



Board Meeting

Agenda

January 18, 2021 — 7:00 p.m.



DDSBSB Staff and Students Spread Holiday Cheer Across Durham Region

Each holiday season, staff and students are making sure everyone has an enjoyable holiday season across Durham Region. From food drives and fundraisers to holiday cards and knitting scarves, holiday giving initiatives happened throughout the Board.

Students and Board staff participated in the Making a Difference program, Sweet Success, Youth Leaders for Change, Red Scarf Project, Holiday Cards for VIVA Retirement Residents and the Adopt-A-Family program to name a few.

Members of the public can participate in the board meeting by watching the live-stream on YouTube.

Durham District School Board
calendar.ddsbsb.ca/meetings
Twitter: @Durhamdsb

Carolyn Morton
Chair of the Board
Townships of Brock,
Scugog & Uxbridge

Christine Thatcher
Vice Chair of the Board
Town of Whitby

Patrice Barnes
Vice Chair, Standing
Committee
Town of Ajax
Wards 1 & 2

Michael Barrett
City of Oshawa

Chris Braney
City of Pickering

Paul Crawford
City of Pickering

Donna Edwards
Chair, Education Finance
Town of Ajax, Ward 3

Darlene Forbes
City of Oshawa

Niki Lundquist
Town of Whitby

Linda Stone
City of Oshawa

Scott Templeton
Town of Whitby

Aaliyah Jaleel
Student Trustee

Logan Keeler
Student Trustee

Arpita Savaliya
Student Trustee

**DURHAM DISTRICT SCHOOL
BOARD MEETING
Monday, January 18, 2021 - 7:00 p.m.**

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1. <u>Call to Order</u>	
2. <u>Declarations of Interest</u>	
3. <u>Moment of Silence/Acknowledgement</u>	
<p style="padding-left: 40px;">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.</p>	
4. <u>O Canada</u>	
5. <u>Adoption of Agenda</u>	
<u>Minutes</u>	
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APPROVED Minutes of the Special Board Meeting of November 23, 2020	14-15
DRAFT Minutes of the Regular Board Meeting of December 7, 2020	16-29
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7. <u>Ministry Memorandums-Information Update</u> (Director Norah Marsh)	Verbal
8. <u>Public Question Period</u>	
9. <u>Director's Update on Lock-Down and Schools</u> (Director Norah Marsh)	Verbal

10. <u>DDSB Presentations</u>	
11. <u>Good News from the System</u> (Director Norah Marsh)	Verbal
12. <u>Report from the Committee of the Whole in Camera</u>	Verbal
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(f) Unnamed North Ajax FI PS Boundary (Superintendents Mohamed Hamid, Margaret Lazarus)	61-140
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(d) Secondary Staffing Update (Acting Associate Director Jim Markovski)	241-245
(e) 2019-2020 Trustee Expenses (Associate Director David Wright)	246-249
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(h) OPSBA Report (Trustee Patrice Barnes)	Verbal

15. Correspondence

(a) Action Requested:

(b) Other:

16. Other Business

17. Ad Hoc Committees

(a) Equity and Diversity Ad Hoc Steering Committee

(b) Governance Ad Hoc Committee

(c) Incident Ad Hoc Committee

18. Adjournment

APPROVED

MINUTES

The Regular Meeting of the Board

Monday, November 16, 2020

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

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 (attended at 7:10 p.m. and left at 8:35 p.m.) Paul Crawford (virtual), Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

Officials Present: Director Norah Marsh, Associate Director David Wright, Acting Associate Director Jim Markovski, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Legal Counsel Patrick Cotter, Communications Officer Robert Cerjenec

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Acting Chair Niki Lundquist advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.

4. O Canada

5. Adoption of Agenda

2020:145

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Donna Edwards

THAT THE AGENDA BE APPROVED.

CARRIED

2020:146

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Darlene Forbes

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF SEPTEMBER 21, 2020;

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF OCTOBER 19, 2020;

SPECIAL BOARD MEETING MINUTES OF OCTOBER 20, 2020; AND

SPECIAL BOARD MEETING MINUTES OF NOVEMBER 2, 2020.

CARRIED

6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums – Information

Director Norah Marsh provided trustees with an overview of recent Ministry Memoranda. She noted the memorandum released on November 4, 2020 regarding the draft PPM on Teacher Hiring Practices. Superintendent Heather Mundy will present a full report on the analysis of staff that has been completed. Amendments to O. Reg. 463/97 (Electronic Meetings and Meeting Attendance) to address Board member physical attendance requirements and public electronic access were released on November 6, 2020. The changes are effective immediately and extended to November 30, 2021.

8. Public Question Period

Director Norah Marsh advised that two public questions were received.

Dylan Reynolds asked if there is a possibility of an extended winter break and if there will be extracurricular activities in school.

Director Norah Marsh advised that there has been some conversation at the ministry in terms of a potential extended winter break. It is the Ministry of Education's decision in terms of school calendar. The conversations have been very preliminary along with the notion of doing a compulsory week of virtual learning following the winter break. It has been identified to the Ministry of Education that compulsory virtual learning would present challenges given the shortage of technology distribution provincially and worldwide. If schools are not open, we recognize that staff with young children or children with developmental needs that require supervision presents a challenge in doing 220 minutes of synchronous learning. There is no additional information currently, but the Minister of Education is considering that potential.

Acting Associate Director Jim Markovski advised that information regarding extracurricular activities is located within our reopening of schools academic guiding principles, Section 12. Our stance currently, which has been informed with consultation with the medical officer of health, is that no extracurricular or inter-school activities will be running until we have stronger confidence that they will not pose a risk to students. When a decision is made to relax guidelines and extracurricular activities can proceed, communication will go out to all staff outlining guidelines for physical distancing and other requirements at that time.

9. Presentations

(a) Volunteer of Distinction

Superintendent Heather Mundy provided trustees with information on the Volunteer of Distinction 2020. Trustees viewed a video that recognized the Volunteers of Distinction virtually by celebrating school volunteers who work collaboratively to support success for all students and recognized the value of volunteers in schools. The Parent Involvement Committee will provide each school with a certificate and gift for their Volunteer of Distinction

(b) Treaties Recognition Week

Acting Superintendent Erin Elmhurst shared with trustees highlights of Treaties Recognition Week, November 2 – 6, 2020 and the current work being done to support treaty education as we continue to respond to Truth and Reconciliation (TRC) Calls to Action and deepen our system commitment to reconciliation. She introduced Denise Nickerson, Education Officer, Michelle Evans, Indigenous Facilitator and Jennifer Henderson, Indigenous Coach who provided trustees with a PowerPoint overview of the deepening of our systemic commitment to reconciliation and decolonization through a commitment to the land

(b) Treaties Recognition Week (Continued)

acknowledgement procedure, professional development and Treaties Recognition Week, and videos and resources to support treaty education across the system. Trustees viewed a short video depicting student voice from DDSB@Home on what it means to have a treaty. Acting Superintendent Erin Elmhurst also answered questions of trustees.

10. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera. Trustees dealt with administrative transfers and placements, personnel issues, and employee relations issues.

2020:147

MOVED by Trustee Christine thatcher

SECONDED by Trustee Carolyn Morton

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN CAMERA BE RECEIVED.

CARRIED

11. Good News from the System

Zaid and Samantha, Grade 12 students from Eastdale CVI, on behalf of the students and staff at the DDSB, shared the good news from across the system via video.

Over the past few months, secondary schools have been hosting virtual and drive-through commencement ceremonies for the 2020 graduates. With health and safety in mind, staff and administration at secondary schools made sure each student received the full graduation experience.

50 Second World War model planes were recently donated to Brock High School to help teach us about history. The model planes are exact replicas of ones flown during the war. They were donated by local community member and parent Peter Dauncey to help students recognize the enormous sacrifices made by Canadians and veterans from the Township of Brock.

Parents and Guardians enjoyed a webinar focused on School Community Councils, communication and collaboration, and helpful tips for managing stress. The Parent Involvement Committee plans to host more webinars like this throughout the school year.

11. Good News from the System (Continued)

The Indigenous Education and Equity departments helped schools and students understand Treaties Recognition Week from November 2nd to 6th. Louis Riel Day was acknowledged on November 16th with the raising of the Métis flag. The events are helping to introduce and honour the importance of Treaties, Treaty rights and relationships.

The Pickering High School community banded together to host a spooky Hungry for Halloween Food Drive. Donations went to the Salvation Army House of Hope Food Bank in Ajax. The community showed up, and the drive collected 4,500 food items, \$2,700 in cash and \$540 in gift cards.

Emmanuel Rogerson, a student at Sinclair Secondary School was inspired to research the Canadian Hearing Society after meeting a customer who was deaf at his workplace. Emmanuel was awarded a \$1,250 Youth Philanthropy Initiative grant that will go to the Canadian Hearing Society.

On November 11th, DDSB schools and staff at the Education Centre took time to acknowledge and remember those who served, and are serving, our country.

Students from Sinclair Secondary School's History, Civics, and Law classes received a special visit from the Ontario Regimental Museum. Students were excited to see two historical light armored military vehicles from their collection for the school's Remembrance Week activities.

Dunbarton High School has won the School Spirit Award for the Ontario Student Leadership Conference. Dunbarton's awesome students participated in the virtual Canada-wide student leadership conference and came out on top. Fellow students and teachers Christina and Jonathan Demaray were congratulated for organizing this amazing opportunity.

The Province of Ontario has announced that DDSB will receive \$14.3 million to build a brand-new school in North Oshawa! This new school will be a welcome addition to the expanding North Oshawa neighbourhoods. The school will have 536 new elementary students, 73 newly licensed child care spaces and four child care rooms.

Bullying Prevention and Awareness Week runs from November 15th to 21st. The Safe Schools Department has developed a guide for schools to run their own engaging and inclusive forums. The forums will focus on difficult issues related to bullying and speaking up for yourself and your peers through discussion, games and activities.

In preparation for Bullying Prevention and Awareness Week, Grade 8 students at Westcreek Public School designed impressive and meaningful "graffiti" artwork outside on the school wall. The artwork illustrates their knowledge of anti-Black racism and bullying awareness that students have been learning about.

11. Good News from the System (Continued)Dates of Significance:

Nov. 18	Educational Assistants' Appreciation Day
Nov. 19	SEAC Meeting
Nov. 20	Transgender Day of Remembrance
Nov. 24	Parent Involvement Committee Meeting
Nov. 25	International Day for the Elimination of Violence Against Women
Nov. 28	Holodomor Memorial Day
Nov. 29	First Day of Advent
Nov. 30	Birthday of Guru Nanak Dev Ji
Dec. 1	World Aids Day
Dec. 2	International Day for the Abolition of Slavery
Dec. 3	International Day for Disabled Persons
Dec. 7	Standing Committee Meeting/Board Elections
Dec. 8	Bodhi Day
Dec.10	Human Rights Day
Dec. 11-18	Hanukkah
Dec. 17	SEAC Committee
Dec. 18	Last day of classes
Dec. 21- Jan 3	Holiday Break
Dec. 21	Board Meeting
Dec. 21	Winter Solstice
Dec. 21	Yule
Dec. 21	Tohji-Tasai
Dec. 25	Christmas
Dec. 26	Boxing Day
Dec. 26-31	Kwanzaa
Jan. 1	New Years

12. Recommended Actions(a) Report: Standing Committee Meeting Minutes of November 2, 2020

Trustee Christine Thatcher presented the Standing Committee meeting minutes of November 2, 2020.

2020:148

MOVED by Trustee Chris Braney

SECONDED by Trustee Michael Barrett

THAT STAFF PURSUE THE AVENUE OF TERMINATION THROUGH A REPORT TO THE MINISTER OF EDUCATION REGARDING THE TERMINATION OF AN EDUCATOR THROUGH SECTION 263 OF THE EDUCATION ACT.

CARRIED

(a) Report: Standing Committee Meeting Minutes of November 2, 2020 (Continued)

2020:149

MOVED by Trustee Michael Barrett

SECONDED by Trustee Darlene Forbes

THAT THE BOARD ESTABLISH AN APPOINTMENT COMMITTEE WITH THE AUTHORITY VESTED UNDER BY-LAW 8 TO MAKE A DECISION.

CARRIED

2020:150

MOVED by Trustee Michael Barrett

SECONDED by Trustee Scott Templeton

THAT THE BOARD EXTEND THE IGNITE LEARNING STRATEGIC PLAN FOR THE PERIOD OF TWO YEARS UNTIL JUNE 2023.

CARRIED

2020:151

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Patrice Barnes

THAT THE BOARD DIRECT STAFF TO WRITE A LETTER TO THE MINISTRY OF EDUCATION REQUESTING THAT THE DURHAM DISTRICT SCHOOL BOARD BE ALLOCATED A PROPORTIONAL ALLOTMENT OF FUNDING THAT AROSE FROM THE \$50M OF THE FEDERAL FUNDS TO ADEQUATELY BACKSTOP COVID RELATED EXPENSES.

CARRIED

2020:152

MOVED by Trustee Donna Edwards

SECONDED by Trustee Michael Barrett

THAT THE OPSBA NON-VOTING DIRECTOR BECOME THE VOTING DIRECTOR IN THE ABSENCE OF THE VOTING DIRECTOR; AND

THAT THE ALTERNATE OPSBA DIRECTORS ARE ELECTED AT LARGE AND ARE NOT SPECIFICALLY ELECTED AS VOTING DIRECTOR ALTERNATE AND NON-VOTING DIRECTOR ALTERNATE.

CARRIED

- (a) Report: Standing Committee Meeting Minutes of November 2, 2020 (Continued)

2020:153

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Darlene Forbes

THAT THE STANDING COMMITTEE MINUTES OF NOVEMBER 2, 2020 BE RECEIVED.

CARRIED

- (b) Report: SEAC Meeting of September 17, 2020

Trustee Donna Edwards presented the SEAC meeting minutes of September 17, 2020.

2020:154

MOVED by Trustee Donna Edwards

SECONDED by Trustee Patrice Barnes

THAT THE SEAC MEETING MINUTES OF SEPTEMBER 17, 2020 BE RECEIVED.

CARRIED

- (c) Clara Hughes P.S. Enrolment Update

Associate Director David Wright introduced Christine Nancekivell, Chief Facilities Officer who provided trustees with information to commence a boundary review for Clara Hughes P.S. as outlined in the Accommodation Plan 2020-2024: Trends, Issues and Future Opportunities document.

2020:155

MOVED by Trustee Michael Barrett

SECONDED by Trustee Darlene Forbes

THAT TRUSTEES DELAY AN ACCOMMODATION SOLUTION TO ADDRESS THE ENROLMENT PRESSURES AT CLARA HUGHES P.S.; AND

THAT STAFF PROVIDE AN UPDATED ACCOMMODATION SOLUTION TO TRUSTEES IN SPRING 2021.

CARRIED

- (d) Eagle Ridge P.S., Towne Manors Development, Town of Ajax

Associate Director David Wright welcomed Christine Naneckivell who provided trustees with information to commence a boundary adjustment for Eagle Ridge P.S., Ajax, as

(d) Eagle Ridge P.S., Towne Manors Development, Town of Ajax (Continued)

outlined in the Accommodation Plan 2020-2024: Trends, Issues and Future Opportunities document.

2020:156

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Donna Edwards

THAT THE FAMILIES, EAST OF CHURCH STREET, INCLUDING THE TOWNE MANORS DEVELOPMENT, WHO PURCHASED A HOME PRIOR TO JUNE 1, 2019 CONTINUE TO ATTEND EAGLE RIDGE P.S., AND THAT THERE BE NO BOUNDARY ADJUSTMENT TO EAGLE RIDGE P.S.

CARRIED

(e) Treasurer of the Board

General Counsel Patrick Cotter provided trustees with an overview of the Education Act requirements regarding the role of Treasurer of the Board. He also answered questions of trustees.

2020:157

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Scott Templeton

THAT THE BOARD APPOINT DAVID WRIGHT, ASSOCIATE DIRECTOR OF CORPORATE SERVICES AS TREASURER OF THE BOARD, EFFECTIVE AS OF NOVEMBER 16, 2020.

CARRIED

(f) Financial Process and the 2019/2020 Financial Report

Associate Director David Wright introduced Melissa Durward, Senior Manager, Business who provided trustees with information to approve the 2019-2020 Financial Report.

2020:158

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Donna Edwards

THAT THE 2019-2020 FINANCIAL REPORT OF THE DURHAM DISTRICT SCHOOL BOARD, INCLUDING TRANSFERS TO AND FROM INTERNALLY RESTRICTED FUNDS, BE APPROVED AS PRESENTED.

CARRIED

(g) Trustee Appointment Ad Hoc Committee

Acting Chair Niki Lundquist noted that the Board passed a motion establishing an Appointment Ad Hoc Committee with the authority vested under By-law #8 to make a decision. Trustees confirmed that they are available Tuesday, November 17, 2020 at 5:30 p.m. to determine the process it intends to adopt.

(h) Director Performance Review Ad Hoc Committee Report

Trustee Christine Thatcher advised trustees that the Committee has completed its mandate. In particular, the committee prepared a draft policy governing the Director's Performance review which it recommended that the Board adopt. The Board accepted the Committee's recommendation and adopted the *Director Performance Review Policy* at the Board meeting held on July 8, 2020. That Policy is publicly available on the Board's website.

In addition, the committee prepared a template Employment Contract for the Director of Education. That template was recommended to and used by the Board as the basis for the contract that the Board entered into with the Director of Education. Under the *Director Performance Review Policy*, that contract will be publicly available on the Board's website.

The committee also prepared a draft of the Director's position profile and reviewed potential service providers to perform the external consultant functions as stipulated in the Director Performance Review Policy. Under the Director Performance Review Policy, a committee is to be established to, amongst other things, oversee the selection of the external consultant and to work with the consultant and the Director of Education to prepare the Director of Education Position Profile and Objectives document.

All trustees are eligible to sit on the review committee and trustees confirmed that they do wish to form part of the committee.

2020:159

MOVED by Trustee Michael Barrett

SECONDED by Trustee Darlene Forbes

THAT A COMMITTEE BE ESTABLISHED TO, AMONGST OTHER THINGS, OVERSEE THE SELECTION OF THE EXTERNAL CONSULTANT AND TO WORK WITH THE CONSULTANT AND THE DIRECTOR OF EDUCATION TO PREPARE THE DIRECTOR OF EDUCATION POSITION PROFILE AND OBJECTIVES DOCUMENT; AND

THAT THE BOARD DIRECT THE COMMITTEE TO DELIVER ANY INFORMATION THAT MAY BE RELEVANT TO THE DIRECTOR OF EDUCATION PERFORMANCE REVIEW COMMITTEE FOR ITS CONSIDERATION.

CARRIED

(i) Notice of Motion: Trustee Accommodation Policy

General Counsel Patrick Cotter provided trustees with information regarding a Notice of Motion and recommendation on trustee accommodation. He also answered questions of trustees.

2020:160

MOVED by Trustee Michael Barrett

SECONDED by Trustee Christine Thatcher

THAT THE TRUSTEE ACCOMMODATION POLICY BE ADOPTED AS OUTLINED IN APPENDIX 'A'.

CARRIED

(j) Governance Report

Trustee Carolyn Morton advised that the Committee met on October 26, 2020. The Committee continued its work on an updated Trustee Code of Conduct and on a Consolidated By-Law.

The Committee also considered the issue of Trustee distribution under by-law #9 which was first referred to the committee by the Board on November 18, 2019.

At the meeting of October 26th, the committee affirmed that the requirement for amending by-laws is previous notice and a 2/3 vote. The committee also considered whether the board breached by-law #9 by determining the distribution of trustees in March 2018 on a majority vote rather than a 2/3 basis. The committee concluded that there was no breach.

Therefore, it is the recommendation of the committee that the Board affirm that the requirement for amending by-laws is previous notice and a 2/3 vote.

The Committee's next meeting is November 23, 2020, where it will continue work on an updated Trustee Code of Conduct and on a consolidated By-Law.

2020:161

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Darlene Forbes

THAT THE BOARD AFFIRM THAT THE REQUIREMENT FOR AMENDING BY-LAWS IS PREVIOUS NOTICE AND A 2/3 VOTE.

CARRIED

Trustee Paul Crawford requested that the second motion considered at the Governance Ad Hoc Committee meeting of October 26, 2020 also be considered this evening.

(j) Governance Report (Continued)

Acting Chair Niki Lundquist confirmed that the Governance Ad Hoc Committee affirmed the content of the by-law and that trustees did not find there to be a breach. It was confirmed that the Governance Ad Hoc Committee meeting minutes of October 26, 2020 will be presented to Board for receipt.

2020:162

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Michael Barrett

THAT THE BOARD RECEIVE THE REPORT OF THE GOVERNANCE AD HOC COMMITTEE AS PRESENTED.

CARRIED

(k) Trustee Distribution

This item was discussed as part of the foregoing item.

13. Information Items(a) PPM – Teacher Hiring Practices

Superintendent Heather Mundy introduced Lisa Coppins, Senior Manager, Human Resources Services and they provided trustees with an update on the development and implementation plan of the new PPM on Teacher Hiring Practices. Director Norah Marsh, Superintendent Heather Munday and Lisa Coppins answered questions of trustees

(b) Transportation – DSTS Annual Report

Kelly Mechoulan, Chief Administrative Officer, DSTS provided trustees with the 2019-2020 Durham Student Transportation Services annual report. She also answered questions of trustees.

(c) COVID Testing – School Protocols

Acting Associate Director Jim Markovski provided trustees with an overview of COVID testing and school protocols. He noted the guidance and direction provided to public health units by the Ministry of Health in terms of legislative and policy oversight. He highlighted the key responsibilities of the public health units and school boards/school administrators and provided detailed information relating to Public Health: Case and Contact Management/Outbreak Management and Surveillance and School Boards: Assisting Public Health Units in Case Investigation. He advised that the district has a positive working relationship with Durham Region Public Health and joint efforts have been both collaborative and constructive. He also answered questions of trustees.

(c) COVID Testing – School Protocols (Continued)

2020:163

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Paul Crawford

THAT THE BOARD REQUEST THE DIRECTOR TO CONSULT WITH THE CHIEF MEDICAL OFFICER OF HEALTH REGARDING THE INCREASED NUMBER OF CASES IN DURHAM AND THE CHANGING TRAJECTORY OF COVID CASES IN THE PROVINCE AS IT RELATES TO ADOPTING FURTHER STEPS TO ADDRESS SAFETY FOR STUDENTS.

CARRIED

14. Correspondence

(a) Action Requested

(b) Other

(i) Township of Scugog

The correspondence was listed for the information of trustees.

15. Other Business

There was no Other Business at this time.

16. Adjournment

2020:164

MOVED by Trustee Donna Edwards

SECONED by Trustee Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:08 p.m.

Chair

Secretary

APPROVED

MINUTES

The Special Meeting of the Board

November 23, 2020

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

1. Call to Order:

Roll Call: Trustee Niki Lundquist, Acting Chair of the Board

The Chair called the meeting to order at 5:00 p.m.

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

Regrets: Trustee Chris Braney

Officials Present: Director Norah Marsh, Associate Director David Wright, Acting Associate Director Jim Markovski, Superintendent Andrea McAuley, General Counsel Patrick Cotter, Communications Officer Robert Cerjanec

Recording Secretary: Kim Cox

2020:165

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Carolyn Morton

THAT THE AGENDA BE APPROVED.

CARRIED

2. Declarations of Interest

There were no declarations of interest at this time.

3. Report from the Trustee Appointment Ad Hoc Committee

Trustee Darlene Forbes, Chair of the Trustee Appointment Ad Hoc Committee, advised that the Education Act states two options to fill a vacancy on the Board. A by-election can be called, or an ad hoc committee can be established to interview, or appoint a runner-up from the 2018 municipal election. She noted that the Trustee Appointment Ad Hoc Committee met on November 17, 2020 and a motion was presented to fill the vacated trustee seat by offering the position to the first runner-up Linda Stone and if she is not available the position be offered to Valerie Arnold. If neither can fill the position, interviews will be held.

Trustee Darlene Forbes advised that she was happy to report that Linda Stone accepted the appointment.

2020:166

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Michael Barrett

THAT THE VACANT POSITION OF TRUSTEE, CITY OF OSHAWA, BE FILLED BY THE APPOINTMENT OF LINDA STONE, AN UNSUCCESSFUL TRUSTEE CANDIDATE FROM THE LAST MUNICIPAL ELECTION FROM THE VACATED ELECTORAL AREA, UNTIL THE NEXT MUNICIPAL ELECTION SCHEDULED FOR THE FALL OF 2022.

CARRIED

Linda Stone will attend the Board meeting scheduled to be held on December 7, 2020.

4. Adjournment

2020:167

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 5:06 p.m.

Chair

Secretary

DRAFT

MINUTES

The Regular Meeting of the Board

Monday, December 7, 2020

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

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, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

Officials Present: Director Norah Marsh, Associate Director David Wright, Acting Associate Director Jim Markovski, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Legal Counsel Patrick Cotter, Communications Officer Robert Cerjanec

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

4. O Canada5. Declaration of Office/Oath of Allegiance

Under the guidance of Director Norah Marsh, Linda Stone made her declaration of office and oath of allegiance both orally and in writing to fulfill the swearing in process for the Board. Director Nora Marsh welcomed Linda Stone as Trustee to the Board.

6. Presentation

Chair Chris Braney and Director Nora Marsh congratulated Kim Cox on her retirement and thanked her for her 19 years of service as the Trustee Services Coordinator. Kim Cox was presented with a plaque.

7. Adoption of Agenda

The agenda was amended to remove 15 (b) Integrity Commissioner Hiring Report from the agenda.

2020:168

The agenda was adopted by the Chair.

THAT THE AGENDA BE APPROVED.

CARRIED

2020:169

MOVED by Trustee Michael Barrett

SECONDED by Trustee Niki Lundquist

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF OCTOBER 19, 2020;

SPECIAL BOARD MEETING MINUTES OF OCTOBER 20, 2020;

SPECIAL BOARD MEETING MINUTES OF NOVEMBER 2, 2020.

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF NOVEMBER 16, 2020;

SPECIAL BOARD MEETING MINUTES OF NOVEMBER 23, 2020.

CARRIED

8. Report from the Committee of the Whole in Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees discussed administrative transfer, employee and labour relations issues and a

declaration of interest by Trustee Michael Barrett with respect to one of the labour relations matters.

9. Election of Board Chair

Director Norah Marsh 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.

2020:170

MOVED by Trustee Carolyn Morton

TRUSTEE CAROLYN MORTON BE NOMINATED FOR THE POSITION OF CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

2020:171

MOVED by Trustee Patrice Barnes

TRUSTEE MICHAEL BARRETT BE NOMINATED FOR THE POSITION OF CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED-

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

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

Chair Carolyn Morton thanked trustees for electing her to the position of Chair of the Board.

10. Election of Vice Chair

Chair Carolyn Morton 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.

2020:172

MOVED by Trustee Donna Edwards

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

2020:173

MOVED by Trustee Chris Braney

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

CARRIED

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

Trustee Christine Thatcher was elected to the position of Vice Chair of the Durham District School Board.

11. Election of Standing Committee Vice Chair

Chair Carolyn Morton called for nominations to the position of Standing Committee Vice Chair.

2020:174

MOVED by Trustee Patrice Barnes

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

2020:175

MOVED by Trustee Christine Thatcher

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

CARRIED

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

Trustee Patrice Barnes was elected to the position of Standing Committee Vice Chair of the Durham District School Board.

12. Election of Education Finance Chair

Chair Carolyn Morton called for nominations to the position of Chair of Education Finance Committee.

2020:176

MOVED by Trustee Darlene Forbes

THAT TRUSTEE SCOTT TEMPLETON BE NOMINATED FOR THE POSITION OF CHAIR

OF EDUCATION FINANCE COMMITTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

2020:177

MOVED by Trustee Donna Edwards

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

2020:178

MOVED by Trustee Christine Thatcher

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

CARRIED

Trustee Linda Stone declined the nomination.

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

Trustee Donna Edwards was elected to the position of the Chair of Education Finance Committee of the Durham District School Board.

13. Committee Elections

Chair Carolyn Morton called for nominations and/or volunteers for the following committees:

(a) SEAC Liaison Trustees

2020:179

MOVED by Trustee Darlene Forbes

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

CARRIED

2020:180

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 Donna Edwards and Darlene Forbes accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of SEAC Liaison Trustee were closed.

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

2020:181

MOVED by Trustee Donna Edwards

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

CARRIED

2020:182

MOVED by Trustee Patrice Barnes

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

CARRIED

Trustees Linda Stone and Patrice Barnes accepted the nomination.

Trustees Linda Stone and Patrice Barnes were acclaimed to the position of alternate SEAC Liaison Trustee of the Durham District School Board.

(a) SAL Liaison Trustees

2020:183

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

2020:184

MOVED by Trustee Darlene Forbes

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

CARRIED

Trustees Carolyn Morton and Darlene Forbes accepted the nomination.

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

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

2020:185

MOVED by Trustee Scott Templeton

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

CARRIED

2020:186

MOVED by Trustee Christine Thatcher

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

CARRIED

Trustees Scott Templeton and Christine Thatcher accepted the nomination.

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

Trustees Scott Templeton and Christine Thatcher were acclaimed to the position of alternate SAL Liaison Trustee of the Durham District School Board.

(b) Parent Involvement Committee

2020:187

MOVED by Trustee Chris Braney

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

CARRIED

Trustee Scott Templeton accepted the nomination.

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

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

2020:188

MOVED by Trustee Patrice Barnes

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

CARRIED

Trustee Linda Stone accepted the nomination.

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

Trustee Linda Stone was acclaimed as alternate Parent Involvement Committee Liaison Trustee of the Durham District School Board.

(c) OPSBA Liaison Trustees

2020:189

MOVED by Trustee Donna Edwards

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

MOVED by Trustee Donna Edwards

CARRIED

Trustee Patrice Barnes accepted the nomination.

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

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

Trustee Patrice Barnes will exercise the Board's voting right.

2020:190

MOVED by Trustee Donna Edwards

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

CARRIED

Trustee Christine Thatcher accepted the nomination.

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

Trustee Christine Thatcher was acclaimed as the non-voting OPSBA Liaison Trustee for the Durham District School Board.

2020:191

MOVED by Trustee Carolyn Morton

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

2020:192

MOVED by Trustee Linda Stone

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

CARRIED

Trustees Linda Stone and Carolyn Morton accepted the nomination.

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

Trustees Linda Stone and Carolyn were acclaimed as alternate OPSBA Liaison Trustees of the Durham District School Board.

(b) Audit Committee Liaison Trustees

2020:193

MOVED by Trustee Patrice Barnes

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

CARRIED

2020:194

MOVED by Trustee Michael Barrett

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

CARRIED

2020:195

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

Trustees Michael Barrett, Linda Stone and Paul Crawford accepted the nominations.

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

Trustees Michael Barrett, Linda Stone and Paul Crawford were acclaimed as Audit Committee Liaison Trustees of the Durham District School Board.

(c) Code of Conduct Alternate Liaison Trustee

2020:196

MOVED by Trustee Patrice Barnes

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

CARRIED

Trustee Niki Lundquist accepted the nomination.

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

Trustee Niki Lundquist was acclaimed as alternate Code of Conduct Liaison Trustee of the Durham District School Board.

(d) Indigenous Advisory Committee

2020:197

MOVED by Trustee Darlene Forbes

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

CARRIED

Trustee Darlene Forbes accepted the nomination.

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

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

14. Draft Board and Committee Meeting Dates 2021

Chair Carolyn Morton stated that Board and Committee Meeting dates for 2021 were for the information of Trustees.

2020:198

Chair Carolyn Morton presented the Committee meeting dates for 2021.

THAT THE BOARD AND COMMITTEE MEETING DATES FOR 2021 BE APPROVED.

CARRIED

15. Recommended Actions

(a) Report: SEAC Meeting of October 15, 2020

Trustee Donna Edwards presented the SEAC meeting minutes of October 15, 2020.

2020:199

MOVED by Donna Edwards

THAT THE SEAC MEETING MINUTES OF OCTOBER 15, 2020 BE RECEIVED.

CARRIED

(b) Capital Priorities Project Funding Approvals - Correspondence to MOE Re: North Oshawa S.S.

Trustee Michael Barrett is seeking the approval of Trustees to go forward with developing and sending correspondence to the Ministry.

2020:200

MOVED by Trustee Michael Barret

SECONDED by Trustee Darlene Forbes

THAT THE BOARD INSTRUCT THE CHAIR, ON BEHALF OF THE DURHAM DISTRICT SCHOOL BOARD, TO WRITE A LETTER TO THE MINISTER OF EDUCATION AND INQUIRE AS TO WHY THE BOARD DID NOT RECEIVE FUNDING FOR THE NORTH OSHAWA SECONDARY SCHOOL AS IT IS URGENTLY NEEDED.

CARRIED

16. Information Items

(a) Student Trustee Report

Student Trustee Aaliyah Jaleel shared that in mid-November, she had the opportunity to represent OSTA-AECO at the People for Education's Virtual Summit. There were guest speakers who spoke about the future of education with respect to innovation amidst the ever-changing world of education. There was an emphasis on being adaptive to the climate that surrounds educators, students, and the community. During the Summit, attendees had the chance to review their framework on defining and claiming educational rights. The purpose of this summit was to ask ourselves, what is the purpose of education and what is the future of education?

Student Trustee Arpita Savaliya shared that on November 17th, secondary students transitioned into their second quadmester. Over the course of the past quadmester and during this quadmester we have received some feedback about the current school year. The Student Trustees and students would like to acknowledge the amount of time and effort that the Board staff, Trustees and educators have done to ensure our return to school. They would like to recognize that students do feel safe in the classrooms with respect to COVID-19 protocols. Some concerns that students have raised about this year is the amount of uncertainty of the impact on missing one day of class due to feeling ill and the concern about the amount of content covered in a day, or that there is likely a test or a quiz. Students suggested that if there was more communication from their teachers or an overall message, they would feel more aware of what to do if they miss school. Students are also feeling the impacts of the condensed content and would appreciate it if they could be better equipped with strategies for this new style of learning.

Student Trustee Logan Keeler shared that on November 16th, the Student Senate meeting elections were held for 11 positions. The positions were as follows: 3 working group co-chairs; 3 regional directors; 4 project coordinators; and a communications director. Prior to the elections we had the pleasure of inviting Ms. Mathur, to speak and gather feedback on the Human Rights Policy and Procedure. Many senators offered their opinions on the policy and had productive conversations that we hope will result in student voice being used within the policy.

Student Trustee Aaliyah Jaleel provided an update on the Ontario Student Leadership Conference. Two awards were presented to schools in the Durham Region. The Critic's Choice Film Award went to J. Clarke Richardson, and the Justin Beaver School Spirit Award went to, Dunbarton High School. There was representation from every province in the country for this award. I could not be prouder to announce that both awards were from Durham Region.

An exciting bout of news comes from our Pickering/Ajax area. The five West Durham high schools are having their first ever interregional Rivalry Week. Monday and Tuesday are turnback days where staff and students dress from a previous decade or recreate childhood photo. Wednesday and Thursday are spirit days in which each school gets decked out in their respective colours. I'm not biased, but I've heard some great things about Dunbarton High School.

We are recognizing DDSB's monthly traits and their applications across the board, we've seen a lot of empathy represented throughout our schools during November, the month of giving. There have been food drives, clothing drives, menstrual product drives, and a surplus of donations to each of these virtuous events. We continue to encourage our students to contribute and organize similar events in their schools. Giving begins the process of receiving.

(b) Director's Annual Report

Director Norah Marsh provided an overview of the annual report that will be posted to the Durham District School website.

The work of The District has been impacted by the world-wide pandemic and closure of school buildings in March. The staff of the district have continued, despite the pandemic, to foster an environment that is committed to supporting the goals of both the Multi-Year Strategic Plan, *Ignite Learning* and the Annual Operating Goals Implementation Plan. Staff have been dedicated in their innovation to continue to engage students with a focus on human rights and well-being while all members of the school community have adapted. Some indicators, such as EQAO data, were not available this year due to the cancellation of all provincial assessments.

The 2020 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.ddsbc.ca and is under the tab "About Us".

(c) OPSBA Report

Trustee Donna Edwards provided an update on the meeting with the OPSBA Board of Directors' that took place on Saturday November 28th, 2020.

17. Committee Reports

(a) Governance Ad Hoc Committee Meeting Minutes of October 26, 2020

Trustee Carolyn Morton presented the report of the Governance Ad Hoc Committee meeting of October 26, 2020.

2020:201

MOVED by: Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

CARRIED

18. Correspondence

(a) City of Oshawa

The correspondence was presented for the information of trustees.

19. Other Business

Trustee Patrice Barnes reminded Trustees of the Human Rights training that is being offered by Osgoode Hall Law School. Trustee Patrice Barnes will resend out the information to the Trustees.

20. Adjournment

2020:202

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:30 p.m.

Chair

Secretary

THE DURHAM DISTRICT SCHOOL BOARD

Moved by: Trustee Michael Barrett

ITEM 2021:CW03

A RESOLUTION WAS PASSED BY THE STANDING COMMITTEE ON JANUARY 4, 2021 IN CLOSED SESSION ON MATTERS INVOLVING THE DISCLOSURE OF INTIMATE, PERSONAL OR FINANCIAL INFORMATION IN RESPECT OF A MEMBER OF THE BOARD OR COMMITTEE, AN EMPLOYEE OR PROSPECTIVE EMPLOYEE OF THE BOARD OR A PUPIL OR HIS OR HER PARENT OR GUARDIAN.

DRAFT

Report of the Durham District School Board
Standing Committee Public Session
January 4, 2021

The regular meeting of the Standing Committee of the Durham District School Board was held virtually.

1. Call to Order:

The Chair called the meeting to order at 7:12 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Carolyn Morton, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

Regrets: Trustee Niki Lundquist

Officials Present: Director Norah Marsh, Associate Director David Wright, Acting Associate Director Jim Markovski, Superintendents Gary Crossdale Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, General Counsel Patrick Cotter, Communications Staff Robert Cerjanec

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

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

3. Declarations of Interest

There were no declarations of interest at this time.

4. Motion to Approve the Agenda

2021:01

THAT THE AGENDA BE APPROVED.

CARRIED

5. Community Presentations

(a) Brooklin High School – Menstrual Products

Trustee Christine Thatcher introduced the presenters from Brooklin High School, students Brianna Robson and Krissa Silva and teacher, James Cook. The group shared with trustees a PowerPoint presentation and information on an initiative that provides free menstrual products in secondary schools. The following areas were highlighted, period poverty, absenteeism from school, mental health issues, the financial implication to the board and available resources. The students provided a recommendation to the Board that all menstrual products should be free to secondary students at the Durham District School Board. The students answered trustee questions. The Board of Trustees asked staff to bring back a report.

6. DDSB Presentations

(a) Leaders Learn: Professional Learning Series for Aspiring Superintendents

Superintendent Georgette Davis provided trustees with a PowerPoint and shared the proposed details for the professional learning series for aspiring superintendents. This leadership program is an opportunity to provide a responsive and job-embedded professional development series for aspiring principals to support their leadership capacity. The program also supplements the existing learning opportunities that is provided for vice-principal who aspire to be principals. The learning reflects our commitment to Human Rights, Equity, Leadership, Indigenous Education, Innovation and Well-being. Year one is about learning and process and in year two, participants will be mentors to year one participants. The goal of the program is to develop future system leaders and to gather feedback from participants to inform future planning. Superintendent Georgette Davis answered questions from trustees.

(b) Draft FSL Review

Superintendent Margaret Lazarus provided the Board of Trustees with an overview of the draft French as a Second Language (FSL) Review for information. The draft is being presented to allow trustees and the public time to review and provide feedback prior to making a decision about FSL programming within the District. Superintendent Margaret Lazarus introduced French Facilitator, Danielle Hunter, Education Officer David Fitchett who provided trustees with a PowerPoint presentation highlighting the Ministry requirements for FSL, the consultation process and program options. Superintendent Margaret Lazarus answered questions from trustees. This item is to be presented at the Board Meeting on January 18th, 2021. Any additional questions or comments should be sent to Director Norah Marsh or Superintendent Margaret Lazarus.

Recommendation:

7. Recommended Actions

There were no recommended actions at this time.

8. Information Item

(a) Student Trustee Report

Student Trustee Logan Keeler shared that during the December 14, 2020 Student Senate meeting Ms. Campbell from the Canadian Student Leadership Association (CSLA) gave a presentation. CSLA is providing students with a 4-level certification program. All DDSB Students can receive this program at member pricing. The Western Region of the DDSB held its first ever rivalry week. During the rivalry week the Western schools competed in spirit activities. Congratulations to J. Clarke Richardson Collegiate for winning. The new year has brought some changes to students' academic culture and students are appreciative of the DDSB's response. Some concerns are the lack of resources which impact student success.

Student Trustee Arpita Savaliya shared that as trustees, we are doing our best to guide students towards the correct staff for technological resources. Students have voiced concerns around food security. There are students in certain schools across the board who are dependent on the food services provided by staff and are now worried about the lack of resources. Students would appreciate it if they had assistance around resources that would support their needs. All support being provided is recognized and students are grateful. As student

trustees, we hope to encourage and strengthen the communication between students and the Board, allowing all accessible resources to be used effectively. Once again, we would like to thank the staff, the school board, and students for pivoting so quickly.

