria (pre and post)
- Educator and Administrator Survey Data (quantitative and qualitative).

- 4.4 All target schools will engage in Math Leads sessions and school-based collaborative learning sessions (BCIs) for Primary (Grades 1 to 3) and Junior (Grades 4 to 6), with a concentrated focus on mathematics.

Impact of the Math Leads and collaborative learning sessions (BCIs) will be measured through:

- Teacher and administrator survey data (quantitative and qualitative)
- Growth in student learning as measured through survey data (Likert scale).

- 4.5 Intermediate Math teachers with an administrator will engage in four half days of collaborative learning focused on algebraic thinking.

Impact of these intermediate learning hubs to be measured through:

- Analysis of common assessment tasks completed by students (improved learning outcomes)
- Classroom/teacher implementation of new learning, strategies and digital tools
- Teacher and administrator survey data (quantitative and qualitative).

- 4.6 All target secondary schools will receive additional coach and facilitator support three times every two weeks and all board identified additional support schools will receive this support once a week. All other schools will receive support as requested. In-class support will focus on a review of scope and sequence, gap closing using evidence based instructional strategies including leveraging digital, embedding EQAO style questions in instruction and assessment, promoting high expectations and supporting a growth mindset for students.

Impact of intensive support to be measured through:

- Analysis of pre-assessments and subsequent assessments of learning
- Classroom/teacher implementation of new learning, strategies and digital tools
- Teacher and administrator data recorded in the Ministry Reporting Tool (quantitative and qualitative).

- 4.7 Principal leadership learning sessions for all elementary administrators in Ministry identified target schools.

Impact of these leadership learning sessions to be measured through:

- Superintendent monitoring through school visits, with focus on strategic execution of leadership actions, including following the EQAO plan in the DDSB Compendium document
- Increased student learning and achievement measured through Primary and Junior EQAO data, school self-assessment data, and report card data.

ADMINISTRATIVE REPORT

- 4.8 Principal leadership learning sessions for all elementary and secondary administrators at monthly principal meetings with a focus on data literacy. Vice principal meetings will have a focus on Results Based Accountability (RBA) to support school-based numeracy plans.

Impact of these leadership learning sessions to be measured through:

- Superintendent monitoring at school visits, with focus on strategic execution of leadership actions
- Ongoing use of professional tools to engage in the analysis of school data to support school teams in setting direction, increasing precision for school improvement planning and identifying groups of students requiring further support throughout the school year
- Increased student learning and achievement measured through Grades 3, 6 and 9 EQAO data, school self-assessment data, and report card data.

- 4.9 System Priority PA days include focused professional learning sessions for mathematics, with emphasis on fundamental skills and concepts.

Impact of these professional learning sessions to be measured through:

- Educator survey data.

5. Financial Implications

Initiative	Financial Costs
Kindergarten Hubs	<ul style="list-style-type: none"> • 2 full days of release for 680 educators • 1 copy of <i>Taking Shape</i> for each educator team (360)
Math Lead Sessions and BCI sessions	Math Lead Teams for all elementary schools: <ul style="list-style-type: none"> • 1.5 full days of release for each math lead teacher (220 teachers in total) • 1 copy per school of <i>Teaching Math with Meaning</i> • 3 copies per school of <i>The Impact of Identity for K-8 Mathematics</i> • BCI sessions for all elementary schools: • 2 full days of release for all participating classroom assigned teachers, Grades 1 to 6
Intermediate Math Learning Hubs	<ul style="list-style-type: none"> • 2 full days of release for each participating teacher (330 teachers) • 1 copy of <i>From Patterning to Algebra</i> per participating teacher • Manipulative Kits
Grade 9 Applied Courses	<ul style="list-style-type: none"> • 0.5 day of release per semester for all teachers of Grade 9 Applied Mathematics (30 teachers) • 0.5 day of release for all Semester 1 and 2 teachers of Grade 9 Applied Mathematics in targeted support schools (10 teachers) • 0.5 additional release time for school-based facilitator/coach support as required (20)

ADMINISTRATIVE REPORT

6. Evidence of Impact

Outcome	Metrics
Increased Student Learning	<p>Kindergarten Students Tool: Spatial Reasoning Common Assessment Task with Analysis Criteria Intended outcome: Growth in learning of spatial reasoning skills</p> <p>Primary and Junior Students Tool: School-based assessments and DDSB common assessments Intended outcome: Growth in learning measured through moderated student work collated and monitored during school-based collaborative learning sessions</p> <p>Intermediate Students: Tool: Common assessment tasks with analysis criteria Intended outcomes: Growth in learning measured by increases in use of models and representations, symbols, as well as increased correct responses/answers</p> <p>Secondary Students: Tool: DDSB common pre-assessments through <i>Knowledgehook</i> tool and school-based formative and summative assessments Intended outcomes: Growth measured through improved learning outcomes and achievement as a result of closing identified learning gaps</p>
Increased Educator Learning	<p>Tool: Survey using Likert scales (1 to 5 response scales) Intended outcomes: Increased learning outcomes as reported by participants measured through increases in responses at range of 3, 4, and 5 on scaled survey and qualitative response data</p>
Classroom/Educator Implementation of Strategies and Resources	<p>Tool: Stages of implementation (Awareness, Beginning, Partial, Full) Intended outcomes: Increased implementation of specific teaching strategies</p>
Educator Efficacy	<p>Tool: Survey using Likert scales (1 to 9 response scales) Intended outcome: Increased educator self-efficacy measured through increases in scaled responses at higher end of scale (7, 8, and 9) as well as qualitative response data</p>
Student Attitude	<p>Tool: Student attitude surveys using rating scale questions (always, often, sometimes, rarely, never) Intended outcomes: Increased positive student attitudes and dispositions towards mathematics and themselves as math learners, measured by increases in rating scale responses</p>

ADMINISTRATIVE REPORT


7. **Communication Plan**

Data from project initiatives to be collated and analyzed, with key learning and best practices to be shared with Administrative Council.

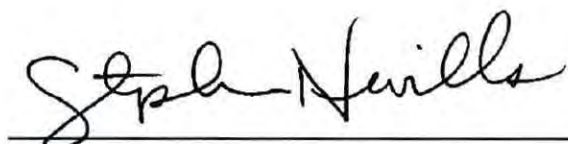
8. **Conclusion**

- 8.1 The Student Achievement and Curriculum Department will continue to focus on building capacity and leadership to support mathematics teaching and learning, with a focus on the Ministry designated fundamentals of mathematics.
- 8.2 School-based and system planning and supports will be responsive to upcoming Ministry directives and curriculum revisions.
- 8.3 This report is provided to trustees for information.

Report reviewed and submitted by:



Lisa Millar, Director of Education



Stephen Nevills, Superintendent of Education



Silvia Peterson, Superintendent of Education

REPORT TO: Durham District School Board**DATE:** October 21, 2019**SUBJECT:** Parent Reaching Out Grants 2019-2020**PAGE NO.** 1 of 4

ORIGIN: Lisa Millar, Director of Education
 Heather Mundy, Superintendent of Education
 Family of Schools / Engagement (Parent and Community)

1. Purpose

To provide information on the Parent Reaching Out Grants (PRO Grants) for 2019-2020.

2. Ignite Learning Strategic Priority/Operational Goals

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

Success

- Providing resources to School Community Councils to work collaboratively to support success for all students

Engagement

- Supporting School Community Councils in planning engagement initiatives

3. Background

The Parent Reaching Out Grant program provides funding to school boards to work with parent stakeholder groups, school councils and/or Parent Involvement Committees to lead projects with a focus on the identification and removal of barriers that prevent parents and families from participating and engaging fully in their children's learning.

4. Analysis

In previous years, individual schools would apply directly to the Ministry for up to \$1000 to fund a parent engagement initiative. In addition, Regional Pro Grants up to a maximum of \$30,000 were available for system projects.

In 2018-2019, Durham District School Board had 102 schools apply for PRO Grants and were allocated a total of \$101, 275. With the late Ministry funding announcement (Dec 2018) a total of 88 schools completed their projects totaling \$75,312 in funding. In 2018-2019, one Regional PRO

ADMINISTRATIVE REPORT

Grant was approved for Durham Educators Network for South Asians (DENSA) who held numerous events throughout the school year.

There are significant changes to the PRO Grant program for 2019-2020. Each school board has been provided with a specific amount of PRO Grant funding. The Parent Involvement Committee is to be key in determining the projects and corresponding funding.

Projects must demonstrate a commitment to respecting the role of parents in students' educational experiences by working with parents or seeking parent input on how schools can:

- Provide a safe and welcoming school environment;
- Maintain open communication with teachers;
- Respect parents as valued partners within the education system in relation to decisions about their child's education; and
- Ensure parents are informed about the content of the Ontario Curriculum Guidelines.

Projects must include an outreach plan to inform parents of the program and its outcomes and be completed within the 2019-2020 school year. Outcomes from the projects will demonstrate that:

- Parents have increased awareness of school activities and initiatives
- Parents are more involved in their local school environment and child's education
- Parents feel like valued partners in the education system
- Parents have increased confidence in public education

Projects may include, but are not limited to:

- Parent workshops
- Parent information sessions with guest speakers
- Parent resources

Project proposals must be submitted to the Parent Involvement Committee (Appendix A: PRO Grant Project Proposal) by November 15, 2019. The Parent Involvement Committee will review all submissions and assign funding. Funding is limited so it may not be possible to approve all requests.

Criteria for approval will include:

1. Scope of Project (multiple schools, system committees, external community agencies)
2. Commitments (connection to Ministry Commitments)
3. Ignite Learning (connection to DDSB Priorities)
4. Description of the Project

ADMINISTRATIVE REPORT

5. Financial Implications

The Durham District School Board has received \$40,153.52 in PRO Grant funding to support parent engagement projects. Funding can be used to cover:

- Facilitator/speaker
- Refreshments
- Translation
- Materials (printing, workshop resources etc.)
- Promotion/Advertising
- Childcare
- Parent lending library materials
- Administrative costs
- Transportation
- Other

There is specific information on ineligible project costs and maximum project funds. (Appendix B : Schedule D – Budget)

6. Evidence of Impact

Each approved DDSB PRO Grant project will submit Report Back which will include information on:

- Involvement
- Project Reach
- Evaluation
- Parent Survey Feedback
- Success and Challenges
- Funding Information

7. Communication Plan

Date	Recipients	Method
October	School Principals/ SCC Chairs	Email
October	Parent Involvement Committee	Meeting
October	SCC members/ School Administrators	Regional SCC Meeting
November	Approved Proposals	Email
June	Parent Involvement Committee	Report Back Form
Fall 2020	Board of Trustees	Report

ADMINISTRATIVE REPORT

8. **Conclusion**

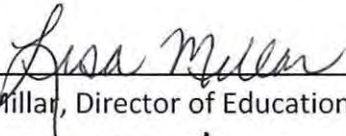
When parents and families are engaged with their children's education, there is increased student achievement and well-being. PRO Grants provide funding to support parent engagement initiatives in our district.

9. **Appendices**

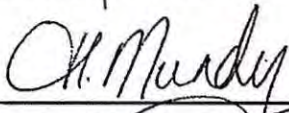
Appendix A: PRO Grant Project Proposal

Appendix B: Schedule D – Budget

Report reviewed and submitted by:



Lisa Millar, Director of Education



Heather Mundy, Superintendent of Education
Family of Schools, Engagement (Parent and Community)

PRO Grant 2019-2020

Project Proposal

Name of School:

Name of Project:

Date of Project:

Indicate which DDSB Priority (one or more) align with the project?

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

Which Ministry commitment(s) does the project align with?

- ☐ Provide a safe and welcoming school environment
- ☐ Maintain open communication with teachers
- ☐ Respect parents as valued partners within the education system in relation to decision about their child's education
- ☐ Parents are informed about the content of the Ontario Curriculum Guidelines

Parent Engagement

Who will take the lead on the project? ☐ Parents ☐ DDSB staff

Will the project involve?

- ☐ School Community Council
- ☐ Parent Involvement Committee
- ☐ Special Education Advisory Committee
- ☐ Other schools - name
- ☐ Other DDSB groups - name
- ☐ Other school boards
- ☐ External Community Partners - name

Description:

Purpose of the Project:

Goals of the Project:

Intended Outcomes:

Amount of Grant Requested (Maximum \$3000):

How will Grant \$ be used:

Describe how the project aligns with the Ministry commitments indicated above:

What is the outreach to inform parents of the project?

SCHEDULE "D"
BUDGET

Ineligible Project Costs or Activities include but are not limited to the following:

- Activities that have already taken place
- Payment to school board staff or volunteers, including salaries, honoraria, gifts
- Purchase of goods and services for which the ministry currently provides funding (e.g., textbooks, library books, school furniture, computers, cameras, projectors, student transportation)
- Activities, resources, or speakers for students
- Capital items such as televisions, sports equipment, shelving
- Portable/handheld devices such as tablets or laptops, unless devices are to be used as part of a parent lending library and the cost does not exceed 50% of the approved funding
- Computer software or applications, online subscriptions, voice messaging systems, website maintenance
- Entertainment activities such as barbecues, fun fairs, volunteer teas, dinners, movies nights, dances, concerts, and performances
- Field trips
- School signs, announcement boards/screens
- Landscaping or creation/equipping of outdoor classrooms
- Refreshments exceeding 10% of the approved funding
- Advertising and promotion costs exceeding 10% of the approved funding
- Prizes or incentives to parents and/or students
- Lessons for parents (e.g., French, English as a Second Language, computer, CPR)
- Fundraising events

Central administration expenses of transfer payment recipients, such as those listed below, must not exceed 10% of the "Maximum Project Funds" amount or \$25,000, whichever is the lesser amount:

- Office supplies
- Copying and Printing
- Postage
- Local telephone costs
- Internet and wireless communication
- Dues, Fees and Licences (e.g. professional membership dues, membership fees, permit and licence fees)
- Legal Fees
- Accounting Fee
- Audit Fee
- Insurance
- Bank charges and interest

REPORT TO: Durham District School Board

DATE: October 21, 2019

SUBJECT: **Make a Difference – Re:Source Depot**

PAGE NO. 1 of 3

ORIGIN: Lisa Millar, Director of Education
 Jim Markovski, Superintendent of Education, Family of Schools, Early Years, Poverty Strategy, Partnership Development, Foundation
 Stacey Lepine–Fisher, Senior Manager, Poverty Strategy, Early Years, Partnership Development, Foundation
 Claire Morgan, Manager, Early Years and Poverty Strategy

1. Purpose

The purpose of this report is to provide the Durham District School Board (DDSB) Trustees with an update on the *“Make a Difference (M.A.D) – Poverty Strategy” Re:Source Depot*.

