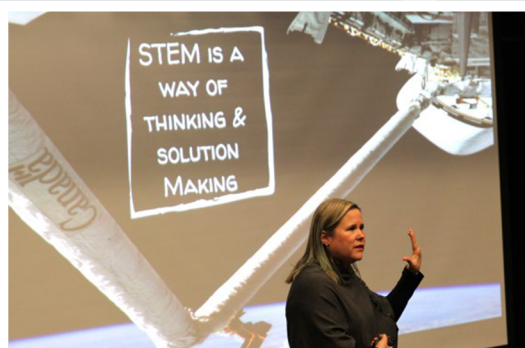
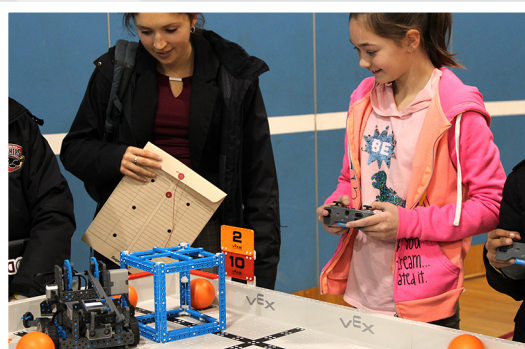




Board Meeting Agenda

January 20, 2020 — 7:00 p.m.



Dunbarton High School Hosts Coding Conference

Computer Science Education Week (December 9th - 15th) is celebrated annually through the Hour of Code campaign, which is supported by educators all over the world.

On December 10th Grade 7 students from Dunbarton High School's feeder schools gathered at the secondary school to be immersed in a half-day of coding and Science, Technology, Engineering, and Math (STEM).

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

Chris Braney
Chairperson of the Board
City of Pickering

Niki Lundquist
Vice Chairperson of the Board
Town of Whitby

Christine Thatcher
Vice Chairperson of
Standing Committee
Town of Whitby

Patrice Barnes
Town of Ajax
Wards 1 & 2

Michael Barrett
City of Oshawa

Paul Crawford
City of Pickering

Donna Edwards
Town of Ajax
Ward 3

Darlene Forbes
City of Oshawa

Carolyn Morton
Townships of Brock,
Scugog & Uxbridge

Ashley Noble
City of Oshawa

Scott Templeton
Town of Whitby

Sally Meseret
Student Trustee

Arlene Wang
Student Trustee

Tyler West
Student Trustee

AGENDA

**DURHAM DISTRICT SCHOOL
BOARD MEETING**
Monday, January 20, 2020- 7:00 p.m.

- | | <u>PAGE</u> |
|--|----------------------------------|
| 1. <u>Call to Order</u> | |
| 2. <u>Declarations of Interest</u> | |
| 3. <u>Moment of Silence/Acknowledgement</u> | |
| <p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.</p> | |
| 4. <u>O Canada!</u> | |
| 5. <u>Bobby Orr P.S.</u> | |
| | (Trustee Darlene Forbes) |
| 6. <u>Adoption of Agenda</u> | |
| (a) APPROVED Minutes of the Regular Board Meeting of November 18, 2019 | 1 – 14 |
| (b) DRAFT Minutes of the Regular Board Meeting of December 2, 2019 | 15 – 27 |
| 7. <u>This Is My Story</u> | Video |
| | (Chair Chris Braney) |
| 8. <u>Community Presentations</u> | |
| 9. <u>Ministry Memorandums – Information Update</u> | Verbal |
| | (Director Lisa Millar) |
| 10. <u>Public Question Period</u> | |
| 11. <u>Presentations</u> | |
| (a) <u>Presentations</u> | |
| (i) Student Census Findings - Identity | 28 – 64 |
| | (Superintendent Mohamed Hamid) |
| (ii) School Results of the School Climate/Well-Being Surveys | 65 – 100 |
| | (Superintendent Georgette Davis) |
| (iii) 2019 Director's Annual Report | 101 – 102 |
| | (Director Lisa Millar) |
| | & Under
Sep. Cover |

AGENDA

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12. Report from the Committee of the Whole in Camera
13. Director's News from the System
(Director Lisa Millar)
14. Recommended Actions
 - (a) Report: Standing Committee Meeting of January 6, 2020
(Trustee Niki Lundquist) 103 – 108
 - (b) Report: SEAC Meeting of November 21, 2019
(Trustee Donna Edwards) 109 – 123
 - (c) 2019-2020 Interim Financial Report
(Director Lisa Millar) 124 – 136
 - (d) C.E. Broughton P.S. Modified Calendar Year, Town of Whitby
(Superintendent Georgette Davis) 137 – 173
 - (e) Coronation P.S. & R.H. Cornish P.S. Gifted Program Boundary
(Superintendents Heather Mundy
Jamila Maliha) 174 – 185
 - (f) Safety Motion
(Trustee Paul Crawford) 186
 - (g) NOM: Purchasing Regulation #3310 Update
(Director Lisa Millar) 187 – 205
15. Information Items
 - (a) 2019-2020 Supplementary Funds Summary
(Director Lisa Millar) 206 – 207
 - (b) Bell Time Review
(Superintendent Heather Mundy) 208 – 209
16. Correspondence:
 - (a) Action Requested:
 - (b) Other:
 - (i) Canadian Cancer Society 210
 - (ii) SEAC 211 – 212
 - (iii) Premier of Ontario 213 – 218
17. Other Business
18. Adjournment

APPROVED

MINUTES

The Regular Meeting of the Board

Monday, November 18, 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 7:16 p.m.

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

Regrets: Trustee Darlene Forbes

Officials Present: Director Lisa Millar, Associate Director Norah Marsh, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, Silvia Peterson, General Legal Counsel Patrick Cotter, Communications Manager, Peter Blake, Communications Officer Charles Senior

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

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
November 18, 2019

5. R.S. McLaughlin C.V.I.

Trustee Ashley Noble welcomed the R.S. McLaughlin C.V.I. Jazz Ensemble. The group performed two selections entitled "Blame it on the Blues" and "Think." Trustee Ashley Noble congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2019:83

MOVED by Trustee Donna Edwards

SECONDED by Trustee Paul Crawford

The agenda was amended to include Item 17. (a) eLearning.

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

2019:84

MOVED by Trustee Ashley Noble

SECONDED by Trustee Patrice Barnes

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF SEPTEMBER 16, 2019;

SPECIAL BOARD MEETING OF OCTOBER 7, 2019

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING OF OCTOBER 21, 2019.

CARRIED

7. And This is My Story

Chair Michael Barrett advised trustees that starting in September 2018, the Board began a new feature entitled, This Is My Story, at every Board meeting to honour, recognize and celebrate the identity of DDSB students, staff and families. Every person has a story that makes them unique, and understanding the impact of identity helps us at the DDSB to strengthen our ability and commitment to ensuring that Equity, Diversity, Identity and Inclusion is a core priority. Tonight's edition of "And This Is My Story" featured Margaret Lazarus, Superintendent, Family of Schools/Equity/French Curriculum.

Regular Meeting of the Board Minutes
November 18, 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:

- Bill 124, Protecting a Sustainable Public Sector for Future Generations Act, 2019 – this Act has received Royal Assent. A number of labour groups argued the legislation infringes on employees' collective bargaining rights, as this legislation caps public sector wage hikes to an average of 1% per year for the next three years.
- 2019 Fall Economic Statement was released on November 6. The government is projecting a lower deficit of \$9 billion in 2019-2020 compared to the \$10.3 billion that was forecast.
- ETFO is in a legal strike position effective November 25. Job action will commence on November 26, 2019 with phase 1 of work to rule. Minister Stephen Lecce is requesting mediation.
- OSSTF is in a legal strike position. The Federation will assess progress made over the week to determine any next steps including job action.
- Everyone will be updated regarding the status of negotiations.

10. Public Question Period

- (a) Christina Ellis, Oshawa asked what alternative plan the Board has for children with special needs that will provide equality and fairness leading to a successful education pathway should the year-round calendar be taken away at C.E. Broughton P.S.

Superintendent Andrea McAuley stated that the Board is committed to each child in supporting their individual pathways. The Board clinical support staff and team provides support and is based on a regular calendar which allows support for each student.

Christina Ellis asked what plan is in place for children with special needs, as it is difficult for students to remain focused and disciplined. She also questioned the time-line.

Andrea McAuley indicated that staff will be meeting with each parent one-on-one to discuss transition plans and review any concerns that may be mitigated with supports. She noted that if there is a decision to move forward, the time line will be reflected in the transition plan.

Regular Meeting of the Board Minutes
November 18, 2019

10. Public Question Period (Continued)

- (b) John Higo, Whitby asked what the original success criteria was for the modified school year calendar in 1996.

Superintendent Georgette Davis indicated that the original program was considered to be a pilot program with the intent to look at year-round schooling for students.

Christine Nancekivell, Chief Facilities Officer noted that enrollment is the key factor in the viability of a program. The Board is still in the consultation phase of gathering feedback from parents to report back to trustees.

John Higo stated that most pilot projects have success criteria, without which how do you measure success. Educators and parents at C.E. Broughton P.S. believe the program is successful, but data is needed to measure success.

Superintendent Georgette Davis advised that success is measured in various ways ie. through report card data for students, school climate data, and enrolment trends over time.

- (c) Lisa Soleto, Whitby asked why the Board is willing to collapse a model that it initiated, having the insight and intelligence to bring it to light in the first place in the face of government cuts without taking action for itself to fundraise as all other female dominated industries do in order to afford a successful model. ie. health care and social services. She highlighted the positive attributes of a modified program

Superintendent Georgette Davis identified that feedback is very important and having a consultation process provided an opportunity to meet many parents at C.E. Broughton P.S. last week. The information will be gathered and collated for a January report to trustees. She reiterated that success is important to the Board and part of being successful is looking at the programming, students, and processes the Board must see if there is any room for improvement, growth or movement. Students will continue to be supported in a modified or regular program.

Lisa Soleto commented on a recent Facebook poll and the need for evidence of how the program is based on the pilot that was initiated 23 years ago.

Chair Michael Barrett reaffirmed the consultation process and the report that will be forthcoming.

Regular Meeting of the Board Minutes
November 18, 2019

11. Presentations

(i) Grove School – CTCC Program

Superintendent Andrea McAuley introduced Patrick Belmonte, Principal, and Joanne Docherty, Vice Principal, Grove School who provided trustees with a PowerPoint overview of the Education Programs in Care, Treatment, Custody and Correctional (CTCC) Facilities delivered by Grove School of the DDSB within the Durham Region. They provided an understanding of the demographics and needs of the learners in these programs, and provided information for ongoing monitoring of key areas including performance indicators at the school and system level for the school year 2019-2020. They shared a video with trustees highlighting the Grove story and invited trustees to visit their local Grove area. They also answered questions of trustees.

(ii) Treaties Recognition Week

Superintendent Mohamed Hamid introduced Erin Elmhurst, Education Officer and staff and students from Norman G. Powers P.S. who shared the highlights of Treaties Recognition Week, November 3-9, 2019 through a PowerPoint presentation. Students also shared their involvement in Treaty Education Leadership visits to classrooms and training within their school. A video was shown highlighting two students from Goodwood P.S. and their participation in Treaty Education Week. 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 appointments, personnel issues, and property matters.

Director Lisa Millar indicated that the Elementary Principal and Vice Principal short lists will be communicated tomorrow.

13. Director's News from the System

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

- DDSB Trustee for the Town of Ajax Ward 3, Donna Edwards was in Toronto receiving an award for the 2019 Female Coach of the Year from Special Olympics Ontario. She was secretly nominated to receive this award. It is presented to coaches who demonstrate an overall contribution to Special Olympics Ontario. Recipients display coaching effectiveness, personal development, and have shown excellent leadership models for the athletes.

Regular Meeting of the Board Minutes
November 18, 2019

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

- The DDSB Communications and Senior team was honoured recently with an award from the Canadian Association of Communicators in Education, CACE, for the implementation of the Ignite Learning Strategy Branding Roll-Out.
- Lisa Cole, a Math and Physics teacher who is currently working with the Ministry of Education is also one of 14 women who were chosen to be a part of the #TurningTablesInSTEM photo exhibit at Wilfrid Laurier University. The Board is proud of Lisa and the work she does to promote Science, Technology, Engineering, and Math career options to our students.
- On October 17th and 18th, the Board welcomed 45 educators from Holdsworth Center in Texas. The senior team presented to the group on a variety of topics including Equity and Inclusive Education, Leadership Development and Succession Planning, Innovation, Poverty/Youth Strategy, Engagement and Well-Being, and Branding and Public Relations.

On October 18th, Holdsworth visited several schools including Forest View Public School, J. Clarke Richardson Collegiate, Viola Desmond Public School and Pine Ridge Secondary School to leverage DDSB's best practices in leadership development and innovation in teaching.

- On October 21st, students from 22 DDSB elementary schools gathered at Durham Forest Environmental Education Centre to collaborate, and share ideas regarding eco-programs they can use in their schools. At the Elementary Eco Summit, students were mentored by high school students and learned about creating pollinator gardens, building bee hotels, and why plastics are problematic. In their next steps, students will take what they learned and implement climate-action programs in their schools.
- On October 22nd the Safe Schools Department organized 120 students and 20 staff from 20 schools across the Durham Region to attend the 5th annual "Leader in Me: Awareness to Action" student conference. Secondary students from the DDSB, Durham Catholic District School Board, KPR District School Board, and the French school board Conseil Scolaire Viamonde shared ideas about substance awareness initiatives. Students rotated through a variety of sessions that touched on topics from opioids and alcohol to vaping and cannabis, with the end goal being to brainstorm awareness campaigns to be launched in their schools.
- The DDSB hosted its 17th Annual Volunteer of Distinction Award Ceremony on October 24th at Sinclair Secondary School. The event was organized by Superintendent Heather Mundy and her fabulous engagement team. It's a night that allows us to pay special tribute to our amazing volunteers who generously give their time to help support the success and well-being of our students and school communities.

Regular Meeting of the Board Minutes
November 18, 2019

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

- October 24th was Dress Purple Day and once again the DDSB partnered with the Durham Children's Aid Society, the Durham Catholic District School Board, and Durham Region to raise awareness about Child Abuse Prevention. Superintendent Stephen Nevills provided greetings on behalf of the DDSB, and Meadowcrest Public School students also participated in the student activity that promoted the safety and well-being of all our students.
- On November 4th, interested students and staff across the DDSB were invited to attend the first ever "About That Cut" hairstyling showcase and conference. At the event, hosted at GL Roberts CVI, attendees heard from industry professionals, and watched as talented barbers showcased their skills. They also gained valuable knowledge about pursuing careers in hairstyling and barbering, and how the Durham Hairstylist Academy can help in achieving that dream.
- On November 6th, we welcomed Grade 9 students to the Education Centre for Take Our Kids to Work Day. Throughout the day students learned about the vast career opportunities within the DDSB, and how each department works collaboratively to Ignite Learning. Students also engaged in informal interviews with DDSB employees to learn about the pathways they have taken to arrive at their current careers.
- On November 6th, students in Grades 4 to 6 from Port Perry High School feeder schools had the chance to meet the fabulous four authors of the book series The Almost Epic Squad. During the day Port Perry High School hosted an event with attendance from approximately 600 elementary students. In the evening, the Scugog Memorial Library hosted a public event as well. At both events, students were entertained with song and dance by the authors, listened to readings from the books, and even had their books signed.
- On the evening of November 7th, the DDSB partnered with DBEN, the Durham Black Educators' Network, and the Durham College RISE program to host "Visions of the Future, The Making of..." Parents, guardians and community members came together to connect with DDSB Administrators and Durham College representatives, as they explored ways to plan for student well-being and academic success.
- On Wednesday, November 13th, Minister of Education Stephen Lecce came to McCaskill's Mills Public School and announced \$500,000 of funding for the childcare centre. He spent time with Trustee Carolyn Morton visiting and speaking to Kindergarten students and visiting a Grade 7/8 French class to see how the Board leverages digital and connects with students in Saskatchewan.

Regular Meeting of the Board Minutes
November 18, 2019

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

- TAMI, the Talking About Mental Illness Coalition and Supervised Alternative Learning Youth Worker Heather Hawco-Gray was congratulated on receiving the 2019 Jordan James Pickell Achievement Recognition Award. This award is presented to organizations who have made a positive impact on mental health in the community.
- For the second year in a row, Durham College hosted a conference for Grade 7 and 8 girls interested in the skilled trades. The Young Women in Science, Technology, and the Trades Conference hosted guest speakers Ann Makosinski, a young Canadian inventor, and HGTV's Kate Campbell. Students also enjoyed hands-on sessions such as plugging and patching a tire, welding and measuring, and coding a robot, just to name a few.
- Adonis Botsinis of Fairport Beach Public School who is succeeding in achieving his goal of playing soccer on an international level was congratulated. Adonis recently returned from the Danone Nations Cup in Barcelona after representing Canada on the international stage. Casey Vanschagen, aka "Shags", a Port Perry High School alumnus was congratulated on his induction into the Scugog Sports Hall of Fame. Casey is part of the 2019 induction class for his career in hockey representing the Port Perry Mojacks team.
- This fall under the leadership of Superintendent Jamila Maliha an Overdrive app called SORA was made available to students. The app allows Teacher-Librarians to create their own digital library collection, and connects with DDSB's digital library. Students can use the app to borrow and read books on their DDSB or personal devices. So far, there have been 17,000 check outs by more than 4,000 unique users. The district-wide collection currently consists of more than 8,500 books.
- Uxbridge Public School student Luba Brown, has been selected to serve as a page at the Legislative Assembly of Ontario. She will serve in this role from November 18th to December 12th. It was actually Luba's twin sister who was selected for the role last year, and now she is following in her footsteps.
- Associate Director, Academic Norah Marsh was welcomed to the Board.
- October 24th was Early Childhood Educators' Appreciation Day. We truly value our ECEs and childcare workers and all of their hard work and dedication to support the success of our early learners. A video launching ECE Appreciate Day was played.

Dates of Significance:

Nov. 20	Educational Assistants' Appreciation Day
Nov. 20	Bullying Awareness & Prevention Conference

Regular Meeting of the Board Minutes
November 18, 2019

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

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
Dec. 1	World AIDS Day
Dec. 2	Standing Committee Meeting
Dec. 10	Franconnexion
Dec. 17	SEAC Meeting
Dec. 20	Last day of classes before winter break
Dec. 22-30	Hanukkah
Dec 23-Jan 3	Winter Break
Dec. 25	Christmas
Dec. 26	Boxing Day
Dec 26-Jan 1	Kwanzaa

14. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of November 4, 2019

Trustee Carolyn Morton presented the report of the Standing Committee Meeting of November 4, 2019.

2019:85

Moved by Trustee Ashley Noble

Seconded by Trustee Scott Templeton

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.

CARRIED

2019:86

Moved by Trustee Paul Crawford

Seconded by Trustee Carolyn Morton

- (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.

Regular Meeting of the Board Minutes
November 18, 2019

(a) Report: Standing Committee Meeting Minutes of November 4, 2019 (Continued)

- (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.

DEFERRED LATER IN THE MEETING
(See Following Motion)

Trustees discussed the intent of the motion and a question and answer period ensued.

2019:87

Moved by Trustee Niki Lundquist

Seconded by Trustee Ashley Noble

THAT THE FOREGOING MOTION (2019:86) OF TRUSTEES PAUL CRAWFORD AND CAROLYN MORTON BE POSTPONED UNTIL THE BOARD MEETING SCHEDULED TO BE HELD ON JANUARY 20, 2020.

CARRIED

2019:88

Moved by Trustee Scott Templeton

Seconded by Trustee Carolyn Morton

THAT THE REPORT OF THE STANDING COMMITTEE MEETING OF NOVEMBER 4, 2019 BE RECEIVED.

CARRIED

Regular Meeting of the Board Minutes
November 18, 2019

(b) Report: SEAC Meeting Minutes of September 19, 2019

Trustee Donna Edwards presented the report of the SEAC meeting of September 19, 2019.

2019:89

MOVED by Trustee Donna Edwards

SECONDED by Trustee Ashley Noble

THAT THE REPORT OF THE SEAC MEETING OF SEPTEMBER 19, 2019 BE RECEIVED.

CARRIED

(c) Financial Process and 2018-2019 Financial Report

Director Lisa Millar provided trustees with information on the 2018-2019 Financial Report.

2019:90

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Niki Lundquist

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

CARRIED

(d) Creation of a New Policy for English Language Learners (ELLs) Instruction

Superintendent Mohamed Hamid provided trustees with information regarding the policy for English Language Learners Instruction.

2019:91

MOVED by Trustee Ashley Noble

SECONDED by Trustee Paul Crawford

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

CARRIED

Regular Meeting of the Board Minutes
November 18, 2019

(e) Interim Treasurer of the Board

Director Lisa Millar provided trustees with an overview of the Education Act requirements regarding the role of Treasurer of the Board to seek the appointment of an interim Treasurer.

2019:92

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Chris Braney

THAT THE BOARD APPOINT THE DIRECTOR OF EDUCATION AS INTERIM TREASURER OF THE BOARD, EFFECTIVE AS OF NOVEMBER 1, 2019, UNTIL LUNCH TIME THAT AN APPROPRIATE STAFF MEMBER CAN BE HIRED AND APPOINTED AS TREASURER.

CARRIED

(f) Review of Regulation, Daily Physical Activity

Superintendent Stephen Nevills presented the following Notice of Motion:

THAT THE REVISIONS LISTED IN THE REGULATION BE APPROVED.

15. Information Items

(a) Flushing and Testing for Lead - Update

Kerri Stewart, Manager, Health & Safety provided trustees with information related to Ontario Regulation 243/07 (flushing and testing for lead in schools). They also answered questions of trustees.

(b) Education Development Charge, Policy Framework Update

Director Lisa Millar introduced Carey Trombino, Manager of Property and Planning who provided trustees with information regarding Ministry of Education's November 8, 2019, Memorandum regarding an Education Development Charges (EDC) Policy Framework update.

(c) Safe Schools – Quick Reference Guides

Superintendent Georgette Davis provided trustees with information about the use and distribution of Safe Schools Quick Reference Guides. She also answered questions of trustees. This item will be added to the Incident Adhoc Committee meeting agenda for further discussion.

Regular Meeting of the Board Minutes
November 18, 2019

(d) EQAO – Furthering our Supports for English Language Learners and Students with Special Needs

Superintendent Mohamed Hamid provided trustees with information related to strategies specific to supporting English Language Learners and students with special education needs. Superintendent Andrea McAuley also answered questions of trustees.

(e) Ontario Autism Program Update #4

Superintendent Andrea McAuley provided trustees with an 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.

(f) Service Agreement with Mississaugas of Scugog Island First Nation

Superintendent Mohamed Hamid provided 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 Annishinabek First Nation Master Education Agreement with the Ontario Ministry of Education.

(g) Transportation – DSTS Annual Report

Superintendent Heather Mundy provided trustees with the 2018-2019 Durham Student Transportation Services (DSTS) annual report. She also answered questions of trustees.

(h) eLearning

Student Trustee Tyler West provided trustees with handout information with respect to feedback and questions brought forward by Student Senators at the Student Senate meeting held on November 4, 2019, regarding the four mandatory eLearning courses. It was proposed that the Chair and Director, in consultation with the Student Trustees, write a letter to the Minister of Education expressing the concerns of Student Senate, as they relate to the mandatory eLearning courses.

2019:93

MOVED by Trustee Ashley Noble

SECONDED by Trustee Niki Lundquist

THAT THE CHAIR AND DIRECTOR, IN CONSULTATION WITH THE STUDENT TRUSTEES, WRITE A LETTER TO THE PREMIER OF ONTARIO, MINISTER OF EDUCATION AND LOCAL MPP'S EXPRESSING THEIR CONCERNS REGARDING THE FOUR MANDATORY ELEARNING COURSES; AND

THAT THE LOCAL MPP'S BE INVITED TO MEET WITH THE STUDENT TRUSTEES TO DISCUSS THEIR CONCERNS REGARDING ELEARNING.

CARRIED

Regular Meeting of the Board Minutes
November 18, 2019

16. Correspondence

(a) Action Requested

(i) Mississaugas of Scugog Island First Nation

Chair Michael Barrett noted that the name of the individual to represent the interest of indigenous pupils has been provided. This item will be considered at the Board meeting scheduled to be held in January 2020.

(b) Other

(ii) Halton DSB

17. Other Business

There was no other business at this time.

18. Adjournment

2019:94

MOVED by Trustee Donna Edwards

SECONDED by Trustee

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:52 p.m.

Chair

Secretary

DRAFT

MINUTES

The Regular Meeting of the Board

Monday, December 2, 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 7:05 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 Arlene Wang, Tyler West

Regrets: Student trustee Sally Meseret

Officials Present: Director Lisa Millar, Associate Director Norah Marsh, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, Silvia Peterson, General Legal Counsel Patrick Cotter, Communications Manager, Peter Blake, Communications Officer Charles Senior

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

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.

Regular Meeting of the Board Minutes
December 2, 2019

4. O Canada

5. Roland Michener P.S.

Trustee Donna Edwards welcomed the Roland Michener P.S. Intermediate Band. The group performed several selections entitled "C Jam Blues", and "Tequila". Trustee Donna Edwards congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2019:95

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Ashley Noble

The agenda was amended to include Item 15. (c) eLearning Correspondence

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

2019:96

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Patrice Barnes

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF OCTOBER 21, 2019.

CARRIED

The November 18, 2019 draft minutes were amended by removing the following words from Motion 2019:87: "BE DEFERRED UNTIL AFTER THE INCIDENT ADHOC COMMITTEE MEETING IN JANUARY 2020" and substituting the words "BE POSTPONED UNTIL THE BOARD MEETING SCHEDULED TO BE HELD ON JANUARY 20, 2020.'

2019:97

MOVED by Niki Lundquist

SECONDED by Paul Crawford

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED AS AMENDED:

REGULAR BOARD MEETING OF NOVEMBER 18, 2019.

CARRIED

Regular Meeting of the Board Minutes
December 2, 2019

7. Report from the Committee of the Whole in Camera

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

Associate Director Norah Marsh advised that the Transfers and Placements will be communicated to the system following the meeting.

8. Election of Board Chair

Director Lisa Millar informed trustees of the process for election of the Board's Chair following the Board's By-Laws. Nominations were called for the position of Chair of the Durham District School Board.

2020:01

MOVED by Trustee Ashley Noble

THAT TRUSTEE CHRIS BRANEY BE NOMINATED FOR THE POSITION OF
CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Chris Braney accepted the nomination.

Subsequent to three calls for additional nominations by Director Lisa Millar, and there being none, nominations for the position of Chair were closed.

Trustee Chris Braney was acclaimed to the position of Chair of the Durham District School Board. Trustee Chris Braney as the newly elected Chair assumed the chair and conducted the remainder of the meeting.

Chair Chris Braney thanked trustees for electing him to the position of Chair of the Board.

9. Election of Vice Chair

Chair Chris Braney explained that the process for electing the Vice Chair was the same under Board By-laws as it was for the position of Chair. Nominations were called for the position of Vice Chair of the Board.

2020:02

MOVED by Trustee Darlene Forbes

THAT TRUSTEE NIKI LUNDQUIST BE NOMINATED FOR THE POSITION OF VICE
CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Regular Meeting of the Board Minutes
December 2, 2019

9. Election of Vice Chair (Continued)

Trustee Niki Lundquist accepted the nomination.

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of Vice Chair were closed.

Trustee Niki Lundquist was acclaimed to the position of Vice Chair of the Durham District School Board.

12. Election of Standing Committee Vice Chair

Chair Chris Braney called for nominations to the position of Standing Committee Vice Chair.

2020:03

MOVED by Trustee Ashley Noble

THAT TRUSTEE CHRISTINE THATCHER BE NOMINATED FOR THE POSITION OF STANDING COMMITTEE VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Christine Thatcher accepted the nomination.

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of Standing Committee Vice Chair were closed.

Trustee Christine Thatcher was acclaimed to the position of Standing Committee Vice Chair of the Durham District School Board.

13. Election of Chair of Education Finance Committee

Chair Chris Braney called for nominations to the position of Chair of Education Finance Committee.

2020:04

MOVED by Trustee Christine Thatcher

THAT TRUSTEE DARLENE FORBES BE NOMINATED FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Darlene Forbes accepted the nomination.

Regular Meeting of the Board Minutes
December 2, 2019

13. Election of Chair of Education Finance Committee (Continued)

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of Chair of Education Finance Committee were closed.

Trustee Christine Thatcher was acclaimed to the position of the Chair of Education Finance Committee of the Durham District School Board.

14. Committee Elections

Chair Chris Braney called for nominations and/or volunteers for the following committees:

(a) OPSBA Liaison Trustees

2020:05

MOVED by Trustee Patrice Barnes

THAT TRUSTEE DONNA EDWARDS BE NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of the OPSBA Liaison Trustee were closed.

Trustee Donna Edwards accepted the nomination.

Trustee Donna Edwards was acclaimed as OPSBA Liaison Trustees for the Durham District School Board.

Trustee Donna Edwards will exercise the Board's voting right.

2020:06

MOVED by Trustee Donna Edwards

THAT TRUSTEE PATRICE BARNES BE NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of the OPSBA Liaison Trustee were closed.

Trustees Patrice Barnes accepted the nomination.

Trustee Patrice Barnes was acclaimed as OPSBA Liaison Trustees for the Durham District School Board.

Regular Meeting of the Board Minutes
December 2, 2019

(a) OPSBA Liaison Trustees (Continued)

2020:07

MOVED by Trustee Niki Lundquist

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF ALTERNATE OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:08

MOVED by Trustee Patrice Barnes

THAT TRUSTEE DARLENE FORBES BE NOMINATED FOR THE POSITION OF ALTERNATE OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of alternate OPSBA Liaison Trustee were closed.

Trustees Ashley Noble and Darlene Forbes accepted the nomination.

Trustees Ashley Noble and Darlene Forbes were acclaimed as Alternate OPSBA Liaison trustees of the Durham District School Board.

(b) SEAC Liaison Trustees

2020:09

MOVED by Trustee Donna Edwards

THAT TRUSTEE CHRISTINE THATCHER BE NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:09

MOVED by Trustee Donna Edwards

THAT TRUSTEE DONNA EDWARDS BE NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Christine Thatcher and Donna Edwards accepted the nomination.

Regular Meeting of the Board Minutes
December 2, 2019

(b) SEAC Liaison Trustees (Continued)

Trustees Christine Thatcher and Donna Edwards were acclaimed to the position of SEAC Liaison Trustee of the Durham District School Board.

2020:10

MOVED by Trustee Niki Lundquist

THAT TRUSTEE NIKI LUNDQUIST BE NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:12

MOVED by Trustee Christine Thatcher

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Niki Lundquist and Ashley Noble accepted the nomination.

Trustees Niki Lundquist and Ashley Noble were acclaimed to the position of alternate SEAC Liaison Trustee of the Durham District School Board.

(c) Parent Involvement Committee

2020:13

MOVED by Trustee Niki Lundquist

THAT TRUSTEE SCOTT TEMPLETON BE NOMINATED FOR THE POSITION OF PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of Parent Involvement Committee Liaison trustee were closed.

Trustee Scott Templeton accepted the nomination.

Trustee Scott Templeton was acclaimed as Parent Involvement Committee Liaison Trustees of the Durham District School Board.

Regular Meeting of the Board Minutes
December 2, 2019

(c) Parent Involvement Committee (Continued)

2020:14

MOVED by Trustee Carolyn Morton

THAT TRUSTEE CAROLYN MORTON BE NOMINATED FOR THE POSITION OF ALTERNATE PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of Alternate Parent Involvement Committee Liaison trustee were closed.

Trustee Carolyn Morton accepted the nomination.

Trustee Carolyn Morton was acclaimed as Alternate Parent Involvement Committee Liaison Trustee of the Durham District School Board.

(d) Audit Committee Liaison Trustees

2020:15

MOVED by Trustee Darlene Forbes

THAT TRUSTEE PAUL CRAWFORD BE NOMINATED FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:16

MOVED by Trustee Ashley Noble

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Regular Meeting of the Board Minutes
December 2, 2019

(d) Audit Committee Liaison Trustees (Continued)

2020:17

MOVED by Trustee Niki Lundquist

THAT TRUSTEE PATRICE BARNES BE NOMINATED FOR THE POSITION OF
AUDIT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL
BOARD.

CARRIED

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being
none, nominations for the position of Audit Committee Liaison trustee were closed.

Trustees Paul Crawford, Ashley Noble and Patrice Barnes accepted the nominations.

Trustees Paul Crawford, Ashley Noble and Patrice Barnes were acclaimed as Audit
Committee Liaison Trustees of the Durham District School Board.

(e) SAL Liaison Trustees

2020:18

MOVED by Trustee Niki Lundquist

THAT TRUSTEE CAROLYN MORTON BE NOMINATED FOR THE POSITION OF
SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:19

MOVED by Trustee Christine Thatcher

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF SAL
LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Niki Lundquist and Ashley Noble accepted the nomination.

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being
none, nominations for the position of SAL Liaison Trustee were closed.

Trustees Carolyn Morton and Ashley Noble were acclaimed to the position of SAL Liaison
Trustee of the Durham District School Board.

Regular Meeting of the Board Minutes
December 2, 2019

(e) SAL Liaison Trustees (Continued)

2020:20

MOVED by Trustee Niki Lundquist

THAT TRUSTEE DARLENE FORBES BE NOMINATED FOR THE POSITION OF ALTERNATE SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:21

MOVED by Trustee Paul Crawford

THAT TRUSTEE PAUL CRAWFORD BE NOMINATED FOR THE POSITION OF ALTERNATE SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Darlene Forbes and Paul Crawford accepted the nomination.

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of Alternate SAL Liaison Trustee were closed.

Trustees Darlene Forbes and Paul Crawford were acclaimed to the position of Alternate SAL Liaison Trustee of the Durham District School Board.

(f) Code of Conduct Alternate Liaison Trustee

2020:22

MOVED by Trustee Ashley Noble

THAT TRUSTEE SCOTT TEMPLETON BE NOMINATED FOR THE POSITION OF ALTERNATE CODE OF CONDUCT LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of Alternate Code of Conduct Liaison Trustee were closed.

Trustee Scott Templeton accepted the nomination.

Trustee Scott Templeton was acclaimed as Alternate Code of Conduct Liaison Trustee of the Durham District School Board.

Regular Meeting of the Board Minutes
December 2, 2019

(g) Indigenous Advisory Committee

2020:23

MOVED by Trustee Darlene Forbes

THAT TRUSTEE ASHLEY NOBLE BE NOMINATED FOR THE POSITION OF LIAISON TRUSTEE FOR THE INDIGENOUS ADVISORY COMMITTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Subsequent to three calls for additional nominations by Chair Chris Braney, and there being none, nominations for the position of Indigenous Advisory Liaison Trustee were closed.

Trustee Ashley Noble accepted the nomination.

Trustee Ashley Noble was acclaimed as Liaison Trustee for the Indigenous Advisory Committee of the Durham District School Board.

15. Draft Board and Committee Meeting Dates 2020

Chair Chris Braney stated that Board and Committee Meeting dates for 2020 were for the information of trustees.

2020:24

MOVED by Trustee Ashley Noble

THAT THE BOARD AND COMMITTEE MEETING DATES FOR 2020 BE APPROVED.

CARRIED

17. Information Items

(a) Student Trustee Report

Student Trustee Arlene Wang noted that on November 21, 2019, Minister Stephen Lecce announced that the proposed eLearning mandate will be halved from four mandatory courses to two. OSTA is pleased, but wants a full reversal of the mandatory courses. She also noted on behalf of Student Trustee Sally Meseret that OSTA has released a statement regarding the ongoing bargaining that is taking place and that the individuals most impacted are the students. Class size is the focus for teachers and students.

Regular Meeting of the Board Minutes
December 2, 2019

(a) Student Trustee Report (Continued)

Student Trustee Tyler West provided trustees with an overview of the Student Senate meeting held earlier in the evening. He advised that senators were apprised of the eLearning mandatory course reduction from four to two. Students participated in working groups and discussed student well-being. The regional committees met and reviewed the motion on daily physical activity. Feedback on the proposed amendments will be shared at the next board meeting. The meeting concluded with a consultation on the dress codes within the DDSB. Information will be channeled to the Board dress code consultation committee.

16. Recommended Actions

(a) Report: SEAC Meeting Minutes of October 17, 2019

Trustee Donna Edwards presented the Meeting Minutes of October 17, 2019.

2020:25

MOVED by Trustee Donna Edwards

THAT THE SEAC MEETING MINUTES OF OCTOBER 17, 2019 BE RECEIVED.

CARRIED

(b) OPSBA Report

Trustee Donna Edwards advised that the Board of Directors met on November 24, 2019 to accommodate advocacy day at Queen's Park on Monday. The group discussed legislative updates, labour relations and GSNs. Over 50 trustees attended advocacy day where OPSBA released the public education survey. The survey can be found on the OPSBA website. Over 1,000 Ontarians were surveyed. One sample question on the survey was "Would you prefer to put money towards special education, or pay down the deficit". The overwhelming response was to support students with special education needs and responders did not want to see funds cut from public education. The results of the survey can be found on the OPSBA website. All trustees present met with various MPP's resulting in a final meeting and dinner at Queen's Park with all MPP's. It was all very well received. The next public education symposium is scheduled to be held on January 23-25, 2020 and registration is open. The Board of Director's meeting will be held at that time.

(b) eLearning Correspondence

The eLearning correspondence was amended to include Laurie Scott, MPP.

18. Correspondence

(a) Action Requested

Regular Meeting of the Board Minutes
December 2, 2019

(b) Other

There was no correspondence at this time.

19. Other Business

There was no other business at this time.

20. Adjournment

2020:26

MOVED by Trustee Niki Lundquist.

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 7:52 p.m.

Chair

Secretary

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: January 13, 2020

SUBJECT: Student Census Findings - Identity

PAGE NO. 1 of 2

ORIGIN: Lisa Millar, Director of Education
Mohamed Hamid, Superintendent of Education

1. Purpose

The purpose of this report is to share with the Board of Trustees, the Identity Portion of the Student Census findings.

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.*

- Seeking to understand the identities and lived experiences of our student population

3. Background

In October 2017, Ontario's Ministry of Education released the Ontario Education Equity Action Plan which outlined a road map to ensure "the potential for all students to succeed." (p.4) To address these challenges, we must know who our students are and what strengths and experiences they bring. A groundswell of interest to develop a plan to collect this data emerged in several public boards in the spring of 2018. This Interest was encouraged by the Ministry of Education. Approximately 30 school boards expressed interest. The DDSB was one such board to submit a proposal to deploy a project to collect this data. The DDSB application was accepted. The DDSB's commitment to this initiative has been communicated clearly through the Director's office with DDSB staff and leadership seated on Provincial Committees on this Provincial focus. Additionally, the DDSB has made its commitment to collecting student identity data transparent in public and internal forums.

4. Analysis**Project Scope and Purpose**

Purpose: To gain a clearer understanding of who our students are in order to support equity, student achievement, and well-being.

The *Student Census* findings will help the Board and our schools to:

- better understand student populations and school communities
- further support student success, inclusion and well-being
- establish effective programs and allocate resources to where they are needed most

5. Financial Implications

The DDSB was approved in May 2018 by the Ministry of Education as one of 30 Boards to receive funding for a Student Identity Collection Project. As one of the approved Boards, the DDSB has proceeded with this project.

6. Evidence of Impact

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

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

7. Conclusion

This report is respectfully submitted to the board of Trustees for information.

8. Appendices

Appendix A - Board Summary Report of the Student Census Findings

Appendix B - Board Student Census Infographic

Appendix C - Municipality Student Census Infographic

Report reviewed and submitted by:

Lisa Millar, Director of Education

Mohamed Hamid, Superintendent of Education

The logo features a blue mouse cursor arrow pointing towards the top-left corner of the text, with three concentric orange circles radiating from its tip.

We Are **DDSB**

STUDENT CENSUS

KNOW EVERY STUDENT — GROW EVERY STUDENT



Who We Are: Board Summary Report of the
Student Census Findings

January 2020

Prepared by: Accountability and Assessment



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Summary of Results

The *We Are DDSB* Student Census was open from the end of April to the end of June 2019.

Parents/guardians were invited to voluntarily complete the census on behalf of Kindergarten to Grade 6 students. Grade 7 to 12 students were invited to voluntarily complete the census at school or at home.

37% of all Kindergarten to Grade 12 students in the DDSB participated in the Student Census (26,034 respondents). Below is a summary of the results:

- **Indigenous Identity:** 3% shared an Indigenous identity
- **Ethnic/Cultural Origins:** The 10 largest responses for ethnic/cultural origins shared were Canadian (53%), English (16%), Irish (11%), Scottish (11%), Jamaican (7%), Pakistani (6%), German (5%), Indian (5%), French (5%), and Sri Lankan (5%)
- **Racial Background:** 57% selected White as part of their racial background followed by South Asian (20%) and Black (12%)
- **Religion, Creed, Spiritual Affiliation or Belief:** One-third (33%) selected Christian as part of their religious or spiritual beliefs. This was followed by “No religion” (24%) and Muslim (14%)
- **Gender Identity:** Equal proportions (49%) selected “Boy or Man” or “Girl or Woman” as part of their gender identity. 1% selected a gender diverse identity
- **Sexual Orientation:** Grade 7 to 12 students were invited to share their sexual orientation. 85% selected Straight and 11% selected an LGBTQ2S+ sexual orientation
- **Disability:** 9% considered themselves to be a person with a disability. Of this group, the most frequently selected disabilities were Learning Disability (38%) and Autism (23%)
- **First Language(s) Learned:** 85% selected English as one of the first languages they learned to speak. The 3 largest responses for languages other than English were Urdu (6%), French (5%) and Tamil (4%)



Consultation and Development

In planning for the 2018-2019 *We Are DDSB* Student Census, a review and discussion of data collection tools (questions, response options, and approaches to collection) from other school boards was conducted. These boards included the Toronto District School Board, Peel District School Board and York Region District School Board. Additionally, learnings from the DDSB's own Workforce Census in 2016-2017 were used to inform data collection for the Student Census. Data collection practices and guidelines were also reviewed and adhered to from the Anti-Racism Directorate, Ontario Human Rights Commission and the Information and Privacy Commissioner of Ontario (IPC).