Student Trustee Aaliyah Jaleel shared that December's character trait of the month was integrity, we would like to shout out to our DDSB schools for their continuous efforts to connect with their students and raise spirits, even when those efforts go unseen. Collections continued for various charitable drives, and the holiday spirit week became prominent in the days before the Winter Break, inviting a little extra cheer before the holidays as is looked very different for families this year. A special shoutout to Oshawa and Whitby schools for showing their gratitude by writing letters to seniors and frontline workers in their community and generating some extra positivity. Another shoutout goes to Dunbarton High School for beginning an elementary engagement program with their feeder schools to introduce younger students to leadership. Responsibility is the character trait for January, we are optimistic that staff and students of DDSB will take responsibility in their actions keeping themselves and those around them safe by respecting the newly introduced lockdown restrictions.

(b) Life Beyond High School Transition Support

Superintendent Andrea McAuley provided information to trustees about a recently launched online resource for families: DDSB Life Beyond High School Transition Support. This initiative supports transitions and pathway planning for students with special education needs; specifically, those with Developmental and/or Intellectual Disabilities. The program provides ongoing, regular communication through a variety of virtual tools and platforms and builds opportunities for two-way communication with various committees and community partners. Superintendent Andrea McAuley answered questions from trustees.

(c) Trustee Attendance Records

Chair Carolyn Morton presented the attendance records for information.

(d) OPSBA Report

No items to report at this time.

(e) Positive School Climate/Well Being Report

Gary Crossdale provided information related to Positive School Climate and the data that supports the initiative. As a result, the equity focused proactive work, the Safe Schools Department has been rebranded to the Positive School Climate Department. The work is reflective of the integrative work across school teams. The Positive School Climate is prevention focused providing mentally healthy classrooms, schools and workplaces with a shared approach to support trauma informed practices. Educational research shows that a positive school climate improves student outcomes. The department is working closely with Human Rights, Equity and Indigenous Education and the Mental Health Department.

Superintendent Andrea McAuley provided an overview related to Well-being and Mental Health and how schools are working to create safe, welcoming, inclusive learning spaces for all students and staff as well as providing mental health services to meet the individual needs of students. She provided a summary of the three-year strategy which will build capacity and system implementation with respect to trauma informed practices which is working towards healing centered approaches, supports and learning environments. The DDSB has a strong commitment to enhance the mental health of students. Contained within the report were a number of data sets which were discussed. Superintendent Andrea McAuley and Gary Crossdale answered questions from trustees.

9. Committee Reports

(a) Equity & Diversity Ad Hoc Steering Committee Meeting of October 21, 2020

Trustee Patrice Barnes provided trustees with an overview of the Equity & Diversity Ad Hoc Steering Committee meeting held on November 18, 2020. The draft Human Rights Framework and Student Census data was reviewed at this meeting. The next meeting will take place on January 20, 2021.

10. Correspondence

There was no correspondence at this time.

11. Other Business

There was no other business at this time.

12. Adjournment

2021:02

MOVED by Trustee Scott Templeton

SECONDED by Trustee Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:45 p.m.

Chair

Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, November 19, 2020 6:30 P.M.

An on-line meeting of the Special Education Advisory Committee was held on this date.

ROLL CALL:

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

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent Andrea McAuley
 Special Education Officer Michelle Crawford-Eade
 Chief of Speech Language & Hearing Services Lisa Drake

Recording Secretary: Diane Kent

1. Call to Order:

SEAC Chair Eva Kyriakides called the meeting to order at 6:31 p.m.

2. Land Acknowledgement:

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

3. **Regrets:**

- Craig Cameron, Member At Large
- Donna Cook, Learning Disabilities Association of Durham Region (Alternate)
- Rowin Jarvis, Learning Disabilities Association of Durham Region (Representative)
- Kathy Kedey, VOICE for Deaf and Hard of Hearing Children

4. **Welcome Guests:**

SEAC Chair Eva Kyriakides welcomed special guests: Michelle Monk & Russ Davidson Secondary Representatives and, Peter Bozanis, Melissa Sparkman & Dave Robson, Elementary Representatives, Devika Mathur, Human Rights & Equity Advisor and Norah Marsh, Director of Education.

Norah Marsh, Director of Education shared her gratitude in being named the permanent Director of the district. Norah noted that SEAC is a valued committee and appreciated the passion that members have shown regarding students and families. She also acknowledged the fine work that the Inclusive Student Services team is doing and are dedicated to positive outcomes for all students.

5. **Approval of Agenda:**

That the agenda for November 19, 2020 be approved.

MOVED BY: Hanah Nguyen

SECONDED BY: Tara Culley

CARRIED

6. **Approval of the Minutes from October 15, 2020:**

That the minutes from October 15, 2020 be approved.

MOVED BY: Trustee Christine Thatcher

SECONDED BY: Tara Culley

CARRIED

7. **Inclusive Student Services Report:**

EA Appreciation Day – November 18, 2020

Educational Assistants play a key role in supporting our students. Thank-you to our Educational Assistants for helping students to achieve their goals.

7. Inclusive Student Services Report (cont'd)

Accommodations in Virtual Learning

Families and educators are collaborating on creative ways to move strategies for in-person learning into a virtual learning environment. For example, a work system structure was moved from tactile to online to support a student's learning while at home.

Supporting Special Education Programs Teams

Educators in special education programs have been participating in program connect sessions to share ideas in supporting student programming, well-being and success.

Mental Health & Well-Being Update

Making Mental Health and Well-Being Our Priority. We realize that:

- This is a challenging school year
- Educators care and want to do our best as they support students
- Relationships matter
- Supports and resources are available
- Educator well-being matters as well

- Resources from School Mental Health Ontario include “Personal Resiliency Tips During the COVID-19 Pandemic” <https://smho-smsso.ca/>
- Congratulations to DDSB Social Worker Tracy Grose for accepting a one-year secondment with SMHO Culturally Responsive Equity Lead

Suicide Prevention, Intervention and Postvention

- Revisions to the Guidelines and Protocols for Suicide Prevention, Intervention and Postvention have been made
- Planning for sharing of this resource includes tailored training for specific employee groups, reduced training group sizes and COVID related considerations in training & support provision.

Gifted Screening – Fall 2020

- Process has been amended for both in-person learners and DDSB@Home learners
- Parent/Caregiver information sessions will be held virtually during the self-nomination process to support individual family consideration

Process includes phases of:

- Communication and Nomination (November 2020)
- CCAT7 Group Testing Phase (December 2020)
- Individual Testing Phase (January 2021)
- Results Communication, Program Offers, Staffing and Transitions (Feb-June 2021)

7. Inclusive Student Services Report (cont'd)

Social Work & Attendance Services

- Social Work staff are providing in-person and virtual services to students attending in-person learning environments as well as DDSB@home
- Assignment of Social Work staff to DDSB@home increased to respond to system need
- Staff are providing supports to students and families to help address psycho/social stressors, including COVID related issues
- Supports provided to system to explore ways to increase and enhance student and family engagement
- Continued focus on Equity/Identity work in order to strengthen Social Work practice

Psychological Services

- Staff have mobilized to provide a hybrid model of services to schools: in-person and virtual for in-person schools, and virtual for DDSB@Home
- Focus has been supporting student mental health and transitions, particularly around stress related to "COVID fatigue" and moving to new Quadmester
- Given shift in numbers, more staff have been assigned to DDSB@Home
- Practices in assessment, consultation, and direct services have been agile in ensuring health and safety while services are being delivered
- Focus on Equity and Anti-racism continues for team & review of practices

Clear Masks

From Start of School Year

- Clear masks are provided to the educators supporting learners who are Deaf and use ASL (American Sign Language). These masks provide clear view for lip reading and visual on nonverbal expression that is essential to ASL.

These masks do slightly muffle sound and decrease amplification.

- For students supported by personal FM systems which requires educators to speak into an FM transmitter/microphone, the clear plastic mask would be positioned between the mouth of the speaker and the microphone, disrupting the auditory signal. The standard medical masks distributed for staff use have been tested for compatibility with FM systems and support this accommodation
- The Ministry recently commenced shipping quantities of clear masks to all school boards based on previously submitted data.
- We are currently in process of testing (sound amplification, degree of fogging) to ensure that distribution, and any accompanying strategies, are meeting student needs.

Accommodation is an ongoing collaborative process. We will continue to monitor and connect with students/families to support accommodations.

7. Inclusive Student Services Report (cont'd)

Speech Language & Hearing Services

- School assignment shifts have been made within the SLP team in order to support the students in DDSB@Home
- Hearing resource teachers continue to provide both in-person and virtual support
- Collaboration around technology and equipment across both SLP and HRT teams to maximize interactive assessment and teaching through virtual platforms
- ASL interpreters continue to facilitate language and communication within in-person and virtual classrooms



Andrea - on behalf of the Inclusive Student Services Team



8. Staff Reports:

Administration:

Superintendent Andrea McAuley

Educational Assistant Appreciation Day

November 18th was Educational Assistant Appreciation Day in the DDSB. We thank our school teams for making it a special day for these valuable team members. Many of the acknowledgements were shared on social media posted by school leaders, educators and even some parent posts. Our sincere thanks and acknowledgement go to Educational Assistants, working in all DDSB schools, who support student well-being and learning every day. Educational Assistants are essential team members bringing skills, compassion and connection into their service to students.

DDSB Enrolment – Students with Special Education Needs

This week was a significant one for transitions: 1) Elementary – between modes of learning between in-person and DDSB@Home or DDSB@Home to in-person and 2) Secondary – changeover to Quadmester 2. Aligned with the transition of students in elementary, SERT allocation and school assignments for Inclusive Student Services staff were adjusted. We look forward to bringing update on the SERT model for DDSB@Home and how in-person and virtual schools are working together at a future SEAC meeting.

8. **Staff Reports: (cont'd)**

Superintendent Andrea McAuley (cont'd)

DDSB@Home Enrolment as of November 18, 2020

Elementary

- 13,908 including: a French Immersion campus of 1,818 students and 7 elementary self-contained Gifted programs
- This includes 1,581 learners with IEPs (including Gifted)

Secondary

- 3,160 including 761 learners with IEPs

In Person Students include 10,094 learners with IEPs, 5,154 in elementary and 5,940 in secondary.

In total, we currently have the privilege of supporting 12,436 learners with IEPs and additional students who receive special education supports and services such as Social Work.

Special Education Survey

Feedback from our families and teams is vital in providing responsive and impactful services and program. We are in the final draft phase of a soon to be release survey which focuses on three questions:

- 1) What is working well?
- 2) What is not working well?
- 3) What is something that you would like us to consider in our planning?

The survey will be shared with our community, our school team members and our Inclusive Student Services staff to inform planning for the second half of the school year and the shaping of plans for the 2021-2022 school year. We would appreciate sharing through SEAC organizations and promotion of the opportunity to provide input. Thank you, for feedback such as the importance of sufficient date window to give flexibility, as we are building this into the survey logistics.

Stay Tuned....

Highlighting two supports that we will circulate an update to SEAC via email about:

- Transition Night, for students and families for preparation beyond secondary is going virtual. The evening format, through Special Education Officer Kyla McKee and Transition Coordinator Sade Gbalajobi's leadership working with the plethora of community partners, has been converted to a website-based format. This will help give access to information and provide time flexibility for families.
- We are partnering with the Abilities Centre to offer a pilot Virtual Therapeutic Recreation program as an opportunity for a number of secondary Practical Learning Programs. This is 'hot off the press' information that will be going to our schools tomorrow with invitation.

8. **Staff Reports: (cont'd)**

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations on the Volunteer of Distinction and the Treaties Recognition Week at the Board meeting that was held on Monday, November 16, 2020. Trustees also received information updates on: PPM-Teacher Hiring Practices; Transportation – DSTS Annual Report and COVID Testing – School Protocols.

Trustee Donna Edwards also provided committee members with updates regarding the following:

Information and Communications Standards Development Committee (SDC)

The Government of Ontario has posted the information and Communications Standards Development Committee's (SDC) Final Recommendations Report online. The government is now carefully reviewing the committee's recommendations and may accept them in full, part or with modifications.

<https://www.ontario.ca/page/review-information-and-communications-standards-2020-final-recommendations-report?share=dbce8890-1ebd-11eb-ae2e-c5b90d38ddaf>

K-12 Education Standards Development Committee (SDC)

The K-12 Education Standards Development Committee have been continuing to meet to finalize their report of recommendations. The next step after the report is sent to the Ministry will be public consultation. Draft recommendations can be found in the minutes which are posted. As there are many recommendations, members may wish to get a preview of the recommendations by looking at the minutes. It is important to note that at the end of the whole process, the Government of Ontario may accept them in full, in part or make modifications. Link to the minutes of the K-12 SDC:

<https://www.ontario.ca/page/standards-development-committee-meeting-minutes>

Ontario Educational Communications Authority (TVO)

The government of Ontario introduced amendments to the Ontario Educational Communications Authority Act in the summer. It enabled the Minister to prescribe TVO's expanded duties and responsibilities, which included working with partners such as school boards, consortia or other parties. The same amendments were made to the Ontario French-Language Educational Communications Authority to enable a similar role for TFO for the French-language system.

Consultations will take place with school boards and school board consortia, teachers' unions, catholic stakeholders, French-language stakeholders, and Indigenous partners around the specifics of mandate/role.

Although the specifics are pending, consultation is starting to happen. Some of the ideas which are being discussed:

- Establishing a centralized course catalogue of system-wide online course offerings that will make it easier to register for courses

8. **Staff Reports: (cont'd)**

Board (cont'd)

- Developing and maintaining a library of online courses that teachers across the system can use to deliver online and remote education
- Expand student access to online learning through a centralized system and taught by certified teachers

TVO and TFO is to work with education sector partners to develop a business case to be submitted to the Ministry by the end of December (date might change but are looking to implement in 2021-22).

One of the areas to be included in the business case by TVO is: Opportunities for TVO and TFO to collaborate on the development of online course content for students with special needs.

Trustee Donna Edwards noted that committee members were welcome to e-mail their feedback to her attention.

9. **Presentation:**

Human Rights & Equity Advisor Devika Mathur provided a presentation on the “Human Rights Policy Framework and Consultation Plan at the October SEAC meeting. Devika returned and join the November meeting to obtain feedback from committee members.

10. a) **Open Discussion Period**

SEAC Feedback: Human Rights Policy Framework and Consultation Plan

Discussions took place among committee members and feedback was provided regarding reaching out to the following committees/organizations:

- TAG: Transition Advisory Committee (TAG) – next meeting is January 2021.
- Resources for Exceptional Children and Youth (RFECY)
- Deaf – Hard of Hearing Community
- Student Voice

SEAC Chair Eva Kyriakides thanked Human Rights & Equity Advisor Devika Mathur for last month’s presentation and for also providing SEAC with an opportunity to provide further input.

10. b) **Business Arising from the Minutes:**

- Edits/Suggestions – DDSB SEAC Handbook

SEAC Chair Eva Kyriakides acknowledged that she has received edits/suggestions from Elizabeth Daniel. The revisions will be incorporated into DDSB SEAC Handbook and brought back to SEAC at a later date.

10. b) Business Arising from the Minutes: (cont'd)

- January Parent/Caregiver Sessions on Staying Well in Challenging Times

Superintendent Andrea McAuley provided committee members with an overview of the partnership with the TEND Academy in hosting upcoming Parent/Caregiver sessions on the topic of “Staying Well in Challenging Times”. Currently looking at offering an evening and morning session in January 2021. Andrea asked if SEAC would be interested in being the session host including part of the introduction. Committee members agreed that this would be a wonderful opportunity for parents/caregivers but also to provide further awareness regarding SEAC. SEAC members: Hanah Nguyen; Tara Culley, Carolyn McLennon, Eva Kyriakides and Claudine Burrell have volunteered to participate in the sessions.

- Gifted Split Classes Data

Superintendent Andrea McAuley informed committee members that gifted classes in elementary schools are fully self contained with rosters of students who all have an IPRC in place including exceptionality Intellectual: Giftedness. Andrea noted that she would follow up with Special Education Officer Michelle Crawford-Eade regarding the stats for secondary gifted split classes for Quadmester 2 and circulate back to SEAC.

11. Association Reports:

There were no association reports at this time.

12. Correspondence:

- Thames Valley DSB

Discussions took place among committee members and it was noted that the letter from the Thames Valley DSB was written in September at the start up of schools opening during the Pandemic. Visually PPE (e.g. clear masks) for students and staff that support students who are deaf or hard of hearing are now readily accessible. Also noted in the letter was the request for microphone systems for teacher of students with special hearing needs. Chief of Speech Language & Hearing Services Lisa Drake noted that amplification systems, such as FM systems are more used for the Deaf/Hard of Hearing classes, if this system was considered for other students/staff there could be a processed delay. There are other amplification systems for schools to use that are available for the hearing all students and staff.

13. Community Concerns:

Tara Culley shared her concern that she had received from parents of students in secondary schools regarding not receiving the same service for speech language pathology as in elementary schools. Chief of Speech Language & Hearing Services Lisa Drake responded that she has been overseeing the case load management and an active plan of care. Lisa also noted that Speech Language Pathologists need to be involved for a purpose and invited parents to call her to share their concerns.

13. Community Concerns: (cont'd)

Hanah Nguyen stated that many children involved in Easter Seals Ontario are medically fragile and expressed her concern regarding COVID fatigue and if reminders should be sent out regarding the benefits and keeping with protocols and PPE. She also asked if there is a time and place to be proactive with PPE in the second wave. Superintendent Andrea McAuley responded that students who have the highest level of medically fragility are priority. Andrea also noted that the Inclusive Student Services Leadership Team continues to work with the union partners regarding their concerns and the Health Safety Department.

Hanah Nguyen and Elizabeth Daniel shared their concerns regarding challenges in on-line learning with DDSB@Home. Hanah asked who should families that have children with an IEP reach out to regarding the quality of the program. Elizabeth Daniel mentioned that the secondary level for on-line learning is more challenging regarding literacy strategies. She also noted that there are technical issues with Google Read/Write and are not easily applied to Google classroom platforms.

Superintendent Andrea McAuley advised that families should connect with the teacher, special education staff or administrators at DDSB@Home regarding their child's IEP. Andrea also requested for Hanah and Elizabeth to consolidate their concerns in an e-mail and she will follow up at the weekly DDSB@Home Leadership meeting.

14. Celebrations and Success:

Eva Kyriakides shared her daughter's first experience in self-advocacy at school when one of her accommodations was declined. Eva's daughter spoke to the teacher afterwards to explain her need and the reason for the accommodation. Eva's daughter was able to problem solve on her own by having the accommodation reinstated.

15. Next S.E.A.C. meeting – Thursday, December 17, 2020**16. Adjournment:**

That the meeting does now adjourn at 8:10 p.m.

MOVED BY: Tara Culley

SECONDED BY: Trustee Christine Thatcher

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN

ACTIVITY	RESPONSIBILITY	COMPLETION
Stats – Secondary Gifted Split Classes	Superintendent Andrea McAuley	By next SEAC meeting.



Mark Fisher, Director of Education and Secretary

September 28, 2020

The Honourable Stephen Lecce
Minister of Education
438 University Avenue, 5th Floor
Toronto, Ontario M7A 2A5

Arlene Morell, Chair
Thames Valley District School Board
1250 Dundas Street
London, ON N5W 5P2

Dear Minister and Chair of the Board,

Now that schools across Thames Valley have re-opened, teachers of students with special needs have begun to report several concerns regarding the mandatory use of face masks in the classroom.

Although staff have been supplied with clear face masks to allow visual cues like facial expressions, lip movement and emotions, concerns have been expressed about mask fit (staying in place), protection (full coverage of the mouth/nose) and masks degrading as the day progresses.

Perhaps the greatest concern is the impact that a face covering has on the ability to provide students with quality auditory information that is critical for speech perception and learning.

While recognizing the importance of ensuring the health and safety of students and staff, the Board and the Ministry of Education must take immediate action to address this critical issue for students who are deaf or hard of hearing.

Therefore, the Special Education Advisory Committee passed the following important motion at its September 14, 2020 meeting:

THAT the Chair of SEAC write a letter to the Board of Trustees and the Ministry of Education identifying the need for visually accessible PPE for all students and staff in classes that support any students who are deaf or hard of hearing.

A recent study (Moog Centre for Deaf Education – August 2020) found that the use of a remote microphone by teachers wearing face masks can significantly improve communication with students who are deaf or hard of hearing.

On behalf of the Committee, I urge you to support the purchase and use of microphone systems for teachers of our students with special hearing needs. Furthermore, and in support of the teaching and learning opportunities of students with a formally identified deaf or hard of hearing exceptionality, face mask / coverings for all students and staff in these student's class(es) should be visually accessible.

Sincerely,



Paul Cook, Chair
Special Education Advisory Committee
Thames Valley District School Board

Cc: Chairs, Special Education Advisory Committees
Mark Fisher, Director of Education, TVDSB
Andrew Canham, Superintendent of Student Achievement, Special Education, TVDSB

REPORT TO: Durham District School Board

DATE: January 18, 2021

SUBJECT: Incident Ad Hoc Committee Update

PAGE NO. 1 of 3

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 Andrea McAuley, Superintendent of Education - Inclusive Student Services/
 Mental Health & Well-Being/Grove School
 Gary Crossdale, Superintendent of Education, Positive School Climate and Family
 of Schools

1. Purpose

The purpose of this report is to provide a written update on the Incident Ad Hoc Committee in support of the Committee's Chair, Trustee Edwards, providing her verbal report to Board.

2. Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

Engagement – *Engage students, parents and community members to improve student outcomes and build public confidences.*

Innovation – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

3. Background

The Incident Ad Hoc Committee met on November 25, 2020. A detailed staff report was provided to the to the Committee outlining the work that has occurred since the inception of the Committee.

At the meeting of November 25th, the Committee determined that staff would revise the report, based on the discussion and feedback from Trustees during the meeting, and deliver it to Board. A copy of the revised report is attached as Appendix A. The minutes of the meeting are included as Appendix B.

This report is delivered to support the Chair of Committee in reporting to the Board

4. Analysis

As outlined in the report at Appendix “A”, a review of the work of the Committee indicates that the it has fulfilled its mandate which has resulted in, amongst other things, regularized reporting to Board and greater transparency of the challenges engaged in managing these complex issues. Two reports are prepared and presented to Board each year that provide the Board with a strong view of incident data and trends as well as staff’s approach to emergent issues. The Board has staff’s commitment to maintain this practice of providing the Board with meaningful reports that allow for effective and appropriate oversight and/or policy development.

This year is an unusual one given the closure of schools from March 2020 to June 2020, and the creation of virtual schools in August 2020. For that reason, the data sets for these periods will be an anomaly. However, data is presented with a minimum of 3-year summaries to examine trends over time and to mitigate the impact of anomalous situations, such as is currently occurring.

A report containing incident data from the 2019-20 school-year was provided to the Standing Committee Meeting at the meeting of January 4, 2021, as one of the key monitoring indicators related to positive school climate and well-being.

5. Conclusion

The Committee has determined that it has fulfilled its mandate and makes a final recommendation that, through the Director, staff maintain the practice of providing the Board with meaningful reports of incidents that allow for effective and appropriate oversight and/or policy development. The Director has committed to this.

6. Appendices

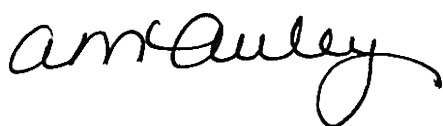
Appendix A – Revised Staff Report on Committee Work

Appendix B – Minutes of the Meeting, November 25, 2020

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Andrea McAuley, Superintendent of Education - Inclusive Student Services/Mental Health & Well-Being/Grove School



Gary Crossdale, Superintendent of Education, Positive School
Climate and Family of Schools

APPENDIX A:

REPORT TO: Incident Ad Hoc Committee **DATE:** January 18, 2021

SUBJECT: Revised Staff Report on Committee Work **PAGE NO.** 1 of 6

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 Patrick Cotter, General Counsel
 Devika Mathur, Human Rights and Equity Advisor
 Gary Crossdale, Superintendent of Education, Positive School Climate and Family of Schools
 Andrea McAuley, Superintendent of Education - Inclusive Student Services/Mental Health & Well-Being/Grove School

1. Purpose

The purpose of this report is to summarize for the committee the work completed by the Incident Ad Hoc Committee from January 2018 to November 2020 and to provide recommendations for next steps.

2. Background**2.1 Legislative and Policy Framework**

Under the *Occupational Health and Safety Act* (OHSA), employers are required to develop and maintain a program with respect to workplace violence. The program must include measures and procedures for employees to report incidents of workplace violence to their employer or supervisor. DDSB Policy and Procedure: *Workplace Violence Management Program* outlines those requirements.

Under OHSA, all employees are required to report “Workplace Violence”. Employees must report any incident/situation where:

- a) the exercise of physical force by a person against a worker, that causes or could cause physical injury to the worker,
- b) an attempt to exercise physical force against a worker, that could cause physical injury to the worker,
- c) a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker,

that could cause physical injury to the worker.

In addition to OHSA, there are also separate and distinct reporting requirements under the *Education Act* which provides that an employee of a Board who becomes aware that a student has engaged in a serious student incident shall report the matter to the principal. This is documented by the employee in the Safe Schools Incident Reporting Form and is further detailed in DDSB Policy

and Procedure: *Security and Safety*. The term “violent incident” is defined in PPM 120 as the occurrence of any one of the following or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

All violent incidents, meeting the above criteria that occur on school premises during school-run programs, must be reported to the Ministry of Education, whether the violent incident was committed by a student of the school or whether it was committed by any other person. This reporting is done by the Principal through the Ontario School Information System (OnSIS) and is supported by DDSB Policy and Procedure *Security and Safety*.

Most of the “incident data” at the DDSB relates to the reports made under OHSa, given the lower threshold for reporting.

2.2 Protection of Privacy

The tracking and reporting of violent incidents engages significant privacy interests.

The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act, 2005 (PHIPPA) mandates that the Board must protect the privacy of individuals with respect to personal information held by the Board. The protection of privacy includes the appropriate collection, use, retention and disclosure of personal information, including the use of appropriate security measures to protect information from unauthorized access. Staff shall only access, use and disclose personal information within the custody and control of the Board, as may be necessary, in performance of their professional duties.

The Education Act sets out the authority of a school board to collect and use personal information of students for the provision of educational services to students. Personal information is collected in accordance with section 265(1)(d) of the Education Act, which states that information may be collected in accordance with the Act, Regulations or Guidelines issued by the Minister. Additionally, section 266 of the Education Act provides for the establishment of the student’s Ontario Student Record (OSR) in accordance with the OSR Guideline. Section 266 of the Education Act requires that every person shall preserve secrecy in respect of the content of an OSR that comes to the person’s knowledge in the course of their duties or employment, and no such person shall communicate any such knowledge to any other person except, (a) as may be required in the performance of their duties; or (b) with the written consent of the parent or guardian of the student where the student is a minor; or (c) with the written consent of the student where the student is an adult.

The Education Act provides that the Board of Trustees focus is on policy matters while they entrust day-to-day operations to the Director of Education. The management of student conduct, tracking data and compliance with reporting obligations under legislation, are matters of day-to-day operations. In this regard, it is also noted that OHSA lays out a regime for the use/operationalization of data through the joint health and safety committee framework (with reports redacted to protect personal information).

2.3 Human Rights

Appropriately responding to violent incidents may involve matters of discipline and/or exclusion of pupils, including, at times, those with a disability and/or who identify based on another Human Rights Code protected ground. Such matters are highly individualized and fact specific and will necessarily engage consideration of a range of strategies including reassessing or modifying accommodations, providing additional supports, and other forms of behavioural intervention. The legal, equitable, practical and safety issues engaged in these cases require careful consideration, discretion and collaboration amongst staff including, as appropriate, the Superintendent of Inclusive Student Services, the Superintendent responsible for safe schools, the Superintendent for the family of schools, the General Counsel and the Human Rights and Equity Advisor. This consultative process has been enshrined into the Board's exclusion procedure.

The Provincial framework and funding models present some inherent challenges with respect to incidents that can only be more fully addressed at the Provincial level with appropriate and targeted funding and support.

3. Terms of Reference and Report to Board

On November 20, 2017 the Board of Trustees established *the Incident Ad Hoc Committee* with the following terms of reference:

That an Incident Ad Hoc Committee be established to prepare a response to recent presentations on reporting of violent incidents. It is necessary to study the implications and impacts and present legislation and policies before responding in public. It should be a full Board Committee with the objective to report at the Board Meeting scheduled to be held on June 18, 2018.

Support Staff included:

- Director of Education
- Superintendent of Education - Safe Schools
- Superintendent of Education - Special Education
- Manager of Labour/Legal (former position)
- Additional Staff Support: Manager of Health & Safety, Safe Schools Officer, Special Education Officer(s), (former) Manager of Labour/Legal

Following formation of the committee, it met on the following dates:

- January 18, 2018
- February 28, 2018
- March 26, 2018
- April 26, 2018
- May 14, 2018

The Committee delivered its report on June 18, 2018, as called for in the Terms of Reference. A copy of that report is attached as Appendix “A”. Five key elements addressed by the Committee were:

1. To understand the historical context of violent incidents and violent incident reporting in the DDSB.
2. Analysis of existing data on violent incidents in the DDSB.
3. Identify emerging trends in the data in the DDSB related to violent incidents in schools.
4. Understand existing structures, supports and next steps that staff use to address and reduce incidents of violence in DDSB schools.
5. Make recommendations to the Board within the parameters of the governance model.

While the mandate of the committee was to report back to the Board by June 2018, which the committee did, it made no recommendations to the Board or conclusions regarding the fulfillment of its mandate. The committee continued to meet on a regular basis, on the following dates:

- September 24, 2018
- October 30, 2018
- December 13, 2018
- February 28, 2019
- January 30, 2020

Two more information reports were presented to the Board on June 17, 2019 and February 18, 2020.

Of note, the “Final Report of the Incident Ad Hoc Committee” was submitted to the Board on February 19, 2019. A copy of this report is attached as Appendix “B”. The Board was supportive of the operational action items that staff shared in that report. As noted above, the Committee continued to meet following the delivery of the final report.

4. Outcomes:

Since the Committee was established, the following has been continued or undertaken:

- Bi-annual reports to board: Two reports are prepared and presented to Board each year providing summaries of incident reporting and the supports that have been put into place in response to emergent issues. Each year a report is presented in the spring providing a preliminary summary from the Fall and Winter of the current school year. A final report is

presented in the Fall/Winter to provide a full summary of data and practice for the previous year.

- Monthly summaries reviewed by the Senior Team: Each month, summaries of the previous month of report submissions are reviewed by the Senior Team with discussion regarding the impact of supports that have been put into place and consideration of where additional supports are required.
- Monthly system updates on Safe school and Mental Health initiatives: Each month, system updates are shared of current and recommended practices to build awareness of issues and supports.
- Targeted interventions on systemic trends: Focus on Early years and EA training and resources built through a collaborative team including classroom educators.
- BMS Training expanded to be required for all administrators and available to all employee groups.
- A focus on Early Transition Support was initiated in response to higher rates of reporting incidents in the Early Years, particularly kindergarten. An EA allocation pilot was commenced inclusive of professional learning focused on new to school transitions. Based on feedback from staff and analysis of incident reporting data, professional learning and related supports were expanded to include partnership with Grandview Childrens' Centre and is now embedded practice in supporting our youngest learners and their educator teams.
- Teams, such as Social Work and Psychological Services, are integrated in the response/planning for individual students and also provide support to staff, as appropriate, through either individual consultations or class debriefs. Other supports, such as EFAP, are available to staff.
- A Complex Need Pilot Program was initiated in September 2018. The program, designed to serve DDSB students with the most neurologically complex challenges presenting with safety risk to self and others, brought together Lake Ridge Community Support Services, DDSB Grove ECCP staff (Education Community Partnership Programs), and DDSB Inclusive Student Services teams. An in camera update will be provided to Board on December 7, 2020.
- Operational next steps include a multidisciplinary working group, including classroom staff and Federation/Union leaders, in seeking ways to improve the transition to school and ongoing engagement with the Joint Health and Safety Committee.

5. **Recommendation:**

A review of the work of the Incident Ad Hoc Committee indicates that the committee has fulfilled its mandate which has resulted in regularized reporting to Board and greater transparency of the challenges engaged in managing these complex issues. Two reports are prepared and presented to Board each year that provide the Board with a strong view of incident data and trends as well as staff's approach to emergent issues. The Board has staff's commitment to maintain this practice of providing the Board with meaningful reports that allow for effective and appropriate oversight and/or policy development.

Therefore, it is recommended that the Committee bring the following recommendations to the Board:

That staff maintain the practice of providing the Board with meaningful reports that allow for effective and appropriate oversight and/or policy development.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Patrick Cotter, General Counsel



Devika Mathur, Human Rights and Equity Advisor



Gary Crossdale, Superintendent of Education



Andrea McAuley, Superintendent of Education – Inclusive Student Services/Mental Health & Well-Being/Grove School

Appendix B:



Incident Reporting Trustee Ad Hoc Committee

November 25, 2020, 6:30 pm – 8:30 pm,
Google Meet

Trustee Edwards, Trustee Barnes, Trustee Crawford, Trustee Forbes, Trustee Morton, Director Marsh, Superintendent Crossdale, Superintendent McAuley, Superintendent Mundy, Patrick Cotter, Ken MacNaughton, Kerri Stewart, Chris Conley
Regrets: Trustee Lundquist, Trustee Braney, Trustee Thatcher

AGENDA ITEM	DISCUSSION	ACTION
Welcome	Trustee Edwards opened the meeting and welcomed everyone. Trustee Barnes moved acceptance of the agenda. Passed	
Review of Minutes of Last Ad Hoc Meeting (January 30, 2020)	Trustee Edwards reviewed the minutes. Trustee Crawford reviewed the motion that he brought forward at the January meeting. Trustee Edwards responded, that the motion was addressed in the June report. Trustee Morton moved to accept the minutes and it was passed.	
Committee Mandate Report: Detailed Presentation	<p>Director Marsh reviewed the report with the committee. The data from last year was incomplete due to COVID school closures. The trends over the past several years indicate that the majority of incidents were generated in the primary grades, in the 2019-2020 school year. Currently, over 30% of students are in virtual school. Educational Assistants are the staff that most frequently report violent incidents. The purpose of this report is not to review the current data but to review the work of the committee and discuss next steps.</p> <p>Council Peter Cotter reviewed the legislative context related to the Occupational Health and Safety Act and the Education Act. Operationally, the statutory requirements are to move through the Joint Health and Safety committee where there is a robust process in place. One of the key considerations related to this information is the privacy interests under MFIPPA.</p> <p>Director Marsh reviewed the creation and Terms of Reference of the committee. The committee did meet monthly and presented a report to board in June 2018. In this report, it was concluded that the mandate was met. The Committee continued to meet after this report. In February 2019, the Committee presented a final report to Board in terms of the work the Committee had completed. However, the Committee met again in January 2020.</p> <p>Superintendent McAuley reviewed the work that has been accomplished by the</p>	

AGENDA ITEM	DISCUSSION	ACTION
	<p>committee as outlined in the draft report</p> <p>Chair Edwards opened the discussion related to questions on the report. Items of inquiry & response included:</p> <ul style="list-style-type: none"> • Multi-disciplinary approaches when considering complex needs • Training requirements for specific staff groups • Inquiry about the Complex Needs Pilot Program • Legislative definitions of violent incidents • Type of information to be provided to Board to serve governance functions and responsibilities such as informing related policies • Trends within the data; are strategies having desired impact of reducing incidents? Inquiry related to in-school suspensions and related data not being tracked at system level. 	
Recommendations/Action Items	<p>Chair Edwards requested that the incident data be shared. Director Marsh indicated that it would come forward as part of a Positive School Climate and Well-Being Report at January's Standing Committee</p> <p>Trustee Barnes suggested the report include what is being done to support students who are impacted by incidents in the classroom as well as preventive measures that have been put into place.</p> <p>Trustee Forbes moved that the recommendations be taken to Board and that the Board be informed that the committee had met its mandate. This motion was unanimously supported by all present.</p>	
Adjournment	Chair Edwards requested modifications to the report before it is shared at Board and adjourned the meeting.	

REPORT TO: Board of Trustees

DATE: December 7, 2020

SUBJECT: Integrity Commissioner Appointment

ORIGIN: Patrick Cotter, General Counsel, on behalf of the Integrity Commissioner Selection Committee (the "Committee")

1. Purpose

The Committee was established pursuant to the provisions of section 2.1 of By-Law #12, Trustee Code of Conduct. The purpose of this report is to provide the Board with the Committee's recommendations as to the appointment of a new Integrity Commissioner.

2. Background

The DDSB invited proposals from lawyers, law firms, mediators, workplace investigators and others with the necessary skills and qualifications, for the provision of services as Integrity Commissioner under the Board's By-Law #12, Trustee Code of Conduct.

The Committee granted the top scoring bidders with an opportunity to move to the interview phase. Those interviews are now complete and the Committee has determined that the highest scoring bidder is ADR Chambers Inc. The individual working with ADR Chambers who will be the primary contract for the Board is Mr. Michael Maynard.

3. Recommendation

The Committee recommends that the Board appoint ADR Chambers Inc. as the Integrity Commissioner under By-law #12, Trustee Code of Conduct, subject to appropriate terms and conditions being agreed upon between ADR Chambers Inc. and the DDSB.



Patrick Cotter, General Counsel

REPORT TO: Durham District School Board **DATE:** January 18, 2021

SUBJECT: Draft Unnamed North Ajax French Immersion PS **PAGE NO.** 1 OF 17
Recommended Boundary
Town of Ajax

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services
Mohamed Hamid, Superintendent of Education
Margaret Lazarus, Superintendent of Education
Christine Nancekivell, Chief Facilities Officer
Carey Trombino, Manager of Property and Planning
Jessica Peake, Accommodation Coordinator and Senior Planner

1. Purpose

The purpose of this report is to seek Trustee approval for Unnamed North Ajax French Immersion PS boundary, effective September 2021. Provided as Appendix A, is a map outlining the recommended boundary for the Unnamed North Ajax French Immersion PS.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Provide safe, inclusive and respectful learning environments, which support positive academic, mental and physical growth.

Engagement – Engage students, parents and community members to improve student outcomes and build public confidences.

- Provide platforms including email, voicemail and Thoughtexchange for parents, guardians and community stakeholders to provide input including their concerns and questions regarding the Unnamed North Ajax French Immersion PS Boundary Review.

3. Background

The Unnamed North Ajax French Immersion PS received approval and funding for the construction of the school as one of the Board's 2017 Business Case submissions to the Ministry of Education.

The French As A Second Language (FSL) Review is currently underway. Based on the new school opening September 2021, it has been acknowledged that the boundary consultation has to proceed before the outcome of the FSL Review recommendations. Through the FSL Review there could be adjustments to school programming that could affect Unnamed North Ajax French Immersion PS in the future.

An Information Report entitled "Unnamed Ajax French Immersion PS Boundary Consultation Process, Town of Ajax" (Report), was presented to Trustees at the October 19, 2020 Board Meeting, and a follow-up report entitled "Update on Unnamed Ajax French Immersion PS Boundary

Consultation Process, Town of Ajax”, was presented to Trustees at the November 2, 2020 Standing Committee meeting. The purpose of the reports was to commence the consultation process and gather community input on proposed boundary options. Board Regulation: School Boundaries outlines the process for gathering community input regarding the proposed boundaries. A newsletter dated November 3, 2020, provided as Appendix B, was sent to affected school communities to notify them of the community consultation for the boundary review. A second newsletter, dated November 27, 2020, provided as Appendix C, was sent out extending the consultation timelines.

In the October 19, 2020 Report, staff reviewed four boundary options for Unnamed North Ajax French Immersion PS. The first recommended option, Option A, included students currently accommodated at Michaele Jean PS, provided as Appendix D. A second recommended option for community consultation, referred to as Option B, included students currently accommodated at Michaele Jean PS and Cadarackque PS, provided as Appendix E. Details regarding the two staff recommended options identified for community consultation are provided in Section 3.3.1 and 3.3.2 below.

A third boundary option reviewed by staff, referred to as Option C, included students from Maple Ridge PS. Option C was not identified as recommended boundary option for community consultation since it did not adequately address the accommodation pressure at Maple Ridge PS.

Finally, a fourth boundary option reviewed by staff, referred to as Option D, included students from Sir John A. Macdonald PS. Option D was not identified as recommended boundary option for community consultation since it would greatly reduce the enrolment in the French Immersion program at Sir John A. Macdonald PS.

Detailed information on Options C and D can be found in the October 19, 2020 Report.

3.1 Unnamed North Ajax French Immersion PS

Unnamed North Ajax French Immersion PS is scheduled to open September 2021. The school will include 20 regular classrooms, 2 kindergarten rooms, Science, Art and Music rooms and 1 Child and Family Program room. The school will have a Ministry Capacity of 558 pupil places.

The Unnamed North Ajax French Immersion PS proposed boundaries, for community consultation, is comprised of the following schools that offer a French Immersion program.

3.2 Overview of Schools

3.2.1 Michaele Jean PS

Michaele Jean PS, located at 180 Williamson Drive East in Ajax, opened in September 2015 with a JK – Grade 8 enrolment of 663 students. It opened as a single-track French Immersion School and its boundary is outlined in Appendix F.

The current enrolment projections for Michaelle Jean PS *without* the opening of Unnamed North Ajax French Immersion PS are provided in Table 1.

Table 1

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Michaelle Jean PS	553	822	810	837	864	881	888
Utilization %		149%	146%	151%	156%	159%	161%
Portables (Actual & Projected)		12	9	10	11	12	12

3.2.2 Cadarackque PS

Cadarackque PS, located at 15 Miles Drive in Ajax, opened in September 1991 with an enrolment of 307 students. It is a dual track school with a small residential neighbourhood boundary, and a larger French Immersion boundary as outlined in Appendix F.

The current enrolment projections for Cadarackque PS *without* the opening of Unnamed North Ajax French Immersion PS are provided in Table 2.

