



Board Meeting Agenda

November 18, 2019 — 7:00 p.m.



5th Annual "The Leader in Me: Awareness to Action" Conference

On October 22nd, Durham Youth Drug Awareness Committee (DYDAC) hosted secondary students from four various local school boards, including the Durham District School Board (DDSB), to learn and share ideas about substance awareness initiatives.

DYDAC is a collaborative committee comprised of representatives from the DDSB, Durham Catholic District School Board, Carea Community Health Centre, Durham Region Public Health, and Pinewood Centre of Lakeridge Health.

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, November 18, 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. R.S. McLaughlin C.V.I.
(Trustee Ashley Noble)
6. Adoption of Agenda
 - (a) APPROVED Minutes of the Regular Board Meeting of September 16, 2019 1 – 12
 - (b) APPROVED Minutes of the Special Board Meeting of October 7, 2019 13 – 15
 - (c) DRAFT Minutes of the Regular Board Meeting of October 21, 2019 16 – 25
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
 - (a) Presentations
 - (i) Grove School – CTCC Program 26 – 36
(Superintendent Andrea McAuley)

AGENDA

	<u>PAGE</u>
11.	<u>Presentations (Continued)</u>
(ii)	Treaties Recognition Week (Superintendent Mohamed Hamid) 37 – 39
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 November 4, 2019 (Trustee Carolyn Morton) 40 – 48
(b)	Report: SEAC Meeting of September 19, 2019 (Trustee Donna Edwards) 49 – 65
(c)	Financial Process and 2018-2019 Financial Report (Director Lisa Millar) 66 – 125
(d)	Creation of a New Policy for English Language Learners (ELLs) Instruction (Superintendent Mohamed Hamid) 126 – 132
(e)	Interim Treasurer of the Board (Director Lisa Millar/General Legal Counsel Patrick Cotter) 133 – 135
(f)	Notice of Motion: Review of Regulation, Daily Physical Activity (Superintendent Stephen Nevills) 136 – 141
15.	<u>Information Items</u>
(a)	Flushing and Testing for Lead - Update (Director Lisa Millar/Kerri Stewart, Manager, Health & Safety) 142 – 148
(b)	Education Development Charge, Policy Framework Update (Director Lisa Millar/Chief Facilities Officer Christine Nancekivell) 149 – 164
(c)	Safe Schools – Quick Reference Guides (Superintendent Georgette Davis) 165 – 178
(d)	EQAO – Furthering our Supports for English Language Learners and Students with Special Needs (Superintendents Andrea McAuley/ Mohamed Hamid) 179 – 190
(e)	Ontario Autism Program Update #4 (Superintendent Andrea McAuley) 191 – 203



AGENDA

Page 3

PAGE

- 15. Information Items (Continued)
 - (f) Service Agreement with Mississaugas of Scugog Island First Nation
(Superintendent Mohamed Hamid) 204 – 207
 - (g) Transportation – DSTS Annual Report 208 – 224
(Director Lisa Millar/
Superintendent Heather Mundy)
- 16. Correspondence:
 - (a) Action Requested:
 - (i) Mississaugas of Scugog Island First Nation 225 – 226
 - (b) Other:
 - (i) Halton DSB 227 – 228
- 17. Other Business
- 18. Adjournment

APPROVED

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

Regular Meeting of the Board Minutes
September 16, 2019

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 Arieib, teacher, Terry Fox P.S.

8. Community Presentations

There were no community presentations at this time.

Regular Meeting of the Board Minutes
September 16, 2019

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.

Regular Meeting of the Board Minutes
September 16, 2019

(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

Regular Meeting of the Board Minutes
September 16, 2019

(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.

Regular Meeting of the Board Minutes
September 16, 2019

(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.

Regular Meeting of the Board Minutes
September 16, 2019

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.

Regular Meeting of the Board Minutes
September 16, 2019

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.

Regular Meeting of the Board Minutes
September 16, 2019

(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.

Regular Meeting of the Board Minutes
September 16, 2019

(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.

Regular Meeting of the Board Minutes
September 16, 2019

(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.

Regular Meeting of the Board Minutes
September 16, 2019

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

Approved

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

Regular Meeting of the Board Meeting Minutes
October 7, 2019

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

Regular Meeting of the Board Meeting Minutes
October 7, 2019

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

DRAFT**MINUTES**

The Regular Meeting of the Board

Monday, October 21, 2019

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

1. Call to Order:

The Chair called the meeting to order at 7:06 p.m.

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

Regrets: Trustees Chris Braney, Niki Lundquist

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, 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
October 21, 2019

5. Uxbridge S.S.

Trustee Carolyn Morton welcomed The Third Avenue Jazz Ensemble from Uxbridge S.S. The group performed two selections entitled "Jumpstart," and "Alligator Boogaloo." Trustee Carolyn Morton congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2019:77

MOVED by Trustee Donna Edwards

SECONDED by Trustee Ashley Noble

THAT THE AGENDA BE APPROVED.

CARRIED

2019:78

MOVED by Trustee Scott Templeton

SECONDED by Trustee Christine Thatcher

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF JUNE 17, 2019;

SPECIAL BOARD MEETING OF JUNE 26, 2019

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING OF SEPTEMBER 16, 2019; AND

SPECIAL BOARD MEETING OF OCTOBER 7, 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 Katie Lafosse, teacher, Romeo Dallaire P.S.

Regular Meeting of the Board Minutes
October 21, 2019

8. Community Presentations

There were no community presentations at this time.

9. Ministry Memorandums – Information

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

The government recently announced \$40M to mental-health initiatives. The funding includes \$25M for school boards to make mental health workers in secondary schools hired last year permanent. Information regarding the impact of staffing on the Board has not been received.

The government is recognizing Rowan's Law Day by investing \$105,000 to expand efforts to improve concussion safety across the province.

The government announced that the new Reciprocal Education Approach (REA) is the result of collaboration between Ontario First Nation partners, school board associations and the Ministry of Education. The REA framework was developed in collaboration with these partners to help meet the unique needs of First nation students, particularly those from Northern and remote communities.

10. Public Question Period

There were no public questions at this time.

11. Presentations/Awards

(a) Award

(i) Educational Services Staff Award 2019

Director Lisa Millar advised that 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.

Regular Meeting of the Board Minutes
October 21, 2019

(i) Educational Services Staff Award 2019 (Continued)

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 Officer, 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.

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.

(b) Presentations

(i) DDSB Math Plan and Ministry Target Schools

Superintendent Silvia Peterson introduced Linda Ford DeCunha and Kandis Thompson, Education Officers, Michelle Carter, Principal, Glen Street P.S. and Elizabeth Burke, teacher, Glen Street P.S. who provided trustees with PowerPoint information on the Elementary and Secondary Math Plan developed to support the ministry of Education Math Strategy. They highlighted the Fundamentals of Math document, collaborative professional learning, school based collaborative inquiry, and classroom resources. The staff from Glen Street P.S. shared highlights of their focused leadership. They also answered questions of trustees.

(ii) Parent Reaching out Grants 2019-2020

Superintendent Heather Mundy provided trustees with information on the Parent Reaching Out Grants (PRO Grants) for 2019-2020. She introduced Deirdre Morgenstern, Principal, Terry F P.S. and Toufan Ariebe, teacher, Terry Fox P.S. who provided trustees with a PowerPoint presentation highlighting culturally responsive community engagement at Terry Fox P.S. They noted that 40% of students are ELL and 70% of students do not speak English in their home. They highlighted the 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 ie. day and evening SCC meetings, Mom pot lucks, Dad dominoes night. They also answered questions of trustees.

Regular Meeting of the Board Minutes
October 21, 2019

(iii) Make a Difference – Re:Source Depot

Superintendent Jim Markovski introduced Claire Morgan, Manager, Early Years and Poverty Strategy and Ana Mazhar, Durham's Child Nutrition Project who provided trustees with an update on the "Make a Difference (M.A.D.) – Poverty Strategy" Re:Source Depot. They noted that the nutrition project plans, supports and delivers breakfast, lunch and snack programs to schools along with other essentials. The depot opened on September 25 and on average 45 educators access the site every day. They 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, property matters and employee relation issues.

13. Director's News from the System

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

- Every September DDSB students and staff honour the memory of Terry Fox and support cancer research, by participating in the Terry Fox Run. This year we profiled Education Centre staff, students from Anderson CVI and Terry Fox Public School. Director Lisa Millar thanked all school communities who participated, exhibiting their amazing spirit with their efforts to push towards a cure for cancer.
- In mid-September the DDSB launched the Ignite Accessibility awareness campaign, with the guidance of Superintendent Heather Mundy and Senior Manager of Facilities Services Lisa Bianca. The campaign features posters, social media messages and digital signage that focuses on using inclusive language and providing accessible spaces for everyone. The campaign will run until the end of December.
- On September 24th and 25th students from Coronation Public School flexed their creative muscles as they learned how to sew from the Denise Wild Sewing Studio. The activity promotes inclusivity and innovation as all students learned how to sew from a diverse group of people. Some of the leaders who helped the students were former professional CFL and NFL football players.
- The following days of significance this month were recognized, Franco-Ontarian Day, Orange Shirt Day, International Day of the Girl Child and National Custodians' Day. All schools recognized these days and made them even more special within our school communities.

Regular Meeting of the Board Minutes
October 21, 2019

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

- The Ministry of Education has approved funding for a new school in the north Whitby community at Taunton and Anderson. The new school will help to create better learning environments for students and accommodate 490 student spaces and four child care rooms. Trustees Morton and Thatcher were joined by the Parliamentary Assistant to the Minister of Education, and local MPP for Whitby for the announcement.
- Safety Week was celebrated from September 16th to 20th. Superintendent Georgette Davis and her Safe Schools team worked hard to organize and host the Annual Safety Week Open House, including a presentation from Heads Up Durham. Students from Sir William Stephenson Public School went to Safety Village to test out their safety skills and Brock High School held their first-ever Workplace Safety and Emergency Response Blitz. Everyone who participated in these events learned something new.
- The DDSB will host a student poster contest this fall for children in Grades 5-8 on the Truths and Myths of Vaping. Dan Hogan, Substance Abuse and Violence Prevention Co-ordinator will be leading the campaign as students will be provided with current information and will be asked to create a poster based on what they have learned. Winners will be presented with an engraved medal at a future board meeting and win a pizza party for their class.
- From October 2nd to 4th, G.L. Roberts CVI hosted the Durham Region International Film Festival also known as DRIFF. Brock High School came on October 3rd to watch the films about wildlife conservation. They learned why wildlife conservation is important and how they can make a difference.
- The Re:Source Depot officially opened on September 25th to schools and educators. Tonight's presentation showcased how this amazing initiative came to life through the leadership of the Make A Difference Steering Committee, including Superintendent Jim Markovski, Senior Manager, Early Years, Poverty Strategy Stacey Lepine-Fisher and Manager, Early Years and Poverty Strategy Claire Morgan.
- On October 10th, Grade 6 student Eniola Olaoye from Julie Payette Public School became Whitby's Jr. Fire Chief of the Year. She attended the firefighter summer camp this year and she stood out as the best candidate for the position. She will attend various special events throughout the year as Jr. Fire Chief.
- September 18th is known in Canada as National Science Reading Day. To mark the occasion, Grade 4 students from Joseph Gould Public School in Uxbridge had a special guest appearance from Jane Kennedy, STEM and Science Facilitator at the Durham District School Board. Students participated in a read aloud and conducted a nature-based experiment as part of their activities to get to know the world around them through a scientific lens.

Regular Meeting of the Board Minutes
October 21, 2019

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

- The Durham Elementary Athletic Association cross country season is from September to mid-October for students in Grades 3 to 8. A total of 9,720 elementary students participated in the area qualifying meets this year with approximately 2,500 running each day. The top eight individual runners and top two teams from each Area-Meet, advance to the Regional Finals.
- OTIP, the Ontario Teachers Insurance Plan and the Ontario Teachers' Federation, OTF, have recognized Natalie Morgan from Brooklin High School with the OTIP Teaching Award for excellence. Natalie was at our last Board Meeting as the recipient of this year's Bruce Mather Award.

Bill Houlden was honoured with DDSB's Educational Services Staff Award last year. This year, Bill is also the recipient of the OTIP Support Staff Worker Award. Bill is again recognized for his caring and outstanding contributions to education.

- Interim Associate Director Anne Marie Laginski was recognized for taking on the role for the past two months. She is finished officially this Friday, October 25th and was thanked for her leadership and dedication.
- Student Voice Matters at DDSB and a video was shown to always remember that our main focus is always our students.

Dates of Significance:

Oct. 21	Simchat Torah
Oct. 24	Ontario Dress Purple Day
Oct. 24	Early Childhood Educators' Day
Oct. 24	Volunteer of Distinction Awards Dinner
Oct. 27	Diwali
Oct. 29	Regional School Community Council Meeting
Oct. 31	Halloween
November	Albanian Heritage Month
	Hindu Heritage Month
Nov. 1	All Saints' Day
Nov. 4	Standing Committee Meeting
Nov. 6	Take Our Kids to Work Day
Nov. 7	Inuit Day
Nov. 8	Indigenous Veterans Day
Nov. 11	Remembrance Day
Nov. 15	PA Day – All Schools
Nov. 16	Louis Riel Day
Nov. 18	Board Meeting

Regular Meeting of the Board Minutes
October 21, 2019

Dates of Significance (Continued)

Nov. 20	Educational Assistants' Appreciation Day
Nov. 20	Bullying Awareness & Prevention Conference
Nov. 21	SEAC Meeting
Nov. 22	Holodomor Memorial Day
Nov. 23	Birthday of Guru Nanak Dev Ji
Nov. 25	International Day for the Elimination of Violence Against Women
Nov. 26	Parent Involvement Committee Meeting

14. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of October 7, 2019

Trustee Carolyn Morton presented the report of the Standing Committee Meeting of October 7, 2019.

2019:79

Moved by Trustee Darlene Forbes

Seconded by Trustee Carolyn Morton

THAT THE REPORT OF THE STANDING COMMITTEE MEETING OF OCTOBER 7, 2019 BE RECEIVED.

CARRIED

(b) Report: SEAC Meeting Minutes of June 13, 2019

Trustee Donna Edwards presented the report of the SEAC meeting of June 13, 2019.

2019:80

MOVED by Trustee Donna Edwards

SECONDED by Trustee Patrice Barnes

THAT THE REPORT OF THE SEAC MEETING OF JUNE 13, 2019 BE RECEIVED.

CARRIED

(c) 2020-2021 Strategic Budget Process

Associate Director David Visser provided the 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.

Regular Meeting of the Board Minutes
October 21, 2019

(d) 2020-2021 Strategic Budget Process (Continued)

2019:81

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Ashley Noble

THAT THE BOARD APPROVE THE 2020-2021 MEETING SCHEDULE FOR
EDUCATION FINANCE COMMITTEE

CARRIED

(e) Notice of Motion – Creation of a New Policy for English Language Learners (ELLs)
Instruction

Superintendent Mohamed Hamid provided trustees with a Notice of Motion as follows:

THAT THE POLICY FOR ENGLISH LANGUAGE LEARNER (ELL) INSTRUCTION
BE APPROVED.

15. Information Items

(a) Staffing & Enrolment 2019-2020

Interim Associate Director Anne Marie Laginski provided trustees with an overview of current elementary and secondary staffing. The report included an update on Primary Class Size (PCS) and elementary enrolment that will be submitted to the Ministry of Education prior to October 31, 2019. She also answered questions of trustees.

(b) Coronation PS and RH Cornish PS Gifted Program Boundary Consultation Process

Associate Director David Visser introduced Christine Nancekivell, Chief Facilities Officer who provided trustees with information 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.

(c) Education Development Charges (EDC) – Proposed new Regulations OASBO and OPSBA Correspondence

Christine Nancekivell, Chief Facilities Officer provided trustees with information 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 and Ontario Public School Boards' Association (OPSBA) correspondence.

Regular Meeting of the Board Minutes
October 21, 2019

16. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

There was no correspondence at this time.

17. Other Business

There was no other business at this time.

18. Adjournment

2019:82

MOVED by Trustee Ashley Noble

SECONDED by Trustee Patrice Barnes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:43 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** Grove School – CTCC Programs**PAGE NO.** 1 of 7

ORIGIN: Lisa Millar, Director of Education
 Andrea McAuley, Superintendent of Education
 Patrick Belmonte, Principal – Grove School
 Joanne Docherty, Vice-Principal – Grove School

1. Purpose

The goal is to promote the value of Education Programs in Care, Treatment, Custody and Correctional (CTCC) Facilities delivered by Grove School of the DDSB within the Durham Region. This report aims to build understanding of Grove School, provide understanding of the demographics and needs of the learners in these programs, and provide information for ongoing monitoring of key areas including performance indicators at the school and system level for the school year 2019-2020.

2. Ignite Learning Strategic Priority/Operational Goals

Grove School by creating safe, welcoming, inclusive learning spaces for excused pupils of boards whose primary need is for care and/or treatment or rehabilitation, promotes well-being for students and provides support to ensure that they can maintain continuity of education, access to curriculum and academic growth to reach their full potential every year. By providing access to education and promoting a sense of belonging during periods of care and/or treatment or rehabilitation, barriers to success and engagement are reduced to ensure equity.

3. Background**3.1 History of Grove in the DDSB**

While CTCC Education Programs (Section 23) have been integrated across the Ontario public education system and are common place, there is opportunity to strengthen understanding of the DDSB's Grove School across all stakeholders.

Since 1983, Grove has provided a school name and structure for DDSB teachers to provide Education Programs for clients of government approved Care and/or Treatment, Custody and Correctional Facilities within this jurisdiction. As an individual school needs management strategy, Grove moved to co-location at DASS one year ago so that it could better Ignite Learning.

3.2 CTCC Program Goals

As an integrated part of Ontario's public education system, Care and/or Treatment, Custody and Correctional (CTCC) Programs:

- provide critical support to meet the needs of children and youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services
- facilitate transitions to future educational success

CTCC Programs are only for children and youth who cannot attend schools because of their primary need for care, treatment and/or rehabilitation. Referral sources are community-based agencies for mental health or youth justice. Children and youth in CTCC Programs may have:

- possible or diagnosed mental health or psychiatric needs
- addictions
- severe emotional and behavioural needs
- one or more exceptionality and represent the highest needs with the exceptionality
- physical or mental health needs requiring them to be hospitalized; and/or
- be in conflict with the law or at risk of being in conflict with the law

The Care and/or Treatment focus of the facility is assigned one of the following five categories by the Ministry of Education Special Education/Success for All Branch for purposes of annual application:

1. Treatment for students demonstrating severe social and/or emotional and/or behavioural issues, which include, but are not limited to: withdrawal or isolation; disruptive or disturbing behaviour; hyperactivity or a lack of concentration; age appropriate social skills; and/or other challenging behaviours.
2. Care and/or treatment for students identified with one or more category of exceptionality and demonstrating severe social and/or emotional and/or learning needs.
3. Treatment for students requiring mental health and/or addiction services, which include, but are not limited to: mood disorders, such as depression and bipolar disorder; psychotic disorders, such as schizophrenia; anxiety disorders, such as PTSD and OCD; eating disorders; and/or substance use.
4. Treatment for students requiring medical and/or surgical services in a hospital setting.
5. Youth Justice or Corrections

3.3.1 CTCC Partnerships

CTCC programs are voluntary collaborative partnerships between Ontario district school boards and government-approved facilities such as children mental health agencies, hospitals or youth detention centres. Grove partners with twelve such agencies or facilities within Durham Region including:

- | | |
|--|--|
| • Chimo Youth Services | • Lakeridge Health |
| • Enterphase Child and Family Services | • Lakeridge Community Support Services |
| • Durham Family Court Clinic | • Murray MacKinnon Foundation |
| • Frontenac Youth Services | • Ontario Shores Mental Health Sciences |
| • Kennedy House Youth Services | • Youth Connections |
| • Kinark Child and Family Services | • Durham Youth Services/Joanne's House Youth Shelter |

3.4 CTCC Funding

Section Agreements between the DDSB, Grove School and its partners involve inter-ministerial funding: Ministry of Education (EDU) and Ministry of Children Community Social Services (MCCSS) or Ministry of Health and Long-Term Care (OHLTC). District school boards provide the educational component ("Education Program") while facilities provide the care and/or treatment or rehabilitation ("CTCC Services"). CTCC programs are based on a collaborative model for sharing responsibilities between the school board and the CTCC Facility. Educational outcomes for children and youth benefit from the skills and experience of both the CTCC Services and Education Program staff working together. Grove enters into kind agreements with its host community schools offering reverse integration of some host school students into Grove classrooms with the mutual understanding of the agency.

3.5 Individualized Programming and CTCC Commitments

Grove School works toward two key results based in differentiation to support all students with a focus on individualized programming in the delivery of CTCC education programs:

1. All children and youth in CTCC education programs are provided with tailored and personalized learning environments to better meet student needs and improve educational outcomes.
2. All children and youth in CTCC education programs are provided with individual instruction that leads to their re-integration into a variety of pathways including community schools, post-secondary education, or employment. All students in CTCC education programs are supported to succeed.

4. Analysis

4.1 Grove/CTCC Programs and Locations – 2019/20

- Grove in 2019-2020 has a Care and Treatment teaching staff FTE of 51 teachers (includes three liaison positions).
- Grove operates 48 classrooms composed of thirteen elementary panel and thirty-five secondary panel programs that run from September-June.
- Eleven of the elementary panel programs are situated in DDSB elementary schools across the region. Fifteen of the secondary panel programs are situated in DDSB high schools across the region. All others either have settings in locations within community-based government facilities such as a hospital or within not-for-profit agency facilities.
- Summer programming funded by the Ministry of Education involves fifteen programs run centrally out of the DASS facility. Accordingly, Grove operates twelve months of the year.

4.2 Grove Student Enrolment Data

- Grove served 560 students in the 2018-2019 school year (inclusive of summer school).
- 46 DDSB students were reverse integrated into Grove classrooms in community schools on a partial timetable basis.

- These enrolment numbers (2018-2019) do not include the 162 students admitted to the Crisis Adolescent Inpatient Unit (CAIP) of Lakeridge Health Hospital, Oshawa where a Grove School teacher provides support for transition planning when students of the DDSB or coterminous/contiguous boards are admitted for short duration stays.

4.3 Pupil/Teacher Ratios (PTR)

- For the majority of Grove classrooms, education programs enrolment (FTE) according to agreement is a PTR of 8:1.
- Sixteen classrooms have a lower PTR of 6:1. Programs with a 6:1 PTR are associated with the Facility type and focus of Mental Health Day Treatment or Community-based Youth Justice.
- Enrolment across program types can fluctuate with temporary highs and lows.
- Note: The full-time equivalent (FTE) reported for a child or youth must be supported by timetables, education plans, and attendance records and must be reported on the annual Application for and Approval of Form.

4.3 Grove Student Demographic Data

2018-2019

Elementary educational student data in PowerSchool shows that in the 2018-2019 regular school year 78 students in Grades 1-8 were served by Grove. These students by vast majority were boys (59 males/19 females). Broken down by grade, the data shows that most elementary students were in Grades 5-8. Of all elementary students, students with IEPs totaled 40 although only students receiving Applied Behaviour Analysis (ABA) interventions maintain their IEP while at Grove with these students accounting for relatively few.

2019-2020 Data to Date

A point-in-time contextual data analysis for end of September 2019 indicated that 80 students at Grove were in elementary grades with an additional 10 elementary students registered in secondary programs by agency or facility, e.g. Ontario Shores Eating Disorders Unit. Twenty-eight or 35% of students registered in elementary programs with Grove at the end of September 2019 were non-DDSB or out-of-board. The same number 28 or 35% were on modified schedules. When broken down by grade, a similar pattern to last year emerged: Thirteen or 16% of students were Grade 8, eighteen or 16% were Grade 7, 16 or 20% were Grade 6, and 10 or 13% were Grade 5. Elementary age students currently at Grove are by majority in grades 5-8.

The same point-in-time contextual data analysis for end of September 2019 indicated that 168 students at Grove were in secondary grades (not including the ten elementary students noted above). Forty-five students or 26% were non-DDSB or out-of-board students. Fifty-six of the 168 students or 31% were on modified timetables. Eighty students or 45% were in Grade 12 by chronological age and 41 students or 23% were in Grade 11.

Actual enrolments inform Grove School capacity trends as well as program utilization strategies including planning for summer school. Low-utilization of a Grove program can result in underuse of school staff, school resources and the school facility. A reduction to funding may occur in the Fall should a CTCC education program operate on a smaller scale than was projected, although this possibility seems to pertain only to teaching salary adjustments and not enrolment showing under capacity utilization. High/low program utilization may be a necessary situation in certain program types, most notably, Youth Justice.

4.4 Next Steps from Data Analysis

Enrolment levels and contextual data such as the grade-by-grade count of students for both elementary and secondary students can tell us about areas of challenge and areas we need to focus on this year within the School Improvement Plan at Grove. The data tells us for instance that the successful completion of the OSSLT is an area of challenge and area to focus on this year. Year over year variance in actual enrolments with utilization rates and total capacity calculations could be monitored more closely for planning purposes. However, enrolment is not integral to revenue and expenditure calculations for Grove as it is for other schools.

5. Financial Implications

While the students who access CTCC programs are not “pupils of the board” for funding purposes, these programs are still delivered by the board. A CTCC allocation is part of the Special Education grant that is a component of GSN funding. The enveloped allocation supports the provision of education programs to school aged children and youth in care and/or treatment centres, and in custody and correctional facilities.

Funding is based on an approval process specified in the guidelines issued for these programs. Section 23 claims to the Ministry of Education fund annual salaries and benefits of Grove teachers and two Administration positions (Principal and Vice-Principal). Overall revenue reflects updated staffing costs with year over year change driven by grid shifts of teachers and the corresponding difference in salary ranges of teaching staff. A program amount by classroom program is also allocated.

Grove’s Operating Budget for the 2018-2019 school year including summer school was \$5,978,449. This amount is slightly higher than the prior year 2017-2018. The 2019-2020 estimated revenue, projected amount approved, is \$5,838,581 based on the FTE of 51.0 staff. Approval was based on submitted projected salaries and benefits amounts.

6. Evidence of Impact

Children and youth in CTCC Programs are among the most vulnerable and are at greater risk of lower academic achievement and not completing elementary and/or secondary education. Although these children and youth have primary needs other than education, the Ministry of Education recognizes that maintaining continuity of education during periods of care, treatment and/or rehabilitation complements and supports treatment objectives and improved

life outcomes for these children and youth. Education programs must be designed to recognize the primacy of the care, treatment and/or rehabilitation needs of children and youth in CTCC programs.

Notwithstanding the primacy of the care, treatment and/or rehabilitation needs of children and youth in CTCC programs, internal data metrics accountability using results based accountability (RBA) is part of the planning process at Grove School. Given the government's overall commitment to accountability, accordance with RBA is a management opportunity for strategic foresight. Michael Fullan's concept of "culture-based accountability" is most apropos in being contextually responsive to nuanced leadership of Grove. Leading Grove School in the best interest of students requires a deep appreciation for its culture of care.

The following data literacy/analysis questions can now be answered using Power BI student educational achievement dashboards for both elementary and secondary student achievement: How did we do? Are students successful? Are we having impact? Are we closing gaps? What do we need to focus on and support? For the 2018-2019 regular school year, educational achievement results for Grade 1-8 Language, Math, and Science and Technology reveal a disproportionate population of boys to girls at Grove, e.g. 59 males versus 19 females in marks for Language. Percentage of marks at provincial standard for the 78 elementary students at Grove last year identify gaps that need to be closed; for example, only 51% of marks in Reading were at provincial standard.

Credit accumulation and participation in locally developed and alternative non-credit courses (K-courses) by students with special education needs can also now be analyzed using Power BI dashboards. Data for 2018-2019 shows that most students in Grades 9 and 10 at Grove are taking courses at the locally developed or applied levels with course completion an issue as evidenced by the letter "I" for Insufficient Evidence often being used by teachers when reporting on student achievement. Data for K-courses shows that 14 students engaged in them last year with 12 of the students being boys. Most students taking Grades 11 and 12 courses at Grove are doing so at the Workplace, Open or College levels. A disproportionate number of students in these senior grades are boys also; for example, 50 males versus 26 females took Grade 11 compulsory courses in English, Math or Science last year.

7. Conclusion

The purpose of this report is to inform understanding of CTCC education programs as an integrated part of the Ontario public education system. It promotes CTCC education programs and provides a picture of the successes and educational challenges occurring related to students who have a primary need for care and/or treatment or rehabilitation.

By partnering with community agencies and services to serve the needs of the province's most vulnerable students, CTCC programs reflect an interdisciplinary service model and take a collective impact approach to promoting child and youth well-being in our communities. CTCC education programs can epitomize inclusive programming and practices in our public education system.

8. Key Resources Supporting Responsive Programming Changes at Grove


Youth in and from care and the right to education: Current context and recommendations by Kate Butler, May 2019 available at www.maytee.com

Draft report *Treating Them Right: Toward a Shared Understanding of Best Practices in Mental Health Day Treatment Services for Children, Youth, and Families* Version 3.0, January 2019 developed by the York Region Central Intake for Day Treatment Services Committee.

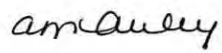
9. Appendices

Appendix A: Grove School curriculum core priorities for both elementary and secondary in the 2019-2020 public website elevator pitch templates

Report reviewed and submitted by:

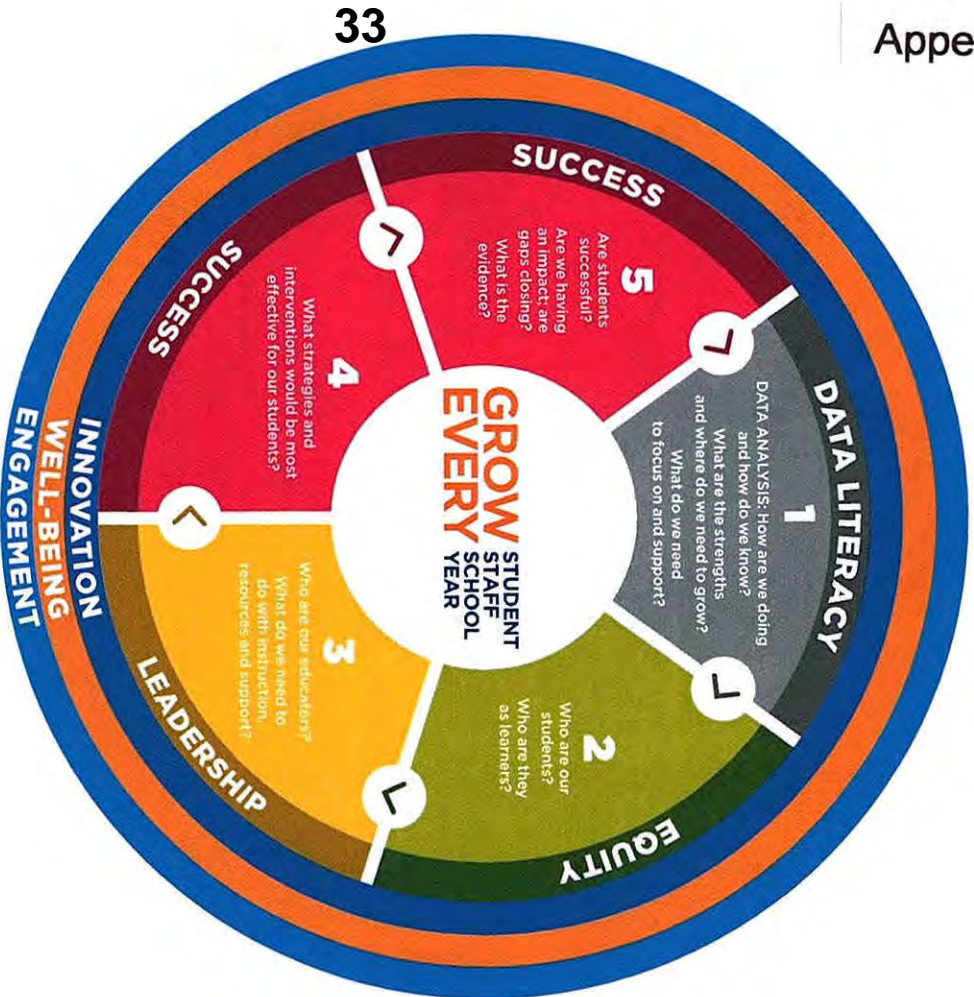


Lisa Millar, Director of Education



Andrea McAuley, Superintendent of Education

PLANNING AND MONITORING CYCLE FOR STUDENT SUCCESS



ELEMENTARY BENCHMARKS

Benchmark Assessment System (BAS) Levels and Guideline for Levelled Literacy Intervention (LLI) Levels

Grade	K	1	2	3	4	5	6	7	8
Exit Target Level	D	I	M	P	S	V	Y	Z	Z

Running Records (French Format) (GB+)

DURHAM DISTRICT SCHOOL BOARD IGNITE LEARNING STRATEGIC PRIORITIES

As leaders, we need to ensure the same proportional outcome and achievement levels for all students. Indigenous, racialized and marginalized students should perform proportionally the same as the total population.

Instructional Focus on:

- Curriculum strands and expectations, including the achievement chart categories.
- Scope and sequence.
- Learning goals, success criteria, and descriptive feedback.
- Assessment for, as, and of learning through an analysis of conversations, observations and products.
- Uninterrupted learning blocks focused on balanced programming (modeled, shared, guided, independent approaches).
- Gap closing and interventions, including the use of guided groups.
- Cross-curricular, integrated, and inquiry-based learning.
- Technology-rich learning environments that embed the use of digital tools, platforms, and resources and the development of digital citizenship.

Fundamentals of Math Focus on:

- Automaticity and procedural fluency with basic facts through instruction that highlights strategies for remembering facts, focuses on making sense, and integrates math-fact learning into other aspects of math learning, such as developing computational skills.
- Math tools and representations to support student learning, including manipulatives and calculators.
- Patterns and relationships within and across math strands.

Fundamental Math Skills and Concepts are categorized as:

- Working with numbers: Understanding and using numbers (e.g., being able to read, represent, count, order, estimate, compare, compose, decompose and recompose numbers).
- Recognizing and applying understanding of number properties: Understanding how numbers behave in operations and drawing on that understanding to master math facts and perform calculations.
- Mastering math facts: Understanding and recalling math facts, using a wide variety of strategies.
- Developing mental math skills: Doing calculations in the mind, with little or no use of paper and pencil or calculator.
- Developing proficiency with operations: Performing calculations with ease, precision, and consistency and with a general understanding of number and operations, number properties, and their appropriate application in problem solving.

- Equip and support school and system leaders to create and sustain mentally healthy schools.
- Equip and support educators to deliver grade-appropriate social-emotional learning and mental health learning, and notice when students might be struggling.
- Equip and support parent and families with information to help support mental health, notice signs of difficulty, and know where to find help for their child.

- Systematic identification and recruitment of teachers into the Aspiring Leadership Program, with an emphasis on attracting Indigenous and racialized candidates.
- Creation of a formalized On-Boarding Program for new principals and vice-principals focused on coaching and mentoring.
- Expansion of the Aspiring Supervisory Officer Leadership Program to develop a core group of strong system-level leaders.
- Strategic placement of principals and vice principals into schools based on a multi-step criteria designed to enhance student outcomes.

CREATIVITY • CRITICAL THINKING • CITIZENSHIP • COLLABORATION • CHARACTER • COMMUNICATION

- Differentiated instruction and assessment to meet the diversity of students' learning needs.
- Culturally Relevant and Responsive Pedagogy (CRRP), instruction, resources, and digital tool

GOALS: CONTINUOUS

Literacy: Development of literacy skills across the curriculum by ensuring that instruction and intervention includes all for writing through evidence-informed strategies for literacy instruction.

Proportional Outcome (Meeting Provincial Standard): Goal of deepening understanding of student

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS
Differentiated instruction and assessment for tailored and personalized learning environments to improve literacy outcomes.	Collaboration among all staff to support student educational achievement and well-being based on student's individual needs.
Support students in their reading and writing fluency.	Supporting the use of diagnostic assessments to benchmark initial instruction and intervention.
Gap closing in reading and writing providing 1:1 intense interventions based on areas of need.	Supporting the key indicators of the five phases of the developmental continuum.
Support students in their Language Writing development.	