To build collaboration and trust with the DDSB communities, consultation sessions with community partners were held. These community partners included staff (e.g. the Durham Black Educators Network) and community groups (e.g. Special Education Advisory Committee, Regional School Community Councils and Equity Diversity Groups). Additionally, information sessions for parents/guardians were held at local high schools and the Education Centre to clarify the purpose and intent of the Student Census.

The Student Census was communicated to parents/guardians through various channels. Communication to parents/guardians was done through letters sent home, School Messenger (voice mail and email) and through DDSB social media channels (Twitter, Facebook and Instagram). There was also a webpage on the DDSB website with links to frequently asked questions (FAQs), authorization and confidentiality statements, copies of the census, and a YouTube video discussing the Student Census.



Review

As per the IPC's instruction for the Workforce Census in 2016-2017, the DDSB engaged in a Privacy Impact Assessment (PIA) as a proactive measure for the Student Census. In Summer 2018, the DDSB conducted a PIA to explore and document processes involved in the collection of student identity data.



Census Design

The Student Census consisted of nine questions based on identity categories provided by the Ministry of Education and informed by Ontario's *Anti-Racism Data Standards (ARDS)*:

- Indigenous Identity
- Ethnic/Cultural Origins
- Racial Background
- Religion, Creed, Spiritual Affiliation or Belief
- Gender Identity
- Sexual Orientation (*Grade 7-12 students*)
- Disability (consisting of two questions)
- First Language(s) Learned

There were two versions of the census: one for parents/guardians of students in Kindergarten - Grade 6 (K-6), and one for students in Grades 7-12 (7-12). Both versions had the same questions based on their intended audiences with the exception of one question; the 7-12 Student Census invited students to share their sexual orientation. For all questions, participants could select more than one option. Parents/guardians and students were provided the option to decline to participate in the Student Census, skip or choose not to answer any question in the Student Census and could exit the module of the online census at anytime.

The census was available in online and paper formats. The paper version of the census was available upon request to the Accountability and Assessment department. To address potential barriers due to language, the online versions of the census were translated into 6 languages other than English: Arabic, Dari, Persian/Farsi, Mandarin, Tamil, and Urdu. Two-hundred and forty-four (244) responses were completed in an online translated version.

On average, the online version of the K-6 census took parents/guardians approximately 3 minutes to complete, and the online version of the 7-12 census took students approximately 4 minutes to complete. Examples of both versions of the census can be found in Appendix A and B.



Access and Security

Access to the full census dataset has been restricted to select staff members in the Accountability & Assessment department. In addition, storage of the data has followed the security protocols outlined in the PIA.



Census Administration

The *We Are DDSB* Student Census was launched on April 29, 2019 and remained open until June 21, 2019. Parents/guardians of students in K-6 were invited to complete the census on behalf of their child. Students in 7-12 were invited to complete the census at school or at home. Students and parents/guardians were provided with an individualized ID for each child to access the census.

For students in 7-12, schools were asked to make arrangements for students to voluntarily complete the census during class time. In the week prior to the census launch, school leaders were provided with action items to share with their 7-12 teachers to explain the purpose of the census and the voluntary nature of it in their homeroom classes. The items included an explanatory script and a Google Slides presentation which included a YouTube video about the *We Are DDSB* Student Census. Secondary school leaders were also provided with a Census Completion Opportunity Schedule to assist them in tracking which homerooms had been given the opportunity to complete the voluntary census during homeroom, and which still need to block the time to do it.



Analysis

The analyses in this report include quantitative (number and percentage of respondents) summaries for each identity question. Each question has been summarized by the number of individuals who responded to the question and the percentage represented in each of the identity categories. Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories that had fewer than 15 respondents have been excluded from reporting unless otherwise stated.

Several questions had open-ended options for respondents to input identities that were not listed. Please note that additional review and coding of these open-ended options could result in small categorical fluctuations. As well, these results represent 37% of the population and generalizations should be made with caution.

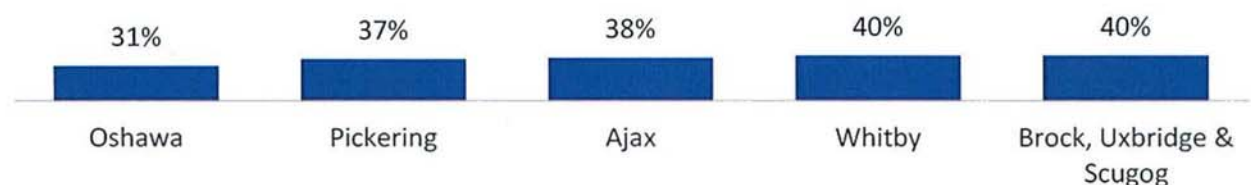


Census Participation

Thirty-seven percent (37%) of all K-12 students in the DDSB participated in the Student Census (26,034 respondents). Participation for the two versions of the census varied from 30% to 46%:

- K-6 (30% or 11,527 respondents)
- Grade 7-12 (46% or 14,507 respondents)

Total participation in the census also varied throughout the region from 31% to 40%:



For those students and parents/guardians who chose to participate in the Student Census, they had the option to skip any question. The following are the numbers and percentages of how many provided a response for each question.

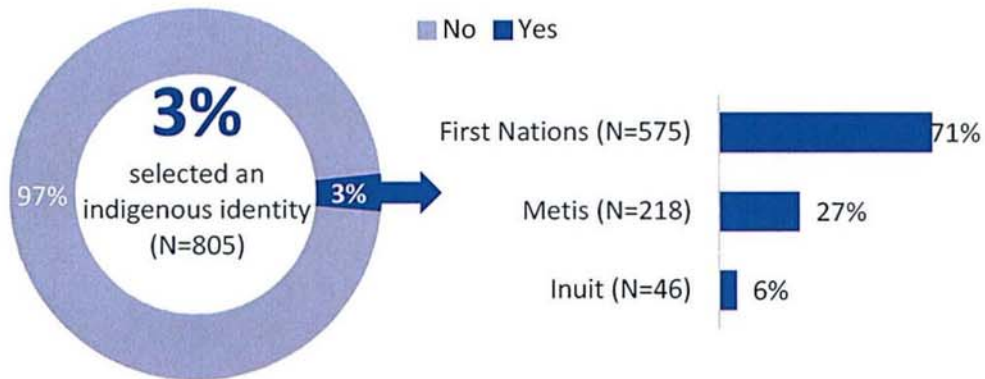
Question	Number of Respondents to Question	Percentage of Total Respondents
Indigenous Identity	25,704	99%
Ethnic or Cultural Origin	23,927	92%
Racial Group	25,503	98%
Religion, Creed, Spiritual Affiliation or Belief	25,324	97%
Gender Identity	25,741	99%
Sexual Orientation (Grade 7 to 12 only)	14,182	99%
Disabilities	25,714	99%
First Language(s) Learned to Speak	25,698	99%



Indigenous Identity

Participants were asked whether they identify as First Nations, Métis, and/or Inuit. Of the 25,704 respondents who shared, 3% identified one or more indigenous identities. Of this group of respondents, “First Nations” was the most frequent response (71%) followed by “Métis” (27%) and “Inuit” (6%).

Percentage of Students by Indigenous Identity



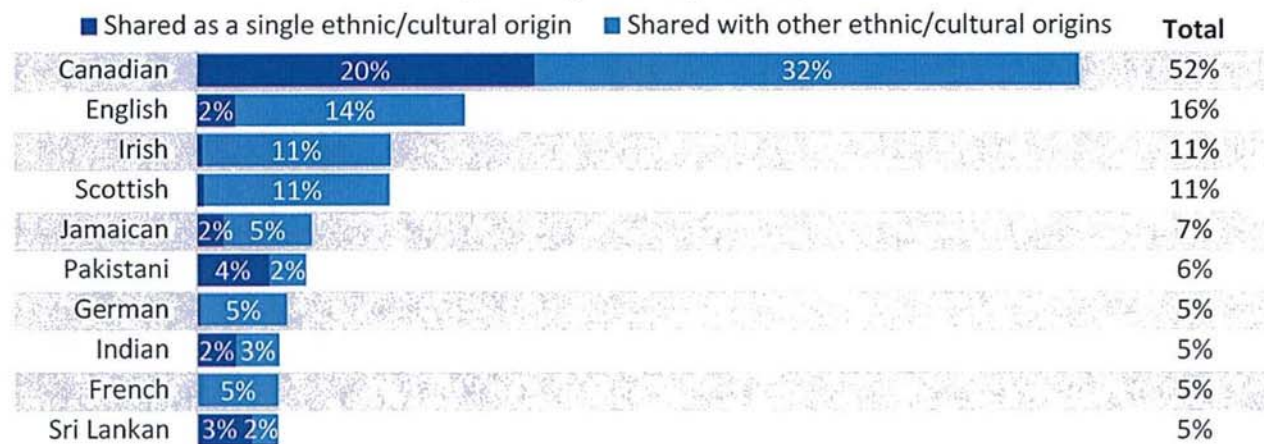


Ethnic/Cultural Origins

Participants were asked to specify their ethnic/cultural origins in an open-ended text box. Half of the respondents stated more than one ethnic/cultural origin in their response. Of the 23,927 respondents who shared their ethnic/cultural origins, over half stated “Canadian” as part of their ethnic/cultural origins (53%).

Along with Canadian, the 10 largest responses for ethnicities/cultural origins shared were “English” (16%), “Irish” (11%), “Scottish” (11%), “Jamaican” (7%), “Pakistani” (6%), “German” (5%), “Indian” (5%), “French” (5%), and “Sri Lankan” (5%).

Percentage of Students by Ethnic/Cultural Origins (10 Largest Responses)



Percentage of Students by Ethnic/Cultural Origin

Ethnic/Cultural Origin		Ethnic/Cultural Origin		Ethnic/Cultural Origin	
Canadian (N=12,386)	52%	British (N=737)	3%	Welsh (N=215)	1%
English (N=3731)	16%	Dutch (N=727)	3%	Jewish (N=205)	1%
Irish (N=2695)	11%	Trinidadian (N=645)	3%	Macedonian (N=202)	1%
Scottish (N=2687)	11%	East Indian (N=506)	2%	Barbadian (N=185)	1%
Jamaican (N=1600)	7%	Greek (N=484)	2%	Russian (N=177)	1%
Pakistani (N=1523)	6%	Afghani (N=473)	2%	Hungarian (N=176)	1%
German (N=1253)	5%	Polish (N=438)	2%	Bangladeshi (N=154)	1%
Indian (N=1148)	5%	Arabic (N=433)	2%	Spanish (N=144)	1%
French (N=1130)	5%	Ukrainian (N=412)	2%	Tamil (N=136)	1%
Sri Lankan (N=1127)	5%	Filipino (N=410)	2%	Métis (N=125)	1%
Chinese (N=1110)	5%	Portuguese (N=359)	2%	European (N=124)	1%
Italian (N=932)	4%	American (N=286)	1%	Muslim (N=119)	1%
Guyanese (N=813)	3%	African (N=218)	1%		

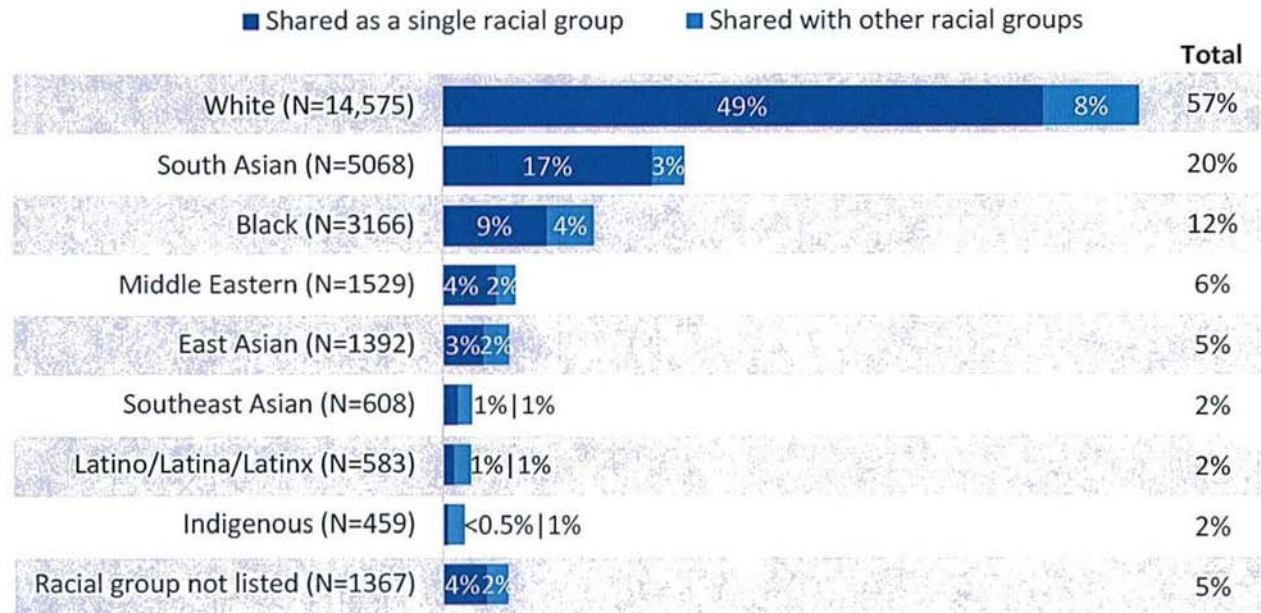
Note: Only ethnicities with percentages greater than 0.5% shown.



Racial Background

Of the 25,503 who shared their racial group, 57% selected “White” as part of their racial background. This was followed by “South Asian” (20%), and “Black” (12%). Eleven percent (11% or 2820 respondents) selected multiple racial groups.

Percent of Students by Racial Group

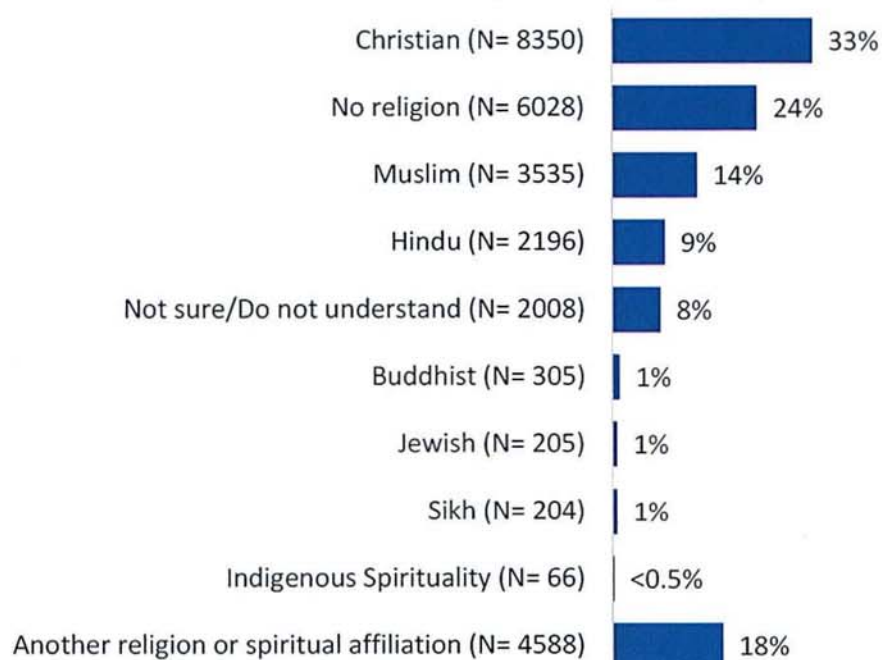




Religion, Creed, Spiritual Affiliation or Belief

Of the 25,324 who shared their religious affiliations, one-third (33%) selected “Christian” as part of their religious or spiritual beliefs. This was followed by 24% selecting “No religion” and 14% selecting “Muslim”.

Percentage of Students by Religious Affiliation
(ARDS Categories)



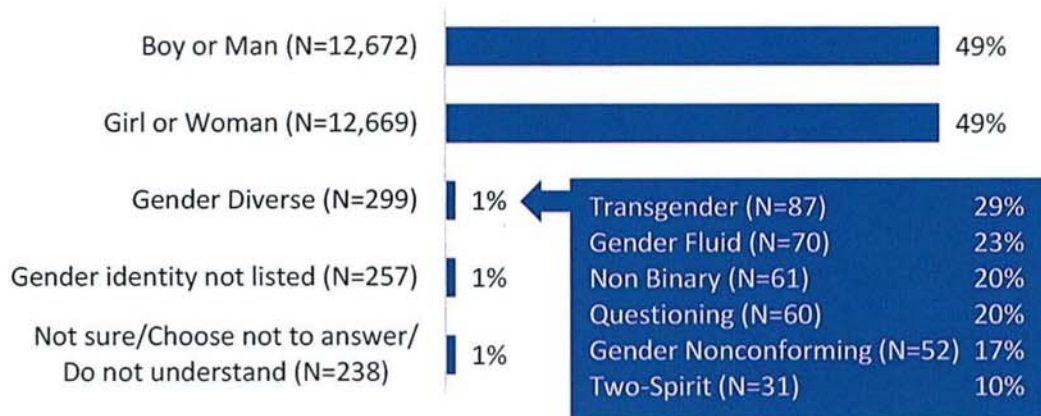
Note: For this question, subcategories were included in the response options to be responsive, inclusive and help individuals select the appropriate response. Those responses have been mapped back to nine categories as prescribed by the ARDS for analysis and reporting. The categories “Not sure/Do not understand” were included by the DDSB Accountability and Assessment department. For subcategory mapping and the full list of response options and results, please see Appendix C.



Gender Identity

Of the 25,741 who shared their gender identity, 49% selected “Boy or Man” and “Girl or Woman” as part of their gender identity. One percent (1% or 299 respondents) selected a gender diverse identity. Of the 299 who selected a gender diverse identity, 29% selected “Transgender”.

Percentage of Students by Gender Identity

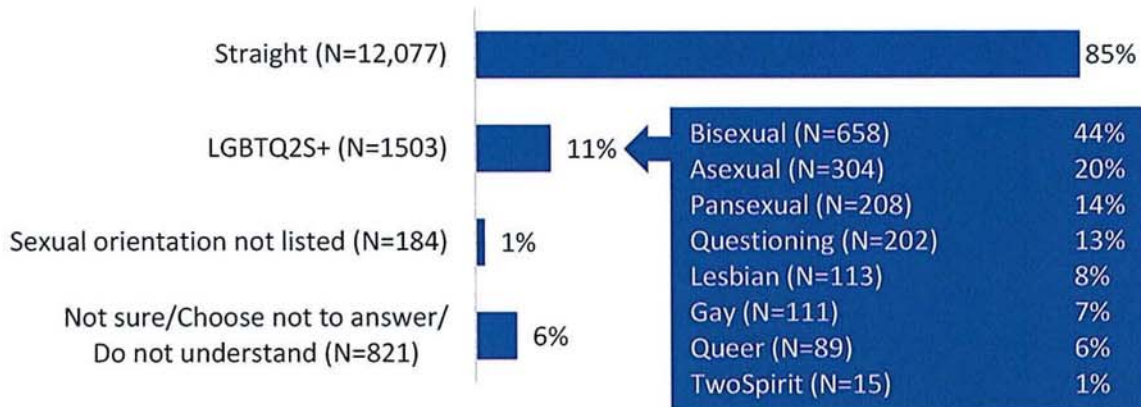




Sexual Orientation (Grade 7-12 Students)

Of the 14,182 Grade 7-12 students who shared their sexual orientation, 85% selected "Straight" as part of their sexual orientation. Eleven percent (11% or 1503 respondents) selected an LGBTQ2S+ sexual orientation. Of the 1503 who selected an LGBTQ2S+ sexual orientation, 44% selected "Bisexual".

Percentage of Grade 7-12 Students by Sexual Orientation

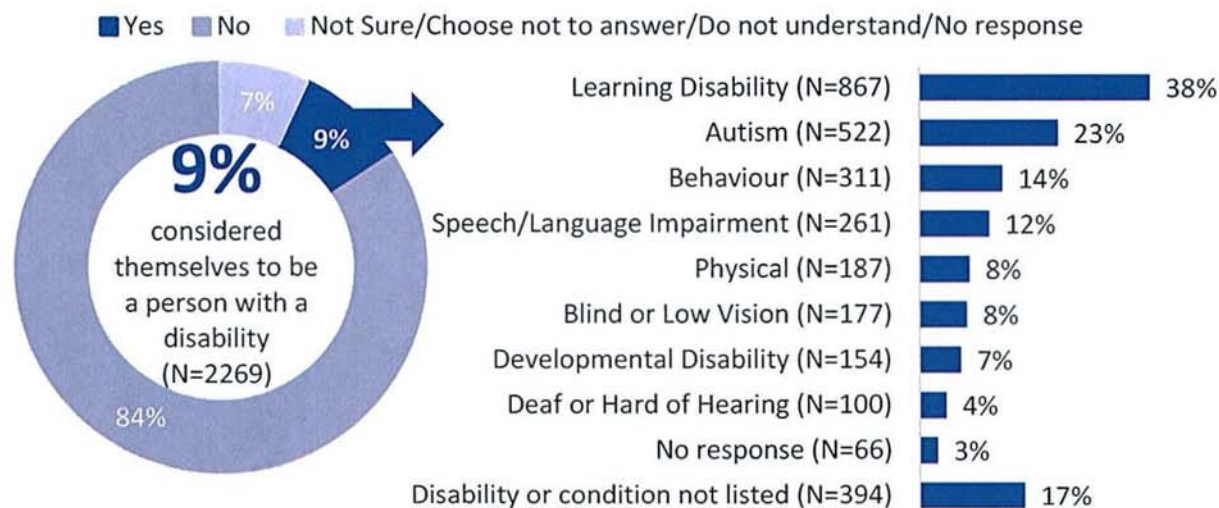




Disability

Participants were asked if they or their child considered themselves to be a person with a disability. Of the 25,714 who provided a response, 9% said “Yes” they or their child considered themselves to be a person with a disability. From this group of 2269 respondents, “Learning Disability” (38%) and “Autism” (23%) were the most frequent selected disabilities.

Percentage of Students by Disability



Of the total 25,714 respondents, 4% (1122 respondents) selected “Mental Health Concern”.



First Language(s) Learned

Of the 25,698 who shared the language(s) they first learned how to speak, 85% selected “English” as one of their first languages. Of those who selected “English”, 20% selected an additional first language as one of their first languages.

Almost one-third (31%) of respondents selected a language other than English. The top five languages other than English most frequently selected were “Urdu” (6%), “French” (5%), “Tamil” (4%), “A Language Not Listed” (2%), and “Arabic” (2%).

Percentage of Students by First Language(s) Learned

First Language(s) Learned		First Language(s) Learned	
English (N=21970)	85%	Spanish (N=328)	1%
Urdu (N=1439)	6%	Dari (N=291)	1%
French (N=1177)	5%	Gujarati (N=278)	1%
Tamil (N=1013)	4%	Farsi (Persian) (N=260)	1%
A Language Not Listed (N=515)	2%	Bengali (N=247)	1%
Arabic (N=455)	2%	Punjabi (N=248)	1%
Mandarin (N=429)	2%	Cantonese (N=227)	1%
Hindi (N=390)	2%	Greek (N=147)	1%

Note: Only languages with percentages greater than 0.5% shown.



References

- Government of Ontario. (2019). Data standards for the identification and monitoring of systemic racism. Retrieved from: <https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism/introduction>
- OHRC. (2010). Count me in! Collecting human rights-based data. Ontario Human Rights Commission. Retrieved from: [http://www.ohrc.on.ca/sites/default/files/attachments/Count me in%21 Collecting human rights based data.pdf](http://www.ohrc.on.ca/sites/default/files/attachments/Count%20me%20in%20Collecting%20human%20rights%20based%20data.pdf)
- Information and Privacy Commissioner of Ontario. (2016). De-identification guidelines for structured data. Retrieved from: <https://www.ipc.on.ca/wp-content/uploads/2016/08/Deidentification-Guidelines-for-Structured-Data.pdf>



Appendix A: Student Census Questions for Grades K-6



Student Census 2019 Know Every Student – Grow Every Student Questions for Grades K-6

Does your child identify as First Nations, Métis, and/or Inuit?

If yes, select all that apply:

- ☐ No
- ☐ Yes, First Nations
- ☐ Yes, Métis
- ☐ Yes, Inuit

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

What is your child's ethnic or cultural origin?

Specify as many ethnic or cultural origins as apply

(For example; Anishnaabe, Arabic, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, English, French, Filipino, German, Guyanese, Haudenosaunee, Hungarian, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Métis, Mi'kmaq, Ojibway, Pakistani, Polish, Portuguese, Scottish, Somali, Sri-Lankan, Trinidadian, Ukrainian, etc.)

*Race is a social construct that groups people on the basis of common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group

In our society, people are often described by their race or racial background.

Which racial group(s)* best describes your child?

If your child has a mixed background, select all that apply.

- ☐ Black (African, Afro-Caribbean, African Canadian descent)
- ☐ East Asian (Chinese, Korean, Japanese, Korean, Taiwanese descent)
- ☐ Indigenous (First Nations, Métis, Inuit descent)
- ☐ Latino/Latina/Latinx (Latin American, Hispanic descent)
- ☐ Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- ☐ South Asian (East Indian, Pakistani, Bangladeshi, Sri-Lankan, Indo-Caribbean, etc.)
- ☐ Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- ☐ White (European descent)
- ☐ A racial group not listed above (please specify):

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

Indicate any religion, creed, spiritual affiliation, or belief with which your child identifies. Select all that apply

- | | |
|---|--|
| <input type="checkbox"/> Agnostic holds a view that the existence of God is unknown or unknowable, claims neither faith nor disbelief in a higher power. | <input type="checkbox"/> Jains |
| <input type="checkbox"/> Atheist a person who disbelieves or lacks belief in the existence of God or gods. | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Bahá'í | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Rastafarian |
| <input type="checkbox"/> Catholic | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.) | <input type="checkbox"/> Spiritual, but not religious belief/faith without a religious framework, emphasizing personal growth and inner peace. |
| <input type="checkbox"/> Church of Christ, Scientist | <input type="checkbox"/> Wiccan |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Zoroastrian |
| <input type="checkbox"/> Humanist a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by. | <input type="checkbox"/> No religious or spiritual affiliation |
| <input type="checkbox"/> Indigenous Spirituality | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> A religion, spiritual affiliation, creed, or belief not listed (please specify): | <input type="checkbox"/> I do not understand this question |

*A person's internal and deeply felt sense of being a man, a woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male).

What is your child's gender identity*? Select all that apply

- ☐ Girl/Woman (Female)
- ☐ Gender Fluid of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum.
- ☐ Gender Nonconforming not being in line with the cultural associations made in a given society about a person's sex assigned at birth.
- ☐ Boy/Man (Male)
- ☐ Non Binary refers to a person whose gender identity does not align with the binary concept of gender such as man (boy) or woman (girl).
- ☐ Transgender refers to a person whose gender identity differs from the one associated with their birth-assigned sex.
- ☐ Two-Spirit an Indigenous person whose gender identity or spiritual identity includes masculine, feminine or non-binary spirits.
- ☐ Questioning refers to a person who is unsure about their own gender identity.
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question
- ☐ A gender identity not listed above (please specify):

*Defining disability is a complex, evolving matter. Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities, hearing or vision disabilities; epilepsy, environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.

Does your child consider themselves to be a person with a disability*?

Select one answer only

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Choose not to answer |
| <input type="checkbox"/> No | <input type="checkbox"/> I do not understand this question |
| <input type="checkbox"/> Not sure | |

Please select all that apply?

- | | |
|---|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Behaviour | <input type="checkbox"/> Mental health Disability |
| <input type="checkbox"/> Blind or Low Vision | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Deaf or Hard of Hearing | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Developmental Disability | |
| <input type="checkbox"/> A disability or condition not listed (please specify): | |

What is the first language(s) your child learned to speak? *Select all that apply*

- | | | |
|---|--|--|
| <input type="checkbox"/> Afrikaans | <input type="checkbox"/> Hakka | <input type="checkbox"/> Oromo |
| <input type="checkbox"/> Akan (Twi) | <input type="checkbox"/> Haudenosaunee | <input type="checkbox"/> Pashto/Pashtu |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Hebrew | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Algonquin | <input type="checkbox"/> Hindi | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Hungarian | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Ilokano | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Anishinaabemowin | <input type="checkbox"/> Indo-Iranian languages | <input type="checkbox"/> Rundi (Kirundi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Innu/Montagnais | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Inuktitut | <input type="checkbox"/> Rwanda |
| <input type="checkbox"/> Atikamekw | <input type="checkbox"/> Italian | <input type="checkbox"/> (Kinyarwanda) |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Japanese | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> Bantu languages | <input type="checkbox"/> Kannada | <input type="checkbox"/> Sindhi |
| <input type="checkbox"/> Berber languages | <input type="checkbox"/> Khmer (Cambodian) | <input type="checkbox"/> Sinhala |
| <input type="checkbox"/> Blackfoot | <input type="checkbox"/> Korean | <input type="checkbox"/> (Sinhalese) |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> Kurdish | <input type="checkbox"/> Slovak |
| <input type="checkbox"/> Bulgarian | <input type="checkbox"/> Lao | <input type="checkbox"/> Slovenian |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Latvian | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Cree languages | <input type="checkbox"/> Lingala | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Lithuanian | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Czech | <input type="checkbox"/> Macedonian | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Dari | <input type="checkbox"/> Malay | <input type="checkbox"/> Taiwanese |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Malayalam | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> English | <input type="checkbox"/> Maltese | <input type="checkbox"/> Telugu |
| <input type="checkbox"/> Estonian | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Thai |
| <input type="checkbox"/> Farsi (Persian) | <input type="checkbox"/> Marathi | <input type="checkbox"/> Tigrigna |
| <input type="checkbox"/> Finnish | <input type="checkbox"/> Mi'kmaq | <input type="checkbox"/> Tlicho (Dogrib) |
| <input type="checkbox"/> Flemish | <input type="checkbox"/> Nepali | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> French | <input type="checkbox"/> Niger-Congo languages | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Fukien | <input type="checkbox"/> Ninimowin | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> German | <input type="checkbox"/> Norwegian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Ojibway | |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Oji-Cree | |
| <input type="checkbox"/> Not sure | <input type="checkbox"/> A language(s) not listed, please specify: | |
| <input type="checkbox"/> Choose not to answer | | |
| <input type="checkbox"/> I do not understand | | |



Appendix B: Student Census Questions for Grades 7-12



Student Census 2019 Know Every Student – Grow Every Student Questions for Grades 7-12

Do you identify as First Nations, Métis, and/or Inuit?

If yes, select all that apply:

- ☐ No
- ☐ Yes, First Nations
- ☐ Yes, Métis
- ☐ Yes, Inuit

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

What is your ethnic or cultural origin?

Specify as many ethnic or cultural origins as apply

(For example; Anishnaabe, Arabic, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, English, French, Filipino, German, Guyanese, Haudenosaunee, Hungarian, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Métis, Mi'kmaq, Ojibway, Pakistani, Polish, Portuguese, Scottish, Somali, Sri-Lankan, Trinidadian, Ukrainian, etc.)

*Race is a social construct that groups people on the basis of common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group.

In our society, people are often described by their race or racial background.

Which racial group(s)* best describes you?

If you have a mixed background, select all that apply.

- ☐ Black (African, Afro-Caribbean, African Canadian descent)
- ☐ East Asian (Chinese, Korean, Japanese, Korean, Taiwanese descent)
- ☐ Indigenous (First Nations, Métis, Inuit descent)
- ☐ Latino/Latina/Latinx (Latin American, Hispanic descent)
- ☐ Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- ☐ South Asian (East Indian, Pakistani, Bangladeshi, Sri-Lankan, Indo-Caribbean, etc.)
- ☐ Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- ☐ White (European descent)
- ☐ A racial group not listed above (please specify):

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

Indicate any religion, creed, spiritual affiliation, or belief with which you identify. Select all that apply

- | | |
|---|--|
| <input type="checkbox"/> Agnostic holds a view that the existence of God is unknown or unknowable, claims neither faith nor disbelief in a higher power. | <input type="checkbox"/> Jains |
| <input type="checkbox"/> Atheist a person who disbelieves or lacks belief in the existence of God or gods. | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Bahá'í | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Rastafarian |
| <input type="checkbox"/> Catholic | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.) | <input type="checkbox"/> Spiritual, but not religious belief/faith without a religious framework, emphasizing personal growth and inner peace. |
| <input type="checkbox"/> Church of Christ, Scientist | <input type="checkbox"/> Wiccan |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Zoroastrian |
| <input type="checkbox"/> Humanist a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by. | <input type="checkbox"/> No religious or spiritual affiliation |
| <input type="checkbox"/> Indigenous Spirituality | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> A religion, spiritual affiliation, creed, or belief not listed (please specify): | <input type="checkbox"/> I do not understand this question |

*A person's internal and deeply felt sense of being a man, a woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male).

What is your gender identity*? Select all that apply

- ☐ Girl/Woman (Female)
- ☐ Gender Fluid of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum.
- ☐ Gender Nonconforming not being in line with the cultural associations made in a given society about a person's sex assigned at birth.
- ☐ Boy/Man (Male)
- ☐ Non Binary refers to a person whose gender identity does not align with the binary concept of gender such as man (boy) or woman (girl).
- ☐ Transgender refers to a person whose gender identity differs from the one associated with their birth-assigned sex.
- ☐ Two-Spirit an Indigenous person whose gender identity or spiritual identity includes masculine, feminine or non-binary spirits.
- ☐ Questioning refers to a person who is unsure about their own gender identity.
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question
- ☐ A gender identity not listed above (please specify):

*Sexual orientation is the direction of one's sexual interest or attraction. It is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.

What is your sexual orientation*? Select all that apply

- ☐ Asexual a person that experiences no sexual attraction to others.
- ☐ Bisexual a person who is physically/sexually and emotionally attracted to both males and females.
- ☐ Gay a person who is physically/sexually and emotionally attracted to someone of the same sex. The term "gay" typically refers to males, but in some contexts can be used for both males and females.
- ☐ Lesbian a female who is attracted physically/sexually and emotionally almost exclusively to other females.
- ☐ Pansexual a person who is attracted physically/sexually and emotionally to others, without being limited by sex or gender identity.
- ☐ Queer the term "queer" refers to ideas, practices, persons or identities that go against the standards that form the heteronormative social model.
- ☐ Straight a person who is physically/sexually and emotionally attracted exclusively to someone of the opposite sex.
- ☐ Two-Spirit an Indigenous person whose gender identity, sexual orientation, or spiritual identity includes masculine, feminine or non-binary spirits.
- ☐ Questioning refers to a person who is unsure about their own sexual orientation
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question
- ☐ A sexual orientation not listed above (please specify):

*Defining disability is a complex, evolving matter. Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities, hearing or vision disabilities; epilepsy, environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.

Do you consider yourself to be a person with a disability*? Select one answer only

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Choose not to answer |
| <input type="checkbox"/> No | <input type="checkbox"/> I do not understand this question |
| <input type="checkbox"/> Not sure | |

Please select all that apply?

- | | |
|---|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Behaviour | <input type="checkbox"/> Mental health Disability |
| <input type="checkbox"/> Blind or Low Vision | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Deaf or Hard of Hearing | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Developmental Disability | |
| <input type="checkbox"/> A disability or condition not listed (please specify): | |

What is the first language(s) you learned to speak as a child? *Select all that apply*

- | | | |
|---|--|--|
| <input type="checkbox"/> Afrikaans | <input type="checkbox"/> Hakka | <input type="checkbox"/> Oromo |
| <input type="checkbox"/> Akan (Twi) | <input type="checkbox"/> Haudenosaunee | <input type="checkbox"/> Pashto/Pashtu |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Hebrew | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Algonquin | <input type="checkbox"/> Hindi | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Hungarian | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Ilokano | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Anishinaabemowin | <input type="checkbox"/> Indo-Iranian languages | <input type="checkbox"/> Rundi (Kirundi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Innu/Montagnais | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Inuktitut | <input type="checkbox"/> Rwanda
(Kinyarwanda) |
| <input type="checkbox"/> Atikamekw | <input type="checkbox"/> Italian | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Japanese | <input type="checkbox"/> Sindhi |
| <input type="checkbox"/> Bantu languages | <input type="checkbox"/> Kannada | <input type="checkbox"/> Sinhala
(Sinhalese) |
| <input type="checkbox"/> Berber languages | <input type="checkbox"/> Khmer (Cambodian) | <input type="checkbox"/> Slovak |
| <input type="checkbox"/> Blackfoot | <input type="checkbox"/> Korean | <input type="checkbox"/> Slovenian |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> Kurdish | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Bulgarian | <input type="checkbox"/> Lao | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Latvian | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Cree languages | <input type="checkbox"/> Lingala | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Lithuanian | <input type="checkbox"/> Taiwanese |
| <input type="checkbox"/> Czech | <input type="checkbox"/> Macedonian | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Dari | <input type="checkbox"/> Malay | <input type="checkbox"/> Telugu |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Malayalam | <input type="checkbox"/> Thai |
| <input type="checkbox"/> English | <input type="checkbox"/> Maltese | <input type="checkbox"/> Tigrigna |
| <input type="checkbox"/> Estonian | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Tlicho (Dogrib) |
| <input type="checkbox"/> Farsi (Persian) | <input type="checkbox"/> Marathi | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Finnish | <input type="checkbox"/> Mi'kmaq | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Flemish | <input type="checkbox"/> Nepali | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> French | <input type="checkbox"/> Niger-Congo languages | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Fukien | <input type="checkbox"/> Ninimowin | |
| <input type="checkbox"/> German | <input type="checkbox"/> Norwegian | |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Ojibway | |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Oji-Cree | |
| <input type="checkbox"/> Not sure | <input type="checkbox"/> A language(s) not listed, please specify: | |
| <input type="checkbox"/> Choose not to answer | | |
| <input type="checkbox"/> I do not understand | | |



Appendix C: Religion, Creed, Spiritual Affiliation or Belief Responses

Subcategories were mapped back to the nine categories as prescribed by the Anti-Racism Act (2017) in the following way:

ARA Category	Subcategories
Christian	Christian Catholic
No religion	No religious or spiritual affiliation Atheist
Another religion or spiritual affiliation	A religion, spiritual affiliation, creed, or belief not listed (please specify) Agnostic Baha'i Church of Christ, Scientist Humanist Jains Rastafarian Spiritual Wiccan Zoroastrian

The full list of response options and results were as follows:

Percentage of Students by Religious Affiliation

Religious Affiliation		Religious Affiliation	
Christian (N=6192)	24%	Sikh (N=204)	1%
No religious or spiritual affiliation (N=4252)	17%	Church of Christ, Scientist (N=187)	1%
Muslim (N=3535)	14%	Wiccan (N=88)	<0.5%
Catholic (N=2480)	10%	Indigenous Spirituality(N=66)	<0.5%
Hindu (N=2196)	9%	Rastafarian (N=46)	<0.5%
Agnostic (N=2073)	8%	Zoroastrian (N=30)	<0.5%
Atheist (N=1876)	7%	Baha'i (N=28)	<0.5%
Spiritual (N=1267)	5%	Jains (N=25)	<0.5%
Buddhist (N=305)	1%	Religious affiliation not listed (N=1036)	4%
Humanist (N=274)	1%	Not sure/Do not understand (N=2008)	8%
Jewish (N=205)	1%		

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

From April to June 2019, 26,034 students and parents/guardians (11,527 parents/guardians of students in Kindergarten to Grade 6 and 14,507 students in Grades 7 to 12) completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

OVERALL
PARTICIPATED IN
THE STUDENT
CENSUS

30%

Parents/Guardians of students in Kindergarten to Grade 6



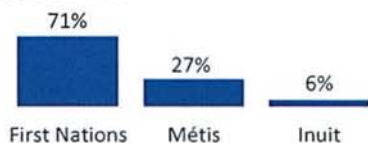
46%

Students in Grade 7 to 12

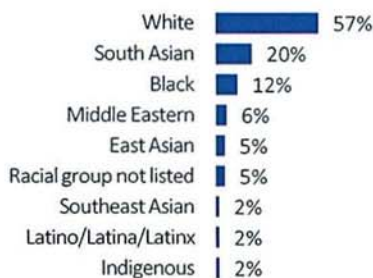
WHO ARE OUR STUDENTS?