Table 2

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Cadarackque PS – RT		250	235	219	205	190	177
Cadarackque PS – FI		441	432	439	454	475	493
Cadarackque PS Total	570	691	667	658	659	665	670
Utilization %		121%	117%	115%	116%	117%	118%
Portables (Actual & Projected)		5	3	3	3	3	3

3.3 Unnamed North Ajax French Immersion PS Staff Recommended Options for Community Consultation

As previously outlined in Section 3, the October 19, 2020 Report recommended two boundary options for Unnamed North Ajax French Immersion PS for community input.

3.3.1 Boundary Option A

Boundary Option A includes the west portion of Michaele Jean PS boundary, as provided in Appendix D.

Table 3 below shows the projections for Unnamed North Ajax French Immersion PS with the inclusion of the west portion of Michaele Jean PS, and the resulting projection for Michaele Jean PS.

Table 3

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021 **	October 2022	October 2023	October 2024
Unnamed North Ajax FI *	558			376	384	389	384
Utilization %				67%	69%	70%	69%
Portables (Actual & Projected)				0	0	0	0
Michaele Jean PS	553	822	810	501	520	532	544
Utilization %		149%	146%	91%	94%	96%	98%
Portables (Actual & Projected)		12	9	0	0	0	0

Note: Enrolment projections include growth from registered plans to date only.

*Based upon past new school openings, it is projected that Unnamed North Ajax French Immersion PS could attract approximately 40 new students per year.

**Grade 8's are included in the enrolment numbers for Unnamed North Ajax French Immersion PS.

3.3.2 Boundary Option B

Option B includes the west portion of Michaele Jean PS and the north-west portion of Cadarackque PS French Immersion boundary, as provided in Appendix E.

Table 4 below shows the projections for Unnamed North Ajax French Immersion PS with the inclusion of the west portion of Michaele Jean PS and the north-west portion of Cadarackque PS French Immersion boundary, and the resulting projections for those schools.

Table 4

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021 **	October 2022	October 2023	October 2024
Unnamed North Ajax FI *	558			512	527	542	544
Utilization %				92%	94%	97%	97%
Portables (Actual & Projected)				0	0	0	0
Michaëlle Jean PS	553	822	810	501	520	532	544
Utilization %		149%	146%	91%	94%	96%	98%
Portables (Actual & Projected)		12	9	0	0	0	0
Cadarackque PS - RT		250	235	219	205	190	177
Cadarackque PS - FI		441	432	313	321	332	343
Cadarackque PS Total	570	691	667	532	526	522	520
Utilization %		121%	117%	93%	92%	92%	91%
Portables (Actual & Projected)		5	3	0	0	0	0

Note: Enrolment projections include growth from registered plans to date only.

*Based upon past new school openings, it is projected that Unnamed North Ajax French Immersion PS could attract approximately 50 new students per year.

**Grade 8's are included in the enrolment numbers for Unnamed North Ajax French Immersion PS.

3.3.3 Boundary Option A and Option B – Additional Details

Both Option A and Option B include consistent assumptions and processes for consideration.

- a) Based upon previous new DDSB school openings, a new facility attracts students from other sources including other publicly funded schools and private schools. Based upon past new school openings, it is projected that Unnamed North Ajax French Immersion PS might attract approximately 40 - 50 new students (dependent on the Option). As a result, these numbers have been included within Unnamed North Ajax French Immersion PS's enrolment projections.

- b) When new schools open, there is the option for existing Grade 7 students to allow them to remain at their current school, or to graduate at their new neighbourhood school (Unnamed North Ajax French Immersion PS). The trend over the last few years, has been for the Grade 7 students to move to the new school, rather than graduate at their current school.

The option to move to the new school, or stay at their current school, will be provided to all current Grade 7 students for their Grade 8 graduating year.

Based upon the current trends, the information provided in Tables 3 and 4 assumes that all current Grade 7 students will decide to attend Unnamed North Ajax French Immersion PS for their graduating year.

4. Analysis

Board Regulation: School Boundaries outlines the parameters used for creating new and revising current school boundaries. School Boundaries Regulation includes a consultation process to receive various levels of consultation and feedback. All information was available on the Board website, the affected schools' website, newsletters were provided to affected school communities and social media platforms were used to advertise the consultation process. In keeping with the current social protocols, PowerPoint presentations and any meetings were virtual.

4.1 Consultation Process

Following Board Regulation: School Boundaries, staff discussed the proposal with Ajax Trustees and Durham Student Transportation Services (DSTS) staff.

Virtual Public Consultations in the form of PowerPoint presentations were available on the Board's website from November 3, 2020 until December 14, 2020. The initial PowerPoint presentation, provided as Appendix G, was posted to the DDSB website on November 3, 2020 and was accessible to the community, including parent/guardians of students to be affected by the proposals. The PowerPoint presentation was narrated and provided information from the October 19, 2020 Board report.

On November 3, 2020, the Thoughtexchange was available on the Board website. Participants were able to express their feelings on the boundary options presented for the Unnamed North Ajax French Immersion PS. The Thoughtexchange was initially available for feedback until November 23, 2020. The Thoughtexchange was extended to allow community to provide additional input until December 14, 2020.

On November 26, 2020 Superintendent Mohamed Hamid and Planning staff met virtually with the School Community Council (SCC) Executive of Michaele Jean PS to outline the proposal and gather input. As well, on November 26, 2020 Superintendent Margaret Lazarus and Planning staff met virtually with the SCC Executive of Cadarackque PS to outline the proposal and gather input.

On November 30, 2020 a second PowerPoint presentation was posted to the DDSB website providing a summary of questions and concerns from the community to date, along with staff responses, provided as Appendix H. Questions and concerns raised at the SCC Executive Meetings are summarized as part of PowerPoint presentation #2.

4.2 Community Input

Public feedback was collected through various avenues including: a dedicated email, voicemail and a Thoughtexchange.

4.2.1 Email and Voicemail Input

Table 5 provides a summary of families who provided input via email and voicemail. Input is sorted by family, therefore if more than one family member provided input they are grouped together and counted as one. It is also important to take note that if an individual provided more than one email/voicemail their input was gathered, summarized and identified as one input. This is consistent with past practice.

Table 5

	Input Received by Feeder School			Other Input Received	TOTAL
	Michaëlle Jean PS	Cadarackque PS	Other Schools	Parent/Guardian/Community Member	
Email		1	2	4	7
Voicemail				1	1
TOTAL	0	1	2	5	8

Based upon October 2020 data there were 658 students at Michaëlle Jean PS, of those, 229 were within the area of consideration to attend the Unnamed North Ajax FI PS, no email or voicemail activity was received from the Michaëlle Jean PS community.

From the October 2020 enrolment data, there were 394 students attending Cadarackque PS, with 83 living in the area of consideration to attend the Unnamed North Ajax FI PS, from this community, 1 email was received.

Additionally, there were 2 emails/voicemails received from a family of a school not included as part of the boundary review and 4 emails and 1 voicemail received with no school affiliation indicated.

A detailed summary of all input received through email and voicemail is provided in Appendix I.

4.2.2 Thoughtexchange

In addition to email and voicemail a means for the community to provide their input regarding the two boundary options, a Thoughtexchange was launched in order to collect additional community feedback and data.

A Thoughtexchange enables discovery of different perspectives regarding the boundary options presented to the community that would be affected by the new boundary for the Unnamed North

Ajax French Immersion PS. The schools affected by the proposed boundary options include Michaelle Jean PS and Cadarackque PS. Participants were presented with the Thoughtexchange details and then asked four questions regarding the two boundary options. A PowerPoint presentation summarizing the Thoughtexchange details is provided as Appendix J.

There were 38 participants in the Thoughtexchange, these participants provided 31 thoughts. It is important to note there is no way to monitor who participates, or how many times an individual provides input into the Thoughtexchange.

Table 6 provides a summary of families who provided input via Thoughtexchange. Community input from the Thoughtexchange was gathered from November 3, 2020 to December 14, 2020.

Table 6

	Input Received by Feeder School			Other Input Received	TOTAL
	Michaelle Jean PS	Cadarackque PS	Other Schools	Parent/Guardian/Community Member	
Thoughtexchange	5	10	9	2	26

Some of the 'Key Thoughts' identified in the Thoughtexchange included:

- Unnamed school will be closer to home - Less time spent on school buses before/after school for French Immersion kids.
- Classroom availability versus portables – New school will alleviate overcrowding and the need for portables at existing schools.
- Unnamed school will make transition to Pickering HS easier – French Immersion students going to Pickering HS would have larger friend/social group as they would all be within Pickering HS boundary.
- Will there be enough experienced FI teachers available to teach at the unnamed school - FI teachers seem to be in high demand, are there enough FI teachers?
- Rossland has high speed traffic - This is dangerous to students who may be walking to/from the neighbourhood south of Rossland.

A detailed summary of all input received through Thoughtexchange is provided in Appendix K.

4.2.3 Community Concerns Identified in Email, Voicemail and Thoughtexchange

Staff grouped and summarized the community input and the following categories indicate the items of most concern to those who participated.

a) Preferred Option

- Preference for A *(3 comments)*
- Preference for B *(15 comments)*
- Preference for Other *(3 comments)*

b) Enrolment

- Will the new Unnamed North Ajax FI PS have JK and SK classes? *(1 comment)*
- Option A under-utilizes Unnamed North Ajax FI PS, while Option B provides for better utilization *(1 comment)*
- The new Unnamed North Ajax FI PS will alleviate overcrowding and the need for portables at existing schools. *(4 comment)*
- Do not allow schools to be overutilized. *(1 comments)*

c) Staffing

- French Immersion teachers seem to be in high demand. Will there be enough experienced French Immersion teachers available to teach at the new Unnamed North Ajax FI PS? *(1 comment)*

d) Walking and Transportation

- Unnamed North Ajax FI PS will be closer to the immediate neighbourhood area so less time will be spent on school bus before/after school for French Immersion students. *(6 comments)*
- Will students in either option be required to cross major/high vehicle traffic road(s)? *(3 comments)*
- Why weren't students currently attending Sir John A. Macdonald PS in Pickering (who have a long bus ride) and Maple Ridge PS considered in the boundary review? *(5 comments)*

e) Start/Bell Time

- Keep the same school hours as Cadarackue PS and Michaelle Jean PS. Students and parents are accustomed to the early start and end times. *(2 comments)*

f) Legacy

- Is it possible to 'grandfather' students who have already started FI at their current schools and slowly add FI Grade 1 students to the new school every year? *(1 comment)*
- Existing students should not be forced to change schools. Students enrolled at Michaelle Jean PS should be given the option to continue with transportation included. A school change provides significant disruption for families. *(1 comment)*
- If a Grade 7 student remains enrolled in the current school can their siblings in lower grades in the same family remain there as well? *(1 comment)*
- Would students entering into Grade 8 in September 2021 be required to start at a new school pending outcome of Option A or B? *(2 comments)*

g) Secondary School

- The new Unnamed North Ajax FI PS will make the transition to Pickering HS easier for French Immersion students and keeping friends intact. *(2 comments)*

h) Convenience

- Ability to get children quicker when unexpected situations arise such as emergencies or illness. *(2 comments)*

4.2.4 Analysis of Community Concerns

The following provides staff's analysis of the community concerns outlined in section 4.2.

a) Preferred Option

- **Preference for A**

In the October 19, 2020 Report, staff reviewed four boundary options for Unnamed North Ajax French Immersion PS. Option A was one option recommended by staff for community consultation.

- **Preference for B**

In the October 19, 2020 Report, staff reviewed four boundary options for Unnamed North Ajax French Immersion PS. Option B was one option recommended by staff for community consultation.

- **Preference for Other**

In the October 19, 2020 Report, staff reviewed four boundary options for Unnamed North Ajax French Immersion PS. Options C and D were not recommended for community consultation, for reasons as outlined in Section 3 of this report.

b) Enrolment Questions and Comments

- **Will the new Unnamed North Ajax FI PS have JK and SK classes?**

Currently, as outlined in the proposed boundary options, Unnamed North Ajax FI PS is scheduled to include a total of two classes for JK/SK (English programming) and Grade 1-8 (French Immersion).

- **Option A under-utilizes Unnamed North Ajax FI PS, while Option B provides for better utilization of Cadarackque PS, Michaelle Jean PS and Unnamed North Ajax FI PS.**

Enrolment projections and utilizations for Option A and Option B are provided in Section 3.3.1 and 3.3.2 of the report.

- **The new Unnamed North Ajax FI PS will alleviate overcrowding and the need for portables at existing schools.**

No portables are currently projected at Unnamed North Ajax FI PS, Michaelle Jean PS or Cadarackque PS through to 2024 in Option A and Option B.

- **Do not allow schools to be overutilized.**

French Immersion is an option program, accessible to all the community. The popularity of it has resulted in the needs to add portables to many of our schools offering French Immersion. Schools fluctuate in enrolment and portables are utilized to accommodate enrolment greater than capacity. As communities mature, enrolment at schools often decline.

c) Staffing Questions and Comments

- **French Immersion teachers seem to be in high demand. Will there be enough experienced French Immersion teachers available to teach at the new Unnamed North Ajax FI PS?**

French Immersion teachers are in high demand. The current FSL review is looking at ways to ensure that the DDSB can continue to provide French Immersion teachers, as required.

d) Walking and Transportation Questions and Comments

- **Unnamed North Ajax FI PS will be closer to the immediate neighbourhood area so less time will be spent on school bus before/after school for French Immersion students.**

Most students in the immediate neighbourhood of Unnamed North Ajax FI PS are anticipated to be within walking distance (currently bused). Walking maps are provided in the first PowerPoint Presentation, provided as Appendix G.

- **Will students in either option be required to cross major/high vehicle traffic road(s)?**

Durham Student Transportation Services (DSTS) will identify safe walking routes.

DSTS will discuss the location of crossing guards with the Town of Ajax (crossing guards are under the mandate of the Town) to accommodate safe travel for all students to their designated schools.

Walking maps are provided in the first PowerPoint Presentation, provided as Appendix G.

- **Why weren't students currently attending Sir John A. Macdonald PS in Pickering (who have a long bus ride) and Maple Ridge PS considered in the boundary review?**

The October 19, 2020 Information Report provided all boundaries considered in this review, including accommodating students from Maple Ridge PS (Option C) and Sir John A. Macdonald PS (Option D), however these options were not recommended as a viable option by staff.

Boundary changes and fluctuation in enrolment can shift ride times yearly when formulating routes. Durham Student Transportation Services (DSTS) operates with a maximum ride time where possible of 60 minutes one way where possible. Routing information is available mid-August each year.

e) **Start/Bell Time**

- **Keep the same school hours as Cadarackque PS and Michaelle Jean PS. Students and parents are accustomed to the early start and end times.**

Once a Principal is hired for Unnamed North Ajax FI PS there will be discussions regarding start times. When establishing the start/end times for the school input from the community will be taken into consideration.

f) **Legacy Questions**

- **Is it possible to 'grandfather' students who have already started FI at their current schools and slowly add FI Grade 1s to the new school every year?**

The boundary process allows for current Grade 7 students to remain at their current school, all other students are required to transfer to their new school.

- **Existing students should not be forced to change schools. Students enrolled at Michaelle Jean PS should be given the option to continue with transportation included. A school change provides significant disruption for families.**

Transportation is only provided to a student's home school, which would include current Grade 7 students who may decide to stay back at their current school, as noted above.

- **If a Grade 7 student remains enrolled in the current school can their siblings in lower grades in the same family remain there as well?**

Siblings in lower grades will be required to attend the new school.

- **Would students entering into Grade 8 in September 2021 be required to start at a new school pending outcome of Option A or B?**

When a new school is opened there is an option for existing Grade 7 students, to move to the new school or remain at their current school for their graduating Grade 8 year. All those affected students will be provided with a questionnaire in the spring of 2021 asking them what they wish to do, move to the new school for Grade 8 or remain at their current school. The trend over the past few years has been for the Grade 7 students to move to the new school to complete Grade 8 and graduate.

g) Secondary School Feeder Comment

- **The new Unnamed North Ajax FI PS will make the transition to Pickering HS easier for French Immersion students and keeping friends intact.**

Pickering HS is the secondary feeder school for both Michaelle Jean PS and this area of Cadarackque PS.

Other portions of Cadarackque PS (not included in Option B) feed into Pickering HS and Ajax HS.

h) Convenience Comment

- Most students in the immediate neighbourhood of Unnamed North Ajax FI PS are anticipated to be within walking distance.

4.2.5 Cadarackque PS SCC January 8, 2021 Letter

On January 11, 2021 a letter was provided to the Durham District School Board, from the Cadarackque PS School Community Council (SCC). A copy of the letter is provided as Appendix L. The letter outlines three key point/concerns of the SCC, on behalf of the Cadarackque PS community as follows:

- a) The School Community votes for Option A.
- b) Option B would have a profound impact on Cadarackque PS financially and emotionally.
- c) The School Community was not properly consulted regarding the boundary proposal.

4.2.6 Staff Input to Cadarackque PS SCC January 8, 2021 Letter

Staff provides the following input regarding the concerns outlined by the Cadarackques PS SCC, representing the Cadarackque PS community, summarized in section 4.2.5.

a) The School Community votes for Option A.

- Through the community consultation process, that ran from November 3, 2020 through to December 14, 2020, the School Community provided their support for Option B.

- Preference for Option A - 3 comments received
- Preference for Option B - 15 comments received
- The School Community provided the following input to back up their support for Option B:
- Option B alleviates overcrowding and portables at both Michaelle Jean PS and Cadarackque PS.
- Unnamed North Ajax FI PS will be closer to the immediate neighbourhood area so less time could be spent on school bus before/after school.
- Preference for Option B because Cadarackque is not close to a lot of students west of Westney Road/ south of Rossland Road. Commuting to new school would be easier.
- Option B allows more students in the area to go to a closer school rather than having to travel across Ajax.
- Prefer Option B which allows for all Cadarackque PS students in Option B to attend Pickering HS for Secondary. Keeping friends intact. Cadarackque PS boundary currently split between Ajax HS and Pickering.

b) Option B would have a profound impact on Cadarackque PS financially and emotionally.

- Staff met with SCC Executive to discuss the proposed boundaries for Unnamed North Ajax FI on November 26, 2020.
- SCC member asked how Cadarackque PS would be impacted financially. Superintendent Lazarus indicated that funding is based per pupil.
- Approximately 109 Cadarackque PS FI students would move to the new school for 2021, as outlined in Option B.
- As of October 2020, there are approximately 667 students at Cadarackque PS, 432 in the French Immersion program, as outlined in Section 3.2.2, Table 2.
- As of October 2020, there are three portables on site at Cadarackque PS. Option B would result in the need for no portables projected on site, as outlined in Section 3.2.2, Table 2.
- Transition plans will be developed to assist students with the changes, as per Board process.

c) The School Community was not properly consulted regarding the boundary proposal.

- Boundary consultation process followed Board Regulation: School Boundaries and was consistent with other boundary consultations.
- Community was given the opportunity to provide input from November 3, 2020 until December 14, 2020.
- Staff met with SCC Executive to discuss the proposed boundaries for Unnamed North Ajax FI on November 26, 2020.
- Due to inability to hold an Open House, the School Boundary process was revised to provide for a virtual Public Consultation consisting of:

- A PowerPoint presentation available on the Board’s website.
- A Thoughtexchange was provided, were participants were able to express their feelings on the boundary options presented for the Unnamed North Ajax French Immersion PS.
- On November 30, 2020 a second PowerPoint presentation was posted to the DDSB website providing a summary of questions and concerns from the community to date, along with staff responses. Questions and concerns raised at the SCC Executive Meetings are summarized as part of PowerPoint presentation #2.
- Following Board Regulation: School Boundaries, there was extensive public consultation consisting of the following:
 - Cadarackque PS, provided ‘Notice of Boundary Review’ newsletters through School Messenger in two weekly messages to parents on November 4, 2020 and November 27, 2020.
 - The ‘Notice of Boundary Review’ newsletters posted to Cadarackque PS’s website.
 - On the Cadarackque website information appeared in the rotating banner with a link directly to all of the information and the ThoughtExchange.
 - Cadarackque PS through DDSB@Home, also provided the ‘Notice of Boundary Review’ newsletter through School Messenger.
 - All information posted to Boards website (reports, PowerPoint presentations, newsletters, Thoughtexchange link) and was/is available at the following link:
<https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx#Unnamed-Ajax-FI-PS-Boundary-Review>.
 - The ‘Notice of Boundary Review’ newsletters also appeared on the front page of DDSB.CA under Board News with links to the information in the link above.
 - There was a Social Media Campaign to promote public consultation for the boundary review through the following media and dates:
 - Twitter: Dec. 13, Dec. 7, Dec. 2, Nov. 22, Nov. 20, Nov. 18, Nov. 13
 - Facebook: Dec. 13, Dec. 7, Dec. 2, Nov. 27, Nov. 22, Nov. 20, Nov. 13, Nov. 9
 - Instagram: Dec. 13, Dec. 7, Dec. 2, Nov. 22, Nov. 18, Nov. 14

4.3 Recommended Boundary for Unnamed North Ajax FI PS - Option B

Based upon community input and enrolment data, Option B which includes both the west portion of Michaelle Jean PS and the north-west portion of Cadarackque PS French Immersion boundary, is the recommended boundary option for Unnamed North Ajax French Immersion PS, as outlined in Appendix A.

In summary, Option B is the recommended option based on the following:

- Provides enrolment relief to Michaelle Jean PS and Cadarackque PS, alleviating current over utilization of the facilities.
- Should result in less congestion at Michaelle Jean PS and Cadarackque PS on and off site for pedestrians and vehicles.

- Most students in immediate neighbourhood of Unnamed North Ajax FI PS are anticipated to be within walking distance (currently bused). Less time spent on school buses before/after school for French Immersion students.
- No portable projected at all three schools (Michaëlle Jean PS, Cadarackque PS and Unnamed North Ajax FI PS) through to 2024.
- Majority of community input preferred Option B.

5. Financial Implications

There is an anticipated savings in transportation given that all students within the boundary have been transported to their designated school; however, will now be attending a school within their neighbourhood.

6. Evidence of impact

Establishing boundaries to accommodate students in their neighbourhood school, will result in reduced transportation and portable needs.

7. Communication Plan

There have been a number of opportunities to provide and receive communication:

- October 19, 2020 Board Report and November 2, 2020 follow-up report to Standing Committee meeting to commence the consultation process*
- Virtual PowerPoint presentations*
- Email, Voicemail and Thoughtexchange*
- Virtual SCC Executive Meetings
- Opportunities for input were promoted through Newsletters sent to affected school communities, through a banner of the affected schools' websites and through DDSB Twitter and Instagram
- A summary of community input is available in Appendices I, J and K of this report.
*Available on the DDSB's websites under 'About DDSB, School Properties, Boundary & Program Review'

8. Conclusion

The Unnamed North Ajax French Immersion PS received Ministry of Education approval for construction as one of the Board's 2017 Business Case submissions.

The new Unnamed North Ajax French Immersion PS, scheduled to open September 2021, is located at 270 Williamson Drive West in Ajax, as identified on Appendix A.

An Information Report entitled "Unnamed Ajax French Immersion PS Boundary Consultation Process, Town of Ajax"(Report), was presented to Trustees at the October 19, 2020 Board Meeting, and a follow-up report entitled "Update on Unnamed Ajax French Immersion PS Boundary Consultation Process, Town of Ajax", was presented to Trustees at the November 2, 2020 Standing Committee meeting to commence the community consultation process.

Two boundary options referred to Option A and Option B, as outlined in Section 3.3.1 and 3.3.2, were recommended for community consultation.

Staff gathered community input from November 3, 2020 through to December 14, 2020, through various means including email, voicemail and Thoughtexchange. Staff also met virtually with the affect schools SCC Executives.

As a result of the input gathered, along with the enrolment data, staff are recommended Option B, provided as Appendix A, as the approved boundary for Unnamed North Ajax FI PS.

9. Recommendation

That the Durham District School Board approve Option B, provided as Appendix A, as the boundary for Unnamed North Ajax French Immersion PS, located at 270 Williamson Drive West, effective September 2021.

10. Appendices

- Appendix A - Recommended Boundary Unnamed North Ajax FI PS Boundary
- Appendix B - Notice of Boundary Review
- Appendix C - Notice #2 – Notice of Boundary Review
- Appendix D - Option A
- Appendix E - Option B
- Appendix F - Schools Location Map
- Appendix G - PowerPoint Presentation #1
- Appendix H - PowerPoint Presentation #2
- Appendix I - Summary of Community Input Submitted by Email and Voicemail
- Appendix J - Thoughtexchange PowerPoint Presentation
- Appendix K - Summary of Community Input Submitted by Thoughtexchange
- Appendix L – Letter to Durham District School Board

Report reviewed and submitted by:



Norah Marsh, Director of Education

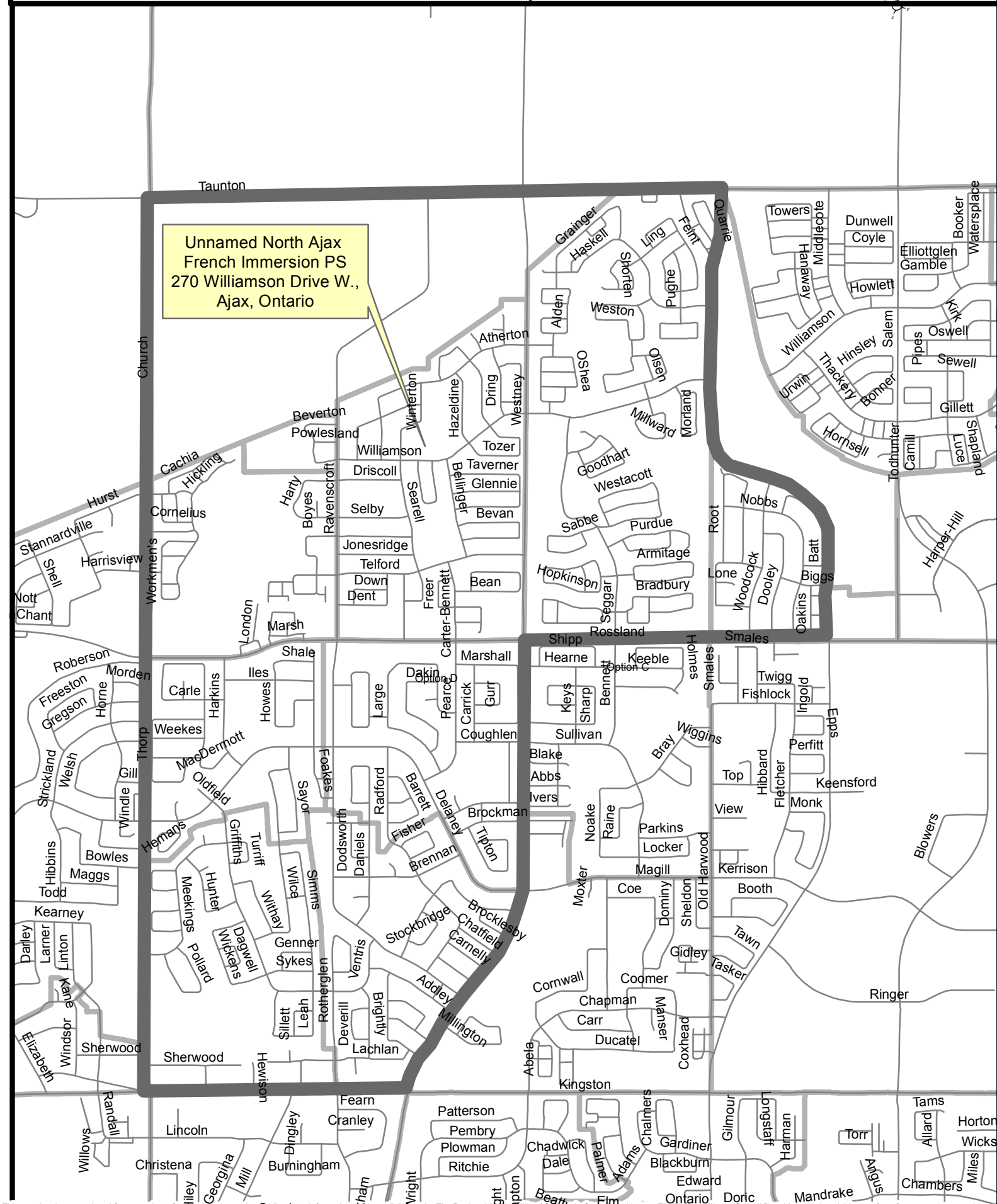
David Wright, Associate Director, Corporate Services

Mohamed Hamid, Superintendent of Education

Margaret Lazarus, Superintendent of Education



Recommended Boundary
Unnamed North Ajax French Immersion PS
270 Williamson Drive W.
Town of Ajax



Unnamed North Ajax
French Immersion PS
270 Williamson Drive W.,
Ajax, Ontario

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Notice of Boundary Review
Unnamed Ajax French Immersion PS Boundary Review
Consultation Process

Unnamed Ajax French Immersion PS, located at 270 Williamson Drive West in Ajax,
 is scheduled to open September 2021.

An Information Report on proposed boundaries for Unnamed Ajax French Immersion PS
 was presented to Trustees at the October 19, 2020 Board Meeting, and a follow-up report was presented to
 Trustees at the November 2, 2020 Standing Committee meeting.

The purpose of the report was to commence the consultation process
 and gather community input on proposed boundary options.

A PowerPoint presentation, outlining the proposed boundary options, and other information on the schools
 under review, is available on the Board's website at the following link:

<https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx>

Please see attached for the proposed boundary options for Unnamed North Ajax French Immersion PS.

A **dedicated email address** NorthAjaxFI@ddsb.ca and **phone line** 289-372-1009 are available to collect feedback
 from the community regarding the proposal.

Also available, at the same link, is a Thoughtexchange to gather feedback.

Please note, if you do not have access to a computer, please contact your school for a copy of the PowerPoint
 presentation and provide your input at the phone line noted above.

Key Dates:

November 3, 2020 to November 23, 2020

- Feedback will be collected by email, phone line and Thoughtexchange.

November 30, 2020

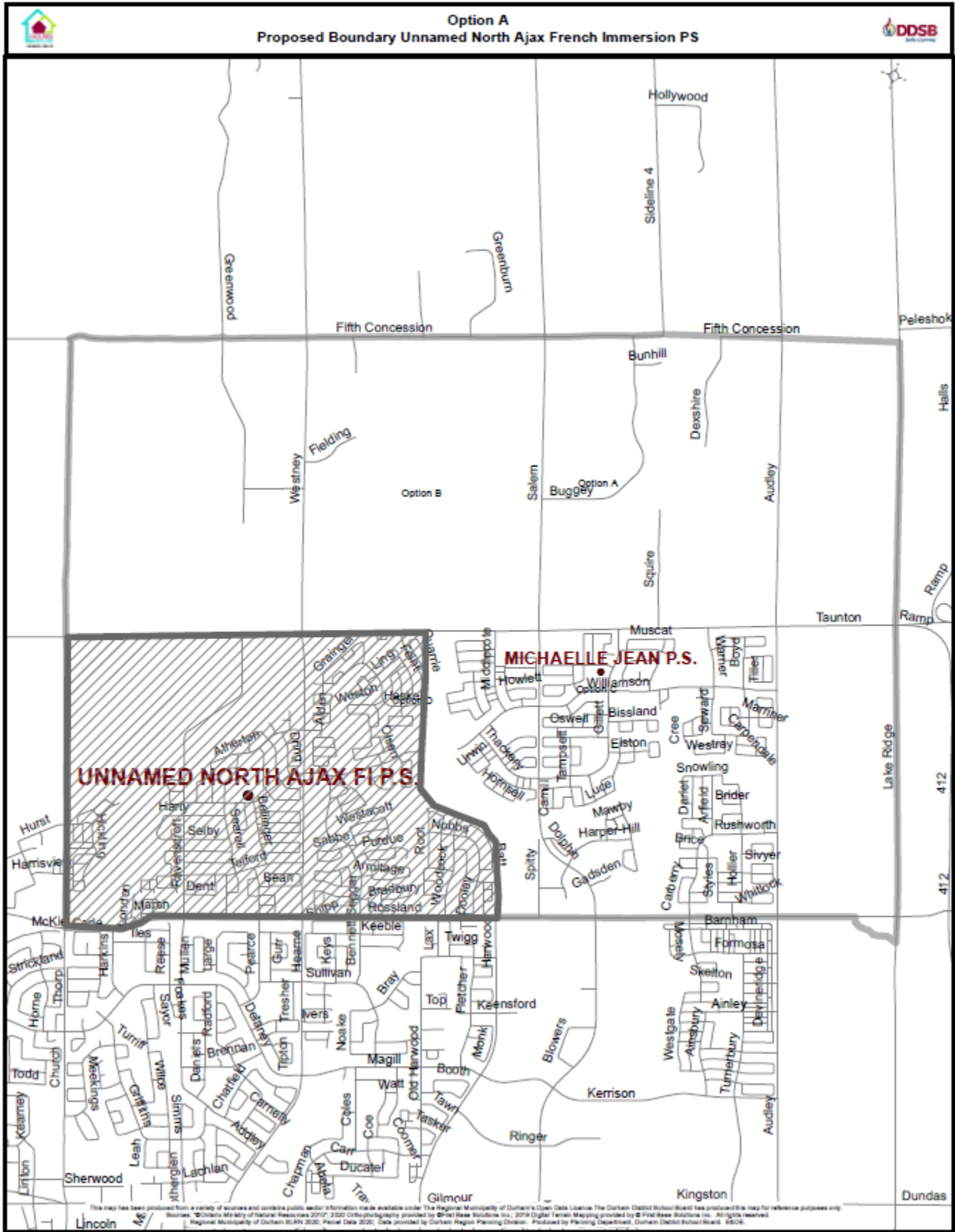
- A second PowerPoint presentation will be available (on the link noted above) summarizing and addressing the concerns gathered to date.

November 30, 2020 to December 14, 2020

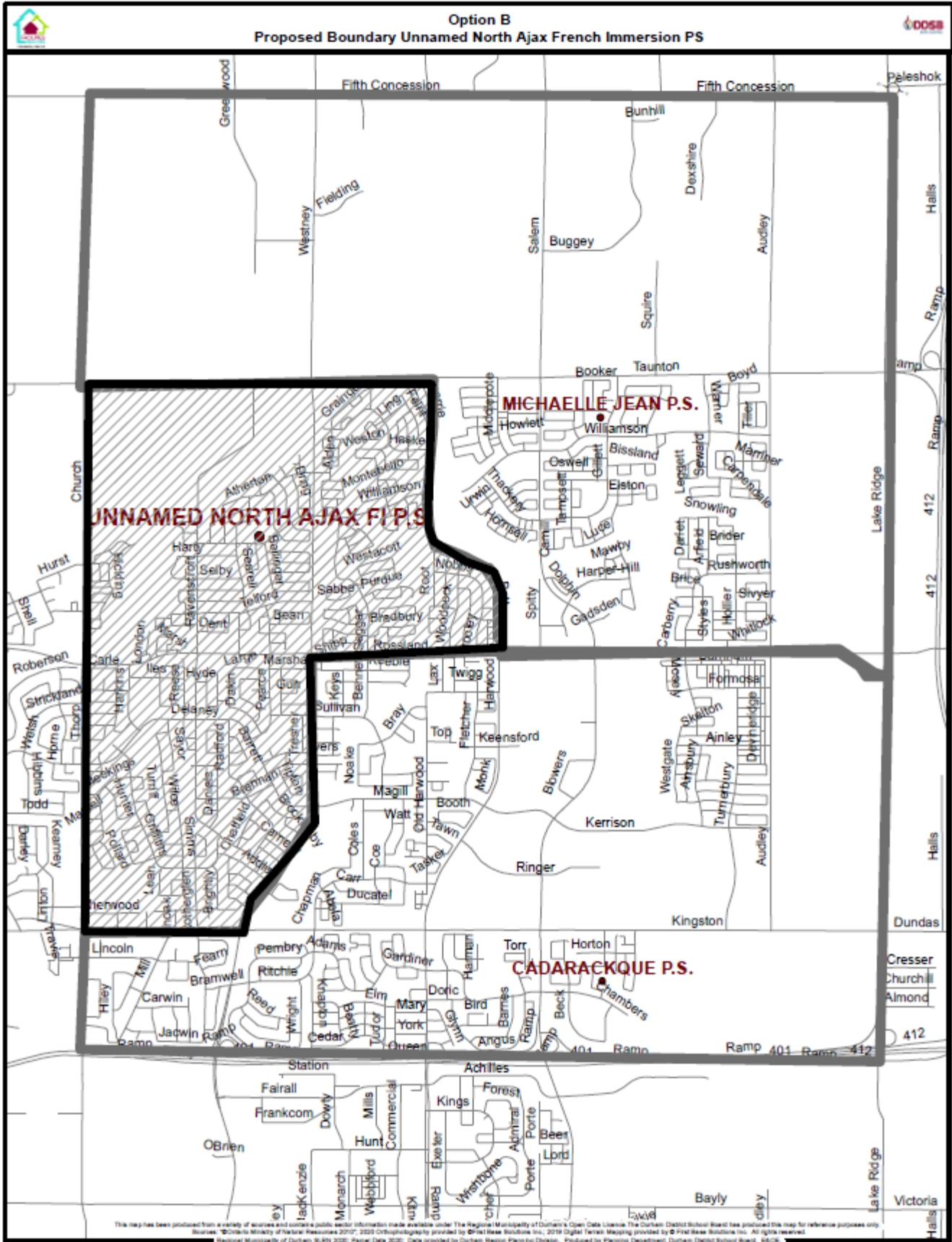
- Staff will collect feedback through the dedicated email and phone line based upon the second PowerPoint presentation and/or additional feedback received.

January 18, 2021

- A Recommendation report will be presented to Trustees summarizing all feedback collected and provide a recommended boundary, based upon the feedback, for Trustees consideration.



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UNNAMED NORTH AJAX F.I.P.S.

MICHAËLLE JEAN P.S.

CADARACKQUE P.S.

MICHÈLE JEAN P.S.

**Option B
Proposed Boundary Unnamed North Ajax French Immersion PS**



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Notice #2 - Notice of Boundary Review
Unnamed Ajax French Immersion PS Boundary Review
Consultation Process

Updated timelines

Re: Input & Thoughtexchange (identified in bold below)

Unnamed Ajax French Immersion PS, located at 270 Williamson Drive West in Ajax,
is scheduled to open September 2021.

An Information Report on proposed boundaries for Unnamed Ajax French Immersion PS
was presented to Trustees at the October 19, 2020 Board Meeting, and a follow-up report was presented to
Trustees at the November 2, 2020 Standing Committee meeting.

The purpose of the report was to commence the consultation process
and gather community input on proposed boundary options.

A PowerPoint presentation, outlining the proposed boundary options, and other information on the schools
under review, is available on the Board's website at the following link:

<https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx>

Please see attached for the proposed boundary options for Unnamed North Ajax French Immersion PS.

A **dedicated email address** NorthAjaxFI@ddsb.ca and **phone line** 289-372-1009 are available to collect feedback
from the community regarding the proposal.

Also available, at the same link, is a Thoughtexchange to gather feedback.

Please note, if you do not have access to a computer, please contact your school for a copy of the PowerPoint
presentation and provide your input at the phone line noted above.

Key Dates:

November 3, 2020 to December 14, 2020

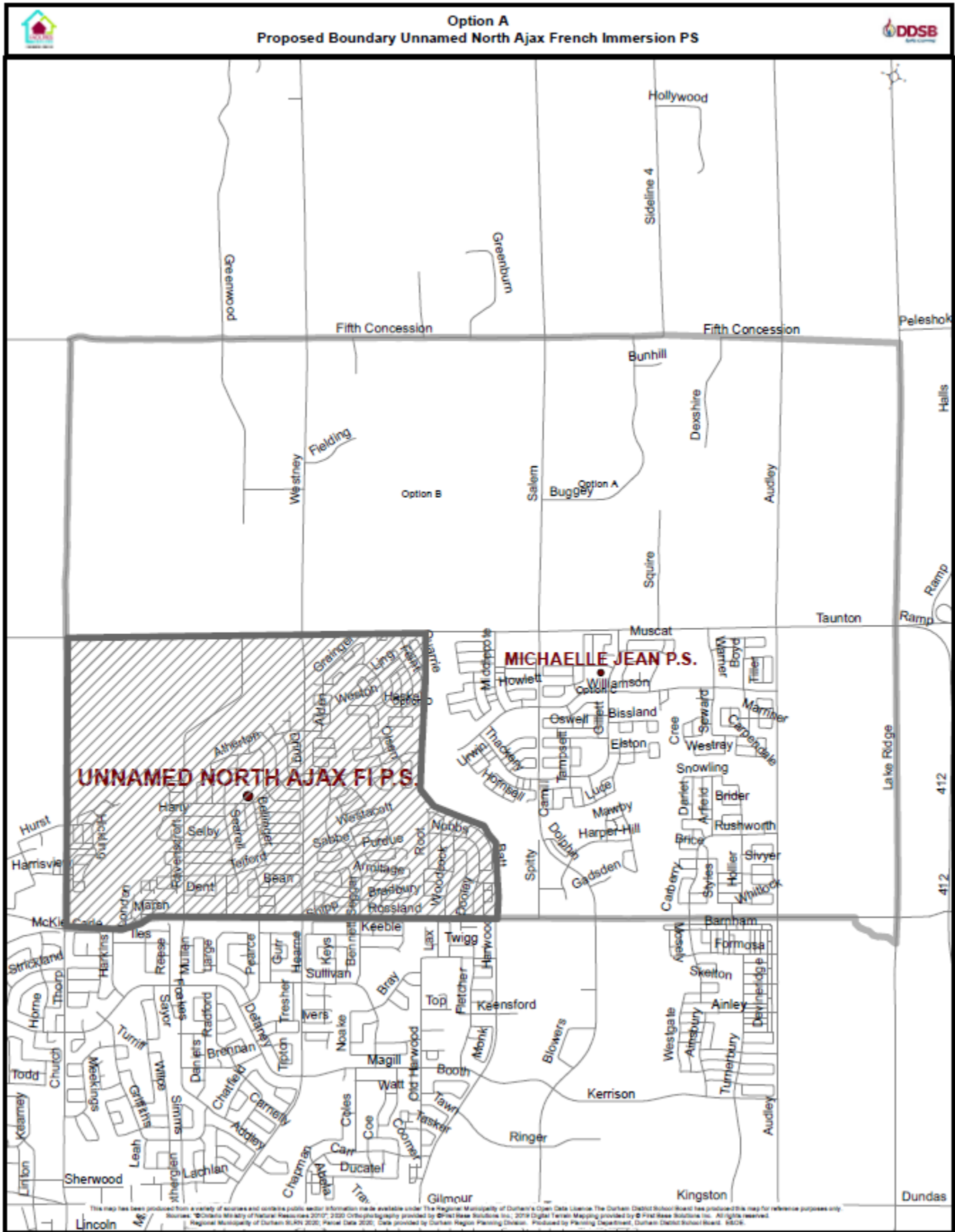
- **Feedback will be collected by email, phone line and Thoughtexchange.**

November 30, 2020

- A second PowerPoint presentation will be available (on the link noted above) summarizing and addressing the concerns gathered to date.