Numeracy: Development of numeracy skills across the curriculum by increasing the emphasis on improving numeracy

Proportional Outcome (Meeting Provincial Standard): Goal of deepening understanding of student

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS
Gap closing in mathematics providing 1:1 intense interventions based on areas of need with:	Collaboration among all staff to support educational achievement and well-being based on student's individual needs.
Geometry and Spatial Sense	Supporting the use of diagnostic assessments to benchmark initial instruction and intervention.
Measurement	Supporting the characteristics of the learner by developing phase in mathematical thinking (concrete to more abstract).
Patterning and Algebra	PRIME.
Number Sense and Numeration	
Data Management and Probability	
Developing an understanding of how math thinking tools support and improve their learning.	

EQUITY FOCUS AND INITIATIVES

School focus on individualized education programs to eliminate barriers and support student achievement within safe and accepting learning environments

Culturally Relevant and Responsive Pedagogy (CRRP) embedded within curriculum, instruction, resources, and digital technology

Use of Student Voice reflected in learning spaces, instruction and resources

INNOVATION FOCUS AND INITIATIVES

Technology-rich and enhanced learning environments

A Vision for the DURHAM DISTRICT SCHOOL BOARD

The strategic priorities and operating goals are a reflection of student, staff and community voice. This input has helped us prioritize and set direction for the next three years.

The Ignite Learning strategic priorities and goals have become more precise, as has our focus and commitment to continue to create an equitable, dynamic and innovative Durham District School Board.

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

Success

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

well-being

Identify future leaders, actively develop new leaders and responsibly support current leaders.

Leadership

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

equity

PLANNING AND MONITORING CYCLE FOR STUDENT SUCCESS



SECONDARY BENCHMARKS

Credit Accumulation

Grade 9	8 credits
---------	-----------

Grade 10	16 credits
----------	------------

Grade 11	24 credits
----------	------------

Graduation Certificates

OSSD	Ontario Secondary School Diploma
------	----------------------------------

OSSC	Ontario Secondary School Certificate
------	--------------------------------------

COA	Certificate of Accomplishment
-----	-------------------------------

Grade 10	OSSLT pass requirement
----------	------------------------

DURHAM DISTRICT SCHOOL BOARD IGNITE LEARNING STRATEGIC PRIORITIES

As leaders, we need to ensure the same proportional outcome and achievement levels for all students. Indigenous, racialized and marginalized students should perform proportionally the same as the total population.

Instructional Focus on:

- Curriculum strands and expectations, including the achievement chart categories.
- Scope and sequence.
- Learning goals, success criteria, and descriptive feedback.
- Assessment for, as, and of learning through an analysis of conversations, observations and products.
- Uninterrupted learning blocks focused on balanced programming (modeled, shared, guided, independent approaches).
- Gap closing and interventions, including the use of guided groups.
- Cross-curricular, integrated, and inquiry-based learning.
- Technology-rich learning environments that embed the use of digital tools, platforms, and resources and the development of digital citizenship.

Fundamentals of Math Focus on:

- Automaticity and procedural fluency with basic facts through instruction that highlights strategies for remembering facts, focuses on making sense, and integrates math-fact learning into other aspects of math learning, such as developing computational skills.
- Math tools and representations to support student learning, including manipulatives and calculators.
- Patterns and relationships within and across math strands.

Fundamental Math Skills and Concepts are categorized as:

- Working with numbers: Understanding and using numbers (e.g., being able to read, represent, count, order, estimate, compare, compose, decompose and recompose numbers).
- Recognizing and applying understanding of number properties: Understanding how numbers behave in operations and drawing on that understanding to master math facts and perform calculations.
- Mastering math facts: Understanding and recalling math facts, using a wide variety of strategies.
- Developing mental math skills: Doing calculations in the mind, with little or no use of paper and pencil or calculator.
- Developing proficiency with operations: Performing calculations with ease, precision, and consistency and with a general understanding of number and operations, number properties, and their appropriate application in problem solving.

- Equip and support school and system leaders to create and sustain mentally healthy schools.
- Equip and support educators to deliver grade-appropriate social-emotional learning and mental health learning, and notice when students might be struggling.
- Equip and support parent and families with information to help support mental health, notice signs of difficulty, and know where to find help for their child.

- Systematic identification and recruitment of teachers into the Aspiring Leadership Program, with an emphasis on attracting Indigenous and racialized candidates.
- Creation of a formalized On-Boarding Program for new principals and vice-principals focused on coaching and mentoring.
- Expansion of the Aspiring Supervisory Officer Leadership Program to develop a core group of strong system-level leaders.
- Strategic placement of principals and vice principals into schools based on a multi-step criteria designed to enhance student outcomes.

REACTIVITY • CRITICAL THINKING • CITIZENSHIP • COLLABORATION • CHARACTER • COMMUNICATION

- Differentiated instruction and assessment to meet the diversity of students' learning needs.
- Culturally Relevant and Responsive Pedagogy (CRRP), instruction, resources, and digital tool

GOALS: CONTINUOUS LEARNING AND

A Vision for the DURHAM DISTRICT SCHOOL BOARD

The strategic priorities and operating goals are a reflection of student, staff and community voice. This input has helped us prioritize and set direction for the next three years.

The Ignite Learning strategic priorities and goals have become more precise, as has our focus and commitment to continue to create an equitable, dynamic and innovative Durham District School Board.

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

Success

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

well-being

Identify future leaders, actively develop new leaders and responsibly support current leaders.

Leadership

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

equity

Literacy: Development of Literacy Skills Across the Curriculum

Proportional Outcomes (Meeting Provincial Standard): Goal of all Students Engaging in Curric

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS / PROFESSIONAL DEVELOPMENT
Differentiated instruction and assessment for tailored and personalized learning environments to develop skilled reading and writing and improve literacy outcomes. Support students in their reading and writing from fluency to literary analysis. Gap closing in reading and writing providing 1:1 interventions.	Collaboration among all staff to support student education achievement and well-being based on student's individual needs. Supporting the use of diagnostic assessments to benchmark prior achievement for initial instruction and intervention. Goal-directed, differentiated instruction for individual students. Skills, genres and reading or writing levels.

Numeracy: Development of Numeracy Skills Across the Curriculum

Proportional Outcomes (Meeting Provincial Standard): Goal of all Students Engaging in Curric

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS / PROFESSIONAL DEVELOPMENT
Gap closing in mathematics providing 1:1 intense interventions based on areas of need in understanding math concepts, facts, skills, procedures and mathematical processes with: Computation Problem Solving Communication of Mathematical Thinking	Supporting the use of diagnostic assessments to benchmark prior achievement. Knowledgehook software to benchmark prior achievement. Initial instruction and intervention. Instructional focus on consolidating and preparing for secondary Mathematics courses of all program types applied, academic, workplace and college.

Additional Foci: Supporting Student Educational Achievement through Culturally Relevant and Responsive Ped

Proportional Outcomes (Meeting Provincial Standard): Goal of all Students Engaging in Curric

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS / PROFESSIONAL DEVELOPMENT
Engaging the voice of students in the teaching and learning environment within the diverse contexts in which learning takes place at the school to promote their cultural perspectives, their motivation to learn, and their ability to acquire new knowledge for academic achievement.	Explicit focus on four quadrants of well-being embedded in curriculum delivery: physical, social, cognitive and emotional. Content of learning tasks built around asset-based practices. The full range of pathways, programs, options and services available to students in programming are understood and utilized.

EMBED IN EVERY GOAL

EQUITY FOCUS AND INITIATIVES

School focus on individualized education programs to eliminate barriers and support student achievement within safe and inclusive learning environments.

School focus on individualized timetables/pathways to support student educational achievement.

Culturally Relevant and Responsive Pedagogy (CRRP) used to support curriculum, instruction and pedagogy.

Use of Student Voice reflected in learning spaces, instruction and resources.

Content of learning tasks built around asset-based narratives of the identities of the students to ensure meaningful participation.

INNOVATION FOCUS AND INITIATIVES

Differentiation of student-centred learning ensures across the school to support responsive programming.

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: November 18, 2019

SUBJECT: Treaties Recognition Week

PAGE NO. 1 of 3

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 purpose of this report is to share with the Board of Trustees highlights of /Treaties Recognition Week, November 3-9, 2019.

2. Ignite Learning Strategic Priority/Operational Goals

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

- As a result of the learning and resources shared, educators are able to incorporate culturally relevant and responsive learning opportunities which allow Indigenous students to see themselves reflected in the school environment.
- Develop staff capacity to develop and implement practices that honour and engage Indigenous ways of knowing.

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

- As Indigenous students see their history and lived realities reflected in their learning experiences their confidence, pride, well-being and feeling of safety will increase

Leadership - *Identify future leaders, actively develop new leaders and responsively support current leaders.*

- Lead teachers and members of the Keenanow Indigenous Employee Network participated in a 6-week Treaty Education training program and are leading Treaty Education professional learning in their schools and across the system.
- Resources are provided to support leaders personal learning and the inclusion of treaty education in their schools.

3. Background

Treaties Recognition Week is the first week of November every year across Ontario. Treaties Recognition Week was introduced in 2016 to honour the importance of treaties to help Ontarians learn more about treaty rights and treaty relationships. Treaties Recognition Week provides an opportunity for educators to plan and deliver curriculum-linked learning activities about treaty rights and our treaty relationships. This will also help to build awareness and a greater understanding of why we acknowledge the land/territory we are on.

4. Analysis

First Nations Peoples were the original occupants of the home, we are fortunate to call Ontario. When Europeans arrived, treaties between them and Indigenous Peoples were made in peace and friendship on the basis of respect, honesty and sharing. The original treaties recognized that Indigenous Nations were independent and self-governing nations. Sadly, the promises made within the original treaties have not been honoured and the original occupants of this land, have been forced to assimilate through colonial policies that were intended to exploit and eradicate Indigenous Peoples. After all of this, they are still thriving and working hard to reclaim their knowledge systems and treaty rights.

All students, both Indigenous and non-Indigenous, are enriched by learning about the histories, contributions and perspectives of First Nation, Métis and Inuit Peoples in Canada. Raising awareness about Treaty relationships and working with First Nations is part of the Ontario government's Treaty strategy, which is promoting constructive engagement with First Nation communities and revitalizing Treaty relationships.

Last Spring, the Indigenous Education Department offered a 6-week in-depth Treaty Education learning program for a small group of teachers to build capacity and leadership across the district. This group of educators, alongside the Indigenous Education Department, Keenanow Employee Network and local Knowledge Keepers and Elders have supported ongoing professional development opportunities with a focus on treaty education. Treaty Education is embedded into all professional learning opportunities as we work to ensure treaty education continues beyond Treaties Recognition Week. Schools have received a, "We Are All Treaty People" resource kit and an online database of resources which supports Treaty Education, deconstruction of the land acknowledgment, Orange Shirt Day, updated curriculum implementation resources and much more. This database continues to grow and develop as we work to support educators on their personal learning journey and path towards reconciliation.

5. Financial Implications

The Ministry of Education funding provided to support the implementation of the Indigenous Education Board Action Plan was utilized to fund the purchasing of "We Are All Treaty People"

resource kits, teacher professional development opportunities and Indigenous Knowledge Keeper visits to schools. The Ministry of Indigenous Affairs funded 2 Indigenous Knowledge Keeper visits to schools.

6. Evidence of Impact

Over 25 Indigenous CRRP schools engaged in collaborative learning and curriculum implementation through a co-plan and co-teach model of support with a focus on treaties and unpacking of the land acknowledgment. The Indigenous Education Department continues to work alongside school teams to build capacity through knowledge building, coaching/mentoring and job-embedded professional development that meets educators where they are, supports curriculum implementation, centers Indigenous voices and decolonizes classrooms. Pictures, work samples, student and educator voice was collected throughout Treaties Recognition Week.

7. Conclusion

Treaties Recognition Week initiatives provided an opportunity for educators to engage in learning that will support them in the creation of age-appropriate lessons which address treaty education, Indigenous history and Indigenous contributions both past and present thus allowing educators to fulfill Calls to Action #62 and 63.

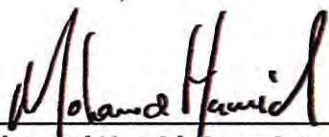
Indigenous and non-Indigenous students within the Durham District School Board engaged in rich learning experiences that strengthen their understanding of Indigenous history and culture.

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

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

(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Ashley Noble

SECONDED by: _____

THAT THE DURHAM DISTRICT SCHOOL BOARD RELEASE A PUBLIC STATEMENT REAFFIRMING ITS COMMITMENT AS AN ALLY TO THE LGBTQ COMMUNITY, MORE SPECIFICALLY TO TRANSGENDER AND GENDER NON-CONFORMING STUDENTS AND STAFF.

(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Paul Crawford

SECONDED by: _____

- (i) THAT WHETHER, OR NOT, THE BOARD OF TRUSTEES IS CONFORMING TO POLICIES ON SAFETY AND THE HANDLING
- (ii) THAT WE NEED TO DETERMINE IF THE METHODS BEING USED TO CONTROL INCIDENTS ARE WITHIN POLICIES ON SAFETY, AND VIOLENT ACTS.
- (iii) THAT THE POLICY ON SAFETY IS THAT SAFETY IS PRIORITY ONE, OR THE HIGHEST PRIORITY AND THAT THE SAFETY OF ALL STUDENTS AND STAFF IS A BOARD OF TRUSTEES RESPONSIBILITY AND THE RESPONSIBILITY ALSO RESTS WITH EVERYONE.
- (iv) THAT STAFF SHOULD PRODUCE INFORMATION AND STATISTICS DESCRIBING WHAT ACTIONS ARE BEING TAKEN WHEN AN INCIDENT OCCURS, AND WHEN IT OCCURS REPEATEDLY, AND WHEN THE SAME STUDENT(S) ARE PART OF THE REPEATED INCIDENTS.
- (v) THAT THE BOARD OF TRUSTEES NEEDS TO DETERMINE THAT THE HANDLING OF THESE INCIDENTS IS BEING DONE IN ACCORDANCE WITH OUR PRESENT POLICIES, OR DO THOSE POLICIES NEED TO BE AMENDED.

Report of the Durham District School Board
Standing Committee Public Session
November 4, 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 7:10 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, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, Silvia Peterson, Communications Manager Peter Blake, Communications Officer Kim Brathwaite

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Motion to Approved the Agenda

2019:19

MOVED by Trustee Scott Templeton

The agenda was amended to include Items 11. (a) TCDSB Statement – Gender Identity and Gender Expression and 11. (b) Safety Policy

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

Standing Committee Meeting Minutes
November 4, 2019

4. Community Presentations

There were no community presentations at this time.

5. DDSB Presentations

(a) Leadership Implementation Update

Director Lisa Millar provided trustees with an update on the implementation of the Ignite Learning 2018-2020 Leadership Strategic priority designed to address succession planning challenges and to promote leadership development in the DDSB. She introduced Michelle MacDonald, Leadership Officer who provided trustees with a PowerPoint presentation highlighting the initiatives that have been implemented to identify future leaders, actively develop new leaders and responsively support current leaders. She shared a recruitment video with trustees containing principal perspectives of why they wanted to be a leader in the DDSB.

(b) Compendium for Black Student Success

Superintendent Margaret Lazarus provided trustees with an update on the Compendium of Action for Black Students 2018-2021, a companion resource to the Equity and Diversity Strategic Framework. She introduced Jacqui Steer, Chrystal Bryan, Camille Alli, Facilitator, Equity Department, Michele Liverpool, teacher, Village Union P.S. and Keishia Facey, Principle Consultant for RFWC Consulting Services. The group provided trustees with a PowerPoint presentation highlighting the work accomplished and initiated by the Equity Department in response to the actions outlined in the Compendium.

(c) Youth Strategy/Youth Hub Update

Superintendent Jim Markovski introduced Lisa Rankin, Coordinator, Partnership Development, Events and Youth Strategy, Eleanor McIntosh, Principal, Ajax H.S. and J'Mone Manhertz, Youth Liaison Worker, who provided Trustees with a PowerPoint update on the DDSB Youth Strategy and Youth Hubs. This initiative was developed to provide valuable community-based resources and supports to help youth, in under-served communities, reach their full potential. Eleanor McIntosh shared testimonials regarding the important work that J'Mone Manhertz has done with the Ajax H.S. family of schools. They also answered questions of trustees.

Standing Committee Meeting Minutes
November 4, 2019

(d) Trade Mission

Student trustee Sally Meseret provided trustees with an overview of the Global Vision Junior Team Canada Trade Mission to Southeast Asia in July 2019. She shared her journey and experiences with trustees and introduced Tessa Vandenbroek from Anderson C.V.I. and Dennalia Fray from O'Neill C.V.I. who stressed the importance of various opportunities for students to thrive. She noted that the mission focusses on commercial opportunities for Canadian enterprises in economic sectors with growth potential in the Southeast Asian marketplace and reports on the market intelligence gathered, opportunities identified and key contacts made. She commented on the emphasis on high quality teacher training to adequately support students, and that funding supports are heightened for students. There is collaboration alongside notable industries to develop curriculum. She noted the need to share the competencies needed for students to learn while being educated for a career. Younger students need to be aware of the opportunities for traveling and learning abroad. A video was shared with trustees highlighting the Trade Mission experience and she noted that opportunity is the key to educating students.

7. Recommended Actions

There were no recommended actions at this time.

8. Information Items

(a) Student Trustee Report

Student Trustee Arlene Wang indicated that the Student Senate meeting held earlier in the evening focused on equity, student voice, and well-being initiative based action plans. The group worked with Steffanie Pelleboer, Mental Health Lead to discuss the implementation of the health resources and Superintendents Margaret Lazarus and Mo Hamid on the efforts to support student identity. A variety of student council structures were reviewed to identify weaknesses.

Student Trustee Tyler West advised that a discussion was facilitated regarding eLearning. OSTA-AECO introduced a report at the last meeting and senators expressed serious concerns with the information contained in the mandate as it relates to technology and WIFI access, learning styles, identified students in eLearning, lack of teacher to student participation, and a lack of understanding on what is happening with the eLearning mandate in community. Students are not in support of the requirement of four eLearning credits and would like to see it reversed.

Standing Committee Meeting Minutes
November 4, 2019

(b) Student Trustee Report (Continued)

Student Trustee Sally Meseret commented on the recent OSTA fall general meeting. Preparing for the role of student trustee was a discussion topic, and addresses were given by Nancy Naylor, Deputy Minister of Education, on engaging students from across the Province regarding the direction of Education, and Norah Marsh, CEO of EQAO regarding the revisions to EQAO. There was an opportunity for students to learn more and grow more in their roles.

Trustee Donna Edwards indicated that she would like the students' comments to discuss them at the upcoming OPSBA Board of Director's meeting on November 25, as the group will be meeting with local MPPs.

(c) Art of Public Dialogue: Hosting Conversations on Race and Identity

Superintendent Jamila Maliha shared with trustees highlights of Art of Public Dialogue: Hosting Conversations on Race and Identity Training, Part 1.

(d) Optional Continuous Learning at Home

Superintendent Silvia Peterson provided trustees with information about learning at home on days when learning is interrupted; such as inclement weather and bus cancellations.

(e) C.E. Broughton P.S. Modified School Year Consultation Process, Town of Whitby

Superintendent Georgette Davis introduced Christine Nancekivell, Chief Facilities officer who provided trustees with information to commence a public consultation process in accordance with Regulation School Boundaries with regards to collapsing C.E. Broughton P.S.'s modified school year. They also answered questions of trustees.

(f) School Trip Supervision Requirement Review

Director Lisa Millar introduced Paul Brown, Operations Officer, who provided trustees with handout information as it relates to the school trip supervision requirement review. He also answered questions of trustees.

Standing Committee Meeting Minutes
November 4, 2019

(f) OPSBA Report

Trustee Donna Edwards advised that the OPSBA Central East Regional meeting took place at the Education Centre this past Saturday. The group discussed legislative updates, labour, and ongoing issues amongst boards. The next Board of Directors' meeting is scheduled to be held on November 25. The day is an advocacy day where Boards are invited to meet with MPPs to talk about education issues across the Province.

9. Committee Reports

There were no Committee reports at this time.

10. Correspondence

There was no correspondence at this time.

11. Other Business

(a) Toronto Catholic DSB

Trustee Ashley Noble advised that the Toronto Catholic DSB is proposing that its updated code of conduct will not include protection for discrimination based on gender identity or gender expression. She noted that this is disappointing with all the equity work being done in the Board. She asked that the Board reaffirm its commitment as an ally to the LGBTQ community, and more specifically to transgender and gender non-conforming students and staff.

THAT THE DURHAM DISTRICT SCHOOL BOARD RELEASE A PUBLIC STATEMENT REAFFIRMING ITS COMMITMENT AS AN ALLY TO THE LGBTQ COMMUNITY, MORE SPECIFICALLY TO TRANSGENDER AND GENDER NON-CONFORMING STUDENTS AND STAFF.

(b) Safety Policy

Trustee Paul Crawford presented the following motion:

- (i) THAT WHETHER, OR NOT, THE BOARD OF TRUSTEES IS CONFORMING TO POLICIES ON SAFETY AND THE HANDLING OF VIOLENT INCIDENTS WITHIN THE DDSB.

Standing Committee Meeting Minutes
November 4, 2019

(c) Safety Policy (Continued)

- (ii) THAT WE NEED TO DETERMINE IF THE METHODS BEING USED TO CONTROL INCIDENTS ARE WITHIN POLICIES ON SAFETY, AND VIOLENT ACTS.
- (iii) THAT THE POLICY ON SAFETY IS THAT SAFETY IS PRIORITY ONE, OR THE HIGHEST PRIORITY AND THAT THE SAFETY OF ALL STUDENTS AND STAFF IS A BOARD OF TRUSTEES RESPONSIBILITY AND THE RESPONSIBILITY ALSO RESTS WITH EVERYONE.
- (iv) THAT STAFF SHOULD PRODUCE INFORMATION AND STATISTICS DESCRIBING WHAT ACTIONS ARE BEING TAKEN WHEN AN INCIDENT OCCURS, AND WHEN IT OCCURS REPEATEDLY, AND WHEN THE SAME STUDENT(S) ARE PART OF THE REPEATED INCIDENTS.
- (v) THAT THE BOARD OF TRUSTEES NEEDS TO DETERMINE THAT THE HANDLING OF THESE INCIDENTS IS BEING DONE IN ACCORDANCE WITH OUR PRESENT POLICIES, OR DO THOSE POLICIES NEED TO BE AMENDED.

Trustees discussed the motion and it will be presented at the Board meeting scheduled to be held on November 18, 2019.

Director Lisa Millar confirmed that reports are received bi-annually in January and June and they outline current strategies, interventions, processes, and include an info graphic. The Incident Ad Hoc Steering Committee meets during the year and monitors information between the reporting periods.

Trustee Niki Lundquist asked that the next report include a flowchart of processes regarding intervention.

Trustee Paul Crawford requested that the report also include statistics on litigation, injuries, staff injuries, police involvement, suspensions and expulsions.

Standing Committee Meeting Minutes
November 4, 2019

12. Adjournment

2019:20

MOVED by Trustee Niki Lundquist.

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:25 p.m.

Chair

Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, September 19, 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 (left at 7:40 p.m.)
 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 6:31 p.m.

2. Welcome Guests:

SEAC Chair Eva Kyriakides welcomed special guests: Jack Barclay, Elementary Representative; Michelle Monk and Russ Davidson, Secondary Representatives; Heather Mundy, Superintendent of Education and Arlene Wang, Student Trustee.

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.

3. **Regrets:**

Regrets:

- Trustee Christine Thatcher

4. **Approval of Agenda:**

That the agenda for September 19, 2019 be approved.

MOVED BY: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

5. **Approval of the Minutes from June 13, 2019:**

That the minutes from June 13, 2019 be approved.

MOVED BY: Tara Culley

SECONDED BY: Claudine Burrell

CARRIED

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

Inclusive Student Services

The 2019-2020 school year has started with our department focused on service goals aligning with the DDSB Priorities. We will be sharing information within the Administrative Report to SEAC this month.

DDSB is a growth enrolment board. This month, our schools have welcomed students returning as well as many newly registered students. Our team works closely with schools and other departments, such as transportation, to support transitions and start up across the system.



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

Clinical Assessments – Ministry of Education Funded Project – Summer 2019

The Ministry of Education provided DSBs with one-time funding for Special Education Professional Assessments to “address waitlists and wait times for students with special education needs requiring professional assessments.” The expected outcomes of this initiative were outlined as:

- Improve the educational outcomes for students with special education needs by supporting timely access to professional assessments;
- Reduce the number of students currently on a waitlist or waiting for a professional assessment;
- Better manage the allocation of professionals completing assessments through better data collection and record management;
- Improve practices related to the assignment of professionals to complete assessments; and/or
- Improve early intervention support to reduce the number of required professional assessments.

Reference: Ministry of Ed, Project Plan B2: Special Education Professional Assessments

The DDSB actioned a three-part plan:

- 1) Development of a tracking mechanism (form within PowerTPM) to track assessment recommendations, process and reporting (2% of received funding)
- 2) Acquisition of additional testing materials enabled both expansion of the type of tools accessible to DDSB clinicians and increased the number of tools available to reduce assessment wait times by increasing clinician access to tools. (36% of received funding)
- 3) Engage in a process of analysis of need and then execute a summer assessment schedule for both Speech Language and Psychological Assessments. (62% of received funding)

With appreciation to members of our Psychological Services and Speech Language teams, 107 clinical assessments were completed over the summer.

DDSB Welcome Back BBQ



This annual event celebrates “**Back to Learning**” with families and community partners from across the region. This year saw another tremendous participation rate and the smiles were glowing. Many thanks to Eva and Tara for hosting the SEAC booth for the many connections made with families in attendance.

September 2019 Team Highlight: Inclusive Student Services Clerical Team

Within our department report each month, we will be highlighting the services of a team or role within the Inclusive Student Services department. Here is how our clerical team supports students programming and the team:

As a large service orientated team, we deeply appreciate the work of our clerical team.

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

The work of Inclusive Student Services has an annual budget (2019-2020) of \$119 million. This includes approved funding at \$3.3 million above the funded envelope. With an emphasis on direct student support, 97% of the budget is allocated to staffing (salaries and benefits) for groups including: SERTs, Special Education Class Teachers, Educational Assistants, and Professional Support Services Personnel (PSSP). The supply coverage costing for the above staff are also accounted for. In addition, \$2.6 million is enveloped for Specialized Equipment Allocation.

The Inclusive Student Services clerical team support communication with families, facilitate support to all team members in the department (calendars, team meeting organization), ensure SEA (Specialize Equipment Allocation) equipment is ordered and received in a timely manner, and tracks the confidential, individual student based information related to consents, IPRCs and other service related documentation.

Some specific examples from the work of the team:

- Connect with families calling the Education Centre for information or connection with service professionals
- SEA Tech and Non-Tech – receive requests and prepare appropriate documentation to fulfill the requests put forward by service professionals in order to enhance the learning of our special education students
- Administrative organization to facilitate the startup of the Gifted Testing Process
- Administrative organization to facilitate the startup BMS training courses for staff who interact with our special education students
- Preparing the master caseload document for use by service professionals across all Inclusive Student Services departments
- Preparing accurate caseload assignment documents for individual service professionals.
- Executing the approved PD Calendar which provides training by members of the Inclusive Student Services team as well as for members of our team.
- All members of the clerical team, one capacity or another, assist with the onboarding of new staff
- On-going confidential document management (includes scanning and purging) while adhering to a strict retention schedule and fulfilling special requests as required
- Monitor changes at the schools of key staff (SERTs and Spec Ed Department Heads) and updating important distribution lists accessed by many within the department
- Update and ensure timely PowerTPM access is provided for new staff (SERTs and ISS staff)

Speech Language Pathology (SLP)/Hearing Services

The Speech-Language and Hearing teams are getting the year started by collaborating with school teams and families to help students have a smooth transition back to school. In partnership with the educational audiologist, the hearing resource teachers are setting up amplification devices and systems to maximize students' communication access. Speech-language pathologists are identifying the priorities for communication and transition needs within schools, focusing on students who have autism and other complex profiles.

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

Speech Language Pathology (SLP)/Hearing Services (cont'd)

ASL interpreters and deaf-blind intervenors providing direct support are building relationships with students and partnering with classroom educators to foster inclusive school relationships and environments. We are all excited and enthusiastic about this school year!

Psychological Services

Psychological Services staff returned to work to continue fulfilling their commitment to the Operational Goals of the DDSB and, therein, their five service functions of: assessment, consultation, direct service, crisis response and capacity building.

Psychological Services started the year with four new staff members who have come to the DDSB with excellent skills in applied behaviour analysis, as well as other essential clinical skills.

Many Psychological Services staff began the school year by assisting schools in supporting the transitions of students with various and complex learning, developmental, social and behavioral needs, both within DDSB classrooms and in partnership with our community service providers.

Most Psychological Services staff have spent time getting re-certified as BMS trainers; they will work toward supporting the revised model of staff training in non-violent crisis intervention.

Along with the latter, Psychological Services staff have set priorities in supporting system Capacity Building in suicide risk assessment, mental health first aid and violence/threat risk assessment. Staff also will be working to re-visit the DDSB document, Standards and Guidelines for the Use of Behavioural Procedures, by using the D2L format to update the 'essentials' of these guidelines for DDSB staff.

Staff will be working within an integrated framework to formulate an Educator's *Guide to Understanding and Programming for Students with Learning Disabilities*, again using the D2L platform.

Finally, Psychological Services providing services in high schools will be piloting a new structure of service provision, with key emphasis on accountability and attuned mental health supports.

Staff are looking forward to another productive year in service to students!

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

Social Work/Attendance

The Social Work team members have been connecting with their schools as the new year unfolds. Social Workers are connecting with school teams to support successful transitions for children and youth, and to develop plans to meet the unique needs of our students. This year, the team is focusing on improved data collection to better understand who we serve and how we can enhance our services. We are also looking at developing and revising many group interventions that can be delivered in schools depending on student need and school goals. Other initiatives include revising the Social Work Service model to align with the Framework for School Social Work in Ontario, and developing an Attendance Strategy to enhance student success and well-being.

This year, the team welcomes three new social workers who bring a variety of life and professional experiences. We look forward to an exciting and impactful school year.

Upcoming Professional Development Opportunities

Upcoming Learning Opportunities	
PowerTPM - Inclusive Student Services Staff	September 10, 2019
SERT Capacity Building	September 12, 2019
Developmental Class Teacher Capacity Building (Part 1 of 4)	September 24, 2019
PowerTPM - Refresher and New to SERT Role	September 24, 2019
Teachers New to Teaching Students with Hearing Loss	October 9, 2019

Inclusive Student Services Support to New SERTs

Special Education Facilitators Darlene Bain and Randi-Lea Micklewright provided SEAC members with a PowerPoint that highlighted Inclusive Student Services Support to New SERTs. The following highlights were shared with committee members:

In total there are 188.8 FTE in the SERT/Special Education Head Role in the DDSB. Approximately 31 of those are new to the SERT/Special Education Head role in 2019/2020. In the 2019/2020 school year, there were approximately 40 new SERTs to the role. With the complexity of the responsibilities of the SERT, it takes time to master the roles and responsibilities. Our goal is to support those in the early stages of the role.

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

Inclusive Student Services Support to New SERTs (cont'd)

Already this year, the Inclusive Student Services Department has supported new SERTs by offering our New to SERT workshop in our Summer Institute sessions. Twenty new SERTs attended this two-day workshop to learn about the intricacies of the role. It was important to make early connections with these vital staff to some of our most complex students.

We will be offering Mentor/Mentee supports in the coming weeks to foster relationships and networks in order to support SERTs in the early years of the role. We appreciate experienced SERTs taking the time to share their expertise.

Our first SERT Capacity Building Session was on September 12th, and was attended by 189 SERTs in the system. The structure of our SERT Capacity Sessions are such that SERTs can self-direct their PD by choosing break out sessions that best fit their learning needs. New this year, we are offering a break out session specifically for new SERTs to address their specific questions and to guide their priorities at different times of the year.

The *Heart of Coaching* Resource has been distributed to New SERTs. This is a resource that was shared to the system two years ago and is relevant to the coaching and leadership role that SERTs have in building capacity in their schools.

Specific training was provided by our Inclusive Technology team to our new SERTs on Sept 10th and again on Sept 24th on PowerTPM, our database that collects and organizes our IPRC and IEP data.

Finally, on September 20th, PD will be provided for our teachers and SERTs new to supporting gifted learners.

7. **Presentation:**

Ignite Accessibility

Superintendent Heather Mundy provided SEAC members with a PowerPoint and hand-out information on the DDSB's Ignite Accessibility – Multi-Year Accessibility Plan 2019-2021. The PowerPoint presentation also highlighted the Ignite Accessibility Annual Status Report and the DDSB Accessibility Guide. Superintendent Mundy also mentioned that the DDSB's Accessibility for Everyone campaign will commence on Monday, September 23, 2019. Superintendent Heather Mundy also answered questions of committee members.

Trustee Donna Edwards informed SEAC members that the Accessibility for Ontarians with Disabilities Act (AODA) Alliance is making public a draft Framework for what the promised Education Accessibility Standard should include for students in schools between kindergarten and Grade 12. Trustee Edwards will forward the draft document for committee members to review and provide feedback.

8 a). Business Arising from the Minutes:

- Update: SEAC Self-Advocacy Event

Rowin Jarvis from Learning Disabilities Association of Durham Region will make inquiries regarding the availability of a guest speaker for the event. Once the speaker has been confirmed that will then decide the date. Currently looking at the last week of October or first week of November. The location will be a centrally located secondary school. A face to face or teleconference meeting was offered to SEAC members to finalize details.

8 b). Scheduled Discussion Period:

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

- SEAC 2019-2020 Goals & Action Items

SEAC members participated in an interactive activity of speaking with each other in two circles (inside/outside) to discuss three topics with three different partners. The topics of discussion were:

- What are you passionate about in supporting families in Durham
- What is one big question that you have for this year?
- What does success for SEAC at the end of the year look like to you?

These discussions helped committee members identify goals and track successes.

9. Reports:

Administration:

Superintendent Andrea McAuley

Director's Welcome Back Video

Director Lisa Millar's Welcome Back and Direction Setting Video was shared with SEAC members.

Focus on Deep Learning

- Fundamentally transforming teaching and learning in classrooms and schools
- Placing teaching and learning at the center of the work
- Stay the course, but change the execution with a special focus on Learning is the Work
- A focus on proportional outcomes for all students

Inclusive Student Services – Service In, Service Out

- 2019-2020 school year, opportunity to revamp the delivery service model
- Leadership Team looking after individuals within the department by offering professional development in secondary trauma training

9. **Reports: (cont'd)**

Superintendent Andrea McAuley (cont'd)

Implementing the Ignite Learning Priorities

For our DDSB Students and Staff

SUCCESS Gap Closing and Interventions for Students with Learning Disabilities (LD) Differentiating Programming to Support Students with Autism	EQUITY Integrated Transition Planning for Youth with Developmental Disabilities Early Intervention and Assessment
WELL-BEING Reduce Student Persistent Absence Rates Secondary Trauma Training	ENGAGEMENT SEAC Community Presence and Engagement Secondary Student Voice – Inclusive Programming
LEADERSHIP Inclusive Student Services Professional Development and Leadership Deepen School Administrator skills for Leadership of Inclusive Programming Behaviour Management Systems Training for Administrators	INNOVATION Educational Assistant Device Program and eLearning Focus Create on-line professional development modules with focus on differentiated programming 2019/2020 Focus –Students with 1) Learning Disabilities 2) Autism

Other Department Initiatives Supporting the Six Priorities:

- Professional Clinical Assessments
- Kindergarten EA Transitional Pilot
- Secondary Trauma Training
- Friday Forums
- Children and Youth in Need of Protection
- Special Education Services School Support Plans

Revised: Supporting Many Paths to Success

This is a revision of document previously titled, "Pathway to IPRC".

Revisions reflected in this document include:

- Emphasis on early intervention, assessment, ongoing program monitoring and revision; aligning with the Ontario Human Rights Commission, "Policy on accessible education for students with disabilities" (March 2018)
- Shift to asset based language
- Consultation with appropriate community partners

This document was shared at the SERT Capacity Building that was held on September 12, 2019.