2. Ignite Learning Strategic Priority/Operational Goals

Equity: Mitigate barriers of poverty experienced by students and families to provide equitable outcomes for all.

Engagement: Collaborate with Community Partners to provide robust programs and initiatives that are responsible to students and families.

Success: Increase student achievement through cultural responsive practices that address gaps experienced by vulnerable students.

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

3. Background

3.1 The Make a Difference Strategy was launched in September 2013 to address concerns expressed by Oshawa Trustees regarding the impact of poverty on school success and student achievement.

3.2 A Steering Committee with representatives from multiple stakeholders continues to oversee the implementation of the 15 identified strategies that aim to address the complex issues impacting poverty, readiness for school, family supports, improving student achievement, and school success

3.3 The Regional Municipality of Durham identified seven Priority Neighbourhoods, by the Health Department, as areas that require focus to build on health and well-being.

- i. Downtown Ajax - Ajax
- ii. Downtown Whitby - Whitby
- iii. Lakeview - Oshawa
- iv. Gibb West - Oshawa
- v. Downtown Oshawa - Oshawa
- vi. Central Park - Oshawa
- vii. Beatrice North - Oshawa

These neighbourhoods have the lowest income level in Durham Region. The M.A.D Poverty Strategy Steering Committee adopted the Priority Neighbourhood plan to provide intentional and targeted supports and services to students in the 30 schools that are located within these neighbourhoods.

3.4 One of the Steering Committee's initiatives included a space that would house resources:

- To support educators and Early Years partners by providing creative supplies, classroom resources (loose parts) and play-based materials
- To support educators through distribution of items that children require to make their entire school day successful (i.e. mittens, coats, shampoo, backpacks, school supplies, shoes)
- To provide a storage space for DDSB Snack/Nutrition Programs

4. Analysis

The *Re:Source Depot* opened its doors to educators and partners on September 25th, 2019.

To Date:

- Donations of binders, diapers, textiles, clothing, school supplies, tins, manipulatives, etc. have been received from local businesses and residents of Durham
- Over 7000 items are available to DDSB educators and Early Years Partners
- The *Re:Source Depot* is open from 12 pm – 7pm one day per week averaging 45 visits per day

The *Re:Source Depot* houses quality material from businesses and local residents that would otherwise be sent to landfills. Wasting less and recycling more saves energy, saves money, and is one of the fastest, easiest, and most effective ways we can all do our part to curb climate change. The *Re:Source Depot* is assisting us in reducing our carbon footprint.

ADMINISTRATIVE REPORT

5. Financial Implications

All resources, clothing and food have been donated to the depot for distribution to DDSB educators, partner agencies and Breakfast and Nutrition Club leads.

The *Re:Source Depot* is staffed for 1 day for deliveries and 1 day for pickups. Staffing costs are covered under the Make A Difference Poverty Strategy Budget.

6. Evidence of Impact

The key performance indicators that will be tracked:

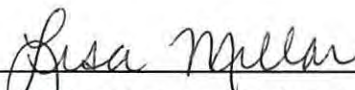
- ✓ Number of unique users
- ✓ Number of visits
- ✓ Breakdown of visits by school location
- ✓ Donor and agency numbers
- ✓ Quantity of available supplies and resources

7. Conclusion

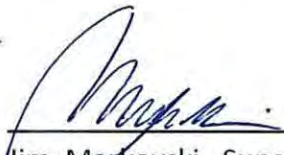
There is no single measure to address poverty. The impact of poverty on children and youth is complex and requires a coordinated, integrated and multi-faceted approach at all levels of education and the broader community. Our Steering Committee will continue to develop the necessary partnerships and oversee projects that continue to make a difference in the lives of students and families living in poverty. We look forward to providing Trustees with updates on the success of the 'Make A Difference' *Re:Source Depot*.

This report is provided to Trustees as information.

Report reviewed and submitted by:



Lisa Millar, Director of Education



Jim Markovski, Superintendent of Education, Family of Schools, Early Years and Poverty Strategy, Foundation

Report of the Durham District School Board
Standing Committee Public Session
October 7, 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, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Arlene Wang, Tyler West

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: Karen Douglas

2. Declarations of Interest

There were no declarations of interest at this time.

3. Motion to Approved the Agenda

2019:17

MOVED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

4. Community Presentations

There were no community presentations at this time.

Standing Committee Meeting Minutes
October 7, 2019

5. DDSB Presentations

(a) The Friend of Health Award

Superintendent Georgette Davis introduced Steffanie Pelleboer, Mental Health Leader who provided trustees with information about the Durham Region Health Department recognition of the Talking About Mental Illness (TAMI) coalition through the Friend of Health award. A presentation was made to Heather Hawco-Grey, Chair, of the coalition.

Trustee Carolyn Morton, Chair Michael Barrett and Director Lisa Millar participated in a photo opportunity with Heather Hawco-Grey.

Trustee Carolyn Morton stated that it has been an honour and privilege to work with Heather Hawco-Grey and noted that she will also be recognized for her work nationally on November 5th. She thanked her on behalf of the Board for her efforts on behalf of DDSB students.

(b) Supervised Alternative Learning (SAL)

Superintendent Stephen Nevills provided Trustees with information about Supervised Alternative Learning (SAL) programming from September 2018 to June 2019.

Nicole Rands, SAL Facilitator shared a PowerPoint relating to SAL which is governed under Regulation 374/1- to provide students from ages 14 – 17 who have difficulty with regular attendance at school with an individualized plan and alternative learning experience that supports the student in achieving success and progressing towards their Ontario Secondary School diploma and their personal goals. The program provides extra support in a specialized and flexible learning environment and through targeted interventions, focusing on well-being and mental health with caring adults, peers and the community at large. Activities in the classroom are as varied and diverse as the students. Several videos of student voices who participated in SAL were included in the PowerPoint presentation stating their pride of gains made, being taught to believe in themselves again and restoring hope for the future.

They also answered questions of trustees.

Standing Committee Meeting Minutes
October 7, 2019

(c) Leveraging Digital Update

Superintendent Jamila Maliha introduced David Rule, Chief Technology Officer, and Tim Ralph, Innovative Education Officer who provided Trustees with information relating to the current state of the DDSB Leveraging Digital initiative within the Innovative Strategic Priorities. The Board is currently embarking onto the third year of the Leveraging Digital initiative in providing modern, collaborative, student centred tools and learning spaces.

David Rule, Chief Technology Officer stated that in 2019/2020, the Board will complete the rollout of the Chromebook deploying over 42,000 units to students. Teacher training is continuing and deepening. In a survey in 2018 of over 6,000 students, teachers and administrators, 91% of participants stated that the Chromebook technology is making a positive impact on their learning. 80% of teachers and 90% of administrators have met with the Educational Technology Coach.

Tim Ralph, Innovative Education Officer stated that Educational Technology coaches have been deployed throughout the Board to work with teachers to plan with them and show them how to leverage digital in their learning spaces. Learning spaces, hallways and furnishings have also been redesigned to allow for more collaboration. In the survey conducted, 91% of respondents reported positive impacts on student wellness, 77% on student self-regulation and 91% on a positive impact of engagement and time on task.

David Rule stated that many tools, including Google Read and Write were deployed for students which has been a great tool for students. They have also been supports for EQAO and test writing, removing barriers. Over 12,000 books have been signed out of the DDSB central depository.

Tim Ralph stated that the D2L/Brightspace Learning Management environment was launched for professional learning. More than 3,000 staff will complete online learning in the areas of Health and Safety and Cyber-Security.

David Rule stated that through strong partnerships between departments, the Board is able to leverage resources in innovative, positive and effective ways for student learning. A video produced for use in principal training relating to leveraging digital was shown.

David Rule and Tim Ralph also answered questions of trustees.

Standing Committee Meeting Minutes
October 7, 2019

(d)

(e) Mental Health and Well-Being Update

Superintendent Georgette Davis introduced Steffanie Pelleboer, Mental Health Leader, and Angela Davis, Facilitator – The Arts and Health and Physical Education and they provided information on the year one (2018-2019) implementation of the DDSB Well-Being and Mental Health Strategic Plan 2018-2021. The year one priority of welcome and inclusion was focused on intentionally and explicitly creating school and classroom-based environments where all students feel welcomed physically, socially and emotionally.

Steffanie Pelleboer stated that the project they were focusing on for the purpose of this presentation was the “Mentor Text” project. It was piloted at Norman G. Powers PS. When students are preoccupied with emotional concerns, it can make it difficult to learn. The Mentor Text project allows for meaningful conversations about mental health and well-being essential to maintaining positive mental health.

Angela Davis stated that Mentor Texts can be used for many different purposes, exposing students to new ideas and experiences. They provide an excellent opportunity for building social and emotional learning skills to build resiliency. A video was shown about the pilot project at Norman G. Powers PS.

Nazneen Dindar, Principal, Norman G. Powers PS, Matt Taylor, Erin Zaffino and Jenn Bayford, Teachers, Norman G. Powers PS outlined feedback from the pilot project for Mentor Texts at their school. Teachers developed a deeper understanding of being culturally responsive, and the program offered tangible resources in which to put their commitment into every day practice. The project enabled conversations around mental health in a comfortable environment and allowed students to tell their stories. Discussions are continuing to reinforce the importance of well-being, and it has been an effective and powerful tool.

They also answered questions of Trustees.

Standing Committee Meeting Minutes
October 7, 2019

(e) Trade Mission

This item was deferred to the November 4, 2019 Standing Committee meeting.

7. Recommended Actions

There were no recommended actions at this time.

8. Information Items

(a) Student Trustee Report

Student Trustee Tyler West advised that on Friday, September 20th, the Board hosted the Annual Student Senate Leadership Symposium which gives student leaders an opportunity to improve their leadership skills and to be effective leaders in the Board. Posters and information on "Student Voice" were distributed and this has been well received.

Student Trustee Arlene Wang stated that earlier that evening, the first Student Senate meeting for 2019/2020 was held. Over 30 Student Senators attended and elections were held. They were very pleased with the discussion and enthusiasm exhibited and are working towards positive change through the school year.

Student Trustee Sally Meseret restated that they are looking forward to building on the work from last year.

(b) Parent Involvement Committee Report – 2019-2020 Committee Representatives

Superintendent Heather Mundy presented the membership for the DDSB Parent Involvement Committee (PIC) 2019-2020 for the Board's information.

(c) Graduation Rates

Superintendent Stephen Nevills presented the provincially recently released graduation rates for the 2013-2014 Grade 9 Cohort. He noted that due to the collective efforts of students, parents, teachers and our strategic priority of success from Kindergarten through Grade 12, the DDSB graduation rate has risen above the provincial average. This data relates to the cohort of students entering secondary school in 2013-2014 and it showed that 82% graduated with four years. Of the students who continued into a fifth year, 88% had graduated the following year. The Board is very proud of these rates.

Standing Committee Meeting Minutes
October 7, 2019

(d) Release of EQAO and OSSLT Results

Superintendents Silvia Peterson and Chris Conley, Manager, Research and Assessment, presented Trustees for their information the results of the Education Quality and Accountability Office (EQAO) Assessments for 2018-2019 Primary (Grades 1 – 3), Junior (Grades 4 – 6), Grade 9 Mathematics (Academic and Applied) and Ontario Secondary School Literacy Test (OSSLT). Students at the DDSB were at or above the provincial average in all areas of the assessment. Educators and support staff are committed to student success and are working hard to improve every year.

They also answered questions of Trustees.

Director Lisa Millar stated that Superintendents will be setting up meetings with Trustees to review demographic information, EQAO assessment data and monitoring plans, tailored to schools in their respective areas to allow for Trustee voice.

(e) Ontario Ministry of Education Released Updates

Superintendents Silvia Peterson and Stephen Nevills presented Trustees with an update on the recent announcements made by the Ministry of Education including an addendum to the Kindergarten Program, the revised Grade 10 Careers Curriculum and changes to the elementary report card. The changes are relatively minor in the larger scope of curriculum reform.

They responded to questions from Trustees.

(f) Capital Approval Update

Associate Director David Visser provided Trustees with an update regarding Ministry of Education approval of the following two new school construction projects: Unnamed North Ajax French Immersion PS and Unnamed North Whitby PS. The Board now has approval to proceed to tender for these projects. If the tenders are successful, the projects will continue.

In response to a question from Trustee Carolyn Morton, Superintendent David Visser stated that advocacy will continue with the Ministry of Education for the Beaverton PS/Thorah Central PS rebuild, particularly given subdivision growth in the area.

Standing Committee Meeting Minutes
October 7, 2019

(f) Dress Code Policy Update

Superintendent Georgette Davis provided Trustees with the process and timelines to be used to revise the Policy and Regulation *Student Dress Code*. Each school in the Board is responsible for establishing and annually reviewing a Dress Code for students that promotes a safe and respectful environment for teaching and learning. A Dress Code Policy Flowchart/Critical Pathway has been established, and input will be requested through a consultation process from two Trustees and Student Trustees.

In response to a question from Trustee Patrice Barnes, Superintendent Georgette Davis stated that she would add an online component for community input, in multi languages. This will also be added to the flowcharts.

Trustees Ashley Noble and Patrice Barnes volunteered to serve as the Trustee representatives on the Dress Code consultation.

Superintendent Davis responded to questions from Trustees.

(b) OPSBA Report

Trustee Donna Edwards advised that the Policy and Programs Committee met on September 20th and EQAO representatives attended the meeting to discuss the future of the EQAO and potential changes to the denominator. Students who are new English language learners may be excluded from the test. The Student Trustee Association was also present. Sam Oosterhoff, Parliamentary Assistant to the Minister of Education spoke about future directions.

At the Director's meeting, the Minister of Education, Stephen Lecce presented his vision for education; unfortunately there was not an opportunity for questions.