January 18, 2021

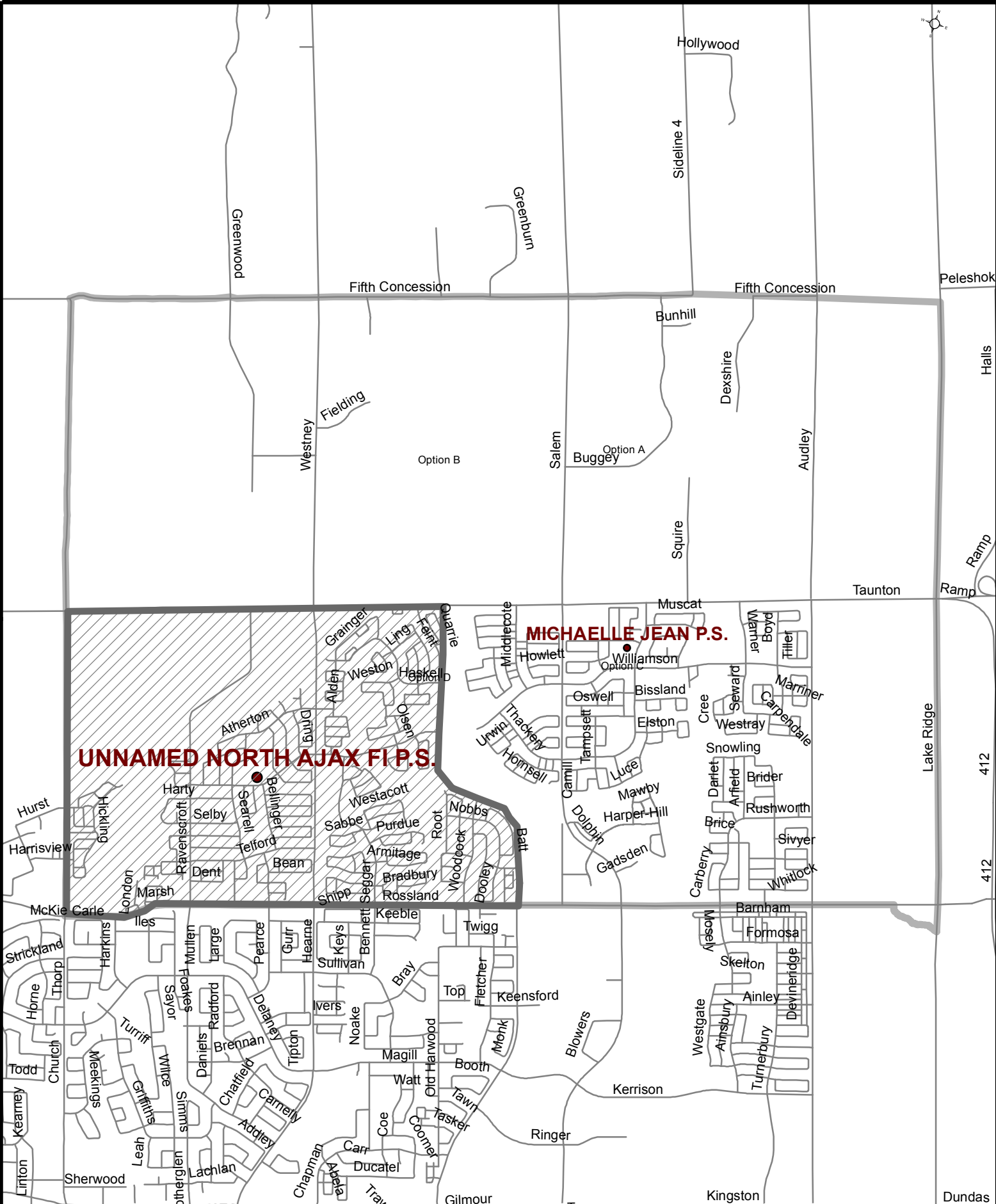
- A Recommendation report will be presented to Trustees summarizing all feedback collected and provide a recommended boundary, based upon the feedback, for Trustees consideration.



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Option A

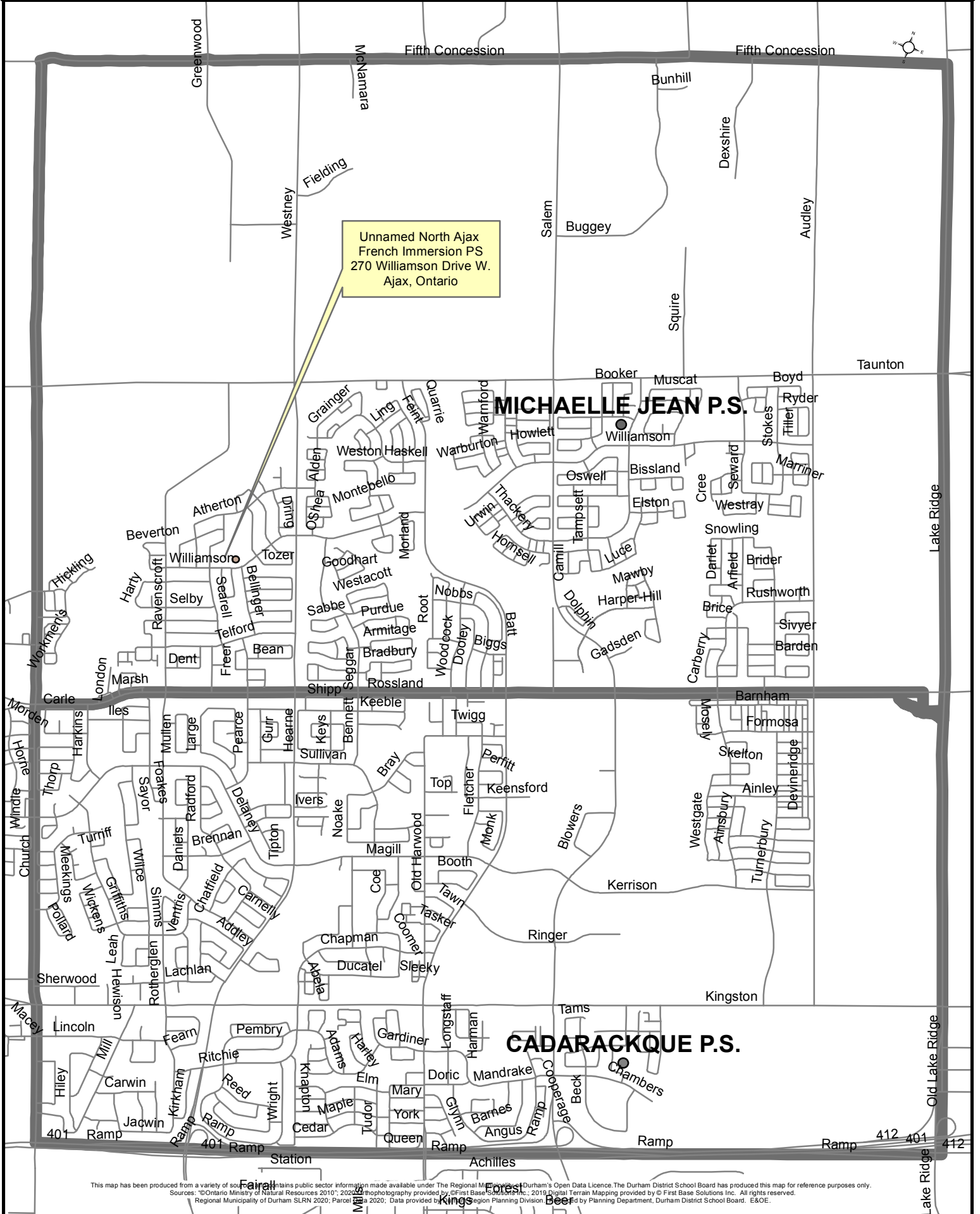
Proposed Boundary Unnamed North Ajax French Immersion PS



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Schools Location Map
Unnamed North Ajax French Immersion PS



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Unnamed North Ajax French Immersion PS Boundary Review

October 2020

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Ignite Learning

Success

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

Well-Being

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

Leadership

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

Equity

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

Engagement

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

Innovation

Reimagine learning and teaching spaces through digital technologies and innovative resources.



Overview

- Unnamed North Ajax French Immersion PS is scheduled to open September 2021.
- The school is located on the north side of Williamson Drive West and east of Winterton Way, in north Ajax.
- The municipal address is 270 Williamson Drive West, Ajax.
- The school, is a two storey 56,970 square foot facility located on a 5 acre (2 hectare) site adjacent to a municipal park. (location map on next slide)

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Location

Unnamed North Ajax French Immersion PS



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Overview

- The school will have a Ministry Rated Capacity of 558 pupil places.
- Unnamed North Ajax French Immersion PS is being constructed to include 20 regular classrooms, 2 kindergarten rooms, Science, Art and Music rooms, and 1 Child and Family Program room.
- The school is proposed to open as a single track French Immersion school
 - Grades JK & SK English Programming
 - Grades 1 – 8 French Programming



Childcare Information

- Hub Partner: YMCA EarlyON will be the lead partner agency.
- SKD Bilingual Child Care Centre will operate the Hub.
- Extended Day Kindergarten Program (shared space classrooms maximum 26 children in each room).
- Before and After School Program (shared space classrooms maximum 30 children in each room).

Contact:

DDSB Early Years Department

Earlyyears@ddsb.ca

905-666-5500 ext. 5440

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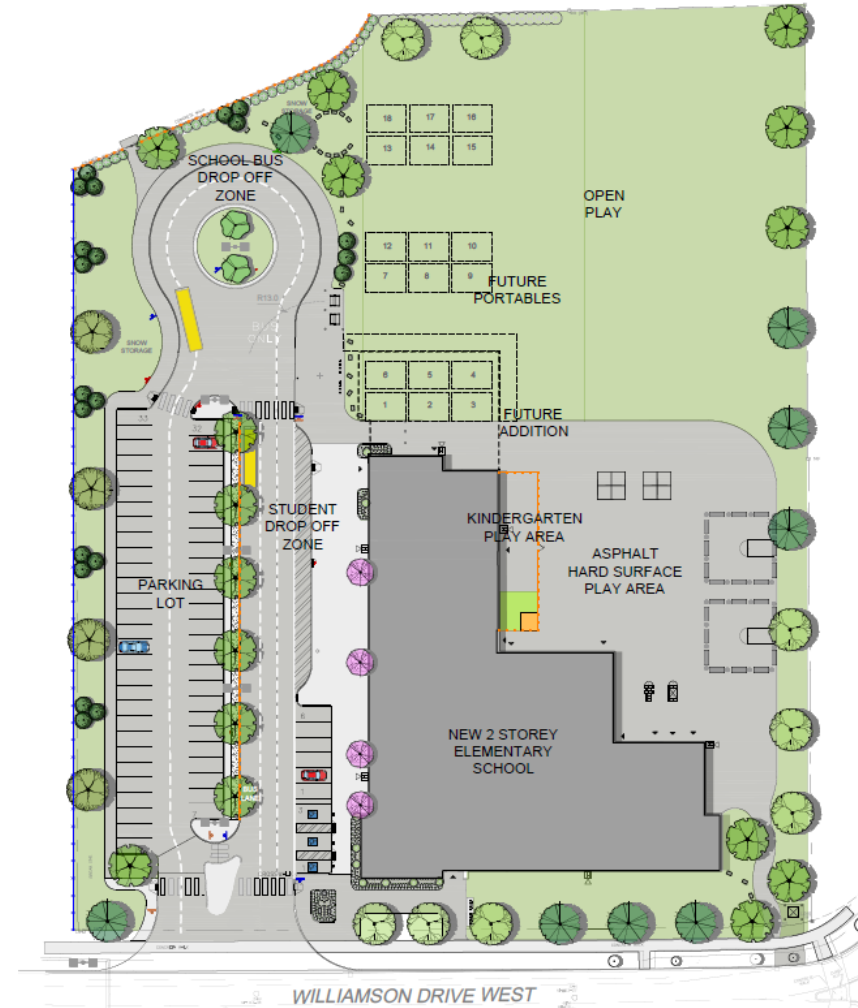
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Site Plan

Unnamed North Ajax French Immersion PS



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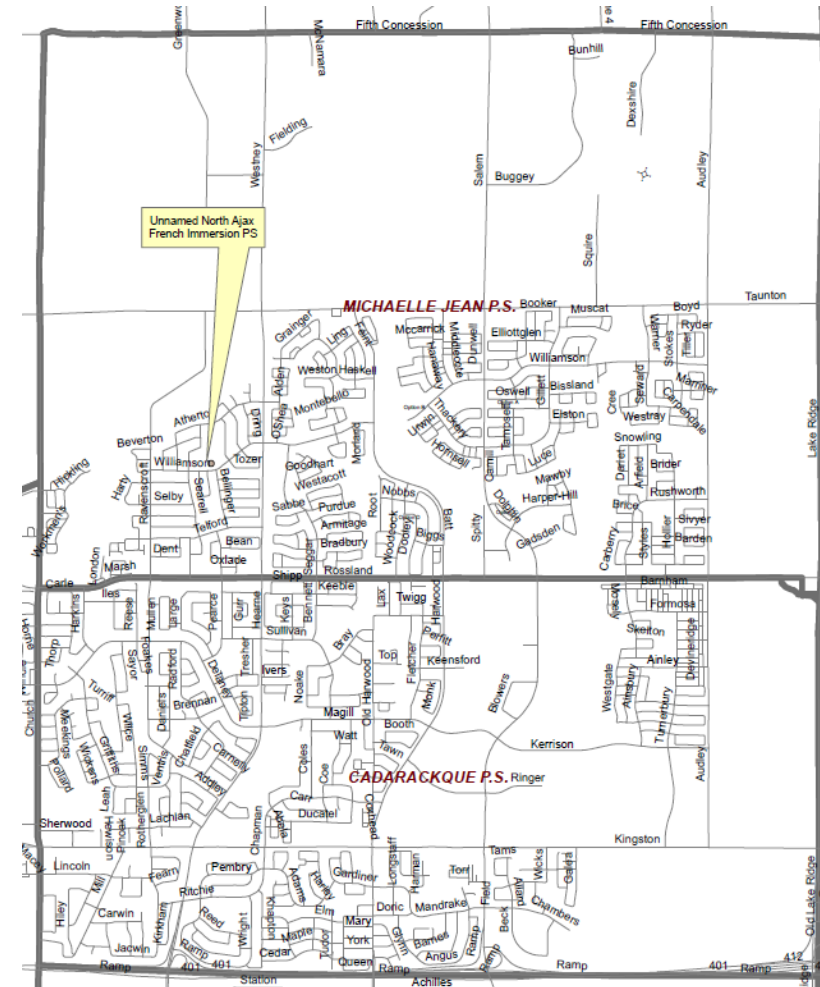
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Schools Location Map

Unnamed North Ajax French Immersion PS

- Students from the immediate neighbourhood area currently attend Michaele Jean PS.
- The recommended Options for Unnamed North Ajax FI PS include:
 - Michaele Jean PS (Option A)
 - Michaele Jean PS and Cadarackque PS (Option B)

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Michaëlle Jean PS

- Michaëlle Jean PS is located at 180 Williamson Drive East, Ajax.
- The school opened in September 2015, as a single track French Immersion with JK - Grade 8 with an enrolment of 663 students.
- The school site is 5.35 acres (2.17 hectares).

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Michaëlle Jean PS

- The current enrolment projections for Michaëlle Jean PS without the opening of Unnamed North Ajax French Immersion PS are:

		Actual	Projections				
	Capacity	October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Michaëlle Jean PS	553	822	810	837	864	881	888
Utilization %		149%	146%	151%	156%	159%	161%
Portables (Actual & Projected)		12	9	10	11	12	12

*Projections are based upon October 2020 Official Enrolment Projection data

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Cadarackque PS

- Cadarackque PS is located at 15 Mile Drive, Ajax.
- The school opened in September 1991, with an enrolment of 307 students.
- It is a dual track school, with a smaller residential neighbourhood boundary for the English program and a larger French Immersion boundary.
- The school site is 5.04 acres (2.04 hectares).

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Cadarackque PS

- The current enrolment projections for Cadarackque PS without the opening of Unnamed North Ajax French Immersion PS are:

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Regular Track		250	235	219	205	190	177
French Immersion		441	432	439	454	475	493
Cadarackque PS Total	570	691	667	658	659	665	670
Utilization %		121%	117%	115%	116%	117%	118%
Portables (Actual & Projected)		5	3	3	3	3	3

*Projections are based upon October 2020 Official Enrolment Projection data

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Unnamed North Ajax French Immersion PS

- Two recommended boundary options for the Unnamed North Ajax French Immersion PS are provided for community consideration.
- The Unnamed North Ajax French Immersion PS will provide needed relief to Michaele Jean PS.
- Pending the option that is recommended and approved, some relief could also be provided to Cadarackque PS.
- Based upon previous new DDSB school openings, a new facility attracts students from other sources including other publicly funded schools and private schools.
- It is projected that the Unnamed North Ajax French Immersion PS could attract approximately 40 – 50 new students per year. These numbers have been included within the enrolment projections.



Option A

Unnamed North Ajax French Immersion PS

(Proposes to include the west portion of Michaele Jean PS as identified on map on next slide)

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021**	October 2022	October 2023	October 2024
Unnamed North Ajax FI PS*	558			376	384	389	384
Utilization %				67%	69%	70%	69%
Portables (Actual & Projected)				0	0	0	0
Michaele Jean PS	553	822	810	501	520	532	544
Utilization %		149%	146%	91%	94%	96%	98%
Portables (Actual & Projected)		12	9	0	0	0	0

Note: Enrolment projections include growth from registered plans to date only.

*Based upon past school openings, it is projected that Unnamed North Ajax French Immersion PS could attract approximately 40 new students per year

**Grade 8's are included in the enrolment numbers for Unnamed North Ajax French Immersion PS.

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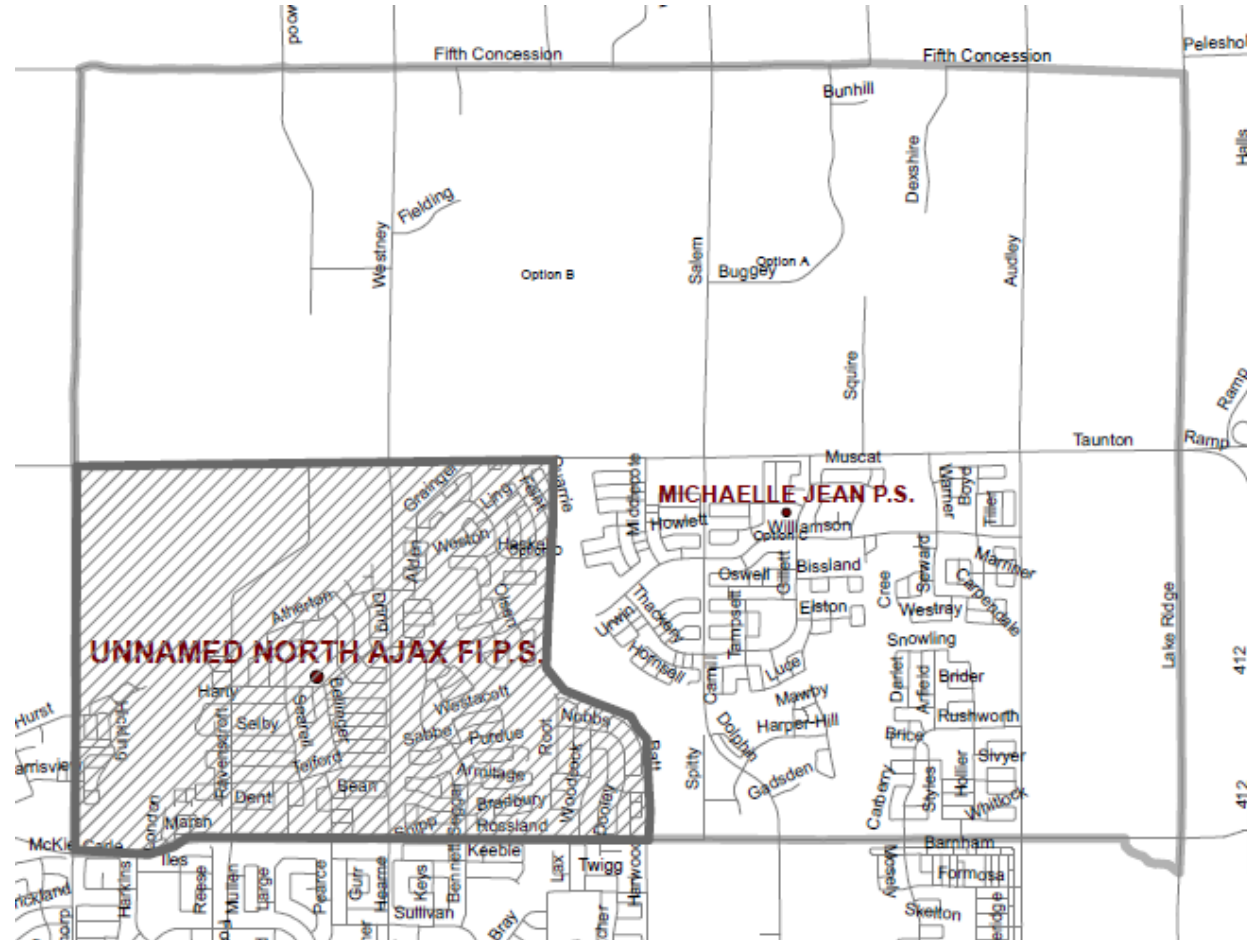
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Option A Boundary

Unnamed North Ajax French Immersion PS



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Option A

Unnamed North Ajax FI PS Proposed Walkout

- This map, provided by Durham Student Transportation Services, identifies the proposed walkout zone (in red) for the Option A boundary.
- Students residing within Option A, but not within red walkout zone, are proposed to be transported to Unnamed North Ajax FI PS.


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Option A – Impacts

Unnamed North Ajax French Immersion PS

- Provides enrolment relief to Michaele Jean PS.
- No portable projected at Michaele Jean PS through to 2024.
- Most students in the immediate neighbourhood of Unnamed North Ajax FI PS are anticipated to be within walking distance (currently bussed).
- Potential for less congestion at Michaele Jean PS on and off site.
- Unnamed North Ajax FI PS offers an Early Years Hub and Before and After School Program.
- Michaele Jean PS offers a Before and After School Program only.
- Pickering HS is the secondary feeder school.



Option B

Unnamed North Ajax French Immersion PS

(Proposes to include the west portion of Michaele Jean PS
and the north-west portion of Cadarackque PS FI boundary as identified on the map on next slide)



	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021**	October 2022	October 2023	October 2024
Unnamed North Ajax FI PS *	558			512	527	542	544
Utilization %				92%	94%	97%	97%
Portables (Actual & Projected)				0	0	0	0
Michaele Jean PS	553	822	810	501	520	532	544
Utilization %		149%	146%	91%	94%	96%	98%
Portables (Actual & Projected)		12	9	0	0	0	0
Cadarackque PS - RT		250	235	219	205	190	177
Cadarackque PS - FI		441	432	313	321	332	343
Cadarackque PS Total	570	691	667	532	526	522	520
Utilization %		121%	117%	93%	92%	92%	91%
Portables (Actual & Projected)		5	3	0	0	0	0

Note: Enrolment projections include growth from registered plans to date only.

*Based upon past school openings, it is projected that Unnamed North Ajax French Immersion PS could attract approximately 50 new students per year

**Grade 8's are included in the n enrolment numbers for Unnamed North Ajax French Immersion PS.

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Option B

Unnamed North Ajax FI PS Proposed Walkout

- This map, provided by Durham Student Transportation Services, identifies the proposed walkout zone (in red) for the Option B boundary.
- Students residing within Option B, but not within red walkout zone, are proposed to be transported to Unnamed North Ajax FI PS.


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Option B – Impacts

Unnamed North Ajax French Immersion PS

- Provides enrolment relief to Michaele Jean PS and Cadarackque PS.
- No portable projected at either school through to 2024.
- Most students in the immediate neighbourhood of Unnamed North Ajax FI PS are anticipated to be within walking distance (currently bussed).
- Potential for less congestion at Michaele Jean PS and Cadarackque PS on and off site.
- Unnamed North Ajax FI PS offers an Early Years Hub and Before and After School Program.
- Cadarackque PS offers a Childcare Centre and Before and After School Program.
- Michaele Jean PS offers a Before and After School Program only.
- Pickering HS is the secondary feeder school for both Michaele Jean PS and this area of Cadarackque PS.

*Other portions of Cadarackque PS (not included in Option B) feed into Pickering HS and Ajax HS.



Legacy Students

- When new schools open there is an option for existing Grade 7 students to allow them to remain at their current school, or to graduate their new neighbourhood school (Unnamed North Ajax French Immersion PS).
- The trend over the past few years, has been for Grade 7 students to move to the new school, rather than graduate at their current school.
- The option to move to the new school, or stay at their current school will be provided to all current Grade 7 students for their Grade 8 graduating year.
- Options A and B assumes that all current Grade 7 students will decide to attend Unnamed North Ajax French Immersion PS for their graduating year.



Options Reviewed But Not Recommended

- Staff reviewed additional Options that included a portion of French Immersion students from Maple Ridge PS (Option C) and Sir John A. Macdonald PS (Option D) to Unnamed North Ajax FI PS.
- Option C provides enrolment relief to Michaele Jean PS however, minimal relief is provided to Maple Ridge French Immersion PS program, by reducing the French Immersion enrolment by approximately 100 students. Portables continue to be required at Maple Ridge PS. This does not address the accommodation pressure at Maple Ridge PS.
- Option D provides enrolment relief to Michaele Jean PS however, proposing to redesignate students from Sir John A. Macdonald PS to Unnamed North Ajax French Immersion PS would greatly reduce the enrolment in the French Immersion program at Sir John A. Macdonald PS.



French Immersion Review

- It is acknowledged that through the French Immersion Review, there could be some adjustments to school programming that could impact Unnamed North Ajax French Immersion PS.

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Communication Plan

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

- SCC Executive Meeting
- Virtual PowerPoint presentation
- Email, Voicemail and Thoughtexchange
- A Report dated October 19, 2020 and a follow-up report dated November 2, 2020 is posted on the DDSB's website under <https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx>
- Final Report taking into consideration all community input presented January 18, 2021
- Newsletters available on the schools' website and available on DDSB's website under <https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx>



Opportunities for Input

- Email your questions/concerns to NorthAjaxFI@ddsb.ca
- Call and leave your questions/concerns at (289) 372-1009
- Provide input through the Thoughtexchange <https://my.thoughtexchange.com/719290727>

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Key Dates

November 3, 2020 to November 23, 2020

- Feedback will be collected by email, phone line and Thoughtexchange.

November 30, 2020

- A second PowerPoint presentation will be available summarizing and addressing the concerns gathered to date.

November 30, 2020 to December 14, 2020

- Staff will collect feedback through the dedicated email and phone line based upon the second PowerPoint presentation and/or additional feedback received.

January 18, 2021

- A recommendation report will be presented to Trustees summarizing all feedback collected and provide a recommended boundary, based upon the feedback, for Trustees consideration.



Conclusion

- Unnamed North Ajax French Immersion PS, located at 270 Williamson Drive West in Ajax, is scheduled to open September 2021.
- Two Recommended Boundary Options have been presented for community review and input.

SUCCESS

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WELL-BEING

We value how you feel.

LEADERSHIP

We value how you grow.

EQUITY

We value who you are.

ENGAGEMENT

We value your involvement.

INNOVATION

We value forward thinking.





Unnamed North Ajax French Immersion PS Boundary Review

PowerPoint Presentation #2
November 2020



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- INNOVATION**



Ignite Learning

Success

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

Well-Being

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

Leadership

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

Equity

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

Engagement

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

Innovation

Reimagine learning and teaching spaces through digital technologies and innovative resources.



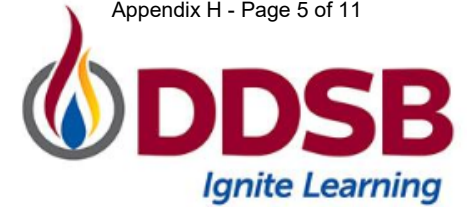
Overview

- Information reports on the proposed boundary for Unnamed North Ajax French Immersion PS were presented to Trustees at the October 19, 2020 Board Meeting, and the November 2, 2020 Standing Committee Meeting.
- The purpose of these reports was to commence the consultation process and gather community input on the proposed boundary options.
- The Board Reports, PowerPoint Presentation #1, School Newsletters and a Thoughtexchange were posted to the Board website, and accessible through the affected schools' websites.
- A summary of questions and concerns, from the feedback received November 3, 2020 to November 23, 2020 is provided on the following slides, along with staff responses.
- Staff will continue to collect feedback through the email NorthAjaxFI@ddsb.ca, phone line (289)372-1009 and Thoughtexchange <https://my.thoughtexchange.com/719290727> until December 14, 2020.
- All input will be summarized in the January 18, 2021 Recommendation Report to Trustees.



Enrolment Questions and Comments

- **Will the new Unnamed North Ajax FI PS have JK and SK classes?**
 - Currently, as outlined in the proposed boundary options, Unnamed North Ajax FI PS is scheduled to include a total of two classes for JK/SK (English programming) and Grade 1-8 (French Immersion).
- **Option A under-utilizes Unnamed North Ajax FI PS, while Option B provides for better utilization of Cadarackque PS, Michaele Jean PS and Unnamed North Ajax FI PS.**
 - Enrolment projections and utilizations for Option A and Option B are provided in the first PowerPoint Presentation.
- **The new Unnamed North Ajax FI PS will alleviate overcrowding and the need for portables at existing schools.**
 - No portables are currently projected at Unnamed North Ajax FI PS, Michaele Jean PS or Cadarackque PS through to 2024.



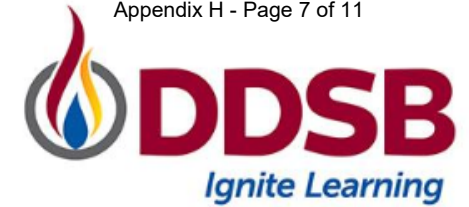
Staffing

Questions and Concerns

- **How will staffing be affected at Michaele Jean PS?**
 - With the opening of Unnamed North Ajax FI PS staff will be reduced at Michaele Jean PS.
 - There is a Board process for staffing that will follow established Board protocol.
- **French Immersion teachers seem to be in high demand. Will there be enough experienced French Immersion teachers available to teach at the new Unnamed North Ajax FI PS?**
 - A new school opens with an internal staffing process. Permanent staff apply during the internal transfer process. Generally most positions in the new school will be filled this way.
- **When will the Principal for Unnamed North Ajax FI PS be announced?**
 - The new Principal will be announced at a Board meeting in the Spring of 2021, as per Board Procedure.

Walking and Transportation Questions and Comments

- **Unnamed North Ajax FI PS will be closer to the immediate neighbourhood area so less time will be spent on school bus before/after school for French Immersion students.**
 - Most students in the immediate neighbourhood of Unnamed North Ajax FI PS are anticipated to be within walking distance (currently bussed).
 - Walking maps are provided in the first PowerPoint Presentation.
- **Will students in either option be required to cross major/high vehicle traffic road(s)?**
 - Durham Student Transportation Services (DSTS) will identify safe walking routes.
 - DSTS will discuss the location of crossing guards with the Town of Ajax (crossing guards are under the mandate of the Town) to accommodate safe travel for all students to their designated schools.
 - Walking maps are provided in the first PowerPoint Presentation.

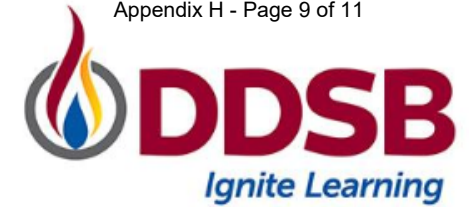


Walking and Transportation Questions and Comments Cont.

- Why weren't students currently attending Sir John A. Macdonald PS in Pickering, who have a long bus ride, considered in the boundary review?
 - Boundary changes and fluctuation in enrolment can shift ride times yearly when formulating routes. Durham Student Transportation Services (DSTS) operates with a maximum ride time where possible of 60 minutes one way where possible. Routing information is available mid-August each year.
 - The October 19, 2020 Information Report provided all boundaries considered in this review, including accommodating students from Sir John A. Macdonald PS (Option D), however this option was not recommended as a viable option by staff.

Legacy Questions

- **If a Grade 7 student remains enrolled in the current school can their siblings in lower grades in the same family remain there as well?**
 - Siblings in lower grades will attend the new school.
- **Would students entering into Grade 8 in September 2021 be required to start at a new school pending outcome of Option A or B?**
 - When a new school is opened there is an option for existing Grade 7 students, to move to the new school or remain at their current school for their graduating Grade 8 year. All those affected students will be provided with a questionnaire in the spring of 2021 asking them what they wish to do, move to the new school for Grade 8 or remain at their current school. The trend over the past few years has been for the Grade 7 students to move to the new school to complete Grade 8 and graduate.
 - Once a boundary is established for Unnamed North Ajax FI PS, parents of current Grade 7 students will be surveyed to confirm their school of choice for Grade 8.



School Funding and Culture Questions and Concerns

- **How will Michaele Jean PS's funding be affected by the opening of the new school?**
 - Schools receive funding based on enrolment. Since the enrolment will be reduced there will be a reduction in funding, however it will be marginal.
- **When Michaele Jean PS opened all students came from one school, Romeo Dallaire PS, and it was easier to establish a culture rather than having more than one school coming together.**
 - Depending on the Option approved there could be more than one school community coming together in the Unnamed North Ajax FI PS.
 - No matter how many school communities come together to make up the boundary of Unnamed Ajax FI PS, the Principal and staff will work together to form a school community culture at Unnamed North Ajax FI PS.

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EQUITY

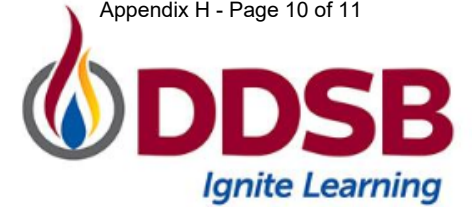
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Secondary School Feeder Comment

- The new Unnamed North Ajax FI PS will make the transition to Pickering HS easier for French Immersion students and keeping friends intact.
 - Pickering HS is the secondary feeder school for both Michaelle Jean PS and this area of Cadarackque PS.
 - Other portions of Cadarackque PS (not included in Option B) feed into Pickering HS and Ajax HS.

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Conclusion

- The information contained in this presentation, together with any additional feedback that is received, will be included in a final report to Trustees.
- Please continue to provide your input through email, phone line and Thoughtexchange noted below:
 - Email NorthAjaxFI@ddsb.ca
 - Phone Line (289) 372-1009
 - Thoughtexchange <https://my.thoughtexchange.com/719290727>
- Staff will continue to collect feedback until December 14, 2020.
- A recommendation report will be presented to Trustees at the January 18, 2021 Board Meeting. The report will summarize all feedback collected and provide a recommended boundary, based upon the feedback, for Trustee consideration.



Summary of Community Input Submitted by Email and Voicemail

Email #	Date/Time	Summary of Input/Feedback
1	October 28, 2020 10:03AM	I am sending my support for consideration of Option B as the proposed North Ajax French Immersion school boundary. My child is 2 years old and we would like them to attend this school for French Immersion when they are older. This new school would be a lot closer for us compared to Cadarackque PS. My other child was in French Immersion when they were younger but found the bus ride to Cadarackque PS to be too long (one of first stops on bus, and one of last drop offs) they would often fall asleep on the bus on the way to school and the way back from school. It was one of the reasons we decided to pull our child from the French Immersion program. Boundary Option B would be a big benefit to our family.
2	November 4, 2020 12:10PM	I want to vote for Option B.
3	November 4, 2020 4:49PM	I would like to submit my support for Option B.
4	November 6, 2020 2:40PM	I received an email regarding new school that will be opening up in September 2021 (French immersion) I really like Option B proposal. In fact I have 2 children that I would possibly enrol for September 2021. I do have a question. Will it start with JK till grade 8? I will have JK and grade 1 at that time.
5 (5 emails from same household/family as voice messages 2 & 3)	November 25, 2020 12:11PM, 12:23PM & 4:23PM November 26, 2020 12:49PM & 2:11PM	Received 5 emails from the same household/family - We are so disappointed in seeing the boundary areas. We live on the West side of Church Street, next to Pickering High School. Our home school is Eagle Ridge PS. Our children take a bus for 40 minutes to Pickering to go school. Have 3 children and want them to attend the new Unnamed North Ajax FI PS. We kindly request that this be reviewed again prior to making a decision.
6	December 1, 2020 12:58AM	I would prefer option A for the boundaries for the new French Immersion school
7	December 9, 2020 2:58PM	My child is currently studying at Sir John A. MacDonald PS. And we live at Rossland & Church. The new unnamed school is very close to my house compare to Sir John A. Macdonald PS. Could you kindly include our area within the boundary for the new school.

Summary of Community Input Submitted by Email and Voicemail Con't

Voicemail #	Date/Time	Summary of Input/Feedback
1	October 6, 2020 11:08AM	Prefer Option B because it includes more area. I have 2 children who I want to send to the school. Students would be in JK and Grade 1.
2 (2 voice messages from same household/family as email 5)	November 25, 2020 12:03PM & 12:08PM	Received 2 calls from the same household/family - I am so disappointed in seeing the boundary areas. We live on the West side of Church Street. Our home school is Eagle Ridge PS. My children take a bus for 40 minutes to Pickering to go school. Have 3 children and want them to attend the new Unnamed North Ajax FI PS.

Exchange Summary

Durham District School Board
December 15, 2020

Please share your thoughts, questions and/or concerns regarding the TWO boundary options proposed for the Unnamed North Ajax French Immersion PS, located at 270 Williamson Drive West, Ajax.



PARTICIPATION

Breakdown of Participation

130



38

Participants



31

Thoughts



256

Ratings



PARTICIPATION

Breakdown of Participation

131



Please indicate which DDSB School you (or your child/children) currently attend.

%		Answer
8%	(2)	N/A (no school age Children
0%	(0)	A school in a different Board
0%	(0)	Alexander G. Bell PS
38%	(10)	Cadarackque PS
4%	(1)	Eagle Ridge PS
0%	(0)	Lester B. Pearson PS
4%	(1)	Lincoln Alexander PS
19%	(5)	Michelle Jean PS
0%	(0)	Nottingham PS

%		Answer
0%	(0)	Terry fox PS
0%	(0)	Vimy Ridge PS
11%	(3)	Westney Heights PS
8%	(2)	Another DDSB school in Ajax
0%	(0)	DDSB school in Brock, Uxbridge or Scugog
8%	(2)	DDSB school in Pickering
0%	(0)	DDSB school in Oshawa
0%	(0)	DDSB school in Whitby



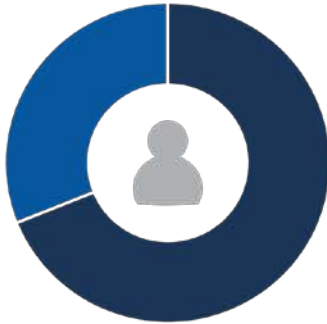
PARTICIPATION

Breakdown of Participation

132



Are you (or your child/children) currently enrolled in a DDSB French Immersion program?