(25,704 Respondents)

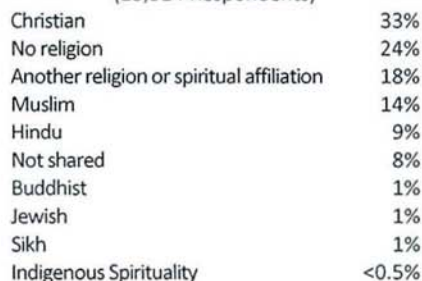
3% selected one or more Indigenous identity. Of the 3%, Indigenous identities selected were:



(25,503 Respondents)



(ANTI-RACISM DATA STANDARDS CATEGORIES)
(25,324 Respondents)

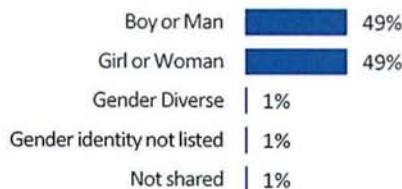


(10 LARGEST RESPONSES)

(23,927 Respondents)

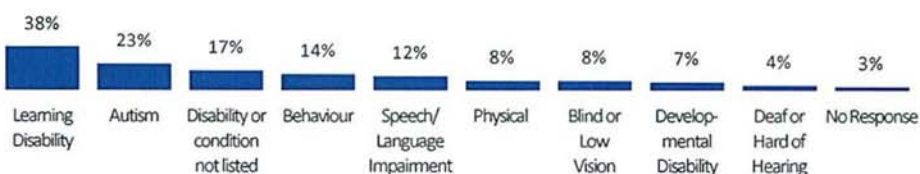


(25,741 Respondents)



(25,714 Respondents)

9% said that they considered themselves (or their child) to be a person with a disability. Of the 9%, types of disabilities selected were:



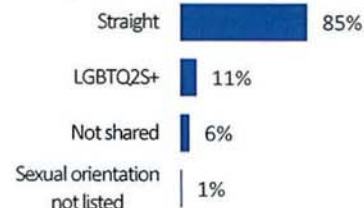
(25,698 Respondents)

52% **85%** selected **English** as one of the first
16% languages they learned. Other first
11% languages included:



(GRADES 7 TO 12)

(14,182 Respondents)



4% of respondents selected
Mental Health Concern

Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories with fewer than 15 respondents have been excluded, unless otherwise indicated. Response options with "not listed" represent the answer options where respondents could specify with an open text-box. "Not shared" represents answer options "Not sure," "I do not understand this question" and "Choose not to answer."

AJAX SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

From April to June 2019, 6355 students and parents/guardians (2965 parents/guardians of students in Kindergarten to Grade 6 and 3390 students in Grades 7 to 12) in Ajax schools completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

38%

IN AJAX SCHOOLS
PARTICIPATED IN
THE STUDENT
CENSUS

WHO RESPONDED?



32%

Parents/Guardians of students in Kindergarten to Grade 6



47%

Students in Grades 7 to 12

WHO ARE OUR STUDENTS?

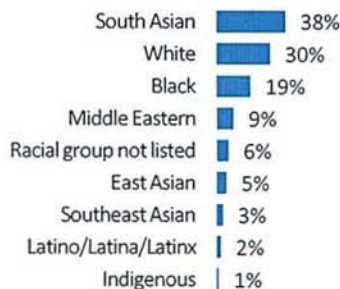
INDIGENOUS IDENTITIES

(6274 Respondents)

2% selected one or more Indigenous identity

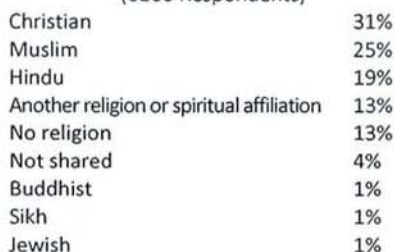
RACIAL GROUPS

(6280 Respondents)



RELIGIONS

(ANTI-RACISM DATA STANDARDS CATEGORIES)
(6260 Respondents)



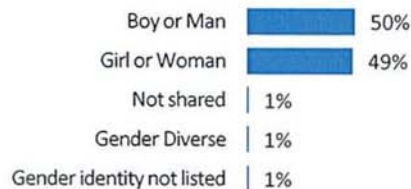
ETHNIC/CULTURAL ORIGINS

(10 LARGEST RESPONSES)
(5990 Respondents)

Canadian
Pakistani
Sri Lankan
Jamaican
English
Indian
Scottish
Irish
Guyanese
Chinese

GENDER IDENTITIES

(6300 Respondents)



LANGUAGES

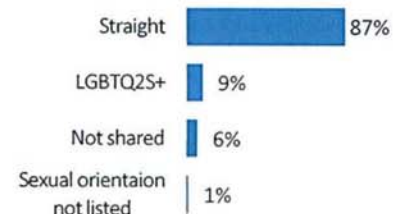
(6297 Respondents)

78% selected English as one of the first languages they learned. Other first languages included:



SEXUAL ORIENTATIONS

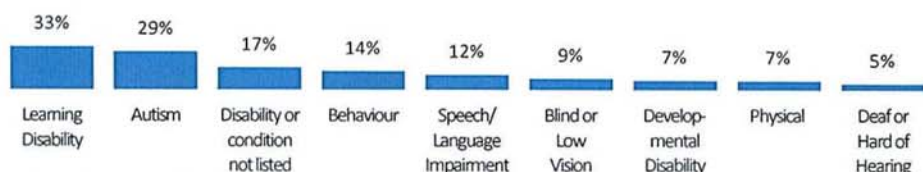
(GRADES 7 TO 12)
(3344 Respondents)



DISABILITIES

(6298 Respondents)

6% said that they considered themselves (or their child) to be a person with a disability. Of the 6%, types of disabilities selected were:



1% of respondents selected Mental Health Concern

We Are DDSB

STUDENT CENSUS

KNOW EVERY STUDENT — GROW EVERY STUDENT

BROCK/UXBRIDGE/SCUGOG SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

From April to June 2019, 2884 students and parents/guardians (1035 parents/guardians of students in Kindergarten to Grade 6 and 1849 students in Grades 7 to 12) in Brock/Uxbridge/Scugog schools completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

40%

IN BROCK/UXBRIDGE/
SCUGOG SCHOOLS
PARTICIPATED IN THE
STUDENT CENSUS

WHO RESPONDED?



28%

Parents/Guardians of students in Kindergarten to Grade 6



52%

Students in Grades 7 to 12

WHO ARE OUR STUDENTS?

INDIGENOUS IDENTITIES

(2851 Respondents)

3% selected one or more
Indigenous identity

ETHNIC/CULTURAL ORIGINS

(10 LARGEST RESPONSES)
(2558 Respondents)

Canadian
English
Irish
Scottish
German
French
Italian
Dutch
British
Chinese

70%
25%
15%
15%
8%
7%
6%
5%
4%
2%

LANGUAGES

(2850 Respondents)

96% selected **English** as one of the first
languages they learned to speak. Other first
languages included:

German
Arabic
Spanish
French
Greek
Tamil
Russian

RACIAL GROUPS

(2802 Respondents)

White **91%**
Racial group not listed 4%
East Asian 2%
Black 2%
Indigenous 2%
South Asian 2%
Middle Eastern 2%
Latino/Latina/Latinx 1%
Southeast Asian 1%

GENDER IDENTITIES

(2852 Respondents)

Girl or Woman **51%**
Boy or Man **47%**
Gender Diverse 1%
Not shared 1%
Gender identity not listed 1%

SEXUAL ORIENTATIONS

(GRADES 7 TO 12)
(1806 Respondents)

Straight **87%**
LGBTQ2S+ 9%
Not shared 6%
Sexual orientation not listed 2%

RELIGIONS

(ANTI-RACISM DATA STANDARDS CATEGORIES)
(2778 Respondents)

Christian 35%
No religion 35%
Another religion or spiritual affiliation 21%
Not shared 13%
Hindu 1%
Jewish 1%
Buddhist 1%
Muslim 1%

DISABILITIES

(2850 Respondents)

10% said that they considered themselves
(or their child) to be a person with a disability.
Of the 10%, types of disabilities selected were:

48%
Learning Disability
17% Disability or condition not listed
15% Behaviour
15% Autism
7% Physical
7% Blind or Low Vision
6% Speech/Language Impairment

2% of respondents selected
Mental Health Concern

Percentages may not sum to 100% because respondents were able to select more than one option for all questions.
Identity categories with fewer than 15 respondents have been excluded.
Response options with "not listed" represent the answer options where respondents could specify with an open text-box.
"Not shared" represents answer options "Not sure", "I do not understand this question" and "Choose not to answer".

We Are DDSB

STUDENT CENSUS

KNOW EVERY STUDENT — GROW EVERY STUDENT

OSHAWA SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

From April to June 2019, 6039 students and parents/guardians (2423 parents/guardians of students in Kindergarten to Grade 6 and 3616 students in Grades 7 to 12) in Oshawa schools completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

31%

IN OSHAWA
SCHOOLS
PARTICIPATED IN
THE STUDENT
CENSUS

WHO RESPONDED?



21%

Parents/Guardians of students in Kindergarten to Grade 6



44%

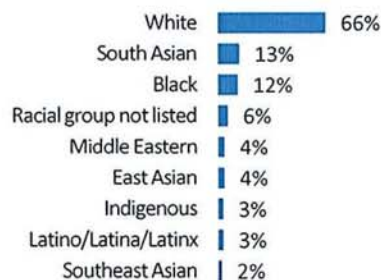
Students in Grades 7 to 12

WHO ARE OUR STUDENTS?

INDIGENOUS IDENTITIES (5957 Respondents)

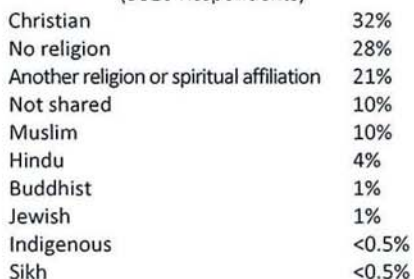
6% selected one or more
Indigenous identity

RACIAL GROUPS (5875 Respondents)



RELIGIONS

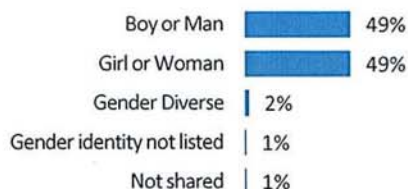
(ANTI-RACISM DATA STANDARDS CATEGORIES)
(5826 Respondents)



ETHNIC/CULTURAL ORIGINS (10 LARGEST RESPONSES) (5437 Respondents)

Canadian
English
Irish
Scottish
French
German
Jamaican
Pakistani
Italian
Chinese

GENDER IDENTITIES (5967 Respondents)



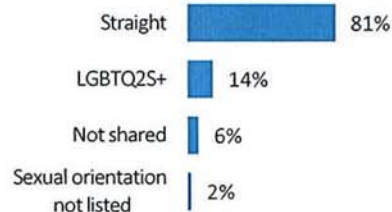
57%
18%
13%
12%
7%
6%
6%
5%
4%
4%

LANGUAGES (5942 Respondents)

87% selected English as one of the first languages they learned. Other first languages included:

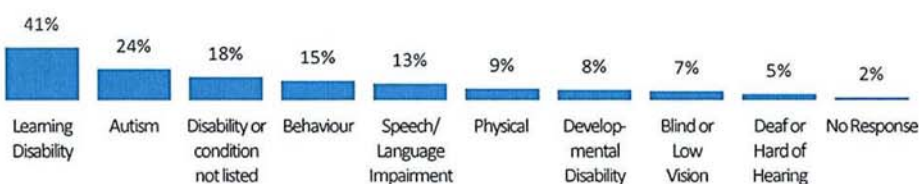


SEXUAL ORIENTATIONS (GRADES 7 TO 12) (3531 Respondents)



DISABILITIES (5958 Respondents)

12% said that they considered themselves (or their child) to be a person with a disability. Of the 12%, types of disabilities selected were:



3% of respondents selected Mental Health Concern

We Are DDSB

STUDENT CENSUS

KNOW EVERY STUDENT — GROW EVERY STUDENT

PICKERING SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the We Are DDSB Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

From April to June 2019, 3356 students and parents/guardians (1638 parents/guardians of students in Kindergarten to Grade 6 and 1718 students in Grades 7 to 12) in Pickering schools completed the Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

37%

IN PICKERING
SCHOOLS
PARTICIPATED IN
THE STUDENT
CENSUS

WHO RESPONDED?



32%

Parents/Guardians of students in Kindergarten to Grade 6



45%

Students in Grades 7 to 12

WHO ARE OUR STUDENTS?

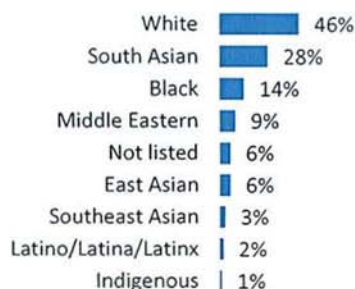
INDIGENOUS IDENTITIES

(3302 Respondents)

3% selected one or more
Indigenous identity

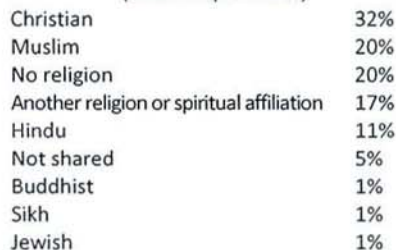
RACIAL GROUPS

(3282 Respondents)



RELIGIONS

(ANTI-RACISM DATA STANDARDS CATEGORIES)
(3268 Respondents)



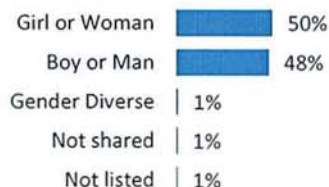
ETHNIC/CULTURAL ORIGINS

(10 LARGEST RESPONSES)
(3120 Respondents)

Canadian
English
Irish
Scottish
Pakistani
Jamaican
Indian
Sri Lankan
German
Guyanese

GENDERS

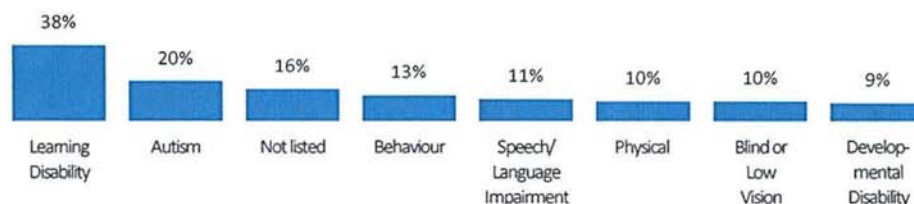
(3307 Respondents)



DISABILITIES

(3304 Respondents)

8% said that they considered themselves
(or their child) to be a person with a disability.
Of the 8%, types of disabilities selected were:



LANGUAGES

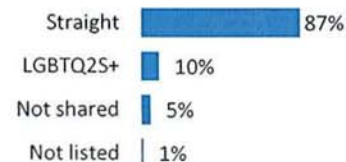
(3295 Respondents)

85% selected English as one of the first
languages they learned. Other first
languages included:



SEXUAL ORIENTATIONS

(GRADES 7 TO 12)
(1662 Respondents)



2% of respondents selected
Mental Health Concern

Percentages may not sum to 100% because respondents were able to select more than one option for all questions.
Identity categories with fewer than 15 respondents have been excluded.

"Not listed" represents the answer options where respondents could specify with an open text-box.

"Not shared" represents answer options "Not sure", "I do not understand this question" and "Choose not to answer".

We Are DDSB

STUDENT CENSUS

KNOW EVERY STUDENT — GROW EVERY STUDENT

WHITBY SCHOOLS

To gain a clearer understanding of who our students are, the DDSB invited students and parents/guardians of students to complete the *We Are DDSB* Student Census. Findings will help the DDSB identify challenges and address successes with student populations, develop programs and provide resources to meet student needs.

40%

IN WHITBY
SCHOOLS
PARTICIPATED IN
THE STUDENT
CENSUS

From April to June 2019, 7395 students and parents/guardians (3461 parents/guardians of students in Kindergarten to Grade 6 and 3934 students in Grades 7 to 12) in Whitby schools completed the *We Are DDSB* Student Census. This infographic shows the identities that were shared by participating students and parents/guardians of students.

WHO RESPONDED?



33%

Parents/Guardians of students in Kindergarten to Grade 6



47%

Students in Grades 7 to 12

WHO ARE OUR STUDENTS?

INDIGENOUS IDENTITIES

(7315 Respondents)

2% selected one or more Indigenous identity

ETHNIC/CULTURAL ORIGINS

(10 LARGEST RESPONSES)
(6817 Respondents)

Canadian
English
Scottish
Irish
Chinese
Jamaican
German
French
Italian
Indian

55%
18%
14%
14%
6%
6%
5%
5%
5%
4%

LANGUAGES

(7309 Respondents)

87% selected English as one of the first languages they learned. Other first languages included:

Urdu
Arabic
French
Mandarin
Hindi
Cantonese
Tagalog
Bengali
Russian
Portuguese
Japanese
Korean
Gujarati
Spanish
Punjabi
Dari
Greek
Macedonian
Italian
Farsi (Persian)

RACIAL GROUPS

(7259 Respondents)

White	66%
South Asian	13%
Black	11%
East Asian	7%
Middle Eastern	5%
Racial group not listed	4%
Latino/Latina/Latinx	2%
Southeast Asian	2%
Indigenous	1%

GENDER IDENTITIES

(7310 Respondents)

Boy or Man	50%
Girl or Woman	49%
Gender Diverse	1%
Gender identity not listed	1%
Not shared	1%

SEXUAL ORIENTATIONS

(GRADES 7 TO 12)
(3839 Respondents)

Straight	86%
LGBTQ2S+	10%
Not shared	5%
Sexual orientation not listed	1%

RELIGIONS

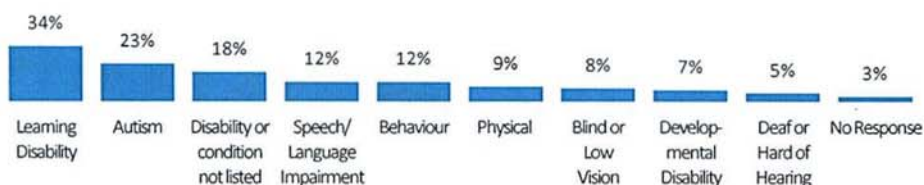
(ANTI-RACISM DATA STANDARDS CATEGORIES)
(7187 Respondents)

Christian	35%
No religion	28%
Another religion or spiritual affiliation	19%
Muslim	10%
Not shared	8%
Hindu	6%
Buddhist	1%
Jewish	1%
Sikh	1%

DISABILITIES

(7299 Respondents)

8% said that they considered themselves (or their child) to be a person with a disability. Of the 8%, types of disabilities selected were:



2% of respondents selected Mental Health Concern

Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories with fewer than 15 respondents have been excluded. Response options with "not listed" represent the answer options where respondents could specify with an open text-box. "Not shared" represents answer options "Not sure", "I do not understand this question" and "Choose not to answer".

REPORT TO: Durham District School Board

DATE: January 20, 2020

SUBJECT: School Results of the School Climate/Well-Being Surveys

PAGE NO. 1 of 7

ORIGIN: Lisa Millar, Director of Education
Georgette Davis, Superintendent of Education, Safe Schools/Mental Health & Well-Being

1. Purpose

The Board-wide elementary and secondary students, parents/guardians, and staff results of the 2018-2019 School Climate/Well-Being Surveys is presented to trustees as information.

2. Ignite Learning Strategic Priority/Operational Goals

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

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

School Boards are required by the Ministry of Education to conduct anonymous School Climate Surveys of students, staff, and parents/guardians at least once every two years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment. Boards must also require their schools to share School Climate Survey results with their Safe and Accepting Schools Teams and to build strategies into their School Improvement Plans to improve the school climate. These expectations are outlined in PPM 145 - *Progressive Discipline and Promoting Positive Student Behaviour*.

Other considerations for School Climate/Well-Being Surveys include:

- The School Climate/Well-Being Surveys for students, parents/guardians and staff are tools to assist the Safe and Accepting Schools Teams to assess the learning environments of the

school, and to use that data to help make the learning environments safe, equitable and inclusive

- All surveys are administered electronically
- The School Climate/Well-Being Survey for students is administered at the school
- Time is provided for staff to complete the School Climate/Well-Being Survey for staff within the regular constructs, such as at a Staff Meeting
- Parents/guardians are provided with an electronic link in order to complete the School Climate/Well-Being Survey for parents/guardians. To support the completion of the survey, some schools had computer stations set up at Curriculum or Interview Night

4. Analysis

Who Participated in the School Climate/Well-Being Surveys?

- All students in Grades 4 to 12 were eligible to participate in the survey
- In Secondary Schools at least 25% of their student population was surveyed with representation from each grade, and from both applied and academic
- Schools used a consistent methodology when selecting students to ensure that the year-to-year results were comparable. For example, secondary schools considered which courses (in each grade and level) have schedules that include time and access to a computer lab. 25-30% was the minimum number of students required to complete the survey
- All staff and parents/guardians were eligible to participate

When was the Student Survey Distributed?

- The surveys were open from January 21 to April 1, 2019. Links were sent to each school for administration to share with students, staff and parents/guardians

Process

- The survey was administered online using "SurveyMonkey"
- Each school was assigned their own specific link to the survey. Schools were asked to make the survey available on computer(s) so that students, staff or parents/guardians could complete the survey at school
- Students with access to a DDSB Chromebook received a "bookmark" reminder with the link to the survey
- The survey contained items that were sensitive in nature, for example there were questions related to sexuality and mental health. As a result, teachers were asked to discuss the content of the survey with students prior to implementation
- Teachers reviewed what bullying is and is not prior to conducting the survey - this included the definition of bullying, the forms and types of bullying, examples, and how bullying differs from conflict

School Climate/Well-Being Surveys for Parents/Guardians and Staff

Similar to the School Climate/Well-Being Survey for students, the School Climate/Well-Being Surveys for parents/guardians and staff were created to assist Safe and Accepting Schools Teams as they gather data to help make decisions in creating, maintaining and improving safe and caring learning environments for all students.

Considerations

- The School Climate/Well-Being Surveys for parents/guardians and staff were available electronically
- The survey software analyses the data. The Safe Schools Department provided a planning template and communication supports for use by schools
- Through *SchoolMessenger*, parents/guardians were provided an e-mail link to the survey
- Some Administrators provided computer access for those parents/guardians who didn't have access to a computer, e.g. during a school event such as Parents Night or Curriculum Night
- In addition, parents/guardians who were not able to access computers at home or at the school were encouraged to visit another site such as the local library
- Time was set aside for staff to complete the survey e.g. at a Staff Meeting. Staff were provided with supporting information, e.g. the forms and types of bullying and reminded of important aspects of their Safe and Accepting Schools Plan, and their Bullying Prevention and Intervention Plan (BPIP)

Next Steps

1. Each school has a Safe and Accepting Schools Team. One of the responsibilities of that committee is to use data, including the results of the School Climate/Well-Being Surveys to inform the school's Well-Being goal(s), and to develop a Safe and Accepting Schools Plan that includes the Bullying Prevention and Intervention Plan.
2. The results of the School Climate/Well-Being Surveys were shared by the Safe and Accepting Schools Team with staff, students and parents/guardians. A summary and comparison of the questions was included in the surveys. The results of the School Climate/Well-Being Surveys were also used to inform and support the ongoing development of Safe and Accepting Schools Plans and Bullying Prevention and Intervention Plans.
3. The Safe Schools Department developed support materials for Safe and Accepting Schools Teams to assist them when they communicated their results to the wider school community.
4. The Safe and Accepting Schools Team is an important means through which to monitor and promote a positive school climate, and to maintain safety and well-being in schools, and as a result provide a learning environment in which students can be successful.

Professional Learning

The Safe Schools Department conducts training to support the work of Safe and Accepting Schools Teams. The purpose of the training is to:

- establish a professional collaborative culture/community to share experiences and knowledge
- build leadership capacity within schools on safe schools and well-being issues
- provide an overview of relevant Safe Schools legislation
- highlight Board and Ministry Well-Being and Safe Schools documents and promote their integration into school planning
- provide an opportunity for schools to review their Bullying Prevention and Intervention Plan and School Climate/Well-Being Survey data
- demonstrate how to utilize their School Climate/Well-Being Survey data along with other relevant data such as the Violence Risk Assessment Tool to create an effective Safe and Accepting Schools Plan and Bullying Prevention and Intervention Plan
- encourage the alignment of each school's Bullying Prevention and Intervention Plan with their Well-Being goal(s)
- provide an overview of Safe Schools resources and how they can be utilized as part of a Safe Schools plan including the supports that are available on the Safe Schools Portal and from Safe Schools Team and Mental Health
- gather contacts from each Safe and Accepting Schools Team so they can be informed through email of new Safe Schools and Mental Health initiatives, training, programming, lessons, and information
- share upcoming training dates that can augment skills related to the work of the Safe and Accepting Schools Team

Research-Based Approach

- Safe and Accepting Schools Teams are provided with ongoing support by the Safe Schools Department on how to work with their School Climate/Well-Being data to help inform and develop their Safe Schools Plan that include the Bullying Prevention and Intervention Plans. In addition, they are provided with assistance on how to effectively communicate the results of the School Climate/Well-Being Surveys and the Safe Schools Plans to various stakeholders
- Training for Safe and Accepting School teams occurred in September. Teams were introduced to their individual school data and provided training on how to use the new Data Dashboard developed by Assessment and Accountability. This new tool assists schools in analyzing their data effectively and efficiently to support school Bullying Prevention Intervention and Well-Being plans.

Student Voice and Safe Schools

- The Safe Schools Department provides professional learning, resources and supports for student learners, e.g., on November 20th, 2019, the Safe Schools Department conducted the 11th Annual Bullying Awareness and Prevention Conference, called *Show Your Character*. This event was attended by five elementary schools from all across the DDSB, and conference activities were facilitated by student leaders from O'Neill CVI
- In order to significantly increase participation beyond these five schools, the Safe Schools Department encouraged schools to organize satellite versions of main conference, or "in-school forums," for their own students. Building on the model from last year's highly successful *Be the Voice* Conference, the information and activities required to conduct an in-school forum were made available to all schools. Support was also provided by the Safe Schools Department
- The Bullying Awareness and Prevention Conference and In-School Forums, *Show Your Character*, were great opportunities to gather rich data through "student voice." Specifically, students were asked questions relating to the DDSB Character Traits, school climate, and how to address the issue of bullying. The qualitative data generated from these questions was consolidated by the Safe Schools Department and released back to schools across the system
- Schools benefited from this event by gaining insight about student perspectives re: positive school climate, well-being, and bullying prevention, including the importance of relationships
- The information garnered by the conference and forums was used by schools to "inform" their mandatory Bullying Prevention and Intervention Plan

Self-Regulation and Resiliency

The Safe Schools Department also focused on the implementation of building resiliency through self-regulation as a way to improve student engagement and preparation to learn. Self-regulation can be defined as a child's ability to deal with stressors effectively and then return to a baseline of being calm, alert and ready to learn.

The focus of building resiliency through self-regulation is linked to a number of initiatives that have been underway in the Durham District School Board including:

- A Whole School Approach to a Safe and Accepting School
- Developing, implementing and assessing Well-Being goal(s) based on School Climate/Well-Being Survey results
- Safe and Accepting Schools Teams training based on research-informed initiatives
- Bullying Awareness, Prevention, and Intervention, including the development and communication of School Bullying Prevention and Intervention Plan
- The DDSB Well-Being and Mental Health Strategic Plan and initiatives

- The continued implementation of the resources *Bias-Aware Progressive Discipline through the Equitable Framework*
- Ongoing partnership between PREVNet and the Safe Schools Department, notably through the co-production of monthly newsletters relating to bullying awareness, prevention, and intervention

Partnerships with Safe Schools

The following initiatives are implemented with support from other DDSB Departments and/or outside agencies;

- Case Conferences to plan for students who need increased support and interventions
- Safe and Accepting School Plans for students who have encountered bullying
- Violence Threat Risk Assessment training and Trauma Response training
- “Student voice” and student leadership initiatives focused on safety and well-being
- Resources for school-based leadership such as Promoting a Positive School Culture, Bullying Prevention: Educating and Empowering School Communities, An Equitable Framework for Progressive Discipline, and Restorative Practice
- Durham Regional Police Service partnerships led by School Liaison Officers

School Climate/Well-Being Surveys 2018-2019

The surveys for 2018-2019 were implemented from January 21st to April 1, 2019. The surveys included additional questions in Well-Being, including Mental Health. In addition, the student survey incorporated questions that were previously in the Student Attitudinal Survey. Since the surveys have additional questions in the area of Well-Being, schools will be able to better assess their Well-Being goal(s).

In order to assist schools in collecting data to support their yearly well-being goals a process was created to allow schools to use the questions from the surveys to assess their Well-Being goal(s) during the years when the School Climate/Well-Being surveys are not being implemented. A set of well-being metrics were developed and packaged into 5 modules (3 student modules, a parent/guardian module and a Staff Reflection Tool) for all schools to access. All the modules are available to be run between 1 to 3 times during the year using an online survey tool. Schools can access the modules by request through the Accountability & Assessment Department who will collect, collate and communicate the data results to individual schools as well as generate system level data results.

5. Communication Plan

Individual school results are shared with Safe and Accepting Schools Teams, School Community Councils and staff. In addition, School Safety Plans, including the Bullying Prevention and

Intervention Plans will be communicated to the community, e.g. websites and newsletters. Family of Schools Superintendents will review the results with administrators and school teams for planning purposes.

6. Conclusion

The results of the 2018-2019 School Climate/Well-Being Surveys are presented to trustees for information purposes.

7. Appendices

Appendix – School Climate/Well-Being Surveys 2018-2019

Appendix – Results of the School Climate/Well-Being Surveys 2018-2019

Report reviewed and submitted by:



Lisa Millar, Director of Education



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



School Climate / Well-Being Survey For Students 2018-2019



Thank you for taking the time to complete the School Climate/Well-Being Survey for Students. The Durham District School Board (DDSB) is committed to providing a safe and caring learning environment for all students.

This survey asks about your experiences, attitudes and behaviours related to your school and your well-being. We want to know what you think. **This is not a test**, and there are no wrong answers. Please respond honestly and completely. The information from the survey will help us understand what you think about your school experience.

The survey is anonymous (your name will not appear anywhere) and your answers are confidential. No one will be told how you answered. Your answers will be combined with those of other students. The information that you and your classmates provide will be used by the staff at your school and the DDSB to help promote a healthy and safe environment for all students.

This survey is voluntary. You do not have to answer all of the questions if you do not want to, but we hope you will answer as many questions as you can! Thank you.

If you are worried, sad, confused, need help or just need someone to talk to, you can call, email or text Kids Help Phone anytime: 1-800-668-6868, [KidsHelpPhone.ca](https://www.kidshelpphone.ca). This service is completely anonymous and confidential.

1800 668 6868
KidsHelpPhone.ca

Kids Help Phone

Survey Instructions:

In order to progress through this survey, please use the following navigation buttons:

- Click "Next" to continue to the next page.
- Click "Prev" to return to the previous page.
- Click "Submit" to submit your survey.
- Do not exit out of the survey until you reach the end.

Click "Next" to continue.

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**School Climate / Well-Being Survey
For Students 2018-2019**

↓ Please start here:

My current grade is:

- | | | |
|-------------------------------|-------------------------------|--------------------------------|
| <input type="radio"/> Grade 4 | <input type="radio"/> Grade 7 | <input type="radio"/> Grade 10 |
| <input type="radio"/> Grade 5 | <input type="radio"/> Grade 8 | <input type="radio"/> Grade 11 |
| <input type="radio"/> Grade 6 | <input type="radio"/> Grade 9 | <input type="radio"/> Grade 12 |

I identify myself as:

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ I prefer not to answer.

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**School Climate / Well-Being Survey
For Students 2018-2019**

WELL-BEING. EVERYONE. EVERY DAY.

Belonging and Connectedness

Please share how strongly you agree or disagree with the following statements:

W1 The school staff greet me by name.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W2 My school is a welcoming place.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W3 I feel safe at school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W4 I feel accepted by other students at school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

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**School Climate / Well-Being Survey
For Students 2018-2019****Belonging and Connectedness**

Please share how strongly you agree or disagree with the following statements:

W5 I feel accepted by the adults at school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W6 I feel like I matter at school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W7 I feel like I belong at school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W8 I feel like I would be missed if I did not attend this school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

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**School Climate / Well-Being Survey
For Students 2018-2019****Meaningful/Engaged Learning**

Please share how strongly you agree or disagree with the following statements:

W9 Students at school have a say in how things work.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W10 At school, students are encouraged to help make decisions.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W11 I feel like I have a say, and what I think matters at my school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

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**School Climate / Well-Being Survey
For Students 2018-2019****Supportive Relationships**

Please share how strongly you agree or disagree with the following statements:

W12 The teachers/staff at my school accept me.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W13 The teachers/staff at my school are proud of the things I do.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W14 I feel important to people at my school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W15 The teachers/staff at my school believe that I can succeed.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

**School Climate / Well-Being Survey
For Students 2018-2019****Supportive Relationships**

Please share how strongly you agree or disagree with the following statements:

W16 The teachers/staff at my school take time to get to know me.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W17 I support others at my school when I see they are feeling sad, anxious, hopeless, stressed, angry, confused, wired or express some other unusual emotion.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W18 Others at my school recognize when I am feeling sad, anxious, hopeless, stressed, angry, confused, wired or express some other unusual emotion.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W19 I feel supported at my school when feeling sad, anxious, hopeless, stressed, angry, confused, wired or express some other unusual emotion.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure



**School Climate / Well-Being Survey
For Students 2018-2019**

Supportive Relationships

Please share how strongly you agree or disagree with the following statements:

W20 I know where to ask for help at my school when feeling sad, anxious, hopeless, stressed, angry, confused, wired or express some other unusual emotion.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W21 I feel there is someone at my school to talk to when feeling sad, anxious, hopeless, stressed, angry, confused, wired or express some other unusual emotion.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W22 There are teachers/staff at my school that I can count on when a problem occurs.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W23 There is at least one staff member at my school who helps me achieve my goals.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

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**School Climate / Well-Being Survey
For Students 2018-2019****Supportive Relationships**

Please share how strongly you agree or disagree with the following statements:

W24 There is at least one staff member at my school who treats me with respect and listens to me.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W25 There is at least one staff member at my school who encourages me to keep getting better.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W26 There is at least one staff member at my school who helps me to expand my thinking.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

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**School Climate / Well-Being Survey
For Students 2018-2019**

KNOW the difference

BULLYING	VS	CONFLICT
<ul style="list-style-type: none"> • intent to harm • deliberate act • power imbalance 		<ul style="list-style-type: none"> • generally voicing a difference of opinion • often spontaneous • often schoolmates or friends disagreeing • a single interaction

How safe do you feel at school?

"Feeling safe" means feeling comfortable, relaxed, and not worried that someone could harm your body, hurt your feelings, or damage your belongings.

SC1 This is how safe I feel in each of these places:

	Very safe	Safe	Unsafe
Lunchroom or eating area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School washrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gym change rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School buses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School entrances/exits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locker area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighbourhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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School Climate / Well-Being Survey For Students 2018-2019

Being Bullied

SC2 How often have you been bullied at school?

- ☐ Not at all
- ☐ Once this year
- ☐ More than once

SC3 How often have you been bullied on your way to or from school?

- ☐ Not at all
- ☐ Once this year
- ☐ More than once

SC4 How often have you experienced these forms of bullying at school?

	Not at all	Once this year	More than once
Physical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**School Climate / Well-Being Survey
For Students 2018-2019**

Being Bullied

SC5 How often have you been bullied at school because of...

	Not at all	Once this year	More than once
race, culture or skin colour?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aboriginal background (First Nation, Métis, Inuit)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sexuality?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
religion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
family income?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
homophobia?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SC6 During the current school year, how often have you stayed away from school to avoid being bullied?

- ☐ Not at all
- ☐ Once this year
- ☐ More than once

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School Climate / Well-Being Survey For Students 2018-2019

Reporting Bullying

SC7 Are you aware of how to report bullying at your school?

- ☐ Yes
- ☐ No

SC8 If you have been bullied at school this year,
who have you told?

Select all that apply.

- ☐ I have not been bullied.
- ☐ Lunchroom supervisor
- ☐ Parent
- ☐ Principal/Vice Principal
- ☐ Teacher/Educational Assistant
- ☐ Another adult
- ☐ Another child
- ☐ "Report Bullying Now" on the school website
- ☐ Kids Help Phone
- ☒ No one



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School Climate / Well-Being Survey For Students 2018-2019

If you did not report it to anyone, what stopped you from reporting it?
Select all that apply.

☐ I was afraid of being bullied myself.

☐ I didn't think anything would happen as a result of reporting.

☐ I didn't want to be seen as someone who tells on others.

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**School Climate / Well-Being Survey
For Students 2018-2019****Others Being Bullied****SC9 How often have you bullied others at school?**

- ☐ Not at all
- ☐ Once this year
- ☐ More than once

SC10 How many times has a group that you were a part of, ever bullied another student?

- ☐ Never
- ☐ One time
- ☐ 2-3 times
- ☐ 4 or more times

SC11 How many times have you stood by and watched while someone else was bullied?

- ☐ Never
- ☐ One time
- ☐ 2-3 times
- ☐ 4 or more times

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School Climate / Well-Being Survey For Students 2018-2019

Others Being Bullied

SC12 At school, how often have you on your own or as part of a group, bullied other students...

	Not at all	Once this year	More than once
physically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
verbally?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
socially?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
electronically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sexually?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SC13 At school, how often have you on your own or as part of a group, bullied other students because of...

	Not at all	Once this year	More than once
race, culture or skin colour?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aboriginal background (First Nation, Métis, Inuit)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sexuality?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
religion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
family income?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
homophobia?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**School Climate / Well-Being Survey
For Students 2018-2019**

SC14 Do you ever feel unwelcome or uncomfortable at your school because of any of the following?

Select all that apply.

- ☐ Identifying as a female, male or other
- ☐ Race, culture or skin colour
- ☐ Home language
- ☐ Grades or marks
- ☐ Appearance
- ☐ Religion or faith
- ☐ Family's income
- ☐ A disability that I have
- ☐ Sexual orientation
- ☐ None of these reasons apply

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**School Climate / Well-Being Survey
For Students 2018-2019**

SC15 Are there school activities, teams or clubs that you would like to take part in, but have not, because of any of the following?

Select all that apply.

- ☐ Identifying as a female, male or other
- ☐ Race, culture or skin colour
- ☐ Home language
- ☐ Grades or marks
- ☐ Appearance
- ☐ Religion or faith
- ☐ Family's income
- ☐ A disability that I have
- ☐ Sexual orientation
- ☐ None of these reasons apply

SC16 Suggest ways that the school can help build better relationships between students and staff:

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**School Climate / Well-Being Survey
For Students 2018-2019**

Please share how strongly you agree or disagree with the following statements:



A1 I like to read.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A2 I think I am a good reader.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A3 At home, my family likes to read.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

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**School Climate / Well-Being Survey
For Students 2018-2019**

Please share how strongly you agree or disagree with the following statements:

A4 I like to write.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A5 I think I am a good writer.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A6 I like to talk about what I have written.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

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**School Climate / Well-Being Survey
For Students 2018-2019**

Please share how strongly you agree or disagree with the following statements:

A7 At school, students cooperate with each other.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A8 People from all cultures are respected at my school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A9 I see my background and culture represented in the classroom.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A10 I enjoy school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

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**School Climate / Well-Being Survey
For Students 2018-2019**

Please share how strongly you agree or disagree with the following statements:

A11 The feedback that I receive on assignments and tests is helpful to me.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A12 I am interested in the topics that are taught to me.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A13 I use what is taught in the classroom outside of school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A14 At home, I receive assistance/help with my school work.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A15 I volunteer my time at school and/or outside of school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

**School Climate / Well-Being Survey
For Students 2018-2019**

Please share how strongly you agree or disagree with the following statements:

A16 I have opportunities to participate in clubs, teams or activities at school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A17 I participate in clubs, teams or activities outside of school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A18 I have opportunities in school for fitness and physical activity.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A19 I like physical education (activities/sports/skills).

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A20 I like health education (nutrition/healthy choices).

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

**School Climate / Well-Being Survey
For Students 2018-2019**

Please share how strongly you agree or disagree with the following statements:

A21 I like science.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A22 I like social studies (history/geography).

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A23 I like the arts (music/drama/dance/visual arts).

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

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**School Climate / Well-Being Survey
For Students 2018-2019**

Please share how strongly you agree or disagree with the following statements:

A24 I like courses that are hands on or skill-based (construction/hairstyling/robotics).

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A25 I enjoy using digital devices for my learning (Chromebooks, iPads).

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A26 Using digital devices Improves my learning.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

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**School Climate / Well-Being Survey
For Students 2018-2019**

Please share how strongly you agree or disagree with the following statements:

A27 I like math.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A28 I think I am good in math.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

A29 Outside of school, I use math skills to solve everyday problems.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

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**School Climate / Well-Being Survey
For Students 2018-2019****A30 How would you rate your own progress at school?**

- ☐ Excellent
- ☐ Good
- ☐ Fair/Average
- ☐ Having difficulty

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School Climate / Well-Being Survey For Students 2018-2019

Thank you for taking the time to complete this survey.

Now that you are finished, please click on "**SUBMIT**" and your responses will be submitted. You will then be redirected to the Durham District School Board website.

To protect against the disclosure of personal information associated with individual student results, suppression rules will be implemented and statistics will be suppressed where the number of respondents is so low that individual results could be determined from the aggregated value.

Accountability and Assessment Department Staff provide formatting, layout, and phrasing suggestions during the development of the survey and retain a copy of the survey for reference and library purposes. The survey is for the sole, one time use of the school/organization and is not to be used for any other purpose or redistributed to any other individual/organization. The survey content, including statements, questions, respondent comments and results, and any inquiries/actions derived from the aforementioned are the responsibility of the school/organization conducting the survey.

Survey results internal to the DDSB are not to be distributed to organizations/individuals external to DDSB for the purposes of conducting research, without the written approval of the DDSB Research Advisory Committee.

This information is collected and compiled in accordance with Municipal Freedom of Information and Protection of Privacy Act (MFOIPOP), for purposes consistent with the provision of public educational services by the Durham District School Board and in particular with respect to the stated subject and purpose set out in the introduction of this survey.



Click "SUBMIT" and your responses will be submitted.