9. Reports: (cont'd)

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations on the Engagement Strategic Plan and Ignite Learning Operational Goals for 2019/2020. They also received information on the revised Health and Physical Education Curriculum; Capital Priorities and the Draft Accommodation Plan: Trends, Issues and Future Opportunities 2019-2023 at the Board Meeting on Monday, September 16, 2019.

10. Association Reports:

Autism Ontario – Durham Chapter

The Autism Ontario – Durham Chapter is encouraging individuals, families, businesses and community service providers to submit their ideas for Social Learning Opportunities (SLO). They are designed for children and youth with ASD 18 years of age and younger, their families and caregivers. Autism Ontario Durham Chapter can assist with subsidizing events.

Learning Disabilities Association of Durham Region (LDADR)

The Learning Disabilities Association of Durham Region (LDADR) will be hosting a presentation on “Improving the Odds: Implementing the IEP” on Thursday, September 26, 2019 from 7:30 p.m. to 9:00 p.m. The LDADR Annual General Meeting for members will take place from 7:00 – 7:30 p.m. prior to the presentation at the Brooklin Community Centre.

11. Correspondence/Attachments:

- Greater Essex County DSB
- Hastings and Prince Edward DSB

12. Questions and Comments:

Discussions took place regarding correspondence writing to the Ministry and if there was a more effective approach. The Minister's Advisory Council on Special Education (MACSE) was another course of action as this committee makes recommendations directly to the Minister of Education. It was agreed upon to place MACSE on the October SEAC agenda, under item # 8 b) Scheduled Discussion Period for further idea sharing.

Report Special Education Advisory Committee (cont'd)
September 19, 2019

13. Celebrations and Success:

Tara Culley participated and completed the "Tuff Mudder" endurance obstacle course race that was held on September 14 – 15, 2019 in Toronto.

Eva Kyriakides, younger daughter has joined the Improv Club at high school and her older daughter has set her academic accommodations with Student Accessibility Services at the University of Guelph.

14. Next S.E.A.C. meeting – October 17, 2019 in Room 2020.

15. Adjournment:

That the meeting does now adjourn at 8:30 p.m.

MOVED BY: Tara Culley

SECONDED BY: Trustee Donna Edwards

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
To seek guest speaker for Self-Advocacy Event.	SEAC Member Rowin Jarvis	By next SEAC meeting.
Inside/Out Activity – Question #2, "What is one big question that you have for this year?" Responses to be shared/e-mail to SEAC Chair Eva Kyriakides.	SEAC Committee Members	By next SEAC meeting.
Review and provide feedback of the AODA Alliance's Draft Framework for the K-12 Education Accessibility Standard to Trustee Donna Edwards.	SEAC Committee Members	By next SEAC meeting.
MACSE – October SEAC Agenda – Scheduled Discussion Period.	Administrative Assistant Diane Kent	By next SEAC meeting

Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



July 5, 2019

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

Dear Minister Thompson,

The Special Education Advisory Committee (SEAC) of the Greater Essex County District School Board is writing in support of Bill 64, **Noah and Gregory's Law, Transition to Adult Developmental Services and Supports**. The Act recently passed its second reading and has been referred to the Standing Committee on Regulations and Private Bills. We ask that you strongly and actively support this Bill to ensure its passage to a third reading as soon as possible.

Students with developmental disabilities, along with their families, already face many challenges regarding crucial services and the cessation of these supports at age 18 causes increased and unnecessary burdens. We ask that you support the implementation of Bill 64 to improve their transition to adult services.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in cursive script, reading "M. Fuduric".

Mary-Ann Fuduric, Chair
 Special Education Advisory Committee
 Greater Essex County District School Board

CC: Chairs of Ontario Special Education Advisory Committees
 CC: GECDSD Board of Trustees

RECEIVED AUG 19 2019

Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



July 5, 2019

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

Dear Minister Thompson,

I am writing to you today on behalf of the members of the Greater Essex County District School Board's (GECDSB) Special Education Advisory Committee (SEAC). Our SEAC includes 8 Parent Associations, who represent thousands of the families in the Essex County Region.

In the fall of 2018, the members of our SEAC were made aware of the changes to funding that were announced by the Deputy Minister of Education in August of 2018. As a group whose responsibility includes advocating for the rights of all children with special needs in our region, we were disheartened and deeply disappointed by the Ministry of Education's decision to reduce the increase to the Special Incidence Portion that was previously announced for the 2018-2019 school year. Schools have a legal obligation to accommodate every child with a disability. When a student requires full time 2:1 staffing, how to pay for it should never have to be the board's primary concern. It should be the safety and dignity of that child, and the safety of staff and other students. The claw back of the additional funding for the boards who mostly already operate in a negative special education budget is unconscionable. And the lack of flexibility around the rules of the SIP grants often prevents them from being sought.

The GECDSB already has to use more funding than provided by the Ministry of Education through Special Education Grants to offset the costs associated with Special Education Services. The claw back of the SIP increase announced for the 2018-2019 school year only serves to increase the Special Education deficit. With this deficit, more children will be affected. As a SEAC, we are deeply concerned by the direction that this government is taking regarding funding for our most vulnerable students. As the Auditor General's Report highlights, the Ministry of Education's "funding formula uses out-of-date benchmarks and is due for an external review."

We urge the Minister to reconsider this decision to reduce funding for these grants, and consider fully funding this necessary accommodation for our most vulnerable, complex and challenging students.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
 Special Education Advisory Committee
 Greater Essex County District School Board

CC: GECDSB Board of Trustees
 CC: Chairs of Ontario Special Education Advisory Committees

RECEIVED AUG 19 2019

Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



July 5, 2019

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

Dear Minister Thompson,

I am writing to you today on behalf of the members of the Greater Essex County District School Board's (GECDSB) Special Education Advisory Committee (SEAC). Our SEAC includes eight Parent Associations, who represent thousands of the families in the Essex County Region.

We are very concerned about the recent changes to the provincial funding model for class size averages and with the announcement of mandatory e-learning courses. The impact that these changes will have on students with special education needs will be devastating. Students with special education needs require significant in-class support to have meaningful and equitable access to education. Mandatory e-learning courses removes the critical component to success, a physical teacher who provides support and allows for meaningful connections, which are important to student well-being and resiliency. Furthermore, placing the burden of access to technology and the internet for these courses is inequitable. Students who live in remote areas of Windsor-Essex County or those without access to the necessary technology will be disadvantaged.

The drastic increase to class-size average will provide less support to students with special education needs and those identified as at-risk for learning difficulties. The increase to class sizes is likely to reduce course options, sections, and specialized courses that support students with learning needs. More students will equate to less time that teachers have to assist students identified as at-risk or those with Individual Education Plans.

We urge the Minister to reconsider this decision to reduce funding for these grants, and consider fully funding this necessary accommodation for our most vulnerable, complex and challenging students.

Sincerely,

A handwritten signature in cursive script that reads "M. Fuduric".

Mary-Ann Fuduric, Chair
 Special Education Advisory Committee
 Greater Essex County District School Board

CC: GECDSB Board of Trustees
 CC: Chairs of Ontario Special Education Advisory Committees

RECEIVED AUG 19 2019

Greater Essex County District School Board

451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200



July 5, 2019

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

Dear Minister Lisa Thompson:

The Greater Essex County District School Board's (GECDSB) Special Education Advisory Committee (SEAC) would like to acknowledge and support Bill 44 to amend the Education Act to provide for board activities to promote awareness and understanding of Fetal Alcohol Spectrum Disorder (FASD), including best practices to support pupils who may have FASD. Currently, the GECDSB provides an annual professional development session each fall for teachers who have students in their classrooms identified with FASD. However, any additional professional development supports or awareness initiatives from the Ontario Ministry of Education would be beneficial to our educators who work diligently to support all students on a daily basis.

Sincerely,

A handwritten signature in cursive script, reading "M. Fuduric".

Mary-Ann Fuduric, Chair
 Special Education Advisory Committee
 Greater Essex County District School Board

CC: Chairs of Ontario Special Education Advisory Committees

RECEIVED AUG 19 2019



Hastings and Prince Edward District School Board

Shannon Binder, Chair of the Board
Mandy Savery-Whiteway, Director of Education

Possibilities
TODAY & TOMORROW

June 4, 2019

RECEIVED JUN 14 2019

The Honourable Lisa M. Thompson
Minister of Education
438 University Avenue, 5th Floor
Toronto ON M7A 2A5

Dear Minister Thompson:

As representatives of the Special Education Advisory Committee (SEAC) for Hastings and Prince Edward District School Board (HPEDSB), we are writing to express our concerns 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 new funding model means that school-age children who have moderate to severe autism requiring Applied Behaviour Analysis (ABA) therapy to teach them learning skills, behaviour management and communication will no longer have adequate funding from the government for the clinically recommended 20 to 40 hours per week. Expecting school boards to "close the gaps" in such clinical or therapeutic needs sets unrealistic expectations for both educators and parents/guardians. Many families within our board will be unable to pay for the therapy their children need out of pocket based on the new funding model. As a result, many of these children will enter the school system without the skills that they need to be successful.

We are also concerned that many children who have been receiving one-on-one therapy will be inadequately prepared to transition to school full-time, if the decision to send them is based solely on a lack of funding for further therapy. Placing these students in the classroom may create health and safety concerns for all. Children with autism are not the only children who require more supports than are currently available in school and in the community. We are concerned that the proposed changes in autism funding will also have a negative impact on what can be provided for all our students with special needs in our schools.

We urge the Ministry of Education to review their funding decision and revise the Ontario Autism Plan based on the recommendations of relevant stakeholders, including parents and clinical experts. We also hope that the Ministry will also investigate and remedy the shortfalls in funding for other disabilities affecting the children in our province.

An invitation is being extended to our local members of provincial parliament to attend a fall SEAC meeting, to continue discussions and advocacy that the Ministry of Education review their funding decision. We look forward to your response.

Sincerely,

Kelly Allan

Kelly Allan,
SEAC Chair

Carolyn Baldwin

Carolyn Baldwin,
SEAC Vice-chair



Hastings and Prince Edward District School Board

Shannon Binder, Chair of the Board
Mandy Savery-Whiteway, Director of Education

Possibilities
TODAY & TOMORROW

c.c. Lisa MacLeod, Minister of Children, Community and Social Services
Mandy Savery-Whiteway, Director of Education
Shannon Binder, Chair of the Board
Ken Dostaler, Superintendent of Education – Student Services
Todd Smith, MPP Bay of Quinte
Daryl Kramp, MPP Hastings-Lennox & Addington
Chairs of Ontario Special Education Advisory Committees

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** Financial Process
and 2018-2019 Financial Report**PAGE NO.** Page 1 of 1**ORIGIN:** Lisa Millar, Director of Education**1. Purpose**

To seek approval from the Board of Trustees on the 2018-2019 Financial Report.

2. Background

Attached as Appendix A is a report that was presented to the Audit Committee on November 7, 2019, which included the 2018-2019 Financial Statements, as audited by KPMG.

At the November 7, 2019 Audit Committee meeting, the Committee moved:

“THAT THE AUDIT COMMITTEE RECOMMEND TO THE BOARD THAT THE 2018-2019 FINANCIAL REPORT OF DURHAM DISTRICT SCHOOL BOARD, INCLUDING TRANSFERS TO AND FROM INTERNALLY RESTRICTED FUNDS, BE APPROVED AS PRESENTED. ”

The draft minutes of this public meeting are attached as Appendix B, for information purposes only.

3. Recommendation

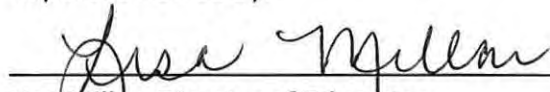
That the 2018-2019 Financial Report of Durham District School Board, including transfers to and from internally restricted funds, be approved as presented.

4. Appendices

Appendix A – Audit Committee Report ‘Financial Process and 2018-2019 Financial Report’

Appendix B – Draft Public Minutes from November 7, 2019 Audit Committee Meeting

Report reviewed by:



Lisa Millar, Director of Education

V:\Business\David Visser\REPORTS\2019-2020\Board Meetings\BDPUB Nov 18 2019 Financial Process and 2018-2019 Financial Report.docx

ADMINISTRATIVE REPORT

REPORT TO: Audit Committee **DATE:** November 7, 2019

SUBJECT: Financial Process and 2018-2019 Financial Report **PAGE NO.** Page 1 of 6

ORIGIN: David Visser, Associate Director/Corporate Services and Treasurer of the Board
Trevor Sealy, Manager of Accounting and Financial Services

1. Purpose

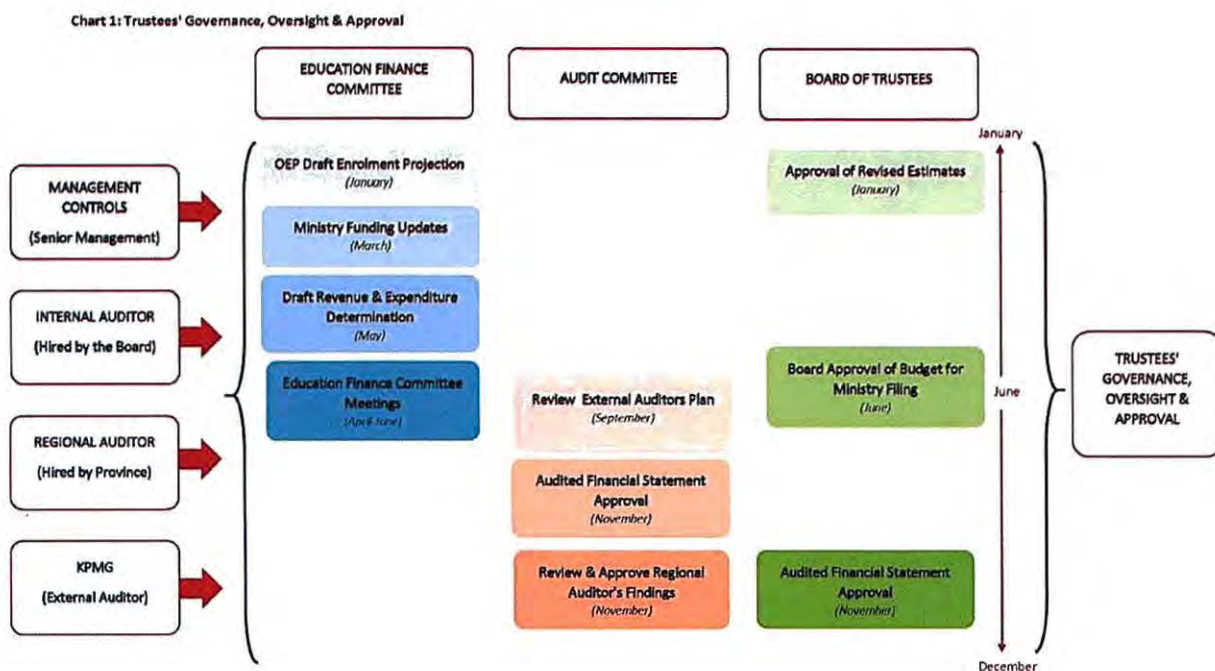
To provide the Audit Committee of the DDSB with an overview of the financial process, and to present the 2018-2019 Financial Statements as audited by KPMG, for approval.

2. Background**2.1 Financial Process**

The following table outlines the layers of Financial Governance and oversight at school boards across the province. The three layers are:

- Education Finance Committee
- Audit Committee
- Board of Trustees

Chart 1 entitled Trustees' Governance, Oversight & Approval is provided for illustrative purposes.



ADMINISTRATIVE REPORT

Page 2 of 6

Education Finance Committee

The Ministry of Education announces the Grants for Student Needs (GSN), which provide the details of grant formulas and other criteria for education funding in March/April. This Ministry funding update and the Draft Official Enrolment Projections (OEP) are used by budget staff to build draft revenue and expenditures for the deliberations of the Education Finance Committee. Through several meetings, the Board of Trustees receive information from Board Staff and public deputations. The end result of these meetings is the approval of the budget by the Education Finance Committee, for final approval by the Board of Trustees.

Audit Committee

The Audit Committee is composed of three members of the Board of Trustees and two independent members drawn from the community at large. The primary role of the Audit Committee is to assist the Board of Trustees in fulfilling its duties related to governance and oversight. The duties of the Audit Committee fall under the following key areas: the financial reporting process, internal control framework, risk management practices, performance and function of the Board's internal and external auditors and the Board's compliance with its obligations under legislation. This committee meets three or more times a year.

Board of Trustees

Public School Trustees are an important link between residents of the municipalities served by the DDSB and the Board. Specifically, a Trustee is responsible, as a member of the Board:

- To govern and set policy
- To govern for the provision of curriculum, facilities, human and financial resources
- To advocate for the needs of their communities

As a constituency representative, to explain the policies and decisions of the DDSB to residents.

The financial process for school boards is supported by senior management and auditors.

Senior Management

Provides an environment of strong internal controls which correspond to best practices, Ministry/Provincial direction and Trustee approved Policies and Regulations.

Internal Audit

Reviews individual school/location compliance with controls.

Regional Audit

Reviews Board compliance with an entire process flow or control.

ADMINISTRATIVE REPORT

Page 3 of 6

External Audit

Reviews the Board's actual financial activity for the year-ended August 31, and provides an audit opinion with respect to overall compliance

2.2 Financial Statements

The External Auditors present the Audited Financial Statements for the year-ended August 31. It represents the actual results for the period from September 1 to August 31. For the current year it is September 1, 2018 to August 31, 2019. It is the financial results of this period which provide insight for the budget approved in June 2019, for the 2019-2020 school year.

3. Analysis**3.1 Significant Accounting Items**

For the year ended August 31, 2019 the Board incurred an operational deficit of \$3.5M, which is less than the budgeted deficit of \$4.9M. The deficit represents 0.44% of the operational budget of \$789,352,191. Included in this section is information surrounding each of the significant operational items.

		2018-2019
<i>Significant Operational Items</i>		
GSN Revenue increase (net of corresponding Q&E)	\$4.6M	
Innovation Priorities	\$(2.2M)	
Sick Time	\$(1.0M)	
WSIB	\$(3.6M)	
Retirement Gratuity	\$(1.3M)	
<i>2018-2019 Deficit</i>		<i>\$(3.5M)</i>

a) GSN revenue increase

For any budget year the enrolment as of March 31 is an estimated amount. For the current budget year, enrolment at the March 31 count date was higher than anticipated and generated an additional \$4.6M in GSN funding.

ADMINISTRATIVE REPORT

Page 4 of 6

b) Suspension of the Planned 2018-2019 Innovation Priorities

In the Spring of 2019, the provincial government engaged several changes, including the change in secondary class size from 22:1 to 28:1. As the DDSB's contract with secondary teachers contained class size specific language, there was a contractual and moral obligation to honour the contract. For 2019-2020, this was anticipated to result in a draw from Reserves for Working Fund of \$3.45M.

The suspension of the Innovation Priorities contributed \$2.7M to the Reserves for Working Fund. The Innovation Priorities that were suspended were as follows:

		2018-2019
Budgeted Reserve Transfer – Innovation Priorities		\$(4.9M)
<i>DDSB Innovation Priorities – Surplus from Budget</i>		
Innovation	\$1.1M	
Leadership	\$0.2M	
Equity and Diversity	\$0.8M	
Mental Health	\$0.6M	
		\$2.7M
Actual Reserve Transfer – DDSB Innovation Priorities		<u>\$(2.2)M</u>

c) Sick Time

For the 2018-2019 year, a total of \$14.8M was budgeted for sick time, which was an increase of \$1.4M from 2017-2018 budget amount of \$13.4M. Even with this increase, supply cost was overspent by \$942,000 or an actual cost of \$15.7M.

d) WSIB

The DDSB is a schedule 2 employer with WSIB. As a result of this choice, the Board is responsible for its WSIB costs directly, rather than paying the WSIB rate per \$100 of payroll.

e) Retirement Gratuity Reserve Draw

Since 2012-2013, Ministry benefit funding benchmarks have been reduced by 0.167% per year and will continue to decrease over a 12-year period until retirement gratuity obligations are no longer funded. In order to ensure the Retirement Gratuity reserve remains funded to the most recent actuarial valuation of \$29.4M, \$1.3M was transferred from Working Funds to the Retirement Gratuity reserve.

ADMINISTRATIVE REPORT

Page 5 of 6

3.2 2018-2019 Financial Statements

The Board's external auditors from KPMG will be present at the Audit Committee meeting to present their audit opinion and address any questions that may arise.

The audited financial statements for the year ended August 31, 2019 include:

- Consolidated Statement of Financial Position
- Consolidated Statement of Operations and Accumulated Surplus
- Consolidated Statement of Changes in Net Debt
- Consolidated Statement of Cash Flows
- Notes to Consolidated Financial Statements

These statements have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act. Note 1(a) to the consolidated financial statements further outlines this process.

3.2.1 Consolidated Statement of Financial Position

- Financial assets \$369,511,405
- Financial liabilities \$1,094,266,944
- Non-financial assets \$985,061,052

3.2.2 Consolidated Statement of Operations and Accumulated Surplus

- Revenues \$879,404,361
- Expenses \$878,073,322

The difference represents timing differences in the recognition of items such as Capital expenses in accordance with PSAB. Information relating to PSAB can be found in the 2019-2020 Budget Booklet on page 55 of 89.

3.2.3. Notes to Consolidated Financial Statements

- Retirement and other employee future benefits liabilities \$41,612,814 (Note 5)
- Net debenture debt and capital loans \$234,066,550 (Note 6)
- Tangible capital assets net book value \$969,051,096 (Note 9)

ADMINISTRATIVE REPORT

Page 6 of 6

3.3.4 Year End Actual Results

The total operational deficit for the year ended August 31, 2019 was \$3.5M, however the budgeted operational deficit was \$4.9M. Taking into consideration the transfers from reserves, the total overall change in working funds was \$2.7M.

4. Communication Plan

The 2018-2019 Financial Statements will be made available to the public on the DDSB website after the November Board meeting. www.ddsb.ca/AboutUs/BudgetFinancialStatements

5. Conclusion

The Board incurred an operational deficit less than the budgeted deficit. This was as a result of significant WSIB, retirement gratuity and sick time expenses being offset by an increase in GSN revenue and suspension of planned innovation priorities.

6. Recommendation

That the Audit Committee recommend to the Board that the 2018-2019 Financial Report of Durham District School Board, including transfers to and from internally restricted funds, be approved as presented.

7. Appendices

Appendix A – DDSB Financial Report, September 1, 2018-August 31, 2019

7/15/2019 10:00 AM



Durham District School Board

FINANCIAL REPORT

September 1, 2018 – August 31, 2019

DURHAM DISTRICT SCHOOL BOARD

Financial Report

Table of Contents

Year ended August 31, 2019

CONSOLIDATED FINANCIAL STATEMENTS

Management Report.....	page i
Independent Auditors' Report.....	page ii
Consolidated Statement of Financial Position	page 1
Consolidated Statement of Operations and Accumulated Surplus	page 2
Consolidated Statement of Changes in Net Debt	page 3
Consolidated Statement of Cash Flows	page 4
Notes to Consolidated Financial Statements	page 5

SUPPLEMENTARY INFORMATION REPORTS ON FINANCIAL STATEMENTS

Statement of Financial Position	page 30
Accumulated Surplus – Internally Restricted Funds (Schedule 1)	page 33
Capital Expenditures (Schedule 2)	page 37
Trust Funds.....	page 38
Sinking Funds Status Report	page 43



Durham District School Board

**AUDITED CONSOLIDATED
FINANCIAL STATEMENTS**

September 1, 2018 – August 31, 2019

MANAGEMENT'S RESPONSIBILITY FOR THE CONSOLIDATED FINANCIAL STATEMENTS

The accompanying consolidated financial statements of Durham District School Board are the responsibility of the Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in note 1 to the consolidated financial statements.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

The Board's management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by KPMG LLP, Chartered Professional Accountants, independent external auditors appointed by the Board. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

Director of Education

Chief Financial Officer

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Durham District School Board

Opinion

We have audited the consolidated financial statements of Durham District School Board (the Entity), which comprise:

- the consolidated statement of financial position as at August 31, 2019
- the consolidated statement of operations and accumulated surplus for the year then ended
- the consolidated statement of changes in net debt for the year then ended
- the consolidated statement of cash flows for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements present fairly, in all material respects, the consolidated financial position of the Entity as at August 31, 2019, and its consolidated results of operations, its consolidated changes in net debt and its consolidated cash flows for the year then ended in accordance with the basis of accounting described in note 1 to the financial statements.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditors' Responsibilities for the Audit of the Financial Statements***" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Page 2

Emphasis of Matter - Financial Reporting Framework

We draw attention to note 1 in the financial statements, which describes the applicable financial reporting framework and the purpose of the financial statements.

As a result, the financial statements may not be suitable for another purpose.

Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the financial reporting framework described in note 1 in the financial statements, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

Page 3

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represents the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group Entity to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

DRAFT

Chartered Professional Accountants, Licensed Public Accountants

Vaughan, Canada

November 15, 2019

DURHAM DISTRICT SCHOOL BOARD***DRAFT*** Consolidated Statement of Financial Position

August 31, 2019, with comparative information for 2018

	2019	2018
Financial assets		
Cash and cash equivalents	\$ 38,151,537	\$ 60,256,763
Accounts receivable (note 2)	331,359,868	326,558,408
	<u>369,511,405</u>	<u>386,815,171</u>
Financial liabilities		
Temporary borrowing (note 8)	26,300,000	—
Accounts payable and accrued liabilities	43,058,477	54,322,536
Deferred revenue (note 3)	11,317,576	10,022,925
Retirement and other employee future benefits (note 5)	41,612,814	41,943,046
Net debenture debt and capital loans (note 6)	234,066,550	259,857,516
Deferred capital contributions (note 4)	737,911,527	716,743,307
	<u>1,094,266,944</u>	<u>1,082,889,330</u>
Net debt	(724,755,539)	(696,074,159)
Non-financial assets		
Tangible capital assets (note 10)	969,051,094	943,106,397
Inventory and other assets	16,009,958	11,942,236
	<u>985,061,052</u>	<u>955,048,633</u>
Contractual obligations (note 14)		
Accumulated surplus (note 11)	\$ 260,305,513	\$ 258,974,474

See accompanying notes to consolidated financial statements.

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Consolidated Statement of Operations and Accumulated Surplus

Year ended August 31, 2019, with comparative information for 2018

	Budget 2019 (note 15)	Actual 2019	Actual 2018
Revenues:			
Local taxation	\$ 174,607,001	\$ 186,594,959	\$ 175,671,729
Provincial grants - grants for student needs	638,516,104	641,312,307	622,430,380
Provincial grants - other	2,316,151	5,852,872	12,033,671
Federal grants and fees	792,666	2,208,197	2,143,443
School-generated funds	18,434,437	18,251,789	18,343,934
Individual tuition fees	934,724	1,508,666	1,489,404
Other fees and revenue	10,966,002	14,602,210	14,168,393
Investment income:			
Operations	500,000	1,026,233	1,363,745
Sinking fund assets (note 7)	7,515,710	8,047,128	8,714,212
	854,582,795	879,404,361	856,358,911
Expenses (note 9):			
Instruction	653,700,850	674,993,870	642,777,553
Administration	17,821,899	20,446,136	19,489,098
School-funded activities	18,434,437	18,384,873	18,328,291
Transportation	22,360,129	22,812,643	21,952,008
Pupil accommodation	130,179,134	130,313,928	128,686,642
Other	5,995,186	11,121,872	16,253,809
	848,491,635	878,073,322	847,487,401
Annual surplus	6,091,160	1,331,039	8,871,510
Accumulated surplus, beginning of year	257,645,258	258,974,474	250,102,964
Accumulated surplus, end of year (note 11)	\$ 263,736,418	\$ 260,305,513	\$ 258,974,474

See accompanying notes to consolidated financial statements.

DURHAM DISTRICT SCHOOL BOARD***DRAFT*** Consolidated Statement of Changes in Net Debt

Year ended August 31, 2019, with comparative information for 2018

	2019	2018
Annual surplus	\$ 1,331,039	\$ 8,871,510
Amortization of tangible capital assets	45,508,973	41,451,232
Change in non-financial assets' inventory and other assets	(4,067,722)	(502,240)
Net loss on disposal of tangible capital assets	—	80,420
Purchase of tangible capital assets	(71,453,670)	(121,425,859)
Increase in net debt	(28,681,380)	(71,524,937)
Net debt, beginning of year	(696,074,159)	(624,549,222)
Net debt, end of year	\$ (724,755,539)	\$ (696,074,159)

See accompanying notes to consolidated financial statements.

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Consolidated Statement of Cash Flows

Year ended August 31, 2019, with comparative information for 2018

	2019	2018
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 1,331,039	\$ 8,871,510
Items not involving cash:		
Amortization of tangible capital assets	45,508,973	41,451,232
Amortization of deferred capital contributions	(38,742,688)	(35,091,730)
Net loss on disposal of tangible capital assets	—	80,420
Change in non-cash assets and liabilities:		
Accounts receivable	(4,801,460)	(6,104,251)
Inventory and other assets	(4,067,722)	(502,240)
Accounts payable and accrued liabilities	(11,264,059)	2,973,342
Deferred revenue	1,294,651	(5,147,722)
Retirement and other employee future benefits	(330,232)	(5,075,550)
	(11,071,498)	1,455,011
Capital activities:		
Purchase of tangible capital assets	(71,453,670)	(121,425,859)
Financing activities:		
Temporary borrowing	26,300,000	—
Debt repaid and sinking fund contributions	(17,743,838)	(11,222,463)
Increase in sinking fund assets	(8,047,128)	(8,714,212)
Additions to deferred capital contributions	59,910,908	97,416,866
	60,419,942	77,480,191
Decrease in cash and cash equivalents	(22,105,226)	(42,490,657)
Cash and cash equivalents, beginning of year	60,256,763	102,747,420
Cash and cash equivalents, end of year	\$ 38,151,537	\$ 60,256,763

See accompanying notes to consolidated financial statements.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements

Year ended August 31, 2019

1. Significant accounting policies:

The consolidated financial statements are prepared by management in accordance with the basis of accounting described below:

(a) Basis of accounting:

The consolidated financial statements have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education (the "Ministry") memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario (the "Province"). A directive was provided by the Ministry within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11, Accounting Policies and Practices Public Entities ("Regulation 395/11") of the Financial Administration Act. The regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services be recorded as deferred capital contributions and be recognized as revenue in the consolidated statement of operations and accumulated surplus over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property taxation revenue.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- (i) government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with Public Sector Accounting Standard PS3410, Government Transfers;
- (ii) externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with Public Sector Accounting Standard PS3100, Restricted Assets and Revenues; and
- (iii) property taxation revenue be reported as revenue when received or receivable in accordance with Public Sector Accounting Standard PS3510, Tax Revenue.

As a result, revenue recognized in the consolidated statement of operations and accumulated surplus and certain related deferred revenue and deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

(b) Reporting entity:

The consolidated financial statements reflect the assets, liabilities, revenues, expenses and accumulated surplus of the reporting entity. The reporting entity comprises all organizations accountable for the administration of their financial affairs and resources to Durham District School Board (the "Board") and which are controlled by the Board.

School-generated funds, which include the assets, liabilities, revenues, expenses and accumulated surplus of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

(c) Trust funds:

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements as they are not controlled by the Board.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

(d) Cash and cash equivalents:

Cash and cash equivalents comprise cash on hand, demand deposits and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of 90 days or less.

(e) Investments:

Temporary investments consist of marketable securities which are liquid short-term investments with maturities of between three months and one year at the date of acquisition, and are carried on the consolidated statement of financial position at the lower of cost or market value.

Long-term investments consist of investments that have maturities of more than one year. Long-term investments are recorded at cost and assessed regularly for permanent impairment.

(f) Deferred revenue:

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

(g) Deferred capital contributions:

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, are recorded as deferred capital contributions when the asset has been acquired as required by Regulation 395/11. These amounts are recognized as revenue in the consolidated statement of operations and accumulated surplus at the same rate and over the same period that the related tangible capital asset is amortized. The following items fall under this category:

- (i) government transfers received or receivable for capital purpose;
- (ii) other restricted contributions received or receivable for capital purpose; and
- (iii) property taxation revenue which were historically used to fund capital assets.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

(h) Retirement and other employee future benefits:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, health care benefits, dental benefits, retirement gratuity, worker's compensation and long-term disability benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the Principals and Vice-Principals Associations, the following Employee Life and Health Trusts ("ELHTs") were established in 2016-2017: Elementary Teachers' Federation of Ontario ("ETFO"), ETFO-EW and Ontario Secondary School Teachers' Federation ("OSSTF"). The following ELHTs were established in 2017-2018: Canadian Union of Public Employees ("CUPE"), Education Workers' Benefits Trust ("EWBT") and Ontario Non-union Education Trust ("ONE-T") for non-unionized employees including principals and vice-principals. The ELHTs provide health, dental and life insurance benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), and other school board staff and retired individuals from the school board's participation date into the ELHTs. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. The Board no longer administers health, life and dental plans for their employees and instead are required to fund the ELHTs on a monthly basis based on a negotiated amount per full-time equivalency ("FTE"). Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs ("GSN"), including additional ministry funding in the form of a Crown contribution, and Stabilization Adjustment.

Depending on prior arrangements and employee groups, the Board continues to provide health, dental and life insurance benefits for retired individuals.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities is actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012, at which time, the plan was curtailed, and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation and long-term disability, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (ii) The cost of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System ("OMERS") pension, is the employer's contribution due to the plan during the year.
- (iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the year.

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):**(i) Tangible capital assets:**

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Land improvements	15 years
Buildings	20 years and 40 years
Portable structures	20 years
First-time equipping of schools	10 years
Furniture	10 years
Equipment	5 - 15 years
Computer hardware	3 - 5 years
Computer software	5 years
Vehicles	5 - 10 years
Buildings - leasehold improvements	Remaining term of lease

Assets under construction are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service cease to be amortized and their carrying values are written down to their residual value. Tangible capital assets that meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

(j) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the year in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions and recognized as revenue in the consolidated statement of operations and accumulated surplus at the same rate and over the same periods as the asset is amortized.

(k) Investment income:

Investment income earned is reported as revenue in the fiscal year earned.

Investment income earned on externally restricted funds, such as pupil accommodation, education development charges and special education, when required by the funding government or related act, forms part of the respective deferred revenue balances.

(l) Long-term debt:

Long-term debt is recorded net of related sinking fund assets balances.

(m) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees (the "Trustees"). The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

1. Significant accounting policies (continued):

(n) Contaminated sites:

Contaminated sites are defined as the result of contamination being introduced that exceeds an environmental standard.

A liability for remediation of contaminated sites is recognized, net of any expected recoveries, when all of the following criteria are met:

- (i) an environmental standard exists;
- (ii) contamination exceeds the environmental standard;
- (iii) the Board is directly responsible or accepts responsibility for the liability;
- (iv) future economic benefits will be given up; and
- (v) a reasonable estimate of the liability can be made.

(o) Use of estimates:

The preparation of consolidated financial statements in conformity with the basis of accounting described in note 1 requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these current estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the consolidated statement of operations and accumulated surplus in the year in which they become known. Significant estimates include assumptions used in estimating the collectability of accounts receivable to determine the allowance for doubtful accounts, in estimating provisions for accrued liabilities and in performing actuarial valuations of employee future benefits liabilities. In addition, the Board's implementation of Public Sector Accounting Standard PS3150, Tangible Capital Assets, requires management to make estimates of historical cost and useful lives of tangible capital assets. Actual results could differ from these estimates.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

2. Accounts receivable - Government of Ontario:

The Province replaced variable capital funding with a one-time debt support grant in 2009-10. The Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in accounts receivable.

Included in accounts receivable is an amount from the Province of \$260,346,620 (2018 - \$291,237,939) as at August 31, 2019 with respect to capital grants.

The Ministry introduced a cash management strategy effective September 1, 2018. As part of the strategy, the Ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The balance of delayed grant payments included in the receivable balance from the Government of Ontario at August 31, 2019 is \$27,517,103.

3. Deferred revenue:

Revenue received that has been set aside for specific purposes by legislation, regulation or agreement is included in deferred revenue and reported in the consolidated statement of financial position.