%	Person Icon	Answer
69%	(18)	Yes
31%	(8)	No
0%	(0)	N/A
0%	(0)	Choose not to answer



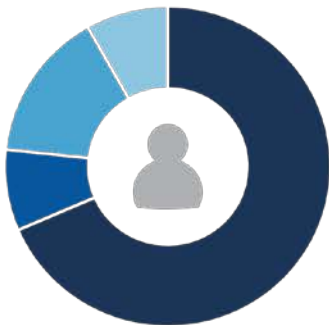
PARTICIPATION

Breakdown of Participation

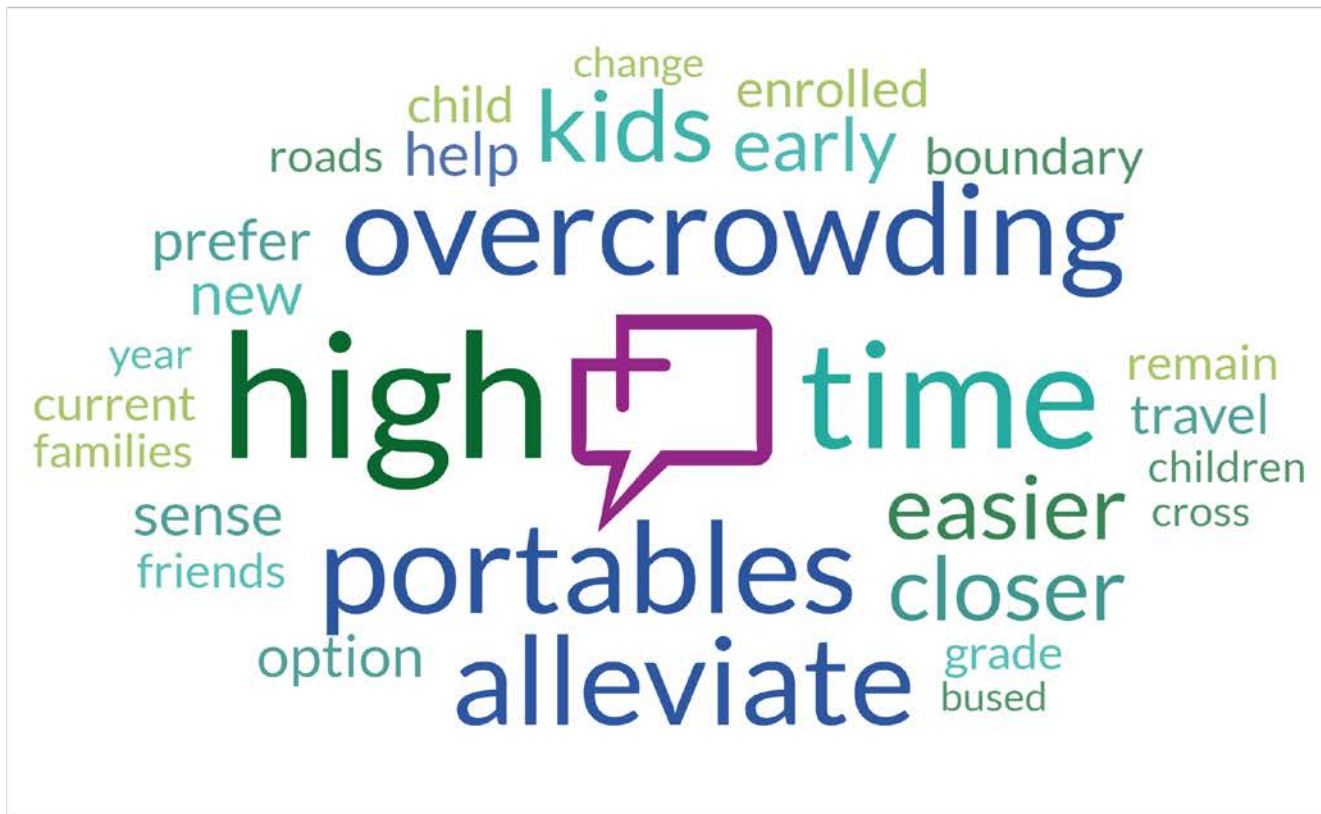
133



Are you (or your child/children) planning on enrolling in the DDSB French Immersion program in the foreseeable future?



%	人	Answer
69%	(18)	■ Yes
8%	(2)	■ No
15%	(4)	■ N/A
8%	(2)	■ Choose not to answer















THOUGHTS

Key Thoughts

135



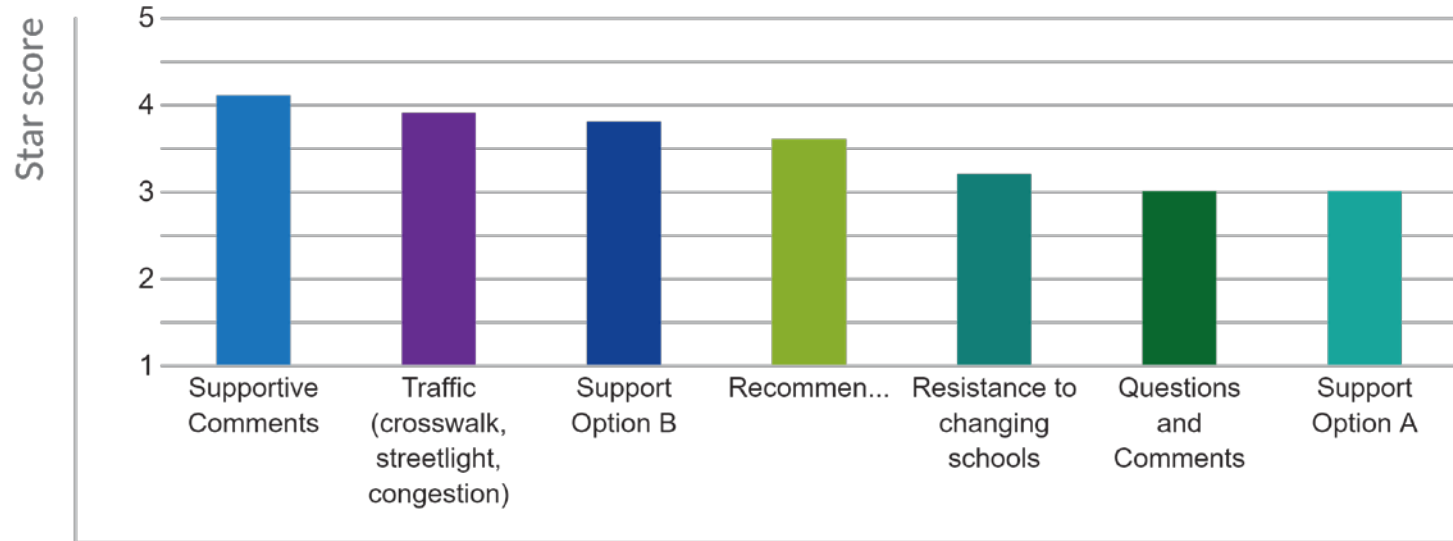
- Unnamed school will be closer to home** Less time spent on school busses before/after school for FI kids 4.2  (14 )
Ranked #1 of 25
- Classroom Availability vs Portables** New school will alleviate overcrowding and the need for portables at existing schools. 4.0  (15 )
Ranked #2 of 25
- Unnamed school will make transition to PHS easier** FI Students going to Pickering High School would have larger friend/social group as they would all be within Pickering HS boundary 4.0  (15 )
Ranked #3 of 25
- Will there be enough experienced FI teachers available to teach at the unnamed school?** FI teachers seem to be in high demand, are there enough FI teachers 4.0  (14 )
Ranked #4 of 25
- Rossland has high speed traffic** This is dangerous to students who may be walking to/from the neighbourhood south of Rossland 3.8  (5 )
Ranked #5 of 25



BOUNDARY NORTH AJAX FI PS

Top Themes

136





THEMES

Supportive Comments

137



- Unnamed school will be closer to home** Less time spent on school busses before/after school for FI kids 4.2 ★★★★★ (14 👤)
- Classroom Availability vs Portables** New school will alleviate overcrowding and the need for portables at existing schools. 4.0 ★★★★★ (15 👤)
- Unnamed school will make transition to PHS easier** FI Students going to Pickering High School would have larger friend/social group as they would all be within Pickering HS boundary 4.0 ★★★★★ (15 👤)
- Much easier in emergencies or sick** We are able to get to our children quicker when unexpected situations arise. 3.1 ★★★★★ (7 👤)

Summary of Community Input Submitted by Thoughtexchange

Summary of Input/Feedback
Preference for Option A
I prefer boundary Option A. It avoids children within walking distance of the school from having to cross major/high vehicle traffic road(s).
Preference for Option B
I prefer Option B.
Option B – I would enrol my child.
Option B appears to be the better option. Having the boundary line west of Westney Road means that children are not having to cross a very busy road (or having to deal with Kingston Road).
Option B seems like the best option. It allows more kids in the area to go to a closer school rather than have to travel across Ajax.
Preference for Option B. This is a more logical option since it's less travel time for students that are just south of the school. Makes more sense than sending them to Cadarackque PS.
I believe Option B will allow the new unnamed school to positively affect 2 other schools instead of 1. Instead of using option 1 which does not help alleviate the overcrowding of Cadarackque PS as well.
Option A alleviates crowding at one school only. With such an investment it makes more sense to help two schools rather than just one.
Option B allows Cadarackque to educate students indoors. Cadarackque PS currently has too many portables. In winter students have to go outside just to use the bathroom.
Option B: Good for utilization of Cadarackque, Michaelle Jean, Unnamed school will be all in 90%+. Option A under-utilizes the Unnamed school.
Option B: Good for student commute. Cadarackque PS is not close to a lot of students west of Westney Road / south of Rossland Road. Commuting to new school would be easier.
Other Options
Reconsider Option C and expand the boundary area. Taking on 100 Maple Ridge students to address capacity is better relief than nothing at all. New school is closer for north Pickering FI students.
Enrolment
Classroom Availability vs Portables. New school will alleviate overcrowding and the need for portables at existing schools.
Keeping school size in the proposed limits otherwise we end up with a over populated school situation again. When they opened Michaelle Jean PS to relieve pressure from Romeo Dallaire PS, Michaelle Jean's population grew.
What about Sir John A. Macdonald PS? It's a huge catchment area that needs to be reduced. This catchment is too big and students need to travel very far, even as far as crossing the 401.
Staffing
Will there be enough experienced FI teachers available to teach at the unnamed school? FI teachers seem to be in high demand, are there enough FI teachers?

Summary of Community Input Submitted by Thoughtexchange Con't

Summary of Input/Feedback
Walking and Transportation
Unnamed school will be closer to home. Less time spent on school busses before/after school for FI kids.
Why are the boundaries so small? My children are being bused to Pickering which is a 45 minute ride.
My child rides the bus for just over half an hour every day there and back. This is adding on an extra hour to their school day, they need a break from all the sitting and to get moving, such as walking home from school.
Rossland Road has high speed traffic. This is dangerous to students who may be walking to/from the neighbourhood south of Rossland Road.
Start/Bell Time
Keep the same school hours as Cadarackque PS students and parents are accustomed to the early start and end times. Maintain the early start/end times at the new school.
Mitigate traffic congestion in the neighborhood from Vimy Ridge PS by having early starts school day should start at new FI school at 8am (like Cadarackque PS) or 805am (like Michaelle Jean PS).
Legacy
If families decide to keep the Grade 7 student at the present school, can the kids in lower grades in the same family remain there as well?
Would students entering Grade 8 in September 2021 be required to start at a new school pending outcome of Option A or Option B? My child has an amazing group of core friends that they have had for years. The thought of them being separated because of catchment area is sad.
Starting at a new school in Grade 8. Terrible last year of elementary school as the kids have well established friends from throughout their elementary FI years.
Existing students should not be forced to change schools. Students enrolled at Michaelle Jean PS should be given the option to continue with transportation included. A school change provides significant disruption for families.
Is it possible to 'grandfather' students who have already started FI at their current schools and slowly add FI Grade 1 students to the new school every year? The current Grade 1 students have had so much change in this COVID year, it's just one more change on their over burdened shoulders.
Secondary School
Unnamed school will make transition to Pickering HS easier. FI students going to Pickering HS would have a larger friend/social group as they would all be within Pickering HS boundary.
Prefer Option B which allows for all students to attend Pickering HS for secondary. Only 10 French immersion Cadarackque PS students, west of Ravenscroft, are in grade 8 went to Pickering HS out of the two classes. The remaining students attended Ajax HS.
Convenience
Much easier in emergencies or sick. We are able to get to our children quicker when unexpected situations arise.
We live a few blocks away.



Cadarakque School Community Council

To: Durham District School Board %

January 8, 2021

Jessica Peake (Accommodation Coordinator and Senior Planner)

On behalf of the Cadarakque PS community and the SCC we would like to let the school board, committee members and all councilors involved in the drafting of the new school boundaries know that we as a school community vote for option "A" of the proposed boundary of the unnamed North Ajax French Immersion PS.

It is our strong belief that Option B would have a profound impact upon our school community both from a financial and emotional perspective.

Community is of extreme importance to us at Cadarakque and based on the number of families that stand to be directly impacting from this proposal we truly believe we have no other choice but to vote for option "A".

We would also like to point out that we feel extremely disappointed in the fact our school community has not been properly consulted with this boundary proposal with the exception of the SCC. It has been voiced to the SCC by impacted families that they feel they have not been given adequate opportunity to have their personal concerns heard by the school board. As well as to mention that many families are unaware of the new school opening this coming fall and with COVID-19 and dealing with this global pandemic we feel consideration to the mental and emotional wellbeing of impacted families has not been thoroughly demonstrated by the board surrounding this matter.

As a result of the above feedback, we are planning to engage our school community and hope to have you include the results of this engagement for your consideration prior to making a final judgement on the option that you will move forward with.

We Thank you for your time and appreciate that we are all looking for the same results, quality education for all students.

Sincerely,
Cadarakque School Community Council

REPORT TO: Durham District School Board **DATE:** January 18, 2021

SUBJECT: Unnamed North Whitby PS **PAGE NO.** 1 of 14
Town of Whitby
Boundary Recommendation Report

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services
Georgette Davis, Superintendent of Education
Margaret Lazarus, Superintendent of Education
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 for Unnamed North Whitby PS boundaries, effective September 2021. Provided as Appendix A, is a map outlining the recommended boundaries for Unnamed North Whitby PS.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Provide safe, inclusive and respectful learning environments, which support positive academic, mental and physical growth.

Engagement – *Engage students, parents and community members to improve student outcomes and build public confidences.*

- Provide platforms including Thoughtexchange, email and voicemail for parents, guardians and community stakeholders to provide input to express their concerns and questions regarding the Unnamed North Whitby PS Boundary Review.

3. Background

The Unnamed North Whitby PS received approval and funding for the construction of the school as one of the Board's 2017 Business Case submissions to the Ministry of Education.

A report, entitled "Unnamed North Whitby (Samandria Avenue/Lazio Street) Boundary Consultation Process, Town of Whitby" (Report) was presented to Trustees, on October 19, 2020, to commence the boundary and community consultation process. Board Regulation: School Boundaries outlines the process for gathering community input regarding the proposed boundaries.

In the October 19, 2020 Unnamed North Whitby PS Boundary Consultation Process Report, staff reviewed three boundary options for Unnamed North Whitby PS. The first recommended option, Option A, included students currently accommodated at Robert Munsch PS and Dr. Robert

Thornton PS, provided as Appendix B. A second recommended option for community consultation, referred to as Option B, included students currently accommodated at Robert Munsch PS and Dr. Robert Thornton PS as well as some students from Sir Samuel Steele PS's boundary, provided as Appendix C. Details regarding the two staff recommended options identified for community consultation are provided in Section 3.2 below. A newsletter dated October 20, 2020, provided as Appendix E, was sent to affected school communities to notify them of the community consultation for the boundary review. A second newsletter, dated November 25, 2020, provided as Appendix F, was sent out notifying the school communities of an extension to the consultation timelines.

A third boundary option was reviewed by staff, referred to as Option C, which included students from the current boundaries of Robert Munsch PS, Dr. Robert Thornton PS and a larger portion of Sir Samuel Steele PS's boundary. Option C was not identified as a recommended boundary option for community consultation since it would result in increased transportation times for students attending Sir Samuel Steele PS in the neighbourhood at the north-west corner of Taunton Road and Garrard Road. In addition, the enrolment relocated from Sir Samuel Steele PS to Unnamed North Whitby PS would result in vacant classrooms and a declining enrolment for Sir Samuel Steele PS.

3.1 Overview of the Schools

Unnamed North Whitby PS is scheduled to open September 2021. The school will include 23 classrooms and a 4 room Child Care (infant, toddler and two preschool rooms). The school will have a Ministry Capacity of 490 pupil places.

The Unnamed North Whitby PS proposed boundaries, for community consultation, are comprised of portions of the following schools' boundaries.

3.1.1 Robert Munsch PS

Robert Munsch PS, located at 20 Norista Street, Whitby opened September 2009. The school opened in the early phases of the neighbourhood with a JK – Grade 8 enrolment of 427 students. The neighbourhood, primarily made up of new housing, developed around the school and resulted in the current larger boundary as outlined in Appendix D.

The current enrolment projections for Robert Munsch PS **WITHOUT** the opening of Unnamed North Whitby PS are provided in Table 1.

Table 1

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Robert Munsch PS	559	702	655	626	598	565	525
Utilization %		125.58%	117.17%	111.99%	106.98%	101.07%	93.92%
Portables (Actual & Projected)		5	4	3	2	1	0

3.1.2 Dr. Robert Thornton PS

Dr. Robert Thornton PS, located at 101 Hazelwood Drive, Whitby opened in 1955, having had various additions through to 1998. The school accommodates a mature neighbourhood and has had space to accommodate the growth from development including lands within Unnamed North Whitby PS's proposed boundary, as outlined in Appendix D. The current enrolment projections for Dr. Robert Thornton PS **WITHOUT** the opening of Unnamed North Whitby PS are provided in Table 2.

Table 2

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Dr. Robert Thornton PS	420	333	336	328	325	333	326
Utilization %		79.29%	80.00%	78.10%	77.38%	79.29%	77.62%
Portables (Actual & Projected)		0	0	0	0	0	0

3.1.3 Sir Samuel Steele PS

Sir Samuel Steele PS, located at 55 Bakerville Street, Whitby is a 20 year old facility, with modern amenities. The school accommodates a variety of housing types. The school has maintained a consistent enrolment for many years. The location of Sir Samuel Steele PS is identified in the map in Appendix D.

The current enrolment projections for Sir Samuel Steele PS **WITHOUT** the opening of Unnamed North Whitby PS are provided in Table 3.

Table 3

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Sir Samuel Steele PS	469	497	494	472	458	449	442
Utilization %		105.97%	105.33%	100.64%	97.65%	95.74%	94.24%
Portables (Actual & Projected)		1	1	1	0	0	0

3.2 Unnamed North Whitby PS Staff Recommended Options for Community Consultation

As previously outlined in Section 3, the October 19, 2020 Report, that commenced the community consultation process recommended two boundary options for Unnamed North Whitby PS for community consultation.

3.2.1 Boundary Option A

Boundary Option A encompasses the holding areas that attend Robert Munsch PS and Dr. Robert Thornton PS, as provided in Appendix B.

Table 4 below shows the projections for Unnamed North Whitby PS with the inclusion of the holding areas from Robert Munsch PS and Dr. Robert Thornton PS; and those same holding areas taken from Robert Munsch PS and Dr. Robert Thornton PS and the resulting projections for those schools.

Table 4

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Unnamed North Whitby PS*	490			332	320	320	323
Utilization %				67.76%	65.31%	65.31%	65.92%
Portables (Actual & Projected)				0	0	0	0
Robert Munsch PS	559	702	655	388	373	336	295
Utilization %		125.58%	117.17%	69.41%	66.73%	60.11%	52.77%
Portables (Actual & Projected)		5	2	0	0	0	0
Dr. Robert Thornton PS	420	333	336	274	270	282	273
Utilization %		79.29%	80.00%	65.24%	64.29%	67.14%	65.00%
Portables (Actual & Projected)		0	0	0	0	0	0

*Enrolment includes 40 students from other sources and assumes Grade 8's attend in 2021.

3.2.2 Boundary Option B

Boundary Option B encompasses the area from Option A as well as a small portion of Sir Samuel Steele PS's boundary, on the east side of Thickson Road, north of Taunton Road, identified in blue on the map attached as Appendix C.

Table 5 below shows the projections for Unnamed North Whitby PS with the inclusion of the holding areas from Robert Munsch PS, Dr. Robert Thornton PS and the small portion of Sir Samuel Steele PS; and those same holding areas taken from Robert Munsch PS, Dr. Robert

Thornton PS as well as the area from Sir Samuel Steel PS and the resulting projections for those schools.

Table 5

	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Unnamed North Whitby PS*	490			359	347	347	351
Utilization %				73.27%	70.82%	70.82%	71.63%
Portables (Actual & Projected)				0	0	0	0
Robert Munsch PS	559	702	655	388	376	336	295
Utilization %		125.58%	117.17%	69.41%	67.26%	60.11%	52.77%
Portables (Actual & Projected)		5	2	0	0	0	0
Dr. Robert Thornton PS	420	333	336	274	270	282	273
Utilization %		79.29%	80.00%	65.24%	64.29%	67.14%	65.00%
Portables (Actual & Projected)		0	0	0	0	0	0
Sir Samuel Steele PS	469	497	494	445	431	422	414
Utilization %		105.97%	105.33%	94.88%	91.90%	89.98%	88.27%
Portables (Actual & Projected)		1	1	0	0	0	0

*Enrolment includes 40 students from other sources and assumes Grade 8's attend in 2021.

Option B was provided for community consideration based on the location and proximity of the neighbourhood to the Unnamed North Whitby PS. Additionally the Sir Samuel Steele PS portion included in this boundary option is close to the area just north, currently accommodated at Dr. Robert Thornton PS and proposed to attend Unnamed North Whitby PS in both staff recommended options for community consultation.

The addition of this small portion of the Sir Samuel Steele PS boundary to the Unnamed North Whitby PS does not greatly impact the overall enrolment at Unnamed North Whitby PS, however, considering that currently Sir Samuel Steele PS does not have development in its horizon, it may impact future enrolment at Sir Samuel Steele PS.

3.2.3 Option A and Option B – Additional Details

Both Option A and Option B include some consistent assumptions and processes for consideration.

- a) Unnamed North Whitby PS will provide space to allow current holding schools (Robert Munsch PS and Dr. Robert Thornton PS) to accommodate growth from within their own boundaries and other growth area in Whitby.
- b) Based upon previous new DDSB openings, a new facility attracts students from other sources including other publicly funded schools and private schools. Based upon past new school openings, it is projected that Unnamed North Whitby PS might attract approximately 40 new students. As a result, these number have need included within Unnamed North Whitby PS' enrolment projections.
- c) Future development is anticipated from the lands north of the existing built up area north of the new school to just south of Highway 407. This area is part of the Brooklin Secondary Expansion Plan and is proposed to accommodate approximately 2,000 residential units with an estimated student yield of 875 students. Staff expect this growth to commence in the next 5 years pending the economic stability and its impact on real estate. Within these expansion lands, the Durham District School Board has an elementary school site designated. The future development area is included in both Option A and Option B.
- d) When new schools open, there is the option for the Grade 7 students to remain at their current (holding) school, or to graduate at their new neighbourhood school (Unnamed North Whitby PS). The trend, over the last few years, has been for the Grade 7 students to move to the new school, rather than graduate at their current (holding) school. The option to move to the new school, or stay at their current school, will be provided to all current Grade 7 students for their Grade 8 graduating year.

Based on current trends, the information provided in all options assumes that all current Grade 7 students will decide to attend the Unnamed North Whitby PS for their graduating year.

4. Analysis

Board Regulation: School Boundaries outlines the parameters used for creating new and revising current school boundaries. School Boundaries Regulation includes a consultation process to receive various levels of consultation and feedback. In keeping with the current social protocols, all information was available on the Board website, the affected school's websites, and social media platforms; presentations and meetings were virtual.

4.1 Consultation Process

Following Board Regulation: School Boundaries, staff discussed the proposal with Whitby Trustees and Durham Student Transportation Services (DSTS) staff.

Virtual Public Consultations in the form of PowerPoint presentations were available on the Board's website from October 20, 2020 until December 14, 2020. The initial PowerPoint presentation provided as Appendix G, was posted to the DDSB website on October 20, 2020 and was accessible to the community, including parent/guardians of students to be affected by the proposal. The PowerPoint presentation was narrated and provided information from the October 19, 2020 Board report that commenced the Boundary Consultation process.

On October 20, 2020, the Thoughtexchange was available on the Board website. Participants were able to express their comments/concerns on the boundary options presented for the Unnamed North Whitby PS. The Thoughtexchange was initially available for feedback until November 9, 2020. The Thoughtexchange was reopened to allow community to provide additional input until December 14, 2020.

On November 9, 2020 Superintendent Lazarus and Planning staff met virtually with the School Community Council (SCC) Executive of Robert Munsch PS to outline the proposal and gather input. On November 16, 2020 Superintendent Davis and Planning staff met virtually with the SCC Executive of Dr. Robert Thornton PS to outline the proposal and gather input. On November 26, 2020 Superintendent Davis and Planning staff met virtually with the SCC Executive of Sir Samuel Steele PS to outline the proposal and gather input.

On November 16, 2020 a second PowerPoint presentation was posted to the DDSB website providing a summary of questions and concerns from the community to date, along with staff responses, provided as Appendix H. Questions and concerns raised at the SCC Executive Meetings are summarized as part of PowerPoint presentation #2.

4.2 Community Input

Public feedback was collected through various avenues including: A Thoughtexchange, dedicated email and voicemail.

4.2.1 Email and Voicemail Input

Table 6 provides a summary of families who provided input via email and voicemail. Input is sorted by family, therefore if more than one family member provided input they are grouped together and counted as one. It is also important to take note that if an individual provided more than one email/voicemail their input was gathered, summarized and identified as one input. This is consistent with past practice.

Table 6

	Input Received by Feeder School				Total
	Dr. Robert Thornton PS	Robert Munsch PS	Sir Samuel Steele PS	Unknown Source / Other Schools	
Email		1	3		4
Voicemail				1	1
Total	0	1	3	1	5

Based upon October 2020 data there were 588 students at Robert Munsch PS, of those, 198 were within the area of consideration to attend the Unnamed North Whitby PS, one email was received from the Robert Munsch PS community. From the October 2020 enrolment data, there were 323 students attending Dr. Robert Thornton PS, with 50 living in the area of consideration to attend the Unnamed North Whitby PS, from this community, no email or voicemail activity was received. Finally, the October 2020 enrolment data indicated 464 students enrolled at Sir Samuel Steele PS with 23 students living in the area under consideration for Option B, and an additional 33 students living in the area under consideration for Option C, from this community three emails were received.

During the time collection of feedback was occurring, one voicemail was received, no school affiliation was indicated.

A detailed summary of all input received through email and voicemail is provided as Appendix I and Thoughtexchange input is provided as Appendix J.

4.2.2 Thoughtexchange Input

In addition to email and voicemail, a means for community to provide their input regarding the two boundary options, a Thoughtexchange was launched in order to collect additional community feedback and data.

A Thoughtexchange enables discovery of different perspectives regarding the boundary options presented to the community that would be affected by the new boundary for the Unnamed North Whitby PS. The schools affected by the proposed boundary options include Robert Munsch PS, Dr. Robert Thornton PS and Sir Samuel Steele PS. Participants were presented with the Thoughtexchange details and then asked four questions regarding the two boundary options. A PowerPoint presentation summarizing the Thoughtexchange details is provided as Appendix K.

There were 100 participants in the Thoughtexchange, these participants provided 45 thoughts. It is important to note there is no way to monitor who participates, or how many times an individual provides input into the Thoughtexchange.

Some of the 'Key Thoughts' identified in the Thoughtexchange included:

- a) Need for a crosswalk to be installed at Promenade and Anderson.
- b) Traffic and speeding a concern and lights may be required at Solmar Avenue and Anderson Street.
- c) Happy a new school is opening.

Of those who participated in the Thoughtexchange, 43% preferred Option A, while 9% preferred Option B, 35% had no preference (considering either option to be acceptable) and 10% were unsure of which option they preferred.

4.2.3 Community Concerns Identified in Email and Voicemail and Thoughtexchange

a) Traffic and Safety

- Crosswalk may need to be installed at Promenade and Anderson – increased pedestrian traffic is likely at this intersection. *(1 comment)*
- Traffic is a concern for the neighbourhood - may require a light at Solmar Avenue. Many cars speed in the area. *(2 comments)*

b) Communication

- What is the plan to communicate and meet the teachers and administration prior to the school opening? *(1 comment)*
- I hope there will be an opportunity for community input on the name of this new school. *(1 comment)*
- I would love for more communication from the trustee and admin (before) rather than later. *(1 comment)*

c) Enrolment

- Limited potential for further development in Sir Samuel Steele PS boundary. *(1 comment)*
- Concern with amount of students projected from three schools into new school. *(2 comments)*
- Boundary should go to Brock Street to relieve more of Robert Munsch PS. *(2 comments)*
- There is a lot of space in the new boundaries that is not developed yet. *(1 comment)*

d) Legacy - Prefer for children to remain at current school for Grade 8

- Children will be in final year next year would like to graduate with peers *(2 comments)*

e) Child care

- Will new school have Child Care? *(1 comment)*

f) Children want to remain at current school.

- Children have been at the same school since they started school and do not want to change, they miss their friends and teachers. *(2 comments)*
- Do not want change. *(1 comment)*
- Relationships have been built with staff and students. *(2 comments)*

- Children already had their lives turned upside down with covid. *(1 comment)*
- This type of transition will be very difficult for children that have anxiety. *(1 comment)*
- Students are settled in current school, change will cause psychological impacts. *(1 comment)*
- Children don't want to move. *(1 comment)*

g) Boundary Preference

- Would like the boundary to be Option A. *(1 comment)*
- Population growth Option A is preferable. *(1 comment)*
- Boundary Option B provides a more cohesive division of the neighbourhood. *(1 comment)*
- Option B is more natural choice as it encompasses the full neighbourhood. *(1 comment)*
- No reason for rezoning two subdivisions. *(1 comment)*
- Glad east side of Baldwin is remaining at Robert Munsch PS. *(1 comment)*
- Option A provides relief to Robert Munsch PS and Dr. Robert Thornton PS. *(2 comments)*
- Neighbourhood east of Thicksen Road – Gateway Court (Option B) kids will be most impacted by decision since they won't know kids at new school. *(1 comment)*

h) Parking

- Is there a parking plan in place? *(2 comments)*

i) Bussing and transportation

- There are no bus issues at Sir Samuel Steele PS. *(1 comment)*
- Commute to school without bussing, is going to be hard for working parents. *(1 comment)*
- Son is bussed to current school and will have difficulty walking to new school; he needs bussing because of medical issue. *(1 comment)*

j) General Comments

- Opening a new school is exciting. *(1 comment)*
- I think it will be a good start. *(1 comment)*
- Change is difficult . . .but also very good for the kids in the long run. *(1 comment)*
- Happy a new school is opening. *(2 comments)*
- Great location. *(1 comment)*
- Sir Samuel Steele PS rating is good, not sure what it will be at new school. *(1 comment)*
- With growth in population, new school will be good. *(1 comment)*

4.2.4 Analysis of Community Concerns Identified in Email, Voicemail and Thoughtexchange

a) Traffic and Safety

Anderson Street is a municipal roadway and as such is under the mandate of The Town of Whitby regarding crosswalk installation, traffic signalization and traffic calming measures to regulate traffic volume and speed. The Town of Whitby transportation department staff has been made aware of community concerns regarding traffic and speed along Anderson Street.

b) Communication

The School Naming procedure will be initiated by the Superintendent in the Spring of 2021. Information regarding this process will be available on the Board website and communicated out through various means.

The new Principal, who will take the lead on communication to the school community will be announced at a Board meeting in the Spring of 2021, as per Board procedure.

Whitby Trustees and Senior Administration have been kept informed of input received. A summary of all input is provided as Appendix I and J of this report.

c) Enrolment

There are 23 students from Sir Samuel Steele PS boundary that are included in Option B. To remove these students from the boundary will have an impact, though it will be minimal.

Robert Munsch PS is provided needed relief as identified in Option A and B. Future enrolment growth north of Unnamed North Whitby PS will be monitored and as this area continues to develop, additional holding schools will be identified to accommodate the future growth. There is an elementary school designated in these future development lands, that if justified and funded into the future, will accommodate a portion of these students.

d) Legacy

Once a Boundary Option is approved, students who are currently in Grade 7, and will be in their Grade 8 year in 2021-2022, will be given the option, by questionnaire, whether they wish to remain at their current school to complete Grade 8 and graduate, or move, to the new school to graduate; the remainder of the students within the approved boundary for Unnamed North Whitby PS will move to the new school.

e) Child Care

A full Child Care facility will be available at the new school. The service provider will be P.R.Y.D.E. Daycare and the contact information is 905-430-2774 or info@prydclc.ca.

f) Children want to remain at current school

When the boundary is approved for Unnamed North Whitby PS, all students residing within the approved boundary will transition to the new school effective September 2021. If current Grade 7 students decide to remain at their current schools, they will be eligible to remain for their Grade 8 year.

g) Boundary Preferences

- 23 participants preferred boundary Option A
- 11 participants preferred boundary Option B

h) Parking

Following municipal requirements, new schools are designed with parking to accommodate the staff along with visitors. The parking lots are designed to accommodate busses and a kiss n' ride. It is assumed that students eligible for the bus will be on the bus and those within walking distance will walk to school, and parent drop-off/pick-up is minimized.

i) Bussing and Transportation

DSTS has provided maps which have been included in PowerPoint presentation #1. These maps indicate areas from which students will be eligible for bussing to the new school. If special accommodations are required for students, these can be made by contacting the Family of Schools Superintendent.

As per DSTS Regulations, students are required to walk up to 1.6 kilometers to attend their designated home school.

j) General comments

As with anything new, uncertainty comes with change. This new school will give relief to schools where growth is anticipated and provide new learning space for students to grow and thrive within their own neighbourhood.

Transition plans will be developed to assist students with the changes.

5. Financial Implications

There is an anticipated savings in transportation given that all students within the boundary have been transported to their designated school; however, will now be attending a school within their neighbourhood.

6. Evidence of impact

Establishing boundaries to accommodate students in their neighbourhood school, resulting in reduced transportation at schools currently holding students (Robert Munsch PS and a portion of Dr. Robert Thornton PS).

7. Communication Plan

There have been a number of opportunities to provide and receive communication:

- October 19, 2020 Board Report to commence the consultation process*
- Virtual PowerPoint presentations*
- Email, Voicemail and Thoughtexchange*
- Virtual SCC Executive Meetings

- Opportunities for input were promoted through Newsletters sent to affected school communities, through a banner of the affected schools' websites and through DDSB Twitter and Instagram
 - A summary of community input is available in Appendix I and J of this report
- *Available on the DDSB's website under 'About DDSB, School Properties, Boundary & Program Review'.

8. Conclusion

The Unnamed North Whitby PS received Ministry of Education approval for construction as one of the Board's 2017 Business Case submissions.

A report to Trustees at the October 19, 2020 Board meeting, commenced the boundary process and community consultation process.

The new school, scheduled to be open September 2021, will be located on the south east corner of Samandria Avenue and Lazio Street at 51 Lazio Street in Whitby, as identified on Appendix A.

In order to provide information and gather feedback, the boundary process was a virtual public consultation in the form of two PowerPoint presentations. The report to Trustees, presentations and newsletters are available on the Board's website, accessible to the community, including parents/guardians of students to be affected by the proposal. There was also the opportunity for the community to provide input through various avenues including: a Thoughtexchange, dedicated email and voicemail.

In conclusion, it is staff's recommendation that Option A be established as the boundary for Unnamed North Whitby PS. Within this boundary, most of the students who would attend the new school would be within walking distance. Students attending the new school currently attend Dr. Robert Thornton PS and Robert Munsch PS. Students are currently bussed to both locations that they currently attend.

Input received from the majority of participants from the Sir Samuel Steele PS community was that they preferred to remain included in the Sir Samuel Steele PS boundary rather than attend Unnamed North Whitby PS. Additionally Sir Samuel Steele PS is not, and is not projected to be under enrolment pressure, so removing students is not necessary, especially given the communities desire to remain at Sir Samuel Steele PS.

9. Recommendation

That the Durham District School Board approve Option A as the approved boundaries for Unnamed North Whitby PS, effective September 2021. Provided as Appendix A, is a map outlining the boundary for Unnamed North Whitby PS.