In addition at the Director's meeting, there were discussions relating to labour, staffing issues and upcoming legislation, regulation around Education Development Charges as well as PPM 128, the Provincial Code of Conduct and road safety through speed enforcement. Discussion also took place relating to ensuring that the role of Trustees is known. Typically the third last week of October is local government week. Because of the federal election, we have not heard from the Ministry of Municipal Affairs about Local Government Week. This week typically also runs into municipal election periods so there was some talk about rescheduling the week to ensure that local schools and boards can invite Trustees to visit Grade 5 and Grade 10 civics classes. A package around electoral messages was developed to ask questions of federal candidates.

Standing Committee Meeting Minutes
October 7, 2019

9. Committee Reports

There were no Committee reports at this time.

10. Correspondence

There was no correspondence at this time.

11. Other Business

12. Adjournment

2019:18

MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:00 p.m.

Chair

Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Thursday, June 13, 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: Imran Syed, Elementary Representative; Eleanor McIntosh, Secondary Representatives and Joanne Docherty, Vice-Principal Grove School.

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)
June 13, 2019

3. **Regrets:**

Regrets:

- Donna Edwards, Trustee
- Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
- Carolyn McLennon, Member At Large
- Christine Thatcher, Trustee

Absent:

- Craig Cameron, Member At Large

4. **Approval of Agenda:**

That the agenda for June 13, 2019 be approved.

MOVED BY: Claudine Burrell

SECONDED BY: Rowin Jarvis

CARRIED

5. **Approval of the Minutes from May 16, 2019:**

That the minutes from May 16, 2019 be approved.

MOVED BY: Tara Culley

SECONDED BY: Rowin Jarvis

CARRIED

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

Grove School

Joanne Docherty, Vice-Principal of Grove School provided SEAC members with an infographic that highlighted Grove School 2018-19 Core Priorities and shared a video that featured Grove School's "This is Our Story".

June 13, 2019

7. Presentation:**2019/2020 DDSB Budget**

Andrea McAuley, Superintendent of Education provided SEAC members with the Draft Durham District School Board Budget 2019-2020 reference document previously shared at the Education Finance Committee public meeting on June 12, 2019. She gave an overview of the draft budget to committee members. Andrea also noted that as part of the commitment to supporting school based student needs, the current staffing allocation for support staff will be maintained into the next school year. She also answered questions from SEAC members.

Andrea McAuley, Superintendent of Education also thanked Tara Culley, SEAC Member for her deputation on behalf of SEAC at the Education Finance Committee meeting that was held on Wednesday, May 29, 2019.

Discussions took place among committee members and it was agreed upon to write a letter of appreciation to the Board of Trustees and the Education Finance Committee regarding their continued support and efforts for students with special needs.

MOTION:

THAT A LETTER OF APPRECIATION BE SENT TO THE BOARD OF TRUSTEES AND THE EDUCATION FINANCE COMMITTEE REGARDING THEIR CONTINUED SUPPORT AND EFFORTS FOR STUDENTS WITH SPECIAL NEEDS.

MOVED BY: Tara Culley

SECONDED BY: Claudine Burrell

CARRIED

8 a). Business Arising from the Minutes:

There was no business arising from the minutes at this time.

8 b). Scheduled Discussion Period:

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

- The Students' Vision for Education" Document

It was agreed upon to defer the "Students' Vision for Education" document until the September 19, 2019 SEAC meeting.

June 13, 2019

8 b). Scheduled Discussion Period: (cont'd)

MOTION:

THAT THE STUDENTS' VISION FOR EDUCATION DOCUMENT BE DEFERRED TO THE SEPTEMBER 19, 2019 SEAC MEETING.

MOVED BY: Rowin Jarvis

SECONDED BY: Elizabeth Daniel

CARRIED

- SEAC Self-Advocacy Event

SEAC is planning to host a fall event focused on fostering self-advocacy. The target group for this event is students and families in Grades 7-10. Eva Kyriakides, SEAC Chair provided committee members with hand-out information outlining the framework for the SEAC Self-Advocacy event. Eva also offered to coordinate a committee meeting over the summer to finalize details. It was decided to have event information available at the Welcome Back Barbeque that will be held on August 28, 2019. Tara Culley and Eva Kyriakides will be the SEAC representatives at the barbeque this year.

9. Reports:**Administration:****Superintendent Andrea McAuley**

The administration report was covered under Item # 7). Presentation.

Board:

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. Congratulations goes to the 2019 Abilities Scholarship recipient, Mallory McDonald from G.L. Roberts CVI. She will be presented with this award at the Board meeting that will be held on Monday, June 17, 2019.

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.

10. Association Reports:

Autism Ontario – Durham Region

Autism Ontario is playing a key role in offering orientation and system navigation supports to families who are accessing or interested in accessing the new Ontario Autism Program (OAP). Autism Ontario will offer direct supports to families through the OAP Service Navigation Program to:

- Help families understand the new Ontario Autism Program and the services available to purchase with their Childhood Budgets;
- Find qualified providers;
 - Support families in navigating autism services, including helping them find local services and supports in their communities;
 - Provide access to parent resources and webinars; and
 - Provide opportunities for families to connect with each other at events, including through peer-to-peer mentoring and social learning opportunities for children and youth with Autism Spectrum Disorder (ASD).

Claudine Burnell responded to committee members inquires regarding the cost range of ABA therapy for children under 6 and for a child between 6 – 18 years of age and other funding sources to assist with accessing therapy.

Easter Seals Ontario

Easter Seals offers many different camping programs. Funding is also made available for families. Further details can be found on their website at <https://www.eastersealscamps.org/>

11. Correspondence/Attachments:

- Brant Haldimand Norfolk CDSB
- District School Board Ontario North East
- Dufferin-Peel CDSB
- Peel DSB

12. Questions and Comments:

Rowin Jarvis, from Learning Disabilities Association of Durham Region reached out to committee members regarding the sharing of different fund-raising ideas within their respective associations.

13. Celebrations and Success:

The annual Abilities Track and Field Meet will take place Friday, June 14, 2019 at the Oshawa Civic Fields. Over 850 athletes will be in attendance. Field events include high jump, long jump, softball throw and shot put. Track events include 20m, 50m, 100m and 200m sprints.

Report Special Education Advisory Committee (cont'd)
June 13, 2019

14. Next S.E.A.C. meeting – September 19, 2019 in Room 2020.

15. Adjournment:

That the meeting does now adjourn at 8:02 p.m.

MOVED BY: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
Draft letter to Board of Trustees and Education Finance Committee	Tara Culley, SEAC Member	June 26, 2019.
Self – Advocacy Event Summer Scheduling Meeting	Eva Kyriakides, SEAC Chair	TDB

BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD

Christine Dragojlovich
Co-Chairs, Special Education Advisory
Committee

Board Office: 322 Fairview Drive
PO Box 217, Brantford, ON N3T 5M8

May 21, 2019

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

RECEIVED JUN - 3 2019

Dear Hon. Lisa M. Thompson,

On behalf of the Special Education Advisory Committee for the Brant Haldimand Norfolk Catholic District School Board, we are writing you today to express our concerns regarding the recent changes to the provincial funding model for Autism services and the impact it will have on children, families and school boards.

We are in support of the concerns expressed in the letter by Durham Catholic District School Board on Wednesday, March 6, 2019 and similarly feel there is a lack of clarity around the process of students returning to our school systems and presenting a difficulty to our Special Education/Student Services Departments. We also feel that our board has no clear understanding of which students will be returning or when, nor has there been any indication from you or the Ministry of Education as to what you promised increased support to school systems will look like. Additionally, we are asking for clarification on what the funding will look like going forward into September 2019 as the board, families and all concerned are unable to develop a plan to support these students who generally require intensive support and comprehensive planning around transitions.

We strongly request that the Ministry of Education informs us immediately as to the funding and transitional support that they are going to provide so that the staff at the Brant Haldimand Norfolk Catholic District School Board can provide a safe and accepting environment to meet the needs of all of these students.

Thank you and we look forward to your response.

Sincerely,



Christine Dragojlovich
Co-Chair
Brant Haldimand Norfolk Catholic District School Board
Special Education Advisory Committee

C: Mike McDonald, Director of Education & Secretary BHNCDSE
Chairs of Ontario Special Education Advisory Committees



BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD
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Excellence in Learning ~ Living in Christ

www.bhncdsb.ca



DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

☐ **Schumacher Board Office**

Street Address:

153 Croatia Avenue, Schumacher, ON P0N 1G0

Mailing Address:

P.O. Box 1020, Timmins, ON P4N 7H7

Tel: (705) 360-1151

☐ **New Liskeard Board Office**

Mailing and Street Address:

198022 River Road

New Liskeard, ON P0J 1P0

Tel: (705) 647-7394

May 22, 2019

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

via email: minister.edu@ontario.ca

Dear Minister Thompson:

I am writing today, on behalf of District School Board Ontario North East Special Education Advisory Committee, to express our concern about the recent changes to the provincial funding model for Autism services and the impact that it will have on children, families and school boards.

The government and the school system, is relied upon by parents of children with special needs, regardless of the diagnosis, in order for their children to have meaningful access to education. We have been contacted by parents in our communities who fear the changes that have been made to the levels of financial support will have a devastating impact on the futures of not only their children, but other school children as well. Our community schools, already feel the pressures of often being the only hope for some parents and families, as the widening gap in the amount of available support from community agencies in North East Ontario, continues to be an obstacle for them. Our region is given 48 intensive behavioural intervention (IBI) spaces (through HANDS) for children from an area that ranges from Muskoka to the James Bay coast. Many agencies have indicated to us that the level of service that families will be able to receive will be diminished as they will have to choose what kind of service they will have to purchase with their reduced dollars. This could mean having to pick from some IBI service or respite care or groceries. Having to make these kinds of choices will no doubt put more pressure on our resources.

Another issue that requires remedy is how the waitlist for service works in Northeast Ontario. For example, if a student on the service waitlist lives in Smooth Rock Falls, service providers must attempt to meet the needs of that student in their home community. This student cannot be "leapfrogged" until every attempt is made to meet the needs of the student. The difficulty in getting service in our small, rural towns means that delays in service are inevitable and cause backlogs to be longer than necessary.

We are proud of the level and quality of programming we currently offer our students with autism, but we know we cannot provide the same level of specialization that an IBI program would offer. We have seen, time and time again, the benefits of such interventions for students who have qualified for this important skill building programming.

...2

-2-

On behalf of our many families and students with Autism Spectrum Disorder, we request that the Ministry of Education review their funding decision to reduce full funding for this important, life changing programming that these students deserve.

Sincerely,



Bob Brush
Chair of DSB Ontario North East

Phone: 705-288-4974

Email: bob.brush@dsb1.ca

Copy: Lesleigh Dye, Director of Education DSB Ontario North East
Christine Heavens, Chair, DSB Ontario North East Special Education Advisory Committee
Chairs of Ontario Special Education Advisory Committee
Members of Provincial Parliament for Northeastern Ontario



Dufferin-Peel Catholic District School Board
 40 Matheson Boulevard West, Mississauga, ON L5R 1C5 | 905-890-1221



May 21, 2019

The Honourable Lisa Thompson
 Ministry of Education
 438 University Avenue
 5th Floor
 Toronto, Ontario
 M7A 2A5

RECEIVED JUN - 7 2019

Dear Minister Thompson,

On March 15, 2019, your Ministry made announcements about the government's plan to "modernize learning in Ontario's publicly funded education system." The Dufferin-Peel Catholic District School Board's (DPCDSB) Special Education Advisory Committee (SEAC) is deeply concerned about the impact these changes will have on students with special education needs.

As a Catholic Community, the Dufferin-Peel CDSB and its SEAC representatives are passionate towards ensuring that children with diverse learning needs including special education needs --our most vulnerable citizens -- receive meaningful inclusive education. As you certainly are aware, today's classroom welcomes students with varied and multiple needs including, but not limited to, students with autism, behaviour challenges, physical disabilities, developmental disabilities as well as learning disabilities. Our goal is to support each and every student to reach their potential and transition from our school system to adults who contribute to society. We are concerned that the Memo B08 will have unintended consequences for DPCDSB's ability to meet the needs of our most vulnerable students. Referring to the Board of Trustees' letter to you on April 25, 2019, our concerns echo our Board of Trustees in the areas of:

- Increase in class sizes, particularly in secondary schools will be substantial. This has the potential to limit course options and inclusion opportunities as well as reduce the availability of necessary assistance from teachers to students with special needs.
- The centralization of e-learning starting in 2020-2021 and 4 e-learning credits will be required for the Ontario Secondary School Diploma. It is unclear if this virtual learning environment will integrate assistive technology that is a necessity for learning and greater independence for many of our students with special education needs. Additionally, there are some for whom a virtual learning environment may present other challenges that require more supports. Equal access to education cannot be overlooked.

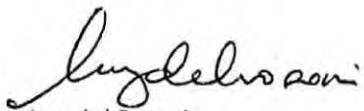
Extraordinary lives start with a great Catholic education
www.dpcdsb.org

- The removal of Local Priorities Funding established in 2017-2019 collective bargaining allowed for hiring of staff such as child and youth workers, psychology staff, speech language pathologists, educational resource workers, and teachers. These positions are being eliminated from DPCDSB as there have been no assurances for this funding to continue. This will impact jobs and direct services to our students with special education needs across DPCDSB in the next school year and in years to follow.
- The curriculum reform in areas such as Math will require additional teacher qualifications. It is unclear but important to us that any professional development for teachers incorporates teaching students with special education needs.

Additionally, SEAC is deeply concerned with the changes occurring to the Ontario Autism Program (OAP) and how this will impact the return of children to our schools currently receiving intensive treatment outside of the school system. Although this change was postponed until the Fall of 2019, it remains unclear what changes will occur to funding for School Boards such as DPCDSB and this impacts the ability for appropriate planning, staff preparation and support that will be essential for safe and seamless transitions. With less than two months left in this school year and consultations in progress this month, it is unclear how the current timeline and funding will be adequate to develop plans to support these students who require intensive support and comprehensive transition planning.

We thank you in advance for your consideration of our concerns. We look forward to your response.