Prev

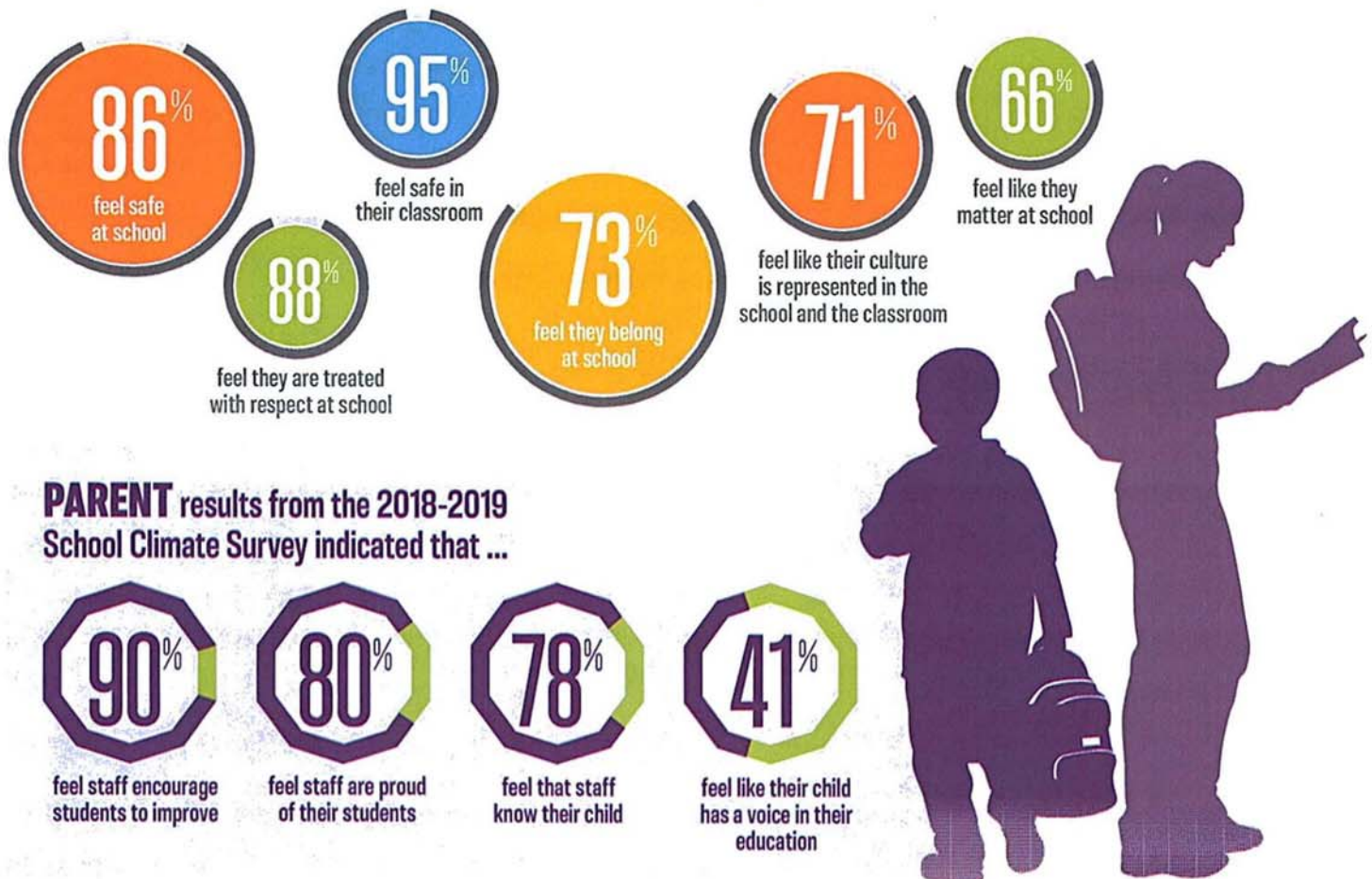
SUBMIT

THE DURHAM DISTRICT SCHOOL BOARD

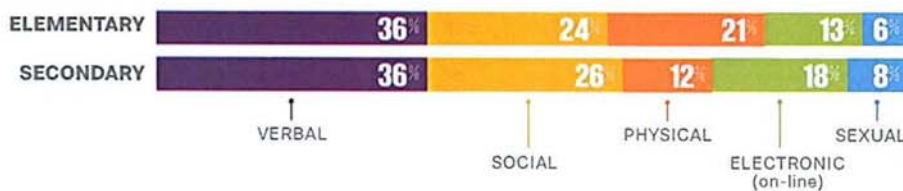
School Climate Survey 2018-2019

School Boards are required by the Ministry of Education to conduct anonymous School Climate Surveys. Schools must share the results of the survey with staff, students and parents. Safe and Accepting School Teams will use their school data to build strategies into their School Improvement Plan to improve school climate (PPM 145- Progressive Discipline and Promoting Student Behavior)

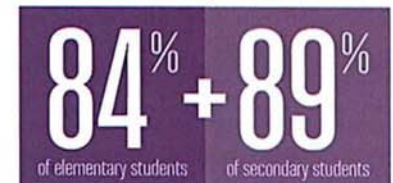
STUDENT results from the 2018-2019 School Climate Survey indicated that...



When students reported being bullied at school, it most frequently took the form of...



Results from the 2018-2019 School Climate Survey indicated that...



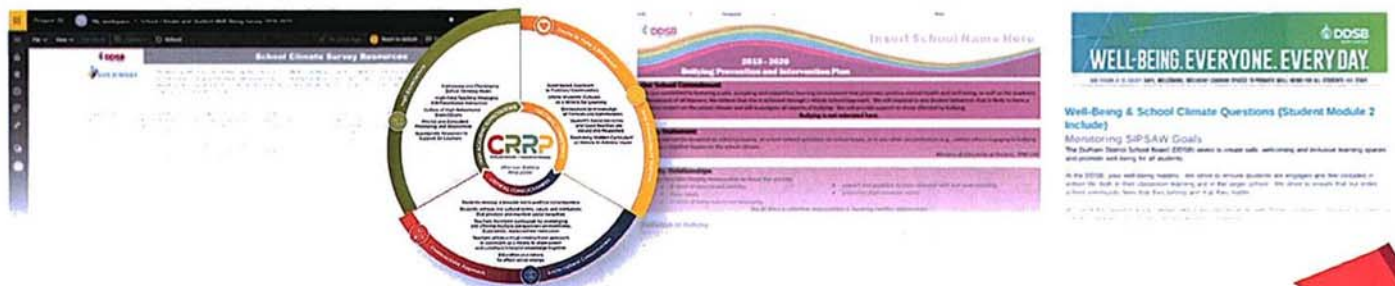
...reported NEVER being bullied at school

Number of surveys completed...

Students 31,568

Parents 8,847

System Level: **CONCENTRATED AREA OF FOCUS**



NEXT STEPS AT THE SCHOOL LEVEL

- 08** Continuously monitor and update the school plan.
- 07** Participate in Profession Development offered by DDSB in Well-being/Safe and Accepting Schools and CRRP).
- 06** Use internal supports including Safe Schools and Equity Education Officers and Facilitators and the Mental Health Lead to assist in capacity building at the school level.
- 05** Use smaller targeted surveys to monitor on-going progress (e.g. Mattering Survey Questions)
- 04** Share results of School Climate and Well-being survey and the school plan with all stakeholders.
- 03** School Teams should use both the CRRP Tool kit and Circle Discussion Tool to help formulate evidence based targeted interventions to address areas of need.
- 02** Administrators and Safe and Accepting School Teams develop school goals in well-being for their SPSAW and Bullying Prevention and Intervention Plan. Well-being goals will align with DDSB Strategic Priorities.
- 01** Administrators and Safe and Accepting School Teams use the Data Dashboard to analyze school data and identify areas of strength and areas of need.



ADMINISTRATIVE REPORT

REPORT TO: The Durham District School Board**DATE:** January 20, 2020**SUBJECT:** 2019 Director's Annual Report**PAGE NO.** 1 of 2**ORIGIN:** Lisa Millar, Director of Education, Secretary and Treasurer of the Board**1. Purpose**

The purpose of this report is to provide Trustees with the 2019 Director's Annual Report to the community. This year's document is in both a digital interactive format and a hard copy.

2. Background

As required by the Ministry of Education, the Chief Executive Officer of the Board shall submit to the Board and the Ministry of Education a 2019 Director's Annual Report. This report outlines the Board's multi-year plan including strategic objectives and the progress the Board has made in the implementation of these objectives during the school year and the actions the Board is taking to meet these goals.

3. Analysis

The 2019 Director's Annual Report provides an overview of the projects and initiatives implemented to support the goals of both the Multi-Year Strategic Plan, *Ignite Learning* and the Annual Operating Goals Implementation Plan.

This year's Director's Annual Report is provided in both a digital interactive format and a hard copy making it accessible through multiple media platforms. The report contains information, statistics in the form of a data analysis infographic and dashboard, videos and links to the Board's goals, initiatives and projects. The report can be found at: www.ddsb.ca and is under the tab "About Us".

4. Next Steps

Following this presentation, an email will be sent to all staff and community stakeholders through schools, the Board website, and social media, providing a link to the Annual Report. This year's report will also include follow-up opportunities for stakeholder input in collaboration with Trustees and the senior team to support ongoing planning and implementation of the DDSB Multi-Year Strategic Plan.

ADMINISTRATIVE REPORT

5. Conclusion

This report on the Director's Annual Report is provided for Trustee information.

Report reviewed and submitted by:



Lisa Millar, Director of Education

Report of the Durham District School Board
Standing Committee Public Session
January 6, 2020

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 7:00 p.m.

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

Regrets: Trustee Paul Crawford

Officials Present: Director Lisa Millar, Associate Director Norah Marsh, 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

2020:01

MOVED by Trustee Chris Braney

THAT THE AGENDA BE APPROVED.

CARRIED

Standing Committee Meeting Minutes
January 6, 2020

4. Community Presentations

(a) C.E. Broughton Modified Program

John Higo, Parent, C.E. Broughton P.S. provided trustees with a PowerPoint presentation regarding the Modified or Balanced Calendar Year at C.E. Broughton P.S. He highlighted review time, instruction time, mental health, academic achievement, and enrolment numbers. He provided trustees with alternative proposals whereby the modified program is offered as an option when parents are searching for a school, and that the modified calendar program be promoted on the website. Promotion can be done by engaging the community, using social media and building on the success of the French Immersion Program and offer a modified stream so that they may also benefit from the advantages of a balanced school year calendar. He requested that the modified program at C.E. Broughton P.S. not be collapsed. He also answered questions of trustees.

(b) Reuniting Once Again/A Candle to Remember

Colby Farrell, Student, Brock H.S. provided trustees with handout material regarding two initiatives he is involved with: Reuniting Once Again and A Candle to Remember. A Candle to Remember is an international non-profit initiative, founded in 2018, which places candles beside the tombstones in Canadian War Cemeteries across France. His is requesting support from the DDSB by sending informational sheets to schools with pledge forms to permit students to have the chance to contribute to the event at Vimy Ridge. Reuniting Once Again is an intergenerational association, offering youth and older adult's opportunities to come together. He is requesting support from the DDSB by forming a pilot project within the family of schools of north Durham. This would allow for the implementation of the intergenerational initiative in a controlled manner where data can be gathered. He also answered questions of trustees.

5. DDSB Presentations

(a) Increasing Engagement with Stakeholders

Superintendent Heather Mundy provided trustees with information on the Ignite Learning Implementation Guide and Resources for School Community Councils. She introduced Jill Foster, Principal, William Dunbar P.S., Lynne Malandrino, Principal, Pierre Elliott Trudeau P.S., and their respective SCC Co-Chairs, who provided trustees with a PowerPoint presentation highlighting their engagement with stakeholders and the parent engagement initiatives at their schools.

Standing Committee Meeting Minutes
January 6, 2020

(b) Faces on the Data Case Conference

Superintendents Silvia Peterson provided trustees with an overview of the Faces on the Data system priority and its impact on student achievement. She introduced Linda Ford-Decunha, K-8 Literacy & Numeracy and Kandis Thompson, Curriculum 7-12 and eLearning, Jackie Leacock, Principal, Pine Ridge S.S. and Debbie Sansford, Principal, Uxbridge P.S. who provided a PowerPoint presentation highlighting examples of how the Student Achievement and Curriculum, Early Years, Inclusive Student Services, Assessment and Accountability and Equity Departments are working collaboratively to support educators and school administrators in their implementation of Faces on the Data case conferences.

(c) Ignite Learning Implementation Mid-Year Operational Goals Update

Director Lisa Millar and the Senior Team provided trustees with a PowerPoint mid-year update regarding the Ignite Learning Annual Operating Goals and Implementation Plan. The core initiatives highlighted by the senior team demonstrated how they are working collectively within the system. Senior staff will continue to implement the major initiatives as well as assess the impact of the initiatives on student achievement, evolving equity initiatives, building leadership capacity and system improvement.

7. Recommended Actions

There were no recommended actions at this time.

8. Information Items

(a) Student Trustee Report

Student trustee Tyler West advised trustees that Student Senate discussed upcoming social media campaigns to help increase student engagement from across the DDSB with the student senate. They also worked on consulting with senators for several initiatives including dress codes in schools. The feedback from the dress code consultation will be shared with the board dress code committee.

Standing Committee Meeting Minutes
January 6, 2020

(a) Student Trustee Report (Continued)

Student trustee Arlene Wang shared the current initiatives of the student senate working groups.

The Equity committee is working to release equity packages that promote the diversity of identity amongst Durham students and offer a student perspective into the importance of awareness.

The student voice committee is working on strategies to create more efficient and effective student councils by empowering student leaders across the DDSB with strategies and systems to help execute their roles.

The well-being committee is developing strategies to promote wellbeing resources in schools, and working alongside the board mental health lead to develop the DDSB's 2nd annual wellbeing conference with a focus on resilience building.

Student trustee Sally Meseret advised that OSTA-AECO has begun developing key areas of focus to include in the province's annual pre-budget submission which invites individuals and organizations within Ontario to provide recommendations for areas in which our government should invest the annual budget. The pre-budget submission is a fundamental tool utilized to root fundamental equity, special education, and diverse student needs in the core operating budget of our province.

Areas for which OSTA-AECO continue to recognize need sustained and additional investments include the Learning Opportunities Grant, the Special Education Grant, and the Rural and Northern Education fund.

The finances of any corporation, business, or community, outline their ultimate values and priorities. It is based on the underlying belief that the province's finances must reflect the fundamental needs of a student and that OSTA-AECO develops the pre-budget submission to provide a clear focus on the specific needs of students within the education system.

(b) School Based Rehabilitation Services Changes

Superintendent Andrea McAuley introduced Lorraine Sunstrum-Mann, Executive Director, Grandview Children's Centre who provided trustees with information about the transition and enhancement of School Based Rehabilitation Services in Durham Region. She also answered questions of trustees.

Standing Committee Meeting Minutes
January 6, 2020

(c) Dealing With a Traumatic Event Resource

Superintendent Georgette Davis introduced Ken McNaughton, Safe Schools Officer who provided trustees with an overview of the resource Dealing with a Traumatic Event. They also answered questions of trustees.

(d) Maple Ridge P.S. Boundary Review, City of Pickering

Superintendent Jim Markovski introduced Carey Trombino, Manager of Property and Planning who provided trustees with information to commence a public consultation process in accordance with Regulation School Boundaries with regard to establishing Maple Ridge P.S. as a single-track French Immersion school and adjusting the regular track boundary for Vaughan Willard P.S., as identified in appendix 1.

(e) OPSBA Report

Trustee Donna Edwards advised that there was no OPSBA report at this time. She reminded trustees that the OPSBA symposium is scheduled to be held from January 23-25, 2020 and a list of workshops are available on the website.

9. Committee Reports

(a) Equity & Diversity Ad Hoc Committee Meeting of October 23, 2019 & November 20, 2019

Trustee Patrice Barnes provided trustees with an overview of the Equity & Diversity Ad Hoc Committee meetings held on October 23, 2019 and November 20, 2019.

(b) Incident Ad Hoc Committee Meeting of November 30, 2019

The Incident Ad Hoc Committee report update was not presented at this time.

10. Correspondence

There was no correspondence at this time.

11. Other Business

There was no other business at this time.

Standing Committee Meeting Minutes
January 6, 2020

12. Adjournment

2020:02

MOVED by Trustee Patrice Barnes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:07 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD
SEAC COMMITTEE

MOTION

Meeting Date: Thursday, December 19, 2019

MOVED by: _____

SECONDED by: _____

RE: SEAC MEMBERSHIP CHANGE

1. Ontario Association for Families of Children with Communication Disorders (OAFCCD)

RECOMMENDATION:

THAT KELLY KENNEDY WILL BE THE SEAC ALTERNATE FOR THE ONTARIO ASSOCIATION FOR FAMILIES OF CHILDREN WITH COMMUNICATION DISORDERS.

MOVED BY: Tara Culley

SECONDED BY: Carolyn McLennon

CARRIED

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, November 21, 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 (left at 8:10 p.m.)
 Tara Culley, Durham Down Syndrome Association
 Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
 Rowin Jarvis, Learning Disabilities Association of Durham Region
 Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
 Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
 Carolyn McLennon, Member At Large
 Hanah Nguyen, Easter Seals Ontario

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent Andrea McAuley
 Chief of Psychological Services Steve Graffi

Recording Secretary: Diane Kent

1. Call to Order:

SEAC Chair Eva Kyriakides called the meeting to order at 6:34 p.m.

2. Welcome Guests:

SEAC Chair Eva Kyriakides welcomed special guests: Jack Barclay Elementary Representative, Russ Davidson Secondary Representative, Arlene Wang and Sally Meseret, Student Trustees.

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:

- Claudine Burrell, Autism Ontario – Durham Chapter
- Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
- Hanah Nguyen, Easter Seals Ontario
- Christine Thatcher, Trustee

4. **Approval of Agenda:**

That the agenda for November 21, 2019 be amended to add an additional presentation, “OSTA-AECO's Vision Document and eLearning Report” under Item 7).

MOVED BY: Tara Culley

SECONDED BY: Rowin Jarvis

CARRIED

5. **Approval of the Minutes from October 17, 2019:**

That the minutes from October 17, 2019 be approved.

MOVED BY: Tara Culley

SECONDED BY: Carolyn McLennon

CARRIED

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

Inclusive Student Services

Inclusive Student Services team members collaborate to support success and well-being for students with special education and/or mental health needs. Partners, internal to the DDSB and within the broader community are essential. Highlights of collaboration this month include:

- Grove CTCC (Care, Treatment, Custody and Corrections) programming in partnership with twelve community partners
- Work with Grandview Children's Center, and five other DSBs, on the revisions to School Based Rehabilitation Services
- Work with the Durham Region Health Department - Infant and Child Development on entry to school supports for children
- Partnerships with Lakeridge Health to support students with addictions needs

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

Supporting professional learning is an important foundation to our work as well. Friday November 15th was a system PD Day across Durham Region and the department team was active in the provision of learning for secondary teachers as well as Educational Assistants across the system. We look forward to sharing some of the feedback from these sessions next month.

Please join us in celebrating the immense contribution of Education Assistants. November 20th is Educational Assistant Appreciation Day in both the DCDSB as well as the DDSB. A compilation of highlights of how schools recognize the valuable role EAs have in supporting student growth and success will be shared with SEAC during our November meeting.

Thank you for your continued support.

amcauley



Team Highlight: Work Experience Coordinator

The Work Education Coordinator plays an integral role in the work education experiences for students with special education needs in the DDSB. This work involves facilitating and coordinating the Special Education Work Education program for the entire school board to help students develop skills and gain experience in a constructive working environment. As part of this work, the Work Education Coordinator:

- directly supports the Portable Packaging work experience and monitors our two shredding sites which provide work experience within the DDSB
- assists with ensuring all necessary paperwork has been accurately filled out, supports teachers with establishing work education placements
- recruits new employers willing to offer additional placements
- arranges for transportation and supports the Transition to Work Program for their placement and transportation needs
- provides on-going support and professional development with job coaching training and the development of professional resources for the staff that support work education opportunities within the DDSB

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

Compassion Fatigue and Vicarious Trauma - Team Training with the TEND Academy

We are proud of the wide scope of services and supports our teams provide to students, families and school teams. This includes trauma, crisis and loss support when members of our Durham DSB community experience these significant events. Part of our Service In, Service Out commitment for the 2019-20 school year, linking with the well-being priority of the DDSB, is to provide intentional supports to bolster the wellness of staff.

"We are going to get wet when we walk through the rain"

As members of our Psychological Services and Social Work teams are called upon to assist schools at a time of a tragic or traumatic event, it is important for staff members to be aware of, and continue to work on, their own resiliencies in doing this very challenging work. This includes the impact of multiple responses, responding to a situation involving a student who the service professional has connection to, and/or the emotional labour of moving between crises with minimal opportunity for debrief in between.

Working with a speaker from TEND, both sets of staff (October 18th) were trained to more effectively deal with trauma-exposed workplaces. In addition, Principals from DASS and Grove School, and many Special Education Facilitators, were able to join them for this very effective and necessary training.

We will continue the discussion from this full day seminar within the individual team meetings to remind and practice the strategies shared.

If you are interested in learning more about Compassion Fatigue and Vicarious Trauma, the session facilitator shared the following resources:

Video: **"Beyond the Cliff"** presented by Laura van Dernoot Lipsky

<https://www.youtube.com/watch?v=uOzDGrcvmus>

Personal Reflection - What's Draining You?

e.g., http://www.melbabenson.com/articles_files/What%27s%20Draining%20You.pdf

TEND Academy Website: <https://www.tendacademy.ca/category/vicarious-trauma/>

We look forward to extending this learning with Principals, Vice Principals and Senior Managers on December 10th when the TEND Academy returns the DDSB. Please see the flier at end of this document.

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

Cortical Visual Impairment - From Theory to Practice

Supporting Students with Cortical Visual Impairment: From Theory to Practice.

Lindsay Hillier, Manager for Surrey Place, Ontario Blind-Low Vision Early Intervention team, provided professional learning for teachers of Special Education Developmental Programs, Vision Resource Teachers, Facilitators and Speech-Language Pathologists on November 20, 2019. Cortical visual impairment (CVI) is caused by neurological damage affecting the visual parts of the brain and is the number one cause of visual impairment in children (Ketpal & Donahue, 2007; Lantzy-Roman, 2018). The approach when working with children with CVI is very different from traditional interventions used with children with ocular visual impairments. This session will focus on CVI and its impact on children's access to learning.

Presenter Bio: *Lindsay Hillier*

Lindsay's background is in Early Childhood Education and she holds a Master of Special Education: Visual Impairment. She has been working in the field of Early Childhood services (Birth to 5years) with children who are visually impaired for over 30 years. Lindsay is currently the President of the Pediatric Cortical Visual Impairment Society; an International multidisciplinary group addressing the needs of young children with CVI. She has been a speaker at a number of conferences related to CVI and its impact on professional service delivery.

A big part of Lindsay's work is to communicate the needs of young children with visual impairments and additional disabilities to community professionals working in this field. Under her work with the Ontario Blind-Low Vision Early Intervention Program at the Training and Development Centre, she supports the Blind-Low Vision Early Intervention agencies across the province. Lindsay provides coaching, training and workshops to their community partners. She has spent much time reviewing the current research and striving to promote the implementation of evidence base practices in early childhood learning settings. Lindsay believes it is the environment (including teaching approach) that is the primary barrier to the children's learning. Building capacity in our childcares, schools and children's homes is the main goal of her service.

Psychological Services

Psychological Services staff continue to fulfill 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.

To support system resource allocation, Psychological Services staff are supporting schools in their applications for Special Incidence Portion funding, an annual undertaking wherein funding applications are submitted to the Ministry of Education to support students with specialized and complex needs. Staff also have embraced the D2L Platform for Digital Learning in support of Capacity Building. On-line training in nonviolent crisis intervention (BMS) is set to launch in November, as are two modules on Applied Behavior Analysis.

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

Finally, Psychological Services has worked collaboratively with colleagues in Social Work, Safe Schools and Equity to map out a systematic and strategic plan to mobilize the DDSB toward trauma-informed practices. A three-year commitment to increasing awareness, sensitivity and informed practice is underway, and is built upon staff training in trauma exposure and compassion fatigue. More details to come.

Social Work and Attendance Services

The Social Work team members have been supporting team members who are new to the DDSB as the team, as a whole, focused on support for students. In addition, we have just completed the design of our new data collection tool and we are ironing out the last few details to move to implementation. Team members have been actively working with students across the system as well as collaborating with their assigned family of schools to support improvement plans. As well, many members of the team will be delivering professional development training to their EA colleagues on a variety of topics during an upcoming PD day; they are excited to have an opportunity to share their knowledge and support their colleagues.

In late October, most of the Social Work team members attended a full day training focusing on human trafficking and exploring ways to better support young people who are involved in human trafficking or who may be at increased risk. Those who participated found the forum to be very informative and relevant to their practice.

Going forward the team will begin to focus on implementing the School Social Work framework. We will be developing implementation and communication strategies over the coming months.

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

Upcoming Professional Development Opportunities


Upcoming Learning Opportunities	
Behaviour Management System (BMS) Refresher	November 5, 2019 November 12, 2019 November 15, 2019
Behaviour Management System Basic Training	November 13, 2019 November 15, 2019 November 19, 2019 November 20, 2019
Communication Strategies to Reduce Incidents of Aggression	November 15, 2019
Differentiated Structures	November 15, 2019
EA Chromebook Device Program Support	November 15, 2019
Early Years Transition Support	November 15, 2019
Effective Strategies for Positive Behaviour	November 15, 2019
Every Day Back Care for Every Body	November 15, 2019
Introduction to Core Vocabulary Theory	November 15, 2019
Self-Regulation in the Classroom	November 15, 2019
Staying in the Green	November 15, 2019
Structured Teaching Basics	November 15, 2019
Supporting Integrated Transition Planning	November 15, 2019
Supporting Integration - The Role of the EA (Elementary)	November 15, 2019
Teachers of Gifted Learners Networking Session	November 19, 2019
Structured Learning Class - Team Support (Part 1 of 3)	November 19, 2019
Developmental Class Teacher Capacity Building (Part 2 of 4)	November 20, 2019
Practical Learning Program Connect - 4 Part Series	November 21, 2019
Supporting Students in Secondary School Support Program	December 4, 2019


SUPPORTING DDSB LEADERS *Director's Meeting*

"WE ARE GOING TO GET WET WHEN WE WALK THROUGH THE RAIN."


Supporting others begins with looking after yourself.
Weight is added to your 'emotional backpack' as you lead with compassion and empathy.
It is important to have strategies to positively work through this absorption of emotion.

COMPASSION FATIGUE




Join us for a 1/2 Day Session focused on YOU!		<p>Keynote speaker:</p> <p> tend[®]</p> <p>tendacademy.ca</p> <p>"TEND" (verb) 'To care for, look after or pay attention to'</p>
<p>TUESDAY, DECEMBER 10</p>	<p>Morning Session 8:45 - 11:30 am Principals - (Director's Meeting)</p> <hr/> <p>Afternoon Session 12:45 - 3:15 pm Vice-Principals/Senior Managers</p>	
Education Centre - Boardroom		


success well-being leadership equity engagement innovation



Inclusive
STUDENT SERVICES



**WELL-BEING
EVERYONE
EVERY DAY**



DDSB
Ignite Learning

7. **Presentations:**

Revision to Secondary Clinical Service Model

Chief of Psychological Services Dr. Steve Graffi provided SEAC members with a PowerPoint presentation and hand-out information on the revision to the Secondary Clinical Service Model. Steve informed committee members that due to a shift in the population of Durham Region and the corresponding increase in prevalence rates of mental health concerns, staff have the requirement to be more responsiveness to system needs and, of necessity to refine their direct service model for secondary students. An outline of the Levels 1 – 3 services available for students were shared. The 2019-2020 school year will be the pilot year to trial this model. He also answered questions from SEAC members.

OSTA-AECO's Vision Document and eLearning Report

Student Trustees Arlene Wang and Sally Meseret provided SEAC members with a PowerPoint presentation on OSTA-AECO's Vision Document and eLearning Report.

The Students' Vision for Education document features 35 long-term recommendations that strive to transform every facet of the education system, premised on the following 6 pillars: Enhancing Equity; Funding Formula Reform; Strengthening Rural and Northern Schools; Supporting Student Well-being; System Modernization for the 21st Century Learning and School Board Governance.

In response to the Ministry of Education's newest mandate, which makes earning four eLearning credits a requirement to receive the Ontario Secondary School Diploma (OSSD) for all Ontario secondary students, OSTA-AECO collected feedback from students in grades 8 – 12 on Ontario's eLearning program. The intent of the eLearning document is to inform the public and stakeholders within Ontario's education sector about students' perspective on the eLearning mandate and implementation.

SEAC Chair Eva Kyriakides and Trustee Donna Edwards thanked Student Trustees Arlene Wang and Sally Meseret for their presentation.

8 a). **Business Arising from the Minutes:**

- Self-Advocacy Event – Update

Due to the possibility of OSSTF/ETFO work action, the Self-Advocacy Event will now be rescheduled until the Spring, 2020. Rowin Jarvis will connect with the guest speaker regarding availability in April of next year.

8 a). Business Arising from the Minutes: (cont'd)

- Draft Letter: Minister's Advisory Council on Special Education (MACSE)

SEAC members reviewed the "draft" letter to the Minister of Education on the importance of MACSE. Comments and feedback are to be sent to Trustee Donna Edwards no later than the end of next week. Once the letter has been updated it will be sent to the Ministry of Education.

MOTION:

THAT THE REVISED MACSE LETTER BE SENT TO THE MINISTER OF EDUCATION.

MOVED BY: Craig Cameron

SECONDED BY: Tara Culley

CARRIED

- Fragile X Canada Membership Request

Superintendent Andrea McAuley reviewed the Education Act-Ontario Regulation 464/97 – SEAC laws with in-house counsel. The regulation states that "local association" means an association or organization of parents that operates locally within the area of jurisdiction of a board. As Fragile X does not have a local association; their SEAC membership request is declined.

8 b). Scheduled Discussion Period:

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

- Input: DDSB Special Education Parent/Guardian Guide

SEAC members were asked to review the DDSB Special Education Parent/Guardian Guide and to bring their revisions to the December SEAC meeting.

9. Reports:

Administration:

Superintendent Andrea McAuley

School Based Rehabilitation Services

The following School Based Rehabilitative Services are provided through funded community partners:

- Occupational Therapy (OT)
- Physiotherapy (PT)
- Speech Language Therapy (articulation/differentiated service from DSB SLPs)

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

Superintendent Andrea McAuley (cont'd)

These services are provided to children and youth in a school setting.

Phased in changes to School Based Rehabilitative Services have been occurring. First, responsibility for coordination of services phased from CCAC to the Localized Health Integrated Network (LHIN) to Grandview Children's Centre (Grandview). The next phase, transfer of service delivery, transfers to Grandview effective January 1, 2020. These changes, to funding and service providers, is outlined in Appendix A: Community Communication.

Currently OT and PT services are provided by therapists employed by Community Advantage Rehabilitation (CAR) as funded through LHIN. Effective January 1st, Grandview will be both service coordinator and provider.

It is important to note that these service professionals (OT/PT) are key partners in the prescription and access to Specialized Equipment Allocation (SEA) for students with special education needs.

Note: Letter to Community (posted on DDSB website) shared with SEAC via email.

CTCC Programming/Grove School

Grove (CTCC) programming were recently highlighted at both Board (November 18th) and during an Inclusive Student Services Department meeting. Both presentations lead by Principal Patrick Belmonte and Vice-Principal Joanne Docherty.

Grove school provides safe, welcoming, and inclusive learning spaces for students whose primary need is for care and/or treatment or rehabilitation.

Partnering with twelve community partners, Grove school staff promotes well-being for students and provide structures to ensure that students can maintain continuity of education, access to curriculum and academic growth while concurrently engaged in clinical based programming.

Grove welcomes over 550 students annually from across a broad geographic area which extends beyond the Durham Region. The students are clients of the individual agencies and are drawn from their individual service areas. The Durham District School Board is proud to be the educational partner for these agencies.

In the presentations, Principal Patrick Belmonte and Vice-Principal Joanne Docherty highlighted:

- The partnerships that are the foundation to Grove (and access pathways – Inclusive Student Services Department Meeting)
- Success and educational challenges related to students who have a primary need for intensive, clinical programming

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

Superintendent Andrea McAuley (cont'd)

Ministry and Community Partners

Our teams recently worked with community partners from Surrey Place and the Ministry of Education

Lindsay Hillier (Manager for Training and Quality for Surrey Place-Ontario Blind-Low Vision Early Intervention Program) supported learning for an interdisciplinary team, including teachers of Developmental Programs, on Cortical Visual Impairment. CVI is caused by neurological damage affecting parts of the brain. It is on the rise, and now felt to be #1 cause of visual impairment in children and is one that education is growing understanding as CVI requires different accommodations than physical vision impairment. A second session is being planned as follow up.

A team from the provincial schools branch facilitated a session for our Hearing and Vision resource teams. This is step one of a review of services in these areas. We felt that the expertise of the provincial schools team is key to 1) drawing on their content expertise and 2) partnering to position reflection and action planning by building in accountability to a 'knowledgeable other'/lead within the work.

Educational Assistants Appreciation Day

The third Wednesday in November each year marks EA Appreciation Day in both the DDSB and DCDSB. School teams across the system take the opportunity to express recognition and gratitude for the EA members of their school teams. Tonight, we share highlights of social media tweets shared using #EducationalAssistants.

We also premiered a DDSB Productions video highlighting the incredible impact of this key employee group.

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations on Grove School – CTCC Program and Treaties Recognition Week at the Board Meeting on Monday, November 18, 2019.

David Visser, Associate Director Corporate Services and Treasurer of the Board retired as of October 31, 2019. The Board of Trustees appointed the Director of Education Lisa Millar as Interim Treasurer of the Board effective November 1, 2019, until such time that an appropriate staff member can be hired and appointed as Treasurer.

10. Association Reports:

Learning Disabilities Association of Durham Region (LDADR)

The Learning Disabilities Association of Durham Region (LDADR) will be hosting a presentation on "The Social Impact of Learning Disabilities" on Thursday, November 28, 2019 from 7:00 to 8:30 p.m. at the Brooklin Community Centre. A presentation on "Is French Immersion "Suitable" for Students with Learning Disabilities" will be held on January 30, 2020 from 7:00 to 8:30 p.m. at the Whitby Public Library.

Rowin Jarvis thanked Superintendent Andrea McAuley for her assistance in distributing the LDADR brochure to both elementary and secondary schools.

11. Correspondence/Attachments:

There was no correspondence at this time.

12. Questions and Comments:

SEAC Chair Eva Kyriakides has been representing SEAC on the DDSB Accessibility Committee. The accessibility meetings are now held on Wednesdays and unfortunately due to Eva's work commitments, she can no longer attend. Eva reached out to committee members to consider being the new SEAC representative for the DDSB Accessibility Committee.

SEAC Chair Eva Kyriakides informed committee members that the December SEAC meeting is the election of the SEAC Chair and Vice-Chair. Eva noted that it is important to have quorum and if the SEAC Representative cannot attend, please ensure that the Alternate is available.

Tara Culley informed SEAC members that a parent had reached out to her regarding Take Our Kids to Work Day. The parent whose child is in Grade 9 and in a special education small class placement was unaware of the event as she did not receive information from the school.

Superintendent Andrea McAuley responded that it was a communication miss between the school, Inclusive Student Services Department and Student Success. Our learning, and communication, is to include specific mention to Administrators and SERTs in early October next year as a prompt reminder to include special education classes with Grade 9 students in the Take Our Kids to Work Day conversation and planning.

13. Celebrations and Success:

Superintendent Andrea McAuley congratulated Trustee Donna Edwards for receiving the 2019 Special Olympics Ontario Female coach of the Year Award.

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

15. Adjournment:

That the meeting does now adjourn at 8:35 p.m.

MOVED BY: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
New SEAC Representative for DDSB Accessibility Committee	SEAC Members	By next SEAC meeting.
Self-Advocacy Event – Availability of Guest Speaker – April, 2020	Rowin Jarvis	By next SEAC meeting.
MACSE letter - comments/feedback to Trustee Donna Edwards	SEAC Members	Friday, November 29, 2019
Bring DDSB Special Education Parent/Guardian Guide revisions to December SEAC meeting	SEAC Members	By next SEAC meeting.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: January 20, 2020

SUBJECT: 2019-2020 Interim Financial Report

PAGE NO. Page 1 of 13

ORIGIN: Lisa Millar, Director of Education
 Jennifer Machin, Manager of Finance
 Melissa Durward, Manager of Capital Budget

1. Purpose

To provide an update on enrolment information and budget changes as part of the 2019-2020 Revised Estimates and on operating expenditures as at November 30, 2019 (Quarter 1).

2. Background

The Ministry required school board management to submit Revised Estimates by Friday, December 13, 2019. The following information is a summary of the key changes from the 2019-2020 Estimates under the following headings:

- Enrolment
- Operating revenue and expenditures
- Capital revenue and expenditures
- Ministry Compliance calculation
- Interim Report on Operating Expenditures as at Quarter 1
- Updated budget appendices

3. Analysis**3.1 Enrolment**

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

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

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

The enrolment projections submitted to the Ministry on November 18, 2019 show a net increase in enrolment over the next four years.

Pupils of the Board (ADE)	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary	50,848.20	51,489.00	52,028.00	52,563.00	52,781.00
Secondary	20,765.60	21,083.21	21,350.84	21,656.96	22,098.85
Total	71,613.80	72,572.21	73,378.84	74,219.96	74,879.85

As boards across the province are struggling with overall decline, DDSB is fortunate to have a net increase in enrolment.

Average Daily Enrolment	2019-2020 Estimates	2019-2020 Revised Estimates	Variance
ELEMENTARY			
JK & Kindergarten	9,150.0	9,196.0	46.0
Grades 1-3	15,132.0	15,201.3	69.3
Grades 4-8	26,354.0	26,450.9	96.9
Other Pupils	10.0	22.0	12.0
Sub-total Elementary	50,646.0	50,870.2	224.2
SECONDARY			
Pupils of the Board under 21	20,917.1	20,765.6	-151.5
High Credit	8.3	9.1	0.9
Pupils of the Board 21 years	0.5	0.5	0.0
Other Pupils	27.0	71.5	44.5
Sub-total Secondary	20,952.9	20,846.7	-106.1
Total Enrolment	71,598.9	71,716.9	118.1

3.2 Operating Revenue

For the 2019-2020 Revised Estimates, overall revenue increased by \$0.8M from Estimates as a result of increased enrolment (\$2.4M), increased draw on accumulated surplus (\$2.2M) and staffing changes \$(-3.8M). (Reference pages 8 and 9 for Operating Budget – Revenue details)

Enrolment Changes \$2.4M

- **Overall Enrolment (Pupils of the Board) \$1.7M** – Elementary ADE increased by 212.2 FTE and Secondary ADE decreased by 151.5 FTE for an overall increase of 60.70 ADE, which had a positive effect on revenue.

Pupils of the Board* (ADE)	2019-20 Estimates	2019-20 Revised Estimates	Variance
Elementary	50,636.00	50,848.20	212.20
Secondary	20,917.10	20,765.60	(151.50)
Total	71,553.10	71,613.80	60.70

*Pupils of the board exclude fee paying students and students covered under federal government agreements

- **Tuition Fee Revenue \$0.7M** – Overall enrolment increase for fee paying students generated additional tuition fee revenue.

Other Pupils (ADE)	2019-20 Estimates	2019-20 Revised Estimates	Variance
Elementary	10.00	22.00	12.00
Secondary	27.00	71.50	44.50
Total	37.00	93.50	56.50

Accumulated Surplus \$2.2M

- **2018-2019 Local Priorities \$0.5M** – Unspent revenue carried forward from 2018-2019 as part of accumulated surplus.
- **Retirement Gratuities \$2.3M** – Increase in draw on retirement gratuity reserve to reflect expected payout based on eligible retirements.
- **Working Funds \$(0.6M)** – Decrease in draw on working funds offset by increase in interest revenue.

Staffing Changes \$(3.8M)

- **Qualifications and Experience \$(2.8M)** – Decrease in funding to reflect lower expenditures associated with decreases in experience and qualification of teachers and Early Childhood Educators.
- **Attrition Funding \$(1.0M)** – Decrease in Teacher Job Protection Funding as a result of increase in total actual secondary retirements between March 1, 2019 and August 31, 2019.

Operating Expenditures

For the 2019-2020 Revised Estimates, overall expenditures increased by \$0.8M from Estimates to a total of \$787.77M. This change is driven by salary and benefit changes (\$0.5M) and other changes including enveloping and supply coverage adjustments (\$0.3M). *(Reference page 10 for Operating Budget – Expenditures details)*

Salary and Benefits \$0.5M

- **Employee Benefits \$0.5M** – Benefit adjustment to reflect updated costs associated with the Employee Life and Health Trusts (ELHTs), government CPP and EI contribution rates and WSIB.
- **Grid Shifts \$(2.7M)** – Decrease in expenditures as a result of vacancies not filled at the maximum salary grid pay rate and a decrease in average teaching qualification and experience.
- **Enrolment \$(0.2M)** – Given the in-year enrolment changes and class size configurations, staff levels were adjusted to include an increase of 1.19 FTE elementary teacher positions, 2.0 elementary VP positions, and a decrease of 5.5 FTE secondary teacher and 0.5 FTE secondary clerical positions.
- **2018-2019 Local Priorities \$0.6M** – To match unspent revenue carried forward from 2018-19 with corresponding changes in expenditures, an increase of 5.95 FTE elementary teacher positions.
- **Retirement Gratuities \$2.3M** – Expected payout of retirement gratuities based on eligible retirements and August 31, 2012 payout calculations.

Other Changes \$0.3M

- **Enveloping \$(0.7M)** – To match funding changes with corresponding changes in expenditures for programs such as Continuing Education, Student Success, Special Education SEA and Transportation.
- **Supply Coverage \$0.7M** – Absence coverage for additional staff due to increased enrolment and anticipated higher year over year usage.
- **Other \$0.3M** – Miscellaneous year over year adjustments such as staff on loan, ETFO grievance settlement, school block budget adjustments and decrease of 1.4 FTE central staffing.