10. Appendices

Appendix A – Recommended Boundaries for Unnamed North Whitby PS

Appendix B – Option A Map

Appendix C – Option B Map

Appendix D - Schools Location Map (Robert Munsch PS, Dr. Robert Thornton PS and Sir Samuel Steele PS)

Appendix E – Newsletter #1

Appendix F – Newsletter #2

Appendix G – PowerPoint #1

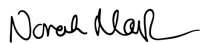
Appendix H – PowerPoint #2

Appendix I – Input – Email and voicemail

Appendix J – Input – Thoughtexchange

Appendix K – Thoughtexchange PowerPoint

Report reviewed and submitted by:



Norah Marsh, Director of Education



David Wright, Associate Director of Corporate Services



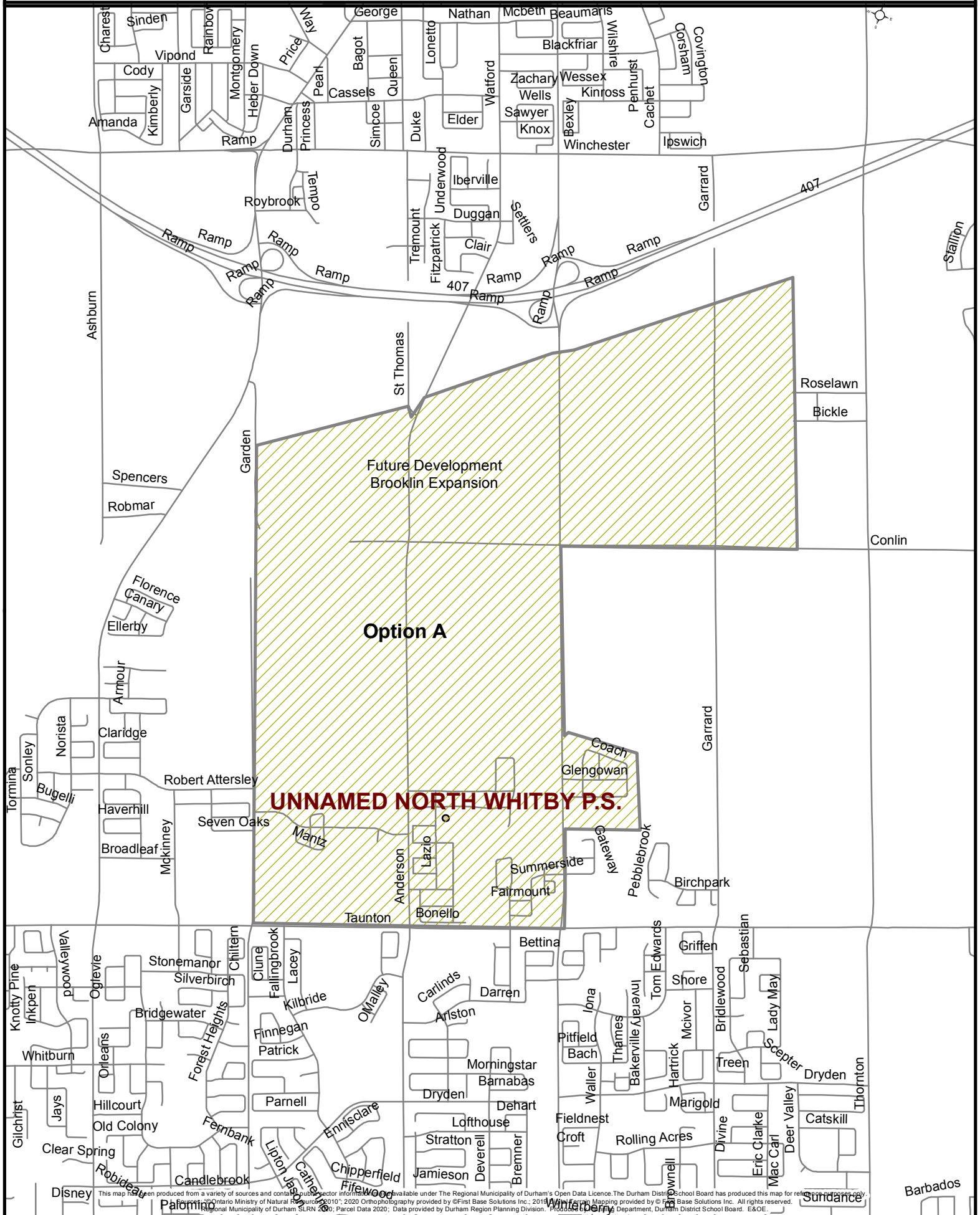
Georgette Davis, Superintendent of Education



Margaret Lazarus, Superintendent of Education



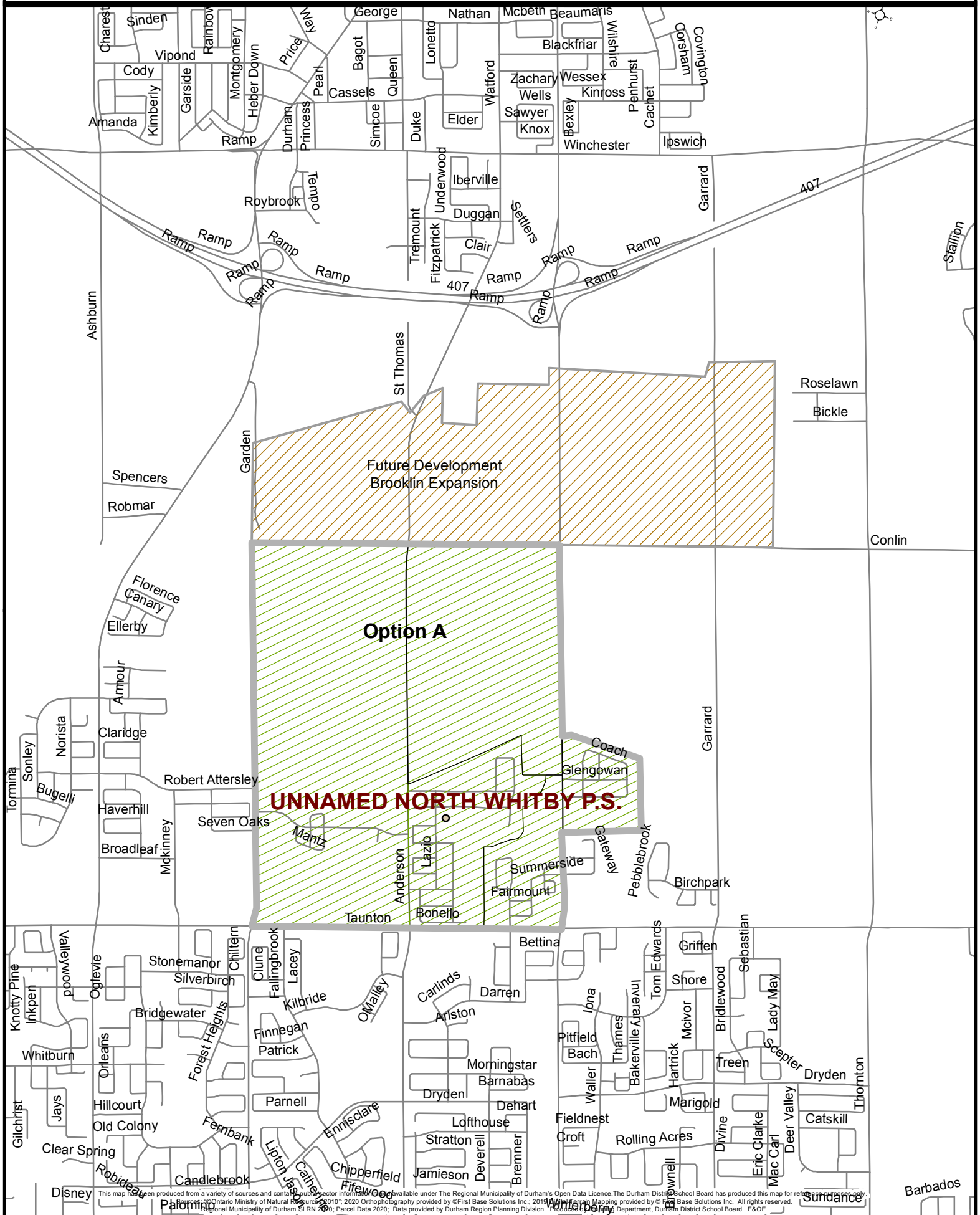
155 Recommended Boundary Unnamed North Whitby PS



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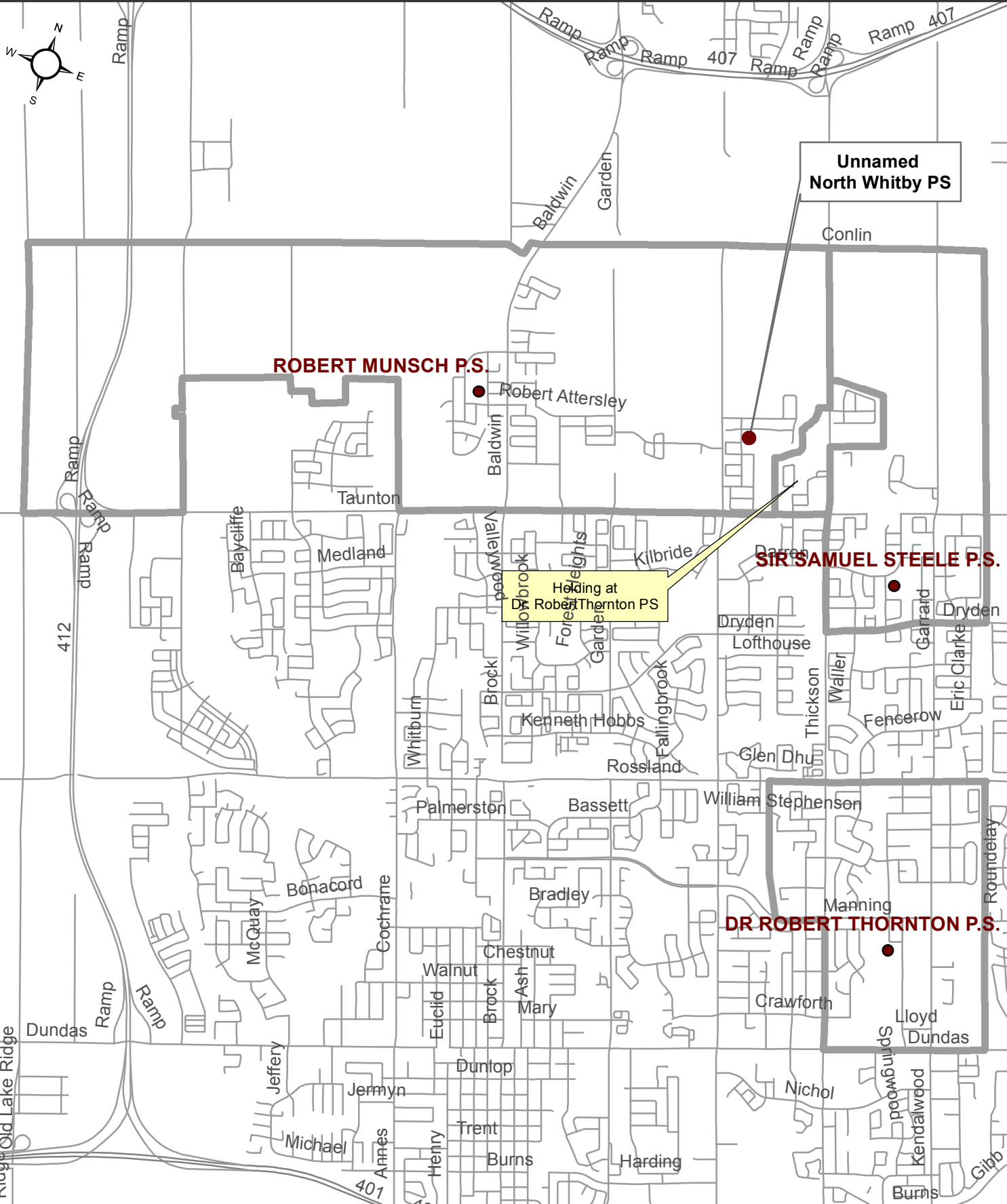
156
Proposed Boundary Option A
Unnamed North Whitby PS



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Current School Boundaries

Dr. Robert Thornton PS, Robert Munsch PS and Sir Samuel Steele PS



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Notice of Boundary Review
Unnamed North Whitby PS Boundary Review
Consultation Process

Unnamed North Whitby PS, located at 51 Lazio Street in Whitby,
is scheduled to open September 2021.

An Information Report on proposed boundaries for Unnamed North Whitby PS
was presented to Trustees at the October 19, 2020 Board Meeting.

The purpose of the report was to commence the consultation process
and gather community input on proposed boundary options.

A PowerPoint presentation, outlining the proposed boundary options, and other information on the schools
under review, is available on the Board's website at the following link:

<https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx>

Please see attached for the proposed boundary options for Unnamed North Whitby PS.

A **dedicated email address** NorthWhitbyPS@ddsb.ca and **phone line** 289-372-1010 are available to collect
feedback from the community regarding the proposal.

Also available, at the same link, is a Thoughtexchange to gather feedback.

Key Dates:

October 20, 2020 to November 9, 2020

- Feedback will be collected by email, phone line, Thoughtexchange

November 16, 2020

- A second Powerpoint presentation will be available (on the link noted above) summarizing and addressing the concerns gathered to date.

November 30, 2020

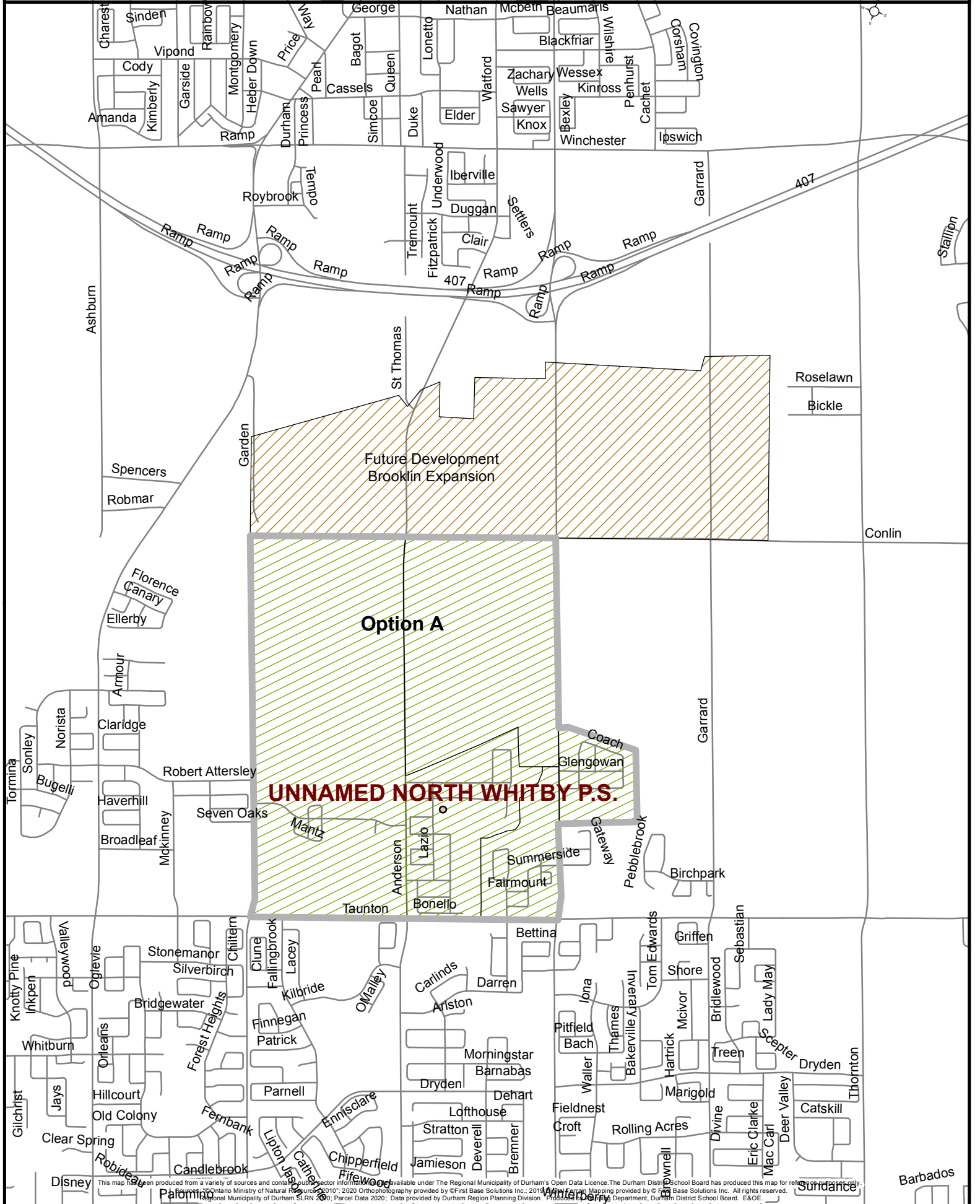
- Staff will collect feedback through the dedicated email and phone line based upon the second Powerpoint presentation and/or additional feedback received.

January 18, 2021

- A Recommendation report will be presented to Trustees summarizing all feedback collected and provide a recommended boundary, based upon the feedback, for Trustees consideration.



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Proposed Boundary Option A
Unnamed North Whitby PS



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Notice #2 - Boundary Review
Unnamed North Whitby PS Boundary Review
Consultation Process

Updated timelines

RE: Input & Thoughtexchange (identified in bold below)

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The purpose of the report was to commence the consultation process
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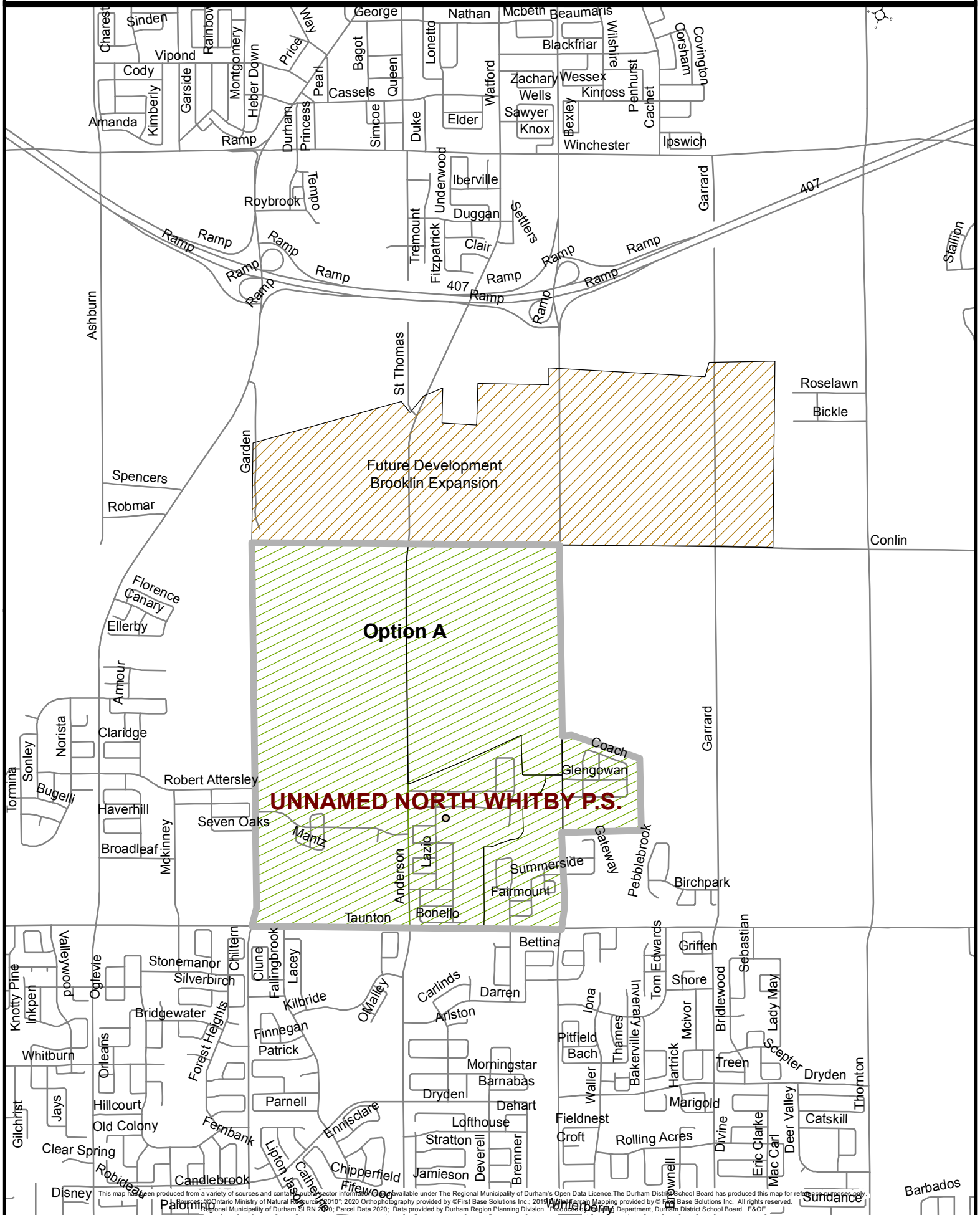
- **Feedback will be collected by email, phone line, Thoughtexchange**

January 18, 2021

- A Recommendation report will be presented to Trustees summarizing all feedback collected and provide a recommended boundary, based upon the feedback, for Trustees consideration.



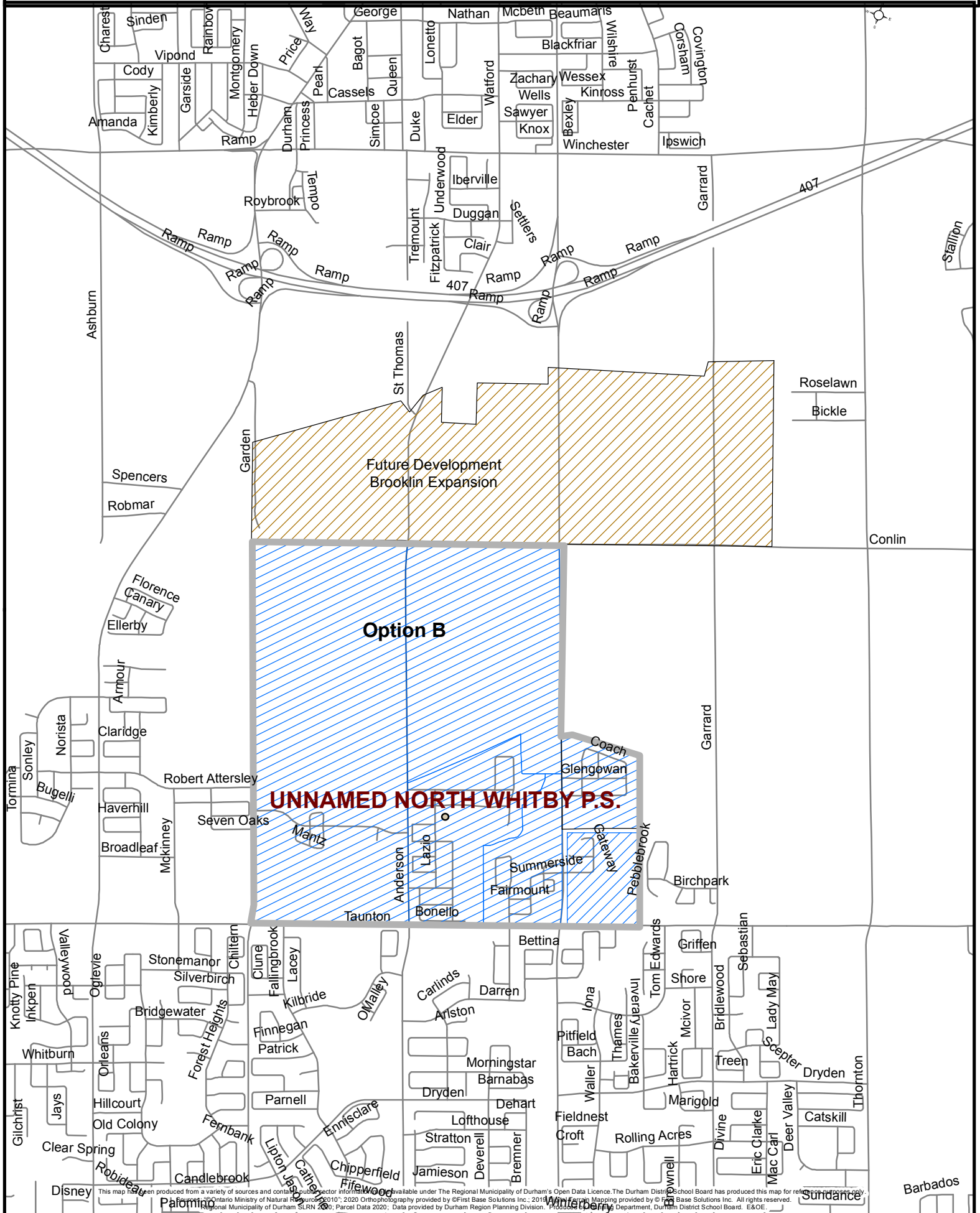
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Proposed Boundary Option A
Unnamed North Whitby PS



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Proposed Boundary Option B
Unnamed North Whitby PS



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Unnamed North Whitby PS Boundary Review

October 2020



SUCCESS
We value
your achievements.

WELL-BEING
We value
how you feel.

LEADERSHIP
We value
how you grow.

EQUITY
We value
who you are.

ENGAGEMENT
We value
your involvement.

INNOVATION
We value
forward thinking.



Ignite Learning

Success

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

Well-Being

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

Leadership

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

Equity

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

Engagement

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

Innovation

Reimagine learning and teaching spaces through digital technologies and innovative resources.



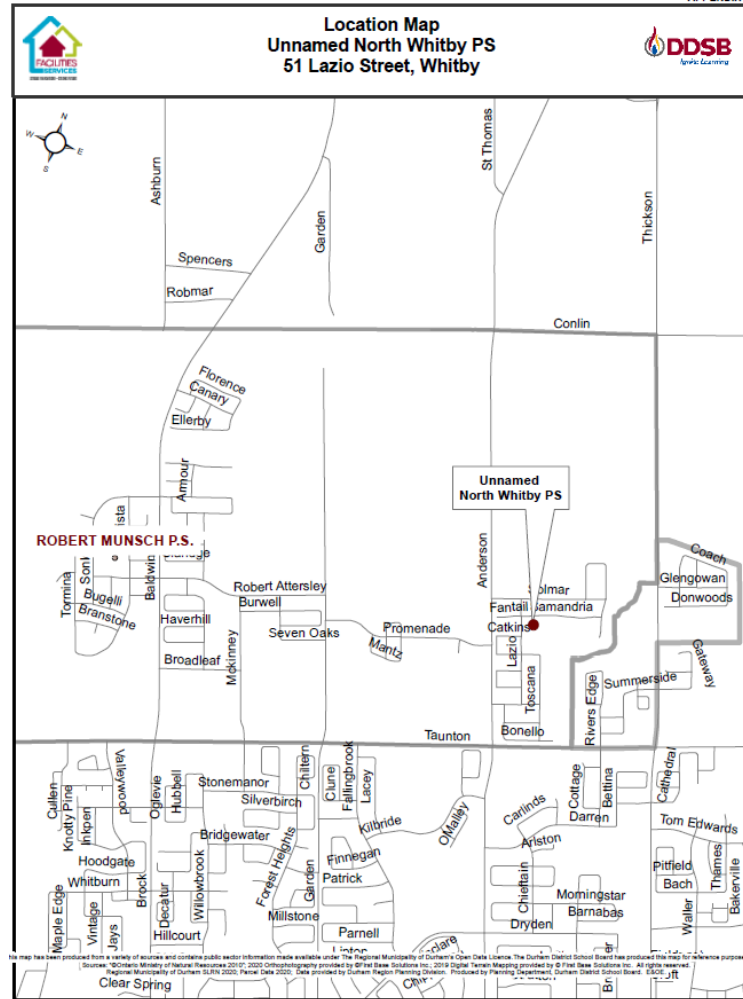
Overview

- Unnamed North Whitby PS is scheduled to open September 2021.
- The school site is located on the south east corner of Samandria Avenue and Lazio Street in Whitby.
- The municipal address is 51 Lazio Street, Whitby.
- The school site is 4.99 acres (2.02 hectares), the site is adjacent to a municipal park. (location map on next slide)
- Students proposed to attend Unnamed North Whitby PS currently attend Dr. Robert Thornton PS, Robert Munsch PS and Sir Samuel Steele PS.
- As of October 2020 construction of the school is well underway.



Location

Unnamed North Whitby PS



SUCCESS
 We value your achievements.

WELL-BEING
 We value how you feel.

LEADERSHIP
 We value how you grow.

EQUITY
 We value who you are.

ENGAGEMENT
 We value your involvement.

INNOVATION
 We value forward thinking.



Overview

- The school will have a Ministry Rated Capacity of 490 pupil places.
- Unnamed North Whitby PS is being constructed to include 23 classrooms which will include:
 - Specialty classrooms such as environmental, art, music, 4 kindergarten rooms, and 2 special education rooms.
 - Gymnasium and learning commons (library).
 - A 4-room childcare (infant, toddler and two preschool rooms).
- The school is proposed to open with Grades JK to 8.



Childcare Information

- Child Care Partner: P.R.Y.D.E. Learning Centres Inc.
- For information please call 905-430-2774 or email info@prydelc.ca
- HUB Partner: YMCA Early ON will be the lead partner agency
- Extended Day Kindergarten Program (shared space classrooms maximum 26 children in each room).
- Before and After School Program (shared space classrooms maximum 30 children in each room).



Site Plan

Unnamed North Whitby PS



SITE PLAN

UNNAMED NORTH WHITBY PUBLIC SCHOOL | DURHAM DISTRICT SCHOOL BOARD
MAY 2018

mc | architects

SUCCESS
We value your achievements.

WELL-BEING
We value how you feel.

LEADERSHIP
We value how you grow.

EQUITY
We value who you are.

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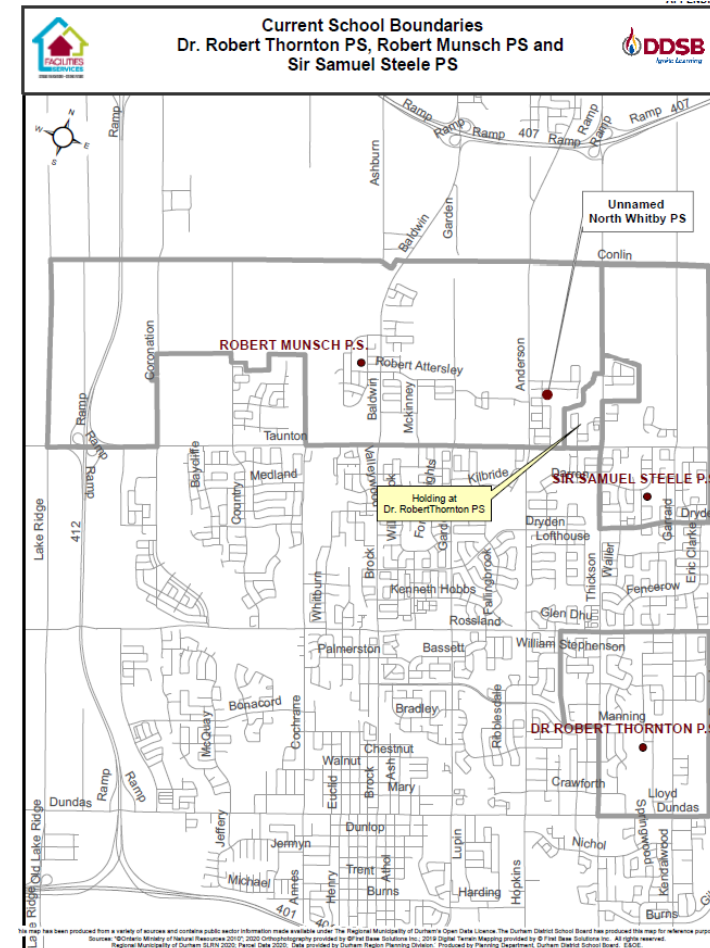
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Schools Location Map

Unnamed North Whitby PS

- Students from the immediate neighbourhood area currently attend Robert Munsch PS.
- Students from development to east of Unnamed North Whitby PS are held at Dr. Robert Thornton PS.



Robert Munsch PS

- Robert Munsch PS is located at 20 Norista Street, Whitby.
- The school opened in September 2009, with an enrolment of 427 students.
- The school site is 5.09 acres (2.06 hectares).

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Robert Munsch PS

- The current enrolment projections for Robert Munsch PS *without* the opening of Unnamed North Whitby PS are:

		Actual	Projections*				
	Capacity	October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Robert Munsch PS	559	702	655	626	598	565	525
Utilization %		125.58%	117.17%	111.99%	106.98%	101.07%	93.92%
Portables (Actual & Projected)		5	4	3	2	1	0

*Projections are based upon October 2020 Official Enrolment Projection data

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Dr. Robert Thornton PS

- Dr. Robert Thornton PS is located at 101 Hazelwood Drive, Whitby.
- The school is an older facility that opened in 1955 and has had various additions and renovations.
- The school has had space to accommodate growth from development including the lands within the area to be included in the proposed boundary for the unnamed North Whitby PS.
- The school site is 5.07 acres (2.05 hectares).



Dr. Robert Thornton PS

- The current enrolment projections for Dr. Robert Thornton PS *without* the opening of Unnamed North Whitby PS are:

		Actual	Projections*				
	Capacity	October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Dr. Robert Thornton PS	420	333	336	328	325	333	326
Utilization %		79.29%	80.00%	78.10%	77.38%	79.29%	77.62%
Portables (Actual & Projected)		0	0	0	0	0	0

*Projections are based upon October 2020 Official Enrolment Projection data

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Sir Samuel Steele PS

- Sir Samuel Steele PS is located at 55 Bakerville Street, Whitby
- The school opened in 2001 with an enrolment of 418 students
- The school has maintained a relatively consistent enrolment for a number of years
- The school serves a mostly walking enrolment.

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Sir Samuel Steele PS

- The current enrolment projections for Sir Samuel Steele PS *without* the opening of Unnamed North Whitby PS are:

		Actual	Projections*				
	Capacity	October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Sir Samuel Steele PS	469	497	494	472	458	449	442
Utilization %		105.97%	105.33%	100.64%	97.65%	95.74%	94.24%
Portables (Actual & Projected)		1	1	1	0	0	0

*Projections are based upon October 2020 Official Enrolment Projection data



Unnamed North Whitby PS

- Two recommended boundary options for the Unnamed North Whitby PS are provided for community consideration.
- The Unnamed North Whitby PS will provide relief to Robert Munsch PS and reduce the dependence on busing for the immediate neighbourhood.
- Based upon previous new DDSB school openings, a new facility attracts students from other sources including other publicly funded schools and private schools.
- It is projected that the Unnamed North Whitby PS could attract approximately 40 new students. These numbers have been included within the enrolment projections.



Option A

Unnamed North Whitby PS

(Proposes to include the enrolment from the east portion of Robert Munsch PS and the enrolment holding from development at Dr. Robert Thornton PS)

		Actual	Projections				
Option A	Capacity	October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Unnamed North Whitby PS*	490			332	320	320	323
Utilization %				67.76%	65.31%	65.31%	65.92%
Portables (Actual & Projected)				0	0	0	0
Robert Munsch PS	559	702	655	388	373	336	295
Utilization %		125.58%	117.17%	69.41%	66.73%	60.11%	52.77%
Portables (Actual & Projected)		5	2	0	0	0	0
Dr. Robert Thornton PS	420	333	336	274	270	282	273
Utilization %		79.29%	80.00%	65.24%	64.29%	67.14%	65.00%
Portables (Actual & Projected)		0	0	0	0	0	0

*Enrolment includes 40 students from other sources and assumes Grade 8's attend in 2021.

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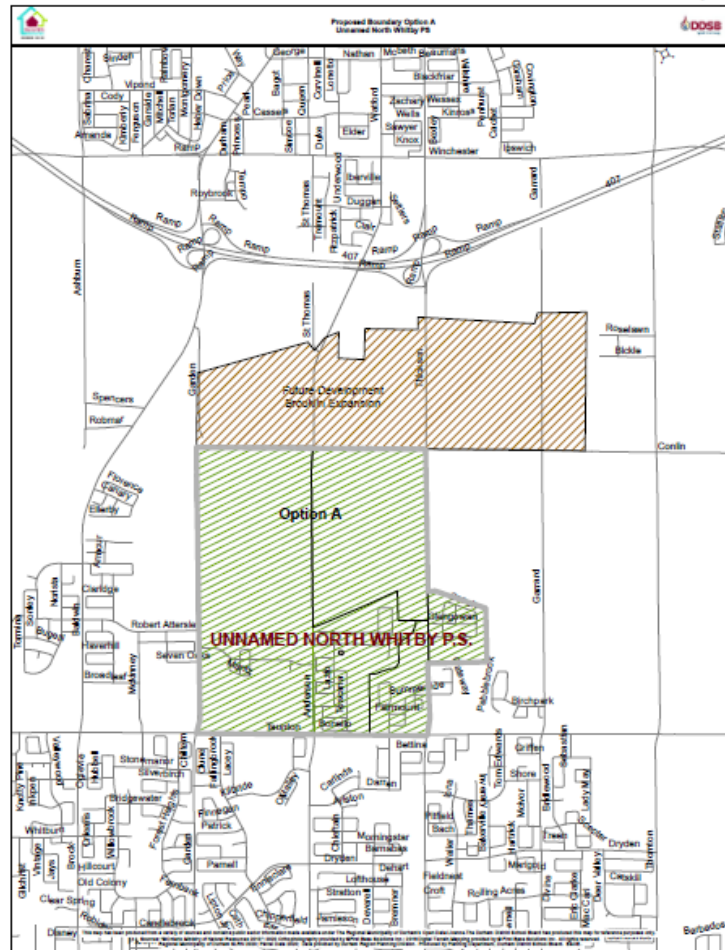
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Option A Boundary

Unnamed North Whitby PS



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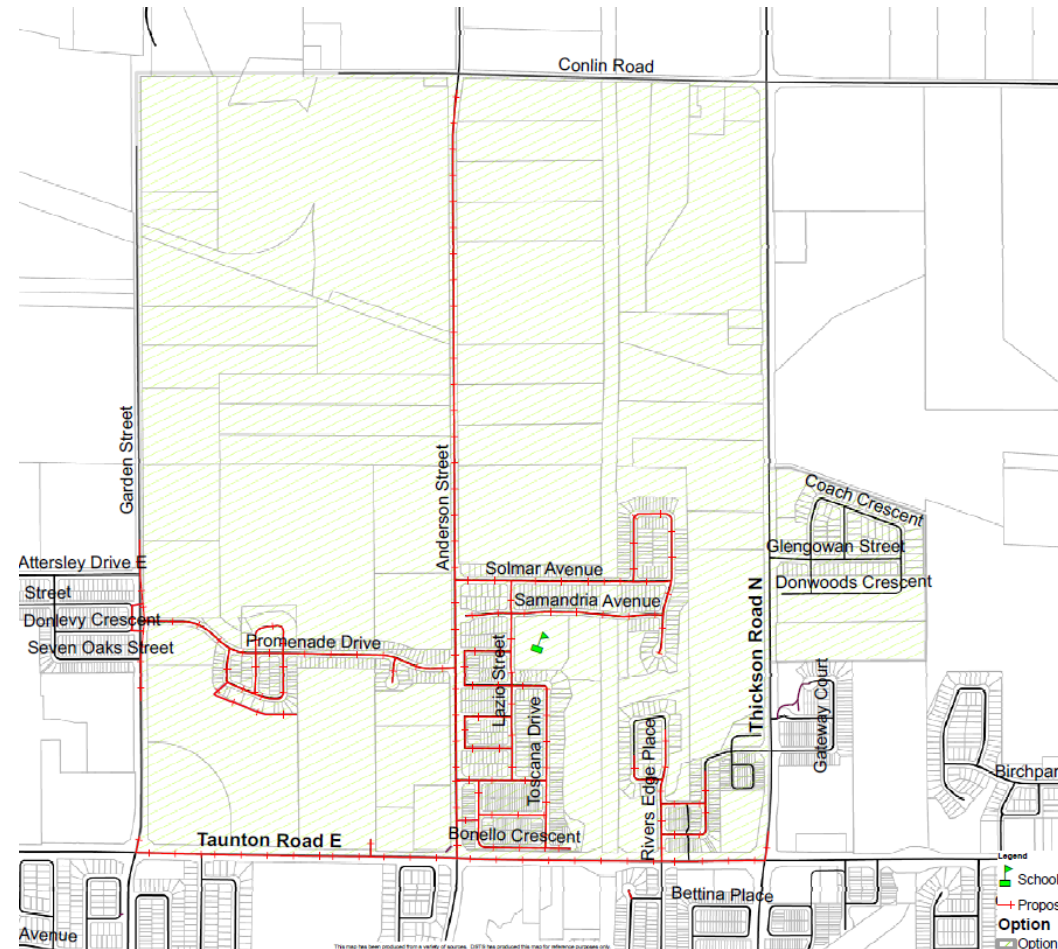
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Option A

Unnamed North Whitby PS Proposed Walkout

- This map, provided by Durham Student Transportation Services, identifies the proposed walkout zone (in red) for the Option A boundary.
- Students residing within Option A, but not within the red walkout zone, are proposed to be transported to Unnamed North Whitby PS.


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Option A - Impacts

Unnamed North Whitby PS

- Provides enrolment relief to Robert Munsch PS and provides space to accommodate future growth within its own boundary.
- Dr. Robert Thornton PS can be utilized as a holding school for future Whitby growth.
- No portables projected at either school through 2024.
- Most students in the immediate neighbourhood surrounding the school will be within walking distance of the school.
- Reduced congestion on and around the site at Robert Munsch PS.
- Reduced bus congestion around Dr. Robert Thornton PS.
- Unnamed North Whitby PS will provide a childcare centre, extended day daycare and before and after program.
- Robert Munsch PS offers before and after program only.
- Dr. Robert Thornton PS offers before and after program only.
- Sinclair SS continues to be the designated secondary school.



Option B

Unnamed North Whitby PS

(Proposes to include enrolments from Option A as well as portion of Sir Samuel Steele PS)

Option B	Capacity	Actual	Projections				
		October 2019	October 2020	October 2021	October 2022	October 2023	October 2024
Unnamed North Whitby PS*	490			359	347	347	351
Utilization %				73.27%	70.82%	70.82%	71.63%
Portables (Actual & Projected)				0	0	0	0
Robert Munsch PS	559	702	655	388	376	336	295
Utilization %		125.58%	117.17%	69.41%	67.26%	60.11%	52.77%
Portables (Actual & Projected)		5	2	0	0	0	0
Dr. Robert Thornton PS	420	333	336	274	270	282	273
Utilization %		79.29%	80.00%	65.24%	64.29%	67.14%	65.00%
Portables (Actual & Projected)		0	0	0	0	0	0
Sir Samuel Steele PS	469	497	494	445	431	422	414
Utilization %		105.97%	105.33%	94.88%	91.90%	89.98%	88.27%
Portables (Actual & Projected)		1	1	0	0	0	0

*Enrolment includes 40 students from other sources and assumes Grade 8's attend in 2021.

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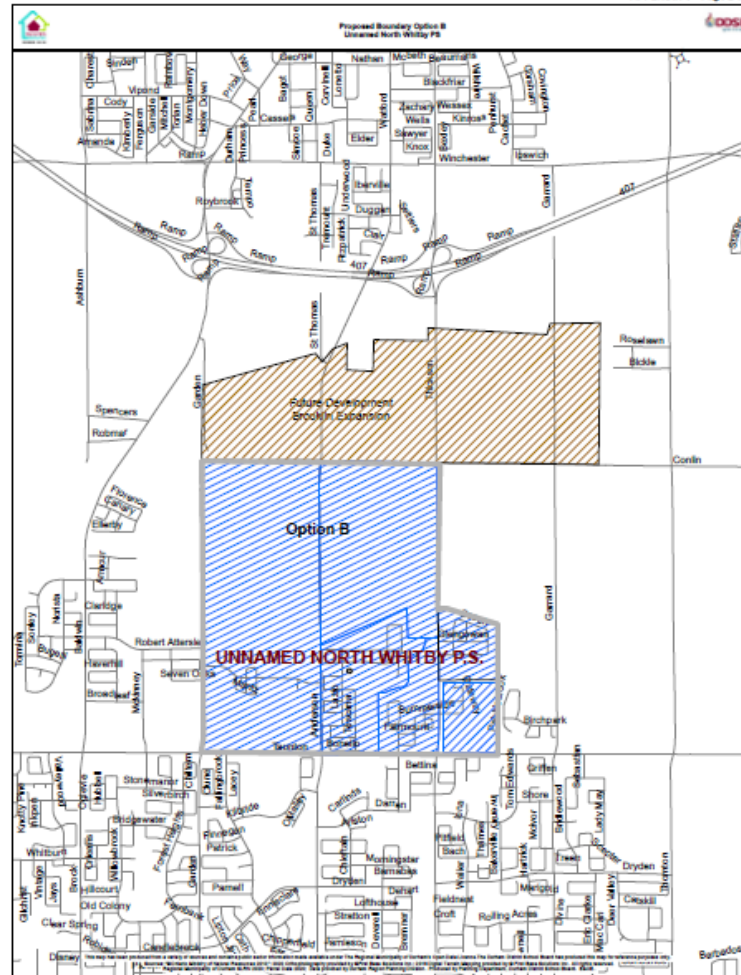
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Option B Boundary

Unnamed North Whitby PS



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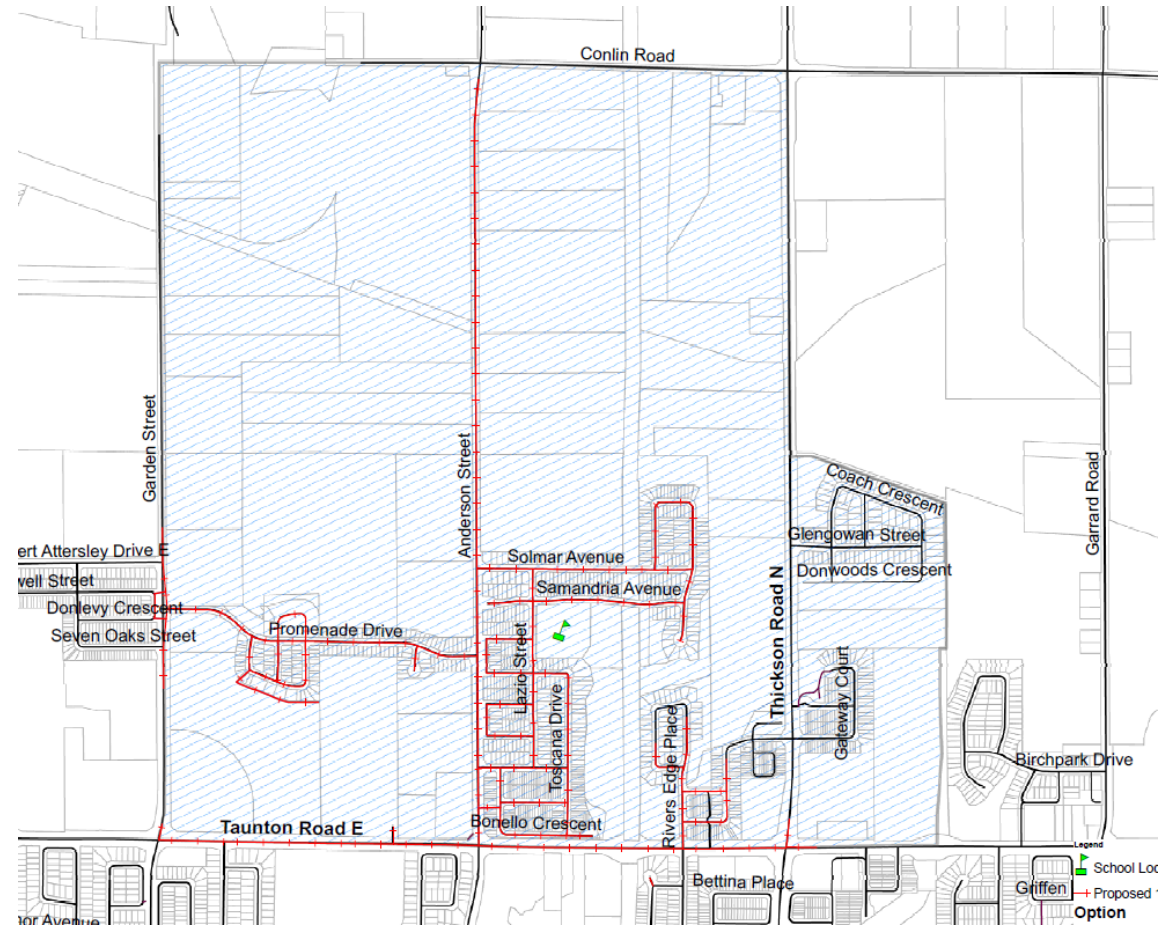
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Option B

Unnamed North Whitby PS Proposed Walkout

- This map, provided by Durham Student Transportation Services, identifies the proposed walkout zone (in red) for the Option B boundary.
- Students residing within Option B, but not within the red walkout zone, are proposed to be transported to Unnamed North Whitby PS.