Deferred revenue set aside for specific purposes by legislation, regulation or agreement as at August 31, 2019 is summarized below:

2019	Deferred revenue, beginning of year	Increase	Decrease	Deferred revenue, end of year
Education development charges	\$ —	\$ 5,382,245	\$ 5,382,245	\$ —
Proceeds of disposition, including interest allocation	1,528,678	6,795,364	6,795,364	1,528,678
Other:				
Capital	4,652,984	10,360,678	7,980,913	7,032,749
Operating	3,841,263	108,465,928	109,551,042	2,756,149
	<u>\$ 10,022,925</u>	<u>\$ 131,004,215</u>	<u>\$ 129,709,564</u>	<u>\$ 11,317,576</u>

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

3. Deferred revenue (continued):

2018	Deferred revenue, beginning of year	Increase	Decrease	Deferred revenue, end of year
Education development charges	\$ —	\$ 6,451,190	\$ 6,451,190	\$ —
Proceeds of disposition, including interest allocation	5,200,166	—	3,671,488	1,528,678
Other:				
Capital	6,153,904	10,260,336	11,761,256	4,652,984
Operating	3,816,577	105,266,453	105,241,767	3,841,263
	\$ 15,170,647	\$ 121,977,979	\$ 127,125,701	\$ 10,022,925

4. Deferred capital contributions:

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the useful life of the asset acquired.

	2019	2018
Balance, beginning of year	\$ 716,743,307	\$ 654,418,171
Additions to deferred capital contributions	59,910,908	97,416,866
Revenue recognized in the year	(38,742,688)	(35,091,730)
Balance, end of year	\$ 737,911,527	\$ 716,743,307

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

5. Retirement and other employee future benefits:

Retirement and other employee future benefits liabilities:

	Retirement benefits	Other employee future benefits	Total employee future benefits
2019			
Accrued employee future benefits liability	\$ 34,299,489	\$ 12,170,326	\$ 46,469,815
Unamortized actuarial loss	(4,857,001)	—	(4,857,001)
Employee future benefits liability at August 31	\$ 29,442,488	\$ 12,170,326	\$ 41,612,814

	Retirement benefits	Other employee future benefits	Total employee future benefits
2018			
Accrued employee future benefits liability	\$ 35,621,148	\$ 8,560,279	\$ 44,181,427
Unamortized actuarial loss	(2,238,381)	—	(2,238,381)
Employee future benefits liability at August 31	\$ 33,382,767	\$ 8,560,279	\$ 41,943,046

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

5. Retirement and other employee future benefits (continued):

Retirement and other employee future benefits expense:

	Retirement benefits	Other employee future benefits	Total employee future benefits
2019			
Current year benefit cost	\$ —	\$ 6,312,247	\$ 6,312,247
Interest on accrued benefit obligation	955,763	286,139	1,241,902
Amortized actuarial loss	431,568	69,101	500,669
Employee future benefits expense ⁽¹⁾	\$ 1,387,331	\$ 6,667,487	\$ 8,054,818

	Retirement benefits	Other employee future benefits	Total employee future benefits
2018			
Current year benefit cost	\$ —	\$ 853,977	\$ 853,977
Interest on accrued benefit obligation	972,768	220,191	1,192,959
Amortized actuarial loss	463,604	81,434	545,038
Employee future benefits expense ⁽¹⁾	\$ 1,436,372	\$ 1,155,602	\$ 2,591,974

⁽¹⁾Excluding pension contributions to OMERS, a multi-employer pension plan described below.**(a) Plan changes:**

In 2012, changes were made to the Board's retirement gratuity plan, sick leave plan and retiree health, life and dental plan. As a result, employees eligible for retirement gratuity will receive a payout upon retirement based on their accumulated vested sick days under the plan, years of service and salary as of August 31, 2012. All accumulated non-vested sick days are eliminated as of September 1, 2012, and were replaced with a new short-term leave and disability plan.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

5. Retirement and other employee future benefits (continued):

In 2013, further changes were made to the short-term leave and disability plan. Under the new short-term leave and disability plan, 11 unused sick leave days may be carried forward into the following year only, to be used to top-up benefits received under the short-term leave and disability plan in that year. A new provision was established as at August 31, 2013, representing the expected usage of sick days that have been carried forward for benefit top-up in the following year.

Retirement life insurance and health care benefits have been grandfathered to existing retirees and employees who retired in 2012 - 2013. Effective September 1, 2013, any new retiree accessing retirement life insurance and health care benefits will pay the full premiums for such benefits and are included in a separate experience pool that is self-funded.

(b) Retirement benefits:

(i) Ontario Teachers' Pension Plan:

Teachers and related employee groups are eligible to be members of the Ontario Teachers' Pension Plan. Employer contributions for these employees are provided directly by the Province. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no cost or liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Ontario Municipal Employees Retirement System:

All non-teaching employees of the Board are eligible to be members of OMERS, a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2019, the Board contributed \$10,386,037 (2018 - \$10,042,042) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

5. Retirement and other employee future benefits (continued):

(iii) Retirement gratuities:

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. In 2013, the amount of gratuities payable to eligible employees at retirement was based on their salary, accumulated sick days and years of service at retirement. As a result of the plan change, the amount of the gratuities payable to eligible employees at retirement is now based on their salary, accumulated sick days and years of service up to August 31, 2012.

(iv) Retirement life insurance and health care benefits:

The Board continues to make available life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age at 100% cost to the retiree. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date will no longer qualify for Board-subsidized premiums or contributions.

(c) Other employee future benefits:

(i) Sick leave top-up benefits:

As a result of new changes made in 2013 to the short-term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$435,277 (2018 - \$426,011).

The accrued benefit obligation for the sick leave top-up is based on an actuarial valuation for accounting purposes as of August 31, 2019. This actuarial valuation is based on assumptions about future events and is based on the average daily salary and banked sick days of employees as at August 31, 2019.

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

5. Retirement and other employee future benefits (continued):

(ii) Workplace Safety and Insurance Board ("WSIB") obligations:

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Board Act (the "Act") and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The plan changes made in 2012 now require school boards to provide salary top-up to a maximum of 4-1/2 years for employees receiving payments from WSIB, where previously negotiated collective agreements included such provision.

(iii) Long-term disability:

The costs of salary compensation paid to employees on long-term disability leave are fully insured and are not included in the defined benefit plan.

The accrued benefit obligations for employee future benefit plans as at August 31, 2019 are based on actuarial valuations for accounting purposes as of August 31, 2019 and based on updated average daily salary and banked sick days as at August 31, 2019. These actuarial valuations were based on the plan changes outlined above and assumptions about future events. The economic assumptions used in these valuations are the Board's best estimates of expected rates:

	2019	2018
Inflation	1.50%	1.50%
Wages and salary escalation	0.00%	0.00%
Insurance and health care cost escalation	3.50% - 7.25%	3.75% - 7.75%
Discount on accrued benefit obligations	2.00%	2.90%

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

6. Net debenture debt and capital loans:

	2019	2018
Debenture #1:		
6.75%, 20-year sinking fund debenture for \$160,000,000, maturing November 2019	\$ 160,000,000	\$ 160,000,000
Debenture #2:		
5.6%, 15-year amortizing debenture for \$20,000,000 held with the Bank of Montreal, maturing July 2019	—	8,365,662
Capital loan - Good Places to Learn:		
4.56%, 25-year amortizing debenture for \$25,375,026 held with Ontario Financing Authority, maturing November 2031	16,171,120	17,112,922
4.90%, 25-year amortizing loan for \$14,996,927 held with Ontario Financing Authority, maturing March 2033	10,453,896	10,973,889
5.06%, 25-year amortizing loan for \$15,944,350 held with Ontario Financing Authority, maturing March 2034	11,738,685	12,259,956
5.232%, 25-year amortizing loan for \$34,865,412 held with Ontario Financing Authority, maturing April 2035	26,990,589	28,056,852
4.83%, 25-year amortizing loan for \$17,404,657 held with Ontario Financing Authority, maturing March 11, 2036	13,839,968	14,363,477
Capital loan - New Pupil Places:		
4.86%, 25-year amortizing loan for \$16,000,000 held with Ontario Financing Authority, maturing June 2033	11,360,804	11,910,045
5.047%, 25-year amortizing loan for \$74,957,615 held with Ontario Financing Authority, maturing November 2034	56,628,435	58,991,163
3.97%, 25-year amortizing loan for \$1,772,255 held with Ontario Financing Authority, maturing March 2036	1,425,692	1,481,224
3.564%, 25-year amortizing loan for \$13,710,012 held with Ontario Financing Authority, maturing March 2037	10,967,671	11,402,147
4.003%, 25-year amortizing loan for \$12,786,341 held with Ontario Financing Authority, maturing March 2039	11,112,436	11,474,267
2.993%, 25-year amortizing loan for \$35,634,064 held with Ontario Financing Authority, maturing March 2040	31,509,334	32,586,913
3.242%, 25-year amortizing loan for \$25,580,732 held with Ontario Financing Authority, maturing March 2041	23,460,760	24,190,261
3.594%, 25-year amortizing loan for \$8,867,856 held with Ontario Financing Authority, maturing March 2042	8,407,160	8,641,610
	394,066,550	411,810,388
Less sinking fund assets	160,000,000	151,952,872
	\$ 234,066,550	\$ 259,857,516

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

6. Net debenture debt and capital loans (continued):

Principal and interest payments relating to net debenture debt and capital loans of \$234,066,550 (2018 - \$259,857,516) outstanding as at August 31, 2019 and 2018 are due as follows:

	Principal and sinking fund contributions	Interest	Total
2019			
2019 - 2020	\$ 169,801,332	\$ 15,524,996	\$ 185,326,328
2020 - 2021	10,244,199	9,682,130	19,926,329
2021 - 2022	10,707,717	9,218,613	19,926,330
2022 - 2023	11,192,875	8,733,457	19,926,332
2023 - 2024	11,700,700	8,225,630	19,926,330
Thereafter	180,419,727	52,259,408	232,679,135
	394,066,550	103,644,234	497,710,784
Less sinking fund assets	160,000,000	—	160,000,000
	\$ 234,066,550	\$ 103,644,234	\$ 337,710,784

	Principal and sinking fund contributions	Interest	Total
2018			
2018 - 2019	\$ 17,743,838	\$ 21,731,721	\$ 39,475,559
2019 - 2020	169,801,332	15,524,996	185,326,328
2020 - 2021	10,244,199	9,682,130	19,926,329
2021 - 2022	10,707,717	9,218,613	19,926,330
2022 - 2023	11,192,875	8,733,457	19,926,332
Thereafter	192,120,427	60,485,038	252,605,465
	411,810,388	125,375,955	537,186,343
Less sinking fund assets	151,952,872	—	151,952,872
	\$ 259,857,516	\$ 125,375,955	\$ 385,233,471

Retirement of sinking funds in the year that they mature are not included as payments in the above tables.

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

6. Net debenture debt and capital loans (continued):

Included in net debenture debt are outstanding debentures of \$160,000,000 (2018 - \$160,000,000) secured by sinking fund assets with a carrying value of \$160,000,000 (2018 - \$151,952,872) (approximate market value of \$160,000,000 (2018 - \$157,157,060)). Sinking fund assets comprise government and government-guaranteed bonds.

7. Debt charges and interest on capital loans and leases:

	2019	2018
Debt and capital loan principal payments, including contributions to sinking funds	\$ 17,743,838	\$ 11,222,463
Interest on debentures and capital loan	21,717,990	22,699,089
	<u>\$ 39,461,828</u>	<u>\$ 33,921,552</u>

Included in debt repayment and sinking fund contributions on the consolidated statement of cash flows in total of \$25,790,966 (2018 - \$19,936,675) are principal payments on long-term debt of \$17,743,838 (2018 - \$11,222,463) and sinking fund interest revenue of \$8,047,128 (2018 - \$8,714,212).

8. Temporary borrowing:

The Board has a line of credit available to the maximum of \$65,000,000 to address operating requirements and/or to bridge capital expenditures.

Interest on the bankers' acceptance facility is the bankers' acceptance rate plus 0.75%. All loans are unsecured, due on demand and are in the form of bankers' acceptance notes.

As at August 31, 2019, the amount drawn under the bankers' acceptance facility was \$26,300,000 (2018 - nil) at a rate of 2.70% (2018 - nil).

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

9. Expenses by object:

The following is a summary of the expenses reported on the consolidated statement of operations and accumulated surplus by object:

	Budget 2019 (note 15)	Actual 2019	Actual 2018
Salary and wages	\$ 590,574,871	\$ 598,726,612	\$ 578,174,674
Employee benefits	84,738,175	95,963,617	87,644,299
Staff development	963,480	2,190,243	1,100,003
Supplies and services	52,980,113	51,664,446	50,433,968
Interest	21,731,723	22,275,088	22,580,808
Rental expenditures	634,530	306,571	431,720
Fees and contract services	29,544,612	32,226,547	31,443,574
Other	6,485,000	10,826,352	15,818,412
School funded activities	18,434,437	18,384,873	18,328,291
Amortization, write-down and loss on disposal of tangible capital assets/assets held for sale	42,404,694	45,508,973	41,531,652
	\$ 848,491,635	\$ 878,073,322	\$ 847,487,401

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

10. Tangible capital assets:

Cost	Balance at August 31, 2018	Additions	Disposals and adjustments	Balance at August 31, 2019
Land	\$ 135,499,781	\$ 2,189,311	\$ 2,555	\$ 137,691,647
Land improvements	8,894,216	2,061,990	—	10,956,206
Buildings - 40 years	1,079,141,467	39,912,098	34,929,820	1,153,983,385
Buildings - 20 years	744,956	—	987,158	1,732,114
Buildings - leasehold improvements	—	15,651	—	15,651
Portable structures	19,950,815	4,275,331	—	24,226,146
First-time equipping of schools	13,639,268	1,701,832	(247,520)	15,093,580
Furniture	425,197	70,432	(58,159)	437,470
Equipment	4,294,869	1,230,665	(268,526)	5,257,008
Computer hardware	42,914,629	8,121,652	(5,560,701)	45,475,580
Computer software	2,674,109	41,502	(1,284,608)	1,431,003
Vehicles	1,640,645	212,099	(266,137)	1,586,607
Assets under construction	37,811,663	11,621,107	(35,919,533)	13,513,237
Total	\$ 1,347,631,615	\$ 71,453,670	\$ (7,685,651)	\$ 1,411,399,634

Accumulated amortization	Balance at August 31, 2018	Amortization	Disposals and adjustments	Balance at August 31, 2019
Land improvements	\$ 2,341,113	\$ 672,266	\$ —	\$ 3,013,379
Buildings - 40 years	365,251,385	33,489,855	—	398,741,240
Buildings - 20 years	93,120	61,927	—	155,047
Buildings - leasehold improvement	—	3,913	—	3,913
Portable structures	4,993,952	1,124,265	—	6,118,217
First-time equipping of schools	7,340,632	1,289,859	(247,520)	8,382,971
Furniture	163,029	39,341	(58,159)	144,211
Equipment	1,895,128	449,335	(268,526)	2,075,937
Computer hardware	19,522,717	7,914,346	(5,560,701)	21,876,362
Computer software	1,987,850	247,355	(1,284,608)	950,597
Vehicles	936,292	216,511	(266,137)	886,666
Total	\$ 404,525,218	\$ 45,508,973	\$ (7,685,651)	\$ 442,348,540

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

10. Tangible capital assets (continued):

Cost	Balance at August 31, 2017	Additions	Disposals and adjustments	Balance at August 31, 2018
Land	\$ 116,094,453	\$ 19,323,748	\$ 81,580	\$ 135,499,781
Land improvements	6,747,547	2,146,669	—	8,894,216
Buildings - 40 years	1,033,747,523	43,773,547	1,620,397	1,079,141,467
Buildings - 20 years	744,956	—	—	744,956
Portable structures	19,557,436	3,659,179	(3,265,800)	19,950,815
First-time equipping of schools	12,397,230	1,559,057	(317,019)	13,639,268
Furniture	428,620	48,016	(51,439)	425,197
Equipment	3,940,368	620,391	(265,890)	4,294,869
Computer hardware	29,776,806	15,429,240	(2,291,417)	42,914,629
Computer software	2,626,969	326,219	(279,079)	2,674,109
Vehicles	1,213,372	427,273	—	1,640,645
Assets under construction	5,795,221	34,112,520	(2,096,078)	37,811,663
Total	\$ 1,233,070,501	\$ 121,425,859	\$ (6,864,745)	\$ 1,347,631,615

Accumulated amortization	Balance at August 31, 2017	Amortization	Disposals and adjustments	Balance at August 31, 2018
Land improvements	\$ 1,810,596	\$ 530,517	\$ —	\$ 2,341,113
Buildings - 40 years	334,320,528	31,244,538	(313,681)	365,251,385
Buildings - 20 years	55,872	37,248	—	93,120
Portable structures	7,333,850	925,902	(3,265,800)	4,993,952
First-time equipping of schools	6,384,052	1,273,599	(317,019)	7,340,632
Furniture	177,257	37,211	(51,439)	163,029
Equipment	1,776,098	384,920	(265,890)	1,895,128
Computer hardware	15,384,555	6,429,579	(2,291,417)	19,522,717
Computer software	1,893,190	373,739	(279,079)	1,987,850
Vehicles	722,313	213,979	—	936,292
Total	\$ 369,858,311	\$ 41,451,232	\$ (6,784,325)	\$ 404,525,218

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

10. Tangible capital assets (continued):

	Net book value	
	2019	2018
Land	\$ 137,691,647	\$ 135,499,781
Land improvements	7,942,827	6,553,103
Buildings - 40 years	755,242,145	713,890,082
Buildings - 20 years	1,577,067	651,836
Buildings - leasehold improvement	11,738	—
Portable structures	18,107,929	14,956,863
First-time equipping of schools	6,710,609	6,298,636
Furniture	293,259	262,168
Equipment	3,181,071	2,399,741
Computer hardware	23,599,218	23,391,912
Computer software	480,406	686,259
Vehicles	699,941	704,353
Assets under construction	13,513,237	37,811,663
Total	\$ 969,051,094	\$ 943,106,397

(a) Assets under construction:

Assets under construction having a value of \$13,513,237 (2018 - \$37,811,663) have not been amortized. Amortization of these assets will commence when the asset is put into service.

(b) Write-down and disposal of tangible capital assets:

The write-down of tangible capital assets during the year was nil (2018 - nil). The gain on disposal of tangible capital assets during the year, resulting from the disposal of land, was nil (2018 - nil). The loss on disposal of tangible capital assets during the year, resulting from the disposal of buildings, was nil (2018 - \$80,420).

(c) Asset inventories for resale (assets permanently removed from service):

The Board has not identified any land or building properties that qualify as assets permanently removed from service.

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

11. Accumulated surplus:

Accumulated surplus consists of the following:

	2019	2018
Working funds	\$ 17,936,996	\$ 15,178,288
Amounts restricted for future use of Board:		
Retirement benefits	29,400,000	33,400,000
Other employee future benefits, including WSIB	11,804,150	8,600,000
School renewal	—	9,423,842
School Block Budget	2,035,025	3,077,073
Local priorities	507,267	1,536,894
Innovation priorities	—	1,970,160
Transportation	798,478	798,478
Continuing education	250,000	250,000
Outdoor education	600,551	600,551
Debenture redemption	454,769	909,538
Capital purposes	110,924	4,932,439
Special education	580,415	580,415
Committed capital projects	19,887,702	14,648,947
	66,429,281	80,728,337
Amounts to be recovered:		
Employee future benefits	(21,657,874)	(27,404,246)
Interest accrual	(6,080,484)	(6,228,952)
Committed sinking fund interest earned	68,174,408	65,899,358
	40,436,050	32,266,160
Other:		
School-generated funds	8,409,805	8,710,301
Revenue recognized for land	127,093,381	122,091,388
	135,503,186	130,801,689
Total surplus	\$ 260,305,513	\$ 258,974,474

DURHAM DISTRICT SCHOOL BOARD

DRAFT Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

12. Ontario School Board Insurance Exchange ("OSBIE"):

The Board is a member of OSBIE, a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$27,000,000 per occurrence.

The ultimate premiums over a five-year period are based on the reciprocals and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current five-year term expires December 2021.

13. Mississaugas of Scugog Island First Nation:

The Mississaugas of Scugog Island First Nation paid tuition fees of approximately \$153,825 (2018 - \$195,577) to the Board in 2018 - 2019.

14. Contractual obligations:

The Board had in previous years entered into contracts for several major projects under the Board's School Improvement and Accommodation Plan. These projects relate to the construction and upgrading of several schools. As at August 31, 2019, the Board has contracts outstanding for capital work valued at approximately \$8,652,000 (2018 - \$23,354,000).

15. Budget data:

The budget data presented in these consolidated financial statements is based upon the 2019 budgets approved by the Board on June 18, 2018. Where amounts were not budgeted for, the actual amounts for 2018 were used in order to adjust the budget numbers to reflect the same basis of accounting as that used to report the actual results.

DURHAM DISTRICT SCHOOL BOARD**DRAFT** Notes to Consolidated Financial Statements (continued)Year ended August 31, 2019

16. Durham Student Transportation Services:

On December 19, 2005, the Board entered into a consortium agreement with Durham Catholic District School Board in order to provide common administration of student transportation in the Durham Region. This agreement was executed in an effort to increase delivery efficiency and cost-effectiveness of student transportation for each of the school boards. Under the agreement, decisions related to the financial and operating activities of the Durham transportation consortium are shared. No party is in a position to exercise unilateral control.

The Board's consolidated financial statements reflect proportionate consolidation, whereby they include the assets that it controls, the liabilities that it has incurred, and its pro rata share of revenues and expenses.

17. Trust funds:

The trust fund balances administered by the Board amount to \$1,817,906 (2018 - \$1,809,913) and have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations and accumulated surplus.



Durham District School Board

**SUPPLEMENTARY
INFORMATION REPORTS ON
FINANCIAL STATEMENTS**

September 1, 2018 – August 31, 2019

DURHAM DISTRICT SCHOOL BOARD

Statement of Financial Position

Year ended August 31, 2019

The following comments and explanations are submitted for the information of the Board:

	2019	2018
<u>Cash & Investments</u>		
At August 31, 2019, the Board, in line with its investment policy, had cash and short term investments totaling	\$ 38,151,537	\$ 60,256,763
<u>Accounts Receivable</u>		
Property Taxes from Municipalities	\$ 24,305,849	\$ 24,238,897
Other School Boards for Shared Services	246,561	365,505
Govt. of Ont. - P.S.T., Teachers on Loan & 2018-2019 Grants	15,605,831	7,671,608
Govt. of Canada - G.S.T. & D.N.D.	1,742,309	1,435,603
Govt. of Ont. - Approved Capital	260,346,620	291,237,929
Govt. of Ont. - Delayed Grant Payment	27,517,103	-
First Nations	46,304	64,957
Others	1,549,291	1,543,909
	\$ 331,359,868	\$ 326,558,408
<u>Accounts Payable</u>		
Govt. of Ontario - EHT & PST	\$ 792,984	\$ 783,045
Govt. of Canada re August Payroll Deductions & Other	3,221,835	3,027,153
Payroll Liabilities	6,663,456	5,874,541
Accrued Liabilities re Debenture Debt Interest	6,080,483	6,228,950
Trade Payables	26,046,827	38,368,035
School Boards for Shared Services	250,943	40,812
Municipalities	1,949	-
	\$ 43,058,477	\$ 54,322,536
<u>Deferred Revenue - Obligatory Reserve Funds and Other</u>		
A summary is included in Note 3 to these financial statements	\$ 11,317,576	\$ 10,022,925

DURHAM DISTRICT SCHOOL BOARD

Statement of Financial Position (continued)

Year ended August 31, 2019

	2019	2018
<u>Retirement and Other Employee Future Benefits</u>		
Accrued Employee Future Benefit Liabilities of the following:		
Retirement:		
Retirement Gratuities	\$ 29,261,619	\$ 33,254,140
Retirement Health, Dental & Life Insurance	180,869	128,627
	\$ 29,442,488	\$ 33,382,767
Other:		
Workplace Safety Insurance Benefits	\$ 11,804,150	\$ 8,215,702
Sick Leave	366,176	344,577
	\$ 12,170,326	\$ 8,560,279
	\$ 41,612,814	\$ 41,943,046
<u>Net Debenture Debt</u>		
A summary is included in Note 6 to these financial statements	\$ 234,066,550	\$ 259,857,516
<u>Deferred Capital Contributions</u>		
A summary is included in Note 4 to these financial statements	\$ 737,911,527	\$ 716,743,307
<u>Tangible Capital Assets</u>		
A summary is included in Note 9 to these financial statements	\$ 969,051,094	\$ 943,106,397
A summary of the additions during 2018-2019 is included in Schedule 2 to these financial statements	\$ 71,457,677	\$ 121,425,853
<u>Non Financial Asset</u>		
Prepaid Insurance	\$ 661,377	\$ 588,233
Inventory of Supplies	64,418	134,806
PrePayment re: Elementary Teachers, Elementary Principals, Vice-Principals Salaries - August 30, 2019	11,351,312	11,219,197
Prepaid Premiums re: Employee Life Health Trust (ELHT)	3,932,851	-
	\$ 16,009,958	\$ 11,942,236

DURHAM DISTRICT SCHOOL BOARD

Statement of Financial Position (continued)

Year ended August 31, 2019

	2019	2018
<u>Accumulated Surplus</u>		
A summary is included in Note 10 to these financial statements	<u>\$ 260,305,513</u>	<u>\$ 258,974,474</u>
The internally appropriated funds that form part of the accumulated surplus as described in Schedule 1 to these financial statements	<u>\$ 84,366,263</u>	<u>\$ 95,906,621</u>

The Board has limited flexibility with these funds as they are to be used for the purposes for which they were created.

DURHAM DISTRICT SCHOOL BOARD

Accumulated Surplus - Internally Restricted Funds

Year ended August 31, 2019

Schedule 1

113

Appendix A

	*	Facilities Renewal Fund	*	Committed Capital Projects	*	Debt Redemption Fund	*	Capital Purposes	S.E.A.	Reserve For Working Funds	Retirement Gratuities Fund	Local Priorities	W.S.I.B. Fund	School Block Fund	Trans. Fund	Outdoor Ed	Innovation Priorities	Total
Balance August 31, 2018	9,423,842		14,648,947		909,538		4,932,439	580,415	15,178,288	33,400,000	1,536,894	8,600,000	3,077,073	798,478	250,000	600,547	1,970,160	95,906,621
<u>Revenue</u>																		
Total provided 2018/2019	0		5,238,755		0		0	0	2,758,708	0	0	3,204,150	0	0	0	0	0	11,201,613
Interest earned 2018/2019	0		0		0		0	0	0	0	0	0	0	0	0	0	0	0
SUB TOTAL	9,423,842		19,887,702		909,538		4,932,439	580,415	17,936,996	33,400,000	1,536,894	11,804,150	3,077,073	798,478	250,000	600,547	1,970,160	107,108,234
<u>Less Expenditure</u>																		
CC																		
Transfer to Revenue Fund	9,423,842		0		454,769		4,821,515	0	0	4,000,000	1,029,637	0	1,042,048	0	0	0	1,970,160	22,741,971
SUB TOTAL	9,423,842		0		454,769		4,821,515	0	0	4,000,000	1,029,637	0	1,042,048	0	0	0	1,970,160	22,741,971
Balance August 31, 2019	0		19,887,702		454,769		110,924	580,415	17,936,996	29,400,000	507,257	11,804,150	2,035,025	798,478	250,000	600,547	0	84,366,263

Note - * Represents Capital Funds

DURHAM DISTRICT SCHOOL BOARD

Accumulated Surplus – Internally Restricted Funds

Year ended August 31, 2019

Purpose of Each Restricted Fund:

According to the Education Act most of the specific funds described below can only be used for the purposes for which they were created. If it is determined that the need for a specific fund is no longer required due to legislative changes or discontinuance in benefits programs, etc. then these funds are transferred to the Working Reserve. The Board has limited discretionary authority to utilize restricted funds for other than those for which they were created.

ACCUMULATED SURPLUS – INTERNALLY RESTRICTED

School Renewal Fund:

This fund must be used for major renovations or repairs to schools under Ministry Guidelines and the Education Act. The fund has been collapsed and included in the Working Funds balance.

Committed Capital Projects (Tangible Capital Asset (TCA) Unsupported Amortization):

This fund is used to cover the amortization expense of assets where there have not been any capital contributions from the Province and therefore no offsetting Deferred Capital Contributions (DCC) have been set up.

Debenture Redemption Fund:

This fund is to be used for paying down outstanding debenture debt and would be used for making sinking fund payments. It also assists to sustain the Board's credit rating.

Capital Purposes Fund:

This fund can only be used for acquiring new sites, building new schools or major additions or renovations, or other capital purposes.

Special Education Fund

This reserve can only be used for special education requirements.

DURHAM DISTRICT SCHOOL BOARD

Accumulated Surplus – Internally Restricted Funds (continued)

Year ended August 31, 2019

Working Funds:

This fund is to provide funds for unexpected contingencies and cash flow requirements.

Retirement Benefits Fund:

This fund is used when the actual number of retirements exceeds what is projected for a normal year of retirements. This fund is then drawn on to supplement the budgeted amount of retirement gratuities.

Local Priorities Fund:

This fund is the balance of the funds to be spent in 2018-2019 which was provided from the Province to support the implementation of the 2017-2019 Labour Agreements.

Other Employee Future Benefits including WSIB Fund:

The Board is self-insured for Workplace Safety Insurance and has a liability set up that equals the estimate provided by the Board's Actuary. This fund is used to cover claims against the Board.

School Block Budget Fund:

This fund represents the net surplus/deficit of all schools at year end and is allocated back to each in the following year.

Transportation Fund:

This fund was created from special funding from the Ministry to assist with increased operating costs for student transportation, as a consequence of fuel price increases.

Continuing Education Fund:

This fund was created from additional revenue over expenses in 2009-2010 because of various Government of Canada contracts.

DURHAM DISTRICT SCHOOL BOARD

Accumulated Surplus – Internally Restricted Funds (continued)

Year ended August 31, 2019

Outdoor Education Fund:

This fund is from fees at the after-hours programs operating at the various centres and is intended to cover future maintenance and equipment purchases.

Innovation Priorities Fund:

This fund is the balance of funds for innovation projects approved in 2017-2018 carried forward into 2018-2019. These funds were fully expended in 2018-2019.

DEFERRED REVENUE

Education Development Charges:

This fund can only be used for purchasing new sites and preparing the site for construction, as required by the Education Act. It is considered deferred revenue in the Financial Statements.

Proceeds of Dispositions:

This fund is the proceeds from sale of sites and schools and can only be used for repair or replacement of components within a school as set in the Ministry School Condition Improvement Policy or with a Ministry exemption the funds can also be used for the following: acquiring new sites, building new schools, major additions, and portables.

DURHAM DISTRICT SCHOOL BOARD**Schedule 2****Capital Expenditures**

Year ended August 31, 2019

Sites

Site - Elsie MacGill PS	\$	72,418	
Site - Viola Desmond PS		9,486	
Site - Whitby Shores - 2nd Phase		14,481	
Site - Unnamed Scugog Shores PS		4,221	
Site - Unnamed North Ajax PS (Williamson Drive West/Bellinger Drive)		2,196	
Site - Unnamed North Whitby PS (Samandria Avenue/Lazio Street)		48,598	
Site - Unnamed Beaverton/Thorah PS Rebuild		10,179	
Site - Quaker Village PS - 2nd Phase	1,982,948	\$	2,144,527

Other Assets

Claremont PS	325,675	
Northern Dancer PS	1,050,867	
Viola Desmond PS	531,476	
RS McLaughlin CVI	345,844	
Eastdale CVI	2,461,513	
Elsie MacGill PS	9,947,519	
Unnamed Beaverton/Thorah PS Rebuild	524,876	
Unnamed North Ajax PS (Williamson Drive West/Bellinger Drive)	406,736	
Unnamed North Whitby PS (Samadria Avenue/Lazio Street)	509,564	
Portables	4,530,696	
Other Equipment from Revenue	8,213,720	
Other Improvements from Revenue	1,262,848	
School Condition Improvement Projects	18,854,720	
Greenhouse Gas Reduction Fund Projects	723,372	
Facility (Maintenance) Renewal Projects	7,261,631	
Proceeds of Disposition Renewal Projects	9,573,179	
Child Care Projects	1,896,441	
Community Hub Projects	892,473	69,313,150

Total Expenditures**71,457,677**

DURHAM DISTRICT SCHOOL BOARD

Trust Funds

Year ended August 31, 2019

	PRINCIPAL	INCOME	DISBURSEMENT	UNDISTRIBUTED
	2019	2019	2019	INCOME
TOTAL SAVINGS TRUST	\$ 588,817.45	\$ 29,488.46	\$ 17,165.28	\$ 129,354.35
TOTAL CHARITABLE TRUST	\$ 890,511.00	\$ 258,032.54	\$ 238,449.28	\$ 209,215.87
TOTAL SAVINGS & CHARITABLE TRUST	\$ 1,479,328.45	\$ 287,521.00	\$ 255,614.56	\$ 338,570.22

DURHAM DISTRICT SCHOOL BOARD

Trust Funds

Year ended August 31, 2019

SAVINGS	PRINCIPAL 2019	INCOME 2019	DISBURSEMENT 2019	UNDISTRIBUTED INCOME
LOVELL STUDENT LOANS	\$ 105,000.00	\$ 4,642.53	\$ -	\$ 105,384.60
AJAX H.S. SCHOLARSHIP	7,050.00	1,855.10	2,000.00	169.34
ANDERSON FASHION	640.00	174.08	200.00	22.65
ANDERSON GRADUATES	3,300.00	347.60	350.00	92.93
FLORENCE ARMSTRONG	850.00	68.70	0.00	127.84
BAKER MEMORIAL PARK	5,850.00	128.70	100.00	184.16
OSCAR BLACK	5.00	95.11	0.00	105.10
FRED BROWNE	450.00	159.90	100.00	19.93
CAMPBELL ESTATE	64,500.00	1,419.00	0.00	3,535.83
CANNINGTON CENTENNIAL	445.00	39.79	50.00	11.99
CLARA CARSON	1,585.00	74.87	100.00	38.38
LILY COWAN	2,019.45	499.98	300.00	144.43
MARTIN DAVIES	4,000.00	88.00	75.00	169.79
DIBBON MEMORIAL	1,000.00	22.00	100.00	253.20
EASTDALE 25TH	5,350.00	167.70	200.00	130.44
EASTDALE STUDENT COUNCIL	625.00	88.75	100.00	19.24
EDMONDSON FUND	925.00	195.35	100.00	120.48
FLORENCE FAREWELL	280.00	56.16	50.00	11.92
HIGGS MEMORIAL	850.00	18.70	50.00	37.31
F.E. HISLOP (SEC.)	420.00	39.24	0.00	61.06
F.E. HISLOP (ELEM.)	1,000.00	22.00	0.00	142.99
MICHAEL JACULA	0.00	75.00	75.00	6.72
M.F. KIRKLAND	1,520.00	213.44	0.00	240.55
DAVE KORNBLUM	1,385.00	65.47	50.00	33.71
MARY MACCALLUM	27,725.00	3,909.95	3,800.00	624.82
HAYDEN MACDONALD	23,000.00	506.00	0.00	1,723.03
S.J. MARCHUT	1,425.00	206.35	200.00	46.78
BRUCE MATHER	0.00	715.40	720.00	18.36
MAYCOCK MEM. (SEC.)	4,525.00	249.55	100.00	210.55
MAYCOCK MEM. (ELEM.)	5,000.00	110.00	0.00	260.64
SARAH MCADIE	0.00	0.00	0.00	7.49
LEILA MCEWEN	100.00	2.20	50.00	805.17
DOUG MCLELLAN	1,400.00	55.80	0.00	81.41