3.3 Capital Revenue and Expenditures

Revenue from Ministry and Board funded facility upgrade and retrofit projects, new construction projects, and transfers from accumulated surplus have been updated to reflect adjusted capital expenditure and property sale timelines. Total capital revenues and transfer from accumulated surplus have increased by \$28.1M as a result of these adjustments. Included in this amount are the following significant changes: (*Reference page 11 for Capital Budget – Revenue details, page 12 Capital Budget – Expenditure details*)

- \$7.1M in higher School Renewal funding for facility upgrade and equipment expenditures.
- \$13.5M in higher School Condition Improvement funding for facility upgrade expenditures.
- \$1.0M in higher Childcare and Child and Family Support Programs funding for facility upgrade expenditures.
- \$(23.5M) in lower new construction funding due to the delay of opening dates for 3 new schools.
- \$30.0M in higher transfer from Accumulated Surplus for site purchases.

3.4 Ministry Compliance Calculation

The Ministry allows school boards to adopt a budget with a planned in-year deficit provided that the following requirements are met:

- The deficit is less than 1% of the operating GSN funding
- Accumulated surplus (available for compliance) funds are being used to cover the planned deficit
- The board has submitted an In-Year Deficit Elimination Plan (IYDEP), demonstrating that the deficit will be eliminated within two fiscal years.

A deficit larger than this amount requires approval from the Minister of Education.

At the time of 2019-2020 Estimates, the board received Ministerial approval for an in year deficit of \$10,093,260.

The Ministry of Education memorandum from October 24, 2019, 2019:SB20 2019-20 Revised Estimates (*District School Boards*) referenced an adjusted deficit calculation that excludes the following items:

- Amortization of tangible capital assets (Committed Capital Projects)
- Sinking fund interest earned adjustment (Committed Sinking Fund interest earned)
- Impact of phasing in employee future benefit liabilities (Retirement Gratuities)

Unfortunately, these exclusions are applied after the determination of compliance with respect to the less than 1% of operating GSN funding calculation. The adjusted deficit calculation referenced is only used for the total amount included on the In-Year Deficit Elimination Plan (IYDEP), which is a new requirement as per O. Reg. 280/19 - *Calculation of Maximum In-Year Deficit*.

The 2019-2020 Revised Estimates planned in-year deficit for compliance purposes of \$13,720,589 incorporates changes due to actual 2018-2019 Financial Statement results. This is not currently compliant with the Ministry balanced-budget requirement, as it is greater than \$7,711,160 or 1% of the operating GSN funding. As such, the board has requested approval from the Minister.

The breakdown of the planned in-year deficit for compliance purposes is provided below, with comparatives to 2019-2020 Estimates. Amounts have been added to account for 2018-2019 Financial Statement results, including expected retirement gratuities based on eligible retirements and the balance of funds remaining from the 2018-2019 ETFO Local Priorities funding.

IN-YEAR DEFICIT FOR COMPLIANCE PURPOSES	2019-2020 Estimates	2019-2020 Revised Estimates
Excluded from In-Year Deficit Elimination Plan Requirement		
Committed Capital Projects	1,097,195	1,262,068
Committed Sinking Fund interest earned	5,093,223	5,772,078
Retirement gratuities	0	2,276,344
	6,190,418	9,310,490
Included in In-Year Deficit Elimination Plan Requirement		
Cost pressure caused by secondary class size requirements in local agreement of 22:1	3,448,073	3,448,073
Unsupported interest on debenture	454,769	454,769
2018-2019 Local Priorities carry forward	0	507,257
	3,902,842	4,410,099
TOTAL	10,093,260	13,720,589

It is the opinion of staff and confirmed with our external auditors, KPMG LLP, that the amortization of tangible capital assets and sinking fund interest earned adjustment should not be included in the compliance calculation. Staff continue to work to resolve this issue.

3.5 Interim Report on Operating Expenditures as at Quarter 1

Operating expenditures for the period ending November 30, 2019 (Quarter 1) are 25.0% of the 2019-2020 Revised Estimates amount of \$787,773,035. This expenditure level is consistent with the prior year, in which 24.3% of the 2018-2019 Revised Estimates was spent at Quarter 1. As such, it is estimated that operating expenditures for the current year will be on target. *(Reference page 13 for Q1 Operating Expenditure details)*

4. Recommendation

It is recommended that the Board of Trustees approves the 2019-2020 Revised Estimates as presented, pending Minister approval of the in-year deficit for compliance purposes of \$13,720,589.

Report reviewed and submitted by:



Lisa Millar, Director of Education

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DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

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DURHAM DISTRICT SCHOOL BOARD

2019-2020

OPERATING BUDGET - REVENUE

REVENUE CATEGORIES	2019-2020 Estimates	2019-2020 Revised Estimates
Operating Revenue		
Grants for Student Needs (GSN) Operating Funding		
Pupil Foundation	375,567,788	375,995,580
School Foundation	49,793,701	49,821,948
Special Education - SEPPA	55,993,224	56,107,889
Special Education - Differentiated Special Needs (DSENA)	35,941,015	35,941,015
Special Education - SIP	3,155,406	2,795,579
Special Education - SEA	2,618,138	2,620,330
Special Education - Behaviour Expertise Funding	806,378	806,911
Special Education - Care & Treatment (Grove)	5,838,581	5,838,581
Language - FSL	10,302,450	10,454,461
Language - ESL	4,495,534	5,706,672
Indigenous Education Grant	1,074,828	1,118,819
Rural and Northern Education Allocation	45,785	45,785
Learning Opportunities - Demographic Table Amount	3,500,364	3,500,363
Learning Opportunities - Student Success	1,302,213	1,297,786
Learning Opportunities - Ont Focused Intervention Partnership	299,807	300,062
Learning Opportunities - Specialist High Skills Major	702,646	702,646
Learning Opportunities - Gr 7 - 8 Literacy & Numeracy Coaches	833,806	830,406
Learning Opportunities - Outdoor Education	613,917	614,433
Learning Opportunities - Library Staff	233,441	233,441
Safe Schools	1,222,518	1,222,943
Cost Adjustment - Teacher Qualification & Experience	57,332,045	54,807,822
Cost Adjustment - ECE Qualification & Experience	4,385,866	4,202,796
Cost Adjustment - MAT leave/Sick leave	922,593	922,593
Cost Adjustment - Early Payout Ret. Grat. Funding Adjustment	-104,650	-104,650
Cost Adjustment - Teacher Job Protection Funding	25,093,705	24,053,358
Cost Adjustment - Benefits Trust Funding	12,076,425	12,076,425
New Teacher Induction Program (NTIP)	526,377	526,377
Adult Education/Continuing Education (Con. Ed.)	2,878,252	2,726,705
Learning Opportunity - Literacy & Numeracy (Con. Ed.)	913,464	829,584
Transportation	23,718,677	23,555,377
Administration and Governance	19,583,900	19,594,695
School Operations	71,506,509	71,457,661
Community Use of Schools	973,500	973,500
Public Sector Wage Constraint	-418,575	-418,575
Grants for Student Needs (GSN) Operating Funding Total	773,729,629	771,159,318

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

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DURHAM DISTRICT SCHOOL BOARD

2019-2020

OPERATING BUDGET - REVENUE

REVENUE CATEGORIES	2019-2020 Estimates	2019-2020 Revised Estimates
Other Government Grants /Fees		
Min. Citizenship & Immigration - Adult ESL (Con. Ed.)	727,020	626,216
Govt of Canada/Fees Non-Resident	436,764	1,126,848
Min. Education - Renewed Mathematics Strategy	999,000	999,000
Other Government Grants /Fees Total	2,162,784	2,752,064
Other Revenues/Expenditure Recovery		
Rental/Lease Fees	2,072,270	2,332,750
Community Use Fees	450,000	450,000
Misc. recoveries/rebate	173,000	173,000
Staff on Loan	2,643,149	2,655,345
Fees - Continuing Education	1,026,500	758,067
Interest Revenue	700,486	1,242,573
Other Revenues/Expenditure Recovery Total	7,065,405	7,611,735
Operating Revenue Total	782,957,818	781,523,118
Accumulated Surplus		
<i>Use of Accumulated Surplus</i>		
Local Priorities - Accumulated Surplus	0	507,257
Retirement Gratuities - Accumulated Surplus	0	2,276,345
Working Funds - Accumulated Surplus	4,008,403	3,466,315
Accumulated Surplus Total	4,008,403	6,249,917
Grand Total	786,966,221	787,773,035

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

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DURHAM DISTRICT SCHOOL BOARD
2019 - 2020
OPERATING BUDGET - EXPENDITURES

EXPENDITURE CATEGORIES	2019-2020 ESTIMATES FTE	2019-2020 ESTIMATES	2019-2020 REVISED ESTIMATES FTE	2019-2020 REVISED ESTIMATES
Instruction				
Teachers	4,328	446,962,076	4,330	445,987,086
Supply Staff	0	17,228,010	0	17,947,460
Educational Assistants	862	48,666,536	862	48,586,554
Early Childhood Educator	333	17,696,058	333	17,634,403
Computers	0	10,955,320	0	11,771,295
Textbooks / Supplies	0	14,407,063	0	14,262,740
Prof./ParaProf./Tech.	167	22,044,798	166	21,620,884
Library / Guidance	165	16,974,341	165	16,964,317
Staff Development	0	4,063,200	0	4,134,259
Principals and VPs	237	32,105,165	239	33,068,390
School Office	215	18,064,916	215	18,188,500
Officers & Facilitators	96	12,928,452	92	12,731,631
Continuing Education	25	5,514,720	25	4,838,305
Instruction Total	6,428	667,610,655	6,427	667,735,824
Administration & Governance				
Governance	14	250,655	14	251,785
Board Administration	131	19,022,783	134	19,366,464
Administration & Governance Total	145	19,273,438	148	19,618,249
Transportation				
Transportation	2	23,918,928	1	23,748,709
Transportation Total	2	23,918,928	1	23,748,709
School Operations & Maint.				
School Operations & Maint.	521	71,993,493	522	72,481,533
School Operations & Maint. Total	521	71,993,493	522	72,481,533
Other Non-Operating				
Other Non-Operating	0	4,169,707	0	4,188,720
Other Non-Operating Total	0	4,169,707	0	4,188,720
Grand Total	7095.7	786,966,221	7097.4	787,773,035

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

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DURHAM DISTRICT SCHOOL BOARD

2019-20

CAPITAL BUDGET - REVENUE

REVENUE CATEGORIES	2019-2020 ESTIMATES	2019-2020 REVISED ESTIMATES
Total Education Development Charges	6,000,000	6,328,198
Ministry Grants		
School Condition Improvement	20,331,433	33,808,268
School Renewal	10,400,655	17,497,631
Greenhouse Gas Reduction Fund	-	-
Subtotal - Ministry Grants - Facility Upgrades	30,732,088	51,305,899
Temporary Accommodation - Portable Purchases and Relocations	1,160,989	1,160,989
Capital Priorities & New Pupil Places - Portable Purchases	-	-
Subtotal - Ministry Grants - Portable Purchases	1,160,989	1,160,989
Community Hubs	-	-
Child Care and Child and Family Support Programs	3,458,707	4,407,051
Subtotal - Ministry Grants - Retrofits	3,458,707	4,407,051
Capital Priorities & New Pupil Places - New Construction	23,142,281	3,839,376
Full-Day Kindergarten - New Construction & Retrofits	896,886	169,875
Child Care and EarlyON - New Construction	4,140,745	562,721
Subtotal - Ministry Grants - New Construction	28,179,912	4,571,972
Long Term Financing	15,070,227	15,070,227
Subtotal - Ministry Grants - Long Term Financing	15,070,227	15,070,227
Total Ministry Grants	78,601,923	76,516,138
Other Capital Revenues		
Proceeds of Disposition - Portable Purchases	-	-
Proceeds of Disposition - Facility Upgrades	31,292,864	31,051,322
Total Other Capital Revenues	31,292,864	31,051,322
Total Capital Revenue	115,894,787	113,895,658
Site expenditure to be funded in future years *	-	30,000,000
Transfer from Accumulated Surplus - Long Term Debt Interest	454,769	454,769
Transfer from Accumulated Surplus - New Construction & Portables	-	110,925
Total Capital Revenue and Transfer from Accumulated Surplus	116,349,556	144,461,352

*Due to a timing difference between collection and expense a portion of the EDC site purchase will be funded through EDC collections in future years

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

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DURHAM DISTRICT SCHOOL BOARD
2019-20
CAPITAL BUDGET - EXPENDITURES

EXPENDITURE CATEGORIES	2019-2020 ESTIMATES	2019-2020 REVISED ESTIMATES
Site Purchases		
Prior years purchases	6,000,000	6,328,198
Current site purchases	-	30,000,000
Total Site Purchases	6,000,000	36,328,198
Facility Upgrades		
School Condition Improvement - facility upgrades	20,331,433	33,808,268
School Renewal - facility upgrades and equipment	10,400,655	17,497,631
Greenhouse Gas Reduction Fund - facility upgrades	-	-
Subtotal - Ministry Grants - Facility Upgrades	30,732,088	51,305,899
Proceeds of Disposition - prior years facility upgrades	1,901,550	3,952,602
Proceeds of Disposition - current facility upgrades	29,391,314	27,098,720
Total Facility Upgrades	62,024,952	82,357,221
Retrofits		
Community Hubs retrofits	-	-
Child Care and Child and Family Support Programs retrofits	3,458,707	4,407,051
Total Retrofits	3,458,707	4,407,051
Portable purchases and relocations*	1,160,989	1,168,669
New Construction		
Claremont PS - Addition	-	67,181
Northern Dancer PS	-	70,289
Voila Desmond PS	-	595,505
Elsie MacGill PS	699,266	408,411
Beaverton PS/Thorah Central PS Rebuild	7,665,109	765,415
Unnamed North Ajax PS (Williamson Drive West/Bellinger Drive)	9,605,872	1,316,849
Unnamed North Whitby PS (Samandria Avenue/Lazio Street)	10,209,665	1,312,496
RS McLaughlin CVI - Addition	-	-
Eastdale CVI - Addition	-	139,071
Storage Building	-	-
Total New Construction	28,179,912	4,675,217
Interest on Long-Term Financing	15,524,996	15,524,996
Total Capital Expenditures	116,349,556	144,461,352

*Funding is comprised of Ministry grants of \$1,160,989 and Accumulated Surplus \$7,680 = \$1,168,669

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

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Durham District School Board
Interim Financial Report
For the Period Ending November 30, 2019 (Q1)

EXPENDITURE CATEGORIES	2019-2020 Revised Estimates	2019-2020 Expenditures at (Q1)	2019-2020 % Spent at Q1	2018-2019 % Spent at Q1
Instruction				
Teachers	445,987,086	116,634,173.20	26.2%	25.5%
Supply Staff	17,947,460	3,932,193.80	21.9%	22.6%
Educational Assistants	48,586,554	13,133,864.63	27.0%	25.5%
Early Childhood Educator	17,634,403	4,543,153.60	25.8%	25.3%
Textbooks / Supplies	14,262,740	3,663,053.08	25.7%	21.8%
Computers	11,771,295	1,716,376.91	14.6%	4.2%
Prof./ParaProf./Tech.	21,620,884	4,703,700.27	21.8%	23.1%
Library / Guidance	16,964,317	4,189,007.41	24.7%	24.5%
Staff Development	4,134,259	1,220,915.89	29.5%	20.9%
Principals and VPs	33,068,390	8,588,746.01	26.0%	27.3%
School Office	18,188,500	4,860,312.81	26.7%	25.7%
Officers & Facilitators	12,731,631	2,950,150.54	23.2%	24.4%
Continuing Education	4,838,305	1,116,144.10	23.1%	20.8%
Instruction Total	667,735,824	171,251,792.25	25.6%	24.8%
Administration & Governance				
Governance	251,785	62,813.81	24.9%	24.6%
Board Administration	19,366,464	4,332,501.89	22.4%	22.6%
Administration & Governance Total	19,618,249	4,395,315.70	22.4%	22.7%
Transportation				
Transportation	23,748,709	6,320,878.64	26.6%	28.1%
Transportation Total	23,748,709	6,320,878.64	26.6%	28.1%
School Operations & Maint.				
School Operations & Maint.	72,481,533	14,189,481.27	19.6%	17.6%
School Operations & Maint. Total	72,481,533	14,189,481.27	19.6%	17.6%
Other Non-Operating				
Other Non-Operating	3,796,560	854,143.82	22.5%	33.9%
Other Non-Operating Total	3,796,560	854,143.82	22.5%	33.9%
Provision for Contingencies				
Provision for Contingencies	392,160	169,674.36	43.3%	0.0%
Provision for Contingencies Total	392,160	169,674.36	43.3%	0.0%
Grand Total	787,773,035	197,181,286.04	25.0%	24.3%

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** January 20, 2020**SUBJECT:** CE Broughton PS Modified Calendar Year
Town of Whitby
Recommendation Report**PAGE NO.** 1 of 17**ORIGIN:** Lisa Millar, Director of Education
Georgette Davis, Family of Schools Superintendent
Christine Nancekivell, Chief Facilities Officer
Carey Trombino, Manager of Property and Planning**1. Purpose**

The purpose of this report is to seek Trustee approval to collapse CE Broughton PS's modified calendar year, effective September 2020.

2. Ignite Learning Strategic Priority/Operational GoalsIncrease Success and Well Being

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

Engagement with the Community

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

3. Background**3.1 CE Broughton PS**

CE Broughton PS modified calendar year was identified as a concern for consideration in the Accommodation Plan: Trends, Issues and Future Opportunities 2019 – 2023, presented to Trustees at the September 16, 2019 Board Meeting.

A report presented to Trustees, on November 4, 2019, commenced the community consultation process following Board Regulation: School Boundaries. The process entailed gathering community input regarding the collapsing of CE Broughton PS's modified calendar year, available to all elementary students in Durham District School Board's jurisdiction, provided as Appendix 1.

3.2 Modified Calendar Year

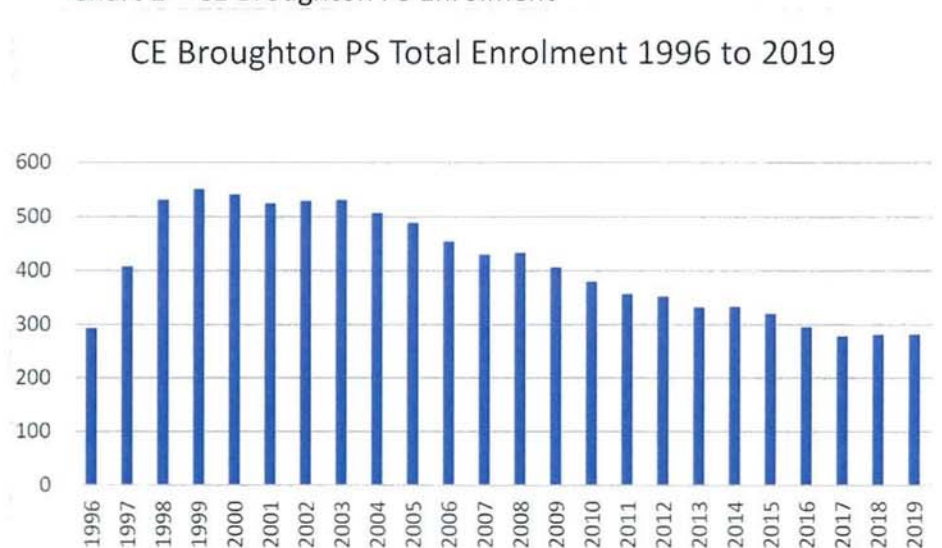
The modified calendar year, also referred to as a balanced school year, is a rearrangement of the traditional school calendar.

The school year commences in August and is broken into five segments of eight or nine weeks in length. Each segment is separated by one or two week breaks. Students on this calendar substitute five weeks of the August summer holiday for five weeks of holidays dispersed throughout the school year.

3.3 Overview of CE Broughton PS Enrolment

CE Broughton PS opened September 1996 with a (regular calendar year and modified calendar year) enrolment of 293. Chart 1 identifies CE Broughton PS's enrolment from 1996 through to 2019.

Chart 1 – CE Broughton PS Enrolment



CE Broughton PS's enrolment, as identified in Chart 1, peaked in 1999 at 552 students. The school's enrolment has been in a general decline since 2003.

3.3.1 CE Broughton PS Regular and Modified Enrolment

Planning staff began tracking and recording CE Broughton PS's two calendar year enrolments as of 2009. Table 1 identifies a breakdown of the two calendar years offered; regular calendar year and modified calendar year since 2009 and projected through to the 2023-2024 school year.

Table 1 – CE Broughton PS Enrolment by Calendar Year

CE Broughton PS	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019*	Projected Enrolment			
												2020	2021	2022	2023
Regular school year	173	160	166	154	138	146	143	138	141	155	179	163	164	163	158
Modified school year	270	217	191	198	194	187	177	157	137	126	103	114	106	92	92
TOTAL	443	377	357	352	332	333	320	295	278	281	282	277	270	255	250
Utilization - 340	130%	111%	105%	104%	98%	98%	94%	87%	82%	83%	83%	81%	79%	75%	74%

*September 16, 2019 actual enrolment

As identified in Table 1, since 2009, the modified calendar year enrolment at CE Broughton PS has been in decline whereas the regular calendar year enrolment has remained at about 150 students.

3.3.2 CE Broughton PS - 2019 Modified Calendar Year Enrolment by Grade

Details of CE Broughton PS's modified calendar year enrolment data, as of September 2019 is as follows:

Table 2 - CE Broughton PS

September 2019 Modified Calendar Year

Grade	Enrolment	% by Grade
JK	6	5.83%
SK	7	6.80%
1	8	7.77%
2	6	5.83%
3	11	10.68%
4	13	12.62%
5	8	7.77%
6	18	17.48%
7	12	11.65%
8	14	13.59%
TOTAL	103	100.00%

As outlined in Table 2, CE Broughton PS's modified calendar year enrolment, there are fewer students in Kindergarten (JK/SK) and primary grades (1-3).

As identified in Table 3 below, the six students enrolled in the Junior Kindergarten modified calendar year, come from the following areas:

Table 3- C E Broughton PS
2019 Modified Junior Kindergarten

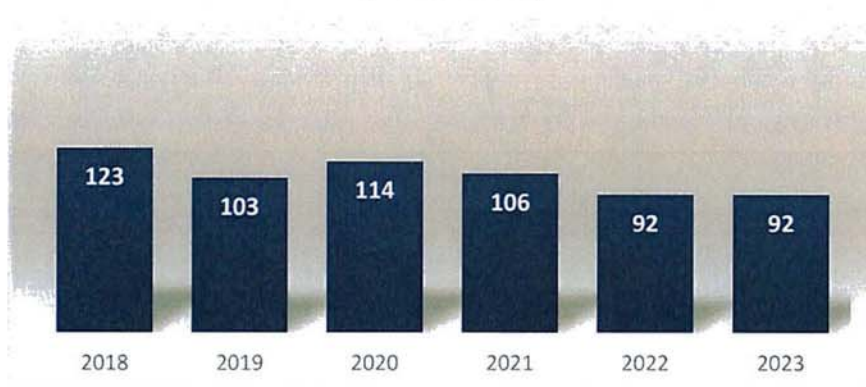
Home School	Enrolment	% by Home School
CE Broughton PS	2	33%
Other Whitby	1	17%
Oshawa	3	50%
TOTAL	6	100%

3.3.3 CE Broughton PS Modified Calendar Year Enrolment Projections

Based upon historical data and trends, moving forward Chart 2 identifies actual (2018 & 2019) and projected (2020-2023) enrolments for CE Broughton PS's modified calendar year through to 2022. As larger grade 8 classes graduate and less students enroll in the modified school year, the enrolment is projected to decline.

Chart 2 – Actual and Official Enrolment Projections

CE Broughton PS Modified Calendar Year
Actual Enrolment (2018 & 2019)
and Official Enrolment Projections
(2020-2023)



As noted in Section 3.1, the CE Broughton PS modified calendar year is open to all elementary students across the Durham District School Board's (DDSB) jurisdiction. As identified in Table 4 below, as of September 2019, 50 students representing 49% of modified school year enrolment are students residing in CE Broughton PS's regular calendar boundary.

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CE Broughton Modified Calendar Year Town of Whitby Recommendation Report Page 5 of 17

The remaining 51% of students at CE Broughton PS in the modified calendar year reside in other Whitby schools boundaries (32%), or in Oshawa (19%).

Table 4 – CE Broughton PS Modified Student Details

September 2019 Data CE Broughton PS Modified Calendar Students				Residing Outside of CE Broughton's Regular Calendar Boundary			
	TOTAL Modified Students by Grade	# Modified Students within Regular program boundary	% of Modified Students within Regular program boundary	Other Whitby Students in Modified Program	% of Other Whitby Students	Oshawa Students In Modified Program	% of Oshawa Students
JK	6	2	33%	1	17%	3	50%
SK	7	3	43%	2	29%	2	29%
1	8	3	38%	3	38%	2	25%
2	6	5	83%	1	17%	0	0%
3	11	6	55%	3	27%	2	18%
4	13	5	38%	3	23%	5	38%
5	8	6	75%	2	25%	0	0%
6	18	8	44%	9	50%	1	6%
7	12	5	42%	4	33%	3	25%
8	14	7	50%	5	36%	2	14%
TOTAL	103	50	49%	33	32%	20	19%

3.4 CE Broughton PS Modified School Year Staffing

Table 5 below outlines the 2019/2020 staffing for CE Broughton PS modified calendar year.

Table 5 – CE Broughton PS Modified Calendar Year Staffing Summary (2019/2020)

Staff	JK	SK	1	2	3	4	5	6	7	8	TOTAL
1	6	7									13
1			8	6							14
1					11	6					17
1						7	8				15
1								18	6		24
1									6	14	20
6	6	7	8	6	11	13	8	18	12	14	103

Class sizes are smaller than the average class size for the Durham District School Board for all panels: FDK (JK/SK) at 25.4, Primary (Grades 1-3) at 19.8, and Junior/Intermediate (Grades 4 - 8) at 24.5.

As CE Broughton PS's modified calendar year enrolment and staffing compliment declines, it becomes more difficult to staff the school. It is necessary to have administration for both the regular calendar year and modified calendar year. CE Broughton PS maintains a 1.0 FTE Vice-Principal however; the total population for CE Broughton PS would normally receive a 0.5 FTE VP allocation.

3.5 CE Broughton PS Community Consultation Proposal

Due to CE Broughton PS's enrolment decline and additional staffing compliment required, as outlined in Section 3.4 of this report, the staff are proposing to collapse CE Broughton PS's modified calendar year.

The CE Broughton PS modified students, as long as they remain at their current address, currently enrolled in the modified calendar year at CE Broughton PS, and their siblings, are proposed to be grandfathered to attend CE Broughton PS's regular calendar year program, as out of area.

3.6 Transportation

CE Broughton PS's modified calendar year is an optional program, offered to all students across the Board's jurisdiction. No transportation is provided to students attending the modified calendar year, rather it is the responsibility of the parents/caregivers to drop off/pick up students.

4. Analysis

Board Regulation: School Boundaries outlines the parameters used for changes to school boundaries. The school boundary regulation includes a consultation process to receive various levels of consultation and feedback.

4.1 Consultation Process

CE Broughton PS modified calendar year was identified as a concern for consideration in the Accommodation Plan: Trends, Issues and Future Opportunities 2019 – 2023, presented to Trustees at the September 16, 2019 Board Meeting.

As per Board Regulation: School Boundaries, staff discussed the proposal with Whitby Trustees and Durham Student Transportation Services (DSTS) staff. Prior to an Open House, on November 6, 2019 Superintendent Davis and Planning staff met with the School Community Council Executive of CE Broughton PS, to outline the proposal and to gather input.

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An Open House held the evening of November 13, 2019 from 7pm – 8:30pm in the gymnasium at CE Broughton PS, provided information on the proposal for the community/stakeholders. The notice of the meeting was available on the Board website and the school's website. Provided, as Appendix 2, is a copy of the meeting notice.

At the Open House, various Board staff were present to provide information and to answer questions. The Open House format was facilitated through multiple stations where the community/stakeholders could read information provided, and ask staff questions informally. Staff in attendance included Superintendent Davis, CE Broughton PS Administration and Planning staff.

As part of the Community Consultation process input was received at the Open House through comment sheets, and via a dedicated voicemail and email line. The community was invited to provide their feedback until November 27, 2019.

Anyone attending the Open House was asked to sign in. A total of 63 community members attended and signed in at the Open House. Attendance included 60 individuals, (including parents and students), representing 37 families from the school, as well as (1) grandparent and (7) staff from CE Broughton PS. One individual identified their affiliation as Winchester PS and two individuals whose affiliation was unknown.

4.2 Community Input

Community input was gathered from November 4, 2019, when the report to commence the Community Consultations was presented to Trustees, until November 27, 2019. Input was gathered through a dedicated email line, voicemail line and at the Open House via comment sheets. A summary of input received is provided in Table 6. Input noted is based on 'individuals' providing feedback, grouped by family. If families provided input more than once, their input and concerns were grouped as one. A detailed summary of all input received is provided in Appendix 3.

Table 6 – Input Received

	TOTAL INPUT BY GROUP	Email	Voicemail	Comment Sheet*
CE Broughton PS Families	27	22		5
CE Broughton PS Staff	1	1		
Other DDSB School Families	5	5		
Others/unknown	6	6		
TOTAL	39	34	0	5

* A total of 5 comment sheets were received. One comment sheet was sent by email and was summarized as an email.

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As of September 2019, there were 70 families with students enrolled in the modified program at CE Broughton PS. Therefore, 39% of CE Broughton PS modified calendar year families provided input into this consultation process.

4.2.1 Summary of Community Inputs

The community provided a range of input in response to the staff proposal to collapse CE Broughton PS's modified calendar year. Staff grouped and summarized the community input under headings as identified in Tables below. A count of the responses received (by family/staff/other/unknown), is included in the summary. As previously noted, a detailed summary of all input received is provided in Appendix 3.

Table 7 – Community Input on the Benefits of the Modified Calendar

Benefits of Modified Calendar	TOTAL INPUT Families/Staff/Other/Unknown
<i>Special Needs children benefit from modified calendar</i>	17
<i>Mental Health benefits (less anxiety, stress with frequent breaks)</i>	
<i>for Students</i>	20
<i>for Staff</i>	6
<i>Shorter summer breaks, easier transition/retain info</i>	18
<i>Modified students have better grades/EQAO scores</i>	7
<i>Positive influence, promotes anti-bullying, stronger peer relationships</i>	1
<i>Less absenteeism in modified program</i>	
<i>for Students</i>	1
<i>for Staff</i>	2
<i>Cheaper to vacation and less busy at tourist attractions</i>	9
<i>Easier and less expensive to find childcare/activities with a shorter summer break</i>	13
<i>Class sizes are smaller</i>	3

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Table 8 – Community Input on Projections/Enrolment

Projections/Enrolment	TOTAL INPUT Families/Staff/Other/Unknown
<i>Low enrolment due to modified not advertised/modified needs to be promoted</i>	28
<i>Use CEB as a holding school for growth</i>	5
<i>Enrolment projections are incorrect</i>	3
<i>Growth in CE Broughton PS boundary</i>	4
<i>Option - DDSB should look at promoting modified to see if enrolment increases</i>	6
<i>Option - Keep modified program, removing a grade each year, until all students graduation in 2029 accept additional students if grade offered</i>	1
<i>Option - collapse program but change CEB PS's calendar - students attend school one week early and receive one week off in October or offered an 'electives week'</i>	3
<i>If modified program collapsed current students should be grandfathered even if they change addresses.</i>	2
<i>If CE Broughton PS loses its current modified calendar then it should adopt the secondary modified calendar with students starting a week earlier/break in October</i>	1
<i>Winchester PS modified program - space to accommodate student/ expand</i>	3
<i>Make CE Broughton PS a modified calendar only school</i>	4
<i>Make CE Broughton PS a modified calendar French Immersion school</i>	3

Table 9 – Other Community Input

Modified Program Innovative	TOTAL INPUT Families/Staff/Other/Unknown
<i>Opportunity for Board to show leadership/innovation with program</i>	5
<i>Regular program designed with long summer break for farmers – antiquated</i>	7
Transportation	
<i>Add busing to promote CEB modified program</i>	3
Modified Calendar Questions	
<i>What are the findings of the 20 plus year pilot program?</i>	5
<i>If not full why have people been told there is a wait list?</i>	8
Interest in Program/Registering	
<i>I wanted to register my child's sibling</i>	1
<i>Just learned about program, would be interested</i>	4
Comments on Consultation Process	
<i>Flyer confusing/open house not informative/was disorganized</i>	3
<i>Not enough time to provide input</i>	2
<i>Appreciated Open House which provided opportunity to discuss concerns with staff/Trustees</i>	1
<i>Process creating stress/anxiety on child/our family</i>	4

4.2.1 Staff Analysis on the Community Input

a) Benefits of the Modified Calendar

Special Needs Children Benefit – DDSB is committed to fostering success and independence for each student through a team approach. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their potential. For many students, their support team includes clinicians (Psychological Services, Social Work, Speech-Language Pathologists) as well as teachers with speciality expertise (Hearing Resource Services, Vision Resource Services, or Special Education Facilitators). These staff members work aligned with the regular calendar school year, therefore, are not available as key resources for student programming during August.

Mental Health Benefits - All DDSB schools are optimal settings to reduce stigma, promote positive mental health, build student social-emotional learning skills, identify students in need, and support them along the pathway to service. Much of what we do in our school every day - teaching, caring, helping - is foundational to good mental health.

Staff work to support and equip all educators, in both our regular stream and modified calendar schools to:

- Create welcoming and accepting school environments that inspire a sense of belonging and help nurture a student's identity within a larger community.
- Support students to learn the skills, attitudes, knowledge and habits that build their personal resilience.
- Ensure students are surrounded by caring adults who notice and respond to students who may be struggling with mental health.
- Establish clear pathways to care for students in need.

DDSB staff have developed system wide resources and professional development opportunities to support and guide our educators in promoting the foundational conditions within each classroom and school that build and support student well-being and positive mental health. These resources and development opportunities are aimed to promote the mental health and wellbeing of all student through intentional, explicit, and universal classroom practises.

Specific strategies regarding the mental health and anxiety needs of our students are based on unique student need and individualize based on collaborative support plans, regardless of whether a student is in a modified program or not. The priority is to be responsive, relevant and intentional to the unique needs of the student; when they need it and as they need it. We appreciate that what can support and reduce one student's anxiety may not in fact be what another student needs to support and manage their anxiety.

The environment/climate and ethos of the school links closely to student well-being. Modified program or not, students need to be surrounded by a group of caring adults who are connected and support a positive whole school environment/climate by creating and sustaining a sense of belonging and connectedness within the school community. This may be more difficult when there are "two streams" within one community, creating a separation from each other rather than a sense of belonging and connectedness.

Shorter Summer Breaks Makes it Easier to Transition/Retain Information – Two sources of evidence the Board collects can be used to evaluate this belief including EQAO data (with better scoring) and attendance/absenteeism patterns (with less days away). The data identified below (EQAO and Absenteeism) demonstrates that this belief is not supported by these measurements.

EQAO – Staff reviewed the 2017-2018 and the 2018-2019 EQAO results for CE Broughton PS and compared them to the Durham District School Board's (DDSB) average EQAO results. As summarized in Table 10, on average, a higher percentage of Grade 3 students in the modified calendar year meet provincial expectations than Grade 3 students across the DDSB. On average, a lower percentage of Grade 6 students in the modified calendar year meet provincial expectations than Grade 6 students across the DDSB. It is important to note that there was an average of 13 students in the modified calendar year completing the EQAO assessments each year. A difference

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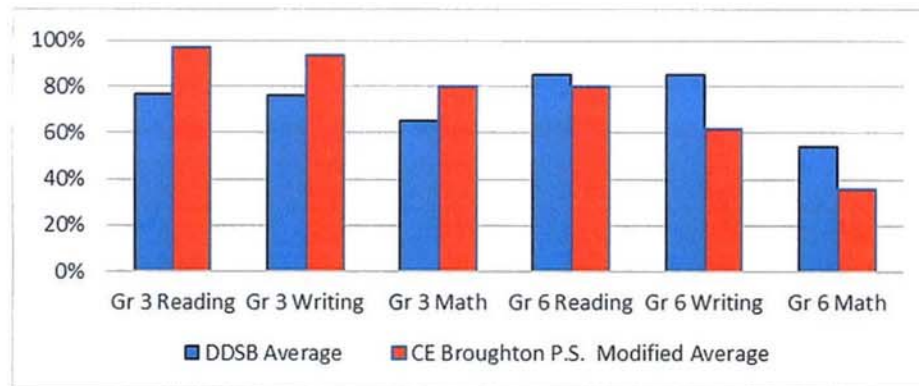
of one student at CE Broughton PS is 7.6% of the total results whereas a difference of one student in the DDSB is a fraction of a percent (0.0002%).

Table 10 – Average EQAO Results (2017-2018 and 2018-2019)

	DDSB Average	CE Broughton PS Modified Average	CE Broughton PS Regular Average
Gr 3 Reading	77%	97%	79%
Gr 3 Writing	76%	94%	75%
Gr 3 Math	65%	80%	60%
Gr 6 Reading	85%	80%	76%
Gr 6 Writing	85%	62%	76%
Gr 6 Math	54%	36%	42%

Average number of students achieving at or above Provincial Standard over 2 years

In the following graph, a two-year average has been calculated for each of the EQAO assessments for the DDSB and for the CE Broughton PS students enrolled in the modified calendar year.



Absenteeism – Staff reviewed the 2018-2019 school year data and students at CE Broughton PS have similar absenteeism data for both the regular calendar (average of 13 days off) and the modified calendar (average of 12 days off).

In comparison, for the 2018-2019 school year, all DDSB regular calendar year students averaged 14 days of absenteeism.

In August, when students return to school for the modified calendar, 73% of the students enrolled were absent at least one day.

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Class sizes/Staffing – As outlined in section 3.4 of the report, CE Broughton PS's modified calendar year has six staff for the current school year (2019-2020). The classes are smaller than the Board's average class size for all grades.

As identified in Table 11, CE Broughton PS modified calendar, based on DDSB average class size would consist of four staff with a triple split of JK/SK/Grade 1 and a triple split at Grade 6/7/8, as identified in Table 11. While multi-grade classes can be viable, stacking three grades together presents unique challenges in relation to delivery of the curriculum. Longer term, social opportunities for students can be limited as flexibility for student placements in classrooms is seriously impeded.

DDSB has had triple splits in the past when necessary. If the modified calendar were to remain at CE Broughton PS's modified calendar, the school would be staffed at DDSB class size averages.

Table 11 - CE Broughton PS Modified Calendar Year Staffing Summary (2019/2020)
Based Upon DDSB Class Size Averages

Staff	JK	SK	1	2	3	4	5	6	7	8	TOTAL
1	6	7	8								21
1				6	11						17
1						13	8	11			32
1								7	12	14	33
4	6	7	8	6	11	13	8	18	12	14	103

There was a comment that a full-time Vice-Principal was added to the school to "set us up to fall". Discussions with Operations Department confirmed that the full-time Vice-Principal was add to the school to provide equity and fairness for CE Broughton PS staff and students.

b) Projections/Enrolment

Low enrolment due to lack of advertising – DDSB does not market or recruit students for any programs. Program registration dates are advertised for Kindergarten and French Immersion. Information is provided on the Board's website for the French Immersion program. The DDSB does include the modified school year calendar on the DDSB website, as well as the details of the modified calendar are included the Board's Annual Information Calendar provided to every DDSB family in the system.

As noted in the summary of input (Email #6) every August, the media reports on the DDSB's modified calendar year.

CE Broughton PS's modified calendar year is open to all DDSB elementary students, accounting for over 49,000 students, and has a current enrolment of 103 students, representing 0.21% of the school's potential enrolment.

Conversely, Winchester PS has a modified calendar year, available to Brooklin students, accounting for over 3,100 students, with a current enrolment of 213, representing 6.87% of the school's potential enrolment.

Use CE Broughton PS for Holding – Currently there are holding schools (the schools where students from new development areas where new schools have not yet been constructed) identified to accommodate future growth in Whitby. As the need arises for additional holding schools, CE Broughton PS like all other DDSB schools, will be reviewed as a potential holding school as are all DDSB schools. Holding school students would be assigned to the regular program calendar. The modified calendar would be an option available to students, as it is to all Durham students.

Enrolment Projections are incorrect/growth in Boundary – Planning Department staff complete Official Enrolment Projections (OEPs) each year, which are used, for staffing and budget purposes. Table 12, below, identifies CE Broughton PS's OEP and their actual enrolment for 2015 through to 2019. In CE Broughton PS's modified calendar year, over the past five years, the actual enrolment has been less than the OEP, with the exception of the 2018/2019 school year.

Table 12 – Modified Enrolment Data

Year	OEP	Actual	% Difference
2015	190	177	93%
2016	167	157	94%
2017	153	137	90%
2018	125	126	101%
2019	123	103	84%

Community input identified that Planning Department staff under projected CE Broughton PS's modified school calendar enrolment (refer to section 2.3.1 Table 1), however based on historical data this has not been the case.

There is some growth within the CE Broughton PS's regular program boundary and that program has seen an increase in its enrolment, as identified in the section 2.3.1 Table 1. Anyone new to CE Broughton PS's boundary, or any DDSB school, have the opportunity to enroll in the modified calendar year.

Options for Modified School Year Calendar – As outlined in Table 8, there were various options identified by the community to address the modified calendar year at CE Broughton PS, rather than collapsing the modified calendar. Options have been considered by staff and incorporated into the recommendation, where possible.

c) Other Community Input

Leadership/Innovation – CE Broughton PS's modified calendar year was provided as an option to students since 1996. The DDSB plans to continue to offer the modified calendar year at Winchester PS as long as there is sufficient enrolment to support the program.