Sincerely,



Luz del Rosario
SEAC Chair
Trustee, Mississauga Wards 6 & 11



Leslie Silvestri,
SEAC Vice Chair
Learning Disabilities of Peel Region

cc: Hon. Doug Ford, Premier of Ontario
Nancy Naylor, Deputy Minister
MPPs in Dufferin-Peel
Chairs of Special Education Advisory Committees
Special Education Advisory Committee Associations, DPCDSB
Dufferin-Peel Catholic District School Board of Trustees
Dufferin-Peel Catholic District School Student Trustees
Marianne Mazzorato, Director of Education, DPCDSB
David Amaral, Associate Director of Instructional Services, DPCDSB



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May 10, 2019

Honourable Lisa Thompson
 Minister of Education
 Mowat Block 22nd Floor
 900 Bay Street
 Toronto, Ontario M7A 1L2

Dear Minister Thompson:

I wrote to you on January 16, 2019, expressing our concern that our students with special education needs have been negatively impacted by your decision on August 24, 2018 to change the SIP allocation amount. This resulted in a loss of \$850,000 for students with special education needs. It is disappointing that you have not responded to this concern.

It is more disappointing, however, that you have continued to make decisions that will negatively impact students with special education needs. On March 15, 2019, Ministry of Education staff communicated that Local Priorities Funding will be eliminated. This decision resulted in a loss of \$16,000,000, much of which was used to support students with special education needs. For example, a large percentage of the Local Priorities Funding was used to meet the number of Teaching Assistants required to support students with special education needs.

Your decision to reduce the number of elementary and secondary teachers has also impacted students with special education needs. This decision has resulted in a reduction in centrally assigned staff who support students with special education needs. This decision has also resulted in greatly reduced course options for students with special education needs in secondary schools.

In closing, it is not too late to change the negative impact of these decisions. Your government's decision to revisit the changes to supports for children with autism demonstrates that you can change your decisions once the negative impact is clear. Please reconsider how you are supporting students with special education needs and change course before it is too late.

Sincerely,

A handwritten signature in black ink, appearing to read "Shelley Foster".

RECEIVED JUN - 4 2019

Shelley Foster
 SEAC Chair, Peel District School Board

c: Chairs of Ontario Special Education Advisory Committees

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** October 21, 2019**SUBJECT:** 2020-2021 Strategic Budget Process**PAGE NO.** Page 1 of 3

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

1. Purpose

To identify planned Education Finance Committee meeting dates for the development of the 2020-2021 Board budget, with the integration of multi-year strategic planning to enhance organizational direction.

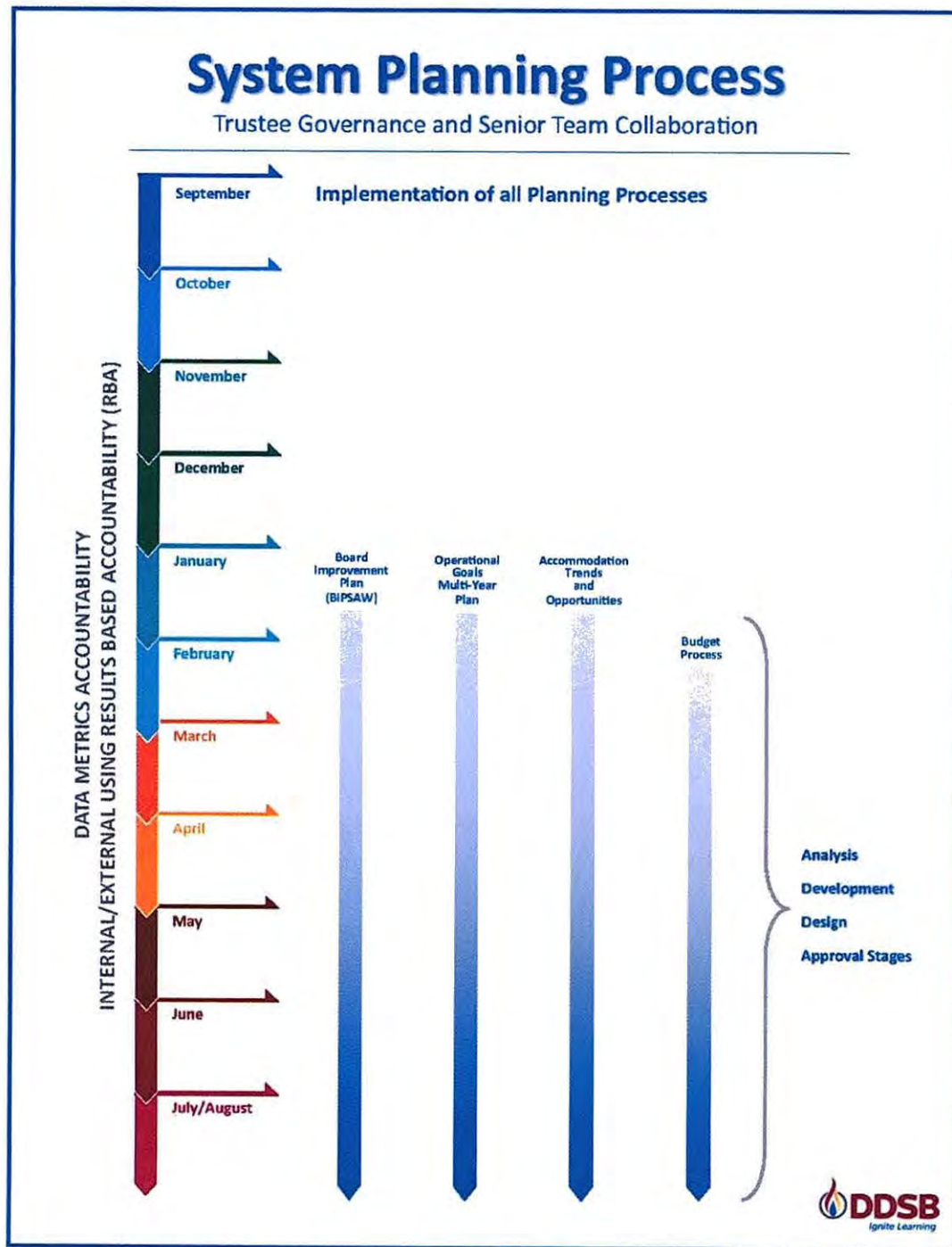
2. Background

Creating a strong multi-year strategic plan that identifies the operational goals requires careful planning in every step of the process. A thoughtful and robust plan that aligns to the budget process ensures strategic allocation of Board resources to support quality implementation of the Board's goals and priorities.

A strong multi-year strategic plan not only points the way forward, it provides a framework for how to get there by:

- Detailing the allocation of the Board's resources among its strategic priorities and operational goals;
- Functioning as a guide for the Board of Trustees and Senior Administrators when they are making difficult choices;
- Illustrating to stakeholders how decisions are made;
- Focusing the Board's attention when it is dealing with unexpected challenges, and thus preventing reactive or short-sighted decision making;
- Creating a shared vision for diverse internal and external stakeholders;
- Motivating the Board's Staff and giving employees at every level of the organization a sense of purpose;
- Evaluating data to inform decision making;
- Reviewing and revising the Ignite Learning operational goals to ensure they are responsive and reflect student, staff and system needs;
- Ensuring responsible allocation of fiscal responsibilities.

Below is the System Planning Process chart, which outlines that the BIPSAW Plan and Operational Goals must utilize the resources available in Facilities ('Accommodation Plan – Trends, Issues and Future Opportunities') and Financial (Budget Process), through the preferred use of Data Metrics Accountability.



DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Page 3 of 3

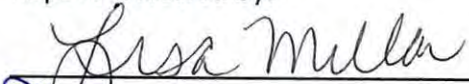
Below is the contemplated budget schedule, which factors in the approximate timing of the release of the required information and materials. Depending upon Ministry of Education timing, it is possible that adjustments may be required.

Date	Times	Purpose
Wednesday, February 12, 2020	In-Camera Session 6:00 p.m.	<ul style="list-style-type: none"> Trustee orientation on Ministry of Education operational and capital funding model. Overview of the 2019-2020 budget
Wednesday, March 25, 2020	In-Camera Session 6:00 p.m.	<ul style="list-style-type: none"> Multi-Year Strategic Planning Session 1 Budget Allocation Process
Tuesday, April 21, 2020	In-Camera Session 6:00 p.m.	<ul style="list-style-type: none"> Multi-Year Strategic Planning Session 2 Data Analysis Trustee Governance – Stewardship of Resources and Budget Allocation
Tuesday, May 5, 2020	In-Camera Session 6:00 p.m.	<ul style="list-style-type: none"> Overview of the 2020-2021 GSN
Wednesday, May 20, 2020	In-Camera Session 6:00 p.m. Public Session 7:00 p.m.	<ul style="list-style-type: none"> Presentation of <i>draft</i> Budget
Wednesday, May 27, 2020	In-Camera Session 6:00 p.m. Public Session 7:00 p.m.	<ul style="list-style-type: none"> Public Deputations
Wednesday, June 3, 2020	In-Camera Session 6:00 p.m. Public Session 7:00 p.m.	<ul style="list-style-type: none"> Budget Consideration and Recommendation to Board (for June 15th Board meeting) Public Deputations, if required
Wednesday, June 10, 2020 (if required)	In-Camera Session 6:00 p.m. Public Session 7:00 p.m.	<ul style="list-style-type: none"> Budget Consideration and Recommendation to Board (for June 15th Board meeting), if required

3. Recommendation

That the Board of Trustees approve the 2020-2021 meeting schedule for Education Finance Committee.

Report reviewed by:


 Lisa Millar, Director of Education

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

V:\Business\David Visser\REPORTS\2019-2020\Board Meetings\BDPUB Oct 21 2019 2020-2021 Strategic Budget Process.docx

PURPOSE • BACKGROUND • ANALYSIS • IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS • FINANCIAL IMPLICATIONS • EVIDENCE OF IMPACT • COMMUNICATION PLAN • CONCLUSION AND/OR RECOMMENDATION • APPENDICES

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** October 21, 2019**SUBJECT:** Creation of a NEW Policy for
English Language Learners (ELLs) Instruction**PAGE NO.** 1 of 2**ORIGIN:** Lisa Millar, Director of Education
Mohamed Hamid, Superintendent of Education, Family of Schools/Equity
And Inclusive Education/Indigenous Education/Outdoor Education/ESL**1. Purpose**

The creation of the Policy for English Language Learners (ELLs) Instruction is being presented to Trustees as a Notice of Motion at the October 2019 Board Meeting (Appendix A).

2. Ignite Learning Strategic Priority/Operational Goals

The Policy for English Language Learners supports the DDSB operational goals in the following manner:

Success, Well Being, & Innovation

Support the capacity to increase student achievement, engagement, and well-being (relevant, reflective, responsive classroom programs, materials and practices) for ELLs.

Equity

Support the capacity to reduce barriers to school success for all ELLs in general and Year 1, Year 2 and refugee students in particular.

3. Background

The Policy for English Language Learners (Appendix A) was created as part of the regular ongoing review of DDSB practices and to anchor the English Language Learner Programming Procedure in a Policy Statement. The Policy outlines English Language Learner Programs that the DDSB offers.

4. Analysis

The Policy for English Language Learners has been created to align with a new procedure for English Language Learners.

5. Communication Plan

<u>Date</u>	<u>Action</u>
October 15, 2019	Policy for English Language Learners presented at Administrative Council for review and discussion.
October 21, 2019	Present the Policy for English Language Learners as a Notice of Motion at the October Board Meeting.
January 2020	All Principals of schools will receive an email with updated policy and procedure

6. Recommendation

The Policy for English Language Learners is presented to Trustees as a Notice of Motion for approval at the November 2019 Board Meeting.

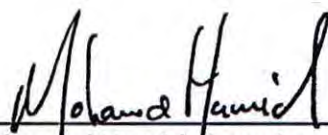
7. Appendices

Appendix A - Policy for English Language Learners

Appendix B – Procedure for English Language Learners

Report reviewed and submitted by:


 Lisa Millar, Director of Education


 Mohamed Hamid, Superintendent of Education, Family of Schools/Equity and Inclusive Education/Indigenous Education/Outdoor Education/ESL

INSTRUCTION**English Language Learner (ELL) Instruction****1.0 Introduction**

- 1.1 It is the policy of the Durham District School Board that English Language Learners (ELLs) will be provided learning opportunities that will allow them to acquire a level of proficiency in English required to be successful for academic purposes. ELLs will learn the language of instruction in English language schools at the same time as they are working towards meeting the curriculum expectations

Appendix:

None

Effective Date:

YYYY/MM/DD

INSTRUCTION**English Language Learner (ELL) Instruction****1.0 Introduction**

- 1.1 This procedure has been based on *Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*, Ministry of Education, Ontario 2007 and on fundamental principles of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* so that assessment, evaluation and reporting are valid and reliable.

2.0 Purpose

- 2.1 To support English language learners (ELLs) in Elementary and Secondary schools throughout the Durham District School Board (DDSB).
- 2.2 Promote academic achievement among ELLs at the level expected of all learners in Ontario.
- 2.3 Ensure that practices such as Universal Design for Learning, Inclusive Design, differentiated instruction and tiered interventions are in place to support equitable and inclusive learning for all ELLs. It will also support successful outcomes for English language learners as they graduate from school and move to the next stage of living and learning.

3.0 Definition

- 3.1 English language learners (ELLs)
“English language learners are students in provincially funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English.” (Ministry of Education, English Language Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12)
- 3.2 Students who may require ELL support include:
- Canadian-born English Language Learners
 - First Nations, Metis and Inuit learners whose first language is other than English
 - Children who were born in communities that have maintained a distinct cultural and linguistic tradition, who have a first language that is not English, and who attend English language schools
 - Children who were born in immigrant communities in which languages other than English are primarily spoken
 - Children who have arrived in Canada with their families as part of a voluntary, planned immigration process
 - Children who have arrived in Canada as a result of a war or other crisis in their home country, and who may have left their homeland under conditions of extreme urgency
 - International or “visa” students who have paid fees to attend school in Ontario and who plan to attend a Canadian university.