DURHAM DISTRICT SCHOOL BOARD

Trust Funds

Year ended August 31, 2019

SAVINGS	PRINCIPAL 2019	INCOME 2019	DISBURSEMENT 2019	UNDISTRIBUTED INCOME
N.C. MILLMAN (GEOG.)	1,170.00	380.74	300.00	121.57
N.C. MILLMAN (CITIZEN)	9,835.00	506.37	300.00	316.76
LOUIS MUNROE	4,500.00	99.00	100.00	125.64
H.E. MURPHY AWARD	750.00	116.50	100.00	37.39
H.E. MURPHY MEMORIAL	350.00	107.70	100.00	25.47
O.C.V.I. WAR MEMORIAL	11,365.00	390.03	0.00	507.57
O'NEILL ART FUND	540.00	251.88	0.00	262.06
PASCOE AWARD	750.00	16.50	0.00	57.78
IRENE MAY PAWSON	745.00	96.39	0.00	121.14
JAMES QUANTRILL	75.00	26.65	300.00	4.09
GEORGE QUICK	500.00	11.00	50.00	15.20
FRANCIS RICHARDSON	0.00	180.00	191.68	0.00
LEONARD RICHER	2,600.00	57.20	0.00	1,136.58
S.J.W. RICKARD	205.00	84.51	75.00	12.36
ETHEL DUNFIELD ROGERS	71,000.00	1,562.00	500.00	2,719.38
MYRNA RUBENSTEIN	1,150.00	50.30	50.00	25.62
STEPHEN SAYWELL	1,250.00	177.50	200.00	36.63
SCUGOG I.O.D.E.	1,000.00	22.00	0.00	943.55
SHARROCK MEMORIAL	2,700.00	159.40	150.00	62.95
SLYFIELD MEMORIAL	600.00	13.20	0.00	39.20
SQUAIR & TAMBLYN	50.00	51.10	0.00	60.08
J.C. SQUIRES	200.00	4.40	0.00	55.96
LEWIS STEVENSON	745.00	96.39	0.00	119.33
J. ALBERT SYKES	450.00	184.90	0.00	215.04
I. JOSEPHINE SYKES	650.00	89.30	0.00	120.35
C & T THOMAS	8,235.00	496.17	300.00	286.20
TRICK MEMORIAL	210.00	94.62	0.00	113.28
LOU VALIQUET	700.00	15.40	50.00	174.75
GWENDOLYN M. WALKER	27,200.00	598.40	0.00	1,668.04
JEAN WALKER	300.00	56.60	50.00	10.10
J. DOUGLAS WAUGH	725.00	115.95	0.00	124.82
K. WELS AWARD	1,315.00	88.93	100.00	37.37
K. WELS TROPHY	0.00	0.00	61.60	0.00
GAIL WHITE	475.00	110.45	0.00	120.76
YIELDING FUND	870.00	199.14	100.00	123.27
MILDRED PASCOE AWARD	470.00	15.34	20.00	13.94
EUNICE BUCK ART AWARD	50,004.00	1,100.09	0.00	2,837.83
SOUTHEAST COLLECTOR - DUNBARTON	54,442.00	3,241.72	3,000.00	868.99
SOUTHEAST COLLECTOR - PINERIDGE	58,467.00	2,308.27	2,000.00	990.46
TOTAL SAVINGS	\$ 588,817.45	\$ 29,488.46	\$ 17,165.28	\$ 129,354.35

DURHAM DISTRICT SCHOOL BOARD

Trust Funds

Year ended August 31, 2019

CHARITABLE TRUST	PRINCIPAL 2019	INCOME 2019	DISBURSEMENT 2019	UNDISTRIBUTED INCOME
ARTHUR ARCHIBALD MEMORIAL	\$ 5,090.00	\$ 521.98	\$ 500.00	\$ 117.73
W.A. ANDREW	0.00	0.00	0.00	0.00
LEWIS BEATON	34,000.00	1,354.70	0.00	28,518.76
MICHELLE BERRY MEMORIAL	0.00	8,057.99	8,247.91	0.00
BROCK 50TH ANNIVERSARY	6,840.00	430.48	350.00	154.12
PAUL BURCH	0.00	0.00	0.00	0.00
EVELYN BURDEN MUSIC AWARDS	0.00	0.00	0.00	1,629.97
DOUGLAS CHENHALL	4,700.00	103.40	100.00	200.88
STEPHEN COCHRANE	1,600.00	435.20	0.00	1,042.15
CHRISTINE WESTCOTT MEMORIAL	5,300.00	10.60	0.00	10.60
DOREEN COOKE MEMORIAL	1,120.00	504.64	1,000.00	32.78
BETTY DAWSON MEMORIAL	46,700.00	1,231.85	450.00	9,935.97
WENDY DIXON	300.00	56.60	50.00	14.14
JOHN DRYDEN AWARD	920.00	50.24	50.00	23.56
JOHN DRYDEN MATH AWARD	475.00	10.45	25.00	93.80
ANNE EADIE (O'NEILL)	4,880.00	127.36	0.00	209.94
ANNE EADIE (PORT PERRY)	4,200.00	242.40	200.00	95.77
DR. C. ELLIOTT	645.00	94.19	100.00	17.69
ROBERT FARELL	610.00	103.42	100.00	31.13
JOAN KATIE FORSYTHE	2,300.00	50.60	0.00	176.82
MARY W. FOWLER BURSARY	98,090.00	2,417.98	1,250.00	2,163.49
VERA & CLIFFORD GODWIN	1,640.00	246.08	300.00	39.29
DANIELLE HARMON	325.00	7.15	25.00	108.93
HENDERSON SCHOLARSHIP	875.00	69.25	50.00	28.38
ISABELLA HOME MEMORIAL	20,000.00	440.00	200.00	1,327.51
J.W. HUTCHINSON	915.00	80.13	100.00	26.18
H.L. JAMIESON	485.00	100.67	100.00	20.45
MICHAEL JARDIN	1,640.00	1,076.08	1,600.00	47.94
D. JARRELL (BOBBY ORR)	1,834.00	56.35	50.00	40.86
D. JARRELL (MARY ST.)	2,655.00	78.41	50.00	60.39
HAROLD T. MAHEU	890.00	179.58	200.00	29.17
LYN MARLOW SCHOLARSHIP	0.00	0.00	0.00	0.00
RYAN MCELWAIN MEMORIAL	500.00	11.00	0.00	36.63
HAZEL JEAN MCGILL	11,000.00	242.00	150.00	337.64
MCLAUGHLIN FOUNDATION	0.00	0.00	0.00	126.64
ROY MCQUAID LAW AWARD	2,730.00	520.06	0.00	563.31
I.W. NANCEKIEVILL	4,075.00	89.65	250.00	136.07
CATHY O'FLYNN MEMORIAL	0.00	0.00	0.00	0.00
JOHN POLTZ SR.	1,850.00	90.70	100.00	47.97
JOHN POLTZ JR.	720.00	95.84	100.00	17.23
RENAISSANCE AWARD	0.00	0.00	0.00	0.10
FRED RHODES MEMORIAL	0.00	0.00	0.00	0.00
J. CLARKE RICHARDSON	1,070.00	1,013.54	1,000.00	29.57

DURHAM DISTRICT SCHOOL BOARD

Trust Funds

Year ended August 31, 2019

CHARITABLE TRUST	PRINCIPAL 2019	INCOME 2019	DISBURSEMENT 2019	UNDISTRIBUTED INCOME
G.L. ROBERTS	43,650.00	1,985.30	1,500.00	962.05
KATHLEEN ROWE MUSIC	0.00	0.00	20.00	1,105.24
R.A. SENNETT	100.00	102.20	100.00	16.83
DBEN SCHOLARSHIP	1,280.00	71.56	0.00	71.56
J. ROSS STEVENSON	30,663.00	1,354.59	1,000.00	684.01
BRIAN SUTHERLAND	2,050.00	45.10	50.00	464.01
JOHN THOMPSON	4,100.00	90.20	100.00	130.79
CHERYL WESTCOTT	724.00	41.93	50.00	16.70
J. WILSON COCHRANE WILSON	2,265.00	49.83	100.00	90.67
E.H. WINTER	1,240.00	87.28	100.00	35.16
WILLIAM MACDONALD BAYES	50,000.00	1,100.00	500.00	1,675.95
BRIAN CLARK	5,000.00	110.00	0.00	1,123.26
DONNA STRAUGHAN	325.00	160.45	50.00	44.75
LESLIE BERGSTROM	2,630.00	377.86	400.00	58.70
JCR COMPUTER SCIENCE AWARD	400.00	0.00	0.00	0.00
SHIRLEY VASEY MUSIC AWARD	860.00	33.92	25.00	23.23
JEAN RUTHERFORD SCHOLARSHIP	15,000.00	524.73	1,000.00	8,243.28
STAN KOLESNIK MEMORIAL	0.00	0.00	0.00	500.00
LILLIAN EVELYN BLOOM AWARDS	290,250.00	6,662.42	9,000.00	10,061.23
NANCY JONES MEMORIAL	0.00	0.00	0.00	0.00
CODY DENOBLE MEMORIAL	69,000.00	3,184.12	1,500.00	76,282.34
ALEXANDER GRAHAM CHRISTIE	100,000.00	2,200.00	1,500.00	3,528.40
ONTARIO POWER GENERATION	0.00	10,000.00	11,000.00	7,500.00
LEWIS WILLIAMS SCHOLARSHIP	0.00	0.00	0.00	0.00
LEWIS WILLIAMS SCHOLARSHIP	0.00	0.00	0.00	0.00
JOHN BEATTY BURSARY	0.00	0.00	0.00	0.00
OTHER	0.00	0.11	0.00	1,797.81
GAIL MARIE THOMSON MUSIC FUND	0.00	0.00	0.00	250.00
RELIABLE LIFE INSURANCE	0.00	0.00	0.00	0.00
RACING AGAINST DRUGS - (BUS.)	0.00	0.00	0.00	0.00
ART CAMP (D.I.A.C.)	0.00	0.00	0.00	0.03
SCHOOL DONATIONS	0.00	192,606.37	193,756.37	30,012.31
SALEP	0.00	0.00	0.00	0.00
CODY DENOBLE MEMORIAL	0.00	17,044.00	0.00	17,044.00
TOTAL CHARITABLE TRUST	\$ 890,511.00	\$ 258,032.54	\$ 238,449.28	\$ 209,215.87

**STATUS REPORT AND
ANALYSIS OF SINKING FUND AND INTEREST PAYMENT COSTS
FOR PUPIL ACCOMMODATION AND SCHOOL IMPROVEMENT DEBENTURES
ISSUED NOVEMBER 19, 1999 - MATURES NOVEMBER 19, 2019
BY LAW 14 - 1999
160,000,000 Debenture**

Year	Sinking Fund Investment	Due Date	Actual Annual Rate of Return	2019 Maturity Value if 5.00% for balance of term	Interest Payment May 19 XX	Interest Payment Nov. 19 XX	Total All Interest Payments	Total All Payments
1999/2000	7,953,900	October 1, 2019	6.81%	30,000,000	\$5,400,000		\$5,400,000	\$13,353,900
2000/2001	5,112,347	November 22, 2019	6.80%	18,350,000	\$5,400,000	\$5,400,000	\$10,800,000	\$15,912,347
2000/2001	1,514,000	January 15, 2019	6.83%	5,000,000				\$1,514,000
2000/2001	2,946,825	July 15, 2019	6.81%	10,000,000				\$2,946,825
2000/2001	3,262,430	July 16, 2019	6.81%	11,071,000				\$3,262,430
2001/2002	3,240,489	January 16, 2019	6.80%	2,887,500	\$5,400,000	\$5,400,000	\$10,800,000	\$14,040,489
2001/2002		February 15, 2019	6.80%	2,490,000				
2001/2002		July 15, 2019	6.80%	2,800,000				
2001/2002		August 15, 2019	6.80%	2,207,255				
2002/2003	1,776,261	December 1, 2018	6.25%	1,631,750	\$5,400,000	\$5,400,000	\$10,800,000	\$12,576,261
2002/2003		June 1, 2019	6.25%	1,592,750				
2002/2003		December 1, 2019	6.25%	1,718,750				
2002/2003	1,475,376	June 2, 2019	6.40%	4,200,000				\$1,475,376
2002/2003	2,990,639	Feb 23, 2018	6.20%	1,049,000				\$2,990,639
2002/2003		Mar 5, 2018	6.20%	1,049,000				
2002/2003		Aug 23, 2018	6.20%	1,602,000				
2002/2003		Sept. 5, 2018	6.20%	1,116,410				
2002/2003		February 23, 2019	6.20%	1,049,000				
2002/2003		September 5, 2019	6.20%	1,868,700				
2003/2004	4,986,240	June 2, 2019	5.39%	11,200,000	\$5,400,000	\$5,400,000	\$10,800,000	\$15,786,240
2004/2005	4,932,980	July 13, 2019	4.60%	5,000,000	\$5,400,000	\$5,400,000	\$10,800,000	\$15,732,980
2004/2005		Aug 6, 2019	4.60%	2,300,000				
2004/2005		Oct. 15, 2019	4.60%	2,000,000				
2005/2006	1,850,112	February 15, 2019	4.70%	3,300,000	\$5,400,000	\$5,400,000	\$10,800,000	\$12,650,112
2005/2006	1,583,875	April 1, 2019	4.70%	2,842,000				\$1,583,875
2005/2006	1,465,695	October 15, 2019	4.71%	2,700,000				\$1,465,695
2006/2007	4,999,401	October 15, 2019	5.10%	9,300,000	\$5,400,000	\$5,400,000	\$10,800,000	\$15,799,401
2007/2008	4,899,999	January 13, 2019	4.61%	7,988,000	\$5,400,000	\$5,400,000	\$10,800,000	\$15,699,999
2008/2009	1,729,585	June 2 2019	4.65%	2,750,000	\$5,400,000	\$5,400,000	\$10,800,000	\$12,529,585
2008/2009	3,163,800	April 15 2019	4.65%	5,000,000				\$3,163,800
2009/2010	2,644,528	February 18, 2019	4.56%	3,940,000	\$5,400,000	\$5,400,000	\$10,800,000	\$13,444,528
2010/2011	fully funded	November 2019	5.00%	0	\$5,400,000	\$5,400,000	\$10,800,000	\$10,800,000
2011/2012	0	November 2019	5.00%	0	\$5,400,000	\$5,400,000	\$10,800,000	\$10,800,000
2012/2013	0	November 2019	5.00%	0	\$5,400,000	\$5,400,000	\$10,800,000	\$10,800,000
2013/2014	0	November 2019	5.00%	0	\$5,400,000	\$5,400,000	\$10,800,000	\$10,800,000
2014/2015	0	November 2019	5.00%	0	\$5,400,000	\$5,400,000	\$10,800,000	\$10,800,000
2015/2016	0	November 2019	N/A	0	\$5,400,000	\$5,400,000	\$10,800,000	\$10,800,000
2016/2017	0	November 2019	N/A	0	\$5,400,000	\$5,400,000	\$10,800,000	\$10,800,000
2017/2018	0	November 2019	N/A	0	\$5,400,000	\$5,400,000	\$10,800,000	\$10,800,000
2018/2019	0	November 2019	N/A	0	\$5,400,000	\$5,400,000	\$10,800,000	\$10,800,000
2019/2020	0	November 2019	N/A	0		\$5,400,000	\$5,400,000	\$5,400,000
\$62,528,482				\$160,003,115	\$108,000,000	\$108,000,000	\$216,000,000	\$278,528,482

AUDIT COMMITTEE MEETING

DRAFT MINUTES

A meeting of the Audit Committee was held Monday November 7, 2019 **PUBLIC** in Meeting Room 1019 at the Education Centre, 400 Taunton Road East, Whitby, Ontario.

1. Call to Order

Chair Barnes called the meeting to order at approximately 8:07 p.m.

Committee Members Present: Trustee Patrice Barnes, Chair of the Audit Committee
Trustee Darlene Forbes
External Member Matthew Tapscott

Committee Members Absence/Regrets: Trustee Paul Crawford
External Member Karla Mansfield

Staff Present: Lisa Millar, Director of Education
Jennifer Machin, Manager of Finance
Trevor Sealy, Manager of Accounting and Financial Services

Guests Present: Shelyane Li, Senior Manager, KPMG LLP
Joane Mui, Partner, KPMG LLP
Vivian Job, Senior Regional Internal Auditor

Recording Secretary: Kristin Talbot

2. Land Acknowledgement

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

3. Declarations of Conflict of Interest

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

4. Approval of the Agenda

MOVED by Trustee Darlene Forbes
THAT THE AGENDA BE APPROVED AS PRESENTED
CARRIED

Minutes of the Durham District School Board
Audit Committee **PUBLIC** Meeting
November 7, 2019

Page 2

5. Approval of the November 12, 2018 Audit Committee PUBLIC Meeting Minutes

MOVED by External Member Matthew Tapscott

THAT THE NOVEMBER 12, 2018 AUDIT COMMITTEE PUBLIC MEETING MINUTES BE APPROVED
AS PRESENTED

CARRIED

6. Financial Process and the 2018-2019 Financial Report

Director Millar reviewed the Audited Financial Statements for the year ended August 31, 2019.

MOVED by External Member Matthew Tapscott

THAT THE AUDIT COMMITTEE RECOMMEND TO THE BOARD THAT THE 2018-2019
FINANCIAL REPORT OF DURHAM DISTRICT SCHOOL BOARD INCLUDING TRANSFERS TO
AND FROM INTERNALLY RESTRICTED FUNDS BE APPROVED AS PRESENTED

CARRIED

7. Other Business

There was no other business.

8. Adjournment

MOVED by Trustee Darlene Forbes

THAT THE MEETING DOES NOW ADJOURN

CARRIED

The meeting adjourned at approximately 8:14 p.m.

Trustee Patrice Barnes
Chair of the Committee

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** November 18, 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 was 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


It is recommended that Trustees approve the Policy for English Language Learners.

7. Appendices

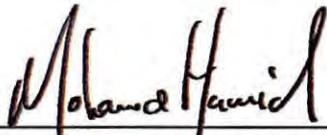
Appendix A - Policy for English Language Learners

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

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** Interim Treasurer of the Board**PAGE NO.** 1 of 3**ORIGIN:** Lisa Millar, Director of Education and Secretary
Patrick Cotter, General Legal Counsel**1. Purpose**

To provide Trustees with an overview of the Education Act requirements regarding the role of Treasurer of the Board and seek the appointment of an interim Treasurer.

2. Background

Section 170 (1) of the Education Act provides, in part, as follows:

Duties of boards: - every board shall,

1. *Appoint secretary-treasurer – appoint a treasurer who, in the case of a board of not more than five elected members, may be a member of the board;*
2. *Security of treasurer – take proper security from the treasurer;*
3. *Order payment of bills – give the necessary orders on the treasurer for payment of all money expended for school purposes and of such other expenses for promoting the interests of the schools under the jurisdiction of the board as may be authorized by this Act or the regulations and by the board;*

3. Analysis

The Director of Education has been appointed as the Secretary of the Board.

Section 198 of the Education Act outlines the duties of each of the Secretary and Treasurer of the Board.

3.1 Officers of the Board – Secretary

Section 198 (1) Duties of secretary – the secretary of a board is responsible for:

- (a) *Keeping a full and correct record of the proceedings of every meeting of the board in the minute book provided for that purpose by the board and ensuring that the minutes when confirmed are signed by the chair or presiding member;*
- (b) *Transmitting to the Ministry copies of reports requested by the Ministry;*

- (c) Giving notice of all meetings of the board to each of the members by notifying the member personally or in writing or by sending a written notice to his or her residence;*
- (d) Calling a special meeting of the board on the request in writing of the majority of the members of the board; and*
- (e) Performing such other duties as may be required of the secretary by the regulations, by this Act or by the board.*

3.2 Officers of the Board - Treasurer

Section 198 (5) outlines the responsibilities of the treasurer.

(5) Duties of treasurer – Every treasurer of a board shall,

- (a) Receive and account for all money of the board;*
- (b) Open an account or accounts in the name of the board in such place of deposit as may be approved by the board;*
- (c) Deposit all money received by the treasurer on account of the board, and no other money, to the credit of such account or accounts;*
- (d) Disburse all money as directed by the board; and*
- (e) Produce, when required by the board or by auditors or other competent authority, all papers and money in the treasurer's possession, power or control belonging to the board.*

(6) Business administrator – Where a board determines that one or more persons should be employed full time to carry out the duties of a treasurer, it may appoint one or more business administrators and one or more assistant business administrators and may assign to a person so appointed any of the duties of the treasurer and supervisor of maintenance of school buildings.

199. Responsibility of officers – Every officer appointed by a board is responsible to the board through its chief executive officer for the performance of the duties assigned to him or her by the board.

3.3 Additionally, Boards are responsible for obtaining security as outlined in Section 198. (2), (3), (4) as follows:

- (2) Security by officers – Every treasurer and collector of a board and, if required by the board, any other officer of a board shall give security for the faithful performance of his or her duties, and the security shall be deposited for safe keeping as directed by the board.*

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT


- (3) *Form of security – The security to be given shall be a bond of an insurer licensed under the Insurance Act to write surety and fidelity insurance.*
- (4) *Failure to take security – If a board refuses or neglects to take proper security from the treasurer or other person to whom it entrusts money of the board and any of the money is forfeited or lost in consequence of the refusal or neglect, every member of the board is personally liable for such money, which may be recovered by the board or by any ratepayer assessed for the support of the school or schools under the jurisdiction of the board suing personally and on behalf of all other such ratepayers in a court of competent jurisdiction, but no member is liable if the member proves that he or she made reasonable efforts to procure the taking of the security.*

4. Conclusion

It is recommended:

That the Board of Trustees appoint the Director of Education as Interim Treasurer of the Board, effective as of November 1, 2019, until such time that an appropriate staff member can be hired and appointed as Treasurer.

Report reviewed and submitted by:



Lisa Millar, Director of Education



Patrick Cotter, General Legal Counsel

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** Review of Regulation, Daily Physical Activity**PAGE NO.** 1 of 2**ORIGIN:** Lisa Millar, Director of Education
Stephen Nevills, Superintendent of Education
Silvia Peterson, Superintendent of Education

1. Purpose

The purpose of this report is to provide the Board of Trustees with a Notice of Motion regarding proposed revisions to the Daily Physical Activity (Elementary Schools) Regulation.

2. Background

Physical activity is essential for the healthy growth and development of children and youth. It can have a positive impact on their physical fitness and help lay the foundation for healthy, productive lives. Participating in physical activity and reducing sedentary behaviour is known to enhance well-being, which is an important element of academic achievement and overall student success.

The Ministry of Education requires that school boards must ensure that all elementary school students have a minimum of twenty minutes of moderate to vigorous physical activity each school day during instruction time.

Since the initiation of this requirement in 2005, revisions have been made in 2010 and 2016. As part of the regulation review process, this regulation has been revised to also reflect the most recent updates to Ministry Policy/Program Memorandum No. 138.

3. Analysis

As a result of a review of the Daily Physical Activity (Elementary Schools) Regulation, revisions as noted in the appendix, are recommended.

Updates to Daily Physical Activity Regulation:

- Communication with parents
- Shift in language from sustained activity to implementation in blocks of time
- Name change of safety standards
- Addition of language from PPM 138 with reference to creating inclusive spaces for physical activity.

ADMINISTRATIVE REPORT

4. **Recommendation**

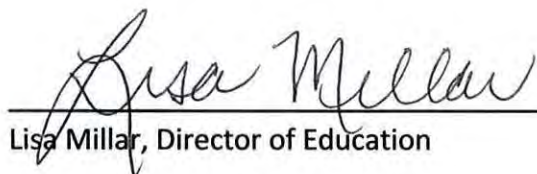
This item is presented as a Notice of Motion. It is recommended that the revisions listed in the attached Regulation be approved at the January 20, 2020 Board Meeting.

5. **Appendices**

Appendix A: Daily Physical Activity (Elementary Schools) Regulation with suggested revisions

Appendix B: Ministry Policy Program Memorandum No. 138

Report reviewed and submitted by:



Lisa Millar, Director of Education



Stephen Nevills, Superintendent of Education



Silvia Peterson, Superintendent of Education

INSTRUCTION

Daily Physical Activity (Elementary Schools)**1.0 Introduction:**

- 1.1 The Durham District School Board is committed to supporting a healthy school environment through student participation in daily physical activity (DPA). The goal of a daily physical activity program is to enable all elementary students to maintain their physical fitness, improve their overall health and wellness, and enhance their learning opportunities.

2.0 Responsibility:

- 2.1 The Durham District School Board will provide the necessary direction, leadership, equipment and staff training to implement daily physical activity in all schools. The Durham District School Board will develop tools to monitor the implementation of daily physical activity to ensure that every student has the opportunity to be physically active. Principals should also take appropriate action to ensure that parents are kept informed of their children's participation in daily physical activity.
- 2.2 Principals will ensure their schools provide the opportunity for all elementary students to participate in safe, high-quality physical activities. In addition to providing health and physical education programs, each elementary school will, on days when students do not have a scheduled physical education program, provide a minimum of twenty minutes of ~~sustained~~ moderate to vigorous physical activity during instructional time. This daily physical activity may be incorporated into the instructional day in a variety of ways. It can be implemented across various curriculum areas in individual blocks of five, ten, or fifteen minutes.

3.0 Safety:

- 3.1 All Daily Physical Activity programs are supervised activities.
- 3.2 Safety considerations are integral to the planning and implementation of daily physical activity for students. The primary responsibility for the delivery rests with the Board and its employees. The ~~OPHEA Manual's safety section~~ OPASSE (Ontario Physical Activity Safety Standards in Education) website should be consulted to ensure reasonably foreseeable risks are identified, and procedures are developed to help prevent and minimize the risk of accidents or injuries.

4.0 Inclusion of all Students in DPA:

- 4.1 Instruction should meet the special needs of a variety of students by being flexible, supportive, and adjustable to ensure all students are successful. All daily physical activities should be designed to ensure that students with varying physical abilities can participate and can experience success. It is critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnocultural, racial, and religious backgrounds feel accepted, comfortable, and free from harassment.

Appendix: None

Effective Date

2005-07-30

Amended/Reviewed

2010-10-25

2016-11-15



Ministry of Education

Policy/Program Memorandum No. 138

Date of Issue: October 5, 2017

Effective: Until revoked or modified

Subject: DAILY PHYSICAL ACTIVITY IN ELEMENTARY SCHOOLS,
GRADES 1–8

Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 138,
October 6, 2005.

INTRODUCTION

The purpose of this memorandum is to ensure that all elementary school students¹ have the opportunity to be physically active during the school day. Physical activity is essential for the healthy growth and development of children and youth. It can have a positive impact on their physical fitness and help lay the foundation for healthy, productive lives. Participating in physical activity and reducing sedentary behaviour is known to enhance well-being, which is an important element of academic achievement and overall student success. Providing elementary students with opportunities to be physically active supports two of the goals for education in Ontario – promoting well-being and achieving excellence – as outlined in *Achieving Excellence: A Renewed Vision for Education in Ontario, 2014*. Engaging students in daily physical activity also helps build a culture of physical activity in schools, which can instil the value of physical activity for life and help to improve health and learning outcomes for all children and youth.

THE REQUIREMENT

School boards² must ensure that all elementary school students, including students with special education needs, have a minimum of twenty minutes of moderate to vigorous physical activity each school day during instructional time.

The minimum requirement of twenty minutes of moderate to vigorous daily physical activity may be completed in a single block of time in the instructional day or in multiple, smaller blocks of time throughout the instructional day.

1. For the purposes of this memorandum only, *elementary school students* refers to students in Grades 1 to 8 in publicly funded schools.

2. In this document, *school board(s)* and *board(s)* refer to district school boards and school authorities.

PRACTICES FOR CONSIDERATION

The *Canadian 24-Hour Movement Guidelines*, a document based on recent research, recommends that, “for optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.”³ These guidelines also recommend “trading indoor time for outdoor time”, and encourage children and youth to participate in a variety of physical activities, performed in various environments and contexts.

To enhance their well-being and achievement, all students should strive to achieve high levels of physical activity and limit sedentary behaviour every day. To support them in reaching this goal, educators may want to consider breaking up longer periods of sedentary time during the school day by building movement opportunities into instructional time.

IMPLEMENTATION

School boards are responsible for the implementation of this policy and for related training. It is the collective responsibility of principals and other education professionals to ensure that students receive at least twenty minutes of moderate to vigorous physical activity during instructional time every school day.

All activities must be adapted, as appropriate, to ensure that all students, including students with special education needs, can participate in them. Such adaptations must be consistent with the accommodations and/or modifications outlined in a student’s Individual Education Plan.

Daily physical activity may be incorporated into the instructional day in a variety of ways. For instance, integrating physical activity across various curriculum areas in individual blocks of five, ten, or fifteen minutes of moderate to vigorous activity would be an effective way of meeting the total minimum daily requirement of twenty minutes, and also of creating a culture of physical activity in the school. Twenty minutes or more of moderate to vigorous physical activity during a scheduled health and physical education class would also meet the daily physical activity requirement. Since physical activity is only one component of a comprehensive health and physical education program, there will be days when a health and physical education class does not include at least twenty minutes of moderate to vigorous physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for accumulating at least twenty minutes of moderate to vigorous physical activity during the instructional day must be provided.

3. *Canadian 24-Hour Movement Guidelines: An Integration of Physical Activity, Sedentary Behaviour, and Sleep* (Toronto: Canadian Society for Exercise Physiology, 2016).

SAFETY

As indicated in *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*, attention to safety, including physical and emotional safety, is an integral part of instructional planning and implementation.

The primary responsibility for ensuring safe practices rests with the school board and its employees. The principal is responsible for ensuring that all students, including students with special education needs, have the opportunity to participate in daily physical activity in a safe manner. Potential risks must be identified and procedures developed to prevent or minimize, and respond to, incidents and injuries.

As noted in the *Health and Physical Education* curriculum document (p. 15), “It is also critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnocultural, racial, and religious backgrounds feel accepted, comfortable, and free from harassment.”

REPORTING AND ACCOUNTABILITY

School boards will develop and apply a process to monitor the implementation at the school level of the requirement outlined in this memorandum. School boards and principals should also take appropriate action to ensure that parents are kept informed of their children’s participation in daily physical activity.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** Flushing and Testing for Lead - Update**PAGE NO.** 1 of 3

ORIGIN: Lisa Millar, Director of Education
Christine Nancekivell, Chief Facilities Officer
Shawn O'Brien, Senior Manager of Facilities Services
Kerri Stewart, Manager of Health and Safety

1. Purpose

To provide Trustees with information related to Ontario Regulation 243/07 (flushing and testing for lead in schools). This report will provide information related to the current status of our lead flushing and sampling program as well as the steps taken for any corrective action that is required.

2. Ignite Learning Strategic Priority/Operational Goals

- Well-being - creating safe, welcoming, inclusive learning and working spaces.

3. Background

Ontario Regulation 243/07 sets out the requirements for school boards and child care facilities to flush and test their drinking water for lead. Flushing and testing drinking water for lead has been in place at the DDSB since 2007. In 2017, amendments to Regulation 243/07 required school boards to test every fixture (tap or drinking water fountain) used for drinking water and/or food preparation.

The testing process involves taking two samples from each fixture, a standing water sample (water that has been standing for an overnight period of 6 hours or more) and a flushed water sample (water has been flushed for 5 minutes and left to stand for 30 minutes).

If the testing results are over the Ontario standard for lead, immediate action is taken, and the results are communicated with Public Health, school administration and the Ministry of the Environment. Actions could include increased flushing, replacing or removing the fixture, installing a filter or other fountain/fixture or device that is certified for lead reduction, rendering the tap or fountain inaccessible to children by disconnecting or bagging, or any other measures as directed by the local Medical Officer of Health until the issue is resolved. The sample flow chart in Appendix 2 illustrates this process.

4. Analysis

4.1 Testing for Lead

Since 2017, 2,840 fixtures have been tested for lead. Of the 2,840 fixtures, 61 (or 2%) had a result greater than 10 parts per billion (ppb) which is the Ontario drinking water standard for lead, while 42 of these samples were standing water exceedances and 19 were flushed water exceedances.

Number of Schools with a Standing or Flushed Exceedance

2017	28 schools
2018	14 schools
2019	3 schools

Note: The 3 schools for 2019 were the result of a standing exceedance.

4.2 Flushing

Flushing is the responsibility of the custodial staff and is a priority duty as part of their school opening responsibilities. The flushing schedule for each school is dependent on the sample results. If a school has received a flushed exceedance, the plumbing in the building is flushed daily. Schools that had a standing sample exceedance are flushed weekly with the exception of the fixture that was impacted which is then flushed daily. Schools with no exceedances are flushed weekly.

5. Financial Implications

The approximate cost associated with complying with Regulation 243/07 over the past three years is as follows:

2017 – \$170,640

2018 – \$187,772

2019 – \$ 43,730

These figures reflect the analytical/lab fees as well as costs associated with inventorying the fixtures, sampling time, and developing flushing protocols where needed. These costs do not reflect funds that were spent on removing fixtures, when required, and the utility costs due to an increase of flushing (sewage fee).

The projected cost to complete the testing for 2020 is \$32,500.

6. Communication Plan

With each exceedance, immediate corrective action is taken and communicated to the school administration, the Durham Region Health Department and the Ministry of the Environment. The DDSB Board website has a list of exceedances as well as the corrective action that followed. A FAQ for parents is also provided (see Appendix 1) along with links to information provided by Health Canada and the Durham Region Health Department. School administrators have access to all lead testing results for their school.

7. Conclusion

The DDSB is in full compliance with Regulation 243/07 and follows the direction provided by public health officials in the event of an exceedance.

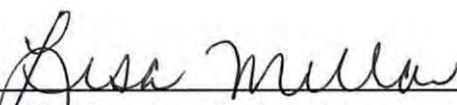
The DDSB has been proactive in completing the required lead sampling as elementary schools were mandated to be completed by January 2020 and secondary schools by January 2022. The DDSB has completed lead sampling for all drinking water fixtures in elementary schools; secondary schools will be finalized in 2020. Annual sampling will continue to take place at each school as mandated by the Regulation. Facilities Services staff will continue to flush the drinking water system as required.

8. Appendices

Appendix 1: Fact Sheet for Parents - Safe Drinking Water in Child Care Centres and Schools,
Ministry of the Environment, Conservation and Parks

Appendix 2: Flow chart, Ministry of the Environment, Conservation and Parks

Report reviewed and submitted by:



Lisa Millar, Director of Education

Ontario Regulation 243/07 (Schools, Private Schools and Child Care Centres)

Communications for Changes Effective July 1, 2017

Fact Sheet for Parents

Safe Drinking Water in Child Care Centres and Schools

Since 2007, the Ontario government has been requiring child care centres and schools to flush the plumbing in their facilities and test their drinking water for lead. New amendments to *Ontario Regulation 243/07* that take effect July 1, 2017 will now require lead testing within these facilities for **all** fixtures used to provide drinking water and/or prepare food or drink for children under 18.

Why does the Ontario government require child care centres and schools to test drinking water for lead?

Young children are more vulnerable to the effects of lead because they absorb ingested lead more easily than adults, which can interfere with the development of their nervous systems. In population studies, exposure to lead has been associated with effects on learning capacity, intellectual development and behavior.

How will the new rules coming into effect in July 2017 better protect children in child care centres and schools?

Ontario is proactively strengthening its regulation to protect children's health. Studies¹ show that lead levels in drinking water from plumbing can vary substantially between individual taps or fountains. Only by testing each drinking water fixture can child care centres and schools be sure that they are not exposing children to lead through any of the plumbing within their facilities.

What is the drinking water quality standard for lead?

The Ontario drinking water quality standard for lead is 10 micrograms per litre. This standard is based on a national guideline set by Health Canada.

¹ World Health Organization: Lead Poisoning and Blood.
<http://www.who.int/mediacentre/factsheets/fs379/en/>

What happens if a child care centre or school finds it has lead in its drinking water above the standard for lead?

If a child care centre or school gets a drinking water test result that is above the standard for lead, the local Medical Officer of Health will assign corrective actions to the facility and it is the facility's responsibility to ensure those actions are carried out. The Ministry of the Environment and Climate Change will follow up with the facility operator and local Medical Officer of Health if necessary. These local processes have been in place since 2007 and are working well.

How can I find out the lead test results for my child's child care centre or school?

If you have questions about measures taken by your local child care centre or school to ensure the safety of drinking water, contact your local child care centre, school, or school board.

Why are child care centres and schools required to flush their plumbing?

Flushing has been shown to reduce lead levels in drinking water fixtures. By flushing plumbing and fixtures, water that may have come in contact with lead plumbing is replaced with fresh water. How often a facility has to flush their plumbing and fixtures depends on several factors including the age of the plumbing, previous lead test results or if a device that removes lead, such as a filter, has been installed on a fixture.

How are people exposed to lead?