Provide Transportation – Financial constraints and operation resources prevent the provision to provide transportation region wide to families who choose to attend CE Broughton PS's modified calendar.

Pilot Program – When the pilot was first launched, there wasn't a defined set of success criteria to measure the impact of the modified calendar. Higher enrolment after the start of the program enabled the modified program to continue, however the enrolment has continued to decline. EQAO data and absenteeism does not identify any successes that stand out in comparison to the DDSB regular calendar schools.

Modified Classes Not Full but has a Wait List – CE Broughton PS's modified calendar does not have a "wait list", though Principals have used that terminology. Prior to the school year commencing, when a student is registered they are put on the list prior to being assigned a class. The school holds the registrations until the school organization can be determined.

Based on the difference in start time between the modified calendar and the regular calendar, students from the regular calendar cannot transfer over to the modified calendar once a school year has commenced, as they would not meet the Ministry of Education's expectations for instructional days. The two calendars do not align until the end of May.

Comments on Consultation Process – The process to gather community input is based upon Board Regulation: School Boundaries and consistent with previous processes.

4.2.2 Transition and Communication

As part of the Open House the community was asked to provide community transition and communication opportunities for this proposal. At the Open House there was a poster available for the community to provide their input. The input provided did not address transition or communication, rather the community outlined their concerns with the process, timelines etc. consistent with input received through email and the comment sheets.

5. Financial Implications

With the collapsing of the modified calendar CE Broughton PS's staffing will be closer to the DDSB average. Additionally, there is the savings with the reduction of .5 Vice-Principal allocation to the school.

6. Communication Plan

The following opportunities were made available to provide and receive communication:

- Standing Committee Information Report (November 4, 2019)
- SCC Executive Meeting (November 6, 2019)
- Open House (November 13, 2019)
- Email and Voicemail (November 4, 2019 – November 27, 2019)
- Report posted on the DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews' (November 5, 2019)
- Final Report taking into consideration all community input presented (January 20, 2020)
- Newsletters available on the schools' website and available on DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews' (November 5, 2019)

6. Conclusion

Community input was gathered from November 4, 2019, when the Report to commence the Community Consultations was presented to Trustees, until November 27, 2019.

An Open House was held on November 13, 2019 to provide information to the community, while also providing an opportunity to gather input. A dedicated email address and phone line were established as another means to gather community input and input was gathered from November 4, 2019 through to November 27, 2019.

Input was received from 27 families with students in CE Broughton PS modified calendar, accounting for 39% of CE Broughton PS modified calendar families. Additional input was received from 11 community members including staff and other DDSB parents. Provided, as Appendix 3, is a summary of all input. Section 3 of the report provides an analysis of community input.

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8. Recommendation

That the Durham District School Board approve that the modified program at CE Broughton PS collapse at the end of the school year – June 2020, and that the current CE Broughton PS modified calendar students be provided the following options for September 2020:

1. That CE Broughton PS modified calendar students, currently enrolled in the modified calendar year at CE Broughton PS, and their siblings, would be grandfathered to attend CE Broughton PS's regular school year/program.
2. That current CE Broughton PS modified students, and their siblings, that want to continue in the modified calendar, would be grandfathered to attend Winchester PS's modified calendar year, as out of area.


9. Appendices

Appendix 1 – Modified Calendar Year

Appendix 2 – Notice of Open House

Appendix 3 – CE Broughton PS Community Consultation Summary of Input

Report reviewed and submitted by:



Lisa Millar, Director of Education



Georgette Davis, Family of Schools Superintendent

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DURHAM DISTRICT SCHOOL BOARD
ELEMENTARY SCHOOLS - MODIFIED SCHOOL YEAR CALENDAR, 2019-20

First Day of Classes – Tuesday, August 6, 2019

Legend: **B** – Board Designated Holiday **H** – Statutory School Holiday **P** – Professional Activity Day **P*** – Prov Priority Day
M – Midpoint

[illegible]



Notice of Open House
CE Broughton PS Modified School Year
Consultation Process

There will be an Open House to gather community input on
collapsing CE Broughton PS's modified school year
 commencing the 2020/21 school year

Wednesday November 13, 2019
Drop in between 7:00pm and 8:30pm
 located at
CE Broughton PS (in the gymnasium)
 80 Crawforth Street, Whitby

The purpose of the Open House is for Durham District School Board (DDSB) staff to show information and gather feedback regarding the proposal to collapse CE Broughton PS's modified school year.

The staff proposal, to collapse CE Broughton PS's modified school year, is also proposing the following:

Current CE Broughton PS modified school year students, as long as they remain at their current address, as well as their siblings, will be grandfathered to attend CE Broughton PS's regular school year program, as out of area.

The Open House format provides an opportunity for parents to circulate
 between DDSB staff and view information set up at stations.

Details of the CE Broughton PS's modified school year consultation process are available in the November 4, 2019 Standing Committee Report entitled *CE Broughton PS Modified School Year* available on the DDSB website at www.ddsb.ca at:

*About DDSB > School Properties > Boundary and Program Reviews > CE Broughton PS Modified School Year
 Consultation Process*

A **dedicated email address and phone line** have been created
 to collect feedback from the community regarding the proposal.

Feedback on the proposed boundaries will be collected until
November 27, 2019 and summarized into a report for Trustee consideration.
 Comment sheets will be available at the Open House for community feedback.

A Recommendation report is scheduled to be presented to Trustees on January 20, 2020.

All feedback will be collected and summarized in this Recommendation report.

**CE Broughton PS Community Consultation
- Collapsing the Modified School Year Calendar**

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Email Voicemail	Date	Summary of Concerns
#1 Email Email Email Email	Nov 6 9:50PM & 10:05PM Nov 8 6:45PM Nov 10 11:39PM	<ul style="list-style-type: none"> • Decisions seems to be made, though called a proposal. Leaves a bad taste in my mouth. • CEB PS is our home school, we did not know it offered modified, or at first knew what a modified school year was. • Our child, with autism, can manage the school year with fewer meltdowns and less anxiety. • Studies outline the benefits a modified calendar year can have for students and staff. • Why then is Board collapsing the program? • Message SCC Executive and Principal received was the collapsing of the modified school year program was definitely happening. • Consultation was only to handle students currently enrolled. • Shorter summer breaks allow more family time, easier transition to school, and allowed my son to not lose as much of the school routine. • Community is not aware of modified school year but think it is a great idea when I explain it to them. • DDSB has not adequately promoted the program. • From "A Modified School Year: Perspectives from the Early Years" by E.C. Winters, you can easily see the benefits of the modified school year, far outweigh the negatives. • Potential savings of 0.5 FTE VP salary are dwarfed by benefits to students. • There is growth identified for Whitby, as outlined in the DDSB's Accommodation Plan. Why not house students at CE Broughton PS rather than place students in holding school that are already at capacity, with portables?
#2 Email	Nov 8 8:24AM	<ul style="list-style-type: none"> • I am disheartened, as I wanted to register my child for FDK and move their sibling to the school for 2020.
#3 Email Email	Nov 8 9:41AM & Nov 26 11:45PM	<ul style="list-style-type: none"> • Has a decision already been made, the flyer is confusing. • Deeply concerned DDSB wants to shutter the modified program. It will negatively affect my child and family. • Studies conducted by Globe and Mail (2010, updated 2018) show that in grade 6 modified program students, 86% met or exceeded provincial average in reading compared to provincial average of 67% of regular program students. Similar numbers for math. • Taking away program is not forward thinking. • Child is having great success, good mental health to reset and regroup with balanced breaks. • Opportunity for DDSB to show leadership in Canada, as year round calendar not widely adopted in Canada, this program can be turned into something great. • Equity – "We value who you are" – great, but you do not know what me, taking away this program shows you do not care. • My child has learning disabilities we struggle to balance work/life at times, modified program helps. • Taking away this program would not seem very equitable to children with special needs.

		<ul style="list-style-type: none"> • Not everyone excels at school and some need a break from pressure more regularly. • Engagement – I hope someone is listening, don't take away the program, please promote it. • Innovation – collapsing program is opposite to being innovative. DDSB should come up with a 2 year plan to increase enrolment – be forward thinking
#4 Email	Nov 9 8:22AM	<ul style="list-style-type: none"> • What were the findings of this 20-year pilot project. • Community does not seem to be aware of the program, need to advertise. • Many benefits to a shortened summer: <ul style="list-style-type: none"> • Reduced content loss for students • More stability and professionalism among staff • Reduced anxiety and behavior outbreaks for students • Stronger peer relations – positive influence for anti-bully campaign • Suggest switch regular calendar students to modified calendar given all the positive influences. • How is the regular calendar year superior to modified school year, in terms of learning? • The DDSB has a responsibility to liaise with community partners to push for camps for modified calendar holidays.
Email	Nov 13 9:43PM	<ul style="list-style-type: none"> • Projected enrolment included in report/open house are null and void as families are not aware of the modified school year calendar. • Regular school year calendar was designed to allow for farming, and still continues today. Families only have knowledge of the regular school year calendar that has been around for hundreds of years. • Modified school year calendar only been around for 20 years, therefore families unaware of the opportunity. Need to advertise. • Offering information on the school website is not the way to advertise. • Board has failed on the pilot of this program. • Modified school year calendar offers scattered breaks to teachers to 'teach my children well'. • This program supports anti-bullying movements allowing for year round peer relations. • Mental health is address positively in the modified school year calendar. • Routine is fundamental for strong mental health. • DDSB staff need to push yourselves to really exert your expertise and ability to explore best practices for students.
Email	Nov 19 3:23AM	<ul style="list-style-type: none"> • Emailed article entitled "Why schools should move from traditional to 'balanced' calendars" https://news.illinois.edu/view/6367/198865
Email	Nov 19 3:32AM	<ul style="list-style-type: none"> • Emailed article "Students in year round school do better study shows" https://www.theglobeandmail.com/news/national/education/students-in-year-round-schools-do-better-study-shows/article570683/?utm_source=Shared+Article+Sent+to+User&utm_medium=E-mail:+Newsletters+/+E-Blasts+/+etc.&utm_campaign=Shared+Web+Article+Links
Email	Nov 19 1:42PM	<ul style="list-style-type: none"> • Emailed Durham Region "Information Report – 2016 Census of Population", referenced sections on housing variances https://www.durham.ca/en/living-here/resources/Documents/2018-INFO-53-2016-Census-of-Population.pdf
Email	Nov 19 1:57PM	<ul style="list-style-type: none"> • Emailed Durham Region – Planning and Economic Development Department October 2015 – "Profile Demographics and Socio-Economic Data"

Email	Nov 19 8:39PM	<p>https://www.durham.ca/en/living-here/resources/Documents/EnvironmentalStability/DurhamRegionProfile_InfographicSummary.pdf</p> <ul style="list-style-type: none"> Teachers get breaks they need as well. Stress is rising in classrooms due to parent expectation, increased self-awareness of students and increased vocal abruptions. Teacher sick days and stress leaves result in theft of time and money within the board. Year round relations mean awkward re introduction stage between peers after long summer in reduced.
Email	Nov 19 9:04PM	<ul style="list-style-type: none"> Balanced school year is good for family as children aren't bored over summer, parents spend less time school children as they retain more, spend less money over summer, cheaper flights off season, Disney land not as hot in fall, don't need to take summer vacations when you have the best mental health, take vacations in fall to enjoy leaves and autumn harvest, take vacations in extended March break to ski, skate etc and cheaper travel rats, take spring vacations again – cheaper travel rates, spring fever!
Email	Nov 20 3:51PM	<ul style="list-style-type: none"> Scattered breaks reduce absenteeism and saves the board double dipping to pay for fulltime teacher salaries and supply teacher salaries. The board would save millions if it transitioned all schools to a balanced school year program. Included Article "The Workplace Is Killing People and Nobody Cares"
Email	Nov 20 3:59PM	<p>https://www.gsb.stanford.edu/insights/workplace-killing-people-nobody-cares</p> <ul style="list-style-type: none"> Save money across the board with green movement Turn down Tuesdays, teach without lights, it will spark interest and alertness in classroom and save millions over time.
Email	Nov 20 5:17PM	<ul style="list-style-type: none"> Cheers to progress! Copy of Teachers contract from 1923 attached
Email	Nov 23 9:30AM	<ul style="list-style-type: none"> Sharing this story https://www.caledonenterprise.com/opinion-story/9734072-orangeville-educator-wears-body-armour-at-her-peel-school-she-wants-to-tell-you-why-she-s-going-work-to-rule There are no KEVLAR suits at CE Broughton PS Forge ahead in confidence and inclusivity. Included Article "Hockey Canada dropping 'midget,' other traditional minor age group names"
Email	Nov 25 2:52PM	<p>https://www.sportsnet.ca/hockey/juniors/hockey-canada-dropping-midget-traditional-minor-age-group-names/</p>
Email	Nov 27 3:16PM & 3:29PM	<ul style="list-style-type: none"> Thank you for all your time. I appreciate the chance to speak. Option 1 – Grandfather all students of CE Broughton PS modified program so they are able to graduation and program would collapse 2029. At the same time, invite all DDSB student to accompany the grades that remain. Advertise on DDSB website, daycares, new development builders, social media, newspapers and news sites across GTA. Will see results by year-end. Option 2 – No other alter but to collapse program and grandfather students, then invite CE Broughton PS's regular program to reduce their summer break by one week and transfer week to October break. Both programs could move to this model. Encourage migration from over-capacity school to CE Broughton PS to reduce the strain and advancement of repairs to older schools, and a need for new schools. This also would get rid of portables at under-utilized schools.

		<ul style="list-style-type: none"> Enrolment projections provided are incorrect. CE Broughton PS, with 65% of population 60 and over (Durham Region's Planning and Economic Development Department 2015 data), will experience a population turn over in short order, already seeing it. DDSB must initiate a necessary amalgamation of all education arenas across the region into a balanced system of education delivery. Over capacity schools, and portables, place a physical and financial burden on the structure, lead to unsafe learning environments - Broughton can solve these problems. Teacher concerns – see comments of (Nov 19 – 8:39PM) DDSB is adding A/C to schools so bring all students into all schools in August; shut all schools for 2 weeks each in October and March to save on heating. Introduce busing to CE Broughton PS to solidify interest in program. EQAO is not inclusive. Eradicate it.
#5 Email	Nov 10 10:11AM	<ul style="list-style-type: none"> Why has there not been efforts to increase awareness of CE Broughton PS's modified calendar year? The community does not know about the modified school year program. Benefit to my child, with special needs, to have breaks (increased retention) more spread out throughout the school year.
Email	Nov 13 9:26PM	<ul style="list-style-type: none"> There is growth identified for Whitby, as outlined in the DDSB's Accommodation Plan. Why not house students at CE Broughton PS rather than place students in holding school that are already at capacity, with portables? I attended the open house and shared my concerns for the lack of advertising of the modified school year calendar. DDSB website, school locator mentions French Immersion option but no option of CE Broughton PS and the modified school year calendar option that should be identified for any Whitby address as well as Oshawa/Ajax or all of Durham. Allow a year or two of advertising to see year impact on the enrolment.
#6 Email	Nov 12 8:31 AM	<ul style="list-style-type: none"> First heard of modified school year when our son was reaching school age. Benefits of program quickly apparent <ul style="list-style-type: none"> Students retain information better Provides more reason lengthened breaks throughout the year Reduced anxiety and stress for students and staff Finding summer childcare and activities for children for a nine-week stretch can be problematic Our child, with exceptionalities, thrives in the modified school year; we believe this academic success could not be achieved in the regular school year calendar. Proposal to discontinue program is not based on merits of the modified school year calendar, rather it is based on declining enrolment. Need to advertise. DDSB's website page to register for school does not advertise the modified school year calendar at CE Broughton PS, available to all students. <ul style="list-style-type: none"> Everyone year, local media presents the first day of the modified school year as a "shock-piece". Every year, this makes headlines because general public don't seem to know this opportunity exists. "It's back to School Tuesday...for some", August 2017 https://www.durhamregion.com/community-story/3486843-it-s-back-to-school-tuesday-for-some/, "Back to school in August", August 2015

Email	Nov 26 9:41AM	<p>https://www.durhamregion.com/community-story/5783073-back-to-school-in-august-durham-kids-on-modified-calendar-back-in-class/ , "School year starts early for some Durham students", August 2013</p> <p>https://toronto.citynews.ca/2013/08/06/school-year-starts-early-for-some-durham-students/</p> <ul style="list-style-type: none"> • Due to timing of DDSB's "Back to School" BBQ modified school year students cannot attend. DDSB should take this opportunity to advertise the modified school year. • Facility already exists and is the DDSB's one and only school outfitted with air conditioning. Modified school year should continue, community will lose a unique opportunity. • Thank you for the opportunity of the open house. Allowed to discuss issue with Board members and Trustees, as well as other concerned parents and community members. • At open house many parents raised same concerns as me. Children with special education needs accessed the modified program as the breaks provided the best opportunity for their children to succeed. • CE Broughton PS can meet the need of children with special needs without any additional accommodation or expenses. • EQAO results show 33% of CE Broughton PS students participating are children with special needs, versus 22% provincially. • CE Broughton PS can grow program and there is development around the school currently, and into the future, to fill up the space. • DDSB's strategic plan states "Build capacity with differentiating teaching and learning for individual students with learning disabilities and/or autism", "Innovate Learning Environments: Continue to support schools and classrooms in utilizing innovate and learning spaces and to provide equitable outcomes for all". • CE Broughton PS's modified program is providing for children with special needs by providing an innovative learning environment. • DDSB Director's message recognizes need for inclusive environment.
#7 Email	Nov 12 7:41PM	<ul style="list-style-type: none"> • Concerned modified school year has not been advertised well enough and that some students were wait-listed some years. • Two school year calendars amplifies differences in the school (i.e. lack of some school activities when one of the groups is away, such as pizza lunches) • Propose that if modified school year calendar collapses, current students (and their siblings) in the modified school calendar should be grandfathered to CE Broughton PS even if they address changes in future. • If the modified school year collapses suggest in-school breaks commencing 2020-2021 school year, hold in-school 'electives day/weeks' for all students with a variety of themes, activities and events.
Email	Nov 24 10:02PM	<ul style="list-style-type: none"> • My child, with autism, is in modified program at CE Broughton PS. • The breaks throughout the school year are positive and constructive. • He would be absent from school more if attended the regular calendar program. • My child is eager to attend school in August. • I am stunned by lack of information provided to school community about the program and decision to shut it down. • The program is not advertised well. • So many questions unanswered at the open house. I never realized the program was a pilot project. Was the program ever evaluated?

		<ul style="list-style-type: none"> • Good policy requires an evaluative component, on a regular ongoing basis. If the program was evaluated, what were the success criteria and did it meet them? • One could assume it is successful since the program ran for over two decades.
#8 Email	Nov 13 10:49AM	<ul style="list-style-type: none"> • Stressed and disappointed the DDSB is considering collapsing the modified school year at CE Broughton PS. • Modified calendar assists children by having a minimum of one week off every six to eight weeks. • Students return to school refreshed and have an academic advantage over regular calendar students. • Students retain information better. • DDSB has not adequately promoted the program. • We know parents who inquired about program and they were told there was no space and were put on a 'wait list'.
#9 Email	Nov 15 8:53AM	<ul style="list-style-type: none"> • Modified school year calendar is an amazing opportunity, especially for special needs kids. • I have never heard of the program and I work in the school system.
#10 Email	Nov 15 12:31PM	<ul style="list-style-type: none"> • I live in Oshawa and was interested in my daughter attending the modified school year calendar as it fit better with when we like to book vacation. • No school in Oshawa offers the program and I didn't want to drive her to Whitby, then back to work in Oshawa. • Home school is Vincent Massey PS.
#11 Email	Nov 16 7:10AM	<ul style="list-style-type: none"> • DDSB has done nothing to promote the modified program that makes life easier for me. • I live in Oshawa and didn't know about modified, and whether or not my child could attend. • Promote and expand. Take a poll to see who needs this program and who will benefit.
#12 Email	Nov 16 1:11PM	<ul style="list-style-type: none"> • I have two kids in modified program at CE Broughton PS. • We moved into CE Broughton PS's area and found out about program when we called to register. • The modified program helps with childcare, as we cannot get time off in summer, huge financial relief. • Kids feel refreshed and ready to return to school in August and the modified schedule benefits them academically. They retain information better. • My kids look forward to breaks throughout the year. • DDSB does not advertise about modified program and has not given the program a chance to increase the enrolment. Advertise at Early Years centres, Boys and Girls Club, Community centres. • Where is the data collected on this "pilot project"? Must be positive since the program has been running for years. • Board only concerned with saving money. • Arrange for transportation, or suggest transportation ideas for families considering program.
#13 Email	Nov 17 3:45PM	<ul style="list-style-type: none"> • Disappointed with the proposal to collapse the program but understand why board is considering it, due to the declining enrolment. • I have arranged for childcare and commute to CE Broughton PS for the modified calendar. • The program is not advertised by the Board like Gifted and French Immersion. Difficult to find information on the modified calendar on the Board's website.

		<ul style="list-style-type: none"> • School prepares students for the “real work world” and 2 months off is not realistic. Everyone needs breaks and vacation time throughout the year to maintain focus and productive work ethic. • The recommendation to grandfather students should be based on individuals (and their siblings) not their address. • Does the modified program at Winchester PS have space to accommodate all DDSB students?
#14 Email	Nov 17 5:15PM	<ul style="list-style-type: none"> • Just learned about the modified program in the local newspaper. I have lived in Durham my entire life. • Our kids currently attend Stephen G. Saywell PS but we would be very interested in the modified school year. • Please do not cancel.
#15 Email	Nov 18 8:07AM	<ul style="list-style-type: none"> • I have concerns with the cancelling of this program, as it is beneficial to children, especially those with learning disabilities. • My child is diagnosed with ADHD and ODD and has trouble retaining information. • Mini-breaks through the school year are amazing and benefits my child, rather than a 2-month break. • Child’s doctor said we are fortunate to have this program for our child. • Decline in enrolment due to fact the board does not advertise. • Could the board market program first before dropping the program?
#16 Email	Nov 18 7:00PM	<ul style="list-style-type: none"> • My child goes to Winchester PS. • Real issue is information and a lack of it going towards prospective parents for the program. • The area offered for either school should be expanded. Someone from Pickering should be allowed to attend CE Broughton PS or Winchester PS, not case by case. • More information and availability will bolster a fantastic educational program for students and teachers. • Short sighted to shut down program. • Add a line to all registration documents, newsletters, and social media marketing the modified program.
#17 Email	Nov 19 9:43AM & Nov 27 5:16PM	<ul style="list-style-type: none"> • My husband attended the program when it opened in 1996 and he loved it. • Our eldest daughter also attended the program and I have three other children attending CE Broughton PS in modified. • Two of my children have ADHD and benefit from smaller class sizes and frequent breaks offered in modified program. • Upset if program ends they will lose a lot of friends. • Regular calendar have too long between breaks. Difficult for students to focus and retain information. • Kids get bored over the summer, or lose knowledge. • Program gives families different vacation abilities. • Class sizes are significantly smaller and there are so many benefits to this. • Need to advertise more through social media. • Based on stats in board report this was a successful program for first 13 years. Numbers have fallen because DDSB has not informed public of program. • Before DDSB closes program to low enrolment allow every parent to know about program. Send out a survey to all parent using school messenger app to see if people interested.

		<ul style="list-style-type: none"> • Allow for program to grow. • Winchester PS's program is doing well because that are not as many schools around to choose from. CE Broughton PS is tucked away, therefore our numbers are low but there is a potential for increase with all the new housing and many new families with young children. • Will travel to CE Broughton PS for modified program but not beneficial to us to travel to CE Broughton PS for regular program. Kids will be losing friends. • CE Broughton PS housed the first modified program as a pilot and it was such a success they the board added a modified program at Winchester PS and then Henry St HS. <ul style="list-style-type: none"> • If this pilot program was so successful, why didn't it go further than this? • Why did DDSB allow enrolment to dwindle away that they now propose to cancel program? • Has DDSB not heard of the benefits this program gives children/families? Does DDSB not care? • Was CE Broughton PS ever informed that their modified enrolment was dropping? Were they given a change to improve their enrolment numbers? • Why does DDSB want to cancel the program without giving it more of a chance? • Two weeks to express community concerns is not enough time.
#18 Email	Nov 19 2:51PM	<ul style="list-style-type: none"> • Both my sons go to CE Broughton PS's modified program and they are flourishing as there are shorter breaks allowing kids to forget less/less review time for teachers. • Kids need a break, waiting 4 – 6 months is too long • A lot of students at CE Broughton PS have IEPs and shorter breaks help them. • Childcare and summer programs can add up over the summer break. • Regular program schedule was made for farming communities and no longer works for most families.
#19 Email	Nov 19 3:35PM	<ul style="list-style-type: none"> • I am a concerned parent with three children in modified program at CE Broughton PS. • Modified program has been wonderful for our family and children have excelled because of all the many breaks. • Some parents were told the program was full when they tried to register last year. • My child's class was very small and by no means full at 13 students. • Please reconsider. Studies show modified school year is what is best for kids and teachers.
#20 Email	Nov 19 10:47PM	<ul style="list-style-type: none"> • I am a parent of three elementary children attending CE Broughton PS. • Lack of enrolment at CE Broughton PS is due to lack of information to the families. • Modified program is not listed on the board's website; only place is the modified calendar download. • Not giving the program a fair chance. • West Whitby development area families should be offered CE Broughton PS's modified program, saves on busing costs. • Proof families are supportive of program is that they are willing to forgo special treatment such as busing. People drive from all over Durham to access CE Broughton PS's modified program. • It is a shame this program has been kept a secret for so long.
Email	Nov 25 7:50AM	<ul style="list-style-type: none"> • Please delay closing the modified program and give it a chance to succeed. • Sad to hear this program at risk given it is a sought after option for teachers and families. • Families come from all over Durham Region to attend program without perks of bussing. • There is nothing listed on the Board's website outside of the modified calendar.

		<ul style="list-style-type: none"> • Parents have been told the program is full and need to be on a waitlist. • Please stall cancelling the program. Advertise the program and give the modified program a fair chance.
#21 Email	Nov 20 10:22AM	<ul style="list-style-type: none"> • I was happy to see some members were present at the CE Broughton PS Open House. • As a parent and educator, I can attest to the benefits of this program. • My children are eager to go back to school every August. School year broken into block allows child to focus, and then have a break. • Students with IEPs, or who have behavioral issues highly benefit from regular breaks, • There is a focus now on mental health so why has the board decided to create more stress and anxiety for children and parents by proposing to collapse this program? • Provided various quotes from articles with supporting evidence of year round schooling. <ul style="list-style-type: none"> • Traditional school year first implemented when America was an agricultural society, Summer months were needed exclusively for farm work. Schoolwork was not as important as keeping up with family farm. • Well-documented that year round schooling means students don't unlearn some of their knowledge, due to too much time off school. • Decades of research by Nation Summer Learning Association that shows it can take anywhere from 8 to 13 weeks to get students back up to speed and ready to learn the new grade's material. • Modified program allows students to not feel detached from school environment. • When there is one large vacation block (summer) parents have to compete for time off and travel is expensive. • Shorter breaks keeps students from low-income families out of trouble and helps them to retain information better. • Expensive to send children to camp. • Loss of literacy and numeracy for children and primary grades, worse for disadvantaged groups (low-income, slow learners, foreign students). • Year round schooling has been shown to be a powerful academic means to improve student performance at all levels. • Why is this still being referred to as a "pilot project"? • Why isn't this program advertised anywhere, or promoted? • So many schools have portables, with potential hazards of mice or just sheer size of portables versus number of students; this is an option to keep students out of portables. • Busing is an issues for families o there are private bus companies that could pick up students. • Students I teach take 2 to 3 weeks to get back into routine; this is not the case for modified students. • There are a lot of young families with small children that wouldn't be reflected in your enrolment data. • Several countries around the world have year-round schooling, typically running for 11 months, or a trimester or quarter system. • Several countries have academic years that go nearly year round but have a one-month break. • USA has shortest school year, however nearly every states has some type of year-round school and those students typically have higher test scores and retention rates.

		<ul style="list-style-type: none"> • Please reconsider your decision to rip this program from hearts of students, parents and educators. • When has the board become so cold that the well-being of students and progress means nothing? • Have you considered breaking down the academic result of those on year round calendar versus regular calendar? • Our child are happy and thriving.
#22 Email	Nov 22 6:32PM	<ul style="list-style-type: none"> • I have two children at CE Broughton PS and another child who graduated already. • My husband and I have careers that are busy over the summer and the modified program has helped us arrange childcare. • One of my children has an IEP, students of shown that more constant learning environment with breaks creates more success for students with learning disabilities. • I have been advised that other parents have to put their children on a waiting list to get into CE Broughton PS. • Our children are being punished because DDSB had failed the modified program. • Failed to advertise and talk about it in public. Should have acted years ago. • Consider an aggressive education campaign to promote, rather than cancel program. • Change the boundaries and open program to a larger area, rather than just CE Broughton PS's boundary. • Feels like DDSB does not care about parents and children. How do we tell our kids that the DDSB doesn't think they are worth the money? • If you close program you may also have to consider closing school as many parents only have their children at CE Broughton PS because of the modified program.
#23 Email	Nov 24 2:37PM	<ul style="list-style-type: none"> • Please continue the modified program at CE Broughton PS • Schooling spread out over the year without long summer breaks allows for better learning. • Allows for better work schedules for parents who have trouble finding coverage for their children over long summer break.
#24 Email	Nov 25 8:15PM	<ul style="list-style-type: none"> • Shocked and horrified that we can lose one of the greatest assets the DDSB ever had. • My children attended CE Broughton PS's modified program during the early days, until they switched to Gifted program. • Modified system offered so many benefits. • Summers too long and children get bored and forget too much. August start allowed for plenty of time off. • August was a continuation of learning, not a month of review, like September. • June was a month of learning, not winding down knowing kids will forget everything after a long summer break. • 9 weeks on, 2 weeks off was great for teachers and students. Teachers and students need breaks. Teachers and students were happier, better rested. • Families had greater opportunities to vacation together off-season. We took out children to Disney in October, was less expensive, less crowded and great weather. • Modified program attractive to parents who were heavily invested in their children's education. Modified parents went the extra mile for their children. They have to drive their kids to school. They had to find and research the program. Of the 11 years, I was on the SCC, 75% or more of the parents on the CE Broughton PS had children in the modified program.

		<ul style="list-style-type: none"> • Modified students got full access to school (with half the population) several times each year (gym, library, and field). • Relationships between students and parents in both streams were strengthened. • Program was attractive to teachers, students and parents. • EQAO test scores were higher year after year.
#25 Email	Nov 26 3:39AM	<ul style="list-style-type: none"> • My children benefited greatly from this program with a greater and more relaxed approach to learning. They were excited to go back to school after breaks. • My child was diagnosed with a learning challenge and breaks allowed his brain to rest and refresh. Program allowed him to flourish and graduated as an Ontario Scholar.
#26 Email	Nov 26 11:24AM	<ul style="list-style-type: none"> • Our child's daycare provider told us about the year-round calendar at CE Broughton PS. • Summer breaks are an adequate length. Less time away from school allows students to retain information and focus on new material when they return. • Shorter, more frequent breaks significantly reduce knowledge loss, illness, improve mental health and allow families to recharge. • Regular program summer breaks present challenges to working parents. Lower-income families can't afford summer camp. Difficult for any family to find appropriate childcare and activities for nine weeks. • The DDSB does not advertise program. It is the "best-kept secret". • Unfair to say enrolment declining and program will be closed in same year. No support to promote program. • DDSB has set this pilot program up to fail given lack of advertising. • Put students first.
#27 Email	Nov 26 12:54PM	<ul style="list-style-type: none"> • We drive two of our children to CE Broughton PS for the modified program. • Breaks throughout the school year is good for my children's mental health and wellbeing. They are better rested, and have less boredom in the summer. • DDSB does not promote program. There is nothing on the Board's website but the school calendar. • Please support the balanced year calendar, don't fail students and families who believe in its success.
#28 Email	Nov 26 3:55PM	<ul style="list-style-type: none"> • I have children in modified program at CE Broughton PS and we love it. • DDSB has not advertised this program. It is not listed anywhere on Board's website that is the reason for the low enrolment. • School has not let people enroll in program in past. People I know were turned away from the program. How can it be full and have low enrolment? • Program allows breaks that students and teachers need so they don't burn out. • Shorter breaks allow students to retain more and teachers don't have to spend 2 – 4 weeks doing a refresher.
#29 Email	Nov 26 4:08PM	<ul style="list-style-type: none"> • We the staff of CE Broughton PS feel the board is making decisions that are detrimental to the students, staff and community. • 23 years ago board introduced a pilot program highly sought after, advertised and promoted. • This program model is based on need to move away from agrarian model, that no longer serves 21 century needs. • Was assigning principals who disliked year round school the Board's long –term plan of shutting it down?

		<ul style="list-style-type: none"> • Why has the recently retired secretary been instructed to inform parents that the program was full when it is not? • Staff has repeatedly approached administration and pleaded to advertise program. • Communication Dept was to draft a survey for parents but this was not followed through, why? • Year-round program can have some expenses but it is worth the benefits to the students. • This is the first time ever in 23 years that a 1.0 VP has been assigned and the DDSB Planning Department says this is not cost effective! Setting us up to fail. • CE Broughton PS and Winchester PS staff, students, parents and community member are and have been ready to speak up about benefits of year round program. • DDSB has provided little time to try and increase numbers. • Summary of input from various staff: <ul style="list-style-type: none"> • 20-year John Hopkins University study indicated frequent breaks reduce stress, increase the quality of learning and instruction, and students retain more. • Removing year round program can only increase mental distress among students and teachers who will have to acclimate to a different system. • Year round education reduces need for extra time spent on routine and expectations, as well as review. • Children with learning disabilities are more success with shorter breaks. • Having two tracks at CE Broughton PS allows for an easier transition for students as intake of students spread between two different start-ups. • Year round allows for more family vacation opportunities during off-season times . • Shorter more frequent breaks allow better options for daycare. • Year round schooling is progressive. Our kids are not working farms, as in past. • In 202, a woman working on her doctoral thesis from the University of Edinburgh visited our school to interview them about how they felt about the modified calendar. The letter was support of the program – <i>hopefully</i> it was filed at the board and there is a copy.
#30 Email	Nov 26 6:26PM	<ul style="list-style-type: none"> • I am disappointed that the DDSB is considering collapsing the modified school year. • I read the report. Yes, the enrolment in the program is low however, it would be more convincing if the DDSB made an effort to spread awareness across the Region. • Board should conduct a survey to determine: what % of families know about the program; what % of families know they child can attend the program; whether parents are away of the benefits of the program; why have families chose traditional school year program. This would provide better insight. I would volunteer to design and analyze data. • Abandoning program is detrimental to the students. • Year-round education produces the most gain for at-risk students (Kerry & Davies, 1998). • Students who lose the most during the summer are those who made the most gains the previous school year (Kuhfeld, 2019). • Much of the disparity between socio-economically advantaged and disadvantaged emerges during the summer (Alexander, Entwisle & Olson, 2007). • DDSB has a responsibility to its students, particularly to those who have fewer resources at home. • My child just begun the program and I can already see the benefits of the breaks.

		<ul style="list-style-type: none"> • Students with special needs struggle with adjusting to major changes, reducing summer breaks ease the transition of new school year. • Misleading to refer to the decision as having been made by the “staff” at CE Broughton PS when there are many teachers who do not support this proposal. • If DDSB collapses the modified year program, it will be a failure of the Board.
#31 Email	Nov 26 8:46PM	<ul style="list-style-type: none"> • My child just started CE Broughton PS’s modified program. We live outside the regular program boundary. • I only knew of the program as I have a family member whose child attends. • Many benefits of program include frequent breaks to rest, regroup and retain information. • Most important feature is the program is offered across the Region, and therefore open to all sociodemographics, allowing for a more diverse group of students. • If you close program and allow students to attend modified program at Winchester PS it creates unequal opportunities to students based on income and sociodemographics. • Lower income families cannot afford to live in Brooklin, with the most expensive real estate in Durham. • If there were no benefits to the modified program why keep it running at Winchester PS? • Why has the Board not promoted the program? And where have there been waitlists? • Why predict that demand next year for JK would be lower than this year? • Why not open Winchester PS modified program to all Durham students? Or at least let current CE Broughton PS modified students attend Winchester PS’s modified program. • Reassess in one year, after advertising program. • Proposed grandfathering should not be based on current address. Parents should be allowed to move and stay at CE Broughton PS.
#32 Email	Nov 26 9:42PM	<ul style="list-style-type: none"> • My child attends CE Broughton PS’s modified program and having more frequent vacation and breaks throughout the year seems more natural to me. • My husband and I work full time and we can take vacations outside of the summer months and don’t have to cover so many weeks of expensive day camps. • Recent US studies indicate the benefits to children’s mental health and learning by shorter summer breaks. • Long summer breaks originally planned around harvest time, things have changed. • Promoting program would result in larger enrolment. • Please extend modified calendar program and look more closely at benefits. Actively recruit children for next year.
#33 Email	Nov 26 1:05PM	<ul style="list-style-type: none"> • Program has been exceptional for my child. Disappointed DDSB wants to cancel it. • Child is engaged, very comfortable and happy thanks to balanced breaks. • Studies conducted by Globe and Mail (2010, updated 2018) show that in grade 6 modified program students, 86% met or exceeded provincial average in reading compared to provincial average of 67% of regular program students. Similar numbers for math. • Program also suits today’s busy parents who may not be able to take extended summer breaks. • Program needs to be promoted within the Region. Board should look into options to increase the enrolment.
#34 Email	Nov 26 11:16PM	<ul style="list-style-type: none"> • We moved into this area specifically to attend CE Broughton PS’s modified program. • Program was appealing due to our work schedule; however we have seen benefits to our children’s learning.

		<ul style="list-style-type: none"> • Our children have learning disabilities the program offers great benefits include consistent regular, shorter breaks providing consistent routine. Also mental health benefits. • Board should be promoting and advertising program. • Regular breaks allows families to spend more quality time together. • Children are excited to go back to school in August. • When we first enrolled we were put on a waitlist. Why when numbers are low? • The area is growing and there are more younger families and developments. • It is the intent of the Board not to promote? • Give the modified program a chance. Emotional and education impact will be impactful on my children if program is collapsed.
#35 Email	Nov 27 12:01AM	<ul style="list-style-type: none"> • Board should be extending the modified program to more schools, not cancelling program. • My child is in their second year in CE Broughton PS's modified program. • We believe the program benefits employees, students and families' mental health, with reduced absenteeism and sick leave among teachers, avoidance of burnout. • Promotes retained learning with shorter summer break. • Collapsing CE Broughton PS's modified calendar is not the only option. The Board needs to provide an awareness campaign to promote the program. A long-term test period is in order so families not afraid to enroll, then the program gets shut down. • Another option to increase enrolment is for CE Broughton PS becomes the Region's only fully dual track (regular program and French Immersion program) modified school. Gives relief to Julie Payette PS • If the DDSB does not adopt either of these options then the entire schools should adopt the DDSB's secondary school modified calendar with students coming back to school one week early, with a week off in October.
#36 Email	Nov 27 8:45AM	<ul style="list-style-type: none"> • I have been in the modified program at CE Broughton PS for 10 years and I am now in high school. • As the high school year progressed the homework, tests and class work has piled up and has become very stressful and overwhelming. I needed the break in October to relieve my stress and take a calming break, but no break for the first time in my life. I became more unorganized and overwhelmed. • I would prefer to start school in August to keep my brain functioning and reduce boredom. • All Saints SS advertises their Art and Media Program that I saw, and I am now enrolled. DDSB needs to advertise the modified program. • Excuse to shut down the program is really crappy. • Modified program should also be at high schools. It would make an enormous change in student lives.
#37 Email (with attached Comment Sheet)	Nov 27 8:46AM	<ul style="list-style-type: none"> • I think the modified program should stay. I have been in the program for 8 years and I got to relax and rest on the breaks. In August, I am happy to go back to school. • Most of my friends don't go to modified and they say there are always bored in August, with nothing to do. • On breaks we go to places like the waterpark and there is no one there. • My sister is in her first year of high school and with no breaks she is burnt out and has too much homework. • Expand program to high schools, don't shut it down.
#38 Email	Nov 27 12:20PM	<ul style="list-style-type: none"> • I am a parent with two children with Autism attending CE Broughton PS's modified program.