4.0 Reception and Orientation of English Language Learners and Their Families

- 4.1 School boards will develop procedures and practices for welcoming English language learners and their families and provide them with an appropriate orientation to the Ontario school system, in the first language of the students and their families whenever possible.
- 4.2 Procedures for the admission of students in all grades, including Kindergarten – regardless of the level of English proficiency or prior schooling – who arrive and need to begin school in Ontario at any time during the school year.
- 4.3 Parents will be made aware of the goal of ESL and ELD programs in Ontario schools and how they are of benefit to students who are developing proficiency in English.
- 4.4 Effective use of community resources to assist in the orientation process including the involvement of Settlement Workers in Schools (SWIS), community organizations, resources provided by the Ontario Ministry of Citizenship and

Immigration, Citizenship and Immigration Canada, public libraries, and adult education programs in areas such as ESL, citizenship education, and parenting.

- 4.5 Clear direction should be given to school staff on the gathering of student information that will be required for monitoring purposes.

5.0 Initial Assessment of English Language Learners

- 5.1 School secretaries/guidance teams/school leaders will notify ESL/ELL Officer/facilitator/coach of new registrants whose first language is not English.
- 5.2 ESL/ELD coaches/facilitators will be assigned to assess the English language proficiency of all English language learners. The assessment procedure will include:
- A structured interview to assess oral communication skills (i.e., listening and speaking)
 - An assessment of reading comprehension
 - An assessment of student writing
 - An assessment of mathematical knowledge and skills

6.0 Placement of English Language Learners

- 6.1 In Elementary schools, English language learners will be placed with age-appropriate peers.
- 6.2 A student's level of proficiency in English will not influence the choice of grade placement.
- 6.3 In Secondary schools, placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations.
- 6.4 The educational background of all English language learners will be considered in determining their placement and the number of credits that may be granted (Secondary) for prior learning and so do in a timely manner.
- 6.5 Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision and the rationale for the placement to the student and parents.

7.0 Programming for English Language Learners

- 7.1 Programs and services that will enable English language learners to continue their education while learning English through responsive and relevant programming.
- 7.2 Programs and services for English language learners will be flexible and respond to changing needs and reflective of the needs of the students.

8.0 Graduation Requirements for English Language Learners

- 8.1 A student entering DDSB at any grade level may count a maximum of 3 ESL or ELD credits as compulsory English credits. (Four compulsory English credits are required for graduation.)
- 8.2 The remaining compulsory English credit(s) will be earned at the Grade 12 level.
- 8.3 The Ontario Secondary School Literacy Course (OSSLC) is a full-credit course that fulfills the Literacy requirement for graduation and can be counted as the compulsory English credit in either Grade 11 or Grade 12. This course may be offered in special sections for English language learners.
- 8.4 DDSB will implement a process for evaluating a student's proficiency in an international language(s) and providing appropriate credit(s) for that proficiency, where courses in the language already exist in the board.

9.0 Substitutions for Compulsory Courses

- 9.1 The principal has the discretion to make substitutions for a maximum of 3 compulsory courses at the secondary level to address the specific needs of English language learners.

10.0 Ongoing Assessment, Evaluation, and Reporting

- 10.1 DDSB will establish procedures for ensuring ongoing assessment of the development of proficiency in English and the academic progress of each English language learner. Progress will be reported to parents on a regular basis.

- 10.2 In collaboration with administration, the ESL teacher/coach or ESL facilitator or classroom/subject teacher determines if modifications are required and if so which expectations will be modified, and the type of modifications.
- 10.3 For modifications in Secondary schools, principals, collaboratively with subject teachers and the ESL teacher/coach, determine if a credit will be granted.
- a) The special indicator “M” (modified curriculum expectations that do not lead to a credit) will be entered on the Provincial Report Card for English Language Learners who are in the beginning stages of language acquisition (ELD, STEP 1 and 2) to indicate that the course has been modified to the extent that its integrity is impacted due to the barrier of language.
- 10.4 When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.
- 10.5 When modification have been made teachers check the ESL/ELD box on the progress report card and Elementary and Secondary provincial report cards.
- 10.6 Teachers do not check the ESL/ELD box to indicate:
- that the student is participating in ESL or ELD programs or courses; or
 - that DI has been provided (i.e., accommodations such as extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student’s first language)
- 10.7 Information on each ELL’s level of English language acquisition will be summarized and included in PowerSchool at least once in each school year.

11.0 Responsibility

- 11.1 The Principal guides teachers to:
- Understand and provide differentiated instruction for ELLs (accommodations and modifications) to meet individual learning needs and the ongoing acquisition of language
 - Supports the implementation of STEP (Steps to English Proficiency) to assist in creating an environment that values cultural diversity, and supports the well-being and development of students
- 11.2 The teacher:
- differentiates content as required for ELL students which may involve modifying expectations for a period of time, collaboratively with administration, or the ESL teacher/coach
 - evaluates and reports on the modified expectations
 - uses and implements STEP (Steps to English Proficiency)
 - differentiates process, content, product and learning environment as required for ELL
 - students by providing accommodations
- 11.3 All English Language Learners have the right to accommodations which support their learning and reduce barriers. These accommodations include but are not limited to:
- granting of extra time for assignments, tests, and examinations
 - the use of alternative forms of assessment such as oral interviews, learning logs, or portfolios, etc.
 - the use of simplified language and instructions (i.e., through tasks that require completion of graphic organizers or cloze sentences)
 - access to a bilingual dictionary, use of dual language materials
 - strategic use of students’ first languages
 - use of technology
 - extensive use of visual cues
 - pre-teaching of key words
 - simultaneous use of oral and written instructions
 - use of adapted text

12.0 Identification and Involvement of English Language Learners in Large-Scale Assessment

- 12.1 English language learners should participate in the Grade 3 and Grade 6 provincial assessments in reading, writing, and mathematics, and in the Grade 9 provincial assessment in mathematics when they have acquired the level of proficiency in English required for success.
- 12.2 Decisions about exemptions or deferrals will be made according to the requirements articulated in the EQAO administration guide.
- 12.3 English language learners should take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success.
- 12.4 English language learners should participate in national and international assessments when they have acquired the level of proficiency in English required for success.

13.0 Discontinuation of ESL/ELD Support

- 13.1 English language learners should receive ESL/ELD program support until they have acquired the level of proficiency required to learn effectively in English with no ESL/ELD support. The decision to discontinue ESL/ELD support is made by the principal in consultation with the student, the parents/guardians, and ESL/ELD and classroom teachers.

Appendix:

None

Effective Date:

YYYY/MM/DD

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: October 21, 2019

SUBJECT: Staffing and Enrolment 2019-2020

PAGE NO. 1 of 6

ORIGIN: Anne Marie Laginski, Interim Associate Director - Academic Services
 David Visser, Associate Director - Corporate Services and Treasurer of the Board
 Paul Brown, Administrative Officer – Operations

1. Purpose

The purpose of this report is to provide Trustees with an overview of current elementary and secondary staffing. The report includes an update on Primary Class Size (PCS) and elementary enrolment that will be submitted to the Ministry of Education prior to October 31, 2019.

2. Ignite Learning Strategic Priority/Operational Goals

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

3. Background

The Operations Department, working with Durham District School Board (DDSB) staff, both at the school and system level, are committed to implementing the **Coherence Framework**, specifically **Securing Internal and External Accountability** through *aligning resources to where they are most needed to support equitable outcomes for all students.*

According to Ministry of Education requirements for 2019-2020, school boards are obligated to organize their kindergarten and elementary classes so that, on a board-wide basis:

- 90% of kindergarten (FDK) classes have 29 or fewer students;
- 100% of kindergarten classes have 32 or fewer students;
- 90% of primary classes have 20 or fewer students;
- 100% of primary classes have 23 or fewer students;
- 100% of combined Grade 3-4 classes have 23 or fewer students;
- average class size for junior/intermediate classes is 24.5 students.

4. Analysis**4.1 Primary Class Size (PCS) and Junior/Intermediate Classes**

The DDSB data submitted to the Ministry of Education will show compliance with all of the above PCS requirements. In the DDSB, on a board-wide basis:

- 94.2% of kindergarten classes have 29 or fewer students;
- more than 90% of primary classes have 20 or fewer students;
- 100% of primary classes have 23 or fewer students;

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

- 100% of combined Grade 3-4 classes have 23 or fewer students;
- average class size for junior/intermediate classes is 24.5 students.

All Primary Class Size targets (PCS) set by the Ministry of Education have been achieved.

The DDSB experienced an increase in elementary enrolment. Student population in elementary increased by 897 students over the original February enrolment projections (which are utilized for budget calculation purposes).

Area	Original Enrolment Projection	Actual Enrolment September 2019	Variance
Ajax	11,357	11,665	308
Brock	1,127	1,123	-4
Oshawa	14,085	14,195	110
Pickering	6,861	7,045	184
Scugog	1,746	1,822	76
Uxbridge	1,763	1,760	-3
Whitby	12,810	13,036	226
TOTAL	49,749	50,646	897

Factors That May Impact Enrolment

- 1) EQAO Results – above provincial averages
- 2) Construction of new schools and improvements to existing schools
- 3) Allocation of Chromebooks
- 4) Before and After Childcare Programs (95)
- 5) After School Recreation Programs (26)
- 6) Early Years Hubs (26)
- 7) Extended Daycare Programs (95)
- 8) Pre-school Readiness Programs (34)
- 9) Licensed Childcare Centres – infants, toddlers, and pre-schoolers (33)
- 10) Licensed Nursery School Programs (22)
- 11) New to Durham families choosing the DDSB and multiple-family dwellings
- 12) English Language Learners (ELL)
- 13) DDSB robust Equity Strategy
- 14) Scope of Special Education Programs and Services.
- 15) Students moving to DDSB from neighbouring school districts

DURHAM DISTRICT SCHOOL BOARD

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4.2 Kindergarten

There has been an increase in kindergarten for the 2019/2020 school year. Kindergarten enrolment has increased by **306** students over the original projections.

Kindergarten Class Size

For 2019-2020, 90% of kindergarten classes must have 29 or fewer students. However, 10% of kindergarten classes may have up to 32 students as per Ministry regulations. Funding for kindergarten is based on a Ministry set board-wide average class size of 26 to 2 (26 pupils to 2 adults), kindergarten teacher and one designated early childhood educator-DECE.

Kindergarten Data

The board-wide kindergarten class size average is **25.43**

Board Data	
# of Junior Kindergarten Students	4,519
# of Senior Kindergarten Students	4,634
Total # of Kindergarten Students	9,153

4.3 Secondary**Secondary Enrolment**

For 2019-2020, DDSB secondary schools maintain the average class size of 22:1 consistent with the average class size for 2018-2019 and the terms of the local collective agreement. The DDSB continues to staff as per the local agreement despite the fact that the Ministry of Education changed the funding model for secondary schools from 22:1 to 28:1. Secondary class sizes after 2019-2020 will be based upon the agreements made between the Ministry of Education and the teacher federations.

Secondary enrolment decreased slightly from the Original Enrolment Projections.

Secondary Enrolment 2019-2020

Original Enrolment Projection	Actual Enrolment September 2019	Variance
21,398	21,349	-49

Secondary Attrition

As outlined in the DDSB 2019-2020 Budget Booklet as at June 26, 2019, there was a required Reserve Draw of (\$3.45M) in order to maintain the class size of 22:1, which is

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

contained within the collective agreement. The unfunded number of teachers has increased from the estimate of 32 to 36 as of the fall of 2019. This will correspondingly increase the Reserve Draw from (\$3.45) to approximately (\$4.0), with the exact cost of this differential to be determined when the Board files the Revised Estimates later in the fall of 2019.

Impacted of e-Learning

As stated in the DDSB Budget booklet as at June 26, 2019 on page 63 of 89, e-Learning actually has the impact of reducing the Full Time Equivalent (FTE) on which the Grants for Student Needs (GSNs) are generated. For example, if a student takes 7 out of 8 credits with their school (one e-Learning) the student is no longer a 1.0 FTE, rather a 0.875 FTE. This reduces both the required number of teachers and supporting student GSN grants

5. Financial Implications

All Primary Class Size targets (PCS) set by the Ministry of Education have been achieved. School Boards can be subject to cash flow penalties if PCS targets are not met.

Reduction in Funding

For 2019-2020, the Ministry of Education set out new funding regulations for kindergarten, and the junior/intermediate grades.

- a) **Kindergarten:** There is a reduction in the funded average for Dedicated Early Childhood Educators (DECE) from 1.14 to 1.0. Class size caps and average class size requirements remain unchanged.
- b) **Junior/Intermediate Grades (Grades 4-8):** There is a reduction in the funded average class size from 23.84 to 24.5 while the class size average requirements remain unchanged at 24.5. This reduction resulted in approximately 30 fewer teachers compared to 2018-2019.

6. Evidence of Impact

Increases in enrolment have led to 50 new (FDK – Grade 8) classes being added to DDSB elementary schools for 2019-2020 over the original enrolment projections.

Reduction in funding has led to the increase in average kindergarten class sizes from **24.32** in 2018-2019 to **25.43** in 2019-2020.

Reduction in funding has led to the increase in average primary class size from **19.4** in 2018-2019 to **19.5** in 2019-2020.

The average class size for Junior/Intermediate classes is **24.5** as mandated by the Ministry.

DURHAM DISTRICT SCHOOL BOARD

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The school reorganization date was September 20 in 2019 compared to September 21 in 2018.

The 50 new classes require the addition of 8 portable classrooms to be added DDSB schools. These portable classrooms will be re-allocated from existing school sites where portable classrooms are no longer necessary.

7. Communication Plan

Elementary Staffing updates were shared on a regular basis with Principals, Superintendents, Facilities Services, Business, and Human Resource Services.

On October 21, the Elementary Staffing Primary Class Size Report is presented at the Board Meeting.

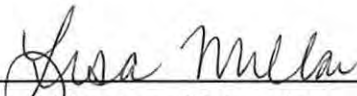
The Primary Class Size Report will be submitted to the Ministry of Education website prior to October 31, 2019.

8. Conclusion

Staffing changes outlined by the Ministry of Education in the Spring of 2019 had a significant impact on school boards across the province. Although able to maintain secondary staffing levels consistent with the local collective agreements for 2019-2020, the DDSB will staff at levels based upon the agreements made between the Ministry of Education and the teacher federations beyond 2019-2020. Staffing levels are determined by the Ministry of Education and school boards are required to comply with Ministry directives. The Ministry further proposed that starting in 2010-2021, all secondary students will take four (4) centrally delivered eLearning courses of their 30 graduation credits which will further impact staffing levels.