Lead is a naturally occurring element. Lead has many industrial uses and has been found in water systems since the late 1800s. It is also present in soil, food and indoor dust. Over the past few decades, exposure to lead has significantly decreased due to restrictions in the use of lead in gasoline, paint and solder.

How does lead get into drinking water?

Ontario's surface and groundwater generally does not contain lead. If lead does occur naturally, the concentrations are typically extremely low and below the drinking water standard for lead. Where there are concentrations of lead in drinking water above the standard, the likely cause is from the lead pipes servicing the premises, lead solder used in the plumbing or fixtures containing high percentages of lead.

Lead pipe service connections have been used to deliver water from distribution pipes since the late 1800s. Older buildings (generally those built before the mid-1950s) are more likely to have lead connections. By 1990, the amount of lead in solder that could be used in drinking water plumbing was substantially reduced.

The amount of lead leaching into drinking water from these components depends largely on the chemical characteristics of the water. In certain circumstances, extended contact between standing water and the components can cause the lead to be released from the pipes. When the tap is turned on, water that has been standing in the pipes may have accumulated lead levels higher than Ontario's standard for lead.

How can I get the water in my home tested for lead?

If you suspect that you have lead service pipes or lead plumbing in your home, you may wish to have your tap water tested for lead. Some municipalities in Ontario have programs that help residents test their drinking water for lead. Contact your municipality for more information about your water service pipes and what is available in your community.

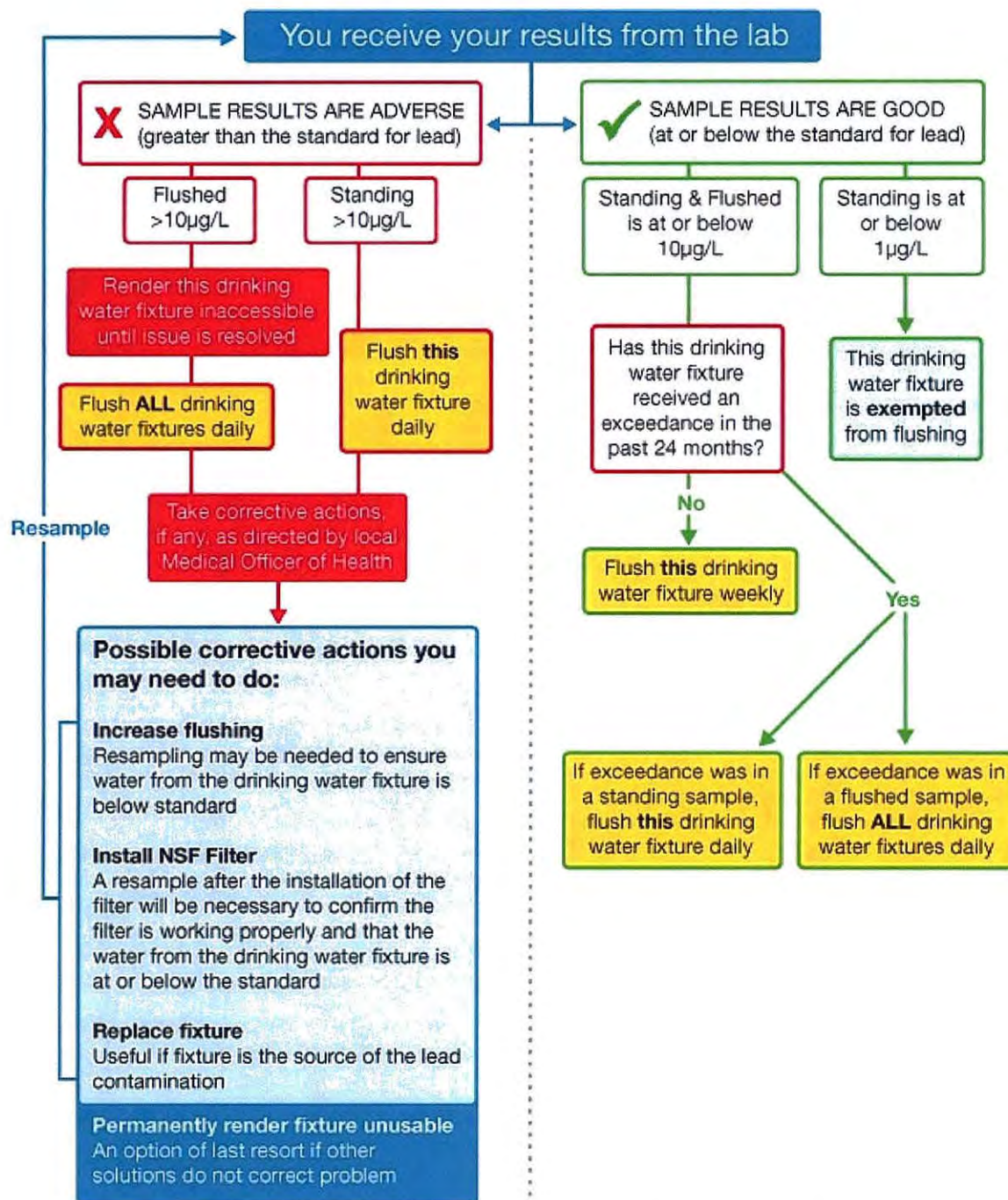
Alternatively, you can arrange your own drinking water lead test through a licensed laboratory. Visit <https://www.ontario.ca/page/laboratories-licensed-test-lead> to view a list of laboratories licensed by the Ministry of the Environment and Climate Change to test for lead or call the ministry's Public Information Centre at 1-800-565-4923.

For more information:

- Health Canada – Lead and Human Health: www.hc-sc.gc.ca/ewh-semt/contaminants/lead-plomb/asked_questions-questions_posees_e.html.
- Ontario Ministry of the Environment and Climate Change – Drinking Water Information: www.ontario.ca/drinkingwater.
- Ontario Ministry of the Environment and Climate Change Public Information Centre: 1-800-565-4923.

I got my lead test results back from the lab. Now what?

The following decision tree will help you know what actions you should take depending on the results of your lead testing sample results.



Source: Ministry of the Environment, Conservation and Parks, *Guide for schools, private schools and child care centres on flushing and testing for lead*

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** Education Development Charges
Policy Framework Update**PAGE NO.** 1 of 3**ORIGIN:** Lisa Millar, Director of Education
Christine Nancekivell, Chief Facilities Officer
Carey Trombino, Manager of Property and Planning**1. Purpose**

To provide information to the Board of Trustees regarding Ministry of Education's November 8, 2019, Memorandum regarding Education Development Charges (EDC) Policy Framework Update, provided as Appendix A.

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 September 16, 2019, staff provided Trustees with a report entitled "Education Development Charges – Proposed New Regulations", provided as Appendix B. This report outlined the proposed Ministry of Education's amendments to school boards' Education Development Charges.

With the release of the EDC – Proposed New Regulations, the Ministry of Education also requested feedback on the amendments. Trustees were provided a summary of Ontario Association of School Board Officials (OASBO) and Ontario Public School Boards' Association (OPSBA) correspondence, outlining feedback on EDC- Proposed New Regulations, in the October 21, 2019, report entitled "Education Development Charges (EDC) Proposed New Regulations OASBO and OPSBA Correspondence". Included within the OASBO correspondence was DDSB staff input.

Provided as Appendix A, the Ministry of Education's Memorandum, dated November 8, 2019 and entitled Education Development Charges (EDC) Policy Framework Update, Appendix A, informs school boards of the conclusion of the Ministry of Education's review of the EDC framework. The Memorandum also identifies the updated EDC Policy Framework is supported by amendments made to the Education Act, Ontario Regulation 20/98 (EDC – General) and Ontario Regulation 444/98 (Disposition of Surplus Real Property).

4. Analysis

The Ministry of Education's Memorandum, provided as Appendix A, concludes that the following revisions, are applicable as of November 8, 2019.

i) EDC Rate Increase Restrictions

- The Ministry of Education has concluded that the proposed EDC rate increase restrictions will remain in force.
 - DDSB's restricted EDC rate is \$2,249.00, with a \$300 increase per year

ii) Alternative Projects and Localized Education Development Agreements

- The Ministry of Education's revisions allow school boards to use EDC revenues to support lower-cost alternative projects, such as underground parking or a pedestrian bridge, as an alternative to site acquisition.
- Allows for school boards to enter into a Localized Education Development Agreement (LEDA) that would exempt specific land holdings from EDC's in exchange for alternatives to site acquisition, such as a school site or a school in a high-rise development, in lieu of EDCs.

iii) Notification of Site Acquisition

- School Boards are required to provide the Minister of Education with at least 60 days notice prior to acquiring, lease or expropriating sites supported by EDC revenues.
- This requirement is for any transactions expected to close after January 10, 2020.

iv) EDC Rate Calculation

- Include pupils that are a result of new residential development, in new pupil count as part of the EDC rate calculation.
 - DDSB included these pupils in the 2019 EDC By-law
- Additional institutional development will now be exempt from paying EDC's including: Long-term care homes, retirement homes, private schools, publicly-assisted universities and colleges, indigenous institutes, Royal Canadian Legion Memorial homes, Clubhouses or Athletic grounds, hospices and child care centres.
- School spaces used to accommodate new pupils are subject to Ministry approval.
- Non-residential EDC rates can no longer be calculated using the declared value of development.

ADMINISTRATIVE REPORT

Education Development Charges – Policy Framework Update

Page 3 of 3

v) Administration

- School boards no longer required to prepare a pamphlet for each EDC By-law. EDC information can now be posted on the school board's website.
- School boards can make changes to their EDC By-law's geographic boundaries.
- When providing notice of the passage of EDC By-law, school boards must provide location of meeting as well as time and date of the meeting.

In addition to the changes outlined above in Section 4, the Memorandum outlines that revisions to the Education Act authorizes the Lieutenant Governor in Council to make regulations governing the expiration of the EDC By-laws. This regulation is yet to be written.

5. Conclusion

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

6. Appendices

Appendix A – Education Development Charges – Policy Framework Update (Memorandum)

Appendix B – Education Development Charges – Proposed New Regulations (DDSB Report)

Report reviewed and submitted by:



Lisa Millar, Director of Education

**Ministry of Education**

Office of the Assistant Deputy Minister
Capital and Business Support Division

15th Floor
315 Front St West
Toronto ON M7A 0B8
Tel.: 416 212-9675
Fax.: 416 325-4024
TTY: 1-800-268-7095

Ministère de l'Éducation

Bureau du sous-ministre adjoint
Division du soutien aux immobilisations et aux
affaires

15^e étage
315, rue Front ouest
Toronto ON M7A 0B8
Tél. : 416 212-9675
Télééc. : 416 325-4024
ATS : 1-800-268-7095

2019: B20

MEMORANDUM TO: Directors of Education
Superintendents of Facilities
Superintendents of Business

FROM: Colleen Hogan
Assistant Deputy Minister (A)
Capital and Business Support Division

DATE: November 8, 2019

SUBJECT: Education Development Charge Policy Framework Update

Further to **Memorandum 2019: B11 Interim Changes to Education Development Charges (EDC)**, I am writing to inform you of the conclusion of the Ministry of Education's review of the EDC framework, and to outline amendments made to the *Education Act*, Ontario Regulation 20/98 (Education Development Charges – General) and Ontario Regulation 444/98 (Disposition of Surplus Real Property).

In June 2019, the *Education Act* was amended, through Bill 108 – *More Homes, More Choice Act, 2019* to update the Education Development Charges policy framework. These amendments support the goals of the government's Housing Supply Action Plan, to enhance cost predictability for developers, and to maintain adequate revenues to support the accommodation of students in new development.

EDC Rate Restrictions:

The EDC rate restrictions previously announced in Memorandum 2019: **Memorandum 2019: B11 Interim Changes to Education Development Charges (EDC)**, remain in-force with a minor adjustment to the non-residential rate as follows:

- A maximum yearly increase of the greater of 5% or \$300 per residential unit; and
- A maximum yearly increase of the greater of 5% or \$0.10 per square foot for non-residential development.

Alternative Projects and Localized Education Development Agreements:

The amendments to the *Education Act* and O. Reg. 20/98 support an updated EDC policy framework which allows for the application of EDC revenue for project costs that will address the needs of the board for pupil accommodation and ensures school boards are better able to align the users of schools to the payers of EDCs by:

- Allowing school boards to use EDC revenues to support lower-cost alternatives (Alternative Projects) to site acquisition; and
- Allowing school boards to enter into a Localized Education Development Agreements (LEDAs) that would exempt land from EDCs for specific developments in exchange for direct alternatives to site acquisition to address student accommodation needs.

Before a school board can enter into a LEDA or implement an Alternative Project, Minister approval is required. A school board can request Minister approval at any point; however, the LEDA or Alternative Project will not come into effect until the board passes a new by-law.

A school board may make a change to a previously-approved Alternative Project, however boards are required to notify the Minister at least 60 days prior to implementing the change. If the Minister notifies the board, within 60 days from the day the notice was provided, that the proposed changes shall not be made, the board shall not make the change.

Notification of Site Acquisition:

School boards are required to provide the Minister with advance notification of their intent to acquire, lease or expropriate sites that are supported by EDC revenue, Land Priorities or the Temporary Accommodation Grant.

This notification is to be submitted to the ministry at least 60 days prior to the financial close of the transaction. If the Minister notifies the board, within 60 days from the day the notice was provided, that the proposed transaction shall not proceed, the board shall not proceed with the transaction.

In order to allow boards a full 60-day period to provide notification, this requirement will come into effect for transactions that are expected to close after January 10, 2020.

EDC Rate Calculation:

The following regulatory amendments were made that affect the EDC rate determination as follows:

- recently expired by-laws, who are not permanently accommodated should be added to the count of new pupils that are the result of new residential development;
- The following types of institutional development are now exempt from paying EDCs:
 1. Long-term care homes;
 2. Retirement homes;
 3. Private schools;
 4. Publicly-assisted universities and colleges;
 5. Indigenous Institutes;
 6. Memorial homes, clubhouses or athletic grounds of the Royal Canadian Legion;
 7. Hospices; and
 8. Child care centres.
- The number of school spaces that can be used to accommodate new pupils from new residential development are now subject to the Minister's approval; and
- School boards are no longer able to calculate a non-residential EDC rate using the percentage of the declared value of the development.

Administration:

The following regulatory amendments were made that are administrative in nature:

- School boards are no longer required to prepare a pamphlet for each development charge by-law. Instead, school boards are only required to post the required information on the board's website;
- School boards are now permitted to make changes to the geographic boundaries of their by-laws, subject to the existing requirement that a by-law not apply with respect to land in more than one region; and
- When providing notice of a board's meeting regarding the passage of an EDC by-law, a board must provide specifics, including the location, time and date of the meeting.

Changes to the *Education Act* were also made to authorize the Lieutenant Governor in Council to make regulations governing the expiration of Education Development Charge by-laws. This allows for a regulation to be made that would specify an expiration date for by-laws currently in force, thereby ensuring all new by-laws adhere to the new legislative requirements at an appropriate time in the future. No such regulation has been made.

The above EDC-related amendments to the legislation and regulation will be in force at November 8, 2019, and the amended statutes can be found here:

<https://www.ontario.ca/laws/statute/90e02>.

To provide further guidance to school boards regarding the new EDC policy framework, the ministry will post an updated guideline, now titled the **Education Development Charge and Site Acquisition Guideline**. The document will be found here:

<https://efis.fma.csc.gov.on.ca/faab/CapitalPrograms.htm>

The Ministry would like to take this opportunity to thank all stakeholders who provided valuable feedback through the EDC consultation process. We particularly wish to thank those Ontario Association of School Business Officials and Council of Senior Business Officials representatives who provided their expertise to undertake a detailed review the Guideline and forms.

Should school boards require further information regarding these amendments, transition timelines or the Guideline, please contact your board's respective Capital Analyst, or contact Paul Bloye, Director, Capital Programs Branch at 416-325-8589 or at paul.bloye@ontario.ca.

Sincerely,

original signed by:

Colleen Hogan
Assistant Deputy Minister (A)
Capital and Business Support Division
Ministry of Education

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**

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.

Proposed

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**

School boards must include all existing school space that could reasonably be used to accommodate new pupils from new development.

Proposed

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**

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.

Proposed

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.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Education Development Charges - Proposed New Regulations

Page 5 of 6

4.6 Holding Students

Current

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.

Proposed

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

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.

Proposed

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.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Education Development Charges - Proposed New Regulations

Page 6 of 6

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.

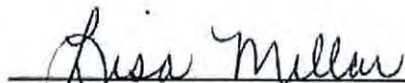
6. Conclusion

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

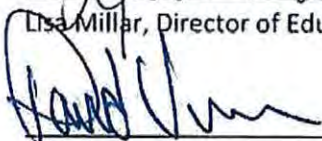
7. Appendices

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

V:\FacilitiesServices\Admin\Reports_2019\Education Development Charges\BD - September 16, 2019\BD - September 16, 2019.docx



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.

EDUCATION DEVELOPMENT CHARGES CONSULTATION DOCUMENT

- 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;

EDUCATION DEVELOPMENT CHARGES – CONSULTATION DOCUMENT

- 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; or entering into a lease (of any term); or
- acquisition by any other means.

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

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** *Safe Schools Quick Reference Guides***PAGE NO.** 1 of 3**ORIGIN:** Lisa Millar, Director of Education
Georgette Davis, Superintendent of Education FOS, Safe Schools, Well-Being**1. Purpose**

To provide trustees with information about the use and distribution of *Safe Schools Quick Reference Guides*.

2. Ignite Learning Strategic Priorities/Operational Goals

The *Safe Schools Quick Reference Guides* addresses the following Ignite Learning Strategic Priorities/Operational Goals:

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

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

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

Engagement: Engage students, parents and community members to improve student outcomes and build public confidence.

3. Background

The *Safe Schools Quick Reference Guides* were created by the Safe Schools Department with input by the following representatives; Communications, Family of Schools Education Officers, Special Education, Equity and Inclusive Education, and Health and Safety.

4. Analysis

The intent of the *Safe Schools Quick Reference Guides* is not to replace Policy, Regulation, Procedure and resources, but instead to help review and communicate expectations with staff and parents/guardians.

There are four *Safe Schools Quick Reference Guides*:

- **Quick Reference: Responding to an Emergency/Safety Incident:** This guide will help clarify how DDSB schools respond to an emergency/safety incident. The sections covered in this guide include; *Lockdown, Hold and Secure, Shelter In Place* and *Localized Safety Protocol*
- **Quick Reference: Progressive Discipline:** This guide will help clarify how Bias-Aware Progressive Discipline is used when dealing with inappropriate student behaviour (contrary to the School Code of Conduct). The sections covered in this guide include; *Zero Tolerance, Bias-Aware Progressive Discipline, Positive School Climate, Investigating an Incident* and *Implementing Bias-Aware Progressive Discipline*
- **Quick Reference: Implementing Progressive Discipline:** This guide will help clarify how Mitigating, Other and Human Rights Factors are considered when implementing Bias-Aware Progressive Discipline. The sections covered in this guide include; *Implementing Bias-Aware Progressive Discipline, Suspensions and Expulsions, Applying Mitigating and Other Factor and Human Rights. Zero Tolerance, Bias-Aware Progressive Discipline, Positive School Climate, Investigating an Incident* and *Implementing Bias-Aware Progressive Discipline*
- **Quick Reference: Bullying Prevention and Intervention:** This guide will help clarify how DDSB schools respond to situations involving bullying. The sections covered in this guide include; *Positive School Climate, Bias-Aware Progressive Discipline, Bullying and Conflict, The Bullying Prevention and Intervention Plan, Reporting Bullying* and *Responding to Bullying*

5. Financial Implications

The creation and distribution of the *Safe Schools Quick Reference Guides* will occur within the constraints of the Safe Schools budget.

6. Evidence of Impact

Feedback will be gathered by the Safe Schools and Well-Being Steering Committee to determine if the *Safe Schools Quick Reference Guides* were helpful and to decide if additional *Safe Schools Quick References Guides* need to be created.

ADMINISTRATIVE REPORT

7. Communication Plan

An e-mail was sent to Administrators in the DDSB to outline what is contained in the *Safe Schools Quick Reference Guides* and the intent for use. The e-mail was followed by an information session at the December Director's meeting and at Family of Schools meetings.


8. Conclusion

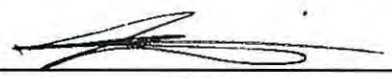
That the *Safe Schools Quick Reference Guides* are provided to trustees for information.

9. Appendices

Appendix A: Quick Reference: Progressive Discipline
Quick Reference: Implementing Progressive Discipline
Quick Reference: Responding to an Emergency/Safety Incident
Quick Reference: Bullying Prevention and Intervention

Report reviewed and submitted by:



Lisa Millar, Director of Education

Georgette Davis, Superintendent of Education/FOS/ Safe Schools/Mental Health and Well-Being

Quick Reference: Progressive Discipline

The intent of the following information is to help clarify how Bias-Aware Progressive Discipline is used when dealing with inappropriate student behaviour (behaviour that is contrary to the School Code of Conduct). For more information about the proper use of Bias-Aware Progressive Discipline, please refer to the DDSB resource [An Equitable Framework for Progressive Discipline](#). In addition, for further details on information used in this resource please refer to the link to Issue 8 *Zero Indifference...Not Zero Tolerance* [PrevNet Newsletter Promoting Relationships](#).

Note: If you have any questions about a specific incident that occurred in a school, please contact your Superintendent/Family of Schools Education Officer for clarification.

“Zero Tolerance”

There is confusion about the term “Zero Tolerance” when used in reference to the implementation of discipline. The *2001 Safe Schools Act in Ontario* gave rise to “zero tolerance” policies. These policies emphasized punitive approaches when dealing with inappropriate behaviour, including bullying. “Zero tolerance” was a “one-size-fits-all” discipline approach that made no attempt to try and understand the underlying cause of the behaviour or mitigating circumstances.

In addition, “zero tolerance” does not consider that a student’s behaviour may be characterized as stress behaviour rather than misbehaviour. If the behaviour is stress related then it needs to be addressed by helping students understand what stresses them, and then providing them with coping strategies to deal with the stress. DDSB schools implement self-regulation strategies to help students manage their stress behaviours (For more information on Self-Regulation and how it is used in DDSB schools, please refer to this [link](#)).

A “zero tolerance” approach is no longer used in schools because research suggests that a punitive response to inappropriate behaviour does little to change student behaviour over the long-term. For example, interpersonal conflict and bullying require “relationship solutions” - there are no quick fixes to complex problems. Although punishing a student who engages in bullying behaviour may change the behaviour in the short-term, it is unlikely that the negative relationship between the students will stop. If anything, a punitive approach, is likely to make the situation worst because the student may be angry with the other student for reporting the bullying and/or the student’s behaviour will simply change to evade adults.

Bias-Aware Progressive Discipline

DDSB schools use a Bias-Aware Progressive Discipline approach when dealing with inappropriate student behaviour. This approach includes the use of age-appropriate interventions, supports and consequences to address inappropriate student behaviour. Bias-Aware Progressive Discipline is both corrective and supportive, uses prevention strategies to reinforce positive behaviour, and provides supports to help students learn how to make appropriate choices.



Positive School Climate

An essential component of Bias-Aware Progressive Discipline is the development of a positive school climate that focuses on promoting positive behaviours and interactions. A positive school climate exists when all members of the school community feel safe, included and respected. A positive school climate requires healthy, respectful relationships based on a culture of mutual respect.

Investigating an Incident

An investigation is conducted by the Principal or Vice-Principal when there has been a violation of the School Code of Conduct. This includes when a student engages in behaviour that impacts negatively on the school climate.

When investigating an incident, a Principal or Vice-Principal must follow the expectations outlined in Procedure *Safety and Security*, including:

- interviewing witnesses, and the student(s) involved in the incident
- ensuring that the investigation process is fair, thorough and complete
- gathering and documenting facts, not opinions
- being unbiased and flexible, especially when presented with new information
- using Bias-Aware Progressive Discipline to focus on corrective, not punitive measures
- considering Mitigating Factors, Other Factors and Human Rights.

Note: It is a requirement in the Education Act (Ontario Regulation 472/07) that Principals or Vice-Principals consider Mitigating, Human Rights and Other Factors when implementing Bias-Aware Progressive Discipline e.g., factors such as, but not limited to, the student's ability to control their behaviour; whether the behaviour was related to an identification in the student's Individual Education Plan and/or if the behaviour is related to any harassment due to their race, ethnic origin, religion, disability, gender, or sexual orientation

- consulting with the Superintendent or Administrative Education Officer, and/or other support personnel, when necessary
- following Board and Ministry legislation, including Policies, Regulations, Procedures and Protocols
- involving outside agencies such as the police and/or CAS when required
- communicating the outcome and discipline to the student(s), parents and appropriate school staff who have been deemed to have the necessary "need-to-know", while otherwise maintaining expectations for confidentiality

Implementing Bias-Aware Progressive Discipline

Bias-Aware Progressive Discipline is both corrective and supportive. The process involves using prevention strategies to reinforce positive behaviour, and providing students with the supports they need to learn from their mistakes and to make appropriate choices in the future. Although Bias-Aware Progressive Discipline tends to work in a step-by-step manner, the process doesn't preclude the implementation of more serious consequences e.g., a suspension.



Restoration and reconciliation are an important part of Bias-Aware Progressive Discipline. When harm is done, students should have the opportunity to understand the impact of their actions, to take responsibility for those actions, to do what is necessary to make it right, and to learn from the experience. An effective practice used by DDSB schools to help achieve restoration and reconciliation is Restorative Practice.

Restorative Practice is a framework for building community and for responding to challenging behaviour through reflective conversation. Restorative Practice provides an opportunity for staff and students to have a dialogue about how to make things right and to restore a positive, supportive learning environment.

Restorative Practice is based on repairing harm and restoring relationships. When used correctly, it leads to greater accountability for those who have done harm to others. Restorative Practice requires the student who has done the harm to take responsibility for the impact of the behaviour, and to do what it takes to make it right. To be successful, Restorative Practice must occur in a learning environment based on healthy, respectful relationships in which students feel safe and supported.

An effective way to use Restorative Practices in classrooms to help build and sustain healthy, respectful relationships is the use of Restorative Circles. During a Restorative Circle, participants sit in a circle and discuss interests, opinions, issues, and curriculum content. Restorative Circles can be used to build positive classroom learning environments where students feel safe, included, understood, and respected e.g., as a check-in at the beginning of the school day to ensure that students are ready to learn, to resolve conflict, or for academic conversations. Classrooms that use Restorative Circles as a routine strategy tend to be more collaborative and productive learning environments in which conflict occurs less often.

Other strategies that may be used as a part of Bias-Aware Progressive Discipline include:

- Redirecting inappropriate behaviours
- Creating and using a Behaviour Safety Plan for students with special needs
- Using Restorative Questions to allow students to reflect on what they did and how they can make things better, e.g. "What happened?"; "What was I thinking at the time?"; "Who was affected by what I did?"; "What can I do to make things right?" and "What will I do differently the next time?"
- Recognizing and rewarding improved behaviour
- Collaborating with parents/guardians
- Creating a behaviour "agreement" in collaboration with the student and Parents/guardians with achievable goals



Quick Reference: Implementing Progressive Discipline

The intent of the following information is to help clarify how Mitigating, Other and Human Rights Factors are considered when implementing Bias-Aware Progressive Discipline to deal with inappropriate student behaviour (behaviour that is contrary to the School Code of Conduct). For more information about the proper use of Bias-Aware Progressive Discipline, please refer to the DDSB resource [An Equitable Framework for Progressive Discipline](#).

Note: If you have any questions about a specific incident that occurred in a school, please contact your Superintendent/Family of Schools Education Officer for clarification.

Implementing Bias-Aware Progressive Discipline

Schools in the DDSB use Bias-Aware Progressive Discipline when addressing inappropriate behavior. Bias-Aware Progressive Discipline is both corrective and supportive. The process involves using prevention strategies to reinforce positive behaviour, and providing students with the supports they need to learn from their mistakes and to make appropriate choices in the future. Although Bias-Aware Progressive Discipline tends to work in a step-by-step manner, the process doesn't preclude the implementation of more serious consequences e.g., a suspension or a recommendation to expel.

Suspensions and Expulsions

When using Bias-Aware Progressive Discipline, there may be situations where the misbehaviour is serious enough to warrant a suspension or a recommendation to expel.

Regulation Code of Conduct and Discipline for Students outlines the expectations for suspensions and expulsions.

A suspension is defined in the regulation as a consequence imposed upon a student whereby the student is prohibited from attending school and from engaging in all school-related activities for a defined period of time (any where from 1-20 school days).

A suspension is most effective when it is used along with the use of age-appropriate interventions and supports. For the most part, suspensions are implemented to withdraw students when their behaviour places their safety or the safety of others in jeopardy. A suspension gives the school time to conduct a team meeting, and to create a plan to ensure the student's safe return. After a suspension occurs it is important that the Principal/Vice-Principal work in collaboration with supportive staff, the student and parents/guardians to create and implement a plan that will allow the student to successfully transition back to classes.

Regulation Code of Conduct and Discipline for Students lists the reasons why a Principal or Vice-Principal shall consider whether to suspend a student. These reasons apply if the student is at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate. In addition, *Regulation Code of Conduct and Discipline for Students*



states when a reason requires mandatory police involvement or when the police involvement is discretionary (outlined in the Policy and Procedure *Police/School Board Protocol*)

Regulation *Code of Conduct and Discipline for Students* states that an expulsion “is a consequence imposed upon a student, by the Board, for an activity that is determined to warrant that the student be excluded from his or her school, or from all schools in the Board, and from engaging in all school-related activities, for an undefined period of time”. A Principal/Vice-Principal can only suspend a student with a recommendation to expel. A Board Expulsion Committee decides the outcome. If the Board Expulsion Committee expels a pupil, the Board shall assign the student to a program for expelled students. In the DDSB, this program is called Return Ticket. The Return Ticket program is a restorative, alternative education program employing a multidisciplinary team.

Applying Mitigating and Other Factors

As stated in the Education Act, (Ontario Regulation 472/07) Principals or Vice-Principals must consider Mitigating and Other Factors when implementing a suspension or recommending an expulsion as a part of the continuum of Bias-Aware Progressive Discipline. In addition, these factors should also be considered when implementing Bias-Aware Progressive Discipline. Considering these factors will help staff better understand the student's behaviour, and how to effectively address the behaviour.

Mitigating Factors include:

- The student does not have the ability to control their behaviour
- The student does not have the ability to understand the foreseeable consequences of their behaviour
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person

Other Factors that need to be considered include:

- The student's history
- Whether a progressive discipline approach has been used with the student
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student due to their race, ethnic origin, religion, disability, gender, or sexual orientation or to any other harassment
- How the suspension or expulsion would affect the student's ongoing education
- The age of the student
- In the case of a student for whom an Individual Education Plan (IEP) has been developed:
 - Whether the behaviour was a manifestation of a disability identified in the student's individual education plan
 - Whether appropriate individual accommodation has been provided
 - Whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct



Human Rights

The Human Rights Code prohibits actions that discriminate against people based on a protected ground and/or in a protected social area. The provisions of the Code are aimed at creating a climate of understanding and mutual respect for the dignity and worth of each person, so that people feel that they are a part of the community and able to contribute to the community. In addition, schools have a legal duty to accommodate the Code-related needs of people who are adversely affected by a requirement, rule or standard. As a result, Principals and Vice-Principals must consider the provisions of the Code when implementing a suspension or recommending an expulsion as a part of the continuum of Bias-Aware Progressive Discipline.

The Protected Grounds identified in the Human Rights Code include:

- Age
- Ancestry, Colour, Race
- Citizenship
- Ethnic Origin
- Place of Origin
- Creed
- Disability
- Family Status
- Marital Status (including single status)
- Gender Identity, gender expression
- Receipt of Public Assistance (in housing only)
- Record of Offences (in employment only)
- Sex (including pregnancy and breastfeeding)
- Sexual Orientation



Quick Reference: Responding to an Emergency/Safety Incident

The intent of the following information is to help to clarify terminology related to safety concerns.

Note: If you have questions about a specific incident that occurred in a school, please contact your Superintendent/Family of Schools Education Officer for clarification.

It is important to note that the DDSB is expected to work with DRPS and other Emergency Services during an emergency/safety event. (For more information please refer to Procedure *Police School Board Protocol* and Procedure *911-Emergency Response Guideline*).

The following terms are used to describe an emergency/safety incident:

- **Lockdown** - This term should only be used when there is a major incident or threat of school violence within the school.
To ensure that staff and students understand what to do during a Lockdown, schools practice a Lockdown Drill at least once during the school year. The practice is often done in collaboration with the school's DRPS Community Liaison Officer
- **Hold and Secure** – This term should be used to describe a situation when it is desirable to secure the school in response to an ongoing safety incident occurring outside the school that isn't directly related to the school e.g., if a bank robbery occurs near a school but not on school property. In this situation, the school continues to function normally, with the exterior doors locked until the situation near the school is resolved.
To ensure that staff and students understand what to do during a Hold and Secure, schools practice a Hold and Secure Drill at least once during the school year. The practice is often done in collaboration with the school's DRPS Community Liaison Officer
- **Shelter in Place** – This term is used to describe an environmental or weather-related situation during which it is necessary to keep all occupants within the school to protect them from an external situation at or near the school. Examples may include chemical spills, blackouts, explosions, a potentially dangerous wild animal spotted nearby or extreme weather conditions. This is similar to Hold and Secure, but specific to an environmental/weather threats

When there is an incident related to a student's behaviour then the terms describing an emergency/safety incident should not be used. Using the terms that describe an emergency/safety incident incorrectly may lead to confusion about the expected response.



The following term should be used when there is an incident in the school related to a student's behaviour:

- **Localized Safety Protocol** – This term describes a situation during which a portion of the school is evacuated or areas are cleared to ensure the safety of students

The expectations for a Localized Safety Protocol are often outlined in an individual's the *Student Safety Plan*. Staff will be made aware of the expectations of the Localized Safety Protocol to ensure the safety of students and staff e.g., moving other students away from the student who is acting in an aggressive manner, locking classroom doors if the student is in the hall etc. A Localized Safety Protocol is usually initiated by the Principal/Vice-Principal and police involvement is often not necessary because the school team will implement a preplanned set of actions to mitigate risk.

It is important to note that when a Localized Safety Protocol occurs, that the staff will ensure that the students are safe and that learning continues.



Quick Reference: Bullying Prevention and Intervention

The intent of the following information is to help clarify how DDSB Schools respond to situations involving bullying. For more information about an effective Bullying Prevention and Intervention plan, please refer to the DDSB resource [*An Equitable Framework for Progressive Discipline*](#), to the 2014 PrevNet resource, *Bullying Prevention and Intervention in the School Environment: Factsheets and Tools* and to Issue 10 *Understanding How Educators Can Reduce the Impacts of Being Bullied* [*PrevNet Newsletter Promoting Relationships*](#).

Note: If you have any questions about a specific incident that occurred in a school, please contact your Superintendent/Family of Schools Education Officer for clarification.

Positive School Climate

An effective way to minimize bullying is to create positive learning environments that are safe, inclusive and equitable. When staff and students develop healthy, respectful relationships based on a culture of mutual respect, bullying behaviour is reduced. The development of a positive school climate is also an essential component of Bias-Aware Progressive Discipline.

Bias-Aware Progressive Discipline

Schools in the DDSB use Bias-Aware Progressive Discipline when addressing inappropriate behaviour. Bias-Aware Progressive Discipline is both corrective and supportive. The process involves using prevention strategies to reinforce positive behaviour, and providing students with the supports they need to learn from their mistakes and to make appropriate choices in the future.

Bullying and Conflict

The Ontario Ministry of Education defines bullying as having the following characteristics:

- An aggressive behaviour
- There is an intent, or reasonable assumption, to cause harm (to the individual, their reputation or property)
- The behaviour is typically repeated
- There is a real or perceived power imbalance
- There may be a negative impact on the learning environment of the school

Types of bullying include:

- Physical Bullying
- Verbal Bullying
- Social Bullying



- Electronic or Cyber Bullying
- Sexual Bullying

It is important to understand the difference between bullying and conflict since dealing with conflict is an important skill for students to develop. Differences between bullying and conflict include:

- The intent of conflict is to voice disagreement. The intent of bullying is to harm
- Conflict is usually spontaneous; there is no pre-planning. Bullying is a deliberate act
- Conflict often involves friends or peers disagreeing. Bullying includes a power imbalance e.g., social status or physical. Bullying involves the abuse of social power

The Bullying Prevention and Intervention Plan

DDSB schools are expected to develop and implement a Bullying Prevention and Intervention Plan (BPIP). A BPIP outlines prevention, support and intervention strategies, board/school policies and procedures, training/learning opportunities, and communication methods which contribute to building healthy relationships and to cultivating safe, equitable, inclusive and welcoming learning environments.