	&Nov 27 5:59PM	<ul style="list-style-type: none"> • Highly educated specialists and therapists recommended the program to help better my children's education. • I am very upset that the DDSB is considering collapsing the program. • Program offers the opportunity to learn with staggered breaks throughout the year, creating routine/continual business as usual. • DDSB argues lack of enrolment – it is LACK OF ADVERTISING. DDSB needs to advertise. • Teachers for the DDSB don't even know the program exists. • Parents, we have informed about the program, want to know why their school doesn't offer this type of program. They would sign up for it in a heartbeat. • If you don't tell people they have other options how are they supposed to know? • Over 400 new homes directly across from school – have they been made aware of the modified program? • Offering parents two weeks to email or leave a voicemail is too short a time frame. • Offering a disorganized 90-minute open house with some graphs is not reasonable. • Parents should have been informed in August to allow for meaningful and constructive input. • Disappointed how DDSB handled this process. Lack of communication, lack of time to deal with proposal, lack of time for consultation. DDSB has left out human aspect and the hundreds of child and their families. • In order to assist in meeting your budget projections, you are causing great stress, frustration, anger and disappointment for parents and children, whom you claim to be looking out for their best interests; sadly, that is not the case. • Attached pictures of article from thelocalbizmagazine.ca titled "One Family Tow Autistic Girls"
#39 Email	Nov 27 12:25PM	<ul style="list-style-type: none"> • Concerned about the dropping of the modified program at CE Broughton PS. • As a grandmother I can attest to benefits. My grandchildren are eager to go to school, learn, retain information and are never bored. • It is no longer necessary for a 2-month summer break. Children aren't required to harvest the fields. • 5 pdf articles attached to email including "Benefits of year-round schooling are clear" by Morley Jacobs, "Frustrated Durham parents say school board has done 'zero' to promote year-round school option" by Jillian Follert, DurhamRegion.com, "Top 10 Reasons Why Year Round School Is A Good Idea", "Year-round schools catch attention of Waterloo Region District School Board trustees" by Jeff Outhit, Waterloo Region Record, "School's in for summer? More Pell students now attending classes year-round" CBC News
#40 Email	Nov 27 4:25PM	<ul style="list-style-type: none"> • Over 10 years ago watched Pat Foran on CTV do a piece about year round schools in Peel. • We learned by word of mouth about modified calendar at CE Broughton PS. We lived in Oshawa. • Our child enjoys the breaks, gives us all a chance to decompress, breathe and even vacation when prices are low, and availability high! Access to tourist attractions are easier. • Mental health breaks good for our child and her teacher. • Our child was eager to return to school in August and was excited to see their friend. Wasn't bored and was happy to be back to a routine. • Can't imagine the costs other working parents incur for summer camps. • Why doesn't the DDSB make CE Broughton PS a modified ONLY calendar? •

#41 Email	Nov 4:53PM	<ul style="list-style-type: none"> • I have two children enrolled in CE Broughton PS's modified program. Family avid supporters and advocates of program. • Modified offers better structured learning environment with more frequent breaks, compressed summer, reduced fatigue and better retention of curriculum. • DDSB has done a poor job of presenting relevant information about the program. • Modified program is positive for the development of students, especially those with special needs. • If marks are better in the modified year, then we should not even be considering removing program. • Biggest challenge is lack of accurate information from DDSB, which is not acceptable. • Vast majority of students, parents, teachers and support works in modified program was the program to continue, grow and thrive. • Recommend the program be continued and DDSB provide full transparency to put this platform in a sustainable and scalable position so those in the system continue to enjoy the benefits while attracting others. • My children have option to attend private school, or our home school, yet we chose CE Broughton PS as this program is so great. <p>The decision made by those on the Board carry heavy consequences, not easily arrived at and perhaps not with 100% consensus. Think of the implications of cancelling this program. Advocate for the best interests of our children.</p>
#42 Email	Nov 27 6:38PM	<ul style="list-style-type: none"> • My child has attended the modified program for the past 5 years and we love the program. • We run a seasonal business and summer is our busiest time. Blessing to have our child in school in August. We save a lot in childcare costs. • We make the most of five weeks off in summer; never feel as if we "miss out". • See lots of benefits for my child and proud to be part of a balanced school year schedule. •
#43 Email	Nov 27 6:46PM	<ul style="list-style-type: none"> • Extremely disappointed DDSB decision to pursue closing CE Broughton PS's modified calendar year due to low enrolment. • School community could have got the work out to the community to promote program is we were informed prior. • Modified calendar has been a huge benefit to our family. Breaks allow for times to refresh and revitalize, same for teachers. Less burnout, helps with daycare costs, promotes family time and mental health breaks. • Don't understand why Board is regressing rather than progressions. Don't need children to help on farms. • Make ALL schools modified. First world countries follow this calendar and don't have same mental stress and anxiety prevalent in Canada. • Hope decision hasn't already been made. <p>Allow change to increase enrolment. Offer an open house or information session to promote the program, which has not been done in previous years.</p>
#44 Email	Nov 27 9:33PM	<ul style="list-style-type: none"> • I am disappointed and frustrated that I didn't know anyone could register to CE Broughton PS's modified program.

		<ul style="list-style-type: none">• Equally disappointed that now people know about the modified program Board is looking at proposing to close. I would consider moving into boundary if I knew if program were remaining.
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	CE Broughton PS Community Consultation Collapsing the Modified School Year Calendar
Comment Sheet	Summary of Concerns
#1 (Same person as Email #4)	<ul style="list-style-type: none"> • Stats/finding of the pilot project were not posted. I do not believe they exist. • All of Durham Region families do not know about the modified program. Board has failed it students to offer 'best practices'. • Propose another 10 years of program, at least, to gather relevant finding. Advertise the program. Don't let students down. • Inform West Whitby development of the pilot. Additional students can increase the school's enrolment. • Parents have been put on a waiting list, why? • This has not been a reputable and professional endeavor by the board.
#2 (#45 input)	<ul style="list-style-type: none"> • My child attends this school and the program is very beneficial to our family. • A shorter summer helps my child stay more focused and to stay on track. • Smaller class sizes also help them. • Children that struggle with learning skill can greatly benefit from the modified program as they can feel lost in a big class. • Teachers and children will be greatly affected if program closes. • Program needs to be advertised. Enrolment will increase. • More time should be given to keep this program open.
#3 (Same person as Email #21)	<ul style="list-style-type: none"> • I have two children in CE Broughton PS's modified program. • Modified school calendar appealed to me. • They have smaller class sizes which allow for more attention from teachers. • Students retain more information with shorter summer break. • Not happy with process. Proposed to close program, then consult with parents. • Very few people know about the modified school calendar. • Lack of bussing is an issue. • DDSB should be promoting program. • Children devastated they are being essentially kicked out of program they love and wonder what they did wrong, with tears. • This decision is based on finances. Children should come first. • This is one of the best things the DDSB has implemented and they should expand upon it to more schools.
#4 (Same person as Email #6)	<ul style="list-style-type: none"> • Provided same letter by email – refer to Email #6

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** January 20, 2020**SUBJECT:** Coronation PS and RH Cornish PS Gifted
Program Boundary
Recommendation Report**PAGE NO.** 1 of 6**ORIGIN:** Lisa Millar, Director of Education
Jamila Maliha, Family of Schools Superintendent
Heather Mundy, Family of Schools Superintendent
Christine Nancekivell, Chief Facilities Officer
Carey Trombino, Manager of Property and Planning
Anne Dobos, Senior Planner**1. Purpose**

The purpose of this report is to seek Trustee approval to adjust the Gifted program boundary of Coronation PS and RH Cornish PS, effective September 2020.

2. Ignite Learning Strategic Priority/Operational GoalsIncrease Students Achievement and Well Being

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

Engagement with the Community

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

3. Background

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

A report presented to Trustees on October 21, 2019 commenced the community consultation process following Board Regulation: School Boundaries. The process involved gathering community input regarding the proposed boundary adjustment. A map provided as Appendix A outlines the recommended boundary change.

3.1 Coronation PS

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

3.2 RH Cornish PS

RH Cornish PS, located in (Port Perry) the Township of Scugog, is a triple track school, offering a Regular program, French Immersion program and the Gifted program. Appendix C outlines RH Cornish PS's current French Immersion program boundary and Gifted program boundary.

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

The difference in RH Cornish PS's program boundaries are the properties on the south side of Columbus Road, in Oshawa, north to Coates Road (also the City of Oshawa/Township of Scugog boundary) as provided in Appendix D.

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

3.3 Home School for Subject Area

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

Table 1 - Home School for Subject Area

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

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

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

3.4 Temporary Dual-Zoning

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

As outlined in section 3.3, Table 1, students residing in the subject area are transported to the Township of Scugog schools at both the elementary and secondary level with the exception of the elementary Gifted program, who are transported south to Coronation PS.

3.5 Boundary Proposal

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

4. Analysis

Board Regulation: School Boundaries outlines the parameters used for revising school boundaries. The school boundary regulations includes a consultation process to receive various levels of consultation and feedback.

4.1 Consultation Process

Staff discussed the proposal with local Trustees on October 7, 2019 and October 10, 2019 and with Durham Student Transportation Services (DSTS) staff. Staff also met with the Special Education Advisory Committee (SEAC) Chairperson and a representative from the Association for Bright Children to discuss the proposal. As per Board Regulation: School Boundaries Superintendent Jamila Maliha, Superintendent Heather Mundy, and Planning staff met with the School Community Council Executives of Prince Albert PS (the Regular program boundary school) and RH Cornish PS on November 5, 2019 and Coronation PS on November 13, 2019, prior to the Open House, to outline the proposal, and gather any input.

An Open House was held on the evening of November 19, 2019 from 7pm – 8:30pm at RH Cornish PS. The notice of Open House (including the proposed boundary) was posted on the Board website and the schools' websites. Provided as Appendix E is a copy of the meeting notice.

The Open House format was facilitated through multiple stations where community / stakeholders were able to ask staff questions informally while formal input could be provided via comment sheets, voicemail and email. The community was invited to provide their feedback until December 3, 2019.

There were no parents, community members or stakeholders who visited the Open House on the evening of November 19, at RH Cornish PS. Additionally, no comments or feedback has been received in the form of comment sheets, email or voicemail in regard to the Coronation PS and RH Cornish PS Gifted program boundary adjustment.

4.2 Enrolment

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

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

4.3 Transportation

From a transportation efficiency perspective, buses serving the subject area are already heading to the Scugog schools, including RH Cornish PS for the French Immersion program, as identified in Section 3.3, Table 1.

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

5. Financial Implications

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

6. Evidence of Impact

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

7. Communication Plan

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

- Board Information Report (October 21, 2019)
- SCC Executive Meeting (November 5, 2019 and November 13, 2019)
- Open House (November 19, 2019)
- Email and Voicemail (October 21, to December 3, 2019)
- Report to be posted on the DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews' (October 22, 2019)
- Final Report taking into consideration all community input presented (January 20, 2020)
- Newsletters available on the schools' website and available on DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews' (October 22, 2020)

8. Conclusion

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

In order to provide information and gather feedback, an Open House was held on November 19, 2019. No one from the community attended the Open House. There was also the opportunity for the community to provide input via a dedicated email, voicemail line and comment sheets, there was no community input as a result of this community consultation process.

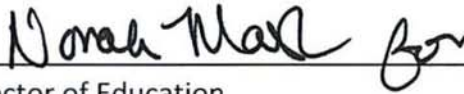
9. Recommendation

That the Durham District School Board approve the Gifted program boundary realignment between Coronation PS and RH Cornish PS, effective September 2020, as outlined in Appendix A.

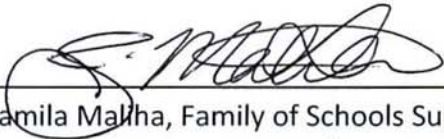
10. Appendices

- Appendix A – Recommended Gifted Program Boundary Map Coronation PS and RH Cornish PS
- Appendix B – Current Coronation PS Gifted Program Boundary
- Appendix C – Current RH Cornish PS French Immersion and Gifted Program Boundaries
- Appendix D – Subject Area
- Appendix E – Notice of Open House

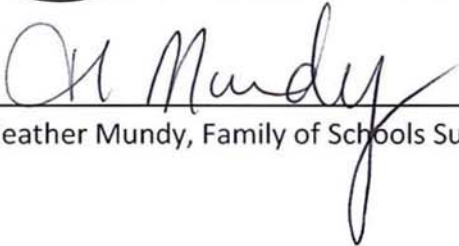
Report reviewed and submitted by:



Lisa Millar, Director of Education



Jamila Malha, Family of Schools Superintendent

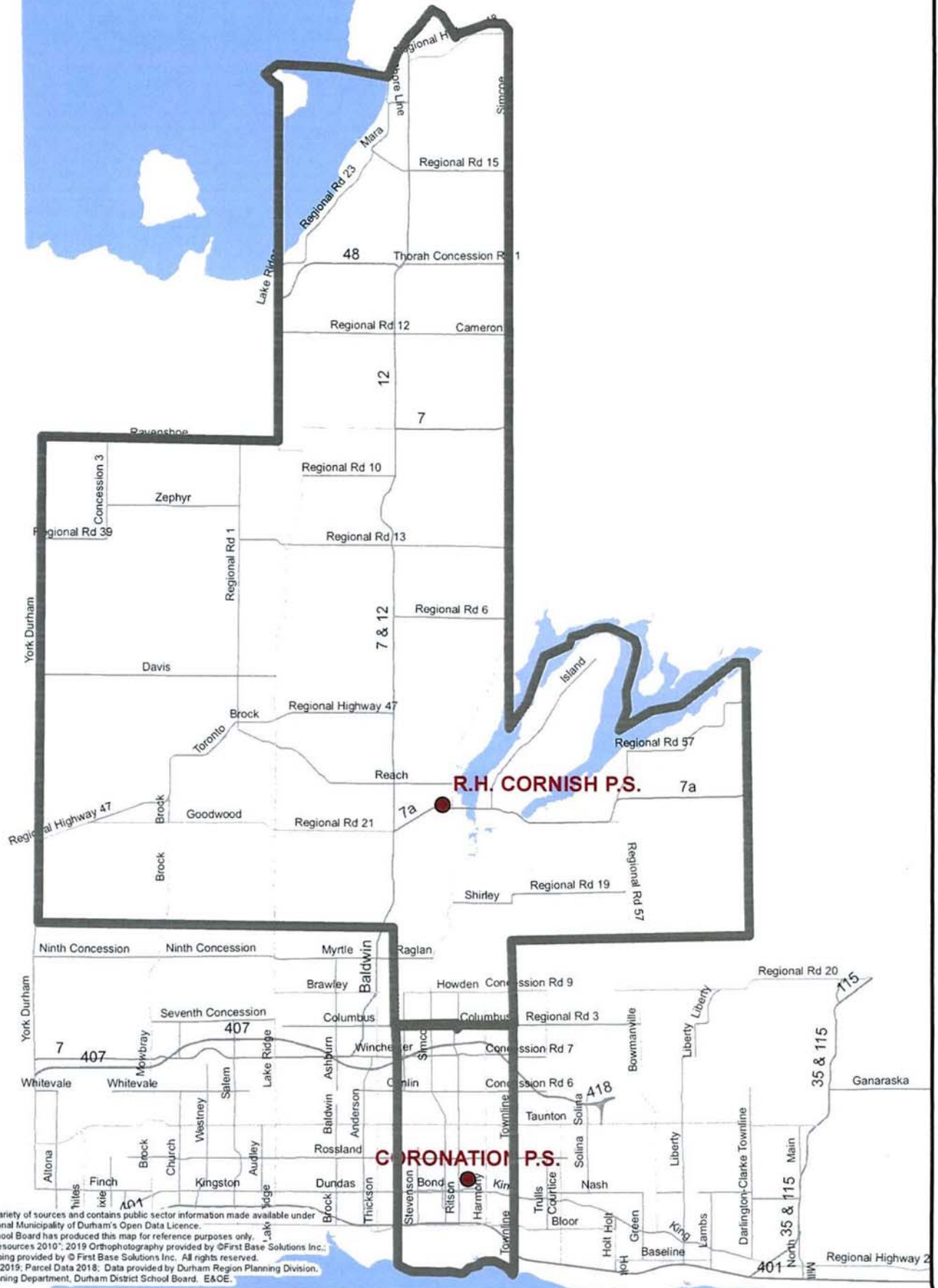
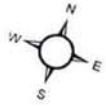


Heather Mundy, Family of Schools Superintendent

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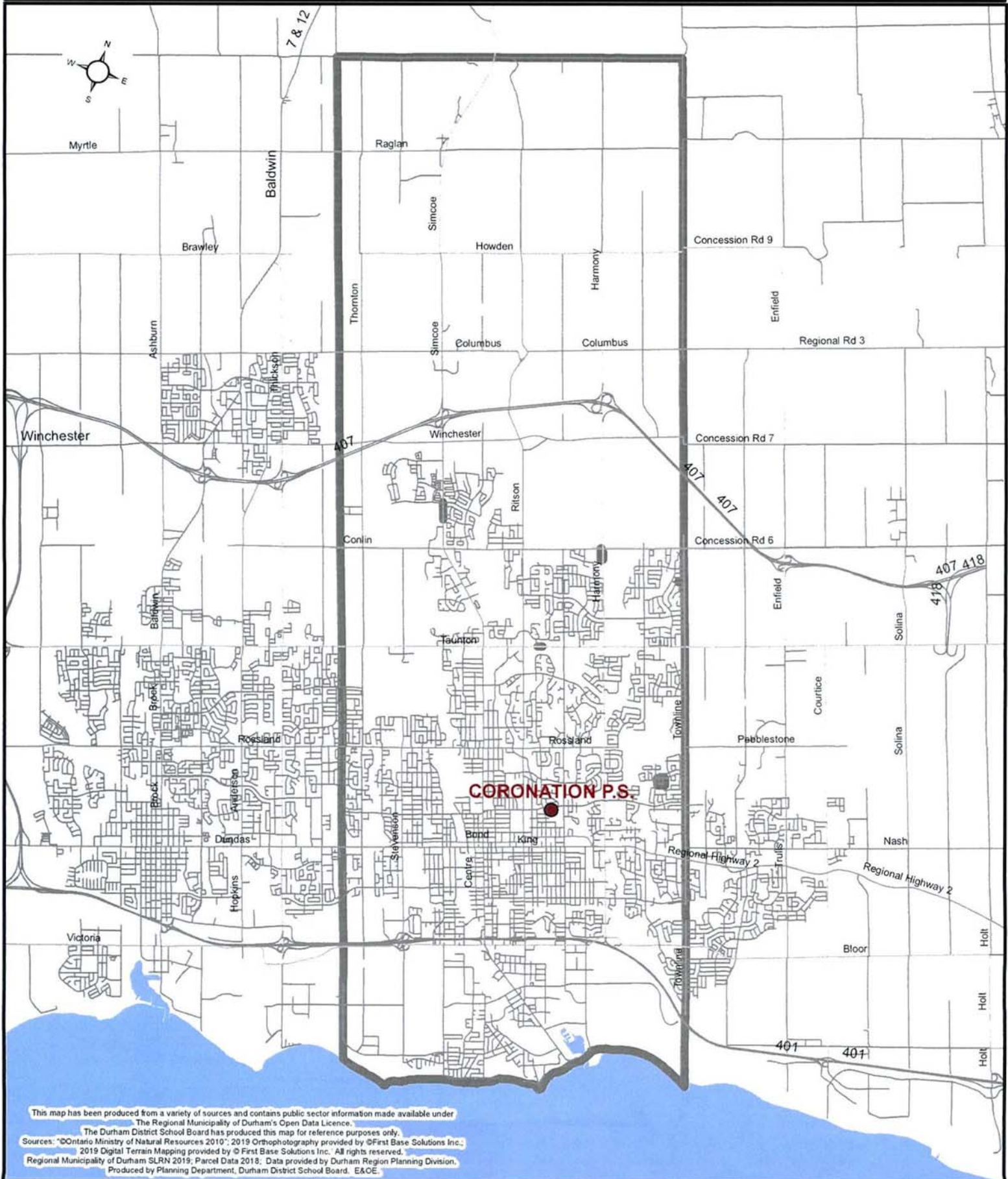
Recommended Gifted Program Boundary Map Coronation PS and RH Cornish PS



This map has been produced from a variety of sources and contains public sector information made available under the Regional Municipality of Durham's Open Data Licence.
The Durham District School Board has produced this map for reference purposes only.
Sources: "Ontario Ministry of Natural Resources 2010"; 2019 Orthophotography provided by ©First Base Solutions Inc.; 2019 Digital Terrain Mapping provided by ©First Base Solutions Inc. All rights reserved.
Regional Municipality of Durham SLRN 2019; Parcel Data 2018; Data provided by Durham Region Planning Division.
Produced by Planning Department, Durham District School Board. E&OE.

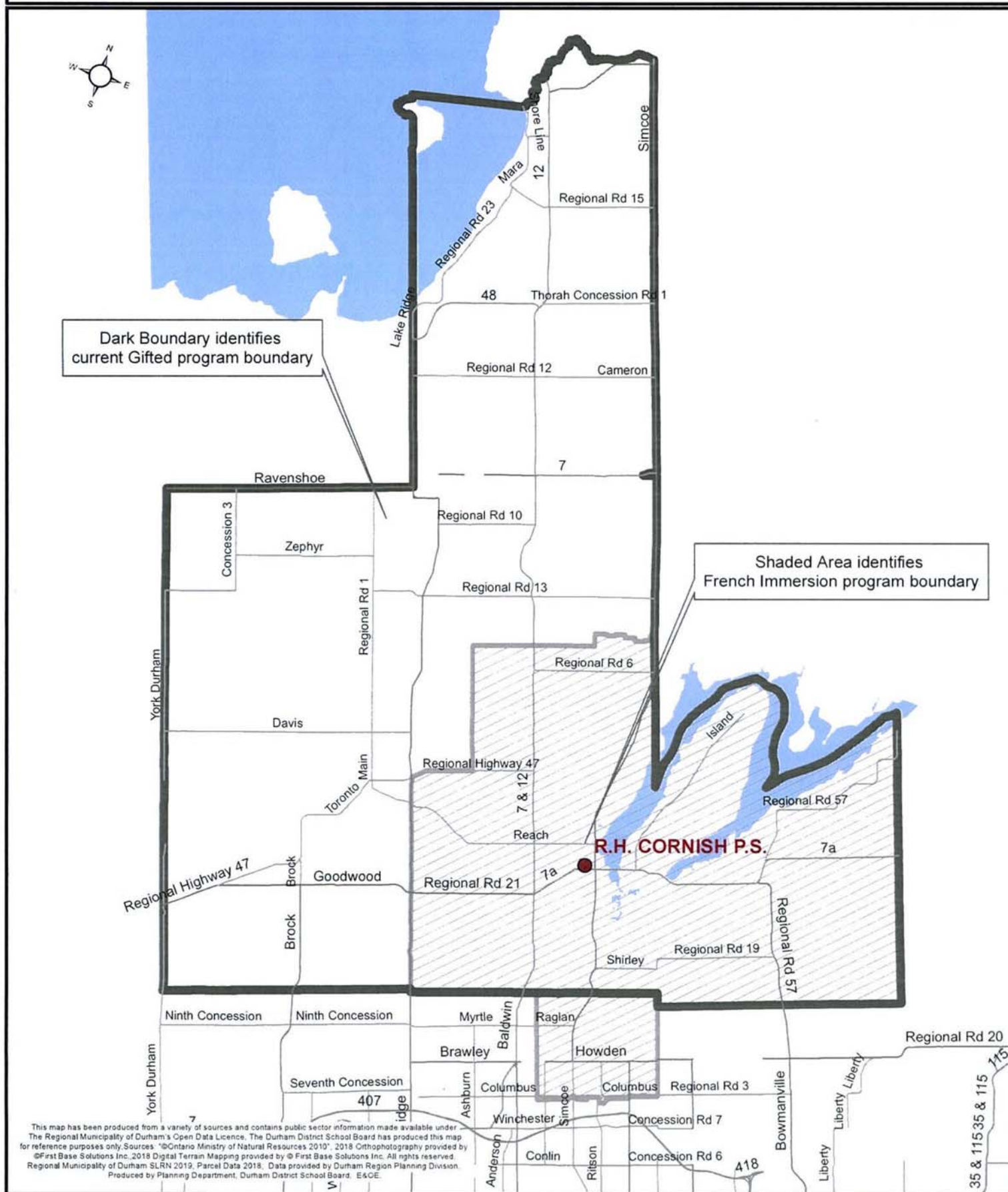


Coronation PS Current Gifted Program Boundary



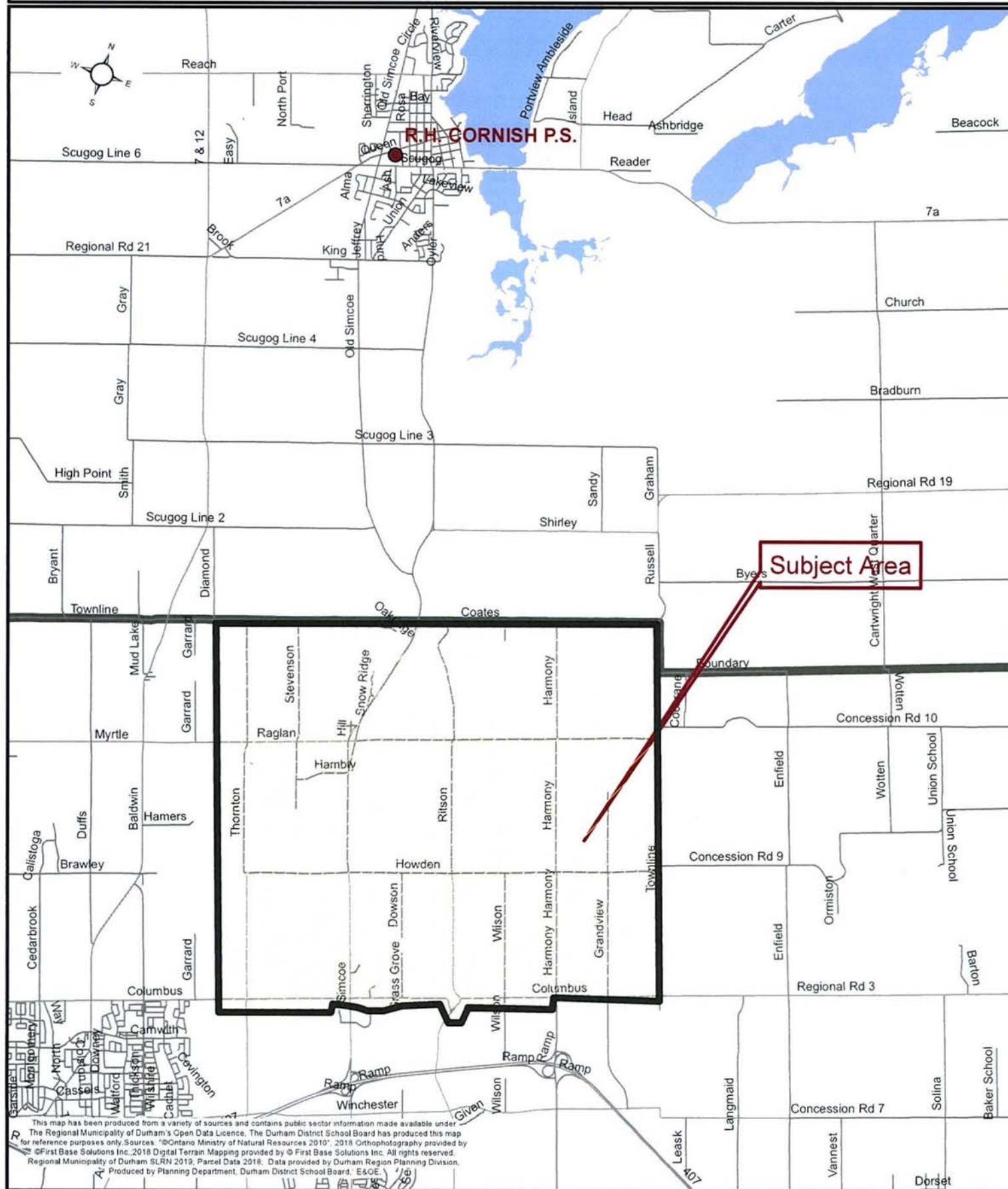


R.H. Cornish P.S. Current French Immersion and Gifted Program Boundaries





Subject Area





Notice of Open House
Coronation PS and RH Cornish PS Gifted Program
(Realignment of Oshawa's northern Gifted program boundary:
The rural area south of Coates Road to Columbus Road)
Boundary Consultation Process

There will be an Open House to gather community input regarding the realignment of Oshawa's northern Gifted program boundary, which currently extends north to Coates Road (City of Oshawa/Township of Scugog boundary). It is proposed that area south of Coates Road to Columbus Road be included in the RH Cornish PS boundary for the Gifted program effective September 2020.

Tuesday November 19, 2019
Drop in between 7:00pm and 8:30pm
 located at
RH Cornish PS (in the small gym)
 494 Queen Street, Port Perry

The purpose of the Open House is for Durham District School Board (DDSB) staff to show information and gather feedback regarding the proposal outlined above.

The Open House format provides an opportunity for parents to circulate between DDSB staff and view information set up at stations.

Details of the Coronation PS and RH Cornish PS Gifted Program Boundary Consultation process is provided in the Board Report entitled Coronation PS and RH Cornish PS Gifted Program Boundary Consultation Process available on the DDSB website at www.ddsb.ca at:

About DDSB > School Properties > Boundary and Program Reviews > Coronation PS and RH Cornish PS Gifted Program Boundary Consultation Process

See attached for the proposed boundary map outlining the proposed area to be redesignated.

A **dedicated email address and phone line** have been created to collect feedback from the community regarding the proposal. Feedback will be collected until December 3, 2019 and summarized into a report for Trustee consideration. Comment sheets will be available at the Open House for community feedback.

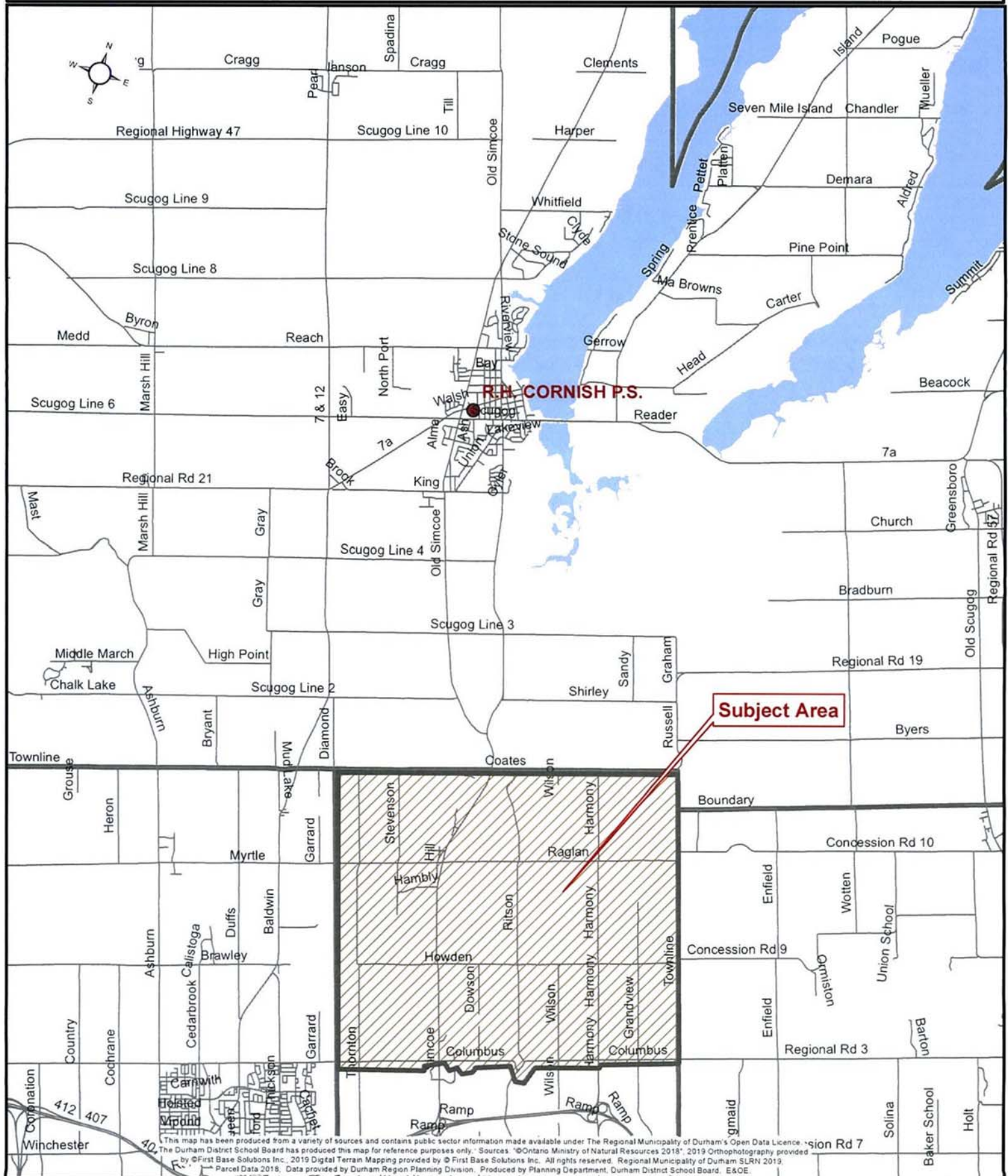
A Recommendation report is being presented to Trustees on January 20, 2020. All feedback will be collected and summarized into a report for the Trustees consideration.

Email: NorthOshawaGifted@ddsb.ca

Telephone: 905-666-6092



Proposed Gifted Boundary Realignment from Coronation PS to RH Cornish PS



(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Paul Crawford

SECONDED by: Trustee Carolyn Morton

- (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.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: January 20, 2020

SUBJECT: Purchasing Regulation #3310 Update

PAGE NO. 1 of 3

ORIGIN: Lisa Millar, Director of Education
Jennifer Milne, Manager of Purchasing**1. Purpose**

To provide the Board of Trustees with a draft of revised changes to the DDSB Purchasing Regulation #3310.

2. Background

As a result of a regulation review, staff are suggesting adjustments to the DDSB Purchasing Regulation #3310 and implementation of a new Procedure Appendix B.

3. Analysis

The revised proposed Regulation is attached as Appendix A. Regulation #3310 has been consolidated and includes a new Procedure which is attached as Appendix B for information. Changes include the following:

- Purchases less than \$100.00 may be permitted via Petty Cash Funds in accordance with Procedure Appendix "A" Petty Cash Funds (formally Procedure #3171) or a Purchasing Card in accordance with Procedure Appendix "B" Purchasing Card Use (formally Procedure #3175) and Purchasing Regulation.
- Purchases less than \$2,000.00 should be acquired with the use of a Purchasing Card except for furniture, equipment, software and unique technologies which require a purchase order.
- Purchases above \$2,000.00 to \$10,000.00 require a purchase order for Board Approved Vendors. Pricing is located on the Purchasing Portal <https://portal.ddsb.ca/BusinessTechnology/Purchasing/Pages/default.aspx>. Purchases above \$10,000.00 generally apply to Facilities and IT Department purchases, however a school may purchase a Sound System and therefore must follow the bidding process. Purchasing will assist in facilitating the bidding process for these types of requests and obtain the quotes.
- Exception to the use of a purchase order are as outlined in Procedure Appendix "C" Cheque Requisition. This is a new document.
- A Purchasing Card may only be used for exceptional circumstances above \$2,000.00 with prior approval by the Manager of Purchasing. This limit was previously \$500.00.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Page 2 of 3

- Business Meetings, and Business Travel refer to Procedure Appendix “D” (formally Procedure #3170 & 3172) along with the Travel outside of Ontario and Canada approval form.
- The authority levels for Purchase Requests have been revised to include the following changes. Family of Schools Superintendent/Officer/Manager/Principal limits have been reduced from \$50,000 maximum to \$25,000 maximum.

Authority Level - Purchase Requests	Total Purchase Amount
Family of Schools Superintendent/Officer/Manager Principal	0 to \$25,000.00
Supervisory Officer responsible for the Business Division	Above \$25,000.00

The above chart excludes all tangible capital assets i.e. furniture, equipment, which require the authorization of the Manager of Finance.

- The authority levels for Purchase Order approvals have been amended to include a level approval for the Purchasing Analyst up to \$500,000 and the Senior Procurement Officer will have approval up to \$1,000,000.

Authority Level - Purchase Orders	Total Purchase Amount
Purchasing Analyst	0 to \$500,000.00
Manager of Purchasing & Senior Procurement Officer	Less than \$1,000,000.00
Comptroller of Finance	Less than \$3,000,000.00
Supervisory Officer responsible for the Business Division	Less than \$5,000,000.00
Director of Education	Above \$5,000,000.00

To summarize:

- School Petty Cash Fund, previously Procedure #3171, has been replaced as Procedure Appendix "A"
- Purchasing Card Use, previously Procedure #3175, has been replaced as Procedure Appendix "B"
- Cheque Requisition is a new document, reference Procedure Appendix "C"
- Business Meetings, and Business Travel refer to Procedure Appendix "D" (formally Procedure #3170 & 3172)
- No other changes

A draft of revised changes of the associated Purchasing Regulation and Procedure was presented to Administrative Council on November 11, 2019, and is provided as Appendices A and B.

4. Financial Implications

There are no financial implications.

5. Conclusion

The DDSB Purchasing Regulation is to be presented to the Board of Trustees as a Notice of Motion for consideration at the February 18, 2020 Board Meeting.

6. Appendices

Appendix A – Purchasing Regulation

Appendix B – Purchasing Procedure

Report reviewed and submitted by:



Lisa Millar, Director of Education

V:\Business\Associate Director Corporate\REPORTS\2019-2020\Board Meetings\BDPUB Jan 20 2020 Purchasing Regulation.doc



REGULATION

BUSINESS

Purchasing

- 1.0** The Purchasing Department shall be responsible for the procurement of all goods and Services acquired by the Board in accordance with Board policies and procedures. The Board uses leading purchasing methods and procedures to support a competitive bidding process that demonstrates openness and fairness to all potential suppliers.
- 1.1** This regulation applies to purchases from all sources of funds including school generated funds.
- 1.2** All purchases will be conducted in accordance with the Broader Public-Sector Accountability Act (BPS), Ministry of Government and Commercial Services mandates and government trade Agreements.
- 1.3** The Purchasing department will use an existing and/or applicable government agency Vendor of Record (VOR) arrangement, where possible and appropriate for new procurements.
- 1.4** Exceptions to the bidding process as set out in this regulation will be permitted in accordance with the BPS and/or related trade agreements for Non-Competitive Procurement consisting of single, sole source and non-application requirements. The justification is to be documented and submitted to the Purchasing Department for approval by the Supervisory Officer responsible for the Business function or designate and the Director of Education where applicable.
- 1.5** Purchase orders, contracts (including construction), and agreements e.g. purchase, lease, rent or commitments of Board funds for all goods and services will be authorized by the Manager of Purchasing and administered under the direction of the Supervisory Officer responsible for the Business function or designate and the Director of Education where applicable.
- 1.6** Environmental and Health and Safety concerns must be incorporated, where applicable and possible, in all aspects of the procurement function.
- 1.7** Decisions to exclude any supplier from access to Board contracts must be approved by the Manager of Purchasing in conjunction with the requisitioner and in conjunction with the Supervisory Officer responsible for the department.
- 1.8** Purchasing Department will ensure that all methods and practices will be executed in compliance with all local, municipal, provincial and federal laws, regulations, ordinances and directives.
- 1.9** Contract Management issues will be administered by the Purchasing Department responsibly and effectively as required. This will include authorization of contracts, vendor performance and bid dispute resolution.

Appendix: None

Effective Date

82-05-25

Amended/Reviewed

83-04-25

94-06-27

2006-08-02

2010-03-22

2012-01-26

2013-01-25

2018-02-20

2020-XX-XX



PROCEDURE

BUSINESS

Purchasing

- 1.0** The Purchasing Department shall be responsible for the procurement of all goods and services acquired by the Board in accordance with Board policies and procedures. The Board uses leading purchasing methods and procedures to support a competitive bidding process that demonstrates openness and fairness to all potential suppliers.

This procedure applies to purchases from all sources of funds including school generated funds.

1.1 DDSB School Purchases

These are purchases which are generally classified as orders less than \$10,000.00.
Purchases under \$10,000.00 require a minimum of one quotation.

Purchases less than \$100.00

May be permitted via Petty Cash Funds in accordance with Appendix "A" Petty Cash Funds or a Purchasing Card in accordance with Appendix "B" Purchasing Card Use and Purchasing Regulation.

Purchases less than \$2,000.00

Should be acquired with the use of a Purchasing Card except for furniture, equipment, software and unique technologies which require a purchase order.

Purchases above \$2,000.00 to \$10,000.00

Require a purchase order for Board Approved Vendors. Pricing is located on the Purchasing Portal <https://portal.dds.ca/BusinessTechnology/Purchasing/Pages/default.aspx>. Purchases above \$10,000.00 generally apply to Facilities and IT Department purchases, however a school may purchase a Sound System and therefore must follow the bidding process. Purchasing will assist in facilitating the bidding process for these types of requests and obtain the quotes.

Exception to the use of a purchase order are as outlined in Appendix "C" Cheque Requisition.

A Purchasing Card may only be used for exceptional circumstances above \$2000.00 with prior approval by the Manager of Purchasing.

Business Meetings, and Business Travel refer to Appendix "D" along with the Travel outside of Ontario and Canada approval form.

- 1.2** The overall value of procurement must not be reduced (e.g., dividing a single procurement into multiple procurements) in order to circumvent the competitive procurement process thresholds. The total value of procurement must include the total aggregate value based on the full term of the contract.

- 1.3** It is implied herein that all references to Board officials or staff will include the designate of position referenced.

- 2.0** In accordance with leading procurement practices, the Purchasing Department will ensure that the widest possible selection of suppliers/contractors will be given an opportunity to compete for Board business using the following methods:

- Request for Tenders (RFT): A sealed bid document used to request supplier responses to supply goods or services based on stated delivery requirements, performance specifications, terms and conditions. An RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

Appendix B

- Request for Proposals (RFP): A sealed bid document used to request a proposal for the provision of various products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria to determine award.
- Request for Quotations (RFQ): The requisitioner has described exactly what needs to be purchased and the evaluation is made on price, quality, delivery and other related factors and specifications which can be defined by a threshold value within the organization.
- Request for Information (RFI): A document issued to potential suppliers to gather general supplier, service or product information. It is a procurement procedure whereby suppliers are provided with a general or preliminary description of a problem or need and are requested to provide information or advice about how to better define the problem or need, or alternative solutions.
- Request for Expression of Interest (RFEI): A document used to gather information on supplier interest in an opportunity, or supplier capabilities/qualifications. This mechanism may be used when an organization decides to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed.
- Request for Supplier Qualifications (RFSQ): A document used to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers/contractors. This mechanism may be used to identify qualified candidates in advance of expected future competitions.