The DDSB's ability to meet Ministry of Education requirements for Primary Class Size was accomplished through a collaborative approach that included elementary Principals and Vice Principals working cooperatively with the Operations Department, Facilities Services, the Business Department, and Human Resources Services. Furthermore, the Operations Department, Facilities Services, the Business Department, and Human Resources Services met weekly to ensure the efficient staffing of all elementary and secondary schools.

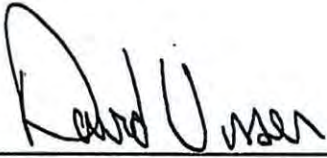
Report reviewed and submitted by:



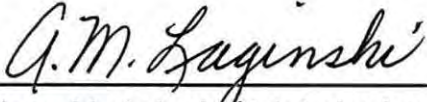
Lisa Miller, Director of Education

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT



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



Anne Marie Laginski, Interim Associate Director of Academic Services

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** October 21, 2019

SUBJECT: Coronation PS and RH Cornish PS Gifted Program Boundary Consultation Process **PAGE NO.** 1 of 5

ORIGIN: Lisa Millar, Director of Education
David Visser, Associate Director of Corporate Services and Treasurer of the Board
Jamila Maliha, Family of Schools Superintendent
Heather Mundy, Family of Schools Superintendent
Christine Nancekivell, Chief Facilities Officer
Carey Trombino, Manager of Property and Planning
Anne Dobos, Senior Planner

1. Purpose

The purpose of this report is to commence a public consultation process in accordance with Regulation School Boundaries with regards to Oshawa's northern Gifted program boundary, currently designated to Coronation PS, as identified in Appendix A.

2. Background**2.1 Coronation PS**

Coronation PS, a dual track school, offers a Regular program and the Gifted program. The Gifted program boundary encompasses the City of Oshawa's municipal boundary, including the lands north of Columbus Road. Provided as Appendix A is a map outlining Coronation PS's Gifted program boundary.

2.2 RH Cornish PS

RH Cornish PS, located in (Port Perry) the Township of Scugog, is a triple track school, offering a Regular program, French Immersion program and the Gifted program.

RH Cornish PS's French Immersion program boundary and Gifted program boundary serve similar areas; however, they do not mirror each other.

The difference in RH Cornish PS's boundaries are the lands between Coates Road (also the City of Oshawa/Township of Scugog boundary) and the lands north of Columbus Road, in Oshawa. Appendix C outlines RH Cornish PS's French Immersion program boundary and Gifted program boundary.

The boundaries, including the lands between Coates Road and Columbus Road, for RH Cornish PS and Coronation PS have been in place for many years (more than 20 years). For the remainder of this report the lands between Coates Road and Columbus Road, as identified on Appendix B, will be referred to as the subject area.

2.3 Home School for Subject Area

The subject area designated to the following schools, as identified in Table 1.

Table 1 - Home School for Subject Area

Elementary Panel		
Program	School	Municipality
Regular Program	Prince Albert PS	Township of Scugog
French Immersion Program	RH Cornish PS	Township of Scugog
Gifted Program	Coronation PS	City of Oshawa
Secondary Panel		
Regular Program	Port Perry HS	Township of Scugog
French Immersion Program	Port Perry HS	Township of Scugog
Gifted Program	Port Perry HS	Township of Scugog

At the May 24, 2019 Board Meeting Trustees were presented a report entitled “Coronation PS and RH Cornish PS Gifted Program Boundary” outlining details on Oshawa’s northern Gifted program boundary, currently designated to Coronation PS.

As outlined in the May 24, 2019 Board Report, most students in the subject area are bussed north to the Township of Scugog to their designated school, whereas students in the Gifted program are designated to Coronation PS, in Oshawa.

2.4 Temporary Dual-Zoning

To provide consistency for families in the area, a temporary Gifted program dual-zoning (Coronation PS or RH Cornish PS) was established in May 2019 and bussing was provided, until such time as a full consultation process commenced fall 2019 for the Gifted program in the subject area, as identified in Appendix B.

As outlined in section 2.3, Table 1, students residing in the subject area are transported to the Township of Scugog schools at both the elementary and secondary level with the exception of the elementary Gifted program, who are transported south to Coronation PS.

2.5 Boundary Proposal

Staff are proposing that in order to provide consistency for families in the subject area, that Oshawa's northern Gifted program boundary, currently designated to Coronation PS, be designated to RH Cornish PS.

2.6 Consultation Process

Oshawa's northern Gifted program boundary, currently designated to Coronation PS, was identified for consideration in the Accommodation Plan: Trends, Issues and Future Opportunities 2019 – 2023, presented to Trustees at the September 16, 2019 Board Meeting.

Staff have discussed the proposal with local Trustees on October 7, 2019 and October 10, 2019. Staff also discussed the proposal with Durham Student Transportation Services (DSTS) staff, the Special Education Advisory Committee (SEAC) Chairperson and a representative from the Association for Bright Children. As per Board Regulation School Boundaries Superintendent Jamila Maliha, Superintendent Heather Mundy, and Planning staff will be meeting with the School Community Council Executive of Coronation PS, Prince Albert PS (the Regular program boundary school) and RH Cornish PS prior to the Open House, to outline the proposal.

An Open House will be held the evening of November 19, 2019 from 7pm – 8:30pm in the gymnasium at RH Cornish PS. The Open House format is facilitated through multiple stations where stakeholders can ask staff questions informally while formal input can be received via comment sheets, voicemail and email.

At the Open House various Board staff will be present to answer questions. Staff will include Superintendent Maliha and Superintendent Mundy, Planning staff, and DSTS staff. In addition, there will be an opportunity for parents to have input into a communication plan for parents.

3. Analysis

3.1 Enrolment

As of September 2019, there is one student attending the Gifted program from the subject area. This student is attending RH Cornish PS's Gifted program.

Review of the subject area, over the past five years (2014-2018), finds that there were no students attending the Gifted program, designated to Coronation PS.

3.2 Transportation

From a transportation efficiency perspective, buses serving the subject area are already heading to the Scugog schools, including RH Cornish PS for the French Immersion program, as identified in

Section 2.3, Table 1.

Ride times for Gifted students would be less given that buses are travelling against the traffic by heading north rather than south. Depending on the location of the students, the distance would also be closer to RH Cornish PS, rather than Coronation PS.

4. Ignite Learning Strategic Priority/Operational Goals

Increase Students 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.

Constructively Engage the Community

- Use many ways to communicate with and receive feedback from the community.

5. Financial Implications

There is an anticipated savings in transportation given that all students within the boundary will be transported north to their designated school.

6. Evidence of Impact

Establishing boundaries to accommodate students in their neighbourhood school, resulting in reduced transportation at schools.

7. Communication Plan

There will be a number of opportunities available to provide and receive communication:

- SCC Executive Meeting
- Open House
- Email and Voicemail
- Report to be posted on the DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews'
- Final Report taking into consideration all community input presented January 2020
- Newsletters available on the schools' website and available on DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews'

8. Conclusion

A boundary consultation process to align the Gifted program school boundary in the subject area (between Coates Road and Columbus Road in the City of Oshawa) provides consistency with the other school boundaries.

An Open House is scheduled for November 19, 2019. The purpose of the Open House is to provide information to the community, while also providing an opportunity to gather input. A dedicated email address and phone line will be established as another means to gather community input.

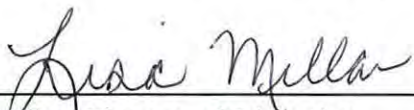
This report is provided for Trustee information.

9. Appendices

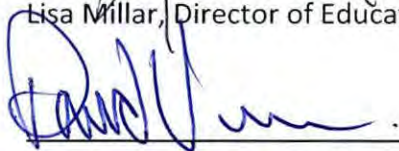
Appendix A – Coronation PS Gifted Program Boundary

Appendix B – RH Cornish PS French Immersion and Gifted Program Boundaries

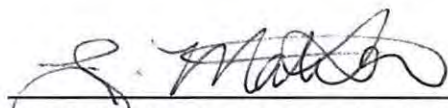
Report reviewed and submitted by:



Lisa Millar, Director of Education



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



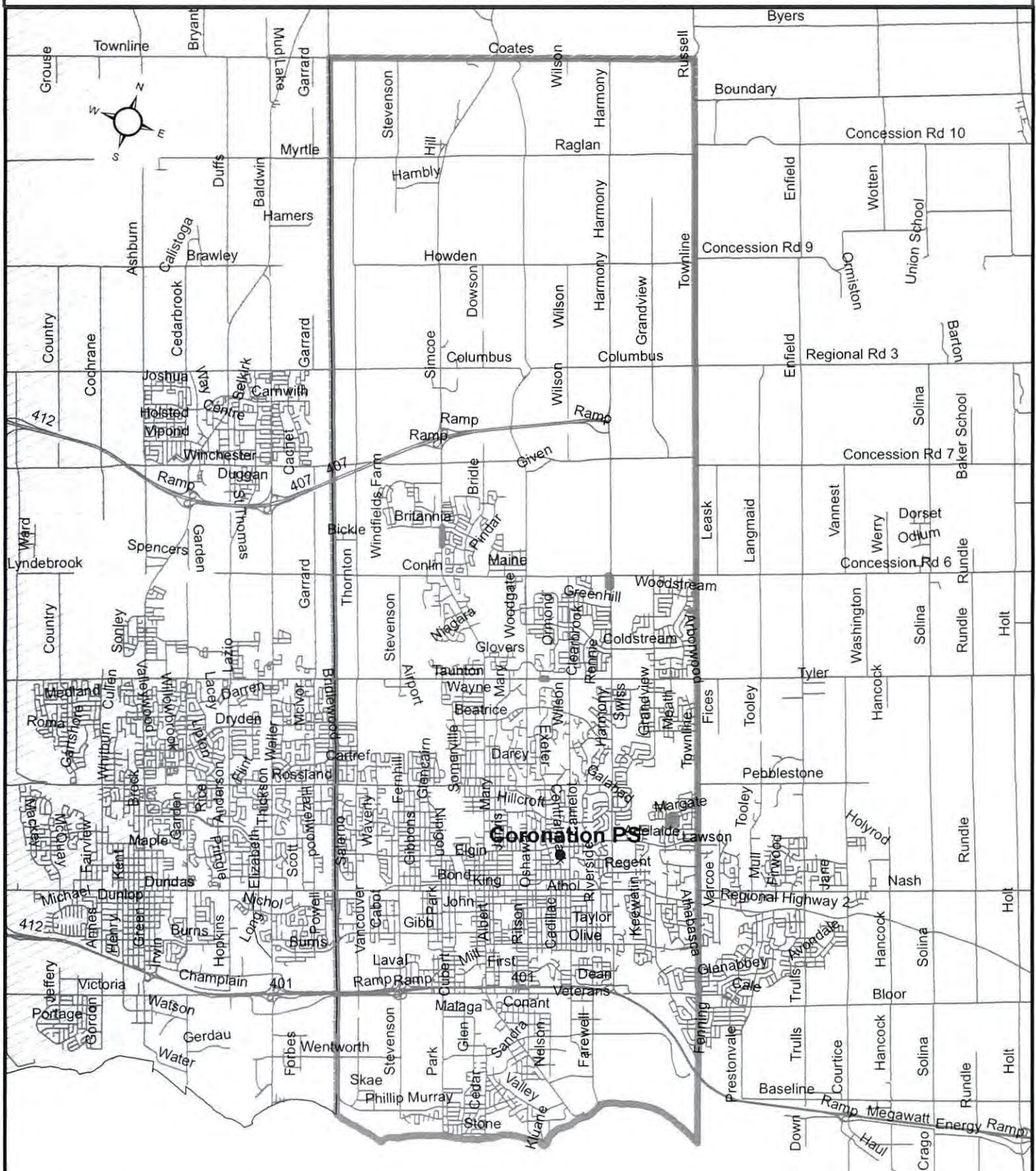
Jamila Maliha, Family of Schools Superintendent



Heather Mundy, Family of Schools Superintendent



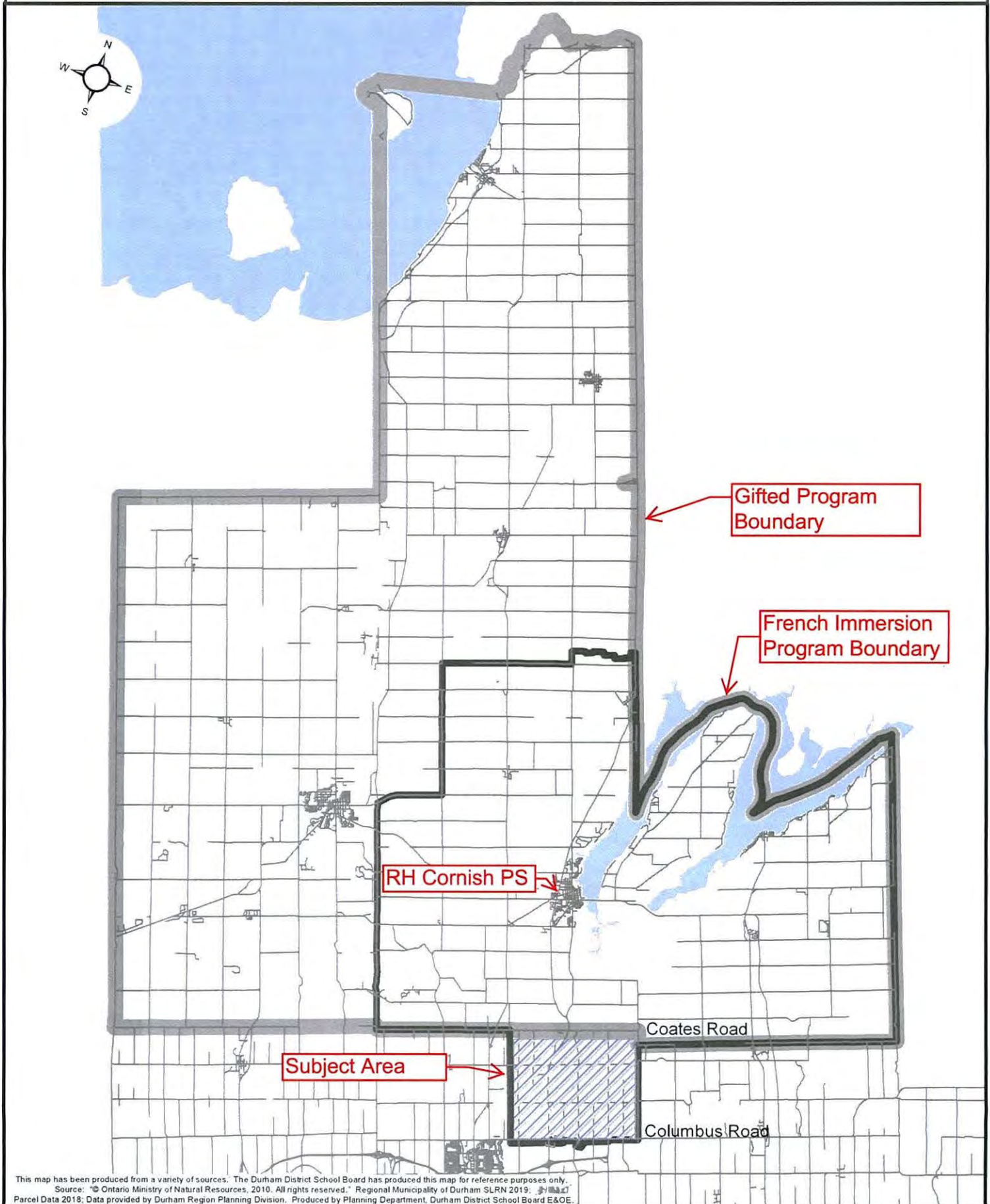
Coronation PS - Gifted Program Boundary



This map has been produced from a variety of sources. The Durham District School Board has produced this map for reference purposes only.
Source: "© Ontario Ministry of Natural Resources, 2010. All rights reserved." Regional Municipality of Durham SLRN 2017;
Parcel Data 2017; Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board E&OE.