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Option B - Impacts

Unnamed North Whitby PS



- Provides enrolment relief to Robert Munsch PS and Sir Samuel Steele PS.
- No portables projected at any of the sites through 2024.
- Most students in the immediate neighbourhood surrounding the school will be within walking distance of the school.
- Reduced congestion on and around the site at Robert Munsch PS.
- Reduced bus congestion around Dr. Robert Thornton PS.
- Unnamed North Whitby PS will provide a childcare centre, extended day daycare and before and after program.
- Robert Munsch PS offers before and after program only.
- Dr. Robert Thornton PS offers before and after program only.
- Sir Samuel Steele PS offers before and after program only.
- Students from Sir Samuel Steele PS are bussed currently and it is anticipated that they will continue to require bussing with this option.
- Sinclair SS continues to be the designated secondary school.

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Legacy Students

- When new schools open there is an option for existing Grade 7 students to allow them to remain at their current school, or to graduate from their new neighbourhood school (Unnamed North Whitby PS).
- The trend over the past few years, has been for Grade 7 students to move to the new school, rather than graduate at their current school.
- The option to move to the new school, or stay at their current school will be provided to all current Grade 7 students for their Grade 8 graduating year.
- Options A and B assume that all current Grade 7 students will decide to attend Unnamed North Whitby PS for their graduating year.



Options Reviewed But Not Recommended

- Staff reviewed an additional Option that included an additional portion of Sir Samuel Steele PS (Option C) be included in the boundary of the Unnamed North Whitby PS.
- Option C adds approximately 40 students to the enrolment of the Unnamed North Whitby PS, however, students would incur greatly increased travel times.
- Staff are not recommending this option.



Communication Plan

- There will be a number of opportunities to provide and receive communication:
 - SCC Executive Meeting
 - Virtual PowerPoint presentation
 - Email, Voicemail and Thoughtexchange
- A Report dated October 19, 2020, is posted on the DDSB's website under <https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx>
- Final Report taking into consideration all community input presented January 18, 2021
- Newsletters available on the schools' website and available on DDSB's website under <https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx>



Opportunities for Input

- Email your questions/concerns to NorthWhitbyPS@ddsb.ca
- Call and leave your questions/concerns at (289) 372-1010
- Provide input through the Thoughtexchange at following link:
<https://my.thoughtexchange.com/272349194>

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Key Dates

October 20, 2020 to November 9, 2020

- Feedback will be collected by email, phone line and Thoughtexchange.

November 16, 2020

- A second PowerPoint presentation will be available summarizing and addressing the concerns gathered to date.

November 16, 2020 to November 30, 2020

- Staff will collect feedback through the dedicated email and phone line based upon the second PowerPoint presentation and/or additional feedback received.

January 18, 2021

- A recommendation report will be presented to Trustees summarizing all feedback collected and provide a recommended boundary, based upon the feedback, for Trustee consideration.



Conclusion

- Unnamed North Whitby PS at 51 Lazio Street in Whitby is scheduled to open September 2021.
- Two Boundary Options have been presented for community review and input.

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Unnamed North Whitby PS Boundary Review

November 2020



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Success

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

Well-Being

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

Leadership

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

Equity

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

Engagement

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

Innovation

Reimagine learning and teaching spaces through digital technologies and innovative resources.



Overview

- An information report on the proposed boundary for Unnamed North Whitby PS was presented to Trustees at the October 19, 2020 Board Meeting.
- The purpose of the report was to commence the consultation process and gather community input on the proposed boundary options.
- The Board Report, PowerPoint presentation #1, School Newsletter and a Thoughtexchange were posted to the Board website, and are/were accessible through the affected schools' websites (Dr. Robert Thornton PS, Robert Munsch PS and Sir Samuel Steele PS) .
- A summary of questions and concerns, from the feedback received October 20, 2020 to November 9, 2020 is provided on the following slides, along with responses.
- Staff will continue to collect feedback through the email (NorthWhitbyPS@ddsb.ca) and the phone line (289-372-1010) until November 30, 2020.
- All input will be summarized in the January 18, 2021 Recommendation Report to Trustees.



Safety Questions and Concerns

- Traffic and speeding is a concern for the neighbourhood where the new school is located. Will there be a light installed at Anderson Street and Solmar Avenue?
 - *The request will be provided to the Town of Whitby.*
- Will a crosswalk and crossing guards be in place at Promenade Drive and Anderson Street due to increased pedestrian traffic?
 - *Crossing guards are a mandate of the Town of Whitby, and Durham Student Transportation Services are in discussion with the Town of Whitby regarding the designation of crossing guards to accommodate safe travel for all students to their designated schools.*



Parking Questions and Concerns

- With the Unnamed North Whitby PS office located away from the parking lot parents and visitors will use the street instead of spots in parking lot. With a nearby park this street is already very busy. I expect that there will be an increase of parents parking on Lazio Street and Samandria Avenue.
 - *The main office is centrally located in the building for ease of internal school operation during the school day.*
 - *There are 3 parking spaces and 2 barrier free spaces located off the bus loop near the main office that will be available for visitors throughout the school day.*
 - *There are a total of 72 parking spaces which exceeds the Town of Whitby's by-law requirement.*
 - *The south parking lot also includes a kiss'n ride for parents dropping off the students to the play area at the back of the school, where they start their day prior to the first bell.*
 - *Students in the immediate vicinity of the school will walk to school.* ■



Legacy Questions and Concerns

- There needs to be considerations for students currently enrolled at Sir Samuel Steele PS. Some families in that small overlap area may not want to move schools. I think those families should be allowed to grandfather to remain if they wish.
- My child doesn't want to attend the new school, can they stay at their current school?
 - *When a new school is opened there is an option for existing Grade 7 students, to move to the new school or remain at their current school for their graduating Grade 8 year. All those affected students will be provided with a questionnaire in the spring of 2021 asking them what they wish to do, move to the new school for Grade 8 or remain at their current school. The trend over the past few years has been for the Grade 7 students to move to the new school to complete Grade 8 and graduate.*
 - *Once a boundary is established for Unnamed North Whitby PS, parents of current Grade 7 students will be surveyed to confirm their school choice for Grade 8.*



Enrolment Questions and Concerns

- Sir Samuel Steele PS has not handled overflow and has been under or around capacity last several years. Current boundaries for Sir Samuel Steele PS have limited potential for future development so not logical to pull too many students & bring enrolment too low now.
 - *Planning staff review enrolments on a yearly basis to review school utilization.*
 - *Enrolment projections for Option A and Option B are provided on Slide 16 and Slide 20 of the first PowerPoint Presentation.*
- Dr. Robert Thornton has been an overflow school. Given the significant development along the west side of Thickson Road north of Rossland Road a new school is needed given capacities of the three.
 - *The development mentioned is not included in Dr. Robert Thornton PS's boundary.*
- Unnamed North Whitby PS should not outgrow it's capacity.
 - *Schools enrolments fluctuate in time. Portables are utilized to accommodate an increase in enrolment, when classroom space is not available.*



Enrolment Questions and Concerns

- In Unnamed North Whitby PS's proposed boundaries there are many new homes not yet constructed. How many students will actually be attending the school?
 - *There are no registered development plans within either of the proposed boundary options at this time, however, lands to the north are anticipated to come on stream in the next 5 years, generating up to 2000 residential units. There is an elementary school site designated in those lands. ■*
 - *Future growth will be accommodated based upon space available at the school.*
 - *Typically a school can accommodate up to 12 portables.*
- How many portables will the school have?
 - *In Option A, Unnamed North Whitby PS is projected to open with 332 Students at 68% occupancy with no portables projected.*
 - *In Option B, Unnamed North Whitby PS is projected to open with 359 Students at 73% occupancy with no portables projected.*



Enrolment Questions and Concerns

- Robert Munsch PS is over populated. The boundary should be Brock Street.
 - *As proposed in Option A Robert Munsch PS is projected to have 388 students for 2021, a utilization of 69%*
 - *As proposed in Option B Robert Munsch PS is projected to have 388 students for 2021, a utilization of 69%.*
 - *Both boundary options result in available space for Robert Munsch PS.*



Communication Questions and Concerns

- What is the plan to communicate and meet the teachers and administration prior to the school opening?
 - *During this time of Covid, opportunities to meet administration and staff of the new school through virtual platforms will be investigated.*
- Is there an opportunity for parents to provide their input on the name of the new school?
 - *There is a process for the naming of a new school, this is initiated by the Superintendent of the Family of Schools for the area, in this case, Superintendent Davis, the process will begin in the Spring of 2021.*
- How will the new Principal be announced to the school community? When will it happen?
 - *The new Principal will be announced at a Board meeting in the Spring of 2021, as per Board Procedure.*



School Community Council and School Budget Questions and Concerns

- Can the School Community Council (SCC) be established prior to the new school opening to jumpstart the SCC?
 - *SCC's are elected and therefore the school has to open and parents need to meet prior to electing an SCC.*
- We have raised a lot of funds for our current school and are concerned that Unnamed North Whitby PS will not be able to offer all the 'bells and whistles' that our current school has.
 - *New schools are provided with a healthy budget to purchase furniture and equipment needed.*



Child Care Questions and Concerns

- Will there be Child Care services (i.e. before/after care) available at this new school?
 - *The new Unnamed North Whitby PS will provide a full Child care facility*
 - *Extended Day Kindergarten Program will be available as well as a Before and After Program*
 - *The Child Care partner is P.R.Y.D.E. Learning Centres Inc.*
 - *For information please call 905-430-2774 or email info@prydelc.ca*

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Walking and Transportation Questions and Concerns

- How does the board plan to keep the students safe who will be walking? There are many roads off Lazio, then student who will have to cross Anderson. Also how many buses are projected?
 - *Durham Student Transportation Services (DSTS) identify safe walking routes for all schools.*
 - *Utilizing the Board's Transportation Regulation, DSTS identifies a walk-out of a distance up to 1.6 kilometers based upon the shortest route on the road network, including municipal walkways.*
 - *Durham Student Transportation Services has not yet determined the number of buses that will be required for the new Unnamed North Whitby PS, this will be determined once the boundary for the new school is approved.*
 - *The location of crossing guards has not yet been established.*
 - *Crossing guards are a mandate of the Town of Whitby, and Durham Student Transportation Services are in discussion with the Town of Whitby regarding the designation of crossing guards to accommodate safe travel for all students to their designated schools.*



Conclusion

- The information contained in this presentation together with any additional feedback that is received will be included in a final report to Trustees.
- Please continue to provide your input through email and through the phone line noted below:
 - Email NorthWhitbyPS@ddsb.ca
 - Phone Line (289) 372-1010
- Staff will collect feedback until November 30, 2020
- A recommendation report will be presented to Trustees at the January 18, 2021 Board Meeting. The report will summarize all feedback collected and provide a recommended boundary, based upon the feedback, for Trustee consideration.



	Date and Time	Email
1	Saturday, November 28, 2020. 3:42pm	2 children – Grade 7 & Grade 4; Older child is currently in Grade 7. Next year goes into Grade 8, which will be final year, after having attended Sir Samuel Steele since JK. It would be incredibly important to graduate with peers from the last 10 years. It would break heart to miss this once in a lifetime event. My younger child going into Grade 4, it would not be ideal to attend separate schools. I hope that Sir Samuel Steele remains being the school assigned to our neighbourhood. It is my request that in the event that the North Whitby become the school assigned to our neighbourhood, that you allow both children to finish the next school year together at Sir Samuel Steele.
2	Sunday, November 29, 2020. 12:24pm	2 children – Grades 7, 4; I do not agree my children to be relocated, Grade 7 student should stay in the same school and sibling - should be in the same school.
3	Sunday November 29, 2020 5:06pm	3 children – ages: 7, 10, 10; We and our kids would like to return to Sir Samuel Steele PS when things return to normal, with their friends and teachers that they already know and miss so much. Wife has given countless hours of her time as a volunteer at Sir Samuel Steele and has been formally recognized with “Volunteer Recognition Award”. We would be incredibly grateful if our family could return to Sir Samuel Steele and continue the education, friendships and memories that we have started there over the last 5 years.
4	Monday November 30, 2020 6:12pm	1 child – Grade 5; gets bussed to Robert Munsch PS; had to move schools because of move in 2019. <u>“I don’t want to move again to a new school as this can affect overall growth and performance. Also, I am highly dependent on the school bus facility which I am not sure will get if moves to the new school (as a walk is very difficult for more than 400 meters).”</u> Hope you understand my concerns and <u>let my child continue in old school!</u> (Robert Munsch PS).
		Voicemail
1	Tuesday, October 20, 2020	Will new school have Child Care

	<u>Walking and Transportation Questions and Concerns</u>	Participant
1	Crosswalk may need to be installed at Promenade and Anderson increased pedestrian traffic is likely at this intersection. People already cross at this area as cars speed by.	Parent/Guardian
2	Traffic is a concern for the neighbourhood where the new school is located. Access into the subdivision off Anderson likely may require a light at Solmar Avenue. Many cars speed in the area.	Parent/Guardian
3	How does the board plan to keep the students safe who will be walking, there are many roads off Lazio, then students who will have to cross Anderson. Also how many buses are projected? Will there be crossing guards? Munsch was not planned for the growth they saw and the lack of traffic control and ability to be able to move through the neighbourhood is an issue. Why in the world is the parking lot so small and why is the office the opposite to the parking lot. For any residents who live on Lazio and Samandria.	Community Stakeholder
4	There are no bus issues currently at the school (<i>Sir Samuel Steele PS</i>) as previously stated.	Parent/Guardian
5	Commute to the school Without bussing, it is going to be hard for working parents.	Parent/Guardian
	<u>Communication Questions and Concerns</u>	
6	I hope there will be an opportunity for community input on the name of this new school.	Parent/Guardian
7	I would love for more communication from the trustee and admin (before) rather than later. The community coming from Munsch is amazing and we all have concerns with the future. The kids do too I think some reassurance that is more than an email is required. Please feel free to reach out to me as I have been a very involved parent in the school and will continue to be, but I would like information shared.	Community Stakeholder
8	What is the plan with covid continuing into next year. I personally trust the teachers at Munsch, not sure how comfortable I am with all new teaching Staff and admin. Is there a plan in place to be able to meet them before we open?	Community Stakeholder

	<u>Enrolment Questions and Concerns</u>	
9	Sir Samuel Steele PS has not handled overflow and has been under or around capacity last several years current boundaries for Sir Samuel Steele PS have limited potential for further development so not logical to pull too many students & bring enrolment too low now.	Parent/Guardian
10	Concern with amount of students - how many from the three schools affected planned to attend I would like to know the amount of students projected to attend this school with either option b4 covid and the option to virtual	Community Stakeholder
11	Dr. Robert Thornton has been an overflow school.Given the significant development along the west side of Thicksen North of Rossland a new school is needed given the capacities of the 3.	Parent/Guardian
12	Robert Munsch Public School is grossly over populated. The boundary should be Brock. You currently have children crossing a highway to go to elementary school. The boundary should be Brock. Children who can see Sinclair from the bus stop they wait at to be bused 25 minutes to go to Donald Wilson?	Parent/Guardian
13	There is a lot of space in the new boundaries that is not built and inhabited yet. How many students will actually be attending the school?	Parent/Guardian
	<u>Boundary Suggestions</u>	
14	The boundary options should be decided by the families living on the two streets east of Thicksen that are directly affected by the decision. The decision means that these children either stay in their existing school with their friends or are forced to change schools.	Community Stakeholder
15	Boundaries not west enough I am wondering why the cut off is Garden, not Baldwin. There are many children in the McKinney Park area. Why not let families decide between 2 schools?	Parent/Guardian
	<u>Childcare Questions and Concerns</u>	
16	I hope there will be childcare services (i.e. before/after care) available at this new school.That is vitally important!	Parent/Guardian

	<u>Legacy Questions and Concerns</u>	
17	If option B is selected I think there needs to be considerations for students currently enrolled at Sir Samuel Steele. Some families in that small overlap area may not want to move schools, I think those families should be allowed to grandfather to remain if they wish.	Parent/Guardian
	<u>Parking Questions and Concerns</u>	
18	Is there a parking plan in place? With the office located away from the parking lot parent and visitors will be using the street instead of spots in the parking lot. With a nearby park this street is already jammed pack on a normal day without a school being opened.	Community Stakeholder
	<u>General Comments</u>	
19	Kids are well being at the original school.	Parent/Guardian
20	I feel my kids have established a great relationship with the teachers and friends of Dr. Robert Thornton. It's a small school and the change for them is not needed.	Parent/Guardian
21	Do not want change.	Parent/Guardian
22	Opening a new school is exciting! While students and parents are often hesitant to go to a new school (change is hard), the experience is usually a positive one.	Parent/Guardian
23	I think it will be good to start with the new students and leave the old students at Sir Samuel Steele.	Parent/Guardian
24	Happy a new school is opening. Hopefully reduce the capacity at Robert Munsch PS.	Parent/Guardian
25	A new school is exciting for the neighbourhood. Great location too as it is nearby a park and wooded/forest area for exploring/science classes.	Parent/Guardian
26	Change is difficult, As a teacher, I've facilitated these changes before. They are challenging for students but also very good for the kids in the long run.	Parent/Guardian

27	I would love for more communication from the trustee and admin (before) rather than later. The community coming from Munsch is amazing and we all have concerns with the future. The kids do too I think some reassurance that is more than an email is required. Please feel free to reach out to me as I have been a very involved parent in the school and will continue to be, but I would like information shared.	Community Stakeholder
28	No reason for rezoning of two sub divisions My daughter enjoys the teachers at her current school and is very familiar with the layout	
29	Relationships have been built between staff and students. It's unfair to take children away from friends and teachers that have been supportive throughout their learning journey	Community Stakeholder
30	School Rating Sir Samuel Steele rating is good. Staff is good. Not sure how things will be in new school	Parent/Guardian
31	Students settled in well with Sir Samuel Steele. Change in school will lead to psychological impacts. They need to be in same school where they have spent years of building friendship and comfort.	Parent/Guardian
32	This type of transition will be very difficult for children that have anxiety Meeting new friends , especially in grade three and above, can be very difficult for some children.	Community Stakeholder
	<u>Boundary Preferences</u>	
33	Boundary Option B provides a more cohesive division of the neighbourhood it seems like a more logical grouping and division when looking at the map.	Parent/Guardian
34	Population growth Option A is preferable as there is possibly less likelihood that the school population will outgrow the 400(ish) students it's designed for.	Parent/Guardian
35	Would like the boundary to be Map A. I rather a smaller school.	Parent/Guardian
36	Option B is more natural choice as it encompasses the full neighbourhood surrounding the school it makes no sense to cut	Parent/Guardian

	off streets that are near the school (i.e. Gateway Ct. and Stockton Ct.)	
37	I prefer Sir Samuel public school	Parent/Guardian
39	Gateway court students will be the only ones leaving Sir Samuel Steele PS. There are very few students on Gateway court with a large age range. Some kids will be starting a new school not knowing even one person in their grade.	Community Stakeholder
40	Pleased that the homes just on the East side of Baldwin are staying at Robert Munsch My kids walk to RMPS from just the other side of Baldwin - Very happy that we are not part of these two map options.	Parent/Guardian
41	Option A Less students & less congestion at new Unnamed North Whitby PS. Still providing relief to Robert Munsch and Robert Thornton where it's needed.	Parent/Guardian
42	It would have a negative impact on the younger kids who are used to something I believe it should just stay as option A and not move all those kids around to a different school	Parent/Guardian
43	I moved to Whitby 11 years ago, raised 4 kids in Sir Samuel Steele PS – want to keep them here until they graduate	Parent/Guardian
44	Since population is growing, more kids going to school, better to have quality with quantity of education. It will improve the education facility, staff, students will get more quality education.	Parent/Guardian

Exchange Summary

Durham District School Board
December 15, 2020

Please share your thoughts, questions and/or concerns regarding the TWO boundary options proposed for the Unnamed North Whitby PS, located at 51 Lazio Street, Whitby.



PARTICIPATION

Breakdown of Participation

215



100

Participants



45

Thoughts



295

Ratings



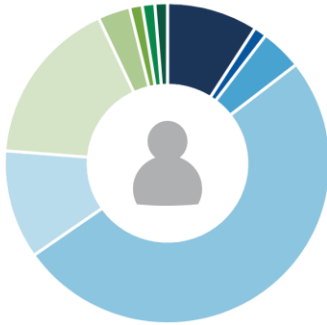
PARTICIPATION

Breakdown of Participation

216



1. Please indicate which DDSB elementary school you (or your child/children) currently attend.



%	Person Icon	Answer
9%	(7)	■ N/A (no school age children)
1%	(1)	■ A school in a different Board (e.g., DCDSB, YRDSB, etc.) or a private school.
4%	(3)	■ Dr. Robert Thornton PS
52%	(43)	■ Robert Munsch PS
11%	(9)	■ Sir Samuel Steele PS
17%	(14)	■ Another DDSB school located in Whitby (not listed)
3%	(2)	■ DDSB school located in Ajax
1%	(1)	■ DDSB school located in Brock, Uxbridge or Scugog
1%	(1)	■ DDSB school located in Pickering
1%	(1)	■ DDSB school located in Oshawa



PARTICIPATION

Breakdown of Participation

217



2. How aware are you of the new elementary school on Lazio Street in Whitby?



%		Answer
16%	(13)	■ Not at all aware
9%	(7)	■ Slightly aware
16%	(13)	■ Somewhat aware
20%	(16)	■ Very aware
39%	(32)	■ Extremely aware



PARTICIPATION

Breakdown of Participation

218



3. Do you have a preference between the two proposed boundary options? (Please refer to attachment on the introductory page to see Maps)



%		Answer
43%	(25)	■ Boundary Option A
9%	(5)	■ Boundary Option B
35%	(20)	■ No preference, either are acceptable
10%	(6)	■ Unsure
3%	(2)	■ Choose not to answer



THOUGHTS

Key Thoughts

220



Crosswalk may need to be installed at Promenade and Anderson Increased pedestrian traffic is likely at this intersection. People already cross at this area as cars speed by.

4.2  (16 )
Ranked #1 of 24

Happy a new school is opening. Hopefully reduce the capacity at Robert Munsch Ps.

3.9  (14 )
Ranked #2 of 24

Traffic is a concern for the neighborhood where the new school is located. Access into the subdivision off of Anderson likely may require a light at Solmar Avenue. Many cars speed in the area .

3.9  (12 )
Ranked #3 of 24

Robert Thornton has been an overflow school Given the significant development along the west side of thickson North of Rossland a new school is needed given the capacities of the 3

3.9  (9 )
Ranked #4 of 24

Population growth Option A is preferable as there is possibly less likelihood that the school population will outgrow the 400 (ish) students it's designed for.

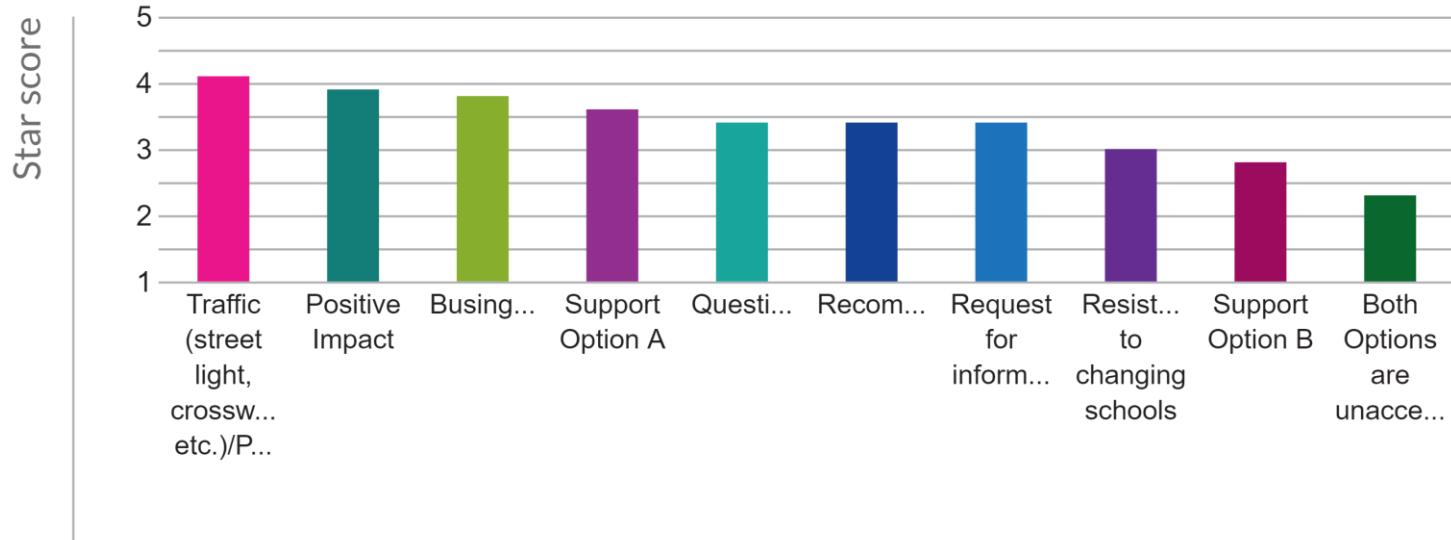
3.7  (15 )
Ranked #5 of 24



BOUNDARY NORTH WHITBY PS

Top Themes

221





THEMES

222

Traffic (street light, crosswalk, etc.)/Parking



- Crosswalk may need to be installed at Promenade and Anderson** Increased pedestrian traffic is likely at this intersection. People already cross at this area as cars speed by. 4.2 ★★★★★ (16 👤)
- Traffic is a concern for the neighborhood where the new school is located.** Access into the subdivision off of Anderson likely may require a light at Solmar Avenue. Many cars speed in the area . 3.9 ★★★★★ (12 👤)
- Cont. - is there a parking plan in place. With the office located away from the parking lot parents and visitors will be using the street instead of s** Spots in parking lot. With a nearby park this street is already jammed pack on a normal day without a school being opened. 3.0 ★★★★★ (4 👤)
- Cont= control and ability to be able to move through the neighbour hood is an issue.** Why in the world is the parking lot so small and why is the office the opposite to the parking lot. For any residents who live on lazio and samdria, 3.3 ★★★★★ (2 👤)
- How does the board plan to keep the students safe who will be walking , there are many roads off of lazio, then students who will have to cross** Anderson. Also how many buses are projected? Will there be crossing guards? Munsch was not planned for the growth they saw and the lack of traffic 3.6 ★★★★★ (2 👤)



THEMES

Positive Impact

223



- Happy a new school is opening.** Hopefully reduce the capacity at Robert Munsch Ps. 3.9 ★★★★★ (14 👤)
- Robert Thornton has been an overflow school** Given the significant development along the west side of thickson North of Rossland a new school is needed given the capacities of the 3 3.9 ★★★★★ (9 👤)
- Change is difficult** As a teacher, I've facilitated these changes before. They are challenging for students, but also very good for the kids in the long run. 3.5 ★★★★★ (10 👤)
- A new school is exciting for the neighbourhood. Great location too as it is nearby a park and wooded/forest area for exploring/science classes** 3.5 ★★★★★ (8 👤)
- Opening a new school is exciting!** While students and parents are often hesitant to go to a new school (change is hard), the experience is usually a positive one. 3.3 ★★★★★ (10 👤)
- Since population is growing as number of kids are going to school. Its better to have more school and quality with quantity education.** It will improve the education facility, staff, students will get more quality education. 3.3 ★★★★★ (1 👤)

REPORT TO: Durham District School Board

DATE: January 18, 2021

SUBJECT: Bell Time Review

PAGE NO. 1 of 3

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services

1. Purpose

The purpose of this report is to provide the Board of Trustees with an update on bell times.

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 bused, representing 8%-12% more students bused 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 Time 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 2021-2022 school year:

School Name	Area	Current AM Bell Time	Current PM Bell Time	Recommended AM Bell Time	Recommended PM Bell Time	AM Difference	PM Difference
Carruthers Creek P.S.	Ajax	9:10 AM	3:45 PM	9:15 AM	3:45 PM	0:05	no change
Dr. Roberta Bondar P.S.	Ajax	8:55 AM	3:35 PM	9:05 AM	3:35 PM	0:10	no change
Eagle Ridge P.S.	Ajax	9:05 AM	3:40 PM	9:10 AM	3:40 PM	0:05	no change
Lakeside P.S.	Ajax	8:50 AM	3:25 PM	8:55 AM	3:25 PM	0:05	no change
Lester B. Pearson P.S.	Ajax	8:50 AM	3:25 PM	8:55 AM	3:25 PM	0:05	no change
Southwood Park P.S.	Ajax	9:05 AM	3:40 PM	9:10 AM	3:40 PM	0:05	no change
Terry Fox P.S.	Ajax	9:00 AM	3:35 PM	9:05 AM	3:35 PM	0:05	no change
Adelaide McLaughlin P.S.	Oshawa	8:05 AM	2:40 PM	8:05 AM	2:35 PM	no change	-0:05
Dr. S.J. Phillips P.S.	Oshawa	8:40 AM	3:20 PM	8:50 AM	3:20 PM	0:10	no change
Vincent Massey P.S.	Oshawa	8:30 AM	3:05 PM	8:35 AM	3:05 PM	0:05	no change
Walter E. Harris P.S.	Oshawa	8:00 AM	2:40 PM	8:00 AM	2:30 PM	no change	-0:10
Elizabeth B. Phin P.S.	Pickering	8:40 AM	3:15 PM	8:40 AM	3:10 PM	no change	-0:05
Gandatsetiagon P.S.	Pickering	9:05 AM	3:40 PM	9:10 AM	3:40 PM	0:05	no change
Maple Ridge P.S.	Pickering	9:00 AM	3:35 PM	9:05 AM	3:35 PM	0:05	no change
Westcreek P.S.	Pickering	8:55 AM	3:30 PM	9:00 AM	3:30 PM	0:05	no change
Chris Hadfield Public School	Whitby	9:05 AM	3:40 PM	9:10 AM	3:40 PM	0:05	no change
Dr Robert Thornton Public School	Whitby	9:00 AM	3:35 PM	9:05 AM	3:35 PM	0:05	no change
John Dryden Public School	Whitby	8:30 AM	3:05 PM	8:30 AM	3:00 PM	no change	-0:05
Meadowcrest Public School	Whitby	9:05 AM	3:40 PM	9:10 AM	3:40 PM	0:05	no change

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 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.

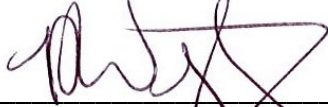
Given continuing uncertainty about elements of the next school year, there may be a requirement to revisit bell-times for some schools.

This report is provided to Trustees for information.

Report reviewed and submitted by:

Norah Marsh

Norah Marsh, Director of Education



David Wright, Associate Director of Corporate Services

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REPORT TO: Durham District School Board

DATE: January 18, 2021

SUBJECT: 2020-2021 Interim Financial Report

PAGE NO. 1 of 7

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services
Jennifer Machin, Senior Manager of Finance
Melissa Durward, Senior Manager of Finance

1. Purpose

The purpose of this report is to provide the Board of Trustees with an update on enrolment information and budget changes as part of the 2020-2021 Revised Estimates, and operating expenditures as at November 30, 2020 (Quarter 1).

2. Background

The Ministry required school board management to submit Revised Estimates by Tuesday, December 15, 2020. The following information is a summary of the key changes from the 2020-2021 Estimates under the following headings:

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

3. 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.

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

Average Daily Enrolment	2020-2021 Estimates	2020-2021 Revised Estimates	Variance
ELEMENTARY			
JK & Kindergarten	9,012.00	9,058.40	46.40
Grades 1-3	14,965.00	15,117.50	152.50
Grades 4-8	26,691.00	26,905.50	214.50
Other Pupils	29	8	-21.00
Sub-total Elementary	50,697.00	51,089.40	392.40
SECONDARY			
Pupils of the Board under 21	21,067.25	21,089.14	21.89
High Credit	7.75	2.5	-5.25
Pupils of the Board 21 years	1	2	1.00
Other Pupils	48	34.75	-13.25
Sub-total Secondary	21,124.00	21,128.39	4.39
Total Enrolment	71,821.00	72,217.79	396.79

3.2 Operating Revenue

For the 2020-2021 Revised Estimates, overall revenue increased by \$15.8M from Estimates to a total of \$829.4M as a result of increased enrolment (\$3.6M), staffing changes (-\$12.0M), COVID-19 funding (\$24.4M) and other changes including CUPE Investment in System Priorities, rental revenue and retirement gratuities (-\$0.2M). (Reference Appendix A for Operating Budget – Revenue details)

Enrolment Changes \$3.6M

- **Overall Enrolment (Pupils of the Board) \$4.0M** – Elementary ADE increased by 413.40 FTE and Secondary ADE increased by 21.89 FTE for an overall increase of 435.29 ADE, which had a positive effect on revenue.

Pupils of the Board* (ADE)	2019-20 Estimates	2019-20 Revised Estimates	Variance
Elementary	50,668.00	51,081.40	413.40
Secondary	21,067.25	21,089.14	21.89
Total	71,735.25	72,170.54	435.29

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

- **Tuition Fee Revenue \$(0.4M)** – Overall enrolment decrease for fee paying students generated lower than budgeted tuition fee revenue.

Other Pupils (ADE)	2020-21 Estimates	2020-21 Revised Estimates	Variance
Elementary	29.00	8.00	(21.00)
Secondary	48.00	34.75	(13.25)
Total	77.00	42.75	(34.25)

Staffing Changes \$(12.0M)

- **Qualifications and Experience \$(12.0M)** – Decrease in funding to reflect hiring of Teachers and Early Childhood Educators with less experience and qualifications than anticipated during the budget process.

COVID-19 funding \$24.4M

- **GSN – Support for COVID-19 Outbreak Allocation \$0.7M** – New allocation included in the Grants for Student Needs to support COVID-19 related expenditures.

Support for COVID-19 Outbreak Allocation	Amount
Technology-related Costs	\$513,133
Mental Health Supports	\$195,987
Total	\$709,120

- **COVID-19 Priorities and Partnerships Funding (PPF) \$15.6M** – Additional funding provided to school boards by the provincial and federal governments in response to the COVID-19 pandemic.

Priorities and Partnerships Funding (PPF)	Amount
Custodial Staffing Supports	\$1,772,920
Health and Safety Training	\$332,580
Special Education Supports	\$545,503
Mental Health Supports	\$196,521
Enhanced Cleaning Allocation	\$137,169
Remote Learning Funding	\$1,600,438
Additional Funding for Teachers	\$3,031,337
School Reopening Emerging Issues	\$3,170,559
Transportation	\$1,028,792
Ventilation in Classrooms	\$1,439,500
Additional High Priority Areas	\$2,269,301
Education and Community Partnership Program ECPP	
Technology	\$95,571
Total	\$15,620,191

- **Use of Accumulated Surplus \$8.1M** – To support increased COVID-19 related expenditures

Other Changes \$(0.2M)

- **CUPE Investment in System Priorities \$1.5M** – Unspent 2019-2020 funding to be distributed over the 2020-21 and 2021-22 school years.
- **Retirement Gratuities \$(0.8M)** – Decrease in draw on retirement gratuity reserve to reflect expected payout based on eligible retirements.
- **Rental Fees \$(1.0M)** – Decrease in community use permit fee revenue and daycare revenue as a result of COVID-19.
- **Other \$0.1M** – Adjustments to staff on loan, deferred revenue, SIP claims and the Education and Community Partnership Programs (ECPP) application.

Operating Expenditures

For the 2020-2021 Revised Estimates, overall expenditures increased by \$15.8M from Estimates to a total of \$829.4M. This change is driven by salary and benefit changes (-\$8.5M), COVID-19 related expenditures (\$23.8M), and other changes including CUPE Investment in System Priorities and enveloping (\$0.5M). (Reference Appendix B for Operating Budget – Expenditures details)

Salary and Benefits \$(8.5M)

- **Employee Benefits \$(0.4M)** – Benefit adjustment to reflect updated costs associated with the Employee Life and Health Trusts (ELHTs), government CPP and EI contribution rates and WSIB.
- **Qualifications and Experience \$(9.5M)** – 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 \$2.2M** – Given the in-year enrolment changes and class size configurations, staff levels were adjusted to include an increase of 33.44 FTE elementary teacher positions and a decrease of 12.1 FTE elementary librarian positions.
- **Retirement Gratuities \$(0.8M)** – Expected payout of retirement gratuities based on eligible retirements and August 31, 2012 payout calculations.

COVID-19 Expenditures \$23.8M

- **Staffing changes \$16.5M**

Description	FTE	Amount
Elementary Teachers	34.99	\$3,653,252
Secondary Teachers	42.50	\$4,692,235
Special Education Resource Teachers	6.30	\$664,282
Principal and Vice-Principals	8.70	\$1,260,449
Custodians	30.00	\$1,772,925
Early Childhood Educators	33.00	\$1,836,927
Educational Assistants	4.50	\$280,589
Elementary Head Secretary	5.00	\$328,544
Well-being Youth Workers	3.50	\$289,135
Social Workers	2.00	\$228,114
Lunchroom Supervisors		\$1,500,010
Total	170.49	\$16,506,462

- **Non-staffing changes \$7.3M**

Description	Amount
Technology-related costs	\$2,595,571
Enhanced cleaning	\$137,169
Ventilation in classrooms	\$1,439,500
Health and safety training	\$332,580
Transportation	\$2,298,329
PPE	\$533,333
Total	\$7,336,482

Other Changes \$0.5M

- **CUPE Investment in System Priorities \$1.5M** – To match unspent 2019-20 funding with corresponding changes in expenditures, an increase of 14.0 FTE EAI positions, 5.0 FTE custodial positions, 2.0 FTE LAN Administrator positions and 2.0 FTE elementary head secretaries.
- **Enveloping \$(0.4M)** – To match funding changes with corresponding changes in expenditures for programs such as Continuing Education, Indigenous Education, Student Success, Special Education and Mental Health & Well Being.
- **Other \$(0.6M)** – Miscellaneous year over year adjustments such as staff on loan, school block budget adjustments and discretionary budgets.