2.1 Soliciting bids for goods and services will be conducted by the authorized Purchasing Department staff and will normally be in accordance with the following:

- For purchase requests of goods and/or services having an estimated value of less than \$10,000.00, bids will be solicited, verbally or written, where possible;
- For purchase requests of goods and/or services having an estimated value of \$10,000.00 or more, but less than \$100,000.00, a minimum of three (3) written bids will be requested where possible;
- For purchase requests of goods and/or services having an estimated value of \$100,000.00 or more, Request for Tender (RFT) or a Request for Proposal (RFP) will be advertised unless previously advertised through a related process, such as a Request for Supplier Qualification (RFSQ). Methods of bid solicitation will follow the prescribed terms and conditions e.g. evaluation criteria, debriefing, and bid protest procedures will be incorporated in the process.

Bidding timetables will be established by the Purchasing Department. The closing date and time will be specified in all formal bid documents and postings.

All sealed bids received by the Board Purchasing office must be date and time stamped.

Bid submissions that are received after the closing time will be returned unopened to the respective bidder.

The Manager of Purchasing will have the latitude to determine the method by which goods/services will be acquired, having regard for all the factors of the purchasing request and the use of leading practices notwithstanding the above.

2.2 Procedures for Request for Tenders (RFT) will be administered in accordance with the following:

- All RFT's will be advertised unless previously advertised through a related process such as a Request for Supplier Qualification (RFSQ).
- Closing time and dates will permit reasonable time for preparation and bid submission.
- All RFT's will be received by the Board Purchasing Department, date and time stamped and retained in a locked receptacle until the closing time.
- A public tender opening meeting will be conducted by a Purchasing Official and a designated Board witness immediately after the closing time. Interested parties will be permitted to attend.
- All RFT's will be opened, and the Bidder name along with total bid amount will be read aloud.
- Minor and major bid irregularities will be subject to the criteria as outlined in the bid documents and in accordance with generally accepted principles.
- Addendums to bid solicitations will be issued as authorized by a Board Purchasing Official.
- Bidders will be permitted to withdraw a RFT confirmed in writing or in person, prior to the closing date and time.
- Bidders requesting to withdraw a RFT after the closing date and time and prior to bid opening will be at the discretion of the Manager of Purchasing.

- 2.3** All purchase requests shall be initiated by the requisitioned and approved in accordance with the following authorization limits: A purchase request is necessary to conduct the bid process. It is for internal purposes only and it does not bind the Durham District School Board to any contracts or purchase orders.

Authority Level - Purchase Requests	Total Purchase Amount
Family of Schools Superintendent/Officer/Manager/Principal	0 to \$25,000.00
Supervisory Officer responsible for the Business Division	Above \$25,000.00

The above chart excludes all tangible capital assets i.e. furniture, equipment, which require the authorization of the Manager of Finance.

- 2.4** All purchase orders for the Board shall be approved in accordance with the following authorization limits:

Authority Level - Purchase Orders Reference 2.8 below	Total Purchase Amount
Purchasing Analyst	0 to \$500,000.00
Manager of Purchasing & Assistant Manager	Less than \$1,000,000.00
Comptroller of Finance	Less than \$3,000,000.00
Supervisory Officer responsible for the Business Division	Less than \$5,000,000.00
Director of Education	Above \$5,000,000.00

- 2.5** Major capital construction projects are subject to Board approval where applicable (Reference Policy No. 7415 Tenders for Building Construction Projects). Change orders initiated by the Supervisor or Manager of the project are to be signed by their immediate supervisor. Change orders estimated at over \$25,000 are to be signed by the Supervisory Officer responsible for the Business function or designate.

- 2.6** Under normal circumstances, Consultant and Consulting Services will be procured in accordance with Section 2.1 of this regulation. Any non-competitive procurement for Consultant and Consulting Services must be approved in accordance with the following:

Delegated Purchasing Authority Level Non-Competitive Consultant & Consulting Services	Total Purchase Amount
Director of Education	0 to \$1,000,000.00
Board Approval	Above \$1,000,000.00

Definitions of a Consultant and Consulting Services will be understood in accordance with the following:

- "Consultant" a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision making.
- "Consulting Services" is the provision of expertise or strategic advice that is presented for consideration and decision making.

Appendix B

- 2.7** Exceptions to the bidding process as set out in this regulation will be permitted in accordance with the Canada-European Union (EU) Comprehensive Economic and Trade Agreement (CETA) and Canadian Free Trade Agreement (CFTA) for Non-Competitive Procurement consisting of single, sole source and non-application requirements. The justification is to be documented and submitted to the Purchasing Department for approval by the Supervisory Officer responsible for the Business function or designate and the Director of Education where applicable.
- 2.8** Purchase orders, contracts (including construction), and agreements e.g. purchase, lease, rent or commitments of Board funds for all goods and services will be authorized by the Manager of Purchasing and administered under the direction of the Supervisory Officer responsible for the Business function or designate.
- 2.9** Environmental and Health and Safety concerns must be incorporated, where applicable and possible, in all aspects of the procurement function.
- 3.0** Decisions to exclude any supplier from access to Board contracts must be approved by the Manager of Purchasing in conjunction with the requisitioner.
- 3.1** Purchasing Department will ensure that all methods and practices will be executed in compliance with all local, municipal, provincial and federal laws, regulations, ordinances and directives.
- 3.2** Contract Management issues will be administered by the Purchasing Department responsibly and effectively as required. This will include authorization of contracts, vendor performance and bid dispute resolution.
- 3.3** DDSB employees may not purchase from relatives and the like. A Conflict of Interest must be declared in advance of purchase.
- 3.4** School trips are to be authorized by the school principal and the Family of Schools Superintendent without exception.

Appendix:

Appendix A - Petty Cash Funds

Appendix B - Purchasing Card Use

Appendix C - Cheque Requisition

Appendix D – Business Travel, Meal and Hospitality Expenses

Effective Date

82-05-25

Amended/Reviewed

83-04-25

94-06-27

2006-08-02

2010-03-22

2012-01-26

2013-01-25

2018-02-20

2020-xx-xx

School Petty Cash Fund

- 1.0 Each Secondary School will be allowed the maximum of \$1,500.00 and each Elementary School the maximum of \$900.00.
- 1.1 The cash will be kept in a cash box that can be locked, which will be stored in a safe place in the school office. At office closing time the cash box should be placed in the vault. If no vault is available it should be placed in locked desk drawer or locked filing cabinet.
- 1.2 Any losses will become a block budget expenditure.
- 1.3 The Petty Cash Fund must not be removed from the school premises. One senior member of the office staff will be assigned the responsibility of controlling the Fund and no other person will be allowed direct access to the cash.
- 1.4 The Fund is to be used only for small, incidental purchases and payments, which should not exceed a maximum of \$100.00 for any one purchase. It is not permissible to take a purchase over \$100.00 and split it into smaller amounts in order to come below the maximum of \$100.00. The Fund is intended to provide cash for small quantities of materials required on short notice, and for services which need to be paid for immediately. For all other purchases the purchasing procedure should be followed.
- 1.5 Schools must not access other school funds for Petty Cash purposes.
- 1.6 Staff reimbursements for conferences should not be processed through petty cash. Appropriate forms are to be used and sent through the appropriate process.
- 1.7 When reimbursement is required the form "Request for Petty Cash" must be used and signed by the Principal.

Please Print

PRINCIPAL'S NAME:		DATE:	
SCHOOL NAME:		SCHOOL #	
CLASSIFICATION:			

DESCRIPTION	AMOUNT	ACCOUNT #	SUBTOTALS
TOTAL REIMBURSEMENT			
PETTY CASH FLOAT			
LESS CASH ON HAND			
TOTAL REIMBURSEMENT			
PRINCIPAL'S SIGNATURE			

- enter school name, date, school #, and classification in spaces provided
- enter description and amount for each item paid
- group items by account and enter subtotal
- add subtotals and enter sum in "Total Reimbursement" block
- count cash and enter amount in "Cash on Hand" block
- add "Total Reimbursement" and total "Cash on Hand" and enter sum in "Petty Cash Float" block
- the Total Petty Cash must equal the amount advanced by the Durham District School Board
- retain one copy and forward the original to the Accounts Payable Department
- the request must be signed by the Principal

Purchasing Card Use**1.0 PURPOSE**

The purpose of the Purchasing Card is to establish a more efficient, cost-effective method of purchase and payment for low dollar transactions and also to enhance control, convenience of purchase, reporting and reconciliation.

1.1 GENERAL

- Durham District School Board Purchasing Card is designed to be used for low-value purchase of goods and services under \$2,000.
- Only appropriate Board related expenses may be charged.
- Purchasing cards will be issued to requisitioners upon approval of Principal/Manager.
- The card is attached to the school and remains the property of the card issuer.
- Cardholders will sign an employee acknowledgement form prior to receiving the card (see attached).

2.0 CONTROL FEATURES:

Authorization controls set by the Board include:

- Single transaction limit will be \$2,000
- Monthly credit limit for individual cardholders as follows:
 - Elementary Schools \$10,000
 - Secondary Schools \$25,000
 - Secondary Department Heads \$10,000 up to a maximum of \$25,000 at the discretion of the Principal.
 - Other/Central \$10,000

For control purposes, the following credit card transaction types will not be authorized:

2.1 Travel and entertainment expenditures including:

- Airlines
- Car Rentals
- Hotels
- Restaurants
- Liquor and Beer Stores

2.2 Cash Advances**3.0 P-CARD USE****3.1 Pick-Up Purchases:**

- The card holder selects merchandise and presents it with the card to the cashier.
- The card holder signs a detailed cash register receipt and receives a copy to be retained in his/her records.
- The cardholder then returns the receipt to the office for later reference.

3.2 ONLINE/TELEPHONE PURCHASES

The card holder must provide a copy of the invoice and packing slip as support documentation.

4.0 RECONCILIATION AND PAYMENT

Each card holder will receive a monthly statement identifying the transactions made during the previous month. DO NOT PAY THIS STATEMENT. The Accounting Department will process the payment.

The following steps are required of each card holder for the reconciliation of all credit card purchases:

- The card holder matches the credit card receipts to the statement.
- The receipts are attached to the statement and submitted to the Principal/Manager or Supervisor for authorization.
- forward the authorized statement and receipts to the Accounts Receivable Department before the end of the month.
- Responsibility rests with the card holder and Principal/Manager to ensure all transactions are accurate and legitimate.

5.0 TERMINATED OR TRANSFERRING EMPLOYEES

- The Principal/Manager is responsible for collecting and destroying the card.
- The Principal/Manager notifies the Central Card Coordinator.
- The Central Card Coordinator advises the bank to cancel the card.

6.0 LOST OR STOLEN CARDS

- Employees should safeguard this card as they would their own personal credit card.
- The card holder must notify the bank immediately of a lost or stolen card. The bank's phone number is 1-800-588-8065.
- The cardholder must notify the Central Card Coordinator of a lost or stolen card.

7.0 KEY CONTACTS

- U.S. Bank Canada Customer Service phone number is 1-800-588-8065.
- Central Card Coordinator is Susan Nakamura, Supervisor of Accounting/F.I.M.S. Co-ordinator (905) 666-6462 or by e-mail: susan.nakamura@ddsb.ca

PURCHASING CARD EMPLOYEE ACKNOWLEDGMENT

This document outlines the responsibilities I have as a holder of a Durham District School Board Royal Bank VISA Purchasing Card for procurement. My signature indicates that I have read and understood these responsibilities and agree to adhere to the policies and procedures established for the program.

1. The purchase card is intended to facilitate the purchase and payment of materials and services required to conduct Durham District School Board business. I will not use the card for any personal purchases.
2. Unauthorized use of the card can be considered misappropriation of funds. Unauthorized use of the card will result in immediate forfeiture of the card.
3. I understand that the card must be surrendered upon termination of employment. I may also be requested to surrender the card for reasons not related to my own personal situation. I may also be asked to temporarily return the card where I am on an extended leave of absence.
4. I will maintain the card with appropriate security whenever and where ever I may use the card. If the card is lost or stolen, I agree to notify the Royal Bank and the card coordinator immediately. I further understand that failure to report a stolen/lost card promptly could result in my being responsible for the first \$50.00 of fraudulent charges.
5. The Durham District School Board Purchasing Card is issued in my name. I will not allow any other person to use my card.
6. I understand that since the Board is responsible for payment and I am required to comply with internal control procedures designed to protect the organization assets. This may include being asked to produce the purchasing card records for audit purposes.
7. I understand that I will receive a monthly statement that will report all activity during the last cycle. I will resolve any discrepancies by either contacting the supplier, Royal Bank, or the Card Coordinator as appropriate. I understand that I will be required to obtain the original detailed cash register receipt or when using the internet, a printed copy of the confirmation and reconcile them with the monthly statement.
8. I understand that all charges will be billed directly to and paid directly by the Board. I understand that Royal Bank cannot accept payment from me directly.
9. I understand that the charges made against my card are automatically recorded against the appropriate budget as specified by management. I agree to charge only those purchases consistent with the type of materials and services authorized by management.
10. I understand that I will not split transactions in order to exceed the approved card limits.

Employee Signature	Date
Employee Name (Please Print)	
School/Department	

Cheque Requisition**1.0 PURPOSE**

The purpose of a cheque requisition is to facilitate the payment for goods and/or services where a purchase order is not required, and a P-Card cannot be utilized.

1.1 GENERAL

- Expenditures over \$1,000 will be permitted via cheque requisitions issued by the school to Accounts Payable directly.
- All expenditures over \$10,000 must have Purchasing approval prior to the acquisition of any goods or services.
- Splitting of expenditures to circumvent spending thresholds will not be permitted.

The following expenditures are permitted:

- Bus charters, Taxis, Handi-transit
- Graduation/Commencement expenditures (e.g. flowers, awards, room rentals, caterers, etc.)
- Sporting events (registration entry fees etc.)
- Class Trips
- Fund raising for schools and students (e.g. rings, pictures, yearbooks, chocolates, etc.)
- Professional and Consulting services (architects, consulting engineers, legal, medical.)
- Programs in schools (e.g. Scientist, Big Brother, artists, up to \$10,000 with full contract attached)

2.0 CONTROL FEATURES

- The attached cheque requisition must be used. The cheque requisition must be completed in full including proper approval signatures.
- All original invoices or supporting documentation must be attached.
- Purchasing Policy and Regulation #3310 must be followed for all procurement activities.

Business Travel, Meal and Hospitality Expenses**1.0 INTRODUCTION**

The Government of Ontario released the Broader Public Sector (BPS) Expenses Directive April 1, 2011 requiring all BPS organizations to establish rules for individuals in the organization with respect to travel, meal and hospitality expenses.

The BPS expense directive is based upon four key principles:

- Accountability - organizations are accountable for public funds used to reimburse travel, meal and hospitality expense. All expenses support business objectives.
- Transparency - The rules for incurring and reimbursing travel, meal and hospitality expenses are clear, easily understood and are made available to the public.
- Value for Money - Taxpayer dollars are used prudently and responsibly. Plans for travel, meals, accommodation and hospitality are necessary and economical with due regard for health and safety.
- Fairness - Legitimate authorized expenses incurred during the course of the business of an organization are reimbursed.

2.0 GENERAL

This procedure sets out the rules for Durham District School Board (Board) personnel for managing travel, meal and hospitality expenses and is intended to be in compliance with the government directive in this regard.

3.0 RESPONSIBILITIES

Claimants Must:

- Obtain approval at an appropriate level of authority as outlined in this document before incurring expenses;
- Submit original, itemized receipts with all claims on appropriate standard expense form. If there is not an itemized receipt, a written explanation must be submitted to explain why the receipt is unavailable;
- Claims should normally be made within the quarter in which the expense was incurred. All claims incurred in a specific fiscal year must be submitted within three weeks after that fiscal year end to be eligible for reimbursement, subject to extenuating circumstances;
- Repay any overpayments;
- If leaving employment with the Board, submit any claims for expenses before leaving the Board.

Approvers Must:

- Provide approval only for expenses that were necessarily incurred in the performance of Board business;
- Provide approval only for claims that include all appropriate documentation (e.g. original itemized receipts);
- Forward approved claims for payment in accordance with regular practices of the Board;
- Not approve their own expenses. For example, expenses for a group can only be claimed by the most senior person present.

4.0 BUSINESS TRAVEL

- Use the most economical mode of transportation whenever possible;
- Shared transportation is encouraged whenever possible;
- Economy (coach) class is to be the standard option for train or air travel. In certain circumstances (with prior approval) business class may be acceptable for health and safety considerations or when business class actually reduces travel expenditures for meals and accommodation.

The following chart provides direction on the level of authority required for approving business travel requests. Written prior approval is required for travel outside Ontario.

Local Travel (within 250 km of board office/work location)	Provincial Travel (outside 250Km from board office/work location)	Canada Travel (outside Province)	International Travel (outside Canada)
Supervisor	Manager *	Superintendent	Director

*Manager for the purpose of this procedure refers to the claimant's supervisor, manager, principal or officer position that reports directly to a Superintendent.

5.0 PERSONAL VEHICLE

The Board assumes no responsibility for costs incurred in use of personal vehicles. The Board will however pay the approved kilometer rate if, with prior approval, a personal vehicle is used for Board business.

The approved kilometer rate is to be established from time to time, by resolution of the Board, in accordance with Policy 4133: Travel Allowance. The current rate of \$0.52 per km was confirmed at the Board of Trustees board meeting on June 26, 2019.

Kilometers are to be measured from the shorter of work location to destination or home to destination (if travel originates from home). Travel from home to work location or work location to home is not reimbursed.

6.0 PARKING AND TOLL

Reimbursement is provided for necessary and reasonable expenditures for parking, as well as tolls for bridges, ferries and highways, when driving on Board business.

There is no reimbursement for traffic or parking violations.

7.0 MEALS

Meals will not be eligible for reimbursement:

- When normal duties require an employee to travel within the Board territory and may be away from his/her usual work location;
- If meals are being provided as part of a conference, professional development session or business meeting/function.

Alcohol cannot be claimed and will not be reimbursed as part of travel or meal expense. There are no exceptions.

Reimbursement for eligible meal expenses incurred in Canada is subject to the maximum rates set out in the following chart:

Meals	Maximum Amount
Breakfast	\$12.00
Lunch	\$20.00
Dinner	\$35.00
Daily Maximum	\$67.00

The above rates include all taxes and tips/gratuities.

When eligible to claim more than one meal for any day, the combined maximum rates may be allocated between the meals. For example, if eligible to claim both breakfast and lunch the combined rate is \$32.00. This now becomes the maximum rate for the two meals, regardless of what is spent on each meal.

Personnel required to work late/overtime or during labour negotiations and related issues may be eligible for meal reimbursement.

For travel outside of Canada, meals will be reimbursed at reasonable amounts and should be in keeping with the rates as set out by the Federal government for staff travelling abroad.

8.0 TELEPHONE

Long-distance calls made for Board business, using a personal telephone, may be eligible for reimbursement. Detailed receipts must be provided.

9.0 ACCOMMODATION

Single accommodation in a standard room is to be the option for hotel stays when on Board business.

Personal expenses such as hotel movies and mini bar snacks are not eligible for reimbursement.

Personnel may be reimbursed for one personal call to home for each night away, provided such calls are kept to a reasonable level.

Personnel required to be available during labour negotiations and related issues may be eligible for accommodation reimbursement.

10.0 TIPS/GRATUITIES

Personnel may be reimbursed for reasonable gratuities paid, up to 15% of the total receipted expenditure prior to the application of taxes.

11.0 HOSPITALITY EXPENSES

For the purpose of this procedure, hospitality is the provision of food, beverage, accommodation, transportation and other amenities

Hospitality at Board expense may never be offered solely for benefit of people who are engaged to work for the Board, other designated broader public sector organizations, or the Ontario Public Service.

Examples of ineligible expenses would be: office social events, retirement parties and holiday luncheons. Expenses for these activities are not to be charged to the Board or reimbursed.

Hospitality may be extended if it can facilitate Board business or is considered desirable as a matter of courtesy or protocol. Examples of hospitality include:

- Engaging in discussions/or sponsoring a formal conference with representatives from governments; business and industry. public interest groups or labour groups;
- Honouring distinguished guests;
- Conducting prestigious ceremonies; or
- Other hospitality functions as approved by the Director.

In rare circumstances, hospitality may include the consumption of alcohol at a meal or a reception with invitees, but only when there is written approval provided by the Director.

Hospitality expense claims must include event details regarding purpose; dates(s); location; invitees; and type of hospitality.

12.0 GIFTS OF APPRECIATION

Appropriate token gifts of appreciation, valued at up to \$30, may be offered in exchange for gifts of service or expertise to people who are not engaged in work for the Board. Gifts of appreciation should normally be limited to two gifts per individual per year.

Expenses for gifts valued over \$30 are to be approved by a Superintendent or the Director.

Any gifts received must be provided to the Sr. Manager of Early Years.

13.0 EXPENSES FOR CONSULTANTS AND OTHER CONTRACTORS

Consultants and other contractors will not be reimbursed for any hospitality, incidental or food expenses, including:

- Meals, snacks and beverages
- Gratuities
- Personal telephone calls

Reimbursement for allowable expenses can be claimed only when the contract with the Board specifically allows it.

14.0 PERQUISITES

All expenses paid or reimbursed by the Board will be for business purposes and be consistent with the BPS directive on perquisites.

Under no circumstances will the following items be paid or reimbursed:

- Club memberships for personal recreation or socializing purposes, such as fitness clubs, golf clubs or social clubs.
- Seasons tickets to cultural or sporting events.
- Clothing allowances not related to health and safety or special job requirements.
- Access to private health clinics - medical services outside those provided by the Provincial health care system or by the employer's group insured benefit plans.
- Professional advisory services for personal matters, such as tax or estate planning.

15.0 BUSINESS MEETINGS

Offsite meeting room expenses are to be approved by the Manager of Purchasing.

- (a) In general, provision of snacks and meals as part of business meetings should be avoided.
- (b) If a workshop or business meeting requires snacks and/or meals you are required to submit a meeting agenda, date and location of a meeting and a list of all participants to support the invoice.
- (c) Snacks including coffee or alternate beverage are acceptable for workshops and meetings of reasonable duration especially if people have travelled to be present. Orders should not exceed \$3.50 per person, including applicable taxes.
A workshop or business meeting of a reasonable duration that is less than half a day in duration may have up to one (1) snacks order, whereas a full day workshop or business meeting may have up to two (2) snacks orders.
Breakfast is not to be provided.
- (d) Meals may be ordered for lengthy workshops or business meetings that have significant working sessions both before and after a normal meal time.
- (e) Alcohol cannot be claimed and will not be reimbursed as part of a meal.
- (f) Meals ordered for over the lunch hour should be light, example sandwiches, vegetables and fruits. Orders should not exceed \$12.00 per person, including applicable taxes.
Meals ordered over the dinner hour may include hot dishes, vegetables and desserts. Orders should not exceed \$35.00 per person, including applicable taxes.
- (g) Total costs for snacks/meals ordered for workshops or business meetings occurring during the day should not exceed \$19.00 per person, including applicable taxes.
Total costs for snacks/meals ordered for workshops or business meetings occurring during the evening should not exceed \$35.00 per person, including applicable taxes.
- (h) On occasion, meals for business meetings cannot be ordered in advance due to meeting logistics and location. Reimbursement for these meals should follow the maximum rates established in this Appendix. Claimants should include original receipts; date; location; and participants. Alcohol cannot be claimed and will not be reimbursed as part of a meal.
- (i) The Director may authorize variation to this procedure.
- (j) Breakfast is only to be expensed in cases where out of town meetings may require overnight accommodations.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** January 20, 2020
SUBJECT: 2019-2020 Supplementary Funds Summary **PAGE NO.** Page 1 of 1
ORIGIN: Lisa Millar, Director of Education
 Jennifer Machin, Manager of Finance

1. Purpose

To provide an update on Supplementary Funding announced or received to date for 2019-2020.

2. Analysis

Throughout the year, the Board receives a number of education program other (EPO) grants. These grants fall outside of the Grants for Student Needs (GSN) funding and may be one-time only or in place for a limited period of time. These initiatives are all governed by agreements that outline the purpose of the funding, expectations and specific accountability requirements. These grants are essentially enveloped, in that any unspent grants are normally to be returned. The vast majority of these grants are from the Ministry of Education however other ministries and agencies may at times provide similar grants.

A 2019-2020 Supplementary Funding listing of grants announced or received to date of \$7,076,152 is attached as Appendix A, including EPO grants from the Ministry of Education and other funding sources.

Of the above total, \$2,383,267 has been reflected in the 2019-2020 Revised Estimates. However, all Supplementary Funding received in a specific fiscal year, together with all corresponding expenses will be fully reflected in the annual financial statements of the Board in accordance with public sector accounting board (PSAB) standards

3. Conclusion

This report is provided for information purposes.

4. Appendices

Appendix A - 2019-2020 Supplementary Funding Summary

Report reviewed and submitted by:



Lisa Millar, Director of Education

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2019-2020 Supplementary Funding Summary

Contact Division/Department	Project Description	Grant Amount
Ministry of Education, French as a Second Language Policy and Implementation Unit	French as a Second Language (FSL)	\$ 205,108
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Renewed Mathematics Strategy	* \$ 999,000
Ministry of Education, Student Achievement Division, Program Implementation Branch	Specialist High Skills Major	\$ 667,629
Ministry of Citizenship and Immigration	Language Instruction for Newcomers (LINC)	* \$ 615,412
Ministry of Citizenship and Immigration	Adult Non-Credit Language Training Program	* \$ 626,200
Ministry of Advanced Education and Skills Development	Literacy and Basic Skills (LBS)	* \$ 142,655
Ministry of Advanced Education and Skills Development	Ontario Youth Apprenticeship Program (OYAP)	\$ 225,950
Ministry of Education, Teaching Policy and Standards Branch	Apprenticeship Pathway and Skilled Trades	\$ 32,797
Ministry of Education, Special Education / Success for All Branch	After School Skills Development Programs	\$ 135,383
Ministry of Education, Special Education / Success for All Branch	Pilot to support transitions to post secondary pathways for students with developmental disabilities	\$ 104,000
Ministry of Citizenship and Immigration	Language Training Projects	\$ 91,296
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	First Nations, Metis and Inuit Studies Curriculum, Grades 9-12	\$ 61,200
Ministry of Education, Inclusive Education Branch	Parent Reaching Out Grants - School Councils	\$ 40,154
Ministry of Education, Safe and Healthy Schools Branch	Well Being: Safe Accepting and Healthy Schools and Mental Health	\$ 87,587
Ministry of Education, Program Implementation Branch	Community-Connected Experiential Learning Projects	\$ 234,415
Ministry of Education, Inclusive Education Branch	Innovative Education Programs for Children and Youth in Care	\$ 48,000
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Support Implementation of Grade 10 Career Studies course and Elementary Physical Education curriculum	\$ 49,771
Ministry of Education, Safe Schools and Student Well Being Branch	Mental Health Workers in Schools	\$ 529,529
Ministry of Education, Indigenous Education & Well Being Division	Legalization of Recreational Cannabis	\$ 43,643
Ministry of Education, Student Support and Field Services Division	Common European Framework of Reference (CEFR)	\$ 10,400
Ministry of Education Equity Secretariat	Hire a senior leader with expertise in human rights, dispute resolution and organization change.	\$ 170,430
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Broadband Modernization Program	\$ 1,694,094
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	NTIP Enhancing Teacher Development Fund	\$ 206,500
Council of Ontario Directors of Education	Support English Language Learners	\$ 5,000
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Analyzing Identity-Based Data Collection	\$ 50,000

Total Supplementary Funding \$ 7,076,152

Reflected in 2019-2020 Revised Estimates (as indicated by *) \$ 2,383,267

Net Supplementary Funding \$ 4,692,885

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: January 20, 2020

SUBJECT: Bell Time Review

PAGE NO. 1 of 2

ORIGIN: Lisa Millar, Director of Education
 Heather Mundy, Superintendent of Education
 Christine Nancekivell, Chief Facilities Officer
 Kelly Mechoulam, Chief Administrative Officer, DSTS

1. Purpose

To provide an update on bell times, further to the March 20, 2017 Bell Time Review report.

2. Ignite Learning Strategic Priority/Operational Goals

- **Well-being** – create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.

3. Background

An extensive review of school bell times, along with a Board-wide consultation process occurred in spring 2017. From this review, there were 28 schools where bell times were revised. The following is a breakdown of the number of schools, by time:

- 10 minutes or less = 17 schools
- 15 to 25 minutes = 7 schools
- 30 to 45 minutes = 4 schools

The Bell Time Review provided the financial flexibility to meet future transportation needs. The review allowed for more pupils to be bussed, representing 8%-12% more students bussed with the same level of funding.

By January 15th each year, DSTS and DDSB staff will determine if bell time adjustments are required for the following school year, to manage transportation efficiency. As per DDSB Bell Times Procedure, bell time adjustments that are 10 minutes or less in any school year will not require a Public Consultation process, but will follow the communication process outlined in Section 2.0 of the procedure.

Bell time adjustments that are greater than 10 minutes phased in over one or more years will require a Public Consultation process as outlined in Section 3.0 of the Bell Time procedure.

4. Analysis

From a review of current bell times, the following adjustments are to occur for the 2020-2021 school year:

	Current		Proposed	
	AM	PM	AM	PM
Greenbank	8:10	2:40	8:05	2:35
Port Perry H.S.	9:05	3:15	8:55	3:05

Each of these adjustments are 10 minutes or less and do not require a Public Consultation process. The communication process outlined in Section 3.0 of the Bell Time procedure will be followed to inform families of the changes.

5. Financial Implications

Continued efficiency of transportation funds, maximizing the number of pupils bussed without increased level of funding.

6. Communication Plan

Information on the adjustments will be communicated to each school as outlined in section 2.1 of the Bell Times procedure, via school newsletter, individual school Websites, letters home with students and through automated calls to each student. Communication will continue through to the end of the school year.

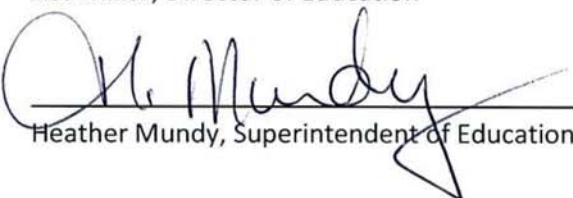
7. Conclusion

To continue with the most efficient use of buses, busing needs are to be determined and managed. Bell times are crucial in providing such efficiencies. An annual review of existing bell times is required to manage transportation within the funding provided.

Since the 2017 Board wide bell time review, where bell time adjustments were necessary at 28 schools, there have not been any adjustments. From the current review of times, there is a need to adjust bell times at 2 schools by 10 minutes.

Report reviewed and submitted by:


 Lisa Millar, Director of Education


 Heather Mundy, Superintendent of Education

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Canadian Cancer Society
Société canadienne du cancer

November 27th, 2019

Lisa Millar
Durham District School Board
400 Taunton Road East
Whitby, ON
L1R 2K6

Dear Lisa Millar,

Thank you for joining the Canadian Cancer Society Relay For Life Youth event this year and being part of the global movement to end cancer. Many of us have been touched by cancer and Relay For Life Youth offers the chance to create hope for those living with the disease while at the same time offering students an opportunity to learn about philanthropy and the power of helping others.

With the support of educators and school administration, Relay for Life Youth events are student leadership volunteer opportunities that build school spirit and equips students with the knowledge, skills, values and attitudes to adapt to diverse situations in life, work and learning to become better global citizens.

The commitment from Durham District School Board, students at Anderson Collegiate & Vocational Institute, Brooklin High School, Donald A. Wilson Secondary School, J. Clarke Richardson Collegiate, Maxwell Heights Secondary School, O'Neill Collegiate & Vocational Institute, Pickering High School and Uxbridge Secondary who organized 8 Relay For Life events in 2019 raising \$361,180.9, is much appreciated and will help fund game-changing research on all cancers, advocate to make healthy living easier and provide essential support services for people living with cancer and their families.

Through your participation in Relay this year we were able to unite to celebrate and remember those who live and have lived in the face of cancer.

Together, we are bigger than cancer. And thanks to you and your school board, we are making a lasting change in the lives of people with cancer and their families.

Sincerely,

Laurie McKnight

Director, Relay For Life Youth



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

www.ddsb.ca

December 20, 2019

Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay St
Toronto, ON, M7A 1L2

Honourable Stephen Lecce

The Ministry Advisory Committee on Special Education (MACSE) plays a very important role in providing feedback and advice to the Ministry of Education and other ministries on special education programs and their delivery.

In reviewing the Ministry of Education's (MOE's) website, the members of the DDSB's SEAC are very concerned with the inactive status of MACSE; a mandated committee outlined in the Education Act. Of the 20 voting member positions representing either exceptionalities or professions, over half of the positions are vacant and another 4 will be vacated by the end of January 2020. The committee is supposed to meet up to 3 times a year and report on its previous year's priorities and achievements. The last time MACSE met was in the spring of 2017, and the last annual report filed to the Minister was for the 2014-2015 school year.

With the growing number of students with special education needs and complex needs; the release of the Policy on Accessible Education for Students with Disabilities (2018); the Ontario Autism Program Advisory Panel Report - 2019; and the pending recommendations from the K-12 and Post Secondary Education Standards Committees, we feel that the role of MACSE has increased in importance. We urge the government to immediately work to fill the vacancies so it can resume its meetings.

At the same time, the DDSB's SEAC has reviewed the Ministry's appointment process, and in light of the fact that MACSE has not met since the spring of 2017 nor filed an annual report since 2014-2015, we question the effectiveness and responsiveness of the current structure of MACSE to fulfill its mandate.

In discussing a more expedient method of finding members for MACSE who are experienced in providing advice to school boards on special education programs, we would like to suggest that 6 of the voting members be selected from SEACs in the 6 Ministry of Education's regional areas.

The Education Act, and its Regulation for Special Education Advisory Committees (SEACs), sets out the requirements and the role of SEACs. SEAC Members represent local provincial associations of a variety of exceptionalities, agencies, First Nations and Members at Large. SEAC members are active in making recommendations to school boards and school authorities around the delivery of special education programs and services. By looking for members from the 6 MOE's



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regional areas to help fill the vacancies on MACSE, the Ministry can speed up the selection process and ensure geographical and exceptionality representation with knowledgeable and experienced people.

If you would like to further discuss our proposal for the filling of vacancies on MACSE and our desire to see the committee resume its meetings as soon as possible, we would be happy to make a representative available.

Sincerely,



Eva Kyriakides
Chair, SEAC
Durham District School Board

cc: Chairs of all Ontario Special Education Advisory Committees



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Premier of Ontario
Premier ministre
de l'Ontario

Legislative Building
Queen's Park
Toronto, Ontario
M7A 1A1
Édifice de l'Assemblée législative
Queen's Park
Toronto (Ontario)
M7A 1A1

December 20, 2019

Mr. Michael Barrett
Chair
Ms. Lisa Millar
Director of Education and Secretary/Treasurer
Durham District School Board
400 Taunton Road East
Whitby, Ontario
L1R 2K6

Dear Mr. Barrett and Ms. Millar:

Thanks very much for your letter on behalf of student trustees and the student senate of the Durham District School Board (DDSB) about e-learning in Ontario. I appreciate your sharing the views of students with me.

I note that you have also addressed your letter to the Honourable Stephen Lecce, Minister of Education. As this matter falls under his area of responsibility, I trust the minister will also take the students' questions into consideration.

Thanks again for contacting me.

Sincerely,

A handwritten signature in black ink, appearing to read "Doug Ford".

Doug Ford
Premier

c: The Honourable Stephen Lecce

December 2, 2019

Doug Ford
Premier of Ontario
Legislative Building
Queen's Park
Toronto, ON M7A 1A1

Stephen Lecce
Minister of Education
438 University Avenue
5th Floor
Toronto, ON M5G 2K8

Recently, our student trustees and Student Senate, comprised of student representatives from each of our Durham District School Board secondary schools, met to discuss their concerns with the new government eLearning program. DDSB student voice plays an integral role not only in public education in Ontario, but also in the DDSB.

Our students have outlined major concerns with the mandatory eLearning credits which the government is now requiring of all Ontario secondary students. Our DDSB student trustees and secondary students have articulated many concerns regarding this mandatory government initiative. They have outlined their concerns in the attached appendix.

Specifically, DDSB secondary students are concerned and have requested communication, rationale and answers to areas related to:

1. Reasoning and evidence behind mandatory eLearning.
2. Course selection challenges.
3. Exceptions and accommodations for students with special needs.
4. Supervision of eLearning
5. Lack of consultation by the government with students regarding eLearning.
6. Access to technology and WIFI.
7. Accommodation of different student learning styles.

.../2



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8. Effect of eLearning on student mental and physical health.
9. Tracking and monitoring student independence.

The DDSB students have provided both a list of questions for the government and ministry, as well as their outlined concerns in the attached appendix. Student voice is critical for a fair and equitable public education system.

On behalf of the DDSB students, we are sending this correspondence, student questions and student concerns to provide you with student voice and a request for more information and answers to support their request.

Yours sincerely,



Lisa Millar
Director of Education & Secretary/Treasurer
Durham District School Board



Michael Barrett
Chair
Durham District School Board

cc: Jennifer French, MPP, Oshawa
Lorne Coe, MPP, Whitby
Rod Phillips, MPP Ajax
Lindsey Park, MPP, Durham
Peter Bethlenfalvy, MPP, Pickering/Uxbridge
Laurie Scott, MPP, Haliburton/Kawartha/Brock
OPSBA



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Below is the raw feedback recorded from our eLearning discussion in Student Senate meeting of November 4th, 2019:

List of Student Questions

Reasoning

- What is the purpose and implications of this eLearning mandate?
- Is there a plan in place for the e-learning mandate?

Course Selection

- What types of courses will be included?

Exceptions/Accommodation

- Will there be extra help/exceptions for students with IEPs?
- How will IEPs be accommodated?
- What's the process/system in place for elearning? What type of screening will be run to accommodate the mandate?

Supervision/Area to Work

- Who will supervise students while they are completing their e-learning courses?
- Will teachers be paid for supervising students?
- Who is monitoring/supervising students doing e-learning?
- Where will students go when doing e-learning and will there be spaces to accommodate these students?

Level of Consultation

- Has the government consulted with students on the current state of E-Learning courses and the implications on eLearning if it is broadly mandated?

Access to Technology and Wifi

- How will all students be guaranteed access to wifi and technology?
- How will schools/school boards deal with technical issues and security related to e-learning?
- How will students who don't have wifi either in their school or at home complete their e-learning courses without being put at a disadvantage?
- How will e-learning be supported in schools outside of the DDSB that don't necessarily have access to chromebooks?

Accommodation of Different Learning Styles

- How will different learning styles being accommodated?
- Is e-learning beneficial for visual, kinesthetic and/or auditory learners?
- How will students get extra help?

Effect on Mental and Physical Health

- As a DDSB pillar, how does elearning support mental and physical health?

Teaching/Monitoring Students Independence

- How will the distractions from independent work be monitored?

- How will students without the work ethic required for e-learning be expected to work independently?
- How will students be supported in developing the work ethic required for e-learning?
- How can independence for e-learning be learned from pre-high school?
- How will students who have difficulty focusing be able to complete an extremely independent task such as e-learning?
- How will students stay focused with a lack of consistent encouragement from teachers to stay on task?

Student Concerns

Reasoning

- Students do not know all the information about what is happening with e-learning
- Students often either succeed very well or fail
- Mandatory e-learning may cause graduating rates to drop

Course Selection

- If only certain courses are available via e-learning, it may cause students difficulty getting the prerequisite courses for their future and may affect their careers

Exceptions/Accommodation

- The structure of e-learning impacts accessibility negatively

Supervision/Area to Work

- Students will skip class more if e-learning is introduced because there will be less monitoring of them
- There may be a concern for the amount of space we have to allocate to students who are taking e-learning and spares (who would supervise them and would it be chaotic to have so many leaving classes, could encourage skipping)

Access to Technology and Wifi

- Chromebooks in Durham are advantageous but not helpful in other boards
- There are wifi barriers present in some schools and homes that will make it very difficult if not impossible to do e-learning for some students
- Unable to sign in for things/laptop doesn't work concerns

Accommodation of Different Learning Styles

- E-learning does not accommodate different learning styles
- E-learning does not accommodate learning challenges

Effect on Physical and Mental Health

- E-learning may have a negative impact on the mental health of students
- There may be a concern that future assignments are posted in advance, so it may cause anxiety in students to see the whole course outline laid out at once

Effect on Social Interaction

- There are a lack of personal relationships formed when students are doing e-learning and it is difficult to connect with both teachers and other students
- E-learning does not allow students to fully engage in their educational environment and develop necessary social and conflict resolution skills

Teaching/Monitoring Student Independence

- It is difficult to enforce/create a productive environment when students are doing e-learning because they are 'on spare' and will be forced to be extremely independent
- It will be very difficult for students with a lesser work ethic to succeed in an e-learning course
- E-learning does not work for students who have difficulty managing their time and does not support them as much as a traditional classroom would

Issues with E-learning Classroom Environment

- It can be difficult to ask for extensions when doing e-learning
- E-learning does not mimic real-life classrooms enough for topics such as classroom discussions
- Each kid gets less attention when doing e-learning courses
- There are a lack of resources available to support elearning
- Teachers will be in different schools from students making it difficult to communicate with them
- Students make an attempt to avoid e-learning as is
- It can be more difficult to retain information in e-learning courses
- Students tend to find it tempting to skip ahead in elearning courses without properly learning content
- E-learning is structured in a way that encourages passive learning
- Many students have struggles contacting teachers in e-learning courses and there is no instant response
- Unable to get in contact with teachers (This especially applies to questions that would ideally be immediately answered in a normal classroom environment)
- E-learning can be difficult due to a lack of verbal explanations
- E-learning courses are not individualized or personal

E-learning Impact on Students entering High School

- E-learning will be very difficult for grade 9 students because this will add another unfamiliar aspect of high school and add to the difficulty of the transition