RH Cornish PS French Immersion and Gifted Program Boundaries



DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: October 21, 2019

SUBJECT: Education Development Charges (EDC)
Proposed New Regulations
OASBO and OPSBA Correspondence

PAGE NO. 1 of 8

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

1. Purpose

To provide information to the Board of Trustees regarding Ontario Association of School Business Officials (OASBO) response to the Ministry of Education's Education Development Charges (EDC) and Notice to School Boards Prior to Acquiring Land: Proposed Regulations, provided as Appendix A, and Ontario Public School Boards' Association (OPSBA) correspondence provided as Appendix B.

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

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.

On September 16, 2019, Trustees were provided a report entitled "Education Development Charges – Proposed New Regulations", provided as Appendix C. The report, provided for Trustee information, outlined the EDC Consultation Document on the Ministry of Education's Education Development Charges (EDC) and Notice to School Boards Prior to Acquiring Land: Proposed Regulations. Staff summarized current EDC Guidelines versus proposed changes, followed by staff comments.

Staff comments from the September 16, 2019, Board Report, provided as Appendix C, were provided to a Committee of OASBO Members, who gathered comments from various school boards and prepared a response to the Ministry of Education, on behalf of all OASBO Members.

Staff also participated in a teleconference to provide additional input into the OASBO letter to the Ministry of Education.

Provided, as Appendix A, is a copy of OASBO's response to the Education Development Charges (EDC) and Notice to School Boards Prior to Acquiring Land: Proposed Regulations, dated October 4, 2019, to the Ministry of Education.

Provided, as Appendix B, is a copy of OPSBA's response to EDC and Notice to School Boards Prior to Acquiring Land: Proposed Regulations, dated October 3, 2019, to the Ministry of Education. OPSBA coordinated their review and work in conjunction with OASBO.

4. Analysis

The following chart outlines the EDC Consultation Document - current versus proposed changes, followed by OASBO's summary of comments and recommendations, based upon OASBO's correspondence, provided as Appendix A. Any additional comments provided in OPSBA's correspondence (provided as Appendix B), and not provided in OASBO's comments, are summarized for Trustee information.

4.1 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

Summary of OASBO Comments:

- OASBO does not support the restriction on EDC rate increases
 - Restrictions on EDC rate increases only defer the current costs to the future
 - Jeopardizes school boards ability to collect and may impact ability for boards to borrow money
 - Restricting board's ability to collect EDCs means that despite demonstration of need to purchase sites, boards may not be able to acquire lands to meet accommodation obligations

OASBO Recommendations

- If the Ministry retains rate increase restrictions, that a mechanism be added to allow for a Minister's exemption to increase rates beyond the cap, based upon a board's warranted relief from the cap
- Request Ministry clarification if boards without a non-residential charge would be allowed to consider a future non- residential rate

Additional Comments from OPSBA:

- There is a discrepancy between EDC rates collected by boards and the huge growth in land costs
- The freeze on EDC rates has had a huge impact on growth of boards
- Believe that most developers factor in the cost of EDCs when financing their projects and that they want to build in good communities with public assets, including schools

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 (LEDA) proposals and the final date to accept the proposals.

Summary of OASBO Comments:

- There needs to be a requirement for comprehensive timelines with respect to timing of discussions of LEDA proposals
- Timing outlined for boards to consider Alternative Projects is not sufficient and could jeopardize boards' ability to approve a new EDC by-law before the lapsing date
- Suggest that a 'notice of intent' to renew an EDC by-law together with notice of consideration of LEDA proposals and Alternative Projects at outset of process perhaps through board's Long Term Accommodation Plans and Community Planning & Partnership Guideline work

OASBO Recommendations

- Any future guidelines provide a detailed timeline for review process, ensuring sufficient time for process
- Given increased complexity of EDC Background Studies and potential for delays in approvals of new EDC by-laws that Ministry consider exemption powers to extend 5-year lifespan of EDC by-laws

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.

Summary of OASBO Comments:

- Boards require clarity about where surplus pupil places can be/cannot be used to accommodate new pupils
 - Clarification in regards to inclusion of capacity of closed schools (where board's have removed capacity)
 - Clarification in regards to inclusion of capacity of spaces leased or licensed to community partners. If boards required to include this capacity it may be negating some of the benefits of these partnerships.

OASBO Recommendations

- Clarify surplus pupil places used to accommodate growth, while providing rationale where pupil places cannot be used to accommodate growth
- Clarify the inclusion of the capacity of closed schools
- Clarify the inclusion of leased and licensed to community partners

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.

Summary of OASBO Comments:

- Alternative accommodation arrangements through new Alternative Projects (is lower expenditure option, with example provided as an underground parking garage or a pedestrian bridge to access a school) and Local Education Development Agreements (where a developer provides school site in lieu of EDC credits) should be included in EDC by-law Background Study review process, and considered through an EDC by-law amendment
 - New Alternative Projects and Local Education Development Agreements (LEDAs) would result in a reduction in EDC rate
 - Flexibility to consider New Alternative Projects and LEDAs through an EDC by-law amendment allows them to be a more viable option, rather than requiring a new Background Study every time

OASBO Recommendations

- New Alternative Projects and LEDAs should be allowed to be considered through an EDC by-law amendment

Additional Comments from OPSBA:

- Alternative Project lists needs to be explored further, with more options provided
- Suggested Alternative Projects be a coordinated effort with municipalities
- Alternative Projects does not address the real needs of some boards experiencing growth but not able to implement EDCs

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.

Summary of OASBO Comments:

- Not clear as to when the proposed additional exemptions may come into effect
- Not clear if proposed additional exemptions are non-residential exemptions or expanded to also include residential exemptions
 - Example retirement home can fall under the boards' EDC definition of a residential unit
 - Ministry needs to clarify if the intent of this proposal is to exempt the noted proposed residential units from EDCs
- Concern of private schools being provided as an exemption
 - Boards, through the Ministry's Community Planning and Partnership Guideline consider partnerships but there is an expressed restriction to include "competing education services such as...private schools or private colleges..."
 - The Ministry is creating an inconsistency in regards to private schools

OASBO Recommendations:

- Clarify timing of when additional exemptions come into force
- Clarify exemption criteria in respect to residential and non-residential uses
- Exclude private schools from the list of exempt institutional uses

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.

Summary of OASBO Comments:

- Support for the expanded opportunity to capture pupils in temporary accommodation towards growth-related pupil place needs
- Previous methodologies restricted this ability and place boards at a disadvantage in meeting growth needs

OASBO Recommendations:

- OASBO support the expansion of criteria to include pupils in temporary accommodation in the calculation of growth-related needs of boards

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.

Summary of OASBO Comments:

- Ministry is the approval authority for EDC Background Studies and approves the number of school sites required therefore remains unclear why additional authority is required to approve or refuse a land purchase
- Boards will have the potential for a breach of contract related to agreements of purchase and sale
- Boards may be required to enter into a binding agreement of purchase and sale with an extension
- Some boards enter into agreements which provide for a purchase price to be determined through the exchange of appraisals, or other methods to determine purchase price
- Board will not know final price when it notifies Ministry in advance

ADMINISTRATIVE REPORT

EDC - Proposed New Regulations OASBO and OPSBA Correspondence

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- Ministry must recognize the possible uncertainty of the purchase price through the *Expropriation Act*

OASBO Recommendations

- Regulation should include a transition provision for agreements executed prior to June 6, 2019
- Regulation should permit the notification to the Minister prior to the anticipated closing date
- Expand the 60 day closing period for a board's purchase agreements
- Ministry's notification process should be amended to recognize uncertainty of final purchase prices and reflect the application of the *Expropriation Act*

Additional Comments from OPSBA:

- Concerned about increased layer of oversight and Ministry approvals, creating project delays and increased costs

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

OASBO requested the opportunity for continued discussion and review of any further guidelines and draft regulations. The additional consultation would allow for an equal voice for all school boards.

OPSBA, in their closing remarks, commented that school closures, through Pupil Accommodation Review Guidelines (PARG), has a significant capital impact on school boards. OPSBA urged the release of the PARG.

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 - Proposed New Regulations OASBO Correspondence

Appendix B – Education Development Charges - Proposed New Regulations OPSBA Correspondence

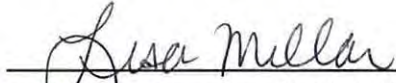
Appendix C - September 16, 2019 Board Report - Education Development Charges – Proposed New Regulations

ADMINISTRATIVE REPORT

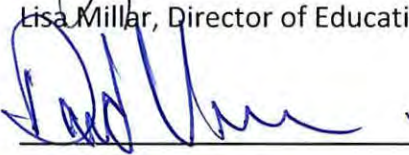
EDC - Proposed New Regulations OASBO and OPSBA Correspondence

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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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Building your career in Ontario's educational system

OASBO is a member-driven organization, committed to building Ontario's provincially-funded education system through strong and efficient administration.

L'OASBO est un organisme piloté par ses membres et engagé à bâtir le système d'éducation financé par la province de l'Ontario à l'aide d'une administration solide et efficace.

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Executive Director

Gerry Cullen

4 October 2019

Paul Bloye

Director, Capital Program Branch

Ministry of Education

315 Front Street West, 15th Floor

Toronto, Ontario

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RE: Education Development Charges and Notice by School Boards Prior to Acquiring Land Proposed Regulations

On August 23, 2019 proposal 19-EDU002 "Education Development Charges and Notice by School Boards Prior to Acquiring Land: Proposed Regulations" was posted for comment on the Regulatory Registry.

The proposed changes to the Ontario Regulation 20/98 (Education Development Charges - General) made under the Education Act relate to the calculation of Education Development Charges (EDCs) as well as other matters including alternative projects, restrictions on rate increases, notice provisions, calculations of existing capacity, exempted non-residential uses, accounting of holding students as well as notice to the Minister for approval to acquire or expropriate land.

The Ontario Association of School Business Officials (OASBO), together with the Council of Senior Business Officials (COSBO), the Ontario Association of Public School Boards (OPSBA), the Ontario Catholic School Trustees Association (OCSTA) and the Ontario Catholic School Business Officials Association (OCSBOA), have reviewed and respectfully submit the following comments for consideration by the Ministry of Education:

1. Rate Increase Restrictions

OASBO does not support the continued imposition of a restriction on EDC rate increases. There are a number of new tools which have been introduced that are intended to reduce Education Land Costs which may provide school boards and the land development industry with greater flexibility to address pupil accommodation needs.

Ongoing imposition of the rate increase restriction results in an artificially constrained charge which only defers the current cost of development to future generations of home buyers and will result in higher charges in the future.



Ontario Association of
School Business Officials

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In addition, these restrictions jeopardize the ability for school boards to collect funds, which may impact a board's ability to borrow funds, or may increase the cost of borrowing, contributing to an overall increase in net education land costs.

Analysis of only six EDC eligible boards indicates that due to the imposed caps, boards will collect \$93.3 million less than they are eligible to over the 15 year forecast term. Due to this shortfall, these six boards will have to borrow an additional \$231 million to ensure their ability to purchase school sites, which will be increasingly difficult as deficits continue to grow.

Without the ability to collect at the full eligibility calculated by a Background Study, we question what mechanism the Ministry will put in place to allow boards to purchase land when and where needed to address growth-related pupil accommodation needs. Moreover, as the cumulative shortfall in rate collections increases over the life of by-law, more clarification is needed on the mechanisms that will be introduced by the Ministry to offset the deficits.

The Bill 108 changes to the *Education Act* increased Ministry oversight over the EDC Background Study process and land purchases. The Minister's approval of the Background Study implies that there is knowledge of a board's needs and corresponding eligibility, therefore restricting collection means that despite demonstration of the need, boards may not be positioned to acquire land required to meet pupil accommodation obligations.

Recommendations:

- We request that if the Ministry retains rate increase restrictions, that a mechanism be added to the regulation to allow a Minister's exemption to increase the rate beyond the caps. Exemptions should be considered where a board is able to demonstrate circumstances which warrant relief from the cap.
- We also ask that the Ministry provide clarification of whether boards without a non-residential charge will be allowed to consider a future non-residential rate.

2. Notice of Public Meetings

There needs to be a comprehensive timeline identified with respect to the timing of discussions of Alternative Projects and Localized Education Development Agreements (LEDAs) as well as key milestones throughout the review process.