3.3 Capital Budget

Capital budget items have been updated to reflect adjusted timelines. Included are the following significant changes: *(Reference Appendix C for Capital Budget)*

- \$3.4M increase in current site purchases
- \$14.1M in higher School Condition Improvement facility upgrade expenditures
- \$9.1M in higher School Renewal facility upgrade and equipment expenditures
- \$2.2M in Proceeds of Disposition facility upgrade expenditures
- \$2.2M in higher new construction expenditures due to new project approvals

3.5 Interim Report on Operating Expenditures as at Quarter 1

Operating expenditures for the period ending November 30, 2020 (Quarter 1) are 21.9% of the 2020-2021 Revised Estimates amount of \$829,399,168. This expenditure level is slightly lower than prior year, in which 25.0% of the 2019-2020 Revised Estimates was spent at Quarter 1. This variance is largely due to the application of retroactive salary increases not yet processed due to timing of local collective agreement ratification dates. As such, it is estimated that operating expenditures for the current year will be on target. (*Reference Appendix D for Q1 Operating Expenditure details*)

4. Conclusion

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

5. Appendices

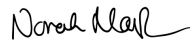
Appendix A – 2020-2021 Operating Budget – Revenue

Appendix B – 2020-2021 Operating Budget – Expenditures

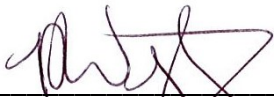
Appendix C – 2020-2021 Capital Budget

Appendix D – Interim Financial Report, for the period ending November 30, 2020

Report reviewed and submitted by:



Norah Marsh, Director of Education



David Wright, Associate Director of Corporate Services

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**DURHAM DISTRICT SCHOOL BOARD
2020-2021
OPERATING BUDGET - REVENUE**

REVENUE CATEGORIES	2020-2021 Estimates	2020-2021 Revised Estimates
Pupil Foundation	401,505,284	403,890,127
School Foundation	50,455,170	50,664,357
Special Education - SEPPA	57,112,179	57,500,200
Special Education - Differentiated Special Needs (DSENA)	36,956,250	36,956,250
Special Education - SIP	2,964,675	2,992,330
Special Education - SEA	2,624,714	2,640,429
Special Education - Behaviour Expertise Funding	818,449	822,315
Special Education - Education and Community Partnership Program	5,645,721	5,716,634
Language - FSL	10,747,632	10,696,037
Language - ESL	5,888,722	5,926,316
Indigenous Education Grant	1,195,707	1,371,325
Rural and Northern Education Allocation	46,700	46,700
Learning Opportunities - Demographic Table Amount	3,570,652	3,570,652
Learning Opportunities - Student Success	1,335,984	1,340,236
Learning Opportunities - Ont Focused Intervention Partnership	300,571	302,395
Learning Opportunities - Specialist High Skills Major	702,646	702,646
Learning Opportunities - Gr 7 - 8 Literacy & Numeracy Coaches	873,451	856,432
Learning Opportunities - Outdoor Education	615,467	619,171
Learning Opportunities - Experiential Learning Allocation	237,874	238,708
Mental Health & Well-Being	1,799,311	1,787,299
Cost Adjustment - Teacher Qualification & Experience	69,196,050	57,925,951
Cost Adjustment - ECE Qualification & Experience	4,371,972	4,047,587
Cost Adjustment - MAT leave/Sick leave	922,593	922,593
Cost Adjustment - Early Payout Ret. Grat. Funding Adjustment	-104,650	-104,650
Cost Adjustment - Online Learning Adjustment	-88,382	-88,382
Cost Adjustment - Benefits Trust Funding	13,586,377	13,586,377
New Teacher Induction Program (NTIP)	604,099	604,099
Adult Education/Continuing Education (Con. Ed.)	2,989,627	2,997,192
Learning Opportunity - Literacy & Numeracy (Con. Ed.)	401,056	275,197
Transportation	23,602,931	23,755,243
Administration and Governance	18,859,142	18,934,962
Program Leadership Allocation	905,864	998,302
School Operations	72,481,148	72,857,091
Community use of schools	980,994	980,994
Public Sector Wage Constraint	-418,575	-418,575
Support for Students Fund	6,893,709	6,893,709
Support for COVID-19 Outbreak Allocation	0	709,120
Grants for Student Needs (GSN) Operating Funding Total	800,581,115	793,517,370

**DURHAM DISTRICT SCHOOL BOARD
2020-2021
OPERATING BUDGET - REVENUE**

REVENUE CATEGORIES	2020-2021 Estimates	2020-2021 Revised Estimates
Other Government Grants /Fees		
Min. Citizenship & Immigration - Adult ESL (Con. Ed.)	628,380	638,800
Govt of Canada/Fees Non-Resident	904,275	545,959
Min. Education - Math Strategy	999,000	999,000
Min. Education - CUPE Investment in System Priorities	0	1,494,226
Min. Education - COVID-19 PPF	0	15,620,191
Other Government Grants /Fees Total	2,531,655	19,298,176
Other Revenues/Expenditure Recovery		
Rental/Lease Fees	2,285,020	1,753,835
Community Use Fees	450,000	0
Misc. recoveries/rebate	8,000	8,000
Staff on Loan	2,748,940	2,899,551
Fees - Continuing Education	790,280	598,997
Interest Revenue	1,400,000	1,000,000
Other Revenues/Expenditure Recovery Total	7,682,240	6,260,383
Deferred Revenue		
Deferred Revenue - Indigenous Education	0	196,373
Deferred Revenue - ABA Training	0	35,037
Deferred Revenue Total	0	231,410
Operating Revenue Total	810,795,010	819,307,339
Accumulated Surplus		
Use of Accumulated Surplus		
Retirement Gratuities - Accumulated Surplus	2,755,690	1,961,829
Working Funds - Accumulated Surplus	0	8,130,000
Accumulated Surplus Total	2,755,690	10,091,829
Grand Total	813,550,700	829,399,168

**DURHAM DISTRICT SCHOOL BOARD
2020 - 2021
OPERATING BUDGET - EXPENDITURES**

EXPENDITURE CATEGORIES	2020-2021 ESTIMATES FTE	2020-2021 ESTIMATES	2020-2021 REVISED ESTIMATES FTE	2020-2021 REVISED ESTIMATES
Instruction				
Teachers	4,273	459,259,924	4,390	459,657,025
Supply Staff	0	20,099,278	0	20,110,408
Educational Assistants	891	51,551,194	903	56,918,859
Early Childhood Educator	327	18,161,368	360	19,053,741
Computers	0	11,033,210	0	12,032,630
Textbooks / Supplies	0	11,740,582	0	11,788,309
Prof./ParaProf./Tech.	171	23,609,729	173	25,442,268
Library / Guidance	157	16,824,733	145	15,175,266
Staff Development	0	4,328,605	0	4,417,205
Principals and VPs	238	33,176,706	247	33,691,983
School Office	214	18,470,771	227	19,157,076
Officers & Facilitators	90	13,622,077	90	13,667,800
Continuing Education	24	4,917,950	23	4,206,360
Instruction Total	6,384	686,796,127	6,556	695,318,930
Administration & Governance				
Governance	14	252,927	14	255,342
Board Administration	140	22,454,060	140	22,272,078
Administration & Governance Total	154	22,706,987	154	22,527,420
Transportation				
Transportation	1	24,160,200	0	26,122,183
Transportation Total	1	24,160,200	0	26,122,183
School Operations & Maint.				
School Operations & Maint.	539	76,021,057	545	77,793,515
School Operations & Maint. Total	539	76,021,057	545	77,793,515
Other Non-Operating				
Other Non-Operating	0	3,866,329	0	7,637,120
Other Non-Operating Total	0	3,866,329	0	7,637,120
Grand Total	7,078	813,550,700	7,256	829,399,168

**DURHAM DISTRICT SCHOOL BOARD
2020-2021
CAPITAL BUDGET**

	2020-2021 ESTIMATES	2020-2021 REVISED ESTIMATES
Site Purchases		
Prior years purchases	6,000,000	6,000,000
Current site purchases	35,990,000	39,422,000
Total Site Purchases	41,990,000	45,422,000
Facility Upgrades		
School Condition Improvement - facility upgrades	19,478,985	33,595,014
School Renewal - facility upgrades and equipment	10,781,084	19,876,538
Proceeds of Disposition - facility upgrades	-	2,184,704
Total Facility Upgrades	30,260,069	55,656,256
Retrofits		
Child Care and Child and Family Support Programs retrofits	5,054,636	5,069,152
Total Retrofits	5,054,636	5,069,152
Portable purchases and relocations	1,587,561	1,587,561
New construction	21,509,238	23,725,505
Interest on Long-Term Financing	9,682,130	9,682,130
Total Capital Expenditures	110,083,634	141,142,604

Durham District School Board
Interim Financial Report
For the Period Ending November 30, 2020 (Q1)

EXPENDITURE CATEGORIES	2020-2021 Revised Estimates	2020-2021 Expenditures at (Q1)	2020-2021 % Spent at Q1	2019- 2020 % Spent at Q1
Instruction				
Teachers	459,657,025	109,988,452.67	23.9%	26.2%
Supply Staff	20,110,408	3,499,846.82	17.4%	21.9%
Educational Assistants	56,918,859	7,507,686.35	13.2%	27.0%
Early Childhood Educator	19,053,741	4,659,629.18	24.5%	25.8%
Textbooks / Supplies	11,788,309	3,623,799.03	30.7%	25.7%
Computers	12,032,630	1,491,601.31	12.4%	14.6%
Prof./ParaProf./Tech.	25,442,268	5,174,183.08	20.3%	21.8%
Library / Guidance	15,175,266	3,705,106.95	24.4%	24.7%
Staff Development	4,417,205	201,624.52	4.6%	29.5%
Principals and VPs	33,691,983	8,562,379.18	25.4%	26.0%
School Office	19,157,076	4,424,295.22	23.1%	26.7%
Officers & Facilitators	13,667,800	2,955,698.57	21.6%	23.2%
Continuing Education	4,206,360	710,205.07	16.9%	23.1%
Instruction Total	695,318,930	156,504,507.95	22.5%	25.6%
Administration & Governance				
Governance	255,342	53,274.91	20.9%	24.9%
Board Administration	22,272,078	5,110,901.59	22.9%	22.4%
Administration & Governance Total	22,527,420	5,164,176.50	22.9%	22.4%
Transportation				
Transportation	26,122,183	6,757,795.42	25.9%	26.6%
Transportation Total	26,122,183	6,757,795.42	25.9%	26.6%
School Operations & Maintenance				
School Operations & Maintenance	77,793,515	12,655,638.50	16.3%	19.6%
School Operations & Maintenance Total	77,793,515	12,655,638.50	16.3%	19.6%
Other Non-Operating				
Other Non-Operating	7,637,120	906,024.01	11.9%	24.4%
Other Non-Operating Total	7,637,120	906,024.01	11.9%	24.4%
Grand Total	829,399,168	181,988,142.38	21.9%	25.0%

REPORT TO: Durham District School Board **DATE:** January 18, 2021

SUBJECT: 2020-2021 Supplementary Funds Summary **PAGE NO.** 1 of 1

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services
Jennifer Machin, Senior Manager of Finance

1. Purpose

The purpose of this report is to provide the Board of Trustees with an update on Supplementary Funding announced or received to date for 2020-2021.

2. Analysis

Throughout the year, the Board receives a number of Priorities and Partnerships Fund (PPF) 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 2020-2021 Supplementary Funding listing of grants announced or received to date of \$21,133,396 is attached as Appendix A, including PPF grants from the Ministry of Education and other funding sources.

3. Conclusion

This report is provided for information purposes.

4. Appendices

Appendix A – 2020-2021 Supplementary Funding Summary

Report reviewed and submitted by:



Norah Marsh, Director of Education



David Wright, Associate Director of Corporate Services

2020-2021 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)	\$ 205,853
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Renewed Mathematics Strategy	\$ 999,000
Ministry of Citizenship and Immigration	Adult Non-Credit Language Training Program	\$ 638,800
Ministry of Advanced Education and Skills Development	Literacy and Basic Skills (LBS)	\$ 149,893
Ministry of Citizenship and Immigration	Language Instruction for Newcomers (LINC)	\$ 428,104
Ministry of Education, Student Achievement Division, Program Implementation Branch	Specialist High Skills Major	\$ 756,354
Ministry of Advanced Education and Skills Development	Ontario Youth Apprenticeship Program (OYAP)	\$ 218,897
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 Education, Inclusive Education Branch	Parent Reaching Out Grants - School Councils	\$ 39,624
Ministry of Education, Safe and Healthy Schools Branch	Well Being: Safe Accepting and Healthy Schools and Mental Health	\$ 87,587
Ministry of Education Equity Secretariat	Hire a senior leader with expertise in human rights, dispute resolution and organization change.	\$ 170,430
Ministry of Education, Labour and Finance Implementation Branch	CUPE Investment in System Priorities	\$ 1,494,226
Ministry of Education, Inclusive Education Branch	Focus on Youth	\$ 80,000
Ministry of Education	COVID - Custodial Staffing Supports	\$ 1,772,920
Ministry of Education	COVID - Health And Safety Training For Occasional Teachers And Casual Workers	\$ 332,580
Ministry of Education	COVID - Special Education Supports	\$ 545,503
Ministry of Education	COVID - Mental Health Supports	\$ 196,521
Ministry of Education	COVID - Enhanced Cleaning Allocation	\$ 137,169
Ministry of Education	COVID - Remote Learning Funding	\$ 1,600,438
Ministry of Education	COVID - Additional Funding For Teachers	\$ 929,275
Ministry of Education	COVID - Ventilation In Classrooms	\$ 1,439,500
Ministry of Education	COVID - Transportation	\$ 452,216
Ministry of Education	COVID - Additional Funding For Teachers	\$ 2,102,062
Ministry of Education	COVID - School Reopening Emerging Issues	\$ 3,170,559
Ministry of Education	COVID - Transportation	\$ 576,576
Ministry of Education	COVID - Additional High Priority Areas	\$ 2,269,301
Ministry of Education	COVID - Education and Community Partnership Program (ECP) Technology Funding	\$ 95,571
Ministry of Education, Special Education / Success for All Branch	After School Skills Development Programs	\$ 135,383
Ministry of Education, Labour and Finance Implementation Branch	COVID - Voluntary Redeployment	\$ 5,055

Total Supplementary Funding \$ 21,133,396

REPORT TO: Durham District School Board

DATE: January 18, 2021

SUBJECT: Secondary Staffing Update

PAGE NO. 1 of 5

ORIGIN: Norah Marsh, Acting Director of Education
 Jim Markovski, Acting Associate Director - Academic Services
 David Wright, Associate Director - Corporate Services
 Heather Mundy, Superintendent of Education, Human Resource Services
 Paul Brown, Education Officer – Operations

1. Purpose

The purpose of this report is to provide Trustees with an overview of secondary staffing for 2020-2021 for both in-person and virtual schools (DDSB@Home).

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.*

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

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

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

3. Background

In early August 2020, the DDSB conducted a survey of families to determine the number of students who would be attending in-person schools, and the number who would be attending DDSB@Home. Both in-person schools and DDSB@Home were staffed in August based upon the results of this survey data.

In order to support and accommodate the growing number of students seeking to attend DDSB@Home following the initial deadline of August 13th, the deadline to register for DDSB@Home was extended to September 2nd. (please see the **Secondary Enrolment and Staffing 2020-2021** chart for details)

Secondary staffing is a time-consuming and multi-faceted process that matches student course options with teacher qualifications. Once students begin classes, it is challenging to re-staff schools without significantly impacting student course options.

Secondary schools re-timetabled their schools based upon new enrollment numbers of mid-August after the original deadline for registering at the virtual school. However, from that time to school start-up, the demand for virtual secondary school tripled. In the interest of starting school on-time and maintaining stability, additional course sections were allocated, with the intention of providing more time for making appropriate adjustments in staffing discrepancies for the second half of the school year.

For quadmasters 3 and 4, there will be an additional cohort of students who will transfer from in-person schools to DDSB@Home based upon the preferences of families received between September 3rd and November 6th, 2020. In order to redress the over staffing of in-person schools for quadmasters 1 and 2, and to accommodate the third cohort of students transferring to DDSB@Home, a number of teachers will transfer from the in-person schools to DDSB@Home for quadmasters 3 and 4.

The re-staffing of in-person schools for quadmasters 3 and 4, although continuing to be a significant challenge, is more easily accomplished than it was at the beginning of quadmaster 1. This is due to the length of time that schools have been given to prepare for the start of quadmaster 3. Although there was little time to re-staff between the closing of the second survey on September 2nd and the start of classes on September 8th, there is a period of more than 10 weeks to prepare for the start of quadmaster 3.

Secondary Enrolment and Staffing 2020-2021

	Enrolment for In-Person Schools	Staffing for In-Person Schools	Enrolment for DDSB@Home	Staffing for DDSB@Home
August 2020	19 028	1 232.5	2 754	130
September 2020 (start of quadmaster 1)	18 471	1 232.5	3 244	180
February 2021 (start of quadmaster 3)	16 990 Estimated	1 128.5	4 590 Estimated	269

4. Analysis

For quadmasters 1 and 2, the number of teachers at in-person schools was based upon the results of the August survey of families wishing to remain at in-person schools. Due to the increase in second cohort student enrollment at DDSB@Home, an additional 50 LTO teachers were hired to accommodate student's course options at DDSB@Home.

For quadmesters 3 and 4, there will be a reduction in the number of teachers at in-person schools (104 FTE) to accommodate the transfer of students to DDSB@Home. This reduction in teachers at in-person schools will reduce the overall number of secondary teachers required for both in-person schools and DDSB@Home by an overall total of 15 teachers. The full coverage of 50 teachers incurred by DDSB@Home for quadmesters 1 and 2 could not be fully reduced due to the need to maintain student course options at both in-person schools and DDSB@Home. This means that 35 LTO teaching positions are required to remain in place for quadmesters 3 and 4.

Throughout the transfers of students and staff, in-person schools and DDSB@Home have been able to maintain viable programming and a healthy selection of course options for all students. In the re-staffing process for quadmesters 3 and 4, in-person schools are ensuring that all compulsory courses are available for students, along with ensuring that all courses necessary for graduation are in place. While school teams are re-staffing their timetables in ways that are intended to minimize any negative impact on students, the loss of some optional elective courses may have an impact on students with respect to non-essential courses of interest. For many in-person schools where the reduction in staff might have compromised essential programming, the staffing complement was left in place to ensure that viable student course options and key teaching assignments remained.

Secondary Students Enrolled in DDSB@Home by Municipality as of December 18, 2020

Area	Original Enrolment Projection (OEP)
Ajax	920
Brock	22
Oshawa	877
Pickering	405
Scugog	102
Uxbridge	78
Whitby	693
eLearning	17
TOTAL	3,114

5. Financial Implications

The addition of 25 FTE LTO teachers for quadesters 1 and 2 (50 teachers required for quadester 1 and 2) will be an additional expense for the District that will be addressed through in-year operational savings and federal funding provided to support operations during the pandemic. For quadesters 3 and 4, there will be a reduction in LTO staffing from 25 to 17.5 FTE LTO teachers (35 teachers required for quadester 3 and 4).

Additional federal funding allocated by the province on November 26, 2020 for priority regions came with specific criteria for its use. One area of appropriate use was to provide increased remote learning supports. Working through the secondary staffing process this school year, we gained a deeper understanding of the implications of transferring students to the secondary virtual school and the importance of being able to balance the needs of students learning both in-person and virtually. We believe that this newest injection of federal funding is being used within our commitment to equitable outcomes, and in conjunction with the parameters established for its use.

6. Evidence of Impact

The continued migration of secondary students to DDSB@Home has meant that in-school registrations were depleted. The impact of this is felt particularly in the area of non-essential or elective course offerings. With the requirement for school administrators to adjust timetables to reflect potential reductions in staffing, many elective courses became vulnerable. Our focus on equity would suggest that we need to maintain a breadth of course offerings at the secondary level to meet the needs of both in-person and virtual learners.

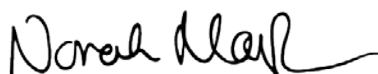
7. Communication Plan

This report is shared with Trustees for information.

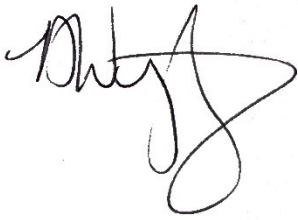
8. Conclusion

The report provides Trustees with an update on secondary staffing and our commitment to support individual family preferences in the transition to and from virtual learning.

Report reviewed and submitted by:



Norah Marsh, Director of Education



David Wright, Associate Director – Corporate Services



Jim Markovski, Acting Associate Director – Academic Services



Heather Mundy, Superintendent of Education, Human Resource Services

REPORT TO: Durham District School Board

DATE: January 18, 2021

SUBJECT: Trustees Expenses

PAGE NO. 1 of 4

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services

1. Purpose

The purpose of this report is to provide the Board of Trustees with information regarding the annual reporting of Trustees Expenses, in accordance with Board Policy and Regulation: Trustee Expenses.

2. Background

Regulation: Trustee Expenses 1. (l) states “Expenses are tracked on an individual Trustee basis and published annually as part of the year-end reporting process”. As in past years, individual Trustee expenses relating to OPSBA conferences are shown against their individual Trustee accounts. The annual OPSBA fee is a board expense, and not shown against individual Trustee accounts.

2.1 Reporting Period

At the June 3, 2019 Standing Committee meeting, the Board of Trustees approved an adjustment to the annual Trustee expense reporting period to December 1 – November 30 to better align the reporting period with the Trustees’ elected term.

At the January In-Camera Standing Committee meeting, the current Trustees expense report was presented.

2.2 Eligible Basic Expenses

In accordance with Policy and Regulation: Trustee Expenses, the Board will reimburse individual Trustee expenses incurred in carrying out his or her responsibilities. Expenses eligible for reimbursement are grouped into the following general categories:

a) Office Expenses

i. Telephone

- Appropriate charges for the cost of one dedicated telephone/fax line including call answering and call display services for Trustees home office for the purpose of Board business.

- The monthly cost of a cellphone at the minimum monthly rate for emergency/safety purposes is eligible for reimbursement, up to \$100 per month including taxes.
 - Long distance calls related to Board business are eligible for reimbursement.
 - Detailed billing statements must be submitted in support of expenses being claimed.
- ii. Computer Workstation and Printers
- To facilitate communication with the Board, its schools and the community through access to the Board's network and email system and the Internet, a board-standard laptop computer and related computer equipment/supplies (printer/fax, paper, replacement printer cartridges, and Office suite of software) is purchased in accordance with the Board's procurement policy and provided to each Trustee.
 - The cost of a high-speed internet connection is eligible for reimbursement.
- iii. Other Trustee Expenses
- Other supplies related to the role of Trustee (ie business cards, office supplies) are provided through the Board's usual procurement process.
- b) Professional Development

Conference/Workshops

Trustees are eligible to attend up to two annual Ontario Public School Boards' Association (OPSBA) events – January and the Annual General meeting – and claim the related expenses:

- Trustees may submit for reimbursement the receipt for conference registration. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for hotel, travel, and meals not included in the conference registration fee.
- Accommodation expenses are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement.
- Charges incurred for personal telephone calls, room or bar service, movies, etc. will not be eligible for reimbursement.
- Eligible meal expenses will be reimbursed in accordance with procedure 3170: Business Travel, Meal and Hospitality Expenses.

c) Travel Expenses

Travel for all Board business including attendance at Board meetings, Committee meetings, school visits or system area/regional functions.

d) Discretionary Expenses

A Trustee may claim up to \$1,000 per year for discretionary expenses, or allocate a total allowance of up to \$4,000 at the start of the Trustee's term of office to cover all four years, for items set out as follows:

- i. Communication and Technology - Personal mobile communication devices and applicable incremental monthly charges
- ii. Events - Board related events
- iii. Personal Professional Development and Conferences - These activities must relate specifically to the role of Trustee and be approved in advance by the Board in public session. Expenses are eligible for reimbursement consistent with the criteria for conferences and workshops outlined under b) above.
 - o Educational opportunities
 - o Development conference expense
- iv. Other Eligible Meeting Expenses - Child minding expenses

3. Analysis

The following chart provides the individual Trustee expense analysis for the current Board of Trustees for the period of December 1, 2019 to November 30, 2020:

**Expenses While Fulfilling the Role of DDSB Trustee
For the Period December 1, 2019 to November 30, 2020**

Trustee	Office Expense	Professional Development	Travel	Total
Patrice Barnes	912	817	-	1,729
Michael Barrett	850	-	166	1,016
Chris Braney	3,142	1,202	1,271	5,615
Paul Crawford	709	113	408	1,230
Donna Edwards	780	1,227	264	2,272
Darlene Forbes	858	-	-	858
Niki Lundquist	-	-	-	-
Carolyn Morton	1,428	1,323	1,757	4,508
Ashley Noble	847	-	-	847
Scott Templeton	542	-	-	542
Christine Thatcher	734	-	272	1,006
	10,803	4,683	4,138	19,624

The following chart provides the individual Trustee expense analysis for the current Board of Trustees for the period of December 1, 2019 to November 30, 2020:

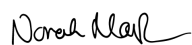
**Discretionary Budget Balances
For the Period December 1, 2019 to November 30, 2020**

Trustee	Opening Budget Allowance	Office Expense	Professional Development	Telephone	Remaining Budget Allowance
Patrice Barnes	3,900	31		20	3,849
Michael Barrett	4,000				4,000
Chris Braney	3,547			871	2,676
Paul Crawford	3,888	179	113		3,596
Donna Edwards	4,000				4,000
Darlene Forbes	3,978				3,978
Niki Lundquist	4,000				4,000
Carolyn Morton	4,000		90		3,910
Ashley Noble	4,000				4,000
Scott Templeton	4,000				4,000
Christine Thatcher	4,000				4,000
	43,313	210	203	891	42,009

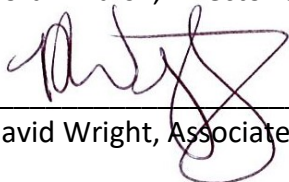
4. Conclusion

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

Report reviewed and submitted by:



Norah Marsh, Director of Education



David Wright, Associate Director of Corporate Services

REPORT TO: Durham District School Board

DATE: January 18, 2021

SUBJECT: Trustees Expense Update

PAGE NO. 1 of 2

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services

1. Purpose

The purpose of this report is to provide Trustees with information regarding Trustee expenses, in accordance with Board Policy and DDSB Regulation: Trustee Expenses.

2. Background

To provide particulars on the current DDSB Policy and Regulation Trustee Expenses (Appendix A and Appendix B).

3. Analysis

For transparency, Trustee expenses will be claimed in alignment with DDSB Policy and Regulation as well as Ministry of Education expectations.

Trustee Expense Policy includes the overarching statement that Trustee expenses incurred in carrying out their responsibilities will be reimbursed where appropriate and reasonable.

The DDSB Trustee Expense Regulation 3 A) ii. highlights that travel for all Board business including attendance at Board meetings, Committee meetings, school visits or system area/regional functions is eligible for reimbursement. The origin or location of travel is silent.

Some Boards have a practice of posting Trustee expenses on their website. DDSB currently meets the requirements of legislation by making trustee expenses publicly available via a Board report. A change in DDSB practice could come from a Board recommendation and/or inclusion in a revised expense policy.

4. Conclusion


As part of the transition from Board Regulations to Policies and Procedures, staff will undergo a jurisdictional review of Trustee Expense Policies and bring a draft policy and procedure to replace the current DDSB Regulation for Trustees to review and approve.

5. Appendices

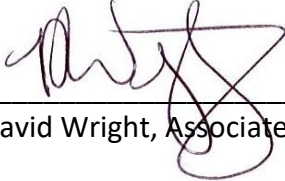
Appendix A – Regulation: Trustee Expenses

Appendix B – Trustee Expense Policy

Report reviewed and submitted by:



Norah Marsh, Director of Education



David Wright, Associate Director of Corporate Services

Trustee Expenses

General

Expenses as set out below are eligible for reimbursement:

- (a) Each Trustee is to utilise the Trustee expense form;
- (b) Detailed receipts/statements are required for all expenses claimed for reimbursement;
- (c) Credit card slips by themselves are insufficient to support a claim;
- (d) Expense claims should be made monthly, unless the total to be claimed is less than \$200;
- (e) All claims relating to expenses 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;
- (f) Items of a personal nature (sundries, traffic and parking violations, late payment fees, etc.) or related to the attendance of a family member at an event are not eligible for reimbursement;
- (g) Alcohol expenses are not eligible for reimbursement;
- (h) Donations to political or community activities or charitable/fund-raising events are not eligible for reimbursement;
- (i) Attendance at community activities or other similar events as a representative of the Board are eligible for reimbursement;
- (j) At the end of the Trustees' term, all equipment purchased with Board funds shall be returned to the Board, or may be purchased by a Trustee for fair value;
- (k) Approved Trustee expenses are paid in accordance with regular practices for Board staff;
- (l) Expenses are tracked on an individual Trustee basis, and published annually as part of the year-end reporting process.

2. Approval of Expense Claims

- (a) The Chair of the Board and the Vice-chair of the Board are responsible to approve all Trustee expense claims and forward it to the Supervisory Officer responsible for Business for payment;
- (b) The Supervisory Officer responsible for Business and the Supervisory Officer responsible for Employee Relations are responsible for approval of the Chair's and Vice chair's expense claims;
- (c) A Trustee has the right to submit a request for reimbursement of any disallowed expense, for consideration at a public meeting of the Board.

3. Basic Expenses

a) Vehicle Travel

- i. Vehicle travel shall be reimbursed at a rate per kilometer, as may be approved by the Board from time to time in accordance with Policy 4133: Travel Allowance;
- ii. Travel for all Board business including attendance at Board meetings, Committee meetings, school visits or system area/regional functions is eligible for reimbursement;
- iii. Destinations and reasons for expenses must be specified on the prescribed claim form.

b) Telephone

- i. Appropriate charges for the cost of one dedicated telephone/fax line including call answering and call display services for Trustee's home office for the purpose of Board business is eligible for reimbursement;
- ii. The monthly cost of a cell phone is eligible for reimbursement, up to \$100 per month, excluding taxes. Costs incurred for Board Business above the \$100 per month rate may be claimed by the Trustee through discretionary expenses;
- iii. Long distance calls related to Board business are eligible for reimbursement. The cost of personal long distance and fax calls are not eligible;
- iv. Trustees are encouraged to use 1-800 numbers where available when making long distance calls;
- v. Detailed billing statements must be submitted in support of expenses being claimed.

c) Computer Workstations and Printers

- i. To facilitate communication with the Board, its schools and the community through access to the Board's network and e-mail system and the Internet, a board-standard laptop computer and related computer equipment/supplies (printer/fax, paper, replacement printer cartridges, and Office suite of software) is purchased in accordance with the Board's procurement policy and provided to each Trustee. Personal purchases are not eligible for reimbursement;
- ii. The cost of a high-speed internet connection is eligible for reimbursement.

d) Other Trustee Expenses - Other supplies related to the role of Trustee (i.e. business cards, office supplies) are provided through the Board's usual procurement process. Personal purchases are not eligible for reimbursement.

e) Conferences/Workshops

Trustees are eligible to attend up to two annual Ontario Public School Boards' Association (OPSBA) events – January and the Annual General meeting – and claim the related expenses as a Board expenditure:

- i. Trustees may submit for reimbursement the receipt for conference registration. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for hotel, travel, and meals not included in the conference registration fee;
- ii. Accommodation expenses are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;
- iii. Charges incurred for personal telephone calls, room or bar service, movies, etc. will not be eligible for reimbursement.
- iv. Eligible meal expenses will be reimbursed in accordance with Procedure 3170: Business Travel, Meal and Hospitality Expenses.

f) Student Trustee Conferences/OSTA-AECO Leadership

Student Trustees are eligible to attend four annual Ontario Student Trustees' Association – l'Association des Éléves conseillers et conseillères de l'Ontario (OSTA-AECO) conferences and claim the related expenses as a Board expenditure.

- i. Trustees may submit for reimbursement the receipt for conference registration. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for hotel, travel, and meals not included in the conference registration fee;
- ii. Accommodation expenses are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;
- iii. Charges incurred for personal telephone calls, room or bar service, movies, etc. will not be eligible for reimbursement;
- iv. Eligible meal expenses will be reimbursed in accordance with Procedure 3170: Business Travel, Meal and Hospitality Expenses.
- v. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for travel and meals for OSTA-AECO Executive meetings if a student Trustee is elected an OSTA-AECO Executive member.

4. Discretionary Expenses

A Trustee may claim up to \$1,000 per year for discretionary expenses, or allocate a total allowance of up to \$4,000 at the start of the Trustee's term of office to cover all four years, for items set out as follows:

a) Communication and Technology - Personal mobile communication devices and applicable incremental monthly charges.

b) Events - Board related events.

c) Personal Professional Development and Conferences - These activities must relate specifically to the role of Trustee, and be approved in advance by the Board in public session. Expenses are eligible for reimbursement consistent with the criteria for conferences and workshops outlined under 2.0 above.

- i. Educational opportunities;
- ii. Development conference expense.

d) Other Eligible Meeting Expenses - Child minding expenses.

Appendix:

Appendix 1 – Trustee Expense Statement

Effective Date

2009-11-16

Amended/Reviewed

2010-04-19

2011-03-25

2013-01-25

2016-11-21

2017-11-29

Trustee Expense Policy

1.0 Purpose

The purpose of the Trustee Expense Policy is to establish the principles and the approval process for the reimbursement of Durham District School Board (Board) Trustees' expenses.

2.0 The Principles

As provided for under the Education Act, the Board will reimburse individual Trustee expenses in accordance with the following principles:

- A reimbursement of appropriate and reasonable Trustee expenses incurred in carrying out their responsibilities.
- Flexibility in utilising Trustee expense budgets.
- Recognition of the divergent needs of each Trustee.
- A desire to ensure that an expense policy empowers a Trustee to better serve their constituency.
- A process that provides appropriate levels of controls.

3.0 The Setting of the Budget

Each year, the Trustees will establish and approve an appropriate budget for Trustee expenses as part of the established budget process for the Board.

4.0 Reimbursement of Eligible Expenses

Expenses eligible for reimbursement, and the approval process, are described in detail within Regulation 4135.

Appendix:

None

Effective Date

2005-04-19

Amended/Reviewed

2006-08-08

2009-11-16

2013-01-25

2017-11-29

REPORT TO: Durham District School Board **DATE:** January 18, 2021

SUBJECT: Quarterly Construction and Major Projects Progress Report **PAGE NO.** 1 of 7

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services
Christine Nancekivell, Chief Facilities Officer
Lisa Bianca, Senior Manager of Facilities Services
Brenda Coward, Manager of Facilities Design/Construction

1. Purpose

The purpose of this report is to provide the Board of Trustees with a quarterly report of the current construction and major projects progress, as information.

2. Ignite Learning Strategic Priority/Operational Goals

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

Increase Student Achievement and Well-Being

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

3. Background

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

- In February 2018, the Durham District School Board received Ministry of Education approval to build Beaverton/Thorah Central P.S. replacement school to consolidate Beaverton P.S. and Thorah Central P.S. on the Beaverton P.S. site, in Beaverton and to build two new elementary schools, Unnamed North Ajax P.S. (Williamson Drive West/Bellinger Drive) in Ajax, and Unnamed North Whitby P.S. (Samandria Avenue/Lazio Street) in Whitby.
- In July 2020, the Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Creekwood PS at Tillings Road and Scenic Lane Drive in Pickering and an addition at Mary St PS in Oshawa to replace the existing portapac.

- In October 2020, the Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed North Oshawa PS at Windfields Farm Drive West and Wintergrace Avenue in Oshawa.
- 3.2. The Ministry approval process must be carefully considered when undertaking any major capital projects. The stages of Ministry approval include; announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on cost consultant report and post tender approval if the tender exceeds the approved funding amount. Each stage requires Ministry approval prior to proceeding to the next step.
 - 3.3. The intention of this report is to provide a quarterly update in the months of September, January, March, and June. This report would be posted on the Board's website and would allow the greater community a "snap shot" of the activities. These reports will serve as an update in a non-technical manner.

4. Analysis

4.1. **New Elementary School Construction Projects**

Beaverton PS/Thorah Central PS Rebuild

Project Type: Rebuild Elementary School including child care centre and Early ON hub

Occupancy Date: September 2022 (Rescheduled from September 2021)

Architect: Moffet & Duncan Architects Inc.

Contractor: To be determined

Tender documents are complete. Authority approvals are complete, except for final execution and fees.

Project is awaiting Ministry of Education's final approval to proceed to tender. Project completion date has been rescheduled from September 2021 to September 2022 due to time frame of final approvals and the current COVID 19 situation. Staff communicate with Ministry staff on an ongoing basis, regarding the approvals. The last inquiry into the status of the approval was November 19, 2020.

Unnamed North Ajax PS (Williamson Drive West/Bellinger Drive)

Project Type: New French Immersion Elementary School, including Early ON hub

Occupancy Date: September 2021

Architect: Cellucci + Pace

Contractor: Deciantis Construction Ltd.

Main structure is complete including roofing. Brick veneer installation is well underway. Mechanical and electrical work is ongoing. Interior finishing work has commenced. Scheduled to open September 2021/22.

Unnamed North Whitby PS (Samandria Avenue/Lazio Street)

Project Type: New Elementary School, including child care centre and Early ON hub

Occupancy Date: September 2021

Architect: MC Architects Inc.

Contractor: Percon Construction Inc.

Main structure is complete including roofing. Brick veneer installation is well underway.

Mechanical and electrical work is ongoing. Interior finishing work has commenced.

Scheduled to open September 2021/22

Unnamed Pickering Creekwood PS (Tillings Road/Scenic Lane Drive)

Project Type: New Elementary School, including child care centre

Occupancy Date: September 2023

Architect: Cellucci + Pace

Contractor: To be determined

Facilities Services staff are in the process of arranging DDSB's purchase of the property.

Approval to appoint an Architect was received from the Ministry of Education in September

2020. Ministry approval was based on the new school's area to be 90% of the standard

benchmark area. For example, the building area for this 536-pupil place school (not

including child care area) of 58, 573 square feet is required to be reduced by 90% to 52, 716 square feet. Design development has commenced.

Mary Street PS Oshawa – Addition

Project Type: Replacement of existing portapac with a new addition

Occupancy Date: September 2023

Architect: To be determined

Contractor: To be determined

DDSB staff are in the process of researching construction options for modular built facilities

as an alternative to traditional build. Proposed school facility template has been submitted

to the Ministry of Education for their next approval to appoint an Architect.

Unnamed North Oshawa PS (Windfields Farm Drive West/Wintergrace Avenue)

Project Type: New Elementary School, including child care centre

Occupancy Date: September 2023

Architect: To be determined

Contractor: To be determined

Facilities Services staff are in the process of arranging DDSB's purchase of the property. In

November 2020, approval from the Ministry of Education was received to appoint an

architect. Ministry approval was based on the new school's area to be 90% of the standard

benchmark area. For example, the building area for this 536-pupil place school (not

including child care area) of 58, 573 square feet is required to be reduced by 90% to 52, 716 square feet.

4.2. Major Projects

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Main office renovations	Frenchman's Bay PS Waverly PS	Projects under design and preparation for tender.
Family Studies classroom	Ajax HS	Modernization and upgrades under design
Elevator replacement	Village Union PS	Construction has been completed and the elevator is operational. Project included lift to access stage in gym.
Roofing projects	DASS Simcoe (Gym only) Eagle Ridge PS Fallingbrook PS Gordon B. Attersley PS O'Neill CVI Port Perry HS R.H. Cornish PS Westcreek PS Williamsburg PS	2020/21 roofing projects are being designed, tendered and prepared for summer 2021 construction.
Masonry/wall cladding restoration	Anderson CVI Dr. SJ Phillips PS Bolton C. Falby PS Vincent Massey PS	Project wrap up and demobilization nearing completion. New cladding projects under design and preparation for tender.
Library/Learning Commons Upgrades	Glen Dhu PS Harmony Heights PS Lakeside PS Lincoln Alexander PS Anderson CVI Cartwright Central PS Claremont PS Glengrove PS Joseph Gould PS Lincoln Avenue PS	Projects are complete. Projects under design and preparation for tender throughout early 2021.

Child Care projects	<p>McCaskill's Mills PS Roland Michener PS</p> <p>Bobby Orr PS Dr. Roberta Bondar PS Winchester PS</p> <p>Bayview Heights PS Glengrove PS Lakeside PS Scott Central PS Vaughan Willard PS</p> <p>Seneca Trail PS</p>	<p>Projects are complete in in the process of turnover to partners.</p> <p>Projects are under construction and proceeding well.</p> <p>Projects have been submitted to Ministry and await approval to proceed.</p> <p>Project has received Ministry approval to redesign in response to utilization issues.</p>
Boiler replacement projects	<p>Dr. Roberta Bondar PS Valley Farm PS</p>	<p>Projects under design in preparation for spring tender and summer 2021 construction.</p>
Accessibility projects	<p>Cartwright Central PS</p> <p>Dunbarton HS</p> <p>Glengrove PS</p> <p>Lester B. Pearson PS</p> <p>Uxbridge PS</p>	<p>New ramp being installed in corridor to provide barrier free access to library. Construction proceeding well.</p> <p>New elevator being constructed to provide access to two lower levels and main level of the school. Construction proceeding well.</p> <p>Ramp to library has been completed.</p> <p>Accessible lift to student lunch room/stage. Complete and turned over.</p> <p>Design underway for ramp to replace stair lift providing access to gym.</p>

4.3. Ventilation and Air Conditioning Projects

The following is a status report updating the progress of the Board approved initiative to provide air-conditioned cooling centres at each school site and a minimum of one fully air-conditioned building in each geographic area. This project has been ongoing since November 2017.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Fully Air-Conditioned Schools-ongoing	S.A. Cawker PS	Construction complete, project turnover underway.
Partial Air-Conditioning /Cooling Centres-ongoing	Cadarackque PS Glen Dhu PS Harmony Heights PS Lincoln Avenue PS Prince Albert PS Valley Farm PS Bellwood PS Lord Elgin PS Uxbridge PS Uxbridge SS	Construction complete, project turnover underway. Projects being prepared for and/or out for tender.
Partial Air-Conditioning/Cooling Centres-pending	Greenbank PS Valley View PS	Project ready for tender pending availability of funding. Spring 2021 target date. Project design work to begin fall 2020.

This initiative will continue into the 2020/2021 fiscal year with additional sites being added.

5. Financial Implications

Use of a total of \$54,838,656 Ministry of Education current approved Capital Priority Funds and \$69,355,754 for Major Projects.

6. Evidence of Impact

Creation of a total of 1,910 new pupil places, 190 replacement pupil places (at Mary St P.S.) and a total of 195 new child care places, resulting in the removal of a total of 26 portables.

7. Communication Plan

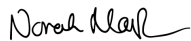
Quarterly Construction and Major Projects Progress Report to Board in the months of September, January, March and June.

- o Report is posted on the D.D.S.B.'s website under About DDSB, School Properties, Construction and Property Updates.

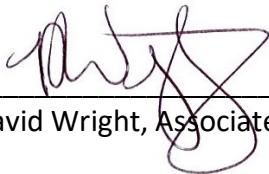
8. Conclusion

That the Board of Trustees receive this report as information.

Report reviewed and submitted by:



Norah Marsh, Director of Education



David Wright, Associate Director of Corporate Services