A BPIP is developed in consultation with students, staff, parents/guardians and community partners. A BPIP should be updated regularly to reflect the work being done at the school.

A BPIP is informed by data e.g., the School Climate and Well-Being Surveys. The data should be used to monitor and evaluate outcomes.

Bullying Prevention and Intervention strategies:

An effective Bullying Prevention and Intervention program involves the development of healthy, respectful relationships and uses evidence-informed strategies (based on research). The following are examples of evidence-informed strategies that DDSB schools may use:

- Build healthy relationships with students, especially those who are at risk of bullying or being bullied e.g., Students connected with “caring adults” who regularly check in with students.
- Cultivate healthy relationships among students e.g., The use of Circle discussions during which participants sit in a circle and discuss interests, opinions, issues, and curriculum content. The best way for teachers to address bullying is to build relationships with and among their students. This involves
- Developing and sustaining authentic, caring, trusting relationships between the teacher and the students first. It is important not to assume that students know or appreciate each other. When students recognize that they have mutual interests and understand the challenges that others face, the less likely they are to victimize students with less social power
- Develop Self-Regulation skills e.g., students are provided with movement breaks as part of daily classroom routines



- Provide positive leadership opportunities for all students e.g., Engage students who aren't the traditional leaders. Those students often have a level of insight and credibility with peers that high-achieving students may not
- Teach ways to intervene when bullying occurs e.g., "Upstander" training (students learn, when it is safe to do so, how to address the behaviour of the student who is doing the bullying and/or how to report the bullying to a trusted adult)
- Implement the DDSB Character Traits e.g., Highlight a trait such as Teamwork during classroom activities
- Positive engagement in the community e.g., Food drives
- Embed Equity and Inclusive Education in the school and classroom e.g., The implementation of Culturally Relevant and Responsive Pedagogy (education based on the principles of acceptance and inclusion of all students) in the classroom and Gay Straight Alliance (GSA)
- Highlight and implement positive Mental Health e.g., "Bell Let's Talk" Day
- Promote positive Well-Being e.g., a Breakfast Club for students
- Honour "Student Voice" e.g., Meet with groups of representative students to gather input on the Student Dress Code

Reporting Bullying

DDSB schools are expected to have reporting mechanisms to report bullying. They include:

- Reporting bullying to a trusted adult e.g., parent, teacher or an administrator
- Promoting the use of an anonymous reporting mechanism; the "Report Bullying Now" button on the school/board website

Note: It is important that the Freedom of Information and Privacy Act are followed when responding to a report.

Responding to Bullying

DDSB schools must also have a process to respond and intervene when bullying occurs. An effective response involves:

- Ensuring the safety of all involved
- Responding to any student behaviour that is likely to have a negative impact on the school climate
- Conducting a thorough investigation (Refer to Procedure *Security and Safety* and Procedure *Police/School Board Protocol*)

It is important to provide support for those impacted as a result of an incident. This includes the person(s) who has been harmed, the person(s) who caused harm, and the person(s) who witnessed harm e.g., implementing board-level supports such as Social Work or Psychological Services (with consent). Any approach used should be corrective as well as supportive. Relationship problems require relationship solutions, and this is especially true for bullying.



DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** EQAO – Furthering our Supports for English Language Learners and Students with Special Needs**PAGE NO.** 1 of 6**ORIGIN:** Lisa Millar, Director of Education
Mohamed Hamid, Superintendent of Education
Andrea McAuley, Superintendent of Education
Erin Elmhurst, Education Officer
Steve Graffi, Chief of Psychological Services**1. Purpose**

To provide the Board of Trustees with information related to strategies specific to supporting English Language Learners and students with special education needs. This augments the report “Release of EQAO and OSSLT Results” shared with the Board on October 7, 2019.

2. Ignite Learning Strategic Priority/Operational Goals

Success - *Set high expectations and provide support to ensure all staff and students reach their potential every year*

- Provide intentional support to ensure that all students, including English Language Learners and students with special education needs, and staff who form their teams achieve success
- Foster a model of support that will improve student achievement, engagement, and well-being with a focus on relevant, reflective, responsive classroom programs, materials and practices.

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

- Promote a sense of belonging and increase proportional outcomes for all by identifying and implementing strategies to specifically support English Language Learners and students with special education needs.

Leadership – *Identify future leaders, actively develop new leaders and responsively support current leaders.*

- Actively develop and responsively support administrators in the leadership of equitable and inclusive programming to ensure the proportional achievement of all students.

3. Background

The latest results released by the Education Quality and Accountability Office (EQAO) show that DDSB students are achieving at or above the Provincial outcomes in all nine areas of assessment.

Achievement for specific student groups (males, females, special education, English Language Learners) has been analyzed specific to inquiry about proportional outcomes. The questions asked are the following: "How similar are the outcomes of students by gender; special education needs; English Language Learner (ELL) status; academic and applied enrollment?"

Across each reported assessment achievement, the students representing the lowest proportion meeting provincial expectations are either English Language Learners (Grade Six Reading and Grade Nine Applied Math) or students with special education needs (all other assessments/strands).

To be responsive to the individual needs of learners, the following actions are being implemented:

Supporting English Language Learners

As the number of English Language Learners across the DDSB increases rapidly, the ESL Department is working to be responsive to this increase. Last year, the department worked with IT Services to create a process to support school leaders in identifying not only newcomers to Canada, but students who are born in Canada whose first language is a language other than English and could be identified as ELL within the EQAO assessment data.

The ELL students reflected in the EQAO assessment data are students who receive programming accommodations and/or modifications within their regular program as their levels of English Language proficiency are within the early stages of development. Research suggests it takes between 5 to 7 years for students to gain proficiency in a language.

Action items in the 2019-2020 school year include:

- Expanded system-wide ESL coaching support to further develop teacher capacity to provide programming for English Language Learners based on the Steps to English Proficiency assessment tool through knowledge building, coaching/mentoring and job-embedded professional development.
- Individualized coach support for newcomer students with limited prior schooling.
- Creation of online (D2L) professional learning courses which support administrators and educators understand the profiles of English Language Learners and programming strategies.
- Strengthening of strategic and supportive partnership with Literacy/Numeracy, Inclusive Student Services Department and the Innovative Technology Department.

Supporting Students With Special Education Needs

Using newly developed data tools, we are better able to understand the achievement trends of students of each exceptionality type. To grow the success of our students with special education needs, Inclusive Student Services working with school teams, will focus this year on supporting 1) students with Learning Disabilities and 2) students with Autism.

A focus on improving the achievement of our students with special education includes individual student planning, supporting educator professional learning and continuing to foster universal design in classroom programming.

Action items in the 2019-2020 school year include:

- Helping schools distinguish between students with a diagnosis of a Learning Disability and those identified through other forms of assessment. This is essential in mapping appropriate accommodations and/or supports.
- Creation of online (D2L) professional learning courses which help educators understand the profiles of learners with Learning Disabilities.
- Identification of communication developmental levels for students with ASD to provide effective strategies for enhancing/support communication growth with the classroom

4. Analysis

Deepening Our Understandings - Students with Learning Disabilities

The Inclusive Student Services team is committed to supporting school teams in deepening their understanding of students with a Learning Disability; this is our current action for improving achievement outcomes.

Within our cohort of learners identified through IPRC as students with Communication exceptionality is the area of Learning Disabilities, we have students:

- diagnosed with a Learning Disability - meeting the diagnosis criteria
- students, who through academic assessment (e.g., Kaufman Test of Academic Achievement) and clinical consultation, are identified as having Communication (Learning Disability) related strengths and needs

Further investigation pertaining to the educational outcomes (e.g., attendance, EQAO, alternative program access and graduation rates) for each of these cohorts will be conducted over the course of the current school year. This initiative, led by Psychological Services and Accountability & Assessment, is intended to deepen our understanding of these unique cohorts and, therefore, lead to more tailored programming and supports.

Data (to be validated through Ministry OnSIS submission) regarding our current students with Learning Disabilities can be found in Appendix A.

Strategies to support students with Learning Disabilities must be selected based on the strengths and needs of the individual student. We are working to deepen this practice using resources such as the York Region DSB Resource: Understanding Learning Disabilities - How Processing Affects Learning.

EQAO Achievement Over Time - Students with Learning Disabilities

Through the examination of EQAO trend data for students with Learning Disabilities, key areas for 1) educator learning to support 2) student learning have been identified and are identified in Appendix B.

Inclusive Student Services (Psychological Services) will be working with the Curriculum teams to examine strategies specific to addressing these skills for students with learning disabilities. Deepening our practices for this cohort of learners.

Reinforcing Current System Supports

Building system-wide use of Knowledge Hook (grades 3-10) helps directly address the need for students to build number skills. Individualizing the program, while leveraging digital, has a foundation in diagnostic assessment, student engagement and teacher feedback to shape the student's learning experience.

Professional Learning: Supporting Administrators as Instructional Leaders

Leveraging leadership, and integration within actions, is foundational to this action plan. In addition to individual student and family support planning, building the competence and confidence of our school administrators in leading inclusive programming is essential to increasing student achievement including that evidenced in EQAO results.

Responsive to the needs of our students, and committed to collaboration, the DDSB senior team has committed to using the structures of Director's Meetings breakout sessions and Vice-Principal (VP) Networking from January to June to focus on proportional outcomes. Concurrently, as these sessions focus on equitable and inclusive leadership, the Family of Schools structure (monthly meetings) will continue to be utilized to fostering instructional and operational leadership with a focus on the specific needs of individual Family of Schools.

Director's Meetings - Principal Learning

The Director and Senior team meet with all Principals, elementary and secondary, on a monthly basis. The structure of the monthly Director's Meeting includes system direction setting and supports, both whole group and through break out sessions, for fostering responsive leadership.

Through the months of January to June 2020, Principals will participate in a series of breakout sessions to foster their leadership of equity and inclusive programming as well as meet trending and emergent needs identified in consultation with our school leaders.

Equity and Inclusive Education - Two-Part Session

Specific to the support of equitable and inclusive programming, all Principals will participate in two-part (two-month) learning sessions with a focus on 1) embedding equitable practices and 2) embedding inclusive practices to support increasing outcomes towards achievement of proportional achievement for all learners.

Inclusive Programming/Focus on Learners with LD - Two-Part Session

Inclusive Practices will focus on implementation and monitoring of impactful Individual Education Plan(IEP)s. In these sessions, Principals will be supported in deepening their understanding of high-quality IEPs (components, strategies and look fors), participate in moderation of IEPs with the purpose of developing their leadership coaching skills in this area, deepen competency related to the understanding of and programming for students with learning disabilities.

Supporting Vice Principal Learning

Committed to the growth and development of all Administrators, planning will assure that these professional learning opportunities are also provided for our Vice Principals leveraging structures such as Vice-Principal Networking which occur throughout the school year.

D2L Online Professional Learning - Teachers and Administrators

Supporting English Language Learners

On-line professional development modules are being created for both administrators and teachers on utilizing the STEP continua to inform programming, accommodations and modifications for ELLs and programming support for ELD (English Language Development) students.

Supporting Students with Learning Disabilities

A series of five on-line professional development modules are being created for both administrators and teachers on understanding the neuro-science of learning disabilities and differentiation based on individual student assessments (clinical and classroom).

5. Financial Implications

Strategies are funded through existing ESL and Special Education allocations in the Grants for Student Needs (GSN).

6. Evidence of Impact

The key expected outcomes of a more responsive ESL Department and Inclusive Student Services model with specific focus to fostering student achievement are: strengthened inclusive leadership, improved implementation of the principles of equitable and inclusive classroom instruction, improved proportional representation of achievement outcomes for students. Goals for increased achievement are focused particularly in areas where there are 1) high rates of ELL and intersectionality with poverty, and other social identity factors (religion, etc.) 2) trends within individual school student data with specific focus on students with learning disabilities.

7. Conclusion

This report is respectfully submitted for information.

8. Appendices

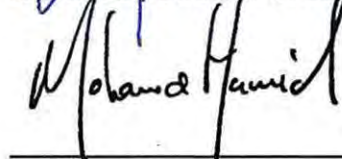
Appendix A – DDSB Data: Students Identified through IPRC: Communication: Learning Disability

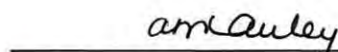
Appendix B – EQAO Achievement Over Time – DDSB Students with Learning Disabilities

Appendix C – DDSB English Language Learners

Report reviewed and submitted by:



Lisa Millar, Director of Education

Mohamed Hamid, Superintendent of Education

Andrea McAuley, Superintendent of Education

ADMINISTRATIVE REPORT

Appendix A:

DDSB Students Identified with Communication/Learning Disability through IPRC

Note: Unofficial Data/To be validated within DDSB October 31 ONSiS Submission

Elementary 3136 students

Secondary 2772 students

5908 Students

Note: Communication (Learning Disability) as primary, secondary or tertiary exceptionality)

Program Access and Placement

Of the 5908 students identified through IPRC as having Communication/Learning Disability:

5484 are currently in Regular Class Placements

424 are currently in a Special Education Class Placement broken down by program type:

Gifted Program (Gifted/LD)	24 students
Practical Learning Program	23 students
School Support Program	345 students
Structured Learning Class (ASD/LD)	13 students
Self Regulation Program/Transition to Work/Secondary	
Snr Modified/Secondary Snr Multiple Exceptionalities	19 Students

Students with Learning Disabilities Anticipated to Participate in EQAO 2019/20

Gr3 – 188 students

Gr6 – 562 students

Gr9 – 662 students

Gr 10 – 656 students

ADMINISTRATIVE REPORT

Appendix B:

EQAO Achievement Over Time - DDSB Students with Learning Disabilities

Through examination of EQAO trend data for students with Learning Disabilities, the following areas for 1) educator learning to support 2) student learning have been identified as key:

Grade Three

Mathematics	Literacy
Measurement Number Sense and Numeration	Making Connections

Grade Six

Mathematics	Literacy
Measurement Geometry	Questions "Thinking" Implicit Questioning

Grade Nine

Mathematics
Number Sense and Numeration Linear Relations

Grade Ten

Literacy/OSSLT
An analysis of OSSLT is in progress to identify the curriculum connections that warrant additional support for student learning. Accountability & Assessment is working through the technical details of the OSSLT data files.

Students with learning disabilities have, through trend, been more successful on EQAO when questions are based on applied knowledge.

Inclusive Student Services staff will be collaborating with Curriculum staff to look at these specific achievement trends to identify specific strategies to address these skills for students with learning disabilities.

ADMINISTRATIVE REPORT

Appendix A:

DDSB Students Identified with Communication/Learning Disability through IPRC

Note: Unofficial Data/To be validated within DDSB October 31 ONSIS Submission

Elementary 3136 students

Secondary 2772 students

5908 Students

Note: Communication (Learning Disability) as primary, secondary or tertiary exceptionality)

Program Access and Placement

Of the 5908 students identified through IPRC as having Communication/Learning Disability:

5484 are currently in Regular Class Placements

424 are currently in a Special Education Class Placement broken down by program type:

Gifted Program (Gifted/LD)	24 students
Practical Learning Program	23 students
School Support Program	345 students
Structured Learning Class (ASD/LD)	13 students
Self Regulation Program/Transition to Work/Secondary	
Snr Modified/Secondary Snr Multiple Exceptionalities	19 Students

Students with Learning Disabilities Anticipated to Participate in EQAO 2019/20

Gr3 – 188 students

Gr6 – 562 students

Gr9 – 662 students

Gr 10 – 656 students

ADMINISTRATIVE REPORT

Appendix B:

EQAO Achievement Over Time - DDSB Students with Learning Disabilities

Through examination of EQAO trend data for students with Learning Disabilities, the following areas for 1) educator learning to support 2) student learning have been identified as key:

Grade Three

Mathematics	Literacy
Measurement Number Sense and Numeration	Making Connections

Grade Six

Mathematics	Literacy
Measurement Geometry	Questions "Thinking" Implicit Questioning

Grade Nine

Mathematics
Number Sense and Numeration Linear Relations

Grade Ten

Literacy/OSSLT
An analysis of OSSLT is in progress to identify the curriculum connections that warrant additional support for student learning. Accountability & Assessment is working through the technical details of the OSSLT data files.

Students with learning disabilities have, through trend, been more successful on EQAO when questions are based on applied knowledge.

Inclusive Student Services staff will be collaborating with Curriculum staff to look at these specific achievement trends to identify specific strategies to address these skills for students with learning disabilities.

ADMINISTRATIVE REPORT

Appendix C:

DDSB English Language Learners that Participated in EQAO 2018/19

**Note- This data represents the English Language Learners who are newcomers to Canada and received accommodations or modifications to support English language proficiency.*

Gr3 187 students (61 students where in Year 1 or 2)

Gr6 105 students (72 students are in Year 1 or 2)

Gr9 56 students (52 students are in Year 1 or 2)

Gr10 39 students (28 students are in Year 1 or 2)

English Language Learners Anticipated to Participate in EQAO 2019/20

**Note: Unofficial Data/To be validated within DDSB October 31 ONSiS Submission*

Gr3 162 students (81 students in Year 1 or 2)

Gr6 141 students (59 students are in Year 1 or 2)

Gr9 105 students (46 students are in Year 1 or 2)

Gr10 92 students (44 students are in Year 1 or 2)

EQAO Achievement- English Language Learners within the DDSB

Through examination of EQAO trend data for English Language Learners, the following areas for 1) educator learning to support 2) student learning have been identified as key:

Grade Three

Mathematics	Literacy
Measurement Number Sense and Numeration	Implicit Questioning Making Connections

Grade Six

Mathematics	Literacy
Measurement Geometry	Implicit Questioning Making Connections

ADMINISTRATIVE REPORT

Grade Nine**Mathematics**

Number Sense and Numeration

Grade Ten**Literacy/OSSLT**

An analysis of OSSLT is in progress to identify the curriculum connections that warrant additional support for student learning. Accountability & Assessment is working through the technical details of the OSSLT data files.

English Language Learners have, through trend, been more successful on EQAO when questions are based on applied knowledge. Student achievement is highest in Writing where a dual language dictionary, one word translation and Google Read Write could be used as an accommodation.

The current ESL coaching model provides ESL coach support to 124 schools in the DDSB. ESL coaches support teachers and administrators with programming for English Language Learners through knowledge building, co-planning, co-teaching and job-embedded practice.

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: November 18, 2019

SUBJECT: Ontario Autism Program Update #4

PAGE NO. 1 of 4

ORIGIN: Lisa Millar, Director of Education
Andrea McAuley, Superintendent of Education**1. Purpose**

The purpose of this report is to provide Trustees with update regarding the Ontario Autism Program (OAP) specific to the release of the Ontario Autism Advisory Panel Recommendations (to shape OAP 3.0) made public on October 30, 2019

2. Ignite Learning Strategic Priority/Operational Goals

Success: Programming supporting the strengths and needs of learners who have Autism.

Well-being: Fostering understanding and strategies to support learners with Autism and their families.

Equity: Providing a diverse range of programs and services to meet the needs of all learners.

Engagement: Fostering strong community connection to provide integrated supports to families.

Leadership: Proactive planning for students in response to provincial changes impacting students/families.

3. Background**3.1 Background Information**

In February 2019, the Ministry of Children, Community and Social Services announced changes to the Ontario Autism Program which came into effect on April 1st.

In July 2019, the Minister of the Ministry of Children, Community and Social Services gave a public update on the Ontario Autism Program. In that announcement, there was acknowledgement re: "initial attempt at program redesign" – "we clearly didn't get it right". The commitment made at that time was to reconstruction of the OAP to a needs-based program for Autism support.

To accomplish this, the Ontario Autism Advisory Panel mandate (terms of reference) was expanded to include responsibilities for the creation of a model:

- sustainable, needs based program within \$600 million in allocated funding
- with alignment with school and health systems

3.2 Panel and Ministry Update to the Public – October 30, 2019

On October 30th, the Ontario Autism Advisory Panel and the Ministry of Children, Community and Social Services publicly released the recommendations of the panel. The document is titled: "Recommendations for a New Needs-Based Ontario Autism Program – The Ontario Autism Program Advisory Panel Report".

Link to document:

http://www.children.gov.on.ca/htdocs/English/documents/specialneeds/autism/AutismAdvisoryPanelReport_2019.pdf

The Ministry will now review the recommendations toward the reshaping of the Ontario Autism Program (version 3.0).

4. Analysis

The recommendations from the Ontario Autism Advisory Panel are comprehensive in addressing the concerns of families of children with Autism as well as the professionals who support them. The Table of Contents from the Panel Report (Appendix A) highlights the components of the recommendations.

4.1 Highlight of the Recommendations

The Ontario Autism Program, as identified by the Ontario Autism Program Advisory Panel, should be guided by the following principles (p. 11 of the Panel Report):

- Evidence-based
- Person-focused
- Fair and equitable
- Responsive and timely
- High quality and effective
- Stable
- Family choice
- Flexible
- Cost effective
- Integrated with Health and Education
- Accessible for all, including the most marginalized families

Recommendations of the panel include an integrated approach to support children and youth with complex needs which include Autism. For example:

- "Children and youth who meet certain needs-based criteria through a standardized process should receive short-term episodic, evidence-based mental health services prior to receiving OAP Core Services (ABA, SLP, OT, mental health). The autism and mental health working group described in the Ministry of Health section below should develop specific criteria for this service." (p.15)

Other significant recommendations:

- Cognized need for collaborative teams of regulated ABA therapists (BCBAs), SLPs and OTs
- Provision of family support
- Orientation of OAP program through use of Case Coordinators

- Specific attention and scaffolding for supports for: Indigenous families, Francophone families, non-speaking children and youth, northern, rural and remote families and support for other marginalized families
- Services specific to intersection with mental health needs; integration between Ministries for inclusion in the OAP: Explicitly mandate children's mental health providers to serve children and youth on the autism spectrum and adapt their services accordingly
- Expand adequate community supports and access to community mental health professionals to allow children and youth on the autism spectrum to receive appropriate in-community or at-home care
- Structure and funding for crisis support

4.2 Alignment with Other Ministries/Recommendations for Ministry of Education

Further recommendations for intersection with other Ministries form section 3.0 of the Ontario Autism Advisory Panel Report. Recommendations for intersection with the Ministry of Education (pp.33-39) are included as Appendix B of this report.

Examples of the recommendations for consideration of the Ministry of Education:

- Implement a process for collecting data on the topic of both formal and "soft" exclusion, modified days and students being sent home
- Dedicated space in all school for all therapies such as ABA, OT and SLP
- Expand Care, Treatment, Custody and Corrections (CTCC) programs
- Expand the number of mental health workers and Educational Assistants to support autistic students/students on the autism spectrum in schools (pp. 36)

5. Next Steps

The DDSB is the organizing lead of a Durham Region planning team to integrate our service and support to children and youth with autism and their families. A meeting will now be set to review the recommendation of the Ontario Autism Panel and preplan for the potential changes to the OAP.

6. Conclusion

This report is provided to Trustees for information. Update will also be shared with SEAC and consultation sought.

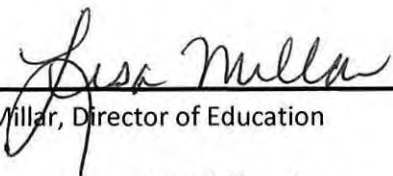
7. Appendices

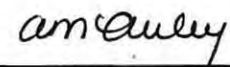
Drawn from: "Recommendations for a New Needs-Based Ontario Autism Program – The Ontario Autism Program Advisory Panel Report"

Appendix A – Table of Contents

Appendix B – Section 3: Alignment with Other Ministries – Education (pp. 33-39)

Report reviewed and submitted by:



Lisa Millar, Director of Education

Andrea McAuley, Superintendent of Education

Table of Contents

A Message from the Co-Chairs	3
1. About the Ontario Autism Program Advisory Panel	5
1.1 Members of the Ontario Autism Program Advisory Panel	5
Co-Chairs.....	5
Panel Members.....	5
1.2 Mandate and Activities of the Panel	8
1.3 The Vision of a New OAP: Measures of Success and Key Principles	10
2. Recommendations	12
2.1 Entering the OAP.....	12
2.2 Services and Supports	13
Specific Care Pathways.....	13
Early Intervention.....	14
Mental Health Services.....	15
Urgent Response Services	15
Foundational Family Supports	16
OAP Core Services.....	17
Respite	20
Targeted Supports	20
2.3 Needs Determination, Assessment and Care Planning.....	23
Defining Need	23
Care Coordinator	25
Importance of Clinical Assessment.....	28
2.4 Capacity Building and Oversight.....	29
Capacity Building	29
Oversight and Accountability	31
Evaluation	32
3. Alignment with Other Ministries	33
3.1 Ministry of Education	33
3.2 Ministry of Health.....	40
4. Implementation Considerations.....	47

Implementation Committee	47
Transition to the OAP	48
Communication Strategy	49
Service Delivery	49
5. Conclusion: Looking Ahead	51
Appendix A. What We Heard	52
Online Survey	52
Telephone Town Halls	52
Written Submissions	52
MPP Roundtables	53
What We Heard	53
Services and Supports	53
Needs Determination, Assessment and Care Planning	54
Oversight and Capacity Building	54
Alignment with Other Ministries	55
Appendix B. Detailed Mental Health Recommendations	56
1) Expand Autism Expertise in the Mental Health Sector to Ensure Full Inclusion of Autistic Individuals	56
2) Expand Capacity by Developing Inter-Ministerial Approaches to Support	57
3) Create an Autism and Mental Health Working Group for Program Development and Evaluation	59
4) Create Wraparound and Crisis Supports	61
5) Provide Mental Health Service Navigation	61
Additional Notes on the Identification of Appropriate Mental Health Treatment	61

3. Alignment with Other Ministries

The Panel established sub-committees to examine how autism services offered by the Ministry of Education (EDU) and the Ministry of Health (MOH) could be more closely aligned with the OAP. This section contains recommendations from the Panel to these two ministries.

3.1 Ministry of Education

The new OAP needs to be better aligned and integrated with autism services offered by Ontario's public school system. Too often, barriers between service models in different ministries negatively impact children, youth and families and reduce the potential of all services to be delivered efficiently and to maximum capacity. Services, experiences and understanding of autism can vary widely between boards and between individual schools within the same board.

The Panel strongly believes that the public school system should be a beacon of equity, inclusion and diversity. The recommendations below cover a wide range of options and choices and are intended to help EDU better align services with the OAP and further improve services to students on the autism spectrum in Ontario schools. The Panel believes that these options should be funded by EDU.

It is recommended that an education advisory committee on autism be formed before the end of 2019. It should include stakeholders from the education sector, MCCSS, MOH, parents and autistic individuals. This Panel can provide recommendations by the spring of 2020 to the Minister of Education on the most effective ways to meet the needs of students on the autism spectrum, including ways to align MCCSS and EDU services for autistic students, as well as the implementation of education-related policies, programs and professional development.

Panel Recommendation:

The education advisory committee on autism should endeavour to:

- Design best practice guidelines to address school board implementation of special education policy and regulations specific to autistic students/students on the autism spectrum to support effective programming and consistency across the province
- Review the implementation of Regulation 181/98, Identification and Placement of Exceptional Pupils, as it pertains to students on the autism spectrum and create best practice guidelines to support adherence to this regulation across school boards
- Conduct a review of school board adherence to Individual Education Plan (IEP) Standards
- Implement a process for collecting data on the topic of both formal and “soft” exclusions, modified days and students being sent home
- Phase out the practice of using seclusion rooms in a systematic manner that maintains the safety of all children and youth and school board personnel. Review policies related to classroom removal/exclusions (e.g. use of calming, exclusion or sensory rooms) and establish standards to ensure safe and ethical use that contributes to student success
- Develop guidelines to ensure that parents are aware of all special education programs and services at their local school and in their local school board and their rights by:
 - Ensuring that upon entry to school families are provided with a package detailing the special education programs and services available, including information related to the Identification, Placement, and Review Committee (IPRC) process and the Ontario School Roadmap for Children with Special Needs
 - Informing parents of a child or youth on the autism spectrum registered to attend a public school of their legal right to an IPRC, regardless of their specific Board

- Developing an IPRC package for families, including the Ontario School Roadmap for Children with Special Needs upon registration to any public school in Ontario
- Design and implement strategies to mitigate the negative impact of policy changes such as class size and e-learning expansion on autistic students
- Review the 2016 advice/report from the Multi-Sector Working Group on the Transition to Postsecondary Education for Students with Disabilities with an Early Focus on Students with Autism Spectrum Disorder. Consider this advice regarding the core components of an individualized transition process, transition partners' roles and responsibilities, and responsive environments to help students with ASD get the right support at the right time, as one of many ways to strengthen the mandated transition planning process out of secondary school into adult life.

The following recommendations are aimed at improving access to integrated community and school-based supports for students on the autism spectrum to support meaningful access to education.

Panel Recommendation:

- Develop protocols to facilitate meaningful collaboration between OAP providers and the accepting school. This may include continuing *Connections for Students*, as well as identifying and removing barriers to direct observation and support within the school
- Support wraparound services by developing mechanisms to allow meaningful collaboration between the school team, and clinicians/therapists

- Undertake a comprehensive review of provincial policies including Policy and Program Memorandum (PPM) No. 140, Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) and PPM 149, Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals with a focus on resolving conflicting messages and integrating approaches to reduce the potential for barriers
- Support development of collaborative partnerships among Board Certified Behavior Analysts (BCBAs), regulated health professionals such as Speech Language Pathologists (SLPs) and Occupational Therapists (OTs) and educators, in schools to determine the most effective ways to integrate these services into a child or youth's education plan. Consideration should be given to the integration of more direct service as appropriate and based on student need
- Expand the *Pilot to Improve School-Based Supports for Students with ASD* focusing on dedicated space. Continue to evaluate the outcomes of the pilot and use that information to design program components that are supported by evidence from the pilot
- Dedicate space in schools for all therapies such as ABA, OT and SLP
- Expand Care, Treatment, Custody and Corrections (CTCC) programs to guide ongoing service development for students. These classrooms offer the opportunity for collaboration between OAP service providers with expertise in ABA, educators, as well as regulated health professionals including OTs, SLPs and mental health professionals. These classrooms should be expanded to ensure ongoing access to evidence-based school and community agency collaboration within the education system
- Expand the number of mental health workers and Educational Assistants (EAs) to support autistic students/students on the autism spectrum in schools with due consideration of appropriate representation in both elementary and secondary schools.

To enhance access to evidence-based ABA, OT and SLP supports for children and youth on the autism spectrum in school boards, PPM 140 and PPM 149 should be modernized to include updated, evidence-based standards for the implementation of ABA educational practices and those services provided by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals.

Panel Recommendation:

PPM 140 and PPM 149

- Include a broad range of services, both consultative and direct, which consider the varied needs of students on the autism spectrum
- Require the staff designing and implementing ABA educational practices to have the appropriate qualifications (e.g. BCBAs, Registered Behaviour Technicians)
- Reduce barriers to access to facilitate strong partnerships between schools and external agencies, including OAP ABA, SLP and OT providers
- Develop strategies to support adherence to best practice standards
- Add a parent/student survey to monitor implementation
- Implement requirements for ongoing data collection and analysis.

PPM 149

- Reduce barriers to access by facilitating strong partnerships between schools, external agencies and external regulated health professions, regulated social services professionals and paraprofessionals for students on the autism spectrum.

Improved professional learning and training supports for educators and professionals supporting students on the autism spectrum is recommended through the following:

Panel Recommendation:

- Review Ontario's Initial Teacher Education and relevant Additional Qualification Courses to enhance content related to the development, implementation and monitoring of IEPs, behavior and safety plans for students with special education needs, including students on the autism spectrum
- Ensure that all members of the child or youth's education team receive the training required to support the mental health needs of students on the autism spectrum
- Develop a provincial in-service curriculum for educators, educational assistants (EAs) and school administrators specific to supporting students on the autism spectrum, including registered behavior technician training. Basic training should also be provided to office, and caretaking staff and bus drivers
- Ensure that appropriate training is provided for all educators working with non-speaking, minimally speaking and unreliably speaking autistic students on AAC. Training and communication support should be collaborative in nature and involve experts in communication training for children and youth on the autism spectrum, including SLPs, OTs, and BCBAs
- Work with relevant ministries to ensure that the curricula for post-secondary programs for teachers, developmental services workers, child and youth workers, early childhood educators, educational support workers and regulated health professionals include content related to best practices in supporting children and youth on the autism spectrum, including an understanding of common co-occurring conditions and learning requirements
- Review the current positive practices in Ontario's school boards to promote consistency and continuity of EAs working with students on the autism spectrum to minimize in-year staffing changes where possible. Where this is not possible, ensure that policies and practices are in place to support warm transfers and seamless transitions.

The School-based Rehabilitation Services (SBRS) program, delivered by Children's Treatment Centres, should be utilized to achieve the government's goals of cross-ministerial integration to improve services to students on the autism spectrum through the following.

Panel Recommendation:

- Review and amend PPM 81, Provision of Health Support Services in School Settings that splits the responsibility for speech and language between SBRS and school boards' SLPs to allow all SLPs working in the school setting to intervene using a holistic approach that addresses the speech and language challenges of children/youth on the autism spectrum
- Standardize the interpretation of the SBRS mandate across the province, specific to autistic students/students on the autism spectrum. At present, the interpretation of the SBRS mandate varies. The mandate is interpreted more narrowly in some areas of the province thereby restricting the scope of practice for therapists
- Recognizing that the needs of children and youth on the autism spectrum are not well met by consultative models alone, amend the service delivery model of the SBRS occupational therapy program (which is primarily consultative) to embrace tiered service delivery models which provide consultative approaches, and group and direct therapy approaches depending on the needs of the child/youth
- Consult with key stakeholders (stakeholders from education, MCCSS, SLP, OT, parents and people with lived experience) prior to any transitions in service provision or changes in service delivery model in the SBRS program. Approach to transitions should have as a guiding principle that any change should prioritize the minimization of disruption to continuity of care (including disruptions during the school year) and/or any reduction in service levels for children and youth on the autism spectrum.

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** Service Agreement with Mississauga of Scugog Island First Nation**PAGE NO.** 1 of 4**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 purpose of this report is to provide the Board of Trustees with an overview of the recently updated Educational Services Agreement between the Mississaugas of Scugog Island First Nation (MSIFN) and the Durham District School Board (DDSB) which is based on the Anishinabek First Nation Master Education Agreement with the Ontario Ministry of Education.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Ensuring high-quality education and expectations for First Nations students who are members of Mississaugas of Scugog Island First Nation (MSIFN).
- Provide Equity of Access to learning opportunities for First Nations students.

Success - *Set high expectations and provide support to ensure all staff and students reach their potential every year*

- Work in partnership with MSIFN and DDSB to continuously create/modify/enhance Indigenous Education Strategies.
- Foster student success by creating a safe, inclusive and welcoming school environments that include appropriate cultural supports for students to foster their positive involvement, success and well-being.

Engagement- *Engage students, parents and community members to improve students outcomes and build public confidence.*

- Enhance opportunities for the engagement and participation of students, families and communities to support First Nations student success and well-being
- Deepen mutually respectful relationship and commitment to ongoing and meaningful communication and dialogue between the MSIFN and DDSB on First Nation student success and well-being

3. Background

On August 16, 2017, twenty-three Anishinabek First Nations signed the Anishinabek Nation Education Agreement ("ANEA") with Canada formally establishing the Anishinabek Education System ("AES") and recognizing Anishinabek control over the education of First Nation students and entered a *Master Education Agreement* (MEA) with Ontario. The MEA is based on a shared vision that established a new relationship between the Anishinabek First Nations and Ontario that supports Anishinabek student success and well-being in the AES and provincially-funded education system.

The purpose of this Ontario agreement and its guidelines is that an ESA should encompass and education partnership between an AES First Nation and a School Board that supports Anishinabek student success and well-being.