Notice of consideration of Alternative Projects 20-days prior to a public meeting, which typically occurs toward the latter half of a year-long review process, does not allow boards sufficient time to give appropriate consideration to alternatives, and draft Background Studies are usually already in the hands of Ministry staff by the time of the first public meeting. Further, proposals received late in the process may jeopardize a board's



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ability to approve a new by-law before the lapsing date and by extension threaten the ability to continue to collect EDCs.

Introducing a notice of intent to renew a by-law together with notice of consideration of Alternative Projects and LEDAs at the outset of a process would allow boards the opportunity to consider options earlier in the review process. This earlier consultation can be based on boards' Long Term Accommodation Plans and Community Planning & Partnership Guideline work.

We expect that clarity will be provided by the Ministry if approval by the Minister is not granted, and how such an outcome will affect board approval timelines and by-law expiry.

Recommendations:

- That any future guidelines provide a detailed timeline for the review process to ensure sufficient time from the initiation of a review to replacement date of the by-law, and that any timelines specified by regulation ensure that the implications of amended timelines and additional obligations are fully considered.
- That given the increased complexity of the Background Studies and the potential for new by-law approvals to be delayed, that the Ministry consider introducing exemption powers that would allow the Minister to extend an in-effect by-law beyond its 5-year lifespan. This would avoid by-laws lapsing and boards not collecting charges, in the event of unforeseen circumstances having caused delay.

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

The timing of the Minister's approval needs to be clearly articulated in the regulation for boards to meet timelines associated with a by-law renewal. Submitting the rationale in the Background Study, at the end of the review process, is too late to make changes. Boards should have the ability to submit the rationale to support exemptions and expect a response from the Minister within a defined period of time, in order to avoid delay in recalculating capacities at the end of the review process.

Boards require clarity about where surplus pupil places can be used to accommodate growth, but also ensure that there is justification for where pupil places cannot be used to accommodate growth.

Clarification is also required with respect to the inclusion of the capacity of closed schools, where the Ministry has already removed this capacity from the board. At this time closed schools are not included in a board's capacity. Including closed schools may preclude a board from qualifying for EDCs, if based on the capacity of closed schools is to be considered as part of the eligibility trigger, notwithstanding that a board may have declared the site surplus and it is being used for alternate programs, or



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regardless of the fact that new growth areas are far removed from areas of decline and surplus capacity.

Clarification is also required with respect to spaces leased or licensed to community partners and whether these spaces are to be considered in a board's capacity. An objective of the Ministry of Education's Community Planning and Partnership Guideline is to establish a process for boards to '*optimize the use of public assets*'. If required to include leased or licenced spaces as available capacity, boards may be negating the benefits of these partnerships.

Recommendations:

- Clarify where surplus pupil places can be used to accommodate growth, but also ensure that there is a rationale for where pupil places cannot be used to accommodate growth.
- Clarify the inclusion of the capacity of closed schools, where the Ministry has already removed this capacity from the board.
- Clarify the requirement where spaces leased or licensed to community partners and whether these spaces are to be considered in a board's capacity.

4. Changes to an Alternative Project

New Alternative Projects and LEDAs should not only form part of the Background Study review process, they should also be allowed to be considered through an amendment process. It is suggested that the consideration of Alternative Projects should be allowed at any time.

If an Alternative Project were endorsed by the Minister, and would result in a reduction in the eligible EDC charge, then the by-law could be amended to reflect the adjusted charge. This would ensure that for those projects that were not able to be fully costed and thoroughly vetted at the time of the Background Study are able to be brought forward to potentially reduce the charge.

If this flexibility is not afforded to boards, then Alternative Projects will be far less frequent and anticipated savings less attainable. Alternatively, boards would otherwise need to complete a new Background Study every time a savings opportunity presents itself, with no guarantee of success.

Recommendations:

- That new Alternative Projects and LEDAs should not only form part of the Background Study review process, they should also be allowed to be considered through an amendment process and allowed at any time.

5. Education Development Charge-Exempt Institutions

It is not clear from the consultation document when the additional exemptions may come into effect. Nor is it clear whether the intent is to



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provide exemption to the list of users as non-residential exemptions or whether this may expand to include residential exemptions. Many of the listed institutions also develop residential units, as such without further detail it remains unclear whether there is an implied statutory residential exemption.

For example, retirement home units often include both cooking and washroom facilities within the unit and as such meet the definition of a “dwelling unit”. Accordingly, the units would be charged a residential EDC rate. Is it the Ministry’s intent to exempt these residential units from the residential EDC?

There is concern about the addition of Private Schools in the list of exempted institutional uses. Boards have the responsibility conveyed through the Community Planning and Partnership Guideline to consider partnerships with various institutional entities. However, there is an expressed restriction found in the Ministry’s guideline:

“Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government-funded, are not eligible partners.”

Accordingly, the exemption benefitting a competing educational service is inconsistent with the principle previously imposed on boards.

Recommendations:

- Clarify the timing of when additional exemptions will come into force.
- Clarify the exemption criteria in respect of residential and non-residential uses.
- Exclude private schools from the list of exempt institutional uses.

6. Holding Students

There is support for the expanded opportunity to capture pupils who are in temporary accommodation (i.e. portables) toward growth-related pupil place needs.

Timely provision of new pupil places to accommodate growth is critical to addressing these issues, but often is beyond the control of the Ministry and boards. Previous methodologies restricted this ability and placed boards at a disadvantage in meeting the accommodation needs of growing communities.

Recommendations:

- OASBO supports the expansion of criteria to include pupils in temporary accommodation in the calculation of growth-related needs of boards.



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7. Notice to Acquire or Expropriate Site

Where the Minister is the approval authority for EDC Background Studies and therefore, approves the number of school sites required by a board, it remains unclear why additional authority is required to approve or refuse a land purchase. The approval of a Background Study implies that there is acceptance of a board's land needs, the associated costs and timing.

Given the potential of breach of contract related to agreements of purchase and sale already signed by boards, boards require the inclusion of transition provisions in regulation for any agreements signed before June 6, 2019, the date on which the revisions to section 195 came into effect.

A board may be required to enter into a binding agreement of purchase of sale with an extended closing date. The Ministry should recognize that the board will need to notify the Minister and the 60-day period will need to lapse before the board can sign the agreement. The regulation should permit this notification to occur even if it is well in advance of the anticipated closing date.

For greater clarity, providing a board with a notice only 60 days prior to closing, does not give it sufficient time to process the requirements previously agreed to in many purchase agreements.

Some boards have entered into, or will enter into agreements, which provide for the purchase price to be determined through the exchange of appraisals or other methods to determine the purchase price. When the board notifies the Minister that it wishes to enter into such an agreement or exercise an option in an agreement already signed, it may not know what the final price will be and will not be in a position to state what the maximum price could be. The same is true for sites acquired through expropriation. The Ministry's notification process must recognize this possible uncertainty as to purchase price and reflect the application of the *Expropriation Act*.

Recommendations:

- The regulation should include transition provisions for agreements executed prior to June 6, 2019.
- The regulation should permit the notification to the Minister prior to the anticipated closing date.
- Expand the 60 day closing period for a board's purchase agreements.
- The Ministry's notification process should be amended to recognize the uncertainty as to the final purchase price in various agreements and reflect the application of the *Expropriation Act*.



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Summary:

Based on the foregoing, we respectfully request that OASBO's concerns and comments be considered in the drafting of modified regulation(s) and guidelines. OASBO, together with the other business and trustee associations, continue to welcome the opportunity to discuss these matters further on behalf of our EDC eligible and 72 member school boards. These organizations and members request an opportunity to review any further guidelines and draft regulations. Additional consultation would allow organizations and boards the opportunity to have an equal voice in these complex and significant changes to both the EDC guidelines and regulation(s) and site purchase procedures to ensure a workable outcome for both the Ministry and boards.

We appreciate the opportunity to provide this submission and are available at any time to begin the conversation: Virina Elgawly (Virina.Elgawly@wcdsb.ca), Chairperson and Jennifer Passy (Jennifer.Passy@ugdsb.on.ca), Planning Committee OASBO.

Yours truly,

Steve Shaw
 President, OASBO

c: Gerry Cullen, Executive Director, OASBO
 Corina March, Liaison Director, OASBO
 Virina Elgawly, Planning Committee Chairperson, OASBO
 Jennifer Passy, Planning Committee, OASBO



ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Leading Education's Advocates

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Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

October 3, 2019

Capital Programs Branch
315 Front Street West, 15th Floor, Toronto, Ontario

Re: Proposed Regulations re: Education Development Charges (EDCs) and Notice by School Boards Prior to Acquiring Land

Education funding and facilities/capital-related costs remain a focus of advocacy for the Ontario Public School Boards' Association (OPSBA). Currently, Education Development Charges (EDCs) are levies on new construction in a municipality given to school boards solely to pay for new school sites, and are managed by the directives contained in Ontario Regulation 20/98: Education Development Charges – General.

For several years, our Association has been seeking changes to this regulation that would provide an increase in the charges to cover the actual cost of sites, and the flexibility to support boards experiencing particular areas of growth. Several member boards are dealing with unique circumstances, and as a result they are being challenged with capital and renewal costs for their aging schools. Many schools have needs that are serious and urgent, impacting the ability to meet current program requirements, including funding to adapt or change classrooms that are no longer suitable.

We recently commented on the subject of EDCs and Land Expropriation in our submission to Bill 108, *More Homes, More Choice Act* (May 2019). Regarding Land Expropriation Amendments, we stated our concern over increased ministerial oversight leading to project



delays and increased costs. With regard to EDCs, we were eager to learn more about the ministry's plans for "alternative projects" and if this would allow boards more creative capital solutions. We also re-stated the discrepancy between the EDC rates collected by boards and the huge growth in the cost of land.

For this current proposal, we have reviewed the proposed changes and coordinated our work with the Ontario Association of School Business Officials (OASBO). We support and endorse our education partner's submission and recommend the Ministry of Education carefully review the comments obtained from their group of technical experts who are either senior finance or planning staff within school boards.

In addition to the OASBO submission, OPSBA would like to offer the following comments based on the contents of the EDC Regulations Consultation Document and the Draft Site Acquisitions Guidelines Document:

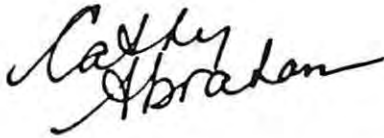
- We do not support the restriction of a 5% rate increase for EDCs. The freeze imposed last year has had a huge impact on growth boards. School boards need an appropriate increase and a sustainable EDC rate to catch up and match the current and increasing costs of site acquisition, and construction. Land acquisitions continue to be at fair market value, whereas EDC rates are capped.
- School boards support the concept of "Alternate Projects" including the options of renting school spaces or leasing other buildings. We would recommend there be more discussion and information sharing as to what "other measures" could include beyond building "podium" schools above existing spaces, such as parking garages. Trustees have mentioned working together with municipalities about how to "fill in" spaces within communities. This could be a coordinated effort and incentivized by the government.
- We are concerned about the increased layer of oversight and ministry approvals. Many boards have indicated that this has slowed down their long term planning processes, created project delays, and increased costs. Trustees have suggested that municipalities be directed to prioritize approvals that concern school sites and construction as delays raise costs for the taxpayer.
- The current regulation and the inclusion of "Alternative Projects" does not address the real needs of some school boards that are experiencing areas of growth and are not able to implement EDCs. The requirement for a board's enrollment to exceed capacity does not work in practical terms for many large urban centres. Excess capacity when assessed on a district-wide basis, regardless of significant capacity pressures and challenges faced in many neighborhood schools puts some students in some boards at a disadvantage. There may be space somewhere in the board's jurisdiction, but it does not make sense for students and parents to be forced to spend an inordinate amount of travel time to school as a result of traffic in the urban core of cities. In addition, many urban centres are experiencing densification – families returning to live and work in city and town cores. The explosive increase in young families living in condominiums has created the need for a significant change in the Education Development Charges regulation to reflect this phenomena. These students should have access to schools that are reasonably close in terms of actual travel time as opposed to distance. The regulation also should be flexible so that it would permit monies to flow to school boards for capital projects other than new sites. The regulation needs to be amended to help support urgent school infrastructure needs and reduce overcrowding in high-growth areas.



- We believe most developers want to build in good communities with strong public assets that include our schools. We also believe most developers factor in the cost of EDCs when financing their projects.
- Finally, the delay in the release of the Pupil Accommodation Review Guidelines (PARG) has significantly impacted school board capital projects in that schools that should be closed often require significant repairs, the expected proceeds of disposition are not available for new construction, and there will be increased construction costs on projects that have been delayed because of the moratorium on school closures. We urge the Ministry of Education to release the PARG as soon as possible.

We thank you for your consideration of these comments and look forward to next steps in regulation amendments and the release of the Site Acquisition Guidelines.

Sincerely,

A handwritten signature in black ink, appearing to read "Cathy Abraham". The signature is fluid and cursive, with the first name "Cathy" written above the last name "Abraham".

Cathy Abraham, President, Ontario Public School Boards' Association

The Ontario Public School Boards' Association represents public district school boards and public school authorities across Ontario, which together serve more than 1.3 million public elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario. OPSBA is seen as the credible voice of public education in Ontario and is routinely called on by the provincial government for input and advice on legislation and the impact of government policy directions.

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

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Education Development Charges – Proposed New Regulations

Page 2 of 6

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.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Education Development Charges - Proposed New Regulations

Page 3 of 6

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.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Education Development Charges - Proposed New Regulations

Page 4 of 6

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.

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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.

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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.

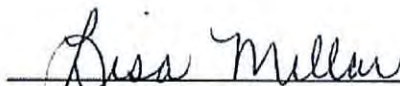
6. Conclusion

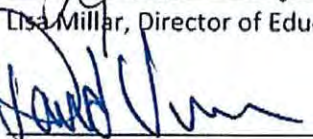
This report has been provided to Trustees for information. Staff will provide future updates as additional information is provided.

7. Appendices

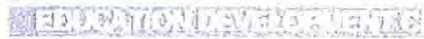
Appendix A – Education Development Charges – Consultation Document

Report reviewed and submitted by:


 Lisa Millar, Director of Education


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

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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.

EDCs TO BE INCLUDED IN THE CALCULATION OF EDCs

- 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 applies for approval from its trustees to expropriate; ☐ 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.