This supported the development of an updated Education Service Agreement between Mississauga of Scugog Island First Nation (MSIFN) and the Durham District School Board (DDSB). The goal of this Educational Services Agreement is to set out education services and supports that promote success and physical, mental, emotional and spiritual well-being of Anishinabek students. Currently, 11 elementary students and 7 secondary students attend DDSB schools through the Education Service Agreement.

4. Analysis

Below is a summary of highlights for the Education Services Agreement

Communication

- First Nation Education Advisor and DDSB Indigenous Lead will communicate regularly regarding programs being offered to First Nations students with the primary focus being Anishinaabe culture, language, or history, and First Nation student well-being and success
- The DDSB Indigenous Lead will share the terms within the Education Services Agreement with Superintendent of Schools, system staff as required and principals of the schools First Nations Students attend; currently S.A Cawker P.S and Port Perry High School

Eligibility For Enrolment

- The First Nation will advise the DDSB of pupil registration annually in accordance with the payment schedule (Jan & April)

Program of Studies

- First Nations students will have equal opportunity and access to all aspects of the curriculum and school activities
- Programming will be culturally relevant and responsive to First Nations students
- DDSB Indigenous Lead together with the Principals of schools and the MSIFN Education Advisor will collaborate in the planning and development of education initiatives suited to the needs of First Nations students, including the creation of a designated space for self-identified First Nations students to attend on a voluntary basis in Port Perry High School.
- Co-operative Education opportunities will be in place each summer for First Nations students

Special Education

- The First Nation may acquire Educational Assistant Services to support First Nations students
- Subject to parental consent, the MSIFN Education Advisor may be an active participant in the IPRC process

Transportation

- DDSB will arrange transportation

Engagement

- Reciprocal interactions between the schools and the First Nation community will strive to involve the First Nation community within the school and welcomes the participation of Indigenous parents.
- The First Nation will conduct annual surveys of families to gather feedback in respect of their experience and to inform future educational programming for the First Nation and the Board.
- Authorization For Release Of Information documentation will be collected to permit the Board to release student information to the MSIFN Education Advisor for educational purposes.

Staff Development

- The Board agrees to make reasonable efforts to recruit staff of First Nation ancestry, in accordance with connected policies, procedures and Collective Agreements.
- The Board will provide professional development for school staff at Education Service Agreement Schools in consultation with the First Nation

5. Financial Implications

- The finance department will provide an invoice to the First Nation in accordance with the payment schedule. Fees are determined by the Ministry of Education

6. Evidence of Impact

- Ongoing partnership and collaboration between MSIFN and the DDSB to support First Nation student well-being and success
- Increasing the capacity of the education system to respond to the learning and cultural needs of First Nation students.
- Providing quality programs, services, and resources to help create learning opportunities for First Nation students that support improved academic achievement and identity building.

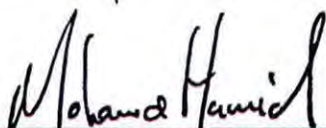
7. Conclusion

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

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

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** November 18, 2019**SUBJECT:** Transportation – DSTS Annual Report**PAGE NO.** Page 1 of 1

ORIGIN: Lisa Millar, Director of Education
Heather Mundy, Superintendent of Education
Christine Nancekivell, Chief Facilities Officer
Kelly Mechoulam, Chief Administrative Officer

1. Purpose

To provide the Board of Trustees with the 2018-2019 Durham Student Transportation Services (DSTS) annual report.

2. Background

Since the 2014-2015 school year, DSTS has produced the attached Annual Report, as information to stakeholders, and is available on the DSTS website at www.dsts.on.ca/information.

Sections include:

- Start –Up Communication
- Student Safety Programs
- Rationale of Distance Measurement used by DSTS
- Request to Review or Reconsider Transportation Arrangements
- Key Performance Indicators (KPI's)

3. Conclusion

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

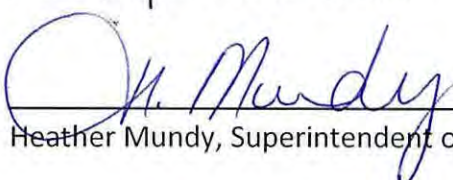
4. Appendices

Appendix A – 2018-2019 Durham Student Transportation Services Annual Report

Report reviewed by:



Lisa Millar, Director of Education



Heather Mundy, Superintendent of Education



DSTS

Durham Student Transportation Services



Annual Report

2018-2019

Table of Contents

CAO and Governance Committee Update.....	2
Governance Committee Members.....	3
Mission Statement.....	3
Vision Statement	3
2018-2019 Highlights	4
Route/Operator Statistics	4
Start-Up Communication	4
Student Safety Programs	5
Rationale of Distance Measurement used by DSTS.....	6
Request to Review or Reconsider Transportation Arrangements	7
School Bus Weather Zones	8
Annual Kilometers Travelled by DSTS School Buses.....	8
Key Performance Indicators (KPI's)	9
Transportation Costs by Board.....	9
Transported Students by Board	9
Vehicle Utilization.....	11
Route Sharing and Vehicle Tiering	13
Average Ride Time	14

CAO and Governance Committee Update

The 2018-2019 Durham Student Transportation Services (DSTS) Annual Report highlights DSTS' successes and ongoing initiatives as it continually strives to fulfill its mandate and improve the level of service to all transported students in Durham Region. DSTS continues to focus on providing safe and customer service oriented services to and from school every day.

A few highlights from our 2018-2019 school year include:

- Routing and Technology continued to be a priority through the implementation of further mapping capabilities to enhance the accuracy of DSTS operations.
- Further expanded use of GPS technology allowing for additional monitoring of bus routes including the development of an electronic route planner audit approach for all bus routes.
- Creation of a school bus conduct reference guide. All school administration and bus drivers trained on the guide and communication report tool.
- Additional updates and enhancements to the School Bus Safety Training programs provided to every elementary school for both the Durham District School Board and the Durham Catholic District School Board.
- Further emphasis on School Bus Safety including enhanced safety review of school bus stop locations.

Governance Committee Members

Chair of the Board, DDSB

Chair of the Board, DCDSB

Director of Education, DDSB

Director of Education, DCDSB

Mission Statement

Durham Student Transportation Services is committed to supporting the education of students by providing safe, equitable, effective and efficient transportation to its Member Boards.

Vision Statement

DSTS, with its partners, will enhance each student's school day by providing safe and customer service oriented services to and from school every day.

2018-2019 Highlights

Route/Operator Statistics

DSTS has contract services with four bus operators companies. A total of 562 routes were contracted to the following bus operators:

- Century Transportation
- Durhamways Bus Lines
- First Student of Canada
- Stock Transportation

Start-Up Communication

DSTS understands that today's stakeholders require many different communication options in order to stay informed of School Bus information for their students. DSTS offers the following communication tools to our schools and family community:

- Interactive Voice Relay System for both inbound and outbound communications.
- DSTS Website that has undergone multiple improvements and integrations with our transportation routing solution. Parents can log in using student info to view transportation data.
- Subscription services for Route delays. Parents can choose to receive email notifications when their student's route is running late. Over 5400 parents have taken advantage of this service to date.
- Twitter, all delays and cancelations are posted to our twitter feed. DSTS currently has over 4,100 followers and growing.

Student Safety Programs

Student Safety is a paramount priority for DSTS. In 2018-2019 DSTS provided the following safety programs.

- Young Riders Orientation Day (provided to all first time students)
- The Safe Rider Program – Buster The Bus (JK-3)
- The Rider Role Model Program (Grade 4-8)
- School Bus Evacuation Program (Available to all schools/grades)

The safety of transported students is the highest priority for DSTS. In all aspects of school bus service, from route planning and design through daily operations, safety is always the first consideration. As an extension of the classroom, students play a large role in contributing to safety on the bus. The same conduct expected by the school is also expected by the bus driver.



Rationale of Distance Measurement used by DSTS

Durham Student Transportation Services (DSTS) uses Durham Regional digital maps that are imported into our routing software “Bus Planner”. Distances are calculated through our routing software based on the walking properties set to each individual regional road segment. Walkability is managed by DSTS staff using geographic knowledge of the areas and database information obtained from the Region. DSTS consistently reviews areas to ensure walkability and distance calculations are accurate. Accurate distance measurements are key to ensuring our walk policy is applied in an equitable and consistent manner for all schools of the Durham District and Durham Catholic school board students. In order to ensure consistency in distance measurement DSTS utilizes one measurement obtained from “Bus Planner”.



Request to Review Bus Stop Location

DSTS is responsible for selecting bus stop locations within the service area in accordance with the walk to stop distance procedures. DSTS is not responsible for providing door to door transportation. Whenever possible, community collector stops are used.

DSTS maintains an average walk to stop distance of 400 meters to a maximum walk to stop distance of 800 meters where possible. The distance is calculated on DSTS geometrics software between the place of residence and the bus stop based on the shortest distance on a road network and may include municipal walkways.

Generally, school bus stops will not be located in areas such as cul-de-sacs or dead end streets. DSTS does not enter private property and roads, such as long rural driveways, gated communities and townhouse/apartment complexes.

DSTS reserves the right to determine if the roadway is suitable for travel, given road conditions and necessary space requirements factoring in turning radius of large school vehicles. Parents may request a review of bus stop location through the DSTS website at www.dsts.on.ca

Request to Reconsider Transportation Arrangements

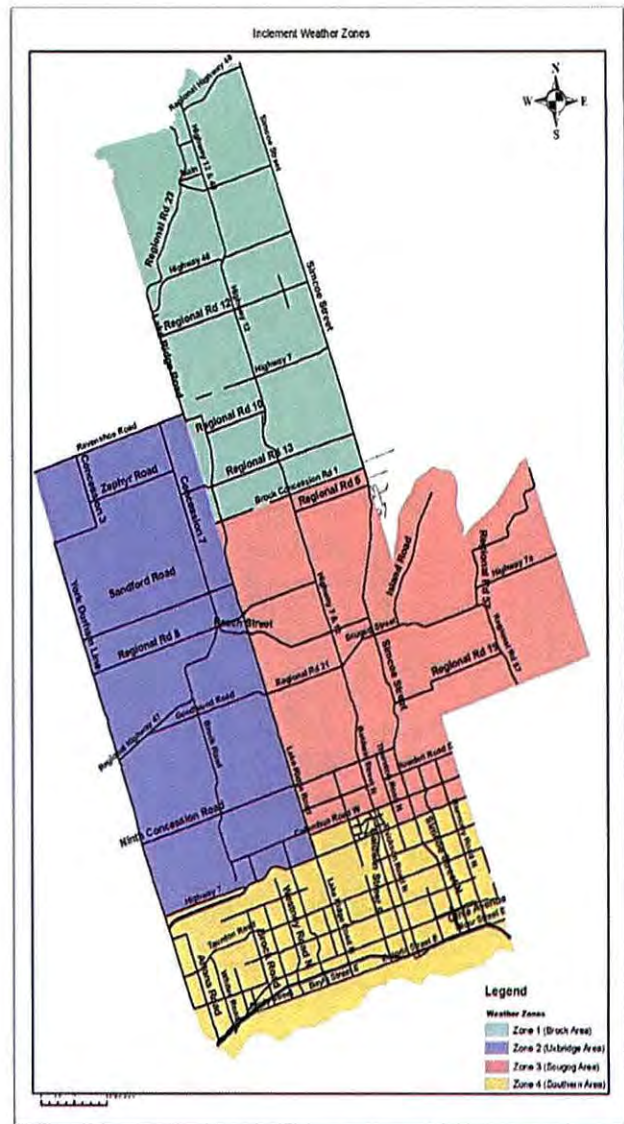
Parents or guardians who may disagree with an application of the Transportation Policy have the opportunity to request a reconsideration of transportation arrangements. The process by which to file a request for reconsideration is outlined on the Durham Student Transportation Services website at www.dsts.on.ca.

Requests for reconsideration must be made in writing by a parent or guardian directed to the Chief Administrative Officer of DSTS. The request should include a detailed description of the situation and/or events. If the parent or guardian is not satisfied with the response from the Chief Administrative Officer, he or she may request reconsideration of the decision in writing to the Administrative Committee of DSTS. If a parent/guardian disagrees with the decision of the CAO and Administrative Committee they may petition in writing to the DSTS Governance Committee.

The Governance Committee is responsible for ensuring that the school board approved transportation policy is applied correctly and consistently for all families. The Governance Committee cannot overturn or amend the school board approved policy.

School Bus Weather Zones

For transportation purposes, the Durham Region has been divided into four zones outlined in the illustrated map. Depending on the location and type of weather occurrence, transportation may be cancelled for a specific zone. Any weather related bus cancellations are announced in the early morning hours to local radio and TV stations. All cancellation information is also posted to the DSTS and School Board websites.



Annual Kilometers Travelled By DSTS School Buses

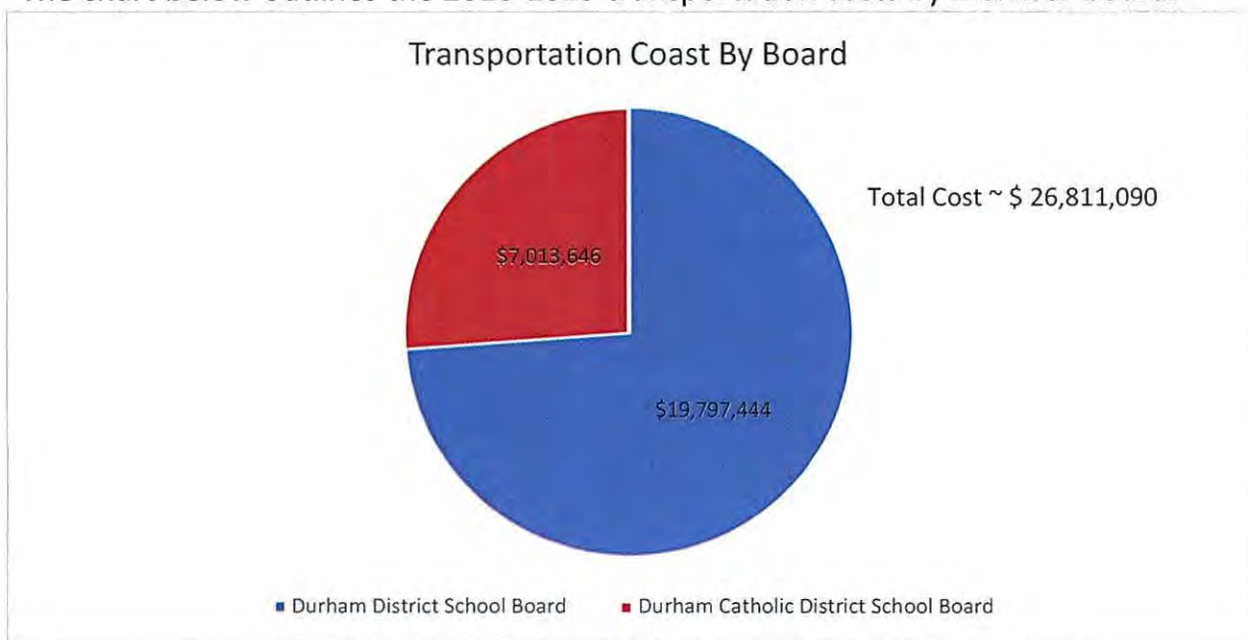
Annual Kilometers Travelled by DSTS in the 2018-2019 school year was 40,684 km daily this equates to approximately 7,648,592 km on an annual basis.

Key Performance Indicators (KPI's)

Transportation KPI's contained within the report are based on data exported at the end of the school year from the DSTS student transportation routing software Bus Planner. Student data is provided to DSTS through regular downloads from each board's student information system, PowerSchool.

Transportation Costs by Board

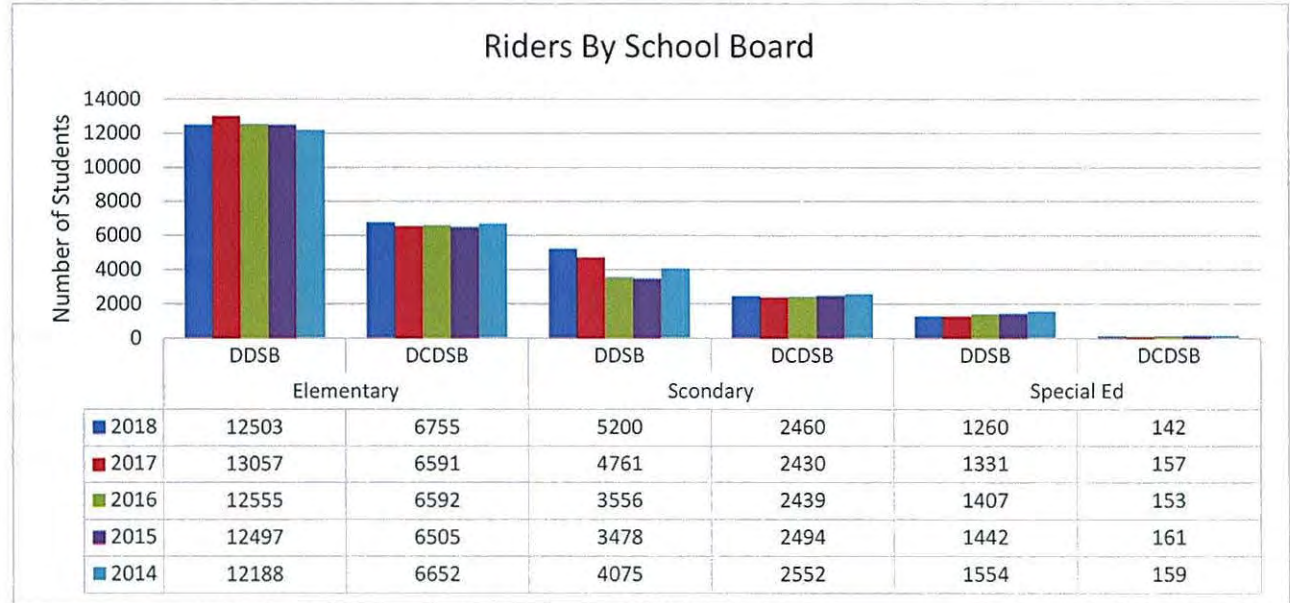
The chart below outlines the 2018-2019 transportation costs by member board:



**Transportation costs only, administration costs are excluded.*

Transported Students by Board

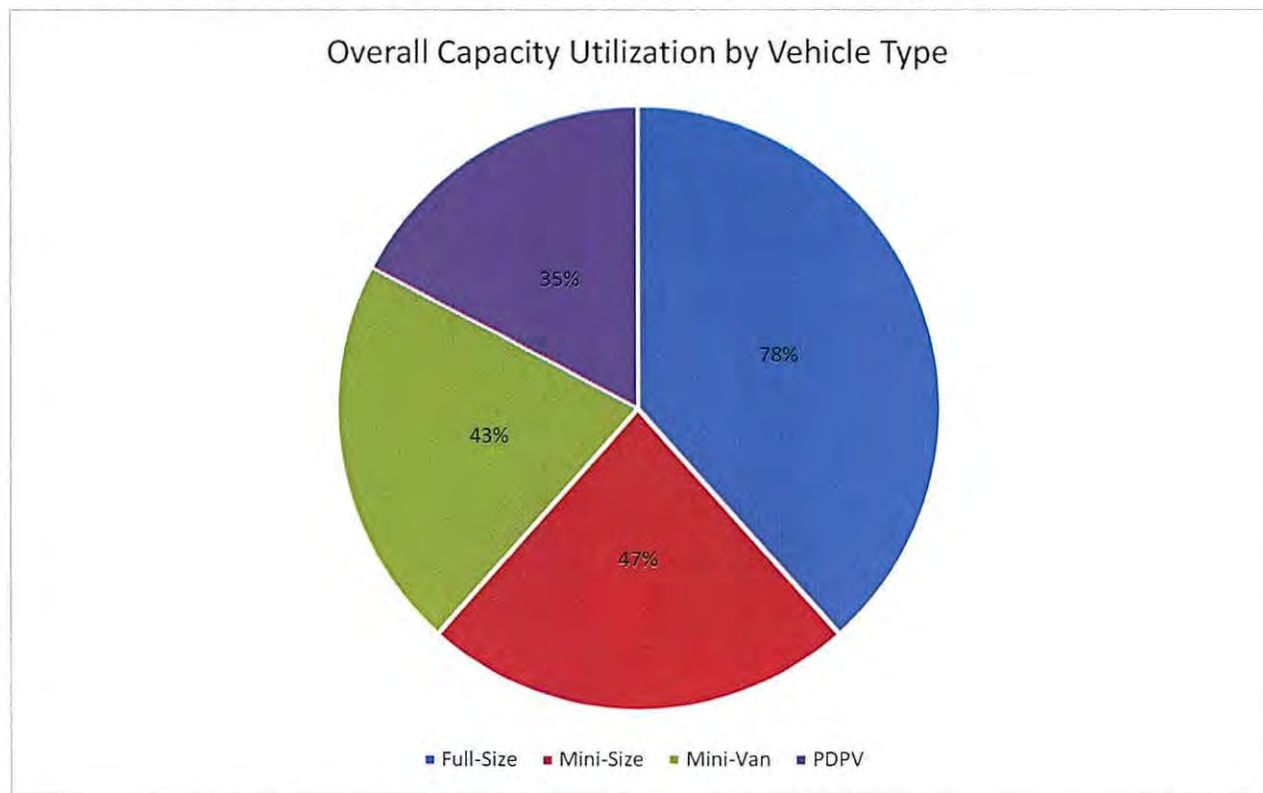
In the 2018-2019 school year, DSTS transported a total of 28,320 students. The chart below outlines the number of students transported by member board by panel.



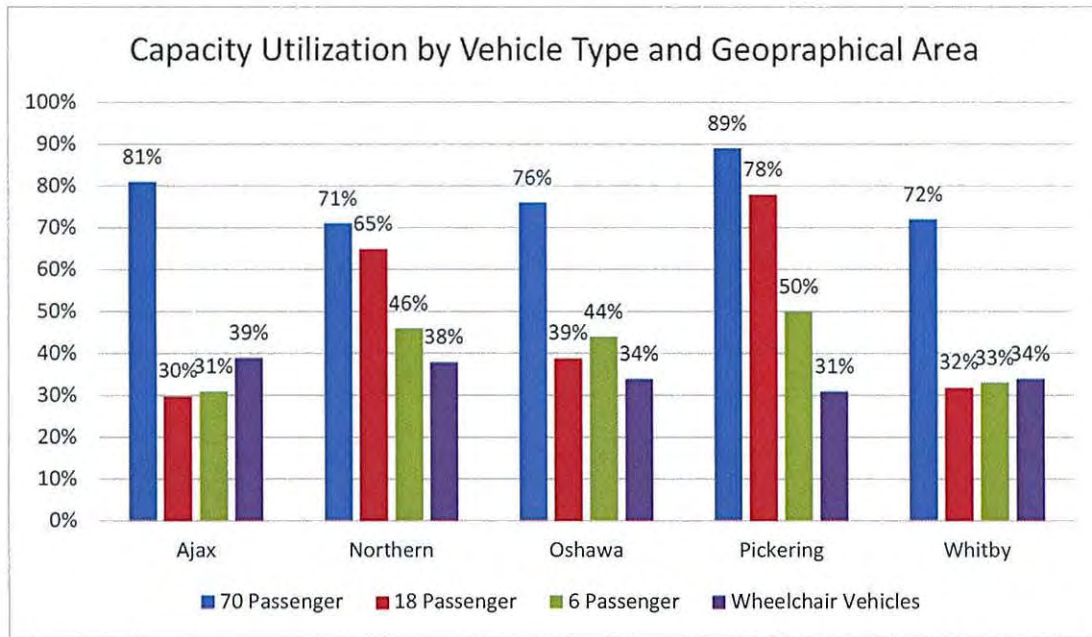
Vehicle Utilization

The vehicle utilization percentage indicates how efficiently each vehicle type is used. The calculation is based on the vehicle capacity divided by riders, total routes and vehicle types. Below is a graph that illustrates the Capacity utilization by the entire route taking an average load of all the tiers on a given bus throughout the day and dividing it by the total capacity of the vehicle. Smaller vehicles including the 18 passenger, six passenger and wheelchair accessible provide service predominately to students with special needs. Given the specialized nature of this type of transportation utilization rates are usually lower due to distance travelled to program and/or needs of the students.

The following graph outlines the capacity ratio by all vehicle types:



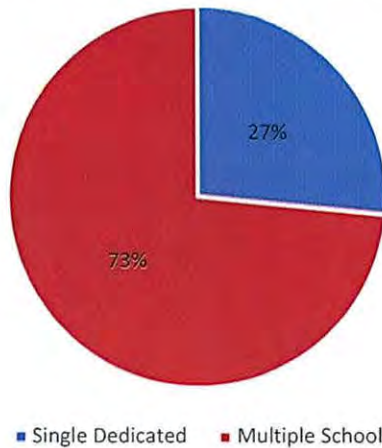
The next graph shows the breakdown by municipality and vehicle type.



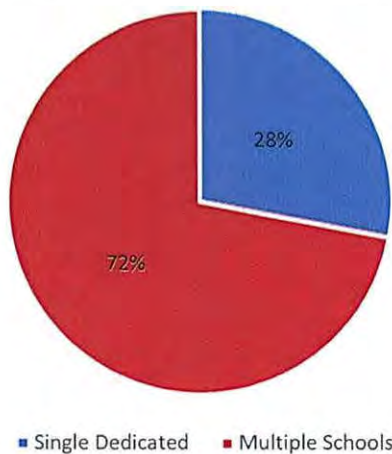
Route Sharing and Vehicle Tiering

Tiering and route sharing are approaches taken to maximize usage of a vehicle by sending a vehicle out on multiple runs or sharing the vehicle for multiple school locations. The following graphs illustrates the percentage of tiered or shared routes.

Pick Up Routes Single Dedicated Vs Multiple Schools Serviced

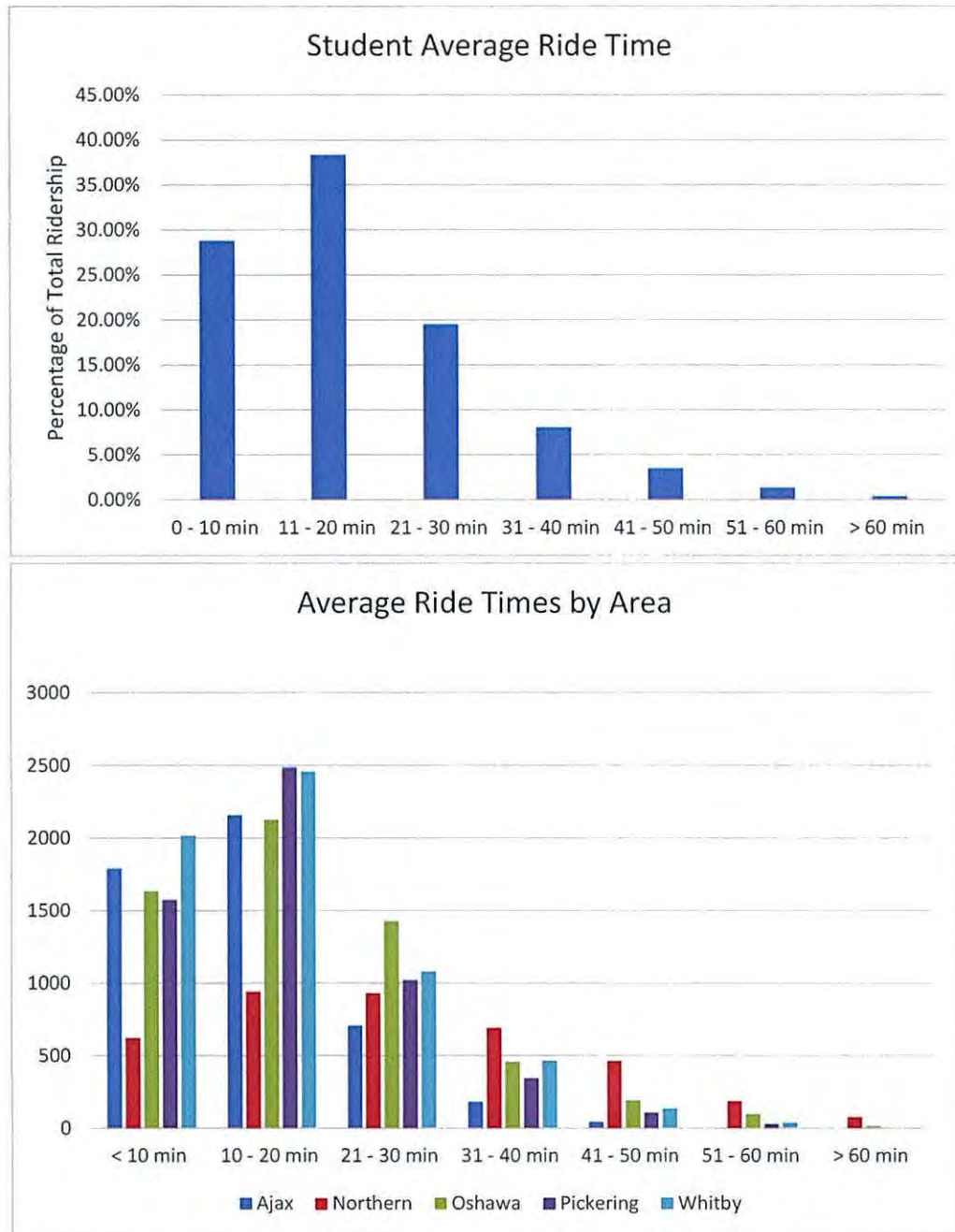


Drop Off Routes Single Dedicated Vs Multiple Schools Serviced



Average Ride Time

DSTS operates under a maximum ride time one way of sixty minutes where ever possible. Below is a breakdown of the Average ride time for DSTS students. The majority of students ride less than 30 minutes, many of the longer rides are due to the location of program from the residential address.





Durham Student Transportation Services



Contact DSTS:

24 Hour Automated Info Line:

1-866-908-6578 or 905-666-6979

Office Line:

905-666-6395

Follow us on Twitter @DurhamSTS





NOV - 5 2019

 22521 ISLAND ROAD • PORT PERRY, ON • L9L 1B6 • TEL: 905.985.3337 • FAX: 905.985.8828 • www.scugogfirstnation.com

October 30, 2019

Durham District School Board (DDSB)
 Michael Barrett, DDSB Chair
 400 Taunton Road East
 Whitby ON L1R 2K6

RE: First Nation (MSIFN) Trustee Request

Dear Mr. Barrett

Thank you for your detailed response dated May 24th, 2019 and supporting documents from the correspondence between yourself and the Honourable Lisa Thompson. It is encouraging that due diligence and thoughtfulness to our original request is still ongoing and considered.

I understand the issue of the appointment will be brought forward again to the Trustees in a manner of a public board meeting on October 21st, 2019. You have asked for us to provide you with a name for this meeting. As per s1(1) O. Reg. 462/97 - ... "*name one person to represent on the board the interest of Indian Pupils*". You clearly stated that you need this information before the request is taken up by the Board of Trustees for the Board to properly exercise its discretion on the proposed appointment.

Upon consultation with my Councillors and Community Members, we at this time would put forward the name of Laura Colwell. It is through this careful selection process we feel this individual will bring valuable gifts with them as they sit in the circle of decision makers. They will not only bring the interests forward of all Indigenous students, but all students in mind. As we have previously stated we believe that the First Nation Trustee represents the interests of the Indigenous students attending school under the ESA and other Indigenous learners represented in the larger board community. The First Nation Trustee is in a unique position to ensure that Indigenous Cultures are a part of the board vision and that the strategic direction of the board, which includes the interests of Indigenous peoples and the enhancement of the learning experience for all.

We are currently beginning the process of again starting the process of creating an Education Services Agreement (ESA) with DDSB, to be effective September 1, 2019. We will work on a draft framework with Mohamed Hamid, DDSB Superintendent of Education and Erin Elmhurst, DDSB Programs Officer / First Nation, Métis and Inuit Education, prior to moving into a more formalized process. This will take time. We did not receive last year's agreement until very late into the second semester of the school year. We can assure the Trustees, if not signed off by both parties by the above identified date, it is with good faith and our great relationship it will be, within the 2019 /2020 school year.

We again would like to stress the appreciation of ongoing support and friendship that DDSB has dedicated. And as we continue our journey together, we look forward to both our key roles in enhancing and delivering a holistic integration of complimentary Indigenous perspectives and supports. The DDSB community on whole will only realize the bounty of this work, when done in true partnership.

Yours in Friendship,

A handwritten signature in blue ink, consisting of a stylized 'K' followed by a horizontal line.

Chief Kelly LaRocca
Mississauagas of Scugog Island First Nation

cc:

Lisa Miller, DDSB Director of Education
Mohamed Hamid, DDSB Superintendent of Education
Erin Elmhurst, DDSB Programs Officer / First Nation, Métis and Inuit Education



November 1, 2019

The Honourable Stephen Lecce
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

To the Honourable Stephen Lecce, Minister of Education,

On Wednesday, October 16, 2019, the Board of Trustees of the Halton District School Board directed the Chair to write a letter to the Minister of Education concerning the status of the Parents Reaching Out (PRO) Grant funding.

The resolution was as follows:

Be it resolved that the Chair write a letter to the Minister of Education expressing the valuable contribution that school councils and PRO Grants play in engaging the community and supporting student achievement and well-being, encouraging the continuation of the funding model as per previous years, and requesting that information be made available as soon as possible.

Since 2006, PRO Grants have provided funds that support school councils in "identifying barriers to parent engagement in their own community, and to find local solutions to involve more parents in support of student achievement, human rights and equity, and well-being."

Trustees were disappointed to learn that the 2019 PRO Grant funding has been slashed by more than half and that the process for applying and managing grants had been downloaded to PIC representatives and school boards. It is important to note that the PIC representatives are being asked to participate in the selection process are parent volunteers who have already assumed large volunteer roles in the Board.

A majority of schools within the Halton District School Board have taken advantage of these grants to engage with their parent community in a number of different ways. Many grants were used to subsidize Family Math Nights or STEM Nights, encouraging parents/guardians to attend with their children to engage with math manipulatives, robotics, technology and teachers. Family fitness and wellness events allowed families to discover ways to promote healthy living. In our highly diverse areas, multicultural nights have been a popular choice to engage with newcomer families to help them interact with their children in the school setting to empower them, help them feel welcome, and to promote inclusivity in the school communities.

Street Address: J.W. Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Mailing Address: J.W. Singleton Education Centre • P.O. Box 5005, Strn. LCD 1, Burlington, Ontario L7R 3Z2

Phone: 905-335-3663 | 1-877-618-3456 Fax: 905-335-9802

www.hdsb.ca

PRO Grants have also been used to inform and help parents with issues through expert speakers. Examples include information nights about cannabis, vaping, human trafficking, student stress and anxiety, post secondary options, reducing stress in the home, and helping parents/guardians deal with tween and teen social media, devices and digital footprints. Through PRO Grant events, parents have been able to engage with agencies and supports like social workers, public health nurses, police departments and community hub workers. PRO Grants allow schools to meet specific needs within their community and provides an equitable opportunity to access funds.

Our own Board has been a recipient of PRO Grant funding which has been used for the past 12 years to support an annual parent conference. The most recent conference took place on October 19, 2019. Hundreds of parents from across Halton Region attended the conference at Garth Webb Secondary School. [A listing of the 24 available conference workshops](#) has been attached to this letter for your convenience so you can view the breadth of topics. We fear that this highly valuable conference will not continue in its current popular and accessible format without the PRO Grant funding that has always been provided for this event.

Parent/guardian engagement in education is critical. They are our partners in each student's journey through our schools. HDSB Trustees believe school councils and activities enabled through PRO Grants make a valuable, impactful contribution in engaging the parent community in support of student achievement and well-being. As such, we strongly encourage the continuation of the PRO Grant program and funding support levels as per previous years.

Sincerely,



Andréa Grebenc
Chair of the Board of Trustees, Halton District School Board

Enclosure: HDSB Parent Conference Workshops 2019

Cc: Ted Arnott, MPP
Stephen Crawford, MPP
Parm Gill, MPP
Jane McKenna, MPP
Effie Triantafilopoulos, MPP
Ontario Public School Board Association
Ontario English Public School Board Chairs
HDSB Board of Trustees
HDSB School Councils
HDSB PIC
HDSB SEAC